

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.

