

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

4.0 INTRODUCTION

The present chapter describes the analysis and interpretation of the data collected. The data were analyzed using Quantitative and qualitative data analysis techniques. The objective-wise analysis and interpretation of data are as follows. Interpretation is an important step in the total procedure of research. The process of interpretation is essentially one of stating what is the answer to the original problem. Interpretation is thus by no means a mechanical process. It calls for a critical examination of the results of one's analysis considering all the limitations of data gathering. The researcher cannot achieve his or her objective without the interpretation of the data collected with the help of tools used for the research study. In the previous chapter a complete account of the approach to collecting the required data for the present research study was presented. The present chapter is devoted to the analysis and interpretation of the collected data to achieve objectives and to test the questions presented in the chapter.

4.1.0 DATA ANALYSIS AND INTERPRETATION

The following objectives were framed for the study analysis which, has been presented in the proceeding section. The Data was collected from forty ashram schools in Gujarat and analysis of which is presented below:

1. To study Physical Facilities of Ashram Schools for Scheduled Tribes in Gujarat.
2. To study the Human Resources of Ashram Schools for Scheduled Tribes in Gujarat.
3. To study Enrollment and Drop-outs from the year 2006 to 2013 of Ashram Schools for Scheduled Tribes in Gujarat.
4. To study the classroom transactions in Ashram Schools for Scheduled Tribes in Gujarat.
5. To study academic achievements of students of Ashram Schools for Scheduled Tribes in Gujarat.
6. To study problems faced by Students, Teachers, and Administrators of Ashram Schools for Scheduled Tribes in Gujarat.

7. To study suggestions of Students, Teachers, and Administrators for improvement of functions of Ashram Schools for Scheduled Tribes in Gujarat.

4.1.1 Analysis of the Physical Facilities of Ashram Schools for Scheduled Tribes in Gujarat.

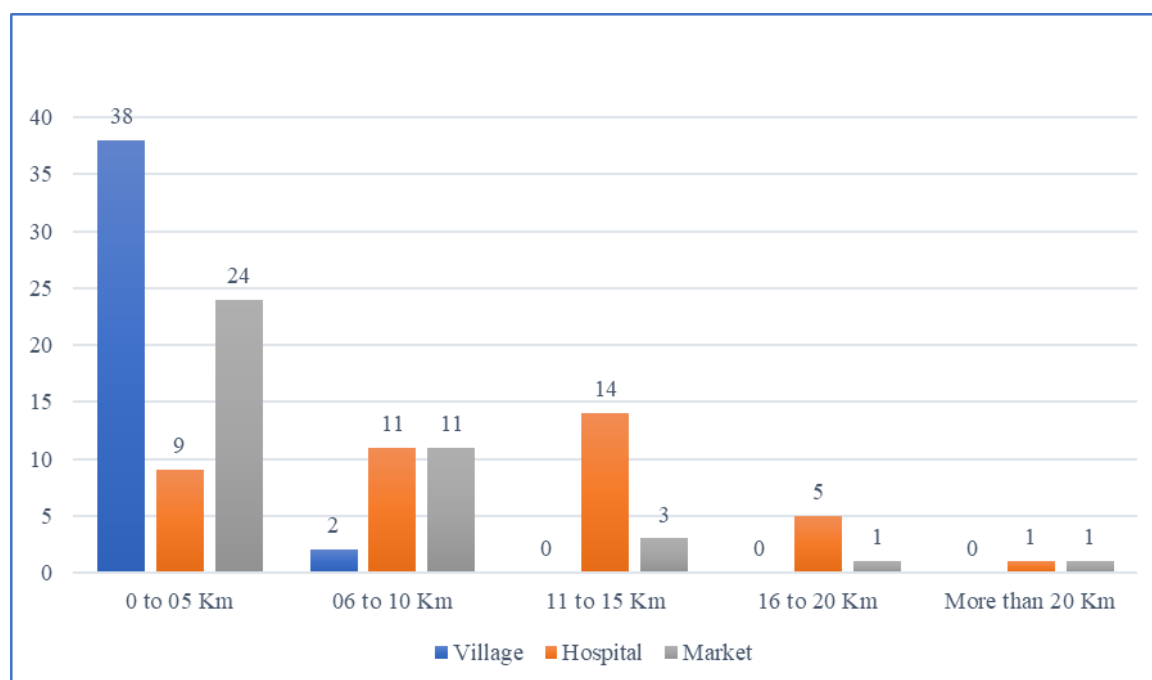
To study the Physical faculties of Ashram schools for scheduled Tribes in Gujrat objective one “To study Physical Facilities of Ashram Schools for Scheduled Tribes in Gujarat” was framed, an analysis of which is presented below:

4.1.1.0 Access to Ashram school in kilometer from nearest village, hospital, and Market

Table 4.1 Access to Ashram schools in kilometers from the nearest village, hospital, and Market

Distance in kilometers from nearest	0-5 km	6-10 km	11-15 km	16-20 km	More than 20km
Village	38(95%)	2(5%)	0(0%)	0(0%)	0(0%)
Hospital	9(22.5%)	11(27.5%)	14(35%)	5(12.5%)	1(2.5%)
Market	24(60%)	11(27.5%)	3(7.5%)	1(2.5%)	1(2.5%)

Graph 4.1: Access to Ashram schools in kilometers from the nearest village, hospital, and Market



From Table 4.1 and graph 4.1 it can be said that the distance from which Ashram Schools are located near to Village, Hospital, and Market. Of the forty schools, 38 schools are located within five-kilometer and two schools are located between 6–10-kilometer distances from the village. Of the forty schools, 09 schools are located within five kilometers, eleven schools are located between 6-10 kilometers, 14 schools are located 11-15 kilometers and 05 schools are located in 16-20 kilometers distant from the hospital. Of the forty schools, 24 schools are located within five kilometers, 11 schools are located between 6-10 kilometers, and 03 schools are located 11 kilometers distant from the Market.

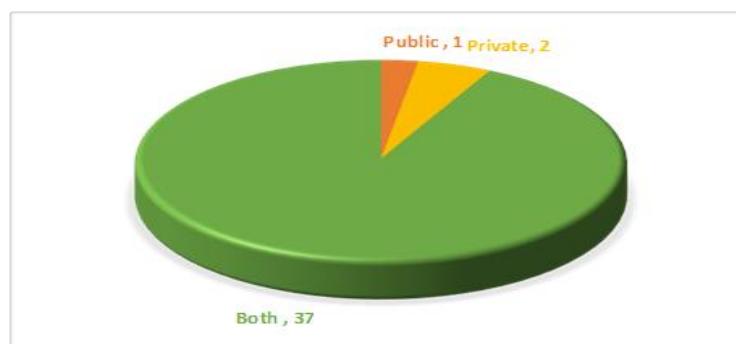
It is revealed from the data that Most of the schools 39 (97.5 %) are located within 0 to 5 kilometers of the nearby Village. Most of the schools 34 (85 %) are located within 15 kilometers of the hospitals and 38 (95%) schools are located within 15 kilometers from the Market. While being away from the market may not be of such a concern for the teachers or students since the support staff can do the travel but being away from the nearest PHC (Public Health Centre) could be a major concern. And unlike in urban areas, in a rural area, even 5 kilometers distance is a greater concern since no vehicles would be available in case of an emergency. Hence some vehicular support must be provided to residential schools for meeting such emergency needs in the interest of the children.

4.1.1.1 Type of transport facility available for students

Table 4.2 Analysis of the type of transportation available for students

Type of transport facility available	Only Public	Only Private	Both
Number of schools	01(2.5%)	02(5%)	37(92.5%)

Graph 4.2 Analysis of the type of transportation available for students



From table 4.2 it can be revealed that most of the Ashram schools 37 (92.5%) have access to both public and private transportation facilities for the students and only two (5%) ashram schools have Private transport facilities. While public and private both the transport facilities are available; what is the frequency of the transport facilities needs to be probed, further what kind of facilities are available is also a concern since largely in villages it is the private open rickshaws or as they call it ‘tempo’ or ‘chakda rickshaws’ are available and traveling in these with the kids if an emergency need be is a cause for concern.

4.1.1.2 Compound Wall and Gate

Status of the compound wall and gate

Table 4.3: Analysis of the status of the compound wall and gate

Compound wall and gate	Yes	No
Number of Ashram Schools	40 (100%)	0 (0%)

From table 4.3 it can be revealed that all the Ashram schools have complete compound walls and gates.

Condition of the compound wall and gate

Table 4.4. Analysis of the Condition of the compound wall and gate

	Very Poor	Poor	Average	Good	Very Good
Compound Wall	0(0%)	7(17.5%)	21(52.5%)	08(20%)	04(10%)
Gate	1(2.5%)	8(20%)	18(45%)	10(25%)	3(7.5%)

It can be explained from the Table 4.4 that a total of twenty-one schools (52.5%) are having an average quality of compound wall, eight schools (20%) are having the good condition, four schools (10%) are having a very good condition and seven (17.5%) schools are having a poor condition of the compound wall from the perspective of a researcher.

A total of eighteen schools (45%) are having an average quality of gate, ten schools (25%) are having a good condition, three schools (7.5%) are having a very good condition and eight (20%) schools are having a poor condition the gate from the perspective of a researcher. While it comes as a great relief that a compound wall that

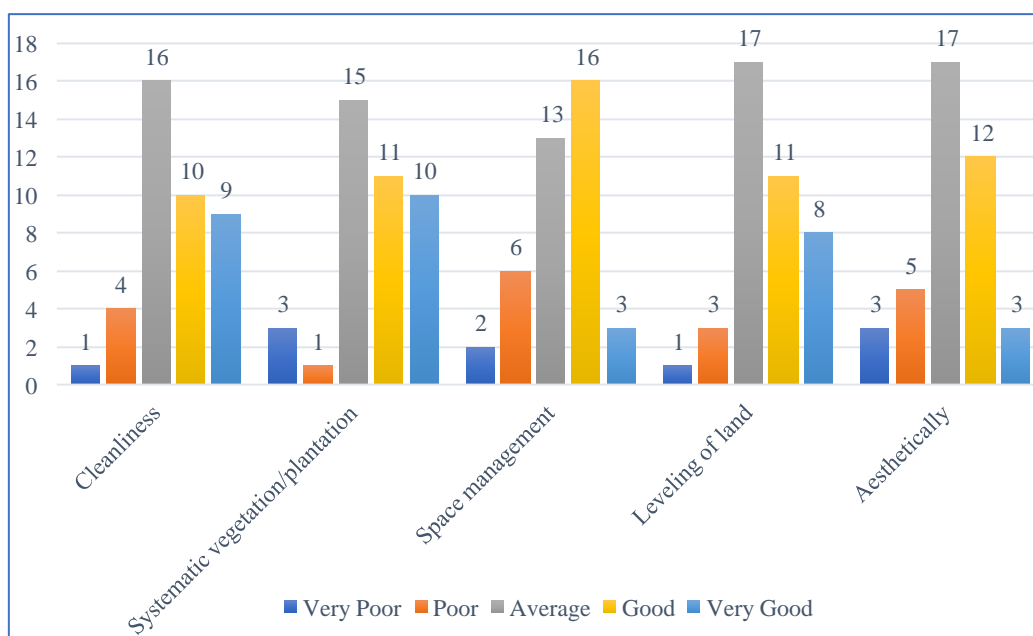
ensures safety and security to the kids, especially in a residential set-up is there for all schools; it is also worrisome that for 7-8 schools the compound wall and school gate are in poor conditions.

4.1.1.3 Cleanliness and Hygiene of Compound

Table 4.5. Analysis of the Cleanliness and Hygiene of Compound

Cleanliness And Hygiene of Compound	Very Poor	Poor	Average	Good	Very Good
Cleanliness	1(2.5%)	4(10%)	16(40%)	10(25%)	9(22.5%)
Systematic vegetation/plantation	3(7.5%)	1(2.5%)	15(37.5%)	11(27.5%)	10(25%)
Space management	2(5%)	6(15%)	13(32.5%)	16(40%)	3(7.5%)
Levelling of land	1(2.5%)	3(7.5%)	17(42.5%)	11(27.5%)	8(20%)
Aesthetically	3(7.5%)	5(12.5%)	17(42.5%)	12(30%)	3(7.5%)

Graph 4.3. Analysis of the Cleanliness and Hygiene of Compound



From the Table 4.5, it can be revealed that sixteen schools (40%) are rated average, ten (25%) schools are rated good, and nine (22.5%) schools are rated very good, only a few schools (5%) are rated very poor in terms of Cleanliness. and Systematic Vegetation / Plantation (32), Space Management (24), Leveling of Land (29), and Aesthetically (21). Not a single Ashram School is found very poor, poor, or Average in the context of cleanliness and hygiene. The researcher has rated the quality of

Ashram Schools with an unbiased and non-judgmental perspective. Total fifteen (37.5%) schools are rated average, eleven (27.5%) schools are rated good, ten (25%) schools are rated very good and only four schools (10%) are rated very poor in terms of systematic vegetation/plantation.

Total thirteen (32.5%) schools are rated average, sixteen (40%) schools are rated good, only three (7.5%) schools are rated very well, and eight schools (10%) are rated very poor in terms of space management.

A total of seventeen (42.5%) schools are rated average, eleven (27.5%) schools are rated good, eight (7.5%) schools are rated very good and only four (10%) are rated very poor in terms of leveling of land.

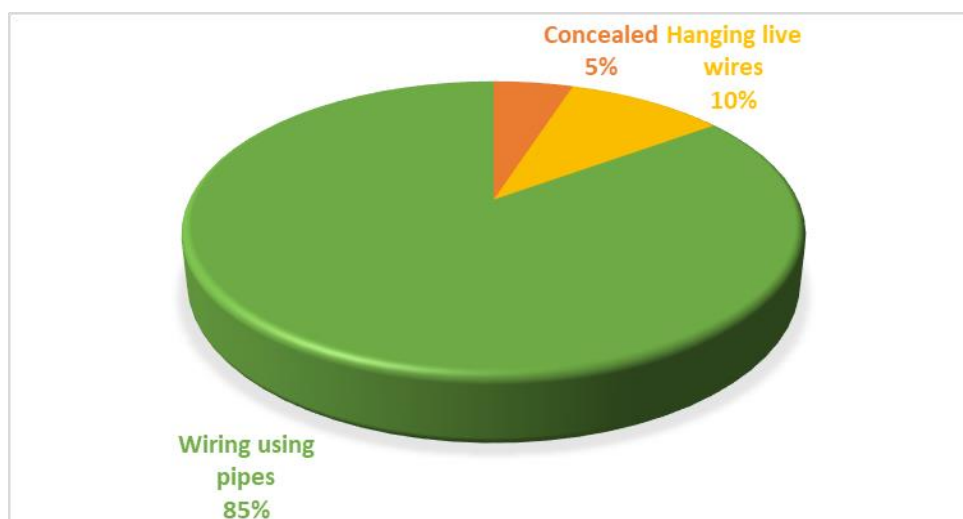
A total of seventeen (42.5%) schools are rated average, twelve (27.5%) schools are rated good, only three (7.5%) schools are rated very well and eight (20%) schools are rated very poor in terms of Aesthetically.

4.1.2 Electrification of the Building

Table: 4.6: Electrification of the Building

How is the building electrified?	Number of schools
Concealed	02(5%)
Hanging live wires	04(10%)
Wiring using pipes	34(85%)

Graph: 4.4 Electrification of the Building



From Table 4.6 it can be analyzed that type of wiring in the Ashram Schools is properly electrified. It can be derived that 34 (85%) schools are electrified using wiring with pipes, four (10%) schools have hanging wires and two (5%) Ashram Schools have concealed wiring.

4.1.3 Kitchen Shed

4.1.3.0 Analysis of the status of the kitchen shed

Table: 4.7: Analysis of the status of the kitchen shed

Is the kitchen shed or room clean and hygienic?	Yes	No
Number of schools	28(70%)	12(30%)

Table 4.7 explains the observations done by the researcher for the quality of cleanliness and hygiene of the kitchen. It can be derived from the above table that 28 (70%) Ashram Schools have clean and hygienic kitchen shed whereas 12 (30%) schools did not have clean and hygienic kitchen shed.

