

CHAPTER – 5

SUMMARY, MAJOR FINDINGS, DISCUSSION, IMPLICATIONS, SUGGESTIONS AND CONCLUSION

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5.1.0 INTRODUCTION

Democratic decentralisation and peoples participation in the overall development of the nation has been recognized as a vital process since independence. Thus, community participation is not a new concept as has been repeatedly highlighted in various policy documents and reports since the 1950s (B.G. Kher Committee 1953, Balwant Rai Mehta Committee 1957, Sadiq Ali Committee 1964, Bhandari Committee 1969, Bongirwar Committee 1971 and Ashok Mehta Committee 1978). Almost five decades of planned development has indicated that communities have an important role to play in the process of development. This is clearly enunciated in the Eight Plan document that *“in the process of development people must operate and government must cooperate”*.

In the context of achieving universalization of elementary education in its entirety (access, retention and achievement), the NPE 1986 is a milestone. This policy document gave unqualified priority to UEE by providing a comprehensive framework wherein the role of the community is highlighted as crucial. The NPE categorically states that UEE is contextual entailing local area specific planning through decentralized, participative planning and management with the district as the key unit. It calls for forging linkages with local communities and adopting a multi sectorial approach.

Community participation in education not only ensures physical and human facilities at schools but also motivates the teachers to achieve higher quality education. Although, the studies conducted on tribals showed very disappointing results, 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. Therefore, if the participation of tribals at grassroots level increased, it will certainly help in promoting education among the tribals.

5.2.0 STATEMENT OF THE PROBLEM

Participation of Tribal of the Dangs in Elementary School Activities

5.3.0 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

5.4.0 EXPLANATION OF THE TERM USED

Tribals: Tribes or the tribal communities or parts or groups within tribes or tribal communities which are listed in schedule V appended to constitution of Indian and/ or which the president of India may specify by public notification under the provision of Article 342 of constitution.

5.5.0 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.

5.6.0 DATA REQUIRED FOR THE STUDY

In order to achieve the stated objectives, both quantitative and qualitative data were required. The quantitative data included the personal information of the members on different committees, number of meetings conducted, agendas discussed, attendance in the meeting, agenda, the decision taken, record of expenditure made, teachers personal information, the initiatives taken, organization of training, aspects covered in training, participation in training, orientation programmes conducted, the activities conducted for achievement of goals of universal enrolment, retention and quality education, the physical and academic facilities at the school, the achievement scores, the records of teachers and students attendance, the educational inputs, the media used to introduce, the involvement of community members in it.

SOURCES OF DATA: The data required for the present study mentioned above were available from various sources mentioned below:

School Records: The VEC, MTA, PTA, VCWC agenda book, the minute book, the accounts register, the teacher and students attendance register, the academic achievement register and record of other activities conducted at school.

Functionaries: District primary education officer, block resource center coordinator, cluster resource center coordinators, school headmasters, teachers, members of different committees like VEC/ PTA/ MTA/ VCWC.

Beneficiaries: Parents, students and community at large.

5.7.0 RESEARCH METHOD

This study, which has clearly defined objectives, was conducted by survey method. The present investigation intends to study the participation of tribals of the Dangs in elementary school activities. Further, the survey method was employed to study constitution of committees, functioning of committees, maintenance of village education committee agenda book, awareness of tribals with regard to their roles and responsibilities, organization of programme for tribals, problems and difficulties faced by functionaries and beneficiaries, needed improvement, benefits accrued, problems faced in adopting the benefits, perceived long range usefulness.

5.8.0 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. The population was

stratified in to thirty two cluster resource centre identified by District Primary Education Office based on their location.

5.9.0 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. The informal discussions were conducted in each school with students, to reach in depth reality regarding benefits they had received from school. Only few of them were able to answer and ask questions. The students had answered only basic questions related to benefits, they received from school like mid day meal, cloths, library, garden, infrastructure, activities of the school, water facility etc.

