

IMPACT ASSESSMENT OF EDUCATIONAL SCHEME: A STUDY OF ASHRAM  
SCHOOLS IN NANDURBAR DISTRICT

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## DECLARATION BY THE CANDIDATE

I **Rajesh Dinkar Danane** hereby declare that this thesis on the topic entitled, “**Impact Assessment of Educational Scheme: A Study of Ashram Schools in Nandurbar District**” is submitted for the award of Degree of Doctor of Philosophy in Economics to the Gokhale Institute of Politics and Economics, Pune 411004.

It is an original contribution and has been completed during my tenure as a research scholar at Gokhale Institute of Politics and Economics, Pune.

This thesis has not been submitted by me elsewhere for the award of any degree or diploma-part or full. The information gathered by me elsewhere for the thesis is original, true and factual. Such material as has been obtain from other source has been duly acknowledged in the thesis. I hereby request, to consider the thesis for the award of the degree of ‘Doctor of Philosophy’.

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## Acronyms

AS	Ashram School
ATSP	Annual Tribal Sub Plan
DISE	District Information System for Education
DEO	District Educational Officer
EDI	Educational Development Index
EMRS	Eklavya Model Residential Schools
HM	Head Masters
ICT	Information and Communication Technology
ITDP	Integrated Tribal Development Project
JNV	Jawahar Navodaya Vidyalaya
KGBV	Kasturba Gandhi Balika Vidyalaya
MPI	Multidimensional Poverty Index
MoTA	Ministry of Tribal Affairs
PO	Project officer
PTA	Parents Teacher Association
PoA	Prevention of Atrocities
PTR	Pupil Teacher Ratio
NCAS	National Centre for Advocacy Studies
NUEPA	National University of Educational Planning and Administration
RTE	Right to Education
SMC	School Management Committee
SC	Scheduled Caste
SCR	Student Classroom Ratio
TISS	Tata Institute of Social Sciences
ST	Scheduled Tribes
TDD	Tribal Development Department
TRTI	Tribal Research and Training Institute
TSP	Tribal Sub-Plan
UEE	Universalization of Elementary Education
UNDP	United Nations Development Programme
VAK	Vikas Adhyayan Kendra

## **Chapter: 1 Introduction, Objectives and Research Methodology**

### **1.1 Prelude to Research**

The emphasis on social justice<sup>1</sup> and inclusion of socially excluded communities into the mainstream has become more prominent within the policy deliberations of post-colonial governments in India. The idea of social justice has been incorporated into the concept of educational development especially during the post-colonial period. However, disparities between different groups in accessing educational opportunities still persist in all the sectors of education and in fact increase even after the inception of Universalization of Elementary Education (UEE), which is considered as the most significant constitutional commitments in India. In order to achieve UEE, the government of India has initiated a number of programmes and projects<sup>2</sup>. Regardless of this commitment, it has still remained elusive and different researches point out that the country has to make substantial efforts to make UEE a reality (Bandyopadhyay,2006). Education generally means to empower children and adults alike to become active participants in the transformation of their societies. For socially excluded communities like Scheduled Caste (SC) and Scheduled Tribes (STs), education is the sole opportunity to participate in the democratic process and collectively articulate their rights over the resources they are entitled to.

### **1.2 Education of Scheduled Tribes**

The colonial education policy in India was designed and implemented by Sir Thomas Macaulay, was entirely aimed at colonial British requirements. The policy was directed towards producing native administrators and bureaucrats of lower order to aid in the local administration. This was governed by the logic of downward filtration from the elites of the masses. On the other side, of the poor, marginalized and oppressed groups in India, the STs are clearly among the most vulnerable to this kind of change. Often, their tribal identity is negated and their human dignity

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<sup>1</sup>The term “social justice” refers to the entitlement of any member of society to the same rights and services available to others living in the same society. Adams. Bell and Griffin (1997) defined social justice as both a process and a goal to ensure “full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society that is equitable and all members are physically and psychologically safe and secure.” For details, See, Oommen , T.K. (2014)

<sup>2</sup> See, Ministry of Human Resources and Development (MHRD), Development of Higher Education in India; National Report , prepared by National University of Education, Planning and Administration, 2007,p.18.

was violated.<sup>3</sup> It was the Indian Education Commission in 1882, popularly known as Hunter Commission, proposed for extension of primary education in backward districts especially the areas inhabited mainly by aboriginal races. At the same time, the commission also proposed the gradual withdrawal of the Government from secondary education and to transfer secondary education to efficient private bodies by sanctioning grant in aid to it. Much emphasis of the education policy of Lord Curzon (1904) was given to English education and the vernacular was neglected.<sup>4</sup> Further, British appointed Hartog Committee in 1929 and Sargent Committee in 1944 to look into the aspects of education in India. Nevertheless, these committees never specifically addressed the educational backwardness of disadvantaged communities like Adivasis.

Apart from issues pertaining with the government policies, the community's spatial isolation also exacerbated their exclusion from the modern world. In India, tribal's live in the forest-clad hills and valleys which is often far away from the mainland with poor infrastructure and other means of communications. They live mostly in scattered settlements<sup>5</sup> rather than villages, which makes them difficult to access education facilities for the whole communities. Teachers from mainland are often reluctant to work in schools in tribal areas because of the distance from towns, lack of

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<sup>3</sup>Though, there was few commissions and enquiries initiated by the colonial administration in India, it largely focused on the mainland population. For example, a committee was constituted under Sir Charles Wood in 1854 for a comprehensive review the status of education in India generally. He recommended for the creation of a department of education in each of the five provinces. He also recommended the establishment of universities in Presidency towns of Calcutta/ Bombay and Madras. He realized the harm caused to the mass education by the Downward Filtration Theory and suggested for the increase in number of high schools/ middle schools and indigenous primary schools. The important features of the review were the adoption of modern Indian languages as medium of instruction at the secondary stage. The study recommended establishment of teacher training schools in India as in England.

<sup>4</sup>Much emphasis was given to English education and empowerment of vernaculars was neglected. The scope for technical education was very much limited and was not useful for masses. The resolution gave suggestion for the-improvement of women education through establishment of training schools for women teachers and model schools for girls. Pertaining to secondary education the resolution opined that the standard of education at this level was far from satisfaction owing to the growth of schools under incapable teachers, inadequate furniture, lack of library, proper building etc. At the secondary stage mother tongue as the medium of instruction was emphasized.

<sup>5</sup> The name 'settlement' is more suitable for the places where Adivasis live in India, because most of them do not-fulfill the category of a typical village rather it is a colony that is newly established (maximum 30 years back), with a clear—sometimes porous—boundary with the reserve or social forests or can be called as a place or region newly settled by the government.

infrastructure and other amenities. Moreover, tribal students also face difficulties in following prescribed text books which are not in their mother tongue, occasionally; content is not appropriately designed for their livelihood. The situation has exacerbated the dropout rate of ST students even from primary level, which ultimately culminated into their exclusion from the mainstream. In the immediate post-independence phase, as revealed from the perusal of the first four five-year plans, the establishment of hostels emerged as a strategy to improve the educational indicators among the socially and economically marginalized groups such as SCs and STs largely through schemes under the department of social welfare, department of tribal welfare and department of women and child development (Dubey and Chander, 1973).

Pandey, M.R. (1981) in his study of social aspects of academic achievement and aspirations of scheduled tribe children observed that the better and negative interaction between non-tribal and tribal students and teacher's indifference towards tribal students in normal schools to their low achievement. They are notable to avail properly the educational opportunities due to their socio-cultural backwardness. In this context, several commissions and organization have recommended various measures for enabling the tribal's to in overcome their disadvantages. The education commissions include University Education Commission (1949), Secondary Education Commission (1952-53), and the Kothari Commission (1964-66).

The Kothari Commission<sup>6</sup> observed in terms of scheduled castes and tribes; "In regard to tribal education, provision of facilities at the primary stage should be improved and Ashram schools should be established in sparsely populated areas. The Medium of instruction for the first two years of the school should be the tribal language and during this period the children should be given oral instruction in the regional language and by the third year the regional language should become the medium of instruction" (Report of the Education Commission, 1964-66).

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<sup>6</sup>Indian Education Commission (1964-1966), popularly known as Kothari Commission, was an ad-hoc commission set up by the Government of India to examine all aspects of the educational sector in India, to evolve a general pattern of education and to advise guidelines and policies for the development of education in India.

However, the current scenario as revealed in Census 2011 Scheduled Tribes is notified in 30 States/UTs. Number of individual ethnic groups, etc. notified as Scheduled Tribes is 705. Literacy rate for STs in India improved from 47.1 per cent in 2001 to 59 percent in 2011. Among ST males, literacy rate increased from 59.2 percent to 68.5 percent and among ST females, literacy rate increased from 34.8 percent to 49.4 percent during the same period. Literacy rate for the total population has increased from 64.8 percent in 2001 to 73 percent in 2011. Thus, there is a gap of about 14 percentage points in literacy rate of ST as compared to the all India literacy rate. ST Female literacy rate is lower by 15 percentage points as compared to overall female literacy rate in 2011.

### **1.3 Ashram Schools**

Keeping in view the peculiar problems pointed out by Kothari Commission on tribal marginality, especially on educational backwardness, the Maharashtra<sup>7</sup> government took significant initiatives such as residential schools, known as Ashram Schools (AS) in tribal areas in 1953-54. The primary objectives of these schools are to provide free accommodation, food and education to tribal students with an aim of empowering tribal communities through education. Therefore, the government provides financial assistance to tribal department for construction of new hostels and expansion of existing hostels. Apart from this, the government also provides pre-metric and post-metric scholarships to tribal students which cover tuition fees, hostel charges and allowances for books<sup>8</sup>. The concept of AS is derived from the term 'Ashram' which had been the hallmark of education in ancient India. It, in fact, was the teachers household'. The 'Ashram' was in one sense, a continuation of home also when the guru and his wife offered personal affection

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<sup>7</sup> Maharashtra is a state in the western region of India and is India's second-most populous state and third-largest state by area. Spread over 307,713 km<sup>2</sup> (118,809 sq mi), it is bordered by the Arabian Sea to the west and the Indian states of Karnataka, Telangana, Goa, Gujarat, Chhattisgarh, Madhya Pradesh and the Union territory of Dadra and Nagar Haveli. It is also the world's second-most populous sub-national entity. It has over 112 million inhabitants and its capital, Mumbai, has a population of approximately 18 million. Maharashtra is the wealthiest state by GDP and also the most industrialized state in India. The state contributes about 25% of the country's industrial output and 23.2% of its GDP (2010–11). As of 2011, the state had a per capita income of ₹1.0035 lakh (US\$1,600), more than the national average of ₹0.73 lakh (US\$1,100). Its GDP per capita crossed the ₹1.20 lakh (US\$1,900) threshold for the first time in 2013, making it one of the richest states in India. Maharashtra has 24 universities with a turnout of 160,000 Graduates every year. Maharashtra has played a pioneering role in the development of the modern education system in India.

<sup>8</sup>For details, See, EDU: Establishment of Ashram Schools in Tribal Sub-Plan Areas, <http://tribal.nic.in/Content/EstablishmentofAshramSchoolsinTribalSubPlanAreas.aspx>.

conducive for the natural growth of tender life. It was also a new order presenting a new environment and generally new transformative forces (Chakraborty, 1958). Establishment of AS in tribal areas became the beacon of hope for the disadvantage tribal children in terms of education.

In this regard, the government and aided Ashram schools have significant role in tribal education. Tribal development department, Government of Maharashtra, is financially supporting 528 government and 556 aided residential Ashram Schools in hilly and remote regions of the state.<sup>9</sup> These voluntary organizations running AS are receiving 100 per cent grants from government on the pay and allowances of the teaching and non-teaching staff and maintenance grant at the rate of ₹ 900 per month per child. Expenditure equal to 12 per cent of the salary is given for the book, writing material, furniture and contingencies is also borne by the government. 8 percent of the salary bills also paid to the organization for providing uniform to the students, utensils and bed-sheets etc. Approximately 75 per cent of the actual rate is also paid to them as grant-in-aid. Voluntary organizations are also grants at the rate of 3 Lacks for the construction of Primary school buildings and ₹ 5 lacks for the post-metric AS.

However, even after substantial policy deliberations with regards to the tribal backwardness, issues related to tribal education is far from over. Backward districts like Nandurbar are the worst affected in this regard and—precisely—all the six blocks in the district are coming under the category of educationally backward as per District Information System for Education (DISE) report 2013.

#### **1.4 Issues regarding functioning of Ashram Schools**

Issues associated with the functioning of AS are often made headlines in the media and became instrumental in the formation of several government committees but they largely failed to

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<sup>9</sup>As per the Annual Tribal Sub-Plan Report, Government of Maharashtra, 2013-14, the current strength of children in these schools are 208016 (108348 boys and 99668 girls) and an outlay of Rs.18368.40 Lakhs has been provided in the TSP for year 2013-14 (.Moreover, as per the report, “a sizable outlay of Rs.218526.79 lakh (Including SCA-Rs.7000.00 & Article 275 (1) Asstt. Rs.10000.00 lakh) has been kept aside for the year 2013-14 for the various schemes covered under State level & district level programme implemented by the Tribal Development Department (TDD). Apart from the government running Ashram schools there are 556 aided Ashram Schools in the state. During the academic year 2011-12 the number of tribal students studying in these aided ashram schools is 239909 (139895 boys & 100014 girls).

address the real issues regarding the schemes. Ashram schools in Maharashtra had to face various impediments at its implementation level. In 2002, a study by Tribal Research and Training Institute Pune (TRTI), brought out few startling information's about the status of AS in the state. It revealed myriad of facts including improper subsidy allocation, administrative issues, and false utilization of earmarked funds and violations of realistic physical targets for this scheme. The study further elaborates how such projects merely becomes a business venture or a revenue stream which can be milked by the rural elites. It also highlights the administrative apathy as well (TRTI, 2002).

There are various reasons attribute to this issue. First, in so far as the STs are concerned, the Tribal Sub-Plan (TSP) takes care of the financial aspects of their social, economic and educational problems. Taking into consideration the size of the tribal population, the state government has made substantial provisions in the TSP for the welfare of tribal's, in the form of giving scholarships to the students, running of both aided and government AS, government hostels and pre-recruitment training centers, etc. The tribal sub-plan strategy held hopes for integrated development of tribal areas. However, four decades of implementation it has not brought about any perceptible change in the life of the majority of tribal people. Further, it is alleged that the implementation of the TSP has been mostly with untrained, inefficient, insensitive and often untrustworthy hands. In general, the implementation of the policy of affirmative action has often been mindless and therefore sterile. As a major step in the realm of socio-economic empowerment of a backward community it is essential to study and critically evaluate the state's educational schemes, policies, pattern/method of implementation of these schemes by these agencies and other stakeholders like students. This study attempts to focus on the status of AS in Nandurbar district, which is considered to be the most backward region on various socio-economic indicators like poverty, literacy.

Successive governments had followed strategies to address issues related to AS by considering this project as a unique one but in reality little has been changed on the ground when it comes to the physical security of the children. In many cases instead of implementing the recommendation proposed by the studies carried out by the government appointed committees and media reports, the government continuously opted for as usual department level enquiry and corrective



measures to these issues, which are often dysfunctional, loosely monitored and nibbled by corruption. Tardy implementations of TSP around AS are crippling the institution's objectives.

A recent study conducted by Centre for Budget and Government Accountability and Child Rights and You (CBGA & CRY, 2016) points out that Maharashtra stands behind Bihar and Orissa in budgetary in allocation for education. The state budgetary allocation for education in 2015-16 was merely 2.3 per cent, which even behind Bihar and Orissa. From this 1.9 per cent is allocated to AS. Interestingly, 69 per cent of the AS fund allocation siphoned as teacher's salary and 8 per cent is earmarked for infrastructure development while Rs.40, 000 is spending on each student. As a result, generally, only 23 per cent of the earmarked fund is available for curricular and welfare of students. Here the government seems to be conveniently forgetting the rationale of TSP allocation. As the Kelkar committee (2013) pointed out that the TSP budget should be allocated for the tribal development as a principle of additionally that is over and above the regular funds for the developmental programmes and non-plan budget to the TSP areas as to other non-TSP areas. Altering the existing TSP fund allocation was yet another remarkable proposal by the Kelkar committee. It says that "in line with the spirit of Panchayat Extension to Scheduled Areas (PESA) Act at least half of the funds of the TSP should be earmarked for Grama sabha which should be allowed to determine the priorities and programmes" (Kelkar,2013). As per the 2014-15 budget estimate of tribal department there were 552 government run ashram Schools in the state and of which 429 were located in TSP areas and the remaining 123 in Outside Tribal Sub-Plan (OTSP) areas.

The criticism on lack of staffs in AS is primarily linked to the lack of infrastructure at school level. Though few schools are located in semi-urban areas but infrastructure facilities that can provide accommodation for teachers are not in place. Interestingly, in some areas staffs are reluctant to work even if sufficient infrastructure is in place. Yet another study by Tata Institute of Social Sciences (TISS) in 2015 pointed out that out of all the schools across Maharashtra—just over 1,100 with half of them being aided and other half is state-run—merely 6 per cent aided and 3.6 per cent of the government tribal schools were able serve breakfast according to the menu. Further, only 33 per cent of the schools have their gas facility and utensils in good conditions but their kitchens were found unhygienic. It also noted that merely 29 percent aided and 20 percent government AS had good drainage facilities. The rest being average or worse,

magnifying the chances of water-borne diseases like malaria, dengue (TISS, 2015) The panel appointed after the Buldhana incident headed by Dr. Subhash Salunkhe also submitted his report in November, 2016 with suggestions for precautionary measures for the same. The report is yet to be made public. But the “committee had a feeling that the girls were being sexually exploited, but it was obvious they were under pressure from teachers and the management and would not open up to us. This must be why no one confided in us. Also, our visit to each school was for a limited time. We had no solid evidence to prove the crime”, Dr. Salunke said (Hindustan Times, 7 November, 2016).

A GR issued on 19 November 2016 has even specified the role of each member in these taluka-level committees. A specimen of survey form too has been provided in the GR. Each of the six-member taluka-level committees will have representatives from the women and child welfare department, tribal development department, TISS, respective panchayat samiti, and social justice and welfare department. However, it seems the panel will look into the aspects of refurbishing the functioning of AS but not the factors that led to the student’s deaths and to take actions such as expelling staffs from their position and recommending for criminal procedure against them, if found responsible. Though the versatility of the committee gives much hope, addressing myriad of issues pertaining with both government and privately managed schools will be its major task. But omission/silence over the role of Gramsabha and Parents Teacher Association (PTA) in this process will endorse the criticism that the government’s reluctance to heed into the opinions of tribal’s on matters involving with their destiny.

On the other side, conveniently ignoring or diluting the spirit of any committee recommendations are general practice of successive governments. For instance, erstwhile regime’s studies are often considered as ‘futile exercises’ which are largely overlooked or denied by the incumbent. Meanwhile, on the enquiry level, committees are often found unable to address even fringe of the problem because, it seemed, most of the enquiries largely disregarded or failed to invoke key legislations like the SC and the STs Prevention of Atrocities (PoA) Act, 1989, against the perpetrators, which was amended recently to include new offences to ensure speedy justice to victims and promises relief amount payment to victims for various offences of atrocities.

## 1.5 Nandurbar District

Nandurbar, one of the tribal districts of Maharashtra, is situated on the triangular confluence of the three states viz Maharashtra, Gujarat and Madhya Pradesh. Majority of its population live among the remote and isolated hills and ranges of the Satpuras. The overall history of the district shows that poverty, illiteracy, ignorance, superstitions, blind practices and outdated faiths have proved to be the major hindrances on keeping the tribal and rural communities away from the main stream of life. After taking all these ill circumstances into consideration, government as well as many social workers and institutions realized that illiteracy is the root cause of all the social, educational and economic problems of the district and education is the basic need and the source for the overall boost of the people of the district. (<http://ntvss.org/>)

As far as the *educational level of Nandurbar district* is concerned, the Overall Educational Development Index (EDI) of districts shown in the Educational development index 2011-12 prepared by the United Nations International Children's Emergency Fund (UNICEF) in collaboration with Sarva Shiksha Abhiyan (SSA), Maharashtra, states that Nandurbar district is far below than any districts in the state (EDI, 2012). As per the District Elementary Education Report Card, 2010-11 prepared by central government shows that there are 1874 schools in Nandurbar, overall literacy is 55.8 per cent, and ST population is 65.5 per cent. Whereas percentage of ST enrolment in primary level is 74.6 per cent only and for upper primary it is 66.4 per cent. However, Scheduled Tribes Girls to ST enrolment is 48.0 per cent only in primary and upper primary it is 47.4 percent. Number of ST teachers male in primary is 783 and female 183 (DISE, 2010-11).

A study by Vikas Adhyayan Kendra (VAK, 2007), the literacy rate of Scheduled Tribe community was 26.10 per cent as against the national average of 52.21 per cent. It also pointed out that illiteracy is highly prevalent amongst tribal women as more than three quarters of STs Women are illiterate, 77 districts of India have tribal female literacy rates lower than ten percent and 14 districts have less than three percent tribal female literacy. In terms of the enrollment rate, the Factsheet states that the gross enrolment ratio of the STs Population has decreased for classes 1-5 (except for the girls) but has improved for Classes 1-8. Meanwhile, it points out that there is significant gap when it comes to enrollment of scheduled tribe girls and half of scheduled tribe girls are not even enrolled.

After half decade of the above mentioned report, the Status of Education in Maharashtra and Districts Profile (2012-13) shows more or less same picture about this issue. The report shows crucial educational indicators such as access, infrastructure, teachers and outcome in the Nandurbar district. As far as access<sup>10</sup> of education is concerned ratio of primary school to upper primary school is 2.6:1 which is below national average whereas the district needs 200 upper primary schools to be opened. Around 27 schools have enrollment less than 10. Similarly, when it comes to infrastructure<sup>11</sup> only 87 schools are fulfilling Right to Education (RTE) infrastructural norms and 195 schools are compiled less than 5 norms. Student Classroom Ratio (SCR) at primary level was 27.1 and it was 38.8 in upper primary. Overall at elementary level are 33.7 and 431 primary schools have SCR more than 30.

The Pupil Teacher Ratio (PTR) at Primary level was 31.1 and upper primary 25.7 over all elementary level 29.2.<sup>12</sup> Correspondingly, when it comes to outcome,<sup>13</sup> it shows an annual average drop-out rate of 5 percent in primary level (5.5 percent Boys, 4.5 percent girls) for all social groups. These factors reveal the level of deprivation the communities have been experiencing while availing educational schemes.

## **1.6 Rationale and Scope of the Study**

Even after more than six decades of the Ashram school scheme execution and more than four decades of TSP implementation, welfare and development of Scheduled Tribe is posing serious challenges to the government and the developmental agencies. When it come to the area development with specific focus on the marginalized section—especially tribal's—the government began to introduce different schemes to educate the community. Government saw education as indispensable for tribal's to cope with national integration.

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<sup>10</sup>170 schools have enrollment less 11-20. Gender gap in enrollment is 5.13 percent at elementary level (1-8).

<sup>11</sup>1964 school have drinking water facility but reaming 15 schools have required drinking water facility. 1656 schools have separate toilets for boys and 1943 schools have separate toilets for girls.

<sup>12</sup>Around 351 primary schools have PTR more than 30 and 126 upper primary schools have PTR more than 35, so the report suggested that district needs redeployment of teachers where PTR is more and the district has to recruit teacher as per Right to Education (RTE) norms. Meanwhile, 832 schools were found not having a female teacher and 9 schools have single teacher and 52 teachers are without professional qualification.

<sup>13</sup>Participation of Minority (Muslim) Children at Primary level is 8589. (5 percent) & Upper Primary level is 4831(6 percent). Gender Parity Index at Primary Level is 0.91 & Upper Primary Level is 0.89. Retention Rate at Primary level is 77.5 & Upper Primary level is 94.7as well as 4 Unrecognized Schools. Action may be taken as per the RTE Act. 2009.

As a premier initiative in this regard the government has started Ashram schools under TSP. The specific objectives of the Ashram Schools are;

- To educate the tribal children to overcome their poverty, illiteracy, superstitions and drinking habits and provide them healthy environment with proper discipline.
- To make them ready for social change and role model for others
- To make the community aware of the importance of the education through systematic publicity and motivational programmes
- To reduce the educational gap between tribal and non-tribal community
- To make individuals and community capable for taking active participation in the development process. To ensure the active participation and leadership of indigenous people in their community development

In this backdrop, these objectives are not only addressing the educational concerns of tribal's but also elucidate the necessity of the comprehensive development of the community that the scheme means to. Therefore, the situation needs a thorough reality check within the channels of Ashram School's programmes. Therefore, apart from the traditional methods practiced by the government, this study will try to elucidate the complimentary interaction between the ashram schools and the beneficiaries because the school is expected to function as a development center for the community.

Educational impacts are the impacts of developmental interventions on human surroundings. The impacts of developmental interventions take different forms. While significant benefits flow in from different development actions, there is also a need to identify and evaluate the positive externalities associated with them. Such impacts not only need to be identified but also need to be managed in such a way that the positive externalities are maximized and the negative externalities are minimized. These impact assessments help in identifying the likely positive and negative impacts of proposed policy actions, likely trade-offs and synergies, and thus facilitate informed decision-making. Moreover, the need for impact assessment stems from the fact that it will enhance positive and sustainable outcomes associated with scheme/project/activities, interventions and implementation.

Given the vastness of the subject—impact assessment of Ashram School scheme the study would focus specifically on the influence of statute, resources activities/ interventions for secondary and

higher secondary students as well as teachers. With this backdrop, this study has selected Nandurbar district as an area of research. The specific rationale behind the selection of this district is that it has maximum number of tribal population in the state of Maharashtra and its stands far below in the Overall Educational Development Index, 2011-2012 (EDI, 2012). The main tribal communities in the district are Bhil, Pawara Gamit, Mavchi, Dhanka, Naikda and Konkani.

As discussed earlier the study mainly focuses on the missing linkages and impact of education on beneficiaries and how far the scheme—Ashram School—has become an agent, which can transform the beneficiaries by giving a new vision with unmarked knowledge that could positively contribute to their upward mobility. Beginning with the historical accounts of tribal education the study examines the colonial and post-colonial scenario and TSP implementation. Later it discusses the statutes implementation in sample AS. Later it will do a thorough study of resources, activities, and outcome initiated by the Ashram Schools to its beneficiaries. Finally, it will go through its impact on the beneficiaries to examine the possible reasons behind the comparatively low impacts.

### **1.7 Objectives of the Study**

- To assess the status of available resources in sample Ashram schools.
- To assess the perceptions on consistency of activities in sample Ashram School
- To assess the perceptions on outcome of beneficiaries in sample Ashram Schools.
- To assess the impact of sample Ashram schools.

### **1.8 Research Questions**

- Are the agencies concerned to the Ashram Schools in Nandurbar district implementing the governmental policies and objectives in the expected way?
- How far Ashram School—as a scheme—contributes to the overall development of the beneficiaries in Nandurbar district

### **1.9 Hypothesis of the study**

- Lack of Conducive atmosphere in Ashram Schools seems to be hampering the educational achievements of the beneficiaries.
- Inconsistencies in implementation along with less-involvement of beneficiaries are hampering the objectives of Ashram School scheme in Nandurbar district.

### **1.10 Sample and Research Methodology**

This study is mostly based on the primary and secondary level data obtained from the selected blocks of Nandurbar district. The district encompasses six blocks. Out of these six blocks, study has selected three blocks, i.e. Dhadgaon, Taloda and Nandurbar based on its backwardness, literacy rate and population. Selection of sample schools is based on ITDP also. Five sample schools are selected from Nandurbar ITDP and five from Taloda ITDP. Out of that three sample schools are selected from Dhadgaon block and two are from Taloda block.

#### **1.10 (a) Research Methodology**

The study used four different semi structured questionnaire (student, teachers, headmasters and ex- students) to understand the situation at the sample AS. The study also done semi-structured interview of the officials who are involved in the Ashram School management. The study will further look into the scheme and its possible impact on student and community's overall development implemented by consulting school staffs and other stakeholders. The study has executed a field survey specifically for secondary standard Ashram school students in these blocks to understand the myriad of issues and impediments that related to their education. A special preference has been given to the concerns and opinions of the beneficiaries.

Further, this study also inquired about various subcomponents of each infrastructure facility, which are assumed to be important for effective use of the facility. For example, in case of hostel facility, study checked the availability of separate hostel building, sufficient lighting, sufficient toilets and bathrooms, drinking water and sanitation and entertainment facilities among others. To compute the deprivation index, each school was assigned a deprivation score according to

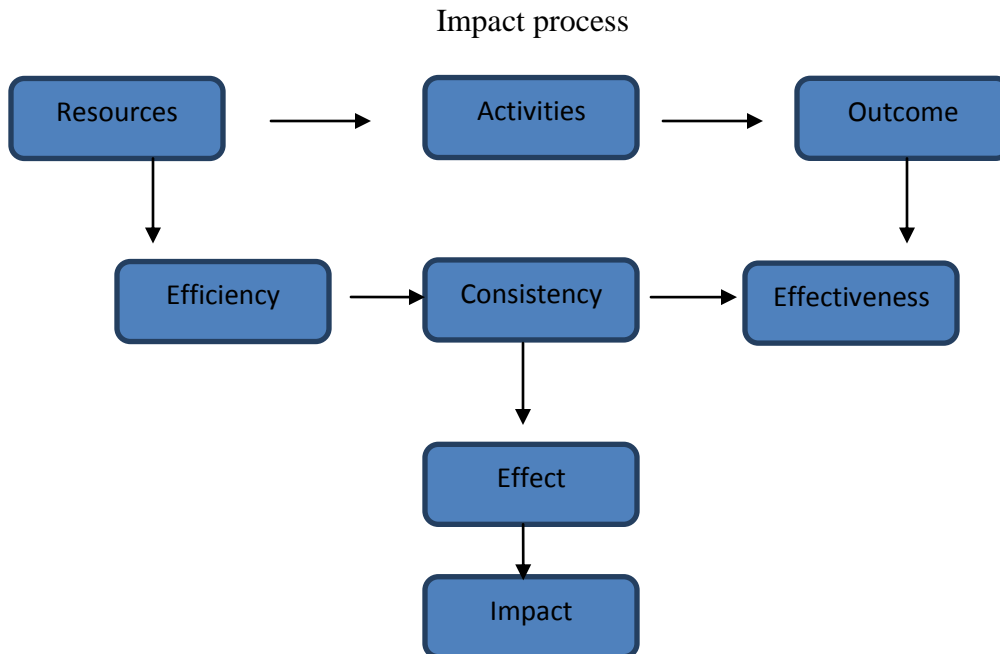
non-availability of each of the component. Non-availability of the component was coded as one while availability was coded as zero. It was assumed that all these components are equally important to provide conducive living environment for students. Therefore, they were assigned equal weight (obtained by dividing the total weight of 100 per cent by available components for the considered infrastructural facility) to compute the deprivation index. Scores of the status of availability was multiplied by the weights and summed up to obtain the index value. The index value was computed for 2005-06 and 2015-16. To understand the availability and impact of various infrastructural facilities on beneficiaries' performance, this study attempted to compute deprivation index, identical to Multidimensional Poverty Index (MPI) computed by UNDP. The Multidimensional Poverty Index identifies multiple deprivations at the individual level in education, health and standard of living. The computation methodology was adopted to compute hostel, classroom and other infrastructure deprivation index for samples covered from Ashram schools.

### **1.11 Impact Assessment**

By and large, impact assessment focuses on whether a policy or intervention has succeeded in terms of its objectives or, it may be a wider assessment of overall changes caused by the policy or intervention—positive and negative, intended or unintended. In short, as author Chris Roche defines impact as ‘the systematic analysis of the lasting or significant changes’ (Roche, 1999). The idea of impact assessment can be summarized in the following figure 1.1.



Figure 1.1 Impact process



While addressing the broader question; ‘impact’ this study will analyse the AS education in selected schools of Nandurbar district since 2006 to 2016. Parameters such as status of access (distance from block and district headquarters), infrastructure (hostel, food, classroom, library, internet, water, toilets, boundary wall etc.), teaching (method of teaching, language etc.), participation and learning outcome will be looked into. As far as the education and growth is concerned, this study will also address the major challenges faced by the scheme such as uniformity in quality of secondary and higher secondary education and progress of learning outcome. It will also address the change in infrastructure including building and classrooms and introduction of Information and Communication Technology (ICT) and strategies initiated by the stakeholders to address digital divide.

### 1.12 Limitations of the Study

The following enlist the limitations of the impact assessment conducted:

Limited information and information asymmetry: The study hasn’t gone through the all records of each school since many of them were unable to maintain all the records that are mentioned in

the Ashram School statute. Therefore, the study has unable to find the quality data on health, general administrations, and general documents on school management, storage and internal inspection records. As far causalities and crimes are concerned many of the school managements were reluctant to share the data. It was found that the teachers, especially from the aided schools, were not in a position to share any sensitive information such as hostel, water and student related issues. The study has found that the aided schools are reluctant to share the information as compare to the government.

### **1.13 Chapter scheme**

#### **Chapter I: Introduction, Objectives, and Research Methodology**

Beginning with a brief prelude, the introductory chapter discusses the importance of distribution of social justice and inclusion of socially disadvantaged communities into the mainstream. Significant aspects like profile of Nandurbar district, model of impact evaluation, rationale and scope of the study, objectives, research questions, and hypothesis as well as sample and research methodology have been discussed. The chapter will also discuss the limitations of the study.

#### **Chapter II: Review of literature**

The review of literature is based on following themes. A) Tribal development and marginality B) Assessment of TSP C) Ashram Schools and their impact, the relevancy of the literature has been established in accordance with the topic of the study.

#### **Chapter: III: Historical Account of Tribal Education**

This chapter deals with the history and status of tribal education India. Beginning with the colonial education policies it will go through the initiatives taken by various commissions appointed by the successive post-colonial governments with regard to tribal education especially after the initiation of SCSP and TSP. The chapter Problematizes both informal and formal

approach of tribal education. Socio-economic profiling of Tribal communities in the study area, contemporary scenarios are also discussed in this chapter.

#### **Chapter: IV: Statute for Ashram Schools**

This chapter mainly discuss the statute of Ashram school scheme governance vis-à-vis it's day to day functioning on the ground. It will also try to address the research question such as how far the statute are being followed by government and aided Ashram schools.

#### **Chapter: V: Ashram School Resources, Activities and Deprivation**

Beginning with a brief profile of the beneficiaries, it will further look into the aspects of availing scheme, social background of the students and factors led them to join Ashram School. This chapter also tries to find the recourse deprivation indices of the three important factors of impact assessment, i.e. Deprivation in hostel facilities, classroom facilities and other major infrastructure those are necessary for Conducive atmosphere in the school. Later, it looks into the views of beneficiaries for diet, health, and educational aid which they get as part of the scheme.

#### **Chapter VI: Impact Assessment: Outcome and Associated Determinants**

This chapter discuss outcome indicators such as average marks, knowledge gain, attitude; skills gain etc. from ashram schools

#### **Chapter VII: Conclusion**

This research validated with the concluding chapter which is based on the observations of the previous chapters, certain inferences has been drawn.

## Chapter 2 Review of Literature

Tribal studies have been traditionally pioneered by anthropologists over the last hundred years. However, the purpose of the studies were different in those times than what they are conceived now. European scholars studied the tribes for understanding the evolution of human institutions which were imagined to have originated in the primitive cultures of the tribes. Some of the Westerners were interested in spreading the gospel of their religion. From the methodological point of view it has been easier to study simpler tribal cultures as compared to the urban complex cultures. The British and Indian civil – servants – turned – anthropologists studied castes and tribes were not meant to be scientific ethnographic studies of tribes but were meant to provide the basic information of Indian cultural groups to facilitate administration by indirect rule. The proposed research will be squeezed from the following available literature. Therefore, relevancy to the study has been established by arranging them in accordance with the theme of the study under some suitable headings.

### 2.1 Tribal development and marginality

*Tribal development and marginality* are the most pressing issues within the realm of Indian academia. At this juncture it is essential to understand the developmental approaches that were initiated by different policy makers. Govinda Chandra Rath in his work “*Tribal Development in India: The Contemporary Debate*” describes the imperfections in on the lines of Jawaharlal Nehru and Varrier Elvin. Nehru’s point of view was to eliminate the class based differentiation between rich and poor while Elvin was of the view that the gap between the savage and civilized should be narrowed down (Chandra Rath, 2006). Author Kiran Bhatta finds that the schooling cost, which impose substantial burden on families and the low quality of schooling facilities reduce the child’s interest in education that primarily account for educational deprivation (Bhatta, 1998).

The literature on *assessment of TSP* in Union budget allocation points out some serious issues. Inadequate TSP allocation in union, inadequate allocation by key ministries, diversion of funds and improper implementation of TSP. Amit Narkar analyses the allocation of TSP funds in 2011-12 budget and pointed out issues related inadequate fund allocation for TSP-mere 5.42 percent of

Plan allocation despite sizable increase, violation of Task Force recommendation, less than prescribed allocation by key ministries and departments, Marginal increase in allocation for schemes meant exclusively for Scheduled tribes and finally less importance to schemes of educational and economic development of Scheduled Tribes (Narkar, 2011). Yet another study by Narkar also elaborates the problems of TSP implementation under the Eleventh Five Year Plan. This study focuses on underutilization of earmarked funds, diversion and administrative problems of TSP funds. He says inclusive growth is a mere illusion for Adivasis of these countries. The situation of Adivasis vis-à-vis other sections of the Indian population is worsening, though the Eleventh Plan talks of inclusion, the dismal economic performance during the eleventh plan period and the thrust on fiscal conservatism has had a bearing on public spending on the social sectors. The hardest hit are the Adivasis along with the other marginalized sections (Narkar, 2010).

A study carried out by the Planning Commission in 2007 pointed out the issues related to the TSP implementation in India. Demands and problems of tribal's vary from region to region, therefore, there is need for proper physical/Human/geographical/assets resource mapping of STs habitations, so as to plan and monitor the need based programmes for them (PlanningCommission,2007). The NABARD study (2005) on the TSP implementation in West Bengal says that the programme implementation was severely affected by certain limitations such as diversion and misutilisation of funds, identification of ineligible beneficiaries, delay in disbursement of bank loan and poor monitoring of the projects. The study has suggested the appropriateness of categorizing the SC/ST population 'below poverty line' on the basis of food expenditure per capita per month criterion. The study findings have also suggested changes with reference to streamlining the process of selection of beneficiaries and activities, coordination in implementation of the programme among various agencies, etc. (NABARD,2004).

Planning commission's Evaluation report on integrated tribal development projects (1997) says that the delivery system of the programme was not effective. It was found that the access to primary schools was good, but most of the schools were lacking teaching staff. The states were required to allocate State Plan funds to TSP at least in proportion to the percentage of tribal population in a State. It was found that Bihar and Orissa had been allocating plan funds to TSP in

excess of this limit while other States were allocating much less to TSP. The states were in general not adhering to the allocation principle as recommended by the Working Group of the Eighth Plan. The training programme for ITDP officers was not being regularly organized (Planning Commission, 1997). The impact of tribal education policy after independence can neither be said to be much satisfactory nor can't it be taken to be very disappointing. Studying the shortcomings of the tribal education policy is the need of the hour as tribal people are the most backward communities in India (Thakur, 1995).

A critical analysis of the TSP implementation in Maharashtra is essential for this study. A study done by National Centre for Advocacy Studies (NCAS) in 2010 articulates the current situation of TSP, in the state in which the study focuses on inadequate fund allocation, administration of TSP funds at state and district level and decreasing trends of TSP funds. It also points out the underutilization of earmarked funds, and violation of realistic physical targets for TSP schemes and programmes. The study also points out the nodal officer who is responsible to implement the TSP plan does not have legal authority to monitor the implementation process. Moreover, frequent transfers of nodal officers and lack of cooperation between education and other sensitive departments often hamper the proper implementation of TSP allocation (NCAS, 2010).

The 39th Annual Report of Maharashtra State Cooperative Tribal development Corporation Limited shows the smooth functioning in terms of plan and implementation level (MSCTDC, 2012). Such progress suggests that creation of separate board for tribal education could bring down the gap in the Educational Developmental Index (EDI). Meanwhile, it is important to note that regarding plan and non-plan expenditure 2011-12 given by Maharashtra Tribal Commissionaire clearly distinguishes the different level of expenditure in which allocation for educational seems very low (MSCTDC, 2012-13).

Analytical report—2011-12 on elementary education in rural India published by National University of Educational Planning and Administration (NUEPA) presents indicators from as many as 644 districts across the country for schools located in rural areas. The report mainly focuses on facilities in schools, enrolment-related indicators and teacher-related indicators. In Maharashtra tribal development depart holds 1.04 per cent schools (NUEPA, 2012).

