A STUDY OF ASHRAM SCHOOLS FOR SCHEDULED TRIBES IN GUJARAT

Abstract

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ABSTRACT

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1.0 INTRODUCTION

Education is regarded as the potential instrument of social transformation and an essential means for national development. The United Nations Declaration of Human Rights (UNDHR), proclaimed by the UN General Assembly in 1948, enshrines education as an essential human right. It lays down three essential points regarding Education in Article 26 of the declaration:

1. 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.

2. Education shall be directed to the full development of the human personality and the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance, and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

3. Parents have a prior right to choose the kind of education that shall be provided to their children.

The right to education has long been recognized as encompassing access to educational provision and the obligation to eliminate discrimination at all levels of the educational system, set minimum standards, and improve quality. 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), the International Covenant on Economic, Social and Cultural Rights (1966) and the Convention on the Elimination of All Forms of Discrimination against Women (1981). 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. In addition, education is necessary to fulfill any other civil, political, economic, or social right.

The United Nations Convention on the Rights of the Child (1989) further strengthens and broadens the concept of the right to education, in particular through the obligation to consider in its implementation the Convention's four core principles: non-discrimination; the best interests of the child; the right to life, survival, and development of the child to the maximum extent possible; and the right of children to express their views in all matters affecting them and for their views to be given due weight by their age and maturity. The UN Sustainable Development Goals (SDG) have listed Education as Goal 4, and the member countries are expected to work to "*Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.*"

Education is the means to break the poverty barrier for millions of people worldwide 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 ('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.

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, of the Scheduled Castes and Scheduled Tribes, and shall protect them from social injustice and all forms of social exploitation

The spread of education among the weaker sections of society is an essential prerequisite to their all-around development and one of the essential mediums to assure them to

benefits of various safeguards provided under the constitution. Education for tribal people has also become a matter of great importance.

Before independence, very few efforts were made to educate the tribal and the other disadvantaged sections of our society, which constitute nearly one-fourth of the total population. After independence, the situation changed. The First Five Year Plan also noted the importance of Education in India and underlined the lack of schools and the rural-urban divide. It also identified that the current formal schooling system was not likely suitable for the tribal communities. The industrialization of the country has also changed the job complexion. Special attention began to educate many familiar people from disadvantaged sections, especially the Scheduled Castes (SC) and Schedule Tribes (ST). In addition to other measures, efforts were made to spread education among them.

To realize the objectives of all the stated policies government of India has initiated several steps. One such step is the establishment of Ashram Schools in different states. The major focus of Ashram Schools for Scheduled Cast and Scheduled Tribes is to bring about awareness among SCs and STs Community regarding education and ensure their maximum participation in education in form of enrolment of their child in such schools. These are residential schools with all facilities providing free education to the children of SCs and STs communities.

1.1 Scheduled Tribes In India

The term tribe is derived from the Latin word 'Tribus'. In the English language, the word appeared in the sixteenth century and denoted a community of persons claiming descent from a common ancestor. Loosely the term is used to define the original people of the land who have been residing there forever or *'Adivasi',* although there may be other connotations to the term tribe. Tribe or aboriginals has also been a regular feature of the census of India, even under the British, starting from 1872. The definition of tribe/aboriginals has caused grave concern and confusion among the census commissioners. The term tribe or tribal is not defined anywhere in the constitution of India. However, according to Article 342, STs Represent the tribe or tribal communities that the President notifies India.

STs in India are more like the indigenous or native people. Mishra (2002) defines Scheduled Tribes as people who (1) claim themselves as indigenous to the soil, (2) generally inherit forest and hilly regions, (3) broadly pursue a subsistence-level economy, (4) have great regard for traditional religious and cultural practices (5) believe in a common ancestor and (6) have strong group ties. However, all characteristics do not apply to all tribal communities. The Concise Oxford Dictionary defines tribes as a group of (primitive) families or communities linked by social, economic, religious, or blood ties and usually having a common culture and dialect and a recognized leader or any similar natural or political division.

As per Census 2011, the tribal population in India, standing at 10.43 crores or just 8.6% of the total population, is a minority in terms of its numbers. However, it represents an enormous diversity of groups that vary even among themselves regarding language, their inhabitants, their physical features, the size of their population, means of livelihood, level of development, and social stratification. They are spread over the length and breadth of the country; however, their geographical distribution is non-uniform. Most of the Scheduled Tribe population is concentrated in the eastern, central, and western belts covering the nine States of Odisha, Madhya Pradesh, Chhattisgarh, Jharkhand, Maharashtra, Gujarat, Rajasthan, Andhra Pradesh, and West Bengal.

The Scheduled Tribes are notified in 30 States/UTs, and the number of individual ethnic groups, etc., notified as Scheduled Tribes is 705 as per Census 2011.

1.2 Constitutional Provisions for Scheduled Tribes

The framers of our constitution agreed and concluded that India's tribal or indigenous people needed special provisions to ensure social justice. Therefore, it is no surprise that the Constitution of India has devoted more than 20 Articles to the redress and upliftment of the underprivileged following the policy of positive discrimination and affirmative section, particularly regarding the Scheduled Tribes. The Schedule of the tribes entitled to the special rights conferred on Scheduled Tribe by the constitution was issued in March 1950. The population of the 245 tribes included in this Schedule in 1950 was 178.75 lakhs, 7.8 percent of the estimated population.

1.3 Historical Perspective on Scheduled Tribes' Education in India

Literacy and educational attainment are considered important indicators of social and economic development among the backward groups in India. There was no organized method to educate the tribal communities during the British rule except for some work undertaken by Christian missionary organizations in some regions in India, especially the North-East.

At the time of independence, it was understood that to integrate tribal in the country's development trajectory to partake in the gains and ensure that they are not taken advantage of, some level of education must be provided to them. To get the tribal children into the formal schools, the Government started the scholarship program as soon as 1948-49. By the time of the First Five Year Plan, the Government had realized that the 'usual formal system of education is not likely to prove suitable to the tribal communities. So, it was left to the Commissioner of Scheduled Castes and Scheduled Tribes to find a solution to this challenge before the Department of Education could take it up. It was also proposed that the tribal children receive a 'primary cum basic education for eight years and that the program of basic schools is adjusted to the 'needs of forest, pastoral and agricultural communities of an elementary type'.

