Evalution Series : 6

Educational Schemes for Tribal Students of Tripura

Ashram School

Dr. Jayanta Choudhury
Reshmi Ghosh

Tribal Research and Cultural Institute
Goverintment of Tripura, Agartala

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Dr. Jayanta Choudhury
Reshmi Ghosh

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TRIBAL RESEARCH & CULTURAL INSTITUTE
Govt. of Tripura, Agartala,799001
Ph. No. +91381-232 4389/7334,
e-mail : dir.trci-tr@gov.in,
website : www.tritripura.in

Ashram School

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Govt. of Tripura
First published : September, 2017
ISBN : 978-93-86707-08-6

Computerised by: Arindam Sutradhar

Price : Rs. 60/-

Printed at : New Quick Print, 11 JB Road, Agartala.

MESSAGE

For the development of a society there is a need of equitable and balanced progress of all the sections of human communities and for this perspective, it is very important to bring the weaker, deprived and discriminated sections such as Scheduled Tribes to the front position of mainstream of socio-economic system and national development. To develop the tribal community, role of education is vital and educational development is more important. Education among tribal people is given priority for the betterment of tribal community. Education is the key to all round human development. To improve the education among the tribal people **Ashram School (AS)** has playing a significant role. The basic objective of Ashram school is to provide residential schools for Scheduled Tribes including PTGs (Primitive Tribal Groups) in an environment conducive to learning to increase the literacy rate among the tribal students.

I feel happy that Tribal Research & Culture Institute is publishing an Evaluation Series for the first time ever in Tripura based on the evaluation study on various ongoing Tribal Development schemes conducted by various researchers and funded by Tribal Research & Culture Institute.

Present volume is part of the evaluation series is based on empirical research conducted by Dr. Jayanta Choudhury and Reshmi Ghosh in eight sub-divisions covered all the districts of Tripura. This series has tried to find out overall status of tribal students those who avail the facilities.

I strongly believe that the findings and recommendations of the study will provide immense knowledge about the educational status of tribal students in Tripura.

(Sunil Debbarma)
Director
Tribal Research and Cultural Institute
Government of Tripura

Place: Agartala
Date : 05/10/2017

ACKNOWLEDGEMENT

Education is the backbone of a country. Not only it plays a vital role in the life of every human being but also occupies an important place in the development process of a country, its growth and welfare. Even it is considered as one of the most important indicators of development in a country according to quality-of-life approach. The importance of education as one of the most powerful means of bringing about socio-economic development of the Scheduled Tribes. As educational development is a stepping-stone to economic and social development, and the most effective instrument for empowering the tribal. Ministry of Tribal Affairs, Government of India makes all efforts for the development of tribal people.

Government of Tripura also has accorded priority for promoting education among the tribal boys and girls in the state. A large number of incentives schemes have been implemented by the state government in order to achieve the objectives of the universal education in the state especially among the tribal boys and girls. The schemes are implemented by the Tribal Welfare Department and very helpful towards improvement of tribal education in Tripura.

This evaluation series is the outcome of concurrent evaluation study to assess the performance of the educational schemes and find out the impact of schemes among the tribal students. It also prescribes policy direction for possible consideration of the Government of Tripura for better implementation of these schemes.

Our sincere thanks go to the Sri S. Debbarma, Director, Tribal Research and Cultural Institute, Government of Tripura for considering publishing the evaluation series. We also thankful to Sri Bidyut Kanti Dhar, Research Assistant of TR & CI for his sincere effort in various stages to bring the manuscripts in series form. We are also thankful to Sri P.Reang, Deputy Director, Tribal Research and Cultural Institute, Government of Tripura and all the members of Research Advisory Committee and Manuscript Committee for

their valuable suggestions during every step while conducting concurrent evaluation study and develop manuscript.

We acknowledge the sincere help of Miss Debasree Saha, student of Department of Rural Management & Development, Tripura University and various field investigators from, IGNOU for involving during various stages of the evaluation study. We were enriched enormously by the discussions with various state Government officials and local level functionaries during the study.

However, we are responsible for any fault that may remains.

Date: 05/10/2017
Place: Agartala, Tripura

Jayanta Choudhury
Reshmi Ghosh

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RESEARCH HIGHLIGHTS

- The general performance of Ashram School (AS) was found to be satisfactory. All the children were passed with good number.
- Some students of ASs had been selected for technical courses after clearing joint entrance examination.
- Approximately 40 percent teachers in AS Schedule Tribe were from the community.
- Students were mainly admitted in the Ashram Schools for their better education and poor family condition.
- Students were strongly agreed that teachers always encouraged them to ask questions about their problems and were very much helpful.
- Students were also satisfied with school environment, teacher's behavior and staff's behavior with them.
- Students were less satisfied with fooding and lodging facilities.
- Sanitation facilities in all ASs were poor.

INTRODUCTION

Education is the primary sector for development of community and due to this ministry has introduced another scheme for development of tribal people by creating a **Ashram school** in every district of state to spread the quality education among the tribal people.

Ashram schools have been viewed as effective institutions to meet the educational needs of tribal living interior, most backward and scattered habitations where opening up of normal school is not viable. The concept of Ashram school stems from the objective of providing an atmosphere in which the inmates are offered full opportunities for total personality development. The concept of Ashram schools for tribal children has been derived from the traditional Indian Gurukulas and the Gandhian philosophy of basic education, in which the teacher and the students taught live together and have close interaction. This type of closeness helps the students not only in sharpening the capacities but also in full personality development. *(Sujatha, 1990)*

Ashram Schools are residential schools imparting primary, middle and secondary education to ST boys and girls. The Ashram Schools which are run by State Governments have been an important tool to give formal education to ST children at the elementary level. The purpose of the Ashram School is to bring about the total development of tribal children with an emphasis on vocational education which can train them to stand on their own legs and become idealistic and selfless independent citizens of the nation. As the schools are residential, it can reduce the incidence of student's absenteeism in school, improve the standard of education at the primary level and reduce the burden of their parents from incurring expenditure on their children's education. Different facilities like school building, playground, and free kitchen, gender teaching material, furniture, dress, books and

economic resources have been provided to motivate the tribal children and their parents towards education. Again, by staying in the Ashram School during the crucial years of schooling from five to sixteen years, they will definitely continue their study in the school without dropping from the midway. Above all, an effective socialization can grow among tribal children which will ensure better level of educational attainment among them. Ashram Schools are specially designed to suit children of tribal background to attain better education. Generally Ashram Schools provide education from class I to class VII or class IV or V in certain area. *(Sasthry, 2010)*

The Ministry of Tribal Affairs has been implementing a central scheme which aims at establishing ashram schools in Tribal Sub Plan areas since 1990-91. It can improve the standard of education at the primary level and reduce the burden of their parents from incurring expenditure on their children's education. Different facilities like school building, playground, and free kitchen, gender teaching material, furniture, dress, books and economic resources have been provided to motivate the tribal children and their parents towards education. Above all, firm determination with dedication of the teachers, government and community can make the Ashram school a role model like 'Shantiniketan' which can give sight to the educationally impaired, backward tribal children and empower the tribal to look at their problem in civil societies.

1.1. Ashram School in Tripura

Ashram Schools had been established by the Tribal Welfare Department which are run and managed by the Tripura Tribal Welfare Residential Educational Institutions Society. All the Ashram Schools are co-educational English Medium Schools.

