



A STUDY ON ACADEMIC ACHIEVEMENTS OF STUDENTS OF ASHRAM SCHOOLS FOR SCHEDULED TRIBES IN BHARUCH DISTRICT

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Abstract:

Education is regarded as the potential instrument of social transformation and an important means for national development. The United Nations Declaration of Human Rights (UNDHR), proclaimed by the UN General Assembly in 1948 enshrines the right to education as an important human right. It lays down three important points regarding Education in Article 26 of the declaration that 'Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all based on merit.' This research paper focused on the academic achievement and physical facilities provided in the ashram schools of Bharuch districts.

Keywords: Physical Facilities, Academic Achievement, Infrastructure.

Introduction:

Education is the means to break the poverty barrier for millions of people across the world who live in abject poverty (Smith, 2010). The Indian Constitution has also recognized the importance of education for all children. The provision of education to the citizens has been guaranteed under Articles-21 (A), 29, 30, 45, and 46. The Right of Children to Free and Compulsory Education Act or Right to Education Act ('RTE' in short) is landmark legislation for children in India. This law describes how the fundamental right to education granted under Article 21 (A) shall be enforced. While Article 21 (A) was inserted in the Constitution via the Constitution Eighty-Sixth Amendment Act in 2002, the RTE Act came into force on April 1, 2010.

Further, the right to education has been affirmed in several other international human rights treaties, including the United Nations Educational, Scientific and Cultural Organization (UNESCO) Convention against Discrimination in Education (1960). These treaties establish an entitlement to free, compulsory primary education for all children; an obligation to develop secondary education, supported by measures to render it accessible to all children, as well as equitable access to higher education; and a responsibility to provide basic education for individuals who have not completed primary education. As per these conventions and treaties, education aims to promote personal development, strengthen respect for human rights and freedoms, enable individuals to participate effectively in a free society, and promote understanding, friendship and tolerance. The right to education has long been recognized as encompassing not only access to educational provision but also the obligation to eliminate discrimination at all levels of the educational system, to set minimum standards, and to improve quality. In addition, education is necessary for the fulfillment of any other civil, political, economic, or social right.

Education is regarded as the potential instrument of social transformation and an important means for national development. The Constitution (Eighty-sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right in such a manner as the State may, by law, determine. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which represents the consequential legislation envisaged under Article 21-A, means that every child has a right to full-time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards. Article 46 of the Constitution states that "The State shall promote, with special care, the education and economic interests of the weaker sections of the people, and, in particular of the Scheduled Castes and Scheduled Tribes, and shall protect them from social injustice and all forms of social exploitation.

The studies have been revealed that geographical isolation, cultural differences, and exploitative practices are major factors



behind low human development and educational backwardness of the Scheduled Tribes (STs) population in India. Similarly, the poor access to school, lack of communication facilities, poverty, and lack of awareness among scheduled tribes' parents about the importance of education are also major reasons for low educational development among scheduled tribes' populations in India. To minimize exclusion and marginalization of scheduled tribes in general and integration of them in mainstream formal education in particular, various attempts have been made by the Government of India through various legislations, policies, schemes, and programs. More specifically, to provide better access to formal schooling system with residential/boarding facilities, the Ashram schools/ residential schools for ST students have been opened in remote and tribal areas under the Central Scheme of 'Establishment of Ashram Schools in Tribal Sub-Plan Areas' by Ministry of Tribal Affairs since 1990-91. Similarly, the Ministry of Tribal Affairs has also introduced the scheme of 'Eklavya' Model Residential Schools for Scheduled Tribes (STs) students in 1998 to provide quality middle and high-level education to Scheduled Tribes (STs) students in remote areas. Apart from the Governments initiatives, the Non-Governmental Organizations (NGOs) also run ashram schools/residential schools for the educational developments of tribal children in India. It has been found that in the state of Maharashtra and Gujarat, the Ashram schools/Residential schools are mostly run by the State Government as well as NGOs/voluntary organizations known as private aided/granted schools and they are operating at three levels: primary, middle and secondary. But there is very limited data available at the national level as regards the number of Government as well as NGO-run Ashram schools/residential schools that exist in India, what is the condition of these schools? How do they contribute to the educational development of students? What is the academic achievement of students?