Similarly, the language of instruction for tribal was considered during the First Five Year Plan formulation, and it was generally accepted that the medium of instruction should be the mother tongue.

By the time of the Fourth Five Year Plan, the Scheme of economic incentives was introduced:

1. *To provide reservation in admission.*
2. *To provide facilities and concessions to the tribal students to pursue their studies.*
3. *To provide incentives to the parents to send their children to school; and*
4. *To provide scholarships to attract children to higher education.*

In the Fifth Five Year Plan (1974-79), the concept of Tribal Area Sub-Plan (TASP, later changed to Tribal Sub Plan (TSP)) was introduced, and elementary education has been accorded priority in the TSP approach. Under this program, attempts have been made to increase education access by bringing primary and middle schools within easy reach of each tribal child. Support is provided to establish and run Ashram Schools and hostels for

tribal children. Elementary Education is considered necessary, not only because of constitutional obligation but as a crucial input for the total development of tribal communities, mainly to build confidence among the tribes to deal with outsiders on equal terms.

The second National Policy on Education (NPE) in 1986 recognized the heterogeneity and diversity of tribal areas and laid down specific policies for the education of the tribal:

1. Priority will be accorded to opening primary schools in tribal areas.
2. There is a need to develop curricula and devise instructional material in tribal languages at the initial stages with arrangements for switching to regional languages.
3. Promising ST youths will be encouraged to take up teaching in tribal areas.
4. Ashram schools/residential schools will be established on a large scale in tribal areas.
5. Incentive schemes will be formulated for the STs, keeping in view their unique needs and lifestyle

The NPE, 1986 also reiterated the importance of instruction through the mother tongue for effective teaching and encouraged the incorporation of locally relevant content and curriculum, emphasizing the localized production of textbooks in local dialects.

The Ministry of Tribal Affairs (MoTA) was carved out as a separate ministry in 1999 out of the Ministry for Social Justice and Empowerment to provide a more focused approach to the challenge of socio-economic development of the Scheduled Tribes in India. The nodal Ministry administers the various Central Sector and Centrally Sponsored Schemes for the Scheduled Tribes.

To realize the objectives of all the stated policies government of India has initiated several steps. One such step is the establishment of Ashram Schools in different states. The major focus of Ashram Schools for Scheduled Cast and Scheduled Tribes is to bring about awareness among SCs and STs community regarding education and ensure their maximum participation in education in form of enrolment of their child in such schools. These are residential schools with all facilities providing free education to the children of SCs and STs community.

1.4 Tribal in Gujarat

As per Census 2011, out of the total population of Gujarat, the population of Scheduled Tribes is almost 14.75%. With 89, 17,174 STs inhabiting Gujarat, it is home to about 8.6% of the Scheduled Tribe population of India. In contrast, the SCs and Other Backward Castes are spread over the almost whole State, while Scheduled Tribes are more concentrated in districts like Dang, Tapi, Narmada, Navsari, Dahod, and Valsad. Among these, at 94.65%, Dang has the highest percentage of Scheduled Tribes in its population.

Comparing ST literacy levels in Gujarat with some of the other states reveals that Gujarat is doing reasonably well in comparison. However, this should not make the State complacent as the ST literacy rate compared to other social groups is still low.

1.5 Historical Background of Ashram School

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 political thinkers and social reformers like Gandhi, Tagore, and Vinoba Bhave. These were civil society organizations (CSO) initiated, residential schools for Dalit and tribal children. These, however, were few and dispersed across different regions and states of India. The Centrally Sponsored Scheme of 'Establishment of Ashram Schools in Tribal Sub-Pan Areas' has been in operation since 1990-91.

1.6 Ashram Schools in Gujarat State: Historical Background

Based on Mahatma Gandhi's model of **'**Basic Education', during the pre-independence period**,** Ashram Schools as residential schools were established mainly to prepare freedom fighters and impart literacy to the SCs and STs. During that period, well-known social reformers – Thakkar Bapa and Indulal Yagnik- started the first Ashram school in 1922 at Mirakhedi, a tribal village in Panchmahal District. Another two social reformers- Narhari Parikh and Jugatram Dave- started teaching farmers at Sarbhon Ashram in Surat District in 1924; this Ashram School was short-lived. In 1928, Veddachhi Ashram – the center of all constructive activities in Surat District, was converted as 'Ashram Udyog Shala'. During the freedom struggle of our country, the emphasis was on the preparation

of freedom fighters and social workers, but after independence, the second objective remained and got strengthened.

After independence, in 1953, the Government of Bombay resolved to give 100% non–recurring grant (for land, building, animals, implements for agriculture and spinning, etc.) and 90% recurring grant (for staff salary and hostel expenses) to the Ashram Schools run by a voluntary organization. Later in 1961, the Dhebar Commission recommended starting more Ashram Schools in tribal areas, with certain modifications in the curriculum in such schools to meet the needs of tribal children. Indian Education Commission (1964 – 66) recommended the introduction of tribal language as the medium of instruction in the first two years of the Ashram schooling. The NPE – 1986 also emphasized SC/ST education and its curricular reforms to meet Ashram Schools' clients' needs. These Ashram schools for the SC/ST children emphasize the principles of equalization of educational opportunities and free and compulsory education for all children up to 14 years. Ashram schools provide free boarding, lodging, uniform, books, writing material, etc. These facilities are expected to be good incentives to motivate SC/ST parents and children towards education, besides creating an atmosphere for better studies.

