AN EMPIRICAL STUDY ON THE WORKING OF ASHRAM SCHOOLS (BOYS AND GIRLS RESIDENTIAL) WITH SPECIAL REFERENCE TO TRIBAL AREAS LOCATED ON INTER-STATE BORDER AREAS OF CENTRAL INDIA (MAHARASHTRA, CHHATTISGARH AND MADHYA PRADESH)

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Executive Summary

It is a well-accepted fact that education is a powerful weapon to undo the historical marginalization of the downtrodden and a tool beyond parallel for their empowerment. This is equally true for Tribal population. Since independence, the Government of India has adopted multi-pronged strategies and programmes and projects to bring the Tribals into the mainstream through educational empowerment. The majority of infrastructure development and provision of basic amenities in tribal areas in India is carried out through Central and State Government run schemes and policies, while the Ministry of Tribal Affairs fills the critical gaps left in those schemes through additional initiatives. The establishment of Ashram Schools is one of the best examples of the same.

Ashram schools are residential schools operating in remote and inaccessible areas of forest. The students studying in these schools belong to scheduled tribe communities residing in nearby areas. Along with free education, study material, stationery, and uniform in Ashram Schools, the students are supported with accommodation, food, and medical assistance. Though the entire concept appears to be very promising, the children studying here encounter many challenges as well.

Even after more than three decades into the experiment with ashram schools, tribal education is still a matter of concern. At the interstate borders, generally, forest cover is more. A tribal living in the forest is living near his/her roots and far from the mainstream. It is far from the main developed cities as well. Therefore, whether the benefits of education through Ashram Schools are reaching the intended beneficiaries from remote tribal areas becomes a relevant topic of research. The education system comprising of Ashram Schools is an incentive-based system created by the government. As such, it is also essential to research the impact of this system on the upliftment and integration of tribals into the mainstream.

Integration in the mainstream is not about the process of urbanisation. It is about having the same standard of living that one is generally getting in urban areas. This required opportunities to grow educationally and thus economically along with the cultural identities in the forest tribal areas. Thus, research is required to see if the

education imparted at Ashram Schools is making its student confident to integrate into the mainstream along with his/her own cultural identity.

With these targets in mind, and by evaluating the research undertaken on the subject previously, an empirical research study was required to see the implementation of various schemes relating to Ashram schools on the ground. It was also seen that a research study from the legal perspective with a sample size of 1000+ at interstate borders of Maharashtra, Madhya Pradesh and Chhattisgarh has not been carried out so far. Consequently, the present research assumes profound significance.

The present research study is divided into 11 chapters including introduction and research methodology. The summary of all the chapters including major findings, conclusion and suggestions is given below.

The Central Indian States of Maharashtra, Madhya Pradesh and Chhattisgarh have a comparatively higher concentration of Scheduled Tribe population. Since most of their life is intrinsically linked with forests, most of the tribal areas located on inter-state borders are secluded and cut-off from the mainstream. The states of Maharashtra, Madhya Pradesh and Chhattisgarh were selected for the study and the Ashram schools located on the intersecting borders of these states were indentified for collection of data regarding the functioning of Ashram schools. Despite a large number of developmental initiatives for the upliftment of the tribals, the tribal areas of central India are predominantly forest-based with little or no access to Pucca roads and, consequently, to markets and educational institutions resulting in their isolation and high concentration of poverty.

The study provides an assessment of the working of Ashram schools in inter-state borders of Central India. Out of the 104.3 million tribal population in the country, around four-fifth (80%) of them live in the heart of India. As already stated above, the intersecting border areas of Madhya Pradesh, Maharashtra and Chhattisgarh are deeply forested. These areas are marked by multiple social problems, low levels of education, high incidence of poverty, low level of employment and marginalization amongst tribals, as also being affected by naxalism, malnutrition, excessive alcohol consumption, early marriage, and illiteracy.

The study was conducted to the districts located at the intersecting borders of the three states of central India. The three states are:

1. Maharashtra

2. Madhya Pradesh

3. Chhattisgarh

There are a total of 35 districts of the above-mentioned states which are intersecting with each other. In each district, there are many talukas; but there are 85 taluka which are intersecting with the above-mentioned state borders.

Out of 35 intersecting districts, a total of 19 districts are selected to collect data. Out of 85 Talukas, a total of 53 Talukas at the intersecting borders and having Ashram and Ashram Schools were covered from the above-mentioned 19 districts. From each Taluka/Tehsil, one Ashram and Ashram school were visited to collect data. In all, data was collected from 1087 respondents by visiting 53 Ashram and Ashram Schools in 53 different Talukas of 19 districts; and 48 administrative authorities from 19 districts were covered.

The main stakeholders of the Ashram school's are the Principal, Teachers, Students of the Ashram School, Parents whose wards are learning in the Ashram School, Alumni of the Ashram School, and the warden of the Ashram i.e the hostel of the Ashram School. In addition to this, administrative authorities from Tribal Welfare Department under whom Ashram Schools and Ashrams are running in the districts located at the border. Thus, a total of 7 categories of respondents were identified to collect data. Thus, in all, total 1087 is the sample size which is studied in the project.

The present study employs the stratified method of sampling. The universe was first divided into different strata as per the district. Then, from each stratum, three Ashram Schools from three Talukas were located at the border on a random basis.

The doctrinal data about the administration of Ashram School-related policies was collected through Annual Reports and policy documents uploaded on the official websites of the State Governments and by visiting offices located in the districts. Analysis of data was undertaken using Descriptive statistics and Inferential statistics. SPSS software was employed for the same. In descriptive statistics,

measures of central tendency are used and the data is presented narratively. In inferential analysis, estimating parameters and hypothesis testing was done using SPSS tools.

The following objectives are achieved after due analysis: -

- Analysis of the existing legal regime including the policies and schemes relevant to Ashram Schools

- Investigation of the adequacy of legal regime governing establishment and operation of Ashram Schools

- Assessment of the functioning of the Ashram Schools and analyze the problems in their working

- Analysis of rate of admission, retention, progression and drop out of students in Ashram Schools and their integration into mainstream society

- Analysis of the analyze the retention of the teachers

- Identification of the measures taken for skill development and assess the learning outcomes of students at the Ashram schools

- Analysis of the impact of limiting Ashram School upto secondary level only

- Analysis of the increase in education and literacy levels as a result of Ashram Schools

- Analysis of the analogous study of the efficacy of Ashram Schools located in interior tribal areas and at periphery of urban areas

- Evaluation of the measures taken for integration of students of Ashram Schools with other student groups

- Identification of the correlation between social problems unique to tribal areas and tribal education

- Investigation on the ashram schools, if they are able to keep tribal children away from an atmosphere which is detrimental for the development of their personality and outlook, and to suggest measures to be taken to achieve the goals of the Ashram Schools.

The Ashram Schools were established under Tribal Sub Plan (TSP) in 1990-91. The implementation of the TSP strategy in an area is based on its tribal population

percentage. The TSP has been renamed as Scheduled Tribe Component (STC) by the Ministry of Finance with effect from 2017-2018 after the merger of plan and non-plan expenditures and 41 Central Ministries/Departments have been identified for earmarking the funds in proportion to ST population based upon 2011 census in the concerned state. The main aim of the STC is to monitor the allocation and flow of funds from general sectors of the central ministries/departments for the benefit of the Schedule Tribes.

As per the Guidelines for programmes under the Specialized Central Assistance to Tribal Sub Scheme (SCA to TSS) issued by the Ministry of Tribal Affairs in 2019, the allocation of funds among the State is based upon the proportion of ST population, Tribal Area, past performance and vulnerability. At present, for the financial cycle 2021-2026, the Ministry of Tribal Affairs has revamped and widened the scope of SCA to TSS to include a few more schemes including Pradhan Mantri Adi Adarsh Gram Yojna and others. However, in these developments, Ashram Schools are not seen to be mentioned. Until 2017, a fund was allocated separately for the Ashram Schools. However, post-merger of the scheme of TSP to STC, no funds were allocated for the specific head of Ashram Schools.

Summarizing the study, one can see that even though ashram schools are established under the aegis of the Central Government, yet they do not get adequate recognition or importance.

For analyzing the effective functioning of *Ashram* schools, it was essential to study the educational, infrastructural and social environment of the respondents. Based on analysis of data from various stakeholders like Principals, teachers, students, Alumni, Wardens and Parents, the following findings have been arrived at.

Major Findings:

1. **Legal regime including the policies and schemes relevant to *Ashram* Schools and its adequacy.**

   i. Rights of tribal children pertaining to the education envisaged under the Indian legal regime including governmental schemes and polices are in consonance with rights given under international legal regime for which India is a party. Residential schools are not made compulsory in any

international instrument. Moreover, education is allowed to be given as per the economic capacity of the state.

ii. Art 13 of ICESCR and Right to Free and Compulsory Education Act 2009 is in tune with each other as both emphasized on availability, accessibility, acceptability and adoptability. Right to Free and Compulsory Education Act 2009 forms the basis to impart free and compulsory education to children including tribal children, however, it has also not mentioned about residential school. Thus, it is found that Ashram School, a residential school based on traditional concept, is a creative and bold step taken in the interest of the education of tribal children.

iii. It was found that until 2017, funds for 'Establishment of *Ashram* schools' were allocated under a distinct head. After the subsuming of TSP to SCA to TSP, funds were granted under the head 'SCA to TSP' which dealt with many factors including 'Establishment of *Ashram* Schools'. Presently, the scope of SCA to TSS has been widened and more tribal development schemes are introduced. It is leading to a much smaller amount being utilized for establishment and maintenance of *Ashram* Schools.

iv. The amount of funds allocated to the States is based upon the proposals received by the concerned state under the scheme "Special Central Assistance to Tribal Sub-Plan for setting up of *Ashram* Schools in Tribal Sub-Plan Areas" by the Ministry of Tribal Affairs. On considering the details of the funds allocated in the financial year 2017-2018 by the MoTA, it has been observed that Maharashtra has been found consistent in forwarding new projects for setting up of *Ashram* schools in all the three financial years and a fund of Rs. 10,429.32 (In lakhs) was allocated. In India, as per the functionality status of the *Ashram* Schools released in 2019 by the Ministry of Tribal Affairs (MoTA), 187 sanctioned *Ashram* schools are non-functioning in various States. Madhya Pradesh has the highest number of non-functioning sanctioned *Ashram* schools.

2. Working of the Ashram School

Administration: The Department of Tribal Affairs of the state government takes care of the working of the Ashram and Ashram Schools both. There are no standard guidelines prescribed to be followed for the implementation and

monitoring of the scheme of *Ashram* Schools by the Central Government. Maharashtra has its own *Ashram* School Code to implement and monitor schemes relating to Ashram and Ashram School, while in Madhya Pradesh and Chhattisgarh it was not found.

Facilities Free of Cost: Only Scheduled Tribe students are entitled for free lodging and boarding in Ashram schools. Girls' students and boys' students have separate Ashram. In Ashram Schools, separate washrooms are arranged. The Ashram Schools, in Maharashtra and Madhya Pradesh are co-ed. In Maharashtra and Madhya Pradesh, the building of Ashram and School is same mostly; it's only that one section of a building is given for Ashram and another for classes. In Chhattisgarh, school is different; it is not Ashram School. The school is at a distance of mostly 500mtr.

Infrastructure: The number of classrooms were found to be in proportion with the number of students in the class. But additional facilities such as a library, common area, playground, computer and a smart class are not available in *Ashram* schools except in Maharashtra. Ground is available in each Ashram School/ Ashram. But few grounds are maintained and found safe to play.

Course curriculum and medium of instructions

It is found that, only in the scheme of Ashram School, education is imparted in state regional language and they are running state board. The course curriculum prescribed by the state education board is followed. No special curriculum is made for tribal children/students.

Meals and Health

The meals are served within the school and Ashram. A diet plan is followed in all schools and Ashram. In all the districts, the serving of food items mainly egg and milk/tea is less than Rice, Chapati, Sabzi and Dal. Regular medical check-up camps for students are conducted, even though frequency is different not only from state to state but also at district-to-district level. All have first aid boxes. The provision of ambulance is found in some districts in Maharashtra. But no permanent medical staff including doctors, nurses and compounders are seen in any Ashram School/Ashram even though it is prescribed under the Ashram School Scheme.

Inspections

The project officers appointed by the State Tribal Welfare Departments are primarily responsible for inspecting and evaluating the functioning of the *Ashram* schools. The inspection is conducted majority for infrastructure and to inspect the arrangement for meals and health. A fewer number of inspections were found to be conducted to inspect the quality of the education imparted at the Ashram School.

Drop out of students in *Ashram* Schools

It was found that the main reasons behind dropouts are poverty, followed by parents migrating for work. Other reasons include: no motivation to study, issue of alcohol consumption amongst parent, thus they need to be present at home, early marriage, dis-interested students, and health problems. In Madhya Pradesh, poverty, parent's migration for work and health issues are the cause while in Chhattisgarh, alcohol consumption, early marriage, infrastructural issues, health problems and loss of identity were observed to be the main reasons behind dropouts.

Motivation

Greater retention and progression rates are attained when students get rewards for their success. It was found that the state Tribal Development Departments of all three states are taking steps for improving retention and progression rate of students by spreading awareness regarding scholarships, providing incentives and vocational training to students.

Retention, pedagogy, and training of the teachers

The student-teacher ratio required under the Right to Education Act, 2009 is 1:35 and the same is being followed in all *Ashram* schools' studies. The teacher and principal respondents shared that they would like to continue in Ashram as this is government job. However, as in Maharashtra, teachers and principal are required to be at school residence and they are getting quarter, thus they have issues in the availability of teachers as teachers, at times, refuse to live away from their families for long duration. Teachers of all subjects found to be recruited in the Ashram School except a specialised teacher for skill development, Counsellor and Sanskrit teachers.

As per the responses received from the teacher and students, the teaching pedagogy is not consisting of modern aids. The pedagogies which do not need any technological aid, even they are also found less in use.

Teachers are getting training in all three states relating to curriculum, pedagogy, dealing with the adolescent students, even though the frequency is not up to the mark. However, no training found for the development of the teacher- emotionally and academically.

3. Assess the learning outcomes of students at the *Ashram* schools

The *Ashram* schools in Madhya Pradesh and Chhattisgarh are conducting regular classes and thus found restricted only up to academics. Most of the *Ashram* schools in Maharashtra include academics, sports, and skill development in the school curriculum. The expected outcome of the Ashram School is to prepare students to integrate into the mainstream and to provide conducive environment to study. To understand the attainment of this outcome, parents and alumni were interviewed. As per the parent respondents of all states, they found their wards are more interactive and confident. Most of them wanted to send their wards for higher education as well. As per alumni of all the states, they have issue of inferiority complex. Student respondents gave mix response; students from interior area said that they are liking to study in Ashram School as they are getting free food and accommodation and students from relatively developed districts said that they are satisfied but they want the facilities like computers, library etc. It is found that most of the alumni have inferiority complex while taking higher education after 12th.

4. Assessing the impact of *Ashram* School on education and literacy levels

It is found that the positive attitude of the parents towards educating their children as well as of the students to educate themselves is increasing but more than education, it is found that due to free accommodation and meals, students prefer to be in ashram School/Ashram. As it is residential, thus, it is easier for the parents. It was also found that students have no guidance in Ashram relating to their studies.

5. **The efficacy of *Ashram* Schools located in interior tribal areas and at periphery of urban areas.**

The efficacy of ashram schools located the periphery of urban area and in the interior area was studied on taluka of Nagpur-Gondiya: Betul- Balaghat, and Bilaspur- Rajnandgaon. (In this, the first mentioned district's taluka is at the periphery of the urban area and the other one is located at the interior area, which are also in forest). There is no difference in basic facilities, like classrooms, separate Ashram, beddings, books, as also meals and medical health support. But the difference lies in the quality and additional facilities given in these districts. The Ashram schools located at the periphery of the urban areas found more efficient than interior tribal area and near to the state border in various aspects.

6. **Measures taken for integration of students at *Ashram* Schools with other student groups.**

The Maharashtra *Ashram* schools organize the most inter school championships for student integration, followed by Madhya Pradesh while in Chhattisgarh no such programme is organised. It is found that even though students in Chhattisgarh are already integrated as they are not in ashram school where exclusively scheduled tribe students learn, still students have not been found confident which one can see after integration with the mainstreamers.

Not found arrangements like student exchange programmes, teacher exchange programmes, and extension activities which generally help integration.

7. **Correlation between social problems unique to tribal areas and tribal education and contribution of *Ashram* schools in creating and giving a conducive atmosphere for the education of tribal children.**

As per the principal, teacher, and parent respondents of all three states, addiction to alcohol, early marriage, poverty, and health issues are major social problems prevalent in the Scheduled Tribes. Loss of cultural identity is a prevailing social problem in Madhya Pradesh and Chhattisgarh while no such problem could be identified Maharashtra.

In all three states a greater number of people have integrated into the mainstream as per the response of parents. The parent respondents also informed that they are getting counselling regarding benefits of the education. In Chhattisgarh, students

are unwilling to go home as they are getting free food and accommodation facilities in the *Ashram.*

It is found that Ashram School is not involved and organised programmes to bring awareness amongst people relating to alcohol addiction, early marriages etc. Their programmes are limited only up to the Ashram School. Beyond that, no other initiative has been undertaken in the interest of that area.

2. Conclusion

Schools are the constructors of society, foundation of the nation building and students are the future of the nation. The school days are the most cherished days. Thus, it creates a lifelong impact on children. However, not every child is able to cherish school days. Economic, social and at times cultural issues and disparities create obstacles. Scheduled tribe children, living in deep the forest, are the victim of such issues. There are many scheduled tribe children living in remotest area that they can't afford education. Therefore, since the independence of India, with the help of Planning Commission of India, various ad hoc committees, constitutional provisions, enactments, and also with the help of governmental schemes and policies, we have created a unique concept of residential school, that is Ashram School.

Even though the literacy rate is increasing, however, it may be noted that the true realization of literacy levels is required to be measured upon a combination of quantitative and qualitative achievements by the child. The goal of education is overall development of the child's personality, completion of higher education, securing a job, stronger capabilities to compete with the outer world, attaining financial, social and cultural stability and above all capacity to contribute to the development of the society and country.

The position at the borders where forest cover is more, the situation is underdeveloped than the main cities of the state. In the present research, a doctrinal and empirical study was done to analyze the working of Ashram Schools which were established exclusively for the scheduled tribes. The Ashram Schools were selected from the intersecting borders of the state of Maharashtra, Madhya Pradesh and Chhattisgarh.

A tribal population is considered as vulnerable in the entire world. Thus, various international conventions/declaration are in place to protect the rights of the tribals. International legal regime also protects the right to education of all irrespective of caste, race and creed etc. India is a party of most of these conventions. Indian Constitution guarantees fundamental rights. Art 21 protects the right to life and liberty and also under Art 21A protects the right to education. The Right to Free and Compulsory Education Act came into force in 2009 and a revolutionary change has been seen in the education related policies. Thus, Ashram Schools was started running under the governmental scheme coupled with RTE Act 2009.

The legal regime, regarding establishment of the Ashram Schools is adequate, but its implementation is found weak. To improve it qualitatively, there is no policy which will make it mandatory to upgrade the existing infrastructure. There is also no policy which makes it mandatory to place demand relating to technological advancements. The compulsion to recruit a trainer for the skill development, counsellor including career counsellor etc. which motivate students, teachers and principal are not seen which may arrest the issue of drop out amongst the students. The efforts to integrate students in the mainstream are not streamlined. They are uncertain. Policies about giving awards to students, teachers and principal, as also Ashram warden are not in place. Thus, the issue of retention of teachers is unaddressed.

The measures taken for skill development are incomplete without having a trained skill trainer. Making local handicrafts, sports, etc., such many skills can be developed amongst the tribal children. Ashram school has been jelled so much that even though some schools are restricted only up to primary level, still students are comfortable in joining other school. However, in the process, many do not join school. To help students to get admitted in the other Ashram School, not seen any tie ups, or collaborations amongst the Ashram Schools. Indeed, the literacy level is increasing, but there is a difference between literacy between education. The concept of 'education' is wider than 'literacy'. The Ashram Schools is established to educate scheduled tribe children. The awareness amongst parents regarding education is increasing as said by parents, teachers and principals. But still there is a difference between the working and outcomes at the taluka- districts located at the interior i.e., near to the state border and taluka- districts located at the periphery

of the urban area. Passionate efforts and strategic planning to integrate students into the mainstream and to bring them at par with all lacking. Thus, the activities which may help integration are not proportionate with the requirement.

As Ashram school is imparting education as given in course curriculum prescribed by the state board, and it is not designed as per the demand or issues of a particular area, thus Ashram school education and the social problems unique to tribal area are not co-related. For example, Kanker, Rajnandgoan, Gadchiroli, Mandla, Balaghat etc. are recognized as LWE districts, but the course curriculum is similar with other areas, and also less active in conducting additional activities. Mungeli, Mohalla Manpur, Annupur etc. have highlighted poverty as the social problem, however, there have not been any programmes in the school which will make students more skilled.

Students in Ashram school are living in Ashram. Therefore, they are away from their homes wherein, it is likely that they have no conducive environment for education in their home. Many students, mainly from the interior areas, responded that they do not want to go back even during holidays, as they are getting food and accommodation in Ashram. In the routine after-school hours, activities for the development of personality are not seen in the majority of the Ashram Schools.

3. Suggestions

Based on the findings of the research, following suggestions are made to all the stakeholders in brief,

Achieving Holistic Development: Ashram School concept is based on the ancient culture prevalent in India. Holistic development of tribal children and integration in the mainstream was the main reason to establish it. Thus, working of the Ashram School should be able to develop school children holistically. To attain this, elements of Sanskrit should be imparted in the Ashram School in reality. An integrated approach towards tribal culture and ancient Indian culture needs to advocate.

Infrastructural development is the dire need of the Ashram School: Upgrade the infrastructure of the Ashram Schools as a policy. Give the infrastructure at par with the best schools in India.

Implementation of Schemes and Right to Education Act 2009: Right of Children to Free and Compulsory Education Act, 2009 is in tune with the obligations covered under and Art 13 ICESCR and Art 28 of CRC.

Implementation of 4As: It should be implemented as it speaks about quality education. Emphasis on the quality education should be given.

The 4As, namely:

Availability,

Accessibility,

Acceptability and

Adoptability should be implemented in letter and spirit.

Governing Regulations: Uniform rules or guidelines which will be applicable for the working of Ashram Schools should be implemented.

- **Schemes**: While introducing new schemes, the focus from old schemes should not be compromised. Prefer to strengthen the old schemes. The schemes should not be competitive with each other, but they must be supplementary for each other. It will increase the outcome of the schemes.

- **Website**: The updating the information relating to the Ashram Schools on the website must be included in the rules. At present mostly Tribal Development Department of State is dealing with the Ashram Schools, and Ashram.

Each Ashram school should have a website. Its infrastructure, facilities, about principal and teachers and warden as also about the number of students should be mentioned on the web site.

Monitoring and supervision: Project officers and administrative authorities responsible for implementing the *Ashram* school scheme must plan and do regular visits to ensure transparency and accountability on the part of school authorities

The National Human Rights Commission, State Human Rights Commissions, Child Rights Commissions should also be involved in the inspections. These commissions should have jurisdiction to look into the matter not only after violations of rights, but prevention of violations should also be made part of their jurisdiction.

A suo-moto cognizance should be taken for the enhancement of the quality infrastructure and quality education in the Ashram Schools.

Enhancement of learning: Learning experience of Ashram Students must be joyous. Outcome based education must be aimed.

- The curriculum applicable for the tribal students should be designed which will make students ready to meet the challenges of their life. Curriculum should be learner centric and must be able to enhance emotional and intellect quotient.

- **"Non-School Board-Examination System"** may be introduced in schools to give small capsule courses of 10 to 12 hours on any two topics in each academic year.

Academic Vibrancy: Academic vibrancy should be created in the Ashram School. It must be more passionate. Students from tribal areas are having less family support for academics. Thus, efforts of the government and ashram school should be strategic and robust.

- Teaching pedagogy: A serious approach should be kept while selecting teaching pedagogy for the students learning in the school. It must be scientific in nature. The teaching aids should be technologically advanced. The pedagogies used in the Ashram Schools must include experiential, and participative.

- Assessment should be done at various stages in order to estimate the level of learning. Continuous assessment model should be implemented. Based on its outcome, again new innovative activities should be conducted.

- Co-curricular, and extra- curricular: Policy of conducting of Co-curricular, and extra- curricular - intra and inter school, both, should be made mandatory to conduct in Ashram School.

- **Competitive exams and activities**: Competitions should be organised. Winners and participants should be awarded. The efforts to enhance competence should be done.

- Sports: The benefits of the sports should be made aware. Students should get training in different types of sports- indoor and outdoor both. Athletics should be emphasised in sports.

- Training: Before conducting any activity, either co-curricular or extra-curricular in nature, a training should be given of that activity. More such opportunities should be created to train students, and to make them confident.

Motivation: Students should be motivated for small and big success as also for his efforts. Along with the recognition in the school assemblies, certificate of merit and certificate of participation should be given. These small steps do wonder especially when we are dealing with school children.

Skill development programmes: The skill development programmes must not be restricted only up to the tribal culture. The scope of skill development programmes should be wide. Along with farming and making of local artifacts, computer training, web designing, communication skills training etc should be implemented.

Student Engagement in Ashram: The ashram must not be limited only up to lodging and boarding. But it must come out as "All Round Development Centre" for the tribal students. Ashram must upbring the students like parents.

Awareness Regarding the Governmental Schemes amongst Students

The students in the Ashram School are the end users of the governmental schemes in true sense. Students and parents must be made aware about these schemes by arranging interactive sessions with administrative authorities at least once in a month. Students are getting DBT, so that they can purchase goods required for them while studying and also which is required to maintain health and hygiene. A monitoring system may be created in Ashram to check if student is spending money for the right reasons or not.

An Educational Aid Clinic: On the line of Legal Aid clinic, an educational aid clinic should be established in each Ashram School. In this clinic, information about governmental schemes, various rights relating to children, and education, should be given. The Tribal Development Department and Education Department in collaboration with the University located nearest to the Ashram School should run this clinic. University's National Service Scheme can be used for the same. Proper record should be maintained and should be submitted to the Tribal Development Authority and Education Department to take necessary action. This will create awareness amongst students, and it will also help in the integration of students with the outer world.

Decode the serious social problems with the help of experts, mainly naxalism like problems. Identify the reasons. Draft small capsule courses addressing those reasons. Right information, right action at right stage creates righteous environment.

Library and Computer Centre: Library and Computer centre should be established in each Ashram School and it must be upgraded regularly. One portion of the books in library should be motivational. Computer with internet facility should be arranged. There are many educational documentaries, which may be displayed.

A library should be developed for the teachers also. Books on children, adolescents, education, teaching pedagogies and subject related latest books/ articles/ editions should be available for the teachers.

Newspapers should also be available as it will keep all connected with the outer world.

Teachers' Training and Welfare: Innovative pedagogies to equip students with advance developments should be used. This will be more learner centric. Sensitive, empathetic, and enthusiastic teachers must be appointed to improve the outcome levels.

Teachers' welfare should also be prioritised. They should be motivated through awards and recognition. As Kendriya Vidyalaya, Eklavya Residential Schools are mentioned under a specific category for the National Teacher Award, likewise, Ashram School should also be mentioned under a separate category.

Integration: Students of Ashram School should feel to be belonging to the same education system. After passing out from the Ashram School, they should not feel inferior to other. Hence efforts for the integration should be made, at intra tribal community level, and inter- tribal taluka-district level.

- Student-teacher exchange programmes: Exchange programmes of Ashram school students and teachers should be implemented with Ashram Schools which are performing better and vice-versa and also with other types of schools. A tie up can be done with other best schools.

- Opportunities of calling stakeholders in the Ashram School should be focussed and opportunities to visit other establishments should be increased.

Health and Hygiene: Adequate infrastructure in the form of potable water, clean toilets, bathrooms, hygienic kitchen, clean dining areas and should be made available to the school children. Moreover, in Ashram study room should be created along with the library. It will enhance the atmosphere to study.

Leveraging CSR to improve *Ashram*shalas: The Corporates can be asked to create Corporate Social Responsibility (CSR) projects in sync with the spirit of long-term improvement of the *Ashram* schools. Infrastructure upgradation, maintenance of existing facilities and skill training are the areas wherein the corporate expertise can be used to improve the quality of schools.

Right based approach: A right based approach is required. Tribal students of the Ashram School should not perceive as a liability by the government and civil society too. They should become the asset for the country and its development. They must be contributing India to become "Atma Nirbhar Bharat".

List of Abbreviations

Abbreviation	Full-Form
ATC	Assistant Tribal Commissioner
CESCR	UN Committee on Economic Social and Cultural Rights
CRC	Convention on the Rights of the Child 1989
DBT	Direct Benefit Transfer
DAPST	Development Action Plan for Scheduled Tribes
EWS	Economically Weaker Section
GoI	Government of India
ICESCR	International Covenant on Economic, Social and Cultural Rights 1966
ILO	International Labour Organizations
ITDA	Integrated Tribal Development Agency
ITDP	Integrated Tribal Development Programmes
LWE	Left-Wing Extremists
MADA	Modified Area Development Approach
MoTA	Ministry of Tribal Affairs
NCSC	National Commission for Scheduled Castes
NCST	National Commission for Scheduled Tribes
OBC	Other Backward Classes
PAC	Project Appraisal Committee
PVTG	Particularly Vulnerable Tribal Groups
PwC	PricewaterhouseCoopers International Limited
SC	Scheduled Caste
SCA	Special Central Assistance
SDGs	Sustainable Development Goals
ST	Scheduled Tribe
STC	Schedule Tribe Component
TSP	Tribal Sub-Plan
TSS	Tribal Sub Scheme
UDHR	Universal Declaration of Human Rights 1948
UN	United Nations
UNEMRIP	United Nation Expert Mechanism on the Rights of Indigenous People
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UT	Union Territories

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CHAPTER 1

INTRODUCTION AND RESEARCH METHODOLOGY

Part A: Introduction

There lies a correlation between the educational and socio-economic advancement of the community and this holds for the overall development of the scheduled tribes. Historically, Scheduled Tribe groups have lived in distant sections of the country that are closer to forests and natural resources. Their inhabitation in a difficult geographical terrain has left them isolated from the other members of the national community popularly known as the mainstream of society. Once upon a time even reaching forest areas was also difficult. Moreover, social practices were also not encouraging to reach the tribal community. To overcome this situation, education has been used as an instrument to bring positive change in most of the world and India.

1.1 International Position on Tribal and Education

International law provides for the obligation of state parties in the following Conventions and thereby recognises that the right to education of Indigenous peoples requires specific measures.

Along with the equality[1] and non-discrimination[2] principle, Article 26 of the Universal Declaration of Human Rights, 1948 recognises that everyone has the right to education and that education shall be free, at least in the elementary and fundamental stages. Technical and professional education shall be made generally available and higher education shall be equally accessible to all based on merit.[3]

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

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[1] Art 1, Universal Declaration of Human Rights, 1948
[2] Art 2, *Ibid*
[3] Art 26 (1), *Ibid*

maintenance of peace.[4] Parents have a prior right to choose the kind of education that shall be given to their children.[5]

Article 13(2) of the International Covenant on Economic, Social and Cultural Rights underlines the importance of making educational institutions and programmes accessible to everyone, without discrimination, by the State parties concerned. The UN Committee on Economic Social and Cultural Rights (CESCR) in its General Comment No. 13 on the Right to Education while highlighting the essential features of education systems, pointed out that: 'education has to be flexible so it can adapt to the needs of changing societies and communities and respond to the needs of students within their diverse social and cultural settings'. Reviewing specific legal obligations, the CESCR asserts that states must: 'fulfil (facilitate) the acceptability of education by taking positive measures to ensure that education is culturally appropriate for minorities and indigenous peoples, and of good quality for all.'[6]

Article 14 of United Nations Declarations on Rights of Indigenous People 2007 provides that indigenous individuals, particularly children, have the right to all levels and forms of education of the State without discrimination and that states shall, in conjunction with indigenous peoples, take effective measures, for indigenous individuals, particularly children, including 14 those living outside their communities, to have access, when possible, to an education in their own culture and provided in their language.

Article 30 of the Convention on the Rights of Child expressly stipulates that in those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practise his or her religion, or to use his or her language.

Art 6 of No.107 Indigenous and Tribal Population Convention, 1957 provides that "(t)he improvement of the conditions of life and work and level of education of the

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[4] Art 26 (2) *Ibid*
[5] Art 26 (3) *Ibid*
[6] General Comment No. 13: The right to education (article 13) (1999) *(Adopted by the Committee on Economic, Social and Cultural Rights at the Twenty-first Session, E/C.12/1999/10, 8 December 1999)*

populations concerned shall be given high priority in plans for the overall economic development of areas inhabited by these populations. Special projects for the economic development of the areas in question shall also be so designed as to promote such improvement.[7] Further, the convention explicitly asserts the inclusion policy.[8] It states "education programmes for the populations concerned shall be adapted, as regards methods and techniques, to the stage these populations have reached in the process of social, economic and cultural integration into the national community".[9] The convention stipulates "(t)he imparting of general knowledge and skills that will help children to become integrated into the national community. It shall be an aim of primary education for the populations concerned."[10] The convention emphasizes education measures be taken "among other sections of the national community and particularly among those that are in most direct contact with the populations concerned with the object of eliminating prejudices that they may harbour in respect of these populations."[11]

In 1989, the Indigenous and Tribal Population Convention (C169) was written to revise it. Few states denounced Convention No 107, 1957 but few states have not denounced its obligation and have not ratified C 169. Thus, Convention No 107, 1957 is still in force.

Article 29 of the International Labour Convention (ILO) on the Rights of Indigenous and Tribal Peoples in Independent Countries, No. 169, adopted by the International Labour Conference on 27 June 1989 also emphasises that education of Indigenous peoples must focus on imparting general knowledge and skills that will help children belonging to the Indigenous peoples concerned to participate fully and on an equal footing in their community and the national community.

1.2 India and International Norms Status

India has accepted international obligation by ratifying ICESCR, and Child Rights Convention 1989. India has ratified the Indigenous and Tribal Population Convention, 1957 (No 107) and has not denounced it. India also voted in favour of

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[7] Art 6, No.107 Indigenous and Tribal Population Convention, 1957
[8] "Measures shall be taken to ensure that members of the populations concerned have the opportunity to acquire education at all levels on an equal footing with the rest of the national community." Art 21, No.107 Indigenous and Tribal Population Convention, 1957
[9] Art 22, No.107 Indigenous and Tribal Population Convention, 1957
[10] Art 24, *Ibid*
[11] Art 25, *Ibid*

the United Nations Declarations on Rights of Indigenous People 2007 at the time of its adoption.

1.3 Indian Position on Tribal

India lies to the South of the Asian continent between 8'4° to 37'6° N latitudes and 68'7° to 97'25° E longitudes. Occupying a geographical area of 3,287,263 square kilometres, it is the seventh-largest nation in the world. With a land frontier of 15,200 km, it is guarded by the high Himalayan Mountain ranges in the north. The southern part of India is surrounded by the Indian Ocean Arabian Sea and the Bay of Bengal in the south, south-west and south-east respectively. The country experiences a climatic change of extreme cold waves to high humidity levels from north to south and east to west throughout the year.

1.3.1 Forest Cover Area 2021

Figure 1: India's Forest Cover Area, 2021
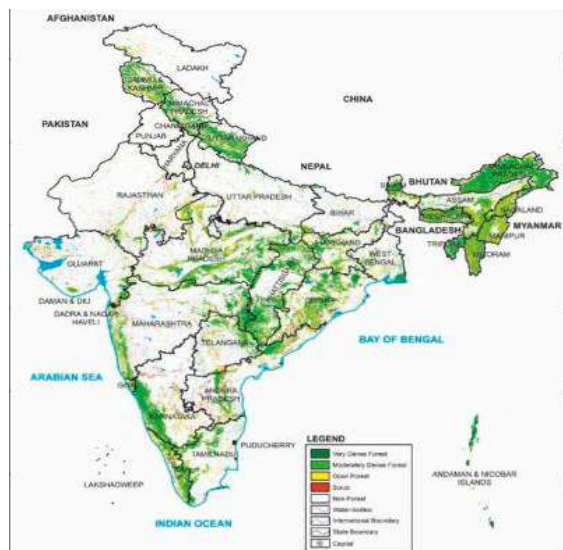
As per the Forest Survey conducted by the Government of India,21.27% of the country's and 37.53% of 128 tribal districts' geographical area is covered by forests. In terms of area, the state of Madhya Pradesh ranks first followed by Arunachal Pradesh, Chhattisgarh, Odisha and Maharashtra. The north-eastern states of Mizoram, Arunachal Pradesh, Meghalaya, Manipur and Nagaland have a forest area of more than 70% of its total land area.[12]

As per Census 2011, the Scheduled tribes in India account for 8.6% of its total population. A decadal (Census 2001-Census 2011) increase of 23.7% was observed. An uneven distribution of the scheduled tribes is observed among the Indian States. A large concentration of the Scheduled Tribes is found inhabiting the dense forest areas of the north-eastern and Central regions of India.

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[12] Government of India, "Forest Survey of India 2021" 367-375 *available at* https://fsi.nic.in/forest-report-2021-details *(*Last accessed on June 16, 2022).

Central India geographically consists of the whole of Madhya Pradesh, Chhattisgarh, Maharashtra, Jharkhand Odisha and parts of Gujarat, Rajasthan, and West Bengal. It roughly constitutes 49 per cent of the total area of the country. Around 41.78 per cent of the total population of the country lives in central India. Out of the total tribal population of the country 72.25 per cent lives in Central India.[13]Indian tribal people dwell in areas with rich biodiversity, forests, minerals, and resources, especially in central India.

1.4 Legal Regime on Tribal and Education in India

Although the Constitution of India does not define Schedule Tribes, it authorises the President of India to designate some communities as Scheduled Tribes under Article 342 of the Constitution.[14] According to Article 366(25), scheduled tribes are "such tribes or tribal communities or parts of or groups within such tribes or tribal communities as are deemed under Article 342 to be Scheduled Tribes for this constitution". The Constitution does not spell out the criterion for designation, the criteria followed for specification of a community, as a scheduled tribe are indications of primitive traits, distinctive culture, language, geographical isolation, shyness of contact with the community at large, and backwardness.

The Constitution of India contains various provisions to protect and promote the rights of the Scheduled Tribes. Some of the important provisions are inter-alia:

a) Article 15 on the prohibition of discrimination on grounds of religion, race, caste, sex or place of birth;

b) Article 16 about equality of opportunity in matters of public employment;

c) Article 335 pertains to claims of scheduled castes and scheduled tribes to services and posts.

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[13] Vishwa Ballabh and Pooja Batra, Socio-economic Transformations of Tribal in Central India *Ind. Jn. of Agri. Econ.* Vol.70, No.3, July-Sept. 2015.

[14] Article 342. Scheduled Tribes

1. The President may with respect to any State or Union Territory, and where it is a State, after consultation with the Governor thereof, by public notification, specify the tribes, or tribal communities or parts of or groups within tribes or tribal communities which shall for the purposes of this Constitution be deemed to be Scheduled Tribes in relation to that State or Union Territory, as the case may be.

2. Parliament may by law include in or exclude from the list of Scheduled Tribes specified in a notification   issued under clause (2) any tribe or tribal community or part of or group within any tribe or tribal community, but save as aforesaid a notification issued under the said clause shall not be varied by any subsequent notification.

d) The National Commission for Scheduled Tribes (NCST) was established by amending Article 338 and inserting a new Article 338A in the Constitution through the Constitution (89th Amendment) Act, 2003. By this amendment, the erstwhile National Commission for Scheduled Castes and Scheduled Tribes was replaced by two separate Commissions namely- (i) the National Commission for Scheduled Castes (NCSC), and (ii) the National Commission for Scheduled Tribes (NCST) w.e.f. 19 February 2004.

e) Article 338-A of the Constitution of India, the National Commission for Scheduled Tribes has been set up to, inter-alia, investigate and monitor all matters relating to the safeguards provided for the Scheduled Tribes under the Constitution or any other law for the time being in force or under any order of the Government and to evaluate the working of such safeguards, and to inquire into specific complaints concerning the deprivation of rights and safeguards of the Scheduled Tribes.

f) Article 46. The State shall promote with special care the educational and economic interests of the weaker sections of the people, and, in particular, of the Scheduled Castes and the Scheduled Tribes, and shall protect them from social injustice and all forms of exploitation.

g) Grants under Article 275(1) of the Constitution: It is a 100% grant from the Government of India. Funding under this programme is to enable the State to meet the cost of such schemes of development as may be undertaken by the State to promote the welfare of Scheduled Tribes in that State or raise the level of administration of Scheduled Areas therein to that of the administration of the rest of the areas of that State. Funds are provided to States for various sectoral interventions.

1.4.1 Right of Children to Free and Compulsory Education Act or Right to Education Act, 2009

Apart from these Constitutional mandates, the government of India has also introduced path breaking legislation by amending Article 21 of the Constitution of India. The right to education is made a fundamental Right by inserting Article 21 A. In pursuance of Article 21A Sarva Shiksha Abhiyan, was launched for the achievement of universal elementary education in a time-bound manner with a

special focus on the education of tribal children. The Right to Education Act prescribes free and compulsory education for Children from ages 6-14 years.

The National Educational Policy 2020 also reaffirms the importance of bridging the gaps in access to education and aims at equity and inclusion in Tribal education.

1.4.2 Tribal Education through Governmental Schemes and Policies

A suitable structure of governance that works in tandem with the development process is an important part of tribal development. Tribal development initiatives in the 1950s and 1960s consisted of a small number of particular schemes covered under a single budget heading "Welfare of Backward Classes," a sub-part of the larger budget heading "Social Security." This programme has now been transformed into a system for particularly working towards the development of scheduled tribe communities and scheduled areas comprising all activities. The tribal growth approach had been scrutinized from plan to plan and had gone through finer turning and orientation.[15]

1.4.3 Education

Education is always perceived as the solution to many problems in society. It is a condition as well as an instrument to bring change and development in society.

The Indian education system is based on the following two strategies:

1. Access-Based Strategy: The notion of 'Education for all' has been the prime aim of the Government of India for the educational development of its citizens. This has led to the establishment of a large number of educational institutions at all levels of education; and

2. Incentive-Based Strategy: After the realization that mere access to education would not be sufficient for achieving 'education for all', the state governments in collaboration with the central government have introduced incentives for education attainment. These incentives include mid-day meals, scholarships, free uniforms and books and residential facilities. The introduction of incentives was necessary to bring the children of scheduled

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[15] Dr. B.K Manga Raj and Dr. Upali Aparajitha, *Sustainable Tribal Development in the Framework of Culture and Globalisation. (2009) c*ited in A.B. Ota (ed.), Critical issues in Tribal Development, 27-55 (Scheduled Tribe and Scheduled Caste Research and Training Institute, Bhuwaneshwar, 2009)

tribes to school which otherwise wouldn't have been possible owing to their socio-economic conditions. [16]

Education plays a significant role in achieving overall development and attaining higher economic thrusts in the tribal inhabited areas. Tribal education can even be termed inter-cultural bilingual education as it is a result of the cross-transmission of cultures of the tribal communities with the remaining society. Initially, the education development strategies focussed mainly upon the achievement of quantitative goals such as an increase in enrolment rate or educational attainment rather than providing quality education. The 2030 Sustainable Development Agenda primarily focuses on imparting quality education.[17]

Quality education for scheduled tribe people refers to the facets of education based upon tribal culture, knowledge, language and traditional teaching-learning methods enabling them to strive to be the best they can be in the knowledge's golden garden.[18]

The expression "education" in the Articles of the Constitution means and includes education at all levels from the primary school level up to the post-graduate level. It includes professional education.[19] It was always emphasised that imparting education does not merely mean teaching but should include spheres of skill training, and the ability to establish contact with the outer world and earn a livelihood. Being in the group "Educated but Unemployed" doesn't achieve the aim of education. According to the Delors Commission Report 1996 titled "Learning the Treasure Within", the social aim of education is achieving the multidimensional concept of learning. It further stated that the "four pillars of learning are learning to know, learning to do, learning to live together and learning to be".[20] Further, Article 6 of the World Declaration on Education for All

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[16] Thakur Devendra. (Ed.), *Tribal Education,* 377-379 (*Deep &*Deep Publications, New Delhi, 1995)

[17] Hanushek, E. A., & Woessmann, *Universal basic skills: What countries stand to gain,* (OECD, Paris, 2015*)*

[18] Linda King and Sabine Schielmann, *The Challenge of Indigenous Education: Practice and Perspectives. (*UNESCO, Paris, 2004), *available at* The Challenge of indigenous education: practice and perspectives - UNESCO Digital Library (Last accessed on July 14, 2022)

[19] T.M.A. Pai Foundation & Ors vs State of Karnataka & Ors. ((2002) 8 SCC 481) para 50

[20] United Nations, "The Rights of Indigenous Peoples", 9.3 (1997).

enunciates that for successful learning to take place, there should be a culturally healthy environment covering all sectors of life for the well-being of the learner.[21]

In 1960-61, the U.N. Dhebar Commission, on analysing the hurdles in tribal education, catalogued the problems such as poverty, distance of schools from residence, timing of school, unavailability of good school, unqualified teachers, medium of instruction and high drop rate.[22] The Scheduled Tribe people tend to face considerable barriers to their education, often deprived of instructions in their mother tongue and exposed to teaching pedagogies that downgrade their history, cultures and forms of expression.

The education of tribals cannot be evaluated in isolation from factors like poverty, human rights and democracy. Tribal education is always expected to overcome the challenge of protecting and promoting their culture, history, language, knowledge and identity along the lines of attaining knowledge and skills required for accessing equal opportunities at national and international levels.[23]

Thus, to overcome these barriers and to preserve tribal cultural and natural values, the concept of an *Ashram* school was adopted for imparting education to tribal children in remote areas.

1.5. About *Ashram* School

The original concept of *Ashram Shala* means *Ashram* School was evolved for formally educating the tribal students in a healthy and culturally appropriate environment leading to their holistic development.

Since the beginning of the Planning process efforts have been undertaken by the Government of India to ensure that Scheduled Tribes are included in the development of the Country. '*Ashram shala*' is an ancient concept of India. The idea of children leaving their homes and living with their teachers has been a historical practice in India. The concept of *Ashram* Schools has been derived from the traditional Indian Gurukuls and the Gandhian philosophy of basic education in

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[22] Government of India, "Report of the Scheduled Areas and Scheduled Tribes Commission 1960-61",223 (1960).
[23] Linda King and Sabine Schielmann, "The Challenge of Indigenous Education: Practice and Perspectives",20 (UNESCO, Paris, 2004), *available at* The Challenge of indigenous education: practice and perspectives - UNESCO Digital Library (Last Accessed on July 14,2022).

which the teacher and the taught live together and have a close interaction with the purpose of helping the students in the development of a complete personality and in honing their capacities.[24]

"This type of schooling was established for the tribal groups for the first time in Mirakhedi of Gujarat state in 1923 for the children of the Bhil tribe. This was initiated and run by Amritlal Vithaldas Thakkar popularly known as Thakkar Bapa (Indian social worker and a follower of Mahatma Gandhi). Subsequently, with the support of Mahatma Gandhi, these schools were established in Odisha state in 1939 and were called '*Ashram shala*'. These '*Ashram shala*s' were established in tribal regions with residential facilities for children. The objective of these '*Ashram shala*s' was to encourage education of children and to improve their social status."[25]

With the onset of the Planning era, governmental efforts in tribal education have been directed towards the provision of educational facilities and incentives. During the first three Plans, the measures for educational development were mostly confined to the provision of schooling facilities and concessions. Several Commissions were set up to evaluate the condition of the education and its quality like the Backward Class Commission (GoI, 1959), the Renuka Ray Committee (1959) and the Scheduled Areas, Scheduled Tribes Commission (GoI, 1962). The Verrier Elwin Committee Report (1960) and the Dhebar Commission on Tribals (1962) highlighted the problems of primary education for the various tribes in the areas of the medium of instruction, stagnation, getting the right teachers, etc.[26]

The Ministry of Tribal Affairs- a Central Ministry of the Government of India formally launched the existing scheme of '*Ashram shala*' across the country in 1990-91 run by the Ministry of Tribal Affairs. The broad objective of this scheme

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[24] Bipin Jojo, Decline of *Ashram* Schools in Central and Eastern India: Impact on Education of ST Children Social Change 43(3) 377–395 2013 SAGE Publications available at https://doi.org/10.1177%2F0049085713494297
[25] *Ibid*
[26] *Supra* Note 24

is to establish '*Ashram shala*'[27] complexes for the social, educational and economic development of the population in interior areas.[28]

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 the construction of school buildings. The Tribal Sub Plan approach provides a sub-plan specifically related to tribal welfare, it is usually formulated for areas that have been defined as having a high concentration of tribal population.[29] The Scheme is in operation since 1990-91 and has been revised with effect from the financial year 2008-09.[30] The scheme is operational in the Tribal Sub-Plan States/UT Administrations.

The main objective of the *Ashram* Schools is to impart education to scheduled tribe children who are unable to continue their education owing to their inhabitation or community environment along with the appropriate residential facilities including quality food, hygienic sanitation facilities, consumable water and security to boys and girls during their academic tenure. *Ashram* Schools is established to train in vocational courses and to educate them about the importance of their tribal knowledge, tradition, heritage and culture. [31]

1.6 Challenges to *Ashram* School

Ashram schools are residential schools operating in remote and inaccessible areas of forest. The students studying in these schools belong to scheduled tribe communities residing in nearby localities. Along with free education, study material, stationery, and uniform in *Ashram* Schools, the students are supported with accommodation, food, and medical assistance in *Ashram*. Though the entire concept appears to be very promising, the children studying here encounter many challenges.

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[27] Used '*Ashram* School' for *Ashram* Shala. "Shala" is a Hindi word for School.
[28] Sneha Dicholkar, "Adivasi *Ashram*shalas and Protection of Tribal Children in Maharashtra, India" International Institute of Social Studies. https://thesis.eur.nl/pub/46684/Dicholkar-Sneha_MA_2017_18_SPD.pdf
[29] Working of *Ashram* Schools in rural areas available at https://prsindia.org/policy/report-summaries/working-of-*Ashram*-schools-in-tribal-areas
[30] Working of *Ashram* Schools in Tribal Areas, 44rth Report of Standing Committee on Social Justice and empowerment. Ministry of Tribal Affairs, 2014 available at https://eparlib.nic.in/bitstream/123456789/64814/1/15_Social_Justice_And_Empowerment_44.pdf
[31] K.Sujatha, "Education in *Ashram* School: A case of Andhra Pradesh", *National Institute of Educational Planning and Administration* 2 (1990).

The factors creating challenges for *Ashram* Schools are divided into the following two heads:

1. Internal Factors

2. External Factors

1.6.1. Internal Factors to Education

These factors are based on the educational schemes and guidelines issued by the governing authority. They can further be classified into:

Academic and

Non-academic factors. Some of these factors are:

1.6.1.1Academic Factors

The factors which affect the overall academic outcomes are:

1) Students

The students are the future of the nation. Education is one of the prominent facets in achieving the overall progression of the student. The scheduled tribe students have a distinctive cultural identity, face social and educational backwardness, reside in remote and interior areas generally not very eager towards learning the curriculum. The concept of *Ashram* Schools was introduced to educate the tribal students owing to their distinctive features. As stated by Dr. B R. Ambedkar, *the object of primary education is to see that every child that enters the portals of a primary school does leave it only at a stage when it becomes literate and continues to be literate throughout the rest of his life."* The objective of the *Ashram* School is on the same lines.

However, the retention and dropout of students from *Ashram* School is a challenge.

2) Principal

The principal is an indispensable part of the educational institution. The job profile of the principal isn't restricted to a single facet. It varies from being an administrator to an educator, counsellor and evaluator. He heads the institution. His vision plays a prominent role in shaping the character of the student. A Principal seems to be a senior teacher who is promoted to Principal. In *Ashram* Schools, a principal is required to take care of tribal students who have relatively less

exposure and guidance. The teachers are also belonging to the nearby areas. Therefore, it is a challenge to have a principal with a clear vision to lead the *Ashram* School.

3) Teachers

Teachers' role and pedagogy matters a lot. Art 13 of ICESCR to The NPE 1986 mostly all major instruments refer teacher and its role. As per the NPE 1986:

> "The status of the teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of its teachers. The government and the community should endeavour to create conditions that will help motivate and inspire teachers on constructive and creative lines."[32]

The role of a teacher in a tribal area is multi-facet. With the widening of the role of education in tribal areas, the scope of teachers is enlarged. A teacher is the only connection between the traditional tribal community and the modern world. It is through him that the future of the community would be able to interpret and assimilate into the mainstream. He is the only representative of the mainstream society. It is his knowledge of the intricacies of the developed and tribal society simultaneously that helps him impart the right education. [33]

The UN Dhebar Commission (1972)[34] and the 2014 Committee report[35] for the effective functioning of *Ashram* schools recommended that tribal youths be employed as teachers in *Ashram* schools while non-tribal teachers be imparted with special training. The five-judge bench of the Supreme Court in *Chebrolu Leela Prasad & Rao v. State of Andhra Pradesh & Ors.*[36], invalidated the Andhra Pradesh Government's executive order granting 100% reservation for candidates

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[32] Shweta Bagai and Neera Nundy, *Tribal education a fine balance*, 21-25 (DASRA, Mumbai, 2009) *available at https://www.slideshare.net/Sibbis/dasrareports-tribaleducation* (last accessed on August 20, 2022*).*
[33] *Ibid.*
[34] U.N. Dhebar, "Report on Scheduled Areas and Scheduled Tribes Commission 1960-1961", (1961).
[35] Government of India," 44th Report, standing Committee on Social Justice and Empowerment. Working of *Ashram* schools in Tribal Areas 2013-2014" 39 (Ministry of Tribal Affairs, 2014), *available at* 15_Social_Justice_And_Empowerment_44.pdf (eparlib.nic.in) (Last accessed on June 14, 2022).
[36] 2020 SCC Online SC 383

from scheduled tribes for positions as instructors at educational institutions set up in the states' scheduled areas. The Hon'ble Court observed:

> *"107. Reservation provided to scheduled tribes and the constitution of scheduled areas is for the reason systems concerning the way of life are different. They were in isolation, and differed in various aspects from common civilization such as the delivery of justice, as regards the legal system, culture, and way of life differed from the ordinary people, their language and their primitive way of life makes them unfit to put up with the mainstream and to be governed by the ordinary laws. It was intended by the protective terms granted in the constitutional provisions that they will one day be part of the mainstream and would not remain isolated for all time to come. ... The formal education, by and large, failed to reach them, and they remained a disadvantaged class, as such required a helping hand to uplift them and to make them contribute to the national development and not remain part of the primitive culture. The purpose of the constitutional provisions is not to keep them in isolation but to make them part of the mainstream. They are not supposed to be seen as a human zoo and a source of enjoyment of primitive culture and for dance performances. The benefits of development have not reached them, and they remain isolated in various parts of the country. The social and economic upliftment and education are necessary for Tribal to make them equal."*

Further in, *Satyajit Kumar and Ors. v. State of Jharkhand and Others,*[37] the Supreme Court invalidated the Kerala Government and Governor's proclamation granting local inhabitants of the scheduled districts 100% of the teacher positions in government *Ashram* schools. Under the notification, the residents of other states, other districts of Jharkhand and non-scheduled districts were ineligible for the vacant posts in scheduled districts.

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[37] 2022 SCC Online SC 954

4) Pedagogy

It refers to the art of assimilation of traditional and modern cultures for teaching-learning purposes. It differs from society to society depending upon their traditional beliefs and practices. Present-day society is undergoing constant change leading to uncertainties. Therefore, an urge to understand the curricula and ways of teaching is paramount even in ethnocratic societies. [38] They play a vital role in imparting tribal education.[39] An analysis of the demands and needs of the learners and their community plays a vital role in formulating appropriate learner-community-centred pedagogy revolving around their beliefs providing a solution to their existing problems and moving towards the essentialities prevailing in the current century. [40] A study conducted in 2008, laid stress on adopting a suitable pedagogy in consonance with the curriculum in *Ashram* schools. It further stated that education along with the socio-culture background of the tribe would help the child attach to the classroom and might serve the entire purpose of the establishment of *Ashram* schools.[41] The pedagogy is inclusive of the medium of instruction, educational material, curriculum, skill development training and teacher-student communication.

5) Medium of Instructions

"Where multiple languages and cultures co-exist, the notion of one dominant language as the medium of instruction leaves thousands illiterate in their mother tongue and fosters low achievement level in the dominant language itself"

- *DP Pattanayak*

Language is one of the most important mediums for conversation. It helps in transmitting how one interprets the world and community values inter-generationally. The scheduled tribes are scattered throughout the country and each

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[38] Donaldo Macedo(ed.), *Paulo Friere Pedagogy of the Oppressed*. (Continuum, New York,1970). Ethnocratic societies are societies which deem to be consistent in their practices and beliefs.
[39] Bipin Jojo and Daneshwar Bhoi, 'Schedule Tribe Children and their Educational accessibility: Evidences from Maharashtra School", cited in '*Ideas, People and Inclusive Education in India'*, 85 (National Coalition for Education India, New Delhi, 2018).
[40] Linda King and Sabine Schielmann, *The Challenge of Indigenous Education: Practice and Perspectives. (*UNESCO, Paris, 2004), *available at* The Challenge of indigenous education: practice and perspectives - UNESCO Digital Library (Last accessed on July 14, 2022).
[41] Sujatha K, "Education among scheduled tribes in India: in ignored claims" cited *in A focus on Tribal education in India*,53-68 (Kalpaz Publications, New Delhi 2008).

tribe has its tribal dialect, distinct from the state's regional or country's national language.

The Indian Constitution recognizes more than 800 communities as scheduled tribes thereby conferring them with human rights and protecting them from prejudices. The Eighth Schedule of the Constitution of India recognizes the languages spoken in the country but due to prevalent cultural diversity amongst small tribal groups within the scheduled tribe community at large, it makes it impossible to include every tribal language spoken in the country. In order, to preserve and protect such unrecognised languages, Article 350(A) of the Constitution of India, states that the State Government are obligated to provide adequate facilities for instructing children belonging to linguistic minority communities in their mother tongue. [42] The Supreme Court in *State of Kerala v. Associated Management of English Medium Primary & Secondary Schools*[43] laid down:

> *"44…. We accordingly hold that State has no power under Article 350A of the Constitution to compel the linguistic minorities to choose their mother tongue only as a medium of instruction in primary schools."*

Thus**,** the linguistic minority child or his parent /guardian has the right under Article 19(1)(a) to choose the medium of instruction for imparting education till the primary stage in school.

The National Curriculum Framework [44] defines mother tongue as language, naturally acquired by the child from his/her social-cultural environment. They include languages spoken at home, in community, group, street and neighbourhood. UNESCO considers the use of the mother tongue essential in primary schooling and states that there should be a gradual transition to a second language as a medium for instruction based on the ability of the recipient. [45]

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[42] Debi Prasanna Pattnayal, *Multilingualism and Mother Tongue- Education*, (Oxford University Press, Michigan, 1981).
[43] (2014) 9 SCC 485
[44] National Council of Educational Research and Training, "The National Curriculum Framework" (2005), *available at* www.ncert.nic.in (Last accessed on June 18, 2022).
[45] UNESCO, "Manual on Functional Literacy for Indigenous Peoples", (1999), *available at* https://unesdoc.unesco.org/ark:/48223/pf0000118315 (Last accessed on June 27, 2022*).*

Language education does not only restrict itself to merely learning the language but as a teaching-learning aid. The inclusion of native language has from time to time received recognition as one of the crucial factors of a successful learning process as it promotes the understanding of other's culture and thus be referred to as Intercultural bilingual education. The importance of using tribal dialect as a medium of instruction in schools would correlate to attaining intellectual accessibility to education and preserving the tribal dialect for future generations to come.

The Dhebar Committee emphasized the need for developing, preserving and using the mother tongue for instruction. Later, the Kothari Commission suggested the use of the mother tongue as a medium of instruction for scheduled tribe children for the first two years of education. The National Policy on Education, 1986 recommends the use of tribal local language at the elementary stages of education. The same has been confirmed by the NCERT[46] and according to Section 29(2)(f) of the Right to Education Act, 2009 the "medium of instruction shall, to the greatest extent practicable, be in the child's mother tongue." and the New Education Policy 2020 provides for imparting education in mother tongue up to class 5.

