

## **PARTICIPATION OF TRIBAL OF THE DANGS IN ELEMENTARY SCHOOL ACTIVITIES**

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### **ABSTRACT**

Education of tribals is an important task before the Government of India. Article 46 of the constitution talks about promotion of educational and economic interests of Schedule Castes (SCs), STs and other weaker sections. To quote “The State shall promote with special care the educational and economic interests of weaker sections of the people and in particular of SCs and STs and shall protect them from social injustice and all forms of exploitations.” About 8.08 % of this vast country is the tribal (scheduled) population.

In Gujarat, Dang is the only district having 98 % of tribal population. When DPEP was launched first time in Gujarat in selected three backward districts that require special attention under SSA based on six criteria, Dang is the only district that fall under three criteria viz. special focus districts (Ministry of Human Resource Development), Districts with ST population more than 50% and special focus districts (Tribal Welfare Department), (Annual Work Plan and Budget Dang 2009-10). Dang is smallest district on southern fringes of Gujarat State, comprises mainly of a single rural hilly forested taluka at the edge of Sahyadries. Scheduled tribes called ‘Dangies’ predominantly inhabit Dang.

The study revealed that wherever the head masters and teachers were committed, visionary, working with positive attitude and dedicated, they could mobilize the staff and tribal community leading to quality education. Wherever the functionaries and beneficiaries were active and participated in school activities, enhanced the status of education in the school. The problems faced by most of the schools were family migration and scarcity of water. Where the functionaries and beneficiaries were not bothered the state of education was miserable. Wherever the beneficiaries were concerned of education and head master and teachers were indifferent, lead to clashes between them.

Thus, on the basis of the study it can be concluded that prescriptive policies cannot gear up the participation of tribals, a scope for more and more participation has to be generated and tribals should be stimulated to realize their role. Unless, the tribals, both functionaries and beneficiaries will be aware with their roles and responsibility, the involvement of tribals in elementary schools could not possible. This indicates that a lot needs to be done for involvement of tribals, both functionaries and beneficiaries in the elementary school activities.

**KEYWORDS:** Education of Tribals, Non Tribal Districts, School Management.

## **INTRODUCTION**

Education of tribals is an important task before the Government of India. Article 46 of the constitution talks about promotion of educational and economic interests of Schedule Castes (SCs), STs and other weaker sections. To quote “The State shall promote with special care the educational and economic interests of weaker sections of the people and in particular of SCs and STs and shall protect them from social injustice and all forms of exploitations.” About 8.08 % of this vast country is the tribal (scheduled) population.

Indian education system is largely concerned with the existing formal structure of education and the institutionalized methodology of imparting knowledge to individuals. Within this very system exist many sub-groups of individuals with specific needs and tribals are one of them. In fact, tribal form a large group of individuals in Indian Society. For several historical, economic and social reasons the scheduled groups have remained economically backward and socially retarded even to this day. This is true with respect to their educational levels also. India has the second largest tribal population in the world. This Scheduled Tribes (STs) population is 8.08% of the total population of India and about 10% of all rural people. Twenty two of the twenty six states of the country have considerable ST population. There are 573 STs living in different parts of the country, having their own languages different from the one mostly spoken in the states where they live. There are more than 270 such languages in India (Indian Education Report, 2002).

## **MEANING OF TRIBE OR TRIBAL**

The term tribe is derived from the Latin word ‘tribus’. Originally it was used to imply three divisions among the early Romans. Later on, it was used to mean the poor or the masses. In English language, the word appeared in the sixteen century and denoted a community of persons claiming descent from a common ancestor. The term tribe or tribal is not defined anywhere in the Constitution of India although according to the Article 342, STs represents the tribe or tribal communities that are notified by the President. Tribes are not part of the traditional Hindu caste structure. STs in India are more like the “indigenous” or “native people” in other parts of the world. Mishra (2002) defines scheduled tribes as people who (i) claim themselves as indigenous to the soil (ii) generally inhabit forest and hilly regions (iii) largely pursue a subsistence level economy (iv) have grate regard for traditional religious and cultural practices (v) believe in common ancestry and (vi) have strong group ties. However, all characteristics do not apply to all tribal communities. While, the Concise Oxford Dictionary define tribe as a group of (esp. primitive) families or communities, linked by social, economic, religious or blood ties and usually having a common culture and dialect and a recognised leader or any similar natural or political division.