The Constitution provides for special provisions for the backward classes including Scheduled Tribes. Traditionally, the education attainment levels for the Scheduled Tribes have been lower than the other backward classes, including the Scheduled Castes. The Central Government runs multiple schemes for the improvement in the educational status of the Scheduled Tribes. It would be worthwhile to see how the various Central Sector and Centrally Sponsored Schemes have worked towards improving the literacy and education level of the Scheduled Tribes in India in the past decades. Ashram schools are also one of the important initiatives of the government for the sake of students of weaker sections of the society especially for Scheduled Tribes, Scheduled Castes, and Other Backward Class of the society.

Ashram schools have their roots in the reforms during the pre-independence phase. There were generally two types of ashram schools that existed in pre-independence India. One of these was motivated by the thoughts of political thinkers and social reformers like Gandhi, Tagore, and Vinoba Bhave. These were Civil Society Organization (CSO) initiated, residential schools for Dalit and tribal children. These, however, were few and dispersed across different regions and states of India. Another kind of ashram schools were those that were started largely by the religious organization-backed NGOs with a purpose of 'refining' and integrating tribes into the Hindu fold, or in some cases, by Christian missionaries to bring them into the fold of Christianity. The Ministry of Social and Tribal Welfare, thereafter, started the system of ashram schools not only for tribal children in many states as early as the 1960s (CBPS, 2017). The Centrally Sponsored Scheme of 'Establishment of Ashram Schools in Tribal sub-Plan Areas' has been in operation since 1990-91. A Parliamentary Standing Committee report of 2014 (PRS Legislative Research, 2014) has taken special note of this where snake bites, scorpion bites, fever, and minor illnesses have been cited as the main reasons for these deaths in the state. The committee observed sub-standard food and inferior quality personal products were being provided to students in some schools. In the same way, infrastructure facilities were also under question.

It was seen that the physical facilities in the school setting play a very important role in the holistic development of children and it motivates students to learn in a pleasant atmosphere. Physical infrastructure in any school system ranges from the school plant, that is the school buildings, classrooms, common rooms, library, special activities rooms, laboratories, washroom, and toilet facilities, teaching-learning materials to other facilities that would likely motivate and encourage students in the direction of learning. Researches have shown that most of the physical facilities that are appropriate for effective learning were not appears or not sufficient in our Government Secondary Schools today, which hamper the academic achievement of the students. Those available seem not to be of standard quality, some seem to lack maintenance culture, while some are in dilapidated conditions. The status of physical facilities especially in our public secondary schools today appears to be of great concern to educators. It seems that the provision of these school facilities has dwindled over the years, perhaps due to an increase in school enrolment rate which had led to population explosion in public schools. It has been observed that school physical facilities are essential tools to facilitate and stimulate learning programs at any level.

Teachers need them in an ideal working environment. Experience shows that if physical facilities are available, students tend to have an interest in learning; this will invariably lead to high performance.