Authors Satish Rastogi and Mansaram Pagar elucidate the educational needs of the tribal areas in their work. Focusing on the dropout the tribal's should be informed about various programmes offered by Open and Distance Learning System for getting a need based education of their choice in tribal area. This center should organize awareness programmes in different villages with proper assistance and support from panchayat, Zilha Parishad and NGOs working in these areas. The role of technical education essential and also personality development programmes be organized along with vocational courses for developing confidence among them (Rastogi and Mansaram, 2009). Yet another study on primary schooling in tribal district of Maharashtra by Aparajita Chattopadhyay and Vijaya Durdhawale reveal the fact that situation of primary schooling is indeed appalling in backward districts because education planning in India does not take into account the educational need and aspirations of the poor people. Besides infrastructural improvements, the study strongly favors introduction of tribal languages for basic education, provision of personnel for clerical works and proper maintenance of accounts that reflects the reality of primary schooling. Economic uncertainty and financial hardship are the contributing factors for the age-old disinterest in education among the tribes. Thus increasing the sources of income is the only way to encourage willing participation in basic education (Chattopadhyay and Durdhawale, 2009). As far as drop-out ratio among the tribal students is concerned there are significant differences in tribal and non-tribal student's drop-out ratio in Nandurbar. The dropout rates of tribal students are higher than non-tribal students. Moreover, the causes of drop-out rates among the both groups are entirely different (Salunkhe, 2012).

## **2.2 Ashram Schools and their Impact**

A rigorous inspection of the educational Schemes—*Ashram Schools and their impact* is vital for this study. A study done by Tribal Research and Training Institute, Pune (TRTI) in 2002 revealed the current situation of Ashram schools, in the state. The study focuses on improper subsidy allocation, administration of Ashram schools at state and district level. It also points out the false utilization of earmarked funds, and violation of realistic physical targets for Ashram school scheme. The study furthermore points out how an Ashram school becomes the business ventures managed by the local elite for attracting government funds. Moreover, lack of

cooperation and sensitiveness of TDD department often hamper the proper operation of Ashram School (TRTI, 2002).

Yet an article on BAIIF's Intervention in Tribal Education (Ashram schools) in tribal districts of Maharashtra by Rajshri Tikhe (April 2011) elucidates the Ashram schools issue as well as need to make education relevant to actual life is felt more intensely in the rural sector, especially in tribal areas where it is observed that most of the rural-tribal students return to their conventional agro-based lifestyle after completing their school education. However, whether this long period of 10-12 years of education equips them with necessary life skills or alienates them from actual life processes, is an issue of serious concern. Apart from imparting textbook knowledge and opening new avenues for progress, the education system should strive to develop a sense of pride in one's environment, lifestyle and community, impart values as well as practical knowledge and life skills relevant to one's context.

An approved cabinet note of TDD Government of Maharashtra (7.10.2011) prepared by Secretary on Revamping of educational facilities for tribal children in naxal- affected Gadchiroli district concludes that the tribal having been deprived of legitimate right of livelihood based on forest & social, economic and educational exclusion, have been attracted towards naxalism. They would return back to the mainstream once educated in a proper atmosphere. The quality education would improve the situation.

Importantly an online blog “Let us improve Ashram Schools in Maharashtra” maintained by Rajshri Thike provides a forum to discuss all the factors responsible for the development of Ashram Schools in Maharashtra. There is no substitute to the efforts of state machinery and the problems are plenty. She also advocates for networking of all concerned persons/institutions as well as finding out solutions and making efforts for the very changes.

Authors Hemant Apte and Rinzi Lama (et.al) in their work “*Ignored Claims: A Focus on Tribal Education in India*” (2008) discusses about the issues and challenges in tribal education which they categorized as external, internal, socio-economic and psychological. The external constraints are related to issues at levels of policy, planning and implementation while internal



constraints are with respect to school system, content, curriculum, pedagogy, medium of instruction etc. the third set of problems relates to social economic and cultural background of tribal's and psychological aspects of first generation learners.

Authors B. C. Mishra and Alhadini Dhir in their work "*Ashram schools in India: Problems and Prospects*" focuses on socio-economic background of the students of ashram high school in comparison to education department high schools and evaluate the facilities of Ashram high schools by taking education department high school as parameter and to evaluate the performance of students of Ashram high school.

Government provides hostels that are desirous of taking education. In these hostels not only education is free but food, uniform and allied requirements also provided. A TRTI report, "Extent of Occupancy Rate and Utilization of Facilities in Government Girls Hostel" (1994) concludes that the improvement in the standards of hostel can be brought about by developing the hostel atmosphere in accordance with the requirement of tribal students. One of the essential requirements is a trained warden who has knowledge about tribal culture, affection for tribal children, a keen interest and dedication to her work of master's degree of social welfare. There is no doubt that without basic infrastructural facilities there can be no improvement in the standard of living of tribal students residing these hostels. The hostel atmosphere will help in the motivation and reduction in the dropout rate that leave education because of the unsuitable hostel atmosphere.

Another TRTI report, (1990) "Study of Attitude of Tribal's Towards Development Programmes and Schemes", tries to assess how much the tribal's have been benefitted through various development schemes of government. Beside this the causes for not reaping the advantages of the schemes are to be investigated. The study is also found that many tribals are actively participating in economically important and individually beneficial schemes. But many of them could not take advantage of the schemes due to the non-co-operation of the bureaucracy. The village *talathi* (village officer) often show reluctance in transferring hereditary land rights to next generation and hardly bother to update land titles and documents.

Author Bipin Jojo (2013) elucidates functioning of Ashram school scheme. He says “the objective is far from being met and the lack of infrastructure as well as teaching capacity in these schools is hampering the progress of tribal children in many Ashram schools. This article attempts to document the functioning of Ashram schools and tries to assess the quality of education received by the ST children in central and eastern India. An attempt has been made to look at the infrastructure, staffing, amenities and the quality of curricular, co-curricular and extra-curricular activities. In its methodology, the article deals with explanatory research design; survey and evaluative design were allowed to access the functioning of Ashram Schools. Findings of the data collected from 13 AS reveals that lack of quality in education pose major challenges to the educational development of the tribal’s.

Kiran Bhatta (1998) addresses the issues of economic constraints, schooling quality and parental motivation which area set of actors that influences the determining factors related to education within a household and invariably affecting the overall picture of educational deprivation at the national level. Author finds an exaggerated emphasis being placed on child labour and inadequate motivation among poor parents as the major obstacles to universalization of primary education. Rather, it is the direct costs of schooling, which impose substantial burden on families, and the low quality of schooling facilities, which reduce the child's interest in education, that primarily account for educational deprivation. In both these aspects - reducing private costs of schooling and improving schooling quality - the state has a crucial role to play.

But there are few signs that the government is addressing these problems. This paper appears in two parts. The first part, published here, interrogates the belief that poverty is the main cause of educational deprivation in India, and draws attention to the largely unexplored area of poor quality of schooling as an important factor affecting educational performance.

Another TRTI report (2002) discusses issues related to politicians controlled Ashram Schools. The report found out that these schools were poorly managed lacking considerable amount of infrastructure, which has an adverse impact on the children. Therefore, the report suggested that, the government should ensure that Ashram Schools must focus on its prerequisites and

government must ensure that it should not be turned out to be a revenue stream that has been designed to be milked by the political class.

Bhalchandra Mungekar (2009) found out few startling facts about the tribal education in India and also recommended elementary education of good quality is imparted to all free of cost and the minimum population norm or criterion, wherever stipulated in any infrastructure scheme, should be relaxed in terms of tribal population.

Yet another TRTI study by G. M. Gare (1988-89) “Working of Aided Ashram Schools run by the Voluntary Organizations in Maharashtra”, found that in government Ashram Schools 90 percent students belong to ST while in the aided Ashram Schools on an average only 50 percent students (hosteller) belong to ST community. Enrolment of girl student is concerned it has observed that in both schools enrolment of girls found much less as compared to boys. Therefore, he suggested that some incentive to the parents of girls may be provided along with scheme of coaching classes should be implemented and teachers must be provided service training in modern methods.

Ramachandra Sahoo’s doctoral study (1992) “A critical study of Ashram Schools of Orissa” found that merely opening of Ashram Schools on political or administrative pressure does not solve the problem. The aims and objective of setting up of such schools will be gradually ignored by teachers, administrators and planners. Without providing minimum educational facilities opening new Ashram Schools is likely to be dysfunctional because baring free lodging and boarding facilities these schools are like general schools.

Another doctoral study by N. Sridhar (2000), “Tribal Education: A study of Ashram schools in Karnataka” found that Ashram Schools have been successful in retaining the respondents for longer periods in the school system. These schools were instrumental in bringing out qualitative changes in their attitudes, aspirations, awareness and values.

G. V. Ramama in his doctoral study (1990) evaluates the problems of education among the tribal communities of Andhra Pradesh with special reference to Ashram Schools. He says that

developmental programme aimed for tribal communities would succeed only when their critical consciousness is awakened. Education is an essential input in achieving this goal. Further, it also found problems of absenteeism, wastage and stagnation. And it is observed that not all the tribal communities are utilizing this facility equally reasons behind this are shifting cultivation, and located on hills and interior of the forest and absence of physical facilities and non-local teachers.

Nittymol Antony and Sibi David (2014) discuss on elementary education and the system of education in India. Their work also explains different steps taken by the government to improve the quality of education which is inevitable for development of nation and outline the impact of various schemes on enrolment, infrastructure, teaching and learning level of children at elementary level of education. Likewise, Eric Schaps (2005) found that in-school community building can effectively promote academic motivation and engagement as well as achievement when coupled with an emphasis on academics. Because, community building also promotes social, emotional, and ethical growth and the prevention of problem behaviors, it may powerfully meet the needs of both students and society.

Centre for Budget and Policy Studies (CBPS) study titled “Residential Schooling Strategies: Impact on Girls’ Education and Empowerment (2015)” points out that though several residential schooling strategies exist for girls in the publicly funded school system in India, there is no definite policy on residential schooling in general or for girls in particular. This study reviews literature coupled with validation visits to a few sites and consultations with key stakeholders. The study focuses on formal schools and Accelerated Learning Programme (ALP).

It says that major schemes funded by the union government include Jawahar Navodaya Vidyalaya (JNVs) and Kasturba Gandhi Balika Vidyalaya (KGBVs). Ashram Schools (AS) and Eklavya Model Residential Schools (EMRS) are funded by the Ministry of Tribal Affairs (MoTA) are functioning fairly. In addition to this, both union and state governments have grant-in-aid schemes to support exclusive schools for SC/ST children known generally as Ashram schools. The study found that girls constitute little over half the total enrolment in them.

However, JNVs and EMRSs with higher financial allocations for physical infrastructure and other facilities have better norms than both KGBVs and Ashram Schools. However, for Ashram Schools most evaluations have raised the issue of poor provisions and maintenance. JNVs and KGBVs regularly organize health checks for pupils. But the situation in Ashram School is in contrast where health has been an important issue. Provision of food is an important reason for attendance in these schools. However, the quantity and quality of food are an issue in Ashram School and to some extent even in KGBVs and MSKs. The access to clean drinking water and sanitation facilities is poor in most cases.

While JNVs and EMRSs are viewed as a way to promote excellence among rural or tribal children respectively, Ashram schools and KGBVs are perceived more as meeting the equity commitment of providing schooling to the disadvantaged girls, Dalits and Adivasis. Provisions for amenities like excursion and travel which can enhance the learning experiences are absent. Budget norms for food, medical and other basic necessities are also lower in them than elsewhere. In most cases they have neither the academic rigor nor a focus on transformation of pupils. Overall, the management of Ashram schools is poor and negative feedback about them is worrisome. Finally, this study concludes that they require an evaluation immediately.

A working paper (2010) “School characteristics, socio-economic status and culture as determinants of primary school enrolment in India” by Janine Huisman, Uma Rani and Jeroen Smits explain the role of socio-economic and cultural factors and of characteristics of the educational infrastructure on primary school enrolment using data for 70,000 children living in 439 districts of 26 states of India. Most of the variation in educational enrolment (around 70 percent) is explained by factors at the household level, of which socio-economic factors are most important. In urban areas, none of the characteristics of educational facilities studied is significantly related to participation, thus indicating that in the cities schooling decisions are hardly influenced by supply-side factors. In rural areas, however, these factors do play an important role. If there are fewer schools or teachers, or if the local culture is more patriarchal, rural children – in particular girls – participate substantially less. Interaction analyses show that effects of factors at the household level depend on characteristics of the context in which the

household lives. A major finding in this respect is that in rural areas inequalities between socio-economic status groups are lower if more schools and teachers are available.

A recent study conducted by Centre for Budget and Government Accountability and Child Rights and You points out that Maharashtra stands behind Bihar and Orissa in budgetary in allocation for education. The state budgetary allocation for education in 2015-16 was merely 2.3 per cent, which even behind Bihar and Orissa. From this 1.9 per cent is allocated to *Ashram Schools*. Interestingly, 69 per cent of the AS fund allocation siphoned as teacher's salary and 8 per cent is earmarked for infrastructure development while Rs.40, 000 is spending on each student. (CBGA & CRY, 2016) As a result, generally, only 23 per cent of the earmarked fund is available for curricular and welfare of students. Here the government seems to be conveniently forgetting the rationale of TSP allocation.

As the Kelkar committee pointed out that the TSP budget should be allocated for the tribal development as a principle of additionally that is over and above the regular funds for the developmental programmes and non-plan budget to the TSP areas as to other non-TSP areas (Kelkar, 2013). Altering the existing TSP fund allocation was yet another remarkable proposal by the Kelkar committee. It says that “in line with the spirit of PESA at least half of the funds of the TSP should be earmarked for *Gram Sabhas* which should be allowed to determine the priorities and programmes” (Kelkar, 2013). As per the 2014-15 budget estimate of tribal department there were 552 government run ashram Schools in the state and of which 429 were located in TSP areas and the remaining 123 in OTSP areas.

The criticisms on lack of staffs in ashram Schools are primarily linked to the lack of infrastructure at school level. Though few schools are located in semi-urban areas but lacks of infrastructure facilities that can provide accommodation for teachers are not in place. Interestingly, in some areas staffs are reluctant to work even if sufficient infrastructure is in place. Yet another study by Tata Institute of Social Sciences (TISS) in 2015 pointed out that out of all the schools across Maharashtra—just over 1,100 with half of them being aided and other half is state-run—merely 6 percent aided and 3.6 percent of the government tribal schools were able serve breakfast according to the menu. Further, 33 only percent of the schools have their gas

facility and utensils in good conditions but their kitchens were found unhygienic. It also noted that merely 29 percent aided and 20 percent government ashram schools had good drainage facilities. The rest of the being average or worse, magnifying the chances of water-borne diseases like malaria, dengue (TISS, 2015). The panel appointed after the Buldana incident headed by Dr. Subhash Salunkhe also submitted his report in November, 2016 with suggestions for precautionary measures for the same. The report is yet to be made public. But the “committee had a feeling that the girls were being sexually exploited, but it was obvious they were under pressure from teachers and the management and would not open up to us. This must be why no one confided in us. Also, our visit to each school was for a limited time. We had no solid evidence to prove the crime”, Dr. Salunkhe said (Hindustan Times, 7 November, 2016).

A GR issued on 19 November 2016 has even specified the role of each member in these taluka level committees. A specimen of survey form too has been provided in the GR. Each of the six member taluka-level committees will have representatives from the women and child welfare department, tribal development department, TISS, respective *Panchayat Samiti*, and social justice and welfare department. However, it seems the panel will look into the aspects of refurbishing the functioning of *ashram Schools* but not the factors that led to the student’s deaths and to take actions such as expelling staffs from their position and recommending for criminal procedure against them, if found responsible. Though the versatility of the committee gives much hope, addressing myriad of issues pertaining with both government and privately managed schools will be its major task. But omission/silence over the role of *Gram Sabha* and PTA in this process will endorse the criticism that the government’s reluctance to heed into the opinions of tribals on matters involving with their destiny. On the other side, conveniently ignoring or diluting the spirit of any committee recommendations are general practice of successive governments. For instance, erstwhile regime’s studies are often considered as ‘futile exercises’ which are largely overlooked or denied by the incumbent. Meanwhile, on the enquiry level, committee are often found unable to touch even fringe of the problem because, it seemed, most of the enquiries largely disregarded or failed to invoke key legislations like the Scheduled Castes (SCs) and the Scheduled Tribes (STs) Prevention of Atrocities (PoA) Act, 1989, which was amended recently to include new offences to ensure speedy justice to victims and promises relief amount payment to victims for various offences of atrocities.

## **Chapter -3 Historical Accounts of Tribal Education**

### **3.1 Education**

The word “education” originated from the Latin, which means “to bring up” or “to nourish”. Education means drawing out the hidden potentialities and qualities of the students and modifies the behavior. It is a bipolar process in which one personality acts on another to modify the development of other person. At its most basic level, education is important because it gives people the baseline skills to survive as adults in the world. These skills include basic literacy and numeracy, as well as the ability to communicate complete tasks and work with others. Apart from that education is relevant for improving the human capabilities. It plays an important role in human capital accumulation and raises awareness that leads to greater participation in civic life. Good quality human resources in developing regions are one of the key ingredients of economic growth and higher levels of living. Thus, while basic education is a development constituent and hence an empowering entitlement, skills and higher education are particularly relevant as means of livelihood and growth acceleration in a knowledge driven economy.

### **3.2 Tribal Education in colonial period**

It is essential to examine the education policy<sup>14</sup> in India before analyzing the educational impact on STs. Such an enquiry will through light into the roots of the issues associated with the tribal education. The colonial education policy in India was designed and worked out by Sir Thomas Macaulay and it was largely aimed at colonial British requirements. The policy was directed towards producing native administrators and bureaucratic of lower order to aid in the local administration. This was governed by the logic of downward filtration from the elites of the masses.

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<sup>14</sup>A policy is a deliberate system of principles to guide decisions and achieve rational outcomes. In short, it is a statement of intent, and is implemented as a procedure or protocol. Presently, apart from Union Education Minister, all states are free to initiate more education policies. The policy provides a broad direction and state governments are expected to follow it. It's not mandatory. Tamil Nadu, even today, does not follow the three-language formula prescribed by the first education policy in 1968 The Central Advisory Board of Education (CABE) is the highest advisory body to advise the Central and State Governments.



Often, their tribal identity is negated, their human dignity violated.<sup>15</sup> It was the Indian Education Commission in 1882, popularly known as Hunter Commission, proposed for extension of primary education in backward districts especially the areas inhabited mainly by aboriginal races. At the same time, the commission also proposed the gradual withdrawal of the government from secondary education and to transfer secondary education to efficient private bodies by sanctioning grant in aid to it. Much emphasis of the education policy of Lord Curzon (1904) was given to English education and the vernacular was neglected.<sup>16</sup> Further, British appointed Hartog Committee in 1929 and Sargent Committee in 1944 to look into the aspects of education in India. Nevertheless, these committees never specifically addressed the educational backwardness of disadvantaged communities like Adivasis.

### **3.3 Post-colonial Scenario**

After independence educational experiments were enhanced with a view to developing the kind of education suited to the needs of the free nation. Gandhi's scheme of universal free education and his constructive programme for mass regeneration is the acceptance of democratic way of life and the consequent growing faith in education led the way for implementation of compulsory education. Every effort was made to spread basic education throughout the country which was accepted as the national system of education.

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<sup>15</sup>Though there were few commissions and enquiries initiated by the colonial administration in India, it largely focused on the mainland settled population. For example, a committee was constituted under Sir Charles Wood in 1854 for a comprehensive review the status of education in India generally. He recommended for the creation of a Department of Education in each of the five provinces. He also recommended the establishment of Universities in Presidency towns of Calcutta/ Bombay and Madras. The administration realized the harm caused to the mass education by the Downward Filtration Theory and suggested for the increase in number of high schools/ middle schools and indigenous primary schools. The important features of the administration were adoption of modern Indian languages as medium of instruction at the secondary stage. The administration recommended establishment of teacher training schools in India as in England.

<sup>16</sup>Much emphasis was given to English education the cultivation of vernaculars was neglected. The scope for technical education was very much limited and was not useful for masses. The resolution gave suggestion for the improvement of women education through establishment of training schools for women teachers and model schools for girls. Pertaining to secondary education the resolution opined that the standard of education at this level was far from satisfaction owing to the mushroom growth of schools under incapable teachers, inadequate furniture, lack of library, proper building etc. At the secondary stage mother tongue as the medium of instruction was emphasized.

In 1950, when the Constitution of India was brought in force, Article 45 spelt out the directive that free and compulsory elementary education for all children up to the age of 14 should be provided within ten years of the commencement of the Constitution.<sup>17</sup> However, as practice showed this desirable objective was not fulfilled within the specific period.

On the other hand, Scheduled Tribes had to wait until Dhebar commission in 1962 to officially recognise the plight to be heard by the government. Later education commission of 1964-66 under the chairmanship of Dr Kothari pointed out discrepancies involved with the difficulties within the education system in the country and suggested various measures to address it.

Starting with an allocation of Rs. 319 million in the First Five Year Plan, the Sixth Five Year Plan allocated a total of Rs. 9603 million for the welfare of backward classes. A major share of this allocation (Rs.5065 million) was spent on education. From the Fourth Five Year Plan onwards the programme for achieving equality across the groups has received increased emphasis.

### **3.4 Tribal Sub-Plan**

The Special Component Plan for Scheduled Castes (SCP) and the Tribal Sub-Plan (TSP) were innovated and devised in the 1970s as specific developmental instruments to secure for the SCs and STs a due share of developmental schemes and corresponding outlays, not less than their population-proportion, so as to bridge the gap in their development and advancement. The TSP and SCP are one of the most significant offerings to the cause of social justice for Dalits and Adivasis.

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<sup>17</sup>The Constitution of India is the supreme law of India. It lays down the framework defining fundamental political principles, establishes the structure, procedures, powers and duties of government institutions and sets out fundamental rights, directive principles and the duties of citizens. It is the longest written constitution of any sovereign country in the world. It imparts constitutional supremacy and not parliamentary supremacy, as it is not created by the Parliament but, by a constituent assembly, and adopted by its people, with a declaration in its preamble. Parliament cannot constitution. It was adopted by the Constituent Assembly on 26 November 1949, and came into effect on 26 January 1950. With its adoption, the Union of India became the modern and contemporary Republic of India replacing the Government of India Act, 1935 as the country's fundamental governing document. To ensure constitutional autochthony, the framers of the constitution repealed the prior Acts of the British Parliament via Article 395 of the constitution. It declares India a sovereign, socialist, secular, democratic republic, assuring its citizens of justice, equality, and liberty, and endeavors to promote fraternity among them.

The SCP and TSP<sup>18</sup> are based on the Constitutional mandate on the state commanding it to create a regime of equality including social equality through comprehensive measures of social justice. They have their roots in the Preamble and in a number of Articles in the Constitution, notably Article 46, which inter alia mandates the State to take all measures for the economic and educational advancement, in particular of the SCs and STs, and Article 15(4), which empowers the state to take any measures necessary for the SCs and STs, and a number of other specific Articles.

However, the role and responsibility of the states in education remained largely unchanged, the union government accepted a larger responsibility of reinforcing the national and integrated character of education, maintaining quality and standard including those of the teaching profession at all levels, and the study and monitoring of the educational requirements of the country. In the National Policy on Education 1986, the aspect of "Education for Equality" has drawn attention of the policy makers. Starting with the necessity of "attending to the specific needs of those, who have been deprived of equality so far", the policy spells out strategies for reaching education to women, SC, STs and the handicapped.

After that Government adopts an integrated approach in the implementation of the various centrally sponsored schemes, in keeping with principles of the National Policy on Education (NPE) to ensure that the education of equitable quality for all to fully harness the nation's human resource potential. The common objectives are to enhance access through the expansion of quality school education; to promote equity through the inclusion of disadvantaged groups and

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<sup>18</sup> After 25 years of independence, and successful completion of four five year and three annual plan, it was realized by policy makers that the Scheduled Tribes are still way behind the mainstream development process. Apart from this, it was also been realized that the general plan schemes and programmes designed for the overall development of the economy hardly improved their socio-economic status. Similarly, the benefit of such general welfare schemes did not percolate down towards the development of STs Population of the country in any significant manner. The broad objectives of the TSP are as follows: 1) Substantial reduction in poverty and un-employment. 2) Creation of productive assets in favour of Scheduled Tribes to sustain the growth likely to accrue through development efforts. 3) Human resource development of the Scheduled Tribes by providing adequate educational and health services, and 4) Provision of physical and financial security against all types of exploitation and oppression.

The Tribal Sub-Plans are integral to the Annual Plans as well as Five Year Plans, making provisions therein non-divertible and non-lapsable, with the clear objective of bridging the gap in socio-economic development of the STs within a specified period. But, the major issues and challenges are the provisions are grossly violated by the department authorities. The money earmarked for tribal development is spent in other ways making a mockery of the above objectives. There is no monitoring and evaluation on behalf of the concerned departments and nobody is accountable for it.

weaker sections, and to improve the quality of education. Besides the various programmes, government of India has constituted few more important Commissions and Committees for the overall development of education in India.

However, four decades of TSP implementation little has changed the plight of Scheduled Tribes. Though, some developmental benefits have flowed STs through the TSP. But, the full potential of the TSP has not been realized so far. The reason is that, after the initial years of enthusiasm, the TSP has, over time, been routinized and trivialized and been converted largely into a mere statistical-arithmetical exercise, making little difference to the basic conditions of STs. Therefore, the objectives of TSP have not been realized so far.

The social and Constitutional goals of SC and ST development were not kept in view and our system did not step up the methodology of the formulation of the SCP and TSP in keeping with the overarching goals of SC and ST development. In the existing procedure, the Central and State Plan outlays are first allocated among different sectors and Ministries / Departments. Their programmes and schemes are based on priorities which do not take into account the priorities and needs of the SCs and STs. Thereafter, the Union Ministry/State Department in charge of SCs and STs seeks from each sectoral Union Ministry / State Department its contribution to the SCP and TSP. The contributions of the Union Ministries/ State Departments, which are either not made at all or made inadequately and unwillingly / casually, consist usually of notional amounts or amounts which are of no / marginal relevance to the needs and rights of the SCs and STs, to the over-arching goals of their development and to gap-reduction / gap-elimination.

A critical analysis of the TSP implementation in Maharashtra is essential for this study. A study done by National Centre for Advocacy Studies (NCAS) in 2010 articulates the current situation of TSP, in the state in which the study focuses on inadequate fund allocation, administration of TSP funds at state and district level and decreasing trends of TSP funds. It also points out the underutilization of earmarked funds, and violation of realistic physical targets for TSP schemes and programmes. The study also points out the nodal officer who is responsible to implement the TSP plan does not have legal authority to monitor the implementation process. Moreover, frequent transfers of nodal officers and lack of cooperation between education and other sensitive departments often hamper the proper implementation of TSP allocation (NCAS, 2010).

**Table 3.1 Annual Outlays of T.S.P. in Maharashtra ( ` in crore)**

Year	State Plan Outlay	Budge- table outlay	% of Budge- table Outlay	Outlay Provided for T.S.P.	% of Budge- table Outlay of T.S.P.	Expenditure
1993-94	3804.00	3284.44	86.34	265.00	8.07	266.00
1994-95	4400.00	4000.32	91.92	330.00	8.25	275.00
1995-96	6062.00	5275.80	87.03	412.50	7.82	412.00
1996-97	8284.00	7520.11	90.78	588.58	7.83	535.00
1997-98	8325.00	6282.56	73.88	550.00	8.75	498.00
1998-99	11600.73	6400.00	55.17	561.00	8.77	520.00
99-2000	12161.66	6641.82	54.61	580.59	9.00	467.00
2000- 01	12330.00	5798.00	47.02	525.00	9.00	444.00
2001-02	11720.56	6750.00	57.59	567.00	9.00	366.77
2002-03	11562.00	5704.04	49.33	585.00	10.26	323.42
2003-04	12052.50	7578.38	62.88	555.73	7.33	450.22
2004-05	9665.25	9665.25	100.00	530.04	5.48	376.46
2005-06	11014.03	11014.03	100.00	990.00	8.99	928.53
2006-07	14829.00	14829.00	100.00	1389.00	9.37	1323.04
2007-08	20200.00	20200.00	100.00	1798.00	8.90	1658.88
2008-09	25000.00	25000.00	100.00	1941.50	7.77	2027.42
2009-10	26000.00	26000.00	100.00	2314.00	8.90	2130.01
2010-11	37917.00	37917.00	100.00	3374.35	8.90	2323.15
2011-12	41000.00	41000.00	100.00	3693.50	9.01	3106.00
2012-13	45000.00	45000.00	100.00	4005.00	8.9	3401.00
2013-14	46938.00	46938.00	100	4177.48	8.9	3979.42
2014-15	51222.54	51222.54	100.00	4814.92	9.40	4090.21
2015-16	54999.00	54999.00	100.00	5170.00	9.40	4562.55
2016-17	56997.00	56997.00	100.00	5357.71	9.40	-

Source: ATSP 2016-17

**Table 3.2: List of Educational Schemes under the Maharashtra ATSP**

Sr. No.	Name of Scheme
1	Govt. Ashram School
2	Education in aided ashram school
3	Government hostels for tribal students
4	Incentives for ST girls attending schools
5	Maintenance allowance to ST students staying in hostels attached to professional courses
6	T.A. and Scholarship for Handicapped Students of 8 <sup>th</sup> to 12 <sup>th</sup> Standards.
7	Pre- Metric Scholarship for the tribal students
8	Model schools for scheduled tribe students
9	Eklavya Model English Medium Residential School
10	Cash awards to meritorious students of 10 <sup>th</sup> and 12 <sup>th</sup> standards
11	Computer training for students and teachers of govt. ashram school

12	Pre military and Police training
13	Nirvaha Bhatta Scheme
14	Accident Insurance scheme
15	Akasmit Mrutu Sanugraha Anudan
16	Re-imbusement of Exam and other fees to children not getting the benefit of Indian Govt scheme due to income limit
17	Motor driving training centres for ST students
18	Govt of India's post-matric Scholarship
19	Rajiv Gandhi National Scholarship
20	Overseas Scholarship
21	TRTI Trainings /schemes
22	Gondwana Museum and Research Centre
23	Pre-SSC vocational education -Introduction of certificate course in Board of Vocational Examination
24	<b>Stipend to students of ITI</b>

Source: ATSP 2016-17

### 3.5 National Policy on Education 1986

The 1986 National policy on education has also brought out clearly the contrasting picture of rural and urban schools in India. The socially disadvantaged children both in the rural and urban areas are enrolled in the schools maintained by the local body such as panchayat, municipalities, etc. the quality of these schools is poor. It is therefore, necessary to strengthen the schools of the local bodies in general and the schools attended by the disadvantaged groups in particular. It is also suggested that the students of weaker sections who are gifted can be put in so called qualitative institutions and the full cost of education should be met by the government.

The educational development of the weaker sections has been under the control of many government agencies without any common understanding among the functionaries. There is a need for a separate body now, within the education department for a periodic inspection and direction of education of the socially disadvantaged groups organized by different agencies. In the new education policy (1986) the central focus in educational development of the SC/ST is on their equalization with the non-SC /ST population at all stages and levels of education. To this end percent enrollment of scheduled tribe/caste children in the age of 6-11 (classes I-V) ensuring their retention leading to satisfactory completion of the primary stage of education has to be achieved by 1990. It further says that at least 75 percent children in the group 11-14 (classes VI-VIII) will have to be enrolled and retained in school leading to satisfactory completion of class

VIII. Various steps have been suggested to be taken in the programme of action to achieve this objective.

Special allocation for tribal welfare had positively contributed to the initiation of special programmes, especially on education in all the states. The scheme of scholarships and hostel facilities for the ST students has been provided by the state governments. Initiation of these new programmes also raised questions regarding formal and informal mode of tribal. Formal mode stood for conventional schooling system which will be established in urban centers and informal mode stood for establishment of schools nearby the settlement. However, hill habitation makes the story of tribals very different from that of the other population. Their houses are not clustered; they are inter-spread on hilly ranges. Hills and slopes in the hills provide them with the means of living. Major reason behind such an approach was to deal with the problems of education among tribal at their local level by developing pedagogy in accordance with their vernacular. Meanwhile, the national policy (1986) of education emphasized that there should be constant micro-planning and verification to ensure that the enrolment, retention and successful completion of courses by tribal students do not fall at any stage, and provisions of remedial courses to improve their prospects for further education and employment” (NEP,1986).

The Sarva Shiksha Abhiyan, Mid-Day Meal Scheme, Navodaya Vidyalaya (NVS schools), Kendriya Vidyalaya (KV schools) and use of IT in education are a result of the NEP of 1986. The NEP of 1986 was revised in 1992 when P V Narasimha Rao was PM. The NDA II government is currently drafting a new education policy to meet the changing dynamics of the population’s requirement with regards to quality education, innovation and research.

### **3.6 Central scheme of 'Establishment of Ashram Schools in Tribal Sub Plan Areas'**

To supplement the efforts of State Governments, the Ministry of Tribal Affairs has been implementing a scheme 'Establishment of Ashram Schools in Tribal Sub Plan Areas' under which grant-in-aid is given to States for construction of school buildings. The Scheme is in operation since 1990-91 and has been revised with effect from the financial year 2008-09. The running of Ashram Schools constructed under the scheme of "Establishment of Ashram Schools

in Tribal Areas" is squarely the responsibility of the concerned State Governments/UT Administration. Such responsibility on the part of the concerned State Governments/UT Administration encompass the areas of teachers' recruitment, students' enrollment, syllabus, affiliation to the Education Board, Management of dropout rates and general functioning of the schools. The Ministry, however, keeps a watch over the benefits accruing to the target group and emphasizes upon State Governments from time to time and also in meetings with State Governments for providing all necessary facilities to ST students like drinking water, bedding and mattress, good quality of food, toilets, basic amenities like fans, hand pumps, security arrangements, laboratory, library, computer room, watchman, sweeper and health check-up of students.

### **3.7 CAG Report and Ashram school education of Maharashtra**

As found by the Controller and Auditor General (CAG)<sup>19</sup> in 2015 that, in Maharashtra, none of the POs prepared any long-term perspective plans since 1992-93. The POs prepared only the annual plans based on the local demands and availability of the funds, without laying down any physical targets, including education. The report also found the fact that there is a significant delays in construction of new government Ashram Schools and hostels, vacancies of teachers in compulsory subjects in sizable number of Ashram Schools and decreasing trend of admissions to government Ashram schools despite incurring enormous expenditure in management of the school and also found the inconsistent policy leading to significant delay in procurement and supply of uniforms to the tribal students of Ashram Schools (CAG,2015).

The TDD incurred an expenditure of Rs. 3451.18 crore on empowerment of tribal students of which, Rs.1, 729.57 crore (around 50 *per cent*) was spent on Government Ashram schools. Audit observed that despite incurring an expenditure of Rs.1,729.57 crore in management of Ashram schools, admissions to

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<sup>19</sup> The Comptroller and Auditor General (C&AG) of India is an authority, established by the Constitution under Constitution of India/Part V - Chapter V/Sub-part 7B/Article 148, which audits all receipts and expenditure of the Government of India and the state governments, including those of bodies and authorities substantially financed by the government. The CAG is also the external auditor of Government-owned corporations and conducts supplementary audit of government companies, i.e., any non-banking/ non-insurance company in which Union Government has an equity share of at least 51 per cent or subsidiary companies of existing government companies. The reports of the CAG are taken into consideration by the Public Accounts Committees (PACs) and Committees on Public Undertakings (COPUs), which are special committees in the Parliament of India and the state legislatures. The CAG is also the head of the Indian Audit and Accounts Department, the affairs of which are managed by officers of Indian Audit and Accounts Service, and has over 58,000 employees across the country.



government Ashram schools showed a decreasing trend from 2.07 lakh in 2011-12 to 1.96 lakh in 2014-15, against the sanctioned strength of 2.63 lakh. This was indicative of the fact that the TDD had not been able to formulate a viable policy to attract the tribal community to get their wards admitted to Government Ashram schools (CAG,2015).

Ashram school project ran into criticism since 2011 because of death of students on mysterious circumstances<sup>20</sup>. As per the data released by the Tribal department a significant number of Ashram Schools did not have teachers for Hindi, mathematics and science and social science during 2010-2015. The following table shows the subject-wise vacancies of teachers in government Ashram Schools.

**Table: 3.3. Subject-wise vacancies of teachers in Government Ashram Schools**

Year	English	Marathi	Hindi	Mathematics	Science	Social Science
2010-11	3	6	14	10	18	18
2011-12	3	7	14	12	17	17
2012-13	2	6	14	10	18	19
2013-14	3	7	12	12	18	20
2014-15	3	8	13	13	18	21

**Source: CAG Report 2016**

The above table shows that at least 12 of 27 AS, 10 of 27 AS, and 17 of 27 AS did not have teachers for Hindi, Mathematics and Science/ Social Science respectively for the last five years. As stopgap arrangement, the teachers dealing with English, Marathi and Hindi subjects were also teaching Mathematics, Science and Social Science thus overburdening them.

<sup>20</sup>Story of Kausalya Bharsat indicates the terrible state of affairs that exist in these schools. In 2016 October 7, 12-year-old Kausalya Bharsat complained of loose motions at around 6.30 am to the female superintendent of the government-run tribal school where she lived. The principal, SS Suryavanshi, ordered her to be taken to the nearest hospital, which is a 25-minute ride from her school in Sakhre village of Palghar district, about 120 kilometers from Mumbai. According to hospital records, Kausalya was brought to the hospital at 7.35 am, where she was declared dead on arrival. Mr. Suryavanshi said she had been feeling uneasy the day before, and was taken to the hospital where the doctors prescribed medicines. "She was feeling better in the afternoon," he said. "She even attended classes that day. We made sure she took her pills after dinner." Hospital records, though, told a different story. She had been keeping ill for the past three days. On the morning of 6 October, doctors had advised her to take a blood test. "But she left without doing so," the report stated. The superintendent, who has since left the job, had reportedly said the doctors did not mention the blood test.

## **Lapsing the Fund**

The TSP funds are always subjected lapse and diversion. This study has also found that, despite clearly laid out directives, budgetary commitments to many important sectors such as nutrition, health, agriculture, and rights-based interventions leave much to be desired. Sector-wise TSP interventions lack in depth and diversity, and do not respond to the specific needs and challenges faced by STs. In fact, at times, study suspect that there is a tendency for TSP to be used as an alternative to the general budget as a source of funds. There is a clear need for departments to “own” TSP and for inter-departmental convergence.

## **The major issues discuss in the CAG Report 2016**

- The Tribal Development Department of GoM did not prepare any long-term perspective plans for the last 22 years for empowerment of tribal students. Only annual plans, based on availability of funds, were being prepared, without any physical targets.
- During 2010-15, admissions to Government AS logged a declining trend despite incurring expenditure of ₹ 1,730 crore by the Department.
- A significant number of AS, did not have teachers for compulsory subjects like, Hindi, Mathematics, Science and Social Science but the department had huge unspent balances pertaining to various educational schemes and activities at the end of March 2015.
- The tribal students were not being provided food grains as per scales prescribed by the statute.
- There were significant delays in construction of new Government AS and hostels.
- The basic and essential amenities in AS were inadequate.
- Despite incurring an expenditure of ₹ 29.81 crore on solar water heaters and biometric attendance systems, these remained non-operational for long periods.
- The implementation of educational and scholarship schemes for the tribal students studying in other schools suffered due to weak oversight mechanism.
- The key posts in the education cells, meant to strengthen the monitoring of AS and hostels, were not filled up. Despite an expenditure of ₹ 4.71 crore and passage of three years, the e-governance project of the Department remained elusive (CAG report no4 2016)

Meanwhile, the TSP does not provide for participation of the Gram Sabha and the various tiers of Panchayati Raj in the Planning process. The manner in which the schemes are implemented, process of selection of beneficiaries, and the lack of participative micro-planning amount to violation of the mandate of PESA. There is, similarly, a need for TSP to be responsive and provide support to rights-based interventions such as MGNREGA, Forest Rights Act, and Right to Food, etc. As reported in TISS study 2015 the years 2008 to 2014 Maharashtra has lapsed 33.46 crore tribal development funds. It shows that the financial estimate of various educational schemes and activities under TSP should be prepared credibly to minimize savings and the difference between cash book bank balance should be reconciled to avoid potential risk of misappropriation of such funds. Significant increase in food expenses in Ashram schools, award of catering services contract at different rates for government hostel located in same area, delay in constructing government hostels and injudicious expenditure on construction of schools are another issues found during the field survey. Details of inadequate basic amenities at school will be elaborated in the forthcoming chapters.

## **Conclusion**

The history of tribal education in India as well as Maharashtra is not far from criticism. However, the problems of education among tribal's have received substantial amount of attention in recent years because the government and other agencies realized the fact that education is one of the major endower that can equalize the society and significant for the national integration. Nevertheless, there was an attempt from the government in consolidating and expanding network of education through TSP in remote tribal hamlets. However, educational schemes are often mired with issues related to implementation. Though the communities consider it as beacon of hope for the upward social mobility the participative involvement and impact seems to be low in the local level reality of this issue and statute will be discuss in next chapters.