4.1.3.1 Analysis of the condition of the kitchen shed

Table 4.8: Analysis of the condition of the kitchen shed

Indicators	Very Poor	Poor	Average	Good	Very Good
Condition of room/shed	0(0%)	03(7.5%)	06(15%)	29(72.5%)	2(5%)
Cleanliness of kitchen shed/room & surroundings	0(0%)	06(15%)	09(22.5%)	18(45%)	7(17.5%)

Table 4.8 shows the researcher's stand for the location and cleanliness. It is revealed that twenty-nine (72.5%) Ashram Schools are rated as good, six (15%) schools are rated average and very few schools are rated either poor or very good in terms of location. It can be further analyzed that eighteen (45%) Ashram Schools are rated as good, seven (17.5%) schools are rated very good, nine (22.5%) schools are rated average, and six (15%) schools are rated poor in terms of cleanliness of kitchen shed and surroundings.

4.1.4 Analysis of arrangement of fuel

Data collected for this item has multiple responses in each of the categories. There was a total of 40 ashram schools.

Table 4.9: Analysis of arrangement of fuel

The arrangement of fuel	Gas Cylinder/PNG	Wood	Both
Number	36 (80%)	27 (67.5%)	31(77.5%)

It can be revealed from the analysis of Table 4.9 that 36 Ashram Schools have Gas cylinders (80%) whereas twenty-seven (67.5%) Ashram Schools use Wood as fuel. Of the total surveyed schools thirty-one (77.5%) ashram Schools have both types of fuel facilities.

4.1.5 Analysis of the source of water

Table 4.10 Analysis of the source of water

Panchayat Taps	16 (40%)
Municipal Corporation Tap	03(7.5%)
Hand Pump	24(60%)
Well /Water Boring	31(77.5%)
More than one	34(85%)

Table 4.10 explains the number of resources of water that are available in Ashram Schools. It can be found from the above table that the thirty-one schools (77.5%) have a well or water boring facility for water, a hand pump is available in 24 (60%) Ashram Schools, sixteen Ashram Schools (40%) have Panchayat Taps and three schools (7.5%). Whereas it has been observed that thirty-one Ashram Schools (85%) have more than one source of water facilities. During the personal interview, it was found that during summertime in a few of the schools' water is scarce, and they have to use hand pump/ bore well and the quality of ground water in case of hand pump/bore well is not confirmed thus having RO system for all residential schools or any other mechanism that makes water potable and secures the health of the children is important.

4.1.6. Analysis of the Menu of Meals provided to students of Ashram schools

Table: 4.11 Analysis of the Menu of Meals provided to students of Ashram schools

	Breakfast	Lunch	Dinner
Monday	Tea/Milk+ Nasta	Dal+Rice+Roti+Vegetable+Beans	Rice/Khichadi+roti+milk
Tuesday	Tea/Milk+ Nasta	Dal+Rice+Roti+Vegetable+Beans	Rice/Khichadi+roti+milk
Wednesday	Tea/Milk+Nasta	Dal+Rice+Roti+Vegetable+Beans	Rice/Khichadi+roti+milk
Thursday	Tea/Milk+Nasta	Dal+Rice+Roti+Vegetable+Beans	Rice/Khichadi+roti+milk
Friday	Tea/Milk+Nasta	Dal+Rice+Roti+Vegetable+Beans	Rice/Khichadi+roti+milk
Saturday	Tea/Milk+Nasta	Dal+Rice+Roti+Vegetable+Beans	Rice/Khichadi+roti+milk
Sunday	Tea/Milk+Nasta	Dal+Rice+Roti+Vegetable+Beans	Rice/Khichadi+roti+milk

Table 4.11 shows the menu of meals prepared and given to schools during breakfast, lunch, and dinner during all seven days of the week. It was found that the menu is similar in all Ashram Schools for all 7 days. It is further analyzed that in all the Ashram schools the meal is served according to the weekly menu regularly.

4.1.6.0 Quality of Meal provided to students of Ashram schools

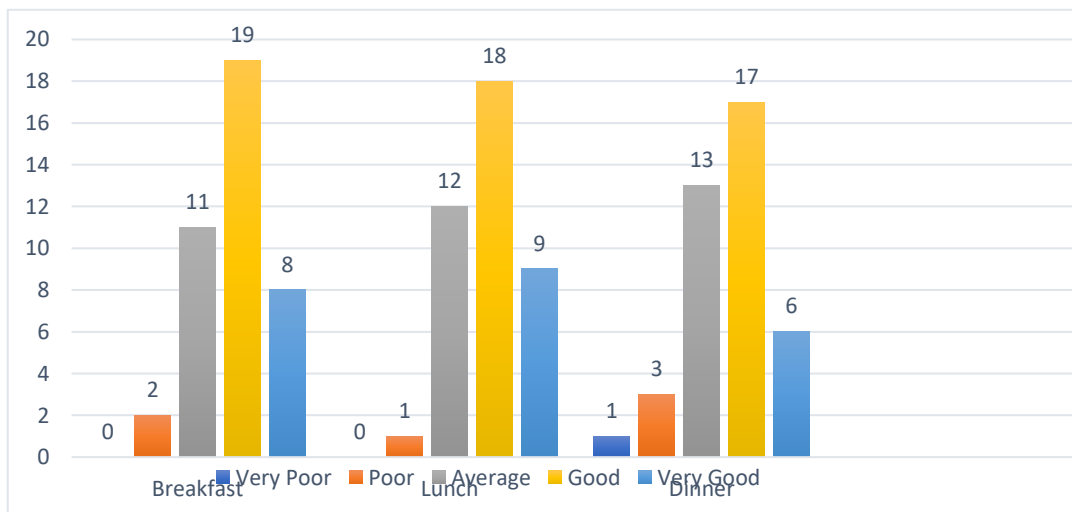
Table: 4.12 Analysis of the quality of Meals provided to students of Ashram schools

	Very Poor	Poor	Average	Good	Very Good
Breakfast	0(0%)	2(5%)	11(27.5%)	19(37.5%)	8(20%)
Lunch	0(0%)	1(2.5%)	12((30%)	18(45%)	9(22.5%)
Dinner	1(2.5%)	3(7.5%)	13(32.5%)	17(37.5)	6(15%)

Table 4.12 shows the quality of meals observed and rated by the researcher during breakfast, lunch, and dinner. From the data, it is depicted that there is a mixed scenario in terms of the quality of the meal served in Ashram schools. The data is based on the observation of the date of visit to respective ashram schools. As per the data ma19 (37.5%) schools are rated good, eleven schools are rated average (27.5%) and eight (20%) schools are rated very good in terms of Breakfast provided to them. As far as the quality o lunch is concerned 18 (45%) schools are rated good, 12 (30 %) schools are rated average, and nine (22.5%) schools are rated very good in terms of the quality of lunch in ashram schools. Concerning the Quality of dinner, the Majority

of the schools are rated above average, respectively thirteen schools (32.5 %) are rated average, seventeen schools (37.5%) are rated good and six schools (15%) are rated very good.

Graph: 4.5 Analysis of the quality of Meals provided to students of Ashram schools



4.1.7 Cleanliness and Condition of Rooms

Table: 4.13 Analysis of the cleanliness and condition of rooms

Indicators	Rating				
	Very Poor	Poor	Average	Good	Very Good
Cleanliness of beddings	3((7.5%))	5(12.5%)	14(35%)	14(35%)	4(10%)
Proper stacking of trunks	1(2.5%)	4(10%)	18((45%))	15(37.5%)	3(7.5%)
Overall cleanliness of room	2(5%)	6(15%)	19(47.5%)	10(25%)	3(7.5%)
Space management	5(12.5%)	7(17.5%)	12(30%)	11(27.5%)	5(12.5%)
Aesthetically	3(7.5%)	4(10%)	11(12.5%)	19(47.5%)	3(7.5%)

Table 4.13 shows the cleanliness and conditions of the room. It was observed and rated by the researcher with an unbiased lens. In terms of indicator rating, it can be revealed from the data that the majority of the schools are rated average and above that all the conditions of rooms except for space management issues found in five schools (12.5%) and rated very poor condition. In terms of cleanliness of bedding the ratings are scattered as average in 14 (35%), Good in 11 (27%) schools, and in only five (12.5%) it is rated very good condition. Trunks are properly stacked in the

majority of the schools (87.5%) except in five % of schools they are poorly stacked. In terms of aesthetic arrangement it average in most of the schools and a mixed scenario is visible.

4.1.8. Items observed in Ashram School

Table: 4.14 Analysis of the Items observed in the ashram school

Items to be observed in Ashram School	Adequacy			Functional		Relevance		Appropriate Utilization
	Less	Adequate	More	Yes	No	Yes	No	
1 Dormitory	2	36	2	40	0	37	3	Yes
2 Kitchen Room / Shed	4	34	2	40	0	38	2	Yes
3 Gas / domestic fuel	2	37	1	40	0	40	0	Yes
4 Storeroom	2	38	0	40	0	40	0	Yes
5 Earthen pot	6	34	0	40	0	40	0	Yes
8 Cupboard	7	33	0	40	0	37	3	Yes
9 Chair	11	29	0	40	0	33	7	Yes
10 Table	7	33	0	40	0	35	5	Yes
11 Toilets	6	33	1	40	0	32	8	Yes
12 Bathrooms	8	31	1	40	0	39	1	Yes
13 Boiler	24	16	0	36	4	28	12	Yes
14 RO system	19	21	0	33	7	27	13	Yes
15 Science kit	19	21	0	31	9	27	13	As per needs
16 Harmonium	2	38	0	27	13	37	3	As per needs
17 Tabla set	0	40	0	33	7	38	2	As per needs
18 Dholak	0	40	0	31	9	36	4	As per needs
19 Khanjari	0	40	0	39	1	40	0	As per needs
20 Manjira	0	40	0	40	0	39	1	As per needs
21 Laizeim	13	27	0	28	12	28	12	As per needs
22 Cricket kit	9	31	0	37	3	31	9	As per needs

Table 4.14 describes the availability of items in the Ashram Schools observed by the researcher. It was derived abovementioned all items (*Dormitory, Kitchen Room / Shed, Gas / Domestic Fuel, Storeroom, Earthen Pot, Cupboard, Chair, Table, Toilets, Bathrooms, Boilers, RO Systems, Science Kit, Harmonium, Tabla Set, Dholak, Khanjari, Manjira, Laizeim, and Cricket Kit*) were found available for the students in the Ashram Schools. Also, all the items are rated in terms of adequacy, functionality, and relevance. It can be observed from the above table that most of the Ashram Schools have adequate numbers of items, all of them are functional and found reliable

in terms of quality and functionality. Lastly, all the above-mentioned items are appropriately utilized as per the needs.

4.1.9 Status of Maintenance of the registers in the Ashram schools

Table 4.15 Analysis of the Status of register in Ashram schools

	Name of the register	Available
1.	Hostel register	40
2.	Grade-wise attendance register	40
3.	Storage register	40
4.	Teachers' register	40
5.	Parents' visit register	32
6.	Inward register	40
7.	Outward register	40
8.	Stationary register	38
9.	Deadstock register	40
10.	Leave / movement Register	32
11.	Distribution register	17
12.	Visit book	40

Table 4.15 shows the availability of registers in the Ashram Schools and whether they are maintained date-wise or not. It can be derived from the table that all 40 Ashram Schools have maintained all the registers essential for the Ashram Schools except the Distribution register. Rest all the registers and visit books are available at the time of visit to Ashram school. But distribution register is not properly maintained in almost half of the schools and this comes as a major concern since the distribution register is about the items that come for the personal use of the students and whether every child receives those basic items or they get swindled for money.

4.2.0 Analysis of the Human Resources of Ashram Schools for Scheduled Tribes in Gujarat

To study the Human Resources of Ashram schools for scheduled Tribes in Gujarat objective two was framed. To study human resources, Teachers, Principals, and students' profiles are being presented and analyzed.

4.2.1.0 Analysis of the Teachers' profile

4.2.1.1. Gender-based analysis

Table: 4.16 Gender-wise distribution of teachers

Gender	Male	Female	Total
Number	147	110	257

Table 4.16 shows there are 147 males and 110 females working in the Ashram Schools. A total of 257 teachers are working in the Ashram Schools.

4.2.1.2. Age-wise distribution of teachers

Table: 4.17 Age-wise distribution of teachers

AGE	Younger 18 to 35	Middle Age 36 to 50	Elder >50	Total
Number	79	95	83	257

Table 4.17 shows a total of 174 teachers of the Ashram Schools belong to the age group who are younger than the age of 50, whereas 83 teachers are of the age group which is more than 60 years of age.

4.2.1.3. Educational Qualification of teachers of ashram schools

Table 4.18 Educational Qualification of teachers

Education Qualification	B.Ed.	PTC	Total
Number	188	69	257

Table 4.18 shows that out of 240 teachers, 188 teachers did Bachelor of Education (B.Ed.) and 69 teachers did PTC when they joined Ashram Schools. All the teachers are professionally trained as per the requirement.

4.2.1.4. Academic Profile of the teachers in terms of subject specialization

Table 4.19 Subject specialization of teachers

District	Science	Mathematics	Social Science	English	Gujarati	Hindi	1 to 5 All Subjects
Panchmahal	3	2	3	3	4	3	6
Dahod	4	5	6	3	7	5	11
Vadodara	2	3	4	2	4	4	6
Narmada	2	3	4	3	6	4	5
Bharuch	1	1	0	0	2	1	3
Surat	3	4	4	2	3	4	7
Valsad	2	1	4	5	3	2	8
Navsari	2	2	3	1	3	1	6
The Dangs	1	2	4	1	4	3	8
Tapi	4	3	3	4	3	3	9
Total	24	26	35	24	49	30	69

Table 4.19 shows that there are 24 teachers for science and 26 for mathematics subject, 35 teachers for social science subject, 24 teachers for English subject, 49 teachers for Gujarati subject, 30 teachers for Hindi subject and 69 have done PTC. A maximum of 49 teachers are available for the Gujarati subject and a minimum of 24 are available for the subject.

4.2.2.0 Analysis of the Principals' Profile in Ashram schools

4.2.2.1 Gender-wise distribution of Principals

Table 4.20 Gender-wise distribution of Principals

Gender	Male	Female	Total
Number	24	16	40

Table 4.20 shows there are 24 males and 16 females working in the Ashram Schools. A total of 40 principals are working in the Ashram Schools. All the school's principal is recruited.

4.2.2.2. Age wise distribution of Principals in Ashram schools

Table: 4.21 Age wise distribution of teachers

AGE	Younger 25 to 35	Middle Age 35 to 50	Elder >50	Total
Number	2	11	27	40

Table 4.21 shows a total of 13 principals of the Ashram Schools belong to the age group who are younger than the age of 50, whereas 27 teachers are of the age group which is more than 60 years of age.

4.2.2.3 Analysis of the Educational Qualification

Table 4.22 Educational Qualification of Principals

Education Qualification	B.Ed.	PTC	Total
Number	31	09	40

Table 4.22 shows that out of 40 principals, 31 principals did Bachelor of Education (B.Ed.) and 09 principals did PTC when they joined Ashram Schools.

4.2.3.0 Analysis of the profile of students' studying in the ashram schools

4.2.3.1 Gender-wise Distribution of students in Ashram schools in each standard.

Table 4.23 Gender wise Distribution of students in Ashram schools in each standard.

Std.→	1	2	3	4	5	6	7	Total
Male	302	324	327	367	389	476	389	2574
Female	218	236	193	273	331	364	291	1906
Total	520	560	520	640	720	840	680	4480

Table 4.23 shows there are 2574 boys, and 1906 girls students studying in the Ashram Schools. A total of 4480 students are studying in the Ashram Schools. It further shows that 520 students are studying in the first standard, 560 students who are studying in the second standard, 520 students who are studying in the third standard, 640 students who are studying the fourth standard, 720 students who are studying in the fifth standard, 840 students who are studying in sixth standard and 680 students who are studying in the seventh standard.

