

Monitoring & Evaluation  
of Tribal Ashram Schools Scheme  
( with special reference to Gujarat)

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## **Introduction:**

It is not an exaggeration to state that the State of Gujarat has always initiated in working for the disadvantaged groups and thereby provided leadership to whole of India. It is known world-wide that the education programme for the tribals have been initiated ever since the effort of Thakkarbapa and other Gandhians even before independence.

With an effort to march forward this tradition, the Ashram school Scheme was started in 1953. Gradually, the scheme had undergone value based and structure based changes. Here is an effort to examine its impact on education for tribals independently as well as to examine the prevalent conditions in the scheme. It is sincerely hoped that the suggestions incorporated will be useful for re-structuring the policies for bright future of tribal education.

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## **CHAPTER-1**

### **ASHRAM SHALA : AN-EVALUATION PLAN**

- 1.0.0 Introduction
- 1.1.0 Why evaluation
- 1.2.0 Objectives of the study
- 1.3.0 Why an Ashramshala for tribal students
- 1.4.0 Issues for the research
- 1.5.0 scope of the study
- 1.6.0 Tools for collection of data
- 1.7.0 Project-procedure
- 1.8.0 Limitations of the Study
- 1.9.0 Experiences

**CHAPTER-1****ASHRAM SHALA : AN EVALUATION PLAN****1.0.0 Introduction :**

The UNESCO's Report on Education by an International Commission, for education for 21st Century named "**Learning the Treasure within**" indicates four pillars of education which are useful for human life throughout are (1) Education for knowledge (2) Education for creation (3) Education for co-living and (4) Education for existence.<sup>1</sup> Thus the commission believes that in order to face the challenge of 21st Century, the child should be provided such education through which he can acquire the tools for understanding, can creatively work in the environment around, can learn to be a partner and co-operate with other people in all human activities; and also can learn how to live a better life and how he can make his life better. The report considers education to be an unavoidable ideal and further states : "Mankind understands that education is an essential wealth to achieve the ideals of peace, liberty and social justice in order to cope up with the challenges that lie within future." The commission supports the above perception about education and states that education has to play a very important role in development of an individual and that of a society. Of course, the Commission also believes that education by itself is not a magic solution or a panacea for all the problems; none the less, education is so competent to empower one to get harmonious and sustainable development<sup>2</sup>. It is most essential to develop these skills among deprived sections of people including tribal communities.

As per 2001 census report, the overall literacy rate of the nation is 64.9 percent; but this literacy rate among schedule tribes is 47.1 percent. Considering all States and Union territories, Gujarat ranks at no. 17 from among a list of 35 in literacy rate. There are totally 30 States and Union territories where there is a population of schedule tribes, and Gujarat is at no. 19 in terms of literacy rate. In short, Gujarat lags behind many States in literacy rate in general as well as in literacy rate among its tribal population.

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1. From the Gujarati translation Shikshan : Bhitarno Khajano by Deepak Prataprai Mehta, P.44
  2. Ibid, P.1

During last five decades the rate of literacy has been ever expanding both in the population of the State in general as well as in its tribal population also; but the difference between the two has widened. The difference of about 22 percent between these two literacy rate has been witnessed in last few decades and the same rate also prevails to-day. i.e. in 1961, the literacy rate of the State was 30.45 percent; and that of the schedule tribes was 11.69 percent; indicating difference of 18.76 percent between the two. Now in 2001, the literacy rate of State population is 69.14 percent; and that in tribal population is 47.74 percent; indicating the difference of 21.40 percent.

Besides, the spread of education is not equal in different tribal communities. There has been a considerable difference between one tribe and another one. As per 2001 census, there have been certain tribes where the literacy rate is below 40 percent. They include Bharwad, Rabari, Charan (Gir area), Kathodi-Katkari, Kolgha, Nayaka-Nayakada, Padhar, Rathwa, Warli and Kotwalia tribes. As contrast to this, we find higher literacy rate-exceeding 50 percent among Barda, Bawcha, Chaudhari, Dhodiya, Gamit, Kunbi, Patelia, Pomla and Siddis. The quality of education is also low among schedule tribes. From among those who are literate, most of them have reached upto primary level. As per 2001 census report, only 0.98 percent of schedule tribe people have attained higher education.

The main reason for educational backwardness among tribal communities is that most of tribal people reside in forest areas or hilly areas. The educational facilities among hilly and forest areas, where tribal people habitate are far less than in plane areas. Besides, the level of motivation for education is also less among tribals than among non-tribals. This educational backwardness is a part of their general backwardness. Like many modern Governments, India has also adopted the principle of free and compulsory primary education for all. Besides, India, through its constitutional provisions is committed to free and compulsory primary education. It is therefore responsibility of the State that all tribal children have an access to educational opportunities. However, it is argued that the State cannot reach the remotest backward areas in providing education. Often, under this excuse, the voluntary

agencies / NGOs are permitted to run the schools in backward areas. The role of such voluntary organizations has been significant in terms of providing education to tribal children. They have started Ashramshalas in such areas and have attracted many children to education. The gradual rise in level of education is due to such Ashramshalas. Besides, Ashramshalas have also contributed in bringing about social change in tribal society.

Ashramshalas are run by voluntary bodies, for which they get grant-in-aid from the Government. The number of Ashramshalas are also gradually increasing. It has been believed that in the field of education, Ashramshala is a successful tool for widening the scope of and development of primary education among tribals. Nevertheless, there have been certain complaints and bitter feelings about Ashramshalas also; such as :

- If there are Primary School in each village, why an Ashramshala becomes necessary ?
- The voluntary organizations have their own vested interests and they have been deploying Ashramshalas also for their personal interests. That is why, the problem of tribal education has been in dispute.
- Ashramshalas are meant to keep tribals only tribals (and backward). Therefore the Ashram element or basic elements in education should be discarded.
- Since the administration of Ashramshalas is entrusted to Tribal Development Department after 1994, there has been gradual decrease in education quality.
- The benefit of Ashramshalas is given to only some class of people.
- Ashramshalas are sanctioned to voluntary organisation even when they donot have adequate basic facilities to run it.
- It is necessary that voluntary organizations have the spirit of service; but the present voluntary bodies give more importance to profession rather than to the service objectives.



In order to provide a blue print for development of Ashramshalas in future context, considering several complaints against them or considering their innate weaknesses/limitations in present context; it was found necessary to conduct a scientific study to provide a scope for improvement in their management. With this objective, it was necessary to study the present conditions of Ashramshalas and to understand the issues which stumble their growth and problems they face. It was also necessary to find out better ways and means to overcome these problems; so that in long run, the Ashramshalas can accelerate the scope of education. If the findings and suggestions of this study are kept in view in running an Ashramshala, then the study would serve its purpose and the misgivings and misconceptions about Ashramshalas in popular mind will also be clarified.

### **1.1.0 Why an evaluation ?**

Ashramshalas play very significant role in development of education among tribal areas. It is a blessing for tribal students. However, there have been general discussion among some people in the society about relevance of Ashramshalas when there have been a primary school practically in all villages. Besides, people often argue that behind running of Ashramshalas, the service element is subsidiary; and the voluntary organisations running Ashramshalas are more interested in strengthening their own agencies and therefore they have been physically expanding the programme and neglecting the amenities of tribal students. Further, since 1994, the administration of Ashramshalas has been entrusted to Tribal Development Department which has resulted in gradual reduction in quality of education in Ashramshalas. The voluntary organisations running Ashramshalas have been utilising the funds of grant in aid in strengthening their own financial stability rather than on development of education of tribal students. There have been a grumbling among people that those voluntary organisation who do not follow the rules and regulations or those not having adequate experience / expertise are also sanctioned Ashramshalas. This policy of Government has resulted in increase in number of Ashramshalas but it has not resulted into better quality of education for tribal children. This is a real issue.

There has also been an argument that the maintenance grants provided to the student by Government in running of Ashramshalas is inadequate for providing proper amenities to the children. Besides, the infra structural facilities that exist in the primary school run by Direct Education Committee are far superior to that in Ashramshalas. The staff members of Ashramshalas are most unsatisfied employees and that directly affects the quality of education adversely in Ashramshalas. Considering this, a question arises as to whether Government would like to reconsider the issues of grant in aid to Ashramshalas and its policies in general regarding Ashramshalas.

A systematic study alongwith close observation is essential to find out replies to these issues. An evaluation of Ashramshalas became more necessary when the Ministry of Tribal Affairs, Government of India, asked to give a studied opinion about Ashramshalas run for tribal students of Gujarat.

#### **1.2.0. Objectives of the Study :**

- (1) To know what changes took place among education for tribal children through Ashramshalas.
- (2) To examine the infrastructure and management of Ashramshalas in relation to development and motivation for education of tribal children. Also to examine whether facilities in existing Ashramshalas are adequate and whether number of Ashramshalas are also adequate.
- (3) To examine the quality of education of students in respective standards.
- (4) To find out whether students are satisfied with the Ashramshalas in which they study.
- (5) To know the level of wastage in Ashramshala education.
- (6) To assess the execution of various educational activities
- (7) To make recommendations for effective educational activities
- (8) To examine the provision of grant-in-aid given by Government for running Ashramshalas and their utilisation
- (9) To study the problems of Ashramshalas and to find their solutions.

### 1.3.0 Why an Ashramshala for tribal students ?

On the eastern strip area of Gujarat, there are nearly 5800 tribal villages in 43 talukas of 12 districts of the State. The geographical conditions demand distinct and special educational arrangements. Tribals usually migrate to various places. The migration of large number of tribal families create problem of education and maintenance of children, who are left behind back at home. Besides, the tribal villages are not compact. They are spreaded over 2-3 kms to 10-12 kms. Here therefore, one school for the entire village will not serve the purpose. It can become difficult for a child to reach to a school, located several kms away from home, though located in the same 'village', All these circumstances necessitate for an Ashramshala for education of tribal children. The Ashramshalas in Gujarat have been in place for nearly 90 years. The first Ashramshala was started in the year 1922 in Mirakhedi of Panchmahal district. After independence, the Ashramshala scheme was formulated in the year 1951-1952, and Ashramshala was considered as a best alternative for tribal education. Consequently, several Ashramshalas were started in tribal areas throughout the State. Even to-day, Ashramshalas have been functioning as a best alternative available in tribal areas for education of tribal children.

### 1.4.0 Issues for the research :

- (1) What is the Philosophy of Ashramshalas for education in tribal areas ?
- (2) To what extent, the present Ashramshalas fulfill their principles ?
- (3) How can the level of education in its competence and qualities can be raised in Ashramshala education ?

### 1.5.0 Scope of the study :

Upto 2010, there were 547 Ashramshalas in the State of which 450 are Primary Ashramshalas and 97 are post basic education Ashramshalas. Table No.1.1 indicates distribution of Ashramshalas district-wise in various decades.

Table No. 1.1  
District wise Ashram Schools (Decadal Growth)

District	51 - 60		61 - 70		71 - 80		81 - 90		91 - 2000		2001 - 2010		Total	
	Primary Ashram-shala	Post basic Ashram-shala	Primary Ashram-shala	Post basic Ashram-shala	Primary Ashram-shala	Post basic Ashram-shala	Primary Ashram-shala	Post basic Ashram-shala	Primary Ashram-shala	Post basic Ashram-shala	Primary Ashram-shala	Post basic Ashram-shala	Primary Ashram-shala	Post basic Ashram-shala
Patan	-	-	-	-	-	-	-	-	-	-	01	-	01	-
Sabarkantha	03	-	02	02	06	03	13	03	16	05	03	05	45	13
Ahmedabad	-	-	-	-	-	-	01	-	-	-	-	-	01	-
Banaskantha	01	-	01	-	05	01	03	01	09	02	03	02	22	05
Bharuch	02	-	02	01	02	-	01	-	-	01	02	-	09	02
Surat	04	-	06	04	03	05	06	05	16	02	01	01	36	13
Tapi	03	-	07	-	07	07	32	07	05	04	02	-	56	12
Valsad	05	-	05	-	09	02	18	02	11	02	02	01	50	05
Navsari	04	-	03	02	03	01	06	01	03	01	03	01	22	06
Dang	01	-	-	-	-	-	08	-	03	-	-	-	12	-
Kheda	-	-	-	-	-	-	-	-	01	-	-	-	01	-
Dahod	08	-	02	01	07	05	15	05	34	10	04	-	70	17
Vadodara	02	-	06	02	06	04	11	04	12	04	01	04	38	15
Narmada	02	-	06	02	04	-	12	-	18	02	03	02	45	06
Panchmahal	02	-	04	-	06	-	04	-	16	01	04	02	36	03
Surendranagar	-	-	-	-	-	-	-	-	-	-	01	-	01	-
Junagadh	-	-	-	-	01	-	-	-	01	-	01	-	03	-
Porbandar	-	-	01	-	-	-	-	-	-	-	-	-	01	-
Jamnagar	-	-	-	-	-	-	-	-	01	-	-	-	01	-
<b>Total</b>	<b>37</b>	<b>-</b>	<b>45</b>	<b>05</b>	<b>59</b>	<b>14</b>	<b>130</b>	<b>28</b>	<b>146</b>	<b>34</b>	<b>33</b>	<b>16</b>	<b>450</b>	<b>97</b>

In the districts having tribal population; the number of people residing in these tribal districts have great variation. Besides, they differ in their way of life. The district-wise distribution of Ashramshalas is meant to find out whether such distribution is even or uneven, considering the tribal population in the district.