Despite the widespread importance of a bilingual education policy for scheduled tribe children, their native language has become 'the second language' because of the lack of legal recognition of the language; non-availability of language-trained teachers, no written material in the language; the presence of the limited number of experienced language speakers etc. Further, the fear of rejection from the outer society has resulted in a gradual erosion of their mother tongue. UNESCO has recommended resolving these issues by publishing works on the historical importance of the language, training teachers and reading material in scheduled tribe languages by introducing their alphabets with the involvement of the elder tribal. [47] The Hemanand Biswal Committee Report, 2014 has expressed that the

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[46] The National Curriculum Framework, 2005 (NCF), published by the National Council for Education Research and Training (NCERT), makes it very apparent that language and culture are crucial to the education of all children, including those from Scheduled Tribes. The goal of SSA is to create context-specific treatments.
[47] UNESCO,"Education Position Paper: Education in a Multilingual World", (2003).

drop-out rate of 55% and 71% at primary and secondary level respectively, is due to the non-understanding of language used in *Ashram* schools. [48]

The National Commission on Protection of Child Rights has reported that even after numerous government schemes and policies, many Scheduled Tribe communities are still illiterate and their children are the 'first generation learners'. To reduce wastage and for their smooth assimilation into the mainstream, the provision of the RTE Act, 2009, be effectively implemented. To achieve this, the State Governments should consider including subject experts in preparing educational material in the native language. Moreover, imparting elementary education in the native language must be the ultimate objective to achieve higher educational attainment. It further recommended the constitution of a sub-committee constituting of representatives from the Ministry of Tribal Affairs, state government, and tribal communities for appropriate recommendations.[49]

A few state-level initiatives on the medium of instruction are:

1. The Andhra Pradesh Tribal Welfare Department has introduced literature in the form of tribal songs and stories; books related to tribal culture, historical development, environment, festivals, entertainment and dictionaries. These literatures are to be used in imparting education in schools established in tribal rich areas.[50]

2. The Gujarat Tribal Welfare Department has created dictionaries in Dangi and Bhili dialects for classes I-IV in Banaskantha and Dand districts. [51]

3. The tribal schools in Jhabua district, Madhya Pradesh has developed supplementary teacher-learning material based on local folk tales, dance form, songs etc. [52]

4. The state of Odisha has been working on a multilingual education system. It has implemented the use of educational material prepared in 21 languages by

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[48] *Supra* Note 35 (44th Report, GOI).
[49] Government of India, "Annual Report 2017-2018", 167 (National Commission for Protection of Child Rights, 2018), *available at* Microsoft Word - Annual Report of NCPCR _2017-18_.docx (Last accessed on June 29, 2022).
[50] National Tribal Commission, "Education of tribal people in India" (March, 2008)
[51] *Ibid*
[52] Educational Resource Unit, "Inventory of Innovative practices to Strengthen the Public Education System with special attention to children at risk", (Ministry of Elementary Education, MHRD, GOI, 2006).

the Academy of Tribal Language and Culture in co-operation with Schedule Caste and Schedule Tribe Training and Research Institute, Odisha from classes 1 to 3 to help children read and comprehend. [53]

6) Education Material

The education material should be formulated based on the needs and beliefs of the community. To achieve scheduled tribe quality education, the material formulated shall include their historical relevance depicted through stories, coloured graphics, paintings and sculpture in their language. It should provide fair and accurate information about their lifestyle and values.

The importance of educational material to the interpretation of the students upon their observation can be found in the illustration given below by a teacher who was a native to the tribal community but had a distinct cultural origin from her students.

> "*I set up a pretty little fishing pond with beautiful blue cardboard for water so the construction paper fish could 'swim' in it. When you fished with the pole, the magnet on the end of the string would catch the fish. There were many colours because this was a bilingual colour-learning game. I was proud; the kids would love it. Early that morning, Alfonso and Morris were the first students in the room. They ran over to see what was new in the corner. They kept pointing and talking to each other in Keres. I encouraged them to fish for colours, showing them how. They still seemed hesitant. They pointed to the cardboard (water) and said in a rather dissatisfied tone, 'Not blue, brown'. How many times had I crossed the bridge over the Rio Grande and seen the water – but not 'seen' the water? It was brown, not blue.*"[54]

Thus, imparting scheduled tribe education would require continuous training and evolving of children-friendly teaching techniques reliant on their day-to-day observations.

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[53] Satya Sundar Barik, "Imparting Education to Tribal in their language wont's be hard", *The Hindu, (*August 30, 2020) *available at* Imparting education to tribal in their languages won't be hard - The Hindu (Last accessed on June 24, 2022).

[54] L. Skinner, "Teaching Through Traditions: Incorporating languages and culture into curricula" (1999) cited in Linda King and Sabine Schielmann, *The Challenge of Indigenous Education: Practice and Perspectives. 47 (*UNESCO, Paris, 2004), *available at* The Challenge of indigenous education: practice and perspectives - UNESCO Digital Library (Last accessed on July 14, 2022)

7) Curriculum

The curriculum to be adopted for scheduled tribe education must be place and community-based due to the presence of diversities in culture, traditions and beliefs amongst tribes. The centre point for scheduled tribe quality education relies upon the inclusion of tribal culture into the national standard curriculum. The inclusion shall be through a gradual transition from primary schooling to secondary through:

- education based upon tribal culture to other cultures and values;

- instructions in tribal-specific language, values and traditions to general practical skills required in national integration; and

- study of the importance of tribal traditional life, culture, fauna, flora and heritage to subjects like maths, science, English and natural history.

The curriculum should include educational excursions, especially during sowing and harvest seasons for imparting practical training on agriculture and botanical issues;[55] participation in family ceremonies and festivals to create a bonding with their values and production of local handicrafts using traditional techniques for skill development. [56] Education along with the socio-culture background of the tribe shall help the child attach to the classroom and might serve the entire purpose of establishing *Ashram* Schools. [57]

8) Skill Development

The importance of the development of cognitive skills as a part of education lies in the fact that greater cognitive skills would yield greater economic growth. The quality of schooling is directly connected to the level of cognitive skills achieved. Thus, means for the development of cognitive skills be included in educational strategies by providing access to education with basic skill education. [58] It is

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[55] Francis, Norbert and Jon Reyhner*, Language and Literacy teaching for Indigenous Education: A Bilingual Approach*, 61-69 (Multilingual Matters Ltd. UK, 2002)
[56] J.Lipka, "Schooling for Self-Determination: Research on the Effects of Including Native Language and Culture in the Schools" EDO-RC-01-12, *ERIC Digest*, (2002), *available at* http://www.indianeduresearch.net/edorc01-12.htm (Last accessed on June 12, 2002).
[57] *Supra* Note 41.
[58] E.A. Hanushek and L. Woessmann, "Education, knowledge capital, and economic growth" (2020) cited in S. Bradley & C. Green (Eds.), The Economics of Education: A Comprehensive Overview, 171–182 (Academic Press, London, 2020) *available t http://hanushek.stanford.edu/publications/education-knowledge-capital-and-economic-growth* (Last accessed on July 5, 2022*).*

important to achieve the objective of inclusive development.[59] Cognitive skills as a determinant for human growth is a multiplier process as it is rightly observed that "skills beget skills through a multiplier process". [60] K. Sujatha has rightly said that "one of the major thrusts of *Ashram* schools is: imparting skills in crafts/vocation, apart from providing general education".[61]

Parul Abrol in "Educating Adivasi's: The side-effects of school for India's Indigenous" has pointed out that tribal schooling has led to further the gap between the inherited beliefs and skills of the community and the teachings of the mainstream society. The common schooling system has resulted in diminishing traditional tribal skills amongst its children thereby leading to *".... producing a factory line of low-skilled labour for a bigger market outside – low skilled in life skills, livelihood skills. And you are adding to the population of poor".*[62]

9) Student Participation

It is an important factor in the education system, it depends upon the teacher's attitude, teaching aids, curriculum and level of students understanding of the subject. The 'banking system in education' achieves the purpose of access to education but doesn't provide education in its true sense.[63] The theory of participation condemns the use of the banking scheme where the teacher acts as the depositor and the students as the depositories instead of being collectors or cataloguers.[64] The method of achieving maximum active participation should be framed keeping in mind the cultural and social background of the tribe as they are readily available to adapt to any change which would ultimately result in achieving their life pursuits. [65] The banking system is a one-way process where instead of

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[59] Ministry of Tribal Affairs, "Vice President of India, Shri M. Venkaiah Naidu, inaugurates 'Aadi Mahotsav' a Mega National Tribal Festival" (November 16, 2017) *available at https://pib.gov.in/Pressreleaseshare.aspx?PRID=1694269* (Last accessed on June 20, 2022).
[60] F. Cunha and J.J. Heckman, "The Technology of Skill Formation", 97(2) *American Economic Review*, 31–47 (2007).
[61] *Supra* Note 31(Sujatha.K, Education amongst ST's).
[62] Parul Abrol, "Educating Adivasi's: The side-effects of school for India's Indigenous", *The Wire (*January 23, 2019) *available at* Educating Adivasi: The Side Effects of School for India's Indigenous (worldcrunch.com) (Last accessed on October, 3, 2022).
[63] Government of India, "National Policy on Education 1986", (Ministry of Human Resource Development, 1986).
[64] Bipin Jojo and Daneshwar Bhoi, 'Schedule Tribe Children and their Educational accessibility: Evidences from Maharashtra School", cited in '*Ideas, People and Inclusive Education in India'*, 71-96 (National Coalition for Education India, New Delhi, 2018)
[65] *Supra* Note 63 (National Policy on Education 1986).

discussion there is only communication of knowledge.[66] It reflects the inquisitive and creative nature of the students as they become collectors instead of mere depositors.[67]

10) Academic Schedule

Another significant factor that aids the process of imparting education towards national integration is the educational schedule followed in tribal schools. The tribal communities are emotionally connected with their culture and natural habitat. One of the main occupations for the tribal communities is agriculture and gathering therefore, the parents would expect their child to lend a helping hand which if not allowed by the schedule followed in the teaching institution would result in drop-out.

11) Assessment and Evaluation

Assessment and evaluation are means to test the learning outcomes. They are necessary for ensuring the quality of applicable educational strategies and the needs of the learner. The underlying objective of continuous assessment and evaluation is to establish policies that will enable and empower the learner to become an active participant in society at large.

The process of assessment and evaluation should be collaborative, not merely restricting to the results based upon year-end performance, but include techniques such as observation, interviews, and debates all-round the year.

1.6.1.2 Non-Academic Factors

These factors though independent of the academic actors discussed above, play a pivotal role in imparting quality education. A few of them are the quality of school infrastructure, the quantity of nutrition, the level of safety and security, and the maintenance of health and hygiene at *Ashram* schools.

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[66] Government of India, "Participation in Education", NSS 42nd Round (Sarvekshana, 1992b) cited in Ramdas Rupavath, "Access to Education: Education Status of Scheduled Tribe in Andhra Pradesh Issues and Challenges", 4 (1) *Review of Public Administration and Management* (2016), *available at https://www.walshmedicalmedia.com/open-access/access-to-education-education-status-of-scheduled-tribes-in-andhrapradesh-attainments-and-challenges-13939.html* (Last accessed on June 15, 2022).
[67]Government of India," National Plan of Action, India", (Ministry of Human Resource Development, 2003).

1) School Infrastructure

"School is a holy institution where the minds of the students are cultured. The regular work in the schools should be organized in a disciplined manner. School is the factory for making good citizens. The skilled foreman of this institution converts the raw material into a good quality product".

- *Dr. R Ambedkar*[68]

The school infrastructure plays a crucial role in achieving learning outcomes. It includes structural design, quality of facilities provided and day-to-day management. All these are essential in enabling the educational institution to attain learning outcomes. Schooling is the most common instrument to prepare young minds for a bright future. United Nations Children's Fund (UNICEF) through the Child-Friendly Schools Approach enunciates the key features of schooling. It states that schooling should be child-centric. It should be able to overcome the home and community hiccups faced by the child in completing education. It should fit every child's needs.[69]

The Right to Education Act, of 2009 states that the school infrastructure should be all-weather competent. Every teacher should have at least a classroom; designated utilities for girls and boys; hygienic sanitation facilities, clean consumable water; playgrounds; a clean kitchen where mid-day meal is cooked; a library well equipped with newspaper, magazines, story and curriculum books; and well fenced and secured school building. It further mandates that each classroom should include the required teaching learning aids; sports and games equipment and play material.[70]

In the 2014 Report, the Ministry of Tribal Affairs emphasised the importance of providing basic amenities such as safe drinking water, fans, security, nutritious and quality food, clean bedding, regular medical check-ups and imparting education through laboratories, computer rooms and libraries in *Ashram* schools. It further stated that the lack of these infrastructural facilities in *Ashramshala*s has led to

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[68] Dr. Ambedkar Quotes on Education. (ambedkarthoughts.com)
[69] UNICEF, "Manual on Child Friendly Schools", (2009), *available at* https://www.unicef.org/documents/child-friendly-schools-manual (Last Accessed June 15, 2022).
[70] Right to Education Act, 2009, The Schedule, S No. 2 and 5-7, Norms and Standard for School Building.

serious health and security issues.[71] A study conducted by TISS in 2016 suggested that many *Ashram* schools situated in Maharashtra lacked basic facilities namely, blackboards, maps, fans, lights and interactive charts in classrooms which in turn affected the teaching-learning process.[72]

The National Commission on Protection of Child Rights in 2017-2018 received 98 complaints regarding the lack of basic infrastructural facilities such as the non-availability of separate toilets, safe drinking water, no walled boundary, no educational facilities in the neighbourhood etc. [73]

A 2021 study conducted in *Ashram* schools in Gujarat, highlighted the poor conditions of the classrooms and school buildings; no provision for separate toilets for boys and girls; appointment of disinterested teachers; facing difficulty in reading English and Gujarati and in memorizing Maths tables. It strongly suggested that educational schemes and scholarships should focus on imparting quality education.[74] An *Ashram* school in Seoni District of Madhya Pradesh in 2022 reported the problem of school roof water leakage during the rainy season. The students use umbrellas to protect themselves from leaking water while studying in class.[75]

The school infrastructure plays a prominent role in modelling the child's mental and physical ability to overcome societal hurdles. Improved facilities would result in better learning outcomes and reduce education wastage. As the school infrastructure includes all services provided within the school, thus health, nutrition and security would be discussed below.

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[71] *Supra* Note 31(Government of India 44th Report).
[72] Government of Maharashtra, "Final Report-Evaluation Study of Grant-in-Aid for Voluntary Agencies Running *Ashram* Schools in Maharashtra", I (December 22, 2014), *available at* https://mahades.maharashtra.gov.in/files/report/*Ashram*%20school%20report.pdf (Last accessed on August 3, 2022).
[73]Government of India, 'Annual Report 2017-2018", (National Commission for Protection of Child Rights, 2018), *available at* Microsoft Word - Annual Report of NCPCR _2017-18_.docx (Last accessed on June 29, 2022).
[74] Priti Chaudhari and Hemant Rathod, "A study of Problems faced by Tribal students of *Ashram* Schools", 4 *Shikshan Sanshodhan: Journal of Arts, Humanities and Social Sciences, 9-11, April 2021*
[75] The Times of India, "Madhya *Pradesh tribal students hold umbrellas in classroom as roof leaks in school*", Puneet Kapoor, July 28, 2022, *available at* http://timesofindia.indiatimes.com/articleshow/86591204.cms?utm_source=contentofinterest&utm_medium=text&utm_campaign=cppst (Last accessed on 15th June 2023).

2) Nutrition

"Sahi Poshan Desh Roshan"

Health is directly proportionate to achieving higher educational levels, better quality of life and increased economic productivity.[76] The Scheduled Tribe children have encountered educational inequalities due to their prevalent backward socio-economic environment. The poor economic household condition of these tribal children is a reason behind low nutritional and literacy levels amongst them. Numerous educational and welfare schemes are introduced to improve these levels. Imparting education in *Ashram* schools is one such initiative by the Government of India for the educational attainment of scheduled tribe children inhabiting remote rural areas. They are essential in tribal development by providing free education, lodging and boarding facilities, study materials, uniform and food. The management of these schools is responsible for providing nutritional and healthy meals to its students. Each *Ashram* school has its day-wise menu displayed in the school building. Some of the benefits of providing nutritional food in *Ashramshala* include increased enrolment ratio, improved regularity, better nutritional levels etc. The sub-standard food deteriorates the health of the children which further results in increased drop-out rates. [77]

The 'Global School Health Initiative' was introduced in 1995 by the World Health Organisation, for strengthening as well as mobilizing education and health together at domestic and international levels. It was brought forward to achieve a quality and nutritious lifestyle amongst the students and other community members through schooling.[78]

The school food scheme popularly known as the Midday Meal Scheme was introduced in August 1995 to improve the nutritional level of school-going children. This scheme forms a part of the Sarva Shiksha Abhiyaan. Under the scheme fresh nutritional lunch is provided to students studying in any of the classes from pre-primary to 8th; enrolled in government, government aided and

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[76] World Health Organization, "WHO's Global School Health Initiative: Helping School to become "Health Promoting Schools"", (1995). Revised in 1998.

[77] Bhise et al, *"Prevalence of anemia in the children of tribal *Ashram* schools in Ahmednagar district of Maharashtra"* 2 *International Journal of Development* and Sustainability 298-305 (2013).

[78] World Health Organization, "WHO's Global School Health Initiative: Helping School to become "Health Promoting Schools"" (1995), *available at* http://www.who.int/inf-fs/en/fact171.html (Last accessed on July 1, 2022).

local body schools. [79] The Central and State Government shares the expenditure incurred in providing cooked food in the ratio of 75:25 while the Central Government incurs 100% expenditure in providing food grains to the States under the scheme. The student is entitled to receive de-worming medicine, iron and folate tablets. The Scheme lays down the following minimum nutritional requirements per child per day: [80]

Table No. 1: Mid-day Meal Scheme Nutritional Requirements Per Day

Item	Classes 1st to 5th	Classes 6th to 8th
Calories	450	700
Proteins (in grams)	12	20
Rice/Wheat (in grams)	100	150
Dal (in grams)	20	30
Vegetables (in grams)	50	75
Fats (in grams)	5	7.5

The Ministry of Tribal Affairs has planned to organise various activities at Central, State and local levels under Poshan Abhiyaan. The objective of introducing Poshan Maah is to provide the appropriate amount of nutrition to overcome the health issues due to chronic nutrition deprivation and anaemia in Scheduled Tribe children.[81]

The Maharashtra Tribal Development Department in collaboration with Sri Shkati, to overcome the prevalent problems of malnutrition and anaemia in scheduled tribe-dominated areas has established centralised kitchens in these areas. The objective of these kitchens is to serve hot and fresh nutritious food to children studying in *Ashramshala*s.[82]

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[79] At the time of introduction of the scheme, only students studying in classes 1st to 4th. Later in 1997-98, the Scheme was extended to include students studying in classes 6th to 8th. In 2021, the Ministry of Education announced that children studying in pre-primary will benefit under the Scheme. "Mid-day Meal scheme to ne now called PM Poshan to cover students of pre-primary classes alos- Times of India". https://timesofindia.indiatimes.com/home/education/news/mid-day-meal-scheme-to-be-now-called-pm-poshan-to-cover-students-of-pre-primary-classes-also/articleshow/86616637.cms

[80] Government of India, "Mid-Day Meal Scheme", (Ministry of Education, 2013) *available at* https://pmposhan.education.gov.in/Files/Right%20to%20information/Frequently_Asked_Questions _on_MDM.pdf (Last accessed on July 2, 2022).

[81] Reply by Minister of State for Tribal Affairs Shr. Munda Arjun to a question asked in Lok Sabha. Ministry of Tribal Affair, "Poshan Maah activities in Khunti district, Jharkhand", (September 8, 2021) *available at* https://pib.gov.in/PressReleasePage.aspx?PRID=1753115 (Last accessed on June 11, 2022).

[82] Government of India, "Best Practices Aspirational Districts volume 1" 11 (Niti Aayog, 2019) *available at https://www.niti.gov.in/sites/default/files/2022-09/Best-Practices-from-Aspirational-Districts-Volume-1.pdf* (Last accessed on 23 March, 2023).

The Telangana Tribal Welfare Department in 2020, introduced a new menu to be served in tribal *Ashram* schools for providing wholesome nutritional meals for increased learning outcomes. The Assistant Tribal Development Officers, Telangana are to review the hygienic implementation of the menu in *Ashram* schools. The key features of the modifications are:

- Addition of new traditional snacks such as seviya, carrot halwa, onion pakoda, boiled channa, groundnut jaggery bars etc.;

- Serving poori and bonda daily;

  - The students would get an option to consume milk with chocolate flavoured nutritional energy mix daily before breakfast;

  - Increase in quantity of some existing items in the old menu for increased nutritional requirements; and

  - Serving mutton curry twice a month which presently is being served once in 30 days. [83]

The appropriate nutritional food shall be provided to each student based on his/her requirements for the effective implementation of the scheme.

3) Health and Hygiene

A healthy body and mind are the foundation for leading an enriching life. The right to good health is a facet of the Right to Life guaranteed under Article 21 of the Indian Constitution. In addition, Article 39(f) of the Indian Constitution states that children shall be provided with facilities and opportunities for development in an appropriate healthy environment.[84]

The health and nutritional levels of the students studying in *Ashram* schools are disturbing and a cause for concern. The Scheduled Tribes being the vulnerable section of the society requires special attention and care. The children belonging to

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[83] P.Sridhar, "Healthy Food for Tribal Students", *The Hindu* (February 1, 2020) *available at* https://www.thehindu.com/news/national/telangana/healthy-food-for-tribal-students/article30706638.ece (Last accessed on June 27, 2022).
[84] Government of India,"Annual Report 2021-2022" 83 (2022) *available at* English Annual Report-compressed.pdf (ncpcr.gov.in) (Last accessed on August 5, 2022).

these communities shall be considered representatives of the tribal community of the area.[85]

The health of adolescent girls in *Ashram* schools reflects the absence of a provision to provide sanitary napkins to girls leading to serious Reproductive Tract Infections. [86]

In 2019, a newspaper report highlighted that over 40% or more than seven thousand girl inmates of *Ashramshalas* situated in Telangana were infected with lice even after they were provided with shampoos and combs. The infection was found more prevalent in students studying in primary and middle school. Lice infections result in dullness and low learning outcomes among students. It was further reported that the traditional knowledge of the tribal community of the application of custard apple powder on the scalp would eradicate the problem. [87]

4) Safety and Security

'Educating a child requires more than a teacher and a blackboard, or a classroom and a book. The right to education requires that a child studies in a quality school, and a quality school certainly should pose no threat to a child's safety.'

- Dalveer Bhandari J. [88]

The security of the inmates of the *Ashram* schools should be the prime concern of the managing authority. The National Commission for Protection of Child Rights in 2013, poet-reviewing the *Ashramshala*'s in Naharpur Bloch, Kanker district, Chhattisgarh reported:

> *"43 girls, aged 6 to 13, who attended primary school and stayed in the Ashramshala in the village, were repeatedly exposed to sexual abuse. 125 of these girls were reported to have been raped for almost two years by the male teacher and watchman ... While the hostel had a female superintendent who was mandatorily expected to stay at night, she would go home ... Moreover, the Ashramshala was found to be in despicable*

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[85] R.S. Balgir, B. Murmu, *et al., "*Health and nutritional status of *Ashram* school children in two districts of Orissa", 35(12) *Indian Journal of Nutrition and Dietetics* 329-338 (1998) *available at* https://eurekamag.com/research/003/461/003461595.php (last accessed on August 6, 2022).

[86] *Supra* Note 24 (Bipin Jojo, Decline of *Ashram* Schools in Central and eastern India).

[87] S.Harpal Singh, "A lousy Problem at these *Ashram* Schools" *The Hindu* (2019) *available at* https://www.thehindu.com/news/cities/Hyderabad/a-lousy-problem-at-these-*Ashram*-schools/article29338861.ece (Last accessed on July 14, 2022)

[88] Dalveer Bhandari J. in *Avinash Mehrotra v. Union of India*, (2009) 6 SCC 398 on interpreting Right to Education under Article 21 and 21A of the Constitution of India, reasoned in para 30.

condition, with merely three shedlike small rooms – none of which had bolted, no provision of water and electricity, and no toilets."[89]

A 2013 study of the *Ashram* schools in Central and Eastern India observed that though the schools had boundary walls, they weren't built in a way to provide safety and security to its students and an employment of a night guard wasn't enough owing to huge school campuses.[90]

The Standing Committee on Social Justice and Empowerment in its Report on Working of *Ashram* Schools in Tribal Areas (2014)[91] headed by Mr Hemanand Biswal, examined the functioning and effectiveness of *Ashram* Schools in Tribal Areas and recommended that the schools should take measures for maintenance of safety, security and hygienic environment to avoid deaths.

The National Human Rights Commission in response to a complaint filed in 2014 about the death of a seven-year-old ST student residing in a government hostel in Dhar, Madhya Pradesh held the hostel warden guilty of not performing his duties and awarded a compensation of Rs. 50,000 to the child's kin. The girl was reported to be ill for six days and it was only on the seventh day when she vomited blood, the warden consulted a doctor. The delay in consultation led to the death of the child.[92]

In 2016 the Salunke Committee[93] constituted under the chairmanship of Dr. Subhash Salunke submitted a report highlighting the deplorable conditions of government and private run *Ashramshala*s in the state of Maharashtra. It strongly condemned the 684 unnatural deaths of tribal students from 2010-2015 in Maharashtra thereby analyzing the faulty medical services provided in these institutions, unhygienic sanitation conditions, sub-standard food, inadequate first aid, electricity, safety and security. It further reported sexual assault cases by the *Ashram*a*shala* employees.

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[89] National Commission for Protection of Child Rights, "*Visit to State of Chhattisgarh, District Kanker to review the status and functioning of Ashramshalas, 20th to 23rd March 2013*", 5 cited in Government of India, "*Report of High Level Committee on Socio-Economic, Health and Educational Status of Tribal Communities in India*", 181 (Ministry of Tribal Affairs, 2014).

[90] *Supra* Note 24 (Bipin Jojo, "Decline of *Ashram* Schools in Central and eastern India)

[91] The Standing Committee Report on "Working of *Ashram* Schools in Tribal Areas" (2014)

[92] Government of India, "Annual report 2015-2016", 147 (National Human Rights Commission, 2016).

[93] Salunkhe, "Search of hope: Report of the technical committee for prevention of deaths of the students in *Ashram* schools" *Govt. of Maharashtra* (2016)

In Jashpur District of Chhattisgarh in 2021, 6 minor deaf and mute girls were sexually abused and one 17-year-old girl was raped by the watchman and caretaker of the government-run school. The responsible officials were suspended.[94]

D.C. Nandjuda in Ignored Claims: *Ashram* Schools and the Quality of Tribal Education in India (2018-2019)[95] rightly opined that one of the major lacunae in the present *Ashram* schools is the level of quality education amalgamated with Infrastructure. It throws light upon the low Girl student enrolment and increasing dropout rate from primary to secondary as a result of unexplained deaths in *Ashram* Schools in Maharashtra and Karnataka.

Thus, these factors have a long-lasting effect on the child's personality and defeat the entire objective behind the establishment of *Ashram* schools.

1.6.2 External Factors Affecting Education

External factors are factors inherent to the tribal society. They can be improved over time through effective implementation of awareness programmes. The factors include:

1. Parent's Attitude/ Occupation/Education;

2. Participation in Decision Making;

3. Gender Bias; and

4. Opportunities awarded to *Ashram* School students.

1. Parents' Attitude/Occupation/Education:

"I make my son do both his school work as well as work in the field and look after the cattle. What if he does not do anything with his schoolwork? Then I will be stuck with a son who does not know how to work in the fields. So, I teach him both[96]"

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[94] The Times of India, " *Chhattisgarh horror: Parents of deaf-mute girls say they weren't informed*", Rashmi Doralia, September 29, 2021, *available at* http://timesofindia.indiatimes.com/articleshow/86591204.cms?utm_source=contentofinterest&utm_medium=text&utm_campaign=cppst (Last accessed on 15th June 2023).

[95] D.C. Nandjuda," Ignored Claims: *Ashram* Schools and the Quality of Tribal Education in India", Vol.7 & 8(1), *IIS Univ.J.S.Sc*. 1-13 (2018-19)

[96] R. Subrahmanian," Education Exclusion and the Development State" (2005) cited in R. Chopra and P. Jeffery (Eds.), *Educational Regimes in Contemporary India*, (Sage Publications, New Delhi, 2005).
The Author cites a parent of the schedule tribe while surveying about his attitude towards his child's education.

The occupation and educational status of the parents play a pivotal role in the child's education. The maximum number of members of Schedule Tribe due to the social, cultural and economic prejudices are involved in agriculture, labour or skill-based occupations. Since they belong to the low economic strata of society, the main motivation for them to educate their child is to prepare an additional hand in the family income. Poverty is one of the main reasons for hindrance in education as the parents, due to lack of knowledge, prefer their children to work in the fields and earn rather than spending upon stationary, uniforms or private tuition. [97] The barrier that the child faces from the parent's side is the need for learning the art of their family occupation along with education in order to provide a cushion to earn a livelihood. The educated child who has been staying away from his natural environment would be at an added disadvantage in a scenario where the child is unable to secure a job nor participate in the family occupation. Therefore, if the child is educated but is unable to provide financial assistance then that would result in further impoverishing the already impoverished family. To add to this, the illiteracy of the parents results in a lack of awareness regarding the importance of education and its implication for the overall development of the child. The support of the parents is important for the successful implementation of the education strategies as the efficiency of learning in and through the local language would improve when spoken at home.[98] Thus, it can be observed that the parent's perspective towards educating the child holds the utmost importance and is one of the key factors affecting education.

2. Participation in Decision Making

The participation of the beneficiaries in the process of formulating policies for their benefit is paramount. Article 27.1 of the ILO Convention 169 emphasises that the process of formulation and implementation of educational policies for addressing the special needs of the indigenous people shall take place with their

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[97] V.B. Satyasavitri and Dr. P.M. Honakeri, "Impact of *Ashram* Schools: Issues and Challenges of Tribal Education in India" 8 *International Journal of Scientific and Research Publications*, 475 (February 2018).

[98] Convention on Indigenous and Tribal People, 1989 (No. 169), art. 27, available at *Convention C169 - Indigenous and Tribal Peoples Convention, 1989 (No. 169) (ilo.org)* (Last accessed on July 22, 2022).

It states that the education programmes shall be formulated in co-operation with the beneficiaries. Such programmes shall incorporate their history, heritage, culture, knowledge, technologies and values to address their special needs.

cooperation. The inclusion of the elders of the community as bearers of traditional knowledge and culture while strategizing policies would result in evolving a tailored pedagogy and effective learning.

3. **Gender Bias**

It is seen that tribal families due to their economic and socio conditions do not educate their girl child. They prefer keeping them away from the outside world. The girls are raised for working in agricultural fields or collecting forest produce. They are often engaged in household work or sibling care. Security and safety at *Ashram* schools are another reason for the low female literacy rate.

Table No. 2: Literacy Rate of all Social Group, SC and ST Population (1991-2011)

	Table 2								
	Literacy Rate of All Social Groups, SC and ST Population (1991-2011)								
Year	All Social Groups			Scheduled Caste			Scheduled Tribe		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1991	64.13	39.29	52.21	49.91	23.76	37.41	40.65	18.19	29.60
2001	75.26	53.67	64.84	66.64	41.9	54.69	59.17	34.76	47.10
2011	80.89	64.64	72.99	75.17	56.46	66.07	68.53	49.35	58.96
	Source: Census of India, Registrar General of India								

The Census of 2011 shows that the Scheduled Tribe female population is at the lowest step of the literacy pyramid

4) Opportunities to *Ashram* School Students

The aim of *Ashram* School is to help students integrate into mainstream society. When opportunities are provided to these students, they achieve heights. Some of the instances are:

- In 2018, 10 students studying in Maharashtra Tribal *Ashram* school were given an opportunity to scale Mt. Everest after undergoing training sessions for rock climbing in Hyderabad, mountaineering in Darjeeling and advanced mountaineering in Leh & Ladakh for over a year [99].

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[99] The Times of India, *"10 Maharshtra Tribal students to leave tomorrow for a unique mission: Scaling Mount Everest"*, Sujit Mahamulkar, 10th April 2018, *available at* 10 Maharashtra tribal students to leave tomorrow for a unique mission: Scaling Mount Everest | Mumbai News - Times of India (indiatimes.com) (Last accessed on June 16, 2023).

- In 2019, under a Mission Sahaurya-Vijay-Veer 2019, 9 students from 64 *Ashramshala* across Maharashtra scaled Mount Everest.[100]

- In 2020, a student of an *Ashram* School in Gadchiroli District, Maharashtra obtained 97.61% in Higher Secondary Examinations conducted by the Maharashtra State Board. 24 out of 42 appearing students passed with First Division.[101]

- In 2020, a tribal *Ashram* school student from Melghat, Maharashtra cleared NEET examinations with the assistance of free NEET coaching provided by the co-ordinated efforts of the Tribal Department and a Pune based NGO.[102]

1.7 Position of *Ashram* Schools in Central India

Central India geographically consists of the whole of Madhya Pradesh, Chhattisgarh, Maharashtra, Jharkhand Odisha and parts of Gujarat, Rajasthan, and West Bengal. It roughly constitutes 49 per cent of the total area of the country. Around 41.78 per cent of the total population of the country lives in central India. Out of the total tribal population of the country 72.25 per cent lives in Central India.[103] Indian tribal people dwell in areas with rich biodiversity, forests, minerals, and resources, especially in central India. Many research studies have argued that the border areas are isolated from the mainland and have unique problems of their own. There are a range of factors which affect schooling on Inter-state borders. The distance from the state capital, location in dense forests and difficult terrain poses peculiar problems to the tribal areas.

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[100] The Times of India, "9 tribal youth from asjram school of a state scale Mt. Everst", Barkha Mathur, 25th May, 2019, *available at https://timesofindia.indiatimes.com/city/nagpur/nine-tribal-youth-from-Ashram-schools-of-state-scale-mt-everest/articleshow/69489619.cms (*Last accessed on June 16, 2023).

[101] The Times of India, "*Ashram School in Gadchiroli District excels in HSC Examinations*" July 19, 2020, *available at https://timesofindia.indiatimes.com/city/nagpur/Ashram-school-in-gadchiroli-district-excels-in-hsc-exam/articleshow/77044401.cms* (Last accessed on June 16, 2023).

[102] The Times of India, "Tribal from Melghat, a landless Labourer's son, set to be a doctor", Abhishek Chauhan, October 25, 2020 *available at https://timesofindia.indiatimes.com/city/nagpur/tribal-from-melghat-a-landless-labourers-son-set-to-be-a-doc/articleshow/78850766.cms* (Last accessed on June 16, 2023).

[103] Vishwa Ballabh and Pooja Batra, Socio-economic Transformations of Tribal in Central India *Ind. Jn. of Agri. Econ.* Vol.70, No.3, July-Sept. 2015.

1.7.1 Forest Cover Area 2021

Figure No. 2: Central India Forest Cover Area 2021

As per the Forest Survey conducted by the Government of India in 2019 and 2021, the state of Madhya Pradesh ranks first with a total forest cover area (in sq. km) of 77,482. Chhattisgarh with 55,611 sq. km lies third while Maharashtra with 50,778 lies fifth amongst Indian states. Thus, these three states together cover 1,83,871 sq. km of the nation's total forest cover area.[104]

1.7.2 The Population of Tribal in Central India

As per Census 2011, the Scheduled tribes in India are 8.6% of its total population. A decadal (Census 2001-Census 2011) increase of 23.7% was observed. An uneven distribution of the scheduled tribes is observed among the Indian States. A large concentration of the Scheduled Tribes is found inhabiting the dense forest areas of the north-eastern and Central regions of India. Madhya Pradesh and Meghalaya with 14.7% and 2.5% of the country's Scheduled Tribe population rank first and last respectively. Owing to their geographical conditions, these regions are underdeveloped.

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[104] Maps of India available at https://www.mapsofindia.com/top-ten/geography/india-forest.html (accessed on July 22, 2022).

1.7.3 Representative states of Central India: **Maharashtra, Madhya Pradesh and Chhattisgarh**

Figure No. 3: Selected States on Map of India
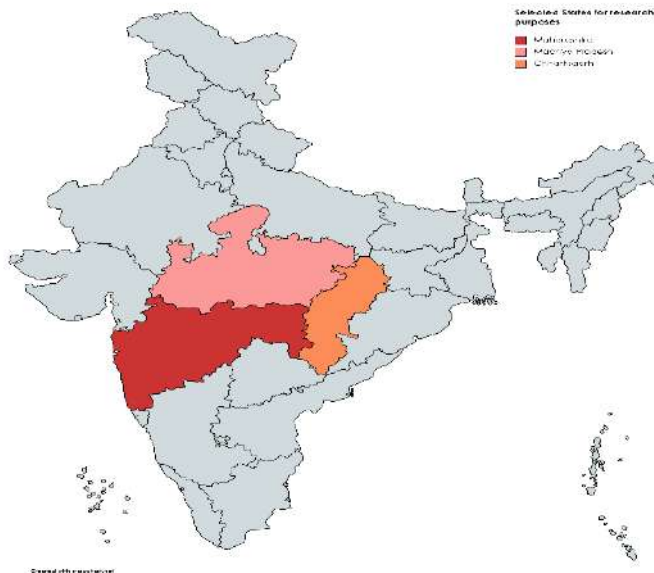
The States of Maharashtra, Madhya Pradesh and Chhattisgarh occupy a central position in the whole country and are known for their rich bio-diversity and forest resources. The earlier formed a core part of the erstwhile Madhya Bharat and share similar climatic and soil conditions. The belt represents the cusp of development and underdevelopment. While some of the cities here can be seen vying with the best in the country with towering fortresses, state-of-the-art malls and trade emporiums the tribal societies present here have largely been obscured from the currents of development. Most of the forests here are inhabited by aboriginal tribes like Baigas, Korkus, Bhils, Bahariyas, and Gonds. These tribes are mostly found in the hilly regions of the Satpura and Vindhya ranges. The tribes of Katkaria, Kolam, Maria Gond, Abujh Maria, Bharia, Baiga, Birhor, and Hill Korba have been identified as vulnerable tribal groups.[105] They differ from each other in matters of social and religious life and therefore don't form a homogenous group. The community is characterized by lack of access to land and multiple kinds of deprivations like poverty, exploitation, political marginalization[106], displacement, naxalism, etc [107] Despite a large number of developmental initiatives for the upliftment of the tribals of central belt tribal areas of central India are predominantly forest based with little or no access to pucca

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[105] PVT's MOTA

[106] Government of India, Development Challenges in Extremist Affected areas, Report of an expert group to planning commission, 2008.

[107] Kailash Sarap, Erosion of access to resource, poverty and public action in tribal belt of Central India, Sociological bulletin 66(1) 22-41, Sage publications.

roads and consequently to markets and educational institutions resulting in high concentration of poverty.[108]

1.7.4 Population of Scheduled Tribe in Central India

The population of Scheduled Tribes in Maharashtra, Madhya Pradesh and Chhattisgarh vis-vis- population of ST in India is nearly 32.27 per cent.

Figure No. 4: Population of ST's in Central India vis-a-vis Other States (%)
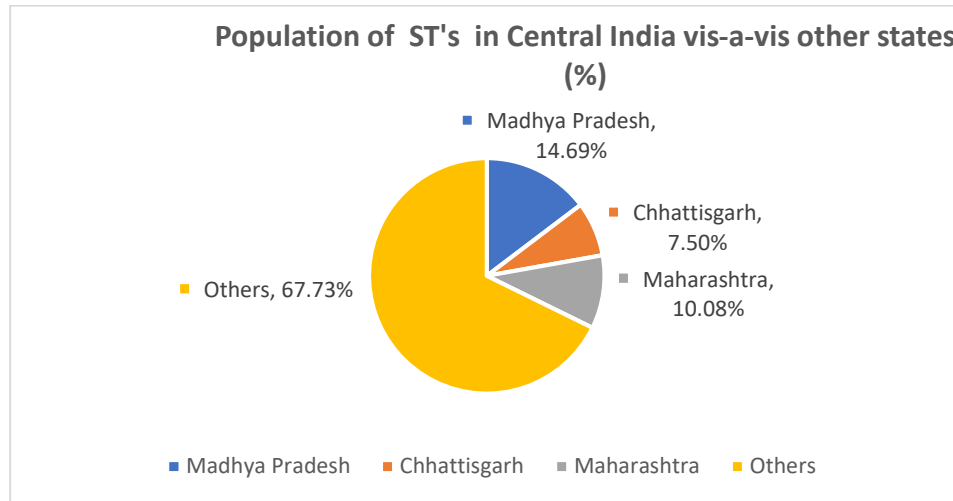
As per the above information, it can be observed that Madhya Pradesh has the highest percentage of Scheduled Tribe population in the country's population followed by Maharashtra and Chhattisgarh. The tribal population in Chhattisgarh accounts for almost 31% of its total population followed by Madhya Pradesh and Maharashtra accounting for 22% and 9% respectively.

1.7.5 Literacy Rate of Scheduled Tribes in Central India

Regarding the literacy rate of India vis-à-vis Central India (Maharashtra, Madhya Pradesh and Chhattisgarh), as per Census 2011, the literacy rate of India was 74% while that of the Scheduled Tribes was 59%. A difference of 15% was observed. In State-wise Scheduled Tribe Literacy rate the difference is as follows:

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[108] *Ibid*

Figure No. 5: Literacy Rate of Total Population vis-a-vis Scheduled Tribes
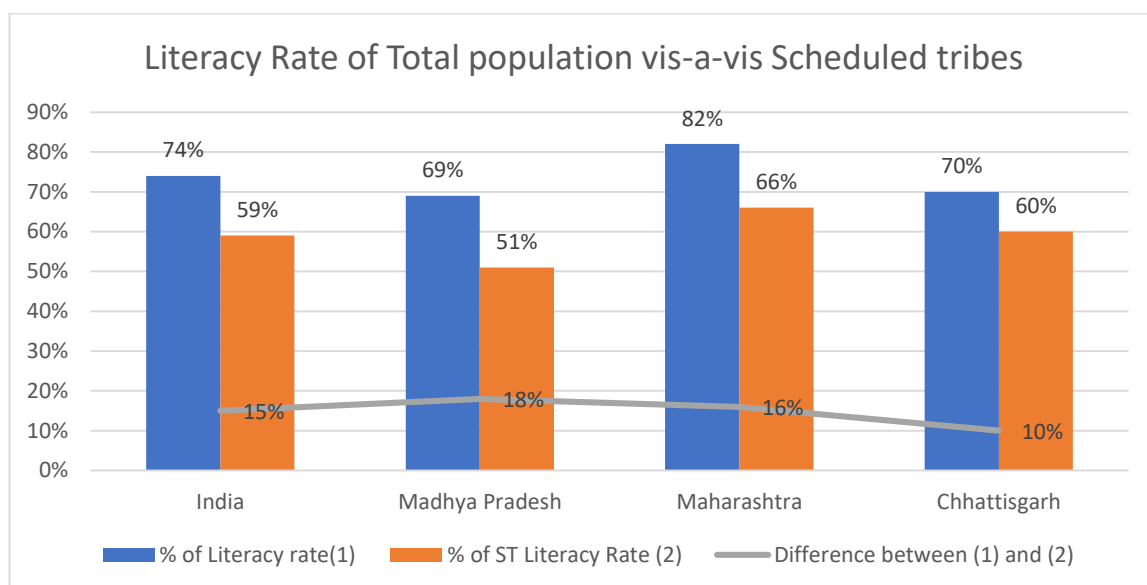
The percentage of literacy rate of the Scheduled tribes of Maharashtra is 17% more than the Scheduled Tribes of India while 8% lower in the case of Madhya Pradesh's Scheduled tribes.

1.7.6 Gross Enrolment Ratio of Scheduled Tribes in Central India

The gross enrolment ratio of scheduled tribe students in India vis-à-vis scheduled tribe students in central India (Maharashtra, Madhya Pradesh and Chhattisgarh) is as follows:

Table No. 3: Gross Enrolment Ratio(GER) of Scheduled Tribe students

India/State	Primary (1-5)			Upper Primary (6-8)			Elementary (1-8)			Secondary (9-10)			Higher Secondary (11-12)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
India	106.3	106.7	106.5	98.3	97.6	98.0	103.4	103.3	103.4	77.0	79.2	78.1	50.5	53.6	53.0
Chhattisgarh	93.7	93.5	93.6	92.3	91.3	91.8	93.2	92.7	93.0	66.8	74.3	70.5	55.7	68.7	62.2
Madhya Pradesh	86.0	84.4	85.2	97.6	90.4	94	89.8	86.4	88.1	60.0	58.7	59.4	39.2	40.5	39.9
Maharashtra	106.1	109.0	107.5	100.7	101.7	101.2	104.0	106.2	105.0	94.1	93.5	93.8	57.2	52.9	55.2

Source: UDISE+ 2021-22

Thus, it can be observed that the Gross enrolment ratio of the scheduled tribe students in 2021-22 was the highest in Maharashtra. It was higher than the country's GER. The ST Girls in Maharashtra had higher GER up to Secondary level education and vice-a-versa is observed throughout India and in the states of Chhattisgarh and Madhya Pradesh.

1.7.7 Drop-out Rate of Scheduled Tribe Students in Central India

As per the data of UDISE- 2021-22, the dropout rate of the scheduled tribe students at all levels of education is the highest. The scheduled tribe girls have a higher rate of dropout as compared to scheduled caste girls. A constant increase in the difference between ST boys and ST girls is observed from Primary to Secondary levels of education.

Table No. 4: Drop-out Rate of Scheduled Tribe Students at all India Levels and Selected States in 2021-22

Category	Gen.	ST	Gen	ST	Gen	ST
	Primary		Upper Primary		Secondary	
India	2.54	2.83	1.51	6.03	10.94	16.62
Maharashtra	0.00	0.77	1.05	2.85	8.22	21.04
Madhya Pradesh	6.99	4.49	8.83	14.02	8.83	17.60
Chhattisgarh	2.66	1.99	4.84	5.92	6.04	12.79

Source: UDISE+ 2021-22

The scheduled tribes of Madhya Pradesh have the highest overall dropout rate of all levels of education. Maharashtra has the least at the Primary and Upper primary levels while the most at the Secondary level of education. Chhattisgarh has the least drop-out rate at the secondary level. In terms of the general population, the drop rate is the least in Maharashtra.

1.8 *Ashram* Schools in Central India

There is a total of 4477 *Ashram* Schools in India as per the data taken from the website of the Press Information Bureau until 2019.[109] It may be noted that Chhattisgarh has the highest number of *Ashram* schools followed by Madhya Pradesh in India as per the Press Information Bureau data. The status of the functioning of *Ashram* Schools in India vis-à-vis Central India (Maharashtra, Madhya Pradesh and Chhattisgarh) is as follows.

Table No. 5: Functioning status of the *Ashram* Schools supported by the Ministry of Tribal Affairs in India vis-à-vis Central India in 2019

State	No. of sanctioned *Ashram* Schools under the Ministry of Tribal Affairs	No. of *Ashram* Schools in functioning
India	1205	1018
Maharashtra	95	90
Madhya Pradesh	404	303
Chhattisgarh	134	128

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[109] Press Information Bureau, *available at*
https://pib.gov.in/PressReleasePage.aspx?PRID=1513029 (Last accessed on June 11, 2022) and
https://pib.gov.in/PressReleasePage.aspx?PRID=1594018 (Last accessed on June 11, 2022).

As per the above table, 187 sanctioned *Ashram* schools are non-functioning in various States. It may be noted that Madhya Pradesh has the highest number of non-functioning sanctioned *Ashram* schools.[110]

1.8.1 The mandate of the *Ashram* School

Table No. 6: Mandate of *Ashram* School

Ashram Schools under Tribal Sub-Plan (TSP)	1990-91
Schedule Tribe Component (STC)	2017-2018 financial year 2018-2019
Specialized Central Assistance (SCA)- Tribal Sub Scheme (TSS)	2019
The scope has been widened of SCA to TSS	2022-23

The *Ashram* Schools were established under Tribal Sub Plan (TSP) in 1990-91. The implementation of the TSP strategy in an area is based on its tribal population percentage. The TSP has been renamed as Schedule Tribe Component (STC) by the Ministry of Finance with effect from 2017-2018 after the merger of plan and non-plan expenditures and 41 Central Ministries/Departments have been identified for earmarking the funds in proportion to ST population based upon 2011 census in the concerned state. The main aim of the STC is to monitor the allocation and flow of funds from general sectors of the central ministries/departments for the benefit of the Schedule Tribes. The allocation of funds shall at least be in proportion to the population in the concerned State based on the 2011 Census. As per the Guidelines for programmes under the Specialized Central Assistance to Tribal Sub Scheme (SCA to TSS) [111] issued by the Ministry of Tribal Affairs in 2019, the allocation of funds among the State is based upon the proportion of ST population, Tribal Area, past performance and vulnerability. At present, the Ministry of Tribal Affairs for

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[110] Reply by Union Minister of State for Tribal Affairs. Smt. Renuka Singh Saruta to a question asked in Lok Sabha. Ministry of Tribal Affair," Establishment of *Ashram* Schools in Tribal Sub-Plan Areas", (July 8, 2019) *available at* https://pib.gov.in/PressReleasePage.aspx?PRID=157773 *(*Last accessed on June 12, 2022).

[111] Ministry of Tribal Affairs, "Guidelines for Programmes/Activities under Special Central Assistance (SCA) to Tribal Sub-Scheme (TSS) during 2019-2020 and onwards", (September 17, 2019) *available at https://tribal.nic.in/downloads/SCA_To_TSS/Guidelines_SCA%20to%20TSS.pdf* (Last accessed on June 17, 2022).

 The scheme SCA to TSS is a centrally sponsored scheme wherein 100% grant is provided by the Government of India to the States introduced in 2017-18.

the financial cycle 2021-2026 [112] has revamped and widened the scope of SCA to TSS to include a few more schemes including Pradhan Mantri Adi Adarsh Gram Yojna and others.[113] However, in these developments, *Ashram* Schools are not seen to be mentioned. Until 2017, a fund has been allocated separately for the *Ashram* School. However, post-merger of the scheme of TSP to STC, not seen any funds were allocated for the specific head of *Ashram* Schools. As per the demand by the state government, the allocation of funds has been done. Here, a question comes about the effectiveness of the working of the *Ashram* Schools. Are *Ashram* School able to fulfil its objectives of the establishment? What are the challenges of the *Ashram* Schools? And what can be the future of *Ashram* Schools?

Ashram Schools' challenges and contributions have been highlighted in various Committee reports and research. The review of relevant literature is given below:

1.9 Review of Literature

Education as an institution is highly recognized by both the public as well as private sectors to bring change in the status of different groups in society. It is one of the essential mediums used by the public sector to uplift the status of marginalized sections within society. In light of the same, we find the relevance of the *Ashram* schools that emphasize providing education up to the secondary level to the children belonging to the Scheduled Tribes category. According to the report of the Ministry of Tribal Affairs (2013-2014), *Ashram* schools are state-funded residential schools that facilitate the well-being of scheduled tribe children by providing them with education.

Many committees were constituted to look into the problems relating to *Ashram* Schools and tribal children getting education. They have submitted an exhaustive report based on their studies. Drawing largely from the review of studies done on the educational needs of the scheduled tribe children in *Ashram* schools, we have tried to put forward several problems studied by different Committees constituted by the Government of India and scholars that these children face while gaining

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[112]Reply answered by Minister of Tribal Affairs Shri Arjun Munda to a question asked in Lok Sabha. Ministry of tribal affairs, "Ministry of Tribal Affairs revamp schemes for Tribal Development", (March 21, 2022), *available at* https://pib.gov.in/PressReleasePage.aspx?PRID=1807760 (Last accessed on June 16, 2022).
[113] Detail analysis is given in Chapter 5.

access to education and the solutions that they provide for the same. We have not only compiled studies of committees and independent research scholars conducted in this sector but have also analysed the shortcomings in the present-day context. The common point that runs across all these studies is that, even though the state has taken several initiatives through different policies and programs, these alone are not sufficient to impart education to these children. For these policies to be effective it is a must to take factors like socio-cultural aspects, infrastructure, awareness, competent individuals, technology, etc. into consideration. By doing so we would be achieving two objectives primarily- first, imparting education effectively among scheduled tribe children and secondly, the efforts of the state i.e., policies and programs will not go futile. In short, our effort is to dilute the problems that are creating hindrances in the path of scheduled tribes while obtaining education in the *Ashram* schools and provide effective solutions for the same. We have attempted to offer the solution provided in these studies through various steps.

The review of literature is divided as follows:

1) Review of important Committee reports. This is arranged in year-wise order.
2) Review of studies conducted by research scholars. This is arranged as per the solutions highlighted in different studies.

1.9.1 Review of Important Committee Reports

Elwin Committee (1960)[114] was formulated to examine the functioning of Multi-Purpose Development Blocks, the unit responsible for the effective implementation of Scheduled Tribe development programmes. The committee introduced the theory of isolation i.e., the tribal should have zero contact with the outside world, to safeguard their land, culture and values. The committee on interviewing the Department of Social Welfare learnt that they were unable to provide records of tribal students who have passed secondary school examination, low enrolments in post-matric schemes, no central schools, voluntary agencies are running *Ashram shalas,* no separate allocation of funds for tribal education rather a money is spent on the development of roads, water tanks, etc. Given the above, the committee recommended that tribal education should be left in the hands of the State

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[114] Government of India, "11th report: Committee on Welfare of Schedule Caste and Schedule Tribe", (Ministry of Education and Social Welfare, July 1972).

Education Department, setting up cells to assist tribal boys in matters of career after post matric scheme.

U.N. Dhebar Commission(1962)[115] followed Gandhi's approach to "Basic Education" and was highly influenced by the words of Shri. Pt. Jawaharlal Nehru pleaded that the development of Schedule Tribes should be "along the lines of their genius" i.e., that they should not be forced to transition from their culture to the modern world. The Commission suggested that the didactic instruments from the tribal culture be recognized and they should be used as tools of education. It further recommended the selection of tribal youth as teachers, providing additional training facilities to teachers concerning the tribal culture, providing mid-day meals, books, reading and writing material, clothes, establishment of schools in areas where there are 30 or more students, adjustment in holiday and vacation timings to suit the tribal culture.

The Kothari Commission (1964–66)[116] was an ad-hoc commission set up to examine aspects of the Indian education sector. It recommended the adaption of three language formulas including English, Hindi and regional language in non-Hindi speaking states, the introduction of public education to provide equal opportunities to all the children of the country, and the establishment of state education departments to implement free education for ages 6-14.

According to the Delors Commission Report 1996 titled "Learning the Treasure Within", the social aim of education is achieving the multidimensional concept of learning. It further stated that the "four pillars of learning are learning to know, learning to do, learning to live together and learning to be".[117]

Xaxa Committee (2014)[118] was set up to mandate the level of social infrastructure, level of literacy and dropout rates, and access to educational services. The committee carefully examined and reviewed the Dhebar Commission Report and traced the development of the concept of free education. It analyzed that even though after the introduction of numerous schemes for Tribal Education

[115] Government of India, "Report of Scheduled Areas and Scheduled Tribe Commission (1960-1961)", 1 (1961) *available at* 17.pdf (archive.org) (last accessed on July 15, 2022).
[116] Government of India," Report of the Education Commission, 1964-1966", 1966
[117] United Nations, Declaration on the Rights of Indigenous Peoples", 9.3 (2007).
[118] Government of India, "Report of High Level Committee on Socio-Economic, Health and Education Status of Tribal Communities in India", (Ministry of Tribal Affairs, 2014).

Development and an increase in Tribal Literacy Rate from 19.8% to 14.6% from 1961 to 2011, there has been a decline in Higher Secondary School enrolment due to a high drop our rates i.e., 73% at Class X, 84% at Class XI and 86% at Class XII in the year 2011. It enunciated upon the facts that No detention policy up to class V has led to poor Elementary Base which further results in low pass percentage at Secondary and Higher Secondary Levels. It has recommended reviewing the "No Detention Policy", setting up Tribal Research Centres for Imparting training and Knowledge, including Scholarships for Tribal Paintings and Art alongside Education, training and educating teachers as per the standard mentioned under the RTE Act, 2009 while keeping in mind the tribal culture and needs, to regularly conduct Audits and held State government accountable for non-implementation of policies, to spread awareness regarding Schemes and Scholarships under Single Window Scheme and to train Tribal youth regarding marketing and earning livelihood. It further suggested the UGC set up a Tribal Chair in all Universities.

The Standing Committee on Social Justice and Empowerment in its Report on Working of *Ashram* Schools in Tribal Areas (2014)[119] headed by Mr Hemanand Biswal, examined the functioning and effectiveness of *Ashram* Schools in Tribal Areas by stating that though there has been a decrease in the gap of Schedule Tribe literacy rate by 14%, it ranges to 28% interstate. It pointed out that even though the Ministry of Tribal Affairs has been implementing the Tribal Sub-Plan since 1999-91 merely 862 *Ashram* Schools have been sanctioned to date out of which 274 are unconstructed and no schools have been constructed in the areas of West Bengal and Tamil Nadu. The main reason for sub-standard education is non-consonance working between the Ministry of Human Resource Development, Ministry of Tribal Affairs and State Governments. It discouraged the decrease in budgetary allocation of funds from Rs 75 crore to Rs 61 crore in the year 2012-13 and allocation of 100% funding for girls and 50% for tribal boy's schools. It recommended that there should be 100% central funding, timely report submission by the State Government to the Ministry of Tribal Affairs, quick allocation of funds for timely construction and other expenditures, appointment of tribal youth as teachers, maintenance of hygiene and security to avoid deaths, providence of

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[119] *Supra* Note 35 (Government of India,44th Report, standing Committee on Social Justice and Empowerment)..

nutritional food and teachings in their local language. It emphasized that the transition from the local language to English or Hindi should be a gradual process to avoid the dropout rate which was 55% in elementary and 71% in Secondary school.

Salunke Committee (2016) [120] constituted under the chairmanship of Dr Subhash Salunke submitted a report highlighting the deplorable conditions of government and privately run *Ashram shala*s in the state of Maharashtra. It strongly condemned the 684 unnatural deaths of tribal students from 2010-2015 in Maharashtra thereby analyzing the faulty medical services to be provided in these institutions, unhygienic sanitation conditions, sub-standard food, inadequate provisions for first aid, electricity, safety and security. It further reported sexual assault cases by the *Ashram shala* employees.

The Standing Committee on Social Justice and Empowerment in its Report on Education Scheme for Tribal (2018)[121] headed by Mr Ramesh Bais brought forward the performance of existing schemes like *Ashram* Schools, Eklavya Model Residential Schools, Pre and Post Matric Scholarships and National Overseas Scholarship Schemes. It envisaged that despite numerous government schemes the literacy rate of tribal is merely 59% as compared to the national literacy rate of 74%. It pointed out that the lack of supervision and control by the Ministry of Tribal Affairs upon the working of the State Government on these schemes hasn't yielded the desired results. It recommended more publicity of scholarship schemes to stop the declining enrolment trend and more focus on bi-lingual teaching methods and tools.

Report by the Committee on Welfare of Schedule Caste and Schedule Tribe[122] (2021-2022) on carefully examining the status of implementation of Scheduled Tribe Component (STC) was aghast to find out that the central ministries/departments and the states/UTs have not followed the guidelines of

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[120] *Supra* Note 93 (Salunkhe (2016)
[121] Government of India, "Fifty-Sixth Report: The Standing Committee on Social Justice and Empowerment in its Report on Education Scheme for Tribals 2017-2018" (Ministry of Tribal Affairs, 2018)
[122] Government of India, "Action taken on 26th Report (16th Lok Sabha) on the subject: Monitoring of Action taken under Sub Plan(STSP) mow called as Schedule tribe Component (STC) by Ministry of Tribal Affairs and its implementation for development and welfare of Scheduled Tribe" (Ministry of Tribal Affairs, 2021-2022).

STC in true letter and spirit thereby defeating the entire purpose of introducing the Tribal Sub-Plan which was a medium to bridge up the gap between the Schedule Tribe and the mainstream by focusing on social and economic development therefore, it recommended that the central ministries/departments and the states/UT/s should:

1. Earmark the funds to be allocated under the TSP on the given guidelines.[123]

2. Identify schemes most beneficial for the development of ST and SC.

3. The fund allocation should be on such identified schemes instead of notional allocation on all schemes.

4. Mandatory reporting of the percentage of fund allocation under TSP by the state under Article 249 of the Indian Constitution.[124]

5. To set up a monitoring committee at district and block level to meet twice a year, to keep a check on the implementation of TSP.

6. To compile a manual consisting of all the guidelines issued by the NITI Aayog for effective implementation of the TSP for better understanding of the concerned field nodal officer of the tribal area.

7. To create a non-lapsable pool for unused funds under TSP to avoid diversion towards other schemes and these funds can be used in the succeeding year.

8. To provide incentives to States in incidences where there is optimal utilisation of funds allocated for the benefit of the state Schedule Tribe.

1.9.2 Review of Research Studies Conducted by Research Scholars

The review is arranged as per the solutions highlighted in the research conducted by the research scholars. In various studies, primarily following solutions were suggested to deal with *Ashram* Schools:

1. Culturally Competent System: A culture is an effective tool that helps learners to build an association with the content they are learning. It helps them to recognise their potential in the best manner. Not acknowledging cultural differences can lead to discontinuity in the learning process.

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[123] The guideline for fund allocation states that 50% funds should be on the basis on percentage of SC/ST population in the state.

[124] Article 249 powers the Parliament to legislate on the matters in the State list for National Interest.

In view of the same, Mukherjee in his study titled Tribal Education in India: An Examination of Cultural Imposition and Inequality[125] examined and analyzed tribal schools situated in West Bengal through personal interviews of students, teachers, parents, graduates and principals thereby analyzing the importance of education for scheduled tribes based on biological, socio-economic, inter-colonization and cultural reproduction theories. His study highlights the importance of education policies being framed keeping in mind the cultural background of the students by emphasizing that these policies create a negative self-image in the minds of the tribal youths and a feeling of cultural alienation as they are expected to study in an environment not in consonance with their beliefs which in turn leaves them empty handed if they are unable to secure jobs or settle in the modern world. This statement can be explained by citing the example from his work done in Bagmundi, where the students grasp knowledge without understanding what is being taught to them as they are not able to reflect upon their lessons well. Also, without considering their cultural aspect students are granted vacations as per the mainstream calendar. Moreover, the concept of free education as envisaged by the lawmakers does not stand true as parents have to spend money on personal tuitions and on stationaries. All these points reflect that culture is an integral part of the lives of these people and is not considered while framing educational policies. If, the policymakers bear in mind the cultural practice of these people then not only the gap existing in their learning process would be shortened but it will also be an enjoyable and fruitful experience for them. Moreover, parents of these children will not feel pressurized to spend their hard-earned money on tuition classes.

Even, Prama Chatterjee in her paper Status of Education Among Tribal Students in Madhya Pradesh (2016)[126] stresses the importance of culture from a language perspective. Language is an important tool in a culture as it helps to sustain that culture by passing it on to others. She analyzed the population and literacy rate of Schedule Tribes of Madhya Pradesh as compared to the National Level based on the 5th National Census 2011. It concluded that Bhil and Gond, the Scheduled Tribe communities of Madhya Pradesh constitute 37.7% and 35.6% of India's total

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[125] Anirban Mukherjee, *Tribal Education in India: An Examination of Cultural Imposition and Inequality* (2009) (Unpublished thesis, University of Kansas).
[126] Prama Chatterjee, "Status of Education Among Tribal Students in Madhya Pradesh" 4 *Aalochan Drishti* (2016) *available at* https://www.researchgate.net/publication/330486651 (last accessed on July 16, 2022).