I) 420 seated RMM Ashram School, Bhuratali, Sabroom, South Tripura

II) 300 seated RMM Ashram School, Kanchanpur, North Tripura

III) 200 seated RMM Ashram School, Ambassa, Dhalai

IV) 200 seated RMM Ashram School, Karbook, Amarpur, Gomati

The Ashram School also has equal number of boys and girls students in the classes from III to V. At present approximately 1000 nos. of ST students (Boys & Girls) are studying in those 4 (four) nos. of schools. The prime objectives of the Ashram Schools are to impart quality education to ST boys and girls students and also prepare them for various entrance/ competitive examinations. The students are provided books, fooding, lodging, stationary, bed materials, furniture, school uniform, warm clothes games and sports materials, music activities at free of cost. Medical check-up, coaching in core subject, computer education and computer aided learning etc. are also provided with free of cost.

1.2. Objective of Ashram School

The objective of the scheme is to provide residential schools for Scheduled Tribes including PTGs in an environment conducive to learning to increase the literacy rate among the tribal students and to bring them at par with other population of the country. The scheme is in operation since 1990-91 and has been revised w.e.f. the financial year 2008-09.

1.3. Salient features of Ashram School

This is a centrally sponsored scheme and is operational in the Tribal sub-Plan States/UT Administrations. The scheme covers primary, middle, secondary and senior secondary level of education. Under the revised scheme, State Governments are eligible for 100% funding for establishment of Ashram Schools (i.e. school buildings, hostels, and kitchen and staff quarters) for girls in TSP areas and also for construction of Boys' Ashram Schools

in TSP areas in naxal affected areas (identified by Ministry of Home Affairs from time to time).

- **Schools are fully residential and will have residential quarters for the teaching staff and also for some of the non teaching staff, as considered necessary.**

- **Both the categories of schools are co-educational English Medium Schools having primary sections (Ashram Schools) and secondary and senior secondary sections.**

- **Admission to the schools follows selection based on admission test. Admission test normally held in 1st week of March.**

- **Applications are invited through news paper advertisement in the month of February for wide application.**

- **School timings will be 8.30 am. to 1.30 pm. All the students live in the hostels.**

- **All the students are given boarding house stipend by Tribal Welfare Department at the rate of State Government rate. The existing rate is Rs. 41/- per student per day.**

- **School Uniform, shoes and socks, books and note books, pen and pencils are provided free of cost by the society.**

- **Cosmetics and tooth paste etc. and dresses will be provided by the parents.**

- **Set of winter uniform will be provided by the society free of cost. Set of physical education and games uniform will be provided by the society free of cost.**

- **Bed materials, bucket, dish etc will be provided by the society free of cost.**

1.4. Funding Pattern

The scheme provides for 100 percent central financing for the construction of ashram schools for girls boys in naxal areas. The funding pattern for the other Boys' ashram Schools is on 50:50 basis, while maximum assistance is given to UTs for construction of both Girls' and Boys' Ashram Schools.

Financial assistance on 50:50 basis is given for other non-recurring items of expenditure i.e. purchase of equipment, furniture and furnishing, purchase of few sets of books for a small library for use of inmates of the hostels etc.

1.5. Facilities in Ashram Schools

The Ashram Schools of the State Governments/UT Administration are mandated to provide all necessary facilities like drinking water, bedding and mattress, good quality food, toilets, security arrangements, laboratory, library, sanitation,computer room, watchman, sweeper and health check-up of ST students etc. in the Ashram Schools. First aid boxes are being provide, regular pest control is being done.

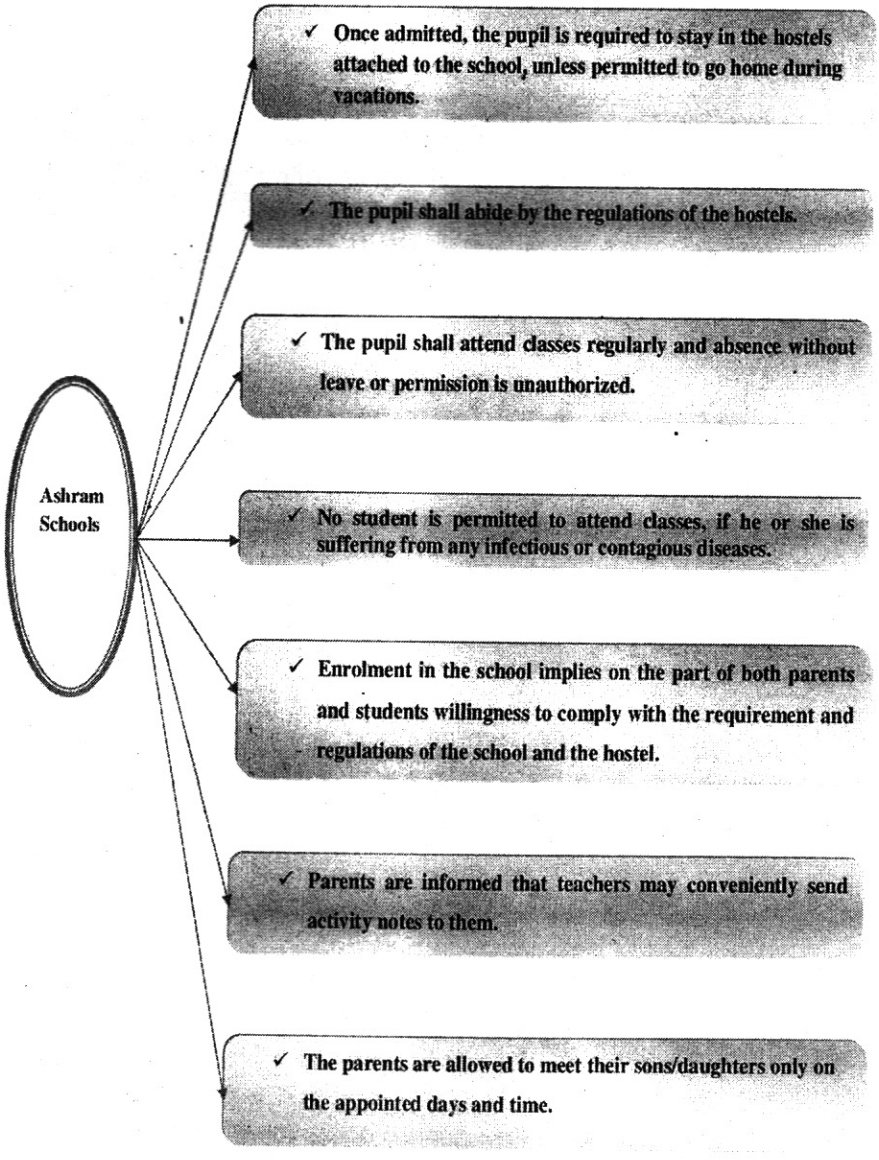
1.6. Security of students in Ashram Schools

The security arrangement for students studying in Ashram Schools especially in the naxal affected areas; the Central Government provides financial assistance for construction cost of Ashram Schools. The running and maintenance including security arrangement for studying in Ashram Schools especially in the naxal affected areas of the Ashram Schools are the responsibility of the State Governments.

1.7. Monitoring Mechanism

The Ministry monitors the scheme by receipt of physical and financial progress reports from the State Governments. The Ministry also conducts meetings periodically with States Governments/ UT administration and officers of the Ministry also sometimes visit the projects. All the programmes of this Ministry are to be reviewed by the District Level Vigilance and Monitoring Committee constituted by the Ministry of Rural Development.

1.8. General Rules



1.9. Process of Internal Assessment

Some marks will be kept allotted for internal assessment of the students and this will be assessed throughout the academic year. Assessment will be done on the following aspect:-

1. General attendance 80% and above. Attendance on special day e.g. Annual Sports Day, functions and on the days of observance etc.
2. Co-Curricular activities (Participation and presence)
3. Uniform and cleanliness.
4. Discipline, conduct and good behavior.
5. Use of English language while interacting with others in the school premises as well as in the hostels.