Table 5.1 Distribution of sampled schools

Sr. No.	Cluster	Total schools	Sample schools	Total
1	Ahwa	13	Bandharpad	1
2	Bardipada	09	Bardipada	1
3	Bhavandgad	11	Dhulchondh	1
4	Borkhal	13	Timbergatha	1
5	Chikar	12	Borigavtha	1
6	Chikhli	08	Chikhli	1
7	Chinchli	12	Chinchli	1
8	Dagdiamba	05	Borpada	1
9	Dhavlidod	07	Dhubita	1
10	Gadhvi	08	Jamblapada	1
11	Galkund	21	Pipalpada	2
			Vakarya	
12	Garkhdi	10	Garkhdi	1
13	Kalibel	19	Bheskatri	2
			Patli	
14	Khambhla	07	Mohpada	1
15	Lavchali	09	Ghana	1
16	Linga	09	Linga	1
17	Mahal	08	Dhongiamba	1
18	Mahalpada	10	Bharadivarg	1
19	Malegaon	12	Malegaon	1
20	Morzira	12	Gadad	1
21	Nadak Chondh	16	Nadagchond	2
			Darapada	
22	Naktiya Hanwat	12	Kel	1
23	Pimper	16	Davdahad	2
			Nadagkhadi	
24	Pipaldahad	24	Shapuamba	2
			Pandharmad	
25	Piplaidevi	19	Piplaidevi	2
			Pipalpada	
26	Rambhas	13	Devipada	1
27	Sakarpatal	19	Kunda	2
			Sadadmad	
28	Samghan	11	Jakhna	1
29	Sarvar	12	Kalamkhet	1
30	Singana	18	Timberthava	2
			Singana	
31	Subir	12	Subir	1
32	Waghai	11	Dungarda	1
Total number of Schools				40

Table 5.2 Distribution of sampled functionaries and beneficiaries

Sr. No.	Sample Schools	CRC	School headmaster	Teachers	VEC/PTA /MTA/ VCWC members	Parents
1	Bandharpada	1	1	5	4	1
2	Bardipada	1	1	7	4	5
3	Dhulchondh	1	1	2	3	11
4	Timbergatha	1	1	3	4	4
5	Borigavtha	1	1	5	6	5
6	Chikhli	1	1	6	6	1
7	Chinchli	1	1	5	5	2
8	Borpada	1	1	5	5	5
9	Dhubita	1	1	2	6	11
10	Jamblapada	1	1	7	2	9
11	Pipalpada	1	1	5	2	9
12	Vakarya		1	4	5	3
13	Garkhdi	1	1	4	1	5
14	Bheskatri	1	1	5	2	1
15	Patli		1	3	6	4
16	Mohpada	1	1	2	4	3
17	Ghana	1	1	5	4	4
18	Linga	1	1	7	4	4
19	Dhongiamba	1	1	3	2	17
20	Bharadivarg	1	1	1	5	12
21	Malegaon	1	1	6	6	5
22	Gadad	1	1	4	7	4
23	Nadagchond	1	1	6	4	3
24	Darapada		1	4	6	7
25	Kel	1	1	3	12	4
26	Davdahad	1	1	2	3	9
27	Nadagkhadi		1	4	4	3
28	Shapuamba	1	1	1	5	5
29	Pandharmad		1	5	4	4
30	Piplaidevi	1	1	6	1	7
31	Pipalpada		1	2	2	3
32	Devipada	1	1	5	2	4
33	Kunda	1	1	2	6	1
34	Sadadmad		1	1	1	5
35	Jakhna	1	1	6	6	4
36	Kalamkhet	1	1	2	7	4
37	Timberthava	1	1	4	3	5
38	Singana		1	7	3	4
39	Subir	1	1	6	4	4
40	Dungarda	1	1	4	7	5
Total		32	40	166	173	206

5.10.0 TOOLS

The present study required both quantitative and qualitative data on constitution of different committees, functioning of different committees, participation of tribals in school activities and perception of functionaries and beneficiaries with regard to participation of tribals in school activities. Further, general information about the functionaries and beneficiaries was required for further analysis. Accordingly, the following tools were constructed and validated by the investigator for the collection of valid and reliable data, to fulfil the requirements of the present study. Information schedule, personal interview, focused group discussion, participant observation, observation schedule, photography, videography, field notes and field diary were the tools and techniques used in the study.