Schedule Tribe Population. Furthermore, the enrolment of Schedule Tribes students in Primary classes I – V is 1,848,179 more than the enrolment in classes VI-VIII and the dropout rate for classes I-V, VI-VII AND IX-X is 37.1%, 36.1% and 64.6% respectively which is lower than India's overall schedule tribe dropout rates i.e., 35.6%, 55.0 and 70.9%. It suggests that the appropriate authority should work on providing quality education keeping in mind the dialect of the tribe as well as educate the parents on the importance of education to bridge the gap. Quality education and educating the parents of these children can take place when the educators are aware of the culture to whom they are imparting the education as it will give a sense of security and familiarity to the ones on the receiving end.

Emphasis on language as a vital tool has also been highlighted by Jha and Jhingran (2005).[127] They strongly advocate the use of the tribal or home language of the tribal communities in the elementary stage of education as their language is different from the regional or local language of the state where they are situated in. Their study further states that educational outcomes are only possible where the child relates to the teaching language.

Additionally, Mona Sedwal and Sangeeta Kamat in their study Education and Social Equity with a special focus on Schedule Caste and Schedule Tribes in Elementary Education (2008)[128] opine that the availability of elementary schools for Scheduled Tribe children is no more an issue but the quality and nature of education imparted hinders in the basic aim of imparting tribal education. Though the enrolment number at the primary level has significantly increased, a subsequent increase in completing higher education for jobs cannot be observed. They concluded that the major causes for a failed system for tribal education are poor quality of infrastructure and teaching methods, a curriculum not based upon the social-cultural life of the tribes, transition from tribal language to national/regional language, high drop-out rates and low student motivation therefore, further research shall be carried on the improvement of these sectors.

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[127] Jyotsana Jha & Dhir Jhingran. "Elementary Education for the poorest and other deprived groups: The real challenge of universalization"348 (Manohar Publications, New Delhi, 2005).
[128] Mona Sedwal and Sangeeta Kamat," Education and Social Equity with special focus on Schedule Caste and Schedule Tribes in Elementary Education" *CREATE* (National University of Educational Planning and Administration, 2008).

Cultural importance in the education sphere has also been noted by Dr Ayan Hazra in Alternative Education Process of Tribal's in Chhattisgarh (2017).[129] He argues that imparting education does not merely mean teaching, it also includes spheres such as skill training, the ability to contact the outer world and to earn a livelihood. It envisages that being in the group of "Educated but Unemployed" doesn't achieve the aim to provide education as merely being educated but unable to be employed defeats the entire process of the Right to Education therefore, it suggests that the primary education should be more focused on inculcating the rooted traditional knowledge of the tribe along with CBSE curriculum. Even, The Pwc in "Final Report Evaluation of Study of Grant in Aid for voluntary agencies running *Ashram* Schools in Maharashtra"[130] opined that even though there has been an increase in access to education and literacy rate of the Schedule Tribes under the ambit of Government aided and Voluntary aided *Ashram* Schools but the purpose of its establishment is defeated. The report throws light on lacunas in the working and implementation of *Ashram* School Guidelines. It focuses on the importance of vocational training, regular teacher training programs, acquaintance with the local language of the state along with tribal dialect and improved infrastructure with stricter disciplinary action in case of non-compliance.

Moreover, a study titled "Evaluation Study of Grant-in-Aid for Voluntary Agencies Running *Ashram* Schools in Maharashtra by PwC in 2017" to identify bottlenecks, lacunas, catalysts, challenges, barriers and constraints in the ground implementation of the *Ashram* scheme in the state found out that there is lack of professionally trained staff, appropriate induction and training for the teachers teaching in *Ashram* schools.[131] The study also brought to light the importance of imparting vocational education to suit the needs of *Ashram* school students.

Therefore, all the above studies hint that the system and the people associated with it need to be culturally competent i.e., they need to take into account the importance of the culture of those people to whom they are trying to serve. This

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[129] Dr. Ayan Hazra, "Alternative Education process of Tribal's in Chhattisgarh",3.7 *International Journal for innovative research in Multidisciplinary Field* (July, 2017).

[130] Government of Maharashtra, "Final Report-Evaluation Study of Grant-in-Aid for Voluntary Agencies Running *Ashram* Schools in Maharashtra", I (December 22, 2014), *available at* https://mahades.maharashtra.gov.in/files/report/*Ashram*%20school%20report.pdf (last viewed on August 3, 2022).

[131] *Supra* Note 130 (Final Report - Evaluation Study of Grant-in-Aid for Voluntary Agencies).

should be the first constructive step in providing effective education to these children. By being culturally competent the system reflects both sensitivity and diversity and at the same time it acts as an effective tool in combatting such issues. Cultural competence serves as a bridge between the ones who are trying to deliver education and the ones who are on the receiving end.

2. Quality Infrastructure: Quality education requires not only good human resources but also high-quality infrastructure facilities like- classrooms, transport facilities, benches, blackboards, etc. Education infrastructure is one of the key factors that can either pull learners to the schools or can push them away. Keeping this idea in mind many studies reflect how infrastructure has played an essential role in the lives of scheduled tribe children. These studies argue how the infrastructure has acted like a block in accessing education at *Ashram* schools. For instance, in "Schooling by Children in Inter-state border areas by Anuradha De, Meera Samson, Arpita Chakraborty, and Sushmita Da" (2010)[132] reported on school functioning in the border areas of Andhra Pradesh and Orissa. Their study pointed out that these areas have problems unique to themselves. Schools' systems were found to be functioning well in the accessible areas of the state and poorly in remote areas. The border areas also reported poor learning outcomes amongst the enrolled students. The border areas also faced access issues because of long distances and difficult terrain. In addition to this, Bipin Jojo in his study on the Decline of *Ashram* Schools in Central and Eastern India stated that *Ashram* Schools are not fulfilling the purpose they were designed for. The schools lack health care facilities and good quality food. Prolonged ill-health, unhygienic living conditions affect the educational quality and impact the psychological well-being of the students. He claims that the general condition and lack of upkeep and maintenance of the classrooms, confusion about the use of the medium of instruction for tribal children, are hampering the children's learning. He suggests urgent policy interventions to address the plethora of problems faced by these schools. Moreover, Dr Priti Chaudhari and Mr Hemant Rathod in their paper "A

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[132] Chakraborty, Arpita & De, Anuradha & Das, Meera. (2010). Schooling for Children in Inter-State Border Areas: Visakhapatnam District in Andhra Pradesh and Koraput District in Orissa.

study of problems faced by Tribal students of *Ashram* Schools"[133] (2021) surveyed 5 tribal schools and 45 students in Surat. Gujrat by using a random lottery method. Apart from discouraging the use of common education policy for scheduled tribes they even held the poor conditions of the classrooms, buildings, and no separate toilets for boys and girls, as chief factors contributing to pushing students away from the *Ashram* schools.

Another essential reason for us to stress the education infrastructure is that we figured that even the policy of reservation that the government initiated for the scheduled tribes was not turning out to be fruitful.

This is best reflected in the study of T. Brahmanandan and T. Bosu Babu in Education Status amongst Schedule Tribes: Issues and Challenges (2016).[134] In their study they discuss the plight of Scheduled Tribes even after a Reservation of 7% and 7.5% in Higher Education and Central and State Government Jobs respectively, they are unable to secure those seats as they lack the ability to compete with others. They cited the example of IITs wherein from 1973-1983, it followed the quota system but later, it scrapped the system as it said that being a premier education system, it couldn't compromise upon the quality of its students and therefore no relaxation was given to tribal students in the qualifying criteria but they were given extra time to complete their degree therefore, they concluded that the Government should stress on providing quality education at Higher Secondary level by establishment of schools in remote areas as per their local needs and include their local culture and art along with extra co-curricular activities to increase confidence in order to benefit themselves of the quota guaranteed under the Indian Constitution.

In addition to this, D.C. Nandjuda in Ignored Claims: *Ashram* Schools and the Quality of Tribal Education in India (2018-2019)[135] opined that one of the major lacunae in the present *Ashram* Schools is the level of quality education amalgamated with Infrastructure. It throws light upon the low Girl student

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[133] Dr. Priti Chaudhari and Mr. Hemant Rathod in their paper "A study of problems faced by Tribal students of *Ashram* Schools" 441 *Shikshan shansodhan:Journal of Arts, Humanities and Social Sciences* (2021).

[134] T.Brahmanandan and T. Bosu Babu, "Education status amongst Schedule Tribes: Issues and Challenges" Vol XIV *The NEHU Journal* (July-December, 2016).

[135] D.C. Nandjuda," Ignored Claims: *Ashram* Schools and the Quality of Tribal Education in India", 7 & 8(1), *IIS Univ.J.S.Sc.* 1-13 (2018 & 2019).

enrolment and increasing dropout rate from primary to secondary as a result of unexplained deaths in *Ashram* Schools in Maharashtra and Karnataka. Further, it suggests that the government shall along with constructing good quality *Ashram* schools should regulate upgrading the curriculum, hiring competent local teachers, organizing training camps, motivating the students, educating parents, providing quality textbooks, and resolving language issues as they are some of the minimum facets of tribal quality education. Further, the teacher shall be required to mentor the students with respect to the need for excellence in education.

All these studies indicate the need for government to act and enhance the education infrastructure as high quality of education infrastructure will determine more accessibility of the students to the schools which in a way will ensure better learning outcomes. Therefore, after assessing all these studies we believe that education infrastructure should be the second major step that the state needs to conquer in order to impart education successfully to these children.

3 Poverty and Other Social Factor: Poverty and education are tightly knitted together. In order to access education, one needs to be free from the burden of poverty. This, we say so is because for humans the first basic priority is to survive and then, later comes the need to attain knowledge. In light of the same, we found two studies that reflected a similar idea.

Dr Nisha Valvi, Priti Jadhav & Prof. Sanjeev Sonawane(2021) in their study of the impact of the Right to Education Act, 2009 on Tribal Girls' Education In Urban Schools in Nandurbar Tahsil,[136] envisaged the concept of universalization of elementary education through Sarva Shiksha Abhiyan and Midday Meals along with Right to Education Act, 2009. Their work critically examines the implementation of the provisions of the act regarding the progress of tribal girls and concludes that the act has helped in the progress of education amongst tribal girls as there has been an increase in enrolment rate in consonance with a decrease in girls' dropout rate. It states that the major reasons for girls' dropout include migration, labour work, the responsibility of younger siblings, the neutral attitude of parents, poverty and illiterate parents. Also, Satya Savitri V.B. and Dr P.M.

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[136] Dr. Nisha Valvi, Priti Jadhav & Prof. Sanjeev Sonawan, "Impact of Right to Education Act, 2009 on Tribal Girls: Education in Urban Schools in Nandurbar Tahsil "21 *Global Journal of Human Social Science: G Linguistics & Education* 46-50 (2021). The study was carried in December 2017 and January 2018.

Honakeri in their paper Impact of *Ashram* Schools: Issues and Challenges of Tribal Education in India (2018)[137] studied the literacy rate gap between the tribals and all categories from 1961 to 2011. Though there has been an increase in the literacy rate of tribals from 8. 53% to 58.96% i.e., 50.43%, subsequently the gap has not reduced proportionately i.e., 19.77% to 14.03% = 5.74%. It highlights poverty as the main reason for hindrance in education as the parents, due to lack of their knowledge, prefer their children to work in the fields and earn rather than spending on stationary, uniforms, or private tuition.

Hence, it is essential that along with other social issues states should emphasize the programs that would help to eradicate poverty. They should try to do away with the reasons that give rise to poverty. By doing so the state will be resolving two main issues- firstly, it would be able to tackle poverty and secondly, the dropouts among students would be less, as a result of which students will be able to attend schools for a longer duration of time. Therefore, this should be the third step that needs to be taken. to success

4 Awareness and Strict Compliance from Authorities: Lastly, we find studies promoting the need to spread awareness regarding the policies, strict compliance from the authorities and monitoring of the *Ashram* schools at regular intervals. For instance, P. John Leeson in his study "Education of Tribal Children in India: A Case Study surveyed the Marayoor and Kanthaloor panchayat in the Idukki district (2015)[138] which constituted 12 tribal settlements in concern with Education in their area. It concluded that the teachers were uninterested in picking up jobs in tribal areas as they had to travel nearly 4-5 hours per day. The absence of bus facilities (33%) and the Absence of Teachers (25%) were major factors affecting education and reasons for absenteeism amongst lack of parent support (17%), poverty (17%) and Difficult Syllabus (8%). Furthermore, Better Job Prospects (35%) and Free Government Aid (25%) were the most rated motivating factors. On the awareness front, it was seen that the sample group wasn't aware of Government Aid regarding Residential Schools, infrastructure development and Medical Check-ups. Therefore, it suggested to setup more vocational schools for opening new

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[137] V.B. Satyasavitri and Dr. P.M. Honakeri, "Impact of *Ashram* Schools: Issues and Challenges of Tribal Education in India" 8 *International Journal of Scientific and Research Publications*, 475 (February 2018).
[138] P. John Leeson "Education of Tribal Children in India: A Case Study surveyed the Marayoor and Kanthaloor panchayat in Idukki district"4.3 *International Journal of Advanced and Innovative Research*206-200 (2015).

avenues, regular visits and audits by higher Level officers and an increase in residential schools with all basic amenities.

Keshvi Raonka and Tammana Joon in Analyzing Non-Inclusive New Education Policy 2020[139], concerning children from a marginalized community and proposing solutions (2021) evaluate the New Education Policy (NEP) 2020 and condemn that though digitalization in education has been stressed and a number of Massive Open Online Courses are set to be introduced by the UGC for the betterment of marginalized communities including of Schedule Castes, Schedule Tribes, Other Backward Communities and Disabled People yet it doesn't achieve the purpose of inclusivity of all as envisaged in the policy due to inability to gain access to digitalized devices and network connections to utilize them. Further, the privatization of education for marginalized groups with accountability would defeat the ground purpose of the policy. It states that Inclusivity of All should include equal opportunity for all to gain access to education. It throws light upon the increasing dropout rates of Schedule Tribe students from 50% to 80% while reaching Secondary Education even after numerous Government Scheme for Tribal Education, therefore, it suggests that stricter compliance and accountability of the appropriate authority in cases of non-implementation.

Bipin Jojo in Decline of *Ashram* Schools in Central and Eastern India[140] opined that the basic aim for the establishment of *Ashram* schools was to provide quality education which in turn is dependent upon their proper upkeeping and regular maintenance. He further claims that inhumane living conditions, sub-standard quality food, unqualified teachers, wrong teaching techniques, and language barrier are defeating the purpose of quality education, especially in the field of Maths, Science and English. He recommends stricter government policies to control these innumerable problems.

Rupavath in "Access to Education: Education status of Schedule Tribe in Andhra Pradesh: Attainments and Challenges" (2016)[141]discusses that the mere

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[139] Keshvi Raonka and Tammana Joon," Analyzing Non-Inclusive New Education Policy",
1.2 *International Journal of Policy Sciences and Law* 698-714 (2020).
[140] *Supra* Note 24 (Bipin Jojo, Decline of *Ashram* Schools in Central and Eastern India).
[141] Ramdas Rupavath, "Access to Education: Education Status of Scheduled Tribe in Andhra
Pradesh Issues and Challenges", 4 (1) *Review of Public Administration and
Management* (2016), *available at https://www.walshmedicalmedia.com/open-access/access-to-
education-education-status-of-scheduled-tribes-in-andhrapradesh-attainments-and-challenges-
13939.html* (Last viewed on June 15, 2022)

introduction and implementation of universal access to education through the Right to Education Act, 2009 with other Government education schemes would not justify the true essence of education but the active participation of the tribal student is recognized as an extremely crucial element of learning. It states that learning being an active process requires active participation amongst all stakeholders for better retention and understanding which would lead to increased educational status of tribal students qualitatively and quantitatively.

1.10 Significance of the Study

It is imperative to know how the present study is significant when many scholars and committees already conducted research.

It is an agreed fact that education is a powerful weapon to undo the historical marginalization of tribals and empower them. Since independence, the Government of India has adopted multi-pronged strategies and programmes and projects to bring the tribals into the mainstream through educational empowerment.

The majority of infrastructure development and provision of basic amenities in tribal areas in India is carried out through Central and State Government run schemes and policies, while the Ministry of Tribal Affairs[142] fills the critical gaps left in those schemes through additional initiatives. The establishment of *Ashram* Schools is one of the best examples of the same.

However, even after more than three decades into the experiment with *Ashram* schools, tribal education is still a matter of concern. At the interstate borders, generally, forest cover is more. A tribal living in the forest is living near his/her roots that is forest but living far from the mainstream. It is far from the main developed cities as well. Therefore, if the benefits of education through *Ashram* Schools are reaching the remote tribal areas or not is required research. The

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[142] The Ministry of Tribal Affairs is responsible for the overall development of the scheduled tribes in India. This Ministry was set up in 1999 after the bifurcation of the Ministry of Social Justice and Empowerment with the objective of providing a more focused approach on the integrated socio-economic development of the Scheduled Tribes (STs), the most underprivileged of the Indian Society, in a coordinated and planned manner. The Ministry of Tribal Affairs shall be the nodal Ministry for overall policy, planning and coordination of programmes of development for the Scheduled Tribes. In regard to sectoral programmes and schemes of development of these community's policy, planning, monitoring, evaluation etc. as also, their coordination will be the responsibility of the concerned Central Ministries/ Departments, State Governments and Union Territory Administrations. Each Central Ministry/Department will be the nodal Ministry or Department concerning its sector.

education system is an incentive-based system created by the government. Thus, it is also essential to research the impact of these systems on the tribal student.

Integration in the mainstream is not about the process of urbanisation. It is about having the same standard of living that one is generally getting in urban areas. This required opportunities to grow educationally and thus economically along with the cultural identities in the forest tribal areas. Thus, research is required to see if the education imparted at *Ashram* Schools is making its student confident to integrate into the mainstream along with his/her own cultural identity.

With this in mind, and by considering the research done earlier, an empirical research study was required to see the implementation of various schemes relating to *Ashram* schools on the ground. It was also seen that a research study from the legal perspective with a sample size of 1000+ at interstate borders of Maharashtra, Madhya Pradesh and Chhattisgarh has not been carried out so far. Hence the present research is significant.

The methodology adopted for the research study is given in Part B.

PART B: RESEARCH METHODOLOGY

1.11 Research Problem

Ashram Schools are one of the "aspirational schemes" implemented for tribal children. This, being a residential school is very near to the "Gurukul" concept. However, recently multiple issues are coming to the surface. It includes the closing of the *Ashram* Schools,[143] suicides and deaths of the students [144]at *Ashram* Schools, poor infrastructure of *Ashram* schools,[145] and less presence of *Ashram* School students in the mainstream[146]. The tribal areas have their social challenges and issues which range from naxalism[147] to malnourishment[148] and extreme poverty[149].

The literacy rate is growing amongst Scheduled tribes. However, there is a difference between literacy and education. Where literacy indicates the ability to learn and read, education expects an overall development. Education is the hallmark of Human Development and a determinant of the socio-economic progress of a nation.[150] If this is true then why even after more than three decades into the experiment with *Ashram* schools, the tribal have the same social issues and problems. This requires research into the working of *Ashram* Schools.

The study focuses on the working of *Ashram* schools located in the Border areas of Central India namely Maharashtra, Madhya Pradesh and Chhattisgarh.[151]

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[143] "State to shut 8 *Ashram* School." *The Bridge Chronicle*, June 24, 2019. https://www.thebridgechronicle.com/news/maharashtra/state-shut-8-*Ashram*-schools-30787
[144] "15-year-old commits suicide at *Ashram* shala in Trimbak taluk" *The Times of India* December 14, 2021 http://timesofindia.indiatimes.com/articleshow/88263401.cms?utm_source=contentofinterest&utm_me dium=text&utm_campaign=cppst
[145] "Tribal schools of Maharashtra Part 4: With poor infrastructure, underqualified teachers, education takes a backseat" *Firstpos*t January 19, 2017
[146] Supra Note 5 (44th Report)
[147] "How naxalism and the extremist communist movement grew and infested Chhattisgarh" *The Print* April 6, 2021 https://theprint.in/opinion/how-naxalism-and-the-extremist-communist-movement-grew-and-infested-chhattisgarh/634959/
[148] Malnutrition high in tribal children: Report *The Hindu* July 22, 2020 https://www.thehindu.com/news/national/karnataka/malnutrition-high-in-tribal-children-report/article32165831.ece
[149] Every second ST, every third Dalit & Muslim in India poor, not just financially: UN report *The Print* July 12, 2019 https://theprint.in/india/every-second-st-every-third-dalit-muslim-in-india-poor-not-just-financially-un-report/262270/
[150] Dragoescu Raluca Mariana, "Education as a Determinant of the Economic Growth. The Case of Romania, Procedia" Social *and Behavioural Sciences*, Volume 197,2015, 404-412, ISSN 1877-0428, https://doi.org/10.1016/j.sbspro.2015.07.156.
[151] States of Madhya Pradesh, Chhattisgarh and Eastern part of Maharashtra.

1.11.1 States Covered in the Study

The Central Indian States of Maharashtra, Madhya Pradesh and Chhattisgarh have a comparatively high concentration of Scheduled Tribe population. Since most of their life is intrinsically linked with forests, thus, most of the tribal areas located on inter-state borders are secluded and cut off from the mainstream. The states of Maharashtra, Madhya Pradesh and Chhattisgarh have been selected for the study and the *Ashram* schools lying on the intersecting borders of these states are covered to collect data regarding the functioning of *Ashram* schools.

The States of Maharashtra, Madhya Pradesh and Chhattisgarh occupy a central position in the whole country and are known for their rich bio-diversity and forest resources. The belt represents the cusp of development and underdevelopment. While some of the cities here can be seen vying with the best in the country with towering fortresses, state-of-the-art malls and trade emporiums the tribal societies present here have largely been obscured from the currents of development. Most of the forests here are inhabited by aboriginal tribes like Baigas, Korkus, Bhils, Bahariyas, and Gonds.

These tribes are mostly found in the hilly regions of the Satpura and Vindhya ranges. The tribes of Katkaria, Kolam, Maria Gond, Abujh Maria, Bharia, Baiga, Birhor, and Hill Korba have been identified as particularly vulnerable tribal groups.[152] They differ from each other in matters of social and religious life and therefore don't form a homogenous group. The community is characterized by a lack of access to land and multiple kinds of deprivations like poverty, exploitation, political marginalization[153], displacement, naxalism, etc.[154] Despite a large number of developmental initiatives for the upliftment of the tribals of the central belt tribal areas of central India are predominantly forest based with little or no access to pucca roads and consequently to markets and educational institutions resulting in the high concentration of poverty.[155]

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[152] PVT's MOTA
[153] Government of India, Development Challenges in Extremist Affected areas, Report of an expert group to planning commission, 2008.
[154] Kailash Sarap, Erosion of access to resource, poverty and public action in tribal belt of Central India, Sociological bulletin 66(1) 22-41, Sage publications.
[155] *Ibid*

The research studies argued that the border areas are isolated from the mainland and have unique problems of their own. There are a range of factors which affect schooling on Inter-state borders. The distance from the state capital, location in dense forests and difficult terrain poses peculiar problems to the tribal areas.

1.11.2 Why Intersecting border areas:

The main reasons are as follows:

The study provides an assessment of the working of *Ashram* schools in inter-state borders of Central India that is Maharashtra, Madhya Pradesh and Chhattisgarh. Out of the 104.3 million tribal population in the country four-fifth of them live in the heart of India. The intersecting border areas of Madhya Pradesh, Maharashtra and Chhattisgarh are deeply forested and are predominantly inhabited by tribal. The areas are marked by multiple social problems, low levels of education, high incidence of poverty, low level of employment and marginalization amongst tribal[156] as also naxalism, malnutrition, excessive alcohol consumption, early marriage, and illiteracy.

Being in and near forest area, the intersecting border situated taluka/tehsil are more secluded from the mainstreams in comparison to other taluka of the same districts. The border area tribal influence neighbouring states' tehsils. However, different policies are applicable in the *Ashram* Schools as the state is looking after the working of the *Ashram* Schools even though funded by the central government.

1.12 Hypothesis

Ashram Schools at Inter-state borders are not efficient to promote equity and inclusion of students being located far from the main cities of the states. *Ashram* Schools are not able to create a positive attitude towards education among students. *Ashram* Schools are unable to bring change in the home areas and settle core issues ranging from naxalism to malnutrition by educating the students at *Ashram* Schools.

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[156] Government of India, Development Challenges in Extremist Affected areas, Report of an expert group to planning commission, 2008.

1.13 Objectives and scope of the study:

1.13.1. The main objectives of the study are:

- To analyse the existing legal regime including the policies and schemes relevant to Ashram Schools

- To investigate the adequacy of the legal regime governing the establishment and operation of Ashram Schools

- To assess the functioning of the *Ashram* Schools and analyze the problems in their working

- To find out the rate of admission, retention, progression and dropout of students in *Ashram* Schools and their integration into mainstream society

- To analyze the retention of the teachers

- To identify the measures taken for skill development and assess the learning outcomes of students at the *Ashram* schools

- To study the impact of limiting *Ashram* Schools up to secondary level only

- To analyze the increase in education and literacy levels as a result of *Ashram* Schools

- To conduct an analogous study of the efficacy of *Ashram* Schools located in interior tribal areas and at the periphery of urban areas

- To study the measures taken for the integration of students of *Ashram* Schools with other student groups

- To find out the correlation between social problems unique to tribal areas and tribal education

- To investigate if *Ashram* schools can keep tribal children away from an atmosphere, which is generally not conducive to the development of their personality and outlook, and suggest measures to be taken to achieve the goals of the *Ashram* Schools

1.14 Operational Concepts

- Scheduled Tribes: Scheduled Tribes as defined under Article 366(25) of the Constitution of India and living in and near Forests. In the present study, all those who are living in or near forest area and comes under the list of scheduled tribes are considered as scheduled tribe.'

- Administrative Authority: The official working in Tribal Welfare Department looking after *Ashram* and *Ashram* School of their division and blocks.

- *Ashram* Schools: Schools located in an area near to forest set up under the Tribal Sub-plan.

- *Ashram*: A hostel where scheduled tribe students of the *Ashram* School/School are residing free of cost and it is funded by the government.

- Central India: Central India indicates three states, and the intersecting border area of Maharashtra, Madhya Pradesh and Chhattisgarh.

- Education: Education is the process of facilitating learning that leads to the overall well-being of an individual.

- Social Problems: Naxalism, Malnourishment, poverty, lack of employment opportunities etc.

- Working of *Ashram* Schools: Academic functioning of the *Ashram* School

1.15 Research Design: The research study is both doctrinal and empirical.

1.16 Universe and Sampling Design:

1.16.1 Universe of the Study

(i) Geographical area: The study was restricted to the Ashram Schools located at the districts at the intersecting borders of the three states of central India. The three states are:

4. Maharashtra

5. Madhya Pradesh

6. Chhattisgarh

There are a total of 35 districts of the above-mentioned states which are intersecting with each other. In each district, there are many talukas; there are 85 talukas which are intersecting with the above-mentioned state borders. As per 2019 status, 90 Ashram Schools in Maharashtra,303 Ashram Schools in Madhya Pradesh, and 128 Ashram Schools in Chhattisgarh are functional. In the absence of the total number of the functional ashram school in the districts located at intersecting borders, total number of districts are considered as the Universe.

(ii) Respondents: *Ashram* school's main stakeholders are the Principal, Teachers, Students of the *Ashram* School, parents whose wards are in learning in the *Ashram*

School, Alumni of the *Ashram* School, and the warden of the *Ashram* that is the hostel of the *Ashram* School. In addition to this, administrative authorities from Tribal Welfare Department under whom *Ashram* Schools and *Ashram* are running in the districts located at the border.

1.15.2 Sampling design and Sample size

The sampling design shall have two major qualities, such as adequacy and representative. The sample shall be adequate so that it can reflect all the qualities of the universe. In the same way, the sample size shall be representative to include all the strata and characteristics of the universe.

In the present study, the stratified method of sampling was used. The districts were selected which are located at the intersecting border of the state of Maharashtra, Madhya Pradesh and Chhattisgarh. In the present study, the universe was first divided into different strata as per the district. Then from each stratum, selected three *Ashram* Schools from three different talukas were located at the border on a random basis.

Figure No.6: Districts in which *Ashram* Schools covered

Districts where Tribal Ashram Schools have been covered

⭐ - Districts where Tribal Ashram Schools have been covered.
＊ Mohla Manpur has been carved out of Rajnandgaon District in 2022.

Table No.7: The Universe and Sample Size

Intersecting States covered	Districts intersecting	Districts covered
Total- 3	35	19
Maharashtra	5	5
Madhya Pradesh	11	8
Chhattisgarh	9	6

(i) **Districts and taluka**: Out of 35 intersecting districts, a total of 19 districts are selected to collect data. Out of 85 talukas, a total of 53 talukas at the intersecting borders and having *Ashram* and *Ashram* Schools are covered by the above-mentioned 19 districts. From each taluka/tehsil, one *Ashram* and *Ashram* school were visited to collect data.

(ii) **Size of Respondents**: In all, data was collected from 1087 respondents by visiting 52 *Ashram* and *Ashram* Schools of 53 different talukas of 19 districts; and 48 administrative authorities covering 19 districts are covered. The categories and size of the respondents are as follows:

Table No. 8: Categories and Sample Size of the Respondents relating to the Schools/ Tribal Students

Sr. Number	Name of the category of the respondent	Number of Respondents
1	Principal	52
2	Teacher	191
3	Tribal Student	530
4	Warden/Superintendent of *Ashram*	53
5	Alumni of *Ashram* School	108
6	Parents whose wards are admitted to *Ashram* School	105
7	Administrative Authority	48
TOTAL		**1087**

As shown in the above table, a total of 7 categories of respondents were identified to collect data.

- **Administrative Authorities Relating to *Ashram* Schools**

A total of 48 administrative authorities dealing with *Ashram* School were interviewed. These 48 administrative authorities/officers were of various designations, districts and Tahsils. It is mainly Assistant Tribal Commissioners who are taking care of individual divisions. The data was collected from the

following:

Table No. 9: Details of Administrative Authorities interviewed

State	Designation	Department	Total
Maharashtra	Assistant Commissioner	Tribal Welfare Department	1
	Assistant Commissioner	Tribal Welfare Department (Establishment)	1
	Assistant Commissioner	Tribal Welfare Department (Administration)	1
	Assistant Commissioner	Education	1
	Additional Tribal Commissioner	Tribal Welfare Department	1
	Deputy Commissioner	Tribal Welfare Department	1
	Project Officer	Tribal Welfare Department	2
	Assistant Project Officer	Tribal Welfare Department	2
	Total		**10**
Madhya Pradesh	Assistant Commissioner	Tribal Welfare Department	1
	Assistant Commissioner	Tribal Welfare Department	6
	Additional Commissioner	Tribal Welfare Department	1
	Assistant Director	Tribal Welfare Department	1
	Assistant Director	Education	2
	Circle Organizer	Tribal Welfare Department	1
	Circle Officer	Tribal Welfare Department	3
	Block Development Officer	Tribal Welfare Department	4
	Block Education Officer	Education	4
	Area Organiser	Tribal Welfare Department	1
	Total		**24**
Chhattisgarh	Assistant Commissioner	Tribal Welfare Department	6
	Assistant Commissioner	Tribal Welfare Department (Administration)	2
	Assistant Director	Education	2
	District Education Officer	Education	2
	Block Education Officer	Education	2
	Total		14
Total			**48**

- **Name of the districts and taluka and its village in which *Ashram* and *Ashram* School covered is located**

The following districts and talukas are covered:

Table No. 10: Name of the Districts and Taluka and its Village of which *Ashram* and *Ashram* School visited:

State	District	Taluka	Number of *Ashram* School Visited	Number of *Ashram* visited
Maharashtra	Nagpur	Hingna	1	1
		Katol	1	1
		Ramtek	1	1
	Bhandara	Bhandara	1	1
		Tumsar	1	1
	Gondiya	Salekasa	1	1
		Gondiya	1	1
		Sadak Arjuni	1	1
	Gadchiroli	Korchi	1	1
		Dhanora	1	1
		Kurkheda	1	1
	Amravati	Chikaldhara	2	1
		Dharni	1	1
1	**5**	**13**	**14**	**14**
Madhya Pradesh	Betul	Bhaisdehi	1	1
		Athner	1	1
		Ghodadongri	1	1
	Chhindwara	Bachchua	1	1
		Maukhed	1	1
		Sauser	1	1
	Seoni	Chappara	1	1
		Kurai	1	1
		Seoni Municipality	1	1
	Mandla	Mandla	1	1
		Bichchiya	1	1
		Nainpur	1	1
	Dindori	Samnapur	1	1
		Amarpur	1	1
		Bajag (in Dindori Tehsil)	1	1
	Annupur	Kotma	1	1
		Jaithari	1	1
		Pushapagrh	1	1
	Shahdol	Sohagpur	1	1
		Budhar	1	1
		Beohari	1	1
	Balaghat	Birsa	1	1
		Baihar	1	1
		Balaghat	1	1

1	8	24	24	24
Chhattisgarh	Bilaspur	Deorikhurd	1	1
		Kota	1	1
		Masturi	1	1
	Mungeli	Lormi	1	1
		Lorma	1	1
		Pathariya	1	1
	Kanker	Bhanupratppur	1	1
		Durgukondal	1	1
		Pakhanjur	1	1
	Rajnandgaon	Rajnandgaon	1	1
		Dongargarh	1	1
		Dongargaon	1	1
	Mohla-Manpur-Ambagarh Chowki	Mohla	1	1
		Ambagarh Chowki	1	1
		Manpur	1	1
	Kabeerdham	Pandariya	1	1
1	6	16	16	16
Total 3	19	53	53	53

One *Ashram* school and its associated *Ashram* were visited in each identified Tehsil/Taluka. *Ashram* School and *Ashram* both are coming under the Tribal Welfare Department in Maharashtra and Madhya Pradesh. However, in Chhattisgarh, *Ashram* is coming under Tribal Welfare Department and Schools are coming under the Department of Education. The order relating to this arrangement was issued by the General Administration Department of Chhattisgarh dated 10th March 2015. Therefore, a total of 16 Government schools were visited in which tribal students residing in *Ashram* are studying.

(iii)   Categories of the Respondents

The following categories were identified to collect data:

- **Administrative Authority**

The Tribal department administrative authority plays a prominent role in developing the tribal community. The administrative authority for tribal development functions at the Central and State level. They work individually as well as in coordination. The state-level department is responsible for:

- the efficacious implementation and evaluation of the schemes and policies introduced by the Central Government;

- introducing policies and schemes for the progression of tribal students applicable to the state; and

- demanding the establishment of an *Ashramshala* as per the requirement

- **Principal**

The principal is a crucial component of any educational institution. His/her job description encompasses a variety of responsibilities. Being an administrator, educator, counsellor, or evaluator are just a few of his different roles. He is the institution's leader. His vision significantly influences how the student develops as a person.

- **Teacher**

In tribal areas, the teacher's responsibilities are multifaceted. The role of teachers is expanding along with the expansion of education in indigenous regions. The traditional tribal community and the contemporary world are only connected by a teacher. He is the one through whom by which the community's future can be understood and integrated into society. He is the sole member of society who represents the majority. It is his knowledge of the intricacies of the developed and tribal society simultaneously that helps him impart the right education.

- **Student**

The nation's future lies in the hands of its children. The growth of the student leads to the growth of the society. One of the key elements in ensuring a student's overall advancement is education. A specialized education system is required for the scheduled tribal children who have unique cultural identities, face social and educational disadvantages, and live in remote and interior regions. Thus, the concept of *Ashramshala* was evolved for educating them.

- ***Ashram* Warden**

The warden is the heart and soul of the residential school. He is responsible for striking a delicate balance between maintaining discipline and encouraging and forming relationships with students. The role of the warden in the *Ashram* is challenging as students residing in *Ashram* are at a tender age. Parents are living far. The atmosphere at home, generally, is not encouraging towards education. Therefore, retaining a tribal child in an *Ashram* for schooling is indeed challenging.

- **Parents**

The parent's profession and level of education have a significant impact on the education of the child. Due to societal, cultural, and economic stereotypes, the majority of Schedule Tribe members work in agriculture, manual labour, or skill-based occupations. Due to their low socioeconomic status, the primary reason for them to send their child to school is to provide a second source of income for the family. Additionally, the parents' lack of literacy contributes to their ignorance of the value of education and how it affects the child's entire development. The parents' support is crucial for the successful implementation of educational programmes since it increases the effectiveness of learning in and via the local language.

- **Alumni**

The alumni play an important role in evaluating the effective working and learning outcomes of the institution as no one is more familiar with the school's culture than its students. Alumni opinions are crucial in discussions about the direction that a school is going as it always changes to continue, offering the best education available. Each alumnus is a tribute to the school's mission and a reflection of the method in which it shapes its pupils. As alumnus complete their degrees and follow their passions, their experiences offer other students who are younger than them valuable knowledge to garb the best available opportunities.

1.17 Data collection: Both Primary and Secondary Data is collected.

1.17.1 Tools of Data Collection:

● Secondary data were collected from official sources, libraries, peer-reviewed journals, reports of ministries

● the collection of Primary data was challenging. At the end total of 1087 and 48 administrative authority's primary data was collected. In tribal areas, we used to reach first to the nearest relatively developed city, then by road or by train, we covered all 53 districts.

The primary data was collected by making Interview schedules in consonance with the objectives of the study specified in ToR issued by the NHRC. The Interview schedules were made in three languages i.e., English, Hindi and

Marathi keeping in mind the state's official language and for easy understanding of the same by the respondent groups. Further, a team of researchers were identified for the state of Maharashtra, Madhya Pradesh and Chhattisgarh who were fluent in the state's generally spoken language and were aware of the chosen district profile. These researchers along with the Principal/ Co investigator visited *Ashram* schools and *Ashram* in the selected districts after taking permission from the respective State Tribal Welfare Department. As some of the identified districts were LWE recognised areas so the researchers had to lodge in hotels located in main districts and had to travel to the selected taluka's during the day time for interviewing the respondents.

During visit, an observation tool was also used. The same schedule was used for the observation. Additionally, the data was also collected through RTIs.

Various RTI were sent to the tribal departments of identified State and district tribal departments to understand the details about the universe. The information about *Ashram* Schools are also not available online. Thus, getting its address to reach was itself a challenge.

The major findings, however, are based on the primary data collected through interview schedule supported by the observation tool.

- **General overview of the interview schedules**

On average around 40-50 questions were there in the interview schedules. The questions were open and close-ended. Multiple-choice and Multiple Response questions were asked. The nature of the questions pertained to achieving the objectives of the study are as follows:

- **Profile of the Respondents**

To understand the respondent's profile questions pertaining to his/her name, age, family set-up, financial background and educational qualification were asked.

- **Profile of the *Ashramshala* and *Ashram***

The *Ashramshala*'s profile was understood by asking about its year of establishment, the distance of the school from the district headquarters, the nature of the school, the number of classrooms presently available in the school, the proportion of the classrooms with the number of students presently studying in the

school, number of sanctioned teaching positions and vacancies present and the teacher-student ratio was asked.

The *Ashram*'s profile was understood by asking about its year of establishment, location of the *Ashram*, number of dormitories presently available, and proportion of the dormitories with the number of students presently residing in the *Ashram*.

Objective 3: Working and Functioning of the *Ashramshala*

To understand the working and functioning of the *Ashramshala* questions on the process of selection of principal, teachers and admission of students, number of classrooms, nature of classrooms, number of non-teaching staff and specialized teachers, the ratio of tribal and non-tribal teachers employed, nature and number of meals offered, nature and frequency of medical camps organised, Academic and non-academic facilities available, nature of the security maintained, kind of committees organised were asked. Separate questions on problems faced in the functioning of the school and nature and kind of inspections were asked. Questions on pedagogy were used. An attempt has also been made to understand if the pedagogy of the teacher is mapped with the subject taught.

To understand the administrative authority's view additional questions on their role, power, experience, no. of *Ashram* schools under their jurisdiction, allocation and release of funds for the establishment of *Ashramshshala* and operational guidelines for effective functioning were asked.

Objective 4: Rate of Admission, Retention, Progression and Drop-out

To understand the rate of admission, retention and progression of the students of the *Ashramshala,* questions on the nature of improvements taking place in the school, process of evaluation, incentives offered, changes observed in the students, nature and kind of guidance offered to students after school, meals, classroom conditions, security and medical checkups not only in the school but also in the *Ashram* and vision and goals of the principal and teachers were asked.

To understand the rate of drop-out questions relating to gender-based drop-out rate and possible reasons for drop-out was asked to understand the steps taken to retain the students such as incentives.

Objective 5: To analyse the retention of teachers

To understand the retention of the teachers in the *Ashramshala* questions pertaining to their residence within the school, their reason for choosing to teach, their educational experience, the method and frequency of their evaluation, incentives offered, frequency and nature of training programmes, teaching schedule, teacher and student ratio were asked.

Objective 6: Measures for Skill Development and Learning Outcomes

To understand measures for skill development and learning outcomes questions relating to the kind of skill development programmes organised, the nature of the school curriculum and the skill development programmes required in the school were asked.

Objective 7: To Study the Impact of Limiting Education up to Secondary Level

To understand the impact of limiting education up to secondary level question on its consequence was asked.

Objective 8: To Analyze the Increase in Education and Literacy Levels as a Result of *Ashram* Schools

To understand the objective questions pertaining to the willingness of the students to continue studies from the same or different school and their efforts for enrolment in higher education. Further, the question on changes observed in the students and parents post establishment of the *Ashramshala* was asked.

Objective 10: Measures Taken for Integration of Students of *Ashram* school with Other Students

To understand integration into the mainstream, questions pertaining to steps taken for integration such as organizing educational excursions, picnics and inter-school competitions and barriers faced in integration were asked.

Objective 11: Social Problems Unique to Tribal areas and Tribal Education

Under the objective, questions pertaining to social problems prevailing in society and their effects on the effective working of the *Ashramshala* and the ones existing in the *Ashramshala* were asked.

Objective 12: Is *Ashram* school able to keep Children Away from a Conducive Atmosphere

To understand the objective questions on differences noticed in the taluka before and after the establishment of *Ashramshala* were asked. The student respondents were even interviewed about why he/she is willing to go home during holidays and problems existing in society.

1.18 Data Analysis

Descriptive statistics and Inferential statistics analysis is done for which SPSS software is used. In descriptive statistics, measures of central tendency are used and the data is presented narratively. In inferential analysis estimating parameters and hypothesis testing is done using SPSS tools.

1.19 Locale of the Study: A total of 19 Districts at the intersecting borders of Maharashtra, Madhya Pradesh and Chhattisgarh is the locale of the study.

1.20 Duration of the Project:

The project is completed within 15 months.

1.21 Limitations of the Research

The last census was conducted in 2011. Therefore, statistical data, like population of scheduled tribes and literacy rate etc was referred from Census 2011.

The official website of the Tribal Development Department of Madhya Pradesh and Chhattisgarh was not updated relating to the Ashram Schools. Applications of RTI were filed to get the information relating to the number of Ashram Schools and its address. Few replies were received even after sending reminders. Hence, total number of Ashram Schools, functional and non-functional could not be identified through primary sources. Whatever figures are quoted are based on the questions raised in the Parliament, website of Ministry of Tribal Development of the Central Government, and its Annual Reports.

Some of the School Principal of the Ashram Schools were not agreeing to allow to collect primary data from their schools. At some places only for few hours it was allowed. Hence, the data was collected from the Ashram Schools, who agreed for the same. The process to get the consent to visit the Ashram School is not mentioned on any of the website of the concerned department. Thus, as per the

availability and willingness the data is collected.

In Chhattisgarh, tribal students are residing in *Ashram*. They are attending government schools and not *Ashram* Schools as per the General Administration Department, Chhattisgarh dated 10th May 2015. Thus, data from Government Schools and *Ashram* (hostels) is collected in Chhattisgarh. Government schools were visited to collect data from students residing in Ashram. Teachers and Proncipals were also interviewed of the same school.

The doctrinal data about the administration of *Ashram* School-related policies is collected through Annual Reports and policy documents uploaded on the official website of the State Governments and by visiting offices located in the districts.

Due to the lack of response from the Tribal Commissioner's office, not received a response from the Tribal Commissioner at State Level.

1.22 Project Outcomes

1. Explored the working of *Ashram* Schools, mainly its operation and management.

2. Found the impact of *Ashram* schools on students in his/her overall development and readiness to live in the mainstream.

3. Suggested the necessary changes to be done in the existing system of the *Ashram* Schools in the interest of the students of the *Ashram* Schools.

1.23 Chapterisation

A total of 11 chapters are made.

The first chapter is giving an introduction and methodology used. A total of four chapters are based on doctrinal study and a total of four chapters are based on Empirical study. The last chapter is Major Findings, Conclusion and Suggestions. At the end, Bibliography is given. Interview Schedules used for all the respondents are given as Annexures at the end of the Research Report.

Chapter 1: Introduction and Research Methodology

This chapter is divided into two parts. Part A Titled Introduction, has given an introduction to the entire research report. A review of the literature is given in Part A- Introduction. Part B titled Research Methodology is containing the research problem, objectives and universe and sampling design.

Chapter 2:   Tribal Education: International Framework

The approach of the research study is "Induction to deduction". Thus, the international legal regime is discussed and analyzed in the second chapter. In this chapter, various international norms relating to tribal with special emphasis on education are discussed.

Chapter 3:   National Framework for Tribal Education in India: Law and Policies

Since its independence, India made various policies to bring tribals into the mainstream. The laws and policies pertaining to the education of tribals are analyzed in the present chapter. The initiation of *Ashram* School is discussed in this chapter.

Chapter 4:   Development of Education amongst Schedule Tribes in India

Various schemes were adopted to develop the ambit of education to be given to the scheduled tribes mainly Tribal Sub Plan and the growing number of *Ashram* Schools in India is discussed in the present chapter.

Chapter 5:   *Ashram* School: Working of *Ashram* Schools in India

The concept of *Ashram* Schools was adopted for educating the scheduled tribe students residing in the interior and remote areas. The chapter highlights the objectives, monitoring and functioning and funding of the construction of *Ashram* schools.

Chapter 6:   Working of *Ashram* Schools in Maharashtra with special reference to Tribal areas located on Inter-state Borders of Madhya Pradesh and Chhattisgarh

The chapter is divided into two parts. Part A highlights the demography of the state of Maharashtra, tribal population, literacy rate, forest area and problems existing in the state. Further, the State Tribal Welfare Department and the establishment of *Ashram* Schools were traced. In Part B the data collected through an empirical study conducted across five districts of the state was analysed.

Chapter 7:   Working of *Ashram* Schools in Madhya Pradesh with special reference to Tribal areas located on Inter-state Borders of Maharashtra and Chhattisgarh

The chapter is divided into two parts. Part A highlights the demography of the state of Madhya Pradesh, tribal population, literacy rate, forest area and problems existing in the state. Further, the State Tribal Welfare Department and the establishment of *Ashram* Schools were traced. In Part B the data collected through an empirical study conducted across eight districts of the state was analysed.

Chapter 8: Working of *Ashram* Schools in Chhattisgarh with special reference to Tribal areas located on Inter-state Borders of Madhya Pradesh and Maharashtra

The chapter is divided into two parts. Part A highlights the demography of the state of Chhattisgarh, tribal population, literacy rate, forest area and problems existing in the state. Further, the State Tribal Welfare Department and the establishment of *Ashram* Schools were traced. In Part B the data collected through an empirical study conducted across five districts of the state was analysed.

Chapter 9: A comparative analysis of the Working of *Ashram* Schools located in the three intersecting districts of Maharashtra, Madhya Pradesh and Chhattisgarh

The chapter throws light upon the objective-wise comparative analysis of the data collected from 9 *Ashram* Schools located in Bhandara district from Maharashtra, Balaghat district from Madhya Pradesh and Rajnanadgaon district of Chhattisgarh as each of these districts shares borders with any two of the selected states.

Chapter 10: A Comparative Analysis of The Working Of *Ashram* Schools With Special Reference To Tribal Areas Located On Inter-State Border Areas Of Central India (Maharashtra, Madhya Pradesh And Chhattisgarh)

The chapter highlights the objective-wise comparative analysis of the data collected from 53 *Ashram* Schools located across 18 districts of Maharashtra, Madhya Pradesh and Chhattisgarh.

Chapter 11: Major Findings, Conclusion and Suggestions
The chapter highlights major findings, conclusions and suggestions arrived after analysing the doctrinal and empirical study.

Bibliography
Annexures

CHAPTER 2: TRIBAL EDUCATION: INTERNATIONAL FRAMEWORK

"If the mountain does not come to Mohammed, Mohammed must go to the mountain. If the poor cannot come to education, education must reach them at the plough, in the factory, everywhere."

2.1 Introduction

Around 476 million Indigenous people live worldwide, making up 6% of the total population.[157] Indigenous people have been the subject of discussion, deliberation in international community since the last 40 odd years. Despite this, the term "Indigenous" lacks a globally acknowledged definition. They are often described as indigenous, autochthonous and aboriginals. José Martnez Cobo, Special Reporter on Discrimination Against Indigenous Population, provided one of the most widely acknowledged definitions that has been used internationally.

> "Indigenous communities, peoples and nations are those which, having a historical continuity with pre-invasion and pre-colonial societies that developed on their territories, consider themselves distinct from other sectors of the societies now prevailing in those territories, or parts of them. They form at present non-dominant sectors of society and are determined to preserve, develop and transmit to future generations their ancestral territories, and their ethnic identity, as the basis of their continued existence as peoples, in accordance with their own cultural patterns, social institutions and legal systems".[158]

Even though there is an issue pertaining to the recognised definition, however, on one point seen a similar perspective. That, universally, internationally indigenous people have been considered as vulnerable in nature. The indigenous people have been seen at the lowest level of the societal structure resulting in their oppression

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[157] World Bank, "Indigenous Peoples", *available at* https://www.worldbank.org/en/topic/indigenouspeoples (last accessed on June 7, 2022).
[158] Jose R Martinez Cobo, Study of the Problems of Discrimination against the Indigenous populations, Volume 379 5 Conclusions, proposals and recommendations, *available at* https://cendoc.docip.org/collect/cendocdo/index/assoc/HASH01a2/55590d02.dir/Martinez-Cobo-a-1.pdf (last accessed on June 7, 2022).

and numerous prejudices against them[159]. The urge to educate the oppressed leading to their freedom and liberty can be found in many writings amongst them one is of Paula Freire's 'Theory on Pedagogy of the Oppressed'. In this, he states that "as long as the oppressed remain unaware of the cause of their condition, they fatalistically 'accept' their exploitation"[160]. Further he also states that "(F)reedom is acquired by conquest, not by gift. It must be pursued constantly and responsibly"[161] thus voiced a right based approach. A 2010 Stanford study points out that education is one of the prominent determinants of economic upliftment for a society and results in increase of human capital inherent in labour force thus, improving productivity and output. The study further states that increased knowledge would lead to invention and use of innovative technologies to promote growth.[162] As education has been considered as an essential mechanism for human development, thus, to overcome the prejudices encountered as a result of social stratification 'education for all' was designated as a vehicle to uplift and help integrate them into the mainstream society. [163]

International law adopted by various international organizations has from time-to-time formulated laws for the overall development of the indigenous people by safeguarding their interests and protecting them from exploitation at the hands of the other section of the society. United Nations, International Labour Organisation and UNESCO have adopted instruments referring rights of indigenous relating to education. The important international conventions, declarations on educational rights of indigenous people are discussed below. They are divided into three parts due to the difference between the binding obligation. The division is as follows:

    A. Instruments adopted by UN.

[159] United Nations, "State of the World's Indigenous People", (2009) Department of Economic and Social Affairs, Division for Social Policy and Development, Secretariat of the Permanent Forum on Indigenous Issues available at
https://www.un.org/esa/socdev/unpfii/documents/SOWIP/en/SOWIP_web.pdf (Last visited on May, 1, 2023).
[160] Donaldo Macedo(ed.), *Paulo Friere Pedagogy of the Oppressed*.64 (Continuum, New York,1970).
[161] *Id. 47*
[162] E.A Hanushek and L Wobmann, "Education and Economic Growth", (Elsevier Ltd. 2010), cited in Dominic J. Brewer and Patrick J. McEwan, *Economics of Education,* 60 ((Elsevier Ltd., UK., 2010).
[163] Mona Sedwal and Sangeeta Kamat. "Education and Social Equity with special focus on Schedule Caste and Schedule Tribes in Elementary Education" CREATE, National University of Educational Planning and Administration NEUPA, 2008, *available at*
http://www.niepa.ac.in/Download/Publications/Create/PTA%20April%202008/PTA19.pdf (last viewed at July12, 2022)

UDHR

International Conventions

International Declarations

Special Rapporteur Reports

Contribution by various UN Committees

    B. Instruments adopted by ILO

Indigenous and Tribal population convention 1957 (No 107)

Indigenous and Tribal population convention 1989 (No 169)

    C. Instruments adopted by United Nations Educational, Scientific, and Cultural Organisation (UNESCO)

    D. Sustainable Development Goals (SDGs)

2.2 India's International Obligation for Tribal Education

2.2.1 Universal Declaration of Human Rights 1948

The Declaration was adopted on December 10, 1948. The declaration was considered as a mother document of various international conventions relating to human rights; thus, it has a significant place amongst all international norms. It serves as a common standard of applicable human rights and duties. The right to free and compulsory education is guaranteed by Article 26 of the Declaration, which also emphasizes upon the importance of making technical, higher and professional education widely accessible based on merit. It further emphasizes that education must be focused on fostering the overall development of the human personality as well as respect for the rights and freedoms granted by the law in force. It recognizes the parent's right to choose the nature of education to be imparted to the child.

2.2.2 International Conventions

International conventions are binding in nature. Thus, existence of conventions to address the issues relating to tribals/indigenous people, education etc is itself proves the positive approach of the international community towards them. The main conventions relating to tribals and education discussed are as follows:

    - International Covenant on Economic, Social, and Cultural Rights 1966

    - International Convention on Right of Child 1989

2.2.2.1 International Covenant on Economic, Social and Cultural Rights 1966

ICESCR was adopted by resolution 2200A (XXI)of the 16th of December 1966.[164] The main provisions of ICESCR relating to education are Article 13 and Article 14. Of this Article 13 is very important from the perspective of the research problem in hand. This is one of the longest provision of the ICESCR. Article 13 recognize right to education mainly to maintain peace which is a core objective of United Nations. Education was considered a tool to achieve the same to increase understanding, tolerance, and friendship amongst all. It enunciates that the state shall guarantee every person the right to education directed towards overall development of a human personality. Education should enable equal opportunities for participating effectively in a free society along with the sense of dignity and respect for rights & freedom Article 13 also provides the way to realize the right to education. [165] For that education is divided into:

1- Primary education: shall be compulsory and free for all

2- Secondary education- Technical and vocational education to be make 'generally' available

3- Higher Education- Shall be made accessible to all as per the capacity

4- Fundamental education- shall be encouraged or intensified for those who have not received or completed primary education

5- Development of a system of school for all above mentioned levels wherein fellowships shall be established and material condition of teaching staff shall be continuously improved.

Article 13 (3) provides the liberty to parents to decide about the education to be given to their children in which "religious" and "moral" education in conformity with their own convictions.[166]

ICESCR has provided under Article 14 that state parties who is not giving compulsory and free education to at the time of becoming a party are required to adopt a plan within two years to develop and approve a comprehensive progressive plan to ensure that everyone has compulsory and free of charge education.

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[164] It opened for signing and entered into force on the 3rd of January 1976.
[165] International Covenant on Economic, Social and Cultural Rights, 1966, art. 13 cl. 2
[166] Supra Note 165(Art. 13 cl. 3).

UN Committee on Economic, Social and Cultural Rights[167] established to monitor the effective implementation of the duties entrusted to the economic and social council under Part VI of ICESCR. through its General Comment no. 11 and 13 focusses on the normative content of Article 13 and 14 relating to Right to Education expressed hat education plays a vital role in the overall inclusive and exclusive development of human personality, which would help them achieve the ultimate joy and award of human existence. It should be dynamic in nature as well as adapt to the needs of the students in their varied cultural and social environment.[168] In all four 'A's are emphasized, as follows:

A1- Availability: Adequate number of educational institutions along with buildings, trained teachers with adequate salaries, sanitation facilities, safe drinking water, teaching material as also library, computer and IT

A2: Accessibility: To realize accessibility "no discrimination" should be done. Further, accessibility is divided into two types of accessibility namely physical accessibility means schools should be accessible geographically and economical accessibility means education has to be affordable.

A3: Acceptable: The teaching methods and curricula are required to be "acceptable" which include relevance, cultural appropriateness with good quality.

A4: Adaptability: Considering the diversity of culture of tribals and needs of tribal students, the education needs to be flexible to "adopt" the needs of changing societies.[169]

After ICESCR, the another most important convention pertaining to children and their education is the Child Rights Convention 1989.

2.2.2.2 Convention on the Rights of the Child 1989

The Convention emphasizes on the principle of non-discrimination. Under article 29, it insists on preparing child for the responsible life in the society which will be

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[167] The Committee was established under the Resolution passed on 28th May, 1985
[168] UN Committee on Economic, Social and Cultural Rights, *General Comment no. 13: The Right to Education, art. 13*, E/C.12/1999/10 (8 December 1999), available at https://www.ohchr.org/en/resources/educators/human-rights-education-training/d-general-comment-no-13-right-education-article-13-1999 (last visited on June 17, 2022).
[169] United Nation Human Rights, *Thematic Advice of Expert Mechanism on the Rights of Indigenous. A compilation 2009-2013,* p.50, *available at* https://www.ohchr.org/sites/default/files/Documents/Issues/IPeoples/EMRIP/CompilationEMRIP2009_2013_en.pdf (last viewed on June 10, 2022).

based on understanding, peace and tolerance as also friendship among all peoples including persons of indigenous origin. This provision provides an objective to be achieved elaborated in its pervious provision. Article 28 of the Convention recognizes right to have education of primary, secondary, higher as also vocational education. It also speaks about regular attendance, reducing drop-out ratio and about modern teaching methods. In all Article 28 also emphasizes on "A" s what we have seen in ICESCR. [170] Further, it also protects the children from any kind of economic exploitation[171], physical injury, mental violence or sexual abuse during the custody of the parents or any person who is legally responsible for the child by directing its members to take appropriate legislative, social, educational and administrative measures. [172] The state party should ensure that parents and children from all segments of the society be informed and have access to education for betterment of child's health and nutrition.[173] The child should not be denied of his right to practice, profess his culture or religion and use his language. [174] The education of the Child shall result into overall development.[175]

The convention is implemented by an 18 membered expert body called the Committee on the Rights of the child. The Committee's General Comment No 1 on Article 29 is noteworthy wherein it refers to qualitative results. It states that education should be more than just formal schooling to prepare the child to embrace the life and face challenges. Child-friendly and child-centered education is required to be given to the children. It should equip the child with skills necessary to enjoy the human rights resulting in holistic development. A sense of identity and affiliation be inculcated in the child while interacting with others and the society at large. The Committee directs the member states to protect the child from any form of discrimination in education, promote and support the importance of education. [176]

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[170] Conventions of the Rights of the Child 1990, art. 28
[171] *Id.* art. 32.
[172] *Id*. art. 19.
[173] *Id*. art. 24
[174] *Id*. art. 30
[175] *Id*. art.29
[176] *Committee on the Rights of the Child, General Comment No.1: The Aims of Education, CRC/GC/2001/1 (April 17, 2001*), *available at* OHCHR | a) General Comment No. 1: The Aims of Education (Article 29) (2001) (Last viewed on June17, 2022).

In all, it can be observed that ICESCR Art 13 and CRC article 28 and 29 goes hand in hand. It gives direction to the state parties about the importance of the education to be given in the schools, types of education, methodology to give education, features of the education policies as also results to be achieved through education.

International declarations are not binding in nature, however, through declarations, states wanted to express their aspirations. History will give evidence that many international instruments were declarations before taking the form of conventions. The Declarations adopted by UN specifically for indigenous/tribal people is as follows:

2.2.3 International Declarations

2.2.3.1 Draft Declaration on the Rights of Indigenous People 1994

The draft[177] recognizes "shared responsibility" of the indigenous families and the community towards imparting education to children. It is not binding on the States but provides wholesome set of norms to be followed by them for the development of indigenous people. Article 15 of Part IV states that the indigenous children shall have right to access to all forms of education at all levels and establish and control their educational institution. The state shall provide appropriate resources for imparting education in their language as per their cultural methods. Article 16 enunciates that the culture, history and traditions of the indigenous people shall be reflected in all forms of education. Further, they will have the right to autonomy in the education matter. [178] In this Draft, it's not only the government but indigenous families and communities are also made responsible to give appropriate education to their children.

2.2.3.2 United Nations Declaration of the Rights of Indigenous People, 2007

The UN adopted the Declaration on Rights of Indigenous people in 2007 on September, 13 after the recommendation of the Human Rights Council.   It

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[177] The United Nations Sub-Commission on the Promotion and Protection of Human Rights endorsed the Draft in 1994 after it was first prepared in 1985 by the Working Group on Indigenous Populations. Annually, the Working Group of the Commission on Human Rights meet to examine and discuss the clauses of the draft declaration. The Draft consists of 46 Articles and is divided into nine parts; it's part IV deals with Education.
[178] Draft Declaration on the Rights of Indigenous People 1994, PART VII, art. 31

reiterates non-discrimination in educational rights of the children of the indigenous communities[179].

The education system referred under Declaration 2007 is expected to protect culture and heritage. [180] It has emphasized on the right of the creation and management of education system as also educating indigenous in their own language through their cultural methods and teachings. [181]

In all the above UN Declarations it is seen that all 4 'A' s is provided in their various provisions. Additionally, education is also categorized in almost the same categories that is Primary, secondary and higher.