4.2.3.2 District-wise distribution of students studying in the ashram schools

Table 4.24 District-wise distribution of students studying in the ashram schools

Sr. No.	District	School	Male	Female	Total
1	Panchmahal	4	264	188	452
2	Dahod	7	467	329	796
3	Vadodara	4	261	183	444
4	Narmada	5	333	213	546
5	Bharuch	1	67	54	121
6	Surat	4	251	189	440
7	Valsad	5	323	216	539
8	Navsari	2	128	95	223
9	The Dangs	2	138	103	241
10	Tapi	6	395	283	678
	Total	40	2627	1853	4480

Graph 4.6 District-wise distributions of students studying in the ashram schools

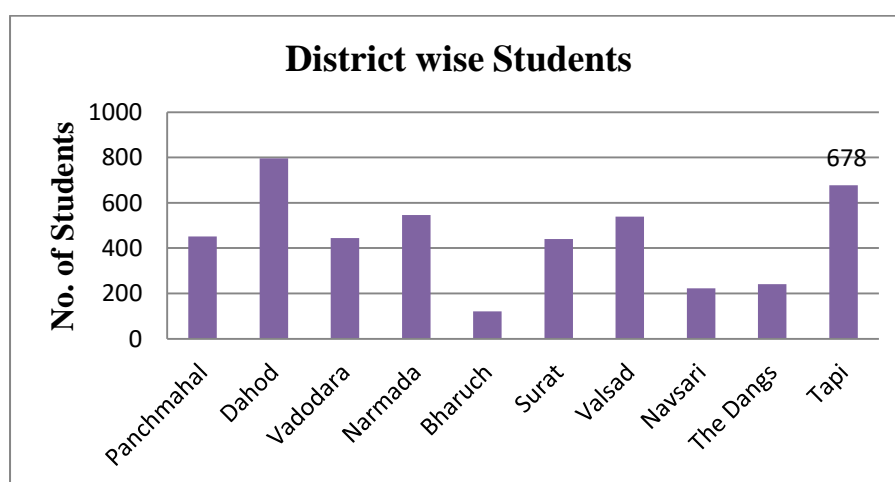


Table 4.24 shows that the maximum number of students 796 are from Dahod and the minimum number of students 121 are from Bharuch. There are 552 students from Panchmahal, 444 students from Vadodara, 546 students from Narmada, 440 students from Surat, 539 students from Valsad, and 223 students from Navsari District. This perhaps points to the urge for education amongst the tribal children, and the awareness amongst their parents since some of these districts have the highest tribal population and children come from very poor socio-economic conditions. Thus a residential school comes as a boon to them; however, providing access alone is not enough; it is also important to note that they receive equitable learning outcomes.

Status of Human Resources:

It is revealed from the analysis of the data related to human resources it is found that in all the school's principal is appointed full time /in charge. There are total 257 teachers working in forty ashram schools which include permanent teachers appointed by the Government of Gujarat and teachers appointed by the trust on a temporary basis. There are 4480 students studying in the Ashram schools of Gujarat. The teacher-pupil ratio is 1: 19 which is adequate and healthy for classroom transactions. Per the school, there are around six teachers which are also quite healthy. All the teachers are professionally qualified.

4.3.0 Enrollment and dropout from 2006- 2013

4.3.1 District-wise Enrollment from the year 2006 to 2013 of Ashram Schools for Scheduled Tribes in Gujarat

District-wise Enrollment from the year 2006 to 2013 of Ashram Schools for Scheduled Tribes in Gujarat for selected schools is as given in the following table number 4.33.

It can be explained that average of the percentage of Enrollment students from the year 2006 to 2013 of Ashram Schools for Scheduled Tribes in Gujarat the from selected schools of Panchmahal, Dahod, Vadodara, Narmada, Bharuch, Surat, Valsad, Navsari, Dangs and Tapi districts primary schools of Ashram Schools is 95.65 %.

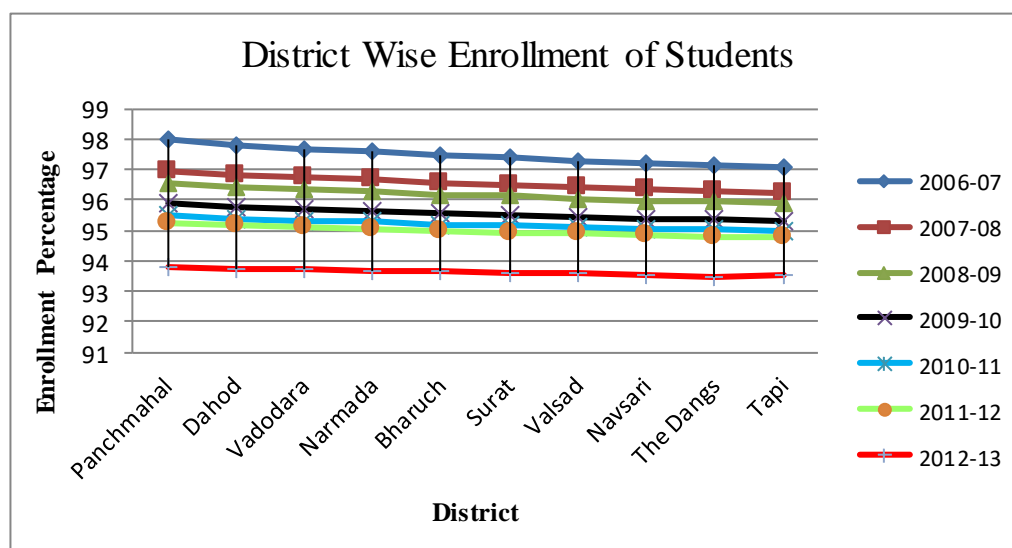
2006 to 2013 of Ashram Schools for Scheduled Tribes in Gujarat the from selected schools of Panchmahal, Dahod, Vadodara, Narmada, Bharuch, and Surat, Valsad, Navsari, Dangs, and Tapi districts primary schools of Ashram Schools is mentioned in the table number 4.33 which varied District and year wise It has been seen that from the last seven years the ratio of the percentage of the Enrollment of students from the year 2006 to 2013 of Ashram Schools for Scheduled Tribes in Gujarat the from selected schools is constantly decreased in all the Ashram Schools of 10 selected districts.

Table No 4.25 District-wise Enrollment of students from year 2006 to 2013 of Ashram Schools for Scheduled Tribes in Gujarat

District	No. of Schools	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Panchmahal	4	97.98	96.96	96.56	95.89	95.49	95.25	93.79
Dahod	7	97.81	96.83	96.43	95.78	95.4	95.17	93.75
Vadodara	4	97.68	96.72	96.33	95.7	95.32	95.09	93.7
Narmada	5	97.61	96.66	96.28	95.65	95.28	95.05	93.69
Bharuch	1	97.46	96.55	96.17	95.56	95.2	94.98	93.65
Surat	4	97.41	96.5	96.13	95.52	95.17	94.94	93.63
Valsad	5	97.3	96.4	96.04	95.44	95.1	94.89	93.59
Navsari	2	97.2	96.33	95.97	95.39	95.06	94.84	93.53
The Dangs	2	97.16	96.29	95.94	95.36	95.03	94.81	93.5
Tapi	6	97.07	96.22	95.87	95.3	94.97	94.76	93.52
Average		97.47	96.55	96.17	95.56	95.20	94.98	93.64
Average		95.65						

From the table 4.25, it is concluded that average of the percentage of Enrollment of students from the year 2006 to 2013 in Ashram Schools for Scheduled Tribes in Gujarat the from selected schools of Panchmahal, Dahod, Vadodara, Narmada, Bharuch, and Surat, Valsad, Navsari, Dangs and Tapi districts primary schools of Ashram Schools are varied from school to school and year to year. District-wise and year-wise graphical presentations of the Enrollment of students from the year 2006 to 2013 of Ashram Schools for Scheduled Tribes in Gujarat the from selected schools are presented hereunder.

**Graph No: 4.7 District-wise Enrollment of students from the year 2006 to 2013
of Ashram Schools for Scheduled Tribes in Gujarat.**



From the table 4.25, it can be concluded that average of the percentage of Enrollment of students from the year 2006 to 2013 in Ashram Schools for Scheduled Tribes in Gujarat the from selected schools of Panchmahal, Dahod, Vadodara, Narmada, Bharuch, and Surat, Valsad, Navsari, Dangs and Tapi districts primary schools of Ashram Schools are varied from school to school and year to year.

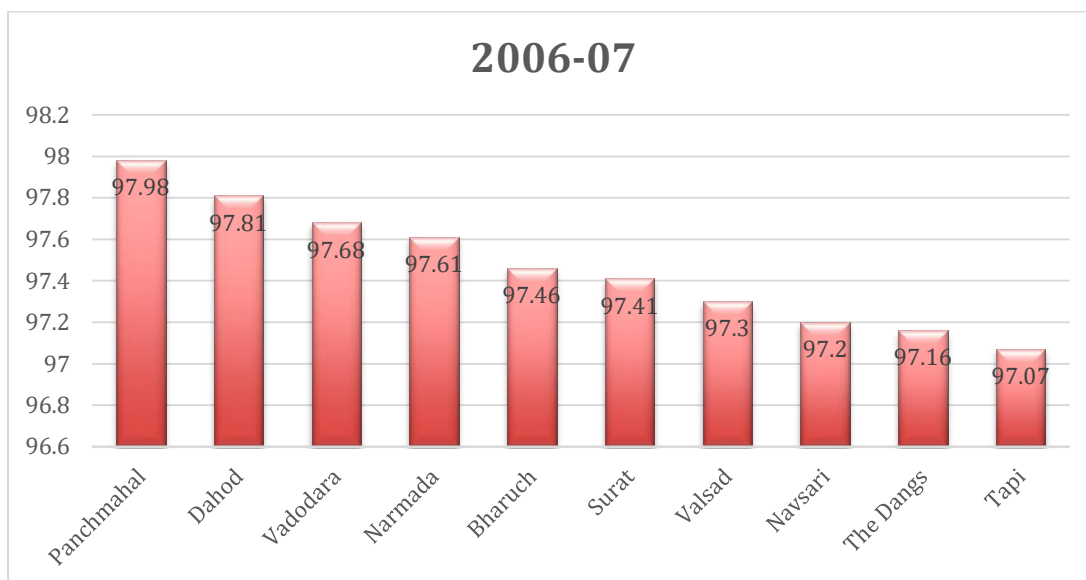
- During the year 2006-07 to 2012-13 District-wise lowest percentage of Enrollment of students were found in the Tapi District with 97.07, 96.22, 95.87, 95.3, 94.97, 94.76, and 93.5 respectively percentage of the Enrollment of students.
- During the year 2006-07 District-wise highest percentage of Enrollment of students was found in the Panchmahal District with 97.98, 96.96, 95.56, 95.89, 95.49, 95.25, and 93.79 percentage of the Enrollment of students.

District-wise percentage of lowest and highest Enrollment of students during the year of 2006-07 of Ashram Schools

District-wise percentages of the lowest and highest Enrollment of students during the year 2006-07 of Ashram Schools are given in the following table.

During the year 2006-07 District-wise lowest percentage of Enrollment of students was found in the Tapi District with 97.07 percent of the Enrollment of students, while the District-wise highest percentage of Enrollment of students was found in the Panchmahal District with 97.98 percent of the Enrollment of students.

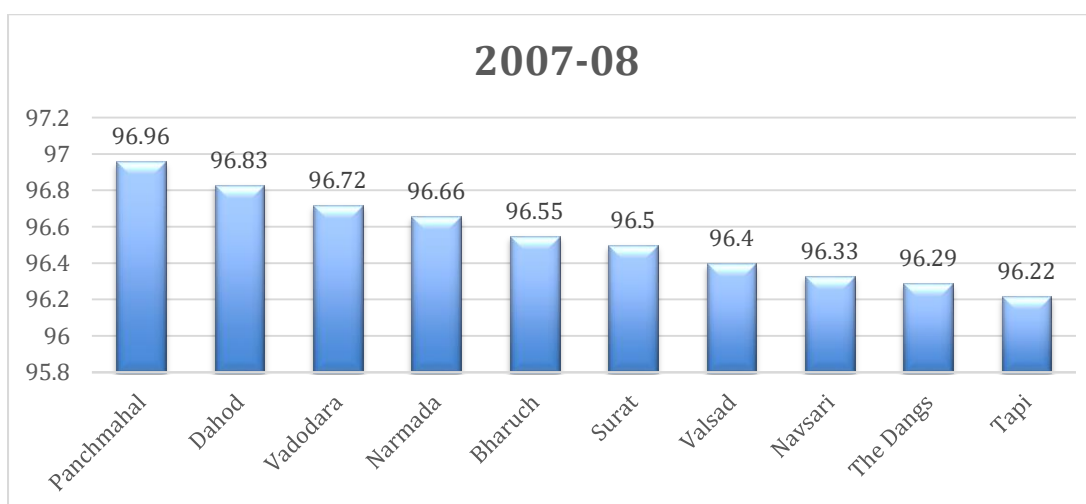
Graph No: 4.8 District-wise percentage of Enrollment of students during the year of 2006-07 of Ashram Schools



District-wise percentage of lowest and highest Enrollment of students during the year of 2007-08 of Ashram Schools

District-wise percentage of lowest and highest Enrollment of students during the year of 2007-08 of Ashram Schools is given in the following table. During the year 2007-08 District-wise lowest percentage of Enrollment of students was found in the Tapi District with 96.22 percent of the Enrollment of students, while the District-wise highest percentage of Enrollment of students was found in the Panchmahal District with 96.96 percent of the Enrollment of students.

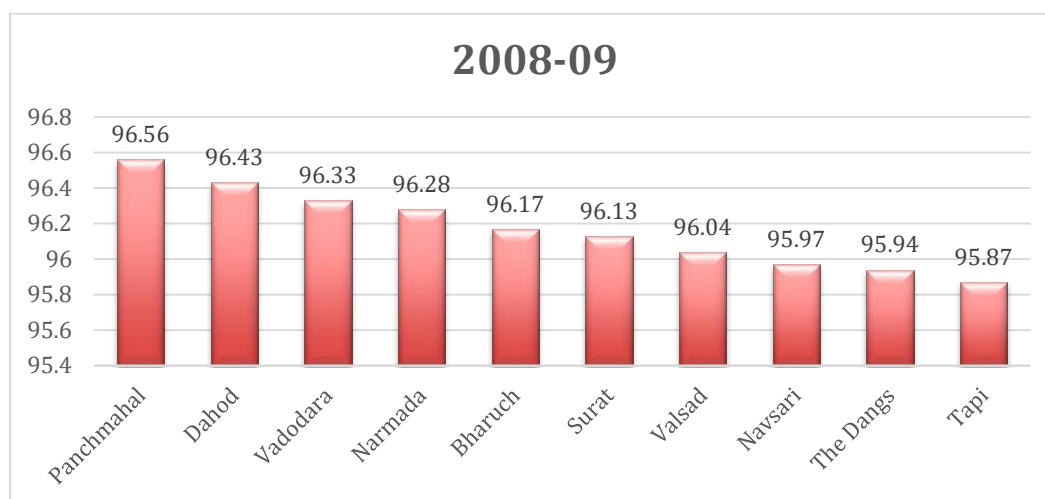
Graph No: 4.9 District-wise percentage of Enrollment of students during the year of 2007-08 of Ashram Schools



District-wise percentage of lowest and highest Enrollment of students during the year of 2008-09 of Ashram Schools

District-wise percentage of lowest and highest Enrollment of students during the year of 2008-09 of Ashram Schools is given in the following table. During the year 2008-09 District-wise lowest percentage of Enrollment of students was found in the Tapi District with 95.87 percentage of the Enrollment of students, while the District-wise highest percentage of Enrollment of students was found in the Panchmahal District with 96.56 percent of the Enrollment of students.