“The Primary interest of the groups running a programme for Ashramshalas’ education is political power. With the change of political place of groups running Ashramshalas, there has been an impact on development of Ashram education system. Gradually with changing places politically, there is an impact on the role played by Ashrami educational institution in tribal education and their aims.”<sup>3</sup> In the earlier pattern of Ashramshalas, there was provision to provide agricultural training alongwith post-basic education. Importance was given to labour-intensive courses to create a sense of respect for labour work and those doing labour work. Later on, the condition that, for starting an Ashramshala, an organisation must have a piece of agriculture land was loosened. To-day many Ashramshalas donot have spare land for agriculture - oriented activities. e.g. in Dahod, under ITDP area, out of 114 Ashramshala, 44 donot have such piece of land.<sup>4</sup> Likewise under ITDP area of Valsad, only 60 percent of Ashramshalas have such piece of land. Besides, earlier the Ashramshalas were functioning under administrative control of Education Department but since 1994, the administrative control is vested in Tribal Development Department.<sup>5</sup>

Considering all these facts, it transpires that there have been several changes in the form and philosophy of Ashramshalas over several decades. Keeping this in mind, the decade-wise distribution of Ashramshalas was made to find out the changes that took place over last several decades. After considering these, a sample has been selected of 10 percent, representing cross section of all districts and all decades. For reaching a sample,

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3. Joshi, Dr. Vidyut, Ashramshalas : A study; 1980 p. 202, 212,
  4. Kumar B.L., Tribal Education in Gujarat : An Evaluation of Educational Incentive Schemes; 2004
  5. G.R.No. AMG - 1493/2042/G/ dated 4-3-94 of Tribal Development Department.

- In the first place, a list of names of all the Ashramshalas in each district and in each decade was made.
- The single Ashramshala as the district was purposefully selected, so that the district is represented in a study.
- Thereafter, considering remaining decades as also considering the districts, the ashramshalas were selected from concerned districts and from concerned decades, on random sampling method.
- While selecting the Ashramshalas for the study, it was kept in mind that they represent a cross section of management trusts running them.
- However, it appeared that in a particular district, and in a particular decade, more Ashramshalas were sanctioned to same trust. In such cases, in order to get the particular decade represented in the study, more than one Ashramshalas run by the same trust have also been selected.

Thus, it was ensured that proper representation was maintained for the evaluation study. The selection procedure will make available detailed information about Ashramshala scenario in the State. Table.1.2 indicates number of the selected Ashramshalas in each relevant district started in each relevant decade. The names of all these selected Ashramshalas is shown in Annexure-I.

Table No. 1.2  
Selected Ashram Schools (District & Decade vice)

District	51 - 60		61 - 70		71 - 80		81 - 90		91 - 2000		2001 - 2010		Total	
	Primary Ashram-shala	Post basic Ashram-shala	Primary Ashram-shala	Post basic Ashram-shala	Primary Ashram-shala	Post basic Ashram-shala	Primary Ashram-shala	Post basic Ashram-shala	Primary Ashram-shala	Post basic Ashram-shala	Primary Ashram-shala	Post basic Ashram-shala	Primary Ashram-shala	Post basic Ashram-shala
Patan	-	-	-	-	-	-	-	-	-	-	01	-	01	-
Sabarkantha	01	-	-	01	01	01	01	01	01	01	01	-	05	01
Ahmedabad	-	-	-	-	01	-	01	-	-	-	-	-	01	-
Banaskantha	-	-	-	01	-	-	-	01	01	-	-	-	02	01
Bharuch	-	-	-	-	01	01	01	-	-	-	-	-	01	01
Surat	01	-	01	-	01	01	01	01	01	01	-	-	04	01
Tapi	-	-	01	-	01	-	02	01	01	01	01	-	06	01
Valsad	01	-	-	-	01	-	02	01	01	01	-	-	05	01
Navsari	-	-	-	-	-	-	01	-	01	01	01	-	02	01
Dang	-	-	-	-	-	-	01	-	-	-	-	-	01	-
Kheda	-	-	-	-	-	-	-	-	-	01	-	-	01	-
Dahod	01	-	-	01	01	01	01	-	03	01	01	-	07	02
Vadodara	-	-	01	-	01	-	01	01	01	-	-	-	04	02
Narmada	-	-	01	-	-	-	01	-	02	-	-	01	04	01
Panchmahal	-	-	-	-	01	-	01	-	02	-	-	01	04	01
Surendranagar	-	-	-	-	-	-	-	-	-	-	01	-	01	-
Junagadh	-	-	-	-	01	-	-	-	01	-	01	-	03	-
Porbandar	-	-	01	-	-	-	-	-	-	-	-	-	01	-
Jamnagar	-	-	-	-	-	-	-	-	01	-	-	-	01	-
Total	40	-	05	01	08	02	14	04	17	03	06	02	54	12

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### 1.6.0 Tools for collection of data :

Following tools were deployed for data collection :

(1) Schedule (2) Questionnaire (3) Evaluation test (4) Observation (5) Discussion with groups

#### (1) Schedule regarding Ashramshala :

(1) Information sheet about Ashramshalas / Schedule (2) Questionnaire

(1) Information sheet about Ashramshala / Schedule for Staff :

The information regarding Ashramshala management was collected through this statement; which indicates, year of starting of Ashramshala, name of the trust running the Ashramshala, facilities and amenities for students such as residence, diet, sports etc; information regarding employees - their number and qualifications, technical information about the school etc. The schedule was divided into 7 major sectors; such as :

(1) General information (2) Physical amenities (3) Residential accommodation (4) educational component, (5) educational facilities (6) co-curriculum activities and (7) administrative matters.

Under these 7 main heads, totally 119 questions were framed. The concerned staff members / employees were contacted for relevant information of the schedule, which was collected by the trained field workers in person to ensure its validity. When the schedule was pre-tested, it did not contain information about grant-in-aid. This aspect was added during final phase by way of 5 specific questions; which were asked only to members of management. When the schedule was prepared, expert opinions were sought from experienced scholars, and their suggestions were incorporated in the schedule.

#### Schedule regarding Students :

Students are real beneficiaries of Ashramshalas. If one tries to understand the perspective of students, it can reflect the total system. His perspective is based on how he is treated in an Ashramshala, what facilities are provided to him, what are his



experiences of group living etc. All these aspects are essential to understand Ashramshala system. This schedule contained 21 questions relating to Ashramshala living and Ashramshala - education including type of residential facilities, educational environment, group living experiences, attitude and aptitude of students including their suggestions for improvement. From each Ashramshala, 6 students have been selected for collecting this information.

**(2) Questionnaire :**

- (1) Statement to be filled by Principal
- (2) Statement to be filled by teachers

**1. Statement to be filled by Principal :**

This statement contained information about employees of a school and about educational facilities. It also contained information about administrative bottlenecks faced by Principal and what he thinks can be done in this regard. The statement contained 32 questions / columns, which were to be filled in by the Principal by himself.

**2. Statement to be filled by teachers :**

Teachers are core part of an Ashramshala. The Statement contained information, from a teachers' point of view, about difficulties faced in the process of teaching, aptitude/interest of the students in learning, educational facilities available for students / teachers etc. The Statement contained 42 questions and the questionnaire was required to be filled in by teachers themselves. From each Ashramshala, one male and one female teachers were identified for the study; so that gender-specific aspects could also be addressed.

**(3) Evaluation Test :**

Evaluation tests for Std. VI, Std. VII, Std. VIII & Std. IX

The evaluation tests were devised for the above mentioned 4 categories of students to examine their educational competence in their respective

standards. Totally 46 questions were incorporated as below; 10 questions each on mathematics, science, social sciences and English and 6 questions on general knowledge. This was an objective test, wherein 4 options were provided as answers; from which a tickmark ( ✓ ) was to be made on right answer. In order to find out the competence in writing, two questions were asked in Hindi and Gujarati language one each. The tests were assigned 50 marks and students were provided 40 minutes' time to attempt. Ten students from each standard and 40 students from each Ashramshala school were identified with simple random sampling method.

**(4) Observation :**

Some of the aspects of evaluation cannot be covered through Schedule and/or questionnaire. Such data needs to be supplemented through observation. e.g. The information about cleanliness of school and campus, decency of students, quality of food, regularity / punctuality of students and staff, discipline of students, equipments with the organisation, teacher-student relationship, various educational facilities, educational activities, educational aids, competence of a principal etc. can be better judged by observation. A shortlist for observation points was prepared.

Taking these points of observation, as shortlisted above, the field workers made participatory as well as non-participatory observation. The participatory observation was made while remaining present during meals, prayers, labour work etc; whereas non-participatory observation was made during their class-room teaching, observing children's behaviour, looking at environment of campus, observing competence of the principal in dealing with various day-to-day situations etc. A detailed observation report was prepared for each Ashramshala; wherein both observation and experiences have been noted.

In the present study, more emphasis is laid on qualitative evaluation of Ashramshalas. We believe that only such evaluation can reveal the proper

picture. For such qualitative evaluation, a base has been taken from observation-cum-experience reports on Ashramshalas.

**(5) Discussion :**

One day workshop was planned twice with all concerned and connected officials, personnel, office bearers etc. such as Ashramshala Officers (GoG), staff members of Ashramshalas, office bearers / trustees of agency / organisations, teachers etc. The first workshop was held with officials and organisers (management); whereas second one was arranged with teachers / principals / employees. The opinions expressed by respective participants in both these workshops were recorded and considered while evaluating the programme.

**1.7.0 Project Procedure :**

- Considering the objectives mentioned in a project proposal, the tools for collection of data were selected.
- For formulating the Schedule, questionnaire etc. as well as an observation sheet, a detailed study was done about such tools being utilised in previous studies and getting some clues from them, the tools were formulated to suit the need for the evaluation study.
- For formulating test-papers for std. VI, VII, VI & IV the text books prescribed by Gujarat State text-books association/were used.
- The Schedule, Questionnaire etc. were shown to experts and their suggestions and opinions were considered and necessary changes made in them.
- Pre-testing of tools were made on Ashramshalas selected on random basis, situated in North, East, South and West, one each.
- The field workers personally visited selected Ashramshalas and information contained in both schedules were filled by them.
- Questionnaires were given to concerned Principals and they filled in the information and returned them.
- The questionnaires for teachers were also given to selected teachers - one male

and one female from each Ashramshala under study, and they filled the information themselves.

- The tests of students were taken in the presence of field workers only. For Std. VI & VII, 10 students from each selected Primary Ashramshala were taken; whereas for Std. VIII & IX, 10 students from each selected post-basic Ashramshalas were taken.
- The observation report was prepared based on observation reports prepared by field workers, after they made participatory and non-participatory observations of Ashramshalas under study as per directed procedure.
- Based on information collected in pre-testing, the tools (schedule, questionnaire and Evaluation test papers) were revised to make them more responsive.
- Ashramshalas were identified as shown in 1.3 above for final phase of evaluation.
- In first phase of data-collection, 18 Ashramshalas were contacted from the districts of Sabarkantha, Banaskantha and Dahod.
- Such information was collected through direct contact, by the field workers and also the observation was made by them. They also prepared their report on observation.
- In second phase of data collection, 8 Ashramshalas were contacted from 6 districts of Ahmedabad, Porbandar, Jamnagar, Patan, Junagadh and Kheda.
- In third phase of data collection, 40 Ashramshalas were contacted from 10 districts of Bharuch, Surat, Tapi, Valsad, Navsari, Dangs, Vadodara, Narmada, Panchmahal and Surendranagar.
- The same procedure of data collection/observation was followed in all these phases.

#### **1.8.0 Limitations of the study :**

There are totally 547 Ashramshalas in the State. It is not possible to cover all the Ashramshalas in a study. We could cover only 66 (12 percent) Ashramshalas in this study. The time constrain forced us to spend only one day and one night in each of these Ashramshalas.

**1.9.0 Experiences :**

- Ashramshala is an excellent system to give justice to geographical, cultural factors and to folk-dialects.
- One can observe the feelings of community living and co-operation among children.
- Almost all Ashramshalas are striving for total development of tribal children.
- The co-operation from Principals and teachers was available from all the Ashramshalas.
- Children were found enthusiastic to learn new things.
- Where the teachers are also having residential facilities, the children could find solution of their difficulties there only.
- In many schools, campus was clean; but there was lack of cleanliness among students. Neither students nor teachers looked concerned about it.
- In many Ashramshalas, the teachers do not get residential facilities for want of physical amenities required.
- In some Ashramshalas, students remained constantly absent. Due to such conditions, the field worker had to pay frequent visits.
- Some Ashramshalas did not have a compound wall. This creates a problem of security for children.
- In some places, there are 2-3 institutions running in a single campus.
- In some places, children in a class-room were not attended by, due to absence of teachers.
- Almost everywhere, meals were not served according to prescribed menu. Besides, quality of food was inferior and poor.
- In some of the Ashramshalas, the treatment of teachers was not good; and at some places, the students also did not behave respectfully towards their teachers.
- In some of the Ashramshalas; there were no adequate teaching aids, which affected quality of education.

## **CHAPTER-2**

### **BACKGROUND OF ASHRAMSHALAS**

- 2.0.0 Ashramshalas : Origin and growth
- 2.0.1 Ashram system and education in ancient period
- 2.0.2 Ashram education system before Independence
- 2.0.3 Development of Ashramshalas after independence
- 2.1.0 Ashramshala Scheme :
- 2.1.1 Pre-conditions for sanction of an Ashramshala
- 2.1.2 Administrative set up of Ashramshalas
- 2.1.3 Principles of Ashramshala

**CHAPTER-2****BACKGROUND OF ASHRAMSHALAS****2.0.0 Ashramshalas : Origin and growth****2.0.1 Ashram system and education in ancient period :**

In ancient India, life was divided into four Ashrams by Aryans. The first 25 years of life were those of Brahmcharyashram (a period of celibacy). During this period, students used to go to Ashrams of Rishi-Muni and stayed there to acquire knowledge. Rishi-Muni gave them lessons of knowledge. The Ashrams were like an extended families. Acharya was a father-figure and his wife was a mother-figure. There, they learnt about academic subjects and practical life-oriented learning. Students, besides learning his lessons, also used to all household work such as bringing water, grazing cows, bringing firewood, serving elders, collecting food articles etc.