1.10. Syllabus for study

Syllabus for study will be fixed by the authority and the books for the each class from Class-III to Class-V will be supplied by the Tripura Tribal Welfare Residential Educational Institutions Society's Authority in time before starting the academic session. Books will be served by the Principal/ Principal-In-Charge of respective schools by collecting from the member-secretary's office of the Tripura Tribal Welfare Residential Educational Institutions society.

The Principal/Principal-In-Charge will be responsible for complete the syllabus earmarked for the respective classes.

1.11. Examination Pattern

1. a. Four unit tests will be done during the whole academic year.

1. b. 1st and 2nd unit test will be setup before half yearly examination.

1. c. 3rd and 4th unit test will be set up after half yearly examination.

2. a. Following marks is to be taken for consideration of promotion of the students.

2. b. 40 percent marks will be taken from FA-I to FA-IV examination.

2. c. 30 percent marks will be taken from SA-I examination.

2. d. 30 percent marks will be taken from SA-II examination to be calculated for promotion in next higher classes of each student.

Minimum marks for promotion to be higher class are 33 percent in aggregate. This should be strictly followed by all Ashram School without fail.

1.12. Management

The Ashram Schools will be maintained, controlled and managed by Tripura Welfare Department, Government of Tripura through a society called Tripura Tribal Welfare Residential Educational Institutions Society.

The management of society will be vested to the Board of Governors consisting of nine Ex-Officio members and twelve nominated members with the commissioner and secretary of Tribal Welfare Department, Government of Tripura as the chairman.

RESEARCH METHODOLOGY

2.1. Objectives

a. To study the infrastructural facilities and management of Ashram schools in Tripura.

b. To study the socio-economic background of tribal students.

c. To study the impact of Ashram school on tribal education.

2.2. Methodology

The study was empirical in nature and based on primary data collected through field survey. The study was analytical in its approach as it envisages reviewing critically the pertinent literature on the Ashram schools of tribal students. In order to analyze the data statistical tools and techniques, descriptive analytical methods were followed.

Table 1 : School information

Sl. No.	School	Year of Establishment	Sub-division / District	Intact Capacity	Present Strength		
					Boys	Girls	Total
1	Residential School at Bhuratali	27.7.2007	Sabroom Sub-Division, South Tripura District	420 seated	86	87	172
2	Ratnamoni Memorial Ashram School at Kanchanpur	05.6.2004	Kanchanpur Sub-Division, North Tripura District	200 seated	96	100	196
3	Radhamohan Memorial Ashram Schoolat Ambassa	12.9.2003	Ambassa Sub-Division, Dhalai District	300 seated	142	154	296
4	Daskhin Karbook Ashram School at Karbook	30.7.2007	Karbook, Sub-Division, Gomati District	200 seated	72	61	133

Source: Field survey,2016

2.3. Sampling

The study was confined to the four districts of Tripura namely South, North, Dhalai and Gomati. In order to conduct the study, purposive sampling procedure was adopted for the selection of Ashram schools students from four Ashram Schools. The districts have been selected based on the location of the schools for tribal students. From each 50 students were randomly selected for the field survey. Thus overall 200 students were covered forthis study.

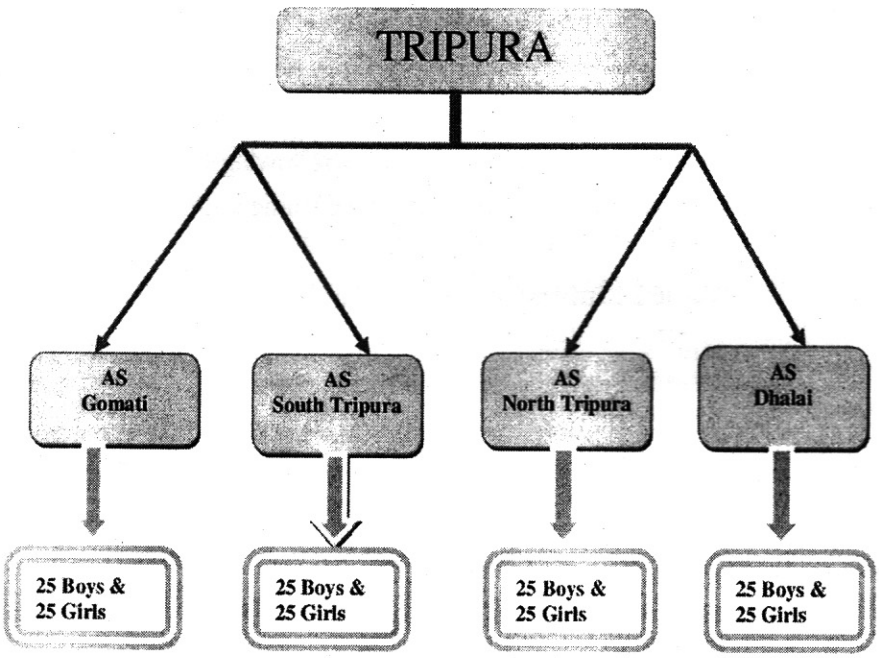
2.4. Data Collection

The primary data was collected through communicated with the teachers, and students from different Ashram School. The field survey was conducted with the help of structured interview schedules and group discussion. Interview schedule was pertaining the relevant to the objectives of the study.

2.5. Data Analysis

The filled interview schedule was thoroughly checked and processed with the help of relevant software. Relevant statistical tool was applied for drawing out result, conclusions and data analysis. Data was interpreted, discussed and analyzed besides critical appreciation of pertinent literature. Basic learning level of Ashram Schools was also tested through structured test tool which was followed by Annual Status of Education Report (2014) (ASER) for English reading level test, Arithmetic test & Bengali reading level test.

3.6. Sample Design



Section III

RESULT & DISCUSSION

Part I : School Administration

Good and sufficient infrastructure is very essential for any educational institution. It enables the learning environment. The following table is a glimpse of different types of infrastructure available in the studied schools.

Table 2 : Infrastructure available in school

Infrastructure	RMM Ashram School South	RMM Ashram School North	RMM Ashram School Dhalai	RMM Ashram School Gomati
Land Amount	29 acre	8.09 acre	10.55 acre	20.62 acre
Play Ground	Yes	Yes	Yes but not suitable for practice	Yes
Garden	Yes	Yes	Yes	Yes
Building type	Pucca	Pucca	Semi Pucca	Pucca
Boundary wall	No	Yes	Yes	Yes
No. of class room	6 class rooms	6 class rooms	10 class rooms	6 class rooms
Boys Hostel	Yes	Yes	Yes	Yes
Girls Hostel	Under construction	Yes	Yes	Yes
No. of hostel rooms	Total- 22 rooms, Boys hostel rooms-14 and Girls hostel rooms-8.	Total- 20 rooms, Boys hostel rooms-10 and Girls hostel rooms-10.	Total-72 rooms, Boys hostel rooms-36 and Girls hostel rooms-36.	Total-73 rooms, Boys hostel rooms-39 and Girls hostel rooms-34.
Teachers quarter	Under construction	No, teachers are stay in class rooms.	Yes	Yes
Electricity type	Own	Own	Own	Own
Drinking water type	Bore well	Bore well	Deep tube well	Bore well
Sanitation type	Pucca	Pucca	Pucca	Pucca
Medical facilities	First aid kit	First aid kit	First aid kit	First aid kit

Source- Field Survey, 2016

The major findings from the table are as follows -

- The school campus of Ashram School (AS) has buildings for schools, hostels, dormitories and residential quarters.
- Schools were having some space for playing, but the size was very small and not suitable. Apart from these, schools don't have the playing material also.
- Class rooms of Ashram School were insufficient.
- Among the four Ashram schools, South Tripura AS doesn't have the boundary wall and it seems the lack of security among the students due to unavailability of boundary wall in the AS. In addition to this, schools don't have the provision of separate hostel for the students and girl students was accommodated on the first floor of the school building.
- In some cases, quarters were also not sufficient for teachers and other staffs. For example teachers and other staffs of North Tripura AS were accommodated in the classroom.
- Electricity was available in the ASs but insufficient electric equipments and power cut was the main problem.
- Bathrooms and toilets were inadequate and windowpanes were also not clean. Supply of water was irregular. Supply of utility water was insufficient for cleaning, washing, bathing and other purpose.
- In terms of medical facility ,all the schools have only first aid kit box for the primary medicare of the students.