2.2.4 Special Rapporteur Reports

A group of individuals known as the Special Rapporteur are appointed by the Human Rights Council to conduct thematic studies on given mandates. The Rapporteur submits the reports to the UN General Assembly as well as to the United Nations Economic and Social Council. Mainly reports submitted in 2004 and 2005 pertaining to the education and 2002 and 2005 need a special mention over here.

1) The reports submitted to the UN General Assembly in the year 2004[182] and 2005[183] recommended that the member states shall establish private institutions and agencies for promoting education with the help of appropriate teaching-learning aids and materials. They shall prepare a multidisciplinary curriculum and study material for all levels of education based on the cultural beliefs, traditions and history of the community. The course content shall reflect their diversified culture. The states shall attempt to create awareness of the cultural

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[179] United Nation Declaration of the Rights of Indigenous People, 2007, art. 14 cl. 2
[180] *Id*. art. 7
[181] *Id*. art. 14 cl. 1
[182] United Nation General Assembly, *Report of Special Rapporteur on Human Rights and Fundamental Freedom of Indigenous People.* A/59/258 (August 12, 2004), *available at* A/59/258 (undocs.org) (Last viewed on June 17, 2022).
 The Special Rapporteur submitted the annual report to the General Assembly in its Sixtieth Session for the activities carried between August 2001-2004. The mandate of the report was to determine the progress of the right of indigenous people with reference to land, territory, access to natural resources, autonomy and self-determination, poverty, education, political representation etc. It further discussed the obstacles encountered by them.
[183] *Ibid*
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and ethnic diversities of the indigenous people through mass media communication.

2) The rapporteur submitted the reports on issues related to indigenous people to the United Nations Economic and Social Council in the years 2002[184] and 2005[185]. The reports enunciated the obstacles faced by indigenous people in accessing culturally appropriate quality education. It recommended training of adequate number of bilingual and intercultural teachers for effective learning and including physical and special education of the criminal justice system.

To address the issues of indigenous, United Nations Economic and Social Council established a permanent forum in 2000.

2.2.5 UN Permanent Forum for Issues of Indigenous

The forum consists of eight indigenous experts for discussing, suggesting, raising awareness and advising upon the rights of indigenous people pertaining to their development in cultural, education, social and economic sectors. The forum meets once a year for 10 working days and submits its final report to the Economic and Social Council. [186] The recommendations and suggestions from Forum in different sessions were:

1. Report on the third session (2004): In its third session, the forum recognized that education plays a distinguished role in protecting the cultural traditions and history relating to the indigenous communities and use of mother tongue in imparting education would yield the desired results. It recommended that the member States should formulate culturally appropriate curricula with continuous inputs from the community members for effective teaching-

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[184]United Nation Economic and Social Council, *Report of Special Rapporteur on situation of human rights and fundamental freedom of indigenous people.* E/CN.4/2002/97 (February 4, 2002), *available at* E/CN.4/2002/97 (undocs.org) (last viewed on June 17, 2022).
The annual report was submitted by The Special Rapporteur to the Human Rights Council in its 58th session. The mandate was the study of international norms, draft declarations, international declarations and legally binding international instruments for indigenous people with respect to land rights, education and culture.
[185]United Nation Economic and Social Council, *Report of Special Rapporteur on situation of human rights and fundamental freedom of indigenous people Rodolfo Stavenhagen.* E/CN.4/2005/88 (January 6, 2005), *available at* E/CN.4/2005/88 (undocs.org) (Last viewed on June 18, 2022).
The annual report was submitted by The Special Rapporteur to the Human Rights Council in its 61st Session. The mandate was to study the international legal framework and development of the indigenous people and their right to education. To highlight the factors affecting education access.
[186] Department of Economic and Social Affairs Indigenous People, "Permanent Forum on Indigenous Issues", a*vailable at* Permanent Forum | United Nations for Indigenous Peoples (Last Viewed on June 20th, 2022)

learning process. The forum further recommended to incorporate traditional knowledge and impart training to the indigenous people for managing and controlling their own educational institutions and suggested employing educated adults from the community to teach Indigenous children. [187]

2. Report on the fourth session (2005): The Forum in the field of "Access to primary education" recognized that right to education of indigenous people includes access to high-quality education. The educational right is multi-dimensional in nature as it is to be based upon their culture, traditional knowledge, language and views. Their education should contribute to their human identity and dignity. To overcome the hurdles encountered by indigenous students in accessing quality education:

- The member state should increase their budgetary funding to provide free primary education through residential schools.

- The member states should endeavor to formulate a culturally sensitive curriculum with the co-operation of the elders of the community and adopt mother tongue mediated bilingual education for effective learning.

- The various agencies under the United Nations should come together to provide assistance in international, national and regional educational programmes for formulating indigenous centered pedagogy for effective learning. [188]

3. Report on Seventh Session(2008): The forum reiterated that different forms of subtractive education[189] for indigenous students is a form of genocide .

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[187] United Nation Permanent Forum on Indigenous Issues, *Report of the 3rd Session of the United Nations Permanente Forum on Indigenous Issues. Indigenous Women, E/C.19/2004/23,* May 2004, *available at https://undocs.org/Home/Mobile?FinalSymbol=E%2FC.19%2F2004%2F23&Language=E&Device Type=Desktop&LangRequested=False* (Last viewed on June 20, 2022).

[188] United Nation Economic and Social Council, *Report of the 4th Session of the United Nations Permanent Forum on Indigenous Issues. Millennium Development Goals and Indigenous Peoples with a focus on Goal 1 to Eradicate Poverty and Extreme Hunger, and Goal 2 to achieve universal primary education,* E/C.19/2005/9 (May 16 , 2005), *available at* E/C.19/2005/9 (undocs.org) (last viewed on June 18, 2022).

[189] United Nation Economic and Social Council, *Report of the 7th Session of the United Nations Permanent Forum on Indigenous Issues. Climate change, bio-cultural diversity and livelihoods: the stewardship role of indigenous peoples and new challenges,3,* E/C.19/2008/13 (2008), *available at* E/C.19/2008/13 (undocs.org) (last viewed on June 18, 2022).
A subtractive education is one in which students learn a dominant language at the expense of their mother tongues, which are often supplanted by the dominant language after the fact. Children receiving subtractive education, or at least their offspring, are successfully linguistically and culturally assimilated into the dominant group.

> This kind of education can inflict mental and physical harm leading to unemployment, suicides, alcoholism, low confidence or inferiority complex. Thus, the states should recognize teaching-learning process in indigenous language and ensure gradual transition to national or regional language.

Since 2002 the forum has been meeting annually. Recently, the 22nd session of the forum was taking place from 17th to 28th April 2023 focusing on "Indigenous Peoples, human health, planetary and territorial health and climate change: a rights-based approach."

2.2.6 Expert Mechanism Advice No.1(2009) on the Rights of Indigenous People to Education

The United Nation Expert Mechanism on the Rights of Indigenous People's is an adjunct body to the Human Rights Council constituting of 5 indigenous origin members from different geopolitical locations. It was established in 2007 with the objective to conduct studies and research on the rights of indigenous people with thematic expertise. The UNEMRIP observed in 2009 that education is an empowerment tool for socio-economic growth of the indigenous people and a pre-condition for their right to self-determination. It is to be viewed as an instrument for holistic development. The right to education of indigenous people is a multi-faced right comprising of exchange of knowledge based on traditional teaching-learning methods by integrating their beliefs, culture, opinions and language into mainstream education. The advice further recommends teaching and learning in and through tribal language. The state should support the efforts of the community to establish, control and maintain their education institutions. [190]

A 2019 study by the UN expert mechanism on Rights of Indigenous people prepared pursuant to UN Human rights Council resolution 33/25 identified the importance of participation of indigenous peoples in planning educational systems and curricula for children.[191] For a large part, the approach towards indigenous

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[190] Expert Mechanism on Rights of Indigenous People, *Expert Mechanism Advice No.1(2009) on the Rights of Indigenous People to Education,* 2009, *available at https://www.right-to-education.org/resource/expert-mechanism-advice-no-1-2009-right-indigenous-peoples-education (Last viewed on July 1, 2022).*
The advice of the expert mechanism essential is for the effective implementation of the provisions mentioned in the United Nation Declaration on the Rights of Indigenous People.
[191] United Nations Declaration on the Rights of Indigenous Peoples, "Study of the Expert Mechanism on the Rights of Indigenous Peoples, 2021", (September 13, 2021 – October 1, 2021). https://documents-dds-ny.un.org/doc/UNDOC/GEN/G21/219/79/PDF/G2121979.pdf?OpenElement

education focused on assimilation and their integration into the mainstream. This led to undermining of their culture, way of life and their traditional knowledge systems. The consistent efforts by the community led to the recognition of their language and cultural diversity. Education of indigenous has to be tailored to their needs and not to the needs of the dominant culture.

Apart from United Nations, International Labor Organization has also contributed towards the education of indigenous people.

2.2.7 International Labor Organization (ILO)

India is a member of the ILO since 1919. The organization has introduced mainly two conventions pertaining to the education of indigenous people were adopted: Indigenous and Tribal Populations Convention 1957 and ILO Indigenous and Tribal People's Convention 1989 (No. 169).

2.2.7.1 Indigenous and Tribal Populations Convention 1957 (No.107)

The Convention was adopted in 1957. The convention focusses upon the process of integration of the tribal population with the national community by imparting them required skills and knowledge. [192] It provides for formulating educational programmes based upon preceded ethnological surveys by incorporating tested techniques for assimilation into mainstream.[193] Article 6 of the Convention states that government should prioritize implementation of developmental plans for improvement of education levels in densely inhabited tribal areas. The convention highlights the responsibility of the member states for:

- providing equal access to education at all levels; [194]

- spreading awareness regarding their rights and duties with the help of mass communication or written transcripts; [195]

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[192] Indigenous and Tribal Population Convention 1957, No. 107, art. 24 states that the major educational objective for the relevant populations shall be the imparting of general information and skills that will aid youngsters in becoming assimilated into the national community.
[193] *Id.* art 22 (According to article 22, the educational programmes for the impacted populations must be tailored, in terms of methods and procedures, to the point these people have reached in the process of assimilating into the national community on a social, economic, and cultural level.2. Ethnological surveys must typically come before the creation of such programmes.)
[194] *Id.* art. 21
[195] *Id.* art. 26

preserving their mother tongue; imparting education in their local language; and progressive switch from one's mother tongue to the nation's official language or one of its official languages. [196]

2.2.7.2 ILO Indigenous and Tribal People's Convention 1989 (No. 169)

It is the first convention to address the importance and need of human rights of indigenous people and the responsibility of the State government for their protection and promotion. The Convention recognized the right to self-determination of indigenous people and emphasizes on their participation in formulation, implementation and evaluation of priority-based plans and schemes for their overall development.[197] According to the treaty, state policies should incorporate their culture, history, knowledge, value system, aspirations and encourage establishment of self-governed institutions for imparting education by providing appropriate resources.[198] Article 26 of the convention states that such measures should be taken to provide equal opportunity to acquire education at all levels. Additionally, Article 28 instructs the states to take steps to ensure that the children of the afflicted individuals are taught in their native language and given the chance to become fluent in either the state's official language or the national language.[199] The State Government should adopt measures to spread awareness regarding their rights and duties by means of written translations or mass communication in their common language wherever deemed necessary[200] and such measures adopted shall be taken amongst all sections of the national population. [201]

2.2.8 UNESCO

The holistic approach taken by the Dakar framework for Action adopted by UNESCO is required to be noted at this juncture. It has used the term "nomads" an addressed a key challenge to have a broad vision of "education for all" in the government policies. It was adopted by

The Dakar framework for Action: "Education for All" 2000

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[196] *Id*.art. 23
[197] International Labor Organization Convention 1989, No. 169, art. 7
[198] *Id*. art 27
[199] *Id*. art. 29
[200] *Id*. art. 30
[201] *Id*. art. 31

The Dakar World Education Forum report recommended:

- to promote "education for all" policies leading to development and poverty elimination;

- to include the opinions of the community members while developing educational policies;

- to implement strategies for providing gender equitable education;

- to use technologies to achieve the goal;

- to create a healthy educational environment by providing water and sanitation facilities;

- access to health services; and

- to formulate a curriculum leading to holistic development.

It suggested regular monitoring and assessment for effective implementation. [202]

2.2.9 Sustainable Development Goals 2030

"The 2030 Agenda and its 17 Sustainable Development Goals (SDGs), adopted in 2015, provide a coherent, holistic framework for addressing these challenges and their interconnections. (…) They require member states to address the social, economic and environmental dimensions of sustainable development in a balanced manner. Their implementation must embody the principles of inclusiveness, integration and 'leaving no one behind"

– António Guterres, United Nations Secretary-General

The SDG's [203] provide a holistic framework for the overall development of the world as a single entity including each and every person through their participation especially the marginalized one's as they are based upon the core principle of universality i.e., 'Leaving no one behind'. India had adopted these goals in 2015

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[202] UNESCO, *The Dakar Framework for Action: Education for All,* (April 28, 2000), *available at https://sustainabledevelopment.un.org/content/documents/1681Dakar%20Framework%20for%20A ction.pdf* (Last viewed on June 20, 2022).

[203] In 2015, 195 nations agreed with the United Nation to being about a change for betterment with the help of their governments, business houses, media, NGO's. Eliminate Poverty, End Hunger, Promote Good Health and Well-Being, Ensure Gender Equality, Improve Clean Water and Sanitation, Grow Affordable and Clean Energy, Create Decent Work and Economic Growth, Increase Industry, Reduce Inequality, Mobilize Sustainable Cities and Communities, and Influence Responsive Consumption and Production are just a few of the Sustainable Development Goals listed in the 2030 Agenda. Plan climate action, advance life on land, promote life in the water, ensure peace, and create partnerships to achieve these objectives.

with a vision to achieve them by 2030. Goal 4 of the 17 sustainable development goals has 10 targets focusing on different aspects of education out of which 7 are expected outcomes by 2030 and remaining 3 are means for achieving them. The seven targets are:

"4.1 Universal Primary and Secondary Education: All boys and girls shall have access to primary and secondary education that is free, equitable, and provides appropriate and effective educational outcomes.

4.2 Early Childhood development and universal pre-primary education: All boys and girls shall have access to quality pre-primary education which further prepares them for primary education.

4.3 Equal Access to Technical/Vocational and higher education: There shall be equitable access for men and women to high-quality, reasonably priced technical and vocational education.

4.4. Relevant skills for decent work: growth in the number of young people with the necessary skills for work, self-employment, and other jobs.

4.5 Gender Equality and Inclusion: equal access to education at all levels, training in practical skills for indigenous peoples and children in vulnerable situations, and eradication of gender disparity in the education sector.

4.6 Universal Youth Literacy: Achievement of literacy amongst substantial number of men and women.

4.7 Education for sustainable development and global citizenship: Make sure everyone gains the information and skills necessary to advance sustainable development. "

The three means to achieve these targets are through:

"4.a Providing effective and inclusive learning environments by building and upgrading education facilities.

4.b Providing scholarships for higher education in technical or vocational courses.

4.c Increase in substantial number of qualified teachers and providing teacher training programmes."[204]

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[204] 4.c Teachers and educators: By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States.

As such the sustainable development goals provide a roadmap to ensure access to education to all without any discrimination and to improve the socio-economic conditions of the tribals through quality education relevant skills for employment, job and entrepreneurship.

2.3 Analysis

Indigenous are considered as a vulnerable group under international law. Thus, they are protected under various conventions and declarations under international law. It is encouraging to see General Comment No 13 on Art 13 of ICESCR specially when we are studying a research problem pertaining to the *Ashram* School. Emphasis on availability, accessibility, acceptability and adoptability is seen in almost all international instruments pertaining to the indigenous. Moreover, need of improved teaching methods, use of indigenous language, protection of culture and heritage through education, suitable teaching methods, autonomy to the indigenous education system and vocational training are few dimensions which have been expected to adopt by state parties in the education system.

The next chapter is analyzing the national framework in India. It will highlight the Indian obligations towards the implementation of ratified international instruments and an exhaustive system created by India to impart quality education to the tribals.

CHAPTER 3

NATIONAL FRAMEWORK FOR TRIBAL EDUCATION IN INDIA: LAWS AND POLICIES

Background

In the previous chapter international instruments protecting and promoting the right of education and rights of indigenous people adopted by various international organizations were analyzed. The state parties to these international instruments are obligated to enforce these treaties under the principle of *pacta sunt servanda*.[205] The Vienna Convention of Law of Treaties, 1969, Article 27 states that the member states shall not invoke their internal law as a justification for non-performance of the international obligation.

In the present chapter, the national framework that is laws and policies were discussed pertaining to Tribal education. It will be covering the laws and policies which are adopted being a party to various international instruments as also those laws and policies which are adopted considering the position of tribal and education prevalent in India.

3.1 India's International Obligations for Tribal Education

India is a party to various international norms relating to rights of indigenous people, children and education. India's international obligation towards enforcement of its norms, is enunciated under Article 51(c) and Article 253 of the Constitution of India. Article 51 mandates respect for international law to maintain friendly relations with other foreign states and Article 253 empowers the parliament to make laws pertaining to the provisions specified in the international treaties and conventions. These laws shall be ratified by the President of India to come into force.

India has respected commitments as enshrined in the Universal Declaration of Human Rights 1948 even though it is only a Declaration. India had ratified

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[205] *Pacta sunt servanda* (Vienna Convention of Treaties, art. 26 (1969) mandates that all agreements in force be binding upon the parties and be carried out by them in good faith. Vienna Convention on the Law of Treaties (1969) (un.org).

ICESCR in 1979. It ratified Child Rights Convention in 1992 [206] with few reservations.[207] The Commission on the Protection of Rights of Child is an outcome of this ratification.[208] India has voted in the favor of United Nations Declaration of the Rights of Indigenous People, 2007. The Convention of ILO was adopted in 1957 and was ratified by India on 29th September 1958. This unique and visionary instrument was brought into force in 1989. India has not ratified the Convention 1989 till date due to the fact that the concept of "Indigenous people" is non-applicable in the Indian context[209]. The ILO Convention 169 has superseded the Indigenous and Tribal Populations Convention, 1957 (107).[210]

3.2 The Usage of the term "Indigenous" and "Tribals" (Adivasi)

In international legal regime dominantly indigenous term is used, however, in India, the term "tribe/tribal" is used prominently in the legal regime. Thus, a question may occur if international legal regime pertaining to the indigenous will be applicable to India or not. In this context, it may be noted that India is a party to the ILO Convention 1959 and has voted in favor to the UNDIP 2007. From this, it may be inferred that indigenous and tribal have been understood synonymous as far as international obligations are concerned. However, we cannot ignore the condition submitted by India while voting in favor of UNDIP 2007 that all Indians are indigenous since its independence. It means, here, India interpreted indigenous as people living originally. Moreover, World Bank in its Policy Brief No 64760 mentioned India's tribes and tribal as an interchangeably word for indigenous. Under the same policy relating to indigenous people of the world, World Bank mentioned data relating to scheduled tribes of India. This evidence indicate that indigenous people can be used for scheduled tribes in India.

At present, it is seen that India is using the term indigenous population in its official notifications such as the establishment of a High Level committee to look

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[206] It was adopted on 24th November 1989 by General Resolution 44/25 and India ratified in 1992.
[207] Mentioned in the United Nations Treaty Collection, *available* at
https://treaties.un.org/pages/ViewDetails.aspx?src=IND&mtdsg_no=IV-11&chapter=4 (last accessed on May, 1, 2023).
[208] Infra
[209] Summary of the NCST meeting held on February 16, 2012, where the best practises from ILO Conventions C-107 and C-109 were discussed and possible implementation with regard to Schedule Tribes *available at*
https://ncst.nic.in/sites/default/files/meeting_consultation/Proceedings_ILO_16022012_CP6464674 86.pdf. (Last accessed on August 3, 2022).
[210] List of instruments by subject and status (Ilo.org).

into the social, economic, cultural and linguistic issues of the indigenous population in the state of Tripura or in the justification for the Citizenship Amendment Bill.

3.3 National Framework Pertaining to the Tribals, Children and Education in India

An exhaustive national framework is created in India for the purpose of tribals, children and education. The central and state governments have strived to improve the literacy rate in tribal communities through various initiatives and schemes undertaken.

With the onset of the planning era, numerous efforts have been taken up by the government to include schedule tribes in the continuous process of development of the country by implementing multi-pronged strategies, programmes and projects for their educational enrichment. One of them is "*Ashram* School".

Owing to the social, economic, cultural and habitation disparities of the scheduled tribes, the ancient concept of gurukul was followed for imparting education to the tribes through "*Ashram* School". The principle of *Ashram* schools relates to the idea of children residing away from their homes with their guru's in an environment conducive to their overall development in order to hone their capacities. [211]

Before moving on to analyse the national framework, let's understand the tribals in India.

3.4 Tribals in India

India is a home to more than 700 scheduled tribes[212] with diverse cultures, traditions and beliefs.[213] Indian history enumerates the presence of social stratification based upon social, economic, culture and political considerations.

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[211] *Supra* Note 24 (Bipin Jojo, "Decline of *Ashram* Schools in Central and eastern India)
[212] As per the data released by the Government of India through the Census conducted in 2011 pertaining to the Schedule Tribe Population *available at* https://www.census2011.co.in/scheduled-tribes.php (last accessed on May 1, 2023).
[213] International labour Organisation "Who are the Indigenous and Tribal Peoples?" available at https://www.ilo.org/global/topics/indigenous-tribal/WCMS_503321/lang--en/index.htm (last accessed on May 1, 2023).

The tribal population in India although small in number represents enormous cultural diversities. The contiguous concentration of the tribal population in an area without integrating into the other section of the society is known as the Tribal Belt.[214] The scheduled tribes in India, inhabit in different geographical locations i.e., the Central and North-Eastern India. About 80% of the tribes inhabit in the central, western and eastern belt comprising Gujarat (14.8%), Madhya Pradesh (21.1%), Chhattisgarh (30.6%), Andhra Pradesh (7%), Jharkhand (26.2%), Orissa (22.8%), Maharashtra (9.4%) and Rajasthan (13.5%).

Figure No. 1: Percentage of Scheduled Tribe Population
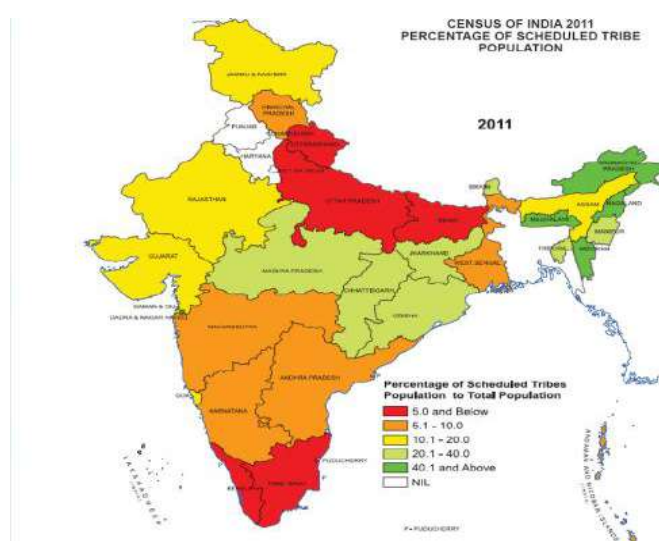
As per Census 2011, the latest available census from the government [215] India is a home to 10.45 Crore schedule tribes constituting 8.6% of the total nation's population and about 11.3% and 2.8% of the total rural and urban country's population respectively.

Table No. 1: Percentage of Total Schedule Tribes Population as to Total Population in India residing in Rural and Urban Areas: Census 1961-2011

Census Year	Total(%)	Rural(%)	Urban(%)
1961	6.9	8.1	1.0
1971	6.9	8.4	1.2
1981	7.6	9.2	2.0
1991	8.1	10.1	2.3
2001	8.2	10.4	2.4
2011	8.6	11.3	2.8

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[214] Government of India, "Annual Report 2021-22", (Ministry of Tribal Affairs, 2022).
[215] The last census was conducted in 2011. The next Census was due in 2021 but was postponed due to Covid-19 pandemic.

Table No. 2: Population of Schedule Tribes in India and Percentage of Schedule Tribes residing in Rural and Urban areas: Census 1961-2011 [216]

Census Year	Schedule Tribe Population in India			%[217]	%[218]
	Total	Rural	Urban	Rural	Urban
1961	3,01,30,184	2,93,57,790	7,72,394	97.43	2.56
1971	3,80,15,162	3,67,20,681	12,94,481	96.59	3.40
1981	5,16,28,638	4,84,27,604	32,01,034	93.79	6.2
1991	6,77,58,380	6,27,51,026	50,07,354	92.60	7.39
2001	8,43,26,978	7,73,39,335	69,87,643	91.71	8.29
2011	10,42,81,034	9,38,19,162	1,04,61,872	89.96	10.03

Figure No. 2: Graph Depicting Schedule Tribe Population in India residing in Rural and Urban Areas
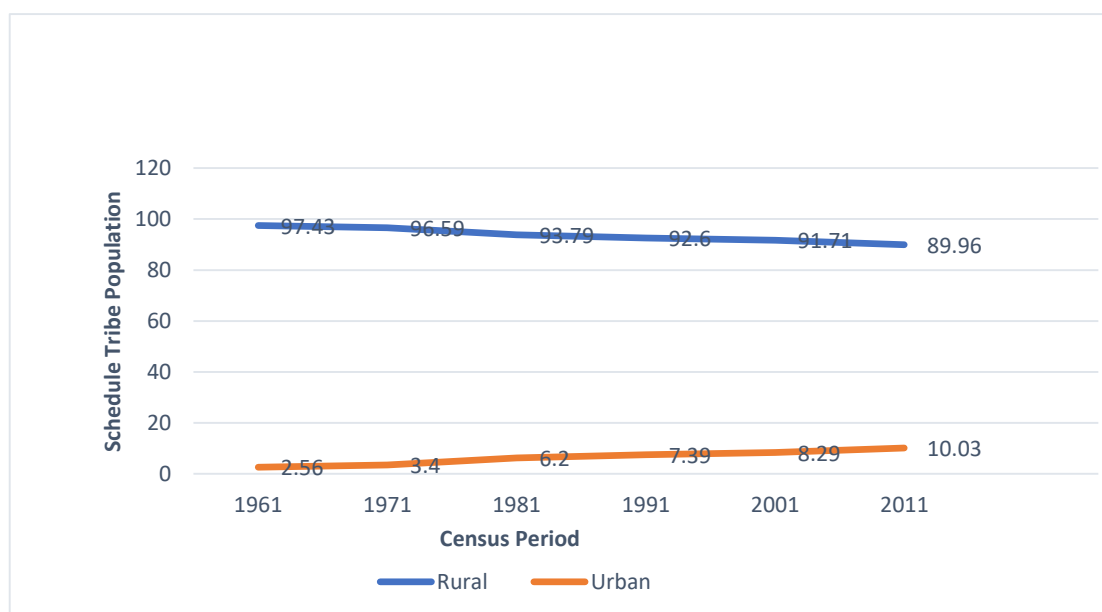
Thus, as per the data in Table No. 1, a minimal increase of 1.7% of the schedule tribe population and an increase of 3.2% and 1.8% of the schedule tribe population out of total India's population residing in rural and urban areas in India respectively be observed from 1961 to 2011. While under data provided in Table

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[216] Dr. C. Chandramouli, "Scheduled Tribes in India", (2011) *available at* Scheduled Tribes in India: As revealed in Census 2011 (slideshare.net) (last accessed on July 19, 2022).
[217] Total percentage of schedule tribes residing in rural areas out of the total India's schedule tribe population.
[218] Total percentage of schedule tribes residing in urban areas out of the total India's schedule tribe population.

No. 2, one can observe a steady percentage increase and decrease of tribal population out of the total schedule tribe population residing in urban and rural areas respectively. In the year 1961, the schedule tribe constituted 6.9% of the total population of India out of which 97.43% of the total schedule tribe population, resided in rural areas while 2.56% in urban areas and in the year 2011, where the schedule tribes constituted of 8.6% of the total India's population, 89.96% resided in rural areas, the remaining 10.03% resided in urban areas Thus, resulting in the simultaneous increase of 7.47% in urban and a decrease in rural areas. Various factors resulting from improved and faster development of urban areas such as more opportunities of employment, better educational facilities, better medical and health facilities can be a few of the attributes for the resultant change or modifications in the schedule area and status of schedule tribes in any state. With an increase in total scheduled tribe population in India, instances of tribe migration from rural to urban can be observed. [219]

3.5 Recognition of Tribes as "Schedule Tribe" in India

According to Article 342 of the Indian Constitution, the President must consent before a tribe can be designated as a schedule tribe in a certain state or union territory. The Constitution of India does not expressly lay down the rules for determination of the tribes to be inculcated under the lists of schedule tribes. However, it provides that extreme social, economic and educational backwardness can be regarded as the determinants. The record reveals that the tribes in India have been evolving since times immemorial. Prior to independence, for the first time, a list of 'primitive tribes' was mentioned in Census of 1931. Subsequently, 'backward' tribes' list and 'tribes' was specified under the Government of India Act, 1935 and Census of 1941. Later, in 1950, inclusions were made under the list specified under the 1935 Act and they were then referred as 'Scheduled tribes'.[220] The process of scheduling and de-scheduling a community as Schedule Tribe is closely evaluated and carried out by the Indian Parliament and the same is confirmed after receiving the President's assent. Thus, it can be rightly stated that

[219] Refer to Table No. 3.
[220]Government of India, "Census 2011: Enumeration of Primitive Tribe in Andaman and Nicobar Islands" (2011) *available at* http://www.censusindia.gov.in/Ad_Campaign/drop_in_articles/06-Enumeration_of_Primitive_Tribes_in_A&N_Islands.pdf (last accessed on June 20, 2022).

the term "Scheduled Tribe refers to specific indigenous peoples[221] whose status is acknowledged to some formal degree by national legislation". This can further be confirmed by the judgment of the Supreme Court in *State of Maharashtra v. Keshao Vishwanath Sonone*[222], where it reversed the decision of the Bombay High Court recognizing Gowari Tribe as a sub-tribe to the Gond Community. The Apex Court stated that the question of recognizing a tribe as a sub-tribe under Article 342 is a parliamentary –executive work Therefore, the High Court could not entertain the question of appreciating the evidence pertaining to recognizing any community as a tribe under the Constitution of India.[223] Moreover, in pursuance of Article 342, any community deemed to be a tribe shall be considered as a schedule tribe only within the jurisdiction of the state or union territory under which it was notified in the List of Schedule Tribes.

In Census 2011, it was revealed that more than 700 ethnic groups were notified as Schedule Tribes residing in 30 states/Union Territories in India.[224] Five states including of Punjab, Chandigarh, Haryana, Pondicherry and NCT of Delhi have no listed Schedule Tribes. [225] The number of schedule tribe groups change in every decadal census resulting from addition or deletion of a tribe or of sub-tribes under a tribe or conversions from Schedule Caste to Schedule Tribe. [226]

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[221] *Dilip Kanti Chakma, "*The Indigenous world 2021: India" IWGIA (March 18, 2021) *available at* The Indigenous World 2021: India - IWGIA - International Work Group for Indigenous Affairs. (last accessed on July 5, 2022).

[222] AIR 2021 SC 122.

[223] Prachi Bhardwaj, "Bombay High Court could not have granted Scheduled Tribe status to 'Gowari' community, holds SC. Read what happens to admissions, employment secured so far." *SCC Online* (December 18, 2020) *available at* https://www.scconline.com/blog/post/2020/12/18/bombay-high-court-could-not-have-granted-scheduled-tribe-status-to-gowari-community-holds-sc-read-what-happens-to-admissions-employment-secured-so-far/ (last accessed on June 12, 2022).

[224] *Supra* Note 215 (Government of India, Annual Report 2021-22).

[225] *Supra* Note 221 (Census 2011)

[226] As per 2011 census the change in schedule tribe population in the states were as follows: 7 states including of Uttrakhand, Mizoram, Meghalaya. Assam, Tamil Nadu, Jharkhand and Gujarat observed a change within +/- 0.2 percent points, A reduction of more than 0.2% points was seen in 5 states, including Chhattisgarh, D&N Haveli, Nagaland, Daman & Diu, and A&N Islands., 4 states/UT's including of Himachal Pradesh, Sikkim, Arunachal Pradesh and Goa recorded an increase of 1% while the remaining 14 states other than Punjab, Chandigarh, NCT of Delhi, Haryana and Pondicherry by 0.2 to 1 percent points.

Table No. 3: Change in the Schedule List after Census 2011[227]

State/UT	% of total Population		Changes in the list after Census 2001 (If any, with possible Reasons)
	2001	2011	
Jammu and Kashmir	10.9	11.9	No change in the List but an increase in population
Himachal Pradesh	4.0	5.7	- Addition of sub tribes (Beta and Beda and Dombra, Gara and Zoba) - Additionally, the Gaddi and Gujjar no longer have an area restriction.
Sikkim	20.6	33.8	Additions in sub tribes(3-Limboo and 4- Tamang)
Arunachal Pradesh	64.2	68.8	The list includes each and every tribe in the state. More precise names have been mentioned after the Census of 2001.)
Goa	0.0	10.2	Recognition of Kunbi, Gawda and Velip as Schedule Tribes
Rajasthan	12.6	13.5	No change in the List but an increase in population
Manipur	34.2	35.1	4 additions in the list (Poumai naga(30), Tarao(31), Kharam (32) and Any kuki tribes (33))
Uttar Pradesh	0.1	0.6	Change for distinct names in certain districts from Schedule Caste to Schedule Tribe.
Tripura	31.1	31.8	Sub-tribes such as Bengshel, Sukuchep, Dub, Thangchep, Kaipeng, Kalai. Lengui, Mussum, Rupini, Karbong and Murashing have been added
Odisha	22.1	22.8	Addition of names in the state tribal list
Madhya Pradesh	20.3	21.1	Modifications in restricted areas for few tribes
Chhattisgarh	31.8	30.6	Due to line reduction by 0.7 points between Census 1991 and 2001
Daman & Diu	8.8	6.3	Inter-state Migration
D & N Haveli	62.2	52.0	Inter-state Migration
Andaman and Nicobar islands	8.3	7.5	Tsunami can be probable cause
Nagaland	89.1	86.5	Migration from the state

Thus, an overall increase in schedule tribe population in India resulting from modifications in the list or the schedule area and a trivial decrease resulting from migrating outside the states or a natural disaster can be observed.

The national legal framework pertaining to tribal, children and education is divided into following heads:

1. Tribals, Children and Education under the Constitution of India
2. Commissions
3. Right to Free and Compulsory Education Act, 2009
4. Ministry of Tribal Affairs and Education of Tribal Children with special reference to major Government Schemes relating to the education.

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[227] Dr. C. Chandramouli, "Scheduled Tribes in India", (2011) *available at* Scheduled Tribes in India: As revealed in Census 2011 (slideshare.net) (last accessed on July 19, 2022).

3.6 The Tribals under The Constitution of India

The Constitution of India identified the Tribals as a vulnerable group requiring protection. The discussion around tribal rights in the constitutional assembly debates finally paved the way for a comprehensive constitutional architecture around their rights. The word "Scheduled Tribe" is not defined in the Indian Constitution, although Article 342 of the Constitution allows the President of India to designate certain communities as Scheduled Tribes. According to Article 366(25)[228] Schedule Tribes are "such tribes or tribal communities or parts of or groups within such tribes or tribal communities as are deemed under Article 342 to be Scheduled Tribes for the purposes of this constitution".[229] Here reliance is placed upon Article 342(1) which provides that the President can for any State or Union Territory, on consultation with the Governor of the state, issue a public notice and declare that tribal or it's community or any part or any group of people in that community as Schedule Tribe. Further, Article 342(2) provides that the Parliament by an Act can modify the list declared under clause 1. It further states that the list is to prepare State/UT wise only. Therefore, it can be observed that the Constitution does not explicitly define the criteria for determination of "Scheduled Tribes". The reliance is placed upon the definition specified under Census 1931 wherein Scheduled Tribes were termed as "backward people" living in "excluded" and "Partially excluded areas" and the following five characteristics mentioned by the Lokur Committee[230] namely:

- primitive characteristics,

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[228] The Constitution of India, art. 366, cl. 25 states that, "such tribes or tribal communities or part of or groups within such tribes or tribal communities as are deemed under Article 342 to the scheduled Tribes (STs) for the purposes of this Constitution." The Constitution of India (2018). Universal Law Publishing. New Delhi.

[229] The Constitution of India, art. 342 states that, "(1) The President may with respect to any State or. Union Territory and where it is a State, after consultation with the Governor thereof by public notification, specify the tribes or tribal communities or parts of or groups within tribes or tribal communities which shall for the purpose of this Constitution be deemed to be Scheduled Tribes in relation to that State or Union Territory, as the case may be. (2) Parliament may by law include in or exclude from the list of Scheduled Tribes specified in a notification issued under clause (1) any tribe or tribal community or part of or group within any tribe or tribal community, but save as aforesaid a notification issued under 'the said clause shall not be varied by any subsequent notification."

[230]Department of Social Security, "The Report of the Advisory Committee on the revision of the list of Scheduled Tribe and Scheduled Caste", 1965, *available at* https://tribal.nic.in/downloads/other-important-reports/LokurCommitteeReport.pdf (lest accessed on August 8, 2022).
The Committee set up under Mr. B.N. Lokur, the then Law Secretary of Central Government in June 1965 to look into the criteria for defining Schedule Tribes. Department of Social security. Government of India. The Report of the Advisory Committee on Revision of the Lists of Schedule Caste and Schedule Tribe.

- varied culture,

- geographical seclusion,

- hesitation to interact with the outside world and

- backwardness.

The Constitutional provisions for protection and safeguard of backward classes including the Schedule Tribe may be classified into following heads:

i. **Educational and Cultural Safeguards**

   a) Article 15(4): This provision can even be termed as Protective Discrimination. The State may devise particular provisions here for the progress of any educationally and socially deprived classes, Scheduled Castes, and Scheduled Tribes.

   b) According to Article 15(5), the State may create particular regulations for the progress of any socially and educationally deprived classes, Scheduled Castes, and Scheduled Tribes in relation to enrolment in educational institutions, including all private institutions other than minority institutions.

   c) Article 29 (1) and (2): It protects the interests of minorities. It states that the any section of the citizen has a right to conserve its distinct culture, script or language. Further, admission into state maintained or aided institutions cannot be denied on basis of their religion, race, caste or language.

   d) Article 30 enunciates that linguistic or religious minorities have the freedom to form and run educational institutions of their preference. When administering assistance, the state cannot discriminate on the grounds that the organization is run by the specified minority.

   e) According to Article 46, the state must advance the economic and educational interests of the weaker group, especially of the Scheduled Caste and Scheduled Tribes. They will be safeguarded from all forms of exploitation and social injustice.

   f) Article 350 states that each and every person shall have a right to redress grievance in any of the languages spoken in that State/UT.

   g) Article 350A mandates that linguistic minorities get instruction in their home tongue at the primary level of education. This responsibility falls on

the State or the local authority within the State. It further adds that the President may provide any state the instructions he deems essential to carry out the provisions of the Article.

ii. Social Safeguards:

a) Under Article (19) (e) right to live and establish oneself wherever in the nation is a restricted right under the ambit of Article 19(5) wherein, the states have been conferred with the power to impose restrictions on such movement, acquisition or residence incases leading to violation of Schedule Tribes rights.

iii. Economic Safeguards

a) Article 244(1) provides that, in all states other than Assam, Meghalaya, Mizoram, and Tripura, the Scheduled Areas and Scheduled Tribes shall be controlled and administered in accordance with the provisions of the Fifth Schedule. These states are under the ambit of the Sixth Schedule.

b) Article 275(1): The Centre shall provide grant in aids as revenues from the Consolidated Fund of India. The Parliament decides the grants-in-aid value. It is made to the State Governments on basis of assistance required for:
- Covering the costs of programmes put in place with the Central Government's consent for the benefit of the tribes; and
- Development of the Schedule Areas in the concerned State.

iv. Political Safeguards:

a). Articles 330, 337 and 243: These provisions guarantee seats in the Lok Sabha, State Legislatures and Panchayats for Schedule Tribes.

b) Article 334: Initially, the Constitution framers had ascertained a time framed reservation for a decade from the day the Constitution came into force for bridging the gap between the backward classes and the other section of the society but the same has been amended seven times. [231]

v. Service Safeguards

a) Article 16(4) authorizes the state to enact reservation laws for backward classes for securing government jobs, if they are not adequately represented in the concerned State.

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[231] The Article has been amended through 8th, 23rd, 45th, 62nd, 79th, 95th and 104th constitutional amendments.

b) Article 335 states that while selecting people to posts related to the activities of that state, emphasis should be given to the perspectives of members of the Scheduled Caste or Scheduled Tribe in an approach that maintains administrative effectiveness.

The architects of the Constitution to further protect the interests of the Schedule Tribe, enacted special provisions for administration and control of Schedule Areas[232] i.e., Schedules 5 and 6 of the Indian Constitution provide specific governing mechanisms for parts of India where the tribal population predominates. [233] The Supreme Court of India in *Samatha v. State of Andhra Pradesh*[234] observed that "the purpose of the Fifth and Sixth Schedules to the Constitution is to prevent exploitation of truthful, inarticulate and innocent Tribals and to empower them socially, educationally, economically and politically as the Constitution intends that the land always should remain with the Tribals". The Fifth Schedule read with Article 244(1)[235] confers special powers and responsibilities on the Governors of the states[236] mentioned therein to setup an advisory council known as the Tribal Advisory Council for advising on the matters pertaining to development of Schedule Tribes[237], enact regulations for good governance[238], issue directives to

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[232] The following factors must be present for an area to be designated as a scheduled area: a predominance of tribal residents; the area's size and compactness; its level of development; and the level of economic inequality among its residents. These standards have gained respect throughout time despite not being explicitly defined in the Indian Constitution. They include Schedule B of recommendations from the Constituent Assembly's Excluded and Partially Excluded Areas Sub Committee, the UN Dhebar Commission's Scheduled Areas and Scheduled Tribes Commission, and the principles that served as the foundation for the declaration of "Excluded" and "Partially-Excluded" Areas under the Government of India Act 1935.

[233] BK Manish, "Very Little is understood about Fifth and Sixth Schedules of the Constitution of India", 2017, *available at* Very little is understood about Fifth and Sixth schedules of The Constitution of India, (downtoearth.org.in) (Last accessed on August 1, 2022).

[234] AIR 1997 SC 3297.

[235] The administration of tribal areas and scheduled areas is outlined in Article 244 of the Indian Constitution. (1) The administration and control of Scheduled Areas and Scheduled Tribes in any State other than the States of Assam, Meghalaya, Tripura, and Mizoram shall be subject to the provisions of the Fifth Schedule.

[236] The Constitution of India, Schedule 5, Part A and B cl. 5 gives special powers and responsibility to the Governors of the State other than Assam, Meghalaya, Tripura and Mizoram.

[237] The Tribes Advisory Council may be established in accordance with Schedule 5, Part B, clause 4, of the Indian Constitution. It stipulates that every state included in the Scheduled region must have a separate Tribes Advisory Council. The Governor must present subjects affecting the welfare and advancement of the Scheduled Tribes in the State to the Council for advice. The Governor is responsible for establishing the council's rules and the procedures for selecting its members.

[238] The Constitution of India, Schedule 5, Part B cl. 5(2) requires "the Governor may make regulations for peace and good governance of scheduled area in the state. The Governor can prohibit or restrict the transfer of land by or among members of Schedule Tribes in such areas; regulate the allotment of lands to members of Schedule Tribes in such areas; regulate the carrying of business of money-lender by persons who lend money to members of Schedule Tribe in such

the state government and limit the applicability of laws enacted by the Central or state legislature on the Scheduled Areas[239]. For the administration and control of tribal territories in the States of Assam, Meghalaya, Tripura, and Mizoram, the Sixth Schedule lays out specific guidelines. The Schedule read with Article 244(2)[240] and Article 275(1)[241] allows for greater political autonomy and decentralized governance [242] thereby placing emphasis on the principle of self-rule. [243] The role of the Governor of these four states are subject to the limitations specified under the schedule. The Governor can organize, re-organize autonomous districts, increase or decrease, unite, diminish or alter the area. [244] The Act of the parliament do not apply to the autonomous districts. The District Council[245] and the Regional Council [246] formed within the ambit of the Schedule have powers to enact laws. [247]

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areas. further, in making such regulations the governor may repeal any act of the parliament or of the Legislature of the State or any existing law which of the time being is applicable to the area in question. All regulations made under this shall be submitted to the President and they shall have no effect until the President has assented to it. The Governor shall consult Tribal Council, if any before making regulations under this Part".

[239] The Constitution of India, Schedule 5, Part B cl. 6 defines Scheduled Areas as "areas as the President may by order declare to be Scheduled Areas. The President may at any time by an order direct that the whole or any specified part of a Scheduled Area shall cease to be one; increase the area of any Scheduled Area in a State after consultation with the Governor of that State or alter, but only by way of rectification of boundaries.

[240] The Constitution of India, Article 244: Administration of Scheduled Areas and Tribal Areas. (2) The provisions of the Sixth Schedule shall apply to the administration of the tribal areas in the States of Assam, Meghalaya, Tripura and Mizoram.

[241] The Constitution of India, Article 275 provides for grant in aid for the development of Schedule Areas or Schedule Tribes from the Consolidated Fund of India.

[242] The Constitution of India, Schedule 6 provides for creation of autonomous districts or regions based on the presence of Schedule Tribes in an area. The governance of these districts or regions is in the hands of the District and Regional Councils who work independently and are about 80% of its members are elected by voting of the Schedule Tribes of that Area. Since these councils administer the functioning of these areas therefore, there is political autonomy. Moreover, these councils with the approval of the Governor act as civil courts or constitute village councils or courts in cases of dispute between the members of the schedule tribe and the Governor confers the powers of the High Court for hearing such cases.

[243]Sonum Gayatri Malhotra, ''Right Place, Wrong Arrangement" *The Hindu,* June 15, 2022, *available at* https://www.thehindu.com/opinion/op-ed/right-place-wrong-arrangement/article4823988.ece. (Last accessed on July 17, 2022).

[244] The Constitution of India, Schedule 6 cl. 1 (3) states that the government may by public notification include, exclude, create, unite, diminish, increase, decrease the area of the autonomous district. It can alter the name or redefine the boundaries of the autonomous district.

[245] According to Schedule 6 Clause 2 of the Indian Constitution, each autonomous district shall have a District Council with a maximum of 30 members, of which 4 shall be appointed by the Governor and the remaining members shall be chosen by adult suffrage.

[246]Each autonomous area must have a regional council, according to subparagraph 2 of paragraph 1 of Schedule 6 of the Indian Constitution.

[247]According to Schedule 6 Clause 3 of the Indian Constitution, the Regional Council for Autonomous Regions and the District Council for Autonomous Districts may pass laws governing the allotment, occupation, use, and management of any land that is not reserved for agriculture,

3.6.1 Right to Education under Constitution of India

Education being one of the most powerful means for tribal development, is a bridge to cover the gap between scheduled tribe and mainstreamers. This realization led to the enactment of Article 21-A [248] which made Right to Education a fundamental right and provided for free and compulsory education for children aged 6 to 14. The introduction of Article 21-A has gone through various phases from mere state directives to wider judicial connotations. Initially, Article 45 [249] along with Article 39(f) [250] of the Directive Principles of State Policy provided for free and accessible education for all. It was a mere directive to the states to provide education. The Supreme Court in *Unni Krishnan v. State of Andhra Pradesh & Others*[251] ruled that Right to Education is a facet of Right to Life under Article 21 thereby making it a fundamental right. Later, the Tapas Majumdar Committee [252] was constituted in 1999 with the goal of operationalizing right to education. The 89th Amendment Act, 2002 inserted Article 21-A in the Constitution and made education a fundamental right. The article made education accessible for all at the elementary stage which forms the base for self- determination and self-governance.[253] It further led to the enactment of Right to Education Act, 2009 which revolved around inclusive education for all, making it mandatory to include underprivileged children in schools. In *Pramati Educational & Cultural Trust & Ors vs Union of India & Others*[254] a five judge Bench heard the matter wherein it was argued that Art 15 (5) and 21 A violated the basic structure of the constitution and the RTE Act violated the right to equality by making unreasonable distinction

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grazing, housing, or other non-residential purposes, the management of any forest that is not a reserved forest, and the use of any canal or waterway.

[248] According to Article 21A of the Indian Constitution, the State is required to provide all children within the age range of six and fourteen with an obligatory education for free in a manner that the State may specify by laws.

[249] The state must provide children with an obligatory and free education until they attain the age of fourteen, according to Article 45 of the Indian Constitution.

[250] The children must be given the chance and resources to develop in a healthy way, with freedom and dignity, according to Indian Constitutional Article 39 Cl. F. Children ought to be protected from being exploited and abandoned in both moral and material ways.

[251] AIR 1993 SC 217.

[252] The NDA government established the Tapas Majumdar Committee in 1999 to examine the financial ramifications of implementing the 83rd Amendment Bill, which sought to make the right to free and compulsory education up to the age of 14 a fundamental right and was introduced by the United Front government in 1997.

[253] C.R. Bijoy, "Community Self-governance in Education"21 *Economic and Political Weekly, 41-45(*2020).

[254] AIR 2014 SC 8.

between aided and unaided minority schools. In this case the Supreme Court held that as the objectives of the Articles 15 (5) and 21 A were to provide equal opportunities for students from weaker section of the society and would not violate the private schools' right under Art 19 (1) (g). They don't violate basic structure of the constitution. The court carved out yet another exception and held that all minority school, even aided ones would be exempt from coverage of the RTE Act.

The Constitution of India and the International laws[255] have regularly enacted provisions for the overall development of human personality of the children belonging to the schedule tribe by shared responsibility of the state government as well as the guardians, parents or any person legally responsible for the child.

3.7 National Commissions

Total six commissions are established in India. Few Commissions are established by doing amendment in the Constitution and few are established under the statute. The national commissions pertaining to the Scheduled Tribe, children and education are as follows:

- National Commission for Scheduled Tribe

- National Human Rights Commission

- National Commission on the Rights of Children

3.7.1 National Commission for Scheduled Tribe

Three constitutional amendments namely 89th and 102nd need a special mention over here. Initially, National Commission for SC and ST was established under Art 338 of the Indian Constitution. This commission had the mandate for both scheduled caste and scheduled tribe. Further, under 89th Amendment, 2003 to the Article 338-A, it has been divided into two commissions namely, the National Commission for Schedule Caste and National Commission for Scheduled Tribe. It was divided mainly to effectively monitor the implementation of the protections granted by the Constitution. [256] Further the commission can investigate or inquire any complaint with respect to deprivation of safeguards for Schedule Tribes.[257]

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[256] The 89th Constitutional Amendment Act, 2003 provided for constituting NCST and NCSC thereby replacing National Commission for Schedule Caste and Schedule Tribe constituted under Article 338 in 1978. k

[257] M P Jain "Indian *Constituional Law"*, *1883(Lexis Nexis, 2014).*

Recently, in 2018, clause B was inserted to Art 338 under 102nd Constitutional Amendment Act and National Commission for Backward Class was established.

3.7.2 National Human Rights Commission

The Protection of Human Rights Ordinance of 28th September 1993 established the National Human Rights Commission (NHRC), a statutory entity on 12th October, 1993. The Commission was constituted under the Human Rights Act, 1993. The Act places the responsibility of preservation and promotion human rights upon the Commission. The legislation defines human rights as "Rights relating to Life, Liberty, Equality and Dignity of the individual as guaranteed under the Indian Constitution or reflected in the International Covenants and upheld by the Indian Courts".[258] The Commission actively looks after the effective implementation of protection of human rights by conducting various studies and researches on various human rights issues and vulnerable groups including tribal.

3.7.3 Commission for Protection of Child Rights

As mentioned in previously, India has given ratification to The Convention on the Rights of Child, 1989. Thus, India has an obligation to implement it.[259] Further, Constitution of India also stipulates provisions relating to the children. Considering this twin mandate, the parliament enacted the Commission for Protection of Child Rights Act, 2005. The Act was enacted to set-up Commissions at National and State levels for advancement, prosperity and wellbeing of the child. It further provided for creation of Children Courts, for quick trial of cases involving atrocities against children, violation of child rights and matters incidental to it. Child rights under Section 2(b) has been defined as the rights enunciated under the United Nations Convention on the Rights of the Child,1989.

The key functions[260] of the National and State Level Commissions include inquiring into complaints relating to violation or abuse of child rights; recommending initiation of proceedings in cases of violation or abuse of child rights; conducting regular researches on matters related to child welfare, suggesting appropriate measures pertaining to children with special needs, disabled and marginalized children, children of prisoners, orphans, juveniles, children in

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[258] The Protection of Human Rights Act, 1993 Article 2(1)(d).
[259] Convention on the Rights of Child, 1989, Article 2.
[260] Commission for Protection of Child Rights Act, 2005, Section 13.

distress and conflict of law; Regular inspection of rehabilitation centres, child care centres, juvenile custodial homes or child protection centres or any other residential place established by the Central or State Government or any other authority and suggest measures.

The National Commission is also recognized as the monitoring authority to investigate cases registered under POSCO Act, 2012 [261] and the Right of children to Free and Compulsory Education Act, 2009. [262] It has been entrusted with the powers of a Civil Court for inquiring into matters related to violation or abuse of children. The Commission should forward all the referred criminal cases to the concerned magistrate, empowered to try it. [263] The complaints to the Commission can be lodged through post, E-mail, in person, E-BaalNidan[264] and POCSO e-box. [265] In 2015, the commission took *suo-moto* cognizance based upon a newspaper report, on the death of 26 Children staying in tribal residential schools in Telangana. [266]

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[261] The Protection of Child from Sexual Offences Act, 2012, The National Commission for the Protection of Child Rights and the State Commission for the Protection of Child Rights are mandated to oversee the implementation of this Act's provisions, according to Section 44.
[262] The Right of Children to Free and Compulsory Education Act, 2009, Section 31.
[263] Commission for Protection of Child Rights Act, 2005, Section 14
[264] E-BaalNidan is an online complaint lodging and redressed mechanism under the National Commission for Protection of Child Right. It was developed in the year 2015. National Commission for Protection of Child Rights, "Annual report 2020-2021", 151 (2021) *available at* English Annual Report-compressed.pdf (ncpcr.gov.in) (last accessed on July 11, 2022).
[265]*Id. 152.* The POCSO e-box is a quick and easy way to report any sexual assault complaint in accordance with the POCSO Act of 2012. The POCSO e-box was introduced by the Commission in August 2016 as an extra tool to let the kids file complaints directly with NCPCR, especially in situations involving sexual abuse.
[266] . National Commission for Protection of Child Rights, "Annual report 2016-2017", (2017) *available at* 165648888662bc03b64ea3d_Annual Report 2016-17 (English) (, 10770 KB).pdf (ncpcr.gov.in) (last accessed on July 11, 2022).

Table No. 4: Subject-wise Complaints Received by the NCPCR between April 2020 – March 2021.[267]

Heads	Pending as on 1-4-2020 (1)	Fresh received during April 2020- March 2021 (2)	Total Pending (1+2) (3)	Closed between April 2020- March 2021 (4)	Pending as on 01-04-2021 (3-4) (5)
Education	9042	699	9741	3410	6331
Child health, Care Welfare or Child Development	10195	489	10684	2811	7873
Juvenile Justice or Care of marginalized or disabled Children	10129	589	10718	3727	6991
Social Audit/Legal Cell	7164	0	7164	0	7164
Elimination of Child Labour or Children in distress	518	1742	2260	382	1878
Child Psychology or Sociology	69	38	107	78	29
POCSO related cases	1180	1065	2245	667	1578
NE States (Other Than POCSO matters	60	532	592	33	559
Total	38357	5154	43511	11108	32403

3.8 Analysis

The Constitution of India enshrines the universal aspiration of prosperity and wellness of tribal and children. It accords welfare and protection rights to children as citizens of the country. Most of the child rights envisaged under the Indian Constitution are in consonance with rights encompassed in the ICESCR and Convention on the Rights of the Child 1989. The constitutional provisions form the basis for formulating special commissions, policies, programmes, laws for tribal and children welfare, protection and development. [268] In this context, the law adopted due to the amendment of Article 21 of the Indian Constitution is important to discuss in detail.

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[267] National Commission for Protection of Child Rights, "Annual report 2020-2021", 151 (2021) *available at* English Annual Report-compressed.pdf (ncpcr.gov.in) (last accessed on July 11, 2022).

[268] National Commission for Protection of Child Rights, "Annual Report 2021-2022", 37 (2022), *available at* English Annual Report-compressed.pdf (ncpcr.gov.in) (Last accessed on July 11, 2022).

3.9 Legislations Relating to the Scheduled Tribe and Education

The main legislations pertaining to the scheduled tribes are:

i. The Protection of Civil Rights Act 1955- The main objective is to prescribe punishment for the preaching and practice of untouchability.

ii. The Schedules Tribes (Prevention of Atrocities) Act 1989- the main objective is to prevent atrocities and hate crimes against the scheduled castes and schedules tribes.

iii. The Panchayats (Extension to Scheduled Areas) Act 1996- One of the objective is to take care of the customs, religious practices and traditional management practices of the community resources. The Act is extended to states coming under Fifth Schedule namely (in alphabetical order) Andhra Pradesh, Chhattisgarh, Gujarat, Himachal Pradesh, Jharkhand, Madhya Pradesh, Maharashtra, Odisha, Rajasthan and Telangana.

iv. The Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act 2006 also known as The Forest Rights Act 2006- The main objective is to recognize and vests the forest rights and occupation in forest land in forest dwelling scheduled tribes and other traditional forest dwellers who are living or residing in said forests for generations.

The above legislations relate to civil, political, cultural and economic rights. As such no provision is seen in these legislations relating to education in particular.

v. This gap has been filled with the enactment of the Rights of Children to Free and Compulsory Education Act 2009. This Act, even though, is for all children and not specific to the tribal, however, this Act created rights of education for all including tribal children. Moreover, it created a positive perspective for education.

3.9.1 A Critical Analysis of Right of Children to Free and Compulsory Education Act, 2009:

Article 21 of the Indian Constitution was covering right to education as mentioned in the earlier part of the present chapter. In the year 2002, the 86th Amendment Act declared educational rights as fundamental right for children between 6-14 years and thereby inserted clause A to Article 21. To implement this Amendment, an Act

was enacted on April 1, 2010 titled as Right to Free and Compulsory Education Act 2009. This Act is one of the major step to give free and compulsory education to all children irrespective of their status. The Act forbids discrimination of any type against students from underprivileged groups and disadvantaged sections.[269] It provide the right to every child of the age 6 to 14 years right to free and compulsory education in a neighbourhood school till the completion of elementary education.[270] The Child for the purposes of the Act, includes a male or a female child between the age of 6-14 years.[271] The Act applies to all Children belonging to disadvantaged group including the ones belonging to Scheduled Tribe, Scheduled Caste, socially and educationally backward classes or disadvantaged groups owing to their social, culture, economic, geographical, linguistic or factors as notified by the appropriate Government.[272]

It applies to the schools established throughout India other than schools primarily imparting religious education.[273]The term 'school' of the purposes of the Act can be understood as any recognized school established for teaching elementary education and includes:

- A school that has been established, governed, owned, or run by the relevant municipal or state authorities.

- Specified category schools; [274]

- Aided schools that get grants from the relevant government or local authority to cover all or any portion of their expenses; and

- Unaided schools that do not receive funds from the appropriate government or local authority to cover all or any portion of their expenses.[275]

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[269] Right of children to Free and Compulsory Education Act, 2009, Section 8(c) and Section 9(c).
[270] *Id*. Section 3(1).
[271] *Id.* Section 2(c).
[272] *Id.* Section 2(d).
[273] *Id.* Section 1(4) and 1(5).
[274] *Id.* Section 2(p).
[275] *Id.*, Section 2(n).

The main features of the Act are:

1. To enrol "out of school students" in age-appropriate classes and provide special training[276] for a duration of a minimum of 3 months extending up to 2 years depending upon the learning outcome of the student. [277]

2. To ensure the accessibility of education by establishing schools in neighbourhood areas [278]

The term "neighbourhood" for the purposes of the Act is to include:

- Schools to be established by the State Government for children studying in classes I – V and VI - VII, one and three km distance from the neighbourhood, respectively, and both shall be approachable on foot. The Government shall identify safe places for establishing schools to impart elementary education to children belonging to remote, poor road connectivity, land slide and flood prone areas. [279]

- To ensure equal opportunities to children hailing from backward or remote areas, the State Government or Local Authority shall make provisions for providing free transportation, residential facilities and other facilities required to impart elementary education. [280]

3. To provide quality education with the assistance of qualified and trained teachers. [281] The Act specifies the following duties of the teachers:

- To curb the issue of teacher absenteeism, teachers are required to maintain regularity and punctuality;

- Complete the curriculum in the specified time;

- Inform parents or guardians regularly about the child's performance in school;

- Conduct regular assessments to evaluate the learning outcomes; and

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[276] *Id*., Section 4.
[277] Model Rules under The Right to Education Act, Rule 3(2) states that, "The duration shall be for a minimum period of three months which may be extended, based on periodical assessment of learning progress, for a maximum period not exceeding two years."
[278] *Id*. Section 6.
[279] *Supra* Note 278 Model Rules under The Right to Education Act, Rule 4(1)
[280] *Ibid*, Rule 4(4).
[281] *Supra* Note 270, Section 23.