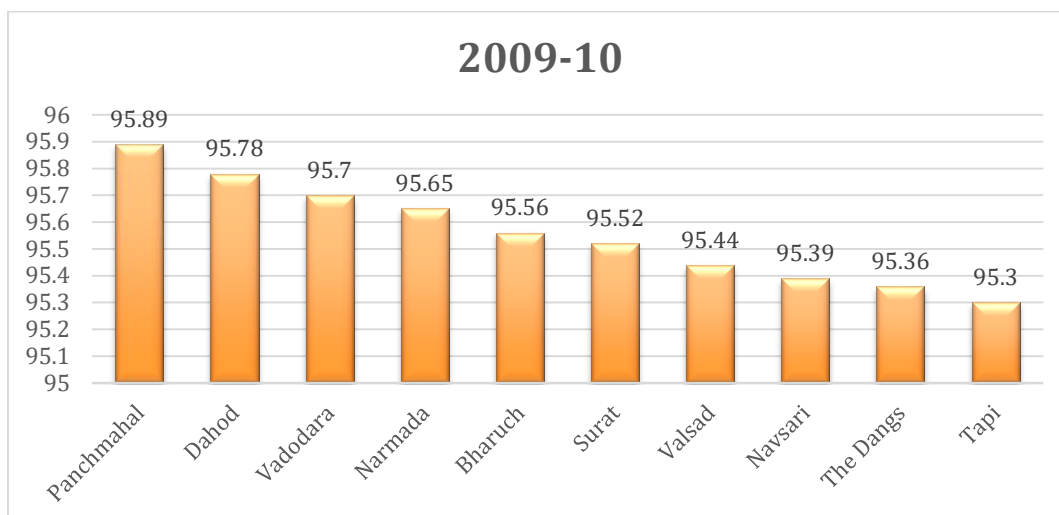
Graph No: 4.10 District-wise percentage of Enrollment of students during the year of 2008-09 of Ashram Schools



District-wise percentage of lowest and highest Enrollment of students during the year of 2009-10 of Ashram Schools

District-wise percentages of the lowest and highest Enrollment of students during the year of 2009-10 of Ashram Schools are given in the following table. During the year 2009-10 District-wise lowest percentage of Enrollment of students was found in the Tapi District with 95.3 percent of the Enrollment of students while the District-wise highest percentage of Enrollment of students was found in the Bharuch Panchmahal with 95.89 percent of the Enrollment of students.

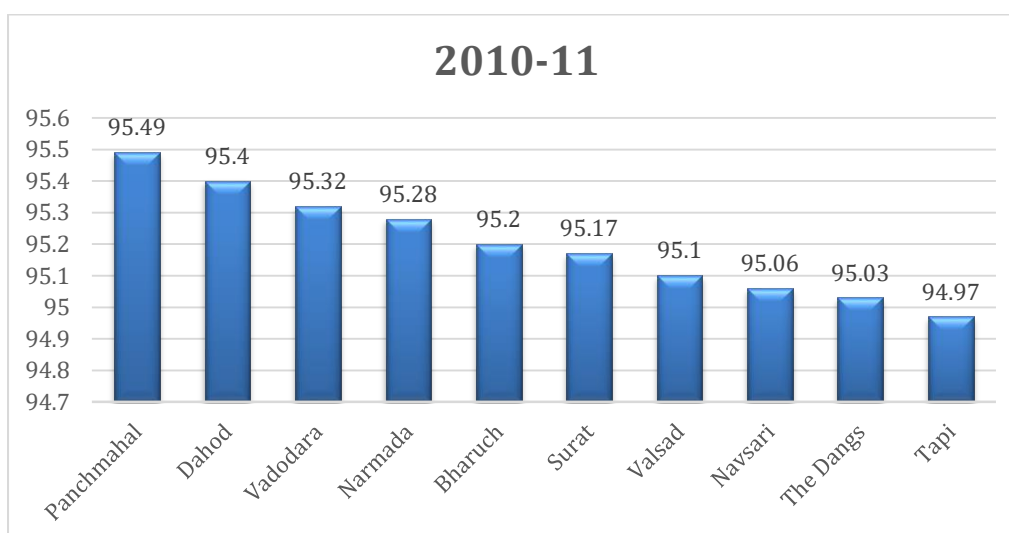
Graph No: 4.11 District-wise percentage of Enrollment of students during the year of 2009-10 of Ashram Schools



District-wise percentage of lowest and highest Enrollment of students during the year of 2010-11 of Ashram Schools

District-wise percentages of the lowest and highest Enrollment of students during the year of 2010-11 of Ashram Schools are given in the following table. During the year of the 2010-11 District-wise lowest percentage of Enrollment of students was found in the Tapi District with 94.97 percentage of the Enrollment of students, while the District-wise highest percentage of Enrollment of students was found in the Panchmahal District with 95.49 percentage of the Enrollment of students.

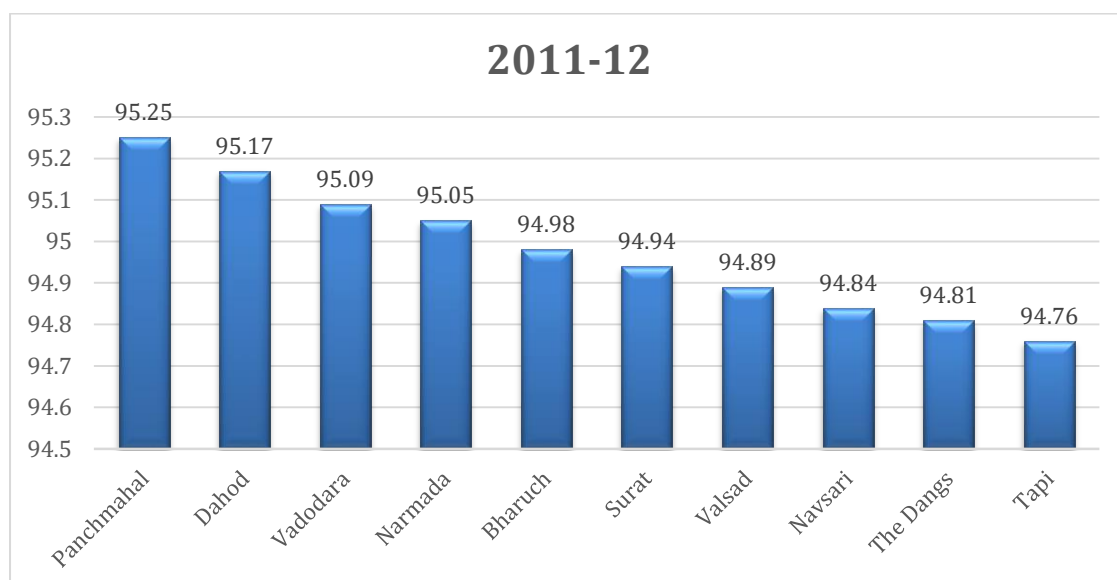
Graph No: 4.12 District-wise percentage of Enrollment of students during the year of 2010-11 of Ashram Schools



District-wise percentage of lowest and highest Enrollment of students during the year of 2011-12 of Ashram Schools

District-wise percentages of the lowest and highest Enrollment of students during the year of 2011-12 of Ashram Schools are given in the following table. During the year of the 2011-12 District-wise lowest percentage of Enrollment of students was found in the Tapi District with 94.76 percentage of the Enrollment of students, while the District-wise highest percentage of Enrollment of students was found in the Panchmahal District with 95.25 percentage of the Enrollment of students.

Graph No: 4.13 District-wise percentage of Enrollment of students during the year of 2011-12 of Ashram Schools

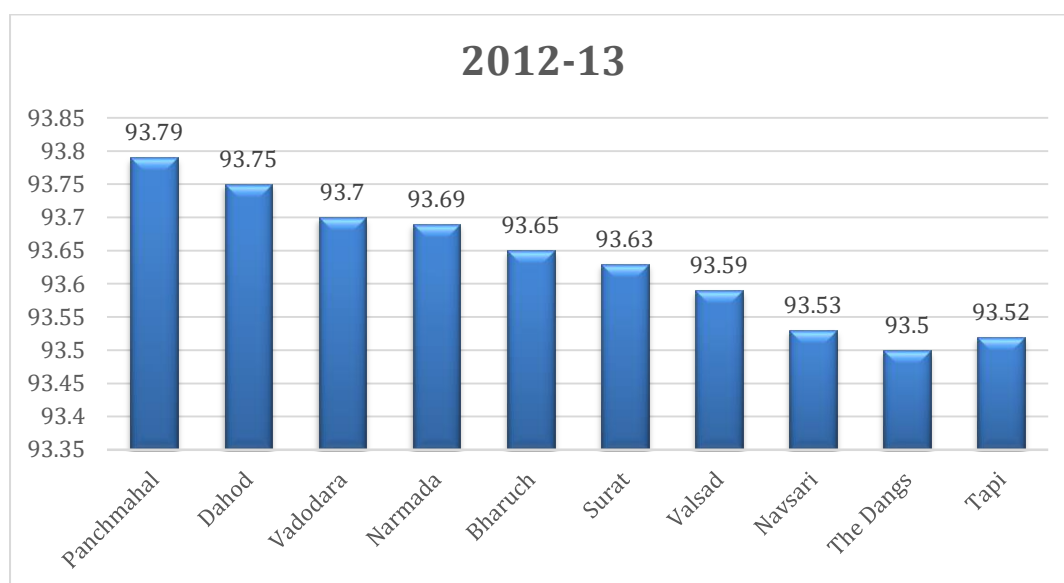


District-wise percentage of lowest and highest Enrollment of students during the year of 2006-07 of Ashram Schools

District-wise percentages of the lowest and highest Enrollment of students during the year of 2012-13 of Ashram Schools are given in the following table.

During the year of the 2012-13 District-wise lowest percentage of Enrollment of students was found in the Tapi District with 93.52 percentage of the Enrollment of students, District-wise highest percentage of Enrollment of students was found in the Panchmahal District with 93.79 percentage of the Enrollment of students.

Graph No: 4.14 District-wise percentage of Enrollment of students during the year 2012-13 of Ashram Schools



District-wise Dropouts from the year 2006 to 2013 of Ashram Schools for Scheduled Tribes in Gujarat for selected schools are as given in the following table.

Table 4.26 Dropouts from the year 2006 to 2013 of Ashram Schools for Scheduled Tribes in Gujarat

District	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Panchmahal	7.56	6.34	5.62	4.54	4.07	3.79	2.1
Dahod	7.29	5.5	3.88	3.16	3.74	3.92	2.17
Vadodara	7.18	5.63	4.7	3.4	3.05	2.84	1.57
Narmada	6.19	5.18	4.66	3.62	1.07	1.03	0.99
Bharuch	7.28	6.06	5.56	4.74	2.15	2	1.11
Surat	6.49	5.5	4.69	3.53	2.12	1.97	1.1
Valsad	6.46	5.38	4.9	4.13	2.22	2.07	1.15
Navsari	5.73	4.83	4.25	3.4	3.06	2.85	1.58
The Dangs	6.67	5.72	3.95	2.81	0.77	2.82	1.56
Tapi	6.31	4.38	3.63	2.58	3.3	3.08	1.7
Average	6.716	5.452	4.584	3.591	2.555	2.637	1.503
Total Average	3.86257						

From table 4.26, it is concluded that the percentage of Drop-outs students from the year 2006 to 2013 of Ashram Schools for Scheduled Tribes in Gujarat is found to be 3.86. The dropout rate varied district-wise (Panchmahal, Dahod, Vadodara, Narmada, Bharuch, Surat, Valsad, Navsari, Dangs, and Tapi) in districts primary schools of

Ashram Schools. It has been seen that in the last seven years the ratio of the percentage of the Drop-outs students from the year 2006 to 2013 in Ashram Schools for Scheduled Tribes in Gujarat the selected schools is decreased, so it can be said that the number of the students who left the schools is decreased from year to year.

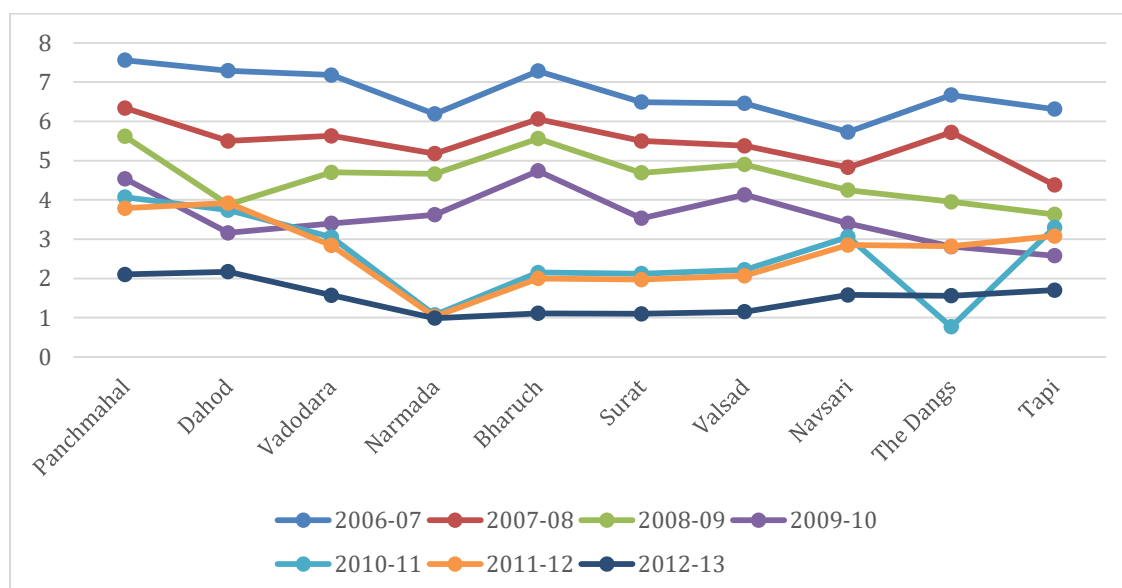
District-wise Drop-outs from year 2006 to 2013 of Ashram Schools for Scheduled Tribes in Gujarat

Table No: 4.27 District-wise Dropouts from year 2006 to 2013 of Ashram Schools for Scheduled Tribes in Gujarat

District	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Panchmahal	7.56	6.34	5.62	4.54	4.07	3.79	2.1
Dahod	7.29	5.5	3.88	3.16	3.74	3.92	2.17
Vadodara	7.18	5.63	4.7	3.4	3.05	2.84	1.57
Narmada	6.19	5.18	4.66	3.62	1.07	1.03	0.99
Bharuch	7.28	6.06	5.56	4.74	2.15	2	1.11
Surat	6.49	5.5	4.69	3.53	2.12	1.97	1.1
Valsad	6.46	5.38	4.9	4.13	2.22	2.07	1.15
Navsari	5.73	4.83	4.25	3.4	3.06	2.85	1.58
The Dangs	6.67	5.72	3.95	2.81	0.77	2.82	1.56
Tapi	6.31	4.38	3.63	2.58	3.3	3.08	1.7
Average	6.716	5.452	4.584	3.591	2.555	2.637	1.503
Total Average	3.86257						

From the table 4.27, it is concluded that average of the percentage of Drop-outs students from the year 2006 to 2013 in Ashram Schools for Scheduled Tribes in Gujarat is the from selected schools of Panchmahal, Dahod, Vadodara, Narmada, Bharuch, and Surat, Valsad, Navsari, Dangs and Tapi districts primary schools of Ashram Schools are varied from school to school and year to year. District-wise and year-wise graphical presentations of the Drop-outs students from the year 2006 to 2013 of Ashram Schools for Scheduled Tribes in Gujarat the from selected schools are presented hereunder

Graph No: 4.15 District-wise Drop-outs from the year 2006 to 2013 of Ashram Schools for Scheduled Tribes in Gujarat



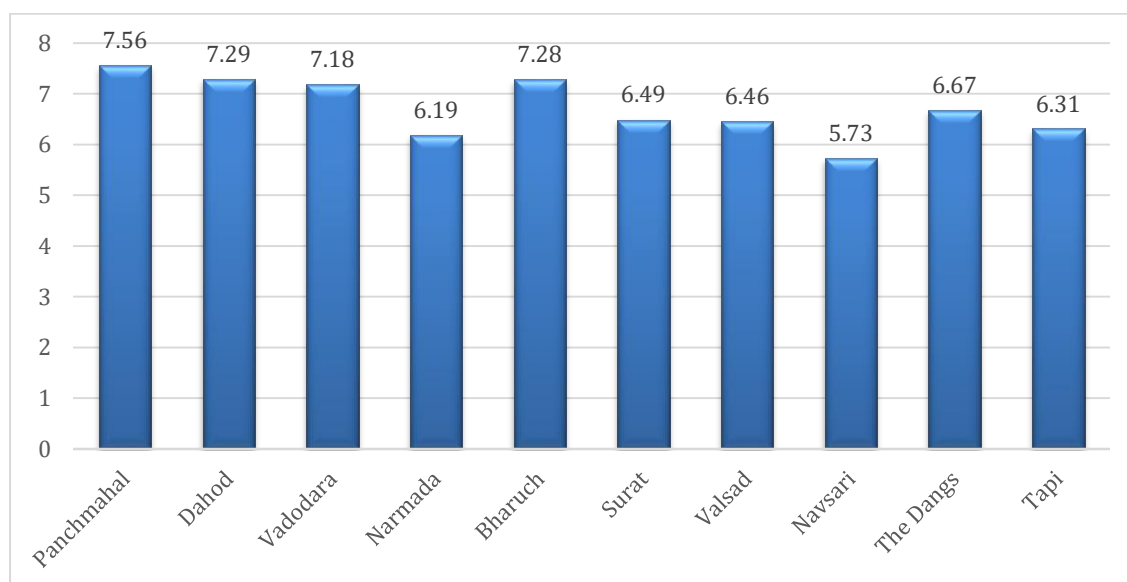
- During the year 2006-07 District-wise highest percentage of Drop-outs students were found from the Panchmahal District with 7.56 percent of the Drop-outs.
- During the year 2007-08 District-wise highest percentage of Drop-outs students were found from the Panchmahal District with 6.34 percent of the Drop-outs.
- During the year 2008-09 District-wise highest percentage of Drop-outs students was found in the Panchmahal District with 5.62 percent of the Drop-outs.
- During the year 2009-10 District-wise highest percentage of Drop-outs, students were found from the Bharuch District with 4.74 percent of the Drop-outs.
- During the year of the 2010-11 District-wise highest percentage of Drop-outs, students were found from the Panchmahal District with 4.07 percentage of the Drop-outs.
- During the year of the 2011-12 District-wise highest percentage of Drop-outs, students were found from the Dahod District with 3.92 percentage of the Drop-outs.
- During the year of the 2012-13 District-wise highest percentage of Drop-outs, students were found from the Dahod District with 2.17 percentage of the Drop-outs.