1.7 Functioning of Ashram Schools

Voluntary organizations generally manage ashram Schools, but Government provides grants to run the hostel facilities attached to these schools. Currently, it is given at the rate of Rs.1500/- per child per month for ten months in a year, along with hundred percent grants for salaries of teaching and non-teaching staff and some maintenance grants. The grant per child is meant to provide food, school uniform, soap, hair oil, etc., to the children and meet miscellaneous school expenses such as fuel, light bills, etc. Similarly, the sanctioned post of teachers per school is five, including the principal. Four non-teaching staff members include a cook, two helpers, and one named Kamati to help do agricultural activities on school land.

1.8 Rationale of the Study

Education is a potent tool for an individual's cognitive, affective, and psychomotor development. This is why education should not be misunderstood as teaching only

Reading, Writing, and Counting. Education also helps National Development. Educational Institutions provide highly skilled and trained human resources for all the sectors of the National Economy. Primary education is very vital, being a foundation for the entire structure of the formal education system. No country can develop itself without a sound, and efficient system of primary Education, and India is not an exception to this. Education, particularly primary education, is a basic need for leading a worthy human life. It is the key that opens the door to development and the quest for a better quality of life. One cannot imagine education without school as it plays a significant role in molding children's ideas, habits, and attitudes to make well-balanced individuals. Recognizing the importance of primary education, the constitution of India has stipulated free and compulsory primary education for all citizens of the country without any discrimination based on caste, creed, sex, religion, etc.

Under 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 Samakhaya (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, and special incentive schemes for SC/ ST / OBC / Handicapped / Minority Children including scholarships, accessible hostel facilities, etc. Thus, the Government has made certain rigorous and practical attempts to fulfill elementary education in a time-bound manner, as mandated by the 86th amendment

to the constitution of India, free and compulsory to the children of six to fourteen years of age group, a fundamental right.

The recommendations of the committees and commissions, various programs, policies, and incentives, indicate the Nation's commitment to the goal of UEE.

However, the country is yet to achieve the elusive target of UEE, which means 100% enrollment and retention of children with quality education. To achieve 100% enrollment and retention, it is necessary to remove dropouts. However, various factors are responsible for the dropping out of students:

1   The attitude of the people towards education.

2   Poverty (socio-economic condition of people)

3   Overload of domestic work and sibling care.

4   Seasonal migration for the search for jobs. (Rao,2003)

Out of all these above-mentioned acute factors responsible for the problem of dropouts, 'the family's migration was one of the main reasons for being absent to the school for more than one month compared to other reasons among repeaters and dropouts'(Rao 2003). Due to migration, the children's education is discontinued as the parents take these children along to migration. This reflects the economic compulsion encountered by migrant households. The migrant laborers are interested in getting whatever paltry amount the children can bring in. In acute hardships, the children's education becomes less critical, and 'Food First' is the primary concern for parents.

In some cases, parents desire to admit their children to school. They feel, that "it is better to have some education for kids as it will ensure them a good future". However, they are unable to resolve their problem. How and where can they leave their children if they go to school? During migration season which lasts for more than five to eight months, the parents leave for distant places searching for work. This is one of the most intricate problems for the students, as many of the children have to leave along with their parents, closing all the possibilities to attend a school. In the present scenario, it remains an unresolved dilemma. When the entire family migrates, the children's education suffers a great deal. Once the families return to their respective villages after an interval of 6 to 8 months, migrant children find it challenging to get re-enrolled in the same grade in the schools since they are not allowed to appear in the examination due to absenteeism or

even if they appear, they find it challenging to cope up with the backlogs and eventually drop out from the schooling system. The consequences of migration can be summed up in the following manner;

Consequences of migration on children

1. They were accompanied by their parents when they migrated for livelihood.
2. Away from school during peak academic sessions year after year.
3. Returning to class after summer vacation is very difficult.
4. Loss of study slowly but surely leads to dropping out before attaining class V / VII.
5. I was compelled to join the labor force prematurely as a child Labour.

If we want to address the above-mentioned consequences one of the solutions is Ashram School because Ashram school equalize educational opportunity, children are not compelled to accompany their parents when they migrate for livelihood, 'it provides facilities like free boarding and lodging and free supply of books, writing materials, dress, etc. These facilities are proved as good incentives to motivate Scheduled Caste and Scheduled Tribe parents' children towards education' (Patel,1992). For achieving the target of 100% literacy, NPE 86 has also suggested that the "Residential schools including Ashram schools will be established on a large scale."

In the era of rapid changes, education has been found the best tool unanimously to pace up properly. Hence, it has to be optimally effective. This realization has led the researcher to the chain thought of revising all the components of education. Ashram School has been found the utmost one as it consumes a substantial amount of government expenditure. Therefore, it becomes necessary to study the present status of Ashram Schools which consequently will lead us to frame different strategies regarding the Ashram School.

If we trace back the history of Ashram School, it can be observed that Ashram Schools were organized primarily with two objectives viz. (i) To prepare freedom fighters and (ii) To impart literacy among schedule caste and schedule tribes. However, the objectives of the Ashram Shala have been changed in the present time from that during the pre-independence period. As the priorities of the Nation have changed, it is felt that for the Nation's socio-economic development, 100% literacy is a must. The National Policy of Education, 1986 and The Programme of Action, 1992 also suggested that Free and

Compulsory Education of satisfactory quality should be provided to all children up to the age of fourteen years before we enter the 21st century. As a result, Ashram School's role has also been changed to provide general and vocational education. To understand what extent these objectives are realized and how they are realized, it is pertinent to make an in-depth and holistic analysis of all the activities of Ashram School.

Any study can be worth only when it has been done with an integrated approach or when it can help us identify the interrelation prevalent amongst the various components of the system. Thus, the researcher has realized the need for a study with a comprehensive picture of Ashram Schools. With this, the status of the Ashram Schools in Gujarat will be clear and help decide the strategies for their further growth. Since the Government has been making vigorous attempts to disseminate education by launching free education schemes and spending a considerable part of national income for the same, it becomes essential to evaluate the worth of such facilities. This will help consequently in the direction of further growth of Ashram Schools. Studies on students' problems in Ashram Schools or the facilities available fall short in comprehending or deciding the strategies to improve quality in the schools. We require a holistic approach for such a purpose.