- Provide additional learning material to students for poor performance; [282]

4. For effective teaching-learning outcomes, teachers are held accountable and may face disciplinary actions in cases of default; [283]

5. To provide quality learning the Central Government shall:

    - Develop appropriate infrastructure including of well-equipped classrooms, drinking water facilities and separate washroom for boys and girls;

    - Conduct special teacher training programmes;

    - Notify the appropriate academic authority to formulate the curriculum after considering the values specified in the Constitution of India; skills required for overall development of the child and also for enhancing physical and mental abilities; [284]

    - Take measures to impart education, as much as possible in the child's mother tongue;[285]

    - Support experience and practical based learning;

    - Conduct comprehensive and regular evaluation of the learning outcomes; [286]

6. To prohibit infliction of any form of physical and mental punishment upon the child;

7. To support No Detention Policy for students up to class VIII;

8. To establish a School Management Committee under Section 21 of the Act. The committee shall constitute of parents, teachers and members from local authority. 50% of its members must be women, and at least 3/4 of them must be parents. Parents of children who belong to disadvantaged or weaker groups must be represented fairly. It is established for monitoring

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[282] *Id*. Section 24(1).
[283] *Id* Section 24(2).
[284] *Id.* Section 29(2)(a)-(e).
[285] *Id*. Section 29(2)(f).
[286] *Id*.Section 2 (g) and 2 (f).

and recommending the school development plan and for proper utilization of funds; and

9. To monitor the child's right to education, Section 31 of the Act states that the National Commission and the State Commission for safeguarding child's right established under the Protection of Child's Right Act (2005) shall:

   - Evaluate and review the provisions of the Act and make recommendations for efficacious implementation of the Act; and

   - Enquire challenges pertaining to educational rights.

The implementation of the Act, is carried with the concurrent responsibility of the governments at Central and State levels. The Central Government is required to prepare estimates of expenditure towards implementation of the Act and to provide a certain percentage of expenditure to be incurred by the State Government as grant-in-aids of revenue. The percentage is to be decided after consulting the concerned State Government. The State Government shall be accountable for appropriate allocation of funds received by it for achieving the objectives specified in the Act. [287]

The Right to Free and Compulsory Education Act forms the basis for effective functioning and maintenance of schools. It requires every state to formulate and adopt The Right to Free and Compulsory Education Rules for its effective implementation. In the absence of a separate guidelines for effective functioning and maintenance of Schools, the State Government shall follow the provisions laid down in the Act.

3.10 Analysis

Right to Free and Compulsory Education Act 2009 forms the basis to impart free and compulsory education to children including tribal children. Before the enactment of this Act, the right to education was covered under Article 21. This Act has fixed the accountability. It may interpret that the implementation of this Act has been taken very seriously. Moreover, this Act has helped to create an atmosphere in school conducive to learning. The hurdles which poor people

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[287] *Id.* Section 7.

generally faced like purchasing of books, study material, uniform etc. has also been taken care in the Act. Training to teachers, emphasis on the outcome-based education and guidelines for effective functioning and maintenance of schools are making this Act more relevant and important.

3.11 Contribution of National Education Commissions and Planning Commission for the Development of Education and Tribals in India

"Education is the manifestation of the perfection already in man"

- *Swami Vivekananda*

India has given importance to education since its independence. In 1976, through its 42nd Amendment education is placed in Entry 25 of List III that is Concurrent List under Schedule 7 of the Constitution. It enables state and union both to legislate on education, and by extension, the executive of that state.

Considering the social & economic issues and cultural diversities it was a challenge to deal with the education. Thus, various ad- hoc Committees and Commissions were set up to give suggestions to the government relating to the education to impart and the system of the education to execute the same. Weaker sections were found to be weak in education. Thus, to uplift them, in almost all national education ad hoc commissions provisions pertaining to the education to the weaker sections including scheduled tribes is noticed.

The government of India has formulated various policies, strategies, programmes of scholarships and reservation of seats in schools and colleges for attaining stronger educational level for the weaker sections of the society[288] Including scheduled tribes based on the reports submitted by the national commissions on education.

The advises given by various education commissions with special reference to scheduled tribes is summarized below:

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[288] N.N.G Mathur, Problems *in Tribal Development: Past, Present and Future*, (Shiva Publishers, Udaipur, 1943*).*

i. **The National Education Commissions**

1. The University Education Commission (1948-1949)[289] popularly known as the Radhakrishna Committee was the first attempt of independent India for developing education along the lines of the modern era. The Committee recommended 12 years of pre-university education, integration of secondary and higher secondary education, English as a medium in higher education etc. The recommendation of the commission resulted in the establishment of University Grant Commission in 1956.

2. The Secondary Education Commission (1952-1953)[290] popularly known as the Mudaliar Commission Report. The commission's mandate was to formulate educational developmental strategies, inconsonance with the modern era. For educationally backward communities, it recommended that:

    -   the schools should provide extra tuition on chargeable basis for educating them; and

    -   relaxation in upper age limit for appearing in competitive examination for educationally backward classes: The same upper age limit for all creates havoc and presence of vagueness as to how the backward classes would compete with the other section of the society at the same age level.

3. The Renuka Ray Report (1959) based on the team's study on social welfare and the welfare of backward classes stated that the process of development is multi-sectoral in nature as each sector plays an essential role within its ambit. Therefore, to attain maximum benefit, the state should prioritize the sectors within the sectors to be developed based upon the needs of the diversified communities. Due to the absence of any guidelines, the report recommended that economic development should be prioritized followed by education and public health.

4. In 1961, the Union government evolved an autonomous organization known as the National Council of Educational Research and Training (NCERT), for

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[289] Ministry of Education, "The Report of the University Education Commission", 1 (December 1948-August 1949) *available at* http://14.139.60.153/bitstream/123456789/255/1/Report-Report%20of%20the%20University%20Education%20Commission%201948.pdf (last accessed on June 17, 2022).
[290] Ministry of Education, "Report of the Secondary Education Commission" (1948) available at https://www.educationforallinindia.com/1953%20Secondary_Education_Commission_Report.pdf (last accessed on June 15, 2022).

advising the Union as well as the State government on formulating and implementing education policies.[291]

5. In 1962, the Commission of Schedule Tribes recommended age-limit as well as admission criteria relaxation for schedule tribe students for education and employment purposes.

6. The National Commission on Education popularly known as the Kothari Commission (1964-1966) was the last Commission on Education. It stated that to achieve equalization and national integration, the aspect of education of the backward classes in general and scheduled tribes in particular are a necessity.[292] The Education and National Development report submitted by it, laid emphasis on setting up state boards of education, improving the existing system by establishing the 10+2+3 pattern, providing equal education opportunities to all, establishment of area specific schools and setting up of a statutory school education commission.[293] It further emphasized that each tribe being different from the other in terms of culture, language, heritage, lifestyle, skills attained, technologies used and geographical location results each of them being at varying stages of economic development.[294]

7. On the basis of the recommendations laid down by the Education Commission (1964-1966), the First National Policy on Education in 1968. The policy stressed upon:

   - radical restructuring of the educational strategies;

   - formulating equal educational opportunities for all; and

   - improved levels of cultural and social development.[295]

8. Another education policy known as the New Education Policy of 1986 was announced by the government in 1986. It called for education policies with special emphasis on eradicating disparity and providing equal education

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[291]The National Council of Educational Research and Training, New Delhi was established in 1961.
[292] Sheeba Pillai, "Right to Education vis-à-vis Disadvantaged Groups- In Kerala".2 *GNLU L. Rev.* 147 (2010) *available at* https://www.scconline.com (last accessed on August 17, 2022).
[293] Government of India, "Eleventh Five Year Plan 2007-2012" (Planning Commission, 2008).
[294] Government of India," Report of the Education Commission, 1964-1966", 1966.
[295] Government of India, "National Policy on Education", (Ministry of Human Resource Development, 1968).

opportunities to Indian women, Schedule Tribe and Schedule Caste Communities.[296] To achieve this, the policy emphasized on:

1. Formulating programmes creating consciousness of the enormous rich culture and talent of the tribal people at all stages of education;

2. The establishment of primary schools in tribal areas;

3. Establishment for residential schools including *Ashram* schools for tribal;

4. Providing incentives to parents for sending their children to school regularly;

5. Imparting education in the local tribal dialect;

6. Recruitment of teachers belonging to Scheduled Tribe communities; and

7. Introduction of Anganwadi Centers for non-formal adult education in densely populated scheduled tribe areas.[297]

8. The Jawahar Navodaya Vidyalaya were established. The objective was to provide excellence with social justice.[298] They provided residential cum educational facilities to talented children living in rural areas.

9. The government in 1992 further customized the National Policy on Education, 1986 and introduced the Programme of Action (PoA) 1992 for development of a system of uniform entrance examinations on an al-India basis for admission to technical and professional courses in the country.[299]

10. The Draft Tribal National Policy 2003 provided specifically for programmes for tribal development. In the field of education, it envisaged:

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[296] Government of India, "National Policy on Education", (Ministry of Human Resource Development, 1986).

[297] M.S. Gore, "Some Socio-Political Aspects of Development in India", 39.4 *Indian Journal of Social Work* (1979).

[298] Ministry of Human Rights and Development, "Govt. of India. MHRD Annual Report 2014-2015". 73 (2015) *available at* https://www.education.gov.in/sites/upload_files/mhrd/files/document-reports/Part1.pdf#page=73 (Last accessed on 17 June, 2023).

[299] Government of India,' National Policy on Education", (Ministry of Human Resource Development, New Delhi 1992).

- Reformulation of tribal education through improved infrastructure and revised curriculum;

- Teaching professional and vocational education;

- Provision to promote research in the field of tribal development by establishing and promoting Tribal Research Institutes in different States; and

- Provision of human and material resources required for educational attainment.

The draft was rejected at the Final Declaration of the National Assembly of Tribal, Indigenous and Adivasi People held at New Delhi in 2004 on the following basis:

- Absence of transparency and inclusive process while drafting the policy;

- It rejected the human and Constitutional rights and international norms for the tribal;

- No provision for higher education of tribal; and

- No clarity upon the implementation and revision of the curriculum.

11. The Mungekar Committee(2009) after examining the status of tribal development in scheduled areas observed that one of the underlining reasons for underdeveloped educational sectors in scheduled areas is the low enrolment of the children in school due to the underlying fear of them becoming 'useless and misfit'.[300] To overcome this, it was recommended that within a time frame of 2 years a campaign of universal elementary enrolment should be taken up. A system of imparting academics with guidance from nursery to university also known as "n to u"[301], good quality, meaningful and culturally appropriate education shall be evolved. It further recommended that the

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[300] Ministry of Tribal Affairs, "Third report of the Standing Committee on Inter-sectoral issues relating to Tribal development on standards of administration and governance in the scheduled areas" (2009) *available at* https://tribal.nic.in/downloads/Statistics/OtherReport/Mungekar3rdreport2.pdf (last accessed on June 23, 2022).
The Committee worked under the Chairmanship of Dr. Bhalchandra Mungekar.
[301]*Ibid*.
"Within two years, a 'academic linkage to guidance' system ought to be developed from nursery to university (from 'n to u') to make the whole educational system dynamic with the ability of moving in harmony with a purpose."

approach "One Solution Fits All" cannot work. The distinct policies based upon community needs shall be formulated. It enunciated upon the pivotal role of Ministry of Tribal Affairs in universalizing primary education through continuous monitoring and meetings with the Governor of the State.

12. National Policy Education 2020 has gradually evolved from the National Policy of Education 1986. It is the first education policy of the twenty first century. It is based on the facets of equality, accessibility, quality, affordability and accountability.[302] The policy has been developed to achieve the Goal 4 of the 2030 Agenda for Sustainable Development through "universal equitable and inclusive education - Learning for all". It particularly emphasizes on the socially and economically disadvantaged groups. The National Education Policy seeks to ensure that "no child is denied a chance to excel because of his or her birth or background. It recognized that the tribes lag behind in the national literacy index due to their geographical and historical factors. To provide universal access to education, the UGC has introduced:

- online ODL (Open and distance learning) programmes and

- Massive Open Online Courses are being translated into various Indian languages to resolve the language barrier issue.[303]

The policy recommended to evolve specific policies; introduce bridge courses; enhance financial assistance through scholarships; and waive fee to maximize the benefits received by them. It proposed establishing National Cadet Corps (NCC) wings in high schools and secondary schools in designated locations. [304]

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[302] These principles are laid down in ICESCR and Child Rights Convention for which India is a Party.

[303] Government of India, "National Policy Education 2020", (2020) *available at* NEP_Final_English_0.pdf (education.gov.in) (last accessed on July 12, 2022).

[304] Reply by Dr. Subhas Barkar, Minister of State for Education to questions asked in Lok Sabha. Ministry of Education, "Benefits to Tribals under National Education Policy, 2020" (December 6, 2021) *available at* https://pib.gov.in/PressReleaseIframePage.aspx?PRID=1778507 (last accessed on July 14, 2022).

3.12 Planning Commission and Tribal Education

Planning a strategy is an indispensable means to promote development. The objective behind strategic planning is for accelerated growth by bridging the gap between the schedule tribes and mainstreamers. In 1950, the Planning Commission was introduced through the Indian Government's resolution based on the recommendations laid by the economic planning committee formed in 1947.

The *Ashram* Schools for the scheduled tribe children is a significant outcome of the five-year planning. In fact, [305] the planning strategies have evolved multifarious schemes and approaches in the interest of the scheduled tribes. The important amongst them are-

- Multi-Purpose Tribal Blocks,

- Tribal Development Blocks,

-Tribal Sub-Plan (TSP)

-Dispersed Tribal Development Programme,

-Integrated Tribal Development Projects,

-Centrally Sponsored Schemes,

-Umbrella Schemes etc. over a period of time. [306]

The objectives of the schedule tribe welfare programmes enunciated in the five-year plans are:

1. To improve their economic conditions by increased productivity levels in agriculture, animal husbandry, small-scale industries etc.;

2. To offer training and educational programmes;

3. To formulate tailored schemes for women and children; and

4. To rehabilitate bonded labour.

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[305]Government of India, "Annual Report 2016-17" 47 (Ministry of tribal Affairs, 2017) *available at* https://tribal.nic.in/downloads/statistics/AnnualReport/AnnualReport2016-17.pdf (last accessed on June 17, 2022).

[306] Dr. Devanth Suresh, "Tribal Development through five-year plans in India- An overview", 3.1 *The Dawn Journal* 794-816 (January-June 2014).

Table No. 5: Overview of the Five-year Plans to Understand the Development of the Tribal Education Schemes

Plan	Year of operation	Educational Development Programmes for Tribal Communities	Brief Overview
First	1951-1956	Establishment of *Ashram* and Sew *Ashram* in few states	The government established *Ashram* and Sew *Ashram* in the tribal areas of Odisha, Rajasthan and Maharashtra to promote education.[307] Community Development programmes are carried out by formulating general development programmes to adequately cater to the backward classes and securing intensified development through special provisions.
Second	1956-1961	Tailored Multipurpose schemes for Tribal /Creation of Tribal Community Development Blocks	The importance of "Panchsheel-The five principles of tribal development as enunciated by Pandit Jawaharlal Nehru"[308] Was highlighted. The programmes shall be formulated in tune with the understanding of their culture and traditions along with the social, psychological and economic problems encountered by them. The plan led to the creation of Tribal Development Blocks which included areas inhabited by at least 25,000 schedule tribes.
Third	1961-1966	Establishment of *Ashram* Schools in tribal areas and Enhancement of Tribal Development Blocks	The Government established residential *Ashram* schools and hostels in tribal areas for imparting tribal education.[309] It endorsed the principle for establishment of equal opportunity by even distribution of economic power resulting in reduced disparity in income and wealth.
Fourth	1969-1974	Tribal Development Agencies for implementation and protective measures through administrative programmes	The basic goal of the plan was to adopt measures for accelerated growth in standard of living of the schedule tribes by promoting equality and social justice. In 1971-72, under Central Sector Scheme, it had set up 6 pilot projects under individual Tribal Development Agency with the goal of overcoming political unrest and Left-Wing Extremism prevalent in Andhra Pradesh, Bihar, Madhya Pradesh and Orissa.
Fifth	1974-1978	Introduction of Tribal Sub-Plan	It was a turning stone in the tribal development planning as it launched a plan known as the tribal sub-plan for the direct benefit of the schedule tribes by introducing micro plans for tribal groups requiring special attention. The funding by the Centre and State governments under tribal sub plan was dispersed based upon the proportion of schedule tribe

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[307] Ashok Pankhaj, Susmita Mitra and Antora Borah, *Status of and Barrier to School education in Chhattisgarh*, 3 (Council for Social Development, New Delhi, 2018)

[308] Jawaharlal Nehru, "The Right Approach to Tribal People", XIV, *Indian Journal of Social Work*, 231-235 (1953).
"Jawaharlal Nehru proposed the following "Five Principles or Panchsheel" for the drafting of tribal advancement policies: (1) People should develop in accordance with their own genius, and alien values should be avoided. (2) Tribal land and forest rights must be honoured. (3) Tribal teams should be trained in administration and development tasks. (4) Tribal lands should not be over-managed or overburdened with a plethora of initiatives. (5) Results should be measured not by statistics or the quantity of money spent, but by the evolved human character."

[309] Ashok Pankhaj, Susmita Mitra and Antora Borah, *Status of and Barrier to School education in Chhattisgarh*, 4 (Council for Social Development, New Delhi, 2018).

			population. The tribal sub plan led to substantial increase in flow of funds, resulting in increased infrastructure facilities and expansion in coverage of its beneficiaries.
Sixth	1980-1985	Expansion of tribal sub-plan and introduction of Modified Area Development Approach	It laid emphasis on family oriented economic activities over infrastructural development. It provided for dispersing funds for helping at least 50% of tribal families to cross poverty line. It further launched the Modified Area Development Approach. [310]
Seventh	1985-1990	Intensive Tribal Development through enlarged coverage by increased flow of funds resulting in expanded infrastructural facilities.	It laid emphasis on educational and economic development of schedule tribes. In 1990-91, the government introduced the concept of establishment of *Ashram* school on the basis of 50%-50% funding by the Central government and the State Government. Primary to secondary level *Ashram* schools were launched.[311]
Eighth	1992-1997	District/Regional planning and inclusion of voluntary organizations for higher education, special programmes for education of schedule tribe children leading to reduced isolation from the rest of the society.	It recognized education as one of the main facets of "human development" leading to economic growth. It recognized the responsibility of the Central and the State Government to provide the basic elements for human development. It aimed to provide formal full time primary education and informal part time education for working children and girls. Intensified efforts for upliftment of the socio-economic conditions of the schedule tribe by bridging the gap between them and other sections of the society to be made. A component of value-based education to be included in the foundation level curriculum. Expense on education too be considered as an investment.
Ninth	1997-2002	Strengthened infrastructure of residential schools, including *Ashram* Schools	The plan laid stress upon the importance of education for socio-economic and overall development of the schedule tribes. It recognized education being relative to accessing equitable employment opportunities. It provided for strengthened infrastructure facilities like construction of hostels, school building, classrooms and vocational training centres, provision of laboratory, computer training, opening and upgradation of residential schools. Alongside education other sectors such as nutrition, health, clean drinking water, housing and electricity facilities were prioritized. Integrated action plans for primitive and integrated tribes were launched.
Tenth	2002-2007	Universalization of Elementary Education	The plan primarily aimed to eradicate exploitation of schedule tribes. It further emphasized "Universalization of Elementary Education" based on the following five criterions: Universal Access, Equity, Retention, Achievement and Enrolment. The education schemes under the tenth plan included of Sarva Shikha Abhiyan, District Primary Education Programme, Mid-Day Meal Scheme, Kasturba Gandhi Balika Vidyalaya and Teacher Education Scheme. The specific goal was to improve student attendance, achieve universal retention by 2010, as

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[310] These pockets are inhabited by 10,000 tribal populations out of which at least 50% shall belong to schedule tribes.

[311] Supra Note 310 at 5 (Ashok Pankhaj, Susmita Mitra and Antora Borah).

			well as narrow gender and other social group gaps at elementary levels. It focused on revision of existing curriculum with special emphasis upon computer training, teacher training, open learning, vocalization and employment-oriented courses.
Eleventh	2007-2012	Expansion and improvement of elementary education	The plan opined that education is the central instrument for achieving rapid and inclusive growth of the tribal students by facilitating social and economic progress. Education, in its widest sense is known for accrediting people with skills and knowledge to provide access to abundance of productive employment. It would augment overall quality of life with increased efficiency by providing comprehensive strategy to strengthen education sector in all spheres in the education pyramid. It aimed to bridge regional, social and gender gaps in all spheres of education and to improve and expand the quality of higher education. Kendriya Vidyalayas to be brought under the Central Board of Secondary Education. One year of pre-school education for children entering primary school. All states are required to adopt NCERT monitoring techniques.
Twelfth	2012-2017	Faster, Sustainable and more inclusive growth	The plan provides for inclusive growth i.e.., improved access to quality education through faculty development and teachers training. It provides for universalization of secondary education by 2017. It aims at significant reduction in social, gender and regional gaps in education and improvement in Gross Enrolment Ratio. The major concerns as specified under the plan were vocational education and imparting skills for self-independence.

The dissolution of the Planning Commission in 2015, led to the setting up of NITI Aayog for planning purposes.[312]

3.13 Analysis

As per the International norms, Indigenous people is a wide connotation to include a community of displaced people with strong affiliations to its land and from a common lineage with distinct language, culture, beliefs, social, political and economic systems. The International community as a whole strongly protects their rights and condemns any kind of discrimination done to them.

The national laws provide well enacted frameworks for recognition and protection of the rights of the Scheduled Tribes. The Indian constitution has provisions pertaining to the education and tribal. Further, legal enactments are making these provisions live.

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[312] The contribution of Niti Aayog is discussed in the Chapter 5.

Education is an essential instrument for tribal development as it would enable in them, self-confidence, higher self-esteem, courage and the strength to face life obstacles. The five-year plans have introduced the concept of tribal sub plan for the flow of grant in aids by various Ministries/Departments towards the multi-faced tribal development. The quality of tribal education has evolved with every five-year plan. The implementation of these plans though haven't yield the desired results. After 2015, Niti Aayog was introduced as the nodal planning body.

CHAPTER 4

DEVELOPMENT OF EDUCATION AMONGST SCHEDULED TRIBES IN INDIA

"Education is the manifestation of the perfection already in man"

- *Swami Vivekananda*

Background

In earlier chapter we have seen the position of tribals under Constitution of India, legislations, and national commissions. In accordance with the Indian Constitution, all children between the ages of six to fourteen are entitled to free and compulsory education as a fundamental right.[313] The state is obligated to provide free and compulsory education up to the age of fourteen years.[314]

We have also analysed the contribution made by National Educations Commissions and Planning Commissions pertaining to the tribals and education.

In the present chapter, an analysis is made of the relevant ministries and their work. The Ministries have created a system to impart education as mandated under various laws and policies. Further, the educational schemes designed specifically for the tribal population is also covered in the present chapter.

4.1 Development of the System to Impart Education in India

Various ministries of the government have the mandate regarding tribal and education. In some areas, it is seen that state government departments and central ministries department are working together especially for the cause of education of tribals.

4.1.1 Ministries of the Government and its Schemes relating to Tribal and Education

Various ministries of the government have evolved and are implementing schemes relating to education and tribal development. Some of the schemes evolved before the insertion of Art 21 A and the enactment of Act 2009 on free and compulsory

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[313] P. Batra, "Voice and Agency of Teachers: Missing Link in National Curriculum Framework 2005*", 40 Economic and Political Weekly*, 4347-4356 (2005).

[314] K. Bhatty, "Educational Deprivation in India: A Survey of Field Investigations", 33 *Economic and Political Weekly* 1731-1740 (1998).

education for children. The ministries working for education and tribal development are:

4.1.1.1 Ministry of Human Resource Development Presently Ministry of Education

4.1.1.2 Ministry of Tribal Affairs

4.1.1.3 Ministry of Finance

4.1.1.1 Ministry of Human Resource Development Presently Ministry of Education

In 1947, the Ministry of Education was established. Further, its name was changed to Ministry of Human Resource Development in 1985. However, recently on 29th July 2020, with the introduction of National Education Policy 2020, it was renamed as Ministry of Education. The Union Cabinet approved the renaming of the Ministry of HRD. This step is taken to define its work and focus with clarity[315]. It has mainly two departments:

- Department of School Education and Literacy- This department is responsible for the development of school education and literacy in the country. It focuses on the "universalization of education" and making of better citizens through the school education.

- Department of Higher Education- This department is responsible for creating world class opportunities of higher education and research for the Indian students.[316]

Government Schemes relating to education and enhance literacy rate are given below.

1. Sarva Shikhska Abhiyan

It is an ambitious project, introduced in 2001 by the Ministry of Human Resource Development to achieve the objective of Universal Elementary Education. It is even termed as "Education for All". The programme is anchored by the Ministry of Human Resource Development, Government of India. The implementation of the programme is carried out with the combined efforts of the Central and State

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[315] "Explained: How India's Education Ministry became 'HRD Ministry' and then returned to embrace Education", Indian Express 31 July 2020.
[316] Even though both departments have various schemes, however, as the research problem is on (*Ashram*) school, hence schemes relating to literacy and school education is covered.

Governments. It received legal backing after the introduction of Article 21A in the Constitution of India. The 86th Amendment Act declared educational rights as fundamental right for children between 6-14 years. The programme aims to achieve its objectives in a time bound manner.

Prior to the introduction of Article 21A, the programme aimed to achieve the following objectives in a time bound manner:

1. All children shall complete elementary schooling of five years by 2007;

2. By 2010, children must complete eight years of schooling and

3. To provide primary and elementary schooling to all irrespective of their gender and social category by 2007 and 2010 respectively.

Thus, making the programme merely a tool for enhancing the quantitative value of schooling. With the advent of Article 21A, the time line to provide "Education for all" was extended further from 2010. The SSA then, aimed at:

- Including the students from disabled and traditionally excluded categories;

- Providing quality education to all;

- Constructing new schools in remote habitations;

- Extending facilities in existing schools;

- Providing additional classrooms with modern facilities;

- Improving facilities such as drinking water, sanitation and hygiene;

- Employing additional qualified teachers;

- Providing free books and uniforms to children;

- Conducting regular assessments;

- Organizing teacher training camps;

- Formulating teaching- learning material as per the needs of the community; and

- Offering computer education.

The following initiatives were taken under the SSA Programme:

1. **Padhe Bharat, Badhe Bharat:** To improve reading, writing and mathematical skills of students studying in Class I and II. Ministry of Education is looking after this scheme.

2. **SE Shagun Portal:** SE stands for School education and ShaGun means *shala gunvatta*. It means quality school education. Ministry of HRD has developed this portal in the year 2017 to monitor the implementation of various schemes relating to education and to share the best practices relating to the school education.

3. **Swachh Vidyalaya:** The campaign "Clean India: Clean Schools" ensures that every school is functional and well maintained. It provides for safe drinking water, hygiene and sanitation facilities.

4. **Swayam Portal:** Study Webs for Active Learning for Young Aspiring Minds that is SWAYAM is an aspirational project of HRD/ Ministry of Education. This project is launched on 09 July, 2017 to attain the fundamental tenets of education policy i.e., Equity, Accessibility and Quality. The objective is to provide the educational resources to all equally. It further aims to bridge the divide amongst students who haven't experienced the digital revolution and thus, are lagging behind in the mainstream assimilation process. The portal provides the best of educational material free of cost from class 9th to Post Graduation level. It imparts education through video lectures, reading materials, assessment tests and online group discussions. [317] Ministry of Education with NPTEL, IIT Madars in collaboration with Google Inc and Persistent Systems Ltd.

5. **Swayam Prabha TV:** It was also inaugurated on 09 July, 2017 for telecasting qualitative educational programmes for 24 hours and 7 days a week by Ministry of Education in collaboration with AICTE and Microsoft company. It hosts new content for at least 4 hours a day and is repeated 5 times a day. The content is contributed by UGC, IIT's, IGNOU, NCERT etc. It's web portal has an archive of telecasted videos, accessible at all times. [318]

2. Samagra Shiksha Abhiyan:

The Government of India introduced the scheme in 2018. The Department of School Education and Literacy of the Ministry of Education is responsible for the

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[317]A Government of India initiative, *available at* https://swayam.gov.in/about (Last accessed on 6 August 2022).

[318]A Government of India initiative, *available at* https://www.swayamprabha.gov.in/index.php/about (Last accessed on 17 August 2022)

administration of the scheme. The scheme was brought forward by subsuming the following schemes:

- Rashtriya Shiksha Madhyamik Abhiyaan,

- Sarva Shiksha Abhiyaan, and

- Teachers Education.

It was launched to curb the existing stratification between elementary and secondary education. The aim of the scheme runs in consonance with the SDG Goal ensuring equitability and inclusivity at all levels of education. Under the scheme, school education is treated holistically by improving school effectiveness through measuring equal schooling opportunities and equitable learning outcomes, bridging the gender and social gaps, providing vocalization education, providing financial assistance to the states for effective implementation of the Right to Free and Compulsory Education Act, 2009 and upgrading the state nodal agencies responsible for education and teacher's training. The scheme lays a focus on two T's i.e. Teachers and Technology. Under the scheme sports, vocational training and skill education are to be made an integral part of the school curriculum and the state governments have the autonomy to prioritize the interventions required within the purview of the scheme.[319] It further supports the effective implementation of some recommendations provided under the National Policy Education 2020 such as introducing bagless days, providing internship opportunities, stipends for girl child with special needs and overall development progress cards.[320]

3. Pradhan Mantri Poshan Shakti Nirman (PM Poshan Scheme)

Pradhan Mantri Poshan Shakti Nirman (PM POSHAN) was earlier known as the National Programme of Mid-Day Meal in Schools. It is one of the foremost "rights based" Centrally Sponsored Schemes under the National Food Security Act, 2013 (NFSA). The primary objective of the scheme is to improve the nutritional status of children studying in classes I-VIII in eligible schools. The first version of this scheme was introduced in August 1995, which was applicable only from pre-primary to IV standard students of the eligible schools. The main objective was to

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[319] Department of School Education & Literacy, "About Samagra Shiksha", a*vailable at https://samagra.education.gov.in/about.html (*Last accessed on June 13, 2023).
[320]Department of School Education & Literacy, "About School Education & Literacy", *available at https://dsel.education.gov.in/about-us (*Last accessed on June 13, 2023).

improve the nutritional level in school going children. This scheme was considered as key scheme to beat two issues: hunger and education. It also wanted to encourage children belonging to disadvantaged sections to attend school regularly with a concentration on studies.

Further, this scheme that is Midday meal scheme forms a part of the Sarva Shikhsha Abhiyaan. Under the scheme fresh nutritional lunch is provided to students studying in any of the classes from pre-primary to standard VIII enrolled in government, government aided and local body schools.[321] The Central and State Government shares the expenditure incurred in providing cooked food in the ratio of 75:25 while the Central Government incurs 100% expenditure in providing food grains to the States under the scheme. The student is entitled to receive de-worming medicine, iron and folate tablets. The Scheme lays down the following minimum nutritional requirements per child per day: [322]

Table No. 1: Minimum Nutritional Requirements per Child per Say

Item	Classes I to V	Classes VI to VIII
Calories	450	700
Proteins (in grams)	12	20
Rice/Wheat (in grams)	100	150
Dal (in grams)	20	30
Vegetables (in grams)	50	75
Fats (in grams)	5	7.5

4. National Award to Teachers

The Ministry of Education is implementing the scheme of National Awards to Teachers.

Since 1958, the teachers are awarded at national level for their innovative methods of teaching contribution towards improving quality of school education and helping in overall development of their students. Every year on 5th September, the

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[321] At the time of introduction of the scheme, only students studying in classes 1st to 4th. Later in 1997-98, the Scheme was extended to include students studying in classes 6th to 8th. In 2021, the Ministry of Education announced that children studying in pre-primary will benefit under the Scheme. "Mid-day Meal scheme to ne now called PM Poshan to cover students of pre-primary classes also- Times of India". https://timesofindia.indiatimes.com/home/education/news/mid-day-meal-scheme-to-be-now-called-pm-poshan-to-cover-students-of-pre-primary-classes-also/articleshow/86616637.cms.
[322] Supra Note 80 (Government of India Mid-Day Meal Scheme)

President of India or the Vice President of India honors the awardees.[323] The nominations would include of the school heads and teachers employed in recognized elementary, middle, higher middle and higher secondary schools:

1. Run state governments, UT administrations and local bodies;

2. Government aided schools;

3. Central Government run schools including of Kendriya Vidyalaya and Jawahar Navodya Vidyalaya;

4. Schools managed by Ministry of Defense;

5. Eklavya Model Residential Schools managed by Ministry of Tribal Affairs; and

6. Schools affiliated with the CBSE and ICSE boards to higher secondary schools. [324]

5. Education Boards

The Ministry of Education has established Education Boards to overview the education imparted in the affiliated schools. the Boards are responsible for recognizing and de-recognizing educational institutions, conducting examinations, publishing results, improving the standard of education being given, coordinating amongst various school levels, training teachers and advising on school curriculum and books. At the National Level, there is the Central Board of Secondary Education. Each state has its own State Education Board for managing schools affiliated with it.

6. Central Board of Secondary Education (CBSE)

CBSE is a pan India level board of education for all public and private schools managed and controlled by the Indian Government including of Kendriya Vidyalayas, Jawahar Navodaya Vidyalayas, Central Tibetan Schools and Eklavya Residential Schools The government in 1929 established a joint board namely; Board of High School and Intermediate Education as a step towards inter-state co-operation and integration for imparting secondary education in the states of Ajmer, Central India, Merwara and Gwalior. In 1952, the board was renamed as Central Board of Education covering pan India schools. Later in 1962, the constitution of the

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[323]Ministry of Education, "National Awards to Teachers 2022", *available at* https://nationalawardstoteachers.education.gov.in/Welcome.aspx (Last accessed on June 13, 2023).
[324] Ministry of Education, "Conditions for eligibility for consideration of the award", *available at https://nationalawardstoteachers.education.gov.in/Guidelines.aspx* (Last accessed on June 13, 2023).

reconstituted to include schools pan India. NCERT Curriculum is followed in CBSE schools from class 9 onwards. The board aims to provide holistic development of the child, child centric and quality education,

Some recent initiatives by CBSE

- Compulsory PRAYOG Training to all principals of CBSE affiliated schools: PRAYOG (Pradhan Acharya Yojna for Growth) is a two-day online training programme for principals of CBSE affiliated schools to make them aware of the NEP 2020 related initiatives to be undertaken by them for the current academic session. *Ashram* school doesn't hold a place in this.[325]

- **Skill Modules included in the CBSE Curriculum:**

Middle School: Following 33 skill courses are Artificial Intelligence, Handicrafts, Information Technology, Digital Citizenship, Financial related literacy, coding, Virtual reality, First Aid, Tourism, Marketing, Mass Media, Art, Craft, Pottery, Graphic Designing, Study about rockets and satellites and Embroidery.

Secondary School: 22 Skill based subjects offered by CBSE are job oriented such as Security, Information Technology, Automation, Financial Markets, Tourism, Agriculture, Marketing, Healthcare, Biotechnology, Pharmaceutical, Data Science. Clothing, Multimedia, Banking, Hardware, Electronics, Physical Trainer.

Senior Secondary School: 46 Skill based subjects offered by CBSE are job oriented in nature. In addition to the programmes offered at secondary level, the following courses are included: web application, food production, Insurance, Horticulture, Computer application, Taxation, Accounting, Shorthand typing, medical diagnostics, Food nutrionist, Librarian, fashion designing, repairing and installation of electric appliances, yoga, child educator, design innovation and land transportation associate.

The State Board places reliance on teaching state regional language. The skill programmes included in their curriculum differ from state to state. As in Maharashtra, courses on Tourism, Agriculture, Mass media, sports, beauty, healthcare, Retail, vocal and instrumental music, animal science, stenography,

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[325] CBSE Circulars available at https://cbseacademic.nic.in//web_material/Circulars/2023/69_Circular_2023.pdf. Accessed on May 12, 2023.

clothing and Baking and Finance are offered.[326] The Madhya Pradesh State Board offers dancing, home science, health education, Agriculture, Forestry, Stenography, Designing, Computer Applications, Poultry farming, Crop production, banking and accountancy.[327] The Chhattisgarh Sate board offer Beauty, electronics, Hardware, Retail, Information Technology, Automobile, Agriculture, media, telecommunication, Animal Husbandry, Home Science, Stenography, Industrial organization, food nutrition, first aid and Banking and Finance skill based subjects.

4.1.1.2 Ministry of Tribal Affairs

It was introduced in 1999 as the nodal ministry for planning developmental schemes for the Scheduled Tribes at central level. The ministry's overarching goal was to provide a targeted strategy for the integrated development of the most underdeveloped segment of Indian society through effective implementation of planned and coordinated programmes. It supplements the efforts of the Central Ministries through formulating and administering customized design developmental programmes. These programmes are implemented by the concerned State Governments/Union Territory Administration.

Figure No 1: Evolution of the Ministry of Tribal Affairs

1947-1985	• The "Tribal Division", a Division of the Ministry of Home Affairs was responsible for the upliftment of the tribal communities.
1985-1998	• The Ministry of Welfare dealt with the developmnet of scheduled tribes from September 1985 to May 1998.
1998-1999	• The Ministry of Social Justice and Empowerment was responsible for the upliftment of the members belonging to Scheduled Tribe and Scheduled Caste communities.
1999 onwards	• The Ministry of Tribal Affairs was set up as the central ministry for the advancement of the Scheduled Tribes only.

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[326] Maharashtra State Board of secondary and Higher Secondary Education, "Subject & Syllabus"., *available at* https://www.mahahsscboard.in/sscsub.htm (Last accessed on June 15, 2023).
[327] https://mpbse.nic.in/syllabus.htm.

1. Mandate of the Ministry of the Tribal Affairs

Being the nodal ministry, it is in charge of creating and organizing plans and policies for the wellbeing of the scheduled tribes. The Ministry works in the following areas:

1. Working towards tribal welfare and development through planning, formulating, researching, evaluating schemes and projects. It further records statistics and imparts training;

2. Ensuring respect to the scheduled tribes, social insurance and Social security

3. Providing scholarships to scheduled tribe students;

4. Promoting and developing tribal welfare voluntary efforts;

5. Monitoring Tribal Sub-Plan;

6. Evaluating the regulations framed by the respective state Governors with respect to the state's scheduled areas; and

7. Ensuring the implementation of the provisions of the Protection of Civil Rights Act, 1955, the Scheduled Castes and the Scheduled Tribes (Prevention of Atrocities) Act, 1989 and the Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act, 2006.

2. Organizational Structure of the Ministry of Tribal Affairs

Figure No. 2: Structure of the Ministry of Tribal Affairs
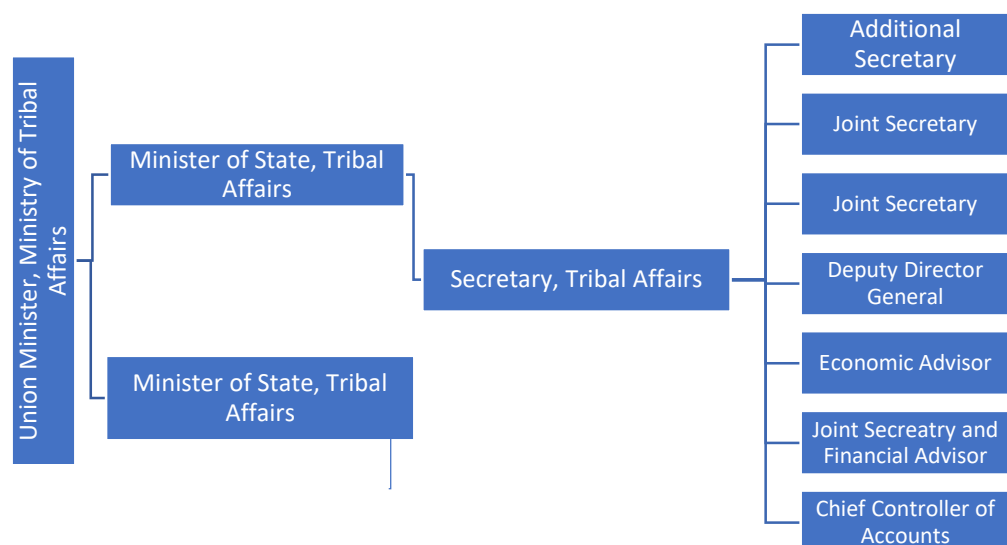
Source: Annual Report 2021-22, Ministry of Tribal Affairs

The Union Minister of Tribal Affairs heads the ministry. He is assisted by two Ministers of State. A Secretary, who is the administrative head of the Ministry is assisted by one Additional Secretary, 2 Joint Secretaries, one Deputy Director General and one Economic Advisor. The office of the Joint Secretary together with the Financial Advisor assists the ministry in internal financing and budgeting matters. The Chief Controller of Accounts is responsible for maintaining the budget/expenditure control. The Additional Secretary, with the help of a Deputy Secretary looks after the Scholarship and Direct Benefit Transfer schemes for scheduled tribe students. The office of the Under Secretary under the Joint Secretary is responsible for monitoring the funds sanctioned under SCA to TSS.

3. **Educational Schemes for Scheduled Tribal relating to education by Ministry of Tribal Affairs**

The Education Department under the Ministry of Tribal Affairs, through its constant efforts is working towards enhancement of education amongst the tribals. It is administering various schemes with the goal to create an attractive mechanism for imparting education through:

- scholarships for higher education;
- regular inspections of educational facilities; and
- infrastructural development by constructing hostels for Schedule Tribe students, establishment of *Ashram* schools and setting up of vocational training centres.

4. **Central Schemes for the education of ST's**

The schemes are divided under following two heads namely: Central Sector Schemes and Centrally Sponsored Schemes. The Central Government implements and evaluates Central Sector Schemes with 100% funding while the Centrally Sponsored Schemes are maintained and run by the concerned State Government/UT along with the funding on sharing basis amongst the Central and State Governments.

The following Centrally Sponsored schemes for tribal education are clubbed under the head: Umbrella Schemes:

- Pre-Matric Scholarship for ST Students

- Post-Matric Scholarship for ST Students

- Establishment of Hostels for ST Boys and Girls

- Establishment of *Ashram* Schools in TSP Areas

- Vocational Training Centres

The Central Sector Schemes include

- National Fellowship and scholarship for Higher Education

- Rajiv Gandhi National Fellowship Programme

- National Overseas Scholarship Scheme

- Establishment of Eklavya Schools

Table No. 2: Educational Schemes for Scheduled Tribe in India

No.	Name	Year	Features	Eligibility	Benefits	Funding
1.	Top class education for ST Students	2008-09	-To assist deserving tribal students in continuing studies at graduate and post graduate level in institutions recognized by MoTA - Tuition, boarding and lodging expenses, book grants and a one-time grant for the purchase of a computer and its accessories are all covered by the scholarship.	The total family income should not exceed Rs. 2 lakh per annum.	-living expenses paid upto 2200 per month per student - Books and stationery expenditure is 3000 per annum per student -Rs. 450000 one time financial assistance for computer and related accessories.	- 100% funding by Ministry of Tribal Affairs. - Allocation of funds directly to the institute concerned.
2.	Rajiv Gandhi National Fellowship	2005-06	It benefits tribal students pursuing M.Phil. and Ph.D. degrees at UGC-accredited universities. The grant is open to regular full-time research	ST Candidate should: - have passed post-graduation examination; and -have got admission in full time	The scholarship is inclusive of the following expenditures: - Fellowships, contingency expenditures, - departmental support, -reader aid for	100% funding is provided by the Ministry of Tribal Affairs

			students in M.Phil. and doctorate degrees. The allocation of fellowships among states/UTs would be determined by the percentage of ST population in each state/UT.	M.Phil./Ph.D. degree courses as per the norms laid down by UGC.	disabled candidates, and -HRA on the UGC pattern are also available.	
3.	Vocational Training Centres in Tribal Areas	Introduced in 1992-93 Revised from 1.4.2009	To upgrade the vocational and traditional skills of the tribal youth depending upon their educational qualification, market and economic trends which would enable them to gain suitable employment or become self-employed. Minimum 20 candidates in each trade. Each center to teach 5 courses in traditional or other skills. Max. course duration is 6 months. Min. 33% seats to be reserved for tribal girls.	ST Student	- Each trainee is assigned to a veteran Craftsmen in a semi-urban location at the end of six months to acquire his expertise via practical experience. The maximum annual support of Rs. 30,000/- per ST trainee includes the following: Top trainee stipend of Rs. 700/- each month, Rs. 1600/- per trainee per year for tool, raw martial arts, etc. Monthly honoraria for faculty and support workers, etc. Trainee boarding/lodging, energy and water charges.	Funds allocated to State Government for establishing and running vocational centres.
4.	Post Matric Scholarship	Introduced 1944 - 45 Revised in 2013-14	The Scheme provides for financial assistance for tribal students studying at post matriculation stage. It covers professional, non-professional, technical and non-technical courses.	ST Candidate who has cleared the matriculation or higher secondary is eligible. The annual family income cannot exceed 2.50 lakhs. Every child of the same	The Scholarship covers enrolment fees, tuition fees, Union Fees, Library Charges, Diagnostic fees and additional charges payable by the student to the Institute. Study Tour	100% Central assistance from the Central Government to the concerned State Governments or the UT Administration Scholarship is awarded by concerned

		Scholarship is awarded for studies in India only.	parent is eligible. It does not cover courses to Aviation and Engineer industry. It covers correspondence education. Students who have had prior coaching in pre-examination with financial support are excluded.	costs up to Rs. 1600 each year. Thesis typing and printing might cost up to Rs. 1600. Annual Allowance of Rs. 1200 for prescribed books. Additional allowances for disabled ST students depending upon the degree of disability.	State Governments or the UT Administration to which the candidate actually belongs
5.	Pre-Matric Scholarship	Introduced 1944 - 45 Revised in 2013-14	To improve enrolment ratio for ST students in Class IX and X.	ST Community Candidate. Total family Income shall not exceed 2.00 lakhs per annum. Student not availing any other centrally sponsored scholarship. Scholarship should be available for one year. Scholarship covers studies in India only.		100% Central assistance from the Central Government to the concerned State Governments or the UT Administration Scholarship is awarded by concerned State Governments or the UT Administration to which the candidate actually belongs
6.	*Ashram* Schools[328]	Introduced in 1991-92 Revised in 2008-09 under Tribal Sub Plan	To provide residential schooling to tribal students in an environment conducive for effective learning. To enhance infrastructural development by establishing *Ashram* school building, hostels, kitchen and staff quarters.	-Student from ST Tribe Community -the scheme covers education of primary, middle, secondary and senior secondary levels.	The scheme provides for free boarding and lodging facilities. It includes of teaching-learning aids, free food, medicines, uniforms, bathing supplies etc.	100% funding by the Central Government for establishment of *Ashram* schools for: - girls in TSP areas; -boys in naxal affected areas; and - both boys and girl's *Ashram* schools in Union Territories. 50% funding for boy's *Ashram* schools.
7.	Establishme	Scheme	The present	-Student from		100% Central

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[328] Detail study of *Ashram* School and TSP is given in Chapter 5.

				ST Tribe Community		assistance in construction/extension of: - girls hostel to the State Government/UTs. - Boys hostel in naxal affected areas. - both boys and girls in UTs. 90% assistance to Central Universities for Boys hostels. 45:45:10 ratios to be borne by the Central Government, State Government and Other Universities respectively. 50% funding for boy's hostel.
	nt of Boy's and Girls Hostel	for Girls was introduced in the Third Five Year Plan. Scheme for Boys was introduced in 1989-90 Both the schemes were merged during the 10th Five Year Plan	hostel development project intends to complement the efforts of state governments in creating a conducive study environment free of the constraints of domestic shores, in order to motivate students from the target groups to continue their studies without dropping out. Such hostels are extremely advantageous to ST students who come from rural and isolated places. In general, the number of occupants for whom lodging in a hostel under the Programme can be offered should not exceed 100, but may exceed if additional seats are required.			
8.	National Overseas Scholarship	Introduced in 1954-55 and revised from time to time. Recognized as Plan Scheme from 2007-08	As part of a central scheme, 15 deserving students—13 ST students and 2 PTG students—will receive financial aid to attend master's, doctoral, and post-doctoral research programmes in the engineering, technology, and science fields at foreign universities. to increase opportunities for employment.	-Student from ST Tribe Community - The candidate shall pass the relevant graduation level in First Class with 60% marks or with equivalent grade. - Total family income shall not exceed Rs. 25000 per month. - only one child of the same parent is eligible.	Candidates who are selected receive assistance with travel, maintenance, and other grants in addition to the cost of tuition and other educational fees levied by the foreign university, etc.	100% Central Assistance. Fund allocated directly to the students.

				- The selected candidates shall take admission within 3 years from the communication of selection.		
9.	Eklavya Model Residential School	1997-1998	These English medium CBSE schools are established in various states by the Central Government with the help of grants released under Article 275(1) of the Constitution of India. It further aims to prepare students to avail reservations in professional and technical courses as well as government and private jobs. 420 students are enrolled every year. Computer education too is being imparted.	ST Students to join from Class VIth Onwards. The students studying in feeder schools get enrolment in Eklavya Schools from Class VIth Onwards. It is an English medium school.		100% Funding by Centre for recurring and non-recurring costs
10.	Scheme of Strengthening Education among Girls belonging to tribal communities in Literacy-poor districts	2008-2009	The Government should improve education among females from scheduled tribes in literacy-poor areas.			100% grant in-aid to NGO/Voluntary Organizations
11.	Kasturba Gandhi Balika Vidyalaya	2004-2005.	The residential schools are established to provide upper primary level education. The scheme from 2007 onwards has been merged into Sarva Shikhsha Abhiyaan.	For girls belonging to the Scheduled Caste, Scheduled Tribe, Other Backward Classes and minorities, residing in difficult areas.	Free residential facilities.	The State Government controls and manages these schools.

The schemes are being implemented at various levels for attaining higher learning output. The States are further advised recently by the Union Minister for Tribal Affairs to inculcate traditional skill, physical education and vocational instruction along with indigenous art and crafts to make the learning experience at school meaningful and engaging for tribal students. [329]

4.1.1.3 Department of Expenditure, Ministry of Finance

At this juncture, introduction of a scheme namely Direct Benefit Transfer (DBT) is required to explain. This scheme is not meant exclusively for scheduled tribes. It is for all who are below poverty line. Thereby, scheduled tribe people below poverty line are getting the benefit of DBT.

1. Direct Benefit Transfer (DBT)

The Direct Benefit Transfer is an initiative by the Government of India for effective implementation of various subsidies issued through them by directly transferring the amount into the Aadhar linked beneficiary's account. It was introduced on 1st January 2013 for the people living below poverty line. The Department of Expenditure under the Ministry of Finance is implementing the scheme. The Central Plan Scheme Monitoring System (CPSMS) that is the earlier version of the Public Financial Management System (PFMS), of the Office of Controller General of Accounts was chosen to act as the common platform for routing of the Direct Benefit Transfer. The initiative aims to curb the problem of duplication of beneficiaries, financial frauds and various intermediaries. Under the mission the beneficiaries utilize the amount transferred for purchasing the necessities required by them leading to effective implementation of the Scheme.

4.2 An Outcome of the Plans and Policies Pertaining to the Education of Tribals

As seen above, Government of India is implementing various schemes and policies through its various ministries to enhance education amongst all including scheduled tribes. It will not be exaggerated to interpret that due to the implementation of above discussed laws, policies and schemes, literacy rate in

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[329] Response from Union Minister for Tribal Affairs Shri Arjun Munda in Lok Sabha. Ministry of Tribal Affairs, "Government is implementing number of schemes/programmes to increase literacy rates and education levels of ST's", (September 20, 2020) *available at* https://pib.gov.in/PressReleasePage.aspx?PRID=1657743#:~:text=As%20per%20Periodic%20Labour%20Force,compared%20to%2078.1%25%20over%20all. (last accessed August 3, 2022).

India is increasing. Following is the decade wise literacy rate amongst scheduled tribe and of overall India:

Table No. 3 : Decade Wise Literacy Rate of Scheduled Tribes, vis-à-vis Scheduled castes in India[330]

Year	Literacy Rate of Scheduled Tribes in India (%) (1)	Literacy Rate of India(%) (2)	Gap (%) (2-1) (3)	Literacy Rate of Scheduled Caste in India (%) (4)	Gap (%) (4-1) (5)
1961	8.5	28.3	19.8	10.27	1.77
1971	11.3	34.5	18.2	14.67	3.37
1981	16.4	43.6	19.9	21.38	4.98
1991	29.6	52.2	21.6	37.41	7.81
2001	47.1	65.4	18.3	54.70	7.60
2011	59.0	74.0	15.0	66.10	7.10

The Census of India,2011 report reflects a continuous growth in the tribal literacy rate in India from 8.5% to 59.0% from 1961 to 2011. Since the 1991 industrial revolution, the gap between the Indian Literacy rate and the Scheduled Tribes has decreased from 21.6 % to 14.0%.[331] The literacy level of scheduled Tribes is lower than that of the Scheduled Caste as can be observed through the represented data in Column 5 of the above Table. The surveys conducted by various Central Ministries/Departments of the Indian Government show improvement of the living conditions of scheduled tribes in India for example, The Periodic Labor Force Survey Reports for the years 2017-2018, 2018-2019,2019-2020 and 2020-2021 is 67.7%, 69.4%, 70.1% and 71.6% respectively.[332] The Ministry of Education surveys conducted under the name, "Unified District Information System for Education (UDISE) Plus," reports an increase of 14.3% in the Gross Enrolment Rate in Senior Secondary Classes(IX-X).[333] Government of India has not published data relating to literacy after 2011. As per few private online sources the literacy

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[330] Government of India, "Census of India, 2011" (2011).

[331] As per the data provided in Column 1and Column 3 of the Table 3: Decade wise literacy rate of Scheduled Tribe, Scheduled Caste and Others in India.

[332] Response from Union Minister for Tribal Affairs Shri Arjun Munda in Lok Sabha. Ministry of Tribal Affairs, "Government is implementing number of schemes/programmes to increase literacy rates and education levels of ST's", (September 20, 2020) *available at* https://pib.gov.in/PressReleasePage.aspx?PRID=1657743#:~:text=As%20per%20Periodic%20Labour%20Force,compared%20to%2078.1%25%20over%20all. (last accessed August 3, 2022).

[333] Minister of Tribal Affairs Smt. Renuka Singh gave this information in response to a Lok Sabha Question. Ministry of Tribal Affairs, "There have been a considerable improvement in the quality of lives of scheduled Tribes over the years", (6th December 2021) *available at* https://pib.gov.in/PressReleasePage.aspx?PRID=1778541 (last accessed on August 3, 2022).

rate in India is 77.70% in 2021 and 2022.[334] The literacy is increasing in India. It is also true, literacy is the first step towards education.[335] However, the scope of "education" is wider than "literacy".[336]

4.3   Analysis

The government ministries are working towards a better picture of education of the tribals. It may be noted that the tribal population is getting covered in the schemes which are created for all. In addition to this, some schemes are meant specifically for the tribals. A separate ministry of tribal population itself speaks loud about the intention of the government. Additionally, as education is coming in concurrent list, thus both center and state have powers to take appropriate steps for the enhancement of quality education.

There are some schemes which are collaborative in nature. It means, a scheme is being implemented with the collaborative efforts of various ministries. In some schemes, center - state partnership can also be seen. The best example wherein collaborative efforts of various ministries, and center-state partnership can be seen in none other than the "*Ashram* School".

In next chapter, a detail analysis of *Ashram* School is made with special emphasis on its working.

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[334] "State wise Literacy Rate in India 2023", published on 25th October 2022 on Online Schools India, *available at* https://onlineschoolsindia.in (last accessed on 12th June 2023) and "Literacy Rate in India 2023", The Global Statistics, *available at* http://www.theglobalstatistics.com (last accessed on 12th June 2023)

[335] Pragyawan, "Education and Literacy" 25th August 2019 *available at* https://www.thehindu.com/opinion (last accessed on 13th June 2023).

[336] The Government of India has also recognized the difference between literacy and education, that's why, the name of one of the departments of the Ministry of Education is Department of School Education and Literacy.

CHAPTER 5

ASHRAM SCHOOL: WORKING OF *ASHRAM* SCHOOLS IN INDIA

Background

Scheduled Tribes have been considered as a group which requires protection. As discussed in earlier chapter, various ministries are executing laws and policies pertaining to education of tribals. Although literacy rate amongst amongst tribals is increasing gradually however education is expected to cover more dimensions than only the ability to read and write.

To impart education, schools are established They can be either residential or non-residential

- Residential schools- In this type of school, students are living in the hostel which are available in the vicinity of the school.

- Non-residential schools- In this type of school, students don't stay in the hostel. Each day they attend school by the day and return to their families after the school hours.

Mostly schools are classified as aided and non-aided. Aided means, a school funded by the government and un -aided or private means not funded by the government. In aided schools further there are categories. Their focus varies from each other. Zila Parishad schools, MCD schools come under this category. Few categories of aided schools are established exclusively for vulnerable groups mainly scheduled tribes; *Ashram* School is one of them. Before, coming to the nature of *Ashram* Schools in India, it is pertinent to look into various types or categories of government aided residential schools and their mandate.

5.1 Government Aided Residential Schools for Tribal Population

Residential schools have been an integral part of our education system since times immemorial.[337] During the development of formal education system in the 19th century, residential schools imparted education in a homely environment. It acted

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[337] Epics of Mahabharata and Ramayana are the glaring examples.

as an alternate to formal schooling system. Residential schools hold paramount position for the upliftment and assimilation of the tribal communities. Various forms of residential schools are currently operational in India depending on their objectives, funding pattern, admission procedure and administration structure. The following schools are established for educational attainment of backward communities:

- *Jawahar Navodaya Vidyalaya*;

- *Ashram* school

- *Eklavya* Residential Model School;

- *Kasturba Gandhi Balika Vidyalaya*.

- A few operational schemes provide for only construction of hostels

Table No. 1: Categories of Government Aided Schools and Hostels meant for Scheduled Tribes

Specifics	Residential School				Hostel Facility
	JNV[338]	*Ashram*	EMRS[339]	KGBV[340]	EGRS[341]
Year of Introduction	1985-1986	1990-1991; revised in 2008-2009	1997-1998	2004[342]	2008
Girls/Boys	Both	Both	Both	Girls	Girls only
Social Group	Gen., SC, ST and OBC	ST	ST	SC, ST and OBC	ST
Board	CBSE	State Board	CBSE	CBSE	-
Classes	VI-XII	I-XII Depends upon the layout plan	VI-XII	VI-XII	I-XII
Ministry Concerned	MOE[343]	MoTA[344]	MoTA	MHRD[345]	MoTA
Funding	100% by Department of School Education and Literacy, Ministry of Education	100% for construction of *Ashram* Schools in Union Territories, for girls and for boys in naxal areas while 50% share for boys in other areas.	100% Funding by Centre for recurring and non-recurring costs	Centre: 65% State: 35%	100% funded by Centre
Strength per School	560	Depends upon layout plan	480	Three types: 100, 50 and 50	100 in primary, 150 in upper primary and high school level

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[338] Jawahar Navodaya Vidyalaya are central schools for talented students residing in rural areas.
[339] Eklavya Model Residential School
[340] Kasturba Gandhi Balika Vidyalaya to provide education to Scheduled Caste, Scheduled Tribe, OBC and children belonging to families below poverty line in educationally backward areas.
[341] Scheme for strengthening education amongst Scheduled Tribe Girls in low literacy districts
[342] Later it was assimilated in Sarva Shiksha Abhiyaan
[343] Ministry of Education
[344] Ministry of Tribal Affairs for Scheduled Tribe Students
[345] Ministry of Human Resource Development

5.2 The Concept and Nature of *Ashram* Schools

The concept of *Ashram* school has evolved from the ancient Indian method of education, popularly known as the *'Gurukuls'* or *'Ashram'*. These *Ashram* were considered as homes for students, wherein the guru offered personal affection essential for child's natural growth. During the Indian freedom struggle, Mahatma Gandhi brought forth measures for the upliftment of the Scheduled Tribes and favoured their educational advancement to put an end to their backwardness. A.V.Thakkar, a social welfare activist, introduced the Gandhanian model of education for the upliftment of the tribal communities in 1919.[346] The first *Ashram* school was established in Mirakhedi, Gujarat in 1923 for the children belonging to Bhil Community. In 1939, *Ashram* schools were established in the state of Odisha, under the guidance of Mahatma Gandhi. In the later 60's, they were established on experimental basis. Owing to its initial success, they are continued till date for imparting education to the scheduled tribe students.

The tribal *Ashram* schools have evolved from the traditional Indian concept of Gurukul and are based upon the Gandhian concept to impart basic education in a conducive and a close-knit teacher-student environment, appropriate for the student's overall personality development. It follows the principle of teachers and taught, living together in the former's house for learning.[347]

5.3 Establishment of *Ashram* Schools

The need for imparting education in *Ashram* schools for scheduled tribes, evolved due to their dispersed habitation in the interiors where functioning of formal schools wasn't a viable option. The schools are designed in a way to nourish children belonging to culturally, socially backward families in a wholesome environment with better living conditions for improving their educational standards. They are residential schools for providing free boarding, lodging, teaching-learning aids, food, uniform, economic resources to motivate students. Education here is provided to Schedule Tribe boys and girls at primary, middle and

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[346] Kimnei Salviana Leivon &Alex Akhup, "Quality Education in tribal/Adivasi Areas: Experiences of Southern Hill Area in Manipur", 71 *Social Action 321-340* (October-December, 2021)
[347] Shyama Nand Singh, *Tribal Education in India, 121* (Uppal Publishing House, New Delhi, 1991)

secondary levels.[348] The objective is to rear knowledgeable, independent and selfless children who would ultimately work towards national development.