District-wise percentage of lowest and highest Drop-outs students during the year of 2006-07 of Ashram Schools

District-wise percentage of lowest and highest Drop-outs students during the year of 2006-07 of Ashram Schools are given in the following table.

During the year of the 2006-07 District-wise lowest percentage of Drop-outs, students were found in the Navsari District with 5.73 percent of the Drop-outs, while the District-wise highest percentage of Drop-outs students was found in the Panchmahal District with 7.56 percent of the Drop-outs.

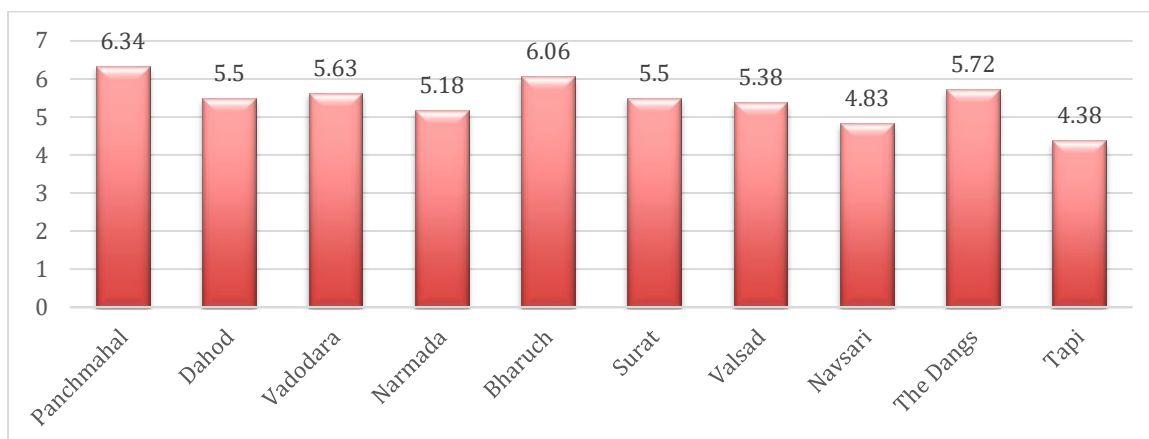
Graph No: 4.16 District-wise percentages of Drop-outs students during the year of 2006-07 of Ashram Schools



District-wise percentage of lowest and highest Drop-outs students during the year of 2007-08 of Ashram Schools

District-wise percentage of lowest and highest Drop-outs students during the year of 2007-08 of Ashram Schools are given in the following table. During the year of the 2007-08 District-wise lowest percentage of Drop-outs, students were found in the Tapi District with 4.38 percent of the Drop-outs, while the District-wise highest percentage of Drop-outs students was found in the Panchmahal District with 6.34 percent of the Drop-outs.

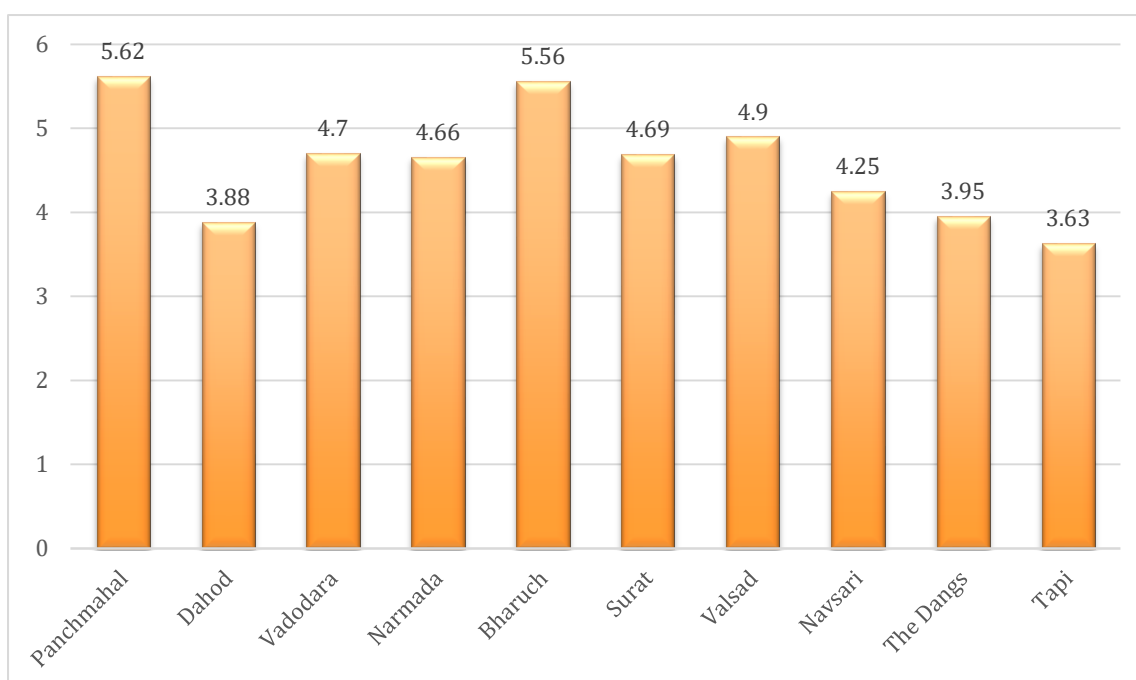
Graph No: 4.17 District-wise percentage of Drop-outs students during the year of 2007-08 of Ashram Schools



District-wise percentage of lowest and highest Drop-outs students during the year of 2008-09 of Ashram Schools

District-wise percentage of lowest and highest Drop-outs students during the year of 2008-09 of Ashram Schools is given in the following table. During the year of the 2008-09 District-wise lowest percentage of Drop-outs, students were found in the Tapi District with 3.73 percentage of the Drop-outs, while the District-wise highest percentage of Drop-outs students was found in the Panchmahal District with 5.62 percent of the Drop-outs.

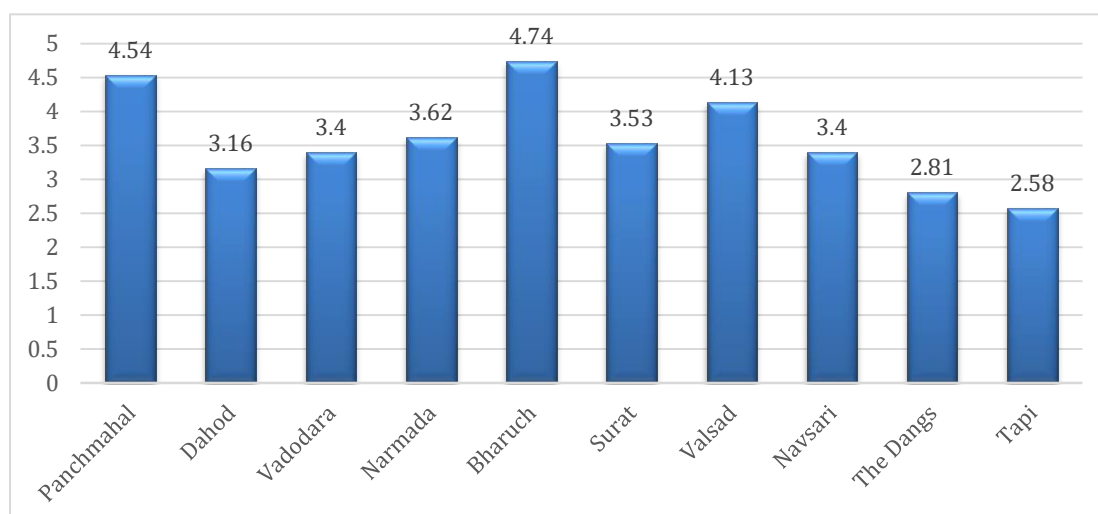
Graph No: 4.18 District-wise percentage of Drop-outs students during the year of 2008-09 of Ashram Schools



District-wise percentage of lowest and highest Drop-outs students during the year of 2009-10 of Ashram Schools

District-wise percentage of lowest and highest Drop-outs students during the year of 2009-10 of Ashram Schools is given in the following table. During the year of the 2009-10 District-wise lowest percentage of Drop-outs, students were found in the Tapi District with 2.58 percent of the Drop-outs while the District-wise highest percentage of Drop-outs students was found in the Bharuch District with 4.74 percentage of the Drop-outs.

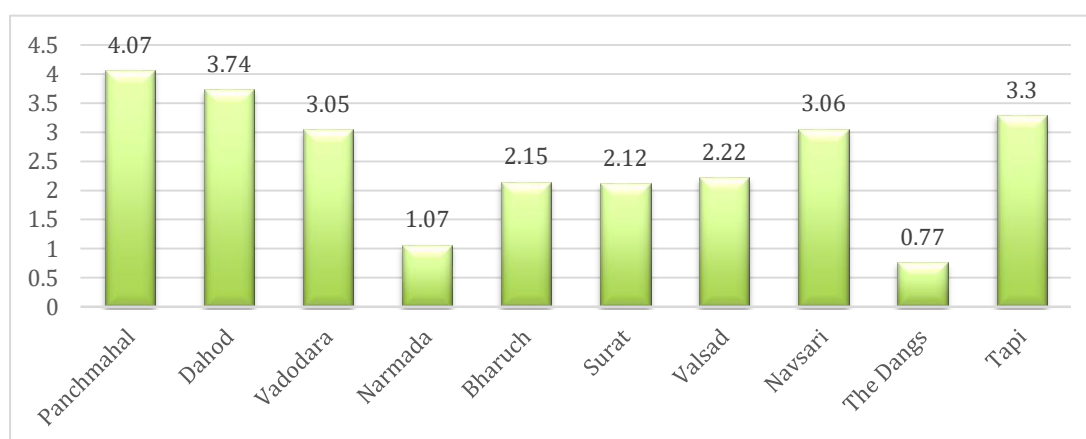
Graph No: 4.19 District-wise percentage of Drop-outs students during the year of 2009-10 of Ashram Schools



District-wise percentage of lowest and highest Drop-outs students during the year of 2010-11 of Ashram Schools

District-wise percentage of lowest and highest Drop-outs students during the year of 2010-11 of Ashram Schools is given in the following table. During the year of the 2010-11 District-wise lowest percentage of Drop-outs, students were found in the Dangs District with 0.77 percent of the Drop-outs, while the District-wise highest percentage of Drop-outs students was found in the Panchmahal District with 4.07 percent of the Drop-outs.

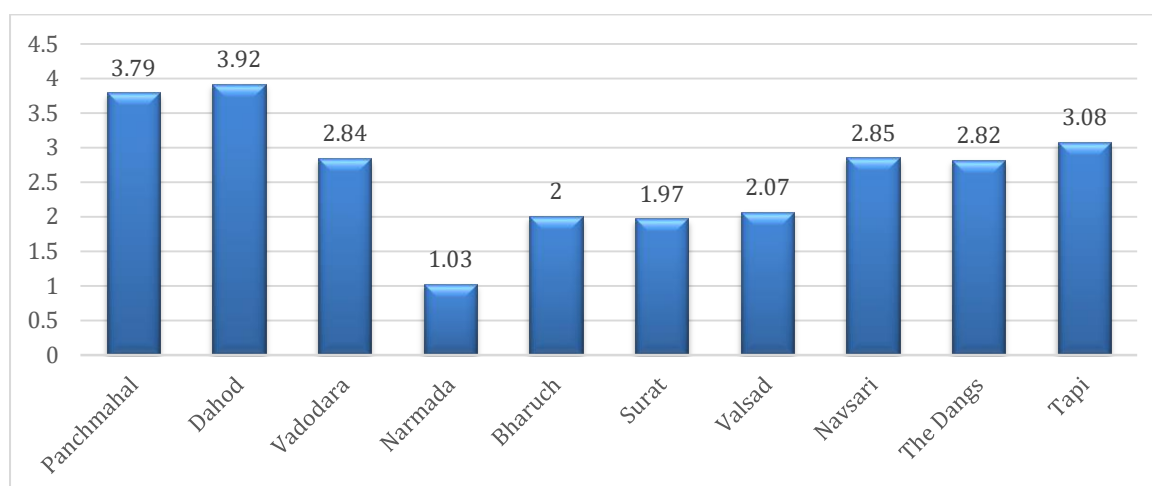
Graph No: 4.20 District-wise percentage of Drop-outs students during the year of 2010-11 of Ashram Schools



District-wise percentage of lowest and highest Drop-outs students during the year of 2011-12 of Ashram Schools

District-wise percentage of lowest and highest Drop-outs students during the year of 2011-12 of Ashram Schools is given in the following table. During the year of the 2011-12 District-wise lowest percentage of Drop-outs, students were found in the Narmada District with 1.03 percent of the Drop-outs, while the District-wise highest percentage of Drop-outs students was found in the Dahod District with 3.92 percent of the Drop-outs.

Graph No: 4.21 District-wise percentage of Drop-outs students during the year of 2011-12 of Ashram Schools

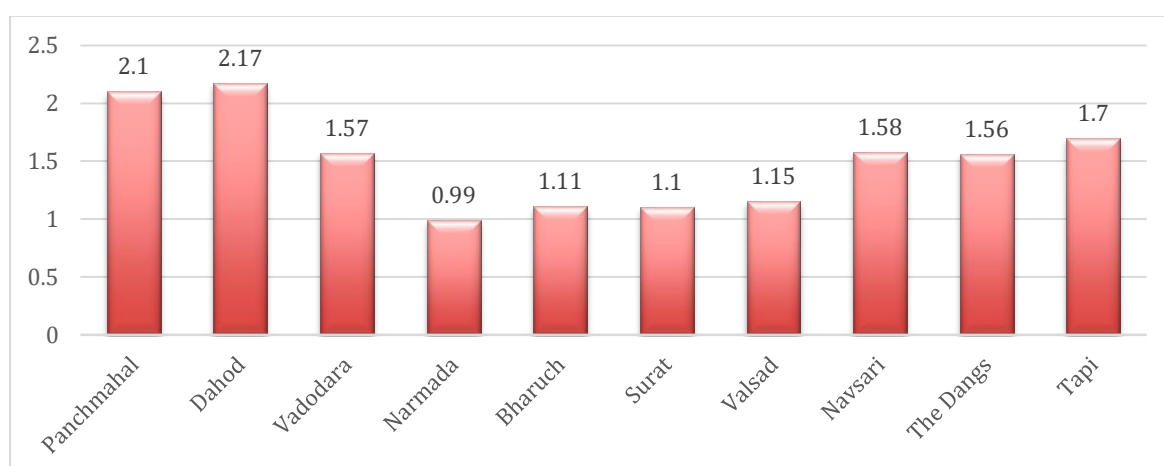


District-wise percentage of lowest and highest Drop-outs students during the year of 2012-13 of Ashram Schools

District-wise percentage of lowest and highest Drop-outs students during the year of 2006-07 of Ashram Schools are given in the following table.