## **Chapter- 4 Statute for Ashram Schools**

### **4.1 Introduction**

A residential or boarding school is different from other schools as an educational institution in that the students here not only study but also live together. Living together beyond classroom hours has significant implications for management, relationships and learning. A number of countries have used the system of residential schooling strategy with definite purposes and for specific reasons. This is true for India as well. Although initially used as a tool that was exclusionary in character, as evidenced by presence of religious schools meant for only boys from exclusive caste groups in ancient times or elite boarding schools in modern times, the State has tried to use this as a means of inclusion for those who face deprivation and exclusion in education for a variety of reasons. The rationale came not only from the need for covering the living costs and making it possible to have access to physical, residential space and food in order to be able access the schooling facilities but also from the need for providing a conducive environment for education where these children are not expected to participate in work and other chores (CBPS, 2015). On this backdrop it is vital to understand the statute of Ashram because it is the most vital intervention of the Maharashtra government for the welfare of under developed tribal population and these schools were opened in the remote areas of the tribal habitations.

### **4.2 Statute Rules and Competent Authority**

Theoretically, statute is a formal written enactment of a legislative authority that governs a state, city or country. Typically, statutes command or prohibit something or declare a policy. In the context of Ashram School, statute is a set of permanent rule established by the government to govern the internal affairs of the scheme. Ashram school statute elaborates the set of rules and regulations to be followed by both government and aided ashram schools. It primarily covers aspects like, first, regulation of the schools, second, protection of beneficiary's right and finally, to enforce rights and resolve potential conflicts. In principle, the statute prevents or deters the mismanagement of the resources and tries to ensure the functioning of the schools without any hindrance.

The structure of this statute is as follows. There are total five main chapters in it, such as Definitions, Education related items, General provisions and Execution of government and aided

AS. In total there are 163 key rules and 51 sub rules included in five chapters along with 33 appendixes and three descriptions. At the beginning of its preface it provides the rationale of the starting of AS scheme. After that it gives the brief evolutionary information- initially since 1952-53 the Education Department of Maharashtra government had executed AS scheme in tribal dominated area. This scheme was transferred to Social Welfare Department from 1975-76 onwards. Now the scheme is being implemented by Tribal Development Department since 1984-85. In TSP area an AS is sanctioned for a population of 3,000 to 5,000 and in other than TSP (OTSP) area the population criteria are 5,000 to 7,000. In remote area the criteria of population is 2,000-3,000. Taluka is considered as unit for establishing AS. The distance between two AS should not be less than 7 and 10 km for TSP and OTSP area, respectively. The AS not only provides free residential education to tribes in hilly and remote areas, but also promotes social and cultural development. These schools mostly provide education from class I to X and up to class XII in some Ashram schools. Further it gives the main objectives of AS scheme and talk about the need and formation process of Ashram school statute.

Chapter one provides definitions which are great relevance because it furnishes the precise meaning of a word along with degree of distinctness in outline of an object. In total there are thirty four definitions included in it. These definitions begins with meaning of aided Ashram school followed by meaning of Scheduled Tribes then it explain about the role of Additional Tribal Commissioner (ATC) and further it elaborates the details of Assistant Director Education (ADE)- who will be an eminent educationalist in the concerned ATC. Next it describes the characteristics of eligible employees of Ashram schools and details about Commissioner, tribal development, Nashik, further it clarify the meaning of intensive area along with beneficiary population and cluster head authority. Information about Ashram school inspector and inspection officer is given next. ITDP officer and their position are also explained in it. Connotation of residential student explained later along with denotation of primary, secondary and higher secondary teachers. Significance of girls Ashram schools and eligible student also describes here. Meanings of hostel superintendent male and female are also made apparent.

Divisional officers 'competency with respect to ITDP officer is also described in the statute. Aided AS management representatives or controller of financial and administrative decisions and their responsibilities are also explained. Administrative responsibilities of school head and

school committee is made clear further. Norms, especially population related, for establishing Ashram schools in a particular tribal dominated area is also included in this section.

Further, chapter two discusses the rules and regulations for aided Ashram school. However, as per the TRTI report No. 5 of 2002 maximum Aided Ashram schools run by NGOs and other similar organizations are covertly controlled by politicians and it is often considered as a business ventures that is managed by the local elites for milking the government funds. It proves the fact that these resources are intentionally siphoned off from the real objectives. Further, sub-section A of this chapter deals with the issue of sanctioning aided Ashram schools. Here, statute provides the norms for getting approval of new Ashram school. There are total 23 main rules (2.1 to 2.23) and 36 sub rules given in this regard. That explains the magnitude of difficulties and makes itself clear that why all the aided Ashram schools are under the control of politicians. Sub-section three of this chapter deals with regulations regarding upgradation levels of aided Ashram schools. In this section statute explains process related to up gradation of girl's Ashram school, natural upgradation and up gradation of additional division with respect to aided Ashram school. Here total seven main rules (2.24 to 2.30) as well as support of appendix 14 is provided. Sub section C of this chapter deals with staffs and their recruitment norms for aided Ashram school. It covers total six main rules (2.31 to 2.36) and supported by appendix fifteen.

Further section D of this chapter addresses aspects like staffs service rules and service conditions. Here total three main rules (2.37 to 2.39) are explained. However, part E sub section of this particular chapter deals with the necessary assistant grant issues of aided Ashram schools. Here total 13 main rules (2.40 to 2.52) are provided. Moreover, following important issues are covered in it such as salary, accidental expenditure, preservation grant and building rent related item. Here in accidental expenditure item they created two sub sections first is school department and second one is hostel department further it gives the norms for accidental expenditure. Next sub-section F of this chapter deals with preservation of records and regular inspections issue. Here total five main rules (2.53 to 2.57) are explained. As there are total five sub-sections under it. Name of these sections are school administration, hostel arrangement, storage arrangement, educational arrangements and financial arrangements. In this section statute explains academic records and its management. Approximately forty seven kinds of records need to maintain in an academic year.

The records range from general record book to accidental expenditure. Apart from the above mention 47 record books ashram school needs to maintain other fourteen different kinds of documents which are not necessary but important from clear and progressive administration point of view. Further section G of this chapter two discusses about school management and AS correspondence system. Here total four main rules (2.58 to 2.61) are explained. Considering field observations this study found that attitude of aided Ashram management play a significant role in AS school development. Further management can helps in community participation and capacity building. This study observed that there are little weak management in interior area of Dhadgaon block compare to Nandurbar and Taloda.

Thus in chapter two AS statute not only explains the 61 main rules (2.1 to 2.61) for aided Ashram school but also give support with ideal norms through appendix for strong functioning. However, it has been observed that politicians and local elites often circumvent these rules to full fill their own objectives.

Issues related to educational items are discussed in Chapter 3. Sub-section A of chapter three deals with admission process for students' and give the format of students name registration. Here following items such as age of student, number of students in class, necessary documents for admission are discussed. Further girls' participations and reservations related to it, norms related to selection and waiting list are also explained. In total seven rules (3.1 to 3.7) are explained in it. Sub-section B of this chapter deals with withdrawal of students name from Ashram school and related process of issuing school leaving certificate. In total eight main rules (3.8 to 3.15) are explained here regarding it. Further, sub-section C of this chapter deals with curriculum and exams in ashram schools. Here total 11 main rules (3.16 to 3.26) are explained. Considering curriculum Ashram schools follows Maharashtra state board syllabus, and exam norms.

Further section D of chapter three discusses the issues about student's health, food and hostel arrangement. These issues of Ashram schools in Maharashtra are generally in the news for all the wrong reasons which keep the Tribal Development Department of Maharashtra under pressure all the time. Here in first rule 3.27 it discuss about health awareness and overall protection from illness. Next in 3.28 (a) statute give 10 important guidelines regarding its implementation. Further in 3.28 (b) talks about sports teachers role and activities for student healthiness. In rule

3.29 there are nine important points given about students' health checkups and physical measurements along with appendix ten. Rule 3.30 talks about nutritious food and its implementation practice. Further rule 3.31 deals with moving health team and their roles along with priorities. Next rule 3.32 discuss about hostel arrangement and necessary norms considering boys and girls safety issue. In total six main rules (3.27 to 3.32) are discussed here.

Section E of chapter three discusses school terms, holidays, lecture hours and time table issues. Here total three main rules (3.33 to 3.35) are explained lucidly. Further in section F of chapter three discuss the norms about sufficient number of staffs and guidelines regarding their selections. In total five main rules (3.36 to 3.40) are explained here. Section G of chapter three discusses norms related to changing the existing place of Ashram school. Lastly in this chapter three sub section H discuss the issues about girls Ashram schools and norms regarding their sanctions. Here total two main rules (3.43 to 3.44) are explained. Thus in this chapter total 44 main rules (3.1 to 3.44) regarding education and concern items are explained. Which provide the idea of internal functioning of AS.

Chapter four discusses the issue of government Ashram school management and it is divided in seven sub sections. Section A of this explains the inspection issue of government AS. Here in total two main rules (4.1 to 4.2) are explained. However, concerning this inception issue observations of field visit advocate that if there are no surprise inspections like media<sup>21</sup> many true things cannot be reveal about AS functioning- beyond just children's deaths, infrastructure, enrolment and admission- related data. Though there are CRC, BRC and other special officers who do this job regularly and every year still the situation is not improve much more since it raise the doubt on their work.

Further in chapter four sub section B deals with adding of new division and extra curriculum issue with respect to government AS. Here total 11 main rules (4.3 to 4.13) are explained. Extra curriculum and new divisions are very crucial issues from extra ordinary students as well as devotional teachers' point of view. This study observed that few teachers and students are extra qualities however; they are not get motivational and administration support to do something extraordinary.

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<sup>21</sup><https://www.youtube.com/watch?v=iBi2DMw8QMQ>, <https://www.youtube.com/watch?v=P6QF5ZU11IU>



Next sub section C of this chapter deals with staffs recruitment and their rules regarding government AS. In total 10 main rules (4.13 to 4.23) are explained here along with confidential reports of teaching and non-teaching staffs. Likewise, section D elaborates norms about Ashram school campus area and surroundings. Here total four main rules (4.24 to 4.27) are explained. Section E gives the idea of benchmark facilities required for students in government AS. Here total 13 main rules (4.28 to 4.40) are explained. These are very necessary rules for overall development of beneficiaries however no senior officer or HM wants to comment on it. Records management of government AS and their inspection issues as well as its management system are explained in section F. Here total three main rules (4.41 to 4.43) are given. Section G explained government AS management issue. Here total seven main rules (4.44 to 4.50) are given. Thus in chapter four total 50 main rules (4.1 to 4.50) are given regarding government AS and it's functioning.

Chapter five had six sub sections. Section one deals with Head masters responsibilities related to ashram school scheme. Responsibilities such as education, administration, finance and hostel matters are rest with headmaster. Aspects regarding the education are very vital when it comes to the evaluation of every ashram school. Therefore, role of headmaster is detrimental in this regard. In this regard headmaster from Kothali Ashram School says that, “our school got success and ISO certification because we work as a team and we sort-out our regular administrative issues with the help of school management committee and we focus on educational issues and quality of education”.

Next subsection two deals with responsibilities of Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs). It was established in each block of every district under SSA to conduct in-service teacher training and to provide academic support to teachers and schools on a regular basis as well as to help in community mobilization activities. The major academic roles of BRCs/URCs & CRCs as outlined in the Framework for Implementation of SSA (2008) are: (a) Development of the center as a rich academic resource with ample reference materials for the teachers.(b) Development of strong human resource pools (by inviting resource persons) from nearby teacher education institutions, NGOs, Colleges/ Universities and resourceful individuals to form Resource Groups in different subject areas for primary and upper primary level. (c) Regular school visits for addressing emerging pedagogic issues and issues related to school

development.(d) Organization of teacher training and monthly meetings to discuss academic issues and design strategies for better school performance.(e) Setting up of performance indicators to track and enhance school performance. (f) Consultation with community members and Panchayati Raj Institutions to strive for school improvement.(g) Designing a Quality Improvement Plan for the block/cluster as per the SSA goals and strive to achieve that in a time bound manner. (h) Monitoring the progress of quality using Quality Monitoring Tools in collaboration with nearby DIET.

Further section three of chapter five discusses teacher's responsibilities. There are total 21 points given regarding it. Next section four of chapter five tells the issue of hostel superintendent responsibilities from male as well as female point of view. Section five of chapter five gives the responsibilities of Clarks. There are total four sections in it. Section one gives the idea of finance related duties of Clarks, next give idea of teacher related duties, third provide office related duties and last explained students related duties. Next this chapter gives the idea of guard, cook and cleaners responsibilities and lastly it gives idea of peons' responsibilities. Thus in total eight (5.1 to 5.8) main issues are discussed in chapter five. However, study observed that most of the beneficiaries are not aware about statute rule and its role.

**Table 4.1: Statute Rules and related Competent Authority**

Sr. no.	Rules	Competent Authority
1	<ul style="list-style-type: none"> <li>• 2.1, 2.7,2.8, 2.16, 2.17, 2.18, 2.24 (2) (5), 2.27, 2.35, 2.35(a), 2.50, 2.52(a),</li> <li>• 3.42(b)(d), 3.43,</li> <li>• 4.5, 4.8, 4.9(b), 4.32</li> </ul>	Commissioner, Tribal Development Department
2	<ul style="list-style-type: none"> <li>• 2.2(b), 2.10, 2.11, 2.34, 2.47(e), 2.48(b) (c), 2.49 (b), 2.51, 2.52(b), 2.57(b),</li> <li>• 3.33(b), 3.42(d),</li> <li>• 4.2(a)(b), 4.9(a), 4.14(b), 4.23(a)(b), 4.26(f), 4.31(b), 4.32, 4.38(d), 4.49</li> </ul>	Additional Tribal Commissioner (ATC)
3	<ul style="list-style-type: none"> <li>• 2.55 (1 and 3),</li> <li>• 4.32</li> </ul>	Deputy Director (Education) Tribal Development
4	<ul style="list-style-type: none"> <li>• 2.35(a), 2.40, 2.42, 2.43(d), 2.46(1&amp;2), 2.47(a to d), 2.49(a), 2.52(c), 2.55,</li> <li>• 3.2(g), 3.3(c), 3.12(b),3.33(g),3.42(b),</li> <li>• 4.1(ac), 4.4(ac), 4.7(ab), 4.10(b and c), 4.15(ab), 4.22, 4.23(c), 4.26(e), 4.27(b), 4.33,4.37(b), 4.38(c), 4.39, 4.43(e), 4.47(c), 4.49,4.50</li> </ul>	Project Officer
5	<ul style="list-style-type: none"> <li>• 2.55(1 and 3)</li> <li>• 4.33(e)</li> </ul>	Assistant Project Officer
6	<ul style="list-style-type: none"> <li>• 2.43(d),</li> <li>• 3.2(g), 3.7(a, b &amp; c), 3.8(b), 3.15(a &amp; b), 3.17(c), 3.20</li> </ul>	Assistant Project Officer (Education)
7	<ul style="list-style-type: none"> <li>• 2.43(d),2.55(d)</li> </ul>	Extension officer Education ITDP
8	<ul style="list-style-type: none"> <li>• 2.43(e), 2.55(c)</li> <li>• 3.8(a), 3.20</li> </ul>	Cluster Head
9	<ul style="list-style-type: none"> <li>• 2.43(2)</li> <li>• 4.32, 4.33</li> </ul>	Account ATC office
10	<ul style="list-style-type: none"> <li>• 2.55(c), (2), 2.56, 2.57</li> </ul>	Divisional Education Deputy Director, Primary and Secondary
11	<ul style="list-style-type: none"> <li>• 2.33(ab)</li> </ul>	Divisional Revenue Commissioner
12	<ul style="list-style-type: none"> <li>• 2.44, 2.45, 2.46( c 3)</li> <li>• 4.27(b), 4.37(b)</li> </ul>	Executive Engineer Public Work Department
13	<ul style="list-style-type: none"> <li>• 4.26(d), 4.26(c)</li> </ul>	Zilahadhikari, /Tahasildar
14	<ul style="list-style-type: none"> <li>• 3.31(a)</li> </ul>	Medical Officer Movable unit
15	<ul style="list-style-type: none"> <li>• 2.55 (c 3)</li> </ul>	Tribal development Inspector ITDP

Source: Maharashtra Ashram school Statute

Till now study explained various rules of AS statute however, to understand the relevance of these rules study now discuss various field observations related to it.

### **4.3 Government Resolutions and Execution of Statute: A Reality Check**

This section uses the context provided by the Maharashtra government's latest resolution (GR, 10 January 2017) on the issues related to Ashram schools to outline some of the recurring incidents of rape and sexual abuse of children in these schools. Back in 2013, a public interest litigation (PIL) was filed in Mumbai high court highlighting the death of 793 children in Ashram schools in the last one decade due to snake bites, scorpion bites, fever and other minor illness, all these mainly due to 'negligence of staff' who did not ensure proper treatment in time. It contextualized the formation a high-level committee headed by Dr. Subhash Salunkhe to recommend corrective measures to prevent the death of students in tribal boarding schools, which include both government-run and privately run, but state-aided institutions. The committee has submitted its report in October, 2016 with some startling facts on the issue. Meanwhile, in November, the cases of rape and sexual abuse of minor girls at Nimbaji Kokre Ashram schools at Khamgaon in Buldana district (Goyal, 2016) and presently yet another case of sexual abuse of girl children by the their teachers has also reported from the residential school meant for students of *Vimukta Jati* and Nomadic Tribes (VJNT) at Sindphana in Beed district in Marathwada region (PTI, 16 January 2017). Recurrence of such heinous acts underscores the sense of lawlessness and impunity that exist within the tribal education programme even after the culprits of Buldana incident were brought to justice.

#### **4.3.1 Rain of Resolutions, Orders and Surveys**

On a positive note, the state government has initiated the process of addressing the issues pertaining with these schools immediately after the Buldana incident by forming a special investigation team and arresting the suspects and presently the enquiry is under subjudice. Till now, the government has issued a sum of 19 GR, 13 Orders and three surveys in the last four years since the PIL was filed in 2013. Being a department which is the custodian of these schools, role of tribal department was crucial in all these exercises. It seems that most GRs were ended up being instrumental in forming yet another departmental committee to look into the matter largely failed to envision a substantive alterations of approaches to these issues. As a

result the children are still vulnerable to various forms of abuses and exploitation. Such incidents again prove the fact that the sense of impunity is still reigning over the stakeholders of these institutions and such confidence often led them to perpetrate crime against the vulnerable students.

Issuing GR on a particular issue seems to be a general practice in the government level to address the emerging challenges on the governance and welfare. The GRs are particularly meant to address issues ranging from uniform, study materials and mid-day meal for the students to the construction of school building. The PIL filed in 2013 exposed the realities of these schools was a landmark in the history of Ashram school scheme. But generally the GR and its subsequent policy deliberations does not seem to be appear as a mechanism which can address issues such as sexual abuses and other right violations of the students because factors that are responsible for such issues are never been properly addressed on the ground level. For instance, a GR issued in 2014 reiterated the one issued in 2006 saying the appointment of female supervisors (GR, 26 February, 2014).

#### **4.3.2 Reality Speaks**

However, a filed visit to Ashram schools in Nandurbar, Dhadgaon and Taloda tehsils shows that girl children as young as six to 18 years live in overcrowded hostels without proper sanitation facilities. Though these schools got female wardens appointed long back the circumstances that persist in and around these hostels are still continue as dangerous as ever. The situation even forced the state women commission to demand the shutting down of the Ashram schools “which cannot provide security to girl students because allowing them to run and giving time for improvement will serve no purpose as girls will continue to be at risk till institutions comply with norms”(DNA, 6 November 2016).

The grant in-aid Ashram school in Koparli<sup>22</sup>, which is approximately 23Km from taluka headquarters, has a relatively better infrastructure. Though the school has a stable building and

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<sup>22</sup>Koparli is a large village located in Nandurbar of Nandurbar district, Maharashtra with total 795 families residing. The Koparli village has population of 4293 of which 2228 are males while 2065 are females as per Population Census 2011. In Koparli village population of children with age 0-6 is 592 which makes up 13.79 % of total population of village. Average Sex Ratio of Koparli village is 927 which is lower than Maharashtra state average of 929. Child Sex Ratio for the Koparli as per census is 916, higher than Maharashtra average of 894. Koparli village

boundary wall in place it lacks a dirt free class rooms and one of the glaring problem faced by the students in Koparli Ashram School is lack of sufficient water and toilet facility. The situation force students to go out for attending nature's call. Lack of a proper dining hall force the management to serve meals on the ground. Girl children are the worst sufferers of water crisis. We found that children were served their meal on the mud floor just in front of the school. A separate dining hall is in the process of construction but it halted because of fund crunch. The management has appointed extra-staffs to manage the overcrowding, which is also causing financial burden on the management, said the headmaster (See photos).

Image 4.1 Koparli Ashram School



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has lower literacy rate compared to Maharashtra. In 2011, literacy rate of Koparli village was 63.06 % compared to 82.34 % of Maharashtra. In Koparli Male literacy stands at 69.41 % while female literacy rate was 56.23 %.The total geographical area in which this village is expanded in 941.26 hectares / 9.4126 Square Kilometers (km<sup>2</sup>) / 2325.9041135979 acres. In Koparli village, most of the village population is from Schedule Tribe (ST). Schedule Tribe (ST) constitutes 38.55 % while Schedule Caste (SC) were 11.79 % of total population in Koparli village.In Koparli village out of total population, 1760 were engaged in work activities. 87.67 % of workers describe their work as Main Work (Employment or Earning more than 6 Months) while 12.33 % were involved in Marginal activity providing livelihood for less than 6 months. Of 1760 workers engaged in Main Work, 213 were cultivators (owner or co-owner) while 1067 were Agricultural labourer.

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Source: Field survey, 2016



Koparli Ashram School



Source: Field survey, 2016

However, students, especially girls, are not found in school uniform, moreover, students are not provided with utensils and required educational equipment's. Library and laboratories were found not maintained properly though there is a full-time separate post allocated for it even after this school has all the teaching and non-teaching staffs it needs. It shows lack of proper monitoring from the government side. Few students were found interested in sports and shown us their medals and certificates received after participating state and district level school sporting events but lack of special sports teacher, grants for sports and games at school level is forcing them to abandon hopes at school level only. The student ratio is also has huge disparity because its shows out of 428 students girls are only 165. Teaching has been found in line with time table but due to unclean class rooms, lack of teaching aids, language and style of teaching students are not able to comply with the learning process. Though this school has boundary wall it also lacks sufficient toilet facilities.

Another school in Pavala, 23 km away from Nandurbar, has more or less same story to say. Meals are served on floor. Chapatti seemed half-cooked and *dal* was watery. There is no specific menu followed but everything is depending upon the availability of materials. Teachers expressed concern that lack of sufficient funds for transportation cost and maintenance is hampering the functioning of the school.



Image 4.2: Pavala Ashram School

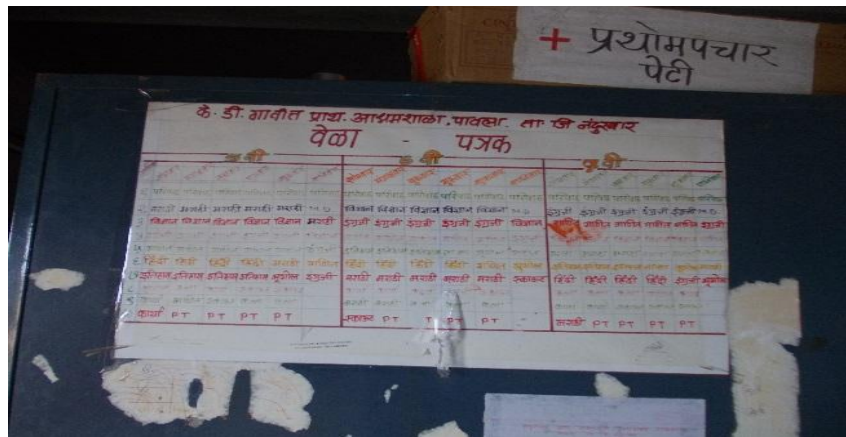


Source: Field survey, 2016

### Pavala<sup>23</sup> Ashram School

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<sup>23</sup> Pavla is a large village located in Nandurbar of Nandurbar district, Maharashtra with total 487 families residing. The Pavla village has population of 2542 of which 1353 are males while 1189 are females as per Population Census 2011. In Pavla village population of children with age 0-6 is 260 which makes up 10.23 % of total population of village. Average Sex Ratio of Pavla village is 879 which is lower than Maharashtra state average of 929. Child Sex Ratio for the Pavla as per census is 1047, higher than Maharashtra average of 894. Pavla village has lower literacy rate compared to Maharashtra. In 2011, literacy rate of Pavla village was 70.77 % compared to 82.34 % of Maharashtra. In Pavla Male literacy stands at 79.77 % while female literacy rate was 60.32 %. In Pavla village, most of the village population is from Schedule Tribe (ST). Schedule Tribe (ST) constitutes 98.03 % while Schedule Caste (SC) were 0.04 % of total population in Pavla village. In Pavla village out of total population, 1246 were engaged in work activities. 77.37 % of workers describe their work as Main Work (Employment or Earning more than 6 Months) while 22.63 % were involved in Marginal activity providing livelihood for less than 6 months. Of



Source: Field survey, 2016

### Pavala Ashram School

Son Kh.<sup>24</sup> village in Dhadgaon block has a government owned school. A fifteen kilometer nerve wrecking bumpy bus ride through hilly road is the only available mode of transportation to reach this village. There is only one line bus playing in this route but its timing is not suitable for teachers and staffs. This high school has a total number of 507 students in which 245 are girls

1246 workers engaged in Main Work, 262 were cultivators (owner or co-owner) while 627 were Agricultural labourer.

<sup>24</sup> Son Kh is a medium size village located in Dhadgaon (Akrani) of Nandurbar district, Maharashtra with total 132 families residing. The Son Kh village has population of 988 of which 525 are males while 463 are females as per Population Census 2011. In Son Kh village population of children with age 0-6 is 127 which makes up 12.85 % of total population of village. Average Sex Ratio of Son Kh village is 882 which is lower than Maharashtra state average of 929. Child Sex Ratio for the Son Kh as per census is 954, higher than Maharashtra average of 894. Son Kh village has lower literacy rate compared to Maharashtra. In 2011, literacy rate of Son Kh village was 76.77 % compared to 82.34 % of Maharashtra. In Son Kh Male literacy stands at 81.30 % while female literacy rate was 71.57 %. In Son Kh village, most of the village population is from Schedule Tribe (ST). Schedule Tribe (ST) constitutes 99.80 % of total population in Son Kh village. There is no population of Schedule Caste (SC) in Son Kh village of Nandurbar. In Son Kh village out of total population, 292 were engaged in work activities. 96.58 % of workers describe their work as Main Work (Employment or Earning more than 6 Months) while 3.42 % were involved in Marginal activity providing livelihood for less than 6 months. Of 292 workers engaged in Main Work, 196 were cultivators (owner or co-owner) while 73 were Agricultural labourer.

and doesn't have a proper boundary wall and toilets and lacks sufficient staff. Headmaster post is lying vacant and the girl's hostel was found overcrowded. According to the school management, lack of funds and administrative hurdles are preventing the recruitment of temporarily appointing teachers from this area. The Parents Teachers Association (PTA) seems to be dysfunctional due to rigid laws regarding Ashram school because it doesn't have a say on the administrative affairs of the school. (Thadathil and Danane, 2017)

Image 4.3: Ashram School Son Kh.



Source: Field survey, 2016

## Ashram School Son Kh



Source: Field survey, 2016

Yet another school in Mandvi Bk. village—14 km away from Dhadgaon—has a different story to say. Being a government school it has a fair infrastructure and facilities in place. Students were found relatively satisfied. The headmaster said that this school gets special attention from project officer of Taloda block. It was striking that Mandvi school is getting special attention from the authority is because of many reasons. First, the cultural heritage of this village and their Mandvi holly festival attracts political and administrative class, which positively benefits the state infrastructures like schools and health centers in the villages.



Image 4.4: Ashram School Mandvi<sup>25</sup> Bk.



Source: Field survey, 2016

<sup>25</sup> Mandvi Bk is a large village located in Akrani of Nandurbar district, Maharashtra with total 470 families residing. The Mandvi Bk village has population of 3335 of which 1419 are males while 1916 are females as per Population Census 2011. In Mandvi Bk village population of children with age 0-6 is 673 which makes up 20.18 % of total population of village. Average Sex Ratio of Mandvi Bk village is 1350 which is higher than Maharashtra state average of 929. Child Sex Ratio for the Mandvi Bk as per census is 1214, higher than Maharashtra average of 894. Mandvi Bk village has lower literacy rate compared to Maharashtra. In 2011, literacy rate of Mandvi Bk village was 54.13 % compared to 82.34 % of Maharashtra. In Mandvi Bk Male literacy stands at 50.22 % while female literacy rate was 56.95 %. In Mandvi Bk village, most of the village population is from Schedule Tribe (ST). Schedule Tribe (ST) constitutes 98.17 % while Schedule Caste (SC) were 1.14 % of total population in Mandvi Bk village. In Mandvi Bk village out of total population, 1319 were engaged in work activities. 61.56 % of workers describe their work as Main Work (Employment or Earning more than 6 Months) while 38.44 % were involved in Marginal activity providing livelihood for less than 6 months. Of 1319 workers engaged in Main Work, 519 were cultivators (owner or co-owner) while 227 were Agricultural labourer.

Finally study have a success story of Kothalifirst time; it has something to cheer about as government girls secondary and higher secondary Ashram schools in Kothali village, Nandurbar had got the ISO 9001: 2015 certification recently. The school caters to nearly 630 children from various tribal villages across the district. Jagdish Patil, principal of the Kothali school said, "The Delhi based company had held an internal audit of the school to check our academic excellence, infrastructure, methods of learning, digital classrooms and hostels. There were some deficiencies which we addressed in a month's time. The second audit was conducted and after finding all 46 parameters in place, the document was handed over to us."

The school was established in 1979, and until a couple of years ago it was just like any other tribal school in the state, whose sorry state of affairs often made headlines in the media. Things started changing two years back when the district collector adopted this school. Besides spending a lot on school and classroom infrastructure, the enthusiastic staffs was also brought in to turn around things. The school adopted several innovative methods of teaching, including focus on practical approach of teaching Science, Mathematics, Geography and other subjects. Girls also grow vegetables in the premises.

Example of Kothali and Mandvi reveals the fact that constant attention from the political and administrative class can bring substantial changes in the quality of Ashram schools in remote areas. This can be possible mainly through empowering *gram sabhas* and carefully showcasing tribal folklores in the areas where Ashram school are situated but study haven't found anywhere *gram sabha* is functioning properly.

The visit suggests the fact that deprivations faced by children in these schools are quite pervasive and its impact on their well-being is significant because many of them are first generation learners. A school-wise remedial measure seems to be missing in the process of Ashram school management. Filling the vacant post with temporary staff is also not under the radar and objective of tribal department and school management. Initiatives on such issues would probably enhance the security perception of the children in these schools.

Image 4.5: Ashram School Kothali





Source: Field survey, 2016

#### **4.4 Missing linkages**

During the interviews of headmasters we understand that Kothali, and Mandvi Ashram schools headmasters manage their duties well but rest of the headmasters are so much absorbed in other duties such as general administration. By self-teaching, the headmaster comes to know the learning capacity of pupils in different classes and the standard of teaching in the Ashram school. However, they are overburden of administrative affairs and avoid to regular contact and understand difficulties of students and teachers. Lack of infrastructure at school level, especially quarters for teachers often force them to get transfer to their favourite respective places. Students are paying the price for such transfers because their academic life will be at stake in the wake of a sudden transfer of a particular teacher.

The efficiency of the Ashram school depends on the leadership ability, skill and professional experience of the headmaster and teachers. In short, it has been found that, generally, the Ashram school statute has not been adequately followed in most of the Ashram schools. On that note, the experience in the implementation of Ashram school educational scheme to improve access and quality of the tribal's education revealed that the enrollment has increased substantially however, got less success in to either retain the children in the system or improve the quality of education provided to them.

The reasons attributed for this is largely due to the socio economic and cultural conditions of the tribal population, social environment and environment in the schools, attitude of the parents and



teachers. The findings of this study and TRTI Pune, TISS studies demonstrate that the school environment, interaction between the teacher and the student and dialect have also contributed to both retention as well as pushing the child out of school. In other words the retention and performance of the children in the schools depends on the educative environment prevailing in the schools, teaching-learning processes, curriculum used, management of the schools and hostels, teachers attitudes etc. It also argued that these are the factors contributing for not as much of impact of the scheme. Further, it is to be verified from the point of view of community, teacher and students along with parents who are regular monitors of the performances of the children.

The profile of the sample ashram schools and villages surrounding revealed that low literacy rate, limited transportation facilities, insufficient school buildings, low and inadequate medical facilities, communication, banks and other facilities. Further the schools and villages have limited access to potable drinking water in summer as well. With regard to the Ashram schools, majority of the schools standard is up to secondary level (1-10), established in a pucca building and working with minimum facilities such as seating, toilets, hostels, classrooms and compound wall etc. Majority of the schools do not have proper science lab and library. Extra- curricular activities such as drill, yoga, games sports etc. are not conducted regularly due to lack of sports and physical education teacher and inadequate funds, no proper response from the higher-ups and lack of proper functioning of the village education committee of the Ashram schools.

The major sources of people's income are come from cultivation and labour work. The villages grow crops like cotton, soya, banana, groundnut and paddy etc. as agriculture is the labour intensive field, landless people depends on the labour for their livelihood. Whereas in case of parents their profile reveals that majority are between 37 to 50 years illiterates, labourers some are involved in cultivation and migration work and many of them are nuclear families. A few of them are members of the SHGs, youth leaders, Panchayat members etc.

The informal information of the dropout children shows that boys outnumbered the girls. They belong to 11-15 years age group. They dropped out at 6-7<sup>th</sup> standard levels. Feeling of shy is very much prevalent among tribal children. Hence they are not getting their doubts clarified immediately is also one of the cause of dropout

Majority of students from Kothali and Mandvi Ashram schools accepted that they like their teachers and reasons for their liking are good teaching, teaching with stories and use of educational aids, games, looking after the students well. Apart from that they informed that they like their school very much because of its environment, facilities, friends, playground, games, modern learning equipment's and food.

Further, the profiles of the teachers revealed that majority of the teachers are men belonging to 38 and above age group. The teachers are found to be regular to the schools but extracurricular activities parent-teacher coordination and community meetings, social awareness programme etc. are not organized them by regularly. Lack of proper houses and other needy requirements are identified as causes of teachers' low performance as they waste time in adjusting these necessary needs. Moreover, inadequate ventilation, playground and other furniture is also lacking. Creation of awareness among the parents about the importance of education was found to be the important suggestion made by the headmasters. Some of the students revealed that their parents are not at all encouraging them in their studies.

## Chapter 5 Ashram Schools, Resources, Activities and Deprivation

### 5.1 Introduction

Tribal communities in India have been on the receiving end of socio-economic and educational development. Their backwardness primarily causes out of primitive agricultural practices, lack of infrastructure facilities and geographical isolation. Since independence, special consideration was given for the planning of education by the government for tribal population. Educational schemes<sup>26</sup> have been introduced by government aiming at addressing backwardness so that the tribal may develop their economic, social and educational status and they can be assimilated into the mainstream. These schemes include scholarships, paying examination and tuition fees, and admission in AS, hostels, Model Residential Schools (MRS) and Kasturba Gandhi Balika Vidyalaya (KGBV) for girls. Despite having myriad of issues related to functioning, infrastructure and dearth of staff, these schools had laid out a crucial knot in educational development of disadvantaged tribal communities, especially in the interior areas of Maharashtra's backward district Nandurbar. The District was carved out from Dhule district in Northern Maharashtra in 1998 with over 65 per cent tribal population. It ranks as the lowest among the 35 districts in the state on literacy and Human Development Index (HDI) as per Maharashtra Human Development Report 2002, 2012 and Census data 2011.

Beginning with the block wise growth of all the schools in Nandurbar District, this chapter further gives attention on AS and its peculiarities in allocation. Later it focus on sample AS and their features such as management, distance from district headquarter, year of establishment, upgradation, available streams and school level etc. Next it discuss about the beneficiaries and their bifurcation with respect to native area. Further, it assess beneficiaries' perceptions on availing the scheme and factors influenced on selection of AS.

In impact process, study assesses the status of available resources with respect to sub items of hostel, classroom and other infrastructure under resource deprivation index. Subsequently, it also

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<sup>26</sup>Scheme: A large-scale systematic plan or arrangement for attaining some particular object or putting a particular idea into effect

mentions the views of beneficiaries on efficiency of resources. Further it concentrates on the activities and various factors related to it. Headmasters, teachers and student's perception on consistency of activities are also analyzed here. Next it looks the outcome and focuses on students' performance, participation along with knowledge, attitude, skills and aspirations. Lastly, it point out the impact of AS scheme with respect to the sample AS.

This study has selected Nandurbar, Taloda and Akrani (Dhadgaon) blocks for primary survey of AS. It surveyed 10 Ashram schools on the basis of purposive random sampling, ITDP and management such as grant in aid or government as well as norm of developed and underdeveloped in terms of place and infrastructure. The surveyed schools were consisted of primary, upper primary, secondary and higher secondary level. However, before discussing more about sample AS it is necessary to understand the overall picture of schools in the district. See the following Table.

**Table 5.1: Block wise growth of schools in Nandurbar District 2005-06 to 2015-16**

	Year		CAGR
	2015-16	2005-06	
<b>Sample Blocks</b>			
Nandurbar block	362	320	1.24%
Akrani block	346	233	<b>4.03%</b>
Taloda block	191	147	2.65%
Total of sample blocks	899	700	<b>2.53%</b>
<b>Non-sample blocks</b>			
Akkalkuwa	389	275	3.53%
Navapur	364	331	0.95%
Shahada	388	301	2.57%
<b>Total non-sample block</b>	<b>1141</b>	<b>907</b>	<b>2.32%</b>
<b>Grand district total</b>	<b>2040</b>	<b>1607</b>	<b>2.41%</b>

Source: UDISE 2016

The above table 5.1 shows, there are total 1607 schools in 2005-06 which increases up to 2040 in 2015-16. Here the status of total schools in sample blocks shows that there is 2.53 percent annual growth (700 to 899) in schools allotment. From this, Akrani the most backward block is benefited more as far as allotment of schools are concerned. Approximately 4.03 percent growth in the schools allotment has been shown. It also reveals the fact that the government seems to

trying to address the question of education in these backward areas by allotting more school. Nevertheless, this study is mainly focused on sample AS only, however, the following table 5.2 provide the overall status of Ashram schools in Nandurbar district.

**Table 5.2: Allocation of Ashram Schools in Nandurbar District**

Name of Block	Govt.	%	Aided	%	Total	%
<b>ITDP Nandurbar</b>						
Nandurbar	07	9.33	11	22.0	18	14.4
Navapur	16	21.33	12	24.0	28	22.4
Shahada	10	13.33	07	14.0	17	13.6
<b>Total</b>	<b>33</b>	<b>44.00</b>	<b>30</b>	<b>60.0</b>	<b>63</b>	<b>50.4</b>
<b>ITDP Taloda</b>						
Taloda	08	10.67	03	6.0	11	8.8
Akrani	17	22.67	08	16.0	25	20.0
Akkalkuwa	17	22.67	09	18.0	26	20.8
<b>Total</b>	<b>42</b>	<b>56.00</b>	<b>20</b>	<b>40.0</b>	<b>62</b>	<b>49.6</b>
<b>Grand total</b>	<b>75</b>	<b>100.00</b>	<b>50</b>	<b>100.0</b>	<b>125</b>	<b>100.0</b>

Source: ATC Nashik (2013-14)

The above table 5.2 shows that there are total 125 AS in Nandurbar district out of that 75 AS (60 percent) are under government management and 50 AS (40 percent) are under grants-in-aid management. The district has two ITDPs<sup>27</sup>, viz. Nandurbar and Taloda in which Nandurbar has 33 governments (44 percent) and 30 grant-in-aid Ashram schools. On the other hand Taloda has 42 governments (56 percent) and only 20 grant-in-aid Ashram schools. This indicates the distribution of AS is almost 50-50 percent in both ITDPs but government institutions are relatively functional in Taloda ITDP.

<sup>27</sup>As directed by the Government of India, in 1975-76 the villages where more than 50 Percent of the population was tribal, were constituted into Integrated Tribal Development Projects (I.T.D.Ps.).The objective of I.T.D.P. was that various plan schemes and services should be integrated at the block level. The ITDPs are the main units that implement the TSP at the grass root level. However, this is not accompanied with the necessary financial and administrative powers to perform their expected functions effectively. Moreover, the ITDPs require additional devoted officers and staff at the hamlet level to expedite the rate of socio-economic development of tribal. Subsequently, the villages where the tribal population was only marginally less than 50 Percent were also constituted into additional I.T.D.Ps. And these were called the Additional Tribal Sub Plan (ATSP) Blocks/Projects. Consequently, making a total of 29 I.T.D.Ps in Maharashtra.