The Ashrams were run on donation. They were free from any interference. The admission was available to all-rich and poor, king and his subjects. Children stayed with Guru and acquired knowledge. There were no separate place to learn, to stay and to take food. Ashram education system was an unique system of that time. Ashrams were usually located at a distant place from a village or a town. Ashrams kept good objectives such as;

- To motivate children for better, holy, religious life
- To build their character
- To develop their personality
- To know the culture of people and to create an environment for wholesome living.

Thus, Ashrams aimed to make a life of the children personally satisfying and socially useful. But during medieval period British rule, the system collapsed.

**2.0.2 Ashram education system before Independence :**

During British period, education aimed at creating cadre of clerks. It was an orthodox education and both middle class and higher class families availed its benefits. Gandhiji realised that it was useless and can become obstacle in the struggle

for independence wanted to give such education which could be important to nation. Therefore, he drafted 'national education'. He advocated self-reliance in education. He gave equal importance to crafts and went to the extent of 'literacy through craft learning'.

Gandhiji prepared a base for such education in Kochrab Ashram, Paldi (Ahmedabad), Harijan Ashram, Sabarmati and Sevagram, Vardha. Thus a new pattern of Ashram education developed. The schools providing such education were known as Ashramshalas.

Before independence, State was not concerned about welfare of people living in backward, remote, deep, forest areas. However, Gandhiji and his followers were concerned about welfare of these people; and they made efforts in that direction. They started several experiments of Ashram pattern of education alongwith constructive programmes. Those who followed Gandhiji in this direction were Thakkarbapa, Jugatram Rawal, Ravishankar Maharaj, Manubhai Pancholi, Babalbhai Mehta etc. The first Ashramshala was started in Mirakhedi, Dist. Panchmahal by Sukhdevbhai in 1922. During this period, both Shri Jugatram Dave and Narharibhai started an Ashram at Sarbhon (Dist. Surat). In 1928, an Ashram Udyogshala was started at Vedchhi. All these schools did impart literacy training; but they were also centre of independence movement.

Under Thakkarbapa's guidance, many more such schools were started at other places. After that, the then Government of Bombay, Department of Education appointed Start Committee which observed about education of tribal children :

"In remote tribal villages, where there is no possibility of starting a small primary school for std 1 to 4, there is a need to start residential schools with hostel facilities attached near their hutment"<sup>1</sup>

Start Committee also recommended, "As far as possible, the responsibility to run the hostels be entrusted to the voluntary social body and they should be handed over to social service agencies and they should also be provided with necessary financial assistance."<sup>2</sup>

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1. Start Committee Report, IV, P.3
  2. Shah Vimal : Tribal Issues (Start Committee Report), P.25.



Thereafter Simington Committee was constituted, which submitted its report in 1937. He also recommended that primary education should be made compulsory and that the tribals should be instructed in their tribal dialects only.

Thus both these committees have recommended for expansion of education among tribals and also on providing education to tribals.

### **2.0.3 Development of Ashramshalas after independence :**

After independence, in the State of Bombay, the cabinet under the leadership of Balasaheb Kher took interest in issues of tribal education and resolved, "Let Government accord sanction for Ashramshalas for bringing effective solution to the educational problems of schedule tribes and people living in backward areas; where the tribal children should be given free education and free meals; and let them be given basic training under supervision and guidance of able and service minded teachers".<sup>3</sup>

Thus the Ashramshalas in tribal areas were encouraged by Government. Government carefully framed simple grant in aid rules. It was decided to give 100 percent grants for non-recurring expenditure such as land, buildings, instruments and animals. The development phases were thought out and it was thought to give Government grants to the full extent. It was also insisted by Government to Start Ashramshalas by voluntary bodies. In that year, three Ashramshalas were registered and the number gradually increased.

In 1959, the Estimates Committee presented its 48th report wherein, on the issue of education, it was stated; "The Committee feels that Ashramshalas have larger contribution in development of children; because, they are taken care of, from very early age. These schools bring change in their life-style at very low cost and make them cultured. Therefore, there should be more number of Ashramshalas for tribals and untouchables; and their management should be entrusted to non-Government organisations."<sup>4</sup> Thus, the development of Ashramshalas got encouragement. Both Renuka Ray Committee and Elwin Committee also made a number of recommendations for education of tribals.

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3. GR No. BCH 1953 Education Department, Govt. of Bombay
  4. Shah Vimal; Problems of tribals, Report of Estimates Committee, P. 48

When Gujarat was separated from Maharashtra (1960), there were 41 Ashramshalas in Gujarat.<sup>5</sup> Thereafter Dhebar Commission also made recommendations inter alia, "More number of Ashramshalas should be started in tribal areas and at least one craft should be introduced in its curriculum. Proper place should be given to folk-stories, folk-songs and folk-dances in the education"<sup>6</sup>.

Thus, all the Committees have accepted importance of Ashramshalas in tribal educational programmes, and have also recommended to increase its number. Government of Gujarat has also sanctioned new Ashramshalas every year. Besides, Bhan Committee was constituted to study the problems which are obstacles. Government accepted all the recommendations of Bhan Committee.

In earlier years, Ashramshalas were opened for nomadic and primitive tribes only. But, the Government of Gujarat constituted a Commission under the Chairmanship of Justice A.R. Bakshi. The Commission recommended 82 castes to be socially and educationally backward communities (SEBC); and Ashramshalas for children of SEBC, SC and ST. were started by Government /Voluntary organisations.

Ever since when there were only 3 Primary Ashramshala in 1953-54, and when the post basic Ashramshalas were started in 1963-64, there has been constant increase in the number of Ashramshalas. Following Table 2.1 indicates the number of Primary Ashramshalas, decade-wise since 1953 to 2010 and number of post basic Ashramshalas decade-wise since 1963 to 2010.

The table indicates that in each decade, there has been continuous growth in number of Primary and post basic Ashramshalas; but there has also been considerable difference in the growth between the decades. The growth in the decades 2001-2010 is more as compared to the growth in the decade 1991-2000; but this growth is much less as compared to growth that took place during 1981-90 and 1991-2000 decades.

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5. Directorate of Education

6. Shah Vimal : Tribal issues, Report of Dhebar Commission, P.113.

Table 2.1

Information about number of Primary Ashramshalas and Post basic Ashramshalas established decade-wise

Years Decade	Primary Ashramshalas		Post basic Ashramshalas		Total	
	Number	Percent	Number	Percent	Number	Percent
1951-60	37	8.22	-	-	37	6.76
1961-70	45	10.00	5	5.15	50	9.14
1971-80	59	13.11	14	14.43	73	13.35
1981-90	130	28.89	28	28.87	158	28.88
1991-2000	146	32.44	34	35.05	180	32.91
2001-2010	33	7.34	16	16.50	49	8.96
<b>Total</b>	<b>450</b>	<b>100.00</b>	<b>97</b>	<b>100.00</b>	<b>547</b>	<b>100.00</b>

**Source :** List of Ashramshala / Post basic Ashramshalas (as on 31-3-2010) Commissioner, Tribal Development Department, Gujarat State.

During 1981-1990 decade, 158 (29.88%) Ashramshalas were started whereas during 1991-2000 decade, 180 (32.91%) Ashramshalas were started, Thus, during 1991-2000, 22 more Ashramshalas were started as compared to the decade 1981-1990. This is 4.03% more. During the decade, 49 (8.96) Ashramshalas were started which are less by 131 as compared to 1991-2000, indicating 23.95 percent decline. Thus, it can be concluded that the growth during the decades is uneven.

The number of Primary Ashramshalas and Post basic Ashramshalas started during the decade 2001-2010 is indicated in Table. 2.2.

It indicates that during the decade totally 49 Ashramshalas were started of which 33 were primary and 16 were post basic. It also shows that there is not a single Primary Ashramshala started after 2004-05. Only 8 post basic Ashramshalas appear during one year i.e. 2007-08.

Table 2.2

## Ashramshalas established during the decade 2001-2010

Years Decade	Primary Ashramshalas		Post basic Ashramshalas		Total	
	Number	Percent	Number	Percent	Number	Percent
2001-2002	27	81.82	7	43.75	34	69.39
2002-03	3	9.09	1	6.25	4	8.16
2003-04	1	3.03	-	-	1	2.05
2004-05	2	6.06	-	-	-	4.08
2005-06	-	-	-	-	-	-
2006-07	-	-	-	-	-	-
2007-08	-	-	8	50.00	8	16.32
2008-09	-	-	-	-	-	-
2009-10	-	-	-	-	-	-
<b>Total</b>	<b>33</b>	<b>100</b>	<b>16</b>	<b>100</b>	<b>49</b>	<b>100</b>

**Source :** List of Ashramshalas/Post basic Ashramshalas (as on 31-3-10) Commissioner Tribal Development Department, Gujarat State.

Here, it is also seen that maximum number of Ashramshalas were started during 2001-2002 (34) (69.39%). But, Ashramshalas have been started in some years; and were not started in other years. Thus, the growth is uneven even year-wise.

Same is the position, if we look at district-wise number of Ashramshalas/Post-basic Ashramshalas. Some districts have more number of Ashramshalas; and some districts have less number of Ashramshalas. Table 2.3 shows the district-wise position.

There is an inequality in number of Ashramshalas district-wise also. Let us see at the table below :

**Table 2.3**  
**Number of Ashramshalas for S.T. Children (district-wise)**

Sr. No.	District	Primary Ashramshala		Post Basic Ashramshala		Total	
		Number	Per-cent	Number	Per-cent	Number	Per-cent
1.	Banaskantha	22	4.89	5	5.15	27	4.94
2.	Ahmedabad	1	0.22	-	-	1	0.18
3.	Kheda	1	0.22	-	-	1	0.18
4.	Surendranagar	1	0.22	-	-	1	0.18
5.	Junagadh	3	0.67	-	-	3	0.55
6.	Porbandar	1	0.22	-	-	1	0.18
7.	Jamnagar	1	0.22	-	-	1	0.18
8.	Patan	1	0.22	-	-	1	0.18
9.	Sabarkantha	45	10.00	13	13.40	58	10.60
10.	Panchmahal	36	8.00	4	4.12	40	7.32
11.	Dahod	70	15.66	21	21.65	91	16.63
12.	Vadodara	38	8.44	10	10.31	48	8.78
13.	Narmada	45	10.00	6	6.19	51	9.32
14.	Bharuch	9	2.00	2	2.06	11	2.02
15.	Surat	36	8.00	13	13.40	49	8.96
16.	Tapi	56	12.44	12	12.37	68	12.43
17.	Valsad	50	11.11	5	5.15	55	10.05
18.	Navsari	22	4.89	6	6.19	28	5.13
19.	Dangs	12	2.67	-	-	12	2.19
	<b>Total</b>	<b>450</b>	<b>100</b>	<b>97</b>	<b>100</b>	<b>547</b>	<b>100</b>

Out of 547 Ashramshalas, maximum number i.e. 91 (16.63%) are located in Dahod district. This is followed by Tapi district (68) (12.43%). Sabarkantha district is at no.3 with 58 (10.66%) percent; followed by Valsad district where 55 Ashramshalas (10.05%) are located. The districts of Ahmedabad, Kheda, Surendranagar, Porbandar, Jamnagar and Patan have only one Ashramshala each. (i.e. 0.18 percent). 19 out of

28 districts have Ashramshalas; but in the districts of Bhavnagar, Rajkot, Amreli, Kutch, Anand, Gandhinagar and Mehsana have no Ashramshala. In these districts, though the tribal population is between 0.23 percent to 8.22 percent.<sup>7</sup> Overall looking at the growth rate of Ashramshalas, starting with only 3 in the year 1953, to-day, they have reached to 547 in 2010, which is a landmark development.

### **2.1.0 Ashramshala Scheme :**

#### **2.1.1 Pre-conditions for sanction of an Ashramshala :**

As per the norms for sanction of Ashramshala, applications are called for by giving an advertisement in newspapers for sanction of Ashramshalas on the basis of population of various tribes/communities subject to budget provisions made in the State budget. From among the applications received from various trusts/voluntary organisations, sanction is accorded to those trusts/voluntary organisations which fulfill the prescribed criteria. The applications are called subject to following conditions.<sup>8</sup>

- (1) The organisation/association must be registered under Public Trust Act, 1950 or Societies Registration Act, 1960.
- (2) The organisation must prepare a list of minimum 30 boys willing to get admitted in Ashramshala.
- (3) There should not be any Ashramshala imparting such education within 5 kms of Tribal Area sub-plan.
- (4) The applicant organisation must produce a certificate to the effect of having adequate land, water, electricity and the buildings having total facilities as required; at the place where they propose to start the Ashramshala.
- (5) The applicant organisation must be financially sound.
- (6) Both teaching/non-teaching staff will be eligible for fixed pay at the rates as per existing rules and regulations of Government.