5.10.1 Information schedule:

The seven sets of information schedules were developed in order to collect the responses from different categories of functionaries and beneficiaries. These information schedules were developed to collect general information of functionaries and beneficiaries, constitution of committees, functioning of committees, maintenance of village education committee agenda book, nature and number of meetings, attendance in meeting, agendas discussed, resolutions made during meetings, awareness of tribals with regard to their roles and responsibilities, fund received from government, funds generated from community, programmes and specific activities conducted, orientation programmes for tribals, training for functionaries and beneficiaries, participation of functionaries and beneficiaries, organization of programme for tribals, involvement of functionaries and beneficiaries in programmes, problems and difficulties faced by functionaries and beneficiaries, participation in micro planning, school mapping, school improvement plan and village education plan, library, beneficiaries of the library, maintenance of village education register, position of Sarva Shiksha Abhiyan logo, village education committee account, migration card and its use, evaluation, partnership with other agencies, school repairing, needed improvement, benefits accrued, problems faced in adopting the benefits, perceived long range usefulness. The following seven sets of information schedules were prepared.

- (viii) District primary education officer
- (ix) Block resource center coordinator
- (x) Cluster resource center coordinator

- (xi) School headmaster
- (xii) Teachers
- (xiii) VEC/ PTA/ MTA/ VCWC members
- (xiv) Parents

5.10.2 Observation schedule:

The observation schedule had nineteen dimensions to be observed. They were proper placement of SSA logo, toilets, garden: kitchen garden, Medicinal plants, Layout etc., school ground, infrastructure, students: students cleanliness, hygienic condition, kitchen, location, kitchen cleanliness, mid day meal, VEC/MTA/PTA board, classroom, school building, drinking water facility, library, books, science kit, mathematics kit, music kit, sports kit, computer and grants.

5.10.3 Focused group discussion:

All the functionaries and beneficiary parents available on the day of visit of the school were the participant of the focused group discussion. The points discussed in focus group discussion were Sarva Shiksha Abhiyan, community participation, constitution and functioning of different committees, role of functionaries and beneficiaries in development of school, participation of tribals in different school activities, problems and difficulties faced, needed improvement for school development.

5.10.4 Personal Interview schedule:

The personal interview schedule was developed in order to collect reactions from different categories of functionaries and beneficiaries of school education. The semi structured personal interview schedule was prepared. The personal interview schedule consisted of different questions on VEC/ MTA/ PTA/ VCWC committees, activities and programmes conducted in school, experiments tried out in school for school improvement, library, steps taken to improve quality of school education, fund generated from community, school repair work, training received for organization of school activities, specific activities conducted in school. The functionaries and beneficiaries for personal interview were selected based on their understanding about elementary education, preparedness to respond, vocal communicating ability and participation of them in focused group discussion.

5.10.5 Participant observation:

The participant observation had following dimensions to be observed. They were.

4. The conduct of VEC/ MTA/ PTA/ VCWC meeting

5. The organization of different school related activities and participation of all functionaries and beneficiaries in it.
6. The conduct of training for functionaries and beneficiaries.

5.10.6 Photography and videography:

The data collection was also done with the help of photography and videography to help the investigator record the existing status, conditions, the participation, enthusiasm, natural expression of functionaries and beneficiaries.