Educational Status of Scheduled Tribes in India

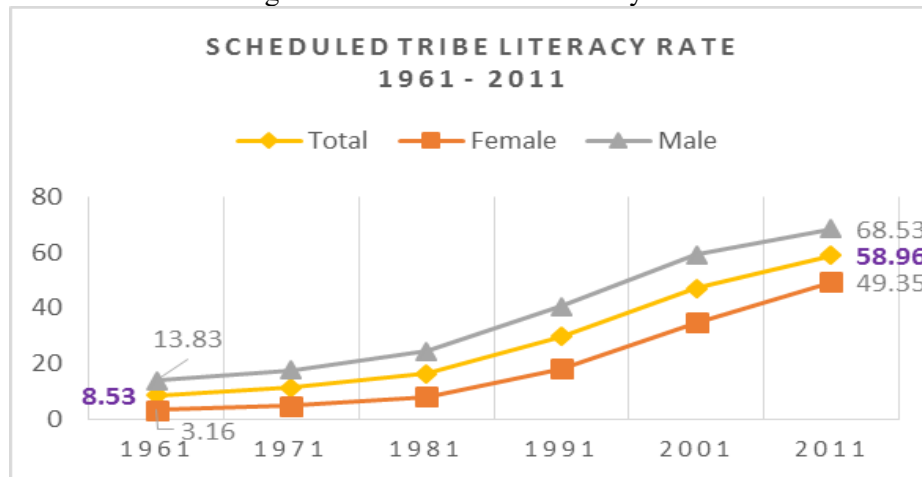
As has been pointed out earlier, education is a transformative tool and the Constitution of India has ensured that education is provided to all classes and sections of citizens. In fact, the Constitution provides for special provisions for the backward classes including Scheduled Tribes. Traditionally, the education attainment levels for the Scheduled Tribes have been lower than the other backward classes, including the Scheduled Castes. The Central Government runs multiple schemes for the improvement in the educational status of the Scheduled Tribes. It would be worthwhile to see how the various Central Sector and Centrally Sponsored Schemes have worked towards improving the literacy and education level of the Scheduled Tribes in India in the past decades.

Table No. 1: Scheduled Tribe Literacy Rate, 1961 -2011

Year	Total Literacy Rate	Female Literacy Rate	Male Literacy Rate
1961	8.53	3.16	13.83
1971	11.3	4.85	17.63
1981	16.35	8.04	24.52
1991	29.6	18.19	40.65
2001	47.1	34.76	59.17
2011	58.96	49.35	68.53

One of the most basic, yet important, an indicator for educational achievement in a country or community is the literacy rate. The ST literacy rate as per the Census 1961 (Census of India, 1961) was at an abysmally low of 8.53. However, as per the Census 2011 data (Census of India, 2011), five decades later, the literacy rate for Scheduled Tribes in India has risen to a respectable 58.96.

Figure: 1 Time-Series ST Literacy Rate



As is clear from the table and chart above, the literacy rate for Scheduled Tribes has risen manifold over the past five decades. However, there has been a disparity between the male and female literacy rates across all these decades. As of 2011 census data (Census of India, 2011), the female literacy rate is at 49.35 compared to the male literacy rate which stands at 68.53. Following the constitutional commitment to ensure free and compulsory education for all children up to the age of 14 years, the provision of Universal Elementary Education has been a salient feature of National Policies since independence. This resolve has been spelled out emphatically in the National Policy on Education (NPE, 1986) and its Programme of Action (POA, 1992). Several schemes and programs were launched in pursuance of the emphasis embodied in the NPE and POA. This includes the scheme of Minimum Level of Learning (MLL, 1978), Non-Formal Education (NFE, 1979), Operation Black Board (OBB, 1987), Mahila Samakhya (MS, 1988), National Programme for Nutritional Support (Mid-Day Meal, 1995), District Primary Education Programme (DPEP, 1994), Sarva Shiksha Abhiyan (SSA, 2000) and Elementary Education as a fundamental right. State-specific basic education projects like Andhra Pradesh Primary Education Project, 1983, Bihar Education Project (1991), Lok Jumbish Project in Rajasthan, 1992, and Shiksha Karmi Project, 1984 in Rajasthan have been



launched. In addition, different incentive schemes have also been introduced by the government schemes as Free textbooks, free bicycles, special incentive schemes for SC/ ST / OBC / Handicapped / Minority Children including scholarships, free hostel facilities, etc. Thus, from time to time need to know that how's facilities provided by the school? and what effect on students' academic achievement?

Statement of the Problem:

A Study on Academic Achievements of Students of Ashram Schools for Scheduled Tribes in Bharuch District

The objective of the study

1. To study academic achievements of students of Tribal Ashram Schools of Bharuch District concerning higher and lower achievement.

Hypotheses of study

1. There will be no significant difference between the mean score of the total students having higher and lower achievement.

Delimitation of the study

- This study is delimited to Tribal Ashram Schools of Bharuch District only.
- This study delimited to know academic achievement of students studying in Tribal Ashram Schools of Bharuch district.

Research Design:

The present study is quantitative in nature and the Descriptive survey method was used for the study.