In 1952-53, the Mudaliar Commission recommended for establishing residential schools in the rural areas to provide educational opportunities to the deprived children.[349] The Commissioner for the Scheduled Castes and Scheduled Tribes in 1955, on analysing the hurdles of tribal education, recognised the importance of establishing *Ashram* schools for tribal children. He stated that:

> "Special type of education was required for children inhabiting in remote areas as they have not yet recognised the value of education, having being cut off from the outer world for centuries. Boarding schools or *Ashram* Schools, which are being tried in Orissa, Bombay, Bihar and Madhya Pradesh have proved successful and hold out promise of creating leadership among the tribals".[350]

In 1960-61, The U.N. Dhebar Commission on critically analysing the obstacles in tribal education suggested the establishment of residential or *Ashram* schools in backward and sparsely populated areas where no educational institutions were available.[351]

Thus, the underlying policy for establishment of *Ashram* schools as per different Committee recommendations are that:

- They ought to be set up inter-village;

- They ought to be situated in rural locations where there are no opportunities to create regular schools.; and

- They should engage underprivileged tribal children.[352]

In various parts of the country mainly in parts of Maharashtra and Orissa, *Ashram* schools were established under the Second Five-Year Plan.[353] The Central

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[348] Reply by Union Minister for Tribal Affairs Shri. Arjun Munda to a question asked in Lok sabha. Ministry of Tribal Affairs, "Government is implementing number of schemes/programmes to increase literacy rates and education level of ST's", (September 29, 2020) *available at* https://pib.gov.in/PressReleaseIframePage.aspx?PRID=1657743 (Last accessed on June 11, 2022).
[349] E.V. Ramaiah, *Structural Constraints in Tribal Education: A Regional Study,*174 (Sterling publications. New Delhi,1977).
[350] Government of India, "Report of the Commissioner for the Scheduled Castes and Tribes", (1955)
[351] U.N. Dhebar, "Report on Scheduled Areas and Scheduled Tribes Commission 1960-1961", (1961).
[352] *Supra* Note 31 (K. Sujatha :Education in *Ashram* Schools of A.P).
[353] Shyama Nand Singh, *Tribal Education in India, 149 (*Uppal Publishing House, New Delhi, 1991

sponsored scheme for establishment of *Ashram* Schools under Tribal Sub-Plan was fully implemented under the fifth five-year plan, in 1970. and continues till date. In 1991-92, The Ministry of Tribal Affairs, Government of India formally launched the project for educational, social and economic development of tribes inhabiting in remote areas to spread literacy amongst the schedule tribe community. The Establishment of the *Ashram* Schools is a demand driven project run by the co-ordinated financial assistance between the Central and State Government. The scheme was modified in the financial year 2008-2009. As per these guidelines, the construction of the *Ashram* schools must be completed within two years of the date when central funding is released.[354]

There is no uniform pattern for the establishment of *Ashram* Schools throughout India. Therefore, we find different types of *Ashram* schools in different states. In the states of Maharashtra, Orissa and Gujarat, the *Ashram* School has its own hostel within its premises while in the state of Chhattisgarh and Rajasthan separate hostels are established for students irrespective of their institution of education. Further, *Ashram* schools in Maharashtra and Orissa enrol day scholars while Gujarat based *Ashram* schools only allow its own residential students.[355]

To give a brief overview of the *Ashram* school, the following points would be discussed

1. Objectives of *Ashram* School

2. The working of *Ashram* School

3. Funding of *Ashram* School

5.4 Objectives of *Ashram* School

Educational deprivation of the Scheduled tribes has raised concerns of the policy makers. Education being an essential medium for strengthening and developing the community is a necessity for country's development. It would enable the culturally backward to become self-determinant and face new challenges in life. *Ashram* schools, to some extents are established with an objective to achieve good quality

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[354] Government of India, "Centrally Sponsored Scheme for Establishment of *Ashram* Schools in Tribal Sub-Plan Area" (Ministry of Tribal Affairs, 2008) *available at* https://tribal.nic.in/writereaddata/Schemes/*Ashram*SchoolGuideline.pdf (Last accessed on June 20, 2022)

[355] Shyama Nand Singh, *Tribal Education in India, 123* (Uppal Publishing House, New Delhi, 1991

educational attainment of the Scheduled Tribes. Thus, some of their objectives are[356]:

1. To impart education to scheduled tribe children who are unable to continue their education owing to their inhabitation or community environment;

2. To provide appropriate residential facilities along with quality food, hygienic sanitation facilities, consumable water and security to boys and girls during their academic tenure;

3. To train the students in vocational courses with special emphasis on their community-based skills to enable them to earn livelihood in future;

4. To preserve and protect the tribal culture, value, tradition and history; and

5. To educate and inform them about the importance of their tribal knowledge, tradition, heritage and culture in the current scenario.

5.5 The Working of *Ashram* Schools

Even though the *Ashram* Schools are established by the Ministry of Tribal Affairs, however, working of *Ashram* School falls under the domain of State Government. The management of *Ashram* Schools varies from school to school and State to State. There exist two kinds of *Ashram* schools in India:

1. Sanctioned and financed by the Ministry of Tribal Affairs; and

2. Assisted by the concerned State Governments/Union Territories. These schools are:

   - financed and maintained solely by the concerned State Government/Union Territory; or

   - financially assisted by the State Governments/Union Territories and maintained through Voluntary Organizations.

As per study, it was seen that though the theory of *Ashram* schools is common to all the Indian states but their functioning and maintenance differ due to their individual state governing bodies. Thus, the features of *Ashram* schools established in various states are:

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[356] *Supra* Note 31 (K. Sujatha, Education in *Ashram* School: A case of A.P).

1. The number of students enrolled in an *Ashram* school differs from state to state and within the state. The schools managed by social institutions and state governments admit 20- 50 and 100 students respectively. Around 50 and above 100 students are enrolled at primary and secondary levels respectively.[357] The *Ashram* Schools established in Maharashtra enrols around 200 students while in Gujarat and Orissa, the count goes up to 120. *Ashram* Schools in Rajasthan admits 50 to 100 students [358] and Madhya Pradesh enrols 20 students at primary level.[359]

2. Compulsory enrolment of all children belonging to scheduled tribe communities without any entrance test at primary level. Admission in some states depends upon the total family income, family land holdings or distance of the school from residence;[360]

3. On an average, the duration of the academic cycle of *Ashram* school is similar to other schools.

4. The curriculum prescribed by the State Education Board is followed.

5. Separate hostels for boys and girls are to be established.

6. It minimizes education wastage of children belonging to seasonal migrating families;

7. No detention policy is followed;[361]

8. It provides free boarding, lodging facilities, books, uniforms and scholarships to the students;

9. They come under the purview of the Right to Education Act, 2009 and therefore, are required to follow the prescribed norms and standards as mentioned in the "44th Report, standing Committee on Social Justice and Empowerment. Working of *Ashram* schools in Tribal Areas 2013-2014". [362]

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[357] *Id.*

[358]Shyama Nand Singh, *Tribal Education in India,* 130 (Uppal Publishing House, New Delhi, 1991)

[359] *Supra* Note 31 (K. Sujatha)

[360] *Ibid*

[361]Government of India," Report of High-Level Committee on Socio-Economic, Health and Education Status of Tribal Communities in India", (Ministry of Tribal Affairs, 2014)

[362] *Supra* Note 31 (Government of India 44th Report))

The Central Government is only responsible for funding the establishment of *Ashram* Schools while the state government into upon the functioning and maintenance of the school. The *Ashram* schools in different states are run and maintained by various state government departments while they are financed by the Central Government. In the State of Maharashtra, the Tribal Development Department established under the state Government is responsible for establishment, functioning and maintenance of *Ashram* school. In the State of Rajasthan and Chhattisgarh, the schools are financed by the State Tribal Development Department and are run by the State Education Department.[363]

The concerned state government is accorded with complete autonomy to decide upon the process of appointment of the teaching and non-teaching staff, curriculum to be taught, language and teaching methods to be used, skill training to be imparted, affiliation to the education board, management of the dropout rate etc. The burden to impart quality education including of vocational and skill development programmes lies upon the state government. [364]

The number of *Ashram* Schools supported by the MoTA and the concerned State/UT Government as per the data taken from website of Press Information Bureau for the year 2017 and 2019.[365]

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[363] Shyama Nand Singh, *Tribal Education in India,* 130 (Uppal Publishing House, New Delhi, 1991)
[364] *Supra* Note 31(Government of India 44th Report)
[365] Press Information Bureau, *available at* https://pib.gov.in/PressReleasePage.aspx?PRID=1513029 (Last accessed on June 11, 2022) and https://pib.gov.in/PressReleasePage.aspx?PRID=1594018 (Last accessed on June 11, 2022).

Table No 2: State-wise list of Number of *Ashram* Schools Supported by the Ministry of Tribal Affairs and the State/UT

State/Union Territory	Number of *Ashram* Schools sanctioned by the Ministry of Tribal Affairs till 2017 [366]	Number of *Ashram* Schools sanctioned by the Ministry of Tribal Affairs till 2019 [367]	Number of *Ashram* Schools supported by the concerned State/Union Territory till 2017 [368]	Total
Andaman & Nicobar Islands	NIL	NIL	NIL	NIL
Andhra Pradesh	180	188	136	316
Arunachal Pradesh	Non-TSP	Non-TSP	Non-TSP	NA
Assam	3	3	0	3
Bihar	NIL	NIL	NIL	NIL
Chhattisgarh	157	134	1058	1215
Daman & Diu	NIL	NIL	NIL	NIL
Dadra & Nagar Haveli	Non-TSP	Non-TSP	Non-TSP	NA
Goa	1	1	0	1
Gujarat	164	164	0	164
Himachal Pradesh	NIL	NIL	NIL	NIL
Jammu & Kashmir	NIL	NIL	NIL	NIL
Jharkhand	11	24	83	94
Karnataka	28	28	5	33
Kerala	11	14	0	11
Lakshadweep	Non-TSP	Non-TSP	Non-TSP	NA
Madhya Pradesh	405	404	784	1189
Maharashtra	95	95	463	558
Manipur	NIL	NIL	5	5
Meghalaya	Non-TSP	Non-TSP	Non-TSP	NA
Mizoram	Non-TSP	Non-TSP	Non-TSP	NA
Nagaland	Non-TSP	Non-TSP	Non-TSP	NA
Odisha	97	97	684	781
Rajasthan	9	9	10	19
Sikkim	1	1	0	1
Tamil Nadu	NIL	NIL	NIL	NIL
Tripura	24	24	29	53
Uttar Pradesh	7	7	5	12
Uttarakhand	12	12	10	22
West Bengal	NIL	NIL	NIL	NIL
Total	1205	1205	3272	4477

As per the above table, Chhattisgarh has the highest number of *Ashram* schools followed by Madhya Pradesh. The number of *Ashram* schools aided by the Ministry of Tribal Affairs in the state of Andhra Pradesh, Jharkhand and Kerala has

[366]Reply by Minister of State for Tribal Affairs Shri. Jaswant Suman Bhai Bhabor to a question asked in Lok sabha. Ministry of Tribal Affairs, "*Ashram* School for ST", (December 18, 2017) *available at* https://pib.gov.in/PressReleasePage.aspx?PRID=1513029 (Last accessed on June 11, 2022).

[367]Reply by Union Minister of State for Tribal Affairs. Smt. Renuka Singh Saruta to a question asked in Lok Sabha. Ministry of Tribal Affair," *Ashram* Schools in Tribal Sub-Plan Areas", (November 28, 2019) *available at* https://pib.gov.in/PressReleasePage.aspx?PRID=15940*18* (Last accessed on June 11, 2022).

[368] *Supra note 11*

increased with a difference of 8, 13 and 3 respectively while the number in Chhattisgarh has decreased from 157 to 134 i.e., 23 *Ashram* schools from the year 2017 to 2019. Various reasons such as de-recognition, closure due to low admission rate etc., can be accorded for the decrease in number. Thus, based on the above information provided by the Ministry of Tribal Affairs one can observe that the Tribal Development Department of Andhra Pradesh, Jharkhand and Kerala have been keen in establishing schools for the benefit of scheduled tribes while the Tribal Development Department of Chhattisgarh has lagged behind as the establishment of *Ashram* schools is a demand driven process.

Table: No 3: Number of *Ashram* schools and their Functionality Status in 2019

State/UT	No. of sanctioned *Ashram* Schools under the Ministry of Tribal Affairs	No. of *Ashram* Schools functioning
Andhra Pradesh including Telangana	188	188
Assam	3	1
Chhattisgarh	134	128
Goa	1	1
Gujrat	164	164
Jharkhand	24	3
Karnataka	28	23
Kerala	14	14
Madhya Pradesh	404	303
Maharashtra	95	90
Odisha	97	63
Rajasthan	9	0
Sikkim	1	1
Tripura	24	24
Uttar Pradesh	7	5
Uttarakhand	12	10
Total	1205	1018

As per the above table, 187 sanctioned *Ashram* schools are non-functioning in various States. Madhya Pradesh has the highest number of non-functioning sanctioned *Ashram* schools followed by Odisha.[369]

5.6 Funding of the *Ashram* School

The *Ashram* schools are funded on the basis of project appraisal reports submitted to them by the concerned state authorities.

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[369] Reply by Union Minister of State for Tribal Affairs. Smt. Renuka Singh Saruta to a question asked in Lok Sabha. Ministry of Tribal Affair," Establishment of *Ashram* Schools in Tribal Sub-Plan Areas", (July 8, 2019) *available at* https://pib.gov.in/PressReleasePage.aspx?PRID=157773 (Last accessed on June 12, 2022).

The State Government is expected to present plans that have been duly approved along with the plan layout of the *Ashram* School to the Project Appraisal Committee established under the Ministry of Tribal Affairs. The proposal shall specify details regarding location, compound, kitchen, hostel and vegetable garden. The concerned State Governments provide unencumbered lands free of cost for the establishment of *Ashram* schools. The Ministry of Tribal Affairs allocates funds on the basis of project appraisal reports received by the states. The *Ashram* schools and hostels shall be constructed keeping in view the requirements of scheduled tribe disabled children. Thus, the Ministry of Tribal Affairs' directives emphasise the necessity of *Ashram* school infrastructure development. [370] One of the hurdles in achieving the desired results is the State's autonomy in implementation of the *Ashram* school scheme, in absence of standard guidelines for implementation and monitoring of *Ashram* Schools by the Central Government.

The scheme was rationalised and brought under the umbrella Scheme in 2015 with an aim to fill the gaps in educational institutions. In 2017, the Cabinet Committee on Economic Affairs approved the continuance of the Umbrella Scheme till 2020 for the welfare of scheduled Tribes.[371] Later, the scheme for "Establishment of *Ashram* Schools in tribal Sub-Plan Area" was subsumed in the "Special Central Assistance to Tribal Sub-Scheme" from financial year 2018-2019.

The funding pattern for establishment of *Ashram* school buildings, hostels, kitchen and staff quarters is as follows: [372]

Table No. 4: Funding Pattern for Establishment of *Ashram* School Building, Kitchen and Staff quarters

Type of *Ashram* School(in Tribal Sub-Plan Areas)	Centre Share	State Share
Only for Girls	100%	-
Only for Boys	50%	50%
Only for Boys in naxal affected Tribal Sub-Plan areas as recognized by the Ministry of Home Affairs	100%	-
For boys and girls in Union Territories	100%	-
Financial assistance for non-recurring expenditures such as equipment, furniture and furnishing, books for hostel library for all *Ashram* schools	50%	50%

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[370]*Supra* Note 31 at 17-18

[371]In reply to a question asked in Lok Sabha. Ministry of Tribal Affairs, "Cabinet approves continuation of sub-schemes under "Umbrella Programme for the Development of Scheduled Tribes for the period till march 2020" ", (February 13, 2019) *available at* https://pib.gov.in/PressReleasePage.aspx?PRID=1564335 (Last accessed on June 14, 2022).

[372] Ministry of Tribal Affairs, "Centrally Sponsored Scheme of Establishment of *Ashram* Schools in Tribal Sub-Plan Areas", 1 (April 1, 2008).

The State and Central funding share is determined during the sanctioning of the project. The Central Government releases its share on instalment basis. The State Governments is required to provide utilisation certificate and progress report. The unutilised amount, if any is adjusted or transferred to the non-lapsable pool. The last instalment to be paid, is sometimes released with the first instalment of a new project. [373]

The Ministry of Tribal Affairs gives grants for the establishment of *Ashram* schools supported by it. Under the 2019 guidelines for issuance of SCA to TSS, the funds were allotted to the concerned states for the qualitative improvement of 1205 *Ashram* schools. [374] These funds were received under the Tribal Sub-Plan category. The details of the plan are as follows:

5.7 Tribal Sub-Plan(TSP): An Overview

"Fifth schedule (of the Constitution — which deals with administration of Scheduled Areas and Scheduled Tribes) and the tribal sub plan are two co-equal pillars of tribal empowerment."

- ***Dr. B.D. Sharma***

The Tribal Sub-Plan (TSP) was a significant financial policy that intended for targeted planning of budgetary allocations and expenditures in order to accelerate tribal development. It is a dedicated source of funding for tribal development for the purposes of infrastructure and basic amenities in tribal areas. The funds are channelized from the Central or State Department/Ministries towards the welfare and development of tribal communities.[375]

The plan is discussed as follows:

1. Introduction of the Plan

2. Essential Features

3. Tribal Sub-Plan Areas

4. Finance under the Plan

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[373] *Supra* Note 31 at 26

[374] Ministry of Tribal Affairs, "Guidelines for Programmes/Activities under Special Central Assistance to tribal Sub-Scheme during 2019-20 and onwards", (September 17, 2019), *available at* Guidelines to TSS.pdf (tribal.nic.in) (Last accessed on June 15, 2022).

[375] Regional Centre for Development Cooperation, "Concept note on TSP", *available at* Concept note on TSP" (Last accessed on June 20, 2022).

5. Monitoring of the funds received under the Plan

5.7.1 Introduction of TSP

The TSP strategy was introduced in 1976 on the basis of recommendation of an Expert Committee (1972) set up by the Ministry of Education and Social Welfare under the chairmanship of Prof. S.C. Dube. The committee was set up for formulating a strategy for meteoric socio-economic development of the Schedule Tribes. [376] The plan was adopted in the Fifth Five Year Plan. [377] The plan was for the first time presented by the UN Dhebar Commission. The need for the plan was felt with changing demography of the scheduled areas recognised under the fifth schedule of the Indian Constitution in 1950. High tribal concentration areas were not under the purview of the recognised scheduled areas. Hence, none of the developmental interventions were covering these areas thereby widening the socio-economic gap. The then government did not accept the recommendation of the Commission of including additional areas under the recognised scheduled areas. Instead, these areas were recognised as sub-plan areas and became co-existent with the legal provisions of fifth schedule.[378]

5.7.2 Essential Features

The essential features of TSP are to:

1. Formulate tailored policies, programmes and schemes to deal with the hurdles encountered by the tribal communities due to their uniqueness;

2. Devise protective measures for tribal communities from exploitation; and

3. Evolve appropriate framework for the tribal development at national and state level through adequate allocation of funds from the Centre and State along with a stringent mechanism to ensure complete utilization, non-divert ability and accountability.

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[376]National Commission of Schedule Tribes," Socio-economic Development for Schedule Tribe", *available at* Socio-economic development for STs.pdf (ncst.nic.in (Last accessed on June 16, 2022).
[377] The Fifth Five Year Plan (1972-1979) initially covered 17 states and 2 Union Territories. The States gradually increased and by the Ninth Five Year Plan (2002) 23 states and union territories were covered and by 2020,
[378] Abhay Xaxa, "Adivasis and The Indian State: Successive govts distorted Tribal Sub Plan policy, denied community fair share of budgetary reserves" *The First Post,* Aug. 29, 2019 *available at https://www.firstpost.com/india/adivasis-and-the-indian-state-successive-govts-distorted-tribal-sub-plan-policy-denied-community-fair-share-of-budgetary-reserves-7235461.html* (Last accessed on August 30, 2022)

The objective for introducing TSP was to narrow the gap amongst the Schedule tribe community and mainstreamers by promoting development through:

1. Human resource development through improved access to education and health care services;

2. Enhanced quality of life by supplying essential necessities;

3. Creation of productive assets and income-generating opportunities in line with substantial reduction in poverty and unemployment;

4. Enhanced capacity to avail opportunity, to gain right, privileges and better amenities at par with the rest of the country; and

5. Protection against exploitation and oppression. [379]

5.7.3 Areas identified under Tribal Sub Plan:

The implementation of the TSP strategy in an area is based upon its tribal population percentage. The planning commission recognised areas with high tribal inhabitants for implementing Integrated Tribal Development Projects (ITDPs). These development projects have evolved over the years.

Figure No. 1: Evolution of Developmental Programmes for TSP Areas

TSP Areas	Additional TSP Areas	Modified Area Development Approach (MADA)	Mini MADA Clusters	Adarsh Gram
-Areas of tribal communities having population of 50,000 or more; and - Atleast 50% of them belonging to tribal communities.	- Villages with marginally less than 50% of tribal population	-The Sixth Five-Year Plan (1980-85) - Smaller areas outside TSP areas constituting a population of 10,000 or more; and - Atleast 50% of them belonging to tribal communities.	- The Seventh Five Year Plan(1985-90) - Total Population constituting of 5000 or more; and - Atleast 50% of them belonging to tribal Communities	- The Financial Cycle of 2021-2026 - -Small Villages of tribal communities having population of 500 or more; and - Atleast 50% of them belonging to trbal communities.

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[379] Planning Commission of India, "Revised Guidelines for the Implementation of Tribal Sub-Plan (TSP) by the States/UTs.", (2013), *available at* Revised Guidelines for Implementation of Tribal Sub-Plan (TSP) by the States/UTs. (Last accessed on June 20, 2022)

Thus, the ITDP's at present includes of the following areas: TSP, ATSP, MADA, Mini-MADA Clusters and Adarsh grams.

Following are the number of recognised ITDP/ITDA, MADA, Cluster areas in Maharashtra, Madhya Pradesh and Chhattisgarh [380]

Table No. 5: Details of Recognised ITDP/ITDA, MADA, Cluster Areas in Maharashtra, Madhya Pradesh and Chhattisgarh

State	No. of ITDP/ITDA	No. of Districts	No. of PVTG	MADA[381]	Cluster Areas[382]	Blocks	Area in Sq Km
India	217	184	75	259	82	1453	4,96,753
Chhattisgarh	19	21	2	9	2	98	55,262
Madhya Pradesh	31	23	7	30	6	128	1,08,199
Maharashtra	29	36	3	44	24	357	39,307

5.7.4 Finance under TSP

The funds for the implementation of TSP flows from:

1. State Plan Funds;

2. Central Sponsored Scheme i.e., Special Central Assistance(SCA) to Tribal Sub-Plan(TSP) (SCA to TSP)

3. Grants under Article 275(1) and

4. Institutional Finance

The Planning commission has issued various guidelines for efficient use of funds towards tribal development. Some of the steps taken by the Planning Commission are as follows:

1. It had set up a Task Force in June 2010 under the chairmanship of Dr. Narendra Jadhav, member of Planning Commission. The mandate was to:

   - Review and re-evaluate the Planning Commission's recommendations for the implementation of TSP;

   - study the operational difficulties faced by the concerned ministries; and

   - suggest remedial measures for the same.

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[380] Ministry of Tribal Affairs, "State-wise list of ITDP's/ITDA's Area Statement as on 01.06.2016", (2016) *available at https://tribal.nic.in/downloads/CLM/CLM_Reports/5.pdf* (Last accessed om June 17, 2022)

[381] Ministry of Tribal Affairs, "List of ITDP's/ITDA's, MADA Pockets and Clusters", *available at https://tribal.nic.in/downloads/CLM/CLM_Reports/4.pdf* (last accessed on June 22, 2022)

[382] *Ibid*

The Task force opined that the Central Ministries were not earmarking the funds as provided under the guidelines laid in 2006.[383]The guidelines laid in 2006 required the Ministries to earmark the funds in proportion to the percentage of ST population present in the State/Country. These guidelines were not followed till 2011-2012 as the Central Ministries weren't showing fund outlays under specific heads. To overcome this bottleneck instead of following a single uniform pattern of 8.2% to identify and formulate schemes to maximize the benefit to the tribal communities, the task force recommended to use a differentiated obligation for ministries dependent upon their functions. [384] An institutional monitoring system with a full-time senior head was to be set up to earmark, implement and monitor the schemes and send monthly and quarterly reports to the Planning Commission.

2. The Special Central Assistance(SCA) to Tribal Sub-Plan(TSP) (SCA to TSP), a 100% grant from the Government of India was introduced in 1974-75. By the end of the IXth Five Year Plan, it included family-based income generating activities while in the Xth Five Year Plan, the scope was widened to include employment cum income generating activities and infrastructure activities incidental thereto. During the fiscal year 2016-2017 [385] the TSP was assimilated into SCA to TSP as an additive to the state plan funds to accelerate tribal development. It addresses the need for bridging the gap and is charged

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[383]Planning Commission," Task Force to review guidelines on Schedule Caste Sub-Plan and Tribal Sub-Plan" 6 (2010), *available at* https://e-utthaan.gov.in/public/pdf/data/ReportofNarendraJadavCommittee25112010.pdf (Last accessed on June 16, 2022).
 The objective of the 2006 guidelines laid down by the Planning Commission were: earmarking funds of tribal funds in proportion to ST population to total population in the country, the funds were non-divertible and non-lapsable; and placing of the funds under separate sub heads. The guidelines required 62 Ministries to earmark funds based upon the ST population percentage in the country, which was 8.2% as per census, 2001.
[384] Planning Commission," Task Force to review guidelines on Schedule Caste Sub-Plan and Tribal Sub-Plan" 39-41 (2010), *available at* https://e-utthaan.gov.in/public/pdf/data/ReportofNarendraJadavCommittee25112010.pdf (Last accessed on June 16, 2022)., Annexure 8
"The Narendra Jadhav Committee has recommended the criteria for categorizing plan expenditure under Tribal Sub Plan (TSP) in to two categories, i.e. (i) Expenditure on poverty alleviation and individual beneficiary oriented schemes; and (ii) Expenditure on other schemes which is incurred in," according to the report. The Central Ministries/Departments have been divided into four categories in order to put the criteria into practise: (i) Ministries/Departments with no obligation for earmarking funds under TSP; (ii) Ministries/Departments required to do partial earmarking; (iii) Ministries/Departments which will be required to earmark between 7.5% and 8.2% for TSP of their plan outlays; (iv) Ministries/Departments with no obligation for earmarking funds under 8.2% for TSP of their Plan outlay. 28 ministries were finalised for the purpose"
[385] Ministry of Tribal Welfare, "Guidelines for inter-state allocation of funds and implementation of programmmes/Activities under SCA to TSP during 2016-2017 and onwards", (2016)

from the Consolidated Fund of India. The SCA is to be utilized for the economic development of Integrated Tribal Development Projects (ITDP)[386], Modified Area Development Approach (MADA)[387], Clusters[388], Particularly Vulnerable Tribal Groups (PVTG) [389] and the tribal groups other than these. The North-Eastern States are not covered under this scheme.[390] The 23 states with notified population of Schedule Tribes are governed by it.[391] The scheme gives autonomy to the concerned state governments for administration of these areas by setting up organizational structure. For recognition and notification of these areas to receive the benefits under the scheme, the State Governments are further required to submit the proposal to the Ministry of Tribal affairs with details of identified area and population based upon the 2011 census. The scheme lays down the guidelines for inter-state and intra-district fund allocations to prevent concentration of funds towards a single state or district. The Criteria for inter-state allocation is: 50% based upon the State ST population; 25% on the tribal areas covered in ITDP or ITDA [392]; and the remaining 25% is based upon analysis of outcome-based performance of the concerned state. The fund allocation for inter-district is based upon 66 $^{2/3}$ % of the ST population of the district and the remaining 33 $^{1/3}$ % on the area.[393]

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[386] It is an area the size of one or more development blocks where at least 50% of the residents are ST. The bare minimum component of ITDP is a complete development block. The ITDP can consists of blocks from one or more districts. The name of such block would be dependent upon the headquarter location or the district where the headquarter is located.

[387]These are recognised pockets made up of one or more revenue villages in a nearby area with a ST population of at least 50% of the area's overall population of at least 10,000. The complete revenue village is a constitute Unit. It should be named after the district it is situated in followed by the village in such area which has the maximum ST population as per 2011 census.

[388] These are recognised pockets made up of one or more revenue villages constituting of 50% or more ST population where the total population exceeds 5,000. The complete revenue village is a constitute Unit. It should be named after the district it is situated in followed by the village in such area which has the maximum ST population as per 2011 census.

[389] They are the isolated communities within the tribal group. Their main characteristics include of non-changing or reducing rate of population; extremely literacy poor levels and non-awareness of technology.

[390] The States with majority of tribal population states such as Meghalaya, Arunachal Pradesh, Mizoram, Nagaland and Union Territories aren't covered under the scheme.

[391] The states included are: Andhra Pradesh, Assam, Bihar, Chhattisgarh, Goa, Gujarat, Maharashtra, Madhya Pradesh, Himachal Pradesh, Jammu & Kashmir, Jharkhand, Kerala, Karnataka, Manipur, Orissa, Rajasthan, Tamil Nadu, Sikkim, Telangana, Tripura, Uttar-Pradesh, Uttrakhand and West Bengal. States like Punjab and Haryana do have ST population.

[392] The States which do not constitute of ITDP or ITDA would take into account the area of concerned block or Panchyati Samiti where the ST population is 50% or more. From 2017-2018 onwards these areas would include of ITDP, MADA pockets and Clusters pockets based upon 2011 census.

[393] In such districts, subdivisions, blocks, or revenue villages, the ST population must account for 50% or more of the total population.

Therefore, the ratio of 2:1 i.e., Population: Area is to be taken into account. The districts with 25% or more ST population shall be focused for implementation of Tribal development Programmes. [394]

3. The TSP has been renamed as Schedule Tribe Component (STC) by Ministry of Finance with effect from 2017-2018, subsequent to the merger of plan and non-plan expenditures and 41 Central Ministries/Departments have been identified for earmarking the funds in proportion to ST population based upon 2011 census in the concerned state. The main aim of the STC is to monitor the allocation and flow of funds from general sectors of the central ministries/departments for the benefit of the Schedule Tribes. The allocation of funds shall at least be in proportion to their population in the concerned State based on the 2011 Census. The Ministry further states that the funds allocated under TSP should be renamed as Development Action Plan for Schedule Tribes and the Antyodaya approach i.e., reaching of the benefits to the poorest of the poor should be adopted.[395] It further provided that earmarking of the funds should be based upon overall allocation to the schemes instead of on the total budget allocated. The unused funds under one scheme can be used for the development of another scheme with the prior approval of the ministry and financial advisor. Further, earmarking should not be less than 50% of the ST population in that state. For effective implementation of the scheme, the STC will be monitored by the nodal ministries including the Ministry of Tribal Affairs and Ministry of Social Justice and Empowerment while NITI Aayog will ensure earmarking of funds of the concerned ministries by periodical performance reviews. [396]

In 2017, Public Accounts Committee was formed under the Chairmanship of Mr. Mallika Arjun Kharge. In its report on Tribal Sub-Plan, the committee highlighted several discrepancies, such as, non-transfer of unutilized funds to the non-lapsable pool, non-demarcation of funds under TSP under separate

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[394] The LWE (Left Wing Extremism) affected areas are to be considered irrespective of the percentage of ST population in that area or district.

[395] Ministry of Finance, "Guidelines for New arrangement for earmarking funds for Schedule Caste Sub Plan and Tribal Sub Plan" (December 26, 2017).

[396] *Id. At 6,* Until 2017-2018 the monitoring of the STC was done by the Planning Commission and after the dissolution of the Planning Commission, the NITI Aayog was constituted therefore, there was a change in the monitoring committee.

heads at state, district or block level and non-existence nodal units by the central ministries for effective monitoring. To overcome these discrepancies, it recommended that a proper monitoring system was required to be setup and the inclusion of the beneficiaries i.e., the Tribal members in policy formation is a must. [397]

4. As per the Guidelines for programmes under Specialized Central Assistance to Tribal Sub Scheme (SCA to TSS) [398] issued by the Ministry of Tribal Affairs in 2019, the allocation of funds among the State is based upon the proportion of ST population, Tribal Area, past performance and vulnerability. The funds are allocated in two steps as follows:

- The first, 75% of the total budget allocated is released [399] based upon 2/3rd proportion of state's population to the total ST population (as per the latest census) and 1/3rd weightage to Tribal dominated areas,

-The remaining 25% is released considering past performance, innovative schemes, vulnerability as directed by the secretary of Ministry of Tribal Affairs after the approval received from the Project Appraisal Committee (PAC).

The areas for development are to be considered by the respective State Government including proposals for qualitative improvement of *Ashram* Schools, educational complexes, expenses of existing vocational training centres. Priority would be given to schemes benefiting 33% or more women.

The proposals are required to be approved by the executive committee chaired by the Chief Secretary of the state. The proposal must be accompanied with:
- the analysis of the State efforts towards implementation of TSP, budget allocated and expenditure incurred in the previous year;
- demarcation of recurring expenditure and creation of Capital Assets;

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[397]Public Accounts Committee, "Tribal Sub-Plan", (December 18, 2017) *available at* https://prsindia.org/policy/report-summaries/tribal-sub-plan (last accessed on June 12, 2022).
[398] Ministry of Tribal Affairs, "Guidelines for Programmes/Activities under Special Central Assistance (SCA) to Tribal Sub-Scheme (TSS) during 2019-2020 and onwards", (September 17, 2019) *available at https://tribal.nic.in/downloads/SCA_To_TSS/Guidelines_SCA%20to%20TSS.pdf* (Last accessed on June 17, 2022).
 The scheme SCA to TSS is a centrally sponsored scheme wherein 100% grant is provided by the Government of India to the States introduced in 2017-18.
[399] *Id at 3*. The fund release would be subject to the submission of utilization certificate and Progress Report as required under the General Financial Rules and a minimum fund of Rs. 8 Crore is to be dispersed.

- the Utilization Certificate;
- progress report; and
- details of the land on which the capital asset is to be built.

The report is forwarded to the Project Appraisal Committee (PAC) [400] who shall appraise the past, present and future projects and suggest modifications, if any.

The Ministry of Tribal Affairs has revamped and widened the scope of SCA to TSS from the financial cycle 2021-2026 [401] to include the following schemes:

1. **Pradhan Mantri Adi Adarsh Gram Yojna**: The existing scope of SCA to TSS has been widened for development of tribal villages constituting of a population of more than 50 % and 500 tribals. These villages will be developed as Adarsh gram under the Yojna. The amount approved for the yojana by the Cabinet for financial year 2021-2026 is Rs. 7276 Cr.

2. **Pradhan Mantri Janjatiya Vikas Mission**: The mission is established under the Atmanirbhar Bharat Abhyan" and it aims to provide livelihood to the scheduled tribes by the formation of "Vandhan groups wherein the MFP collected by the tribals shall be processed in vandhan kendras and marketed by Van Dhan Producer Enterprises. These products will be sold in New Haat bazaars and warehouses. Tribal Cooperative Marketing Development Federation of India Limited (TRIFED) will be the implementing nodal agency.

3. **Venture Capital Funds for Scheduled Tribes**: It is a social sector scheme to promote ST entrepreneurship through incubating start up ideas by scheduled tribe youth. An amount of Rs. 50 Cr. has been sanctioned by the Cabinet for the financial cycle.

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[400] The Project Appraisal Committee is formed under the Ministry of Tribal Affairs. The Secretary of MoTA is it's chairperson while the Joint Secretary, MoTA; Financial Advisor, MoTA, DDG, MoTA; Economic Advisor, MoTA, The secretary or Commissioner of the Tribal Department of the concerned State, Adviser, Niti Ayog and Concerned Secretary, MoTA are its members. It includes of seven invitees from Central Ministries including of Ministry of Human Rights Development (School Education), Family welfare, Animal Husbandry, Horticulture, Agriculture Research and Development, Agriculture Co-operation and Farmer's Welfare.
[401] Reply answered by Minister of Tribal Affairs Shri Arjun Munda to a question asked in Lok Sabha. Ministry of tribal affairs, "Ministry of Tribal Affairs revamp schemes for Tribal Development", (March 21, 2022), *available at* https://pib.gov.in/PressReleasePage.aspx?PRID=1807760 (Last accessed on June 16, 2022).

5.7.5 Monitoring of the Funds under TSP

The monitoring of the funds allocated shall be done by the State Tribal (Nodal) Department who shall submit quarterly review reports to the Executive Committee of the State. To encourage transparency, the funds released through Public Management Financial System (PMFS) and the Nodal Department is further required to upload the documents pertaining to number of *Ashram* schools run, funds allocated and utilized, annual reports etc. on the state online portal and the same shall be forwarded to the Ministry of Tribal Affairs via email. An officer visiting the State/UT is required to investigate the progress and utilization of funds effectively. [402] Further, a line of monitoring agency is to be created within the department for effective utilization of the funds by a mandatory annual inspection conducted by the district authorities.

5.7.6 Present Position

The current TSP/STC/SCA to TSP/DAPST plans after undergoing numerable modifications includes the following:

1. The TSP has now become demand driven, wherein the State would be required to formulate schemes considering the top most urgent sectors which require development in consultation with the tribal communities. The report would then be submitted to the PAC who would after critical analysis release the funds under TSP.

2. Initially funds under TSP were solely allotted for the purposes of infrastructural development, but from 2019-2020 onwards, states can forward projects pertaining to qualitative improvements in existing *Ashram* schools/hostel.

3. Areas of Mizoram, Arunachal Pradesh, Meghalaya and Nagaland with ST population of more than 80% are not included under the purview of benefits under TSP. Their policies are separate.

4. The amount of money granted to the States under the TSP must at the very least be proportional to the number of ST people and the area in each State.

5. The benefits provided under TSP are in addition to the benefits to be provided by the overall plan of the States/UTs.

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[402] *Supra note 39 at 3,* Criteria for Allocation of Funds.

6. The earmarking of the funds is important for the effective implementation of TSP.

7. The funds are non-lapsable and non-divertible. A separate fund pool should be created to transfer the unused funds of the current year and the same is to be utilized in the succeeding year.

8. The Ministry of Tribal Affairs in 2018 launched an online portal known as the "Schedule Tribe Component Management Information System" to monitor the funds released for the benefit of the Schedule Tribe in the Union Budget. [403]

The amount of funds allocated to the States based upon the proposals received by the concerned state for the scheme Special Central Assistance to Tribal Sub-Plan for setting up of *Ashram* Schools in Tribal Sub-Plan Areas by the Ministry of Tribal Affairs is as follows:

Table No. 6: Funds allocated for setting-up *Ashram* Schools under SCA to TSP[404]

S No.	States	Allocation of Funds (in lakhs)
Financial Year 2017-2018		
1	Jharkhand	1200.00
2	Madhya Pradesh	950.53
3	Maharashtra	5164.00
4	Chhattisgarh	732.50
5	Karnataka	491.85
6	West Bengal	1025.97
Financial Year 2018-2019		
1	Karnataka	636.00
2	Madhya Pradesh	135.54
3	Maharashtra	2931.36
Financial Year 2019-2020		
1	Chhattisgarh	1412.62
2	Karnataka	564.00
3	Maharashtra	2333.96
4	Telangana	349.11
5	West Bengal	1613.25

Thus, considering the above table, Maharashtra and Karnataka has been found consistent in forwarding new projects for setting up of *Ashram* schools in all the

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[403] https://tribal.nic.in/STCMonitoring.aspx
[404] Reply by Union Minister of State for Tribal Affairs. Smt. Renuka Singh Saruta to a question asked in Lok Sabha. Ministry of Tribal Affair," *Ashram* Schools in Tribal Sub-Plan Areas",(November 28, 2019) a*vailable at https://pib.gov.in/PressReleasePage.aspx?PRID=1594018* (Last accessed on June 11, 2022).

three financial Madhya Pradesh, West Bengal and Chhattisgarh have forwarded two times in three financial years

5.8 Grants under Article 275(1) of the Constitution of India and PVTG Schemes: The grants under these schemes are allocated based upon the scheduled tribe population and geographical area of the state. In order to receive grants under the schemes the state is required to submit proposals approved by the State Level Executive Committee. The funds are released after examining the unutilized grant from the previous year and the physical reports submitted on Adigram Grant Management System.

5.9 Analysis

Thus, it can be inferred that until 2017, funds for 'Establishment of *Ashram* schools' were allocated under a distinct head. After the subsuming of TSP to SCA to TSP, funds were granted under the head 'SCA to TSP' which not only dealt with 'Establishment of *Ashram* Schools' but with other sectors, leading to a smaller amount being utilised towards establishment of *Ashram* schools. Presently, the scope of SCA to TSS has been widened and more tribal development programmes and schemes are introduced. Thus, leading to a much smaller amount being utilised for establishment and maintenance of *Ashram* Schools. The schemes like Adarsh Gram Yojna are taking more attention than old scheme of *Ashram* School. The interpretation of this development can be twofold: 1) Multiple schemes are in the effect to develop tribal areas and population (2) Due to multiplicity of new schemes, old schemes like *Ashram* Schools are not getting attention.

In next three chapters, we will analyse the position of *Ashram* Schools established under TSP in the districts located at the interstate boundaries of Maharashtra, Madhya Pradesh and Chhattisgarh.

CHAPTER 6

WORKING OF *ASHRAM* SCHOOLS IN MAHARASHTRA WITH SPECIAL REFERENCE TO TRIBAL AREAS LOCATED ON INTER-STATE BORDERS OF MADHYA PRADESH AND CHHATTISGARH

Background

In the earlier chapter, we have seen in brief the position of tribals and *Ashram* schools particularly in Central India. We have also seen the various stakeholders involved in the *Ashram* School, they are students, teachers, principal, *Ashram* warden/supervisor, and administrative authority.

In the present chapter, analysis and interpretation of data collected in an empirical study conducted in the *Ashram* Schools in Maharashtra located on inter-state borders of Madhya Pradesh and Chhattisgarh is given. The chapter is divided into two parts: Part A is to give the position of *Ashram* Schools and related policies implemented in Maharashtra. It will also give a brief introduction of districts-taluka- villages wherein the *Ashram* school were visited to collect primary data. Part B is devoted to the analysis and interpretation of data collected by visiting the 14 *Ashram* Schools and its *Ashram* of those villages- talukas of districts which are located at the intersecting borders with Madya Pradesh and Chhattisgarh.

The chapter begins with the demographic profile and also about scheduled tribes of the state of Maharashtra.

PART A

6.1 Demographic Profile and Scheduled Tribes in Maharashtra

The state of Maharashtra occupies the western part of the country and is spread across a 307,713 km^2 area. It is the third largest state in India constituting 9.36% of the country's surface area. With a population of 11.24 crore, it stands second after Uttar Pradesh. The state is conical in shape while extending from west to east. Maharashtra is surrounded by six states and two Union Territories. The states of

Karnataka and Goa lie in the South, Telangana in the Southeast, Chhattisgarh in the east, Gujarat and Madhya Pradesh in the north and Dadar and Nagar Haveli and Daman and Diu in the northwest.

Figure No. 1: Maharashtra with Bordering States

It is naturally protected by the Satpura mountain range stretching from Gujarat to Madhya Pradesh in the North, the Sayadari ranges running along the north-western coastline and the Bhamragd-Chiroli-Gaikhuri ranges to the east. Mumbai, the most populous Indian city is its summer capital while Nagpur is recognized as the state's winter capital.

6.1.1 Districts and Divisions in Maharashtra

Figure No. 2: Administrative Regions of Maharashtra
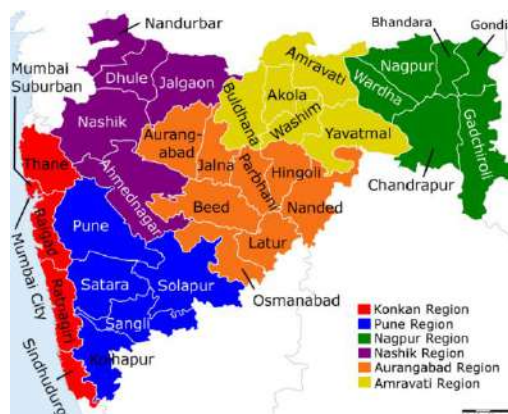
The state comprises 36 districts spread across 6 divisions. The distribution of districts in divisions is as follows:[405]

1. The Kokan Division- It includes Thane, Raigad, Mumbai Suburban, Mumbai City, Sindhugurg and Ratnagiri districts.

2. Pune Division- The districts of Pune, Satara, Solapur, Sangli and Kolhapur falls under Pune Division.

3. The north-western Nashik division: It comprises Dhule, Jalgaon, Nashik and Ahmednagar.

4. The north-eastern Nagpur region: It includes Gadchiroli, Nagpur, Gondia, Bhandara, Wardha and Chandrapur.

5. The Amravati division: It comprises Amravati, Akola, Washim, Buldhana and Yavatmal.

6. Aurangabad division: The includes districts of Aurangabad, Beed, Latur, Nanded, Hingoli, Jalna, Osmanabad and Parbhani.[406]

6.1.2 Forest Cover Area of Maharashtra

An area of 50,798 sq. km accounting for 16.51% of the State's total geographical area is covered by forests.[407] It ranks fifth in terms of forest coverage area. The districts of Gadchiroli, Gondia and Chandrapur have dense forest coverage. The north-western and northern regions of Amravati and Nagpur are covered with dense forests respectively. Various types of tribes are living in or near forest cities.

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[405] The divisions are given as per the Political Map of Maharashtra.
[406] Government of Maharashtra, "Districts" available at
https://www.maharashtra.gov.in/1128/Districts (Last accessed on August 2, 2022).
[407]Forest Survey of India, "Forest Survey of India-2021", available at https://fsi.nic.in/isfr-2021/chapter-2.pdf

Figure No. 3: Forest Regions of Maharashtra

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As per census 2011, with a scheduled tribe population of 1.05 crores, Maharashtra ranks second after Madhya Pradesh in India. The Country's and State's tribal population is as follows[408]:

Table No. 1: Scheduled Tribe population to total population

Country/State	Scheduled Tribe population to total population(%)	
	Census 2001	**Census 2011**
India	8.20%	10.5%
Maharashtra	8.85%	9.35%

An analysis of the ST population in Maharashtra shows an increase in the state's ST population from 1971 to 1981. Thereafter, even though there has been an increase in the state's scheduled tribe population in the last four decades. A dip in the proportion of the State's ST population to the State's total population in 2001 reveals a disproportionate population increase of the other sections of society.

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[408] Government of India, "Census 2011", (2011)

Figure No. 4: Maharashtra Scheduled Tribe Population
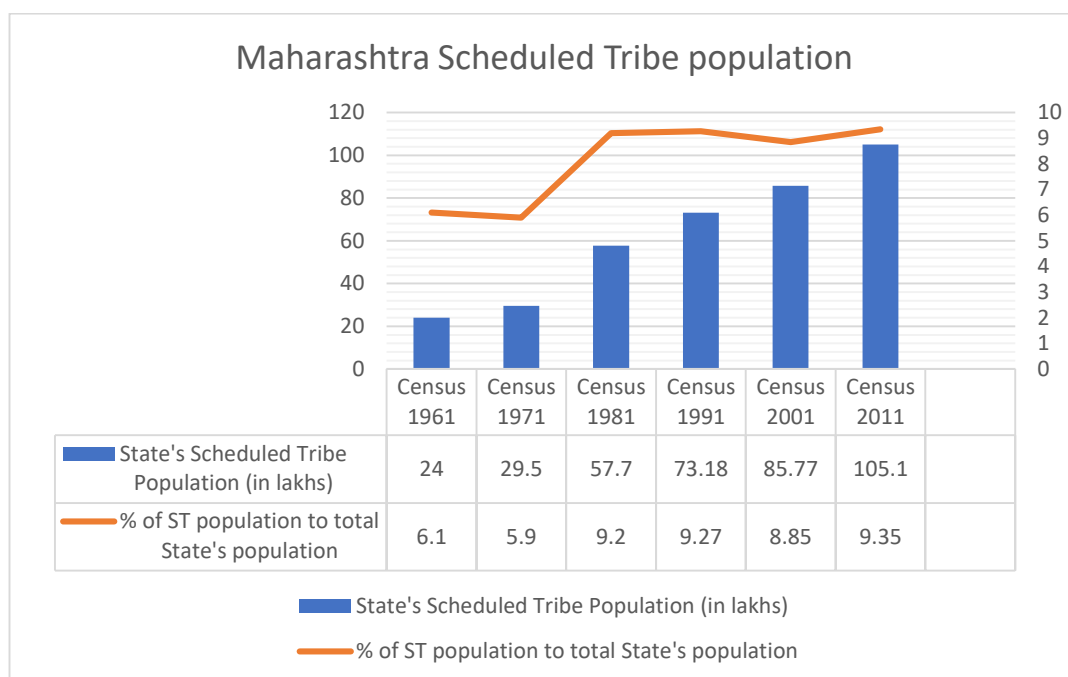
Maharashtra Scheduled Tribe population

	Census 1961	Census 1971	Census 1981	Census 1991	Census 2001	Census 2011
State's Scheduled Tribe Population (in lakhs)	24	29.5	57.7	73.18	85.77	105.1
% of ST population to total State's population	6.1	5.9	9.2	9.27	8.85	9.35

State's Scheduled Tribe Population (in lakhs)

% of ST population to total State's population

As per Census 2011, the Scheduled Tribes being the most deprived and backward sections are found inhabiting the underdeveloped north-western districts of Nandurbhar, Dhule, Nashik, Jalgaon, Palgar and Thane and north-eastern regions of Gadchiroli, Chandrapur, Yavatmal, Gondia, Bhandara, Nagpur and Amravati.

6.1.4 Tribal Communities in Maharashtra

The state recognizes 46 tribal communities and 3 Primitive Tribal Groups (PVTG) communities spread across Maharashtra. They are engaged in occupations such as agriculture, cattle rearing, wood cutting and collecting and selling minor forest produce. Out of 47, a total of 11 tribes are having a population of more than one lakh. The Bhils ranks first followed by Gonds and Kolis. They along with Mahadeo, Pawras, Thankurs, Korku, Pradhans and Warlis constitute the main tribes while the Kolams in Yavatmal, the Katkari in Raigad, Thane and Palghar and Madia Gonds in Gadchiroli districts are recognised as PVTG.[409] The tribal inhabitations in the eastern districts of Gadchiroli, Gondia and Bhandara include mainly Gond, Arakh, Halba, Halbi and Rajgond tribes.

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[409] Government of Maharashtra, "Annual Tribal Component Scheme 2018-19", 1 (Tribal Development Department, 2019).

6.1.5 Literacy Rate of Scheduled Tribes of Maharashtra (Census 2011)

Table No. 2: Literacy Rate of Scheduled Tribes of Maharashtra

	ST Population to total population	Literacy Rate	ST Literacy Rate	Gap(%)
India	8.6%	73%	59%	14
Maharashtra	9%	82.34%	65.73%	16.6

The literacy rate of any state is proportionate to its development rate. As per the census 2011, a difference of 16.6% prevailed between the state literacy rate and the literacy rate of its scheduled tribes. The scheduled tribe male literacy rate (74.13%), lagged behind the state literacy rate with a difference of 14.1%. The difference between the total female literacy rate and scheduled tribe females in Maharashtra was 18.9%. These figures revealed the vast developmental rate difference amongst the different sections of society.

6.2 Administration of Scheduled Tribes in Maharashtra

The Ministry of Tribal Affairs, a central authority was established in 1999 post division of the Ministry of Social Justice and Empowerment. At the State level, the State Ministry of Tribal Affairs or Tribal Welfare Departments was established. The Central and State level authorities were to work in consonance towards the socio-economic development of the scheduled tribes.

6.2.1 Evolution of the Maharashtra Tribal Development Department

The present Maharashtra Tribal Development Department has evolved through various stages and steps. The evolution is as follows[410]:

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[410] K. Sujatha, "Education in *Ashram* School: A case of Andhra Pradesh", National Institute of Educational Planning and Administration 3-4 (1990).

Figure No. 5: Evolution of Maharashtra Tribal Development Department

1972	1976
•Directorate of Tribal Development was established under the Ministry of Social Welfare for upliftment of the scheduled tribes.	•Tribal Development Comissionerate was established

1983-84	1992
•Tribal Development Department was established. It has been functioning independently since 1984	•The Tribal Development Department was merged with The Tribal development Commissionerate to strengthen the Tribal Development Department

•There after four Additional Tribal Development controlling 29 Intergrated Tribal Development projects were established.

6.2.2 The Administrative Structure of the Tribal Development Department

The administrative structure of the Tribal Development Department formed in 1992. The Department is headed by the Minister of the State, Tribal Welfare Department followed by the Secretary, Tribal Welfare Department. For effective implementation of the welfare schemes, The Commissionerate Tribal Development is established at Nashik and headed by the Commissioner, of the Tribal Welfare Department. Four Additional Tribal Commissionorates are established in Nagpur, Thane, Amravati and Nashik divisions headed by the Assistant Commissioner, Tribal Development Department. The districts included under these divisions are based on the ST concentration rather than their positioning in the State's political map.

Figure No. 6: Administrative Structure of the Tribal Development Department
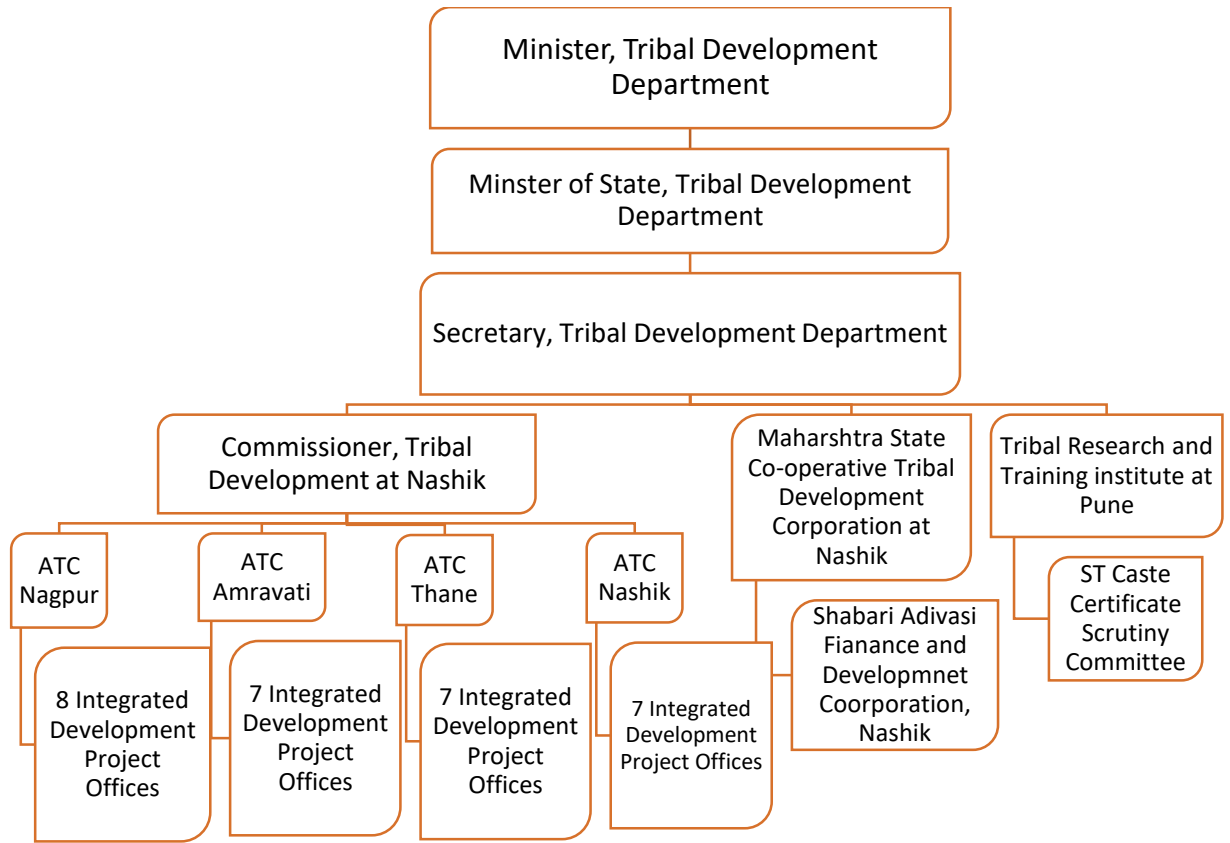
Source: Tribal Development Department, Government of Maharashtra[411]

The Assistant Commissioner investigates the offices of the Integrated Tribal Development Project Officers under their jurisdiction. These officers are responsible for the effective implementation and regulation of the scheduled tribe welfare schemes in their assigned areas. They head all the administrative functionaries irrespective of their department, working in the ITDP areas.

The project officers are selected from a cadre of Indian Administrative and Forest Services, Maharashtra Revenue, Forest and Development Services.

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[411] Tribal Development Department, Government of Maharashtra, 'Administration', available at Administration -Tribal Development Department, Maharashtra, India (last accessed on July 23, 2022).

Figure No.7: Details of the Integrated Tribal Development Project Offices

	Number of Project Officers in each district
Thane , Gadchiroli	3
Yavatmal, Nandurbur, Chandrapur, Nashik	2
Mumbai Suburban, Raigarh, Pune, Solapur, Beed, Nanded, Hingoli, Ahmadnagar, Akola, Amravati, Nagpur, Bhandara, Gondiya, Dhule, Aurangabad	1

A total of 11 ITDPs out of the 29 are recognized as the most sensitive development areas.[412] These offices are:

Table No. 3: List of 11 ITDP Most Sensitive Development Areas

District	No. of sensitive ITDP Offices	ITDP Area	Talukas
Gadchiroli	3	Gadchiroli, Bhamrgad, Aheri	Ettapalli, Bhamragad, Aheri,Sironcha,Mulchera, Chamorsh, Kelapur,Dhanora,Kurkheda,Korchi Armori, Vadsa-Desaiganj, Gadchiroli
Thane	2	Jawhar, Dahanu	Vasai, Dahanu, Mokhada, Wada, Talasari, and Jawhar
Nashik	2	Nashik, Kalwan	Surgana, Kalwan, Baglan, Igatpuri, Dindori, Nashik, Peth
Nandurbur	1	Taloda	Shahada ,Akkalkuwa,Taloda, Akrani
Nanded	1	Kinwat	Kinwat
Amravati	1	Dharni	Chikhaldara, Dharni
Yavatmal	1	Pandhavkawda	Ralegaon, Ghatanji, Zari-Jamani

6.2.3 Tribal Sub Plan (TSP) in Maharashtra

The state of Maharashtra occupies an area of 3,07,713 sq. km out of which 50,757 sq. km is recognized as a Tribal Sub Plan area. The TSP area in Maharashtra accounts for 16.5% of the total state area. After the introduction of the TSP in the third five-year plan in 1975-76, the state governments were required to identify areas constituting more than 50% of the Scheduled Tribe population as ITDP areas. The flow of funds towards the development of ITDP took place through TSP. Later, areas with mildly lower than 50% of the scheduled tribe population were

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[412]Tribal Development Department, Government of Maharashtra, 'ITDP-Tribal Sub Plan', available at ITDP-Tribal Development Department, Maharashtra, India (last accessed on July 23, 2022).

recognized as Additional Tribal Sub Plan Development Projects. Certain villages within the ITDP areas with a population of 10,000 and more than 50% of Schedule tribe inhabitants were recognized as MADA and the ones with a total population of 5,000 and more than 50% of the scheduled tribe were included under Mini MADA's. [413]

The TSP in Maharashtra spreads across its 13 districts including Ahmednagar, Amravati, Chandrapur, Dhule, Gadchiroli, Jalgaon, Nandurbar, Nasik, Nanded, Palghar, Pune, Thane and Yavatmal. As per the census 2011, out of the total state tribal population of 105.10 lakh, 54.81 lakh Tribal population inhabit the tribal sub-plan area while the remaining 50.29 lakhs (52.45%) of the scheduled tribe reside in Outside tribal sub-plan area. Thus, the Government of Maharashtra for the overall development of tribes, implements infrastructural and individual schemes in Tribal sub plan and Outside Tribal Sub Plan areas(OTSP).[414] The infrastructural schemes are beneficial to all irrespective of his/her tribal status inhabiting the tribal sub-plan area. The individual schemes only benefit the tribals irrespective of their place of residence within the state.

Until 1992, the state department of Planning forwarded plan outlays for tribal development to various administrative departments functioning in the ITDP areas. These departments then, formulated outlays and even finalized schemes, developmental activities and programmes for TSP implementation at their discretion. The Tribal Development Department established in 1983, was not consulted. Due to the prevalent autonomy of the administrative departments, the tribals were ignored. To overcome this, the Planning department set up a Committee in 1991 under the chairmanship of Shri D.M. Sukthankar. The committee recommended that:

1. A definite amount of TSP Fund should be allocated by the planning department to the Tribal Development Department;

2. The Tribal Department would be the nodal office for finalizing the Tribal Sub Plan within the funds allocated;

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[413] Tribal Development Department, Government of Maharashtra, 'Tribal Sub-Plan', available at Area Population-Tribal Development Department, Maharashtra, India (last accessed on July 23, 2022).
[414] OTSP are areas which are not included in Tribal sub plan areas but there are scheduled tribe inhabitants in low numbers.

3. The schemes, programmes and developmental activities under TSP, shall be tribal development and welfare oriented;

4. Voluntary Organizations shall be included in the development process; and

5. A ratio of 75:25 for Tribal Sub plan area: Outside Tribal Sub plan area is to be followed while formulating the tribal development plan outlays.[415]

Several developmental schemes such as the establishment of *Ashram* schools, backward class hostels, scheduled tribe *Ashram*, the establishment of KGBV, supply of electricity and clean water, provisions for medical facilities etc. are implemented through TSP.

6.2.4 Implementation of Tribal Sub Plan

The Tribal Sub Plan is implemented by dividing districts of Maharashtra into four divisions: Nagpur Division, Amravati Division, Nashik Division, and Thane Division. These divisions have Assistant Tribal Commissionerate (ATC) office with Additional and Deputy Commissioners each. The Additional Tribal Commissioner is the controlling officer of the Integrated Tribal Development Projects in his division. A project officer is assigned to each project.