2.0 Review of Related Literature

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 schools 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.

Ashram schools have the main purpose to discourage the students away from an atmosphere that is not conducive to 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 toward 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.

However, many aspects have been identified by reviewing the literature, which helps develop awareness about the various aspects of tribal education in general and residential schools in specific. Although several studies have been conducted on different aspects of Ashram Schools, a researcher has not come across a study on Ashram Schools for Scheduled Tribes of Gujarat. Hence the researcher felt to undertake a study in this area**.** Here in the present study, the researcher has gone through 53 studies, out of which 47 have been carried out at National Level, while 06 studies have been carried out abroad.

Out of these 50 reviews, six are based on projects carried out by National level institutions like The Planning Commission, Vikas Adhyayan Kendra, UNESCO, TATA Consultancy Services, Center for Budget and Policy Studies (CBPS) NUEPA.

Scheduled tribes deployed in India and Kerala. Various studies were reviewed to explore the problems and challenges faced by STs and to understand their needs. The review of related literature helped give a better understanding of the status of the ashram school in India and Gujarat State. It gives a comprehensive view of the various assistance schemes currently underway and their problems. The review of related literature and study has, to some extent, contributed to the systematic implementation of the present study. Studies related to the education of the scheduled tribe pointed out that the medium of instruction, poor parents' economic condition, indifferent attitude toward education, locality of village and schools, teacher-related problems, and lack of proper monitoring are the major issues related to the tribal education. Studies related to the educational, and developmental programs showed that many programs were implemented to develop STs. Scheduled tribe students have an average career/vocational aspiration level and lower career aspirations than general students.

Similarly, the adjustment of scheduled tribal students is average. Studies also showed that academic achievement motivation, mental health, personality, social competence, self-esteem, and creativity of scheduled tribes are comparatively lower. Studies related to tribal residential schools showed that the functions and facilities of schools vary in different places. The conclusions of the studies pointed out the shortcomings of tribal residential schools and highlighted their advantages. The review of all these studies helps a great deal to narrow down the pathway for the present study.

The studies directly focusing on the Ashram School have substantially focused on two components viz. Students' problems and facilities available in Ashram Schools. Besides, a very hazy picture of Ashram Schools emerges out of them as less uniformity is found in the findings as well as these studies are done mainly in the regions out of Gujarat. Very few studies have been done on the tribal schools in Gujarat.

The researcher feels the need for research that can put forth a comprehensive picture of Ashram schools for Scheduled Tribes in Gujarat in terms of their functioning, available

facilities, rate of dropouts, rate of retention, objectives, and their latest numbers and finally, their growth, as it has been missing at present.

3.0 Research Methodology

The methodology area of the study explains in-depth knowledge about the kind of methodology followed by the researcher for the research study.

3.1 Research Questions

Thus, the following profound research questions emerge are:

1   What is the status of the Physical Facilities of Ashram Schools for Scheduled Tribes in Gujarat?

2   What is the status of the Human Resources of Ashram Schools for Scheduled Tribes in Gujarat?

3   What is the status of Enrollment and Dropouts of Ashram Schools for Scheduled Tribes in Gujarat?

4   How do Classroom Transactions take place in Ashram Schools for Scheduled Tribes in Gujarat?

5   What is the status of the Human Resources of Ashram Schools for Scheduled Tribes in Gujarat?

6   What are the problems for students, Teachers, and Administrators of Ashram Schools for Scheduled Tribes in Gujarat?

7   What are the suggestions of Students, Teachers, and administrators to improve the functions of Ashram Schools for Scheduled Tribes in Gujarat?

3.2 Statement of the Problem

A Study of Ashram Schools for Scheduled Tribes in Gujarat

3.3 Objectives of the Study

The following objectives are formulated for the proposed study:

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 Dropouts from 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 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.

3.4 Explanation of the Terms

- **Scheduled Tribe**: The ST in the Indian context are the tribes or the communities or part of groups within tribe communities listed in Schedule V appended to the constitution of India, which the president of India may specify by public notification under the provision of Article 342 of the constitution.

- **Ashram School:** Ashram Schools are those elite schools that came into existence under the prescribed scheme of availing grants by the government in 1951 wherein tribal children are provided free lodging and boarding.

- **Physical Facilities:** It includes the infrastructural facilities, like sanitation facilities, housing facilities, the academic infrastructure required, agricultural land and equipment, and medical aid.

- **Human Resources:** It includes teachers, students, trustees, and principals

- **Functions:** Functions in Ashram schools are linked with the teaching-learning process, the residential schedule, administrative functions, admission process, and maintenance of quality in food, housing, and campus.

- **Administrators:** It includes public trust members approved by law and the principal of concern Ashram school for Scheduled Tribes.

3.5 Operationalization of the Terms

- **Academic Achievement:** Academic achievement refers to the score obtained by the students in different subjects of Ashram school for Scheduled Tribes on the test conducted by Zilla Panchayat Shikshan Samitee of the concerned district.

- **Enrolment:** It is the number of students admitted to a particular class in a year.

- **Drop out:** It is the number of students of a particular class who discontinue school before completing elementary education as informed by the principal.

3.6 Research Design

The present study is quantitative and a descriptive survey method was adopted to look into the nature of the study.

3.7 Population and Sample of the Research Study

Nachmias (1981) defined a population as a group of people, organizations, houses, records, legislators, and so on, depending on the research purpose. In the present research, Gujarat state is considered a locale, and 375 Ashram schools are belonging to ten tribal population-dominated districts of Gujarat state. All students, teachers, and administrators constitute the population of the present research.

Sample of the Study

Out of the population, 10% of Ashram Schools are from the tribal population-dominated district, the district which has 25% or more than 25% Scheduled Tribe (ST) population, (Framework for Implementation SSA, 2002), i.e. 40 schools were drawn based on Proportionate Random Sampling by using lottery method.