Further, study looks the educational level and pattern<sup>28</sup> of allotment of government and aided AS in these two ITDPs. Following tables provide the clear picture of it in this regard.

**Table 5.3: Allocation of Government Ashram Schools**

Name of Block	Govt.	School level				
		P to HS 1-12	P to S 1-10	P to UP 1-8	P to UP 1-7	UP to S 5-10
<b>ITDP Nandurbar</b>						
Nandurbar	07	2	3	1	1	0
Navapur	16	1	12	0	2	1
Shahada	10	1	8	0	1	0
<b>Total</b>	<b>33</b>	<b>4</b> <b>(12.12)</b>	<b>23</b> <b>(69.70)</b>	<b>1</b> <b>(3.03)</b>	<b>4</b> <b>(12.12)</b>	<b>1</b> <b>(3.03)</b>
<b>ITDP Taloda</b>						
Taloda	08	1	6	0	1	0
Akrani	17	3	8	0	6	0
Akkalkuwa	17	6	6	0	5	0
<b>Total</b>	<b>42</b>	<b>10</b> <b>(23.81)</b>	<b>20</b> <b>(47.62)</b>	<b>0</b> <b>(0.00)</b>	<b>12</b> <b>(28.57)</b>	<b>0</b> <b>(0.00)</b>
<b>Grand total</b>	<b>75</b> <b>(100.00)</b>	<b>14</b> <b>(18.67)</b>	<b>43</b> <b>(57.33)</b>	<b>1</b> <b>(1.33)</b>	<b>16</b> <b>(21.33)</b>	<b>1</b> <b>(1.33)</b>

Source: ATC Nashik (2013-14), Note: P: Primary, UP: Upper Primary, S: Secondary, HS: Higher Secondary, figure in parentheses indicate percentage

In context of the above table 5.3 in Nandurbar ITDP, there are 23 governments AS out of total 33 which provide education up to secondary level and that constitute 69.70 percent. Only four AS (12.12 percent) out of 33 give education up to higher secondary levels. Merely four governments AS provide education up to upper primary level. For Taloda ITDP, 20 AS out of 42 provide education up to secondary level and that constitute 47.62 percent. There are just ten AS (23.81 percent) out of 42 provide education up to higher secondary level. Apart from that simply 12 (28.57 percent) AS out of 42 are given education up to upper primary level only. Interestingly, governments AS dominates in higher secondary education in Taloda ITDP.

<sup>28</sup>The Government of Maharashtra has introduced the 10+2+3 pattern of education, providing for a uniform structure all over the State.

**Table 5.4: Allocation of Grant-in-aid Ashram Schools**

Name of Block	Aided	School level				
		P to HS 1-12	P to S 1-10	P to UP 1-8	P to UP 1-7	UP to S 5-10
<b>ITDP Nandurbar</b>						
Nandurbar	11	2	8	0	1	0
Navapur	12	1	10	0	1	0
Shahada	07	0	5	0	2	0
<b>Total</b>	<b>30</b>	<b>3</b> <b>(10.00)</b>	<b>23</b> <b>(76.77)</b>	<b>0</b> <b>(0.00)</b>	<b>4</b> <b>(13.33)</b>	<b>0</b> <b>(0.00)</b>
<b>ITDP Taloda</b>						
Taloda	03	0	3	0	0	0
Akrani	08	1	5	0	2	0
Akkalkuwa	09	3	5	0	1	0
<b>Total</b>	<b>20</b>	<b>4</b> <b>(20.00)</b>	<b>13</b> <b>(65.00)</b>	<b>0</b> <b>(0.00)</b>	<b>3</b> <b>(15.00)</b>	<b>0</b> <b>(0.00)</b>
<b>Grand total</b>	<b>50</b> <b>(100.00)</b>	<b>7</b> <b>(14.00)</b>	<b>36</b> <b>(72.00)</b>	<b>0</b> <b>(0.00)</b>	<b>7</b> <b>(14.00)</b>	<b>0</b> <b>(0.00)</b>

Source: ATC Nasik (for 2013-14), Note: P: Primary, UP: Upper Primary, S: Secondary, HS: Higher Secondary, figure in parentheses indicate percentage

The above table 5.4 gives the information of school level allotment of grant-in-aid AS. In context of Nandurbar ITDP 23 AS out of 30 provide education up to secondary level and which constitute 76.77 percent. However, only three (10 percent) AS out of 30 provide education up to higher secondary level. There are four (13.33 percent) other AS that gives education up to only upper primary level. In context of Taloda ITDP 13 AS out of 20 provide education up to secondary level and that constitute 65 percent. Nevertheless, only four (20 percent) AS out of 20 give education up to higher secondary level. There is three (15 percent) other AS out of 20 provide education up to upper primary level only. Interestingly, aided AS dominate in secondary levels in Nandurbar ITDP region.

## 5.2 Sample Ashram Schools

Selection of sample Ashram schools completed on the ground that most of the aspects of AS scheme will be assessed from the impact point of view. Students' perceptions about hostel, classroom and teaching are included in it. Achievements and participation in various

competitions along with major hurdles are also studied. The following table gives information about the AS covered in the study.

**Table 5.5: Name, Village and Management of Sample Ashram schools**

Block	Location	School name	Management
Nandurbar	Koparli	Aided Primary and Secondary Ashram School Koparli.	Aided
	Pavala	K. D. Gavit Primary and Secondary Ashram School Pavala	Aided
	Jognipada	Primary, Secondary and Higher Secondary Ashram School Jognipada	Aided
	Kothali	Govt. Secondary and Higher Secondary Girls Ashram School Kothali	TDD
	Songirpada	Vikas Primary Secondary and Higher Secondary Ashram School Songirpada	Aided
Akrani	Son Kh.	Govt. Secondary Ashram School Son Kh.	TDD
	Mandvi Bk.	Govt. Secondary and Higher Secondary Girls Ashram School Mandvi Bk.	TDD
	Rajbardi	Ashwaththama Post Basic AS and Arts, Science Junior College, Rajbardi	Aided
Taloda	Borad	Govt. Secondary Ashram School Borad	TDD
	Kothar	Anant Dnyandeep Ashram School Kothar	Aided

Source: Field survey, 2016

Above table mentioned ten AS are covered in the study out of that five are from Nandurbar block, three are from Akrani and two are from Taloda block. However, it is equally (five-five) taken from both the ITDPs. However, there is total six grant-in-aid management AS included in it. Other four are from government management means they are under the control of Tribal Development Department (TDD). Moreover, there is two girls' government AS also selected in it.

In context of the management of grant-in-aid Ashram school Koparli, Jognipada and Songirpada AS are run by Nandurbar Taluka Vidhayak Samiti (NTVS)<sup>29</sup>. Pavala located AS is managed by Adivasi Deomogara Education Society, Nandurbar. Then Rajbardi grant-in-aid AS is run by

<sup>29</sup>This educational institution was established in the year 1961 to promote education in rural and tribal belt. This educational institution is now running 64 branches. Which contains 10 Senior Colleges, 07 Junior Colleges, 17 Secondary Schools, 04 Primary Schools, 11 Primary Residential Schools, 06 Secondary Residential Schools, 07 Hostels, 01 Balmandir, 01 Kasturba Gandhi Balika Vidyalaya. The educational institution is having the strength of seventeen thousand students and there is one thousand staff working in it.



Adivasi Satpuda Shikshan Prasarak Mandal Akrani (Dhadgaon). Kothar grant-in-aid AS is run by Shree Sainath Shikshan Sanstha Pratappur.

**Table 5.6: Medium of Instruction, Streams, Distance from Block and District Headquarters**

<b>Block</b>	<b>Village name</b>	<b>Distance from Block HQ (km)</b>	<b>Distance from Dist. HQ (km)</b>	<b>Streams Available</b>	<b>Medium of Instruction</b>
Nandurbar	Koparli	22	22	-	Marathi
	Pavala	29	29	Arts ,Science	Marathi
	Jognipada	30	30	Arts ,Science	Marathi
	Kothali	15	15	Arts ,Science	Marathi
	Songirpada	9	9	Arts ,Science	Marathi
Akrani	Son Kh.	9	111	Arts ,Science	Marathi
	Mandvi Bk	11	113	Arts ,Science	Marathi
	Rajbardi	10	112	Arts ,Science	Marathi
Taloda	Borad	20	54	-	Marathi
	Kothar	13	46	-	Marathi

Source: Field survey, 2016

By means of the objectives of Ashram School it is one of the social institutions that is responsible for the development and training of the mind and skills of tribal beneficiaries. It is also for the preparation of beneficiaries for the challenges and responsibilities in the society at large. However, only Arts and Science streams are available in above sample government and grant in aid AS. Marathi is the medium of instruction. Distance from district headquarter and block head quarter is significant and ranges from 10 to 112 Km which matters more in case of quality education, health and access of necessary goods as well as from Conducive atmosphere point of view. Here in above table study found that Ashram schools in Akrani (Dhadgaon) block are more than hundred Km away from the district headquarters. Schools such as Koparli, Pavala and Jognipada are more than 20 Km away from taluka and district headquarters.

**Table 5.7: Year of Establishment and up gradation of sample Ashram schools**

Block	Village name	School category	Establishment and up gradation progress			
			P	UP	S	HS
Nandurbar	Koparli	P, UP, S	1989	1989	2009	-
	Pavala	P, UP, S and HS	1999	2004	2004	2009
	Jognipada	P, UP, S and HS	1969	1997	1999	2014
	Kothali	P, UP, S and HS	1979	1979	1993	2004
	Songirpada	P, UP, S and HS	1969	1991	1991	2012
Akrani	Son Kh.	P, UP, S and HS	1991	1991	2002	2008
	Mandvi Bk	P, UP, S and HS	1972	1972	1982	2005
	Rajbardi	P, UP, S and HS	1965	1965	1987	2003
Taloda	Borad	P, UP, S	1974	1974	1998	-
	Kothar	P, UP, S	1994	1994	1997	-

Source: Field survey, 2016

The above table 5.7 depicts the years of establishment and upgradation of different level with respect to sample AS. This data shows that though the primary level schools were started in late sixties, only in the year 2000 it got upgraded to higher secondary, which shows it took four decade to establish high schools in these most backward tribal hinterlands. As far as the most backward village is concerned, Son Kh. received the school facility only in 1991 and they got high school in 2008. Interestingly, people from a largely populated area called Jognipada in Nandurbar taluka had to wait until 2014 to get a high school.

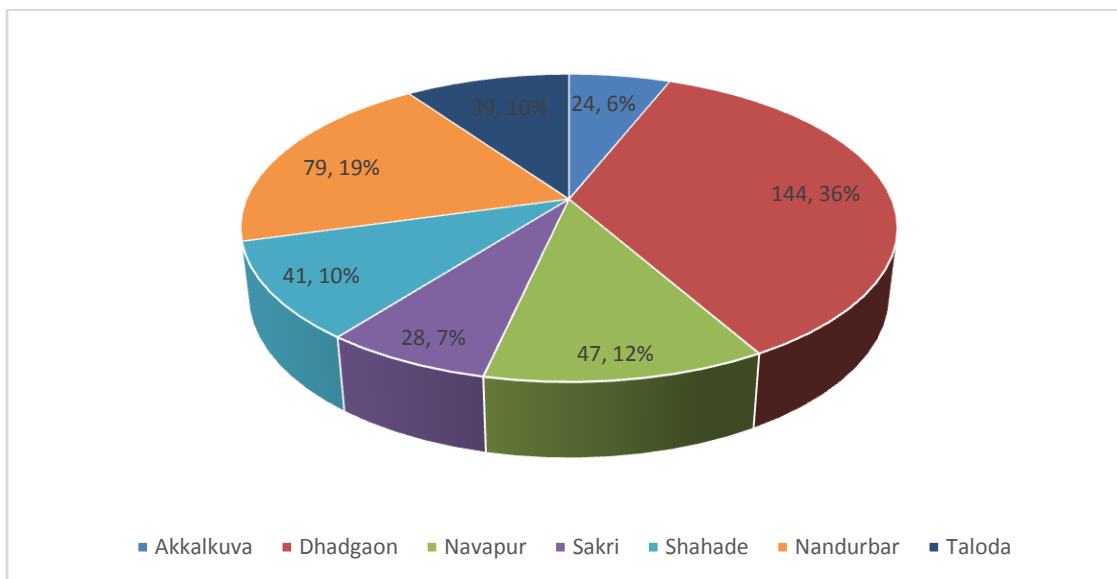
**Table 5.8: Boys and Girls covered in sample Ashram schools**

Block	Village name	Students covered		
		Boys	Girls	Total
Nandurbar	Koparli	20	20	40
	Pavala	20	20	40
	Jognipada	20	20	40
	Kothali	20	21	41
	Songirpada	0	40	40
Akrani	Son Kh.	0	40	40
	Mandvi Bk.	20	21	41
	Rajbardi	20	20	40
Taloda	Borad	20	20	40
	Kothar	20	20	40
	<b>Total</b>	<b>160</b>	<b>242</b>	<b>402</b>

Source: Field survey, 2016

The above table 5.8 provides the information about number of boys and girls included as samples. There are total 402 students involved in it. Out of that there were 242 girls and 160 boys. As far as the standard is concerned only secondary and higher secondary students are covered in it. Accordingly their age ranges from 14 to 18 years. It is essential to understand the tribe wise outline of the beneficiaries before analyzing other parameters. Considering tribes Bhil is the dominant in this regard followed by Pawara, Kokni, and Mavchi. Among its Bhils are relatively socially developed and empowered. Languages speak in district are Ahirani, Marathi, Hindi, Bhilori, Pawari, and Gujjar. Further to understand intake of students following pie chart is discussed.

**Chart 5.1: Distribution of sample students by native area**



Source: Field survey

The above chart one depicts the distribution of sample students by their native area. Out of total 402 students' 144 students (36 percent) are from Akrani block that are availing education in above mention ten different sample Ashram schools. However, there are only 24 students (6 percent) from Akkalkuwa block which is located in hilly terrain of Satpuda Mountain ranges and have large pockets that are inaccessible like Akrani. Interestingly, from Sakri (Dhule district) 28 students (7 percent) are taking education in Nandurbar district which shows the interest and awareness about education among tribal communities. However, similar trend is also observed in

other blocks which indicate positive side of AS. Nevertheless, the Nandurbar district broadly separated into two geographic regions the plains of Tapi River and hilly region of Satpuda Mountains. Akkalkuwa and Akrani blocks are located in hilly terrain of Satpuda Mountain ranges and have large pockets that are inaccessible, rests of the four blocks are in the plains and relatively accessible.

Interestingly, study found that parents are sending children to far away Ashram schools even if the Ashram schools are available near to their settlements. It indicates that the parental decision in selecting Ashram schools for their children seems to be influenced by some other factors such as the community members and surroundings. It also endorse the fact that the community has surpassed the period of ignorance in understanding the significance and importance of providing of quality education for their children.

**Table 5.9: Information about Availing Scheme**

<b>Item</b>	<b>Frequency</b>	<b>Percent</b>
Relatives	126	31.3
Friends	78	19.4
ITDP	115	28.6
Local Politician	69	17.2
NR	14	3.5
Total	402	100.0

Source: Field survey, 2016

In the hilly region most of the children are enrolled the Ashram Schools while Zilha Parishad (ZP) schools provide access to majority of students in the plains. Nevertheless, some Ashram school students registered not only from native blocks but also neighboring blocks and district. Further the study tries to understand how they get the information about educational scheme and factors that leads in choosing the Ashram school. In this context study found 126 students (31.3percent)got information from relatives and 28.6 percent (115 students) got information from local ITDPs office. This make clear that role of ITDPs in promotion of scheme is significant. Further the local politician is also an important factor in this regard because now it is crucial to

maintain their vote bank. Role of proper information is very significant because it promotes problem solving approaches and thinking skills – asking questions and seeking answers, finding other information, forming opinions, evaluating sources, making decisions, effective contributors and confident individuals. However, field observations revealed that many people do still not understand this fact. Further, in the following table study give the factors that leads to selection of AS.

**Table 5.10: Factors lead to choose current Ashram School**

<b>Item</b>	<b>Frequency</b>	<b>Percent</b>
Relatives Advice	126	31.3
Friends Advice	78	19.4
Closeness of school	95	23.6
Teachers	48	11.9
ITDP	36	9.0
NR	19	4.7
Total	402	100.0

Source: Field survey, 2016

The above table 5.10 gives a picture of the admission decision of Ashram school student. On this point, 126 students (31.3 percent) admissions are influenced by relatives’ advice. However, closeness of Ashram school is influenced 95 students (23.6 percent). Nevertheless, only 9 per cent reported that they are influenced by ITDP, which endorse the fact that the government agencies are dysfunctional in terms of conveying information on the benefits regarding AS. Advice from relatives shows the level of empowerment of the community has achieved on education over a period of time.

### **5.3 Resources**

A resource is a source or supply from which benefit is produced. Typically resources are material, energy, services, staff, knowledge or other assets that are transformed to produce benefit. It is classified as actual and potential. However, in context of AS scheme government is providing most of the actual resources. Nevertheless, utilization, mobilization, and efficiency of resources depends on leaderships dedication, community support, the harmonious relationship

among Teachers, Head Masters (HM), School Management Committee (SMC) members, parents and students.

This section on resources has two parts; the **assessment about the services**, i.e. health facility, diet and supply of educational items, and the **deprivation index for the material resources** like a hostel (individual and common amenities), classroom and other necessary infrastructure. The assessment of the services is prepared through the perceptions of the students regarding these services. It was considered important to seek how beneficiaries perceive the present availability of various resources as one of the indicators of successful implementation of the scheme. The assessment of the deprivation index is prepared through the deprivation index scores. Four types of deprivation indices are calculated for the year 2005-06 to 2015-16. These deprivation indices are calculated on the lines of multi-dimensional poverty index given by the United Nations Development Programme (UNDP). All the amenities/sub-items are given equal weights and divided into individual and common use.

#### **5.4 The Assessment of the services**

As a unit of the environment, housing has a profound influence on the health, efficiency and social welfare of the community. Ashram schools are students' housing, form part of the facilities. Ashram schools statute put it as the priority to enhance the study-learning experience. However, in most of sample AS, hostel accommodation has not received adequate attention although it is an important component of the pupil, personnel management, inadequate maintenance of the services and infrastructure of hostel accommodation is very common.

There have been reported cases of students falling sick in the hostels as a result of poor sanitary conditions. It is crucial to note that student hostel must not only be adequately provided for in relation to the student population, but it must also be able to satisfy their needs if the best is to be appropriated from them. Satisfaction is a process of evaluation between what was received and what was expected is the most widely adopted description of user satisfaction in the current literature. Satisfying users of any facility (including hostel facility) should be one of the main objectives of providing such a facility. User satisfaction has a positive effect on an organization's

success and inclusiveness. Hence, it is important that to find out student satisfaction in hostel facilities put in place because when students are satisfied with the facilities provided in their hostels, it will lead to enhancement in the academic excellence of the students. The below table aims at ascertaining the availability, efficiency, and adequacy of the facilities provided in the students' hostels of the sample AS with a view to assessing the level of fulfillment of the students with the available facilities.

<b>Table 5.11 Perceptions of students on availability of hostel resources</b>											
<b>A S Name</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>NR</b>	<b>Total</b>	<b>AR</b>	<b>SOVI</b>	<b>SOI</b>	<b>SOA</b>	<b>TAS</b>	<b>TAS/AR</b>
Koparli	8	22	8	2	40	38	0	22	16	38	1.00
Pavala	8	21	9	2	40	38	0	21	18	39	1.03
Jognipada	7	21	10	2	40	38	0	21	20	41	1.08
Kothali	0	2	35	4	41	37	0	2	70	72	1.95
Songirpada	6	21	8	5	40	35	0	21	16	37	1.06
Son	10	22	5	3	40	37	0	22	10	32	0.86
Mandvi	0	5	33	2	40	38	0	5	66	71	1.87
Rajbardi	7	23	7	4	41	37	0	23	14	37	1.00
Borad	10	23	7	0	40	40	0	23	14	37	0.93
Kothar	6	22	7	5	40	35	0	22	14	36	1.03
<b>Total</b>	<b>62</b>	<b>182</b>	<b>129</b>	<b>29</b>	<b>402</b>	<b>373</b>	<b>0</b>	<b>182</b>	<b>258</b>	<b>440</b>	<b>1.18</b>

Note: 0-Very Inadequate, 1-Inadequate, 2- Adequate, NR-No Response, SOVI-Score of very inadequate, SOI-Score of inadequate, SOA-Score of Adequate, TAS- Total Availability Score, AR- Actual respondentSource: Field survey

The above table 5.11 depicts perception of beneficiaries on the availability of hostel resources in sample AS. Out of total 402 students 182 students, (45.27 percent) answered that the hostel facility is inadequate. Further 62 students (15.42 percent) reply that it's very inadequate. Merely 129 students (32.09 percent) respond that it is adequate (mostly from Kothali and Mandvi). Subsequently, going beyond to these categorical measurement study designed some quantitative assessment for these perceptions. This quantitative assessment is based on actual respondents (there are non- respondents) and total adequacy score. First, these categorical variables are rank with respect adequacy score as follows, very inadequate-0 inadequate-1 and adequate-2, later it multiplies by respective schools number of respondent and adds it.(Number of respondent multiplies by respective deprivation score). Lastly, we divided the total adequacy score by actual respondent for getting a quantitative assessment of deprivation. Overall, it is clear that the highest quantitative deprivation in hostel related services was found in Son and Borad (0.86 and 0.93) followed by Koparli, Rajbardi, Pavala, Kothar, Songirpada, and Jognipada while Kothali and Mandvi are the best in this regard. Now from this quantitative and qualitative assessment, we

can broadly say that many of the respondents are not completely happy with the available hostel resources and this dissatisfaction may affect students' participation and their performance in the educational process.

The term inefficiency generally refers to an absence of efficiency. It has several meanings depending on the context in which it is used. In the context of sample AS following table 5.12 refers perceptions on inefficiency in hostel management resources. Out of total 402 students, 112 students (27.86 percent) reply that there is inefficiency in hostel management. Nevertheless, 195 students (48.51percent) stated that they did not realize any inefficiency in hostel management.

Further, 95 students (23.38 percent) reply that they were unsure about that. If we look it by sample AS schools we found that most of the inefficiency is revealed from Son, Borad and Songirpada followed by Pavala, Jognipada, Koparli, Rajbardi, and Kothar. In short only Kothali and Mandvi students revealed about the efficiency. However, there are 95 unsure students. From over-all field survey observations and this statistics trend roughly, point out that this inefficiency may occur due to no incentive and lack of innovation, which leads to higher production costs, inferior products, and limited choice for beneficiaries.

<b>A S Name</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>Total</b>
Koparli	12	16	12	40
Pavala	13	15	12	40
Jognipada	12	17	11	40
Kothali	2	32	7	41
Songirpada	15	17	8	40
Son	16	16	8	40
Mandvi	3	33	5	41
Rajbardi	12	17	11	40
Borad	15	14	11	40
Kothar	12	18	10	40
<b>Total</b>	<b>112</b>	<b>195</b>	<b>95</b>	<b>402</b>
Note: 0-Yes, 1-No, 2- Unsure, Source: Field survey				



A mountain of research suggests that healthy nutrition radically improves children’s cognitive function and measurable academic achievement. Specific vitamins and minerals that our body obtains from nutrient-rich foods play a critical role in brain growth, development, and learning. In contrast, a lack of proper food intake is known as malnutrition/malnourishment, and it does not only imply that there is a lack of food; moreover, malnutrition signifies a lack of nutrients. Children with insufficient diets are reported to have more problems with health, academic learning, and psychosocial behavior. Considering our study, below table 5.13 discusses perceptions of students on the availability of regular diet and other issues related to it.

<b>A S Name</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>NR</b>	<b>Total</b>	<b>AR</b>	<b>SOVI</b>	<b>SOI</b>	<b>SOA</b>	<b>TAS</b>	<b>TAS/AR</b>
Koparli	7	18	12	3	40	37	0	18	24	42	1.14
Pavala	5	18	13	4	40	36	0	18	26	44	1.22
Jognipada	5	17	14	4	40	36	0	17	28	45	1.25
Kothali	0	4	33	4	41	37	0	4	66	70	1.89
Songirpada	6	16	14	4	40	36	0	16	28	44	1.22
Son	7	18	13	2	40	38	0	18	26	44	1.16
Mandvi	0	5	32	4	41	37	0	5	64	69	1.86
Rajbardi	6	17	12	5	40	35	0	17	24	41	1.17
Borad	7	17	13	3	40	37	0	17	26	43	1.16
Kothar	5	16	13	6	40	34	0	16	26	42	1.24
<b>Total</b>	<b>48</b>	<b>146</b>	<b>169</b>	<b>39</b>	<b>402</b>	<b>363</b>	<b>0</b>	<b>146</b>	<b>338</b>	<b>484</b>	<b>1.33</b>
<small>Note: 0-Very Inadequate, 1-Inadequate, 2- Adequate, NR-No Response, SOVI-Score of very inadequate, SOI-Score of inadequate, SOA-Score of Adequate, TAS- Total Adequacy Score, AR- Actual respondentSource: Field survey</small>											

Here, out of total 402 students 146 students (36.32 percent) responded that regular diet is inadequate in all the sense. Further, 48 students (11.94 percent) replied that it’s very inadequate. However, 169 students (42.04 percent) answered that it is adequate. Remarkably 39 students (9.70 percent) are not replied on this. A significant numbers of students are not happy with the dietary services. Apart from this categorical assessment study calculated quantitative assessment for the availability of a regular diet. Largely, it is clear that the highest quantitative deprivation for the availability of regular diet was found in Koparli, Son and Borad (1.14 and 1.16) followed by Rajbardi, Pavala, Songirpada Kothar, and Jognipada while Kothali and Mandvi are the finest in this regard. However, if we saw this trend by categorical assessment perspective we found that most of the objections about the availability of regular diet were rise from following schools Son, Borad and Koparli and followed by Songirpada, Rajbardi, Jognipada, Pavala and Kothar. In

contrast, Kothali and Mandvi students had no objections. Nevertheless, AS statute appendix 27 (a) rule number 3.30 (a) and appendix number 27 (b) rule number 2.43 (d) are especially devoted for diet and calories management issue. Further, selected studies (TRTI Pune, TISS etc.) various media reports, court interventions in this regard likely support the impression that most of the students are not fully happy with the availability of regular diet.

However, considering the next table 5.14 which is on perceptions on inefficiency, out of total 402 students 155 students (38.56 percent) replied that there is inefficiency in diet management. Nevertheless, 165 students (41.04 percent) responded that they were not realizing any inefficiency in diet management. Further, 82 students (20.40 percent) answered that they were unsure about that. When we see this by school wise we found that most of the inefficiency revealed from Son, Borad, Koparli and Jognipada followed by Pavala, Rajbardi, Songirpada, and Kothar. In short only Kothali and Mandvi students revealed about the efficiency. However, there are 82 unsure students.

<b>A S Name</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>Total</b>
Koparli	19	10	11	40
Pavala	18	11	11	40
Jognipada	19	14	7	40
Kothali	4	33	4	41
Songirpada	17	14	9	40
Son	19	13	8	40
Mandvi	5	32	4	41
Rajbardi	18	12	10	40
Borad	19	13	8	40
Kothar	17	13	10	40
<b>Total</b>	<b>155</b>	<b>165</b>	<b>82</b>	<b>402</b>
Note: 0-Yes, 1-No, 2- Unsure, Field survey				

<b>5.15 Perceptions of students on supply of educational and other necessary items</b>											
<b>A S Name</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>NR</b>	<b>Total</b>	<b>AR</b>	<b>SONR</b>	<b>SONOT</b>	<b>SOAOT</b>	<b>TAS</b>	<b>TAS/AR</b>
Koparli	0	12	4	24	40	16	0	12	8	20	1.25
Pavala	0	11	3	26	40	14	0	11	6	17	1.21
Jognipada	0	10	3	27	40	13	0	10	6	16	1.23
Kothali	0	0	10	31	41	10	0	0	20	20	2.00
Songirpada	0	10	4	26	40	14	0	10	8	18	1.29
Son	0	10	4	26	40	14	0	10	8	18	1.29
Mandvi	0	1	8	32	41	09	0	1	16	17	1.89
Rajbardi	0	10	4	26	40	14	0	10	8	18	1.29
Borad	0	10	4	26	40	14	0	10	8	18	1.29
Kothar	0	10	4	26	40	14	0	10	8	18	1.29
<b>Total</b>	<b>0</b>	<b>84</b>	<b>48</b>	<b>270</b>	<b>402</b>	<b>132</b>	<b>0</b>	<b>84</b>	<b>96</b>	<b>180</b>	<b>1.36</b>
0- Not Received, 1-Not on Time, 2- Always on Time, NR- No Response, Field survey											

The above table 5.15 depicts insights of students on supply of educational and other necessary items of daily student's life such as uniform, shoes, books, notebook, stationery, furniture, utensils etc. here it is important to note that a large portion of the sample (65.92 percent) did not reply to this question. Hence the conclusions have to be interpreted with caution. Around 22.14 percent (89 students) expressed that they do not receive these items on time. The percentage of respondents who replied it on time was as low as 11.94 percent.

In a view of categorical assessment, the study found that most of the objections about the supply of educational and other necessary items were rise from Koparli (11) followed by Pavala, Jognipada, Songirpada, Son, Rajbardi, Borad, Kothar (10). In contrast, Kothali and Mandvi students had almost no objections. Eventually, it is clear that the highest quantitative deprivation for supply of educational items was found in Pavala (1.21) followed by Jognipada, Koparli, Son, Rajbardi and Kothar, Borad, and Songirpada. However, Kothali and Mandvi are on top in this regard. This is despite the fact that the Appendix 28, 29 along with the rule number 4.29 to 4.33 of the AS statute emphasize on the timely availability of it and the provision of legal actions on its failure. It highlights the improper implementation of the scheme with respect to the provision of educational and other necessary items of daily student's life.

The Ashram schools are catering to the needs of the poorest of the poor and helping the inmates to remain in the school system without dropping from it. Hence health, the school environment is crucial for their holistic development. Overall, the status of personal hygiene among Ashram

school children was poor. It led to a high prevalence of morbidities related to poor personal hygiene. All these can be prevented by simple health education and selective treatment. Teachers are not able to recognize minor ailment and treat it. The first aid box was available in all schools but was poorly maintained. Hence, formal training of teachers regarding first aid and treatment of minor ailment is crucial in this regard. Considering this point, in table 5.16 we found Perceptions of students on health facility.

**Table 5.16 Perceptions of students on health facility**

A S Name	0	1	2	NR	Total	AR	SOU	SOM	SOP	TAS	TAS/ AR
Koparli	8	17	10	5	40	35	0	17	20	37	1.06
Pavala	6	16	11	7	40	33	0	16	22	38	1.15
Jognipada	6	17	12	5	40	35	0	17	24	41	1.17
Kothali	2	4	14	21	41	20	0	4	28	32	1.60
Songirpada	7	16	11	6	40	34	0	16	22	38	1.12
Son	7	18	10	5	40	35	0	18	20	38	1.09
Mandvi	2	5	16	18	41	23	0	5	32	37	1.61
Rajbardi	7	16	10	7	40	33	0	16	20	36	1.09
Borad	7	15	11	7	40	33	0	15	22	37	1.12
Kothar	7	16	10	7	40	33	0	16	20	36	1.09
<b>Total</b>	<b>59</b>	<b>140</b>	<b>115</b>	<b>88</b>	<b>402</b>	<b>314</b>	<b>0</b>	<b>140</b>	<b>230</b>	<b>370</b>	<b>1.18</b>
0- Unpleasant, 1-Moderate, 2-Pleasant, NR-No Response, SOU- Score of unpleasant, SOMP- Score of moderate, SOP- Score of Pleasant, TDS- Total Adequacy Score ,AR- Actual Respondent, Source: Field survey											

In a view of categorical assessment, the study found that most of the objections about health facility were rise from Koparli, followed by Son, Rajbardi, Borad, Kothar, Songirpada, Jognipada and Pavala. In contrast, Kothali and Mandvi students had very fewer objections. Subsequently, the above table 5.16 shows that 28.61 percent (115 students) were opined that the available health facility in Ashram schools was ‘pleasant’. Around 34.83 percent (140 students) and 14.68 percent (59 students) reported that the facility was ‘moderate’ and ‘unpleasant’ respectively. Nearly 21.89 percent of the sample did not respond to the question. Apart from the above categorical assessment we calculated quantitative assessment for health facility also. Ultimately, it is clear that the highest quantitative deprivation for health facility was found in Koparli, Son, Rajbardi and Kothar (1.06 and 1.09) followed by Borad, Songirpada, Pavala, and Jognipada while Kothali and Mandvi are the premia in this regard. However, it is important to note that the Appendix 10- format 1, format 2, Appendix 11 and 12 of the AS statute firmly

emphasize on the timely availability of health services and the provision of legal actions on its failure. This trend highlights the improper implementation of the health facility.

### The Combined Assessment of the Services

<b>Table 5.16 a Service Adequacy</b>			
<b>A S Name</b>	<b>H</b>	<b>D</b>	<b>TAS</b>
Koparli	1.06	1.14	2.20
Pavala	1.15	1.22	2.37
Jognipada	1.17	1.25	2.42
Kothali	1.6	1.89	3.49
Songirpada	1.12	1.22	2.34
Son	1.09	1.16	2.25
Mandvi	1.61	1.86	3.47
Rajbardi	1.09	1.17	2.26
Borad	1.12	1.16	2.28
Kothar	1.09	1.24	2.33
<b>Total</b>	<b>1.18</b>	<b>1.33</b>	<b>2.51</b>
H- Availability of Health services, D- Availability of Regular Diet, TSA- Total Service Adequacy			

Note: As there are many non-respondents in the supply of educational and other necessary items study let off it for combined assessment.

The level or standard of service provided by an organization is the amount or quality of the work it can do for you. The above table is compiled for the understanding of total service deprivation with respect to Health and Diet. Eventually, it is clear that the highest service inadequacy for above two services was found in Koparli (2.20), followed by Son (2.25), Rajbardi (2.26) and Borad (2.28), Kothar (2.33) Songirpada (2.34), Pavala (2.37), and Jognipada (2.42). However, Kothali (3.49) and Mandvi (3.47) is superior in this regard.

**5.5 The Assessment of the Material Resources-** material resources have practical use and important value for Ashram schools.

#### 5.5.1 Hostel Deprivation Index

Studying and living away from home opens up a world of exciting learning possibilities like combine studies, mutual discussions, criticism, or debating etc. that add charm to hostel life.

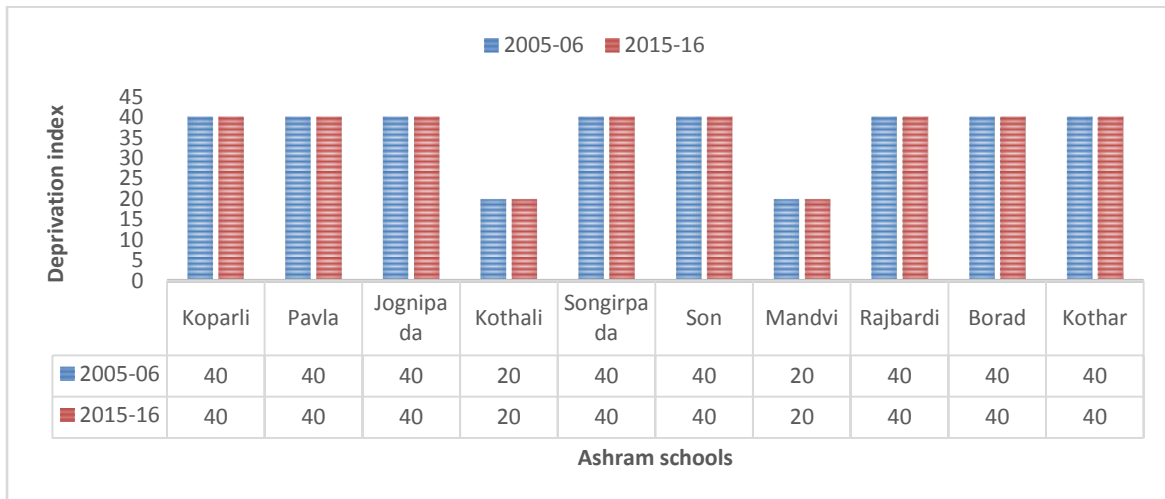
Good arrangements of games and sports, Sunday specials and eating competitions, make the hostel life a thing of envy for all. Hostels provide the best atmosphere for the study if students get all the facilities on time. In a well-managed hostel, weaker students can always get help from their friends. However, hostel life not only develops the spirit of healthy competition but also teaches the lesson of mutual cooperation.

Here general aim of calculating a deprivation index is to measure the practical deprivation for tribal areas AS by combining information from the major domains and produces an overall measure of deprivation. There are a variety of deprivation indices currently in existence, which was developed to meet different objectives. In general, deprivation indices ‘measure the proportion of beneficiaries in a defined small geographical unit with a combination of circumstances indicating low living standards or a high need for services, or both’. Nevertheless, this study assesses the computation of deprivation index for hostel facility (individual and common items) in Koparli AS in following table and deprivation index for individual and common items chart of sample AS later. In Total 5 subcomponents are used in the preparation of hostel deprivation index for individual amenities, as shown in the below table. As each component was considered to be equally important, each component assumes the weight of 20 (=100/5). Those who have seen the government or Aided Ashram schools from close quarters will not be surprised to find the following results.

<b>Table 5.17a Computation of deprivation index for hostel facility (Individual amenities)</b>						
Individual hostel items	2015-16			2005-06		
	Availability	Code	Deprivation weight	Availability	Code	Deprivation weight
Koparli						
1-Cot	N	1	20	N	1	20
2-Mattresses and blankets	Y	0	0	Y	0	0
3-Mosquito Net	Y	0	0	N	0	0
4-Study table	N	1	20	N	1	20
5-Locker/ box	Y	0	0	Y	0	0
Index			40			40
Weight (100/5)	20					

Source: Field survey, 2016

**Chart 5.2a Deprivation Index for Hostel (individual amenities)**



Source: Field survey

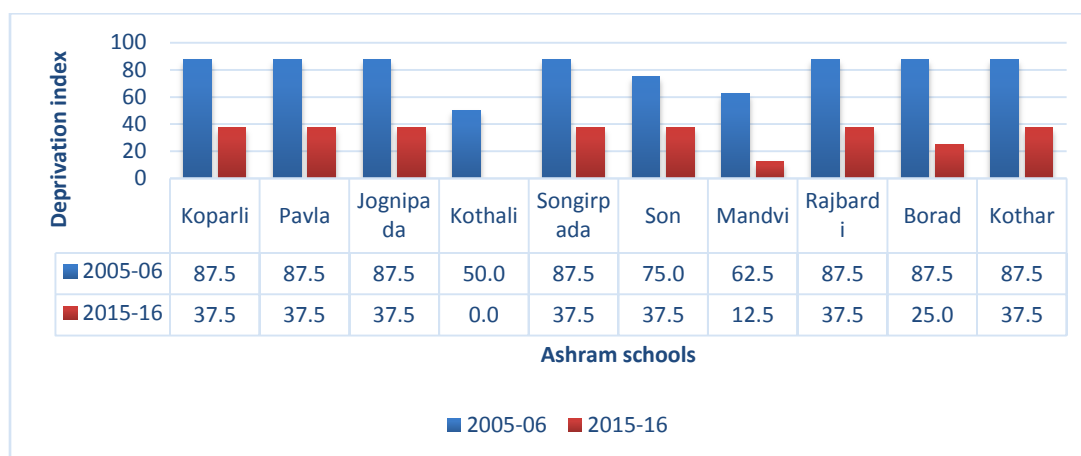
Deprivation indices for Hostel (individual amenities) are prepared for the year 2006 and 2016 (See Annexure I) and compared to understand the progress of the sample AS and improvement in the provision of hostel infrastructural facilities. Deprivation is associated with inequalities in services and material resources. These results show that deprivation is a factor that should be considered systematically. As shown in the above chart, this study found that there is zero improvement in the individual amenities provision in all sample AS. Individual items such as cot and study table are not delivered to students these lapses affecting the quality of resources. Further, there is clear division among the schools Mandvi, and Kothali have low (equal) indices, while the remaining eight have higher but equal indices.

Total 8 subcomponents are used in the preparation of hostel deprivation index for common amenities, as shown in the table below. As each component was considered to be equally important, each component assumes the weight of 12.5 (=100/8).