## **CONSTITUTIONAL PROVISIONS FOR TRIBAL**

The constitution has devoted more than 20 articles on the redressal and upliftment of underprivileged following the policy of positive discrimination and affirmative action, particularly with

reference to the ST. Recognizing the special needs of ST, the Constitution of India made certain special safeguards to protect these communities from all the possible exploitation and thus ensure social justice. While Article 14 confers equal rights and opportunities to all, Article 15 prohibits discrimination against any citizen on the grounds of sex, religion, race, caste etc; Article 15(4) enjoins upon the state to make special provisions for the advancement of any socially and educationally backward classes; Article 16(4) empowers the state to make provisions for reservation in appointments or posts in favor of any backward class of citizens, which in the opinion of state, is not adequately represented in the services under the state; Article 46 enjoins upon the state to promote with special care the educational and economic interests of the weaker sections of the people and in particular, the ST and promises to protect them from social injustice and all form of exploitation. Further, Article 275 promises grant-in-aid for promoting the welfare of ST and for raising the level of administration of scheduled areas, Articles 330, 332, and 335 stipulates reservation of seats for ST in the Lok Sabha and in the State Legislative Assemblies and in services. Finally, the constitution also empowers the state to appoint a commission to investigate the conditions of the socially and educationally backward classes (Article 340) and to specify those Tribes or Tribal Communities deemed to be as ST (Article 342). The Fifth Schedule to the Constitution lays down certain perceptions about the Scheduled Areas as well as the Scheduled Tribes in state other than Assam, Meghalaya, Tripura and Mizoram by ensuring submission of Annual Reports by Governors to the President of India regarding the Administration of the scheduled areas and setting up of Tribal Advisory Councils to advise on matters pertaining to the welfare and advancement of the ST (Article 244(1)). Likewise, the Sixth Schedule to the constitution also refers to the administration of Tribal Areas in the States of Assam, Meghalaya, Tripura and Mizoram by designing certain tribal areas as Autonomous districts and Autonomous Regions and also by constituting District Councils (Article 244(2)). To ensure effective participation of tribal in the process of planning and decision making, the 73<sup>rd</sup> and 74<sup>th</sup> Amendments of Constitution are extended to the Scheduled Areas through the Panchayats (Extension to Scheduled Areas) Act, 1996.

## **TRIBAL EDUCATION**

A tribe may be seen as a sub group of the society. The members of a tribe live in a common territory and have a common dialect, which is the prime means of communication. Each tribe has a uniform social organization and possesses cultural homogeneity. The tribal population is characterized by a heterogeneous cultural pattern with variegated economic conditions and activities depending largely on ecology. There are also wide variations in psychological, cultural, social, economic and political background of various tribal groups. In a country like India there are large numbers of tribals, who because of historical and sociological reasons have strayed away from the main stream.

Education of tribals is an important task before the Government of India. Article 46 of the constitution talks about promotion of educational and economic interests of Schedule Castes (SCs), STs and other weaker sections. To quote “The State shall promote with special care the educational and economic interests of weaker sections of the people and in particular of SCs and STs and shall protect

them from social injustice and all forms of exploitations.” About 8.08 % of this vast country is the tribal (scheduled) population. Many more other constitutional rights are available for tribal people but they fail to utilize these benefits because of their educational backwardness (Ekka, 1990).