A total of 40 Ashram schools were selected out of which 4 Ashram Schools from Panchmahal, 7Ashram Schools from Dahod, 4 Ashram Schools from Vadodara, 5 Ashram Schools from Narmada, 1 Ashram school from Bharuch, 4 Ashram Schools from Surat, 5 Ashram Schools from Valsad, 2 Ashram Schools from Navsari, 2 Ashram Schools from The Dangs and 6 Ashram Schools from Tapi district.

Out of selected Ashram Schools

- All the teachers were selected to study the problems faced by them and also to study their suggestions.

- Four pupils' (two high achievers and two low achievers) from classes V, VI, and VII, and two administrators (one member of the trust and the Principals), of each Ashram School, were drawn based on Random Sampling to study the problems faced by them and also to study their suggestions.
- All the pupils, teachers, and principals were selected to study their Profiles.
- All the pupils of Ashram Schools were selected to study Academic Achievement.
- The teachers are teaching the six major subjects, i.e., 1. Science, 2. Mathematics, 3. Social Science, 4. English, 5. Gujarati and 6. Hindi was selected randomly to observe the class-rooms transactions. One class was observed from each Ashram School randomly which could cover all the above subjects.

3.8 Tools for Data Collection

Following tools were prepared for the data collection. The tools are explained below

1. Information Schedule

The researcher prepared the information schedule to study the status of school location particulars and school-related other essential information.

2 Observation Schedule

The observation schedule was prepared by the researcher to study the Profile of the human components and to collect information regarding academic achievements, dropouts rate, and enrollment rate of Ashram Schools for Scheduled Tribes in Gujarat.

3 Interview Schedule for Students

In the present study, the researcher designed a structured interview schedule for the Students which has nineteen questions.

4 Questionnaire for Teachers

In the present study, the researcher designed a questionnaire for the teachers which has thirty-three questions.

5 Questionnaire for Principals

In the present study, the researcher designed a questionnaire for the principals which has thirty-seven questions.

6 Interview Schedule for Trustee

In the present study, the researcher designed a structured interview schedule for the trustees which has twenty-two questions.

3.9   Data Collection Procedure

- At first, the researcher took permission from authorities for data collection. The data collection is planned as follows,
- The researcher devoted two days to each Ashram School. The researcher personally filled up checklists and Information schedules.
- With prior planning and permission, interviews of students and trustees were conducted by the researcher separately.
- For the Classroom Instruction, the teachers are teaching the six major subjects, i.e., 1. Science, 2. Mathematics, 3. Social Science, 4. English, 5. Gujarati and 6. Hindi was selected randomly to observe the class-rooms transactions. One class was observed from each Ashram School randomly which could cover all the above subjects from each sampled school were observed, keeping in mind the evaluation criteria prepared by the researcher.

3.10   Data Analysis

The collected data were analyzed, both quantitatively and qualitatively. A brief overview of the same is presented in the table given below:

Sr. No.	Objective	Sources of Data	Tools	Data Analysis
1	To study Physical Facilities of Ashram Schools for Scheduled Tribes in Gujarat.	School Premises	Checklist Observation & Information Schedule	Frequency %
2	To study the Human Resources of Ashram Schools for Scheduled Tribes in Gujarat.	School Registers	Information Schedule & Observation	Content Analysis & frequency %

3	To study academic achievements of students of Ashram Schools for Scheduled Tribes in Gujarat.	Annual Examination Result Prepared by Concern Ashram School from Class 1 to 7	Information Schedule	Frequency %
4	To study Enrollment and Drop-outs from the year 2006 to 2013 of Ashram Schools for Scheduled Tribes in Gujarat.	General & attendance Registers	Information Schedule	Frequency % and Trend Analysis
5	To study the classroom transactions in Ashram Schools for Scheduled Tribes in Gujarat.	Teachers' Classroom Transactions Observation in Concern Class	Observation	Frequency % & Content Analysis
6	To study problems faced by Students, Teachers, Administrators, and supporting staff of Ashram Schools for Scheduled Tribes in Gujarat.	From Students, Teachers, Principals, and Trustees	Interview & Questionaire	Qualitative Thematic Analysis & Content Analysis
7	To study suggestions of Students, Teachers, Administrators, and supporting staff for improvement of functions of Ashram Schools for Scheduled Tribes in Gujarat.	From Students, Teachers, Principals, and Trustees	Interview & Questionaire	Qualitative Thematic Analysis & Content Analysis

4.0 Major Findings of the Study

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

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

Type of transport facility available for students

In 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.

Compound Wall and Gate

It can be revealed that all the Ashram schools have complete compound walls and gates.

Condition of the compound wall and gate

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.

Cleanliness and Hygiene of Compound

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 good and eight (20%) schools are rated very poor in terms of Aesthetically.

Electrification of the Building

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.

Kitchen Shed

It can be seen that Ashram Schools have clean and hygienic kitchen sheds whereas 12 (30%) schools did not have clean and hygienic kitchen sheds. 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.

Arrangement of fuel

It can be revealed 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.

Source of water

It can be found that the thirty-one schools (77.5%) have a well or water baring 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 wells and the quality of groundwater 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.

Menu of Meals provided to students of Ashram schools

It was found that the menu of meals prepared and accordingly meal was 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.

Quality of Meal provided to students of Ashram schools

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.

Cleanliness and Condition of Rooms

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

Items observed in Ashram School

It was derived that 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.

Status of Maintenance of the registers in the Ashram schools

It can be derived 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 Analysis of the Human Resources of Ashram Schools for Scheduled Tribes in Gujarat

Gender-based Analysis of the Teachers' profile

It was derived that there are 147 males and 110 females working in the Ashram Schools. A total of 257 teachers are working in the Ashram Schools.

Age-wise distribution of teachers

It was found that 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.

Educational Qualification of teachers of ashram schools

It was derived 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.

Academic Profile of the teachers in terms of subject specialization

It was found 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.

Analysis of the Principals' Profile in Ashram schools

Gender-wise distribution of Principals

It was found that there are 24 males and 16 females working in the Ashram Schools. A total of 40 principals are working in the Ashram Schools.

Age-wise distribution of Principals in Ashram schools

It was found that 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.