6.3 Administrative Structure to Impart Education to the Tribal Population

Figure No. 8: Administrative Structure to Impart Education to the Tribal Population
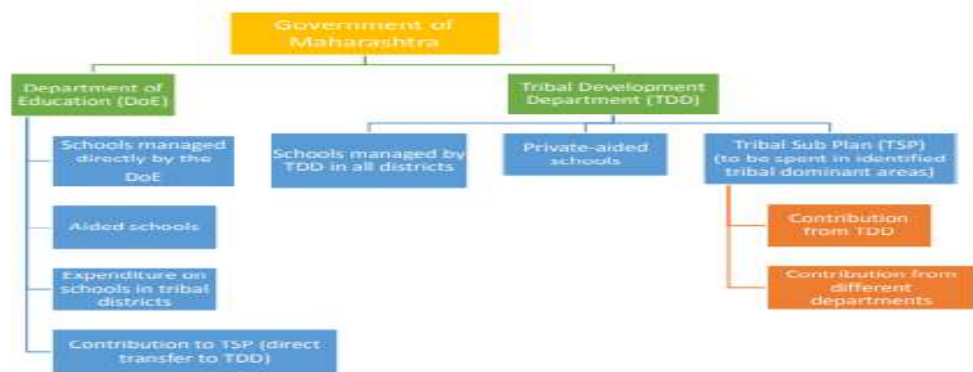
The imparting of tribal education is carried out by the joint working of the Tribal Development Department and the State Education Department. Both these

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[415] Tribal Development Department, Government of Maharashtra, 'Tribal Sub-Plan', available at Area Population-Tribal Development Department, Maharashtra, India (last accessed on July 23, 2022).

departments run their schools and contribute towards the tribal sub-plan. The Tribal Development Department is the nodal office for controlling the efficient working of *Ashram* schools in tribal sub-plan and outside tribal sub-plan areas with the help of funds remitted from different departments.

6.3. 1 *Ashram* Schools in Maharashtra

The concept of *Ashram* schooling is based upon the ancient Indian education system popularly termed as Gurukuls as discussed in earlier chapters. The coherent system of imparting education in a conducive environment has proved to be beneficial. These schools offer free residential cum educational facilities. They impart primary and secondary education in remote, inaccessible areas inhabited by scheduled tribes.

At present, two different kinds of *Ashram* schools are running in the State of Maharashtra:

- Government *Ashram* schools and

- Government-aided *Ashram* schools

The underlying difference between these schools is the role played by the state government. The government *Ashram* schools function under the mandate of the state government while the government-aided schools are run by private or charitable trust. The government is responsible for supplying all the basic amenities for the students enrolled in government *Ashram* schools. Whereas in government-aided schools, the responsibility lies on the private institution or charitable trust to incur the additional expenses other than the grant in aid remitted to it by the government. [416]

Ashram Schools are established in hilly areas constituting 5000 to 7000 tribal residents and one in remote areas constituting 2000 to 3000 tribal inhabitants.[417]

6.3.2 State Departments Responsible for Establishment and Maintenance of *Ashram* Schools in Maharashtra

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[416] Tribal Development Department, Government of Maharashtra, '*Ashram*hala Schools', available at *Ashram* Schools-Tribal Development Department, Maharashtra, India (last accessed on July 23, 2022).
[417] Tribal Development Department, Government of Maharashtra, '*Ashram*hala Schools', available at *Ashram* Schools-Tribal Development Department, Maharashtra, India (last accessed on July 23, 2022)

The government of Maharashtra under the area development scheme introduced *Ashram* schools for the socio-economic development of the scheduled tribes.[418] The establishment and maintenance of these schools in Maharashtra It has undergone the following changes:

Figure No. 9: Establishment and Maintenance of *Ashram* Schools in Maharashtra

1960	1972	1975	1980	Presently
The State Education Department established Ashram Schools	The Social Welfare Department recognised Tribal Developmnet Corporation as a Voluntray agency to run Ashram schools	The Social Welfare Department took over the Ashram schools run by State Department of Education	The Tribal Developmnet Corpporation has transferred its Ashram schools to Traibal Welfare Department	Ashram Schools are run by Tribal Welfare Deaprtment and Voluntray Organisations

Along with the Tribal Welfare Department and Voluntary Organizations, the following are the individual responsibilities of some of the state departments:

1. Integrated Tribal Development Project Office

These schools are run and maintained by the school section under the Integrated Tribal Development Project (ITDP). The officer of the concerned ITDP area inspects the government and government-aided *Ashram* schools.

2. Tribal Research and Training Institute, Pune

It is the nodal agency for conducting regular research on the tribal situation in the state. It checks the authenticity of scheduled tribe certificates. It is responsible for providing in-house training to *Ashram* school teachers.

3. State Education Department

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[418] Bipin K. Jojo, "Government *Ashram* Schools", 72(4) IJSW 605-616 (October, 2011).

It is responsible for recognizing and registering new *Ashram* schools. The department plans and finalizes the syllabus to be followed in the schools. It decides the academic schedule of the school. The Department of Education, Maharashtra have the responsibility of imparting training to the teachers of *Ashram* schools at block and cluster level is.
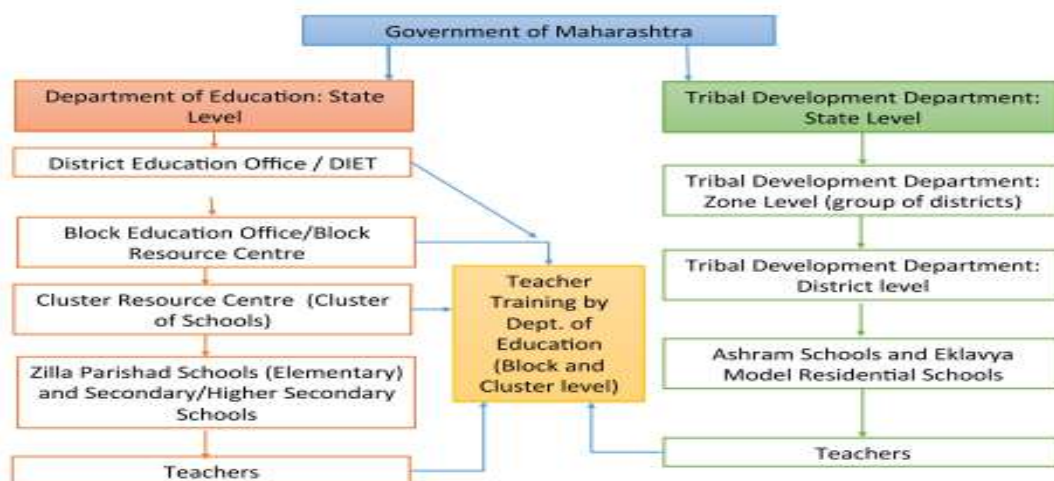
Figure No. 10: Department of Education, Maharashtra

1. **Public Health Department**

The department organizes regular health check-up camps in the *Ashram* schools. They diagnose, treat and follow up health problems prevalent amongst *Ashram* school students.

2. **Department of Tribal Welfare**

The department is responsible for providing financial assistance for recurring and non-recurring expenditures incurred by the school. It controls the administrative and financial aspects of the school.

6.3.3 *Ashram* School *Samhita* (*Ashram* School Code): An Overview

The *Ashram* schools established in Maharashtra are governed by the *Ashram* School Samhita, 2005. It is state legislation laying down rules for the efficient functioning of these *Ashram* schools.

The main objectives for establishing an *Ashram* school as envisaged under the Samhita are:

   1. To provide formal and general education to tribal children;

2. To support and encourage engagement in cultural activities through the use of tribal traditions;

3. To encourage higher retention and enrolment in *Ashram* schools;

4. To bring up the children in an environment suitable for their overall development;

5. To enhance interaction between teacher and student; and

6. To teach socially useful crafts along with formal education.[419]

The features of *Ashram* School *Samhita* 2005[420] are:

1. **Enrolment of Students:** The scheduled tribe children residing within a 1 km radius shall be enrolled in nearby government or private run *Ashram* schools. In case of vacancy, a child from another village can be enrolled after obtaining the necessary permissions from the concerned project officer. Every *Ashram* school is permitted to enrol 50 students in each section of a class. Out of the 50, 40 shall be hostellers while the remaining 10 are day scholars. The proportion of boys and girls in a classroom shall be equal. 3% of the total seats in a class shall be reserved for physically challenged children. Scheduled tribe children belonging to families below the poverty line shall be preferred.

2. **Head Masters and Superintendents**: Separate headmasters for the primary section (classes I to VII) and secondary section (classes VIII to X) shall be appointed. Each school shall have a Superintendent to overlook the running and maintenance of *Ashram* schools.

3. **Teaching Staff:** A teacher plays a pivotal role in a student's life. They are the pillars for the overall development of the child individually and the society at large. The Samhita specifies the following Teacher Student ratio:

   - **Primary section**: A ratio of 1:50 is to be followed. Thus, seven teachers for classes I to VII are to be appointed.

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[419] Tata Institute of Social Sciences, "Health and Nutritional Needs",22 (Maharashtra, 2019) available at Health and Nutritional Needs of *Ashram* Schools (tiss.edu) (last accessed on July 29, 2022)

[420]Government of Maharashtra, '*Ashram*hala Samhita', (Tribal Development Department, 2015) available at https://tribal.maharashtra.gov.in/1027/*Ashram*hala-Sanhita?Doctype=0c3a7f52-a116-4c51-a517-54b7197c4b81 (last accessed on July 23, 2022)

- **Secondary Section**: A ratio of 2:50 is to be followed. Thus, 4 teachers shall be appointed for classes VIII to X.

- **Higher Secondary Section**: 4 teachers in arts and 3 in science are to be appointed irrespective of the class strength.

4. **Non-Teaching Staff:** For the efficient functioning and maintenance of the *Ashram* school, an adequate appointment of eligible and qualified staff is a necessity. They form an integral part of any organization. The Samhita clearly distinguishes between the requirements of a government-run and a privately run *Ashram* school. As per the Samhita, the following requisite number of staff shall be appointed:

- A female warden, librarian and lab helper is a must in a government-run school while it is not a mandatory requirement in a private school. A male and a female warden shall be appointed for schools imparting education till secondary level while a female for primary schools.

- A total of 8 cooks for primary (4), secondary (2) and higher schools (1) are to be appointed in government schools in comparison to 6 (4 for primary and 2 for secondary) in private schools;

- A total of 8 Kamathis (domestic helpers) are to be appointed in government schools against 2 in private schools

- One sweeper is to be appointed in *Ashram* schools catering primary to and secondary classes

5. **Provision for Providing Basic Amenities:** As per the Samhita, the *Ashram* schools are required to provide free basic amenities such as bedding, uniforms, study material, food, toiletries, night dress and utensils.

6. **Maintenance of Hygiene and Health:** Health and Hygiene of *Ashram* school students is the primary concern of the school functioning department. The Samhita lays down the following responsibilities of the school in terms of health and hygiene are:

- Medical checkup of the student at the time of enrolment and leaving the *Ashram* school is to be conducted;

- An annual mandatory physical and medical checkup of all *Ashram* school students is to be performed;

- The mobile health units[421] shall organize a health checkup camp once a month in every *Ashram* school. The investigation findings shall be shared with the child's parents within 15 days. In cases of illness, the child shall be provided with the appropriate diagnostic support under the concerned medical officer during monthly *Ashram* school visits till the illness is not cured; and

- Maintenance of medical records of its students.

7. **Balanced and Nutritional Meals:** A healthy mind and a healthy body are prerequisites for the overall development of the child. The Samhita requires the school to provide well-balanced and nutritional meals to its students. It requires the children to be provided with breakfast, lunch, evening snacks and dinner. Breakfast is to be served between 8 am to 9 am, and lunch and evening snacks are between 12-1 pm and 2-3 pm respectively. The government is required to provide 400 gms of wheat flour /jawar/ Jowar flour or bhajra/bajra flour; 100 gms of rice; 50 gms of poha or upma, 75 gms each of pulses, roots and vegetables, 125 gms of green leafy vegetable, 200 ml milk, 35 gms oil, 20 gms mixed masala, 10 gms peanuts, 15 gms of salt and sugar the per child per day to the *Ashram* schools. Eggs and fruits are to be provided daily, sweets and special meals are served on special occasions while non-vegetarian meals are to be offered twice a month.

8. **Provision for Generator:** Each school is required to have a generator.

9. **Appointment of a sports teacher**: A sports teacher is not a requirement under the provisions of the Samhita, 2005

10. **Establishment of a sick room:** Each *Ashram* school is required to have a sick room with basic facilities such as a bed, mattress, fan, light and toilet. The room shall be occupied by a sick student for isolating him/her in case of a communicable disease.

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[421] The *Ashram* school medical team includes of a male or female medical officer, a nurse and a pharmacist. A driver along with a vehicle are allotted to them. They are required to inspect the blocks given to them. After conducting medical checkups of the *Ashram* school and *Ashram* students, they are to report to the medical superintendent at the concerned Sub-District Hospital (SDH) and to the concerned Project Officer.

11. **Medical Assistance:** Every *Ashram* school is required to have a first aid box for minor ailments. In case of complications, the school shall approach the following:

Figure No. 11: Medical Assistance in *Ashram* School

| Nearest Primary Health Centre/Sub-centre for treatment of minor or major ailments | Nearest sub district hospital for treatment of minor and major infections | Nearest distrcit hosptial/Civil hospital/Medical college for treatment of major infections. |
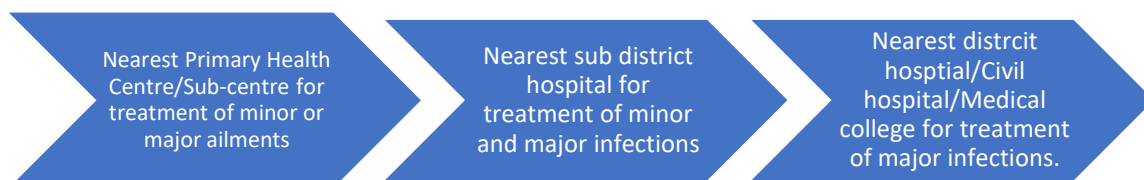
6.3.4 Number of *Ashram* Schools in Maharashtra

As per the Economic Survey of Maharashtra 2020-2021, 497 government *Ashram* schools are functioning. In addition to this, 556 government-aided *Ashram* schools are present in the State. The schools provide meals, residential facilities, educational materials, bathing and washing essentials and other facilities for free to the scheduled tribe students enrolled in *Ashram* schools.

Table No. 4: Information on the Number of Beneficiaries and Expenditure on *Ashram* Schools

Particulars	2019-2020	2020-2021	2021-2022*
Govt. Ashram Schools			
The school (no.)	500	500	497
Beneficiary (no.)	1,83,546	1,91,713	1,90,608
Expenditure Incurred (in Crores)	1,199.35	806.54	631.02
Aided Ashram Schools			
The school (no.)	556	556	556
Beneficiary (no.)	2,33,485	2,41,468	2,42,916
Expenditure incurred (in Crores)	1,088.98	1,097.90	826.11

Source: Economic Survey of Maharashtra 2021-22[422]

As per the above table, the total number of government *Ashram* schools decreased from 500 to 497 in 2021-2022. The number of beneficiaries had increased in 2020-2021 to 1,91,713 from 1,83,546 in 2019-2020. A downfall in the number of beneficiaries is observed in 2021-2022. A possible reason for t variation could be the closure of 3 schools within one financial year i.e. between 2020-21 to 2021-22. The expenditure incurred has seen a decreasing trend over the three financial years.

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[422] Government of Maharashtra, "Economic Survey of Maharashtra 2021-22", 250 (2022), available at https://mahades.maharashtra.gov.in/ESM1920/chapter/English/esm2122_e.pdf (Last viewed on August 30, 2022).

In cases of government-aided schools, the number of schools has been constant. There has been an increase in the enrolment of students each year but the expenditure incurred hasn't increased proportionately.

6.3.5 Working of *Ashram* Schools in Maharashtra: Steps to ensure the implementation The Maharashtra Government has been working towards improving the efficiency of *Ashram* schools as follows

1. **Direct Bank Transfer**

Direct Bank Transfer (DBT)[423] was introduced to overcome the problem of low quality and inappropriate supply of necessities to *Ashram* schools by recognized government vendors. Under DBT, the government directly transfers a certain amount to the beneficiary's account to remove all intermediaries. The underlying objective behind the introduction of DBT was to ascertain that the benefits shall directly reach the beneficiary. In cases of *Ashram* schools, an amount of Rs. 4400 in two instalments is credited to the student-parent joint bank account. The money is to be utilized by the student to purchase bathing soaps (10), washing soaps (30), 200 gm coconut oil bottle (10), 100gms toothpaste tubes (10), toothbrushes (4), combs (2), nail cutters (2), ribbons for girls (8), a night dress, woollen sweater (1), a slipper and a white canvas shoes, towel (1), socks (2 pairs) and umbrella (1). The things are to be utilized over 10 months.[424]

2. **Setting up a rigorous teacher training programme**

Considering the critical nature of the scheduled tribe children and the importance of quality education for their overall development, the Government has strategized a rigorous teacher training programme for 23 days. The training shall take place once in three years. During this, the teachers will be trained regarding new subjects, appropriate teaching methods and the use of modern teaching tools.[425]

3. **Monitoring and evaluating *Ashram* school learning outcomes**

For effective learning outcomes, the government has decided to form a group of five *Ashram* schools in an area. It would recognize one of these *Ashram* schools as

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[423] Discussed in detail in Chapter 4.
[424] Tata Institute of Social Sciences, "Health and Nutritional Needs",56 (Maharashtra, 2019) available at Health and Nutritional Needs of *Ashram* Schools (tiss.edu) (last accessed on July 29, 2022).
[425] Government of Maharashtra, "Annual Tribal Component Scheme 2017-18", 9-10 (Tribal Development Department, 2018).

a central *Ashram* school. A trained graduate teacher will be appointed to inspect, evaluate and assess the curriculum taught and the learning outcomes achieved in the recognized group of five *Ashram* schools.[426]

4. Preparation of study material in tribal dialect

The state government scheme provides for introducing study material in tribal dialect for classes 1 to III standard. The aim behind this is to provide quality education to scheduled tribe students.[427]

5. Setting up of *Ashram* School Complex

A Balwadi[428], an Agricultural Demonstration Farm[429], an Animal Husbandry Unit[430], a health unit and a vocational education centre[431] are to be developed along with an *Ashram* school known as the *Ashram* School complex. These *Ashram* school complexes are established to achieve the overall development of the child as they provide education along with skill training.[432]

6. Establishing English Medium Schools for Tribal Students

The Government of Maharashtra for smoother assimilation of tribal children to mainstream had launched a scheme providing residential cum English medium education to tribal students in 2011. The government incurs an expenditure of a maximum of Rs. 70,000 per tribal child enrolled in these schools.[433]

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[426] Government of Maharashtra, "Annual Tribal Component Scheme 2017-18", 9-10 (Tribal Development Department, 2018).

[427] Government of Maharashtra, "Annual Tribal Component Scheme 2018-19", 25 (Tribal Development Department, 2019).

[428] They are established to impart pre-primary education to tribal children. The strength of these are 30-40 students.

[429] The *Ashram* school children are taught farming and made to grow crops in suitable conditions on a land measuring around 20 hectares. The produce is then supplied to the *Ashram* school students for consumption and the rest is sold in the open market. It is a technique of demonstrating the actualities involved in growing and selling crops. All modern techniques are used. Use of pesticides, insecticides and manure is taught free of cost to the scheduled tribes.

[430] The *Ashram* school students are taught the technique of milking cows or buffaloes and maintaining dairy units. 10 cows or buffaloes are provided in these units. The milk obtained is supplied to *Ashram* school students.

[431] Centres for imparting training in carpentry, wood work, tailoring and bamboo work for 30 students were established in *Ashram* school complexes.

[432] K. Sujatha, "Education in *Ashram* School: A case of Andhra Pradesh", National Institute of Educational Planning and Administration 3-4 (1990).

[433] Government of Maharashtra, "Economic Survey of Maharashtra 2021-22", 250 (2022), available at https://mahades.maharashtra.gov.in/ESM1920/chapter/English/esm2122_e.pdf (Last viewed on August 30, 2022).

Table No. 5: Information on Education of Scheduled Tribes in English Medium Schools			
Information on Education of scheduled tribes in English Medium Schools			
Particulars	**2019-2020**	**2020-2021**	**2021-2022**
Beneficiary(no.)	53,627	53,626	56,602
Expenditure (incurred in Crores)	241.41	85.32	76.14

As per the above information, an increasing trend in the number of beneficiaries can be observed from 2019 to 2022 along with a decreasing trend in total expenditure incurred.

7. Imparting Health, Nutrition and Adolescent Training

In 2016, the government of Maharashtra sanctioned the Tribal Commissioner's recommendation to impart training in health, nutrition, hygiene, water, life skills and sanitation to the students and teachers of *Ashram* schools. A total of 6 staff members including one male superintendent, one female superintendent, and two males and two female teachers from each *Ashram* school would be trained. The training would be imparted in three phases of two days each.

8. Setting up Committees within the *Ashram* Schools

For effective implementation of the *Ashram* school scheme, the government in 2016 laid down comprehensive guidelines for constituting various committees. They are as follows[434]:

- **School Management Committee**: the committee has been introduced to keep a regular check on the day-to-day functioning and management of the *Ashram* school. It shall comprise 12 to 16 members out of which 75% shall be elected from the parents of the tribal students enrolled in the school. The Chairman of the committee shall be one of the member parents. 50% of the members shall be women.

  The key functions of the committee are:

  o To spread awareness regarding the rights of children and the duties of all the stakeholders;

  o To ensure that the teachers are not required to do non-academic work;

  o To regularly check the functioning of the school;

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[434] https://tribal.maharashtra.gov.in/1120/*Ashram*-Schools.

o To review and evaluate the learning outcomes achieved by the students;

o To take appropriate steps towards improving the quality of education imparted in the school;

o To curb the problem of low retention and enrolment rate;

o To carry out minor repairs in *Ashram* schools, *Ashram*, rooms, kitchens, dining halls etc; and

o To maintain cleanliness and beautify the school premises.

- *Ashram* **School/room construction cell:** Until 2016, the construction of *Ashram* schools/*Ashram* or an additional room in an *Ashram* school including minor repairs was carried out by the construction department of the Tribal Development Department. With the introduction of the *Ashram* school construction cell, a separate unit has evolved.[435]

- **School /*Ashram* building repair committee** - The committee has been constituted to carry out repairs of the roof, floor and wall of the building, doors and windows, toilets, washing area and bathrooms, kitchen and dining hall. It is even required to do the necessary painting work. [436]

- *Ashram* **school water supply committee** –The committee so constituted is required to perform all works related to water supply in bathrooms and hand wash stations. It has to repair toilet taps, water tank, supply pipes, water motor etc.[437]

- **School/*Ashram* electricity supply committee** – The electrical wiring installed throughout the school building/*Ashram* needs a regular check. The committee members shall ensure the timely repair of electric switchboard, fans, lights and tubes in all rooms of the school/*Ashram*.[438]

- **Food-grain, warehouse and bedding cleaning committee** - The committee is required to ensure timely cleaning of food grains and

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[435] Tribal Development of Maharashtra, "*Ashram* Schools, available at https://tribal.maharashtra.gov.in/1120/*Ashram*-Schools.
[436] *Ibid*.
[437] *Ibid*.
[438] *Ibid*.

groceries supplied to the *Ashram* school. The bedding and warehouses shall be cleaned to maintain hygiene among students. They are required to inspect the school furniture. [439]

- **Area sanitation and rearing committee** - Before the beginning of the school session, the committee shall ensure that all the surroundings of the school premises are fully cleaned. The trenches shall be cut off and there shall be proper sanitation facilities.[440]

9. **Annapurna Yojna:** A central kitchen under the Annapurna Yojna has been established in a few areas of Maharashtra by the joint efforts of the Tribal Development Department, Maharashtra, Tata Trust and Akshaya Patra Foundation in 2015. The expenditure is incurred by the Tribal Department and Tata Trusts. The kitchen aims to provide fresh, hot, nutritious meals to children studying in *Ashram* schools. Currently, the kitchen is catering to:

Table No. 6: Annapurna Project Scheme

Annapurna Project Scheme	Kambalgaon in Palghar district	Mundhegaon in Nasik district	Total
No. of Schools	18	11	29
No. of residential students	5,416	3,045	12,794
No. of day scholar students	3,633	700	4,333
No. of meals prepared per day	60,000	60,000	1,20,000
Per student expenditure	Rs. 1997/- (inclusive of meal, fuel and transport costs)		

Source: Tribal Development Commissionarate, Nashik, Maharashtra[441]

10. **Junior Colleges:** The Government of Maharashtra introduced the concept of Junior Colleges attached to secondary government *Ashram* schools in 2017-2018 to provide higher education. it provides free education and residential facilities along with educational material.[442]

11. **Computer training for students and teachers of *Ashram* schools:** The Government of Maharashtra in 2004, introduced computer training

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[439] *Ibid*.
[440] *Ibid*.
[441] Tribal Development Commissionerate, Nashik, Government of Maharashtra, "Annapurna Yojna", available at Annapurna Yojana- Directorate of Tribal Department, Maharashtra (mahatribal.gov.in).
[442] Tribal Development Commissionerate, Government of Maharashtra, available at District-Tribal Department Directorate, Maharashtra (mahatribal.gov.in).

programmes in government *Ashram* schools. The aim behind the scheme was to impart computer literacy amongst *Ashram* school students and teachers to be able to compete with the mainstreamers at all levels. Students studying in classes V[th] to XIIth are covered under the scheme. The training is imparted for 6 months with a minimum of 20 working days a month.[443]

12. Organizing inter-school sports competitions in *Ashram* schools.[444]

13. Government Schemes for education attainment for Scheduled Tribe Students

The Maharashtra government along with its Education and Scheduled Tribe departments has been introducing schemes for qualitative and quantitative educational attainment of Scheduled Tribe students. The schemes are as follows:

1. **Education in Tribal Dialect**: The State Council Educational Research and Training Institute launched the Tribal Dialect Programme in 1975. Under the programme, the education in classes I and II could be imparted in tribal dialect while in classes III and IV in the Marathi language. The following are the underlying objectives:

    - To make all possible efforts to increase the retention rate amongst students studying in tribal belts;

    - To attain higher education levels;

    - To help in the smooth transition process from tribal dialect to Marathi language; and

    - To train teachers, teaching in tribal areas.[445]

2. **Scheme for Providing Education to Scheduled Tribe Population from Famous Local English Medium Schools in Maharashtra:** The scheme was introduced in 2015-16 as an initiative by the Ministry of Tribal Affairs, Government of Maharashtra to educate the deprived scheduled tribe students in famous English medium schools. The expenses will be borne by

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[443] Government of Maharashtra, "Economic Survey of Maharashtra 2021-22", 65 (2022), available at https://mahades.maharashtra.gov.in/ESM1920/chapter/English/esm2122_e.pdf (Last viewed on August 30, 2022

[444] Tribal Development Commissionerate, Government of Maharashtra, available at District-Tribal Department Directorate, Maharashtra (mahatribal.gov.in)

[445] State Council Educational Research and Training, Maharashtra, available at https://www.maa.ac.in/index.php?tcf=tribal_dailect_language_section (Last accessed on 16 September 2011).

the Government. The eligibility criteria to avail of the scheme are as follows:

- To be a permanent resident of the State of Maharashtra;

- To belong to Scheduled Tribe Community;

- To have attained a minimum age of 5 years;

- The total annual family income shall be less than one lac rupees.[446]

3. Tuition Classes to Enhance the Quality of Tribal Students[447]

4. To provide training to Scheduled Tribes students to compete in All India level Examinations conducted by the Union Public Service Commission and the Maharashtrian State Public Service Commission.[448]

5. Providing training to tribal students in military schools located in Maharashtra.[449]

6. Payment of Tuition and examination fees of tribal students

7. Golden Jubilee Tribal Pre-Secondary Scholarship Scheme

8. Vocational Education Maintenance Allowance to ST students: It is an initiative by the Tribal Development Department, Government of Maharashtra, to financially aid the Scheduled tribe students enrolled in vocational courses in the State. To benefit from the schemes, the student's annual family income shall be less than 2.5 lacs rupees and shall have passed previous examinations.[450]

6.3.6 Fund Allocation under SCA to TSS for Quantity and Qualitative Improvement of *Ashram* School

The Ministry of Tribal Affairs allocates funds to the concerned state government. The funds are disbursed under the head Special Central Assistance to Tribal Sub Scheme for the development of tribal areas. The state government is required to

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[446] Tribal Development Commissionerate, Government of Maharashtra available at State Government-Directorate of Tribal Department, Maharashtra (mahatribal.gov.in).
[447] Tribal Development Commissionerate, Government of Maharashtra available at State Government-Directorate of Tribal Department, Maharashtra (mahatribal.gov.in).
[448] Tribal Development Commissionerate, Government of Maharashtra available at State Government-Directorate of Tribal Department, Maharashtra (mahatribal.gov.in).
[449] Tribal Development Commissionerate, Government of Maharashtra available at State Government-Directorate of Tribal Department, Maharashtra (mahatribal.gov.in).
[450]Tribal Development Department, Government of Maharashtra.

send project reports to the Ministry of Tribal Affairs for appraisal and allotment of funds for a particular purpose. The following table highlights the allocation of funds towards the construction and qualitative improvement of *Ashram* schools in Maharashtra in the preceding five years.

Table No. 7: Fund Allocation under SCA to TSS for Quantitative and Qualitative Improvement of *Ashram* School

Year	Purpose	Location	Amount (in lakhs)
2017-2018[451]	**Basic infrastructure in Govt. *Ashram* Schools** Inverter Support, Clean drinking water, digital classrooms, CCTV, internal road, Open Gym, walled compound, tube well, Sanitary complex, waste management, overhead tank and music and cultural hall Total Units: 18 *Ashram* Schools No. of students: 2149 Cost per unit: 71.15 lakhs Total Cost: 925.00 lakhs	ATC Nagpur 8 ITDP	662.50
	Basic infrastructure in Govt. *Ashram* Schools Inverter Support, Clean drinking water, digital class rooms, CCTV, internal road, Open Gym, walled compound, tube well, Sanitary complex, waste management, overhead tank, music and cultural hall, sports facility, coloring of *Ashram* schools, replacement of electrical wiring. Total Units: 17 *Ashram* Schools No. of students: 7734 Cost per unit: 50 lakhs Total Cost: 850.00 lakhs	ATC Amravati, 7 ITDP	650.00
	Setting up of libraries in 100 *Ashram* schools Total Units: 100 *Ashram* Schools No. of students: 35000 Cost per unit: 3 lakhs Total Cost: 300.00 lakhs	ATC Thane and Nashik	300.00
	Setting up of Vigyan Shalas in 100 *Ashram* schools Total Units: 100 *Ashram* Schools No. of students: 35000 Cost per unit:0.96 lakhs Total Cost: 100.00 lakhs		100.00
	Impact Assessment for DBT in *Ashram* Schools/State No. of students: 1,80,000 approx Cost per unit:11.11/student Total Cost: 20.00 lakhs		20.00
	Computerization of *Ashram* schools/EMR	ITDP Nandurbur	856.50

[451] Ministry of Tribal Affairs, "Sanction Order 2018", available at https://tribal.nic.in/writereaddata/sentionOrder/201801221123419044536Maharasthra.pdf (last accessed on July 24, 2022).

	557 school		
	Establishment of Sanitary complexes in *Ashram* **schools/EMRS** Total Units: 529 *Ashram* Schools 14 EMRS No. of students: 35000 Cost per unit:5.52 lakhs Total Cost: 3000.00 lakhs	ITDP Nandurbur	2500.00
	Incinerator supply for sanitary napkins in girl *Ashram*/**schools** Total Units: 250 *Ashram* Schools and *Ashram* No. of students: 45000 girl students Cost per unit: 16,000 per unit Total Cost: 40.00 lakhs	ITDP Nandurbur	40.00
	Establishment of Green Gyms in *Ashram* **Schools** Total Units: 33 *Ashram* Schools and *Ashram* No. of students: 10763 students Cost per unit: 2.27 lakhs per unit Total Cost: 450.00 lakhs	Devmogra	75.00
	Construction of mini auditorium in Devmogra *Ashram* **School** Total Students: 225 Total Cost: 100.00 lakhs		100.00
	Total Fund allocation		**4504.00**
2018-2019[452]	**Installation of Washing machines/Dryers in Govt.** *Ashram* **school**	ITC Dhule/Yaval	60.00
	Water neutral in 3 *Ashram* **schools** (1-Mundegaon, kamadgaon and 3 in Nandurbur)	Mundegaon, Kamadgaon and Nandurbur	172.00
	Model Green Eco-sensitive and sustainable AS/EMRS, 10 Schools for waste, water and energy interventions for 2 years. Total cost: 267.92 lakhs		133.96
	Khula Asmaan Art Training Total Units: 6 *Ashram* Schools No. of students: 1200 students, 60 Teachers		37.50
	BVG-BIWAK for providing internet connectivity in remote areas in *Ashram* **schools** Total Units: 5 *Ashram* Schools Cost per unit: 15 lakhs per unit Total Cost: 75.00 lakhs	Nandurbur	75.00
	Providing basic ambulance with Ayush Doctor and ANM and EMRS BVG	ATC Amravati, ATC Nagpur and ATC Nashik	2820.12 (1815.72)

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[452] Ministry of Tribal Affairs, "Sanction Order 2018", available at
https://tribal.nic.in/writereaddata/sentionOrder/201810110416400980317maharashtracapita2nd.pdf
(last accessed on July 24, 2022).

	Furniture in 19 *Ashram* Schools (non-recurring) [453] Per unit items: Metal bunk bed: 2 Mattress for bed: 1 Desk cum bench: 2 Mess table with stools:6 Training room chair with desk: 1 Almirahs:2		2300.40
	Total Fund Allocation		**4594.58**
2019-2020[454]	**Model Green Eco-sensitive and sustainable AS/EMRS**, 10 Schools for waste, water and energy interventions for 2 years. Total cost: 267.92 lakhs (started in 2017-2018)	Across Maharashtra	The remaining amount of 133.96 allotted
	Providing basic ambulance with Ayush Doctor and ANM and EMRS BVG (2018-2019) Saajha-Capacity development of SMC in *Ashram* schools (5-year programme)	All PO	1004.40 1000.00 allotted (demanded 1200.00) bal 1772.00 will be considered in 2020-2021 on a project status basis
	Kayapalat Abhiyaan: Furnishing all *Ashram* Schools and *Ashram*	All PO	1000.00
	Sports equipment in *Ashram* Schools Total Units: 160 *Ashram* Schools No. of students: 10763 students Cost per unit: 2.05 lakhs per unit	All *Ashram* School PO of PEN and Shahjapur	200.00
	Comprehensive Dental treatment for students of *Ashram* school Total Units: 38 *Ashram* Schools No. of students: 13014 students Cost per unit: 466 per student 1 year period	Across Maharashtra	50.00
	Atal Aarogya Vahini _dedicated Ambulance service for *Ashram* schools (BVG_TDD) No. of students: 1 lakh 2-year time period		200.00 (amount sought 1000.00)
	Total Fund Allocated		**2588.36**
2020-2021	None		
2021-2022	None		
2022-2023	None		

[453] Ministry of Tribal Affairs, "Sanction Order 2019", available at
https://tribal.nic.in/writereaddata/sentionOrder/20190221O328338607225Mahrashtracap.pdf (last accessed on July 24, 2022).
[454] Ministry of Tribal Affairs, "Sanction Order 2019", available at
https://tribal.nic.in/writereaddata/sentionOrder/20190729O50505518134785Maharashtra(CCA).pdf
(last accessed on July 24, 2022).

6.4 Analysis

The efforts to ensure the implementation and to have improvement in the same are noteworthy. However, some of the above schemes are available only in a few districts of Maharashtra. For example, Annapurna Yojna is available only in Kambalgaon in Palghar and Mundhegaon in Nashik district. The availability of junior colleges is also not seen in all the *Ashram* Schools. The English medium is also not available in all the *Ashram* Schools.

Further, the schemes are introduced to impart education in primary standards in tribal dialects and to give an opportunity to ST students to enrol in famous English Medium Schools. As per the scheme, the government will do all expenses. It may raise a question that why not impart education in English medium in all the *Ashram* Schools at least from Middle School grades.

In the above-given details relating to funds, one can observe a decreasing trend in fund allocation from 2018-19 to 2020-21 for the improvement and establishment of *Ashram* schools/*Ashram*. The funds are allocated as per the demand raised and the submission of the reports.

PART B

6.5 Sampling Design of Maharashtra

As per Census 2011, the Scheduled Tribes being the most deprived and backward sections are found inhabiting the following areas. The following table is also showing the districts located at the border and districts chosen to study.

Table No. 8: Sampling Design

The most deprived and backward sections are found inhabiting as per Census 2011	Located at the border of Maharashtra intersects with Madhya Pradesh and Chhattisgarh (Universe)	Selected districts to conduct an empirical study (Sampling)
Nandurbhar, Dhule, Nashik, Jalgaon, Palgar and Thane and the north-eastern regions of Gadchiroli, Chandrapur, Yavatmal, Gondia, Bhandara, Nagpur and Amravati.	Nagpur, Bhandara, Gondiya, Gadchiroli, and Amravti	Nagpur, Bhandara, Gondiya, Gadchiroli, and Amravti

Out of the above-mentioned districts, mainly Nagpur, Bhandara, Gondiya, Gadchiroli and Amravati have intersecting borders with Madhya Pradesh and Chhattisgarh. Moreover, there is a forest near these districts. Various tribes can also be seen in these areas. And Above all, *Ashram* Schools are also available in these districts. Therefore, these districts have been selected to conduct empirical research in Maharashtra.

The scheduled tribe communities found in selected districts are as follows:

Table No. 9: District-Wise Tribe Communities[455]

District	Tribes
Nagpur	Gond, Arakh, Halba, Halbi and Rajgond
Bhandara	Gond, Arakh, Halba, Halbi and Rajgond
Gondia	Gond, Arakh, Halba, Halbi and Rajgond
Gadchiroli	Gond, Arakh, Halba, Halbi, Halbi kawa, Rajgond, kawar, kaur, Pardha, Patari and Saroti
Amravati	Arakh, gond, Koli Mahadev, Koil Dongar, Korku, Bopchi, Mouasi, Pardhi and Advichincher, Hapru

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[455] Government of Maharashtra, "District wise major tribes in Maharashtra state as per Census 2011", (Tribal Research and Training Institute, 2011), available at Districtwise Tribes (maharashtra.gov.in) (last accessed on July, 23, 2022).

6.5.1 Districts and Taluka Covered in Maharashtra

Ashram school located in the following district's taluka were covered. In one Taluka there are many villages. Thus, one *Ashram* school from one village from three Talukas was covered. In Bhandara and Amravati the *Ashram* Schools are located in two talukas only. Hence, covered as per the availability of data collected from official sources.

One *Ashram* school covered in the following villages located in Taluka of districts:

Table No. 10: List of Districts, Taluka and Villages Covered

Sr number	District	Taluka	Village	Number of *Ashram* Schools visited	Number of *Ashram* covered
1	Nagpur	Hingna, Katol and Ramtek	Kavdas, Ladgaon and Belda	3	3
2	Bhandara	Bhandara, Tumsar	Khapa and Koka	2	2
3	Gondiya	Salekasa, Gondiya, Sadak Arjuni	Bijepar, Majitpur and Shenda	3	3
4	Gadchiroli	Korchi, Dhanora, Kurkheda	Maseli, Karwafa and Ramgad	3	3
5	Amravati	Chikaldhara, Dharni	Chikali, Jarida and Kheda	3 (covered 2 *Ashram* School from Chikaldhara)	3
Total	**5**	**13**	**13**	**14**	**14**

A total of 14 *Ashram* Schools were covered which are located in 13 villages/taluka belonging to 5 different Districts in Maharashtra. It may be noted that all covered taluka/villages are at the border or near the border of either Madhya Pradesh or Chhattisgarh.

6.6 Brief information on the selected Districts, Taluka and village from which *Ashram* School was covered

6.6.1 Nagpur District

Figure No. 12: Nagpur District in Maharashtra

The district lies in the eastern part of the state of Maharashtra. It shares its northern border with the state of Madhya Pradesh. The Amravati and Wardha districts lie in the West, the Bhandara district in the east and the Chandrapur district in the South. The district headquarter is located in Nagpur City. It is the winter capital of Maharashtra and the third largest city followed by Mumbai and Pune. As per the census 2011, the district covered a 9892 sq. km area inhabited by 46.53 lakh people. The average literacy rate was 89.52% including 93.76% male literates and 85.07% female literates. It comprises the following 7 sub-divisions which are further divided into 14 talukas:

Table No. 11: Sub Division of Taluka in Nagpur District

S No.	Sub-Division	Taluka
1	Nagpur(City)	Nagpur City
2	Nagpur(Rural)	Nagpur(Rural), Hingna
3	Umerer	Umrer, Bhiwapur, Kuhi
4	Ramtek	Ramtek, Parseoni
5	Mauda	Mauda, Kamptee
6	Saoner	Saoner, Kalmeshwar
7	Katol	Katol, Narkhed

Out of the above, three talukas are visited to collect data from the *Ashram* School. They are: Hingna, Katol and Ramtek

1. Hingna Taluka, Nagpur District

It is one of the 14 taluka of Nagpur District consisting of 150 villages and 7 towns. As per Census 2011, Hingna recorded a population of 2,42,198 out of which 1,28,693 were males and 1,13,505 were females. The scheduled tribe constitutes 12.3% of the total Taluka population. The taluka's literacy rate was 76.32% comprising 80.06% male literates and 72.07% female literates. An *Ashram* School from Kevdas Village of Hingna Taluka was covered to collect data.

Kavdas Village, Hingna Taluka, Nagpur District

As per Census 2011, it is a medium-sized village located in Hingna Taluka of Nagpur District.

Table No. 12: Population Detail of Kavdas Village, Hingna Taluka, Nagpur Village

No. of Families	Population:			Caste Factor		Literacy rate(%)			Scheduled		Tribes
	Total	Male	Female	SC(%)	ST(%)	Total	Male	Female	Total	Male	Female
248	1541	788	753	14.1%	40.9%	85.25%	90.68%	79.30%	630	319	311

2. Katol Taluka, Nagpur District

It is one of the 14 talukas of Nagpur District consisting of 186 villages and 1 town. As per Census 2011, Katol recorded a population of 1,63,808 out of which 83,917 were males and 79,891 were females. The scheduled tribe constitutes 13.5% of the total Taluka population. The taluka's literacy rate was 76% comprising 80.26% male literates and 71.52% female literates.[456] An *Ashram* School from Ladgaon Village of Katol Taluka was covered to collect data.

Ladgaon Village, Katol Taluka, Nagpur District

As per Census 2011, it is a medium-sized village located in Katol Taluka of Nagpur district.[457] It is situated 64 km away from the district headquarters at Nagpur and 10 km away from the sub-district headquarters at Katol.[458]

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[456] Government of India, "Census 2011", *available at* https://www.censusindia2011.com/maharashtra/nagpur/katol-population.html.
[457] Government of India, "Census 2011", *available at* https://www.census2011.co.in/data/village/535027-ladgaon-maharashtra.html.
[458] Government of India, "Census 2011", *available at* http://www.onefivenine.com/india/villages/Nagpur/Hingna/Ladgaon.

Table No. 13: Population Detail of Ladgaon Village, Katol Taluka, Nagpur District

No. of Families	Population:			Caste Factor		Literacy rate(%)		
	Total	Male	Female	SC(%)	ST(%)	Total	Male	Female
373	1698	929	769	13.66%	26.97%	82.56%	87.83%	76.07%

3. Ramtek Taluka, Nagpur District

It is one of the 14 talukas of Nagpur District consisting of 156 villages and 2 towns. As per Census 2011, Ramtek recorded a population of 1,58,643 out of which 80,638 were males and 78,005 were females. The scheduled tribe constitutes 32.66% of the total Taluka population. The taluka's literacy rate was 71.19% comprising 76.47% male literates and 65.72% female literates.[459] An *Ashram* School from Belda Village of Ramtek Taluka was covered to collect data.

Belda Village, Ramtek Taluka, Nagpur District

As per Census 2011, it is a village located in Ramtek Taluka of Nagpur District.[460] It is situated 71 km away from the district headquarters at Nagpur and 20 km away from the sub-district headquarters at Ramtek.[461]

Table No. 14: Population Detail of Belda Village, Ramtek Taluka, Nagpur District

No. of Families	Population:			Caste Factor		Literacy rate(%)		
	Total	Male	Female	SC(%)	ST(%)	Total	Male	Female
305	1543	769	774	5.18%	1.04%	71.55%	75.29%	67.83%

6.6.2 Bhandara District

Figure No. 13: Bhandara Tehsil Map

Source: https://www.mapsofindia.com/maps/maharashtra/tehsil/bhandara.html

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[459] Government of India, "Census 2011", *available at*
https://www.censusindia2011.com/maharashtra/nagpur/ramtek-population.html
[460] Government of India, "Census 2011", *available at*
https://www.censusindia2011.com/maharashtra/nagpur/ramtek/belda-population.html
[461] Government of India, "Census 2011", *available at*
http://www.onefivenine.com/india/villages/Nagpur/Ramtek/Belda

This district of Bhandara was formed in 1999. It is located in the northeastern part of Maharashtra and shares its northern border with the Balaghat district of Madhya Pradesh. The other three sides of the district are surrounded by Gondiya, Nagpur and Chandrapur districts towards the east, west and south respectively. With a geographical area of 3717 sq. km, it constitutes 1.12% of the total state's population. As per Census 2011, the district's population was 12,00,334 people out of which 6,05,520 were males and 5,94,814 were females.[462] For administrative purposes, the district is divided into 3 sub-divisions constituting 7 taluka's namely Tumsar, Bhandara, Mohadi, Lakhani, Pauni, Lakhnadur and Sakoli. The Scheduled tribes constitute 7.41% of the total district's population. The district's urban and rural area literacy rate is 81.91% and 73.29% respectively.

1. Bhandara Taluka, Bhandara District

It is one of the 7 taluka's of Bhandara District consisting of 166 villages and 6 towns. As per Census 2011, Bhandara recorded a population of 2,80,030 out of which 141,834 were males and 138,196 were females. The scheduled tribe constitutes 5.6% of the total Taluka population. The taluka's literacy rate was 78.23% comprising 82.42% male literates and 73.93% female literates.[463] An *Ashram* School from Kelda Village of Bhandara Taluka was covered to collect data.

Koka Village, Bhandara Taluka, Bhandara District

As per Census 2011, it is a village located in Bhandara Taluka of Nagpur District.[464] It is situated 15 km away from the district headquarters at Bhandara.[465]

Table No. 15: Population Detail of Koka Village, Bhandara Taluka, Bhandara District

No. of Families	Population:			Caste Factor		Literacy rate(%)		
	Total	Male	Female	SC(%)	ST(%)	Total	Male	Female
517	2592	1316	1276	5.05%	27.66%	85.87%	92.33%	79.37%

[462]Government of India, "Census 2011", *available at* https://www.censusindia2011.com/maharashtra/bhandara-population.html#:~:text=As%20per%20the%20Census%20India,is%2010.5%25%20of%20total%20population.

[463] Government of India, "Census 2011", *available at* https://www.censusindia2011.com/maharashtra/bhandara/bhandara-population.html.

[464] Government of India, "Census 2011", *available at* https://www.census2011.co.in/data/village/536970-koka-maharashtra.html.

[465] Government of India, "Census 2011", *available at* http://www.onefivenine.com/india/villages/Bhandara/Bhandara/Koka.

2. Tumsar Taluka, Bhandara District

It is one of the 7 taluka's of Bhandara District consisting of 148 villages and 2 towns. As per Census 2011, Bhandara recorded a population of 2,26,108 out of which 113,521 were males and 112,587 were females. The scheduled tribe constitutes 11.1% of the total Taluka population. The taluka's literacy rate was 74.7% comprising 80.07% male literates and 69.28% female literates.[466] An *Ashram* School from Khapa Village of Tumsar Taluka was covered to collect data.

Khapa Village, Tumsar Taluka, Bhandara District

As per Census 2011, it is a large village located in Tumsar taluka of Bhandara District.[467] It is situated 65 km away from the district headquarters at Bhandara and 43 km away from the sub-district headquarters at Tumsar.[468]

Table No. 16: Population Detail of Khapa Village, Tumsar Taluka, Bhandara District

No. of Families	Population:			Caste Factor		Literacy rate(%)		
	Total	Male	Female	SC(%)	ST(%)	Total	Male	Female
673	3019	1573	1446	6.56%	1.03%	82.21%	86.37%	77.80%

6.6.3 Gondiya District

Figure No. 14: Gondiya District
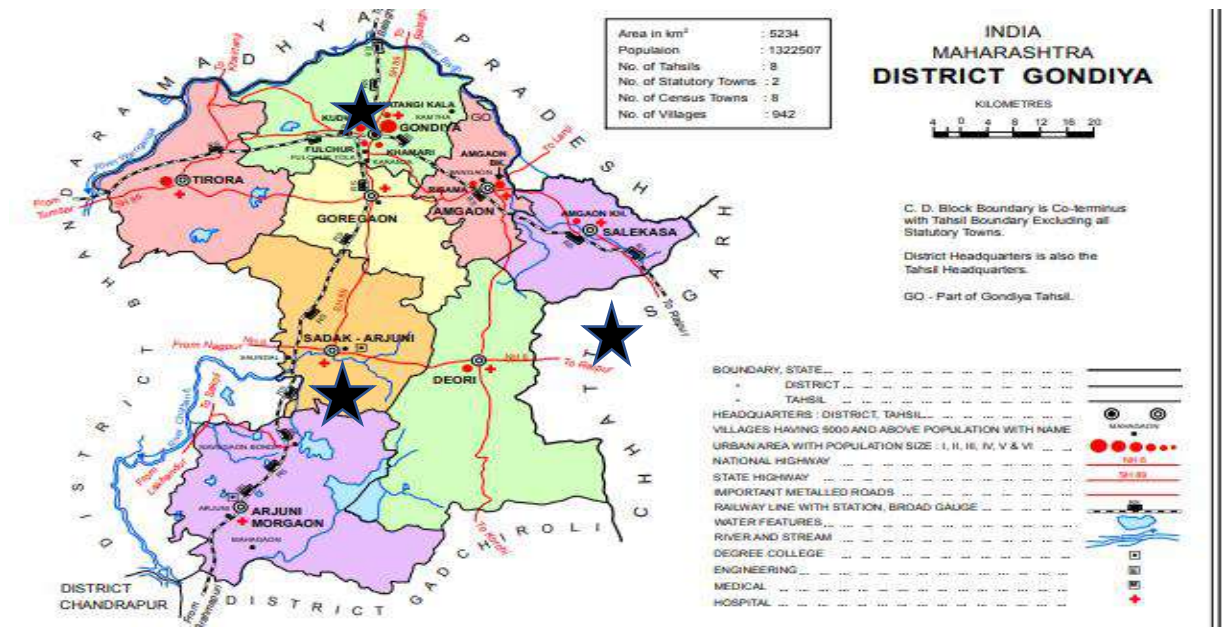
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[466] Government of India, "Census 2011", *available at*
https://www.censusindia2011.com/maharashtra/bhandara/tumsar-population.html.
[467] Government of India, "Census 2011", *available at*
https://www.census2011.co.in/data/village/536755-khapa-maharashtra.html.
[468] Government of India, "Census 2011", *available at*
https://villageinfo.in/maharashtra/bhandara/tumsar/khapa.html.

The Gondiya district lies in the northeastern side of Maharashtra at latitudes 21.39 to 21.38ºN and longitudes 79.27 to 80.42ºE. The district was carved out from the Bhandara district in 1999. It shares its northern and eastern boundaries with the Balaghat district of Madhya Pradesh state and Rajnandgaon district of Chhattisgarh state respectively. The Gadchiroli, Chandrapur and Bhandara districts of the State of Maharashtra lie towards the southern and western borders of the district. The administrative setup includes of:

- 4 sub-divisions; Gondiya, Tiroda, Deori and Arjuni Morgaon;

- 8 tehsils/Talukas namely; Gondiya, Tiroda, Deori, Amgaon, Salekasa, Arjuni Morgaon, Goregaon and Sadak Arjuni;

- 3 Municipal Councils at Gondiya, Tiroda and Amgaon; and

- 5 Nagar Panchayats at Goregaon, Sadak Arjuni, Arjuni/Mor, Salekasa and Deori

As per the census 2011, The district is spread across 5,234 sq. km constituting a population of 13,22, 507 people. It accounts for 1.7% and 1.18% of the total state's area and population respectively. Out of the total district's population, 16.2% of scheduled tribes inhabit here. It records a literacy rate of 84.95% including 94.05% male literates and 77.89% female literates. The spoken languages include Marathi, Hindi, Pawari, Gondi, Chhattisgarhi, Marwari, Sindhi and Bengali. Having a vast forest coverage, the district is industrially underdeveloped. The *Ashram* school from talukas selected for the research are: Salekasa, Gondiya, and Sadak Arjuni.

1. Gondiya Taluka, Gondiya District

It is one of the 8 taluka's of Gondiya District constituting 148 villages and 5 towns. As per Census 2011, Gondiya recorded a population of 2,42,198 out of which 1,28,693 were males and 1,13,505 were females. The scheduled tribe constitutes 12.3% of the total Taluka population. The taluka's literacy rate was 76.32% comprising 80.06% male literates and 72.07% female literates. An *Ashram* School from Majitpur Village of Gondiya Taluka was covered to collect data.

Majitpur Village, Gondiya Taluka, Gondiya District

As per Census 2011, it is a large-sized village located in Gondiya Taluka, Gondiya District. It is located 15 km away from the tehsildar's office as well as the District

Headquarters, Gondiya. Gondiya town is the nearest to the village for all economic activities.

Table No. 17: Population Detail of Majitpur Village, Gondiya Taluka, Gondiya District

No. of Families	Population			Caste Factor		Literacy rate(%)			Scheduled		Tribes
	Total	Male	Female	SC(%)	ST(%)	Total	Male	Female	Total	Male	Female
438	2288	1131	1157	5.4%	61%	85.97%	93.44%	78.61%	1396	694	702

2. Salekasa Taluka, Gondiya District

It is one of the 8 taluka's of Gondiya District constituting 91 villages and 1 town. As per Census 2011, the Salekasa Tehsil is spread across 460.86 sq. Km area with a population of 90,679 people comprising 45,201 males and 45,478 females. The scheduled tribe constitutes 26.5% of the total Taluka population. The taluka's literacy rate was 82.26% comprising 80.08% male literates and 67.14% female literates.[469] An *Ashram* School from Bijepar Village of SalekasaTaluka was covered to collect data.

Bijepar Village, Salekasa Taulka, Gondiya District

As per Census 2011, Bijepar village is located in the Salekasa Tehsil of the Gondiya District. It covers a land area of 1241.39 hectares. It is located 18 km away from the Sub-district headquarters at Salekassa and 54 km away from the District headquarters at Gondiya.[470]

Table No. 18: Population Detail of Bijepar Village, Salekasa Taulka, Gondiya District

No. of Families	Population:			Caste Factor		Literacy rate(%)			Scheduled		Tribes
	Total	Male	Female	SC(%)	ST(%)	Total	Male	Female	Total	Male	Female
325	1580	791	789	23.42%	56.65%	81.72%	89.73%	73.55%	895	429	466

3. Sadak Arjuni Taluka, Gondiya District

It is one of the 8 taluka's of Gondiya District constituting 108 villages. As per Census 2011, the Sadak Arjuni Tehsil is spread across 651.42 sq. Km area with a population of 1,15,594 people comprising 58,201 males and 57,393 females. The

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[469] Government of India, "Census 2011", *available at* https://www.censusindia.co.in/subdistrict/salekasa-taluka-gondiya-maharashtra-4048#:~:text=Salekasa%20Taluka%20of%20Gondiya%20district,of%20Salekasa%20Taluka%20is%201%2C006.
[470] Government of India, "Census 2011", *available at* https://www.census2011.co.in/data/village/538060-bijepar-maharashtra.html.

scheduled tribe constitutes 20.74% of the total Taluka population. The taluka's literacy rate was 75,85% comprising 82.09% male literates and 69.52% female literates.[471] An *Ashram* School from Shenda Village of Sadak Arjuni Taluka was covered to collect data.

Shenda Village, Sadak Arjuni Taluka, Gondiya District

As per Census 2011, Shenda village is located in the Salekasa Tehsil of the Gondiya District.[472] It is located 6 km away from the Sub-district headquarters at Sadak Arjuni and 57 km away from the district headquarters at Gondiya.[473]

Table No. 19: Population Detail of Shenda Village, Sadak Arjuni Taluka, Gondiya District

No. of Families	Population:			Caste Factor		Literacy rate(%)		
	Total	Male	Female	SC(%)	ST(%)	Total	Male	Female
180	827	421	406	25.63%	24.18%	76.3%	81.71%	70.69%

6.6.4   Gadchiroli District

It is located in the northeast of Maharashtra at the Deccan Plateau. Its headquarter is situated at Gadchiroli. The adjoining districts are Durg, and Rajnanadgaon in the east and Jagdalpur in the south-east. Towards the south, it shares its border with Telangana. The western, southern and eastern parts of the districts are surrounded by Wainganaga, Indrawati and Godavari rivers.[474] The district constitutes 6 subdivisions, 12 talukas, 9 Nagar Panchayat, 1688 villages, 59 circles, 233 sazas and 3 municipalities at Gadchiroli, Armori and Wadsa respectively.[475] In 2018-2019, there were 93 government-aided tribal schools with a student capacity of 31820.[476]

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[471]Government of India, "Census 2011", *available at* https://www.censusindia2011.com/maharashtra/gondiya/sadak-arjuni-population.html.

[472]Government of India, "Census 2011", *available at* https://www.censusindia2011.com/maharashtra/gondiya/sadak-arjuni/shenda-population.html.

[473]Government of India, "Census 2011", *available at* https://villageinfo.in/maharashtra/gondiya/sadak-arjuni/shenda.html.

[474]Gadchiroli District, Government of Maharashtra available at http://164.100.178.6/enmlocagad3.htm (last accessed on September 28, 2022).

[475] Gadchiroli District, Government of Maharashtra available at http://164.100.178.6/enmdivgad4.htm (last accessed on September 28, 2022).

[476] Gadchiroli District, Government of Maharashtra, "Statistical Report", (March 3, 2018) available at https://cdn.s3waas.gov.in/s35e388103a391daabe3de1d76a6739ccd/uploads/2020/10/2020102251.pdf (last accessed on September 28, 2022).

Figure No. 15: Map of Gadchiroli District
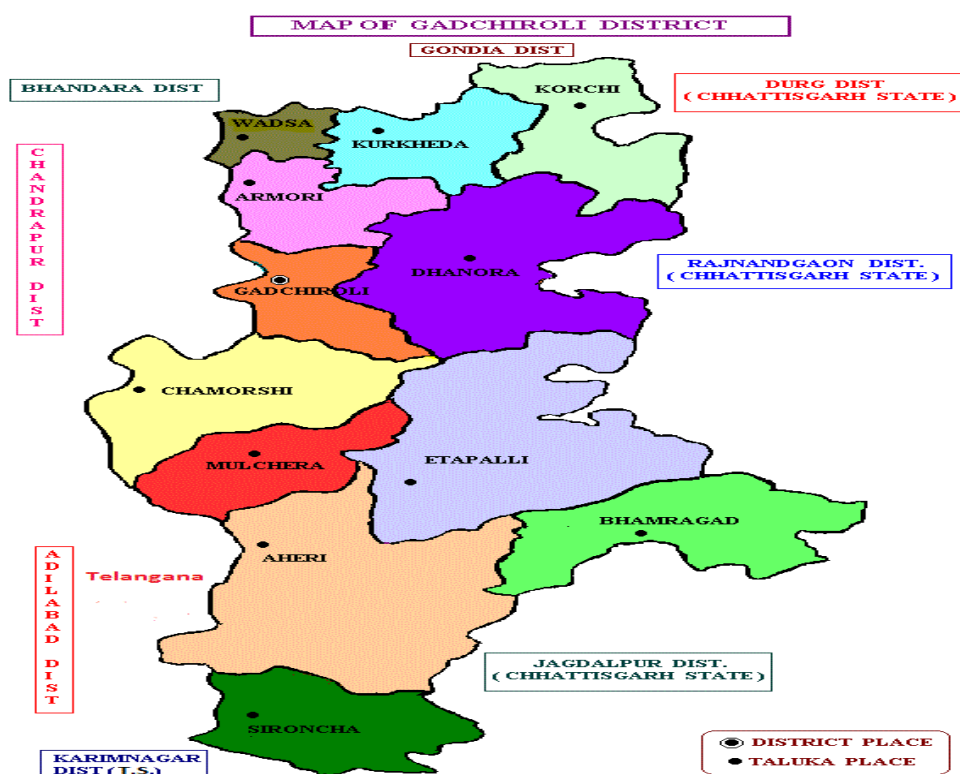
1. Dhanora Taluka, Gadchiroli District

The Dhanora taluka in Gadchiroli district has 228 villages. The total literacy rate is 66.46%. The Male and Female literacy rate is 77.07 and 55.69% respectively.[477] An *Ashram* School from Karwafa Village of Dhanora Taluka was covered to collect data.

Karwafa Village, Dhanora Taluka, Gadchiroli District:

As per Census 2011, it is a large village located in Dhanora Taluka of Gadchiroli District.

Table No. 20: Population Detail of Karwafa Village, Dhanora Taluka, Gadchiroli District

No. of Families	Population:			Literacy rate(%)			Scheduled		Tribes
	Total	Male	Female	Total	Male	Female	Total	Male	Female
446	2098	1102	996	81.90%	90.16	72.77	216	119	97

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[477] Government of India, "Provisional Census 2011", available at https://cdn.s3waas.gov.in/s35e388103a391daabe3de1d76a6739ccd/uploads/2018/03/2018032037.pdf (last accessed on September 28, 2022).

2. Kurkheda Taluka, Gadchiroli District

The Kurkheda taluka in Gadchiroli district has 128 villages. The total literacy rate is 78.84%. The Male and Female literacy rate is 88.38 and 69.07% respectively.[478] An *Ashram* School from Ramgad Village of Kurkheda Taluka was covered to collect data.