Unfortunately the literacy rate of this tribal population is very low. The literacy rate, of scheduled tribes according to 2001 census is 47.10 %, which is much lower than national literacy rate i.e. 64.80 %. In tribal population the female literacy rate is 34.76 % while the male literacy rate is 59.71 % (Annual Report 2004-05). While literacy is only means to education and not an end in itself, education tends to lead to economic benefits, which are the result of the increased ability of the individual to utilize the information acquired through the process of learning. Therefore, any educational planning for such a vast group of individuals should aim at educating all its members in the school going age group. Education is in fact, an input not only for economic development of tribals but also for inner strength of the tribal communities, it also helps them in meeting the new challenges of life. Out of the ST child population of 16 million in the age group of 6-14 years, more than 87.5 % ST children were attending schools during 2000-01 (Selected Educational Statistics, 2001-02). This means about 12.5 % ST children were not attending school during 2001-02.

One of the reasons for poor access to schooling in tribal areas before 1980s was the high norm on population, number of children and distance for opening new schools. Most of the states have relaxed these norms to enable setting up schools even in small tribal hamlets. The Sixth All India Educational Survey (1993) shows that 78 % of tribal population and 56% of tribal habitations have been provided primary schools within the habitation. In addition, 11% of tribal population and 20% of tribal habitations have schools within less than 1 Km radius. About 65% of rural habitations covering 86% of the total rural population have primary schools within the habitations or within a distance of a half Kilometer, as against 56% of tribal population.

The disparity among various states in terms of tribal literacy is high ranging from 82% in Mizorum to 17% in Andhra Pradesh (Indian Education Report, 2002). As many as 174 districts (out of 418 districts in the country in 1991) have ST literacy rate below the national average literacy rate (29.6 %). Tribal literacy in 17 districts (7 in Uttar Pradesh, 4 in Madhya Pradesh, 3 in Rajasthan, 2 in Assam and 1 in Orissa) is below 10 %; while in 3 districts, it is more than 90 % (2 Himachal Pradesh and 1 in Bihar). Data reveal that states, which are low in general and tribal literacy are also states with higher gender disparity (Sujatha, 2000). Not only in literacy rate but variation do exist in the administration of primary education. For example, the administration of primary education under Panchayati Raj leadership in Gujarat was found to be effective whereas in Rajasthan and Bihar, irregularities of various kinds were noticed (Sathyabalan, 1993).

The operation and development of primary education is not uniform across all regions. Among districts and talukas there are variations in all aspects of primary education. These variations are essentially due to the social experiences of individuals living in different regions. The educational backwardness or progress of a particular district or taluka or village is dependent on the social

experiences, which determine the character of local contexts (Sathyabalan, 1993). In spite of availability of various facilities like hostels, free textbooks, uniforms etc. these schools are not able to maintain high retention rate and reduce dropout rate. The instructional activities in schools were monotonous and teacher centered, which leads to students poor performance. Even parents responses to the functioning of the schools and relevance to the community were not positive.

The educational facilities for schedule tribe habitations are poor in comparisons to other habitations (Bhargava, 1989). On the other hand, varieties of educational facilities were available for the tribal people but they failed to utilize them effectively (Panigrahi, 1992). This indicates that along with providing educational facilities, other problems need to be tackled through researches and then it can be solved by designing and implementing need based programmes (Ekka 1990).

Another special educational input for tribal education is residential schools widely known as ashram schools in India. These institutions are very special efforts in the direction of tribal education. Still the infrastructure in ashram schools in terms of buildings, teaching aids, hostel facilities etc were found to be poor. The teaching learning process in these schools was not found to be satisfactory. Absenteeism, stagnation and wastage were high in the ashram schools (Raman, 1989).

Convergence between the tribal welfare department and the education department is also critical for enhancing and ensuring school participation of ST. In many states schools in tribal areas are run by the tribal welfare department or tribal development authorities, while the curriculum, textbooks, school calendar, examination are set by the education department. Moreover, synergy of replication, opening of new schools, residential camps etc leads to larger coverage and outreach of tribal communities.