The validation of content through competent judgments is most satisfactory when the sampling of items are wide and judicious, and when adequate standardization groups are utilized (Garrett 1958). Further, Kerlinger (1973) observes: "Content validation, is basically judgmental. The items of the test must be studied, each item being weighed for its presumed representativeness of the universe. This means that each item must be judged for its presumed relevance to the property being measured, which is no easy task. Usually other 'competent' judges should judge the content of the items, judges must be furnished with specific directions for making judgments, as well as with specification of what they are judging". Keeping this in view, the key points of the criterion for tools were identified and accordingly tools were prepared. All the tools prepared were thoroughly checked by the experts on different aspects. All the prepared tools were sent to the seventeen experts in related fields (Annexure - 2) for their scrutiny. Experts were requested to identify each of the items, for their suitability. They were consulted for seeking feedback on language aspect and content aspect. Experts were also requested to offer their critical remarks/ suggestions/ opinions on items, for its development and for its practical use. They shared their field experience in elementary education and research. After studying and taking note of the experts responses, final tools were developed.

At the end, it may be mentioned that all the schedules were semi structured with heavy dependence on open ended questions. This was done with a view to widen the scope of discussion to get more penetrative responses by carefully putting the subsidiary questions.

5.11.0 PROCEDURE OF DATA COLLECTION

All the functionaries and beneficiaries of the Dangs district constituted the population for the present work. Accordingly the functionaries and beneficiaries from the schools were selected on the basis of stratified random sampling method.

The investigator visited the sampled schools of the Dangs to study the existing status of community participation through an information schedule, observation schedule, focused group discussion, personal interview, participant observation, field notes, field diary, photography and videography. The data collection was done in the year 2008-2009. The information schedules developed for District primary education officer, block resource center coordinator, cluster resource center coordinators, school headmasters, teachers, members of different committees like VEC/ PTA/ MTA/ VCWC and parents, tools developed by the investigator to survey the participation of functionaries and beneficiaries in different school activities, were personally administered to the functionaries and beneficiaries. The information collected with the help of information schedule regarding the profile (name, educational qualification, and village) of the community members and their perception regarding participation of tribals in school activities. The observation schedule had nineteen dimensions, observed by the investigator in the schools and observations were recorded. The records were also checked and these are the books, which the school is expected to maintain regarding the agenda of different meetings, the resolutions made during meetings, the record of attendance in the meetings, the accounts books showing utilization of funds etc. The investigator had cross checked the records through observation, interaction with students, parents and members on different committees. The investigator had also conducted focused group discussion and personal interview to reach the depth of reality. The investigator also became participant observer in the different school related programmes, the subsequent community meetings and kept a record of the participation from the different sections. The data were both qualitative and quantitative in nature. The investigator had maintained personal notes and observation reports, photography and videography as per requirement.

5.12.0 PROCEDURE OF DATA ANALYSIS

Factual information collected 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.

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

5.13.0 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.

5.14.0 DISCUSSION OF THE FINDINGS

Tribals are the indigenous people of the land who are believed to be the earliest settlers in the Indian peninsula. They are generally called the 'Adivasis', implying 'original inhabitants'. The tribals for centuries lived in isolation and thus could preserve their social customs, traditions and religious beliefs to a large extent. After independence, the welfare of the tribal communities has been the national goal and special responsibilities of the central and various state governments. The government has become very keen for the upliftment of tribal people since they are required to take part in the endeavor of nation building along with the other sections of Indian society. The governments deep concern for the welfare of these people manifest in the launching of several policy initiatives and creation of a wide network of development administration to bring about a radical change in the socio-economic scenario of these primitive communities. However, the efforts of the government could not make much impact in terms of generating new forces that promote change of the socio-economic and political life of tribal societies.

Against this backdrop the enactment of the 73rd constitutional amendment act and the subsequent state-wise Panchayati Raj Acts in India has brought to frontline the significance of grassroots democratic processes. This change in the Indian political system is the result of growing conviction that the government cannot achieve growth and development without people's direct participation and initiative. This experience has brought the lesson that the success of the panchayati raj system largely depends on the congruence of perception and commitment of people, their leaders and officials, about the role to be played by them in this new system. The objectives of the decentralisation are to execute and implement schemes and programmes, to meet the local needs to mobilize people, to channelize their energies towards socio-economic reconstruction and to involve them in all the activities of the communities through the new institutions. Its objectives include also reducing the size of the work of the higher level government and leaving the responsibility to the people to decide their destiny.