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7. Patel Bhikhabhai, Tribals : a perspective, 2001

8. From the copy of advertisement given by the commissioner of tribal development, Gujarat State for the year 2001-2002.

### 2.1.2 Administrative set up of Ashramshalas :

The Administrative setup of Ashramshalas run by Voluntary organisation has two divisions; one at Government level and second at organisation level :

#### 1. At Government Level



Thus the Government set-up is divided in there different levels. Viz State, District and Taluka. At each level, various officials have to perform their respective functions as below :

#### State level :

**Government (Department) :** To given sanction for Ashramshala

**Commissioner :**

- (1) To sanction grants to Ashramshalas
- (2) To supervise the functioning of Dy. Director.

**Dy. Director :**

- (1) To call applications for starting of new Ashramshalas
- (2) To examine details of grant admissible to Ashramshalas and process it for sanction.
- (3) To supervise the work of Ashramshala Officers.

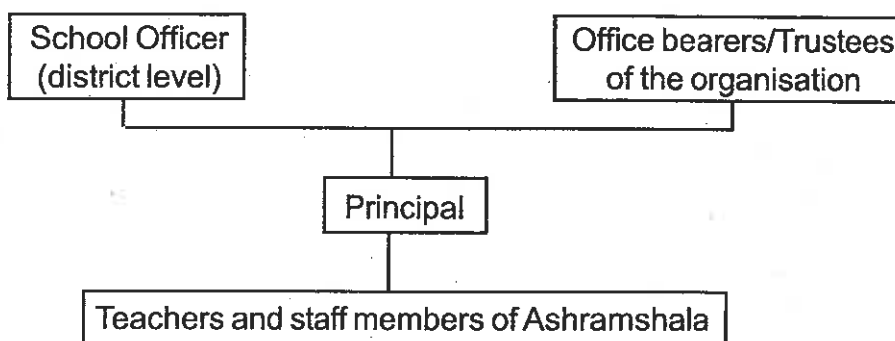
#### District Level :

**Ashramshala Officer :**

- (1) To conduct annual inspection of Ashramshalas
- (2) To make surprise visits to Ashramshalas
- (3) To ensure that the Ashramshalas function as per norms/regulations prescribed by Government
- (4) To understand problems of Ashramshalas and to seek solution
- (5) To supervise the working of school inspector.

**Taluka Level :**

- School Inspector: (1) To conduct annual evaluation of the educational activities conducted in ashramshalas.

**2. At Organisation Level :**

At Ashramshala level, Principal looks after its routine administrative matters. He is responsible to run an Ashramshala according to the instructions received from the organisation as well as from district level officials. He has to take decisions at school level, with the help of employees of Ashramshala.

**2.1.3 Principles of Ashramshala :**

- (1) In the first year, there should be 15 boys and 15 girls. During each subsequent year, admissions are to be given to 10 new boys and 10 new girls. Ultimately, the strength should reach 120.
- (2) There should be equal ratio of boys and girls from nearby villages.
- (3) There should be two separate units for boys and girls. One male teacher has to act as a House Master and one female teacher has to act as a House Mother respectively in boys' and girls' sections.
- (4) The children between the age group of 7 to 9 years are to be admitted in first year and children upto 10 years are to be given admission in further classes in an Ashramshala.
- (5) For strengthening of knowledge in the subjects of Mathematics, English, Science and languages in post-basic Ashramshalas, the coaching classes will be run by the organisation at its own cost.



- (6) Two teachers can be sanctioned for students below 90 number, three teachers for students above 90 but below 120 numbers and four teachers can be sanctioned for 120 students in an Ashramshala.

An Ashramshala should have following number of staff members as sanctioned by Government : Teachers-4, Kamati-1, Cooks-2, Kitchen Asst.-1, Total 8.

An Ashramshala with all facilities for residence, meals, education etc. for schedule tribe students, usually there are 120 students. The Government provides grant in aid for maintenance at the rates prescribed by Government from time to time.

**For maintenance of Ashramshalas :**

- (1) The grant in aid for salary of staff members are paid as per Government norms.
- (2) An incidental expenditure is granted at Rs. 3500/- which includes contingencies, medical care, library, repairing of building and audit fees.
- (3) For a library, grant of Rs. 300/- are given, for students between std. 1 and 4, Rs. 500/- for students between standard 5 to 7.
- (4) Maintenance grant is provided @ Rs. 600/- p.m. per inmate. This is to meet cost of diet and stay.
  - (1) Local Picnic programmes, camp (shibir) Meetings.
  - (2) Cloth
  - (3) Kitchen
  - (4) Electricity
  - (5) Water
  - (6) News papers/ magazines etc.
  - (7) Soap and hair oil
  - (8) Sanitation
  - (9) Toiletry
  - (10) Stationary

- (11) Drinking Water
- (12) Utensils for meals (Plate, bowl, glass etc)
- (13) Cooking utensils and their repairing
- (14) Rack in the hostel
- (15) For educational equipments
  - (a) per student (b) organisational

Besides, the non-recurring grants are also provided, the details of which are available in Annexure-1.

This is as per GR No. AMS/1488/665/G dated 2-11-88 and as per GR dated 24-3-94.

## ANNEXTURE-2

## Information regarding non-recurring grants

1.	Construction of building	As per SOR of R & B Dept.
	Tribal Areas	90 percent of estimated cost of bldg.
	Non-tribal areas	80 percent of estimated cost of bldg.
2.	Water Sources	
	(a) for construction of water well	Rs. 6,000/-
	(b) for water tank & pipeline	Rs. 6,000/-
	(c) for an electric motor, with fitting charges	Rs. 10,000/-
	(d) for deepening of water well	Rs. 1,500/-
	(e) for deepening of water well with stone breaking	Rs. 2,000/-
3.	Furniture (in two instalments)	Rs. 4,000/-
4.	Sports (one instalment)	Rs. 2,000/-
5.	For spinning industry	Rs. 3,300/-
6.	for utensils	
	for an unit with first 60 students	Rs. 8,000/-
	for an unit with next 60 students	Rs. 7,000/- or actual
7.	for agriculture equipments	Rs. 8,000/-
	(for an unit of 30 students in four phases of Rs. 2000/- each)	
8.	for a bullock cart	Rs. 3,500/-
9.	for 2 bullocks	Rs. 3,000/-
10.	for purchase of 8 cows	Rs. 6,000/-
	(for 2 cows for an unit of 30 students @ Rs. 1500/- in four phases)	
11.	for electricity connection	Rs. 5,000/- lumpsum subject to minimum of actual expenditure
12.	for purchase of 5 acres of land	Rs. 12,500/-
13.	for wire fencing	Rs. 4,500/- subject to minimum of actual expenditure
14.	for cattle shed	Rs. 5,000/-
15.	for salaries of teaching and and non-teaching staff	100 percent as per govt. rules and regulaton

As per G.R. No. AMS/1488/665/G dated 2-11-1988 of Tribal Dev. Department.

**CHAPTER-3**  
**REVIEW OF LITERATURE**

**3.0.0 Glimpses of the previous Research Studies**

**3.1.0 How the present study is distinct ?**

**CHAPTER-3**  
**REVIEW OF LITERATURE**

**3.0.0 Glimpses of the previous Research Studies**

**Study - 2**

- Title** : Ashramshalas of Gujarat - An evaluation study
- Researchers** : Desai Bharatiben and Patel Anil
- Institute** : Tribal Research and Training Institute
- Year** : 1981
- Objectives** :
- (1) To examine, to what extent, the use of Ashramshalas is made by the villages around or by local tribal students
  - (2) To examine the residential facility available with the Ashramshalas compared to number of teachers and students
  - (3) To examine the stagnation and wastage in respect of students of Ashramshalas
  - (4) To examine the role of Ashramshalas in tribal education
  - (5) To examine the impact of Ashramshalas on tribal society
  - (6) To examine whether the objectives of establishing Ashramshalas are met with
  - (7) To find out the problems of Ashramshalas and their possible solutions
- Sample** : From the eight districts viz. Surat, Dangs, Valsad, Bharuch, Vadodara, Panchmahals, Sabarkantha and Banaskantha of Gujarat State, having more tribal population, 22 Ashramshalas have been selected providing education in Std.3 to 7 with simple sampling method.
- Tools** :
- (1) **Interview-guide** - wherein the data is collected by asking questions to management, students and their guardians regarding Ashramshalas.

- (2) **Questionnaire** - All the information required reg. Ashramshalas was covered in a questionnaire form.
- (3) **Old-record** - The old record of Ashramshala such as result sheets, admission and other registers were studied to find out stagnation and wastage in education.

#### **Findings :**

- (1) It has been seen that Ashramshalas have impact on social change.
- (2) Ashramshalas provide opportunities of education to tribal children.
- (3) Tribals have learnt to be punctual.
- (4) The far-reaching impact is more use of cinema and radio, gradually substituting music dance and other traditional entertainments.
- (5) Tribals are now in full dress and decent manners.
- (6) There has been occupational change in tribals and they have also entered in Government jobs on reserved posts.
- (7) Tribals have started participating in community living with other world.
- (8) They have now been increasingly away from exploitation.
- (9) There has not been much change in the methods of agriculture work.

#### **Study-3**

- Title** : Role of Ashramshalas in Tribal Education - Analysis of Education from Sociological perspective
- Researchers** : Joshi Vidyut
- Institute** : South Gujarat University
- Year** : 1980
- Objectives** :
- (1) To examine the relationship of education with other components of larger society.
  - (2) To analyse Ashramshalas in context with impact on education system with changing political contexts during 1962 to 1978

- (3) To study the problems of Ashramshalas known as Gandhian institutions.

**Sample** : All Ashramshalas that existed during 1964 to 1977.

**Tools** : (1) Interview guide  
(2) Questionnaire  
(3) Reference literature

**Findings :**

- (1) The Ashramshalas have system that is found in public schools in foreign countries.
- (2) They are residential schools with autonomous management.
- (3) It provides more facilities for extra-curricular activities.
- (4) There is emphasis on character building.
- (5) They are found to be oriented to higher thoughts, good habits and ideal life style.
- (6) There is a feeling of community living.

**Study-4**

**Title** : An evaluation study of Ashramshalas of the State (Post 1980)

**Researchers** : Upadhyay Chandrakant

**Institute** : Tribal Research and Training Institute  
Gujarat Vidyapith, Ahmedabad.

**Year** : 1992

- Objectives** :
- (1) To study the admission system in Ashramshalas for tribal Children
  - (2) To find out role of Ashramshalas in tribal education or to find out the development in tribal education through Ashramshalas.
  - (3) To examine if the objectives of Ashramshalas are fulfilled.
  - (4) To examine if the students of Ashramshalas are satisfied by the system.
  - (5) To examine the residential facilities in Ashramshalas vis-a-vis number of teachers and students.

- (6) To examine if Ashramshalas are run according to Government rules and regulation.
- (7) To know the level of wastage in Ashramshalas.
- (8) To find out problems of Ashramshalas and their possible solutions.

**Sample / Random  
Sampling mothd :**

Totally 105 Ashramshalas have been established after 1980. Out of these 10 Ashramshalas were selected for study at the rate of 10 percent. These 10 Ashramshalas were selected from different parts of the State, as below :

South Gujarat 5, North Gujarat 2, Central Gujarat 2, Saurashtra 1  
(Total 10)

**Tools :**

- (1) **Schedule** : - A schedule was prepared covering general information about Ashramshalas.
  - Besides, two more schedules were prepared - one each for children and teachers.
  - Thus totally 3 schedules were prepared.
- (2) **Interview** : - An Interview guide was prepared for conducting detailed interviews with Ashramshala Officers, who are responsible for administration; managers of the voluntary organisations, teachers, other staff members.
- (3) **Observation** : A number of details were collected through observation; for which a short listed observation sheet was prepared.

**Findings :**

- (1) The literacy rate has gone up in the districts where more number of Ashramshalas have started.
- (2) The development of Ashramshalas in districts is uneven.
- (3) The Ashramshalas are started in those villages where infrastructural facilities are available.



- (4) Most of the managements have failed in starting Ashramshalas in healthy environment.
- (5) Management has failed in providing necessary residential facilities.
- (6) The Ashramshalas have not been able to develop basic facilities.
- (7) The new Ashramshalas didnot have land as per required standard.
- (8) The ratio of wastage among Ashramshala students is less than that among students of primary schools.
- (9) The students admitted in Ashramshalas donot leave in the same year; but there are instances of leaving Ashramshalas in subsequent years.
- (10) Teachers donot leave the Ashramshala job simply because they donot find alternative jobs.
- (11) The children in Ashramshalas donot get adequate or nutritious food.
- (12) Many Ashramshalas didnot have adequate facility for drinking water.
- (13) Almost all the ashramshalas didnot have First Aid facility.
- (14) It is recommended that Ashramshala Officer should provide a map of model Ashramshala building and should insist that management construct the buildings accordingly.
- (15) It should also be decided as to what number of maximum Ashramshalas could be sanctioned to a single trust/same management.

#### Study-5

<b>Title</b>	:	Primary Education in Dharampur Taluka - A study
<b>Researchers</b>	:	Joshi Natubhai K.
<b>Institute</b>	:	Gujarat Vidyapith, Ahmedabad
<b>Year</b>	:	1987
<b>Objectives</b>	:	To find out the educational, administrative and economic conditions of Ashramshalas functioning in Dharampur Taluka and to find out solution of problems arising from them..

- Sample** : The study covers 284 Primary Schools and 18 Ashramshalas as existed in Dharampur Taluka till December, 1985.
- Tools** : Questionnaire - Opinion sheet
- Findings** :
- (1) In most of the Ashramshalas, the results of examinations are 100%
  - (2) Agriculture industry is taught in all Ashramshalas.
  - (3) Most of the Ashramshalas have 10 to 15 acres of agriculture land.
  - (4) All the Ashramshalas have facilities like a watertank, toilet and urinals.
  - (5) Most of the Ashramshalas donot have a laboratory as well as instruments for testing.
  - (6) No Ashramshala has a co-operative store.
  - (7) Rarely any Ashramshala participates in a Science fair.
  - (8) All the Ashramshalas have co-curricular activities.
  - (9) Most of the Ashramshalas donot get foreign aid.
  - (10) Teachers donot get regular salaries.