Various tribal groups in India have different culture. Therefore “an educational system” which is common to all the tribes will not be suitable for them because various tribes within one state differ so much from each other in terms of ethnographic features that it is impossible to develop a learning system common for them. Poverty, deprivation, poor economic condition, low earning, struggle for survival, dependence on forest products, seasonal migration, negative parental attitude are some of other roadblocks in providing universal education to scheduled tribes.

## **RATIONALE OF THE STUDY**

Examining the literature on participation of tribals in elementary schools, it was observed that adequate efforts have not been made both by planners and academicians in the area of primary education particularly pertaining to the people’s participation. The studies conducted by Das (1991), Sathyabalan (1993), Banwasi Seva Ashram (1994), Ambasht and Rath (1995), Panda (1995), Roy (1995), Wilson (1997), Gandhi Vidyapeeth (2004) and Sahoo (2004) revealed that tribal community participation was found to be essential to sustain quality education in schools. However, whatever information is available; it is quite encouraging to note that community participation enhances school effectiveness (Kumar, 1999), Furthermore Das (1991), has found that community participation is essential for sustaining qualitative performance of the school. From this point of view it would be worthwhile to know about the

participation of tribal people in the activities of the school. Such efforts will provide empirical base line data about their participation in primary education. Also existence of such type of studies in primary education among tribal community in Indian context will facilitate planners to design appropriate policies for the improvement of education among the tribal people.

Moreover, Enhancement of tribal community participation in elementary education not only helps in improvement of primary education of tribal areas but also helps in achieving the goal of UEE. With this end in view, it is highly advisable to conduct research and experiment on tribal community participation in different aspects of elementary education in educational context.

In Gujarat, Dang is the only district having 98 % of tribal population. When DPEP was launched first time in Gujarat in selected three backward districts that require special attention under SSA based on six criteria, Dang is the only district that fall under three criteria viz. special focus districts (Ministry of Human Resource Development), Districts with ST population more than 50% and special focus districts (Tribal Welfare Department), (Annual Work Plan and Budget Dang 2009-10). Dang is smallest district on southern fringes of Gujarat State, comprises mainly of a single rural hilly forested taluka at the edge of Sahyadries. The total area is 1,778 Sq. Km. Ahwa is headquarter of the Dang district covering extreme length of 59 Km from North to South and 50 Km from East to West. Scheduled tribes called 'Dangies' predominantly inhabit Dang. According to the 2001 census, the total population of the district was reported to be 1, 86, 712 out of which males were 50.35 % and females were 49.65 %. 98 % of the total population of the district is Tribal; there are 311 villages in the district and 70 group panchayats functioning in the district.

The total number of literate reported as per 2001 census was 91, 275, out of which males were 59.56 % and females were 40, 44 %. Dang district consist of only rural schools with single block. The female literacy rate is the third lowest from amongst all the districts in the state of Gujarat. Thus, an analysis in to tribal community participation in primary education yields significant insight into the current situation of tribal community participation in primary education of Dang district. It may give idea of current status of primary education in Dang. So such a study has great practical value as it helps in improving the status of elementary education among tribals as well as making guideline for curriculum renewal / development in education pertaining to community participation for making primary education more thorough, realistic and practical.

## **STATEMENT OF THE PROBLEM**

Participation of Tribal of the Dangs in Elementary School Activities

## **OBJECTIVES OF THE STUDY**

- 1) To study the structure of different committees in the context of community participation in the elementary school activities
- 2) To study the functioning of different committees in terms of

- a) nature and number of meetings held
  - b) awareness of tribal with regard to their roles and responsibilities
  - c) participation of tribal
- 3) To study the perception of functionaries with regard to
- a) organization of programmes for tribal
  - b) involvement of tribal in programmes
  - c) problems faced
  - d) needed improvements
- 4) To study the perception of beneficiaries with regard to elementary education
- a) benefit accrued
  - b) problems faced in adopting the benefits
  - c) perceived long range usefulness
  - d) needed improvements

#### **OPERATIONALISATION OF THE TERMS USED**

**School Activities:** All the activities carried out for development of school in all aspects namely planning, implementation, management, monitoring and supervision.