The present research in this context was an effort to study the participation of tribals of the Dangs in elementary school activities. The Dangs is a small district in the southern part of Gujarat. Its north-west length is about 129 kms and east-west

width is about 116 kms. Geographically the Dangs is located in the east-west side. The whole district is a hilly region. It is situated at the height ranging from 105 meters to 1,317 meter from sea level. The soil fertility of the Dangs is poor in quality. The main rivers of the Dangs are Purna, Ambika, Khapari and Gira. The Dangs district is divided in to four parts due to these rivers. Its average rainfall is between 1,800 mm and 2,000 mm, which is the highest rainfall in the state of Gujarat. In Gujarat, Dangs is the only district having 98 % of tribal population. Thus, the study intends to examine, what is the level of tribal people's participation in the school activities? How far or how well do they perceive the participation as beneficial to them and school as well? Does the existing school education programme encourage them to take part in the school activities? What difficulties do the tribal face in pertaining in school activities? More specifically, the study intends to examine the structure of different committees in the context of community participation in the elementary school activities, functioning of different committees, perception of functionaries with regard to organization of programmes for tribal, involvement of tribal in programmes, benefits accrued, problems faced and needed improvements and the perception of beneficiaries with regard to elementary education.

With regard to the constitution of the VEC/MTA/PTA and VCWC committees, there were total forty sampled 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, agendas made, meetings conducted on records, grants utilized but still neither functionaries nor the beneficiaries were aware about the basic philosophy behind community participation. 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 on records 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 ensuring quality elementary education. The findings of the present study strengthen the results obtained by Rao, P. D. K. (1999), Webster (2005) and Awasthi (2009) that formalization of community participation or its being a mandate makes it just a mechanical law whose implementation can be enforced but its functioning cannot be ensured.

The school committees are entrusted with all powers and duties but the functioning of committees depicts a very disappointing picture. 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 responses 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. Even, if they are invited it is for celebration of enrolment of enrolment drive and national festivals or for seeking their permission for utilization of grants. Hence communities never felt the importance of being involved or never realized their role and it was like doing a favor for teachers by coming to school but could never realize its importance to the education of their children. 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. The findings strengthen the results obtained by Sahoo (2004) that most of the parents keep interest but do not manifest due to lack of encouragement from outside or from teacher. PTA, MTA and VEC have been constituted but members were not very active and bothered about the said purpose. Community mobilization is also one of the important functions of the different committees. But it was sad to see that tribals were present in committee meetings, programmes and activities of schools but involvement was less. Whenever they were called for they make an effort to be present if the timings do not coincide with their working hours. With regard to participation of tribals in meetings, it was observed that most of them remained present in the meetings and do the things as said by head master, teachers because in Indian cultural context the teachers are respected and worshipped. This practice is still intact and irrespective of their knowledge and character the tribals feel that when their children are sent to school and teachers take care of them and they cannot be questioned. There is also one more feeling that their duty is to sent children to school after which teacher has to take care of the children. With regard to awareness of tribals regarding their roles and responsibilities, 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. 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. (87.5 %) schools had faced problems in conducting 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 a few of them had participated in discussion of committee meetings. On the basis, it can be said that just by increasing the number of tribal representatives in the committee, cannot ensure their participation and thus awareness programmes and trainings should be organized to make them aware about their roles and responsibilities.

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 properly placed SSA logo can helps in development of awareness regarding education among the people, However, (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. All the schools had timely received the funds from the government. With regard to fund, most of the committee members and tribals did not know about the funds in the school. The most of the functionaries and beneficiaries were interested in receipt of fund from the SSA, however most of them had not utilized the available facilities in the schools. The findings obtained strengthen the results obtained by Ekka (1990), Gaur (1990) and Panigrahi (1992) reveals that various educational schemes and facilities were available for the tribals, but they were not fully utilized by the tribals.