### Study-6

- Title** : A survey of Nai Talim Institutions in Gujarat Report-I Ashramshalas
- Researchers/** : - Shri Vinayak Dhotre
- Written/Edited by:** - Shri Jesingbhai Dabhai  
- Shri Narottambhai Patel
- Institute** : Gujarat Nai Talim Sangh, Gujarat Vidyapith, Ahmedabad.
- Year** : 2002
- Objectives** :
- (1) To study the origin, development, quality and present conditions of Nai Talim education system in Gujarat
  - (2) To study students, teachers, principals and all those associated with education in context with the framework of above mentioned

institutions, their management, physical facilities available there, courses conducted, system of training and quality of education in these institutions associated with Gujarat Nai Talim Sangh.

- (3) To make necessary recommendations for improvement and re-construction of all Nai-Talim Programmes after studying distinctive characteristics, limitations, problems and any other matter needing consideration, keeping in view the socio-economic conditions of the rural masses of the nation in context with possible changes in 21st century.
- (4) To assess human resource needs and provide training to various categories of workers to enhance their capacities.
- (5) To identify minimum inputs necessary for improvement in Nai Talim education system and to make efforts to remove the bottlenecks identified by the project.
- (6) To provide assistance to the education planners and policy makers for re-construction of education system of the nation in future.
- (7) To study the impacts from socio-educational point of view of Nai Talim education system on local communities.

**Sample**

597 Ashramshalas out of 653 were mailed the questionnaires; of which 290 responded. Based on this the data has been analysed in the report.

**Tools**

Various kinds of questionnaires were prepared for the survey of Nai Talim organisations as below :

- (1) Questionnaire for Ashramshalas
- (2) Questionnaire for Post-basic, further post-basic schools
- (3) Questionnaire for Nai Talim Colleges (Gram-Vidyapith)
- (4) Questionnaire for Basic PTC College
- (5) Questionnaire for Graduate Basic Training Colleges (GBTCs)

- Findings** :
- (1) Almost all Ashramshalas provide co-education.
  - (2) The number of girls as compared to boys is less.
  - (3) The level of wastage and stagnation increases, with the standards going up.
  - (4) Most of the Ashramshalas lack in Primary facilities.
  - (5) Though the audiovisual aids are more useful in modern education system, such aids are absent in Ashramshalas.

### Study-1

- Title** : An analytical study of Schedule Tribe and general students from Ashramshalas of Baitul district regarding their aptitude for courses in Science, Agriculture and Technology.
- Researchers/** : Nayak Dr. Ramsahay
- Institute** : Primitive Tribe Research Centre, Madhya Pradesh
- Year** : 1999
- Objectives** :
- (1) To study aptitude towards study of Science among tribal and general category of students in Ashramshalas.
  - (2) To study aptitude towards study of technical subjects among tribal and general category of students in Ashramshalas
  - (3) To study aptitude towards study of a agriculture subject among tribal and general category of students in Ashramshalas.
- Sample** : The sample included students of Std. IX and X studying in Ashram Vidyalays of Padhar, Baitul, Chichauli and Bhimpara in Baitul district. 100 students each from four schools were taken, at 25 tribal and 25 non-tribal (general category) students from each Ashramshala.
- Findings** :
- (1) The general category students were found to have an aptitude for science and technology subjects.

- (2) The tribal students were found having aptitude for agriculture oriented subjects.
- (3) The reason why general category students had an aptitude for science and technology subject was their socio-economic conditions and their parents also being literate.
- (4) The reason for aptitude of agriculture subject among tribal students was their surrounding conditions, their parents being illiterate and being engaged in agriculture activity.

### Study-2

- Title** : A study about educational facilities provided to tribal students of Gujarat State and to identify the reasons for their drop-outs in between.
- Researchers/** : Kumar B.L.
- Translator** : Joshi Harish
- Institute** : Gujarat Institute of Development Research, Ahmedabad
- Year** : 2001
- Objectives** :
- (1) An examination into school facilities available for tribal education and development and to review whether facilities available are adequate.
  - (2) A study into work procedure of Ashramshalas and to find out how it differs from other schools.
  - (3) To find out reasons for dropout in Primary Schools
  - (4) To review several motivating programmes in education
  - (5) To find out to what extent the tribal students are benefitted from these.
  - (6) To make policy level recommendations how best the educational motivating programmes can become-more effective.

- Sample** : The sample included the talukas of Dahod, Kaprada, Rajpipla and Palanpur talukas of respective districts of Dahod, Valsad, Narmada and Banaskantha.
- Students of Ashramshalas Covered** : There were 55 Ashramshalas in above 4 talukas; of which 16 (both old and new) were selected. The 13 of these Ashramshalas were providing education from std. 1 to 7; whereas remaining three were post-basic ones. From these 16 Ashramshalas, 1926 students were covered under the study.
- Tools** : Data was collected through a schedule for house lists, residence, schools and hostels.
- Findings** :
- (1) Most of the Ashramshalas admitted the students beyond the capacity.
  - (2) Many Ashramshalas had limited space for educational activities and residence. Some Ashramshalas did not have residential accommodation for their teachers and other staff members.
  - (3) The students as per granting pattern are eligible for 2 pair of uniforms. But most of the students attended schools without uniform. Only 30 to 40 percent of students were found in uniform.
  - (4) Despite electric connection, the rooms had dim light, Almost all Ashramshalas were without fans.
  - (5) 13 Ashramshalas were having libraries; but they lacked relevant record.
  - (6) Most of the Ashramshalas did not have land for agricultural use nor had agriculture instruments.
  - (7) As far as quality of education is concerned there was not much difference between Ashramshala education or that in other schools. Likewise, there was not much difference in the level of knowledge and comprehension or that in results of examinations in either type of schools.

- (8) There are two-way efforts for education of tribal children in bigger or medium size villages; but in the interior areas in small villages, no efforts are made. Only 10 per cent of tribal area is covered with Ashramshalas.
- (9) Ashramshalas are run by voluntary organisations. But all voluntary organisations do not have proper commitment for education of tribal children. Only few of them are genuinely committed; whereas rest of them have vested interest in political and economic gain.
- (10) The grants paid @ 380/- p.m. per child is inadequate to meet diet and other charges. Likewise, grants for medical treatment is also inadequate.
- (11) The teachers of Ashramshalas are not covered under pension benefits. Whenever, they get an opportunity, they change over to Panchayat Schools or other schools.

### Study-3

- Title** : Post-basic Ashramshalas of schedule tribe students of Gujarat - An Evaluation Study.
- Editor** : Dr. Thakorbhai B.Nayak
- Institute** : Tribal Research and Training Institute, Guj. Vidyapith, Ahmedabad.
- Year** : 1989
- Objectives**
- (1) To find out the sources of admission for students in post-basic Ashramshalas.
  - (2) To find out which tribal communities students get admitted in post basic Ashramshalas and what is the economic condition of their parents.
  - (3) To find out if there is any educational development among girls in Post-basic Ashramshalas.

- (4) To find level of wastage and stagnation among students studying in post basic Ashramshalas.
- (5) To find out results of new SSC among students in post basic Ashramshalas.
- (6) To find out how many of students pursue further higher education after SSC.
- (7) To find out whether students and their guardians are satisfied with education in post basic Ashramshalas.
- (8) To find out role of post basic Ashramshalas in tribal education.
- (9) To find out whether post basic Ashramshalas follow rules and regulations of Government.
- (10) To find out problems of post basic Ashramshalas and their possible solutions;
- (11) To find out how many more post basic Ashramshalas are required in the State.

**Sample** : Out of 88 post-basic Ashramshalas in the State, Post basic Ashramshalas at one each from the districts of Vadodara, Panchamahar, Bharuch and Surat with random sampling method. From these identified post basic Ashramshalas, 30 students were selected for study from each of the Ashramshalas. From these, 10 were currently studying in the post basic Ashramshala; 10 have left it and have joined a vocation and 10 were those who have left it but have been pursuing further studies. Besides 10 parents of students/ex-students were also contacted and interviewed.

**Tools**

- (1) Questionnaire : A questionnaire for collecting data about preliminary information of post basic Ashramshalas, the physical amenities available there, grant-in-aid availed from the Govt. etc.
- (2) Schedule : A schedule to collect information from the parents and students including their opinions.



- (3) **Observation** : Participatory observation while students are in prayers or are engaged in labour-oriented activities or during their meals.

Also non-participatory observation about their stay in hostels and activities while they are in hostel rooms.

### Findings

- (1) The growth of post basic Ashramshalas in the district is uneven. There is inequality in its number as compared to number of students.
- (2) Post basic Ashramshalas are started in only those villages having more physical facilities.
- (3) Post basic Ashramshalas have less contacts with outside society.
- (4) The number of primitive tribe group children as well as that of other backward tribal communities is less in post basic Ashramshalas as compared to other schedule tribes.
- (5) The ratio of students in post basic Ashramshalas is almost equal for rich and poor family background. But there is less number of girls from poor tribal families and less number of girls from richer tribal families.
- (6) The level of wastage and stagnation is less in post basic Ashramshalas as compared to other middle school education system.
- (7) The level of wastage and stagnation is less in post basic Ashramshalas as compared to other middle schools education system.
- (8) Those who fail in post-basic Ashramshalas usually give up their studies half-way.
- (9) There is no significant increase in number of schedule tribe girls attending education. Thus, there is no real achievement of post basic Ashramshalas in raising expected level of girls' education.

- (10) The post-basic Ashramshalas have achieved significant achievement in raising the level of secondary education among lower income group families.
- (11) The newly established post basic Ashramshalas do not have adequate land as prescribed.
- (12) The post basic Ashramshalas provide very little of physical education and do not have tasteful diet.
- (13) The respondent guardians were not sure whether their children should be admitted in regular secondary school or in post basic Ashramshalas.
- (14) On an average, the students who have attained their education upto Std. V in Ashramshalas, and join post basic Ashramshalas for Std. VIII and onward get better results in SSC examinations.
- (15) In post basic Ashramshalas, more girls pass out their examinations in Std. VIII & IX, as compared to the boys; but in Std. X (SSC) the boys show better performance than girls in their annual examinations.

#### Study-4

<b>Title</b>	: An Evaluation Study of Ashramshalas
<b>Researcher</b>	: Director of Evaluation, Gujarat State, Gandhinagar.
<b>Institute</b>	: Directorate of Evaluation, Gujarat State, Gandhinagar.
<b>Year</b>	: 1987
<b>Objectives</b>	: (1) To examine how far the maximum sanctioned number in Ashramshalas remain non-utilised? What is the level of Wastage? (i.e. dropout) (2) To examine whether the benefits of scheme reach to the lower income group of people in relevant areas.

(3) To examine whether Ashramshalas have contributed in bringing up the level of literacy among tribals and other backward communities.

(4) To examine whether Ashramshalas have contributed toward upliftment of economic conditions of beneficiary families.

### Sample

: The selection of Ashramshalas was made with random sampling method. Only those Ashramshalas were selected which were started before 10 years and more. For these Ashramshalas, seven tribal districts were considered. These districts were divided in three regions as below :

- South Gujarat : Bharuch, Surat, Dangs & Valsad dists.
- Central Gujarat : Vadodara and Panchmahal districts
- North Gujarat : Sabarkantha district.

From these three regions, one-one district was identified having more number of Ashramshalas. In ratio with the number of ashramshalas in a particular district, totally 9 Ashramshalas were finally identified for the study. Besides, one more Ashramshala was selected from non-tribal area out of Ashramshalas functioning in those areas.

30 students were selected from each of the selected Ashramshalas. Besides, ten such families from the concerned villages were identified who didnot attain the benefit of Ashramshala scheme.

### Tools

- Discussion was held with officials and non-official persons connected with the programme regarding institutional procedure of the scheme.
- Data was collected from the official and non-official persons connected with the programme, with the help of questionnaire.
- Schedule was used for both selcteded Ashramshalas as well as for families who either benefitted or did not benefit from the Ashramshala Programme.

- Data was also collected from those Ashramshalas which were not selected, alongwith selected ones.

## Findings

- (1) The basic schools are located in each district; but the schedule tribe post basic Ashramshals have been located only in 9 districts including 7 districts identified for the study.
- (2) The level of wastage is most among nomadic tribe students, followed by schedule tribe students in Ashramshalas.
- (3) The structure of Ashramshala is not the same, at least in the earlier standards.
- (4) When we go up in standards, the rate of drop out goes down. The largest rate of dropout is in standard 1, followed by standard 2.
- (5) The reasons for leaving study from Ashramshala is for joining other pattern of education, economic conditions of parents, unwillingness to pursue further studies or to help parents in their agriculture work etc.
- (6) In some of the Ashramshalas, at the time of visit, good collection of foodgrain was found.
- (7) Out of total 43 teachers in the ashramshalas under study, 24 were from schedule tribe communities, and 6, 4 and 9 were respectively from schedule castes, SEBC and others.
- (8) The Ashramshalas under study had land measuring 3.3 acres to 23 acres; but the agriculture-usable land was 2.0 to 19.0 acres.
- (9) As far as training in Ashramshalas is concerned, they provided one and only training in agriculture.
- (10) Usually the post-basic Ashramshalas donot offer teaching in English subject.
- (11) The present rates of grain-in-aid to Ashramshalas is inadequate to meet the requirements of children, looking at the increasing rates of cost.