**Functionaries:** All the district primary education officer, block resource center coordinator, cluster resource center coordinator, head teacher, teachers, members of VEC/ MTA/ PTA and VCWC.

**Beneficiaries:** All the students enrolled in elementary school, their parents and community at large.

**Population:** All the functionaries and beneficiaries of the Dang district in the year 2008-09 and 2009-10, constitute the total population, for the present study.

#### **SAMPLE**

Dang is having only one Block Resource Centre with thirty two Cluster Resource Centers. The clusters were made based on the location by District Primary Education Office and therefore, these were considered as different strata, which were considered as basis for stratification of the sample. Therefore, thirty two clusters were considered as the strata for the sample. The stratified random sample was drawn from the identified population. Accordingly school was considered as unit of sample. By using the 'paper slip and container technique' 10 % schools were selected randomly, from the identified strata for the sample. However, to give due consideration to maintain semblance in the proportion of the size of the sample, from each cluster one school was selected randomly and those clusters having more than fifteen schools, two schools were randomly selected. Therefore, total forty schools were selected and all the

functionaries and beneficiaries in these schools available on the visit of the school were selected as sample of the study.

The sample consisted of one district primary education officer, one block resource center coordinator, thirty two cluster resource center coordinator, forty head teacher, one hundred sixty six teachers, one hundred seventy three members of VEC/ MTA/ PTA and VCWC and two hundred six parents including grandparents and six thousand one hundred forty eight students. Therefore, the sample consisted of six thousand seven hundred sixty seven functionaries and beneficiaries.

## **TOOLS**

The following seven sets of information schedules were prepared.

1. District primary education officer
2. Block resource center coordinator
3. Cluster resource center coordinator
4. School headmaster
5. Teachers
6. VEC/ PTA/ MTA/ VCWC members
7. Parents

## **COLLECTION OF DATA**

For the purpose of collecting data for the study, investigator had personally gone to schools constituting the sample and collected the data.

## **PROCEDURE OF DATA ANALYSIS**

Factual information collected through objective one was analyzed quantitatively by using frequency and percentage analysis. Information obtained through participant observation, focused group discussion, interview schedule, field notes and field diary was qualitatively analyzed by following two stage (ongoing analysis and at the end analysis) technique.

1. In the first stage the following qualitative data analysis technique ((a) Data reduction (b) Data Display (c) Conclusion drawing and verification) was used.
2. In the second stage qualitative content analysis technique ((a) Summarizing (b) Explicating (c) Structuring) was used.

## **MAJOR FINDINGS**

There were total forty sample schools and each school had constituted the VEC/MTA/PTA and VCWC committees. With regard to structure of committees, it could be concluded that as per SSA norms committees were constituted on records but the responses of functionaries revealed the gloomy picture of



constitution of committees. The number of committee members participated in committee meetings was less. The school records showed that most of the committee members had received the training to carry out school work but committee members had reported that fewer of them had received the training. The year of constitution of the committees in sampled schools showed the wide range of differences. The observed VEC agenda books revealed that agendas were not written in detail. There were agenda books in which agendas were written but the signature of committee members were not there while on other side signature of committee members were there but agendas were not written. In most of the schools once the committees were constituted, during consecutive years the same committee kept on functioning and members remained the same. The committee members had reported that they were the members of committee for past years. Even, there were committee members, who did not know the name of committee, of which they were the members. Many functionaries were only worried to fulfill the norms set by the SSA, thus the committees were constituted to fulfill the requirement of objectives set by the SSA and do not provide the scope for involvement of tribals in the school. The constitution of committees was not by choice but by selection of head master or teachers. Group discussion and interviews with tribals revealed that they were not aware about the basic philosophy behind constitution of committees at the grassroots level and role of community in making quality elementary education.