Educational Qualification

It was found that out of 40 principals, 31 principals did Bachelor of Education (B.Ed.) and 09 principals did PTC when they joined Ashram Schools.

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

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

It was found that 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.

District-wise distribution of students studying in the ashram schools

It was found that maximum students 796 are from Dahod and minimum 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.

4.3 Analysis of Enrollment and drop out from 2006- to 2013

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

It can be found 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.

It is concluded that average of the percentage of Enrollment of 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 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.

It can be concluded that average of the percentage of Enrollment of 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 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

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.

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

It was found that during the year the 2007-08 District-wise lowest percentage of Enrollment of students was found in the Tapi District with 96.22 percentage 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.

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

It was found that during the year the 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.

District-wise percentage of lowest and highest Enrollment of students during the year of 20009-10 of Ashram Schools

It was observed that 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.

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

It was found that 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 percent of the Enrollment of students.

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

It was seen that 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 percent of the Enrollment of students.

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

It was observed that 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 percent of the Enrollment of students.

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

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 the year 2006 to 2013 of Ashram Schools for Scheduled Tribes in Gujarat

It is concluded that average of the percentage of Drop-outs students from the year 2006 to 2013 of Ashram Schools for Scheduled Tribes in Gujarat is the from selected schools of Panchmahal, Dahod, Vadodara, Narmada, Bharuch, 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 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

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

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

It was found that during the year of the 2007-08 District-wise lowest percentage of Drop-outs students was 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 percentage of the Drop-outs.

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

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.

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

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.

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

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.

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

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.

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

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.

4.4 Analysis of Classroom Transactions in Ashram Schools.

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

Analysis of responses of Ashram School follows Annual Academic Calendar

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.

Response and percentage of response for Weekly Timetable of Ashram School

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 the 95 percent of schools have displayed the timetable in their classroom and87.5 percent of schools followed Weekly Timetable.

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.

It was observed that in the Majority of the schools' Teachers' classroom transactions it was found average and good. It can be said about the component of teaching:

- Concerning the Introduction of lesson 13 (32.5%),) of the Ashram Schools classroom teaching was found to be Very Good, Good in 6(15%) Schools, Average in 7 (17.5%) schools, and Poor in 8 (20%) schools.
- Concerning Explanation of the topic 23 (57.5%),) of the Ashram Schools' classroom teaching was found to be Very Good, Good in 6 (15%) Schools, Average in 3 (7.5%) schools, and Poor in 5 (12.5%) schools.

- Concerning Illustrations provided 9 (22.5%) of the Ashram Schools' classroom teaching was found to be Very Good, Good in 11 (27.5%) Schools, Average in 7 (17.5%) schools, and Poor in 6 (15%) schools.

- Concerning Relating the content to the child's environment 3 (7.5%) of the Ashram Schools' classroom teaching was found to be Very Good, Good in 9 (22.5%) Schools, Average in 11 (27.5%) schools, and Poor in 7 (17.5%) schools.

- Concerning Skill of questioning 10 (25%) of the Ashram Schools' classroom teaching was found to be Very Good, Good in 7 (17.5%) Schools, Average in 12(30%) schools, and Poor in 8 (20%) schools.

- Concerning Communication ability 17 (42.5%) of the Ashram Schools' classroom teaching was found to be Very Good, Good in 4 (10%) Schools, Average in 13 (32.5%) schools, and Poor in 4 (10%) schools.

- Concerning Confidence while teaching 11 (27.5%) of the Ashram Schools' classroom teaching was found to be Very Good, Good in 17 (42.5%) Schools, Average in 9 (22.5%) schools, and Poor in 2 (5%) schools.

- Concerning Blackboard work 16 (40%) of the Ashram Schools' classroom teaching was found to be Very Good, Good in 5 (12.5%) Schools, Average in 12 (30%) schools, and Poor in 4 (10%) schools.

- Concerning the Use of teaching aids 1 (2.5%) of the Ashram Schools' classroom teaching was found to be Very Good, Good in 7 (17.5%) Schools, Average in 14 (35%) schools, and Poor in 4 (10%) schools.

- Concerning Summarization of the content taught 2 (5%) of the Ashram Schools' classroom teaching was found to be Very Good, Good in 4 (10%) Schools, Average in 15 (37.5%) schools, and Poor in 8 (20%) schools.

Activity/Activities during the classroom teaching:

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.

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.

Homework / Exercises to strengthen classroom learning

It can be revealed that, out of the observed schools, in Most of the thirty-seven schools (92.5%) teachers are giving homework / Exercises to strengthen classroom learning to the students only in three schools (7.5%) teachers are not giving homework to the students.

Description of the homework/ Exercises to strengthen classroom learning 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.

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.

4.5 Analysis of Academic Achievement of Students

Standard Wise Mean Academic Achievement of Students 2006-07

- It was found 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.

Standard Wise Mean Academic Achievement of Students 2007-08

- It was found 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.

Standard Wise Mean Academic Achievement of Students 2008-09

- It was derived 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.

Standard Wise Mean Academic Achievement of Students 2009-10

- It was found 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.

Standard Wise Mean Academic Achievement of Students 2010-11

- It was found 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.

Standard Wise Mean Academic Achievement of Students 2011-12
- It was found 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.

Standard Wise Mean Academic Achievement of Students 2012-13
- It was derived 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.

A year and Standard Wise Average Academic Achievement of Students from 2006 to 2013

- It was found 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 Analysis of Problems Faced By Students, Teachers, and Administrators of Ashram Schools

Problems faced by Students

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.

- 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.
- 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.
- Classrooms, teaching aids, language, and style of teaching students are not able to comply with the learning procedure.
- Some of the students' revealed that their parents are not at all encouraging them in their studies.

Problem Faced by Teachers

Following problems were faced by teachers.

- 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.
- 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.
- Teachers expressed a 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.

- 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.

- 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.

- 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.

Problem Faced by Principals

Following problems were faced by principals.