- (12) The families selected for study were found engaged in Agriculture or agriculture labour.
- (13) The literacy rate among beneficiary families is higher than that in non-beneficiary families.
- (14) The parents are found to have great attachment for Ashramshalas. More and more children from the same families were found benefitting from Ashramshala education.
- (15) Ashramshala education seems to have good impact on students in terms of discipline, cultural activities, punctuality and following of rules/regulations.
- (16) It is a general opinion that level of learning in panchayat-run primary schools is lower than that in Ashramshala students.

### **3.1.0 How the present study is distinct ?**

There was not a single study made by the Government of India about Ashramshalas of Gujarat. Thus, this is a first attempt of Government of India to evaluate the working of Ashramshalas of Gujarat. One of the objectives of this study is to find out the quality of learning according to various standards. Such attempt was never made in previous studies. The evaluation tests for student were worked out to know their educational level and these tests were included as one of the tools of the present study.

Another objective of the study was to find out problems of Ashramshalas and their possible solutions. In this context, attempt was made to organise workshops wherein various Government Officials, employees and management of Ashramshalas were invited to solicit their views about management, administration, education and upgradation of Ashramshalas. Incorporating all these news expressed in workshops in the report of the study have contributed in making the study more realistic.

One more objective of the study was to find out the change in education of tribals due to Ashramshalas. Keeping this objective in view, the selection of Ashramshalas was made for the study both decade-wise and district-wise. This has facilitated to find

out changes that have come in course of time both in conditions of Ashramshalas and in education. It could also facilitate to study the change in life of people in various tribal districts due to Ashramshala education.

Thus the selection of Ashramshalas both district-wise and decade-wise, the construction of evaluation tests for students to find out their level of learning in various standards and conducting of workshops make this study unique and distinct from various previous studies.

**CHAPTER-4**  
**INFRA-STRUCTURE OF ASHRAMSHALA**

- 4.0.0 Physical infrastructure
  - 4.01 Building
  - 4.0.2 Residential facilities
  - 4.0.3 Other facilities
  - 4.0.4 Land and Animal Husbandry
  - 4.0.5 Facilities provided to Children
- 4.1.0 Educational aspect
  - 4.1.1 Number of students
  - 4.1.2 Number of staff members and their qualifications
  - 4.1.3 Educational Process
  - 4.1.4 Educational facilities and co-curricular activities
- 4.2.0 Administrative matters

## CHAPTER-4

### INFRA-STRUCTURE OF ASHRAMSHALA

#### 4.0.0 Physical infrastructure

The most important and basic matter in an Ashramshala is that of an environment. A visitor to an Ashramshala must be pleased to see its environment. The parents of the Ashramshala students should also be ensured that their children in Ashramshalas are safe and that they will have an opportunity to build their character and good life experience. They must be convinced that their child will have opportunities to learn new and better things to lead their lives in well harmony with other people in the society. In short, an Ashramshala is just not a building made of bricks and lime but it is a place of educational achievements to acquire good cultural values.

Here an effort is made to discuss the physical infrastructure of an Ashramshala in view of facilities and amenities Provided to the children, the educational inputs alongwith the staff members etc.

#### 4.0.1 Building :

Out of 66 Ashramshalas covered under this study, only 6 Ashramshalas function in rented remises. Out of remaining 60 Ashramshalas, 44 Ashramshalas were in the buildings owned by the trusts and other 16 were functioning in Government owned premises. often, the conditions of the buildings reflect the economic soundness of the concerned Ashramshala. Almost 50 percent (33) Ashramshalas have semi-pucca premises. 17 of these 33 Ashramshalas are located in South Gujarat. The conditions of buildings are shown in the following table no. 4.1 zone-wisè.



Table 4.1

## Conditions of Ashramshala premises

Type of Bldg.	Zone				
	North Gujarat	Central Gujarat	South Gujarat	Non-tribal Areas	Total
Pucca with RCC Slabs	8 88.89	16 61.64	4 18.18	6 66.67	34 51.52
Semi Pucca	1 11.11	9 34.62	19 86.36	4 44.44	33 50.00
Kutchha	0 0.00	3 11.54	1 4.55	2 22.22	6 9.09
<b>Total</b>	<b>9</b> <b>100.00</b>	<b>26</b> <b>100.00</b>	<b>22</b> <b>100.00</b>	<b>9</b> <b>100.00</b>	<b>66</b> <b>100.00</b>

## 4.0.2 Residential facilities :

Out of 66 Ashramshalas, it was observed that 45 provided both educational and residential facilities within the class rooms of the schools whereas in 18 Ashramshalas the residential accommodation was separate from the school. In 3 Ashramshalas, some of the students were staying in the class-rooms only and few of them stayed separately.

Out of 66 Ashramshalas under study, 24 Ashramshalas used to accommodate 30 students in a single dormitory, whereas in 7 Ashramshalas, 60 students were accommodated in a single dormitory. Some Ashramshalas used to divide the children according to age-group, according to tribe or according to their native villages, according to educational standards or even according to specific areas to keep them together in a room.

As regarding proper ventilation in the rooms, it was observed that in at least 8 of the Ashramshalas there was no proper ventilation in terms of sun-light or even electric light. These 8 Ashramshalas were from different zones viz. 4 from South Gujarat, 2 from Central Gujarat and 2 from North Gujarat.

As regards facilities other than residential accommodation, 42 Ashramshalas had separate kitchen, 51 Ashramshalas had a dining room and 55 Ashramshalas had a store room facility. Only 5 Ashramshalas had separate computer training room.

#### 4.0.3 Other facilities :

Alongwith residential accomodation, some other facilities such as drinking water, water for other use, electricity, lavatory, Gas plant etc. are equally important. Following Table No.2 indicates the details :

**Table 4.2**  
**Other facilities and anemities**

Sr. No.	Details	Yes	No.	Present condition			
				In working order	Average condition	Not in working order	Total
1.	Gas plant	6	60	4	-	2	6
2.	Drinking Water	66	-	65	-	1	66
3.	Lavatory	65	1	60	1	4	65
4.	Electricity	66	-	66	-	-	66
5.	Water for other use	65	1	63	1	1	65

The above table shows that 65 Ashramshalas provided lavatory facility; but 4 of them were not in working order. Most Ashramshalas did provide water for other use but the lavatories didnot have water connection nor had electric connection. We could come across several Ashramshalas, where the children didnot make use of lavatory. All the Ashramshalas did provide drinking water and electricity; but very few Ashramshalas were aware about the purity of drinking water. Only 6 Ashramshalas had a gas-plant; of which 2 were in non-working order.

#### 4.0.4 Land and Animal husbandry :

57 Ashramshalas out of 66 under this study (i.e. 86.36 percent) had land but 9 Ashramshalas (i.e. 13.64 percent) didnot have land. However, only 29 Ashramshalas had agricultural equipments but 28 didnot have any such equipments for agriculture purpose. Besides, only 9 Ashramshalas were following an occupation of animal husbandry but remaining 57 Ashramshalas didnot follow any such occupation.

It is to be noted that there is a provision in grant-in-aid scheme to provide

agricultural equipments, a bullock cart, the bullock, cow etc. from the grants; but surprisingly most of the Ashramshalas seem not to have availed such benefits.

#### 4.0.5 Facilities provided to children :

The Ashramshalas get maintenance grant @ Rs. 600/- p.m. per child from the Government. This grant is meant for providing various amenities to the children. Following table no. 4.3 indicates such amenities level provided to the children.

Table 4.3

#### Facilities provided to the children by Ashramshala authorities

Sr. No.	Details	North Gujarat	Central Gujarat	South Gujarat	Non-Tribal Area	Total
1.	Bathing soap percent	9 100	18 69.23	18 81.82	9 100	54 81.82
2.	Washing Soap percent	8 88.89	25 96.16	22 100	8 88.89	63 95.45
3.	Hair Oil percent	7 77.78	24 92.31	22 100	9 100	62 93.94
4.	Uniform percent	8 88.89	20 76.22	17 77.27	8 88.89	53 80.30
5.	Books percent	8 88.89	26 100.00	22 100.00	9 100.00	65 98.48
6.	Note books percent	6 66.67	4 15.38	10 45.45	4 44.44	24 36.36
7.	Utensils percent	5 55.56	17 65.38	18 81.82	5 55.56	45 58.18
8.	Matresses percent	4 44.44	10 38.46	15 68.18	3 33.33	32 48.48
9.	Blanket percent	3 33.33	18 69.23	16 72.73	5 55.56	42 63.64
10.	Pillow percent	1 11.11	7 26.92	14 63.64	3 33.33	25 37.88
11.	Bed Sheet percent	2 22.22	14 53.85	17 77.27	4 44.44	37 56.06

12.	Mat percent	3 33.33	19 73.08	12 54.55	2 22.22	36 54.55
13.	Cot percent	1 11.11	2 7.69	2 9.09	2 22.22	7 10.61
14.	Rack percent	- -	7 26.92	11 50.00	1 11.11	19 28.79
15.	Stool percent	- -	- -	- -	- -	- -
16.	Table percent	- -	- -	- -	- -	- -
17.	Chair percent	- -	- -	- -	- -	- -
18.	Cosmetics percent	- -	- -	4 18.18	1 11.11	5 7.58
19.	<b>Total</b> <b>percent</b>	<b>9</b> <b>100.00</b>	<b>26</b> <b>100.00</b>	<b>22</b> <b>100.00</b>	<b>9</b> <b>100.00</b>	<b>66</b> <b>100.00</b>

The table reveals many striking facts :

- Though uniform is compulsory, it is provided only in 53 Ashramshalas (20 out of 26 in Central Gujarat and 17 out of 22 in South Gujarat)
- Only 45 (68.18%) Ashramshalas provide proper utensils to the children.
- Only 32 (48.48%) Ashramshala provide mattresses to the children.
- Only 45 (68.18%) Ashramshalas provide proper utensils to the children.
- Only 52 (63.64%) Ashramshalas provide blanket, only 25 (37.88%) Ashramshalas provide pillow; only 37 (56.06%) Ashramshalas provide a bed-sheet and only 36 (54.55%) Ashramshalas provide a mat to the children. The students are required to bring their own items or do without them. Only 19 (29.79%) Ashramshalas provide a cup-board or a wooden rack to keep one's luggage. Elsewhere, the students keep their luggage in a bag brought by them from ones own home.
- Surprisingly, not a single Ashramshala provides a table, a chair or even a stool to their children. Besides only 5 (7.58%) Ashramshalas provide cosmetics to their girl students. This covers 4 Ashramshalas from South Gujarat and 1 from a non-tribal area.

- Of course, books are provided to the students in 65 out of 66 Ashramshalas; but only 24 Ashramshalas (36.36%) provide essential items like note books. Nevertheless, most of the Ashramshalas provide washing soap and hair oil to their students.

#### 4.1.0 Educational aspect :

Ashramshala is a best medium for spread and extension of education for children in tribal areas. It is therefore essential to study the educational aspect and co-curricular activities conducted for development of children alongwith the physical infrastructure of Ashramshalas. Here, an analysis is made for education biased activities alongwith educational environment made available to its children.

#### 4.1.1 Number of students :

The maximum number of students that could be given admission in an Ashramshala totally for all the standards is prescribed by Government at the time of its sanction. The Ashramshalas under study have following number of recognised strength of students :

Number of Ashramshalas	Maximum number of students sanctioned
3	100
51	120
2	125
2	130
2	140
6	150

The details in respect of maximum strength sanctioned zone-wise are available in Table No.4.4 below. Besides, the actual number of students in these Ashramshalas during the year 2010-2011, alongwith actual number present at the time of visit during field studies is provided in Table 4.5 below :



Both the above tables indicate that there are 6 Ashramshalas with sanctioned strength of 150; but it could be seen that in 10 out of 66 Ashramshalas under study, there were more than 150 students in the year 2010-11. Five out of 26 Ashramshalas in Central Gujarat Zone belong to this category. Again, there are 12 Ashramshalas with sanctioned strength of students between 121 to 150; but we find 35 Ashramshalas having enrolled 121 to 150 students. Here, we find 12 such Ashramshalas from Central Gujarat with enrollment of 121-150 students against sanctioned strength of this category only with 5 Ashramshalas. Similarly we find 14 Ashramshalas against only 4 in South Gujarat zone in this category (121-150) and 6 in Non-tribal zone against nil in this category of 121-150 sanctioned strength.

A close view on Table 4.5 indicates that in one Ashramshala in South Gujarat Zone, there was not a single student present at the time of our visit for a field study. We had to make frequent visits to such Ashramshalas where there were least number of students present during our visit; so that necessary data could be collected.

There were totally 8557 students in 66 Ashramshalas during the year 2010-2011, with following break-up.

**Table 4.6**

**Classification of Students according to Social Classes**

<b>Social Class</b>	<b>Number</b>
Schedule Tribe	8421
Schedule Caste	24
Socially & Educationally Backward Classes	108
Others	04
<b>Total</b>	<b>8557</b>
<b>Children from Primitive Tribe Groups (PTG)</b>	
Boys	192
Girls	147
<b>Total</b>	<b>339</b>

#### 4.1.2 Number of staff members and their qualifications :

A well functioning of Ashramshala needs the staff members to run it. Ashramshala, as such functions for all 24 hours - round the clock. There is no fixed time of work.

Besides an Ashramshala teacher needs to be a trained teacher. Besides being a teacher, he is a guardian, a guide, a friend and a philosopher. He needs to be psychologically oriented to properly guide the students.

The Government have sanctioned following staff members for an Ashramshala with 120 students. Table 4.7 below describes sanctioned staff set-up for an Ashramshala.