<b>5.17b Computation of deprivation index for hostel facility (Common amenities)</b>						
Common hostel items	2015-16			2005-06		
	Availability	Code	Deprivation weight	Availability	Code	Deprivation weight
Koparli						
1-Separate hostel building	N	1	12.5	N	1	12.5
2-Fan	Y	0	0	N	1	12.5
3-Sufficient lighting	Y	0	0	N	1	12.5
4-Sufficient toilets and bathrooms	N	1	12.5	N	1	12.5
5-Drinking water and sanitation	Y	0	0	Y	0	
6-Entertainment facility	Y	0	0	N	1	12.5
7-Fire extinguisher	N	1	12.5	N	1	12.5
8-Safety Alarm	Y	1	0	N	1	12.5
Index			37.5			87.5
Weight (100/8)	12.5					

Source: Field survey, 2016

**Chart 5.2b Deprivation Index for Hostel (common amenities)**



Source: Field survey, 2016

As shown in the above chart, this study found that out of the total ten samples Ashram schools seven(Koparli, Pavala, Jognipada, Songirpada, Rajbardi, Borad, and Kothar) had a relatively higher deprivation score of 87.5 in 2006 for common items hostel facility. The two girls' Ashram schools Kothali, Mandvi along with Son had scored relatively low at 50.0, 62.5 and 75.0 respectively. By 2016, the provision of facilities at hostels in all AS had improved as shown by a drop in the index value. The deprivation level decreased significantly in Koparli, Pavala, Jognipada, Songirpada, Rajbardi, Borad and Kothar from 87.5 to 37.5. There is a 50.0 point change in deprivation index in mentioned seven AS. On the other hand, Kothali AS had followed all norms of the statute and reached to deprivation free situation with respect to common items.



Similarly, Mandvi's hostel deprivation index also declined up to 12.5 in 2016. However, Son deprivation is decreased up to 37.5 point which is not that much impressive.

### 5.5.2 The Assessment of the Material Resources -Classroom Deprivation Index

Importance of a well-equipped classroom is essential for better learning outcomes. Numerous psychological studies have established the positive relationship between the pleasant environment and ability to learn. Availability of good quality teaching tools including furniture, blackboard, chalk and other teaching aids always creates the pleasant teaching-learning environment. Along with these, this study observed the availability of adequate classrooms, use of computer and other modern equipment to compute the deprivation index for classroom infrastructure, as shown in the table below.

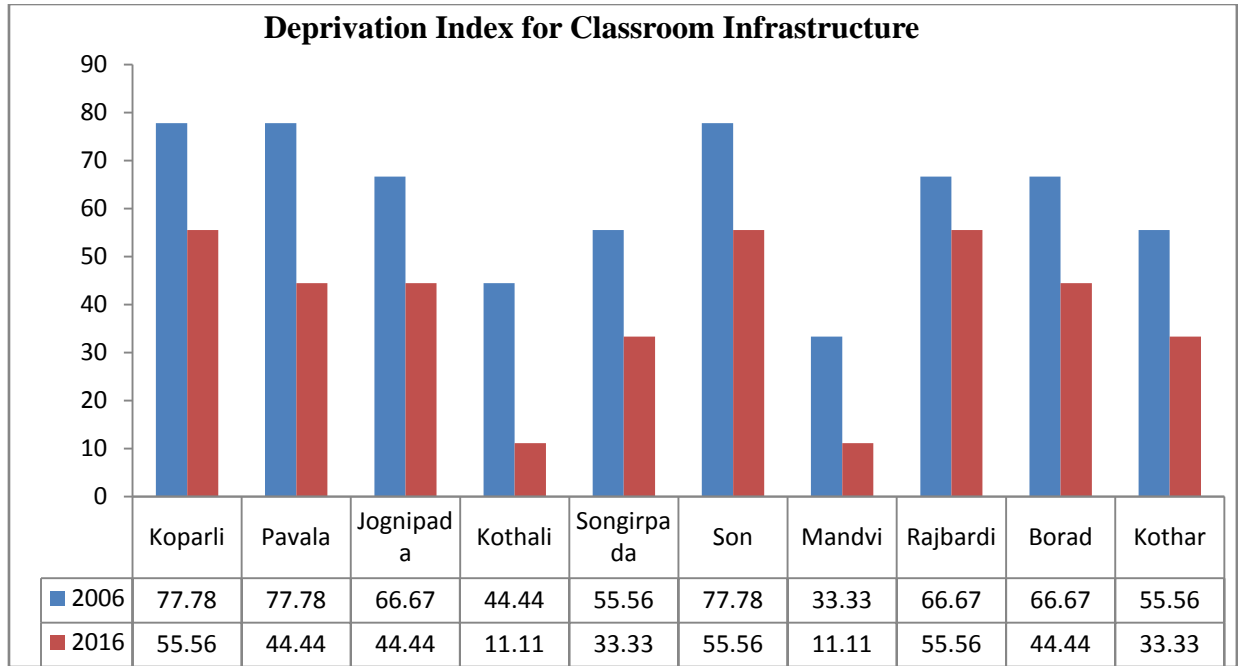
**Table: 5.18 Classroom Infrastructure Deprivation Index for Koparli Ashram School**

Class room situation	Current situation 2015-16			Past situation 2005-06		
			Weight			Weight
1-Adequate lighting	N	1	11.11	N	1	11.11
2-Benches adequate sitting	Y	1	11.11	Y	1	11.11
3-Good blackboard	N	0	0.00	N	1	11.11
4-Supplementary stationary like chalk, duster table, chair	Y	0	0.00	Y	0	0.00
5-Charts, Maps and other informative things	Y	0	0.00	N	1	11.11
6- Sufficient teaching aids in classrooms	N	1	11.11	Y	1	11.11
7- Adequate Number of classrooms	Y	1	11.11	N	1	11.11
8-Ventilated classrooms	Y	0	0.00	Y	0	0.00
9- Computer and other modern equipment	N	1	11.11	N	1	11.11
<b>Index</b>			<b>55.56</b>			<b>77.78</b>

Source: Field survey

The study observed substantial variation in the availability of various classrooms infrastructural facilities in these sample Ashram schools. Koparli, Pavala and Son faced considerable infrastructural constrain in 2006 with the highest deprivation index value of 77.78 in 2006. These Ashram schools were followed by Jognipada, Rajbardi and Borad with the deprivation index standing at 66.67. Mandvi experienced relatively low deprivation with the index valued at 33.33. As shown in the chart below, although the performance of the scheme improved in the next ten years but not close to the deprivation-free environment. Mandvi performed poorly only on adequate lighting aspect of the infrastructure with the lowest score of 11.11 in 2016.

**Chart 5.3 Deprivation Index for Classroom Infrastructure**



Source: Field survey

Although, the above chart provides the summary of deprivation in the classroom infrastructure facility in each sample Ashram school for 2006 and 2016. However AS differs in terms of different types of facilities or the subcomponents of the classroom infrastructure facility. The overview of the school wise absence of the components is presented in Annexure II.

### **5.5.3 The Assessment of the Material Resources -Other Infrastructure Deprivation Index**

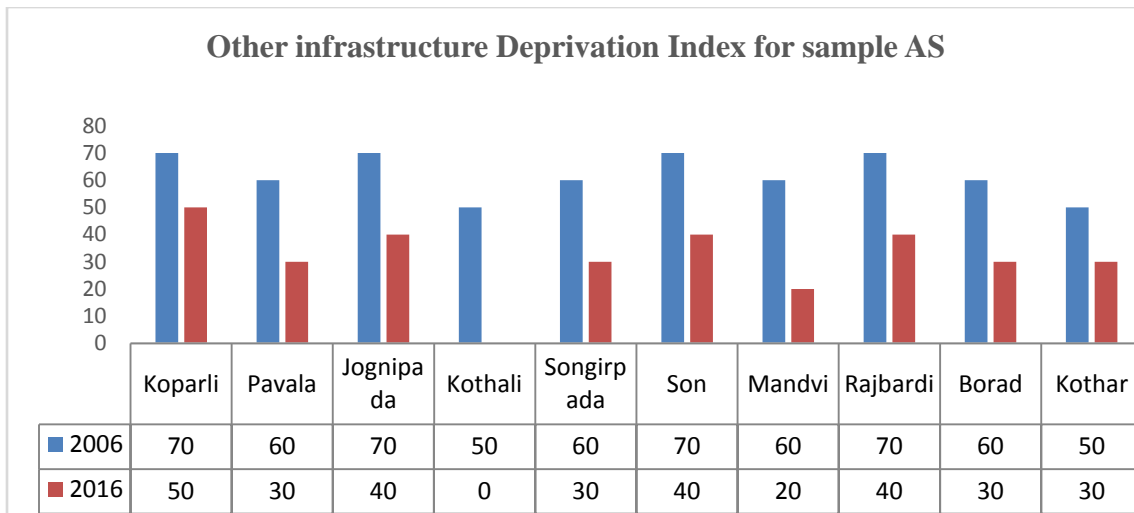
Other infrastructures such as the library, laboratory, playground, boundary wall, etc. are very crucial from a superior learning point of view. However, the significance of school laboratory is very important among it because of following things- It helps the teacher to introduce variety into the nature of experiments. As well as a learner is encouraged to the device and prepare apparatus as a hobby. The application of science to everyday life is made more evident. It helps students to develop an interest to learn science. However, this study discusses this infrastructure deprivation in sample AS in the following chart and table.

**Table: 5.19 Other Infrastructure Deprivation Index**

School Infrastructure	Current situation 2015-16		Weight	Past situation 2005-06		Weight
	Y	0		N	1	
1-Boundary wall	Y	0	0.00	N	1	10.00
2- Seprate Library	N	1	10.00	N	1	10.00
3- Seprate laboratory	N	1	10.00	N	1	10.00
4- Use of Computer	N	1	10.00	N	1	10.00
5-Play ground	Y	0	0.00	Y	0	0.00
6-Sufficient toilets	N	1	10.00	N	1	10.00
7-First Aid	Y	0	0.00	Y	0	0.00
8-HM room	Y	0	0.00	N	0	0.00
9- Teacher room	N	1	10.00	N	1	10.00
10-Common hall	Y	0	0.00	Y	1	10.00
<b>Index</b>			<b>50.00</b>			<b>70.00</b>

Source: Field survey

**Chart 5.4 Other infrastructure Deprivation Index for sample AS**



Source: Field survey

The study observed substantial variation in the availability of other infrastructural facilities in these sample Ashram schools. Koparli, Jognipada, Rajbardi and Son faced considerable infrastructural constraints in 2006 with the highest deprivation index value of 70.00 in 2006. These Ashram schools were followed by Pavala, Songirpada, Mandvi and Borad with the deprivation index standing at 60.00. Kothali and Kothar experienced relatively low deprivation with the index valued at 50.00 as shown in the chart above. The performance of the scheme improved in the next ten years but not close to the deprivation-free environment. Only Kothali

performed excellently on all aspect of the other infrastructure and reach the deprivation-free environment in 2016.

## 5.6 Resource Staff Situation

Teachers are the most important factor contributing to student achievement. It is sure that the common denominator in school improvement and student achievement is the teacher. Though, study already highlighted this issue in chapter three with respect to CAG report. In the paragraph below we gives statute related norms with respect to sample AS. As statute appendix -13, rule no 3.37 and tables A, B, C, D, E and F gives clear principles about sanctioned posts of the teaching and non-teaching staff for government and aided AS.

Table 5.20a Standard wise no of teaching and non-teaching staff for Government Primary Ashram School

	No of student	H M	P. Teacher	Graduate Teacher	Supervisor	Female Supervisor	Cook	Cleaner/Sweeper	Watchman
I	40+10		2				1	1	
II	80+20				1			1	
III	120+30		1				1		
IV	160+40		1			1		1	1
V	200+50		1				1	1	
VI	240+60		1				1	1	
VII	280+70	1		1			1	1	
Total	280+70	1	6	1	1		5	6	1

Table 5.20b Standard wise no of teaching and non-teaching staff for Govt. Secondary Ashram School

		No of student	H M	Secondary Teacher	Clark	Laboratory manager	Peon	Cook	Cleaner/Sweeper	Watchman
1	VIII	40+10	1	1				1	1	
2	IX	80+20		1					1	
3	X	120+30		2	1	1	1	1		1
	Total	280+70	1	4	1	1	1	2	2	1

Table 5.20c Standard wise no of teaching and non-teaching staff for Govt. Higher Secondary AS

		Teacher		Librarian	Lab assistant	Cook	Total
		Art	Science				
1	XI	2	2	1	1	1	7
2	XII	2	1	0		0	3
	Total	4	3	1	1	1	10

Table 5.20d Standard wise no of teaching and non-teaching staff for Aided Primary Ashram School

	No of student	H M	P. Teacher	Supervisor	P.P. Teacher	Cook	Cleaner/ Sweeper	Watchman
I	40+10		2			1		
II	80+20			1				
III	120+30		1			1		
IV	160+40		1					
V	200+50		1			1		
VI	240+60		1		1			
VII	280+70	1				1		1
Total	280+70	1	6	1	1	4	1	1

Table 5.20e Standard wise no of teaching and non-teaching staff for Aided Secondary Ashram School

	No of student	H M	S. Teacher	Jr. Clark	Laboratory Manager	Peon	Cook	Watchman
VIII	40+10	1	1		1		1	
IX	80+20		1					1
X	120+30		2	1		1	1	
Total		1	4	1	1	1	2	1

Table 5.20f Standard wise no of teaching and non-teaching staff for Aided Higher Secondary AS

		Teacher		Librarian	Lab assistant	Cook	Total
		Art	Science				
1	XI	2	2				
2	XII	2	1				
	Total	4	3				7

In view of the above six tables, it is clear that the government is caring on this issue and allotted sufficient no of teachers and nonteaching staff to primary secondary and higher secondary AS. It is important to note that vacuum is not in policy level, but at the implementation level. Though, we did not get all the data related to this issue, it is a fact that there is at least one vacancy in all the sample AS. As we added non-teaching staff into it the number has become more than two. It is also highlighted in the CAG report also.

## 5.7 Activities

Moving beyond the resources and its deprivation study now focus the activities or interventions occurred in AS. Since students acquire new skills, career ideas, and other opportunities by participating in academic and non-academic activities. Ashram school activities or interventions are designed to reduce the difference between what a student can currently do and what he or she is expected to do. It is a systematic plan of action consciously adapted in an attempt to address and reduce the causes of academic failure. Time management skills, homework assignments,

study strategies, note-taking skills and using weekly agendas fall into the category of academic interventions. On the other hand, a behavioural intervention designed to teach and reward positive behaviour. Leadership, teaming, benchmarking, progress monitoring, data-based decision making and family engagement are important issues related to it. Overall, curricular and co-curricular or extracurricular activities are mainly concerned here. It is important to understand the differences between curricular and co-curricular activities to assess their impact on students' development.

### **5.8 Difference between Curricular and Co-curricular Activities**

- Curricular is formal in nature while co-curricular activities are informal.
- Curricular involves classroom teaching, instructional education, examination, evaluation while co-curricular activities encompass singing, dancing, gardening, mass drill, community work, games, etc.
- Curricular comprises reading books, going through newspapers and journals, on the other hand, extra-curricular activities known for telling stories, acting, doing theatrical work, singing, etc.
- In curricular education, students spent their time in laboratory, workshop, or doing important assignments for class work. However, in case of extra-curricular activities, students perform work such as cleaning road & school, gardening, painting, creative art and so on.
- In the curricular model of education, students formally read about different festivals, ceremonies and celebrations while in co-curricular activities, the children actively participate physically in these functions.
- However, the vital difference between curricular and co-curricular activities is that the latter helps to supplement and complement the curricular teaching.

**After understanding the basic difference study now focus on the rationale of curricular and co-curricular activities:**

- The Organisation of curricular activities enables students to be active in the classroom and the organisation of co-curricular activities brings sound health and proper physical fitness among the students through organizing games and sports.

- Proper organisation of curricular activities develops study habits among the students. And the co-curricular activities develop literary talents of the students.
- The Organisation of curricular activities provides both theoretical and practical knowledge to students in their taught subject matters and co-curricular activities provide scope to apply the obtained knowledge in different situations.
- Proper organisation of curricular activities enables the students to have their academic brilliance by acquiring mastery over their subjects of study. And co-curricular activities provide ample scope for the students for social adjustment through different social activities.
- The Organisation of curricular activities gives a sound theoretical knowledge and understanding about useful, responsible and democratic citizenship to the students in the classroom situation. This becomes possible through academic treatment of civics and politics. For practising the spirit of this type of citizenship among the students, co-curricular activities are to be organised through the formation of student unions, student councils etc. in the educational institution. The cause behind it is to train the students practice how to develop responsible democratic citizenship. Thus above mention points explain the rationale of various activities executed in AS. This study further discusses the execution of AS activities.

## **5.9 Execution of activities /interventions**

Activities /interventions are formal as well as informal in nature and part of the overall instructional programme. There is involvement of the teaching, non-teaching staff and other stakeholders in it. To execute these various teachers committees and students councils are formed. This study now discusses the execution associated aspects of curricular activities and various features of these committees with respect to sample AS.

**5.9.1 Curricular Activities:** Activities that are carried out inside the classroom, in the laboratory or in the workshop and have to reference to the prescribed courses are named ‘curricular activities’. These activities are a part of the overall instructional programme. For the smooth organization of curricular activities in order to ensure sound management of these, there is the need of formation of different committees in every educational institution. This will pave the

way for proper institutional management. Now, this study discusses the execution of primary issues related to curricular activities that are learning and teaching. However, after that, it discusses the role of various committees and perceptions of beneficiaries' related to curricular activities. Nevertheless, study starts with the learning and later it looks into teaching.

## **Learning**

The teacher's fundamental task is to get students to engage in learning activities that are likely to result in achieving intended outcomes such as knowledge, attitude, skills and aspiration etc. However, learning<sup>30</sup> does not happen all at once, but it builds upon and is shaped by previous knowledge. To that end, learning may be viewed as a process, rather than a collection of factual and procedural knowledge. Learning produces changes in the organism and the changes produced are relatively permanent. The content knowledge of the teachers and the teaching method affects the learning of the children to a great extent. However, considering AS many times the AS teacher has to teach more than one subjects and it is possible that one may not possess the required level of content knowledge to teach a particular subject. Ashram school's infrastructure, staffing situation, classroom environment, co-curricular, activities, appropriate planning, motivational support, guidance, training, participation level of students, achievements, awards etc. are important constraints for learning point of view.

## **Teaching**

Availability of teachers and quality of instruction are very vital for the success of a school. Without their perspective, one cannot assess the quality of education. The point which is being put forward is that the availability of teachers has a close link with the future of children. Factors affecting teaching activity are an educational qualification, experience, skills, classroom environment, student and administrative support, update training etc. However, there are more than 1000 AS with over 7000 teachers in Maharashtra. Few teachers with the promise of non-declaring their names told that there are many service related issues of AS teachers and non-teaching staff are pending with the government and sometimes they made protest for that also

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<sup>30</sup>Learning is the act of acquiring new or modifying and reinforcing existing knowledge, behaviors, skills, values, or preferences which may lead to a potential change in synthesizing information, depth of the knowledge, attitude or behavior relative to the type and range of experiences (Richard Gross, 2010)



but still they are pending with government. This study found it correct because as per the Indian express news report<sup>31</sup> these teachers have approached Maharashtra Legislative Council (MLC) of teacher's constituency Mr Ramnath Mote for seeking help. Majority of times their salaries are delayed by 15 days and sometimes by one or two months. These teachers have been struggling for years to get this issue resolved but in vain. The officials give vague reply every time these teachers inquire about the delay. I decided to take up this matter with the tribal development minister," Mote said.

There are few other issues also; headmaster of Son AS said that "we are not authorized to spend more than Rs. 1000 for any medical emergency. Therefore, we are unable to provide proper medical care for the children those who fall sick or met with an accident at school". On teaching part, students are not participating in learning activity as they don't have parental support because many of them are ignorant about the benefits of education. In emergency situations, teacher or headmaster has to bear the expenses, which are often non-refundable. A high school teacher from Jognipada School said that "we were never encouraged for any creative initiative in education like taking students for field visits and sport and games for students at our school. We heard that there are funds available for such programmes, but, we never received any". Most of the AS schools fall behind in introducing Information Technology (IT) facilities at schools. For example, schools in Koparli, Son do not have a dedicated computer lab for students. Many students are not aware of the usage of the computer. Cluster meetings of teachers are not conducted properly; therefore, they do not have an opportunity to refresh themselves. As well as where teachers opinions are not valued and where they feel powerless will result in disgruntled teachers who do not have the desire to put as much into their teaching. Lack of teamwork and local politics is also a crucial issue from AS point of view. Now, the study looks at the role of various committees of teachers and their responsibility.

### **Role of various Committees**

- **Planning Committee:** It is perennial that planning is a must when there arises the overall improvement of an educational institution as it results in the proper management of every

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<sup>31</sup><http://indianexpress.com/article/cities/mumbai/teachers-in-tribal-school-protest-salary-delay/>

educational institution. For this, every institution should have a ‘planning committee’ under the chairmanship of the head of the institution. It is essential to highlight here that planning for every institution should be done in accordance with the resources available in it. The major concern of this committee is to coordinate both curricular and co-curricular activities.

- **Time Table Committee:** This committee consists of the selected teachers who have the ability, efficiency, and aptitude for preparing the timetable for the educational institutions. This committee has been entrusted upon the responsibility of preparing a new timetable for the new academic session by the head of the institution. The timetable preparation work would have been done before or after reopening of the educational institution. While preparing the timetable for different classes they give importance to the physical facilities available, the staff position for teaching and principles of timetable preparation. Besides, the committee gives weight-age to different subjects in terms of periods or hours while preparing the timetable and also revises or modifies it during the session as and when necessary.
- **Syllabus Committee:** This committee plays a vital role in ensuring proper academic transaction of the educational institutions. It comprises the senior teachers of different disciplines. Its major purpose is to prepare the framework of the courses to be covered during an academic session and determine the instructional programme for every class.
- **Examination Committee:** This committee is formed for the purpose of conducting different examinations smoothly. This committee carries out in overall charge of conducting examination and evaluation work. For this the committee prepares programme schedules for different examinations, makes arrangement for questions, answer scripts, invigilation work, evaluation work, tabulation and publication of results.
- **Guidance Committee:** In recent years the formation of the guidance committee has become essential for every educational institution. The prime cause behind it is now “organization of guidance and counseling services has become an integral part of curricular activities.” since this committee organizes orientation programmes for the students in the selection of their subjects of study, selection of elective subjects to be taken, choice of job, further education and training. Besides this, for giving more knowledge and information to the students about these, they may be taught on personal,

educational and vocational guidance by this committee. This committee consists of the counselor, career master, the teacher having interest and area of specialization in guidance headed by the head of the institution.

- **Laboratory and Library Committee:** A laboratory and library committee may be formed for the proper academic development of students. As it is true that the library is the heart of an institution. For actualizing this need of formation of this committee is felt. For this, the committee has to prepare the list, of prescribed books, reference books, and magazines, journals, periodicals of national and international importance each year. In the context of above the committees, this study found that all the sample AS had formed the above mention committees, however, their functioning is mostly affected by the leadership of the school. Excluding (Mandvi and Kothali) there are more or less inconsistency in the execution of the various curricular activities especially- laboratory, library, and guidance. However, Grant-in-aid management AS express that there are mostly financial issues which hamper its proper execution. On the other hand, government AS revealed that there are administrative issues such as lack of sufficient teachers and health-related problems of students which hamper its execution.

### **5.9.2 Assessment of Curricular Activities**

Headmaster plays an important role in an educational institution. He can be compared with the captain of a ship. He is also described as the solar orbit around which all the teacher planets revolve. Planning is the first and foremost duty of the head of a school. He has to plan a number of things in the school with the co-operation of the teachers, the pupils, the parents and the general public.

However, considering the consistency and curricular activities majority of the heads expressed that their teachers were unhappy with the timetable adjustment and also their teachers do not work regularly in the absence of heads. Most of the heads told that school resources and services were not adequately meeting the needs of the students and the higher authorities did not co-operate with the headmasters in solving various problems of the schools. This study found that majority of heads was running AS with shortage of teaching staff or menial staff.

Majority of HM's opined that proper guidance and counseling services were not available for the students in these schools and the provision of medical facilities for the students in generally inadequate. Moreover the provision of funds was insufficient to meet the needs of the school and students. It was found that the heads are provided audio visual aids and teaching aids to the school were insufficient. The heads were not consulted while transferring their teachers. There was no librarian in many schools and also science laboratories were not well equipped.

The below table 5.21 shows that out of total 10 respondents, six (Koparli, Pavala, Jognipada, Songirpada, Rajbardi and Kothar) expressed their moderate level satisfaction with respect to various curricular activities being organized in the Ashram schools and their consistency. On the other hand only 2 (Kothali and Mandvi) reported that they are satisfied with the consistency and activities implemented by various committees. Further, remaining 2 (Son and Borad) stated that they are dissatisfied with activities and consistency. However, if we add moderate and dissatisfied the number goes to 8 which are alarming for AS.

**Table 5.21 Perception of Headmasters on consistency of curricular activities**

A S Name	Satisfied	Moderate satisfied	Dissatisfied
Koparli		1	
Pavala		1	
Jognipada		1	
Kothali	1		
Songirpada		1	
Son			1
Mandvi	1		
Rajbardi		1	
Borad			1
Kothar		1	
	<b>2</b>	<b>6</b>	<b>2</b>
Source: Field survey, 2016			

It cannot be denied that teaching is a rewarding yet challenging career. It demands the broad knowledge of subject matter, curriculum, and standards; enthusiasm, a caring attitude, and a love of learning; knowledge of discipline and classroom management techniques; and a desire to make a difference in the lives of students. It's not that teachers don't know what the challenges

are. But their roots sometimes lie largely outside the reach of schools or in deeply entrenched educational processes and structures that are difficult to change.

However, considering the consistency and curricular activities balancing the different learning needs of students is very important, because some struggle with on the mathematics and need extra help. Some learn really well when they read the text and others when they listen to a lecture or when they work the problems out on their own. As well as many students don't understand the value of education because they have never seen the benefits education can offer them.

The table below (5.22) shows that 15 teachers, out of total 40, eight from Kothali and Mandvi, two from Songirpada, one from Koparli, Pavala, Jognipada, Rajbardi, and Kothar were opined that the consistency in curricular activities of Ashram schools was 'satisfying. However, 20 teachers, 12 from Koparli, Pavala, Jognipada and Kothar (three from each school) eight from Songirpada, Son, Rajbardi, and Borad (two from each school) reported that they are moderately satisfied with the consistency. Nevertheless, five teachers, two from Son, two from Borad and one from Rajbardi reported 'dissatisfaction' respectively. The reason behind this clear and moderate dissatisfaction may arise due to various unsolved issues of teachers.

A S Name	Male (20)			Female (20)			Total
	Satisfied	Moderate satisfied	Dissatisfied	Satisfied	Moderate satisfied	Dissatisfied	
Koparli		2		1	1		4
Pavala		2		1	1		4
Jognipada		2		1	1		4
Kothali	2			2			4
Songirpada	1	1		1	1		4
Son		1	1		1	1	4
Mandvi	2			2			4
Rajbardi		1	1	1	1		4
Borad		1	1		1	1	4
Kothar		2		1	1		4
	<b>5</b>	<b>12</b>	<b>3</b>	<b>10</b>	<b>8</b>	<b>2</b>	<b>40</b>

Source: Field survey

One of the most important tools ineffective schools is consistency. Consistency is the key and there should be no exceptions. Research and practice have proved that school leaders, teachers, and the student must be consistent every day in carrying out their duties if they want to improve their performance. This is a necessary element in the creation of successful schools. Inconsistency causes confusion and leads to complaints of favoritism, indefiniteness, and injustice. It destroys trust, community spirit, and a positive school climate. Staff and students need definite rules, policies, and structure. This framework makes their everyday lives predictable, fair and stable. The instructional process should be regularly monitored and evaluated to promote constant improvement.

Each school leader and teacher must be consistent in his or her daily practice. However, there is another dimension of consistency in schools. The administration and staff must operate as a coherent unit. They must all interpret, apply and enforce the rules in the same consistent way. If this is not done, students again become confused and play one teacher off against another. The teachers who uphold the rules appear to be harsh and those who are too lenient appear to be “cool.” The teachers who are perceived to be harsh become unpopular. This scenario seriously undermines discipline, morale, and academic performance. School leaders must also support teachers who report problems they are experiencing with students. Administration and staff must function as one.

The below Table 5.23 shows that 112 students (27.9 percent), out of total 402, (63 from Kothali and Mandvi, 30 from Koparli, Jognipada, Rajbardi, Borad and Kothar (six from each) and 14 from Songirpada and Pavala (seven from each) and five from Son were opined that the consistency in curricular activities of Ashram schools was ‘satisfied’. However, 185 students (46 percent), 66 from Koparli, Son and Kothar (22 from each) 46 from Rajbardi and Borad (23 from each), 63 from Pavala, Jognipada and Songirpada (21 from each), seven from Mandvi and three from Kothar reported that they are moderately satisfied with the consistency. Nevertheless, 22.4 percent (90 students), 50 from Koparli, Pavala, Jognipada, Songirpada and Rajbardi (10 from each), 33 from Son, Borad, and Kothar (11 from each), four from Kothali and three from Mandvi reported that the consistency was ‘dissatisfied’. Nearly 3.7 percent 15 students of the sample did

not respond to the question. If we add the moderate satisfied and dissatisfied numbers this highlights the improper implementation with respect to the provision of curricular activity.

<b>Table 5.23: Perception of Students on consistency of curricular activities</b>											
<b>A S Name</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>NR</b>	<b>Total</b>	<b>AR</b>	<b>SOD</b>	<b>SOM</b>	<b>SOS</b>	<b>TS</b>	<b>TS/AR</b>
Koparli	10	22	6	2	40	38	0	22	12	34	0.89
Pavala	10	21	7	2	40	38	0	21	14	35	0.92
Jognipada	10	21	6	3	40	37	0	21	12	33	0.89
Kothali	4	3	33	1	41	40	0	3	66	69	1.73
Songirpada	10	21	7	2	40	38	0	21	14	35	0.92
Son	11	22	5	2	40	38	0	22	10	32	0.84
Mandvi	3	7	30	1	41	40	0	7	60	67	1.68
Rajbardi	10	23	6	1	40	39	0	23	12	35	0.90
Borad	11	23	6	0	40	40	0	23	12	35	0.88
Kothar	11	22	6	1	40	39	0	22	12	34	0.87
<b>Total</b>	<b>90</b>	<b>185</b>	<b>112</b>	<b>15</b>	<b>402</b>	<b>387</b>	<b>0</b>	<b>185</b>	<b>224</b>	<b>409</b>	<b>1.06</b>
0- Dissatisfied, 1-Moderate satisfied, 2-Satisfied, NR-No Response, AR-Actual Respondent, SOD-Score of Dissatisfied, SOM-Score of moderate, SOS-Score of Satisfied, TS-Total score											

Source: Field survey, 2016

### 5.9.3 Co-curricular activities

In order to bring all-round development of students, there is in need of ensuring sound organisation and management of co-curricular activities. For this certain principles should be followed while organizing and managing co-curricular activities. These are also known as essentials of organisation and management of co-curricular activities. This study discusses these principles and various issues with respect to sample AS.

- a) **Appropriate selection:** It implies that co-curricular activities are to be selected in such a way that it will suit the interest of the students and facilities available and would be available, shortly in the educational institution.
- b) **Adjustment in School Timing:** The major purpose of this principle is the co-curricular activities are to be organised during school hours. For the smooth organisation of these activities, it should be placed in the timetable in such a manner that will be organised mostly one hour before and after the instructional work of the educational institution. As

a result of which the students will be facilitated to take part in different activities without facing any problems.

- c) **Guidance of Teachers:** All the co-curricular activities should be organised strictly under the guidance of teachers.
- d) **Casual Growth of the Activities:** This principle states that activities should be started in a slow and steady manner and developed gradually.
- e) **Facilities to Teachers:** Some credit either in the form of less teaching periods or in the form of extra payment to teachers should be given to encourage teachers.
- f) **Provision of Necessary Facilities:** It refers to the fact that before organizing any co-curricular programme materials needed and facilities required are to be prepared in advance and then the programme will be organised.
- g) **Participation of a Large Number of Teachers:** All the teachers should be actively involved in the organisation of co-curricular activities in their institution. For this head of the institution should make the distribution of charges in such a manner that each member of teaching staff will remain in charge of a particular activity of his interest.
- h) **Provision of Funds:** The financial status of the educational institution in general and financial allocation in relation to a co-curricular programme should be taken into consideration while selecting activities.
- i) **Balancing the Work Load of Teachers:** For maintaining balance in the workload of the teachers in charge of co-curricular activities should be rewarded either in allotting them less number of theoretical classes or in the form of honorarium.
- j) **Involvement of Community:** Involvement of community members should be ensured at the time of organizing different co-curricular activities. This will enable them to become aware of different co-curricular programmes and their role in bringing harmonious development of their wards. Besides this participation of community members act as the safeguard to the authority of an educational institution on a large scale.
- k) **Evaluation:** Provision of evaluation should be made for monitoring the co-curricular programmes encompassing upon the services and value of these activities.
- l) **Maintenance of Records:** A detailed record should be maintained by the educational institution on the organisation of various co-curricular activities.



## **Educational Value of Co-curricular Activities**

- a) **Useful in Physical Development:** Co-curricular activities, especially the physical activities, help in the normal growth and development of the body. The activities like sports, athletics, and games lead to the muscular development of students. These develop helpful habits and keep the students physically fit.
- b) **Helpful in Social Development:** The co-curricular activities are carried out in the social environment. The pupils work together, act together and live together. This helps in socializing the child and develops social qualities, like team spirit, fellow feeling, co-operation, toleration etc. Activities like scouting, first aid, community living etc. provide complete social training for children.
- c) **Training for leadership:** In these activities, the students are actively involved in the organisation of different programmes. They discharge various responsibilities and therefore get opportunities to come forward and lead. They get training for leadership. Their talents are recognized and developed.
- d) **Academic Value:** Co-curricular activities supplement class work. These enrich and widen the bookish knowledge of students. They get opportunities of observation and experience.
- e) **Useful in Moral Development:** The co-curricular activities have a great moral value. These activities provide facilities for moral experience and moral conduct. Through sports, the students develop sportsmanship. It believes in fair play. While distinguishing some responsibilities the moral development must be honest, just and impartial.
- f) **Essential for Emotional Development:** These activities meet the psychological needs of pupils and lead to their emotional development. Their instincts are sublimated. Instincts like gregariousness and self assertion which are so dominant in the adolescence period find expression in one activity or the other. The activities also lead to emotional training.
- g) **Disciplinary Value:** The pupils get a number of facilities to frame certain rules and regulations concerning activities. They also act according to the rules. They themselves impose restrictions on their freedom. Hence, they learn the mode of discipline which is self-imposed. They learn to behave with a sense of responsibility.
- h) **Cultural Value:** There are co-curricular activities which have great cultural value. The activities like dramatics, folk- dance, folk-music, variety shows etc. provide glimpses of

our culture. These activities help in the preservation, transmission, and development of our cultural heritage.

- i) **Aesthetic and Recreational Value:** The co-curricular activities bring a healthy change in the dull classroom routine. The pupils feel relaxed and free when they perform activities like sports, cultural programmes, dances, drama etc. The activities like drawing, painting, fancy dress, music, preparation of models etc. develop aesthetic sensibility.
- j) **Proper Use of Leisure Time:** Some co-curricular activities help in the proper use of leisure time. For example crafts, hobbies and other creative activities can be pursued by the pupils. In the absence of such constructive activities, they may pick up some bad habits. To understand the

#### **5.9.4 Assessment of Co-curricular Activities**

It was observed that all the sample schools had created the basic structure for implementation of co-curricular activities. However, it was noted that these schools failed to implement it properly. The reasons for the non-compliance varied from schools to schools. In an attempt to understand the perceptions about the consistency in the execution of the co-curricular activities, they were asked to rank their satisfaction. Since, participation in co-curricular activities has a comparable effect and is essential to developing student of character with a strong sense of identity and a passion for learning who will become self-confident, connected contributors. For example, art can improve motor skills, encourages self-expression, creativity, and acceptance of others.

Table 5.24 shows that three (Kothali, Mandvi and Songirpada) out of ten headmasters were opined that the consistency in co-curricular activities in Ashram schools was ‘satisfying’. However, six (Koparli, Pavala, Jognipada, Rajbardi Borad and Kothar) reported that the consistency was ‘moderate’. Nevertheless, one HM from Son reported that the consistency was ‘dissatisfying’.

A S Name	Satisfied	Moderate satisfied	Dissatisfied
Koparli		1	
Pavala		1	
Jognipada		1	
Kothali	1		
Songirpada	1		
Son			1
Mandvi	1		
Rajbardi		1	
Borad		1	
Kothar		1	
<b>Total</b>	<b>3</b>	<b>6</b>	<b>1</b>

Source: Field survey, 2016

Table 5.25 shows that 37.5 percent 15 teachers (eight from Kothali and Mandvi, two from Songirpada and two from Rajbardi, as well as one each from Koparli, Pavala and Jognipada) was opined that the consistency in co-curricular activities in Ashram schools was ‘satisfied’. However, around 47.5 percent 19 teachers (four from Kothar, three from Jognipada, 12 from Koparli, Pavala, Songirpada, Son, Rajbardi and Borad (two from each) reported that the consistency was ‘moderate’. Nevertheless, 15 percent six teachers (two from Son, two from Borad, and one from Koparli and one from Pavala) reported that the consistency was ‘dissatisfied’ respectively.

A S Name	Male (20)			Female (20)			Total
	Satisfied	Moderate satisfied	Dissatisfied	Satisfied	Moderate satisfied	Dissatisfied	
Koparli	1	1			1	1	<b>4</b>
Pavala	1	1			1	1	<b>4</b>
Jognipada	1	1			2		<b>4</b>
Kothali	2			2			<b>4</b>
Songirpada	1	1		1	1		<b>4</b>
Son		1	1		1	1	<b>4</b>
Mandvi	2			2			<b>4</b>
Rajbardi	1	1		1	1		<b>4</b>
Borad		1	1		1	1	<b>4</b>
Kothar		2			2		<b>4</b>
	<b>9</b>	<b>9</b>	<b>2</b>	<b>6</b>	<b>10</b>	<b>4</b>	<b>40</b>

Field survey, 2016

Table 5.26 shows that 32.3 percent (130) students (63 from Kothali and Mandvi, 27 from Koparli, Pavala and Kothar nine from each, 40 from Jognipada, Songirpada, Son, Rajbardi, and Borad eight from each) opined that the consistency in co-curricular activities in Ashram schools was ‘satisfying’. However, 42.5 percent 171 students (63 from Koparli, Songirpada, and Borad 21 from each, 60 from Pavala, Son and Kothar 20 from each, 38 from Jognipada and Rajbardi 19 from each, 10 from Kothali and Mandvi five from each) reported that the consistency was ‘moderate’. Nevertheless, 19.4 percent 78 students (45 from Koparli, Jognipada, Son, Rajbardi and Kothar nine from each, eight from Pavala and eight from Songirpada as well as 10 from Borad and four from Kothali and three from Mandvi) reported that the consistency was ‘dissatisfying’ respectively. However, 23 students did not answer this question.

<b>Table 5.26 Perception of Students on consistency of co-curricular activities</b>											
<b>A S Name</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>NR</b>	<b>Total</b>	<b>AR</b>	<b>SOD</b>	<b>SOM</b>	<b>SOS</b>	<b>TS</b>	<b>TS/AR</b>
Koparli	9	21	9	1	40	39	0	21	18	39	1.00
Pavala	8	20	9	3	40	37	0	20	18	38	1.03
Jognipada	9	19	8	4	40	36	0	19	16	35	0.97
Kothali	4	5	31	1	41	40	0	5	62	67	1.68
Songirpada	8	21	8	3	40	37	0	21	16	37	1.00
Son	9	20	8	3	40	37	0	20	16	36	0.97
Mandvi	3	5	32	1	41	40	0	5	64	69	1.73
Rajbardi	9	19	8	4	40	36	0	19	16	35	0.97
Borad	10	21	8	1	40	39	0	21	16	37	0.95
Kothar	9	20	9	2	40	38	0	20	18	38	1.00
<b>Total</b>	<b>78</b>	<b>171</b>	<b>130</b>	<b>23</b>	402	379	0	171	260	431	1.14
0- Dissatisfied, 1-Moderate satisfied, 2-Satisfied, NR-No Response, AR-Actual Respondent, SOD-Score of Dissatisfied, SOM-Score of moderate, SOS-Score of Satisfied, TS-Total score, Source: Field survey											

The aim of education is to modify the behavior of the child according to the needs and expectancy of society. As per the national policy of Education (1986), No people can rise above the level of his teachers. The teacher performs various roles. He is transmitter of culture builders of the character and personality of the children, conveyor of moral and ethical values, architect of the future of the nation, acts as a guide and counselor, inspires for social change etc. An ashram schools curricular activity depends upon the experiences provided by the teacher, his concept of discipline, methods of teaching and above all his overall personality. Here, this study looks at the beneficiaries’ perceptions with respect to teachers and curricular activity in the following table.