In twenty eight (70.0 %) schools meetings of all the four committees VEC/MTA/PTA and VCWC were conducted. In twenty five (62.5 %) schools three committee meetings were conducted per year. The functionaries had reported that meetings of all the four committees were conducted separately but on records and interview with tribals, it was observed that a general meeting of all the committees was conducted. With regard to month in which committee meetings were conducted wide range of perception of functionaries was there but it was observed that largely committee meetings were conducted in January, July and August in which either national festivals or pravesh utsav were celebrated in the schools. The head masters told that committee members were informed by agendas, invitation card and written letter but while group discussion and interview with teachers, committee members and tribals reported that they were informed orally either through students or tribals. The checking of implementation of resolutions made in the committee meetings were done by the head masters. With regard to time duration of their membership in committees, one hundred thirty eight (79.77 %) were members since more than one year.

Most of the functionaries reported that tribals know about their roles and responsibilities for school development but in committee meetings participation of tribals was less. The discussion and interview with tribals revealed that tribals were not aware with basic philosophy behind their involvement in school activities and thus most of the time; they followed the instruction given by the head master and teachers. All the functionaries had revealed that training and orientation programmes were organized for the tribals but most of the tribals and committee members had reported that training and orientation programmes were not organized for both tribals and committee members. The (87.5 %) schools had faced problems in conducting special training and awareness programmes for tribals.

With regard to participation of tribals in committee meetings, all the functionaries had reported that tribals had participated in committee meetings but it was observed that tribals were present in committee meetings but only few of them had participated in discussion of committee meetings.

The analysis of qualification of committee members revealed that most of them had studied up to some level and fewer of them were illiterates. The (90.00 %) head masters and (92.17 %) teachers had reported that SSA logo was properly placed in the schools but observation of schools revealed that (70.00 %) schools had no SSA logo or not properly placed SSA logo. The (55.00 %) schools had flower garden in the schools and (45.00 %) schools had proper play ground in the schools. The (25.00 %) schools had got the science kit, (40.00 %) schools had got the mathematics kit, (35.00 %) schools had got the music kit. With regard to computer facility, (55.00 %) schools had computer facility. In all the schools mid day meal was provided to the students. The (72.50 %) schools had no VEC/MTA/PTA display board in the school. It was observed that all the schools had library from that only twenty two (55.00 %) schools had properly maintained library and (93.06 %) members do not know about library in the school. The (62.50 %) schools had no clean bore well pump and tank. The (75.00 %) schools had students with no clean dress. The head masters and teachers had timely received the fund from the government while (79.19 %) committee members do not know about the fund received from the government.

The programmes and activities organized in the schools were pravesh utsav, prabhat peheri, celebration of independence and republic day, cultural programme, science fair and environment day. The organization of the programmes and activities was done by the head master and teachers. The involvement of committee members and tribals in organization of programmes and activities was very less. The functionaries had reported that trainings were organized for teachers, committee members, tribals and village leaders but in interviews and discussion conducted with them, most of them were not clear regarding the content and purpose of the training provided. With regard to training and orientation programmes for tribals, DPEO, BRCC, CRCCs and head masters had reported that training and orientation programmes for tribals were organized but (59.64 %) teachers and (95.95 %) committee members had reported that training and orientation programmes for tribals were not organized.

The functionaries had reported that village education register was regularly checked by the head master or teachers however (82.66 %) committee members had reported that they do not know about the village education register in the school. With regard to the school evaluation functionaries had reported that it was done by the government officers, BRCC, CRCC and committee members however (79.19 %) committee members do not know about the school evaluation. The functionaries and tribals had revealed that school work was done by the head master or teachers. The functionaries had reported that pravesh utsav, door to door survey of 6-14 years children, convincing parents who do not send their children to school, kanya kelavani, convincing parents who do not send their girls to the school, convincing parents of regularly absent students in the school, making school environment comfortable for the student to study, checking regularity of the teachers, collection of fund for the school, participation in school activities and competition, making bal mitra class, working with committee members for school development and making quality education in the school were conducted but discussion and interview

with the same functionaries revealed that they had no clarity regarding these activities conducted in the schools. The functionaries had reported that in most of schools the problem of students absenteeism was there because of family migration however (75.00 %) head masters and (71.69 %) teachers had reported that there was no need of providing migration card from the school. The functionaries had reported that they were involved in village education plan, deciding school timings and school improvement plan, appointment of teachers in the school but interviews and discussion with functionaries had revealed that they had no clarity regarding these activities conducted in the school.