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 most of programmes and activities in the schools were organized to fulfill the prescribed norms of SSA but not created the scope of involvement of tribals in elementary school activities.

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. (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, 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 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 functionaries were always worried about the fulfillment of norms and maintenance of records of programmes and activities conducted in the school and thus they did not provide the opportunity for the participation of tribals.

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 school records showed that most of them had timely received the grants and many schools had not utilized it. However, (72.50 %) head masters, (84.33 %) teachers and (56.07 %) committee members were complaining that no donation was received from 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 functionaries and tribals had reported that school repair work was done by the head masters and teachers of the school. The most of

the functionaries were worried about the prescribed norms and thus conceal the realities of the schools.

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 and beneficiaries 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 and along with women teachers at least one male teacher should be there in the schools.

wherever the community participation was there, it was the result of continuous efforts from the head master and teachers, their hundred percent commitment and initiative in involving the tribals in school related tasks, making them aware regarding the importance of education not just as money making tool but also as a man making and character making. Further, making them realize that quality in education is a result of collective effort. Wherever, such a realization was found among the head masters and teachers and through them in the community, the community participation was there in the school activities. The finding strengthen the results obtained by the 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. Further, the study by Ambasht and Rath (1995) suggested that Village Education Committees need to be given special boost to increase the participation of tribals in school activities. Even functionaries emphasized that the success of their work depended solely on the partnership with local community (Sathyabalan, 1993 and Banwasi Seva Ashram, 1994) therefore, functionaries at all levels should make genuine attempts to involve the local people in all matters concerning the operation and development of primary schools. The role of panchayat in increasing retention was further realized and greater emphasis was recommended (Ambasht and Rath, 1995). It was also found that the accountability of teachers increased substantially due to decentralisation of management. Further, the community participation increased substantially as a result of the transfer of power from the state to the local body and administrative decentralisation included the sense of hygiene, pride and belongingness to the school (Roy, 1995). The study by Sahoo (2004) revealed that most of the parents keep interest but do not manifest due to lack of encouragement from outside or from teacher, they are few who keep on enthusiasm and interest in providing encouragement and facilities for child's study at home, teachers are normally observed reluctant to stay in interior tribal pockets. Das (1991) suggested that co-curricular activities had a lot of impact in ensuring community participation and student attendance. Therefore, participation of tribals in elementary education could be strengthened and boost up through decentralized management at grassroots level for the upliftment of tribals in terms of not only overall development but freeing them from social and political exploitation and superstitious beliefs. It was also realized that prescriptive policies cannot gear up the tribal community, a scope for more and more participation has to be generated and tribals should be stimulated to realize their role.

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 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 (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. For school repair work, schools had VCWC, however (75.24 %) parents had reported that school repair work was done by the teachers. The tribals were the beneficiaries, however they did not know about the benefits can be accrued from the school.

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 student's 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. Lack of awareness regarding their roles and responsibilities related to school was there among the functionaries and beneficiaries. 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, leads to clashes between them since community did not have any regulatory power. The poor socio-economic condition of the tribals, lack of awareness regarding their roles and responsibility in functionaries and tribals and indifferent attitude of the functionaries were the most significantly contributing factors behind the low participation of tribal's in school activities. The findings of the present study point to the fact that committees were constituted and meetings were conducted on records but did not possess the capacity to perform the assigned roles and responsibilities. Both functionaries and beneficiaries were not aware about their roles and responsibilities in elementary school activities. The need is to address the issue of awareness generation among the tribals. Training camps, awareness campaigns and audio-visual media can be of critical importance for the sensitization and capacity building for tribals. If the participation of tribals at grassroots level institutions is ensured properly, the human rights of tribal people will be protected and promoted up to a large extent.

