

A STUDY ABOUT VARIOUS FACILITIES PROVIDED TO THE TRIBAL STUDENTS OF UMARPADA TALUKA

Researcher,
Dr. Shitalkumari N. Vasava,
Shree Rang Shiksaan Mahavidhyalaya,
Bilimora.

Abstract

Tribal parents were unable to motivate their children towards education and so the education propaganda was possible in tribal area but the circulation was infeasible. As a result they were left behind in gaining education. Government introduced various plans and provided scholarship, meals, books, uniforms, etc. for the convenience of the tribal people and the tribal people were motivated to gain these schemes. The main objective of this study is to collect information about the various facilities provided to the tribal students studying in the schools. The researcher handed the presented study to obtain various questions. Like which type of facility is provided by the government to the various educational schemes? In present research the teachers of total 10 Secondary schools of umarpada taluka were the population. From this population, total 50% Secondary schools means the teachers of 5 Secondary schools was chosen by method of random sampling. Self constructed opinionnaire was used to collect the data. The statistic technique of Chi - square was used to interpret the data. Findings of the study Students are provided economic help, Students are given educational help, Hostel facility is provided to the tribal students.

1.1 Introduction

When our country became independent the number of educated people was very less. After freedom various quinquennial plans were introduced through which the educational level became high. Finance was funded under the quinquennial plans and as a result various educational institutes were established. And thereafter private institutes also came into resulted in the improvement of educational status in our country. People were motivated to become educated.

In order to spared education, the government introduced an act under the Indian constitution column No. 45 According to it, the children under 6-14 year of age should be given compulsory face and elementary education. also by the execution of right to education act (2011),

various schemes and program of giving cycles to girls, act were organized in order to attract people towards education. Likewise after independence, slowly people realized the importance of education and there was continuation in the spread of education.

Education was provided to various caste and races of people living in India. The difference between the caste and rades slowly decreased. All these was possible in cities. People living in cities stared being educated. But people starting far from cities like the tribal class. Were completely unaware.

Tribal parents were unable to motivate their children towards education and so the education propaganda was possible in tribal area but the circulation was infeasible. As a result they were left behind in gaining education. Government introduced various plans and provided scholarship, meals, books, uniforms, est. for the continence. Of the tribal people and the tribal people were motivated to gain these schemes.

The researcher handed the presented study to obtain various questions. Like which type of facility is provided by the government to the various educational schemes? Are the tribal children getting these facilities? Are the tribal children provided economic help? etc.

1.2 Statement of the problem

Keeping in mind the introductory notes, the problem chose by the researcher for the study was under :

A study about various facilities provided to the tribal students of Umarpada taluka

1.3 Objectives of the study

Objective of the study decide the design and the method of the study. They are very important for the study as they give the proper direction to the study. The present study had the following objectives:

- To collect information about the various facilities provided to the tribal students studying in the schools of Umarpada taluka.
- To collect the information regarding the economic help given to the tribal students studying in the schools of Umarpada taluka.
- To collect the information about the schemes providing by the different institution to the tribal students studying in the schools of Umarpada taluka.
- To collect the information about the educational Schemes providing to the tribal students studying .

- To collect the information about the transport facility provided by the government for the up- down of the tribal students from their home to the school and from school back to their home.
- To collect the information about the hostel facilities provided by the schools to the tribal students.

1.4 Question of the study

Thinking is considering as a process of asking and answering questions. Question are everlasting and insensible tools in the search for understanding and growth and human development. The following were the questions, researcher kept in mind, to explore the study on various facilities provided to the tribal students.

- Which facilities are available to the tribal students?
- Which type of economic help is fulfilled to the tribal students?
- Which institutes proves helpful in providing various schemes to the tribal students?
- What type of educational facility is provided to the tribal students?
- Which type of transport facilities is available to the tribal students to reach school?

1.5 Delimitation of the study

- The present research has been limited to Umarpada taluka.
- The present research has been limited to tribal students.
- In the present research open-ended and closed Questioner are used as a tool for Gathering information.

1.6 Population and Selecting of sample:

In present research the teachers of total 10 Secondary schools of Umarpada Taluka were the population. From this population, total 50% secondary Schools means the teachers of 5 secondary Schools was choose by the method of random sampling.

1.7 Construction of the tool for the study:

To get information is the matter for research considering her Subject, the researcher has got information by using Opinionnaire, questionnaire from the different tools of research. The statement has five point scale with strongly agree, agree, neutral, disagree, strongly disagree. There were 30

statements in the opinionnaire. 20 questions in the questionnaire.

1.8 Method of Data collection :

The researcher herself visited the schools, by taking the permission from the principals, collected data from teachers. Satisfied co-operation was received from the principals, teachers of primary schools for data collection.

1.9 Method of Data Analysis :

The researcher had used the statics techniques like chi square, percentage and priority rank to the analyses the data.

1.10 Findings of the study

- Study is about the various facilities available for the tribal student.
- Students are provided economic help.
- Students are given educational help .
- Students are given text book and uniform.
- Hostel facility is provided to the tribal students.
- Tribal students are given face education.
- Tribal students are given cycle.
- Tribal Students of medical fields are provided a loan upto 50 lack to development their private profession.
- Scholarship are given to the students studying in 1 to 8th
- Girls us lose parents have less income are given scholarship.
- Students staying in hostel are given food and food bail.
- Bus facility is available for the students staying for from school in living deep villages.
- Hostel facility is provided to the students staying very far from school.
- There are different hostel for boys and girls
- Hostels are arrange for the students coming from missionary institute.

1.11 Conclusion :

The present research Educational relation's findings present in A study about various facilities provided to the tribal students of Umarpada taluka. All the affords of the investigator

will come true only when this work will be helpful for the teachers and students, NGO, Government.

Reference

1. Acharya, Shantilal.(1999).**Chaudhry ane Chaudhry samaj**. Amdavad:Gujarat Vidhyapith.
2. Uchat,D.A. ane anyo.(1998). **Sansodhan aheval shi rete karso**. Rajkot : Saurashtra University, Gujrat rajya.
3. Desai,H.G. ane Desai,K,G.(1992).**Sansodhan paddhtio ane pravidhio**. Amdavad: University Granthnirman board, Gujarat rajya.
4. Dave,Jugatram(1964).**Halpatimukti**.Amdavad:Navjivan prakashan Mandir.
5. Parekh,B. ane Trivedi,M.D(1994). **Shikshn ma Ankdashastra (4th adition)**. Amdavad : University Granthnirman board, Gujarat rajya.
6. Padvi, M.(2006). **Gujarat ni aadijati sanskritri**. Vasava gyatini mahiti.
7. Vasava,G.U(2006).**Aadivasi asmita ane astitva vinashna aare (1st adition)**.Surat: Mahindar Vasava.
8. Shah,D.B.(2004). **Shaikshnik SansoDhan**. University Granthnirman board, Gujarat rajya.
9. Shah,Ghanshyam(1980) **Gujarat na Aadivasio**.Surat : Center for Social Studies
10. Shah,V.(1964).**Aadivasio na prashno**.(Sampadan) Amdavad:Gujarat Vidhyapith.

GOEIRJ