During the year of the 2012-13 District-wise lowest percentage of Drop-outs, students was found in the Narmada District with 2.17 percent of the Drop-outs, and the District-wise highest percentage of Drop-outs students was found in the Dahod District with 2.17 percent of the Drop-outs.

Graph No: 4.22 District-wise percentage of Drop-outs students during the year of 2012-13 of Ashram Schools



4.4.0 Classroom Transactions in Ashram Schools.

To study the classroom transactions of Ashram schools for scheduled Tribes in Gujrat, objective five “To study the classroom transactions in Ashram Schools for Scheduled Tribes in Gujarat.” was framed, an analysis of which is presented below:

4.4.1. Analysis of responses of Ashram School follows Annual Academic Calendar

Table 4.28 Responses of Ashram School follows Annual Academic Calendar

	Did the authorities have the Annual Academic Calendar?
Responses	Frequency (%)
Yes	38(95%)
No	2(5%)

From the above table No. 4.28, it has been found that most of the Ashram schools follow the Annual Academic Calendar. 95 % of the Ashram School follows the Annual Academic Calendar from the selected sample of the study.

4.4.2. Response and percentage of response for Weekly Timetable of Ashram School

Table 4.29 Responses about Weekly Timetable of Ashram School

Grade / Class	Frequency (%)		
	Available	Displayed	Followed
5	40 (100%)	39 (97.5%)	36(90%)
6	40 (100%)	38 (95%)	36(90%)
7	40 (100%)	39 (97.5%)	37 (92.5%)
8	40 (100%)	38 (95%)	35 (87.5%)

From the above table no. 4.29, it has been found that all the 40 Ashram schools have their weekly timetable and out the 97.5 percent of schools have displayed the timetable in their classroom and 90 percent of schools followed Weekly Timetable.

Class-6, it has been found that all the 40 Ashram schools have their weekly timetable and out of the 95 percent of schools have displayed the timetable in their classroom and 90 percent of schools followed Weekly Timetable.

Class-7, it has been found that all the 40 Ashram schools have their weekly timetable and out of the 97.5 percent of schools have displayed the timetable in their classroom and 92.5 percent of schools followed Weekly Timetable.

Class -8 It has been found that all the 40 Ashram schools have their weekly timetable and out of them, 95 percent of schools have displayed the timetable in their classroom and 87.5 percent of schools followed Weekly Timetable.

4.4.3. Classroom Teaching (Details of class observation on the day of visit)

Based on the record of classroom observation done on the date of visit to the respective ashram school following analysis has been carried out. One class was observed from each Ashram school randomly which could cover all the subjects such as Mathematics, Science, Social science, Gujarati, and English.

Table 4.30 Details of teachers for class observation

Sr. No.	Subject	Number of Teachers			
		Std.-IV	Std.-VI	Std.-VII	Total
1	Mathematics	2	3	2	7
2	Science	-	3	5	8
3	Social science		4	3	7
4	Gujarati	3	2	4	9
5	English	2	3	4	9
Total					40

4.4.4. Activity/Activities during the classroom teaching:**Table 4.31 Response and percentage of response for Activities during the classroom teaching**

Statement	Response (%)	
	Yes	No
Did the teacher conduct any activity/activities during the teaching?	39 (97.5%)	1(2.5%)

From the above table 4.31, it has been found that most the Ashram School teacher conducts any activity/activities during the teaching. 97.5 % of the Ashram School teacher conduct any activity/activities during the teaching from the selected sample of the study.

(a) Details of the activities carried out by the teacher along with the description.

- In the ashram schools, based on classroom observation it was found that the Majority of the teachers provide personal scaffolds to the pupils in helping them with their speaking and writing skills. Further, Oral explanation and writing are encouraged to help the pupils, remember the concepts. They provide notes, dictate from notes, and supply reading notes to students to encourage the students. Teachers work on their communication skills by repetition and pronunciation and provide homework assignments to the pupils related to skill practice. The teacher explains the concepts to the pupils and when they can write one properly, then the teacher goes to the next. After providing a verbal explanation, writing is encouraged to help the pupils, remember the concepts. In all the subjects, such as science, social science, English, Hindi, and Sanskrit,

notes are helpful sources. In ashram schools, classes are conducted following the timings. The best time to work on the homework assignments is in the morning, as the pupils wake up. When the pupils come to school the next day, teachers first check their homework assignments, provided if they can be completed in just one day. When they are long, then teachers provide pupils sufficient time, to complete them.

4.4.5. Homework / Exercises to strengthen classroom learning

Table 4.32 Response and percentage of response for Homework in Ashram School

Statement	Response (%)	
	Yes	No
Did the teacher conduct any activity/activities during the teaching?	37(92.5%)	3(7.5%)

From the above table 4.32, it can be revealed that, out of the observed schools, in Most of the thirty-seven schools (92.5%) teachers are giving homework to the students only in three schools (7.5%) teachers are not giving homework to the students.

Description of the homework given:

Homework assignments are regarded as significant in ashram schools. Homework assignments enable the students to read the lesson plans, and practice the concepts so that they can enhance their understanding. The best time to work on the homework assignments is in the morning, as the students wake up. The reason being, currently one can concentrate better. When the students come to school the next day, teachers first check their homework assignments, provided if they can be completed in just one day. When they are long, then teachers provide students sufficient time, to complete them.

4.4.6. Analysis of the Evaluation Procedure apart from regular test

In the ashram schools, academic learning is mostly assessed by Regular tests conducted by examining body. Apart from this, teachers continuously monitor the student's progress through oral examination, observation, and formative assessments such as written unit tests. By giving them various curricular and co-curricular

activities and observing them while they are performing the activities such as dancing, singing, debate, etc.

From the above data it can be revealed that, teaching learning process was observed in all the forty schools, and it was found average in terms of skills and various component of teaching in all the classes under observation. In term of activities and students participation in activities the picture is pink and very good as students are participating in most of the activities. Exercises to strengthen classroom learning is also provided to the students, however the purpose of exercise is to improve the knowledge or memorization of concepts.

4.5.0 ACADEMIC ACHIEVEMENT OF STUDENTS

To study the Physical faculties of Ashram schools for scheduled Tribes in Gujrat objective three “To study academic achievements of students of Ashram Schools for Scheduled Tribes in Gujarat.” was framed analysis which is presented below:

4.5.1. Standard Wise Mean Academic Achievement of Students 2006-07

Table 4.33 Standard Wise Mean Academic Achievement of Students 2006-07

District	Standard Wise Academic Achievement of Students			
	IV	V	VI	VII
Panchmahal	72.31	74.12	69.13	66.18
Dahod	70.12	67.04	66.29	71.00
Vadodara	72.19	69.09	73.34	76.40
Narmada	69.83	67.93	72.19	75.68
Bharuch	74.14	71.65	71.48	68.34
Surat	72.91	74.18	76.23	67.54
Valsad	68.18	71.94	69.38	68.85
Navsari	71.69	73.65	71.76	70
The Dangs	68.61	71.81	72.19	73.67
Tapi	71.67	72.81	64.32	66.68
Total	71.16	71.42	70.33	70.43

- Table 4.33 explain that the maximum academic achievement score of the standard IV students is 74.14 in Bharuch district and the minimum academic achievement score of the standard IV students is 68.61 in Valsad District.

- The maximum academic achievement score of the standard V students is 74.18 in the Surat district and the minimum academic achievement score of the standard V students is 67.04 in Dahod District.
- The maximum academic achievement score of the standard VI students is 73.34 in the Vadodara district and the minimum academic achievement score of the standard VI students is 64.32 in Tapi District.
- The maximum academic achievement score of the standard VII students is 76.40 in the Vadodara district and the minimum academic achievement score of the standard VI students is 66.18 in Panchmahal District.

4.5.2 Standard Wise Mean Academic Achievement of Students 2007-08

Table 4.34 Standard Wise Mean Academic Achievement of Students 2007-08

District	Standard Wise Academic Achievement of Students			
	IV	V	VI	VII
Panchmahal	74	72.00	68.10	70.32
Dahod	67.23	74.88	64.75	66.25
Vadodara	68.9	65.01	74.46	67.23
Narmada	71.54	67.37	74.67	75.32
Bharuch	73.38	72.19	63.33	67.47
Surat	68.14	71.78	66.22	71.55
Valsad	57.97	74.76	76.81	72.84
Navsari	73.35	67.43	70.37	71.77
The Dangs	75.18	64.81	69.83	67.77
Tapi	70.65	73	70.53	68.74
Total	70.03	70.32	69.50	69.92

- Table 4.34 explain that the maximum academic achievement score of the standard IV students is 75.18 in the Dangs district and the minimum academic achievement score of the standard IV students is 57.97 in Valsad District.
- The maximum academic achievement score of the standard V students is 74.88 in the Dahod district and the minimum academic achievement score of the standard V students is 64.81 in the Dangs District.

- The maximum academic achievement score of the standard VI students is 76.81 in the Valsad district and the minimum academic achievement score of the standard VI students is 63.33 in Bharuch District.
- The maximum academic achievement score of the standard VII students is 75.32 in the Narmada district and the minimum academic achievement score of the standard VI students is 66.25 in Dahod District.

4.5.3 Standard Wise Mean Academic Achievement of Students 2008-09

Table 4.35 Standard Wise Mean Academic Achievement of Students 2008-09

District	Standard Wise Academic Achievement of Students			
	IV	V	VI	VII
Panchmahal	72.00	67.68	73.16	62.32
Dahod	74.16	75.24	62.34	63.84
Vadodara	72.32	77.32	71.16	64.77
Narmada	67.36	73.54	74.14	71.41
Bharuch	68.44	72.41	72.28	70.80
Surat	71.64	71.81	68.54	72.35
Valsad	77.32	63.48	67.68	74.82
Navsari	74.48	71.88	72.34	67.88
The Dangs	68.36	71.32	71.56	66.32
Tapi	69.16	72.76	75	67.32
Total	71.52	71.74	71.16	67.82

- Table 4.35 explain that the maximum academic achievement score of the standard IV students is 77.32 in the Valsad district and the minimum academic achievement score of the standard IV students is 67.36 in Narmada District.
- The maximum academic achievement score of the standard V students is 77.32 in the Vadodara district and the minimum academic achievement score of the standard V students is 63.48 in Valsad District.
- The maximum academic achievement score of the standard VI students is 74.14 in the Narmada district and the minimum academic achievement score of the standard VI students is 62.34 in Dahod District.
- The maximum academic achievement score of the standard VII students is 74.82 in the Valsad district and the minimum academic achievement score of the standard VI students is 62.32 in Panchmahal District.

4.5.4 Standard Wise Mean Academic Achievement of Students 2009-10

Table 4.36 Standard Wise Mean Academic Achievement of Students 2009-10

District	Standard Wise Academic Achievement of Students			
	IV	V	VI	VII
Panchmahal	72.43	75.44	71.16	71.01
Dahod	68.65	66.35	72.10	68.64
Vadodara	69.78	68.38	68.00	70.88
Narmada	63.88	70.56	72.32	68.45
Bharuch	71.78	73.78	66.78	68.32
Surat	73.32	72.45	66.45	67.65
Valsad	70.56	73.78	68.66	64.34
Navsari	71.62	72.66	67.34	67.38
The Dangs	66.45	67.56	70.38	72.40
Tapi	65.88	74.44	74.48	70.72
Total	69.43	71.54	69.76	68.97

- Table 4.36 explain that the maximum academic achievement score of the standard IV students is 73.32 in the Surat district and the minimum academic achievement score of the standard IV students is 63.88 in Narmada District.
- The maximum academic achievement score of the standard V students is 75.44 in the Panchmahal district and the minimum academic achievement score of the standard V students is 66.35 in Dahod District.
- The maximum academic achievement score of the standard VI students is 74.48 in the Tapi district and the minimum academic achievement score of the standard VI students is 66.45 in Surat District.
- The maximum academic achievement score of the standard VII students is 72.40 in the Dangs district and the minimum academic achievement score of the standard VI students is 67.38 in Navsari District.

4.5.5 Standard Wise Mean Academic Achievement of Students 2010-11

Table 4.37 Standard Wise Mean Academic Achievement of Students 2010-11

District	Standard Wise Academic Achievement of Students			
	IV	V	VI	VII
Panchmahal	70.90	70.66	73.89	66.64
Dahod	67.54	70.08	71.90	70.32
Vadodara	73.19	62.90	68.32	68.89
Narmada	74.56	64.32	64.88	63.88
Bharuch	67.49	69.88	67.64	69.90

Surat	65.88	70.80	70.88	66.80
Valsad	69.66	71.36	69.89	64.38
Navsari	69.98	66.67	76.32	70.82
The Dangs	64.88	73.32	74.76	71.80
Tapi	67.64	68.20	67.83	69.98
Total	69.17	68.81	70.63	68.34

- Table 4.37 explain that the maximum academic achievement score of the standard IV students is 74.56 in the Narmada district and the minimum academic achievement score of the standard IV students is 64.88 in the Dangs District.
- The maximum academic achievement score of the standard V students is 73.32 in the Dangs district and the minimum academic achievement score of the standard V students is 62.90 in Vadodara District.
- The maximum academic achievement score of the standard VI students is 76.32 in the Navsari district and the minimum academic achievement score of the standard VI students is 64.88 in Narmada District.
- The maximum academic achievement score of the standard VII students is 71.80 in the Dangs district and the minimum academic achievement score of the standard VI students is 63.88 in Narmada District.

4.5.6 Standard Wise Mean Academic Achievement of Students 2011-12

Table 4.38 Standard Wise Mean Academic Achievement of Students 2011-12

District	Standard Wise Academic Achievement of Students			
	IV	V	VI	VII
Panchmahal	70.32	66.40	70.12	63.80
Dahod	72.22	71.30	67.14	72.34
Vadodara	67.36	72.34	72.21	70.80
Narmada	68.50	67.34	70.32	73.34
Bharuch	72.68	67.56	71.35	72.32
Surat	73.86	66.32	74.44	76.32
Valsad	67.44	70.12	67.54	72.42
Navsari	69.68	70.00	69.42	69.38
The Dangs	73.32	78.84	69.88	66.44
Tapi	70.90	67.00	66.32	67.32
Total	70.62	69.72	69.874	70.44

- Table 4.38 explain that the maximum academic achievement score of the standard IV students is 73.86 in the Surat district and the minimum academic

achievement score of the standard IV students is 67.36 in the Vadodara District.

- The maximum academic achievement score of the standard V students is 78.84 in the Dangs district and the minimum academic achievement score of the standard V students is 66.32 in Surat District.
- The maximum academic achievement score of the standard VI students is 74.44 in the Surat district and the minimum academic achievement score of the standard VI students is 66.32 in Tapi District.
- The maximum academic achievement score of the standard VII students is 76.32 in the Surat district and the minimum academic achievement score of the standard VI students is 63.80 in Panchmahal District.

4.5.7 Standard Wise Mean Academic Achievement of Students 2012-13

Table 4.39 Standard Wise Mean Academic Achievement of Students 2012-13

District	Standard Wise Academic Achievement of Students			
	IV	V	VI	VII
Panchmahal	64.10	68.10	72.00	72.32
Dahod	66.34	73.64	67.32	68.84
Vadodara	74.44	67.80	68.38	66.82
Narmada	72.43	62.88	65.88	63.88
Bharuch	63.78	69.88	70.50	68.94
Surat	62.32	73.32	64.66	70.10
Valsad	67.78	72.66	70.92	66.88
Navsari	70.88	74.48	66.54	69.64
The Dangs	68.44	72.20	67.88	67.40
Tapi	69.88	70.28	68.78	70.32
Total	68.03	70.52	68.28	68.51

-
- Table 4.39 explain that the maximum academic achievement score of the standard IV students is 74.44 in the Vadodara district and the minimum academic achievement score of the standard IV students is 62.32 in the Surat District.
- The maximum academic achievement score of the standard V students is 74.48 in the Navsari district and the minimum academic achievement score of the standard V students is 62.88 in Narmada District.