Ashram Schools

Table 3 : Student Enrolment and Performance

Components		RMM AS South		RMM AS North		RMM AS Dhalai		RMM AS Gomati	
Enrolled		M	F	M	F	M	F	M	F
	2014-15	86	88	85	75	56	61	100	101
	2013-14	85	87	71	58	63	67	100	100
	2012-13	85	87	50	47	55	33	102	102
Passed	2014-15	86	88	84	75	56	61	100	101
	2013-14	85	87	71	57	63	67	100	100
	2012-13	85	87	50	47	55	33	102	102
Percentage of pass	2014-15	100	100	98.8	100	100	100	100	100
	2013-14	100	100	100	100	100	100	100	100
	2012-13	100	100	100	98.3	100	100	100	100

Source- Field Survey, 2016

- From the above table it may found that every year enrollment of students had increased in all the schools except Dhalai district AS. Enrollment of girl students was less in compare to boys.
- The general performance of AS was found satisfactory. All the children were passed with good number. Whereas, North Tripura district AS classes needs some improvement.
- During admission, school authority used to collect several documents like B.P.L Card, Caste certificate, Last year mark sheet etc.
- Each and every AS used to celebrate the national holidays and also motivate the student for participating. Parents were also invited for this. Ashram School used to provide yearly holidays like 24 days for summer vacation, 10 days for puja holidays and 10 days for winter vacation.

Table 4 : Social and Gender Composition of the Teachers

Sl. No.	Name of School	ST		SC		OBC		GENERAL		Total		Total
		M	F	M	F	M	F	M	F	M	F	
1	RMM AS South	2	2	1	3	1	1	1	1	5	7	12
2	RMM AS North	1	1	0	0	1	1	4	1	6	3	9
3	RMM AS Dhalai	3	4	2	1	1	0	1	0	7	5	12
4	RMM AS Gomati	1	3	1	0	1	0	3	1	6	4	10

Source- Field Survey, 2016

- Table 4 describes the number of teachers in all the Ashram Schools. Approximately 40 percent teachers were belonged to Schedule Tribe category in AS. Teachers were selected through the interview. Preferences were given to the teachers those who were having a degree of B.Ed and belonged from English medium background. The number of female teachers was more than the male teacher. The teacher's workload was moderately heavy. As all the schools were residential schools, for that most of the teachers were involved in meeting management, academic decision related activities.
- Remuneration of teachers was based on the government rules. Teachers were praised and rewarded for their achievements.
- Continuous Comprehensive Evaluation training programmed was conducted for teachers. All the teachers enjoy the equal status.

Table 5 : Teacher student ratio

Sl. No.	Name of Schools	Teacher student ratio
1	**RMM Ashram School, South Tripura**	**1 : 14**
2	**RMM Ashram School, North Tripura**	**1 : 22**
3	**RMM Ashram School, Dhalai**	**1 : 24**
4	**RMM Ashram School, Gomati**	**1 : 13**

Source- Field Survey, 2016

- Table 5 reveals about the Teacher student ratio in Ashram school.Every school having a good number of teachers. In Gomati district teacher student ratio was a bit less compare to other districts.

Part II : Management

3.2.1 Monitoring Process

- All the Ashram Schools are monitored by the Tripura Tribal Welfare Residential Educational Institutions Society.
- Schools were regularly monitored by the teachers and staff under supervision of Principle-in-Charge as per the school timetable.
- Hostels were supervised by the respective hostel superintendent.

3.2.2 Achievement

- Some students of Ashram School have been selected for technical course and medical course through joint entrance examination (JEE) after higher secondary education .

3.2.3 Major Problem

- South Tripura AS was not affiliated to CBSE for which after class-viii, students need to be transferred to another school. Separate rooms for

library cannot be provided. They don't have any math teachers.

- Shortage of water was the major problem of all the AS.
- Less numbers of teaching equipments was the problem of Gomati district AS.

Part III: Impact on Tribal Education

Table 6: Gender Composition of respondents (sample students)

Sl. No	Gender	No of respondent	Percentage
1	Boys	100	50
2	Girls	100	50
Total		200	100

Source - Field Survey, 2016

- From the above table it has been found that the number of girls and boys respondent were same.

Table 7 : Economic Category of the Student's Family

Sl. No	Categories	Boys	Girls	Total
1	BPL	100 (100)	99 (99.0))	199 (99.5)
2	APL	0	1 (1.0)	1 (0.5)
Total		100 (100)	100 (100)	200 (100)

Source- Field Survey, 2016

- According to the primary survey of Ashram school, 199 families were i.e. (99.5%) were from BPL category while remaining 1 family were from APL category.

Table 8 : Religion of the students

Sl. No	Religion	Boys	Girls	Total
1	Hindu	50 (50.0)	51 (51.0)	101 (50.5)
2	Christian	39 (39.0)	35 (35.0)	74 (37.0)
3	Buddhist	11 (11.0)	14 (14.0)	25 (12.5)
Total		100 (100)	100 (100)	200 (100)

Source- Field Survey, 2016

• Considering the Religious status among the total respondents, it was mentioned that more than 50 percent students were from Hindu community while only 12.5 percent were from the Buddhist community.

Table 9 : Age wise gender distribution

Sl. No.	Age Group (in years)	Boys	Girls	Total
1	6-10	23 (23.0)	28 (28.0)	51 (25.5)
2	11-15	75 (75.0)	72 (72.0)	147 (73.5)
3	16-20	2 (2.0)	0	2 (2.0)
Total		100 (100)	100 (100)	200 (100)

Source- Field Survey, 2016

• Table 9 indicates that more than 25 percent student of the Ashram school were from the age group of 6-10 while 73 percent students were from 11-15 years of age group. It seems that maximum number of students were from this (6-10 years of age group) category. In between girls percentage comparatively higher in Ashram school to boys.

Table 10 : Family Types

Sl. No.	Category	No of Respondents	Percentage
1	Nuclear	76	38.0
2	Joint	124	62.0
Total		200	100

Source- Field Survey, 2016

- Above table represents that, 38 percent respondents belonged to small sized families consisting of two to four members that is nuclear family and rest 62 percent respondents belonged to joint family consisting of five to eight members.

Table 11 : Occupation of the Main Guardian

Sl. No.	Occupation	No of respondents	Percentage
1	Farmer	137	68.5
2	Agri Labor	16	8.0
3	Service	27	13.5
4	Small Business	14	7.0
5	Driver	2	1.0
6	Other	4	2.0
Total		200	100

Source- Field Survey, 2016

- Table 11 observed that occupation of the parents, which indicates that 68.5 percent parents were from farmer category.