Population and sample of the study

In the present research, Bharuch district is considered a locale and there are a total of 8 Ashram schools. All the students studying in standard 8 in these schools are considered as population. There are around 894 students in total out of which around 144 students are in eight standards during the academic year 2019-20 which constituted the population of the study.

Sample of the study:

Out of Eight schools, three schools were selected randomly with the help of the lottery method. Fifteen students of each selected school were selected randomly by using the lottery method, altogether forty-five students of three Tribal Ashram Schools were constituted as a sample of the study.

Tools of the study

The following tool was prepared for the data collection.

Achievement test: For collecting the information about the academic achievement of eight standard students, the researcher has used the standard test prepared by District Primary Education Office for the annual Examination. The scores are collected at the end of the year from respective teachers of Ashram Schools.

Data Collection

The researcher has taken prior permission of the District Primary Education Office for annual Examination scores. The scores are collected at the end of the year from respective teachers of ashram schools by the researcher by visiting the ashram schools personally.

Data Analysis

Data analysis for the study was carried out using the 't' test. Data was quantitative so, quantitative research statistical techniques were used, a description of which is given below.

the hypothesis framed for the study was "There will be no significant difference between the mean score of the total students having higher and lower achievement." To test the above hypothesis t-test was computed and analysis is carried out using excel software. following table No.2 provides details of the same.



Table No. 2: Mean score, SD, t-value, and significance of students having Lower Achievement and higher Achievement of academic achievement

Achievement	N	MEAN	SD	SEM	t-VAL	SIG
Lower Achievement	19	48.42	7.17	0.81	11.46	0.01
Higher Achievement	26	58.3	8.46			

From the above table mean score, standard deviation, and standard error of the mean, t-value, and level of significance of students having Lower Achievement and higher Achievement of total academic achievement are given. The mean score and standard deviation of the total students having Lower Achievement are found to be 48.42 and 7.17 respectively, while the Mean score and standard deviation of the total students having higher Achievement are found to be 58.3 and 8.46 respectively on Achievement on academic achievement. The calculated t -value was found to be 11.46, which is significant at 0.01 level of significance. So the hypothesis is rejected at 0.01 level of significance. The mean score of the total students having higher Achievement is found to be significantly higher than the mean score of the total students having lower Achievement on academic achievement. So it can be said that the achievement of total students having higher Achievement is found to be significantly higher than the achievement of total students having lower Achievement on academic achievement.

Major Findings

It was found from the analysis of the data that there was a significant difference between the mean score of Eight standard students having higher and lower achievement in the Ashram schools of Bharuch District.

Conclusion

Ashram schools could succeed in reducing the number of wastage and stagnation in the elementary schools of Gujarat in the rural area. It could bring the students with a low economic background to ashram schools and able to provide adequate facilities. enrolment and retention are achieved to a greater extent. Achievement of the students Depends on various other factors which can be studied further in the next stage. then the goal of education will be attained.

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Educational Status of Tribal Ashram Schools in India: A Review

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Abstract

The tribal population in India is concentrated in the backward hilly areas and the thick of the forests. Ashram schools provide education for their enrichment of personal life and skills of survival in society. The poor access to school, lack of physical facilities, poverty, and lack of awareness of food and hygiene among scheduled tribespeople about the importance of education are also major reasons for low educational development among scheduled tribes' population in India. Ashram schools in general need to provide good residential and individuals are needs to provide boarding and good food/lodging facilities. Ashram school functions need to be provided more significantly, within a structured and systematic framework.

Keywords: Ashram school, Tribal Education, School Education.

Educational Status of Tribal Ashram Schools in India: A Review**Vasharam M. Baladaniya**Researcher, Department of Education,
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Faculty of Education and Psychology,
The M.S. University of Baroda, Vadodara-390002**Introduction**

The concept of ashram schools is derived from the term ashram, which has its origins in ancient Indian culture of education. In one sense, the guru and his wife provided care and support to the students that are conducive for their enrichment of personal life and skills of survival in society. At the initial stage of independent India, the individuals belonging to Scheduled Castes (SCs) and Scheduled Tribes (STs) underwent problems in these schools, hence, ashram schools had the main objective of leading to the educational advancement of SCs and STs. The initiation of the schools began in 1922 in Gujarat for the educational upliftment amongst the tribal. From the beginning, boarding and lodging for the tribal students were provided free of cost. The location of the Ashram Schools was in natural surroundings, with the main motive of depicting them as traditional ashrams.

