



The Status of human rights among tribal women worker in Tribal Area of South Gujarat

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Human rights as human dignity.....

Human rights are prime condition for human dignity. As per law of nature this is the fundamental right to enjoy it for betterment of life. But in present era, it has become violated concern with target group. So they are going too far and far from main stream of development. And they are unable to get what they deserve. They are suffering from injustice or unfair practices of male dominant or so called powerful /mighty segment of the society. The study opens the most practicable space as a part of solution. Such ray of hope in this darkness has an academic significance in future relevance.

Those who have finished by making all others think with them, have usually been those who began by daring to think with themselves. The science of Human Rights is defined as a particular branch of the social science the object of which is to study the human relations in the light of human dignity while determining those rights and faculties which are necessary as a whole for the full development of each human being's personality. The all-round development of individual's personality and universal peace and harmony can be promoted through suitable human rights education. The UNESCO has also felt the "desirability of envisaging the systematic study and development of independent scientific disciplines of human rights, taking into account the principal legal system of the world with a view to facilitating the understanding, apprehension, study and teaching of human rights at university level and subsequently at other educational levels". Hence multi-pronged efforts should be made by all concerned-individuals, government and non-government organisations to realise the objectives visualised in the Declaration of Human Rights.

Global and Holistic Concept -

Human Rights are taken here as a Global Value, applicable and cherished world-wide as a multiple, fundamental base control to the totality of human existence. The attainment of human rights is thus an ideal goal aspiration of pressing urgency, throughout the world. The concept of Human Rights here is Holistic: composite and encompassing: it recognises the innate indivisibility, inter-relatedness and interdependence of human life: rights, duties, values, which serve as spring boards for action are fundamentally part of an intrinsic whole.

The Universal Declaration of Human Rights and Vienna Declaration and Programme of Action (VDPA) both underline the cardinal importance of human rights education, training and public information - a crucial, enduring, and long-term, contribution to preventing human rights abuses and an investment for achieving a just society. The World Conference on Human Rights reaffirmed in particular that "States are duty-bound to ensure that education is aimed at strengthening the respect of

human rights and fundamental freedoms. Education on human rights and the dissemination of proper information, both theoretical and practical, play an important

role in the promotion and respect of human rights with regard to all individuals without distinction of any kind such as race, sex, language or religion, and this should be integrated in the education policies at the national as well as international lev-

els. In response to the appeal by the World Conference, the General Assembly proclaimed the period 1 January 1995 to 31 December 2004 the UN Decade for Human Rights Education. Human Rights Year (1998) was marked by the increased and sustained efforts of the international community to:

- Make human rights a reality worldwide
- Prevent human rights violations
- Build a global partnership for human rights
- Make human rights, together with peace, democracy, and development the guiding principles of the twenty-first century.

Guiding Ideas

1. Respect for the Dignity of All people - The Supreme Goal - all people have the same universal rights, freedom, equality, non-discrimination - the fundamental rights of vulnerable groups: children, minorities, indigenous peoples, refugees, displaced persons, disabled persons and migrant workers.
2. Human Rights - The Common Language of Humanity - building a universal culture of human rights and empowering people - human rights education at all levels and for all people - building a global partnership for human rights - promoting tolerance in the spirit of human rights worldwide.
3. Women Rights - The Responsibility of all women's rights are human rights combating all forms of violence against women - full participation of women in development - promotion of gender equality -support to NGOs and grass-roots initiatives for the advancement of women's rights.
4. Human Rights, Democracy & Development - Signposts to the Future - right to development -the human person is the central subject of development - elimination of poverty - institutions of democracy and the rule of law - a pluralist society - grass-roots participation.
5. Civil Society - The Driving Force of Human Rights individual and collective responsibility for human rights - contribution by NGOs in the promotion and protection of all human rights - grass-roots human rights activities - human rights defenders.
6. Human Rights - Achievements and Challenges -decolonization - end of apartheid - strengthening of national human rights capacities -national human rights institutions - elimination of all human rights violations -combating all forms of racial discrimination and xenophobia - universal ratification of human rights instruments.
7. The United Nations - Human Rights in Action -human rights in the field - technical co-operation and advisory services - human rights treaty bodies and thematic and country mechanisms - assistance to victims of human rights violations.

Immediate Prime Goals

UN Decade and Human Rights votaries suggest early action for certain definite purposes, viewed as short-term goals to lead to the realisation of the long-term ideal vision. Here is a statement on some which stand out boldly.

1. Literacy: Eradication of illiteracy, provision of total literacy not feasible through the school system alone due to limited access: crash programmes, non-formal settings, alternative channels, non-conventional methods.