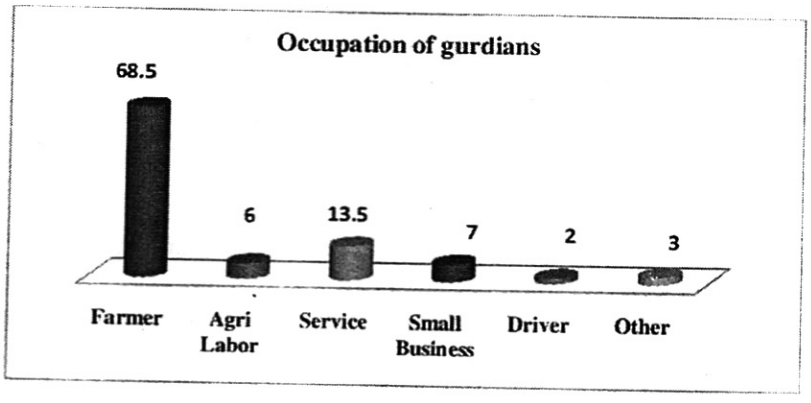


Figure: 1

• There were 7 percents parents, who were involved with small business, whereas 13.5 percent were government employees.

Table 12 : Gender wise Current education status of the respondents

Education Status	Boys	Girls	Total
Primary	77 (77.0)	73 (73.0)	150 (75.0)
Upper Primary	23 (23.0)	27 (27.0)	50 (25.0)
Total	100 (100)	100 (100)	200 (100)

Source- Field Survey, 2016

• Table12 depicts about the gender wise student distribution in different classes. In case of upper primary education, boy's education (23%) was less as compare to girl's (27%).

• But maximum numbers (75 percent) of boys and girls were studying primary section.

Table 13 : Time period of staying in hostel

Years	Boys	Girls	Total
1month-2	63 (63.0)	71 (71.0)	134 (67.0)
3-4	37 (37.0)	29 (29.0)	66 (33.0)
Total	100 (100)	100 (100)	200 (100)

Source- Field Survey, 2016

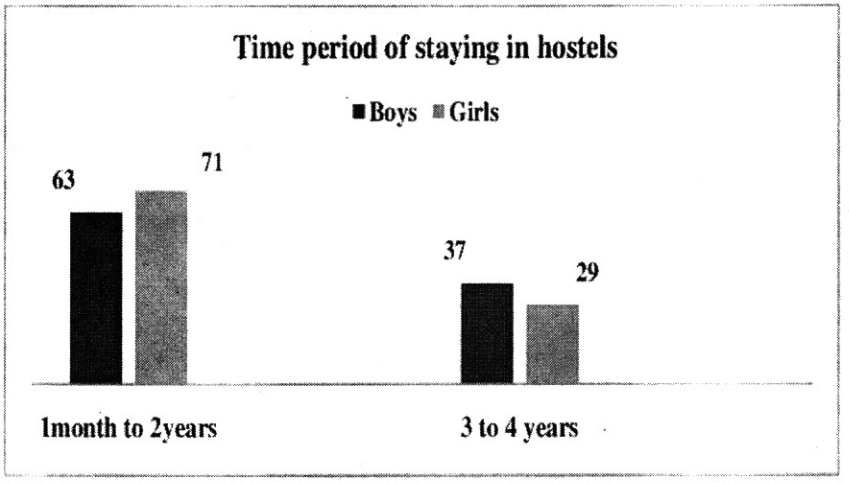


Figure: 2

• Table 13 represents the time period of staying in a hostel by students. Maximum numbers of respondents were stayed during 1-2 years, i.e. (67 percent) and only 33 percent respondents were stayed during 3 to 4 years.

Table 14 : Reason for admission

Sl. No.	Reason	Boys	Girls	Total
1	Better education	42 (42.0)	49 (49.0)	91 (45.5)
2	Poor family	34 (34.0)	26 (26.0)	60 (30.0)
3	Free education	24 (24.0)	25 (25.0)	49 (24.5)
Total		100 (100)	100 (100)	200 (100)

Source- Field Survey, 2016

• Table 14 exhibits about the reason for admission in Ashram school. Among all the students, more than 45 percent students mentioned that for better education they had admitted in the Ashram school while only 24 percent agreed that for free education they had taken admission in Ashram school.

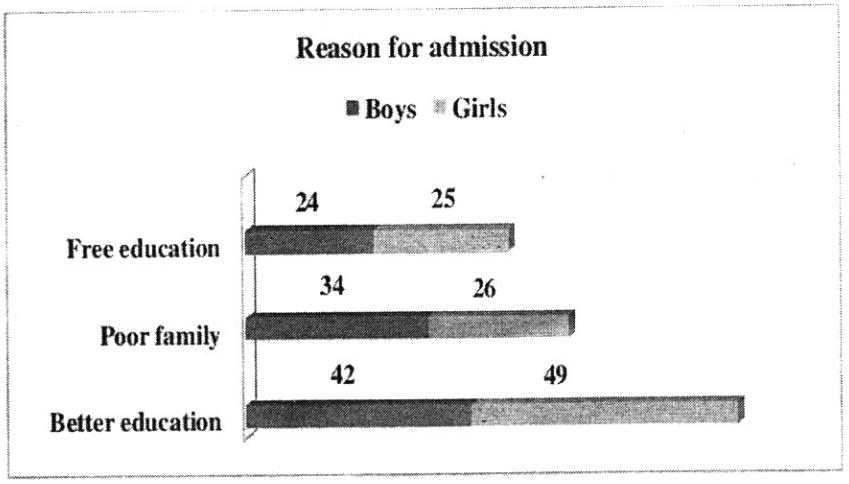


Figure: 3

• On the other hand, the poor family condition was the other reason for

taking admission. Surprisingly, boys percentage (34%) was higher compared to girls percentage (26%) in Ashram school.

Table 15 : Sources of Information about the school

Sl. No.	Sources	Boys	Girls	Total
1	School	44 (44.0)	47 (47.0)	91 (45.5)
2	Friend	8 (8.0)	15 (15.0)	23 (11.5)
3	Local leader	18 (18.0)	14 (14.0)	32 16.)
4	Media	8 (8.0)	5 (5.0)	13 (6.5)
5	Other	22 (22.0)	19 (19.0)	41 (20.5)
	Total	100 (100)	100 (100)	200 (100)

Source- Field Survey, 2016

• After the review of the table it shows that students collect information from different sources regarding admission in the school. Maximum number of respondents collected information from school i.e. 45.5 percent and 11.5 percent respondents were informed by their friends.

• Additionally, it was also found that, local leader, neighbors,relatives was also playing role and 16 percent students were informed by local leaders.

Table 16 : Benefit of Stipend

Stipend	Boys	Girls	Total
Yes	48 (48.0)	51 (51.0)	99 (49.5)
No	52 (52.0)	49 (49.0)	101 (50.5)
Total	100 (100)	100 (100)	200 (100)

Source- Field Survey, 2016

• Table 16 opined about the benefit of stipend, only 49.5 percent students were benefited by stipend and the rest of the students said that the stipend amount was not helpful because they were not getting any other stipend.

Table 17 : Vocational Courses

Sl.No.	Vocational Courses	Boys	Girls	Total
1	Yes	16 (16.0)	26 (26.0)	67 (33.5)
2	No	84 (84.0)	74 (74.0)	133 (66.5)
	Total	100 (100)	100 (100)	200 (100)

Source- Field Survey, 2016

• Only 33.5 percent students take the benefit of vocational courses for their better future. Vocational courses basically consist of practical courses through which one gains skills and experience directly linked to a career in the future. It helps students to be skilled and in turn offers better employment opportunities which is required for each and every student.