- 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.
- 44 percent of the Principals of the Ashram Schools have replied that students, particularly girls are not taking part in events of the Balmela.
- 32 percent of the Principals of the Ashram Schools have replied that there is a need for the equipment.
- 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.
- 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 Principalsfelt 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 Principalsfelt that the celebration of days is taking so much time and energy.
- All Principalsreported 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.
- 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, no proper response from the higher-ups,and a lack of proper functioning of the village education committee of the Ashram Schools.

- The majority of the Principals have replied that there is an irregularity in a grant from the government.

- 42percent 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 inadequate ventilation, playground, and other furniture, and the creation of awareness among the parents about the importance of education was found to be the important suggestion made by the teaching and non-teaching staff.

- 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	HM room
9	Teacher room
10	Common hall

- All Principals of the Ashram Schools have replied that Transfer is not available
- 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.

Problem Faced by Trustees

Following problems were faced by trustees.

- 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.

Trustees of the Ashram Schools have replied that they have problems working with several officers that aregiven 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 Harmonious relationship among teachers, Head Masters (HM), and parents of the students. Though, Ashram Schools had moderate in this regard.

- 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 are arranged for teaching in classrooms.

- 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 HostelAccommodations.

- 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.

- Almost all (ninety percent) of the trustees of the Ashram Schools have replied Majority of Head Master opined that proper guidance & counseling services were not available for the students in present Schools and the provision of medical facilities for the students is overall inadequate.

- 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. The Principals were not consulted while transferring their teachers. There was no librarian in many Schools and also science laboratories were not well equipped.

4.7 Analysis of Suggestions of Students, Teachers, and Administrators for improvement of functions of Ashram Schools.

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.
- 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

Suggestions of teachers

Following suggestions were received from teachers.

The majority of the teachers 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.

Suggestions of Principals

Following suggestions were received from 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.

- Regarding migration, 18 percent of the Principals of the Ashram Schools have replied that Employment can be made for the parents as per the locality of the particular habitat.

- 60 percent of the Principals of the Ashram Schools have replied that there should be a fixed programme given to celebrating and organizing days and

programme and other co-curricular activities

- For drop out students56 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'

- 46 percent of the Principals 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.

- 40 percent of the Principals of the Ashram Schools are suggested to meet with the Principals and teachers and suggestions are given to deal with matters related to teaching-learning in the Ashram Schools.

- 32 percent of the Principals of the Ashram Schools are suggested that there is a need for full-time separate post shown in Ashram Schools for it even after the schools has all the teaching and non-teaching staff it is very essential to manage.

- 28 percent of the Principals of the Ashram Schools are suggested that it is an essentialrule to criteria for the examination and those who are not eligible are passed the exam willbe declared to fail and do not get any kind of promotion.

- Several innovative methods of teaching, including a focus on a practical approach to teachingScience, Mathematics, Geography, and other subjects.

- 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 classroominfrastructure.

- The creation of awareness among the parents about the importance of

education was found to be the important suggestion made by the Principals.

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.

- 44 percent of the trustees of the Ashram Schools have replied that Ashram Schools accepted that they like their teachers and the reasons for their liking are good teachings, teaching with stories and use of educational aids, and games, and looking after the students well.

- 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 Headmasters 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, which is also causing a financial burden on the management.

- 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.

5.0 Discussion of Findings

The historical deprivation and marginalization of the tribal population have left them far behind the mainstream society in almost all aspects of life, including health, education, etc. We know that education is a potential tool for the empowerment of any vulnerable population. For enhancing school education among the tribes, the government started several schools such as Model Residential Schools, Ekalavya Model Residential Schools, Ashram Schools, Tribal schools, etc., exclusively for tribal students. The focus of the present study was to find out the status of physical facilities, Human Resources, academic achievement, enrollment and dropout, and classroom transections in Ashram schools. It further attempted to study problems, and suggestions needed for improvement of the Ashram schools.

In this section, a discussion is provided about the findings of the study in the light of the observation and findings of the review of related studies.

It is been observed that due care has been taken in the selection of the Ashram schools were in the market place and nearby villages are easily accessible and transport is also available. 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. So primary health kit/first aid box should be available to each of the Ashram schools in functional condition. During the interview, it was found that in some of the schools first aid box is poorly maintained and medicines are not maintained on time.

From the analysis of data related to physical facilities, As far as cleanliness and hygiene maintained in compound and classrooms are concerned there prevails average condition which includes, broken compound wall boundaries, not cleaned wash areas, and unhygienic classrooms. Classrooms are electrified. The kitchen shades were in Good

condition and cleanliness is maintained. The meal served and quality of the meal in Ashram schools, a mixed scenario prevails. The same has been reported by Biswal (2014). In terms of the infrastructural resources facilities majority of the items were found to be adequate except for a few. It is found that boilers provided to the Ashram schools are not sufficient and properly functional. RO systems are either not adequately functioning or nonfunctioning in nineteen of the forty schools. The Science kit is also not adequate in number in 19 of the Ashram schools.

It is revealed from the analysis of the data related to human resources it is found that all the school's principal is appointed full-time/in charge. A total of 257 teachers are working in forty ashram schools which include permanent teachers appointed by the Government of Gujarat and teachers appointed by the trust temporarily. 4480 students are 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. It creates a healthy picture of the human resources but when we see the quality of teaching provided by the teachers the picture is not so colorful.

Concerning the enrollment, it was observed from the findings that despite proving all the facilities in adequate amount, percentage of enrollment of students is declining surprisingly. But the positive sign is seen in the declining trend in terms of dropouts.

It was observed that in the Majority of the schools' Teachers' classroom transactions it was found average and good. If we further analyze the Concerning Introduction of the lesson 47.5% of the teachers' classroom teaching was found to be Very Good and Good and rest of the schools it was either not done or not properly done. As far as Explanation of the topic is concerned 72.5 % of the teachers' classroom teaching was found to be satisfactory in the majority of the schools. Concerning Illustrations provided 50 % of the teachers' classroom teaching was found to be average. Kumar (2004) also supported that standard of teaching at ashram schools is not very different from those of formal schools.