**5.10 Participation in activities and achievements** help in grooming students' personality and support to explore students' hidden talent which may help to set students direction for future life. Additionally, participation in school activities on a regular basis is the best way to help children, develop their individual personality, cut down on emotional stress, and enhance social or academic skills that could benefit them in the future. Engaging with other students in a productive environment helps to strengthen independence and confidence in children. The more they explore their abilities within a new environment, the more children can build a sense of their own character, and even develop crucial leadership skills. By working with others outside of a classroom setting, children begin to learn the value of improvisation, sharing ideas, and offering support to peers in challenging circumstances. School activities are the ideal choice over confidence-building classes. Here in the following table we present data on participation and achievements related details of sample Ashram schools which gives a broad idea of deprivation in that region.

**Table 5.27 Participation and Achievements**

<b>Name</b>	<b>Participation in curricular activities</b>	<b>Achievements</b>	<b>Participation in co-curricular activities</b>	<b>Achievements</b>
Koparli	6	2	5	3
Pavala	5	3	6	4
Jognipada	8	5	9	8
Kothali	12	11	14	11
Songirpada	7	6	9	6
Son	5	2	3	2
Mandvi	11	8	12	8
Rajbardi	5	3	4	2
Borad	6	4	7	4
Kothar	7	4	9	3
<b>Total</b>	<b>72</b>	<b>48</b>	<b>78</b>	<b>51</b>

Source: Field survey

Curricular and co-curricular activities have a major role in nurturing and inculcating values of hard work, discipline, team effort. The above Table5.27 shows that total 72 students have participated in curricular activities and 78 participated in co-curricular activities. However, most of the participant and achievements' are from Kothali and Mandvi followed by Jognipada, Songirpada, Kothar, Borad, Koparli, Pavala, Rajbardi, and Son. There total 48 achievements in

curricular-related activities and 51 in co-curricular. Nevertheless, students expressed different reason behind the achievements shown in Table 5.28. Generally, tribal students are performing well in athletics. Kavita Raut's achievements<sup>32</sup> may be a beacon of hope an inspiration for students particularly belongs to disadvantaged communities.

### 5.11 Views of students about teachers

**Table 5.28 Views of students about Teachers**

A S Name	Pleasant	Moderate	Unpleasant	NR	Total
Koparli	9	23	3	5	40
Pavala	10	24	2	4	40
Jognipada	12	23	1	4	40
Kothali	22	16	1	2	41
Songirpada	13	25	1	1	40
Son	8	17	7	8	40
Mandvi	20	15	2	4	41
Rajbardi	9	18	5	8	40
Borad	10	19	6	5	40
Kothar	11	17	7	5	40
Total	124 (30.85)	197 (49.00)	35 (8.71)	46 (11.44)	402

Source: Field survey

Perceptions of students about the teachers' are always significant from a learning point of view. The above table shows that out of total 402 students 49 percent (197 students) are reporting moderate view with respect to the overall teachers' activity. Apart from that 35 students (8.71 per cent) are reporting unpleasant remark. Overall no response seems to be taken as students are bound by the system. On the whole, there is no significant 'unhappiness'. Interestingly, none of the respondents demanded for the inclusion of tribal language in teaching. In fact, Deepa (16), a

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<sup>32</sup>Story of Kavita Raut is very significant in this regard. Kavita belongs to a tribal community who hails from Nashik, holds the current national record for 10 km road running with a timing of 34:32. She also holds the current national record with a timing of 1:12:50 seconds in the half marathon event. She has also won the bronze medal in 10,000 metres race at the 2010 Commonwealth Games and became the first Indian woman athlete to spot a medal at the Commonwealth Games. She also won silver medal in the 10,000 metres event at the Asian Games back in 2010. She has been a very consistent performer for India since her young age and will make the Indian marathon contingent strong. She is a recipient of Arjuna Award and Suvarnaratna Awards in Sports Category. She is currently employed with Oil and Natural Gas Corporation (ONGC).

10<sup>th</sup> standard student from Koparli said that “we are not demanding to teach in our language. We know that it will be impossible in higher classes, especially dealing with science and social studies. Rather, we need that in our primary level to cope with the education system, because, many of the enrolled in the primary level are speaking the different dialect.

Teaching or working in a boarding school is quite unlike any job in a day school. Boarding schools are self-contained communities. Students and faculty eat together. They share relaxing times watching TV and playing games together. That is because of teachers and staff in a boarding school function in loco parentis. They take the place of parents literally and symbolically. Teachers play a powerful role in shaping and guiding students while they are at school. Because the students cannot escape at the end of classes, they cannot avoid the strong influence teachers have on them.

The concept of teaching effectiveness is challenging as a multidimensional construct, it encompasses content knowledge, pedagogical knowledge, personality characteristics of the teacher, and classroom dynamics. No single dimension, trait, or behavior, however, fully captures what it means to be an effective teacher. Measures, such as peer observation, self-report surveys, and student evaluations, assess teacher effectiveness in education. Nevertheless, most of the students evaluate their teachers’ by an ability to motivate them and include them in different activities, structure lessons and manage class work in general. This study tries to investigate this issue in the following table.

**Table 5.29 Problems, Missing Linkages faced by students from Teachers**

	<b>Problems</b>	Frequency
1	Language	7
2	No encouragement	9
3	Less use of teaching aids	7
4	Teaching method	6
5	Less time devotion	6
	Total	35

Source: Field survey

The Ashram School scheme has often been criticized because of its inefficiency in providing quality education to its beneficiaries. More importantly, teachers are often coming under severe

criticism in this regard. The above table 5.29 shows that nine beneficiaries expressed they do not get any academic encouragement from teachers. Seven answered that teachers use less teaching aids. Six responded that teachers devote less time for teaching. Remarkably, many students replied more than one problem in this regard. As, 35 students responded to this question, yet, 46 are not responded to this, which shows that students are reluctant to share their opinion on this topic because they are afraid of repercussion from the school authority and more importantly students are under their strict vigilance.

However, before coming to any conclusion, we need to understand the following factors which are affecting teachers work. a) Too much of work - The teachers generally have a heavy workload in the Ashram school. Sometimes they have to teach more than one subject, many additional periods per week in addition to regular periods. They also have to take extra periods when some member of staff is on leave. The organization of co-curricular activities puts added pressure on the teachers. b) No freedom of work - There is too much interference of authorities. In some schools the headmasters act as bosses and their attitude towards the teachers is not upright. Sometimes the headmasters even rebuke the teachers in the presence of the student. This type of attitude is insulting and injurious to the self-respect of teachers. c) Lack of Facilities- There is many Ashram schools which do not have facilities like audio-visual aids and science laboratory. Lack of infrastructural facilities causes frustration, in the mind of teachers which also cause the disturbance. d) Lack of Recreational Facilities- There is a dearth of recreational facilities for teachers in Ashram schools.



## Chapter 6 Impact Assessment: Outcomes and Associated Determinants

### 6.1 Impact

Impacts are the broader changes that occur within the beneficiaries, surrounding community, organization, society or environment as a result of scheme/program outcomes. In broad-spectrum, impact means a marked effect or influence of a scheme on the targeted population. However, educational impacts and outcomes can be influenced by many determinants like intellectual factor - the individual mental level, physical factors, emotional and social factors, the teacher's personality, environmental factor etc. At the same time as a beginner in research field and vastness of the subject, there are many limitations to capture overall impact. Admitting that, the study focuses on a few comprehensive individual outcomes such as Marks, Knowledge gain, Change in attitude, Skill development, and Aspirations. As well as one broad common outcome growth of enrollment in sample AS in Nandurbar district are also considered here.

**6.2 Outcomes** are the short-term and intermediate changes that occur in learners, as a direct result of the educational activity, or experience.

**6.3 Marks** and grades are used to represent the level of learning a student has achieved. Marks are scores, mostly numerical, applied to individual tasks. Raw marks are usually added up and converted to a grade which represents a band of achievement at course level. The most important purpose for grades is to provide information or feedback to students and parents. Here are few reasons why marks and grades matter: good marks boost confidence, good marks can lead to more scholarships, employers care about good marks or grades, good marks heavily influence lifetime earnings, and good marks opens the door to Quality College or University. The below table 6.1 displays Ashram school wise self-reported average marks of students for previous three years from 2016.

**Table 6.1 Average marks of sample beneficiaries**

AS Name	Highest Average Marks	Lowest Average Marks	Average Marks of all 40
Koparli	74.67	46.33	61.48
Pavala	74.10	45.20	61.63
Jognipada	75.33	46.30	61.00
Kothali	77.10	50.33	61.81
Songirpada	73.10	45.15	61.12
Son	70.30	50.43	59.61
Mandvi	76.33	46.67	62.77
Rajbardi	74.20	50.33	61.60
Borad	72.20	47.67	59.91
Kothar	73.40	48.67	61.37

Source: Field survey

As depicted in the above table, individual highest average marks 77.10 and 76.33 percent for past three years is obtained by Kothali and Mandvi schools students followed by Jognipada, Koparli, Rajbardi, Pavala Kothar, Songirpada, Borad, and Son at the same time individual lowest average marks is obtained by Pavala Ashram school student followed by Songirpada, Jognipada, Koparli, Mandvi, Borad, Kothar, Kothali, Rajbardi and Son schools. However highest average of 40 sample students find in Kothali and Mandvi schools students followed by Pavala, Rajbardi, Koparli, Kothar, Songirpada, Jognipada, Borad and Son schools. In comparison with marks – a concrete indicator of performance, knowledge gain, attitude, skill development and aspiration are more of perceptions and hence do not have exactness.

#### **6.4 Knowledge gain**

In view of the individual outcome, study observed **knowledge gain** – Knowledge is an accumulation of facts, principles, and methods within the mind. Gaining knowledge is learning. Students gain knowledge through paying attention, experience and being taught. Knowledge can be equated with the contents of consciousness, in the present, future or past. Awareness, on the other hand, is a label used to refer to the subjective nature of consciousness. Technically, knowledge is information that is meaningful in cognitive forms such as understanding, awareness, and ability. In the case of respondents of the study, augmented knowledge or improved awareness is essential to change their social position in the society. The below table 6.4 displays self-reported perceptions of students about the experienced gains in knowledge or awareness by attending the Ashram school.

<b>A S Name</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>NR</b>	<b>Total</b>	<b>AR</b>	<b>SOD</b>	<b>SOM</b>	<b>SOS</b>	<b>TS</b>	<b>TS/AR</b>
Koparli	10	20	8	2	40	38	0	20	16	36	0.95
Pavala	9	22	7	2	40	38	0	22	14	36	0.95
Jognipada	9	22	8	1	40	39	0	22	16	38	0.97
Kothali	1	11	29	0	41	41	0	11	58	69	1.68
Songirpada	8	21	7	4	40	36	0	21	14	35	0.97
Son	10	20	7	3	40	37	0	20	14	34	0.92
Mandvi	3	4	34	0	41	41	0	4	68	72	1.76
Rajbardi	9	20	8	3	40	37	0	20	16	36	0.97
Borad	10	21	7	2	40	38	0	21	14	35	0.92
Kothar	9	21	8	2	40	38	0	21	16	37	0.97
Total	78	182	123	19	402	383	0	182	246	428	1.12

0- Dissatisfied, 1-Moderate satisfied, 2-Satisfied, NR-No Response, AR-Actual Respondent, SOD-Score of Dissatisfied, SOM-Score of moderate, SOS-Score of Satisfied, TS-Total score, Source: Field survey

As depicted in the above table, 123 students (30.6 percent, mostly from Mandvi and Kothali, followed by Koparli, Jognipada, Rajbardi, Kothar, Pavala Songirpada Son and Borad) out of total 402 respondents conveyed their satisfaction about the knowledge gain in the Ashram schools. However, the majority of respondents 182 students (45.3 percent, mostly from Pavala and Jognipada followed by Songirpada, Borad Kothar, Koparli, Son, Rajbardi, Kothali, and Mandvi) informed that they were moderately satisfied with the same. It points out the need to undertake more dedicated efforts in dissemination of knowledge. Beneficiaries' knowledge not only augments the human capital base of the society but also generate various positive externalities for the community in proximity. Therefore, these efforts should be considered to be most essential in the tribal community, faring low on all aspects of human development.

## **6.5 Changes in Attitude**

Attitude denotes inner feelings or beliefs of a person towards a particular phenomenon. Attitude is essential for the education of the individual because it shows the interview of person. If a person has a positive attitude towards on objects, he will try his best to achieve it. If he has a negative attitude, he will try to avoid it. Thus it plays an important role in determining the success and failure of a person in any field. Attitudes are formed out of satisfaction of basic needs and various other motives. Students differ in their attitudes because of the motivational and subjective differences.

When one is guided by the motive of hunger, his attitude towards food is favourable. Nevertheless, following prime factors influence the change in attitude; such as Social Factors, Direct Instruction, Family, Prejudices, Personal Experience, Media, Educational and Religious Institutions, Physical Factors, and Economic Status and Occupations. However, in the context of the study, the perceptions of students on a change in attitude is analysed in below table.

**Table 6.3 Perception of Students on a changes in Attitude**

A S Name	0	1	2	NR	Total	AR	SOD	SOM	SOS	TS	TS/AR
Koparli	9	19	8	4	40	36	0	19	16	35	0.97
Pavala	9	22	7	2	40	38	0	22	14	36	0.95
Jognipada	10	20	8	2	40	38	0	20	16	36	0.95
Kothali	2	7	28	4	41	37	0	7	56	63	1.70
Songirpada	9	21	8	2	40	38	0	21	16	37	0.97
Son	10	22	8	0	40	40	0	22	16	38	0.95
Mandvi	4	8	29	0	41	41	0	8	58	66	1.61
Rajbardi	9	20	8	3	40	37	0	20	16	36	0.97
Borad	10	18	7	5	40	35	0	18	14	32	0.91
Kothar	9	21	8	2	40	38	0	21	16	37	0.97
<b>Total</b>	<b>81</b>	<b>178</b>	<b>119</b>	<b>24</b>	402	378	0	178	238	416	1.10

0- Dissatisfied, 1-Moderate satisfied, 2-Satisfied, NR-No Response, AR-Actual Respondent, SOD-Score of Dissatisfied, SOM-Score of moderate, SOS-Score of Satisfied, TS-Total score, Source: Field survey

As depicted in the above table, 119 students (29.6 percent, mostly from Mandvi and Kothali, followed by Koparli, Jognipada, Songirpada, Son, Rajbardi, Kothar, Pavala, and Borad) respondents conveyed their satisfaction about the attitude related gain in the Ashram schools. However, the majority of respondents 178 (44.3 percent, mostly from Pavala and Son followed by Songirpada, Kothar, Jognipada, Rajbardi, Koparli, Borad, Mandvi and Kothali) informed that they were moderately satisfied with the same. It points out the need to undertake more dedicated efforts to change their attitude. However, due to AS education, a sizable number of the tribal people are connecting them with modern education and supporting various development initiatives. In arrears to spread of AS education, they are able to learn other languages, culture, and traditions of other communities and share their culture with others. One may argue that AS education has been successful in changing their conservative attitude towards education and development, at least partially.

## 6.6 Skill development

The wider objective of **Skill Development** is to create a workforce empowered with the necessary and continuously upgraded skills, knowledge and recognized qualifications to gain access to decent employment and ensure students competitiveness in the dynamic global market. It aims at increasing the productivity and employability of workforce (wage and self-employed) both in the organized and the unorganized sectors to adapt to changing technologies and labour market demands. According to the International Labour Organization (ILO) "Skill Development is of key importance in stimulating a sustainable development process and can make a contribution in facilitating the transition from an informal to a formal economy. It is also essential to address the opportunities and challenges to meet new demands of changing economies and new technologies in the context of globalization. The efficacy of skill development is heavily driven by the capabilities and attitudes of the teacher. Ensuring adequate training for teachers and other staff is, therefore, a key factor contributing to the effectiveness of skills education.

**Table 6.4 Perception of Students on Skill Development**

A S Name	0	1	2	NR	Total	AR	SOD	SOM	SOS	TS	TS/AR
Koparli	11	19	9	1	40	39	0	19	18	37	0.95
Pavala	8	22	10	0	40	40	0	22	20	42	1.05
Jognipada	10	21	9	0	40	40	0	21	18	39	0.98
Kothali	6	7	28	0	41	41	0	7	56	63	1.54
Songirpada	9	21	9	1	40	39	0	21	18	39	1.00
Son	8	22	10	0	40	40	0	22	20	42	1.05
Mandvi	3	9	29	0	41	41	0	9	58	67	1.63
Rajbardi	10	20	9	1	40	39	0	20	18	38	0.97
Borad	12	18	8	2	40	38	0	18	16	34	0.89
Kothar	9	21	9	1	40	39	0	21	18	39	1.00
<b>Total</b>	<b>86</b>	<b>180</b>	<b>130</b>	<b>6</b>	402	396	0	180	260	440	1.11

0- Dissatisfied, 1-Moderate satisfied, 2-Satisfied, NR-No Response, AR-Actual Respondent, SOD-Score of Dissatisfied, SOM-Score of moderate, SOS-Score of Satisfied, TS-Total score Source: Field survey

As depicted in the above 6.4 table, 130 (30.8 percent, mostly from Mandvi and Kothali, followed by Pavala, Son, Koparli, Jognipada, Songirpada, Rajbardi, Kothar, and Borad) respondents conveyed their satisfaction about the skill gain in the Ashram schools. However, the majority of

respondents 180 (44.8 percent, mostly from Pavala, Son, Jognipada, Songirpada, Kothar, Rajbardi, Koparli, Borad, Mandvi and Kothali) informed that they were moderately satisfied with the same. Nevertheless, 86 (21.4 percent) informed that they are dissatisfied with the skills gained. On the other hand, 6 (1.5 percent) is not responded on this. It points out the need to undertake more dedicated efforts for skill related activities.

## 6.7 Aspirations

**Aspiration:** A hope or ambition of achieving something is called aspiration. Aspirations represent realistic assessment by young students as to what objectives were desirable and possible in society. The students belonging to tribe differed significantly to their non-tribe counterparts with respect to their educational and occupational aspiration. Nevertheless, occupational aspiration is one of the important and indispensable objectives of one's life. It is the occupational aspiration which largely affects the whole gamut of human life. Occupation plays an important role in an individual's life. It not only predicts and determines his lifestyle, position in society, happiness in life but also shapes his personality and morality.

The aspiration of the individual at a young age has a definite impact on the choice of occupation at later years. A student without any aspiration for occupation is like a ship without a rudder. Choosing a vocation is the most important and inevitable event in the life of an adolescent and that too in modern society. Due to individual differences, some students are more agreed to a certain occupation and others are less attuned to that occupation. In modern society, each student is to be equipped with adequate knowledge and skill to earn his/her daily subsistence. After completing education, especially after secondary education, students are confused regarding their earnings.

Occupation is one of the primary concerns of every student passing 10+2. Understandingly, occupational aspiration at this stage is a crucial factor as it gives direction to one's future. For the present study, students of disadvantaged group i.e., scheduled tribes have been selected. But in many respects, they lag behind their non-tribal counterparts. Here in the following table, an attempt has been made to understand their perceptions of occupational aspirations.

<b>Table 6.5 Perception of Students on Aspirations</b>							
<b>A S Name</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Total</b>	<b>AR</b>
Koparli	12	5	11	7	5	40	35
Pavala	10	4	6	12	8	40	32
Jognipada	16	5	4	9	6	40	34
Kothali	28	12	1	0	0	41	41
Songirpada	13	6	8	8	5	40	35
Son	10	4	11	7	8	40	32
Mandvi	29	11	1	0	0	41	41
Rajbardi	13	4	11	8	4	40	36
Borad	11	4	13	9	3	40	37
Kothar	14	5	12	8	1	40	39
<b>Total</b>	<b>156</b>	<b>60</b>	<b>78</b>	<b>68</b>	<b>40</b>	<b>402</b>	<b>362</b>
0- Government service (up to class- II,III,IV), 1-Private service, 2-Professional, 3-Officer (class- I), 4-Can't Say Source: Field survey							

As depicted in the above table, 156 (38.8 percent, mostly from Mandvi and Kothali followed by Jognipada, Kothar, Rajbardi, Songirpada, Koparli Borad, Pavla and Son) respondents conveyed their aspiration towards the government service; however, sizable number of respondents 78 (19.4 percent, mostly from Borad, followed by Kothar, Son, Rajbardi, Koparli, Songirpada, Pavla, Jognipada, Kothali, and Mandvi) informed that they want to work as professional. Interestingly, 60 (14.9 percent, mostly from Kothali and Mandvi, followed by Songirpada, Kothar, Jognipada, Koparli, Pavala, Son, Rajbardi, and Borad) informed that they want to work for the private sector. However, there are 40 (10 percent students, mostly from Son and Pavala followed by Jognipada, Koparli, Songirpada, Rajbardi, Borad, and Kothar) who had not fix their aspiration. It points out the need to undertake more dedicated efforts of career guidance related activities.

## **6.8 Analysis Educational Performance**

**Educational performance/outcome** of students does not depend solely on the infrastructure available in their schools. Various person-specific factors such as age, socio-cultural background, Intelligent Quotient and inherent cognitive abilities, other personality traits of students determine the benefits students will derive from the available infrastructure. Additionally, school-specific factors like the qualifications of teachers, teaching methods, evaluation pattern affect the

educational performance. Therefore, this factor needs to be controlled before to test the causal relationship between the deprivations in various services and material infrastructural facilities and said the educational performance of the beneficiaries. The Ashram school Scheme clearly addresses only a few of these aspects. As well as primary research lacks the ability to control these aspects and to decompose the outcome or the impact of the scheme. The conclusions of the correlation exercise need to be understood keeping in mind these limitations.

To compute the correlation, of average marks of students for preceding three years was considered as an indicator of their educational performance. These marks were self-reported by them during the survey. Therefore the marks may be the representation of two main errors caused by recalling the marks and reporting them to the researcher in the non-anonymous setting. However, in the absence of an alternate database on marks, the self-reported marks were considered to be a better approximation for the analysis.

The study calculated the correlation of selected outcome indicators such as Marks, Knowledge gain, Change in Attitude, and Skill Development with respect to the following eight factors for 2016. Material deprivation and Service related factors such as -Hostel deprivation index for individual items, Hostel deprivation index for common items, Classroom deprivation index and Other Infrastructure Deprivation index, Diet facility, Health facility, along with Curricular and Co-curricular activities in the following table.



**Table 6.6: Correlation of Outcome Indicators**

	<b>Correlation of outcome indicator marks</b>	<b>Correlation coefficient (r)</b>
1	Marks and individual items of Hostel Deprivation Index (HDI)	-0.6253
2	Marks and common items of Hostel Deprivation Index	-0.6397
3	Marks and Classroom Deprivation Index	-0.6193
4	Marks and Other Infrastructure Deprivation index	-0.4807
5	Marks and Diet facility	<b>0.6269</b>
6	Marks and Health facility	<b>0.6767</b>
7	Marks and Curricular activities	<b>0.6488</b>
8	Marks and Co-curricular activities	<b>0.6360</b>
	<b>Correlation of outcome indicator Knowledge gain</b>	
1	Knowledge gain and individual items of HDI	-0.9965
2	Knowledge gain and common items of HDI	-0.9052
3	Knowledge gain and Classroom Deprivation index	-0.8818
4	Knowledge gain and Other Infrastructure Deprivation index	-0.7855
5	Knowledge gain and Diet	<b>0.9914</b>
6	Knowledge gain and Health	<b>0.9871</b>
7	Knowledge gain and Curricular activities	<b>0.9939</b>
8	Knowledge gain and Co-curricular activities	<b>0.9969</b>
	<b>Correlation of outcome indicator Change in attitude</b>	
1	Change in attitude and individual items of HDI	-0.9955
2	Change in attitude and common items of HDI	-0.9273
3	Change in attitude and Classroom Deprivation index	-0.8703
4	Change in attitude and Other Infrastructure Deprivation index	-0.8191
5	Change in attitude and Diet	<b>0.9903</b>
6	Change in attitude and Health	<b>0.9796</b>
7	Change in attitude and Curricular activities	<b>0.9960</b>
8	Change in attitude and Co-curricular activities	<b>0.9916</b>
	<b>Correlation of outcome indicator Skill development</b>	
1	Skill Development and individual items of HDI	-0.9801
2	Skill Development and common items of HDI	-0.8564
3	Skill Development and Classroom Deprivation index	-0.8602
4	Skill Development and Other Infrastructure Deprivation index	-0.7731
5	Skill Development and Diet	<b>0.9783</b>
6	Skill Development and Health	<b>0.9737</b>
7	Skill Development and Curricular activities	<b>0.9741</b>
8	Skill Development and Co-curricular activities	<b>0.9877</b>

Correlation has been calculated to find the relationship between deprivation indices of various material resources and perceptions about selected services aspects (diet, health, activities etc.) of the scheme in 2016 and selected students' outcome indicators/performances. Correlation is used to evaluate the association between two or more variables. Correlation (r) measures a linear dependence between two variables. However, it is a parametric test so it assumes that data is normally distributed.

The table above (6.6) shows a correlation between four outcome indicators such as Marks, Knowledge gain, change in Attitude, and Skill development with respect to various material resources services, and activities. Material resources comprise hostel deprivation indices (individual and common), Classroom deprivation index, and Other Infrastructure deprivation index. Services contain Diet, Health, and Activities includes curricular and co-curricular.

Correlations between students' marks for previous three years from 2016 and other three outcome indicators (Knowledge gain, change in Attitude and Skill development) with respect to first four variables of resource deprivation indices such as hostel deprivation indices of individual items, common items, classroom deprivation index and other infrastructure deprivation index are found **negative correlations**. A negative correlation implies increase in deprivation lowers the performance. It is observed that the correlation coefficients are very high for knowledge gain, attitude and skill development. Probably, the students have responded to these questions, following their experience with the infrastructure and services.

However, subsequent two services and two activity-related factors such as diet, and health, along with curricular and co-curricular activities have **positive correlations** with respect to these four outcome indicators such as marks, knowledge gain, change in attitude, and skill development. It implies that the availability of the said services directly affects the educational performance of the student. Or there is an association between them. **In short, all the resources and activities have an impact on the performance. This finding has a policy implication that better infrastructure and better services could lead to better performance.**

Statistical Significance of correlation coefficient – Marks- concrete indicator of performance, others are more of perceptions and hence do not have exactness so not assess in detailed.

- 1) Marks and Hostel Deprivation in Individual Amenities /Items  
t = -2.2665, df = 8, **p-value = 0.05318**  
Alternative hypothesis: true correlation is not equal to 0  
95 percent confidence interval: -0.900432653- 0.007092102  
Sample estimates: Correlation: **-0.6253265**
- 2) Marks and Hostel Deprivation in Common Amenities  
t = -2.3544, df = 8, **p-value = 0.04636**  
Alternative hypothesis: true correlation is not equal to 0  
95 percent confidence interval: -0.90489014 -0.01697833  
Sample estimates: Correlation: **-0.6397655**

- 3) Marks and Classroom  
 $t = -2.2313$ ,  $df = 8$ , **p-value = 0.05618**  
 Alternative hypothesis: true correlation is not equal to 0  
 95 percent confidence interval: -0.89857537- 0.01682037  
 Sample estimates: Correlation: **-0.6193653**
- 4) Marks and Other Infrastructure  
 $t = -1.5508$ ,  $df = 8$ , **p-value = 0.1596**  
 Alternative hypothesis: true correlation is not equal to 0  
 95 percent confidence interval: -0.8523727- 0.2134924  
 Sample estimates: Correlation: **-0.4807575**
- 5) Marks and Diet  
 $t = 2.276$ ,  $df = 8$ , **p-value = 0.0524**  
 Alternative hypothesis: true correlation is not equal to 0  
 95 percent confidence interval: -0.004471486- 0.900927377  
 Sample estimates: Correlation: **0.6269198**
- 6) Marks and Health  
 $t = 2.6$ ,  $df = 8$ , **p-value = 0.03162**  
 Alternative hypothesis: true correlation is not equal to 0  
 95 percent confidence interval: 0.08210636- 0.91604763  
 Sample estimates: Correlation: **0.6767473**
- 7) Marks and Curricular activities  
 $t = 2.4116$ ,  $df = 8$ , **p-value = 0.0424**  
 Alternative hypothesis: true correlation is not equal to 0  
 95 percent confidence interval: 0.03244112- 0.90765443  
 Sample estimates: Correlation: **0.6488149**
- 8) Marks and Co-curricular activities  
 $t = 2.3314$ ,  $df = 8$ , **p-value = 0.04806**  
 Alternative hypothesis: true correlation is not equal to 0  
 95 percent confidence interval: 0.0107139- 0.9037485  
 Sample estimates: Correlation: **0.6360496**

We perform a hypothesis test of the “significance of the correlation coefficient” to decide whether the linear relationship in the sample data is strong enough to use to model the relationship in the population. The sample data is used to compute the correlation coefficient ( $r$ ). All hypothesis tests ultimately use a p-value to weigh the strength of the evidence (what the data are telling you about the population). The p-value is a number between 0 and 1 and interpreted in the following way: A small p-value (typically  $\leq 0.05$ ) indicates strong evidence against the null hypothesis, **so you reject the null hypothesis**. A large p-value ( $> 0.05$ ) indicates weak evidence against the null hypothesis, **so you fail to reject the null hypothesis**, p-values very close to the cut off (0.05) are considered to be marginal (could go either way).

We use the function `cor.test(x,y)` in R software to analyse the correlation coefficient between two variables and to get significance level of the correlation coefficient ( $r$ ).

- 1) The above results related to correlation shows that, the deprivation index of hostels individual amenities/ items and marks are negatively **correlated** ( $r = - 0.6253265$ ,  $p =$

**0.05318**). Since the p-value is marginally higher than the significance level ( $\alpha = 0.05$ ), we failed to reject the null hypothesis of zero correlation. There is sufficient evidence to conclude the linear relationship between x and y (marks and deprivation index of hostels individual amenities/ items) is not validated statistically. However, we can broadly conclude that, the deprivation index of hostels individual amenities is may be having some negative impact on student's marks.

- 2) In case of marks and deprivation index of common amenities/items, of hostels, correlation coefficient value is **-0.6397655** and the p-value of the coefficient is **0.04636** which is less than the significance level  $\alpha = 0.05$ . So the decision is we can reject the null hypothesis of zero correlation. It implies that the linear relationship between marks and deprivation index of hostels common amenities/ items is statistically significant as the correlation coefficient is significantly different from zero. Therefore, we can conclude that, the deprivations of hostels common amenities are having negative impact on students' marks.
- 3) In case of marks and classroom infrastructure, correlation coefficient value is **-0.6193653** and the p-value of the coefficient are **0.05618** which is marginally higher than the significance level ( $\alpha = 0.05$ ), we failed to reject the null hypothesis of zero correlation. There is sufficient evidence to conclude the linear relationship between marks and classroom infrastructure is not validated statistically. However, we can broadly conclude that, the classroom infrastructure is may be having some negative impact on student's marks.
- 4) In case of marks and other infrastructure, correlation coefficient value is **-0.4807575** and the p-value of the test are **0.1596** which is greater than the significance level  $\alpha = 0.05$ . So the decision is we fail to reject the null hypothesis of zero correlation. There is sufficient evidence that the correlation coefficient is statistically and significantly different from zero. It indicates that the other infrastructure and marks are positively related.
- 5) In case of marks and diet, correlation coefficient value is **0.6269198** and the p-value of the test is **0.0524** which is marginally higher than the significance level ( $\alpha = 0.05$ ), we failed to reject the null hypothesis of zero correlation. There is sufficient evidence to conclude the linear relationship between x and y (marks and diet) is not validated

statistically. However, we can broadly conclude that, the diet is may be having some negative impact on student's marks.

- 6) In case of marks and health, correlation coefficient value is **0.6767473** and the p-value of the test is **0.03162** which is less than the significance level  $\alpha = 0.05$ .

So the decision is we can reject the null hypothesis of zero correlation. It implies that the linear relationship between marks and health services are statistically significant as the correlation coefficient is significantly different from zero. Therefore, we can conclude that, the health services are having positive impact on students' marks.

- 7) In case of marks and curricular activities, correlation coefficient value is **0.6488149** and the p-value of the coefficient is **0.0424** which is less than the significance level  $\alpha = 0.05$ . So the decision is we can reject the null hypothesis of zero correlation. It implies that the linear relationship between marks and consistency of curricular activities are statistically significant as the correlation coefficient is significantly different from zero. Therefore, we can conclude that, the consistencies in curricular activities are having positive impact on students' marks.

- 8) In case of marks and co-curricular activities, correlation coefficient value is **0.6360496** and the p-value of the coefficient is **0.04806** which is less than the significance level  $\alpha = 0.05$ . So the decision is we can reject the null hypothesis of zero correlation. It implies that the linear relationship between marks and consistency of co-curricular activities are statistically significant as the correlation coefficient is significantly different from zero. Therefore, we can conclude that, the consistencies in co-curricular activities are having positive impact on students' marks.

## **6.9 Growth on enrolment**

The study further discusses the broad common outcome, **growth in enrolment** with respect to sample AS. Ashram School scheme produced comprehensive growth in enrolment because of systematic publicity and motivational programmes directed in the statute. As depicted in below table 6.2 enrolments over the past 10 years have been found increasing in all samples AS. The average students-size among sample AS is 377.4 in 2005-06 which increases to 616.5 in 2015-16 and the average class size is 45.5 students in 2005-06 which reduce 40.9 students in 2015-16.

Increase in the enrolments is because of the increasing participation of the girls, and deprived population which indicates the positive externality of the scheme.

**Table 6.7: Growth of enrolment in sample AS during 2005-06 and 2015-16**

<b>Ashram School</b>	<b>Enrollment 2005-06</b>	<b>Enrollment 2015-16</b>	<b>Change</b>	<b>CAGR (%)</b>
	<b>(a)</b>	<b>(b)</b>	<b>(b)-(a)</b>	<b><math>((b/a)^{(1/10))-1</math></b>
Koparli	328	428	100	2.7%
Pavala	454	888	434	6.9%
Jognipada	364	605	241	5.2%
Kothali	337	621	284	6.3%
Songirpada	449	630	181	3.4%
Son	381	507	126	2.9%
Mandvi	393	598	205	4.3%
Rajbardi	334	624	290	6.4%
Borad	365	432	67	1.7%
Kothar	369	832	463	8.5%
<b>Total</b>	<b>3774</b>	<b>6165</b>	<b>2391</b>	<b>5.0%</b>

Source: School Report Cards 2005-06 and 2015-16

## 6.10 Dropout

Though, there is very limited data available on dropout. The study briefly discusses the average annual dropout rate of schedule tribe in Nandurbar district as the broad outcome of scheme. The table below point out that drop out is still significant and more efforts need to frame in this regard. As depicted in below table 6.8 dropouts over the past three years for class I –V is 3.4, 4.54, 2.71 respectively and for class VI-VIII it is 3.41, 4.20, and 2.77 which indicates that there is some negative attitude towards schooling, early responsibility, indifferent attitude of teachers and parents, peer influence is still influencing them and initiatives to reduce dropouts among Scheduled Tribes needs to be more focused and increased.

**Table 6.8: Standard wise Dropout of Nandurbar District 2013-14, 2014-15 and 2015-16**

Sr. no.	Standard	Dropout 2013-14	Dropout 2014-15	Dropout 2015-16
1	I	3.1	5.90	4.73
2	II	2.6	3.82	2.13
3	III	1.3	2.91	0.78
4	IV	5.7	5.20	1.89
5	V	4.2	4.80	3.89
6	VI	2.1	1.63	1.30
7	VII	4.2	4.30	3.33
8	VIII	NA	6.99	3.87
9	I-V	3.4	4.54	2.71
10	VI-VIII	3.41	4.20	2.77

Source: District Report cards 2014-15, 16, 17 (Elementary education in India where do we stand Vol. I)

**6.11 Outcomes and role of associated determinates** -learning outcomes describe the measurable skills, abilities and knowledge that should be able to demonstrate as a result of a completing an educational degree. They are student centered in that way they describe what the students will do. However, considering Ashram schools education there are external and internal determinates which are playing important role.

#### **6.11.1 External factors**

- 1. Physical status of students:** Certain problems like malnutrition i.e.; inadequate supply of nutrients to the body, fatigue i.e.; tiredness, bodily weakness, and bad health are great obstructers in learning. These are some of the physical conditions by which a student's outcome can get affected.
- 2. Physical environment:** The design, quality, and setting of a learning space, such as a school or classroom, can each be critical to the success of a learning environment. Size, configuration, comfort—fresh air, temperature, light, acoustics, furniture—can all affect a student's learning. The tools used by both instructors and students directly affect how information is conveyed, from the display and writing surfaces (blackboards, marker boards, tack surfaces) to digital technologies. For example, if a classroom is too crowded, stress levels rise, student attention is reduced, and furniture arrangement is restricted. If furniture is incorrectly arranged, sight lines to the instructor or instructional material are limited and the ability to suit the learning or

lesson style is restricted. Aesthetics can also play a role, for if student morale suffers, so does motivation to attend school.

3. **Heredity:** Ashram school learners are not rich in the hereditary educational endowment. Each student is unique and has different abilities. The native intelligence is different in individuals. Heredity governs or conditions their ability to learn and the rate of learning.

### 6.11.2 Internal Factors

1. **Motivational behavior:** Motivation means to provide with a motive. Ashram school learners and teachers are not motivated so that they stimulate themselves with interest. This behavior arouses and regulates the student's internal energies.
2. **Interest:** This is a quality that arouses a feeling. It encourages a student to move over tasks further. During teaching, the instructor must raise interests among students for the best learning. Interest is an apparent behavior.
3. **Attention:** Attention means consideration. It is the concentration or focusing of consciousness upon one object or an idea. If effective learning should take place attention is essential. Instructors must secure the attention of the student.
4. **Drill or practice:** This method includes repeating the tasks "n" number of times like needs, phrases, principles, etc. This makes learning more effective.
5. **Fatigue:** Generally there are three types of fatigue, i.e., muscular, sensory, and mental. Muscular and sensory fatigues are bodily fatigue. Mental fatigue is in the central nervous system. The remedy is to change teaching methods, e.g., use audio-visual aids, etc.
6. **Aptitude:** Aptitude is a natural ability. It is a condition in which an individual's ability to acquire certain skills, knowledge through training.
7. **Attitude:** It is a way of thinking. The attitude of the student must be tested to find out how much inclination he or she has for learning a subject or topic.
8. **Emotional conditions:** Emotions are physiological states of being. Students who answer a question properly or give good results should be praised. This encouragement increases their ability and helps them produce better results. Certain



attitudes, such as always finding fault in a student's answer or provoking or embarrassing the student in front of a class are counterproductive.

9. **Guidance:** Everyone needs guidance in some part or some time in life. Some need it constantly and some very rarely depending on the students' conditions. Guidance is an advice to solve a problem. Guidance involves the art of helping boys and girls in various aspects of academics, improving vocational aspects like choosing careers and recreational aspects like choosing hobbies. The guidance covers the whole gamut of learners' problems- learning as well as non- learning.
10. **Goals or purposes:** A goal is an aim or desired result. There are two types of goals called immediate and distant goals. Immediate goals should be set before the young learner and distant goals for older learners. Goals should be specific and clear so that learners understand.

Apart from these external and internal factors age, IQ, inherent cognitive ability, other personality traits, and Ashram school specific factors such as evaluation and teaching methods etc. also matters.

### **6.12 Perception of students on the impact of Ashram Schools**

Ashram School education leads to increases in the income of beneficiaries and leads to growth in empowerment. AS helps to build a stronger economic base by creating jobs, and also brings money into the local economy by purchasing goods and services from the local economy. AS scheme is providing guidance, education and helps people who are living in extreme poverty and enabling them to earn better economic returns through jobs and awareness about the market economy. They can become self-sufficient and independent from outside aid.

Thus an AS education is an invaluable tool for tribal's living in extreme poverty. AS education promotes health awareness among people, tribals who have an education are significantly healthier than those who are not. Maternal health benefits hugely from transferred by education. A child who is born to an educated mother is more likely to survive and past the age of five. In the same way, every additional year of education a mother has lowers the child mortality rate. Educated mothers are twice as likely to immunize their children, and are more likely to seek

prenatal care and assisted childbirth. However, perceptions of students on the impact of Ashram schools on social life and individual level are considered in following tables.