Table 18 : Teaching learning environment

Sl. No.	Teaching Learning Environment	Strongly Agree	Agree	Disagree	Strongly Disagree
1	The illustration of the topics is descriptive	73 (36.5)	124 (62.0)	3 (1.0)	0
2	Teachers are clearly explain all the topics	38 (19.0)	156 (78.0)	5 (2.5)	0
3	Learning activities are managed effectively	18 (9.0)	178 (89.0)	4 (2.0)	0
4	Teaching delivery is easily understood	22 (11.0)	154 (77.0)	24 (12.0)	0
5	Teaching materials/ aids used in the learning process	20 (10.0)	111 (55.5)	64 (32.0)	5 (2.5)
6	Encouraged to ask questions/ to express opinion	22 (11.0)	178 (89.0)	0	0
7	Helpful	46 (23.0)	153 (76.5)	1 (0.5)	0

Source- Field Survey, 2016

• Among all the respondents it was found that maximum numbers of students were strongly agreed to the illustration of topics, teachers always encouraged them to ask questions about their problems and the teachers are were much helpful. Students were also agreed that, teachers always used to explain all the topics clearly.

• But in learning activities managed aspects, few students were disagreed about this. Some students could not understand teaching delivery easily and maximum numbers of students were also disagreed that teaching material was not used in the learning process for their better education. Schools had no properly sized classroom, air circulation, lighting, fan etc.

Table 19 : Impact assessment of teaching learning environment

Teaching Learning Environment	Boys				Girls			
	SA	Agree	Disagree	SD	S A	Agree	Disagree	SD
The illustration of the topics is descriptive	33 (33.0)	65 (65.0)	2 (2.0)	0	40 (40.0)	59 (59.0)	0	0
Teachers are clearly explain all the topics	15 (15.0)	82 (82.0)	3 (3.0)	0	23 (23.0)	74 (74.0)	2 (2.0)	0
Learning activities are managed effectively	9 (9.0)	90 (90.0)	1 (1.0)	0	9 (9.0)	88 (88.0)	3 (3.0)	0
Teaching delivery is easily understood	13 (13.0)	79 (79.0)	8 (8.0)	0	9 (9.0)	75 (75.0)	16 (16.0)	0
Teaching materials/ aids used in the learning process	8 (8.0)	51 (51.0)	40 (40.0)	1 (1.0)	12 (12.0)	60 (60.0)	24 (24.0)	4 (4.0)
Encouraged to ask questions/ to express opinion	9 (9.0)	91 (91.0)	0	0	13 (13.0)	87 (87.0)	0	0
School was helpful	22 (22.0)	77 (77.0)	1 (1.0)	0	24 (24.0)	76 (76.0)	0	0

Source- Field Survey, 2016

• From the above table it has been shown that maximum numbers of students were agreed about the illustration of topics in the impact assessment

table. They also agreed that teachers were encouraged them for their better education.

• Students also said that teachers were very much helpful and teachers were also encouraged them to express opinions about their study. But few numbers of girl students were also disagreed about teaching delivery and teaching material used in the classroom.

Table 20 : Previous year result

Sl. No.	Percentage of marks	Boys	Girls	Total
1	91-100	1 (1.0)	0	1 (0.5)
2	81-90	7 (7.0)	5 (5.0)	12 (6.0)
3	71-80	12 (12.0)	13 (13.0)	25 (12.5)
4	61-70	22 (22.0)	21 (21.0)	43 (21.5)
5	51-60	38 (38.0)	31 (31.0)	69 (34.5)
6	41-50	13 (13.0)	22 (22.0)	35 (17.5)
7	30-40	7 (7.0)	8 (8.0)	15 (7.5)
Total		100 (100)	100 (100)	200 (100)

Source- Field Survey, 2016

• The above table reviews the previous year result of the students,34.5 percent students got 51-60 percent marks and 21.5 percent students got 61-70 marks.

• But in 81-90 marks category, boys percentage (7.5%) was more compared to girl's percentage (5.0%). Only a few (0.5 %) percent of students achieved 91-100 marks.

Table 21 : Significance of improvement of Education

Sl. No.	Extent of improvement	Boys	Girls	Total
1	**Highly Significant**	22 (22.0)	11 (11.0)	33 (16.5)
2	**Significant**	74 (74.0)	85 (85.0)	159 (79.5)
3	**Significant somewhat**	3 (3.0)	1 (1.0)	4 (2.0)
4	**Less Significant**	1 (1.0)	3 (3.0)	4 (2.0)
5	**Not Significant**	0	0	0
Total		**100 (100)**	**100 (100)**	**200 (100)**

Source- Field Survey, 2016

- The table shows the significance for the improvement of education where 79.5 percent respondents belong to average category as the opinion of 74 percent boys and 85 percent girls were significant.

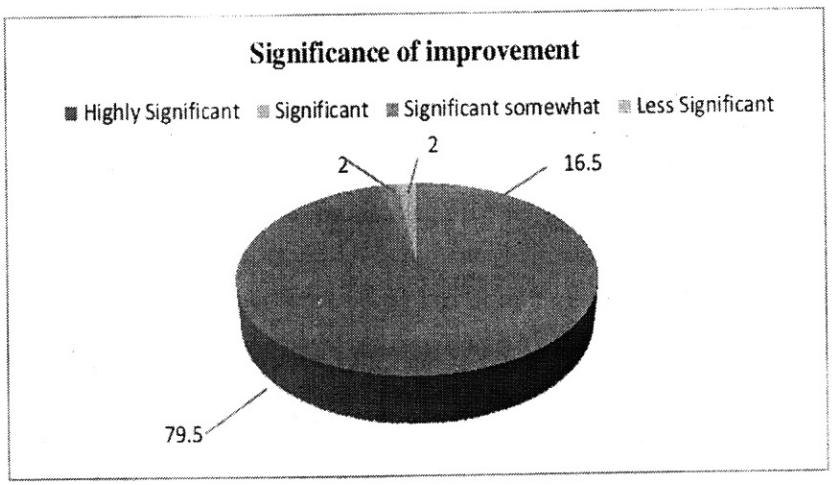


Figure : 4

Table 22 : Rank of Level of Satisfaction

Sl. No.	Indicator	Highly Satisfied X 5	Satisfied X 4	Satisfied Somewhat x 3	Less Satisfied x 2	Not Satisfied x 1	Total	Rank
1	School environment	74	125	0	1	0	872	2
2	Fellow friends	93	107	0	0	0	893	1
3	Food	29	138	21	12	0	784	7
4	Accommodation	27	151	9	7	6	786	6
5	Sanitation facility	29	78	10	78	5	648	8
6	Drinking water	45	136	10	5	4	813	4
7	Behaviorism of teachers	65	131	3	1	0	860	3
8	Behaviorism of staffs	53	125	15	7	0	809	5

Source- Field Survey, 2016

• For getting a specific picture of the student's satisfaction it is necessary to know their level of satisfaction through various satisfaction indicators. From table 22, it has been found that, because of residential school students lived without their family members and as a result they need good friends and they were highly satisfied with their fellow friends. They support each other and more if they were from the same village. They also take care each other during their ill-health.

• Maximum numbers of students were also satisfied from the school environment, teacher's behavior and staff's behavior with them. Students were less satisfied with food and accommodation related issues viz maximum rooms were not clean, more number of students accommodated in single room, required numbers of light, fans were also not available in rooms. In addition to this, students also said that food was not good and they had to

eat the same type of food daily. The quantity and quality of food is very much essential. Dining halls were also not fully furnished. Students were not satisfied for poor sanitation facility and drinking water. Bathrooms and toilets were inadequate. Students also need fresh water for drinking purpose.