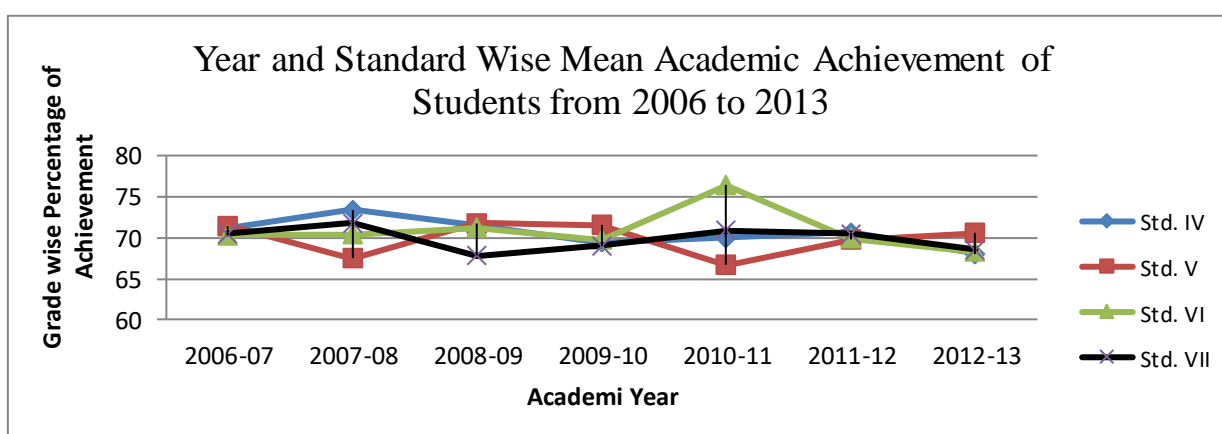
- The maximum academic achievement score of the standard VI students is 72.00 in the Panchmahal district and the minimum academic achievement score of the standard VI students is 64.66 in Surat District.
- The maximum academic achievement score of the standard VII students is 72.32 in the Panchmahal district and the minimum academic achievement score of the standard VI students is 63.88 in Narmada District.

4.5.8 Year and Standard Wise Average Academic Achievement of Students from 2006 to 2013

Table 4.40 Year and Standard Wise Average Academic Achievement of Students from 2006 to 2013

Academic Year ↓	Standard Wise Mean Academic Achievement of Students			
	IV	V	VI	VII
2006-07	71.16	71.42	70.33	70.43
2007-08	73.35	67.43	70.37	71.77
2008-09	71.52	71.74	71.16	67.82
2009-10	69.43	71.54	69.76	68.97
2010-11	69.98	66.67	76.32	70.82
2011-12	70.628	69.72	69.87	70.44
2012-13	68.039	70.52	68.28	68.51
Average	70.58	69.86	70.87	69.82

Graph No: 4.23 Year and Standard Wise Mean Academic Achievement from students from 2006 to 2013



- Table 4.40 explain that the maximum academic achievement score of the standard IV students is 73.35 in the 2007-08 year and the minimum academic achievement score of the standard IV students is 69.43 in the 2009-10 year.

- The maximum academic achievement score of the standard V students is 71.74 in the 2008-09 year and the minimum academic achievement score of the standard V students is 66.67 in the 2010-11 year.
- The maximum academic achievement score of the standard VI students is 76.32 in the 2010-11 year and the minimum academic achievement score of the standard VI students is 68.28 in the 2012-13 year.
- The maximum academic achievement score of the standard VII students is 71.77 in the 2007-08 year and the minimum academic achievement score of the standard VII students is 67.82 in the 2008-09 year.

Average achievement of the years 2006 to 2013 of Ashram schools in grades IV, V, VI, and VII is found to be 70.58 %, 69.86 %, 70.87%, and 69.82 % respectively, which is above average in all the grades.

4.6.0 ANALYSIS OF THE PROBLEMS FACED BY THE STUDENTS, TEACHERS, AND ADMINISTRATORS OF ASHRAM SCHOOLS FOR SCHEDULED TRIBES IN GUJARAT

4.6.1 Problems faced by students

Focused group interviews were conducted with 10 questions to understand the problems faced by students and to receive their suggestions to sort out their problems. All the responses were qualitatively analyzed and the following thematic framework was derived for further analysis of the data.



Figure: 4.1 Themes derived from the qualitative interviews of students

As shown in figure 4.1, ten questions were grouped into three aspects – *Personal Experience, Challenges, and Support*. The qualitative data analysis is explained below based on these three aspects.

Following problems were faced by students.

- Most students (ninety-two percent) complained of feeling homesick and it was a common problem for students. They were feeling anxious due to missing family members, friends, parents, and relatives.
- Many times they feel reluctant to say their problems to teachers.
- In many Ashram schools, students were complaining about the cleanliness of the sanitation area.
- There was not enough space to keep the luggage in the rooms. Students use to keep their luggage in room corners in many ashram schools. Need of enough cupboards required.
- Sometimes students were not able to understand whatever is taught by teachers largely due to language barriers than due to the methodology of teaching.
- Regarding the behavior of teachers, almost all (ninety-six percent) respondents said they don't have any problems.
- TLM, science kits, and maps are available in Ashram schools but in many schools, students were not exposed to them.
- Overall, the status of personal hygiene among Ashram Schools students' was poor. It led to a high prevalence of morbidities related to poor personal hygiene.
- The first aid box was available in all Schools but was poorly maintained.
- Interestingly, none of the respondents (zero percent) demanded the inclusion of tribal language in teaching. This could be a result of the socio-cultural perception of their respective tribe, either glorified or condemned. It could also mean the children are unaware of the uniqueness of their culture and language. it could also be that being in the elementary grades as children they have not yet understood what it would mean to have their language and literature for the study.
- Some of the students' revealed that their parents are not at all encouraging them in their studies.

4.6.2 Problems faced by Teachers'

The questionnaire was administered with 22 questions to understand the problems faced by teachers and to receive their suggestions to sort out their problems. All the responses were qualitatively analyzed and the following thematic framework was derived for further analysis of the data.

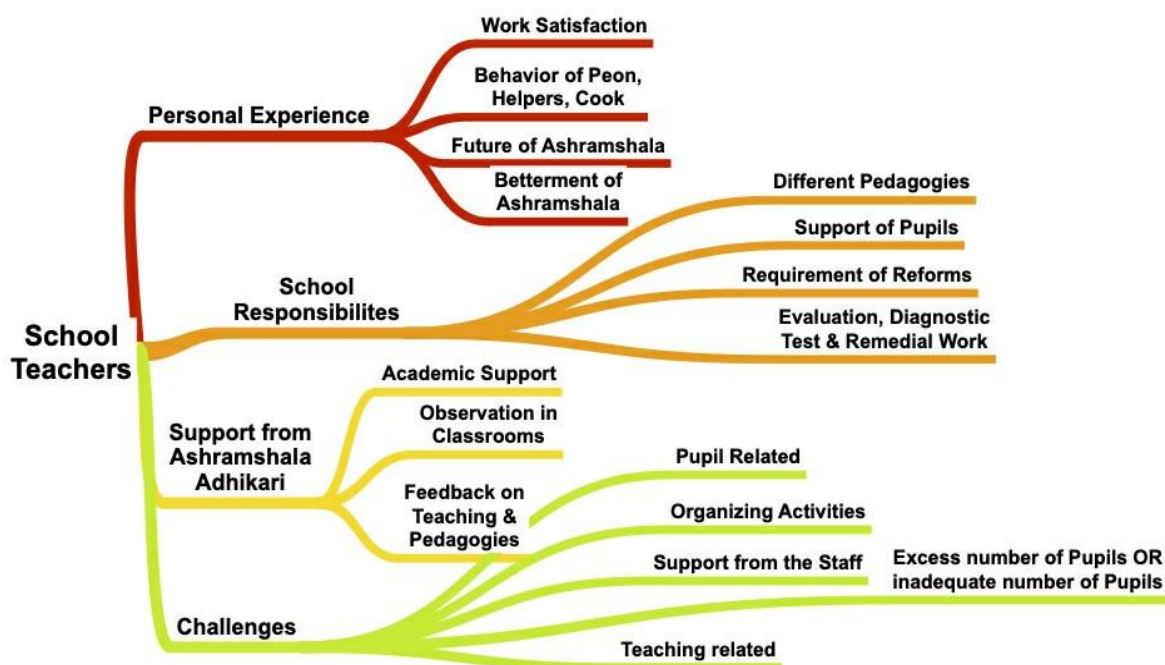


Figure: 4.2 Themes derived from the Qualitative Interviews of School Teachers

As shown in figure 4.2, twenty statements are grouped into four aspects – *Personal Experience*, *School Responsibilities*, *Support from Ashram school Adhikaris*, and *Challenges*. Further data analysis is categorized as follows,

- Almost all the teachers (ninety-seven percent) of the Ashram Schools have replied that 24 hours duty of taking care of students' needs is too much an expectation from an individual that too in absence of any other support staff with the given salary structure and incentives. Apart from this following are other observations regarding the ashram schools.
- Staying within the premises of Ashram School with family makes their life limited to Ashram School only and is not left with any scope for any other personal life or family time. This comes as a major challenge since it also affects the teachers' mental health and wellbeing.
- Concerning the security of students they have no issues since students are disciplined but being with a growing age group places a lot of demand on time

- for meeting the students' expectations and addressing their concerns.
- Teachers expressed the need for proper training and guidance in improving their content and pedagogy since being with the ministry of tribal affairs they are not able to avail the benefit of the teacher training that comes to the schools under the directorate of education.
 - Language development is a huge concern in schools since the state language or textbook language, the teachers' language, and the students' dialect are very different, and hence reaching them is a major challenge for teachers as also for students.
 - The teachers are very much concerned about the education of their kids as most of the ashram schools are in remote rural areas, while education until primary grades gets done in ashram schools itself but for education beyond that, they have no or very limited opportunity leaving them with an only alternative of either sending their children to residential schools in nearby town places or relocating themselves.
 - The working conditions for the teachers are also a matter of grave concern. Most of them are on fixed scales as Shikshan sahayaks, there is no chance for promotion and no counting of experience for these teachers as well. Thus fifty percent of teachers do not find the teaching experience satisfactory. The fifty that rated it satisfactory mentioned that they derive satisfaction only from the feeling of being able to contribute towards the development of the tribal children and being able to educate them. Moreover, some of them either had toddlers who could be taken care of in the ashram schools or had very grown-up kids and did not have to worry for them thus teacher service conditions which are highly emphasized in NEP, 2020 seemed to be failing in case of the working conditions for these ashram schools under the ministry of tribal affairs.
 - Nearly Eight percent of teachers of the Ashram Schools have replied that the Ashram Schools statute has not been adequately followed in most of the Ashram Schools.
 - Most of the teachers (Ninety-two percent) of the Ashram Schools have replied that the behavior of the peon, accountant, cook, and helpers is satisfactory.

School Responsibilities

Regarding the workload, almost all (ninety-seven percent) of the teachers opined that maintaining balance in the workload of the teachers in charge of co-curricular activities should be rewarded either by allotting them less number of theoretical classes or in the form of an honorarium.

a) Too much work -

Almost all the teachers (Ninety-Eight Percent) overall have a heavy workload in the Ashram Schools. Sometimes they have to teach more than one subject, many additional periods per week in addition to regular periods. They also have to take extra periods when some member of staff is on leave. The organization of co-curricular activities puts added pressure on the teachers.

b) No freedom of work –

There are mixed opinions regarding freedom of work. Teachers (fifty-two percent) are of the view that there is too much interference from authorities. In some Schools the Head Masters act as bosses and their attitude towards the teachers is authoritative. Sometimes the Head Masters even rebuke the teachers in the presence of the pupil. This type of attitude is insulting and injurious to the self-respect of teachers. It also takes a huge toll on the mental health and well-being of the teachers and in such a case scenario the teachers may end up repeating similar behavior with students out of frustration as well or at least will not be able to engage fruitfully with the children

c) Lack of Facilities-

There are many Ashram Schools that do not have facilities like audio-visual aids and a science laboratory. Lack of facilities of infrastructural causes frustration, in the mind of teachers which also cause the disturbance.

d) Lack of Recreational Facilities-

Almost all the teachers (ninety-one percent) opined that there is a dearth of recreational facilities for teachers in Ashram Schools. Very few teachers i.e. (five percent) replied with a promise of not declaring their names that there are many service-related issues both for teachers and non-teaching staff and salaries even the meager fixed amount that they receive is not regularly paid to

them, the travel or any other expenditure that is made and has to be reimbursed also remains pending with the government.

- When it comes to participation in any kind of activities, students are not participating in learning activities as they don't have parental support especially when it comes to making any kind of expenditure or travel because many of them are ignorant about the benefits it could reap for their child. In emergencies, teachers or principals bear the expenditures and encourage children to participate but these are most often not refunded.
- Most the Ashram Schools fall behind in introducing Information Technology (IT) facilities at Schools. Hence children are not aware of the usage of the computer.
- Teamwork and local politics is also vital issue from Ashram School's point of view.

4.6.3 Problems faced by Principals

The questionnaire was administered with 26 questions to understand the problems faced by principals and to receive their suggestions to sort out their problems. All the responses were qualitatively analyzed and the following thematic framework was derived for further analysis of the data.

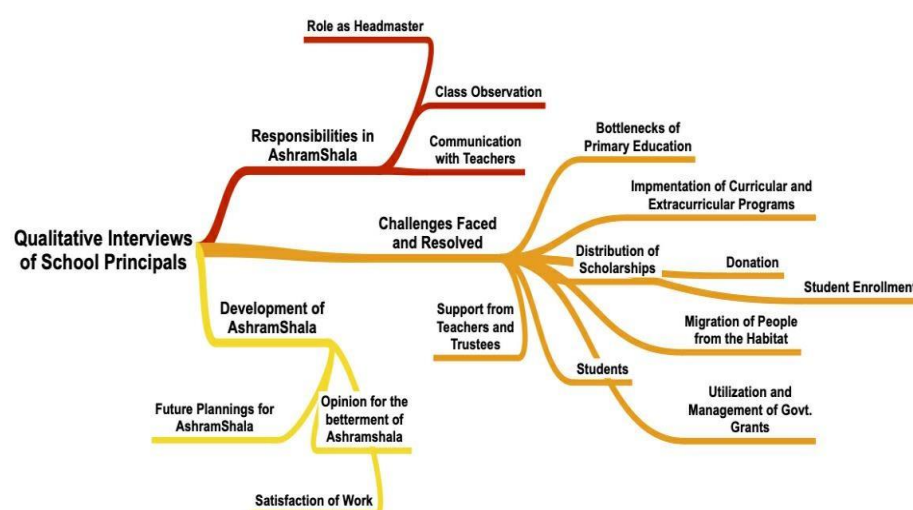


Figure: 4.3 Themes derived from the qualitative responses of School Principals

As shown in figure 4.3, the responses of school principals are categorized into three themes and sub-themes, Responsibilities in Ashram Schools, Challenges

faced and resolved, and Development of Ashram schools. All 26 statements are further grouped into three aspects as shown in figure 4.3.

Responsibilities in Ashram Schools

Organization of Balmela

- 78 percent of the Principals of the Ashram Schools have replied that Students' are not taking an active part in the events of the Balmela-related teaching-learning procedure.
- 62 percent of the Principals of the Ashram Schools have replied notwithstanding incurring rules and regulations enormous expenditure in management of the Ashram Schools requires extra funds to organize Balmela.
- 32 percent of the Principals of the Ashram Schools have replied that there is a need for the equipment.
- 28 percent of the Principals of the Ashram Schools have replied that very few students' are found interested in Balmela.
- 16 percent of the Principals of the Ashram Schools have replied that though Ashram Schools has a boundary wall it also lacks sufficient toilet facilities.
- 48 percent of the Principals of the Ashram Schools have replied that Parents migrate in search of work: Panchmahal, Dahod, Vadodara, Narmada, Bharuch, Surat, Valsad, Navsari, Dangs and Tapi districts are largely migrating destinations; at times it also is an industrial location or construction site in the state.