5.15.0 IMPLICATIONS

To achieve the goal of UEE, the schools should realize the importance of tribal community involvement in achieving its objectives. The schools should thus take various steps for generating awareness, mobilizing and involving the tribals in promoting and supporting elementary education. There is a need for orienting the tribals, both functionaries and beneficiaries regarding the concept and importance of community participation, their rights and duties towards the school. The component of community based monitoring and accountability to the community and assurance of transparency towards the community can only be realized if the tribals are sensitized and trained for the jobs assigned to them. The tribals need to

move from involvement to empowerment which is possible only when the tribal community is aware of its power. The tribal community leadership training should only be activity oriented; even awareness regarding the schemes, incentives, programmes could be in form of discussions. The tribals should be made to feel their importance in the process of education, in the absence of which they feel that they have nothing to do, no power, no right to express, raise doubt or question. In the dearth these prerequisites the changes that are brought as part of decentralized management merely remains on the paper. There is a need to make shift in the constitutional structure of the school committees, from status-quo committees to functional committees for the betterment of the school and for the cause of education. Mass awareness generation programme for motivating the tribal community and a programme for capacity building of the tribals, both functionaries and beneficiaries through training and orientation should be established.

A major hindrance was proper utilization of fund and a proper mechanism for training/capacity building of tribals, both functionaries and beneficiaries to undertake their roles and responsibilities more effectively. Therefore, the capacity of the tribals needs to be developed. Orientation and training would help tribals, both functionaries and beneficiaries in understanding the roles and responsibilities and importance of their participation in elementary education, help parents to guide their children and also lead in developing better family values. Apart from providing knowledge about the roles and responsibilities of the tribals, training/capacity building programmes are expected to develop attitude and mind set amongst the functionaries and beneficiaries. The opportunities for the involvement of tribals in programmes, activities and training in the schools are generated in order to mobilize the support of both functionaries and beneficiaries for education, so there is need to appreciate involvement of tribals in elementary school activities. The most of the time functionaries were interested in organization of prescribes programmes and activities and maintaining its records so too much of reliance on paperwork has made the programmes and activities ritualistic and burdensome. In order to mobilize the community support for education, there is a need to appreciate the local culture and local context. This entails a blend of the local flavor in to the educational programme to create a greater sense of

belongingness among the tribal community members for the educational programme.

The socio-economic condition of the tribals was one of the most significantly hindering factors in the tribal's low participation in schools therefore it is very much recommended that children should be provided some vocational education/ local craft based education which may not be burdensome, may identify with the local culture and tradition and at the same time may help them earn their day to day meal. The student's absenteeism in most of the schools of the Dangs district was because of family migration and indifferent attitude of parents towards education so hostel facilities for the children of migratory family should be given and training/capacity building programmes organized in the schools are expected to develop positive attitude of parents towards education. Functionaries play an important role in the quality and efficacy of the delivery of any system therefore capacity building of different functionaries like DPEO, BRCC, CRCC, head masters and teachers is required for betterment of elementary education.

5.16.0 SUGGESTION FOR FURTHER STUDY

The present study of participation of tribal of the Dangs in elementary school activities is a survey study. The focus of the study was to find the level of participation of tribals, both functionaries and beneficiaries in different school activities and their awareness regarding the role of community in development of school. The study also made an effort to find the ground level realities by observations collected through observation of school, activities and programmes conducted in the school, group discussion and interview with tribals. This opens up a new domain of research areas to study in the related subject. Some of the key areas noted for further research, which are likely to enrich the field, are given below for the benefit of further investigations.

- ❑ Cross-sectional/longitudinal study of the participation of tribals in elementary school
- ❑ Detailed study on identification of factors affecting tribals participation in elementary education
- ❑ Investigation of causes of low participation of tribals in elementary school activities
- ❑ Investigation of causes and low participation of functionaries in elementary school activities

- ❑ Development of comprehensive awareness programmes and intervention programmes for tribals on their roles and responsibilities in elementary education
- ❑ Development of training module for tribals, both functionaries and beneficiaries on their roles and responsibilities, decentralization and community participation in elementary education.

5.17.0 CONCLUSION

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 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. 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, both functionaries and beneficiaries in the elementary school activities.