In the 1960s, Ashram Schools were started as an experimental basis. The formulation of appropriate measures for adequate functioning led to their success. After they have attained achievement, they have become a popular Government measure for imparting education to the tribal population. Ashram schools render a significant contribution in providing solutions to the problems experienced by the students, such as low enrolment, high rate of absenteeism, drop-out, inadequate performance in-class assignments and tests, and deprived quality of students. The teachers working in ashrams provide efficient training, instructions, and guidance that would lead to their welfare. The education that is provided to the students includes academic concepts, vocational training, handicrafts, and training in the areas of agriculture, horticulture, spinning, and other trades. The main purpose of training is to make the individuals capable of employment opportunities or self-employment. Training requires the provision of materials and due to financial problems, vocational education in these schools has been in an underdeveloped state.

The tribal population in India is concentrated in the backward hilly areas and the thick of the forests. It is an accepted fact that the tribal are economically backward and children work on the farms to supplement the family income. The tribal parents are not in a position to feed their children and send them to schools. K.Sujatha (1981) observes "their distinct culture and traditions, primitive methods of production, abject poverty, their close relation with forest for their livelihood and their limited world view, etc., do not provide a conducive atmosphere for the educational development of their wards. Even if we provide opportunities to them similar to other communities, they may not be able to use its potentialities because, of the above-mentioned factors. Therefore, there is a need for planning for separate and specific agencies to look after the educational development and problems of tribal schools. The emergence and importance of Ashram schools should be seen and analyzed in this context". So, community schools need to manage ashram schools and run for equally competent with General areas schools in India.

Management of Ashram Schools:

As far as the management of the Ashram schools is concerned, one can find two types of Ashram schools in India:

- 1) Those are maintained and financed by the Government.
- 2) Those are maintained by the voluntary social organizations and assisted by the State Government.

Objectives of Ashram Schools:

Ashram schools are expected to fulfill the duties of educational development of the STs. The objectives of opening the Ashram schools are:

1. To admit those ST students who are unable to continue their education without the assistance, of the Government.
2. To Provide facilities to ST boys and girls to improve their standard of life.
3. To improve and develop their talent, make them aware of their inner strength, capacity and build self-confidence among them.
4. To train them in vocational education with an emphasis on household industries.
5. To protect and preserve the uniqueness of tribal folk dances, music, culture, and heritage.

The studies have been done with different variables, i.e. geographical isolation, cultural differences, and exploitative practices are major factors behind low human development and educational backwardness of the Scheduled Tribes (STs) population in India. Similarly, the poor access to school, lack of physical facilities, poverty, and lack of awareness of food and hygiene among scheduled tribes people about the importance of education are also major

reasons for low educational development among scheduled tribes' population in India. The studies have been done on ashram school on different functions of the betterment of ashram school.

Functioning of Ashram Schools

- **Medium of Teaching-Learning**

Nambissan (1994), discussed some critical issues about the medium of instruction at the primary stage and reviewed the policy and practice relating to mother tongue education for tribal children in India. Quality education in the mother tongue is suggested for schools to enrich the experience of education for these children.

Kumar (2004), with the help of the school and household survey carried out in an Integrated Tribal Development Project Area, attempted to investigate issues related to access, enrollment, retention, and quality of education in Gujarat tribal areas. The findings of the school survey indicate that villages mainly tribal have greater access to the classroom. School functioning is low due to teacher absence and poor attendance. Jojo (2013) found that confusion about the use of the medium of instruction. Sahu (2014) reported that appointment of local teachers so they can provide education in the local language.