2. Awareness: Much emphasised: simultaneously through the educational system, non-formal setups, community centres and agencies, all available channels, for a multi media approaches as appropriate.
3. Information: Widest possible information through educational institutions, alternative channels, all available for techniques.
4. Knowledge and Understanding: Development of common understandings, essentially based on literacy, information and awareness but to be attempted simultaneously as for awareness, people will begin to know and understand, may not be literate in the given sense, but there are non-conventional methods and now the mass media to get messages across.
5. Empowerment Of weaker sections: field work in progress, credit co-operatives for self-help, different kinds of work opportunities being provided, but new ways and means must be found for the empowerment of the needy in different spheres of life.
6. Human Development: Full development of human personality based on desirable values, nurtured at home, by the school and the community, facilitated by governing agencies.
7. Reflection and Action: Primarily a function of the major, agencies of education training in thought development and the capacity to reflect and act will be fostered as the UN Decade HRE drive proceeds forward.
8. commitment: To rights, duties and values, individual and collective; fostered through the home, the school, the community, the use of all available channels, for a, and techniques, particularly through example and demonstration of committed action.
9. Solidarity: Of people, of peers of families, citizens and communities, of committed leaders to stand together for common human rights, causes on the basis of shared values and help others to do the same ... education system can contribute but essentially it would be of, by and for the people, cultivated as in above particularly by example, demonstrated solidarity of action.
10. Implementation Enforcement: This is one major factor on which the success of HRE depend: even persons with required qualities may not be able to achieve implementation it has in the hands of others. Enforcement agencies regulate day-to-day life in so many ways. Heightened consciousness without the means of protection and redress may cause unrest; conflict true, committed people prepared to stand together, and make sacrifices may eventually obtain the implementation of right.

Indian Scenario-

Human Rights and Values related themes and issues have since received attention especially in India. Human Rights Education is found to be ingrained in Indian civilisation which adumbrated the concept of "Vasudhaiva Kutumbakam." The whole world is a family i.e., family is always been a most cherished and abiding institutions in all parts of the world. With the affection and benign guidance of the parents in each family, the young ones are reared and supported during growing up as an ideal human being. In spite of the onslaught of conflicts both internal and external the family remains a well-knit unit of mankind to ensure and promote happy and harmonious life. Human Rights Education thus gets a central place: a Representative conscious choice for the achievement of all else that is meaningful to life equity, social justice, human resource development humanitarian law, democracy, peace, rule of law-an enlightened civil global society, ... to replace ignorance, poverty squalor, disease, violence, discrimination and misery.

The Right to Life-

Life needs interlinked with Rights, Values and Governance Interface of Life nurturing, protective and threatening factors.

Food: Nourishment, safe drinking water, inadequacy, adulteration, endanger life, cause death.

Health: Hygiene, sanitation, medical care: non-availability, negligence, adulterated and or banned medicines, improper

surgery, removal of organs, epidemics threaten life.

Shelter: Place to live, unsafe living on pavements, is risky temporary dwellings, roofs collapse, walls fall: squalor-pollution, fire ... disease, accidents, death.

Protection: Protection against drinking, smoking and drug addiction: of self peers and others whose actions pollute and harm life. Safeguarding life and dignity in police stations, prisons, remand home, against torture, harassment, bodily injuries, and exploitation. Protection against: terrorist attacks, bomb blasts.

Safety: Safety against crimes in homes, shops, on roads, in trains, streets, buses, leading to loss of life.

Protection of Life: Protection of life against self-destruction, increasing incidence of individuals, students, even family groups, inability to cope with the demands of life. Poverty alone has in recent years led to a number of suicides of many a person alone, with children or an entire family: poverty alleviation has been stated by UN as a political, economic and moral imperative of the times.

Achieving desired results: Educators are primarily concerned with curriculum and instruction, the educational and training component in schooling. And for HRE, the easiest and most practical way would seem to be included in all educational institutions at different levels across the educational ladder in both formal and non-formal settings. But in order to do so, it is necessary to examine the prevalent situation, determine how it can best be done.

International Covenants on Civil and Political Rights was implemented in 1976 which seeks to guarantee to all individuals subject to their jurisdiction the rights recognized in it.

These Rights include:

Right to life;

1. Freedom from torture or cruel inhuman degrading treatment;
2. Freedom from slavery or servitude;
3. Right to liberty and security to person and freedom from arbitrary arrest and detention;
4. Right to a fair trial;
5. Equality before law;
6. Protection against arbitrary interference with privacy;
7. Freedom of movement;
8. Right to nationality;
9. Right to marry and to found a family;
10. Freedom of thought, conscience and religion;
11. Freedom of association and the Right to join a trade union; and
12. Right to vote and take part in Government.

Further, International Covenants on Economic, Social and Cultural Rights was adopted in 1966 but implemented in 1976. Rights included are as follows:

1. Right to work;
2. Right to a fair wage (including for women equal pay for equal work) and form and join trade unions/ associations;
3. to adequate standard of living;
4. to education (with the Progressive introduction of free education);
5. for children, to freedom from exploitation (in accordance with which the state should set a minimum age for admission to paid employment); and
6. To participate in the cultural life of the community.