The economic condition of the tribals of the Dangs is poor thus they were not in position to help the school in terms of financial assistance. The (72.50 %) head masters, (84.33 %) teachers and (56.07 %) committee members had reported that they had not received the financial help from the tribals. With regard to participation of tribals in training and orientation programmes, (61.45 %) teachers and (95.37 %) committee members had reported that tribal's involvement in organization of training and orientation programmes was less. The functionaries had reported that training and orientation programmes were organized for the tribals but tribals had reported that most of them had not received any training and orientation programme related to school work. The tribal's participation in programmes and school activities was less because most of the time they were busy in earning day to day meal, programmes and activities organized in the school had not provided the scope for the participation of tribals and lack of awareness regarding importance of their involvement and its long range usefulness for their children and community at large. The tribals had reported that all school related programmes and activities were organized by the head master and teachers. The tribals generally remained present in the schools for celebrations of festivals in the school but they had not participated in it. With regard to participation of tribals in school repair work, DPEO, BRCCs, (59.37 %) CRCCs and (57.50 %) head masters had reported that tribals had helped in school work; however (62.66 %) teachers and (66.47 %) committee members told that tribals had not helped in school repair work. The functionaries and tribals had reported that school repair work was done by the head masters and teachers of the school.

The problems faced by functionaries were organization of meetings, transfer of teachers, visiting schools due to geographical locale, coordination of different departments of SSA, involving functionaries in programmes and activities due to their busy schedule, giving orientation to tribals, not getting enough resources, coordination between district level, block level and village level people, formulation and functioning of committee, subsequently not involved in the organization of programmes and specific activities, not getting cooperation from teachers, student absenteeism due to lack of students interest, parents poor condition, students involvement in household work, earning need of students, family migration and parents disinterest in students education, not getting cooperation from the parents who do not send their children to the school and not getting cooperation from teachers and head master of the school. It was observed that most of the schools had faced the problem of student's absenteeism due to family migration, scarcity of water, indifferent attitude of teachers, involving tribals in school activities due to their ignorance about the long range usefulness of education for their children and community at large.

The functionaries had suggested improvement in library facilities, more fund and resources for school teachers should stay in villages, organization of teacher trainings, decreasing student's absenteeism and creating opportunities for tribals to earn day to day meal. It was observed that functionaries and tribals had not properly utilized the available resources, scope of involvement of functionaries and tribals in school activities was less, lack of understanding regarding their roles and responsibilities among the tribals demands the need of orientation and training programmes for them.

The (67.5 %) parents had reported that schools had timely received the grants for civil work of school, school repairing, teaching learning material and school improvement, however a few schools had received other grants like sanitation and meena grants. The activities carried out in the most of the schools were training, micro planning and school mapping but discussion with them revealed that they did not know about these activities. The majority of the schools had no information regarding the utilization of grants in the schools. With regard to training and awareness programmes for the tribals, (57.5 %) schools had not organized any special training and awareness programme for tribals. The parents who are expected to be beneficiaries of such training programme do not know about the beneficiaries of the training and awareness programmes. With regard to the qualification of parents, (94.98 %) parents were literate and only few parents were illiterate. The (93.20 %) parents were farmers. The parents were informed regarding the committee meetings and they remained present in committee meetings. The parents were present in committee meetings but their participation was very less. The (95.15 %) parents did not know about the village education register in the school and its use. With regard to the programmes and special activities conducted in the school, (58.74 %) parents told that pravesh utsav and bal mela were conducted in the school. The (72.82 %) parents do not know about the library in the schools. Almost, all (96.60 %) parents do not know about the fund received and utilized by the schools from the SSA. With regard to the school repair work, (75.24 %) parents had reported that school repair work was done by the teachers.