Type of work they do

- Largely parents work as laborers in construction sites, farms, cloth mills, industries, brick kilns, and other daily wage jobs.

The following is the list of different programs carried out in Ashram Schools

- School's praveshotav
- Celebration of specific days
- Gustav
- Government and local program
- Celebration of the national days
- Other celebrations of days and program

56 percent of the Principals of the Ashram Schools said that while the conduct of programs is not an issue, the management's role is largely limited to purchase and infrastructural development but participation in the conduct of programs or improving enrolment, retention, or quality education is rarely focused. The key

problem that the Principals felt was more with regards to the time lost in the conduct of it than the challenge of doing it and this affected the quality of learning amongst the children. 78 percent of the Principals felt that the celebration of days is taking so much time and energy.

- All Principals reported that they have 24 hours duty of taking care of the students of the Ashram School and most of the time they are absorbed in the overall administration.
- 56 percent of the Principals of the Ashram Schools have replied that the Lack of infrastructure at the Schools level, particularly quarters for teachers often forces them to get transferred to their favorite respective places. Students' are paying the price for such transfers because their academic life will be at stake in the wake of a sudden transfer of a particular teacher.
- 34 percent of the Principals of the Ashram Schools have replied overall, that the Ashram Schools statute has not been adequately followed in most of the Ashram Schools. So while enrolment has increased retention and quality of education is still an issue.
- 28 percent of the Principals of the Ashram Schools have replied that The profile of the Ashram Schools and villages surrounding revealed that low literacy rate, limited transportation facilities, insufficient Schools buildings, low and inadequate medical facilities, communication, banks, and other facilities.
- 22 percent of the Principals of the Ashram Schools have replied that the Majority of the Ashram Schools do not have proper science labs and libraries. Extra-curricular activities such as drills, yoga, games sports, etc. are not conducted regularly due to a lack of sports and physical education teachers and inadequate funds.
- 62 percent of the Principals of the Ashram Schools have replied that there is no problem faced in Planning and managing donations from donors. Sometimes needs to plan several things in the Ashram Schools with the cooperation of the teachers, the students, the parents, and the overall public.
- 44 percent of the Principals of the Ashram Schools have replied that funds of the grant are sometimes subjected to lapse and diversion.
- The majority of the Principals have replied that there is an irregularity in a grant from the government.

- 56 percent of the Principals of the Ashram Schools have replied that the following TLM is used in the Classroom situation and class-rooms facilities during the teaching-learning procedure.
 - 1 Adequate lighting
 - 2 Benches adequate sitting
 - 3 Good blackboard
 - 4 Supplementary needs, stationary like chalk, duster table, chair table, etc.
 - 5 Charts, projector, Maps, and other informative things
 - 6 Computer and other modern equipment
 - 7 Laboratory
- 78 percent of the Principals of the Ashram Schools have replied that Students' are not taking actively the teaching-learning procedure due to the reason that they do not fail in their standards.
- 46 percent of the Principals of the Ashram Schools have replied that libraries and laboratories were found to need to be set up and maintained, and there is a need for a full-time separate post.
- 42 percent of the Principals of the Ashram Schools have replied that Few students' were found interested in sports and showed us their medals and certificates received after participating in state and district level Schools sporting events but lack of special sports teachers, grants for sports and games at Schools level is forcing them to abandon hopes at Schools level only.
- 38 percent of the Principals of the Ashram Schools have replied that though Ashram Schools have a boundary wall it also lacks sufficient toilet facilities.
- 28 percent of the Principals of the Ashram Schools have replied that there is a need for adequate classrooms, use of computers, and other modern equipment for classroom infrastructure.
- 32 percent of the Principals of the Ashram Schools have replied that there is a need for adequate ventilation, playground and other furniture, and the creation of awareness among the parents about the importance of education.
- Mostly all Principals reported to have received cooperation from the teachers and other non-teaching staff, but some of the problems faced by the Principals are given as follows.
- Bearing in mind the uniformity and curricular activities Principals expressed that their teachers were unhappy with the timetable modification and also their

teachers do not work frequently in the absence of Principals.

- Most of all Principals of the Ashram Schools have replied that they get cooperation from the trustees.
- 36 percent of the Principals of the Ashram Schools have replied that problems related to the physical facilities of Ashram Schools are as follows.
 - 1 Boundary wall
 - 2 Separate Library
 - 3 Separate laboratory
 - 4 Use of Computer
 - 5 Playground
 - 6 Sufficient toilets
 - 7 First Aid
 - 8 Principal room
 - 9 Teacher room
 - 10 Common hall
- All Principals of the Ashram Schools have replied that Transfer is not available

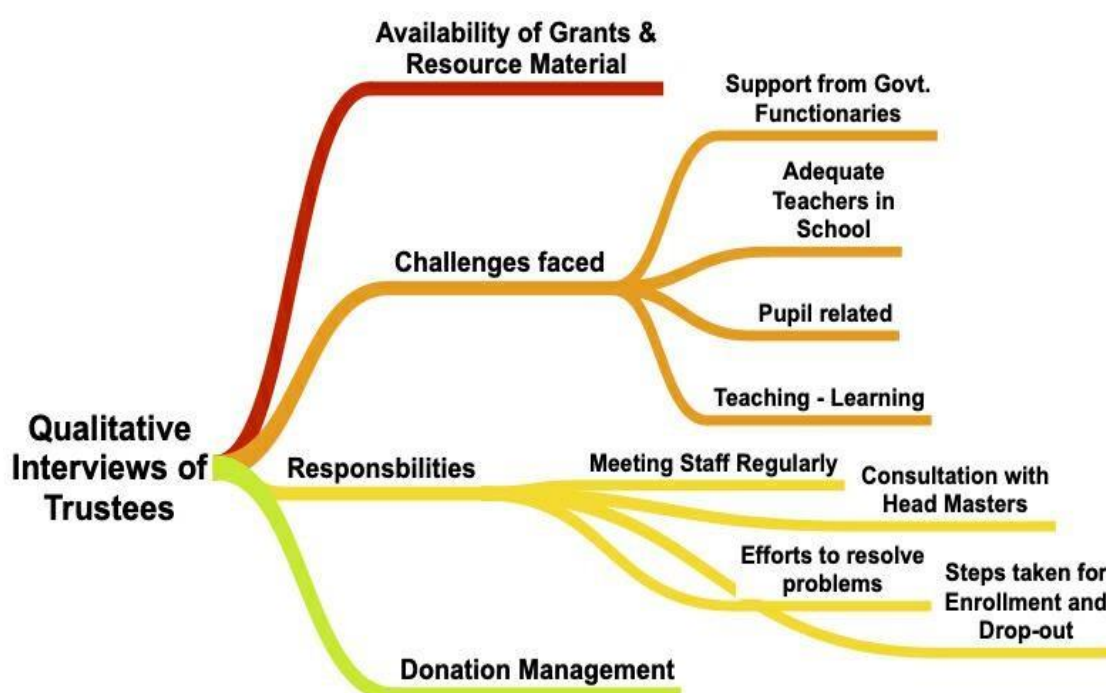
Development of Ashram schools

- 56 percent of the Principals of the Ashram Schools have replied that Satisfactory views regarding the results of the last two years of School.
- students' are not made available with utensils and required educational equipment. Library and laboratories need to be maintained properly.
- Few students' were found interested in sports and showed us their medals and certificates received after participating in state and district level School sporting events but the lack of special sports teachers, grants for sports, and games at the Schools level is forcing them to abandon hopes at Schools level only.

4.6.4 Problems faced by trustees

Structured interviews were conducted to understand the role of trustees and how they contribute to the development of Ashram schools. All the responses were qualitatively analyzed and the following thematic framework was derived for further analysis of the data.

Figure: 4.4 Themes derived from the qualitative responses of trustees



As shown in figure 4.4, the data analysis is categorized into four aspects: Availability of Grants and Resource Material, Challenges faced by Trustees, Responsibilities, and Donation Management. In a structured interview, 13 questions were posed to the trustees that are categorized based on the above-mentioned aspects as follows,

Availability of Grants and Responsibilities

- The majority (eighty-four percent) of them replied that there is a delay in grants. All the trustees (Hundred Percent) of the Ashram Schools have replied that Grant is inadequate in comparison to dearness in recent days.
- Mix responses are prevailing regarding lapsing funds. Forty-Six Percent of the trustees of the Ashram Schools have replied that funds of the grant are sometimes subjected to lapse and diversion.

The majority of trustees (ninety-four percent) of the Ashram Schools have replied that the following type of the donation is given as follows:

- Very few (Twenty-two percent) of the trustees of the Ashram Schools have replied that Educational kits for students' of the Ashram Schools
- Very less (twelve percent) of the trustees of the Ashram Schools have replied that Some Books for the Ashram Schools Library
- Only four percent of the trustees of the Ashram Schools have replied that

Computers and educational materials and electrical useful things for making effective teaching-learning procedures.

Trustees of the Ashram Schools have replied that they have problems working with several officers that are given as follows.

28 percent of the trustees of the Ashram Schools have replied Schools are successful to establish cordial relationships with District Educational Officer (DPEO) and Ashram School officer (ASO) with frequent interactions.

22 percent of the trustees of the Ashram Schools have replied there is a gap found in the Harmonious relationship among teachers, Head Masters (HM), and parents of the students. Though, Ashram Schools had moderate in this regard.

Statement: 5: Do you have enough teachers?

- 38 percent of the trustees of the Ashram Schools have replied that the majority of Ashram Schools with a shortage of permanent teaching staff and other support staff.
- 34 percent of the trustees of the Ashram Schools have replied that Prvasi Shixaks/ Adhoc teachers are arranged for the teaching in classrooms.
- Fifty-two percent of the trustees of the Ashram Schools have replied that it indicates that the parental decision in selecting Ashram Schools for their students seems to be influenced by some other factors such as the community members and surroundings.
- Forty-Eight percent of the trustees of the Ashram Schools have replied that It also endorses the fact that the community has surpassed the period of ignorance in understanding the importance and importance of providing quality education for their students.
- 84 percent of the trustees of the Ashram Schools have replied that there is an important postponement in the construction of new government Ashram Schools and Hostel Accommodations.
- 60 percent of the trustees of the Ashram Schools have replied that Few students' were found interested in sports and showed us their medals and certificates received after participating in state and district level School sporting events but lack of special sports teachers, grants for sports and games at Schools level is forcing them to abandon hopes at Schools level only.

- 86 percent of the trustees of the Ashram Schools have replied that Moreover, the provision of funds was insufficient to meet the essentials of the Ashram Schools and students'. It was found that the audio visual aids and teaching aids made available to the Principals of the Ashram Schools were insufficient.
- 8 percent of the trustees of the Ashram Schools have replied that Extra-curricular activities such as drills, practice, yoga, games, quiz, sports, etc. are conducted regularly due to a lack of sporting and physical education teachers and insufficient funds.

4.7.0 Suggestions of Students, Teachers, and Administrators for improvement of functions of Ashram Schools for Scheduled Tribes in Gujarat.

4.7.1 Suggestions of Students

Following suggestions were received from students.

The majority of the Students of the Ashram Schools have replied that things that are essential to improve the students' for Ashram Schools are given as follows.

- Needs of Infrastructure of the Ashram Schools
- Needs of Infrastructure of the Hostel Accommodation
- Needs of Infrastructure of the Library
- Needs of Infrastructure of the Computer and technology rooms
- Needs of Essential of subject teachers.
- Make modern Infrastructure of the Ashram Schools
- Make modern Computer and technology rooms.
- Needs of Garden.
- Parent's awareness
- Career counseling
- Life skills and personality development training
- Competitive like National Means cum Merit Scholarship (NMMS) exam training
- Sports Training activities
- Higher education guidance
- More Scholarships
- More Hostel Accommodations

4.7.2 Suggestions of teachers

Following suggestions were received from teachers.

The majority of the Students of the Ashram Schools have replied that things that are essential to improve the students' for Ashram Schools are given as follows.

- Make Necessary Modern Infrastructure of the Ashram Schools
- Make Necessary Modern Computer and technology rooms.
- Need of Garden.
- In the case of teachers' responses on the consistency of curricular activities, the reason behind this Strong and moderate dissatisfaction may arise due to several unsolved issues for teachers.
 - Necessary Infrastructure of the Hostel Accommodation
 - Necessary Infrastructure of the Library
 - Necessary Infrastructure of the Computer and technology rooms
 - Necessary Teachers as per the subject.

4.7.3 Suggestions of Principals

Principals of the Ashram Schools have replied that Problems and constructive suggestions discussed with the related trustees of the Ashram Schools according to the guideline of the Government and feature essentials and demands of the education are given as follows.

- 58 percent of the Principals of the Ashram Schools have replied that Students' are advised and make awareness to take an active part in the events of the Balmela-related teaching-learning procedure and its features and usefulness in the learning and feature of the carrier.
- 48 percent of the Principals of the Ashram Schools have replied that interested teachers are motivated to organize Balmela.
- 44 percent of the Principals of the Ashram Schools have replied that students, particularly girls are advised and make awareness to take an active part in the events of the Balmela
- 16 percent of the Principals of the Ashram Schools have replied that Teaching Curriculum is organized in a manner, so it can be completed in time.
- 62 percent of the Principals of the Ashram Schools have replied that there should be limited time given to celebrating and organizing days and programs

and other co-curricular activities.

- 60 percent of the Principals of the Ashram Schools have replied that there should be a fixed program given to celebrating and organizing days and programs and other co-curricular activities
- For drop-out students, 56 percent of the Principals of the Ashram Schools have replied that Contact and Meeting with parents and people of the village and efforts made to convince students and parents for education of the students'
- 40 percent of the Principals of the Ashram Schools are suggested to meet with teachers and suggestions given to deal with matters related to teaching-learning in the Ashram Schools.
- 28 percent of the Principals of the Ashram Schools are suggested that it is essential to rule to criteria for the examination and those who are not eligible are passed the exam will be declared to fail and do not get any kind of promotion.
- Several innovative methods of teaching, including a focus on the practical approach to teaching Science, Mathematics, Geography, and other subjects should be adopted.

Schools need their environment, facilities, friends, playground, games, modern learning equipment, and food.

- Availability of good quality teaching tools including furniture, blackboard, chalk, and other teaching aids always creates a pleasant teaching-learning environment.
- Adequate classrooms, use of computers, and other modern equipment for classroom infrastructure.
- Creation of awareness among the parents about the importance of education.

4.7.4 Suggestions of Trustees

Following suggestions were received from trustees.

- 48 percent of the trustees of the Ashram Schools have replied that The Ashram Schools adopted several innovative methods of teaching, including a focus on a practical approach to teaching Science, Mathematics, Geography, and other subjects. Girls also grow vegetables on the premises.
- 62 percent of the trustees of the Ashram Schools have replied that special preference has been given to the concerns and opinions of the recipients.

- 92 percent of the trustees of the Ashram Schools have replied that every month meeting with Principals and staff as well as the need of the issues of the Ashram Schools.
- 92 percent of the trustees of the Ashram Schools have replied that Meeting with the Principals and teachers and efforts are taken to solve the problems of the Ashram Schools according to the priority of the issues of the problems as well as every month meeting with Principals and staff as well as the need of the issues of the Ashram Schools.
- 10 percent of the trustees of the Ashram Schools have replied that the management has appointed extra staff to manage the overcrowding.

Donation Management

- Very few (Twenty four percent) of the trustees of the Ashram Schools have replied that get some donations in the form of cash.
- Very less (sixteen percent) of the trustees of the Ashram Schools have replied that at times, donations in the form of cash are to be used to buy books and educational materials.
- Very few (Twenty-two percent) of the trustees of the Ashram Schools have replied that get some donations in the form of some kits are donated with is distributed to students.
- Very less (Twelve percent) of the trustees of the Ashram Schools have replied that donation is given by the people of the local villages for the educational materials are sometimes subjected to celebrating the functions.