Problem to be investigated-

Human rights are prime condition for human dignity. As per law of nature this is the fundamental right to enjoy it for betterment of life. But in present era, it has become violated concern with target group. They are going too far and far from main stream of development and they are unable to get what they deserve. They are suffering from injustice or unfair practices of male dominant or so called powerful /mighty segment

of the society. So there is need to study the status of human rights among tribal women worker towards their sustainable development. It will open the most practicable space as a part of solution. Such ray of hope in this darkness has an academic significance in future relevance.

Objectives:

To find out that the target group is equipping or not with human right at work place, the study include following objectives.

- a. To identify and define the indications of exploitation of the tribal women.
- b. Analysis the causes responsible for exploitation
- c. It's impact on their socio-economic and cultural development
- d. Ultimately define the status of Human Rights among above group

Hypothesis:

- a. Human Rights of tribal women workers are violated at their work place such as right to life, right to livelihood, right to property and right to education or welfare etc.
- b. They are unorganized; therefore they can't enjoy Human Right.

Research Area:

Geographically it will cover tribal region of South Gujarat . Subjectively it is concern or limit with "Women dignity towards empowerment undergoing the human rights.

Sampling- Respondent's units

Under the sampling strategy (in consideration of time and money) the researcher has decided to select four villages from each district. And from each village 15 respondents selected randomly to serve the purpose of interview. These respondents selected on random sampling basis.

Sr. No.	Region	Respondent
1.	Valsad District	30
2.	Dang District	30
	Total	60

Result & Discussion-

Indicators of exploitation faced by the tribal women workers:-

The researcher has taken following measures to analysis the situation of exploitation of tribal women at work place. These are-

Economic discrimination-

1. 90% respondents are not getting equal wages as male workers have.
2. 94% have more work load than male workers
3. 82% are getting equal wage amount or wage rate as male workers have.
4. 25% workers are getting wage amount daily and similar percentage of women workers are facing the problem of uncertainty about wage payment. 15% are getting this weakly and rest 5% at every fifteen days.

Physical harassment-

5. 85% tribal women workers complaining about their physical harassment at work. But they are in need of work so they can't go against this.
6. 92% respondents complain about their abuse and bulgur comments or teasing
7. 68% respondents complain about their Sexual harassment when they go outside for work.
8. 76% respondents complain about Poor working conditions. They did not get minimum basic facility at work site. Out of them said
9. 50% respondents said very poor, 30% poor and rest 20% average condition of facility and about discrimination in the practices specified for facilities and welfare scheme as well as avoidance of legal provisions for the same.

Causes responsible for exploitation

- i. Need of work or income
- ii. Unemployment pressure and Poverty

- iii. Lose of natural resource
- iv. Migration effect
- v. Lower living protection near residential place in city or work site.
- vi. Illiteracy and lack of courage to say against exploitation
- vii. Addiction like drink and smoking etc of male members in the family
- viii. Lack of moral system in the society
- ix. Effect of westernization (blindly follow up)
- x. Higher level of unsatisfied physical desires of respondents is responsible to be cheated.
- xi. Innocence behaves and lowers level of understanding this world with in time.

Suggestions-

This concern has prompted legal reforms, new legislation, beefing up of instituting policies that seek to address women's vulnerability in various arenas. There are some identifiable approaches to Human Rights as a development issue. Communities and law in India is also experienced by a number of women within the four walls of home. This concern has prompted legal reforms, new legislation, and briefing up instituting policies that seek to address women's vulnerability in various areas. There are some identifiable approaches to human rights as development issue. Some suggestions may be useful in this concern.

1. Legal awareness should be provided to women family members and other community members about the right of women and girls.
2. Information about health consequences of the practice of the per birth sex selection sand elimination of girl child link up with human and child right should be provided to all workers.
3. Awareness about gender equity should be created through various communication system including print audio visual media as well as it should be made aware of the fact that a husband is a human being and not god.
4. They can also assist women victims in various ways to bring an end to the pre penetration of negative socio cultural practices.
5. Strong networking among all the workers the government bodies, medical fraternity media and civil society is required.
6. Some more legislation/ laws and amendments are required to strengthen the position of women in the society. Along with the legislation, it is also very important to ensure the strict implementation.
7. Sensitizing the religious fraternity which can influence the community towards positivism related to birth/upbringing the social status of girl child.

Towards future.....

It is impotent to educate women and girls about their rights and actualizing them. They have to right to their dignity. Health and decision making in all the important issues like marriage, child bearing, choice of works etc. In India there are some of most intensive laws and large machinery to protect the rights of women. The government of India has adopted number of approaches to address various dimensions of violence against women

The 80s witnessed an increase in the number of women's organizations that were formed largely through campaigns against dowry and rape. The main trust of the women's movement was strategizing for legal reforms through public mobilization and protest. Legal reforms and support services instituted by the government were a result of protest and press is by women's groups and civil society. Women's groups and NGOs have instituted a number of support services for victims of domestic counselling centres, model shelter home, legal aid centres and income generation programmers. Measures which can be conducive at the government level can include linking economic and livelihood aspects with birth/education of child, Positive economic benefits/facilities to parents for upbringing the girl child, facilitating the panchayat of villagers which have balanced sex ratio.