Most of the parents had reported that because they have to migrate to earn for their livelihood, they required taking their children with them, thus the education of their child suffers. Most of the parents had not received any training related to school work. With regard to training, (95.63 %) parents had not received any training related to school work. The problem of student's absenteeism, scarcity of water was there in the schools. The (60.19 %) parents did not know about the benefits of school committees for village, school and children. The (94.17 %) parents do not know about the micro planning, school mapping and core team plan conducted in the school. The parents had reported that during harvesting season the student's absenteeism was more. The (87.5 %) schools had faced problems in conducting training and awareness programmes for tribals.

The parents had reported that micro planning, school mapping, infrastructure survey in the school was done either by head master or teachers and they had not participated in these activities. Majority of the (95.63 %) parents send their children to the school so that they will get job in future but they do not know about the other benefits and long range usefulness of the education for their children. The (98.06 %) parents had not faced problem in sending their children to school. The (80.58 %) parents

had not received any complain from teachers for their children. The (81.55 %) parents want to educate their children up to the level they wish to study. The parents were more interested in short term benefits such as getting more funds and facilities for their children but at the same time they had not properly utilized the benefits provided to them in the schools. Only few parents were interested in sending their children to schools so that children will get social status, they will be saved from the exploitation and they help the society. The (57.5 %) schools tribals had not helped in organization of training and awareness programmes. With regard to participation of parents in committee meetings, (78.64 %) parents were present in committee meetings of the schools. The (81.55 %) parents had participated in lessening students absenteeism in the school. With regard to the achievement of the students, dropout rate of students and failure students, there was not remarkable difference since last three consecutive years.

With regard to needed improvements, (52.5 %) parents had suggested that improvement was required in library. Most of the parents had reported that more amounts of fund and facility were required in the schools, teachers should stay in the villages and along with women teachers at least one male teacher should be there in the schools.

## **CONCLUSIONS**

The study dealt with the participation of tribals of the Dangs in elementary school activities. The study revealed that committees were constituted, agendas made, grants utilized and meetings were conducted but neither functionaries nor the beneficiaries were aware with the basic philosophy behind the community participation and its role in elementary education. Lack of awareness regarding their roles and responsibilities related to school was there among the tribals. The meetings, training, orientation programmes and activities were organized based on guidelines given by the SSA, thus they fulfill the norms set by the SSA but do not provide opportunity for participation of tribals. The participation of tribals in committee meetings, programmes, training and other school activities was very less. The most of the teachers and head masters organized prescribed programmes and activities in the school but provide very less scope of involvement of tribals in it. The most of the functionaries were worried about the prescribed norms and thus conceal the realities of the schools. The functionaries and beneficiaries were interested in more benefits in terms of fund and facilities in the schools but at the same time they were not in a position to utilize the full benefit of the facility available in the schools.

The problems faced by most of the schools were family migration and scarcity of water. Where the functionaries and beneficiaries were not bothered the state of education was miserable. Wherever the beneficiaries were concerned of education and head master and teachers were indifferent, lead to clashes between them. The poor socio-economic condition of the tribals, lack of awareness regarding their roles and responsibility among tribals and indifferent attitude of the functionaries were the most significantly contributing factors in the tribal's low participation in elementary school activities.

Thus, on the basis of the study it can be concluded that prescriptive policies cannot gear up the participation of tribals, a scope for more and more participation has to be generated and tribals should be

stimulated to realize their role. Unless, the tribals, both functionaries and beneficiaries will be aware with their roles and responsibility, the involvement of tribals in elementary schools could not possible. This indicates that a lot needs to be done for involvement of tribals in the elementary school activities.

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