Table 23: Gender Wise Rank on Level of Satisfaction

Indicator	Boys					Total	Rank	Girls					Total	Rank
	Highly Satisfied x 5	Satisfied x 4	Satisfied Somewhat x 3	Less Satisfied x 2	Not Satisfied x1			Highly Satisfied x 5	Satisfied x 4	Satisfied Somewhat x 3	Less Satisfied x 2	Not Satisfied x1		
School environment	41	58	0	1	0	439	2	33	67	0	0	0	433	2
Fellow friends	52	48	0	0	0	452	1	41	59	0	0	0	441	1
Food	20	62	13	5	0	397	6	9	76	8	7	0	387	7
Accommodation	16	68	3	7	6	381	7	11	83	6	0	0	405	6
Sanitation facility	15	38	4	38	5	320	8	14	40	6	40	0	328	8
Drinking water	24	63	4	5	4	398	5	21	73	6	0	0	415	4
Behaviorism of teachers	34	63	3	0	0	431	3	31	68	0	1	0	429	3
Behaviorism of staff	25	71	3	1	0	420	4	28	54	12	6	0	410	5

Source- Field Survey, 2016

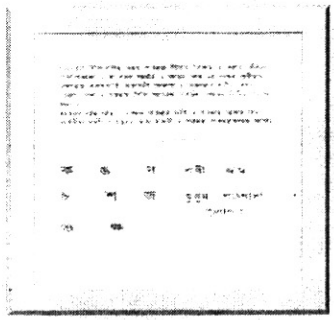
- Above table describes the Gender wise rank on level of satisfaction of the students. As the Ashram School is a residential school so the students were depended on each other and they were living without their family members that's why they were highly satisfied with their friends. They support each other and more if they are from the same village and take care during their ill-health. Maximum numbers of students were also satisfied from the school environment, teacher's behavior and staffs behavior.

Part IV : Basic learning level test through Bengali reading

Table 24: Bengali reading level of students (Multiple Respondents)

Category	Not even letter	Letter	Word	Para	Story	Total Respondents
Boys	4 (5.3)	71 (94.7)	49 (65.3)	22 (29.3)	6 (8.0)	75 (100)
Girls	9 (12.0)	66 (88.0)	51 (68.0)	26 (34.7)	6 (8.0)	75 (100)
Total	13 (8.7)	137 (91.3)	100 (66.7)	48 (32.0)	12 (8.0)	150 (100)

Source- Field Survey, 2016



• From this table it may found that in Std-III, 5.3 percent boys and 12 percent girls cannot even read the letters. Girls percentage (88 %) was less compared to boys percentage (94.7%) in reading letters.

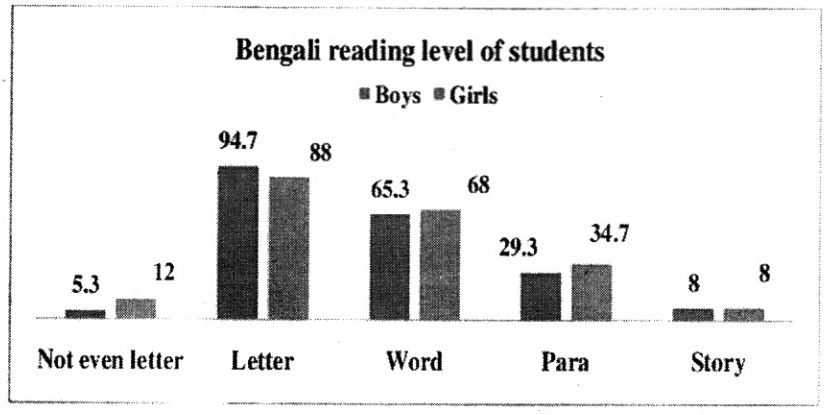


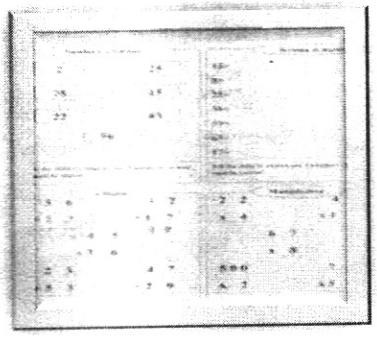
Figure: 5

• 29.3 percent boys and 34.7 percent girls can read Std-II level text but not more. But in story reading, the percentage of boys and girls was same.

Table 25 : Arithmetic level of students (Multiple Respondents)

Category	Not even number	Number recognizing	Write in words	Can addition	Can multiplication	Total Respondents
Boys	8 (10.7)	67 (89.3)	54 (72.0)	58 (77.3)	35 (46.7)	75 (100)
Girls	11 (14.7)	64 (85.3)	53 (70.7)	52 (69.3)	37 (49.3)	75 (100)
Total	19 (12.6)	131 (87.3)	107 (71.3)	110 (73.3)	72 (48.0)	150 (100)

Source- Field Survey, 2016



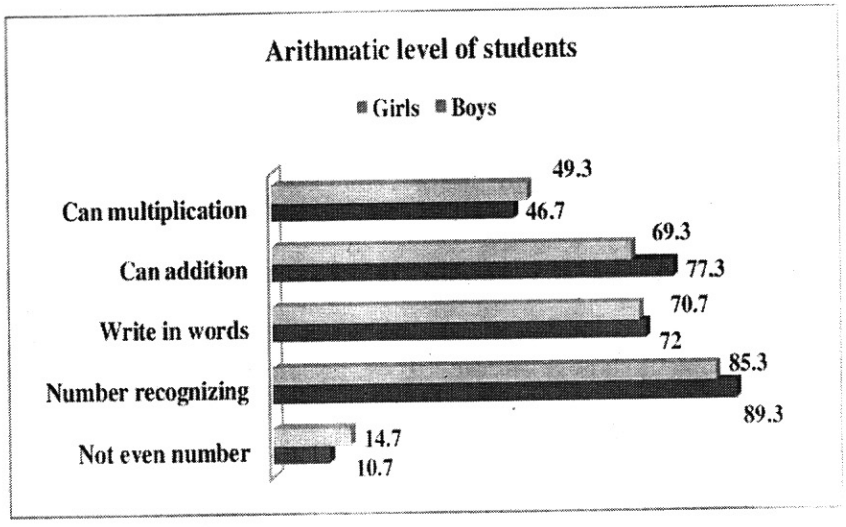
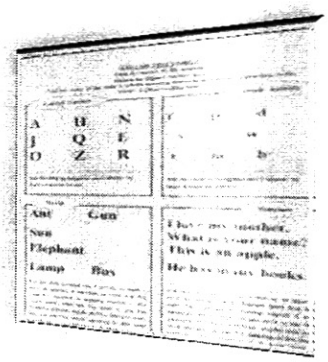


Figure: 6

• The above table describes the highest level in arithmetic achieved by students of Ashram schools who are read in Std-III. 10.7 percent boys and 14.7 percent girls were not recognizing any number properly. 87.3 percent students were recognized numbers. Only 48 percent students can do multiplication.