In the rural area connecting learning with a child's age range is more important and in terms of that the picture in classroom teaching is not very encouraging. Only thirty percent of the classrooms it was noticed that teachers could succeed in doing that. Teachers ask questions to the students in half of the classes (50%) under observation.

As far as the classroom Communication ability of teachers of the Ashram Schools is concerned it is overall good. Teachers use the language at the level of the students. The classroom teaching was found to be satisfactory in terms of interactivity in classrooms. Teachers teach with Confidence in classrooms and use blackboard actively. It was observed that the majority of the time blackboard work is the major component of classroom teaching. The government provides various grants for preparing teaching-learning material but only a few of the teachers could use them. And appropriate use of teaching aid is found in only one class under observation. Only a few teachers have a habit of summarizing the content at the end of class.

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

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 which follow the trend of any other normal schools

When it comes to qualitative responses collected through interviews for identifying problems and suggestions related to ashram schools. As far as facilities provided to the students, the problem highlighted was that 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, they need cupboards. With regards to teaching-learning material, it was observed that 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.

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. For drop pit students 56 percent of the students

Another problem highlighted by the teachers is that students were not able to understand whatever is taught by teachers largely due to language barriers than due to the methodology of teaching. 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. The same was supported by Sahu (2014) that the major challenge the students are facing is the quality of education they are getting. In the same line Narvane (2017) the major challenge the students' are facing is the quality of education they are getting further reported that there was a lack of sensitivity, absenteeism, knowledge of tribal culture, and a language barrier in the teaching-learning process.

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. 100 percent of the Teachers of the Ashram Schools have replied that the effectiveness of the Ashram Schools depends on the leadership ability, skill, and professional experience of the Principals and teachers.

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. Enrollment is increased, and retention is there but we see the quality of education is still a concern for the academia.

Suggestions provided by the students and teachers and even during observation it was noted by the researcher that when it comes to several items and infrastructural facilities it is adequate but when it comes to the quality of infrastructure it is not up to the mark. For dropout students, 56 percent of the headmasters 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. A similar opinion is been given by Sujatha (1994) that the core elements like community awareness and community mobilization are needed to get adequate importance and attention.

Overall it can be concluded that this was the attempt to create a comprehensive understanding in the area of Ashram schools where quantity is not the issue but quality of education provided to the children of ashram schools, facilities provided, and most importantly educative purpose of the Ashram schools are yet to realize in the Indian context.

6.0 Suggestions for Further Research

- Case studies can be conducted on the improvement of scheduled tribes' performance after coming to ashram school.
- A comparative study of the ashram school system of Gujarat and other states.
- Comparative studies between two or more ashram schools can be conducted to show a comparative picture of the administrative aspect, curriculum, and activities of the ashram school.
- A similar kind of study for the high schools and girls' high schools managed by the tribal welfare department, government of Gujarat.
- A comparative study of cost-benefit analysis of ashram schools with general schools.
- A comparative stud of the academic achievement of ashram school students with general schools in the same area.
- A survey can be conducted in ashram schools in India.
- A comparative study of intelligence, mental ability, and academic performance of ashram school students with general school students.

7.0 Implications of the Study

The study is a comprehensive document of the exciting scenario of Ashram Shalas in the state of Gujarat. The findings of the study would be useful for policymakers, state and national education agencies, NGOs working for the tribal education or tribal community, and researchers.

- The findings of the study will be useful to gain insight to identify gaps and challenges in the existing status of the Ashram schools and encourage researchers to research specific areas of tribal education.
- The study will be useful for policymakers of public and private organizations to generate flexible and accessible facilities for tribal children and strengthen tribal education.
- The study can be a primary source for the non-government organizations to identify the concerns and empower. And also, manufacturing organizations can support NGOs as a part of their corporate social responsibility.
- The study will be useful for the teacher-educators to gain insights into tribal education development and develop effective teaching techniques.

8.0 Conclusion

Ashram schools have the main purpose to discourage the students away from an atmosphere that is not conducive to learning and for the development of their personality and approach. 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 toward 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.

In ashram schools, certain deficiencies need to be improved upon. For instance, there is a lack of medical facilities, water shortage, deficient electricity and there is no 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. These schools in general are residential and individuals are provided boarding and lodging facilities. One of the positive areas is, that they function within a structured and systematic framework.

The major challenge in nation-building today is the optimal development of all segments of our society. human resource development strategy calls for maturation and optimal utilization of all segments of the population. education has been rightly considered an important input in the development of human resources in the country. it was hoped that the phenomenal growth in educational facilities since independence would lead to the minimization of inequalities in this sector. it was, however, realized by the end of the quarter-century of independence, that the expansion of educational facilities was not necessarily accompanied by equalization of opportunities for all. due to differential availing capacity interest in an already stratified society, existing inequalities got further accentuated. to correct the distortion, a shift infamous of equity has become the watchword in planning strategies and provision of educational facilities. Almost since independence India committed itself to achieve an equalitarian social order and implemented several policies to improve the status of the weaker sections of the society in general and the scheduled castes and scheduled tribes in particular.

The opening of hostels and ashram schools for scheduled caste and scheduled tribe students needs to be seriously debated and decided upon by the educational planners and administrators. for, almost all research on the SC and ST has shown that the home environment of the students is not conducive to learning. but it is realized that the mere opening of ashram schools to political or administrative pressure does not solve the problem. the aims and objectives of setting up of ashram school come to be gradually ignored by the teachers, administrators, and planners. without providing minimum educational facilities opening new ashram schools are likely to be useless. secondly, the craft education which is the main objective of the setting up ashram school also comes to be gradually ignored and sidetracked because of more concentration given to the academic aspects. From the history of setting up ashram schools, it is seen that these

types of schools were mainly opened as cultural centers through which more tribal children could be attracted to educational institutions. but it is seen that there is no trace of cultural activities in these schools and students are being alienated from their rich tribal culture. at present baring free lodging and boarding facilities, these schools are like general schools. these observations need to be considered before planning the further opening of new ashram schools.

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