UNESCO (2010) In the middle of the nineteenth century, the tribal communities were sufficiently well managed by the local people in the community with their survivals. Earlier the rights on every natural resource were distributed equally with very minimal risk claimed to fulfill the basic need. In the year 1973, it was announced and noted by the Government of India that certain tribes are been considered in the Primitive Tribe Group, whereas Korku was not comprehended in the Primitive Tribe Group though the tribe was eligible. In 1871 British had done an initial census which showed that Korku's population is the smallest amount compared to Sahariya and Baiga tribes. At the same time, both the tribes had been considered in the Primitive Tribe Group. It was also acclaimed in 1931 census that in Korku community had only 3 males' literate and not a single female had taken advantage of educational opportunity while in 1961 it was recorded in the census that the ratio of literacy heightens by 61 males and only 5 females, which was comparatively less for females covering Central India. According to census 2001, it was reported that out of the population of Korku tribes 5, 74,481 people say that one owns to speak the Korku language and in the list of 196 endangered languages of India, UNESCO included Korku language also.

Dar & Najjar (2017) found that the problem with teaching tribal children is their failure to adapt to conditions of nontribal schooling. A disparity between school culture and children's family culture has developed a situation of cultural mismatch, resulting in disciplinary

problems, management problems, and low sensitivity of tribal children to academic activities. Narwane (2017) studied that The communication gap, quality of education, medium of instruction, and livelihood, there was frequent migration was affecting korku children and their development.

- **Teaching-learning methods**

Thakur (1995) A report by Planning Commission's Evaluation note on amalgamated tribal development projects in 1997 commented that the respected programs for the tribal population were not up to mark and effective. It was also observed that the primary section schools were running without any obstacles, but again and again, in other schools, it was noted that teaching staff was lacking. Also, Gautam (2004) investigated that there was an increase in the dropout ratio among tribal children. He investigated that the causes for the high drop-out ratio in tribal schools are due to the wrong medium of instruction, and its effect in tribal areas there was an appointment of non-tribal teachers and communication gap between the teachers and tribal children. Jojo (2013) found that faulty methods of teaching, unqualified and inexperienced teaching.

- **Physical facilities**

Bhatty (1998) states that the state has a crucial role to play in improving the quality of schooling facilities & reducing the direct cost of education. Kumar (2004) found that Many schools still lack basic amenities like drinking water, toilets, a library, etc. Pathania et al., (2005) The study was conducted in the three tribal districts of HP — Kinnaur (Kinnaura community), Lahaul and Spiti (Bhot community), and Chamba (Gaddi community), to assess the problems faced by tribal adolescents in getting an education. A self-structured schedule was administered to the respondents - 300 adolescents (150 males and 150 females) in the age group of 15-20 years. The findings showed that home constraints were perceived as medium-level constraints, whereas physical facilities in the classroom, non-availability of books, and stress and fears experienced at school were reported to be the high-level constraints. Chattopadhyay & Durdhawale (2009) A study, focusing on primary schooling in the tribal district of Maharashtra, authored by Aparajita Chattopadhyay and Vijaya Durdhawale concludes that the stresses on infrastructural improvements, provision of personnel for clerical works, proper maintenance of accounts that reflects the reality of primary schooling and strongly favors the introduction of tribal languages for basic education. Andrabi (2013) focused on the status of education among the Jammu and Kashmir Scheduled Tribes and compare it with the national tribal level. Poverty and lack of adequate infrastructural facilities tend to be significant barriers to educational attainment. Jojo (2013) found in the ST children

in central and eastern India that General conditions and lack of upkeep and maintenance of classrooms were found to influence children's learning especially in subjects like Mathematics, Science, and English.

Also, Swangla & Kuldeep (2014) reported that distant schools and lack of physical facilities. Geddam (2015) reported that analysis of EMR school data revealed that the EMR School is not managed as per the guidelines. Although the arrangement of the blackboards in the classrooms is appropriate the maintenance of the boards is poor, the number of toilets is lesser than the required number, considering the strength of the students, and maintenance was found to be not up to the mark.

Kanchan (2015) found that was noted that the condition of the school was not good and the tribal development department for their growth they were sending the tribal kids to private schools in a large amount.