<b>Table 6.9 Impact of Ashram schools on Social life</b>					
<b>A S Name</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Total</b>
Koparli	4	19	14	3	40
Pavala	5	18	13	4	40
Jognipada	5	20	14	1	40
Kothali	6	13	18	4	41
Songirpada	5	19	15	1	40
Son	4	19	14	3	40
Mandvi	6	14	15	6	41
Rajbardi	5	19	16	0	40
Borad	6	18	15	1	40
Kothar	5	19	14	2	40
<b>Total</b>	<b>51</b>	<b>178</b>	<b>148</b>	<b>25</b>	<b>402</b>
0-Insignificant, 1-Significant, 2- Very significant, 3-No response, Source: Field survey					

The above table shows that 178 (44.28 percent, mostly from Jognipada followed by Koparli, Songirpada, Son, Rajbardi, Kothar, Pavala, Borad, Mandvi and Kothali) beneficiary expressed that their social life had significant impact of scheme and 148 (36.82 percent mostly from Kothali followed by Rajbardi, Borad Songirpada, Mandvi, Koparli, Jognipada, Son, Kothar, and Pavala) reported that its very significant which indicates relevance of ashram school scheme. It is satisfying to note that only 51 students have expressed about no impact.

Earlier, most of the tribals used to perform various superstitious rituals to cure health problems or accidents such as snake bite instead of taking proper medication or treatment. Similar way, some supernatural causes were attributed to diseases like smallpox. Ashram School education has uprooted many such superstitions and social maladies. The lives of many people had drastically changed into better due to the AS various social activities. Due to the increased in awareness levels and change in attitude, many things changed. Many social evils have been eradicated through AS education. Many social and economic reforms have succeeded due to the advent of AS education only.

<b>A S Name</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Total</b>
Koparli	4	12	19	5	40
Pavala	5	13	18	4	40
Jognipada	4	13	20	3	40
Kothali	6	18	15	2	41
Songirpada	5	14	19	2	40
Son	4	14	19	3	40
Mandvi	6	15	16	4	41
Rajbardi	4	15	19	2	40
Borad	4	13	18	5	40
Kothar	5	14	19	2	40
<b>Total</b>	<b>47</b>	<b>141</b>	<b>182</b>	<b>32</b>	<b>402</b>

0-Insignificant, 1-Significant, 2- Very significant, 3-No response, Source: Field survey

The above table shows that 182 (45.27 percent, mostly from Jognipada followed by Koparli, Songirpada, Son, Rajbardi, Kothar, Pavala, Borad, Mandvi and Kothali) beneficiary expressed that their personal life had very significant impact of scheme and 141 (35.07 percent mostly from Kothali followed by Rajbardi, Mandvi, Songirpada, Son, Kothar, Koparli, Borad, Jognipada, and Pavala) reported that its significant which indicates relevance of ashram school scheme.

### **6.13 Suggestions for betterment of Ashram schools**

The students' suggestions often play a very important role, for school development. In the following tables, students' suggestions for the betterment of ashram schools and issues need to be addressed immediately are considered. The table below gives the details about what are the things that need for better results from the scheme. Interestingly 14.43 percent students have stated that parents' awareness is very important. 10.45 percent students are stated that personality development training is necessary. At the same time, 15.17 per cent demanded sports training and 16.40 percent students opt for 'competitive exam training.

**Table 6.11 Suggestions for betterment of Ashram schools**

	Item	Frequency	%
1	Parent's awareness	58	14.43
2	Career counselling	54	13.43
3	Life skills and personality development training	42	10.45
4	Competitive exam training	66	16.42
5	Sports Training activities	61	15.17
6	Higher education guidance	59	14.68
7	More Scholarships	24	5.97
8	More Hostels	38	9.45
	Total	402	100.00

Source: Field survey

## **Conclusion**

Although the number of tribal children enrolling into AS is increasing, the present educational environment of AS is not fully geared to cater the needs of beneficiaries, and hence it does not seem to be delivering expected results. Substantial beneficiaries find it difficult to adjust with this environment due to language barriers, alien curricula, apathetic teaching and lack of joyful educational aids. The inadequacies in resources and operation, lack of financial and administrative power decentralization was observed to be a major hindrance in initiating educational outcome and empowerment. The discussion about the students' perceptions about the social and economic view of Ashram schools on their career, personal and social life, shows that the scheme has played a significant role in beneficiaries' lives even in the presence of various constraints. Ashram School education has been theorized to be a factor generating a lot of positive externalities by augmenting the human capital base of an economy. Various positive consequences arising from students' empowerment in their personal and social lives also enrich the society on various dimensions of human development in years to come. However, one of the adverse impacts of AS education is that the language and culture of tribal's are in threat due to the entrance of outsiders in their life.

## Chapter 7 Conclusions

The persistence of educational backwardness among Adivasis in India is particularly disappointing because, at the time of independence, the founders of modern India made a range of radical efforts to eliminate it. Being at the bottom of socio-economic ladder tribal communities in India are the groups that have been excluded disproportionately in relation to other social groups. As a socially disadvantaged ethnic minority, they are largely deprived of constitutional equality that often glosses over the prevailing societal inequalities which they are subjected of since ages. In this scenario, they are unable to participate and enjoy the substantive benefits of citizenship and become powerless in effectively articulating their demand for rights and crucial entitlements like employment, education, housing and other social opportunities.

Though, successive governments in India are concerned with the crucial question of tribal development. It is usual for government to see education is the basic key for the socio-economic development of the tribal communities. As these communities in India have been on the receiving end of socio-economic and educational development, it is essential to address the lacunas exist within the policy deliberations. Their backwardness primarily causes out of primitive agricultural practices, lack of infrastructure facilities and geographical isolation. Since independence, special consideration was given for the planning of education by the government for tribal population. Educational schemes have been introduced by government aiming at addressing backwardness so that the tribal may develop their economic, social and educational status and they can be assimilated into the mainstream.

On this backdrop, Ashram Schools represent an innovation and are different from the general type of school seen in rural India. Students are provided free boarding and other educational amenities. These schools are expected to impart quality education in areas which are remote and sparsely populated and where, on account of the geographical spread of the numerous hamlets, single teacher school cannot be established.

This study has tried to address the following specific objectives, research question and hypothesis:

**Objectives** -To assess the status of available resources, activities and deprivation in sample Ashram schools, and selected outcomes with respect to sample beneficiaries.

**Research question** -Are the agencies concerned to the Ashram Schools in Nandurbar district implementing the governmental policies and objectives in an expected way?

**The Hypothesis of the study**- Lack of Conducive atmosphere in sample Ashram Schools seems to be hampering the educational outcomes/achievements of the beneficiaries. Inconsistencies in implementation along with less-involvement of beneficiaries are hampering the aim of Ashram School scheme in Nandurbar district.

This study has selected Nandurbar district as an area of research. The specific rationale behind the selection of this district is that it has the maximum number of Ashram schools and highest tribal population in the state of Maharashtra. The field survey has revealed the enormity of the larger problems associated with the scheme to its actual implementation, non-implementation, and resources, activities and prevailing deprivation in the sample Ashram schools and raises concern about the outcomes of the scheme. The productivity/outcome of the sample Ashram schools depends on the ability, skill and professional experience of the headmaster and teachers. It has been found that, generally, the Ashram school statute has not been adequately followed in most of the sample Ashram schools.

As far as resources, activities and outcomes are concerned, though there is a substantial level of improvement in the AS resources and activities many issues especially services such as diet, health and supply of educational items are yet to be recognized and addressed. For instance, out of total 402 students 146 students (36.32 percent) responded that regular diet is inadequate in all the sense. Further, 48 students (11.94 percent) replied that it's very inadequate. However, only 169 students (42.04 percent) answered that it is adequate. Remarkably 39 students (9.70 percent) are not replied on this. Largely, it is clear that the highest quantitative deprivation for the availability of regular diet was found in Koparli, Son and Borad (1.14 and 1.16) followed by Rajbardi, Pavala, Songirpada Kothar, and Jognipada while Kothali and Mandvi are the finest in this regard. If we saw this trend from categorical assessment perspective the study found that most of the objections about the availability of regular diet were from following schools Son, Borad and Koparli and followed by Songirpada, Rajbardi, Jognipada, Pavala and Kothar. In contrast,

Kothali and Mandvi students had no objections. Nevertheless, AS statute appendix 27 (a) rule number 3.30 (a) and appendix number 27 (b) rule number 2.43 (d) are especially devoted for diet and calories management issue. Further, selected studies (TRTI Pune, TISS etc.) various media reports, court interventions in this regard likely support the impression that most of the students are not fully happy with the availability of regular diet.

Subsequently in case of supply of educational and other necessary items of daily student's life such as uniform, shoes, books, notebook, stationery, furniture, utensils etc. a large portion of the sample (65.92 percent) did not reply to this question and hence no analysis was done.

An absence of decentralization in the power structure on the subject of the management of Ashram schools adversely affecting the outcomes of the scheme. As per the Ashram School statute, almost 80 per cent rules vest authority to Tribal Commissioner, ATC and PO. The headmaster who holds the sole responsibilities doesn't have the legal power to make independent decisions in case of a critical situation. There is a clear disbelief on headmasters from the Commissioner, ATC, PO and tribal department seems to be fiercely hierarchical while dealing with parents and teachers. The study also found out the inconsistencies in addressing issues like underutilization of the existing schools, duplication of the service, girls enrolment, water and sanitation facilities, monitoring, diet and PTA's involvement significantly hampering the aim of the scheme. This proves the second hypothesis right: ***"inconsistencies in implementation along with less-involvement of beneficiaries are hampering the objectives of Ashram School scheme in Nandurbar district"***. The welfare objectives of the Ashram school scheme will be fulfilled only if it is capable of satisfying the needs of its subjects.

Ashram Schools were conventionally considered as the best option to educate tribal children but, it seems to be losing its efficacy and efficiency. As far as the ***objectives of the study*** are concerned, the study observed in the fifth chapter that a substantial variation in the availability of material resources, activities and deprivation in infrastructural facilities in sample Ashram schools. For instance in case of hostels individual deprivation index, this study found that there is no improvement in the individual items provision in all sample AS. Individual items such as cot and study table are not delivered to students. Subsequently, in case of other infrastructure index

Ashram Schools in Koparli, Jognipada, Rajbardi and Son face a considerable amount of infrastructure constraints in 2006 with the highest deprivation index value of 70.00. These Ashram Schools were followed by Pavala, Jognipada, Mandvi and Borad with the deprivation index standing at 60.00. Kothali experienced relatively low deprivation with the index valued at 50.00. Though there is an improvement in the performance of the scheme but it did not create a deprivation-free environment in the last decade. Similarly in case of classroom deprivation index, the study observed substantial variation in the availability of various classrooms infrastructural facilities in these sample Ashram schools. Koparli, Pavala and Son faced considerable infrastructural constrain in 2006 with the highest deprivation index value of 77.78 in 2006. These Ashram schools were followed by Jognipada, Rajbardi and Borad with the deprivation index standing at 66.67. Mandvi experienced relatively low deprivation with the index valued at 33.33. The performance of the scheme improved in the next ten years but not close to the deprivation-free environment. Mandvi performed poorly only on adequate lighting aspect of the infrastructure with the lowest score of 11.11 in 2016.

Equally, in the case of teaching, teachers are forbidden to take independent decisions even in emergency situations. What emerges from my field research is how the most vulnerable tribal students living in Ashram Schools, sometimes, with no physical protection of any kind under severe exploitative conditions, thus shaping the process of inequality beyond the village context and in the modern education system, leading to the continued powerlessness and oppression of the Adivasi community. Almost all AS comes with their own problems that mostly associated with geographical and regional differences.

On the contrary, yet, efforts by the governments to specifically address the issues associated with AS seems to be dysfunctional. Field evidences supports the idea that the agencies that are running these institutions are seems to be focusing only on cosmetic changes in the functioning of the schools but largely reluctant to ease its stringent rules and regulations with regard to the functioning of the school. Irregularity associated with the day to day functioning of the school is yet another dilemma which needs to be addressed on urgent basis. The study also surveyed a small number of alumina's which AS scheme has created a small group of elites from its first generation learners, but these are more alienated from the community they leave behind and



integrated themselves into the upper strata they have supposedly reached. This is hardly a happy situation and can be cause for concerns on its own.

On that note, the experience in the implementation of Ashram school educational scheme to improve access and outcomes of the beneficiaries' education revealed that the enrolment has increased substantially but got a smaller amount of success in to outcomes of the beneficiaries in the system or improve the quality of education provided to them. The reasons attributed for this is largely the socio economic and cultural conditions of the tribal population, social environment and environment in the schools, attitude of the parents and teachers. Findings of this study and previous studies demonstrate that the school environment, deprivation of services, resources, activities, interaction between the teacher and the student and dialect have contributed to performance and outcomes of the beneficiaries in school. In other words the outcome and performance of the children in the sample Ashram schools depends on the educative environment prevailing in the schools, teaching-learning processes, curriculum used, management of the schools and hostels, teachers attitudes etc.

The profile of the sample ashram schools and villages surrounding it revealed that there is a low literacy rate, limited transportation facilities, insufficient school buildings, low and inadequate medical facilities. Further the schools and villages have limited access to drinking water in summer as well. With regard to the Ashram schools, majority of the schools standard is up to secondary level (1-10), established in a pucca building and working with minimum facilities such as seating, toilets, hostels, classrooms and compound wall etc. Majority of the schools do not have proper science lab and library. Extra- curricular activities such as drill, yoga, games sports etc. are not conducted regularly due to lack of sports and physical education teacher and inadequate funds, no proper response from the higher-ups and lack of proper functioning of the village education committee of the Ashram schools. The major sources of people's income are come from marginal cultivation and wage labour. The villages grow crops like cotton, soya, banana, groundnut and paddy etc. as agriculture is the labour intensive field, landless people depends on the labour for their livelihood. Whereas in case of parents' age their profile reveals that majority are between 37 to 50 years, mostly primary to secondary literate or illiterates, labourers some are involved in cultivation and migration work and many of them are joint

families. A few of them are members of the Self Help Groups (SHGs), local social leaders, Panchayat members etc.

The profile of the dropout children shows that boys outnumbered the girls. They belong to 11-15 years age group. They dropped out at 6-7<sup>th</sup> standard levels. Children seemed to be tongue-tied when they are making conversation with teachers and other officials from education department. As a result, they are not in a position to clarify even minor doubts from the teachers. This is also one of the major reasons behind the drop-out. It proved that the system and environment that exist at school level is yet to comprehend the social back ground of the students because many of them are first generation learners. Meanwhile, in some schools students were vocal about their teachers and curriculum. For instance, majority of students from Kothali and Mandvi Ashram schools accepted that they like their teachers because of their teaching methods, which include learning while doing like planting trees and groceries and use games and outdoor activities. They also informed that they like their school very much because of its environment, facilities, friends, playground, games, modern learning equipment's and food.

Further, the profiles of the teachers revealed that majority of them are men belonging to age 35 and above. The teachers are found to be regular to the schools but extracurricular activities, parent-teacher coordination and community meetings, social awareness programme etc. are not organized regularly. Lack of proper houses and other needy requirements are identified as causes of teachers' low performance as they waste time in adjusting these necessary needs. Moreover, inadequate ventilation, playground and other furniture is also lacking. Creation of awareness among the parents about the importance of education was found to be the important suggestion made by the headmasters. Some of the students revealed that their parents are not at all encouraging them in their studies.

It is important to note that the lacunae (vacuum) are not at the policy level, but at the implementation level. Although the number of tribal children enrolling into AS is increasing, the present educational environment of AS is not fully geared to cater the needs of beneficiaries, and hence it does not seem to be delivering expected results. Substantial beneficiaries find it difficult to adjust with this environment due to language barriers, alien curricula, apathetic

teaching and lack of joyful educational aids. The inadequacies in services, resources and operation, lack of decentralization of financial and administrative mechanisms are major hindrances in creating educational outcomes and empowerment.

It seems, issues associated with the functioning of AS are often made headlines in the media and became instrumental in the formation of several government committees but they largely failed to address the real issues regarding the schemes. Ashram schools in Maharashtra had to face various impediments at its implementation level. These outcomes assessments help in identifying the likely positive and negative outcomes of proposed policy actions, likely trade-offs and synergies, and thus facilitate informed decision-making. Moreover, the need for outcomes assessment stems from the fact that it will enhance positive and sustainable outcomes associated with scheme/project/activities, interventions and implementation.

As discussed in chapter four the AS statute elaborates the set of rules and regulations to be followed by both government and aided ashram schools. It primarily covers aspects like, first, regulation of the schools, second, protection of beneficiary's right and finally, to enforce rights and resolve potential conflicts. In principle, the statute prevents or deters the mismanagement of the resources and tries to ensure the functioning of the schools without any hindrance. But till now, the government has issued a sum of 19 GR, 13 Orders and done three surveys in the last four years. However, it seems that most GRs were ended up being instrumental in forming yet another departmental committee to look into the matter largely failed to envision a substantive alterations of approaches to these issues.

While addressing the first research question, *“are the agencies concerned to the Ashram Schools in Nandurbar district implementing the governmental policies and objectives in the expected way?”* the study shows that though there is a realization among the state and its agencies that their existing policy paradigms are not in consonance with the tribal realities social dynamics. It require a fresh imagination in the policy deliberation in case of tribal education. As discussed in the chapter four, Ashram school project has a well-defined statute that can address the issues if it follows meticulously. However, it seems, the privately-run schools are have

become a major auxiliary player in this issue, seems to be not following the statute properly. This keep the Adivasis firmly at the bottom of social hierarchy.

Moreover, on the ground, due to inadequate resources, services and activities very less positive externalities are generated in the minds of beneficiaries rather there are big chances for creation of negative externalities such as decrease in respect and educational interest as well as it may hamper their educational outcome such as knowledge gain (awareness), attitude, skills and aspirations and create gap between AS and its outcomes. However, this gap and relationship between resources services, activities and outcomes seems to be the major stumbling block of tribal education in these talukas. Lack of an understanding such as study through learning seems to be not yet implemented in tribal education curriculum. Issues associated with the infrastructure, services, activities and lack conducive environment at school level has been lavishly discussed in chapter fifth and sixth proved the first hypothesis of the study right: ***“conducive atmosphere in Ashram Schools seems to be hampering the educational achievements of the beneficiaries”*** right. Though, there have been significant efforts to enhance the quality of AS, it failed to reflect on the ground, especially at government-run ASs.

In many occasions, students, especially girls, are not found in school uniform, moreover, they are not provided with utensils and required educational equipment's. Library and laboratories were found not maintained properly though there is a full-time separate post allocated for it even after this school has all the teaching and non-teaching staffs it needs. It shows lack of proper monitoring from the government side. Few students were found interested in sports and shown us their medals and certificates received after participating state and district level school sporting events but lack of special sports teacher, grants for sports and games at school level is forcing them to abandon hopes at school level only.

The student sex ratio shows huge disparity, for example Koparli out of 428 students girls are only 165. Teaching has been found in line with time table but due to unclean class rooms, lack of teaching aids, language and style of teaching students are not able to comply with the learning process. Though which school has boundary wall it also lacks sufficient toilet facilities.

Many suggested that in India any kind of targeting the poor with services is misplaced because, unless they are to serve everyone, they will prove to be universally bad. Jos Mooij's idea of Indian welfare regime is valid here. She argued that there are three trends within the Indian "welfare" context—which the Adivasis are considered to be one of the major beneficiaries—: a collective right-based trend, an individualizing marketization trend, related to that a state policy targeting approach. Her work showed the ways in which market-based provision of basic welfare, such as education, removed protection from state sector and encouraged those who could afford it to leave. Mooij (2014) argued that the overall effect is that the state has become *for* and *of* the poor: creating a provision for the poor. What India ought to focus on, the sociologist Dipankar Gupta (2014) argued, is high-quality service for everyone, and he says the country can afford these. These, seems utopian propositions given that even basic social security measures of poor tribal children discussed earlier are so difficult to fight for . However, this study shows that there is an urgency of a radical policy initiative and better implementation to address the issues related to Ashram Schools in the state.

**Following are some of the broad findings of the study.**

Most of the Ashram school beneficiaries are **first generation learners** and lacking in cultural capital.

The study found that most of the objections about the **availability of regular diet** were from following schools Son, Borad and Koparli and followed by Songirpada, Rajbardi, Jognipada, Pavala and Kothar. In contrast, Kothali and Mandvi students had no objections. Nevertheless, AS statute appendix 27 (a) rule number 3.30 (a) and appendix number 27 (b) rule number 2.43 (d) are especially devoted for diet and calories management issue. Further, selected studies (TRTI Pune, TISS etc.) various media reports, court interventions in this regard likely support the impression that most of the students are not fully happy with the availability of regular diet.

In a view of categorical assessment, the study found that most of the objections about **health facility** were rise from Koparli, followed by Son, Rajbardi, Borad, Kothar, Songirpada, Jognipada and Pavala. In contrast, Kothali and Mandvi students had very fewer objections. Subsequently, 28.61 percent (115 students) were opined that the available health facility in Ashram schools was ‘pleasant’. Around 34.83 percent (140 students) and 14.68 percent (59 students) reported that the facility was ‘moderate’ and ‘unpleasant’ respectively. Nearly 21.89 percent of the sample did not respond to the question. Apart from the above categorical assessment we calculated quantitative assessment for health facility also. Ultimately, it is clear that the highest quantitative deprivation for health facility was found in Koparli, Son, Rajbardi and Kothar (1.06 and 1.09) followed by Borad, Songirpada, Pavala, and Jognipada while Kothali and Mandvi are the premia in this regard. However, it is important to note that the Appendix 10-format 1, format 2, Appendix 11 and 12 of the AS statute firmly emphasize on the timely availability of health services and the provision of legal actions on its failure. This trend highlights the improper implementation of the health facility.

In case of **supply of educational and other necessary items** of daily student’s life such as uniform, shoes, books, notebook, stationery, furniture, utensils etc. the study found that a large portion of the sample (65.92 percent) did not reply to this question.

In case of, **total service deprivation**, with respect to Health and Diet the study found highest deprivation in Koparli (3.44), followed by Son (3.53), Rajbardi (3.55) and Borad (3.57), Pavla (3.59), Kothar (3.61) Jognipada (3.65), Songirpada (3.63). However, Kothali (5.49) and Mandvi (5.36) are superior in this regard.

This study found that there is nil improvement in the **hostel deprivation index for individual amenities** in all sample AS. Individual items such as cot and study table are not delivered to students these lapses affecting the quality of resources.

This study found that out of the total ten samples Ashram schools seven(Koparli, Pavala, Jognipada, Songirpada, Rajbardi, Borad, and Kothar) had a relatively higher deprivation score of 87.5 in 2006 for **common items of hostel deprivation index**. The two girls' Ashram schools Kothali, Mandvi along with Son had scored relatively low at 50.0, 62.5 and 75.0 respectively. By 2016, the provision of facilities at hostels in all AS had improved as shown by a drop in the index value. The deprivation level decreased significantly in Koparli, Pavala, Jognipada, Songirpada, Rajbardi, Borad and Kothar from 87.5 to 37.5. There is a 50.0 point change in deprivation index in mentioned seven AS. On the other hand, Kothali AS had followed all norms of the statute and reached to deprivation free situation with respect to common items. Similarly, Mandvi's hostel deprivation index also declined up to 12.5 in 2016. However, Son deprivation is decreased up to 37.5 point which is not that much impressive.

The study observed substantial variation in the availability of various **classrooms infrastructural facilities** in these sample Ashram schools. Koparli, Pavala and Son faced considerable infrastructural constrain in 2006 with the highest deprivation index value of 77.78 in 2006. These Ashram schools were followed by Jognipada, Rajbardi and Borad with the deprivation index standing at 66.67. Mandvi experienced relatively low deprivation with the index valued at 33.33. As shown in the chart below, although the performance of the scheme improved in the next ten years but not close to the deprivation-free environment. Mandvi performed poorly only on adequate lighting aspect of the infrastructure with the lowest score of 11.11 in 2016.

The study observed significant distinction in the availability of **other infrastructural facilities** in these sample Ashram schools. Koparli, Jognipada, Rajbardi and Son faced considerable infrastructural constraints in 2006 with the highest deprivation index value of 70.00 in 2006. These Ashram schools were followed by Pavala, Songirpada, Mandvi and Borad with the deprivation index standing at 60.00. Kothali and Kothar experienced relatively low deprivation with the index valued at 50.00 as shown in the chart above. The performance of the scheme improved in the next ten years but not close to the deprivation-free environment. Only Kothali performed excellently on all aspect of the other infrastructure and reach the deprivation-free environment in 2016.

In case of **headmasters perceptions on consistency of curricular activities**, this study found that out of total 10 respondents, six (Koparli, Pavala, Jognipada, Songirpada, Rajbardi and Kothar) expressed their moderate level satisfaction with respect to various curricular activities being organized in the Ashram schools and their consistency. On the other hand only 2 (Kothali and Mandvi) reported that they are satisfied with the consistency and activities implemented by various committees. Further, remaining 2 (Son and Borad) stated that they are dissatisfied with activities and consistency. However, if we add moderate and dissatisfied the number goes to 8 which are alarming for AS.

In case of **teachers' perceptions on consistency of curricular activities**, this study found that 15 teachers, out of total 40, eight from Kothali and Mandvi, and two from Songirpada, one from Koparli, Pavala, Jognipada, Rajbardi, and Kothar were opined that the consistency in curricular activities of Ashram schools was 'satisfying'. However, 20 teachers, 12 from Koparli, Pavala, Jognipada and Kothar (three from each school) eight from Songirpada, Son, Rajbardi, and Borad (two from each school) reported that they are moderately satisfied with the consistency. Nevertheless, five teachers, two from Son, two from Borad and one from Rajbardi reported 'dissatisfying' respectively. The reason behind this clear and moderate dissatisfaction may arise due to various unsolved issues of teachers.

In case of **students' perceptions on consistency of curricular activities**, the study found that 112 students (27.9 percent), out of total 402, (63 from Kothali and Mandvi, 30 from Koparli,



Jognipada, Rajbardi, Borad and Kothar (six from each) and 14 from Songirpada and Pavala (seven from each) and five from Son were opined that the consistency in curricular activities of Ashram schools was 'satisfying'. However, 185 students (46 percent), 66 from Koparli, Son and Kothar (22 from each) 46 from Rajbardi and Borad (23 from each), 63 from Pavala, Jognipada and Songirpada (21 from each), seven from Mandvi and three from Kothar reported that they are moderately satisfied with the consistency. Nevertheless, 22.4 percent (90 students), 50 from Koparli, Pavala, Jognipada, Songirpada and Rajbardi (10 from each), 33 from Son, Borad, and Kothar (11 from each), four from Kothali and three from Mandvi reported that the consistency was 'dissatisfying'. Nearly 3.7 percent 15 students of the sample did not respond to the question. If we add the moderate satisfied and dissatisfied numbers this highlights the improper implementation with respect to the provision of curricular activity.

In case of **headmasters' perceptions on consistency of co-curricular activities**, this study found that three (Kothali, Mandvi and Songirpada) out of ten headmasters were opined that the consistency in co-curricular activities in Ashram schools was 'satisfied. However, six (Koparli, Pavala, Jognipada, Rajbardi Borad and Kothar) reported that the consistency was 'moderate'. Nevertheless, one HM from Son reported that the consistency was 'dissatisfying'.

In case of **teachers' perceptions on consistency of co-curricular activities**, this study found that 37.5 percent (15) teachers (eight from Kothali and Mandvi, two from Songirpada and two from Rajbardi, as well as one each from Koparli, Pavala and Jognipada) opined that the consistency in co-curricular activities in Ashram schools was 'satisfying'. However, around 47.5 percent (19) teachers (four from Kothar, three from Jognipada, 12 from Koparli, Pavala, Songirpada, Son, Rajbardi and Borad (two from each) reported that the consistency was 'moderate'. Nevertheless, 15 percent six teachers (two from Son, two from Borad, and one from Koparli and one from Pavala) reported that the consistency was 'dissatisfying' respectively.

In case of **students' perceptions on consistency of co-curricular activities**, this study found that 32.3 percent 130 students (63 from Kothali and Mandvi, 27 from Koparli, Pavala and Kothar nine from each, 40 from Jognipada, Songirpada, Son, Rajbardi, and Borad eight from each)

opined that the consistency in co-curricular activities in Ashram schools was 'satisfied'. However, 42.5 percent 171 students (63 from Koparli, Songirpada, and Borad 21 from each, 60 from Pavala, Son and Kothar 20 from each, 38 from Jognipada and Rajbardi 19 from each, 10 from Kothali and Mandvi five from each) reported that the consistency was 'moderate'. Nevertheless, 19.4 percent 78 students (45 from Koparli, Jognipada, Son, Rajbardi and Kothar nine from each, eight from Pavala and eight from Songirpada as well as 10 from Borad and four from Kothali and three from Mandvi) reported that the consistency was 'dissatisfying' respectively. However, 23 students did not answer this question.

In case of **participation activities and achievements**, this study found that total 72 students have participated in various curricular activities and 78 participated in co-curricular activities. However, most of the participant and achievements' are from Kothali and Mandvi followed by Jognipada, Songirpada, Kothar, Borad, Koparli, Pavala, Rajbardi, and Son. There total 48 achievements in curricular-related activities and 51 in co-curricular.

In case of, **views of students about Teachers**, this study found that out of total 402 students 49 percent (197 students) are reporting moderate view with respect to the overall teachers' activity. Apart from that 35 students (8.71 per cent) are reporting unpleasant remark. Overall no response seems to be taken as students are bound by the system.

In case of, **problems, missing linkages faced by students from teachers**, this study found that nine beneficiaries expressed they do not get any academic encouragement from teachers. Seven answered that teachers use less teaching aids. Six responded that teachers devote less time for teaching. Remarkably, many students replied more than one problem in this regard. As, 35 students responded to this question, yet, 46 are not responded to this, which shows that students are reluctant to share their opinion on this topic because they are afraid of repercussion from the school authority and more importantly students are under their strict vigilance.

In case of, **outcome indicator knowledge gain**, this study found that, 123 students (30.6 percent, mostly from Mandvi and Kothali, followed by Koparli, Jognipada, Rajbardi, Kothar, Pavala Songirpada Son and Borad) out of total 402 respondents conveyed their satisfaction about

the knowledge gain in the Ashram schools. However, the majority of respondents 182 students (45.3 percent, mostly from Pavala and Jognipada followed by Songirpada, Borad Kothar, Koparli, Son, Rajbardi, Kothali, and Mandvi) informed that they were moderately satisfied with the same. It points out the need to undertake more dedicated efforts in dissemination of knowledge. Beneficiaries' knowledge not only augments the human capital base of the society but also generate various positive externalities for the community in proximity. Therefore, these efforts should be considered to be most essential in the tribal community, faring low on all aspects of human development.

In case of, **outcome indicator change in attitude**, this study found that, 119 students (29.6 percent, mostly from Mandvi and Kothali, followed by Koparli, Jognipada, Songirpada, Son, Rajbardi, Kothar, Pavala, and Borad) respondents conveyed their satisfaction about the attitude related gain in the Ashram schools. However, the majority of respondents 178 (44.3 percent, mostly from Pavala and Son followed by Songirpada, Kothar, Jognipada, Rajbardi, Koparli, Borad, Mandvi and Kothali) informed that they were moderately satisfied with the same. It points out the need to undertake more dedicated efforts to change their attitude. However, due to AS education, a sizable number of the tribal people are connecting them with modern education and supporting various development initiatives. In arrears to spread of AS education, they are able to learn other languages, culture, and traditions of other communities and share their culture with others. One may argue that AS education has been successful in changing their conservative attitude towards education and development, at least partially.

In case of, **outcome indicator skill development**, this study found that, 130 (30.8 percent, mostly from Mandvi and Kothali, followed by Pavala, Son, Koparli, Jognipada, Songirpada, Rajbardi, Kothar, and Borad) respondents conveyed their satisfaction about the skill gain in the Ashram schools. However, the majority of respondents 180 (44.8 percent, mostly from Pavala, Son, Jognipada, Songirpada, Kothar, Rajbardi, Koparli, Borad, Mandvi and Kothali) informed that they were moderately satisfied with the same. Nevertheless, 86 (21.4 percent) informed that they are dissatisfied with the skills gained. On the other hand, 6

(1.5 percent) is not responded on this. It points out the need to undertake more dedicated efforts for skill related activities.

In case of, **outcome indicator aspirations**', this study found that, 156 (38.8 percent, mostly from Mandvi and Kothali followed by Jognipada, Kothar, Rajbardi, Songirpada, Koparli Borad, Pavala and Son) respondents conveyed their aspiration towards the government service; however, sizable number of respondents 78 (19.4 percent, mostly from Borad, followed by Kothar, Son, Rajbardi, Koparli, Songirpada, Pavala, Jognipada, Kothali, and Mandvi) informed that they want to work as professional. Interestingly, 60 (14.9 percent, mostly from Kothali and Mandvi, followed by Songirpada, Kothar, Jognipada, Koparli, Pavala, Son, Rajbardi, and Borad) informed that they want to work for the private sector. However, there are 40 (10 percent students, mostly from Son and Pavala followed by Jognipada, Koparli, Songirpada, Rajbardi, Borad, and Kothar) who had not yet fix their aspiration. It points out the need to undertake more dedicated efforts of career guidance related activities.

In case of **correlations** between students' marks for previous three years from 2016 and other three outcome indicators (Knowledge gain, change in Attitude and Skill development) with respect to four variables of resource deprivation indices such as hostel deprivation indices of individual items, common items, classroom deprivation index and other infrastructure deprivation index are found **negative correlations** . However, subsequent two services and two activity-related factors such as diet and health, along with curricular and co-curricular activities have **positive correlations** with respect to four outcome indicators such as marks, knowledge gain, change in attitude, and skill development. It implies that the availability of the said services directly affects the educational performance of the student. Or there is an association between them.

In case of, **enrolments** over the past 10 years have been found increasing in all samples AS. The average students-size among sample AS is 377.4 in 2005-06 which increases to 616.5 in 2015-16 and the average class size is 45.5 students in 2005-06 which reduce 40.9 students in 2015-16. Increase in the enrolments is because of the increasing participation of the girls, and deprived population which indicates the positive externality of the scheme.

In case of, **students perceptions on impact of Ashram school on social life**, this study found that, 178 (44.28 percent, mostly from Jognipada followed by Koparli, Songirpada, Son, Rajbardi, Kothar, Pavala, Borad, Mandvi and Kothali) beneficiary expressed that their social life had significant impact of scheme and 148 (36.82 percent mostly from Kothali followed by Rajbardi, Borad Songirpada, Mandvi, Koparli, Jognipada, Son, Kothar, and Pavala) reported that its very significant which indicates relevance of ashram school scheme.

In case of, **students perceptions on impact of Ashram school on personal life**, this study found that, 182 (45.27 percent, mostly from Jognipada followed by Koparli, Songirpada, Son, Rajbardi, Kothar, Pavala, Borad, Mandvi and Kothali) beneficiary expressed that their personal life had very significant impact of scheme and 141 (35.07 percent mostly from Kothali followed by Rajbardi, Mandvi, Songirpada, Son, Kothar, Koparli, Borad, Jognipada, and Pavala) reported that its significant which indicates relevance of ashram school scheme.

In case of **dropout** students this study found that, boys outnumbered the girls. They belong to 11-15 years age group. They dropped out at 6-7<sup>th</sup> standard levels. There is very limited data available on dropout. Children seemed introvert when they are making conversation with teachers and other officials from education department. As a result, they are not in a position to clarify even minor doubts from the teachers. This is also one of the major reasons behind the drop-out.

The quantitative analysis and responses to the open-ended interview questions related to the available resources, activities and outcome of sample AS revealed that only two (Kothali and Mandvi) Ashram schools could create relatively better educational environment and made huge impact on beneficiaries as well as surrounding communities. Kothali and Mandvi Ashram schools have very distinct characteristics compared to other Ashram schools. The most exclusive characteristics are these schools enjoy community support in their activities. Similarly, they are able to generate resources from own activities, leading to self-reliance of the schools. In addition, these schools are successful to establish cordial relationships with District Educational Officer (DEO) and Project officer (PO) with frequent interactions. Harmonious relationship can be observed among teachers, Head Masters (HM), School Management Committee (SMC)

members and parents of the students. However, other schools – especially -Son and Borad dearth in these fundamental characteristics and other six schools (Koparli, Pavala, Jognipada, Songirpada, Rajbardi and Kothar had moderate in this regard. Educational resources / inputs alone are not enough for social change of tribal families. Apparently, their social, cultural as well as economic concerns also need to be studied and addressed. Nevertheless, only Kothali and Mandvi Ashram Schools are working in this regard and organizing special programmes for that. Yet, other schools are a lesser amount of focus on this issue. However, substantial budget outlay is spent by the Tribal development department on Ashram school education, however, its distribution and outreach is unjust and uneven. For example, only 4,970 rupees are spent per student per year in aided AS and 8,469 rupees on government-run.

## **Abstract**

This study was conducted among ten Ashram school beneficiaries, of two ITDPS and three blocks of Nandurbar district, Maharashtra. Information was collected for last ten years (2005-06 to 2015-16) from 402 students 242 girls and 160 boys from eight to twelve standards and who had an age of 14-19 at the time of survey. Information on resources, activities, deprivation was collected for past ten years however; information on outcomes was collected for last three years only.

Chapter one introduces the status of tribal education and various issues related to Ashram schools especially in Nandurbar and Maharashtra. Furthermore, it establishes the foundations of the research through outcome assessment plan.

Chapter two, the review of literature is based on following themes. A) Tribal development and marginality B) Assessment of TSP C) Ashram Schools and their impact, the relevancy of the literature have been established in accordance with the topic of the study.

Chapter three, historical account of tribal education, deals with the history of tribal education in India. Beginning with the colonial education policies it will go through the initiatives taken by various commissions appointed by the successive post-colonial governments with regard to tribal education especially after the initiation of SCSP and TSP. The chapter problematizes both informal and formal approach of tribal education. Socio-economic profiling of Tribal communities in the study area, contemporary scenarios are also discussed in this chapter.

Chapter four mainly discuss the statute of Ashram school scheme governance vis-à-vis it's day to day functioning on the ground. It will also try to address the research question such as how far the statute are being followed by government and aided Ashram schools.

Chapter five 'Ashram schools, resources, activities and deprivation' principally evaluate the services, material resources, activities and deprivation of sample AS. Beginning with a brief profile of the beneficiaries, it will further look into the aspects of availing scheme, social background of the students and factors led them to join Ashram School. Subsequently, it tries to find the recourse deprivation indices of the three important factors of impact assessment, i.e. Deprivation in hostel facilities, classroom facilities and other major infrastructure those are necessary for Conducive atmosphere in the school. Later, it looks into the views of beneficiaries for diet, health, and educational aid which they get as part of the scheme.

Chapter six assess the following outcome indicators such as average marks, knowledge gain, attitude, skills gain etc. from sample Ashram schools with respect to various resources, activities and deprivation indices.

In chapter seven this research is validated with the concluding chapter which is based on the observations of the previous chapters, certain inferences have been drawn.