Table 26 : English reading level (Multiple Respondents)

Category	Not even letter	Capital letters	Small letters	Words	Sentence	Total Respondents
Boys	0	75 (100)	75 (100)	69 (92.0)	61 (81.3)	75 (100)
Girls	0	75 (100)	75 (100)	61 (81.3)	56 (74.7)	75 (100)
Total	**0**	**150 (100)**	**150 (100)**	**130 (86.7)**	**117 (78.0)**	**150 (100)**



Source- Field Survey, 2016

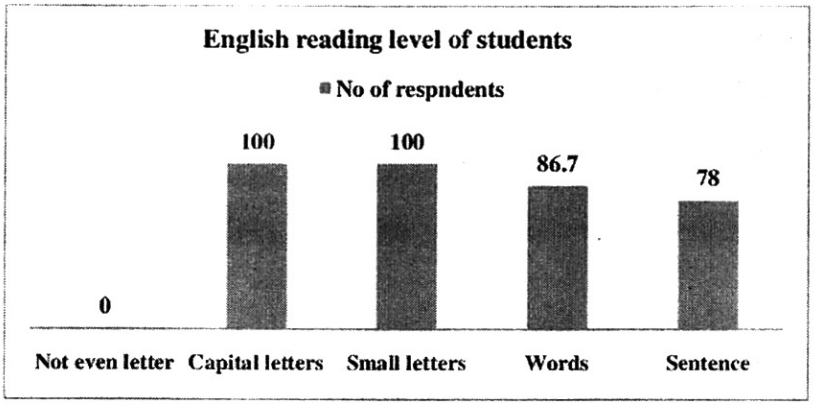


Figure: 7

• The table shows the highest level in reading English achieved by students. In Std III all the students could read capital letters similarly small letters. 86.7 percent students could read words but not sentences while 78 percent students read sentences.

PROBLEMS (ISSUSES) RECOMMENDATION & CONCLUSION

1. Issues of Accommodation : Students used to stay in class rooms and the girls were accommodated in the school building of Ashram School. In North Tripura district teachers and staff were accommodated in class rooms. Teacher's quarters were not sufficient. Teachers and staff were accommodated in the boys' hostel in South Tripura district AS. Various infrastructural problems were faced by the students such as leakage in water pipeline, windows are not well furnished.

Recommendation :

- Management committee should take necessary steps to equip the infrastructure.
- Maintenance grants should be increased and also need to recheck the full infrastructural equipment by monitoring committee time to time.
- Hostel needed to be more equipped with sufficient equipments, well ventilated rooms & wash rooms.
- More staff quarters for teachers and staffs need to be constructed.
- Boundary wall should be constructed for safety and security of girl students particularly.

2. Issues of various facilities : Bathrooms and toilets were inadequate and windowpanes were not clean. Supply of water was irregular. Supply of utility water was insufficient for cleaning, washing; bathing and other purpose.

Maximum numbers of schools were far away from a hospital. So at the time of emergency the students were facing several problems.

Recommendation :

• Adopt some methods of writing some important contact numbers like ambulance number on a notice board for an emergency period, which can easily help the students in an emergency.

• Thermometer, cotton, Dettol, ointments and tablets should be included in first aid box.

• Doctors of nearby PHCs should visit in these schools on every month. Department of Tribal Welfare may jointly address this issue with the Department of Health and Family Welfare (under NHM)

• Number of toilets should be increased. One staff should be engaged to clean hostel rooms, toilets and bathrooms frequently.

3. Issues related to Lack of interesting things which can inspire the students : All schools have playground, but it was not suitable for practice and small in size. Sports room, playground and other playing materials like football, cricket ball, bats etc. were not available in all the schools. Students were also not attached to any kind of extra curriculum activities.

Recommendation :

• Playing equipment, television and computer are necessary in all the schools which can entertain and can keep them updated.

• Educational provision through vocational education is needed to be strengthened.

• Vocational craft oriented education must be imparted to the students. Physical exercise, physical training should be imparted regularly.

4. Issue related to Improvement of Teaching Methodology : The students were fully dependent on class lectures in school and sometimes which were not sufficient for them ,but there was no coaching center attached with hostel and school. Most of the students belonged to a poor family, so they could not afford private tuition as well. Maximum students were not understood teaching delivery easily and maximum numbers of students were also agreed that teaching material was not used in learning process for their better education.

Recommendation :

- Schools should recruit more tribal teachers for better understanding of the students.
- Teachers should take classes with the help of using learning aids like chart, models, through group discussion.
- Supplemental, remedial classes and special coaching classes for poor students, improvement of subject experts should be promoted.

5. Issues related to fooding : Students were not satisfied with the food. Dining halls were also not fully furnished.

Recommendation :

- The quantity and quality of food is very much essential for students. Fund allotment for fooding and lodging should be increased for serving healthy food.

6. Issues related to Basic learning level : Students of Ashram schools who read in Std III, the basic learning level was not so much good in reading and arithmetic subject. Some students could read words but not sentences.

Some girl students were not recognizing any arithmetic number properly.

Recommendation :

- Students should need proper guidance for improving their studies.
- Maximum exposure to the tribal children can give them the opportunity to excel in their skills.

Conclusion :

Backwardness in education is an important cause for economic backwardness. Both the central government and state government put greater importance to economic progress of scheduled tribes. Government of India realized that, unless the quality of education is substantially improved in the tribal areas, some of the serious issues involved with employability and subsequent performance of tribal youths cannot be addressed. It was felt that tribal children suffer from various problems and social disadvantages. They lack self confidence and this can only be resolved by providing the best possible quality education. Keeping in view of these objectives, the ministry of tribal affairs has implemented the scheme of establishing AS. Tripura state has four Ashram School.

Over all Ashram Schools were doing very well for better future of tribal students in Tripura. Ashram School scheme supports the establishment and running of quality residential schools for scheduled tribes (STs) students with an objective to provide quality education to the tribal students. Ashram Schools are starts at class III. Education in AS is entirely free.

Large number of tribal parents withdraws their children from schools because of money problem. Other reasons include help of children in domestic work and for taking care of siblings has been reported as the main cause of school dropout and this was applicable more for girls than for

boys.

After establishment of Ashram schools it was found that the standard of education at the primary level had improved and also reduced the expenditure of parents on their children education. Different facilities like school building, playground, and free kitchen, teaching material, furniture, dress, books and economic resources have been provided to motivate the tribal children and their parents towards education. All those schools were specially designed to suit children of tribal background to attain better education.

Ashram school playing a very convenient role for the development of Tribal education in Tripura. The present study mainly discuss about the overall situation of Ashram schools in Tripura including teacher, quality of education, level of participation, residential facility etc. The objective of the study was to know overall impact of the study to the tribal students .These school needed some infrastructural improvement in infrastructural and learning methods. The environment in the schools and hostel should be improved for better education.

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About the Tribal Research and Cultural Institute

Tribal Research and Cultural Institute was established under Tribal Welfare Department in the year 1970 as per decision of Government of Tripura for launching studies on the socio-economic aspect of the Different Tribes of Tripura besides evaluation of all development schemes taken up for the benefits of the tribes. This institute deals in fundamental and applied research works on the socio-economic field, evaluation, documentation of Tribal Art and Culture, preservation of tribal heritage, publication of research studies. Tribal Research and Cultural Institute collects manuscripts on tribal history and tradition, development of languages of different tribes etc. In addition, this Institute is also engaged for organizing seminar, workshop on different aspects of tribal development of issues along with training programme for the field level officers

About the Authors

Dr. Jayanta Choudhury working as Assistant Professor (Rural Management & Development) and Coordinator, Center for Rural Studies, Tripura University. He obtained his Master and Ph.D. in Rural Development from Visva-Bharati University, West Bengal. His area of interests includes Project/Programme management, Self-Help Group/Micro Finance, Local Self-Government and Inclusive Rural Development.

Ms. Reshmi Ghosh, b. 1990, is Research Scholar at Department of Rural management and Development, Tripura University. Presently she is working with Directorate of Skill Development as Programme Officer. She has completed Master degree from Tripura University. Ms. Ghosh has presented paper in different National /International conference and also authored different research article.

ISBN: 978-93-86707-08-6
Price: Rs.60/-

978-93-86707-08-6