- **Economic conditions**

Sujatha (1994) reported that one of the important guidelines for growth in inclusion is education in the economy of India. Singh (1995) studied that Drop-out rates from primary schools were found higher for tribal children than for children from most other social and economic groups in India. Kumar (2004) conducted the household survey, it reveals that a large number of tribal children are still out of school, for both economic and social reasons, despite the massive expansion of primary schools.

Chattopadhyay & Durdhawale (2009) A study, focusing on primary schooling in the tribal district of Maharashtra, authored by Aparajita Chattopadhyay and Vijaya Durdhawale concludes that increasing sources of income is the only way to encourage willing participation in basic education as economic uncertainty and financial hardships are the chief contributor to the age-old disinterest in education among the tribes. Jojo (2013) found that Financial assistance was suggested for Ashram Schools for infrastructural development and requirement of better infrastructural facilities, more teachers, curricular aids with the enhanced scope of co-curricular and extra-curricular division for cognitive and motor development of children in Ashram Schools. Kelkar (2013) In one of the studies the Kelkar committee highlighted that the TSP budget should be devoted for the development of tribal people as a principle of additionally that is over and above the regular funds for the developmental programs and non-plan budget to the TSP areas as to other non-TSP areas. Development in the existing TSP fund granted was still another remarkable proposal by the Kelkar committee. Kabita (2014) reported that Due to the poor economic condition of the tribal people, they don't allow their children to spare their power in sending them to school

for education; in fact, they desire to join hands in labor work for survival. Kanchan (2015) found that The requirement of government was not limited to financial support but also they asked for managerial skilled people to run the school effectively and point out the loopholes and the needs to fill the gaps.

- **Food and hygiene facilities**

Biswal (2014) reported that the food provided in the schools and hostels was second-rated which was affecting the health of the tribal children. Also, the committee draws attention to the number of death in ashram schools in Maharashtra from 2001-02 to 2012-13 due to minor illnesses and insects' bites. Kabita (2014) reported that due to low-income children not getting good food. Geddam (2015) reported that the number of toilets is lesser than the required number, considering the strength of the students, and maintenance was found to be not up to the mark. Devara &Deshmukh (2017) Tackling under-nutrition is the single largest risk factor influencing disease estimates at the global level. The government of Maharashtra undertook Annapurna Project to provide nutritious meals to Ashram/residential tribal school students and found that The centralized and local kitchens in government tribal residential schools of Maharashtra are effective and important in tackling undernutrition in Tribal children through the provision of regular nutritious meals.

Recommendations

For the development and improvement in the conditions of ashram schools, the recommendations have been stated as follows:

- It is vital to ensure, Tribal Ashram Schools have the necessary infrastructure, finances, teaching and learning materials, medical facilities, and technology.
- Technology has rendered a significant contribution in facilitating learning amongst individuals. It is rapid and a secure mode of learning and generating awareness.
- Supplemental remedial classes and coaching classes need to be organized for students belonging to deprived, marginalized, and socio-economically backward sections of society.
- In academic learning, some concepts are difficult to understand by the students, this leads to feelings of apprehension within their mindsets. In the majority of cases, students drop out of school, when they are not able to understand the concepts. Therefore, coaching classes will contribute to their enhancement of concepts.
- Vocational education needs to be strengthened. This education emphasizes several factors, these include sports activities, artworks, handicrafts, music, and dance activities.

- In ashram schools, it is recommended that emphasis should be put upon spiritual instruction and mediation.
- Emphasis should be put upon physical activities and exercise. Physical activities and exercise enable individuals to maintain their health and well-being. After a session of academic learning, when students get engaged in physical activities, they feel energetic and lively.
- Besides making provision of adequate infrastructure and equipment, extra-curricular activities, and other materials, it is essential to focus upon studies and enhancement of academic knowledge.

Discuss and Conclusion

The studies conducted on ashram schools for the status of different areas of India by researchers in their doctoral work and it's helped to give a better understanding of the current status of the ashram school in India. scheduled Tribes deployed in India. It gives a comprehensive view of the various assistance schemes currently underway and the problems they are facing. Various studies were reviewed to explore the problems and challenges faced by STs in ashram school and to understand their needs. The studies have, to some extent, contributed to the systematic management of resources and needs. Studies related to the education of scheduled tribes pointed out that the medium of instruction, the poor economic condition of parents, teaching and learning methods related problems, locality of village and schools, teacher-related problems, and lack of proper monitoring are the major issues related to the tribal education. Scheduled tribe students have an only average level of career/vocational aspiration and they have lower career aspirations than general students.