**Table 4.7**

#### **Sanctioned staff set up for an Ashramshala (120 students)**

Sr. No.	Staff member	Number sanctioned for	
		Primary Ashramshala	Post-basic Ashramshala
1.	Teacher/Principal	4	5
2.	Cook	1	1
3.	Asst. Cook	1	1
4.	Kitchen Attendent	1	1
5.	Camadi	1	1
6.	Clerk	-	1
7.	Peon	-	1
8.	Field Assistant	-	1
	<b>Total</b>	<b>8</b>	<b>12</b>

Table 4.8 below shows the category-wise number of staff members in all 66 Ashramshalas. As per pattern prescribed above, the 66 Ashramshalas (54 Primary ones and 12 post basic ones) are entitled to get totally 576 staff members ( $54 \times 8 = 432 + 12 \times 12 = 144$ ). However, as per table below, the actual number of posts filled at the time of study numbered 506.



Table 4.8

## Number of staff members in Ashramshalas

Sr.No.	Staff Member	Number	Percent
1.	Principal	65	12.86
2.	Asst. Teacher	205	40.54
3.	Teaching Assistant (Vidya Sahayak)	10	1.78
4.	Kamathi	79	15.63
5.	Cook	82	16.22
6.	Kitchen Assistant	40	7.94
7.	Clerk	12	2.39
8.	Agri. Assistant	1	0.22
9.	Field Assistant	3	0.59
10.	Peon	9	1.83
	<b>Total</b>	<b>506</b>	<b>100%</b>

Thus, the Ashramshalas do lack some staff. This was evident and was a matter of concern even during field study. The existing staff related that due to less number of persons on position; they do feel shortage and face some difficulties.

Apart from number, a teacher in order to be useful for developing future of the children need to be more competent and well qualified. Here, an attempt is made to find out the educational qualifications of the teaching staff (viz. Principals, Asst. Teachers, Vidya Sahayaks etc. totally 280 teaching staff in number). Table 4.9 below indicates the educational qualifications of these staff members.

Table 4.9

**Educational qualifications of teaching staff in Ashramshalas**

Sr. No.	Educational Qualifications	No.of Staff members	Percent
1.	ATD	33	11.79
2.	PTC	37	13.21
3.	M.A.B.Ed.	119	42.50
4.	B.A. B.Ed.	55	19.64
5.	B.R.S. B.Ed.	11	3.93
6.	B.Sc. B.Ed.	13	4.64
7.	M.Com., B.Ed.	4	1.43
8.	M.A.	2	0.71
9.	S.Y.B.A.	1	0.36
10.	Agri. Diploma	5	1.79
	<b>Total</b>	<b>280</b>	<b>100.00</b>

The above picture shows that some of the teachers are not adequately qualified. e.g. Two of the teachers are simply M.A. (with no teaching diploma/degree; (five of them are having only Agriculture Diploma; one of them is under graduate (S.Y.B.A.). Now, without proper teaching qualifications, they teach to the student of Ashramshalas. However, rest of the teaching staff are adequately and better qualified as teachers with 55 B.A. B.Ed., 119 M.A.B.Ed. and 4 M.Com. B.Ed. etc.

We had attempted to find out whether these teachers also have additional qualification, especially in Computer Science etc. It could be learnt that 35 of them knew the topics like M.S. Office, CCC, Copa and basic knowledge in computer Science. 31 of them didnot have any such knowledge or skills.

The Ashramshala teachers basically deal with remote tribal children; and hence, they need to have knowledge of tribal dialects in local areas. Some of the teachers, especially from most of the Ashramshalas were conversant with local dialects.

It is often argued that the management of Ashramshalas employ their own kins

and relatives in Ashramshala. The examination revealed that there is great truth in this. In at least 11 of 66 Ashramshalas the blood relations and marriage relation have played significant role in getting employment in Ashramshalas. It could also be observed that some of the trustees, members of board were directly involved in party politics.

#### **4.1.3 Educational Process :**

In each of the Ashramshalas, the subjects taught in Primary District Schools were taught. However, due to paucity of adequate number of class rooms and adequate number of teachers, only 30 Ashramshalas could follow the schedule. An Ashramshala has a distinct advantage. Being a residential school, it becomes easier to provide additional coaching to the students. This is necessary also. However, only 17 Ashramshalas had provided for additional coaching facilities after school hours. Here, the coaching was provided in almost all the subjects.

Interestingly, there were 35 out of 66 Ashramshalas which celebrated special event of admission (Praveshotsava) and also review of quality of education (Gunotsava). The special event of admission included rally. Parents' meetings, cultural programmes etc. whereas review of quality of education (Gunotsava) included reading, writing, arithmetic, special objective tests, health check-up, cultural events etc.

#### **4.1.4 Educational facilities and co-curricular activities :**

For total development of a child, it is necessary that he participates in co-curricular activities. It is essential to provide them adequate and necessary educational facilities.

47 out of 66 Ashramshalas under study had library facility; but the books were neither adequate in number nor did they reflect any qualitative reading to imbibe better, qualities of life among children. These libraries were scarcely used by the students and staff members.

Again, 40 out of 66 Ashramshalas did have some scientific instruments in their laboratories but 26 Ashramshalas were totally blank in this regard. Obviously, no practical science lessons were taught to the students there.

Audio-visual equipments can be most helpful in expanding the horizons of learning for students both in depth and extension. Learning with audio-visual aids become simpler. 59 out of 66 Ashramshalas used charts and models to add to educational inputs. 42 Ashramshalas made use of radio and tape-recorder as educational aids, however the instruments like overhead projectors (OHPs), Slide projectors, D.V.D., Computer etc. were almost absent. No such modern instruments were found in any of the Ashramshalas.

Tribal people are well known in India and abroad for their traditional songs and dances. Music and Dance are essential items for a tribal child. There must be musical instruments - both traditional and modern in an Ashramshala. There were instruments like Khanjari in 53 Ashramshalas, Marjira in 63 Ashramshalas, drum in 59 Ashramshalas and Harmoneum in 28 Ashramshalas. Besides, 61 Ashramshalas regularly staged some cultural programmes regularly though not frequently.

64 Ashramshalas provided a playground and various sports equipments. Interestingly 53 Ashramshalas used to celebrate a Sports event regularly. Parents' meetings were held in 48 Ashramshalas Annual cultural event was organised regularly in 61 Ashramshalas; picnic and excursion tours were organised in 51 Ashramshalas; and visit to another organisation (exposure) were provided to students of 34 Ashramshalas. Thus various co-curricular activities are being organised in most of the Ashramshalas. Table 4.10 provides the details.

34 Ashramshalas used to participate in Government sponsored programmes but 32 Ashramshalas did not participate in this activity.

Table No. 4.10

## Various Co-curricular activities

Activity	Zone				
	North Gujarat	Central Gujarat	South Gujarat	Non-Tribal areas	Total Prayers
Prayers	9 100%	26 100%	22 100%	9 100%	66 100%
Annual Day Celebration	5 55.56%	25 96.15%	13 59.09%	8 88.89%	51 77.27%
Sports Extents	8 88.89%	25 96.15%	14 63.64%	6 66.67%	53 80.30%
Parents Meetings	6 66.67%	22 84.62%	13 59.09%	7 77.78%	48 72.73%
Students' Meetings	3 33.33%	19 73.08%	10 45.45%	2 22.22%	34 51.52%
Celebration of Festivals	8 88.89%	22 84.62%	12 54.55%	8 88.89%	50 75.76%
Visit to other Ashramshalas	3 33.33%	17 65.38%	11 50.00%	3 33.33%	34 51.52%
Picnic/Tours	5 55.56%	20 76.92%	19 86.36%	7 77.78%	51 77.27%
<b>Total</b>	<b>9 100%</b>	<b>26 100%</b>	<b>22 100%</b>	<b>9 100%</b>	<b>66 100%</b>

Information was sought whether the students of Ashramshalas attend various programmes/festivals celebrated at Taluka/District places. But unfortunately, the replies received were negative. On discussion, the principals and teachers revealed that Ashramshalas being a part of tribal development department, rather than that of education department, these students are not allowed or invited to participate in such events organised by education department.

#### 4.1.5 Educational qualifications of the students :

An evaluation test was conducted to assess the educational accomplishment vis-a-vis their educational standard in respect of Ashramshala students. Totally 1189 students appeared from standards 6,7,8 and 9. The evaluation consisted of 50 marks - 40 marks for subjects of Maths, Science, Social Sciences and English (comprising of 10 questions in each subject) and 10 marks for questions of Gujarati, Hindi and General knowledge. The results of the tests in respect of the subjects of Maths, Science, Social Sciences and English is shown below in Table 4.11.

**Table 4.11**

#### Evaluation Tests' Results

Marks obtained	Number Students (Subject-wise)			
	Science	Maths	Social Sciences	English
0	9	31	11	125
1 - 3	222	470	248	515
4 - 5	391	427	417	335
6 - 10	567	261	513	214
<b>Total</b>	<b>1189</b>	<b>1189</b>	<b>1189</b>	<b>1189</b>

The failure in test indicates that 230 students have failed in Science, 501 failed in Maths, 259 failed in Social Science and 640 failed in English. This is indeed a cause of concern; because failure rate in such core subjects is a matter of worry for school and for parents. All these subjects are useful for their futures career; but the tribal students are found poor in their performance. This can surely cause difficulties in their higher level of learning.

#### 4.2 Administrative Matters :

The success of an unit largely depends on its skillful administration. Especially, the quality of relations between administrators and employees have key significance in this area. Ashramshalas are run and managed by voluntary organisations. It is important office bearers are that skillful and should have cordial relation with the Principal / teachers and sub-ordinate staff.

In 43 out of 66 Ahramhalas, no steering committee was constituted to have a control over administrative matter. In other words, the administrative infrastructure was rather loose.

Both the Principal and teachers are required to stay on the premises. It is therefore necessary that important record and account books are available there. But, out of 66, there were 12 Ashramhala where such record was kept in the custody of office bearers. Obviously, the Principal could not produce the record for perusal and inspection by the researchers. When the researcher asked the questions related to grant-in-aid, the employees, including Principal were furious to state that they were never informed about this by the trustees/ managing committee members. Most surprisingly, the day-to-day requirements including food-grains and vegetables were purchased by the office-bearers in respect of as many as 64 Ashramshalas. The employees (both Principal and teachers) are not at all consulted nor are empowered to make purchases. Besides, for contingencies also, they are not provided with some amount on hand. Thus, at least in financial matters, there is great amount of centralisation. One has to probe into details of this strange way of working.

In 28 out of 66 Ashramshalas, regular salaries were not paid to employees. Besides, 48 Ashramshala provided due benefits to their employees viz. E.L., CL., ML and LTC. In rest of the Ahramshala (18) the employees were not provided with their due benefits. Obviously, employees were hostile on such sensitive issue.

## **CHAPTER-5**

### **VARIOUS ELEMENTS OF ASHRAMSHALA MANAGEMENT**

5.0 Ashramshala Management and teacher :

5.1 Ashramshala Management and Students



**CHAPTER-5****Various Elements of Ashramshala Management****5.0 Ashramshala Management and teachers :**

Teachers, including Principals are basic elements of Ashramshalas. In an Ashramshala a teacher not only teaches his subjects; but he is also a Friend, Philosopher and Guide to the students. Besides, being a teacher, he has to play the role of parents and Psychologist. In this study, a separate section was kept for teachers including Principals to respond to the problem of management of Ashramshalas and their personal difficulties such as lack of facilities for self and family, both in Ashramshala and outside it. By the virtue of their acceptance to work in an Ashramshala, they have to stay in remote area with least facilities. Besides they have their personal problems related to administration, such as irregularities in payment of salaries, insecurity in job, difficulties in getting other benefits such as higher pay scale or pension etc. This can be seen from response from 104 out of 122 teachers who categorically stated that if they get job elsewhere, they would give up Ashramshala employment. Since, there is a great turnover among teaching staff, not many teachers have adequate teaching experience. Details follow in table below.


Table 5.1

## Teaching experience of teaching staff

Year of Edu. Qualification		Zone				
		North Gujarat	Central Gujarat	South Gujarat	Non-Tribal areas	Total
1 year	No.	2	33	50	18	103
	Percent	100	94.24	76.92	90.00	84.43
2 years	No.	-	2	13	1	16
	Percent		5.71	20.00	5.00	13.11
10 years	No.	-	1	1	-	1
	Percent	-	-	1.54	-	0.82
11 years	No.	-	1	1	-	1
	Percent	-	1.54	-	-	0.82
15 years	No.	-	-	-	1	1
	Percent	-	-	-	5.00	0.82
<b>Total</b>	<b>No.</b>	<b>2</b>	<b>35</b>	<b>65</b>	<b>20</b>	<b>122</b>
	<b>Percent</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

As the above figures indicate, as many as 103 out of 122 teachers (84.43%) were having only a single years' teaching experience. They could be said to be just freshers. Those having a two years' teaching experience were 16 teachers, i.e. 13.11 percent. Thus a large number of teachers were only freshers. Only 3 out of 122 (i.e. 2.46%) were having more than 10 years experience and thus were seasoned. It could be safely concluded that Ashramshalas lack adequate no. of trained teachers.

Of course, all these teachers were well qualified. As the data indicates, they had following educational qualifications :



P.T.C.	15
B.Ed.	65
B.P.Ed.	17
D.P.Ed.	8
A.T.D.	11
Agri. Grad.	4
M.A.	1
B.Sc.	1
<b>Total</b>	<b>122</b>

Thus, they have sound educational qualifications. Only thing is that they are not stable in job; and do not make a permanent career in Ashramshalas.