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**Annexure I a**  
**Overview of School-wise Absence of the Components in the Hostel Facility**  
**Individual Amenities**

Components	Pavala				Jognipada				Kothali			
	Status 2016	Status* Weight	Status 2006	Status* Weight	Status 2016	Status* Weight	Status 2006	Status* Weight	Status 2016	Status* Weight	Status 2006	Status* Weight
1	1	20	1	20	1	20	1	20	0	0	0	0
2	0	0	0	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	0	0	0	0
4	1	20	1	20	1	20	1	20	1	20	1	20
5	0	0	0	0	0	0	0	0	0	0	0	0
<b>Index</b>		40		40		40		40		20		20

**Hostel deprivation Index (Individual Amenities)**

Components	Songirpada				Son Kh				Mandvi			
	Status 2016	Status* Weight	Status 2006	Status* Weight	Status 2016	Status* Weight	Status 2006	Status* Weight	Status 2016	Status* Weight	Status 2006	Status* Weight
1	1	20	1	20	1	20	1	20	0	0	0	0
2	0	0	0	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	0	0	0	0
4	1	20	1	20	1	20	1	20	1	20	1	20
5	0	0	0	0	0	0	0	0	0	0	0	0
<b>Index</b>		40		40		40		40		20		20

**Hostel deprivation Index (Individual Amenities)**

Components	Rajbardi				Borad				Kothar			
	Status 2016	Status* Weight	Status 2006	Status* Weight	Status 2016	Status* Weight	Status 2006	Status* Weight	Status 2016	Weight	Status 2006	Status* Weight
1	1	20	1	20	1	20	1	20	1	20	1	20
2	0	0	0	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	0	0	0	0
4	1	20	1	20	1	20	1	20	1	20	1	20
5	0	0	0	0	0	0	0	0	0	0	0	0
<b>Index</b>		40		40		40		40		40		40

**Annexure I b**  
**Overview of School-wise Absence of the Components in the Hostel Facility**  
**Common Amenities**

Components	Pavala				Jognipada				Kothali			
	Status 2016	Status* Weight	Status 2006	Status* Weight	Status 2016	Status* Weight	Status 2006	Status* Weight	Status 2016	Weight	Status 2006	Status* Weight
1	0	0	1	12.5	0	0	1	12.5	0	0	0	0
2	0	0	1	12.5	0	0	1	12.5	0	0	1	12.5
3	0	0	1	12.5	0	0	1	12.5	0	0	1	12.5
4	1	12.5	1	12.5	1	12.5	1	12.5	0	0	1	12.5
5	0	0	0	0	0	0	0	0	0	0	0	0
6	0	0	1	12.5	0	0	1	12.5	0	0	0	0
7	1	12.5	1	12.5	1	12.5	1	12.5	0	0	1	12.5
8	1	12.5	1	12.5	1	12.5	1	12.5	0	0	0	0.0
<b>Index</b>		37.5		87.5		37.5		87.5				50.0

**Hostel deprivation Index (Common Amenities)**

Components	Songirpada				Son Kh				Mandvi			
	Status 2016	Status* Weight	Status 2006	Status* Weight	Status 2016	Status* Weight	Status 2006	Status* Weight	Status 2016	Weight	Status 2006	Status* Weight
1	0	0	1	12.5	0	0	1	12.5	0	0	0	0
2	0	0	1	12.5	0	0	1	12.5	0	0	1	12.5
3	0	0	1	12.5	0	0	1	12.5	0	0	1	12.5
4	1	12.5	1	12.5	1	12.5	1	12.5	0	0	1	12.5
5	0	0	0	0	0	0	0	0	0	0	0	0
6	0	0	1	12.5	0	0	1	12.5	0	0	0	0
7	1	12.5	1	12.5	1	12.5	1	12.5	1	12.5	1	12.5
8	1	12.5	1	12.5	1	12.5	1	12.5	0	0	1	12.5
<b>Index</b>		37.5		87.5		37.5		87.5		12.5		62.5

**Hostel deprivation Index (Common Amenities)**

Components	Rajbardi				Borad				Kothar			
	Status 2016	Status* Weight	Status 2006	Status* Weight	Status 2016	Status* Weight	Status 2006	Status* Weight	Status 2016	Weight	Status 2006	Status* Weight
1	0	0	1	12.5	0	0	1	12.5	0	0	1	12.5
2	0	0	1	12.5	0	0	1	12.5	0	0	1	12.5
3	0	0	1	12.5	0	0	1	12.5	0	0	1	12.5
4	1	12.5	1	12.5	1	12.5	1	12.5	1	12.5	1	12.5
5	0	0	0	0	0	0	0	0	0	0	0	0
6	0	0	1	12.5	0	0	1	12.5	0	0	1	12.5
7	1	12.5	1	12.5	1	12.5	1	12.5	1	12.5	1	12.5
8	1	12.5	1	12.5	1	12.5	1	12.5	1	12.5	1	12.5
<b>Index</b>		37.5		87.5		37.5		87.5		37.5		87.5

## Annexure II

### School-wise absence of the components of the classroom infrastructure

Components	Pavla				Jognipada				Kothali			
	Status 2016	Weight	Status 2006	Weight	Status 2016	Weight	Status 2006	Weight	Status 2016	Weight	Status 2006	Weight
1	1	11.11	1	11.11	1	11.11	1	11.11	1	11.11	1	11.11
2	1	11.11	1	11.11	1	11.11	1	11.11	0	0.00	0	0.00
3	0	0.00	1	11.11	0	0.00	1	11.11	0	0.00	1	11.11
4	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
5	0	0.00	1	11.11	0	0.00	1	11.11	0	0.00	0	0.00
6	0	0.00	1	11.11	0	0.00	0	0.00	0	0.00	0	0.00
7	1	11.11	1	11.11	1	11.11	1	11.11	0	0.00	1	11.11
8	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
9	1	11.11	1	11.11	1	11.11	1	11.11	0	0.00	1	11.11
<b>Index</b>		<b>44.44</b>		<b>77.78</b>		<b>44.44</b>		<b>66.67</b>		<b>11.11</b>		<b>44.44</b>

### Classroom deprivation index

Components	Songirpada				Son Kh.				Mandvi			
	Status 2016	Weight	Status 2006	Weight	Status 2016	Weight	Status 2006	Weight	Status 2016	Weight	Status 2006	Weight
1	1	11.11	1	11.11	1	11.11	1	11.11	1	11.11	1	11.11
2	0	0.00	0	0.00	1	11.11	1	11.11	0	0.00	0	0.00
3	0	0.00	1	11.11	1	11.11	1	11.11	0	0.00	0	0.00
4	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
5	0	0.00	1	11.11	1	11.11	1	11.11	0	0.00	0	0.00
6	1	11.11	1	11.11	0	0.00	1	11.11	0	0.00	1	11.11
7	0	0.00	0	0.00	0	0.00	1	11.11	0	0.00	0	0.00
8	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
9	1	11.11	1	11.11	1	11.11	1	11.11	0	0.00	1	11.11
<b>Index</b>		<b>33.33</b>		<b>55.56</b>		<b>55.56</b>		<b>77.78</b>		<b>11.11</b>		<b>33.33</b>

### Classroom deprivation index

Components	Rajbardi				Borad				Kothar			
	Status 2016	Weight	Status 2006	Weight	Status 2016	Weight	Status 2006	Weight	Status 2016	Weight	Status 2006	Weight
1	1	11.11	1	11.11	1	11.11	1	11.11	1	11.11	1	11.11
2	1	11.11	1	11.11	1	11.11	1	11.11	0	0.00	1	11.11
3	0	0.00	1	11.11	0	0.00	0	0.00	0	0.00	0	0.00
4	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
5	1	11.11	1	11.11	0	0.00	1	11.11	0	0.00	1	11.11
6	1	11.11	1	11.11	1	11.11	1	11.11	1	11.11	1	11.11
7	0	0.00	0	0.00	0	0.00	1	11.11	0	0.00	0	0.00
8	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
9	1	11.11	1	11.11	1	11.11	1	11.11	1	11.11	1	11.11
<b>Index</b>		<b>55.56</b>		<b>66.67</b>		<b>44.44</b>		<b>66.67</b>		<b>33.33</b>		<b>55.56</b>

**Annexure III**  
School-wise absence of the components of other Infrastructure

Components	Pavla				Jognipada				Kothali			
	Status 2016	Weight	Status 2006	Weight	Status 2016	Weight	Status 2006	Weight	Status 2016	Weight	Status 2006	Weight
1	1	10.00	1	10.00	0	0.00	1	10.00	0	0.00	1	10.00
2	1	10.00	1	10.00	1	10.00	1	10.00	0	0.00	0	0.00
3	0	0.00	1	10.00	0	0.00	1	10.00	0	0.00	1	10.00
4	0	0.00	1	10.00	0	0.00	1	10.00	0	0.00	1	10.00
5	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
6	1	10.00	1	10.00	1	10.00	1	10.00	0	0.00	1	10.00
7	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
8	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
9	0	0.00	1	10.00	1	10.00	1	10.00	0	0.00	1	10.00
10	0	0.00	0	0.00	1	10.00	1	10.00	0	0.00	0	0.00
<b>Index</b>		<b>30.00</b>		<b>60.00</b>		<b>40.00</b>		<b>70.00</b>		<b>0.00</b>		<b>50.00</b>

Other Infrastructure deprivation index

Components	Songirpada				Son Kh				Mandvi			
	Status 2016	Weight	Status 2006	Weight	Status 2016	Weight	Status 2006	Weight	Status 2016	Weight	Status 2006	Weight
1	1	10.00	1	10.00	0	0.00	1	10.00	1	10.00	1	10.00
2	0	0.00	1	10.00	1	10.00	1	10.00	0	0.00	1	10.00
3	0	0.00	1	10.00	1	10.00	1	10.00	0	0.00	1	10.00
4	0	0.00	1	10.00	0	0.00	1	10.00	0	0.00	1	10.00
5	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
6	1	10.00	1	10.00	1	10.00	1	10.00	1	10.00	1	10.00
7	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	10.00
8	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
9	0	0.00	0	0.00	1	10.00	1	10.00	0	0.00	0	0.00
10	0	0.00	1	10.00	0	0.00	1	10.00	0	0.00	0	0.00
<b>Index</b>		<b>20.00</b>		<b>60.00</b>		<b>40.00</b>		<b>70.00</b>		<b>20.00</b>		<b>60.00</b>

Other Infrastructure deprivation index

Components	Rajbardi				Borad				Kothar			
	Status 2016	Weight	Status 2006	Weight	Status 2016	Weight	Status 2006	Weight	Status 2016	Weight	Status 2006	Weight
1	1	10.00	1	10.00	1	10.00	1	10.00	0	0.00	1	10.00
2	0	0.00	1	10.00	0	0.00	1	10.00	1	10.00	1	10.00
3	0	0.00	1	10.00	1	10.00	1	10.00	1	10.00	1	10.00
4	0	0.00	1	10.00	0	0.00	1	10.00	0	0.00	1	10.00
5	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
6	1	10.00	1	10.00	1	10.00	1	10.00	1	10.00	1	10.00
7	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
8	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
9	1	10.00	1	10.00	0	0.00	1	10.00	0	0.00	0	0.00
10	1	10.00	1	10.00	0	0.00	0	0.00	0	0.00	0	0.00
<b>Index</b>		<b>40.00</b>		<b>70.00</b>		<b>30.00</b>		<b>60.00</b>		<b>30.00</b>		<b>50.00</b>



**Annexure- IV**  
Educational Development Index of Nandurbar District

EDI Indicators	Maharashtra	Nandurbar District	Nandurbar Blocks					
			Akkalkuwa	Dhadgaon	Talode	Shahade	Nandurbar	Nawapur
Access								
Ratio of Primary to Upper Primary Schools/Sections	1.84	2.83						
Percentage of Habitations not Served by Primary education facility	4.65	18.28						
Availability of Schools per 1000 Child Population	6.24	8.93						
Infrastructure								
Student Classroom Ratio (SCR) morethan30/35	25.21	36.79	40.93	26.14	44.02	48.36	43.66	20.22
Percentage of schools do not have Drinking water facility	5.6	2.4	1.6	7.9	2.2	2.2	0.9	0.0
Percentage of schools do not have separate toilet for boys	9.1	12.5	12.4	24.6	20.7	12.6	3.8	5.6
Percentage of schools do not have separate toilet for girls	24.0	27.7	37.1	59.0	23.9	20.8	9.4	15.4
Teachers								
Percentage of Schools with Female Teachers (in schools with 2 and more teachers	68.11	57.62	66.02	79.33	26.63	21.92	21.53	33.15
Pupil Teacher Ratio (PTR) More than30 /35	28.05	30.03	24.45	17.63	39.67	42.90	40.12	19.38
Single teacher school in Primary Schools and enrolment is more than 15	2.69	0.17	0.87	0.00	0.00	0.00	0.00	0.00
Less than 3 teachers in Upper Primary Schools	9.00	6.97	5.93	18.52	15.66	2.44	3.47	2.70
Teachers without Professional Qualification	1.74	1.20	0.6	0.9	0	4.2	0.1	0.3
Outcome								
Gender Parity Index	0.88	0.90	0.93	0.96	0.88	0.89	0.85	0.93
Apparent Survival Rate (Grade1-7)	98.11	67.97	60.69	34.37	66.79	63.42	84.79	93.56
Dropout rate	2.35	7.81	15.5	17.8	2.3	10.7	3.1	5.1
Transition Rate from Primary to Upper Primary level (only for Upper Primary level)	98.2	83.9	76.4	61.5	93.6	76.3	96.9	93.9

Source: EDI Maharashtra, 2011-12

Annexure-V (a)



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**Impact Assessment of Educational Scheme: A Study of Ashram Schools in  
Nandurbar District**

**QUESTIONNAIRE for Students**

**Note: Information collected will be used only for study purpose**

Questionnaire No: ..... Name and Address of Ashram School: .....

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**1) Profile of Beneficiary**

- 1.1) Name of the beneficiary: .....
- 1.2) Date of Birth: .....
- 1.3) Caste/Tribe: .....
- 1.4) Address: .....
- 1.5) Current standard: .....
- 1.6) Branch if any: .....
- 1.7) Year and standard when you join to this Ashram School: .....
- 1.8) Any other important: .....

**1.9) Household Information:**

Sr.No.	Household member	Relation	Age	Education	Occupation
1					
2					
3					
4					
5					

**2) Availing the Scheme**

- 2.1 How did you and your family come to know about the Ashram School scheme?
  - a) Relatives                      b) Friends                      c) ITDP office                      d) Local level politician
  - e) Any other, specify: \_\_\_\_\_

2.2 Who helped in the Ashram School admission? .....

2.3 Among the following what were the factors lead to choose present Ashram School?

- a) Family/relative’s advice,    b) Friends/past student’s    c) Closeness of school  
d) Teachers,    e) Any other

### 3) Resources

3.1 Give the status of following recourses in Ashram School?

Item	Sub items									
	1	2	3	4	5	6	7	8	9	10
a) Hostel facility										
b) Classroom infrastructure										
c) Food/Diet										
d) Other Physical Infrastructure Facility										
e) Curricular assistance										
f) Staff situation										
g) Land										
h) Water & Hygiene										

Note: Circle or tick marks the sub item if there is improvement in it.

- a) 1-Separate building 2- Cots 3-Mattresses and blankets 4-Fan, 5-Mosquito protection, 6- Sufficient Lighting, 7-Sufficient toilets and bathroom,8- Study table,9-Locker/ box,10- Drinking water and Sanitation, 11-Entertainment facility 12-Fire extinguisher 13- Safety Alarm  
b) 1-Sufficient Lighting 2-Adequate sitting arrangement 3-Good blackboard 4- Supplementary stationary chalk, duster ,table, chair 5-Charts, maps other informative things 6-Teaching aids, display of student works 7-Adequate number of classroom 8-Ventilation 9-Computer and other modern equipment  
c) 1-Adequate 2-Inadequate 3-Very inadequate, 4-Follow norms of AS Statute5- Monotonous 6-Supply interrupted  
d) 1-Boundary wall 2-Library 3-Science laboratory 4- Computer 5-Play ground 6-Sufficient toilets 7-First Aid 8-HM room 9- Teacher room 10-Common hall  
e) 1-Uniform 2-Shoes 3-Notebooks, Pen pencil etc.4-Utensils etc.  
f) 1-Full no vacancy in teaching 2-Vacancy of 2-3 post 3-Vacancyof more than 3 post 4-Non teaching staff vacancy up to 2  
g) Land details and any other natural or special resource  
h) 1-Sufficient, 2-Insufficient

3.2 What was your view about the hostel / lodging boarding facility offered by Ashram School?    a) Adequate    b) Inadequate    c) Very inadequate

3.3 Did you feel any inefficiency in hostel management?

- a) Yes            b) No            c) Unsure

3.4 What was your view about the diet offered by Ashram School?

- a) Adequate and Tasty            b) Inadequate and little tasty  
c) Very inadequate and tasteless

3.5 Did you feel any inefficiency in diet management?

- a) Yes            b) No            c) Unsure

3.6 What was your view about the health facility provided by Ashram School?

- a) Pleasant            b) Moderate            c) Unpleasant

#### 4) Activities

4.1 Give the status of Activities implemented in Ashram school?

Item	Sub items									
	1	2	3	4	5	6	7	8	9	10
Curricular Activities										
Co-curricular activities										

Note: Circle or tick marks the sub item if there is improvement in it.

Curricular activities are formal in nature (classroom teaching, instructional education, examination, evaluation)while co-curricular activities are informal (singing, dancing, gardening, mass drill, community work, games, etc.)

- a) 1-Reading books, 2-Going through newspapers and journals 3-Spent time in laboratory workshop, or doing important assignments for class work 4-Read about different festivals, ceremonies and celebrations 5-Essay writing  
b) 1-NCC 2-Scout/Guide 3-Debate 4-Drawing 5-Cultural evening dance, Singing etc.  
6 Independence, Republic day 7-Indigenous Day and Other important day's 8-Science exhibition 9-Kho-Kho 10-Kabbadi 11-Running 12- Gola fake 13-Bhala fake

4.2 Give information about participation in educational, sports or other social, cultural activities and achievements in it

<b>Participation (Curricular Activities )</b>	Achievements if any
<b>Participation (Co-Curricular Activities)</b>	Achievements if any

4.3 What was your view about the consistency of curricular activities organized by Ashram School? a) Satisfied b) Moderate satisfied c) Dissatisfied

4.4 What was your view about the consistency of co-curricular activities organized by Ashram School? a) Satisfied b) Moderate satisfied c) Dissatisfied

4.5 What was your view about the teachers in Ashram School?  
a) Pleasant b) Moderate c) Unpleasant

4.6 If unpleasant what are problems, missing linkage that you observe about this facility?  
1. Language 2. No encouragement 3. Less use of teaching aids  
4. Teaching method 5. Less time devotion 6. Any other

4.7 What was your view about the discipline maintain by Ashram School?  
a) Good b) Moderate c) Not good

**5) Outcome**

5.1 Give your past three years marks in percentage?

Year	Percentage

5.2 Give your perception on Awareness or Knowledge gain in Ashram School?  
a) Satisfied b) Moderate satisfied c) Dissatisfied

- 5.3 Give your perception on Attitude change /gain in Ashram School?  
a) Satisfied                      b) Moderate satisfied                      c) Dissatisfied
- 5.4 Give your perception on Skill gain in Ashram School?  
a) Satisfied                      b) Moderate satisfied                      c) Dissatisfied
- 5.5 Give your perception on Career Aspiration?  
a) Satisfied                      b) Moderate satisfied                      c) Dissatisfied

**6) Impact**

- 6.1 How do you see your prospects considering Ashram school?  
a) Good                      b) Moderate                      c) Doubtful                      d) Dark
- 6.2 Ashram Schools impact on social life?  
a) Very Significant      b) Significant                      c) Insignificant
- 6.3 Ashram Schools impact on personal life?  
a) Very Significant      b) Significant                      c) Insignificant
- 6.4 Give your urgent problems with reference to your current and future educational needs?  
.....
- 6.5 Give the suggestions for betterment of Ashram School scheme?  
.....

Annexure V (b)



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**Impact Assessment of Educational Scheme: A Study of Ashram Schools in  
Nandurbar District**

**QUESTIONNAIRE for Teachers**

**Note: Information collected will be used only for study purpose**

---

Questionnaire No: ..... Name and Address of Ashram School: .....

Management Government Aided

---

1. Name: .....
2. Sex: .....
3. Date of Birth: .....
4. Caste/Tribe: .....
5. Address: .....
6. Education: .....
7. Year when you join to this Ashram School: .....
8. Give your views about the resources available in Ashram School?  
.....
9. Give your views about the consistency of curricular activities organized by Ashram School?  
.....
10. Give your views about the consistency of co-curricular activities organized by Ashram School?  
.....
11. Give your views about the outcome generated by Ashram School?  
.....
12. Give your views about the impact of by Ashram School on students 'and other beneficiaries?  
.....
13. Give your urgent problems with reference to your current and future educational needs?  
.....
14. Give the suggestions for betterment of Ashram School scheme?  
.....

Annexure V (c)



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**Impact Assessment of Educational Scheme: A Study of Ashram Schools in  
Nandurbar District**

**QUESTIONNAIRE for Headmasters**

**Note: Information collected will be used only for study purpose**

---

Questionnaire No: ..... Name and Address of Ashram School: .....

Management Government Aided

---

1. Name: .....
2. Sex: .....
3. Date of Birth: .....
4. Caste/Tribe: .....
5. Address: .....
6. Education: .....
7. Year when you join to this Ashram School: .....
8. Give your views about the resources available in Ashram School?  
.....
9. Give your views about the consistency of curricular activities organized by Ashram School?  
.....
10. Give your views about the consistency of co-curricular activities organized by Ashram School?  
.....
11. Give your views about the outcome generated by Ashram School?  
.....
12. Give your views about the impact of by Ashram School on students 'and other beneficiaries?  
.....
13. Give your urgent problems with reference to your current and future educational needs?  
.....
14. Give the suggestions for betterment of Ashram School scheme?  
.....



Annexure V (d)



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**Impact Assessment of Educational Scheme: A Study of Ashram Schools in  
Nandurbar District**

**QUESTIONNAIRE for Ex-students**

**Note: Information collected will be used only for study purpose**

---

Questionnaire No: ..... Name and Address of Ashram School: .....

Management Government Aided

---

1. Name: .....
2. Sex: .....
3. Date of Birth: .....
4. Caste/Tribe: .....
5. Address: .....
6. Education: .....
7. Occupation: ..... Income: .....
8. Year when you join to this Ashram School: .....
9. When you left to this Ashram School: .....
10. Give your views about the resources available in Ashram School?  
.....
11. Give your views about the consistency of curricular activities organized by Ashram School?  
.....
12. Give your views about the consistency of co-curricular activities organized by Ashram School?  
.....
13. Give your views about the outcome generated by Ashram School?  
.....
14. Give your perception (satisfied, moderate satisfied, dissatisfied) on following socio-economic indicators with respect to impact of Ashram School scheme.
  - a) Civic participation
  - b) Economic spillover
  - c) Health spillover
  - d) other benefits
15. Give the suggestions for betterment of Ashram School scheme?

Rajesh Danane with Mr. Abhijit Raut (IAS) ITDP, Taloda



Field survey



IMPACT ASSESSMENT OF EDUCATIONAL SCHEME: A STUDY OF ASHRAM  
SCHOOLS IN NANDURBAR DISTRICT

EXECUTIVE SUMMARY

SUBMITTED IN FULFILLMENT

OF THE REQUIREMENTS FOR THE DEGREE

OF

DOCTOR OF PHILOSOPHY

IN

ECONOMICS

AT



GOKHALE INSTITUTE OF POLITICS AND ECONOMICS

By

RAJESH DINKAR DANANE

Under Guidance of

Dr. ABHILASH T.

GOKHALE INSTITUTE OF POLITICS AND ECONOMICS

2017

## **Executive Summary**

The present research; “Impact Assessment of Educational Scheme: A study of Ashram Schools in Nandurbar District”, is based on primary research coupled with secondary sources following a mixed method approach to understand the complexity of continued deprivation and exclusion facing by Ashram school students. The study though small scale has therefore helped us map both the scale and complexity of educational and social issues facing by AS teachers and students. It has also brought out startling facts about the educational and socio-economic milieu of this beneficiaries by judging the level of awareness /knowledge, attitude, skills and aspirations they have availed and the changes has occurred in the material conditions of beneficiaries that shows the government and its agencies have conspicuously failed in delivering educational and constitutional rights to the beneficiaries of AS. This study has specifically looked into the implementation aspects of the AS scheme and AS statute that aimed at the overall development of beneficiaries.

Lack of infrastructure facilities, geographical isolation and cultural capital, unlike the other communities, accounts for their perpetual educational backwardness, poverty and makes them vulnerable to social injustice and exploitation. Their parents’ livelihood is largely depending upon farming, migration and wage labour. Such a destitute life will always have a negative impact on their achievements and literacy rate.

This study signals that there is a significant gap in achievement has been generating among its beneficiaries. With reference to resource conditions, those are studying in government AS are disadvantaged than to the grant in aid. However, the general problem with the government AS is that due to the cumbersome administrative procedures many of them had given up education and joins to labour work. The positive results of the AS scheme could be found only among Kothali and Mandvi schools as they firmly follow rules of the AS statute.

### **Research Design and Samples**

This study has covered a total of ten AS out of 125 in Akrani (3 AS) Taloda (2 AS) and Nandurbar (5 AS) blocks of Nandurbar district so as to ensure diversity and population compositions. The study helped us to understand the changes in their educational views and their livelihoods. The survey focused on studying the resource status and multi-dimensional

nature of educational deprivation and exclusion. The size of sample is 402 students, (160 boys and 242 girls). The necessary primary data has been collected through field visits along with a semi-structured questionnaire. The secondary data has been collected through the government reports; organizational reports, data from village, taluka district Project Officers (ITDP), revenue offices and archival visits. Other documents are published as well as unpublished research reports and academic journal articles etc.

### **Objectives of the Study**

To assess the status of available resources in sample Ashram schools.

To assess the perceptions on consistency of activities in sample Ashram Schools.

To assess the perceptions on outcome of beneficiaries in sample Ashram Schools.

To assess the impact of sample Ashram schools with respect to principle objectives of Ashram Schools.

### **Education of Scheduled Tribes**

In India, tribal's live in the forest-clad hills and valleys which is often far away from the mainland with poor infrastructure and other means of communications. They live mostly in scattered settlements rather than villages, which makes them difficult to access education facilities for the whole communities. Teachers from mainland are often reluctant to work in schools in tribal areas because of the distance from towns, lack of infrastructure and other amenities. Moreover, tribal students also face difficulties in following prescribed text books which are not in their mother tongue, occasionally; content is not appropriately designed for their livelihood.

### **Ashram Schools**

In this regard, the government and grant-in-aid Ashram schools have significant role in tribal education. Tribal development department, Government of Maharashtra, is financially supporting 528 government and 556 aided residential Ashram Schools in hilly and remote regions of the state. These voluntary organizations running AS are receiving 100 per cent grants from government on the pay and allowances of the teaching and non-teaching staff and maintenance grant at the rate of 900 per month per child. Expenditure equal to 12 per cent of the

salary is given for the book, writing material, furniture and contingencies is also borne by the government. 8 percent of the salary bills also paid to the organization for providing uniform to the students, utensils and bed-sheets etc. Approximately 75 per cent of the actual rate is also paid to them as grant-in-aid. Voluntary organizations are also grants at the rate of 3 Lacks for the construction of Primary school buildings and 5 lacks for the post-metric AS.

### **Nandurbar District**

Nandurbar, one of the tribal districts of Maharashtra, is situated on the triangular confluence of the three states viz Maharashtra, Gujarat and Madhya Pradesh. Majority of its population live among the remote and isolated hills and ranges of the Satpuda. The overall history of the district shows that poverty, illiteracy, ignorance, superstitions, blind practices and outdated faiths have proved to be the major hindrances on keeping the tribal and rural communities away from the main stream of life. After taking all these ill circumstances into consideration, government as well as many social workers and institutions realized that illiteracy is the root cause of all the social, educational and economic problems of the district and education is the basic need and the source for the overall boost of the people of the district.

### **Tribal- Sub Plan**

The Special Component Plan for Scheduled Castes (SCP) and the Tribal Sub-Plan (TSP) were innovated and devised in the 1970s as specific developmental instruments to secure for the SCs and STs a due share of developmental schemes and corresponding outlays, not less than their population-proportion, so as to bridge the gap in their development and advancement. The TSP and SCP are one of the most significant offerings to the cause of social justice for Dalits and Adivasis.

### **Statute of Ashram School**

Theoretically, statute is a formal written enactment of a legislative authority that governs a state, city or country. Typically, statutes command or prohibit something or declare a policy. In the context of Ashram School, statute is a set of permanent rule established by the government to govern the internal affairs of the scheme. Ashram school statute elaborates the set of rules and regulations to be followed by both government and aided ashram schools. It primarily covers aspects like, first,

regulation of the schools, second, protection of beneficiary's right and finally, to enforce rights and resolve potential conflicts. In principle, the statute prevents or deters the mismanagement of the resources and tries to ensure the functioning of the schools without any hindrance.

### **Impact process**

By and large, impact assessment focuses on whether a policy or intervention has succeeded in terms of its objectives or, it may be a wider assessment of overall changes caused by the policy or intervention—positive and negative, intended or unintended. In short, as author Chris Roche defines impact as ‘the systematic analysis of the lasting or significant changes’

### **Resources**

This retrospective study primarily assessed the hostel, classroom and other infrastructure resources through student's perceptions and deprivation index. It was considered important to seek how beneficiaries perceive the present availability of various resources as one of the indicator of successful implementation of the scheme. Beneficiaries were asked to rate their perceptions about the availability of various infrastructure facilities on the scale of ‘Adequate’, ‘Inadequate’ and ‘Very Inadequate’.

### **Hostel Deprivation Index**

Deprivation indices for year 2006 and 2016 (See Annexure I) are compared to understand the progress of the sample AS and improvement in the provision of hostel infrastructural facilities. As shown in the chart 4.2 and annexure I, this study found that out of total ten samples Ashram schools eight had a relatively higher deprivation score of 69.23 in 2006 for hostel facility. The two girls' Ashram schools (Kothali and Mandvi) had scored relatively low at 38.46 and 46.15 respectively. By 2016, the provision of facilities at hostels in all AS had improved as shown by a drop in the index value. The deprivation level decreased significantly in Pavala from 69.23 to 23.08. There is a 38.46 point decrease in four AS (Rajbardi, Borad, Son, and Kothar). On the other hand, Kothali AS had better hostel facilities in 2006 and that improved even more and almost reached to the best level. The deprivation index for Kothali was the lowest (38.46) in the sample in 2006 and dropped to 7.69 in 2016. Similarly, Mandvi's hostel deprivation index also declined to 15.38 in 2016 from 46.15 in 2006.

## **Classroom Infrastructure Deprivation Index**

The study observed substantial variation in the availability of various classrooms infrastructural facilities in these sample Ashram schools. Koparli, Pavala and Son faced considerable classroom infrastructural constrains in 2006 with the highest deprivation index value of 77.78 in 2006. These Ashram schools were followed by Jognipada, Rajbardi and Borad with the deprivation index standing at 66.67. Mandvi experienced relatively low deprivation with the index valued at 33.33. As shown in the chart 4.3 and annexure II, although the performance of the scheme improved in next ten years but not close to deprivation-free environment. Mandvi performed poorly only on adequate lighting aspect of the infrastructure with the score of 11.11 in 2016.

## **Deprivation index for other infrastructure of Ashram school**

The study observed substantial variation in the availability of other infrastructural facilities in these sample Ashram schools. Koparli, Jognipada, Rajbardi and Son faced considerable other infrastructural constrains in 2006 with the highest deprivation index value of 70.00 in 2006. These Ashram schools were followed by Pavala, Songirpada, Mandvi and Borad with the deprivation index standing at 60.00. Kothali and Kothar experienced relatively low deprivation with the index valued at 50.00 as shown in the chart 4.4 and annexure III. The performance of the scheme improved in next ten years but not close to deprivation-free environment. Only Kothali performed excellent on all aspect of the other infrastructure and reach the deprivation-free environment in 2016.

## **Activities**

Activities /interventions are formal as well as informal in nature and part of the over-all instructional programme. There is involvement of the teaching, non-teaching staff and other stake holders in it. Activities that are carried out inside the classroom, in the laboratory or in the workshop and have reference to the prescribed courses are named 'curricular activities'. Co-curricular activities encompass singing, dancing, gardening, mass drill, community work, games, etc.



**Rationale of curricular and co-curricular activities:**

- Organization of curricular activities enables students to be active in the classroom and the organization of co-curricular activities brings sound health and proper physical fitness among the students through organizing games and sports.
- Proper organization of curricular activities develops study habits among the students. And the co-curricular activities develop literary talents of the students.
- Organization of curricular activities provides both theoretical and practical knowledge to students in their taught subject matters and co-curricular activities provide scope to apply the obtained knowledge in different situations.
- Proper organization of curricular activities enables the students to have their academic brilliance by acquiring mastery over their subjects of study. And co-curricular activities provide ample scope for the students for social adjustment through different social activities.
- Organization of curricular activities gives a sound theoretical knowledge and understanding about useful, responsible and democratic citizenship to the students in the classroom situation. This becomes possible through academic treatment of civics and politics. For practicing the spirit of this type of citizenship among the students, co-curricular activities are to be organized through formation of student unions, student councils etc. in the educational institution. The cause behind it is to train the students practically how to develop responsible democratic citizenship. Thus above mention points explain the rationale of various activities executed in AS.

**Outcome**

Outcomes are the short-term and intermediate changes that occur in learners, as a direct result of the educational activity, or experience. Effects of outcome are either at the individual or group level. Objectives of Ashram school schemes reflect the different outcomes that might be sought. However, educational objectives are state what the participant will do learn or gain through a scheme. Nevertheless, in order to assess 'Outcomes' of the scheme, students' perceptions about the gain of awareness (Knowledge), change in Attitude, Skills and Aspiration are inquired here.

As 30.6 percent of respondents conveyed their satisfaction about the knowledge gain in the Ashram schools; however majority of respondents (45.3 percent) informed that they were

moderately satisfied about the same. It points out the need to undertake more dedicated efforts in dissemination of knowledge. Beneficiaries' knowledge not only augment human capital base of the society but also generate various positive externalities for the community in proximity. Therefore, these efforts should be considered to be most essential in the tribal community, faring low on all aspects of human development.

While 29.6 percent of respondents conveyed their satisfaction about the attitude related gain in the Ashram schools; however majority of respondents (44.3 percent) informed that they were moderately satisfied about the same. It points out the need to undertake more dedicated efforts for change the attitude.

Though, 30.8 percent of respondents conveyed their satisfaction about the skill gain in the Ashram schools; however majority of respondents (44.8 percent) informed that they were moderately satisfied about the same. Nevertheless, 21.4 percent informed that they are dissatisfied with the skills gain. On the other hand 1.5 percent is not respond on this. It points out the need to undertake more dedicated efforts for skill related activities.

Since 38.8 percent of respondents conveyed their aspiration towards the government service; however, sizable number of respondents (19.4 percent) informed that they want to work as professional. Interestingly, 14.9 percent informed that they want to work for private sector. However, there are 10 percent students who had not it fix their aspiration. It points out the need to undertake more dedicated efforts of career guidance related activities.

## **Impact**

Impacts are the broader changes that occur within the community, organization, society, or environment as a result of program outcomes. Pearson's Correlation has been calculated to find relationship between deprivation index in 2016 and students' performance. Correlation test is used to evaluate the association between two or more variables. Pearson correlation ( $r$ ) measures a linear dependence between two variables. Students' average marks for previous three years from 2016 and deprivation indices are negative. Further the correlation coefficient between the students' performance and classroom deprivation index as on 2016 was negative and statistically

significant at 10 percent. It implies that the non-availability of the said infrastructure facilities affects the educational performance of student. It therefore signifies the importance of policies and measures to reduce deprivations in different aspects of students' life in sample Ashram Schools.

Only two out of ten sample AS (Kothali and Mandvi) could create relatively better educational environment and made huge impact on beneficiaries as well as surrounding communities. The synthesis of indicators reveals that these two schools have very distinct characteristics compared to other schools. The most exclusive characteristics are these schools enjoy community support in their activities. Similarly, they are able to generate resources from own activities, leading to self-reliance of the schools. In addition, these schools are successful to establish cordial relationships with District Educational Officer (DEO) and Project officer (PO) with frequent interactions. Harmonious relationship can be observed among teachers, Head Masters (HM), School Management Committee (SMC) members and parents of the students. Most of the other schools lack in these fundamental characteristics.

There is a lack of state or national level role model like Kavita Raut, a sports icon who belong to tribal community from this region. Educational resources / inputs alone are not enough for social change of tribal families. Apparently, their social, cultural as well as economic concerns also need to be addressed. However, AS barely address such issue. Apart from that many government AS teachers keeping themselves away from local social and political issues. Further, due to lack of attitude and aspirations, lack of leadership and devotion in activities, poor role of alumnus and their organizations and lack of pressure groups are some important reasons for unsatisfactory effect / changes / impact in this regard.

It is expected that AS scheme make the community aware of the importance of the education through systematic publicity and motivational programmes. However, a follow-up resources, activities and outcome of sample AS revealed that active role of School Management Committee (SMC), Integrated Tribal Development Programme (ITDP), and Non-Governmental Organizations (NGOs) as well as teaching and nonteaching staff got good success in increasing awareness about education. However, SMC mostly include the deliberations on schools physical

condition. Discussions on how to minimize students' retention and boost up their learning achievement rarely come on the agenda. SMC members need to be oriented their school purpose is not more participation in the SMC meetings; they are supposed to bring parents' or villagers' concerns to the meeting tables and send meeting outcomes to the parents and villagers.

This study primarily addresses two research questions, first, "are the agencies concerned to the Ashram Schools in Nandurbar district implementing the governmental policies and objectives in the expected way?" on that the study shows that though there is a realization among the state and its agencies that their existing policy paradigms are not in consonance with the tribal realities social dynamics. It require a fresh imagination in the policy deliberation in case of tribal education. As discussed in the chapter three, Ashram school project has a well-defined statute that can address the issues if it follows meticulously. However, it seems, the privately-run Ashram schools are have become a major auxiliary player in this issue, seems to be not following the statute properly. This keeps the Adivasis firmly at the bottom of social hierarchy.

Moreover, on the ground, due to inadequate resources very less positive externalities are generated in the minds of beneficiaries rather there are big chances for creation of negative externalities such as decrease in respect and educational interest as well as it may hamper their educational outcome such as knowledge gain (awareness), attitude, skills and aspirations and create gap between AS and its objectives. However, this gap and relationship between resources and impact seems to be the major stumbling block of tribal education in these talukas.

Lack of an understanding such as study through learning seems to be not yet implemented in tribal education curriculum. Issues associated with the infrastructure and lack conducive environment at school level has been lavishly discussed in chapter 3<sup>rd</sup> and 4<sup>th</sup> proved the first hypothesis of the study right: "*conducive atmosphere in Ashram Schools seems to be hampering the educational achievements of the beneficiaries*" right. Though there have been significant efforts to enhance the quality of AS, it failed to reflect on the ground, especially at government-run ASs.

In many occasions, students, especially girls, are not found in school uniform, moreover, they are not provided with utensils and required educational equipment's (see images in Chapter III).

Library and laboratories were found not maintained properly though there is a full-time separate posts allocated for it even after this school has all the teaching and non-teaching staffs it needs. It shows lack of proper monitoring from the government side. Few students were found interested in sports and shown us their medals and certificates received after participating state and district level school sporting events but lack of special sports teacher, grants for sports and games at school level is forcing them to abandon hopes at school level only.

The students' gender ratio is also shows huge disparity, for example, at Koparli out of 428 students girls are only 165. Teaching has been found in line with time table but due to unclean class rooms, lack of teaching aids, language and style of teaching students are not able to comply with the learning process. Though Ashram school has boundary wall it also lacks sufficient toilet and water facilities.

As far as impact is concerned, though there are substantial level of improvement in the AS programme many issues are yet be recognized and addressed. For instance, lack of decentralization in the power structure regarding the management of school adversely affecting the outcome of the scheme. As per the AS statue almost 80 per cent rules vest authority to Tribal Commissioner, ATC and PO. The headmaster who holds the sole responsibilities doesn't have the legal power to make independent decisions in case of a critical situation. There is a clear disbelief on headmasters from the Commissioner, ATC, PO and tribal department seems to be fiercely hierarchical while dealing with parents and teachers. The study also found out the inconsistencies in addressing issues like underutilization of the existing schools, duplication of the service, girls enrolment, water and sanitation facilities, monitoring diet and fewer involvement of community and parents significantly hampering the aim of the scheme. This proves the second hypothesis "inconsistencies in implementation along with less-involvement of beneficiaries are hampering the objectives of Ashram School scheme in Nandurbar district" right.

Likewise, in case of teaching, teachers are forbidden to take independent decisions even in emergency situations. What emerges from this field research is how the most vulnerable tribal students living in Ashram Schools, sometimes, with no physical protection of any kind under severe exploitative conditions, thus shaping the process of inequality beyond the village context

and in the modern education system, leading to the continued powerlessness and oppression of the Adivasi community. Almost all AS comes with their own problems that mostly associated with geographical and regional differences.

On the contrary, yet, efforts by the governments to specifically address the issues associated with AS seems to be dysfunctional. Field evidences supports the idea that the agencies that are running these institutions are seems to be focusing only on cosmetic changes in the functioning of the schools but largely reluctant to ease its stringent rules and regulations with regard to the functioning of the school. Irregularity associated with the day to day functioning of the school is yet another dilemma which needs to be addressed on urgent basis. The study also surveyed a small number of alumni (51) which AS scheme has created a small group of elites from its first generation learners, but these are more alienated from the community they leave behind and integrated themselves into the upper strata they have supposedly reached. This is hardly a happy situation and can be cause for concerns on its own.

Many suggested that in India any kind of targeting the poor with services is misplaced because, unless they are to serve everyone, they will prove to be universally bad. Jos Mooij's idea of Indian welfare regime is valid here. She argued that there are three trends within the Indian "welfare" context—which the Adivasis are considered to be one of the major beneficiaries—: a collective right-based trend, an individualizing marketization trend, related to that a state policy targeting approach. Her work showed the ways in which market-based provision of basic welfare, such as education, removed protection from state sector and encouraged those who could afford it to leave. Mooij (2014) argued that the overall effect is that the state has become *for* and *of* the poor: creating a provision for the poor. What India ought to focus on, the sociologist Dipankar Gupta (2014) argued, is high-quality service for everyone, and he says the country can afford these. These, seems utopian propositions given that even basic social security measures of poor tribal children discussed earlier are so difficult to fight for . However, this study shows that there is an urgency of a radical policy initiative to address the issues related to Ashram Schools in the state, because, much of the structural imbalances of power and exploitative vulnerabilities within the Ashram school programme, remained unnoticed since its inception, even as many incidents of blatant human rights violations slackened by the media and civil right activists.