Similarly, the adjustment of scheduled tribal students is average. Studies also showed that variables like academic achievement motivation, mental health, personality, social competence, self-esteem, and creativity of scheduled tribes are comparatively lower than others. Studies related to tribal residential schools showed that the functions and facilities of schools are varying in different places. Conclusions of the studies pointed out the shortcomings of tribal residential schools and highlighted their advantages.

Ashram schools have the main purpose to discourage the students away from the atmosphere that is not conducive for learning and the development of their personality and approach. Also, Malyadri (2012) found that According to the basic parameter of tribal society is community life that is expressed through the various cultural festivals and celebrations. If teachers can engage in these occasions by paying due attention to tribal culture, then they can create a strong village educational center. They are inter-village schools, they are established

in areas, where normal schools cannot be established, and in most cases, backward tribal groups need to be covered.

Besides the impartment of formal education, emphasis is put upon physical activities, sports, games, dance, music, artworks, and handicrafts. These activities stimulate the mindsets of the students and they become more motivated towards learning. For the success of the schools, besides academic concepts, it is essential to organize cultural activities, so that schools are not just viewed as learning places but also as cultural centers. In these schools, there is a close interaction between the teachers and the students, they work in coordination with each other. Menon (2013) studied that The new schools opened in tribal areas to minimize issues, providing schools with facilities, tribal teachers' status and educational ability, the status of advanced curriculum and methods and teaching-learning material, enrollment and dropout information, evaluation system, and community engagement. These Single Teacher Schools started with many creative and revolutionary ideas in an isolated tribal area. Dicholkar's (2018) study reveals the inconsistency that despite having schemes, proper infrastructure, and various programs for tribal children, the legal framework presented that policymakers and the sad reality were an alarming stage of deprivation.

In ashram schools, certain deficiencies need to be improved upon. For instance, there is a lack of health/medical facilities, physical facilities (i.e. water shortage, deficient electricity) and there is not an adequate provision of dress materials to the students. These deficiencies proved to be barriers within the course of the acquisition of education and increase in the enrolment of students. It is one of the objectives of these schools to cause a decline in the drop-out rate of the students and increase the retention rate. Ashram schools in general need to provide good residential and individuals are needs to provide boarding and good food/lodging facilities. Ashram school functions need to be provided more significantly, within a structured and systematic framework.

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Paper Received : 29th October, 2021

Paper Reviewed : 25th November, 2021

Paper Published : 1st January, 2022



CTE



Shodhsamhita शोधसंहिता

ISSN No. 2277-7067

CERTIFICATE OF PUBLICATION

This is to certify that

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M.S. University of Baroda, Vadodara-390002.

For the paper entitled

**A STUDY ON ACADEMIC ACHIEVEMENTS OF STUDENTS OF ASHRAM
SCHOOLS FOR SCHEDULED TRIBES IN BHARUCH DISTRICT**

Volume No. VIII, Issue 2, 2021-2022

in

Shodhsamhita

UGC Care Group 1 Journal


Editor-in-Chief



THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA

PUBLICATION CERTIFICATE

Name of Ph.D. Supervisor Prof.Rameshbhai Chaturbhai Patel

Published Articles/Papers in Journals

Sr No.	Author(s)	Paper Title	Journal Name & ISSN & Volume No.	Published Year	DOI	Index in Scopus/UGC CARE/Clarivate	Document Submitted?
1	Prof. R. C. Patel & Vasharam M. Baladaniya	A Study on Physical Facilities and Academic Achievement of Tribal Ashram Schools of Bharuch District	Journal Name: ShodhSarita, ISSN: 22777067, Volume No.: 8	1-11-2021	-	In Scopus: Yes, In UGC CARE: Yes, In Clarivate: Yes	Submitted
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