23 teachers stated that the 24 hours in an Ashramshala does not suit their taste; and hence they would prefer another job; preferably in Govt. run primary schools; where there is both job security and less house of work. Other reasons for leaving this job included irregular payment of salaries, discrepancies in pay scales, lack of benefits including that of House Master Allowance etc.

As such, rules provide that all the staff members stay in the premises of Ashramshalas. But that have been certain practical difficulties also (such as, lack of adequate and decent living spaces. Such difficulties force the staff to stay outside the premises, though in the vicinity. Following table indicates people staying in and out side of the Ashramshala premises.

Table 5.2

## Pattern of stay in Ashramshalas by teachers

	North Guj.		Central Guj.		South Guj.		Non-tribal areas		Total	
	Tea-cher	Prin.	Tea-cher	Prin.	Tea-cher	Prims.	Tea-cher	Prin.	Tea-cher	Prin.
Inside the Premises	2	7	31	21	61	21	14	6	108	55
Outside the Premises	-	-	4	4	4	1	6	2	14	7
<b>Total</b>	<b>2</b>	<b>7</b>	<b>35</b>	<b>25</b>	<b>65</b>	<b>22</b>	<b>20</b>	<b>8</b>	<b>122</b>	<b>62</b>

Thus, totally 108 teachers and 55 principals stay in the premises, whereas 14 teachers and 7 Principals stay outside.

Asked about the cause of less efficiency of teachers in Ashramshalas, it was almost unanimously observed both by principals and teachers that, the dual function of teaching and house-keeping of teachers is the main cause of their inefficiency. They strongly recommended bifurcation of these two functions and stressed that there should be a separate post for House Master/House Mother, so that the teachers can have full concentration on teaching. Though the cause assigned by them is not totally true; but there is some substance in the argument.

The Principals were unhappy about being totally dependent on managers/trustees even for a small requirements. They were in favour of some drastic change in this situation.

Besides, the teachers and Principals also demanded for increase in rate of allowances granted per student. The limited amount has a constrain in providing better facilities to the students. Almost 90% opined this way. They also favoured increase in physical facilities for students.

### 5.1 Ashramshala Management and Students :

Students are recipient beneficiaries of Ashramshalas. It was necessary that their views are also considered in respect of Ashramshalas. The information was collected from 376 students - a cross-section of various areas, schools, students. This included 185 boys and 191 girls. Category-wise description is as below :

Std. V	103
Std. VI	106
Std. VII	109
Std. VIII	26
Std. IX	22
Std. X (SSC)	10
<b>Total</b>	<b>376</b>

The children in very young age, leave their parents and join an Ashramshala to acquire learning. The Institutional atmosphere is totally different than in the home. So is the discipline. Almost 116 children (30.85 percent) came out with more than one difficulties they face during their stay in Ashramshalas. The no. of children who had some difficulties related to diet were 87, those who had some difficulty in staying here in Ashramshalas were 69. Some 30 students had difficulties related to proper environment and there were 5 students who had complain regarding the physical labour they are supposed to undertake. 17 students had difficulty related to their studies and only 2 had some difficulty related to water arrangement.

Table 5.3

## Difficulties faced by Ashramshala students

Whether they have any difficulty	Zone				
	North Gujarat	Central Gujarat	South Gujarat	Non Tribal Area	Total
Yes	17 (31.48%)	22 (26.19%)	55 (41.67%)	22 (20.75%)	116 (30.85%)
No	37 (68.52%)	62 (73.81%)	77 (58.33%)	84 (79.25%)	260 (69.15%)
Total	54 (100%)	84 (100%)	132 (100%)	106 (100%)	376 (100%)

## Type of Difficulty faced by students of Ashramshalas

Difficulty related to	North Gujarat	Central Gujarat	South Gujarat	Non-Tribal areas	Total
Stay	4 (64.71)	11 (50.00)	31 (56.36)	16 (72.73)	69 (59.48)
Diet	9 (52.94)	16 (72.73)	42 (76.36)	20 (90.91)	87 (75.00)
Physical work	-	-	5 (9.09)	0 (-)	5 (4.31)
Study	3 (17.65)	7 (31.82)	5 (9.09)	2 (9.09)	17 (14.66)
Environment	12 (70.59)	4 (18.18)	13 (23.64)	1 (4.55)	30 (25.86)
Water	-	-	2 (3.64)	-	2 (1.72)
Total	17 (100%)	22 (100%)	55 (100%)	22 (100%)	116 (100%)

More often than not, the economic condition of parents of the children in Ahsramshalas is weak. Besides, the parents have often to migrate to other places in search of work. If a child from such family is placed in Ashramshala, the family might be facing some problems in absence of a child. 78 out of 376 children responded that the family does face some problems in their absence. They could also indicate type of difficulties faced by the family. However, majority (almost 80%) children didnot feel that their families face difficulty in their absence. The type of difficulties in case of those who responded 'yes', were in the work of agriculture labour, help in animal husbandry, help in taking care of siblings etc. Details are available in following two tables.

Table 5.4

**Whether family has some difficulty in absence of the child admitted here**

Reponse	North Gujarat	Central	South Gujarat	Non-tribal Gujarat	Total areas
Yes	24 (44.44)	9 (10.71)	42 (31.82)	3 (2.83)	78 (20.74)
No	30 (55.56)	75 (89.29)	90 (68.18)	103 (97.17)	298 (79.24)
<b>Total</b>	<b>54</b> <b>(100%)</b>	<b>84</b> <b>(100%)</b>	<b>132</b> <b>(100%)</b>	<b>106</b> <b>(100%)</b>	<b>376</b> <b>(100%)</b>
<b>Type of difficulty</b>					
Agriculture/ Animal husbandry	15 (62.50)	6 (66.67)	24 (57.14)	3 (100)	48 (61.54)
Household work	23 (95.83)	7 (77.78)	30 (71.43)	2 (66.67)	62 (79.49)
Taking care of siblings	6 (25.00)	5 (55.56)	19 (45.24)	1 (33.33)	31 (39.74)
<b>Total</b>	<b>24</b> <b>(100%)</b>	<b>9</b> <b>(100%)</b>	<b>42</b> <b>(100%)</b>	<b>3</b> <b>(100%)</b>	<b>78</b> <b>(100%)</b>

Table 5.5

## Upto which level students wish to reach

Level	North Gujarat	Central Gujarat	South Gujarat	Non-tribal area	Total
Std. IV	- (-)	- (-)	- (-)	- (-)	- (-)
Std.VII	4 (7.41)	- (-)	6 (4.55)	2 (1.89)	12 (3.10)
Std.X	6 (11.11)	1 (1.19)	13 (9.85)	4 (3.77)	24 (6.38)
Std.XII	8 (14.81)	9 (10.71)	32 (24.24)	11 (10.38)	40 (15.96)
College	1 (1.85)	3 (3.57)	7 (5.30)	10 (9.43)	21 (5.59)
Till one gets a job	7 (12.96)	54 (64.29)	30 (22.73)	41 (38.68)	132 (35.11)
Indefinite	28 (51.85)	17 (20.24)	44 (33.33)	38 (35.85)	127 (33.78)
<b>Total</b>	<b>54</b> <b>(100)</b>	<b>84</b> <b>(100)</b>	<b>132</b> <b>(100)</b>	<b>106</b> <b>(100)</b>	<b>376</b> <b>(100)</b>

The table is more revealing. On one hand 3.19 percent of the students find it necessary to reach upto Std. VII; meaning thereby that they have not understood the significance of education in their life. But on the other hand, there are as many as 34 percent of students who wish to continue their studied indefinitely. Besides, more than 22 percent wish to study upto S.S.C. or HSC; which means that at least they want to reach that level. May be, they have not seen dreams of college education; but they do see significance of education in their life and hence wish to get to an optimum level.

Let us see the response of students; who wish to continue their education till they get a job. Meaning thereby, for them, education is for getting a job. Such attitude is



prevalent almost everywhere; but more so in tribal areas; where getting a job is the final dream of their life. One can only suggest that they need to be oriented about vocational training. Like wise, 33.78% of the students propose to continue there studies indefinitely. Perhaps, they have liking for education, but more likely, their approach is also job-oriented without mentioning it in clear terms. Any way, the students in their early period of education do understand its significance in their own context.

One of the major cause of having Ashramhala is to provide education and extend it upto that level, who have economic problems and social constrain of migration. For their children Ashramhala is best alternative available to them.

Ashramshalas provide an environment of education which is almost absent in their family setting. It is therefore necessary that Ashramshala should continue to be more and more attractive and acceptable to these children. They should continue their genuine interest and sustainability to be there. Fortunately, the system has satisfied roughly to 80 percent of its students; but the efforts should be continue to make it a permanent source of hope. Let there be better surroundings better facilities and better commitment by teaching staff and management It is noteworthy that 91.49% of children liked to stay there; but more importantly even remaining 8.51% also should like to stay there; and all 100 percent should continue their sustained interest and be proud of being an Ashramshala students.

## CHAPTER-6

### FINDINGS AND SUGGESTIONS

6.00 Findings

6.0.1 Suggestions

## CHAPTER-6

## Findings and Suggestions

## 6.00 Finding :

The analysis of the study bring out certain specific findings; which are as below :

- (1) The Ashramshalas could be instrumental in extending education in tribal areas. Therefore, Ashramshalas should be considered a an intregal part of education sytem and efforts should be made to properly develop them in the interest of tribal children.
- (2) The Ashramshalas have not developed in even manner in the State of Gujarat. The development should be even in all tribal areas; both in respect of area and population.
- (3) There has been continuous development of number of Ashramshalas in every decade both primary and post-basic. However this increase is sometimes lop-sided.
- (4) It is seen that Ashramshalas are sanctioned in those villages having adequate physical amenities.
- (5) The Ashramshala management seems to have failed in providing proper residential arrangements for children.
- (6) During our visit, some of the Ashramshalas were found without presence of any student.
- (7) Besides, the no.of students in Ashramshalas were less than those shown in the muster roll. However, in almost all Ashramshalas, the no.of students present were in confirmity of previous month's average.
- (8) There were some Ashramshalas, where the number of students was more than sanctioned strength.
- (9) Some Ashramshalas didnot have the land for agriculture as stipulated in rules.

- (10) Many Ashramshalas did not avail of benefits of agricultural equipments, bullock cart, bullock, cow etc. though subsidy is available from Government for its purchase.
- (11) The present grant-in-aid pattern includes expenditure on water, fuel, electricity etc. besides on diet for children. The children were found not getting nutritious and adequate food.
- (12) The staff members in Ashramshalas are not adequate, as compared to sanctioned strength.
- (13) Some of the teachers were found not having stipulated teaching qualifications.
- (14) Sometimes, a single voluntary organisation was found running several Ashramshalas.
- (15) Some Ashramshalas didnot have adequate facility for drinking water.
- (16) During our visit, most of the Ashramshala staff couldnot produce records of accounts. For the purpose, the Management was to be consulted.
- (17) Ashramshalas in general lack administrative structure.
- (18) For some matters, there was a feeling of hostility among staff members for their management.
- (19) The process of recruitment of staff is rather lengthy. Consequently, many posts of teachers are vacant.
- (20) The present system of payment of grants for salary (Ashramshala Officer - Vigilence Officer - Treasury - Management) needs a re-thinking.
- (21) The students were found weak in Maths and English.
- (22) Even for other subjects, the knowledge of students doesnot match the standard in which they study.
- (23) The Tribal Ashramshalas cannot participate in various competition organised by Gujarat State Primary Education Department. The Ashramshalas need to be recognised under Primary Education System.

### 6.01 Suggestions :

There are some suggestions to strengthen Ashramshala System.

- (1) Any new sanction for Ashramshala should commensurate with population of tribal people and area/location.
- (2) There should a fixed limit for no.of Ashramshalas to be sanctioned to each trust/ management.
- (3) Rules should made and ensured that adequate piece of lands, building, other basic facilities should be acquired after starting an Ashramshala within a short time.
- (4) Usually a new Ashramshala should be started in the beginning of the academic year. In case management fails to make such facilities available, the sanction should be withdrawn.
- (5) While appointing teachers, both their educational qualifications and their commitment towards Ashram- pattern of education should be kept in view.
- (6) Adequate funds should be provided both for residential accomodation of teachers and for diet of the children, considering price-index.
- (7) The management should not be encouraged to admit more number of children than the sanctioned strength.
- (8) There should be a continuous inspection for Ahramshalas.
- (9) The process of staff recruitment needs to be hastened.
- (10) Both Management and staff should be aware about Ashramshala rules & sregulations.
- (11) Ashramshala subject can be transfered to Education department. Basically, it is an educational programme.
- (12) The Ashramshala education should follow Gandhian pattern. The education should be supplemented by physical work.

- (13) It is suggested that about 30% of the grant need to be placed at the disposal of Principal to meet all day-to-day expenses and also to meet immediate needs. He need not be much dependent on management or be at their mercy.
- (14) The salary grant need to be paid by Ashramshala Officer to ensure regular and time bound payment.
- (15) The diet charges should be reviwed in light of increase in prices. It should also be ensured that the amount is spent for the purpose for which it was sanctioned.
- (16) The parents/community should be involved in supervision of Ashramshalas.
- (17) The activities of Ashramshalas need not be aloof from the environment around.
- (18) There should be an exchange-visit programme for visiting other Ashramshalas; and such visits should result in initiating necessary changes. The management must also arrange such purposeful educative visits to benefit from others' experiences.
- (19) The Principal should be involved in administrative matters.
- (20) The festivals celebrated around should always be kept in view while preparing time table and students may be officially allowed to participate. Holidays should be re-scheduled accordingly.