Ramgad Village, Kurkheda taluka, Gadchiroli District:

As per Census 2011, it is a village located in Kurkheda Taluka of Gadchiroli District.

Table No. 21: Population. Detail of Ramgad Village, Kurkheda taluka, Gadchiroli District

No. of Families	Population:			Literacy rate(%)			Scheduled		Tribes
	Total	Male	Female	Total	Male	Female	Total	Male	Female
207	1105	554	551	91.75%	96.86%	86.61%	470	246	224

3. Korchi Taluka, Kurkheda District

The Korchi taluka in Kurkheda district has 133 villages. The total literacy rate is 70.08 %. The Male and Female literacy rate is 80.38 and 59.89% respectively.[479]

All these taluka's have nagar panchayats.[480] An *Ashram* School from Maseli village of Korchi Taluka was covered to collect data.

Maseli Village, Korchi Taluka, Kurkheda District

As per Census 2011, it is a village located in Korchi Taluka of Gadchiroli District.

Table No. 22: Population Detail of Maseli Vllage, Korchi taluka, Kurkheda District

No. of Families	Population:			Literacy rate(%)			Scheduled		Tribes
	Total	Male	Female	Total	Male	Female	Total	Male	Female
303	1339	640	699	84.11%	88.64%	79.91%	845	382	463

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[478] Government of India, "Provisional Census 2011", available at
http://164.100.178.6/census2011/DI%20Profile_IND027012003_Kurkheda.pdf (last accessed on September 28, 2022.
[479]Government of India, "Provisional Census 2011", available at
http://164.100.178.6/census2011/DI%20Profile_IND027012004_Korchi.pdf (last accessed on September 28, 2022).
[480]Government of Maharashtra, Gadchorli district website available at
https://gadchiroli.gov.in/tehsil/ (last accessed on September 28, 2022).

6.6.5 Amravati District

The Amravati district lies in the north-eastern part of the state of Maharashtra. The district shares its north and northeast boundaries with the Betul and Chindwara districts of the state of Madhya Pradesh respectively. The Nagpur, Wardha, Yavatmal, and Akola districts of the state of Maharashtra lie towards its eastern, southern and western boundary. It comprises 6 subdivisions and 14 talukas. The Dharni Sub-division towards the north consists of the Dharni and Chikaldhara talukas. The Northern part of the district experiences lower temperatures owing to hilly regions in Chikaldhara taluka. Melghat, a renowned tehsil and a dense forest area is spread over Chikaldhara and Dharni. There are a total of 82 *Ashram* schools under ATC Amravati.

Figure No. 16: Amravati District
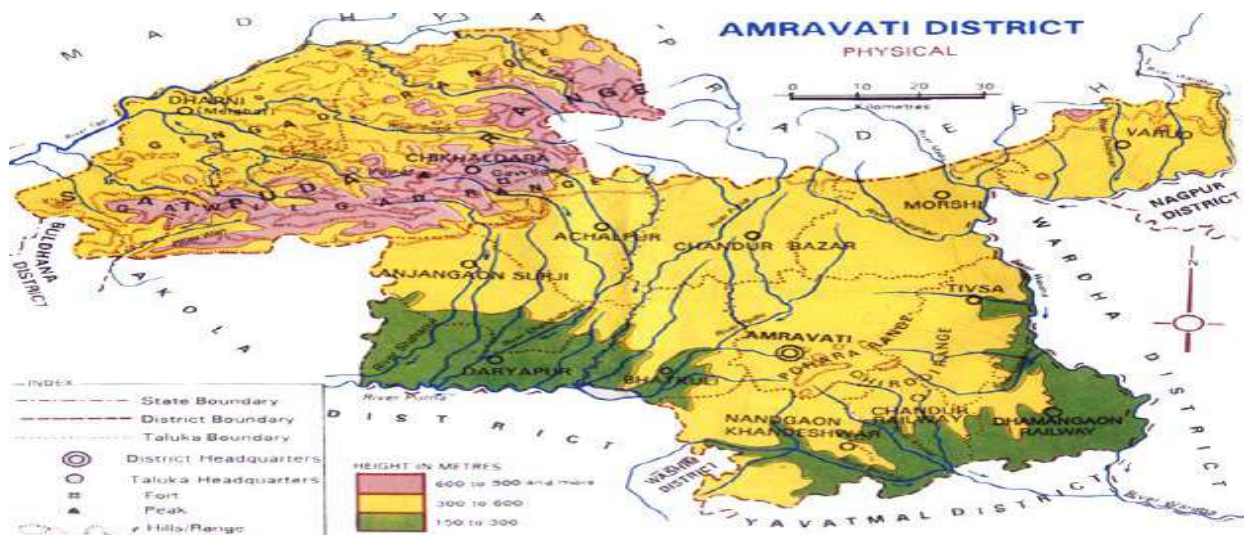
1. Chikaldhara Taluka, Amravati District

It is a hill station and a municipal council in the Amravati district of the state of Maharashtra. As per census 2011, Chikaldhara recorded a population of 5,158 out of which 2,789 were males and 2,369 were females. The scheduled tribe constitutes 35.75% of the total Taluka population. The taluka's literacy rate was 91.88% comprising 95.37% male literates and 87.74% female literates. An *Ashram* School from Jarida and Chikhali Village of Chikaldhara taluka was covered to collect data.

Jarida Village, Chikaldhara Taluka, Amravati District

As per Census 2011, it is a village located in Chikaldhara Taluka of Amravati District. It occupies 465 hectares of land. The village is 79 km. away from the sub-district headquarter and 140 km away from the district headquarter, Amravati.

Table No. 23: Population Detail of Jarida Village, Chikaldhara Taluka, Amravati

No. of Families	Total Population			Caste Factor		Literacy Rate (%)			Scheduled Tribes		
	Total	Male	Female	ST(%)	SC(%)	Total	Male	Female	Total	Male	Female
138	1201	763	438	79.77%	7.66%	88.59%	91.48%	83.56%	958	631	327

Chikhali Village, Chikaldhara Taluka, Amravati District

As per Census 2011, it is a village located in Chikaldhara Taluka of Amravati District. It occupies 277.76 hectares of land. The village is 70 km. away from the sub-district headquarter and 100 km away from the District headquarter, Amravati.[481]

Table No. 24: Population Detail of Chikhali Village, Chikaldhara Taluka, Amravati District

No. of Families	Total Population:			Caste Factor		Literacy rate(%)			Scheduled Tribes		
	Total	Male	Female	ST(%)	SC(%)	Total	Male	Female	Total	Male	Female
352	1410	705	705	26.02%	7.80%	81.86%	89.06%	74.54%	367	177	190

2. Dharni Taluka, Amravati District

It is one of the taluka of the Amravati district. The taluka has 156 villages and 1 town. As per census 2011, it recorded a total population of 184,665 people out of which 93,898 were males while 90,767 were females. The scheduled tribe constitutes 775 % of the total taluka population. The taluka's literacy rate was 75.71% comprising 71.98% male literates and 56.75% female literates.[482] An *Ashram* school from Sawalikheda village was covered to collect data.

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[481] https://villageinfo.in/maharashtra/amravati/chikhaldara/chikhali.html.
[482]Government of India, "Census 2011", *available at*
https://www.censusindia.co.in/subdistrict/dharni-taluka-amravati-maharashtra-4001.

Sawalikheda Village, Dharni Taluka, Amravati District

As per Census 2011, it is a village located in Dharni Taluka of Amravati District.[483]

The village is 35 km. away from the sub-district headquarter and 165 km away from the District headquarter, Amravati.[484]

Table No. 25: Population Detail of Sawalikheda Village, Dharni Taluka, Amravati District

No. of Families	Total Population:			Caste Factor		Literacy rate(%)			Scheduled Tribes		
	Total	Male	Female	ST(%)	SC(%)	Total	Male	Female	Total	Male	Female
548	3283	1716	1567	85%	4.4%	76%	85.4%	65.72%	2790	1461	1329

6.7 Collection of Data

The data was collected by using an interview schedule and observation tool.

The categories of the respondents and sample size of Maharashtra are as follows

Table No. 26: Respondents from *Ashram* School

No.	District	*Ashram* school located at Taluka-village	Principal	Teacher	Student	Warden /Supervisor	Alumni	Parents
1	Nagpur	Hingna-Kavdas	1	5	10	1	2	2
		Katol- Ladgaon	1	5	10	1	2	2
		Ramtek- Belda	1	5	10	1	2	2
2	Bhandara	Bhandara- Khapa	1	5	10	1	2	2
		Tumsar- Koka	1	5	10	1	2	2
3	Gondiya	Salekasa- Bijepar	1	5	10	1	-	2
		Gondiya- Majitpur	1	5	10	1	2	2
		Sadak Arjuni- Shenda	1	5	10	2	2	2
4	Gadchiroli	Korchi- Maseli,	1	4	10	1	2	2
		Dhanora- Karwafa	1	3	10	1	2	2
		Kurkheda- Ramgad	1	4	10	1	2	2
5	Amravati	Chikaldhara- Chikali, Jarida	2	6	9	-	2	5
		Dharni- Kheda	1	5	10	2	6	2
Total 278			14	62	129	14	30	29

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[483]Government of India, "Census 2011", *available at* https://www.censusindia.co.in/villages/sawalikheda-population-amravati-maharashtra-531402.
[484] Government of India, "Census 2011", *available at* https://villageinfo.in/maharashtra/amravati/dharni/sawalikheda.html.

Table No. 27: Administrative Authorities

S No.	District	Designation	Department	Admin. Authority
1	**Nagpur**	Assistant Commissioner	Tribal Development Department (Administration)	5
		Deputy Commissioner	Tribal Development Department	
		Assistant Project Officer	Tribal Development Department	
		Assisstant Commissioner	Tribal Development Department	
		Assisstant Commissioner	Tribal Development Department (Education)	
2	**Bhandara-Khapa**	Additional Tribal Commissioner	Tribal Development Department	2
		Project Officer	Tribal Development Department	
3	**Gondiya**	Assistant Commissioner	Tribal Development Department (Administration)	1
4	**Gadchiroli**	Assistant Project Officer	Tribal Development Department	1
5	**Amravati**	Project Officer and Assistant Commissioner	Tribal Development Department	1
		Total		**10**

Thus, a total of 14 principals, 62 teachers, 129 *Ashram* school students, 14 *Ashram* wardens, 29 parents, 30 alumni from 14 *Ashram* schools of Maharashtra and 10 district administrative authorities were interviewed. The analysis and interpretation of the data collected are given below:

6.8 Regarding Quarter Facilities Available for Principals and Teachers

The main concept of *Ashram* Schools emerged from the age-old tradition wherein students are residing at the teacher's house to learn. On the same lines, as per the TSP and *Ashram* School Code, providing quarters for the principal and teachers is necessary. Hence, a basic question was posed to the principal and teachers of the *Ashram* School about the provision of the quarter.

Figure No.17: Residential Quarter to Principal of *Ashram* School in Maharashtra

Pie Chart Count of Residential quarter to Principal of Ashram School
State: Maharashtra

Residential quarter
Offered?

Yes it is compulsory for the teachers to reside there

yes, but i didn't opt as it wasn't compulsory for the teachers to reside there

No such facility available
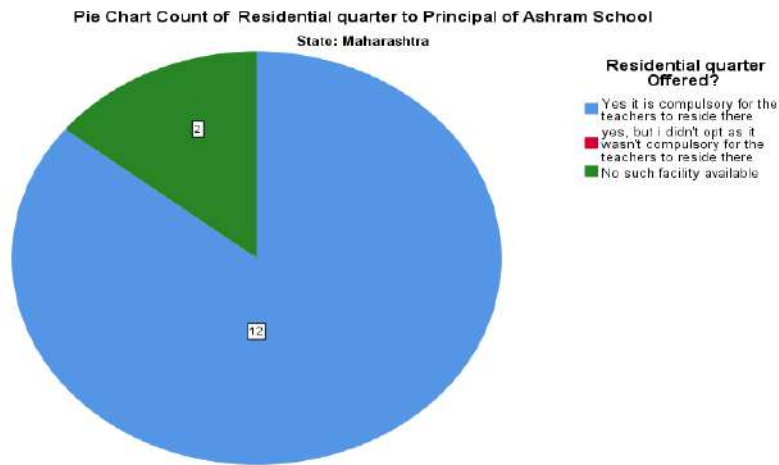
Analysis: Out of a total of 14 *Ashram* Schools from 14 talukas of 5 districts in Maharashtra, in 12 *Ashram* schools, the Principal has a residential quarter and they are living in the quarter, two respondents denied having any such facility.

6.8.1 Provision of the Quarter to the Teacher

The same question was asked to the teachers of the *Ashram* Schools regarding the provisions of the quarter.

Figure No. 18: Residential Quarter to the Teachers Teaching in the *Ashram* School

Pie Chart Count of responses on residential quarter offered to the teachers teaching in Ashram School
State: Maharashtra

6. Were you offered a residential quarter within the school premises?

Yes, it is compulsory for the teachers to reside there

Yes, but I didn't opt as it wasn't compulsory for the teachers to reside there

No such facility available
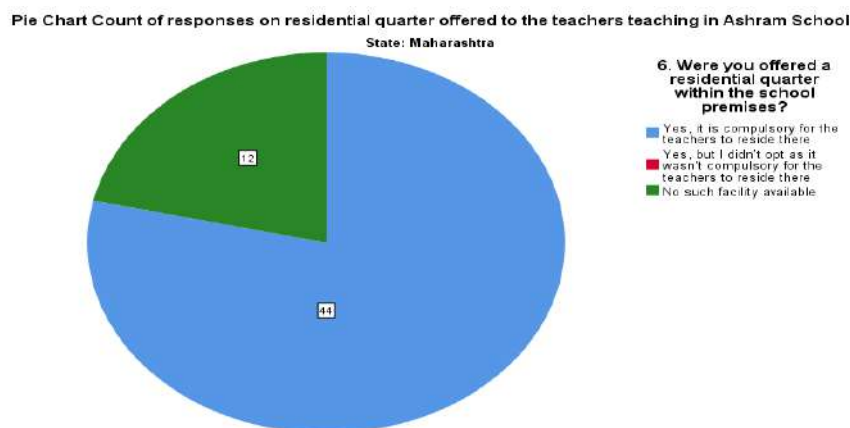
Analysis

Out of 62 teachers, 44 teachers responded that yes, they have received a quarter and it is a compulsory provision. Out of 62, a total of 12 teachers denied having any such facility, and 06 respondents denied to respond on this question.

In Gondiya and Gadchiroli, teachers of all three talukas responded affirmatively. In Nagpur district Hingna-Kavdas and Katol-Ladgaon taluka, teachers responded positively, but in Ramtek-Belda, out of 5 teachers interviewed, one has responded negatively. In Amravati, one teacher said not received a quarter facility, but 4 teachers said that they have received a quarter facility. Teachers from Dharni-Kheda, however, responded negatively that they have not received such a facility.

Interpretation

The Principal from Hingna-Kavdas, Katol-Ladgaon and Ramtek-Belda of Nagpur district, Salekasa- Bijepar, Gondiya-Majitpur and Sadak Arjuni - Shenda of Gondiya, and Korchi-Maseli, Dhanora - Karwafa and Kurkheda-Ramghad of Gadchiroli and Dharni-Kheda of Amravati have residential facilities for the principal. However, no such facility was reported in Amravati district's taluka namely Chikaldhara-Chikali, Jarida.

In Gondiya and Gadchiroli, teachers of all three talukas responded affirmatively. In Nagpur district Hingna-Kavdas and Katol-Ladgaon taluka, teachers responded positively, but in Ramtek-Belda, out of 5 teachers interviewed, one responded negatively. In Amravati, one teacher said not received a quarter facility, but 4 teachers said that they have received a quarter facility. Teachers from Dharni-Kheda, however, responded negatively that they have not received such a facility.

As *Ashram* School is based on the concept of staying along with teachers, thus quarter facility is essential. The majority of the principals and teachers have a facility of the quarter in Maharashtra border areas intersecting with Madhya Pradesh and Chhattisgarh.

6.9 Association with *Ashram* School and Award for Good Performance

Recognition always encourages work. The school principal and teachers, working in *Ashram* School, are dealing with the tribal children. Thus, to see if they are getting an award or recognition, a question was posed to the school principal respondents, if they are getting any award for their performance. The options were, societal recognition for good performance, that is recognition at the taluka or that block level which is termed as societal recognition, or getting a certificate from the higher government authorities, can be Project Officer also. This question was

analyzed along with the other question regarding the experience of principalship at *Ashram* School.

Table No. 28: Experience of being the Principal and Awards/Recognition

District	Taluka	Experience	Received societal recognition as an award	Received certificate as an award	Not received award
Nagpur	Hingna-Kavdas	2-5 years	-	-	1
	Katol-Ladgaon	2-5 years	-	-	1
	Ramtek-Belda	Less than one year	-	-	1
Bhandara	Bhandara-Khapa	More than 5 years	-	1	-
	Tumsar-Koka	Less than one year	-	1	-
Gondiya	Salekasa-Bijepar	More than 5 years	1	-	-
	Gondiya-Majitpur	More than 5 years	1	-	-
	Sadak Arjuni – Shenda	2-5 years	1	-	-
Gadchiroli	Korchi-Maseli	More than 5 years	-	1	-
	Dhanora – Karwafa	2-5 years	-	1	-
	Kurkheda-Ramghad	2-5 years	-	1	-
Amravati	Chikaldhara-Chikali, Jarida	Less than one year	-	1	-
		2-5 years	-	1	-
	Dharni-Kheda	More than 5 years	-	-	1
Total 5 districts	**13 Taluka**	**14 principals**	**3**	**7**	**4**

Analysis

Above table is showing results of two questions, namely how many years' experience of in the post of principal they have, and what award they have received for good performance.

Out of 14 principals, all three principals from Gondiya responded that they have received recognition in society as principals. It means they are getting high respect from people living in Taluka. Seven Principals said that they are getting a

certificate from the Project Officer/ Tribal Welfare Department. In all out of 14 Principals, 10 are getting awards even though the form of the award is different.

In Nagpur district majority of the Principal respondents had an experience of 2-5 years but no one of them was awarded for good performance. In Bhandara-Khapa, Gadchiroli and Amravati all the principals have an experience of 2-5 years and have been awarded certificates for their good performance from the authorities.

Interpretation

Teaching tribal children in forest areas is indeed challenging. Managing an *Ashram* school, thus also posed challenges. The majority of Principals are getting awards, this itself revealed an encouraging approach towards *Ashram* School.

6. 9.1 Teachers' Performance and Award

A multiple-choice question was posed to the teachers regarding the provision of awards for their good performance. Recognition for good performance in the assembly, promotion, certificate for good performance, medical leave, LTC, study leave, PF and Gratuity, free meals and lodging and not receiving any award or incentives.

Figure No. 19: Teachers' Performance and Award

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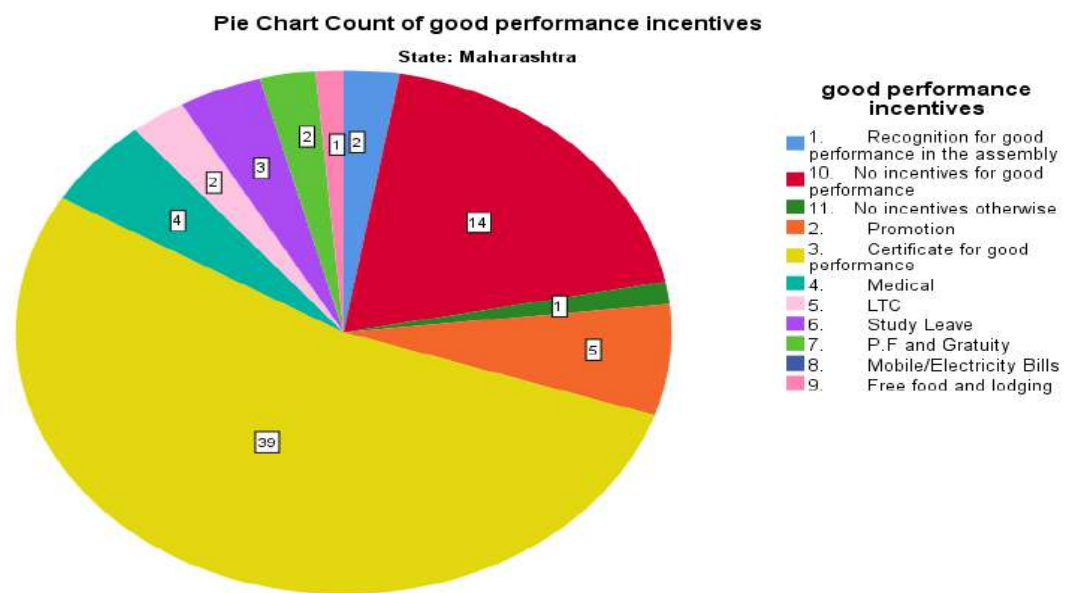
Analysis

Out of 62 teachers interviewed, 39 teachers respondents told that a certificate is received for good performance and 14 teachers respondents said no incentives are given for performance and one respondent said there is no provision for any incentive or award. The remaining 9 teachers' respondents responses were divided into 7 responses as- rrecognition for good performance in the assembly (2 respondents), promotion (5 respondents), medical leave (4 respondents), LTC (2 respondents), study leaves (3 respondents), PF and Gratuity (2 respondents), free meals and lodging (1 respondent).

Interpretation

As per the responses of teachers from Nagpur, Bhandara-Khapa, Gadchiroli and Amravati certificate for good performance is given to them however around 80% of respondents from Ramtek-Belda in Nagpur, 40% of respondents in Bhandara-Khapa and Tumsar-Koka talukas of Bhandara-Khapa, 100% of respondents from Dharni-Kheda taluka of Amravati responded that they are not getting an incentive for good performance.

In comparison to the principal respondents, it is seen that teacher respondents are getting fewer awards. Mixing rights of getting medical leave, PF and Gratuity as incentives may be interpreted as unawareness amongst teachers about the understanding of "incentives".

6.9.2 Good Performance Awards to the Teachers/Principal as per the Administrative Authority

Figure No. 20: Good Performance Awards to the Teachers/Principal as per the Administrative Authority

Simple Bar Count of Good performance awards
State: Maharashtra
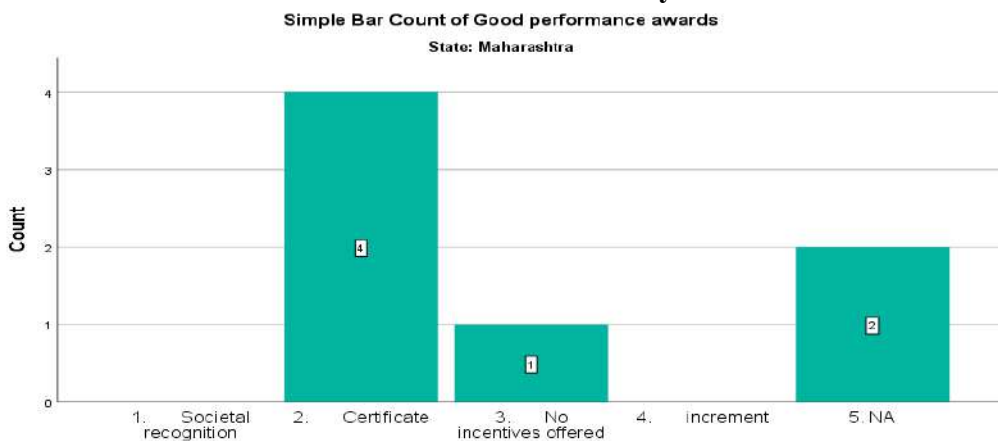
Analysis

Out of 10 administrative authority respondents, four said they give certificate to the teacher/principal for good performance, one respondent said they are not giving any incentive for the good performance as it is their duty to perform well in their assigned task.

Interpretation

Considering the response of the administrative authority, it may be interpreted that except the provision of certificate, no other incentive is given to the faculty for the good performance.

6.10   Teachers' evaluation

As per the *Ashram* Code of Maharashtra, teachers' evaluation is always emphasized. Hence, a question was asked to the school principal about the method of teacher evaluation. With this question, it was aimed to know if the evaluation of teachers is in practice and what process is used. It was a multiple-choice question.

Figure No. 21. Teachers Evaluation Process Used by the Principals
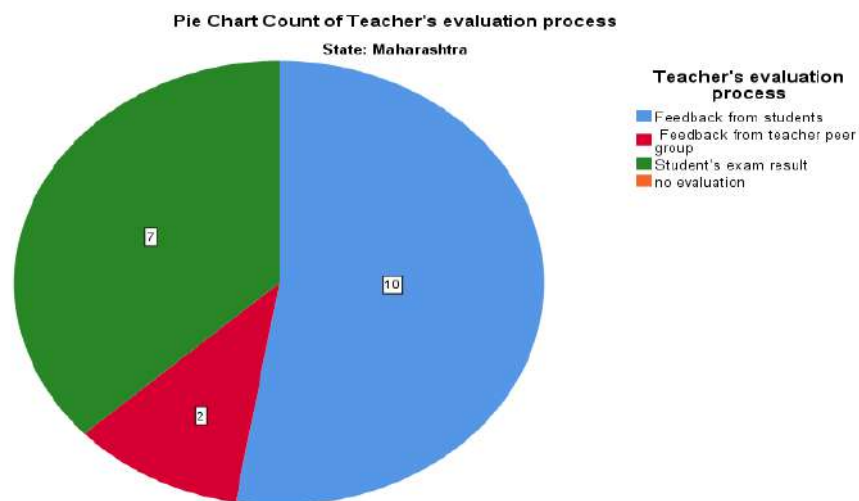
Analysis: Out of 14 total Principal respondents, most of the time, means 10 times principals told a method of evaluation of teachers by getting feedback from the students. The principal respondents said seven times, that through the exam result of the students, they evaluate teachers.

Interpretation

It is good to see that teachers' evaluation is not a foreign process to any of the principals. The evaluation of teachers is undertaken in all the *Ashram* Schools visited and it is conducted by the principals.

A**s** per the response of the school principals' teachers' evaluation is done in Nagpur, Bhandara-Khapa, Gondiya, and Amravati based on student feedback. Examination result is used for the same purpose in Nagpur and Gadchiroli.

6. 11 Teachers Training Programmes

Training teachers help to update, upgrade and to develop teachers' potential for teaching. The kind of training programme imparted to the teachers makes a difference. Hence a question was posed to the principals and teacher respondents about the kind of teachers training programmes conducted for the teachers.

Figure No. 22: Teachers Training Programme as per the Principal of the *Ashram* School in Maharashtra
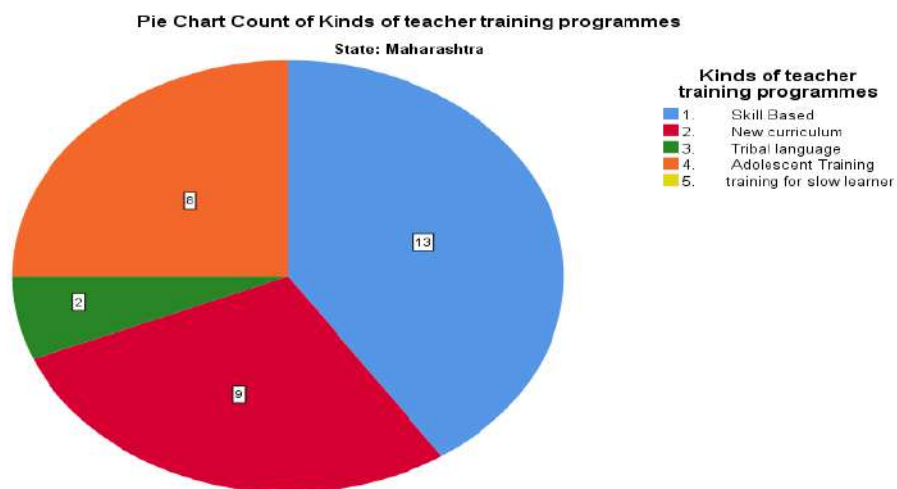
Figure No. 23: Teachers' Training Programmes as per the Teacher's Responses

Pie Chart Count of Kinds of teacher training programmes
State: Maharashtra

Kinds of teacher training programmes
1. Skill Based programs
2. New curriculum
3. Adolescent Training
4. Tribal dialect
5. only incase a new policy is introduced
6. no training are organized
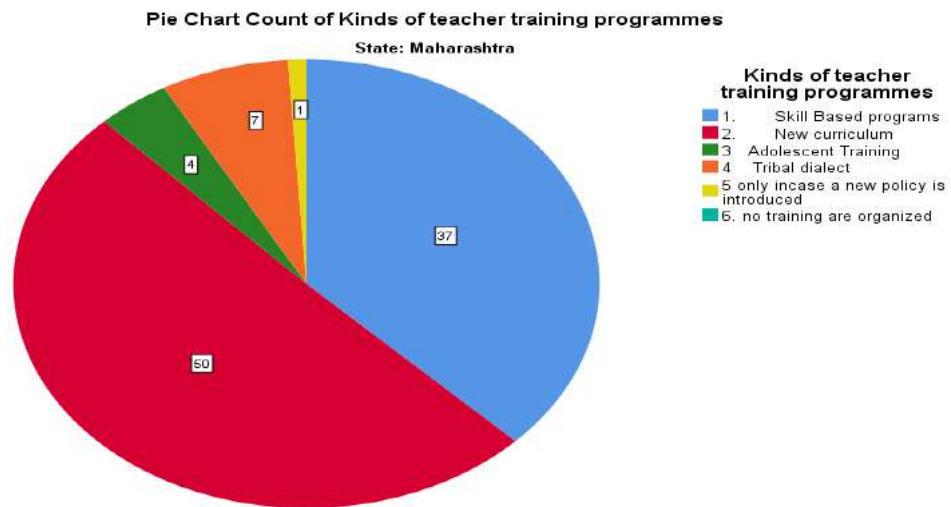
Analysis

All except one principal respondent told that a teacher's training programme is organised to enhance the skills of the teachers. Nine principal respondents told that a training programme is organised if a new curriculum is introduced. A total of eight principals said that a training programme is conducted to train teachers to understand the issues and concerns of adolescents.

The same question was posed to the teachers. It is revealed that out of 62 teacher's respondents, most of the respondents mean 50 teacher respondents told that a training programme is conducted if a new curriculum is introduced. A total of 37 respondents said that skill-based training programmes are also conducted. Only four teachers said that the training programme is organized on the topic of adolescents. One teacher respondent said only on the introduction of the new policy a training programme is conducted.

Interpretation

All principals interviewed are conducting training programmes for the teachers, however, the kinds/ topics are different.

All teachers responded that training programmes are conducted on topics like new curriculum and skills. As per the responses received from Teachers, one can see that training programmes are conducted for the teachers however there is inconsistency in responses concerning the frequency of the training.

Response of Administrative Authority Regarding Teachers' Training

The *Ashram* School Code of Maharashtra mention about teachers' training of 23 days. Hence, a question was asked to the administrative authority respondents, if they organize any training programmes for teachers and wardens as they are required to groom the students.

Figure No. 24: Kinds of Teacher Training Programmes
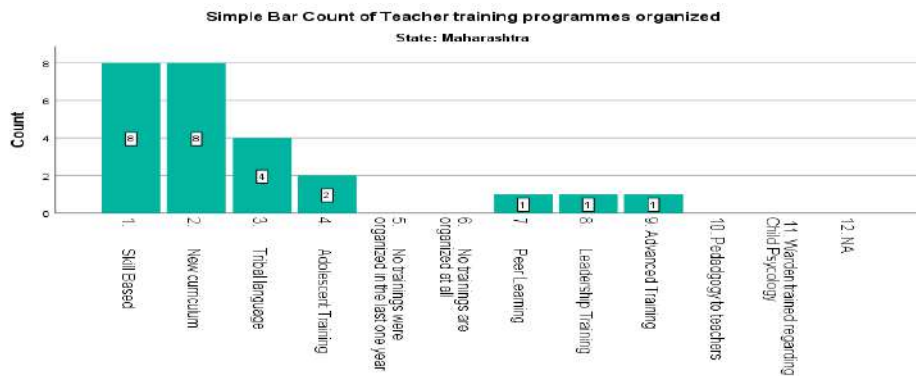
Analysis

Out of 10 administrative authority respondents, eight respondents said that they are organizing skill-based trainings and about new curriculum. Training on tribal language (4 respondents), adolescent training (2 respondents) and trainings relating to peer learning (1 respondent), leadership (one respondent) and advanced training (one respondent) has also been organized.

Interpretation

It may be interpreted that teachers' trainings are in place on different topics. However, specific training on teaching pedagogy, advanced/modern teaching methods and child psychology relating training are not seen in the list of the respondents even though they are mentioned in the *Ashram* Code of Maharashtra to be organized.

6.12 Teaching Pedagogy, Medium of Instruction

Teaching pedagogy and medium of instruction have been referred to not only in the *Ashram* Code but also in international norms, mainly ICESCR in its provision relating to the right to education.

A multiple-choice question was asked to the teachers on teaching pedagogy and the medium of instruction used in the school.

Figure No. 25: Teaching Method used by the Teachers in the Class
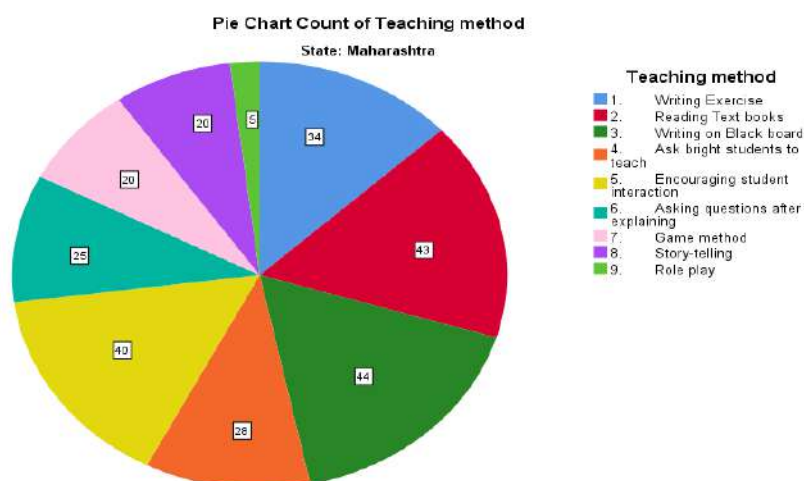
Analysis

It is a multiple-choice question. Out of 62 teachers' respondents, 44 respondents said that they are using blackboard while teaching and 43 respondents said that they read the textbook in the class to explain. Out of 62, a total of 40 teacher respondents said that they encourage students to interact in the class with the students to make them understand the concept, and 34 teachers said that they give writing exercises to the students. The 28 respondents said that they ask students to teach in the class, and 25 teacher respondents said that they encourage students to ask questions. Out of 62 teachers, five teachers said that they use role-play pedagogy in teaching.

Interpretation

Varied pedagogies enable students to take more interest in their studies. Even though dominated by the blackboard method, the *Ashram* School teachers are using other pedagogies also.

As per the response received from teachers writing exercises, reading textbooks, and writing on the blackboard are the main teaching methods followed in Nagpur, Bhandara-Khapa, Gondiya, Gadchiroli and Amravati districts. Story-telling, game method and role play are reportedly used in Katol-Ladgaon and Ramtek-Belda taluka of Nagpur district. Story telling is also used in Gadchiroli and Chikaldhara-Chikali, Jarida taluka of Amravati district.

The same question was asked to the students. Their response shows that writing exercises, reading from the textbook and writing on the blackboard are the

predominant pedagogies employed in teaching in Nagpur, Bhandara-Khapa. Gondiya, Gadchiroli and Amravati. Game method and story-telling are used in Hingna-Kavdas and Katol-Ladgaon taluka of Nagpur district as per the response of all students. Around 62.5% of students from Chikaldhara-Chikali, Jarida taluka of Amravati district reported that additionally game methods and student interaction are also used by the teachers.

Out of 14 principal respondents, 12 principal respondents reported that an inspection by the appropriate authorities was carried out to inspect the quality of education imparted, teaching pedagogies etc.

6.13 Medium of Instruction

The medium of instruction is very important. In *Ashram* Schools, State Board is implemented.

Table No. 29: Medium of Instruction

District	*Ashram* School at taluka	English	Hindi	State regional language	Tribal language	Sanskrit
Nagpur	Hingna-Kavdas	20.0%	-	100.0%	-	-
	Katol-Ladgaon	40.0%	40.0%	100.0%	-	-
	Ramtek-Belda	-	-	100.0%	-	-
Bhandara-Khapa	Bhandara-Khapa	100.0%	-	100.0%	-	-
	Tumsar-Koka	100.0%	100.0%	100.0%	-	-
Gondiya	Salekasa- Bijepar	50.0%	-	50.0%	-	-
	Gondiya-Majitpur	-	-	100.0%	-	-
	Sadak Arjuni – Shenda	20.0%	-	80.0%	-	-
Gadchiroli	Korchi-Maseli	-	-	100.0%	-	-
	Dhanora – Karwafa	-	-	100.0%	-	-
	Kurkheda-Ramghad	-	-	100.0%	-	-
Amravati	Chikaldhara-Chikali, Jarida	50.0%	66.7%	100.0%	16.7%	-
	Dharni-Kheda	-	100.0%	100.0%	-	-
	Out of 62	**19**	**16**	**60**	**1**	**-**

Analysis

Out of 62 teachers, 96.77 per cent, teachers said that they use the regional language that is Marathi while teaching in class. However, 30. 64 per cent of teachers said they use English and 25.80 per cent of teachers said they use Hindi also as a medium of instruction. No one reported about Sanskrit language.

Interpretation

As per the response of teachers from Nagpur, Bhandara-Khapa, Gondiya, Gadchiroli and Amravati districts state's regional language is the medium of instruction in schools. Bhandara-Khapa is the only district where English is also used as the medium of instruction according to the teacher's response. However, according to the students, the medium of instruction and evaluation in all the districts is the state's regional language. Chikhaldhara of Amravati district said that instructions are given in the tribal language also.

The variation revealed that as per the subject's demand teachers are using a medium of instruction. There is no subject based on tribal language, being a state board thus least usage is seen of the tribal language.

6.14 Student-Teacher Ratio and Subjects Taught in the *Ashram* School

Figure No. 26: Student Teacher Ratio
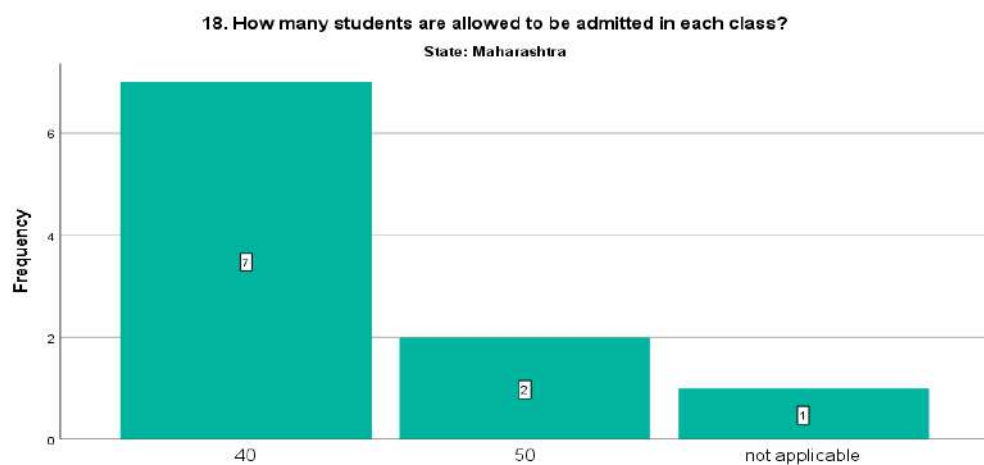
Analysis

All principals, teachers and students' respondents said that subjects prescribed under Maharashtra State Board are taught in the *Ashram* Schools in Maharashtra. In *Ashram* School student's teacher ratio is 1:40 as informed by the administrative authority respondents with majority.

Interpretation

It may be interpreted that even though tribal students have their strengths and limitations as living in a forest area and being a tribe. However, no additional

subject is prescribed for tribal students; no exemption is given for any subject. Subject relating to tribal Language is also not seen. With this may be students will forget their tribal dialect which is indeed a cultural heritage. Moreover, skill training which makes students economically independent is also not seen to be incorporated into the school curriculum. The teacher student ratio is found to be as per the policy. Sanskrit as a language is not seen to be given in the school, even though State Board of Education has an optional subject of Sanskrit.

6.15 Student Motivation

Motivation is one of the important factors to achieve progress for students. On enquiring about the ways to motivate students in class, teacher respondents respond as follows:

Figure No. 27: Ways to Motivate Students in Class
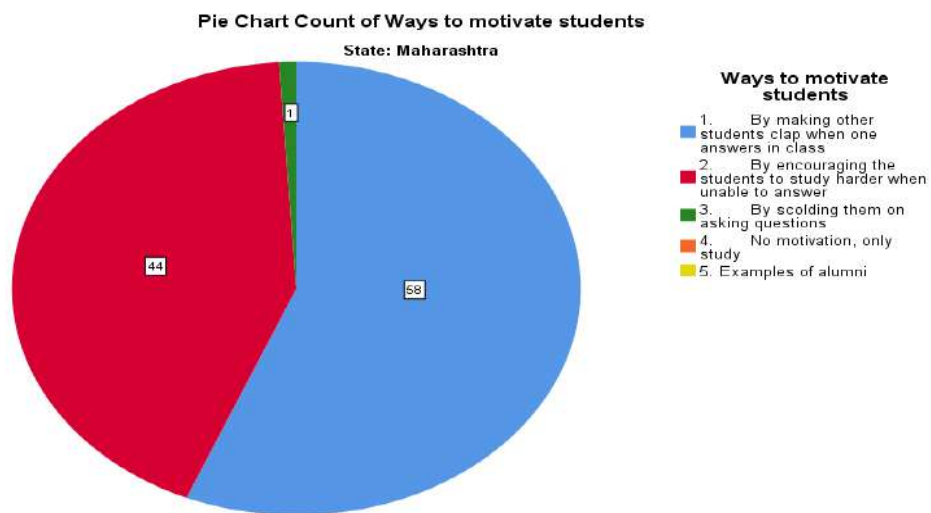
Analysis

It was a multiple-choice question. Out of 62 teachers, 58 teachers told that when in class any student has done any appreciative work, like giving answers, scoring good marks etc, then they congratulate and appreciate the student by making all clap for the student. In case, a student is not able to understand, then 44 teacher respondents said that they encourage students to work harder. Only one teacher respondent said that by scolding, students for sure, work better. No teacher said that they are giving examples of successful alumni in class to motivate students. Also, no teacher said that they do not motivate students.

Interpretation

The question made all teacher respondents think before responding. Everyone responded to this question. It reveals that teacher respondents agreed with the importance of motivation as this choice given in an interview schedule was preferred by mostly all. However, scolding a student in case of asking questions, all, except one denied promptly. It reveals teachers appreciate if students are asking questions in class. It also reveals the positive approach and attitude of the teachers towards students.

The teachers and students reported that in Nagpur, Bhandara-Khapa, Gondiya, Gadchiroli and Amravati teachers motivate students by making other students clap. It is seen that despite rich teaching experience of more than 7-10 years' same way to motivate students and the same pedagogy is followed by all the teachers this clearly shows teachers are not open to the use of new techniques and pedagogies. As per the teacher's response from all the districts of Maharashtra, they want to prepare their students to do well in life. Use of computers in teaching is only reported in Katol-Ladgaon taluka of Nagpur, Gondiya-Majitpur and Sadak Arjuni - Shenda talukas of Gondiya, Chikaldhara-Chikali, Jarida taluka of Amravati. Students are awarded certificates for good performance as per their responses from Nagpur, Bhanara, Gondiya, Gadchiroli and Amravati.

6.16 Guidance After School Hours

As tribal children residing in *Ashram* itself, hence a question was asked to the teachers and students about the guidance given to the students after school hours.

Figure No. 28: Guidance to Students of *Ashram* School After School Hours
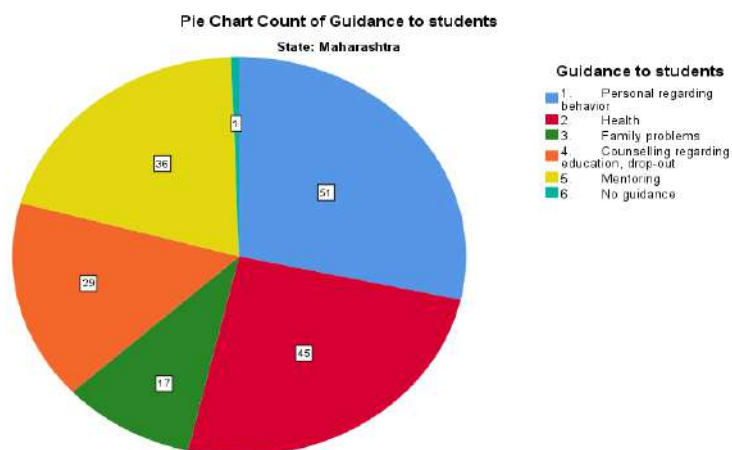
Analysis

Out of 62 teachers, 45 teachers said that they are guiding students relating to health, pertaining behavior, 36 teachers are mentoring students for career, and 31 teachers said that they are guiding students relating to behavior. After school hours, 17 teachers guide on family problems and 29 teachers counsel regarding education and issues of dropout. Only one teacher said that after school hours, no guidance is given.

Interpretation

Teachers from Nagpur, Bhandara-Khapa, Gondiya, Gadchiroli and Amravati reported that after-school guidance regarding personal behavior and health is given to students. Student response to the same question shows that most of the guidance is around personal behaviour, health, family problems and regarding studies.

During the visit to *Ashram* School, it was shared by teachers that after the school hours, they are going to the *Ashram* to guide students. In Amravati, the Project Officer had issued notice for the same. According to teachers, they are giving special attention beyond school hours towards the students.

6.17 Engagement after School of Students Residing in *Ashram* Schools

Life of students in *Ashram* School is different as students are staying in *Ashram* and their families are not educationally oriented. Thus, a question was asked to 129 student respondents, about what they do after school hours.

Figure No. 29: Routine of Students of *Ashram* School after School hours

Simple Bar Count of Routine after school

STATE: Maharashtra
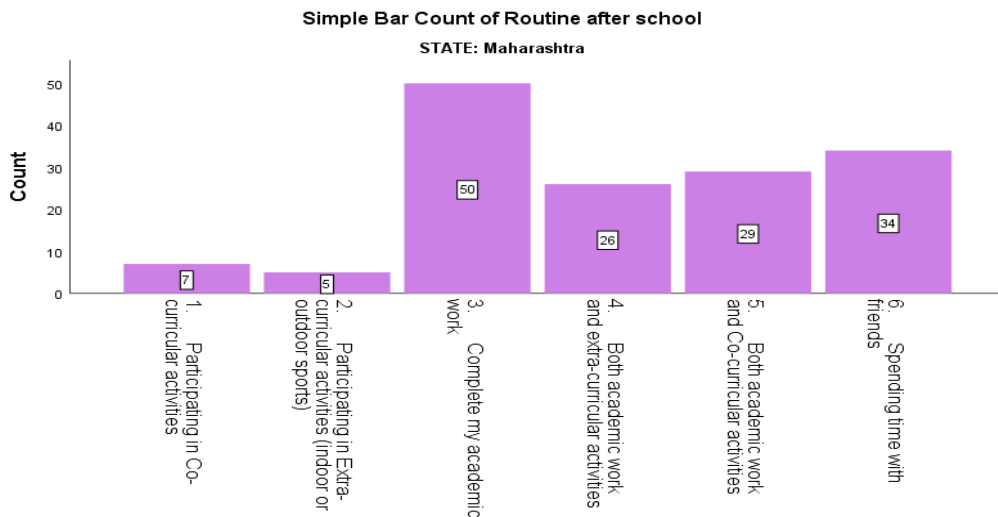
Analysis

Out of 129 student respondents, 50 respondents said that they finish their academic work after school hours. A total of 34 students said that they spend time with friends. A total of 55 student respondents said that they are spending time in extracurricular, co-curricular activities along with the academic work. Only 12 students said that they spend time either only in extracurricular (o7 respondents) or only in co-curricular activities (05 respondents).

Interpretation

The majority of students are engaged in completing their academic work got from the school. Students from Nagpur and Bhandara-Khapa shared that they mostly complete their academic work after school. However, the responses of students from Gondia and Gadchiroli reveal extra-curricular and co-curricular activities are also taken up besides academic work by students.

6.29   Reason to Enrol in *Ashram* School

One of the main aims of the establishment of the *Ashram* School which is residential, is to give a conducive atmosphere to the tribal children as their families may not be educationally oriented. Furthermore, due to poverty, they may not prefer to send students to school. Hence, a question was asked to the student respondents regarding the reason to join *Ashram* School and if they preferred *Ashram* School over other schools.

Figure No. 30: Reason for Choosing *Ashram* School
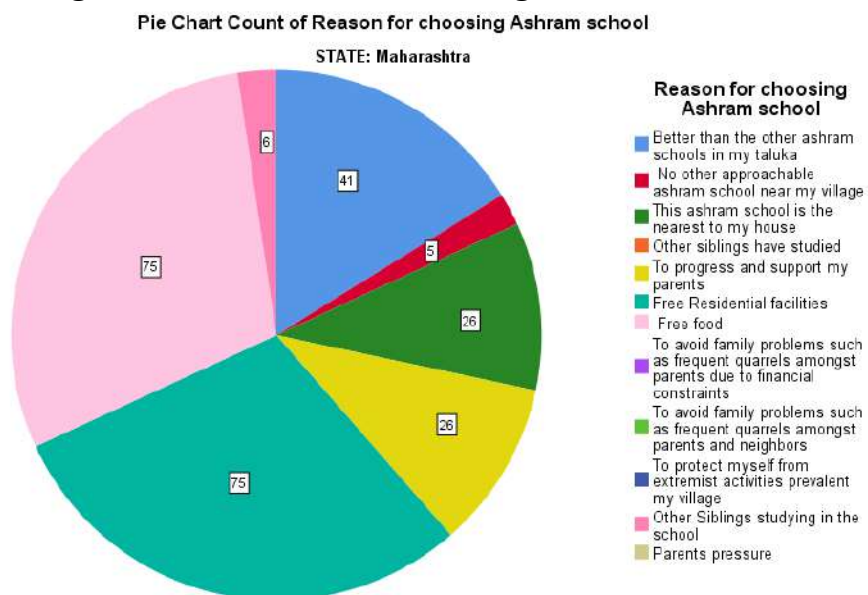
Analysis

Out of 129 student respondents, 75 students told that they preferred *Ashram* school over others as they have free residential and food facilities in *Ashram* School. A total of 41 students told the reason for choosing *Ashram* School over other schools as their *Ashram* School is better than other schools and 26 student respondents said that it is nearest to their home. Out of 129 student respondents expressed that they want to progress and support their family, hence *Ashram* School is suitable for them. Out of 129 student respondents, five student respondents said that they have joined *Ashram* School due to parental pressure. No student responded that they have to opt for *Ashram* School to avoid family conflicts or neighbouring issues.

Interpretation

As per the response of students from Nagpur, Bhandara-Khapa, Gadchiroli and Amravati districts tribal students prefer *Ashram* schools over others because of the free residential and food facilities offered there. In Gondiya district students shared that they prefer their school over others as it is the nearest to their house. It is surprising, that the reason for establishing the *Ashram* Schools is not preferred by any student.

The reasons for joining *Ashram* School are different. The preferred reason to join *Ashram* School is to avail of incentives namely residential and food facilities. Moreover, the number of students who have joined *Ashram* Schools due to parental pressure is the least. As per the primary sources literacy rate has increased, and as per the data collected in the research, almost all parents of the student respondents have done schooling till 6th to 8th standard. Thus, a question arises, if parents are willing to send their children to school. If supporting incentives like free residence and food will be removed, then, can we still have a progressive rate of admissions in the schools?

6.30 Condition of Classrooms of *Ashram* Schools and Dormitories of *Ashram*

As per the TSP, and *Ashram* Code of Maharashtra, classrooms are required to be adequate and well-ventilated. It should be having blackboard facility as well. The same was enquired from the principal and students. The observation tool was also

used to see the condition of the classrooms. Hence, photographs are given below along with figures.

Figure No. 31: Classroom Condition as per the School Principals
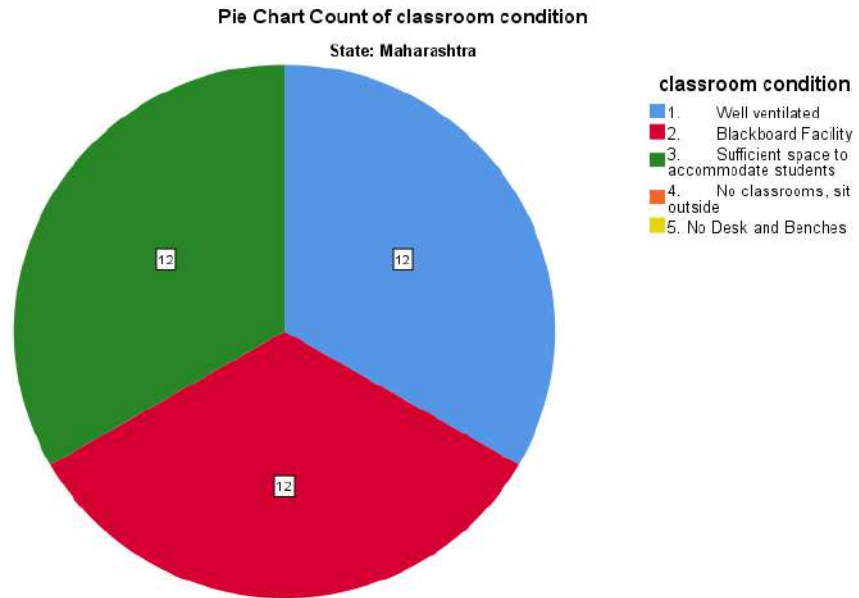
Photograph 1: Classroom at Bhandara, Maharashtra

Photograph 2: Classroom at Bhandara, Maharashtra

Photograph 3: Classroom at Bhandara, Maharashtra

Analysis

Out of 14 schools visited, it is seen that 12 schools' classrooms are well-ventilated and have blackboard facilities. Out of 14 schools visited, one school classroom was having less capacity to accommodate students and one school was found weak in ventilation. In each classroom desks and benches were available to sit.

According to the response of the school principals in Nagpur, Bhandara-Khapa, Gondiya and Gadchiroli districts of Maharashtra classrooms in *Ashram* schools are well-ventilated with blackboard facility and sufficient space. However, the respondents of Sadak Arjuni - Shenda taluka of District Gondia reported that there is insufficient space to accommodate students in the *Ashram* School. Responses from Chikaldhara-Chikali, Jarida Taluka of Amravati district show that there was sufficient space to accommodate students but the blackboard facility and ventilation were not there.

As seen in the photographs, desk benches and windows are available in the classrooms. Curtains were also observed on the window in some classrooms.

Interpretation

The classrooms were found along with desk benches and blackboards. The principals also informed that classrooms are available in proportion to the strength of the students in the school.

Inspection is also carried out in the *Ashram* Schools to see the position of buildings as also repair work, if any. In Bhandara-Khapa, Gadchiroli and Amravati inspections are conducted Monthly. In Nagpur, Gondia inspections are carried out quarterly.

6.19.1 Condition and Facilities at *Ashram* Dormitories

The tribal students are living far from their parents in *Ashram*. Thus, *Ashram*s were visited along with the *Ashram* school. The main aim is to analyze if the condition and routine of the *Ashram* is supporting the objectives of the *Ashram* School.

It is observed by the research team and informed by the wardens of 14 *Ashram* that they have separate *Ashram* for boys and girls and only tribal students are eligible to reside in *Ashram*.

On the question of the condition of dormitories and facilities provided in the *Ashram*, the following was the response.

Figure No. 32: Dormitories Condition
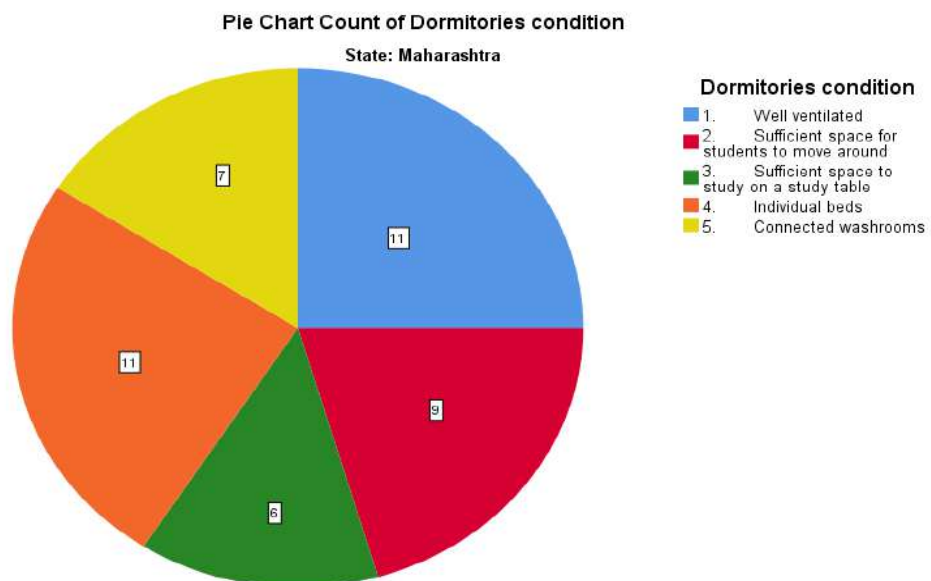
Analysis

As per the response received from 14 wardens of 14 *Ashram*, 11 wardens informed that they have well-ventilated dormitories, students have sufficient space to move around and bedding is available. Out of 14 wardens, six wardens said that they have provided study table to the students.

Interpretation

As seen earlier also, basic requirements are fulfilled in all *Ashram*. But facilities like study table is not available in all *Ashram*.

6.31   Academic Facilities

Academic facilities are required to be given to the students free of Cost. The TSP and *Ashram* School code also the Right to Free and Compulsory Education Act 2009, basic material needed for school education is required to be given to the students.

Figure No. 33: Academic Facilities Free of Cost Available for the Students

Pie Chart Count of Academic facility free of cost

State: Maharashtra

Academic facility free of cost
1. Accommodation
2. Writing material
3. Reading material
4. Books
5. Stationary such as pens, pencil, colors etc.
6. Uniform
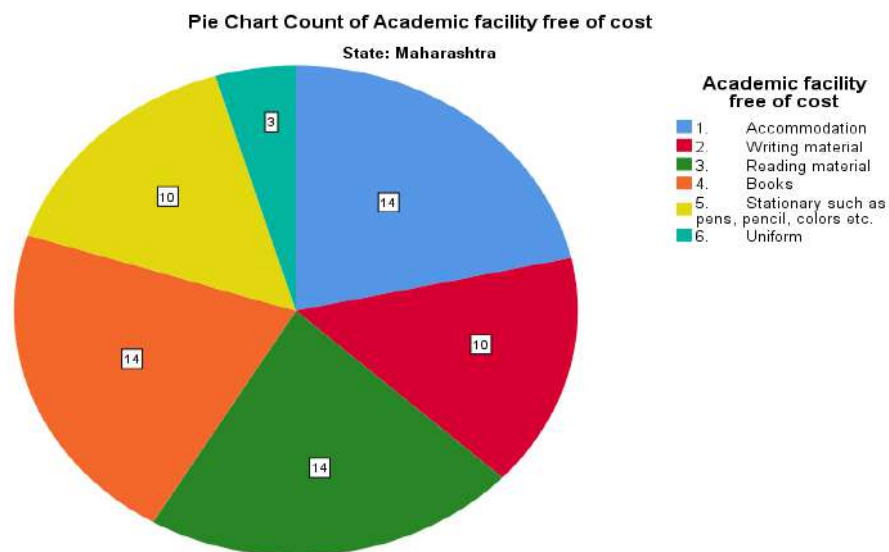
Analysis

All principals told that they are giving accommodation in *Ashram*, reading material and books to the students. Out of 14 principals, 10 principals said that they are giving writing material. Three Principal respondents said that they are giving uniforms to the students.

Interpretation

Complete compliance is seen regarding accommodation at the *Ashram*, and in providing books to the students. Regarding uniforms of school, it was told by the principals that since the implementation of the DBT scheme, they are not providing uniforms to the students as it is expected that students will buy from DBT.

6.32 Availability of Facilities other than Academic Facilities in *Ashram* School

Apart from separate *Ashram* and washrooms for boys and girls, electricity, and drinking water is available in the school. The kitchen, staff room and playground are also available in the school. Regarding the availability of specialized subject teachers, skill trainers, computer labs and a library in the school, the responses were as follows.

It was enquired about the facilities available at *Ashram* School other than academics, as follows:

Table No. 30: Facilities Available in *Ashram* School other than Academics

District	*Ashram* School at Taluka	Specialised subject teacher	Specialised skill trainer	Computer lab	Library
Nagpur	Hingna-Kavdas	100.0%	-	100.0%	100.0%
	Katol-Ladgaon	-	-	-	100.0%
	Ramtek-Belda	-	100.0%	-	100.0%
Bhandara-Khapa	Bhandara-Khapa	90.0%	-	30.0%	30.0%
	Tumsar-Koka	100.0%	-	100.0%	100.0%
Gondiya	Salekasa-Bijepar	40.0%	40.0%	40.0%	80.0%
	Gondiya-Majitpur	10.0%	50.0%	30.0%	80.0%
	Sadak Arjuni - Shenda	10.0%	10.0%	30.0%	40.0%
Gadchiroli	Korchi-Maseli	33.3%	33.3%	33.3%	22.2%
	Dhanora - Karwafa	66.7%	66.7%	66.7%	-
	Kurkheda-Ramghad	50.0%	-	-	-
Amravati	Chikaldhara-Chikali, Jarida	87.5%	62.5%	75.0%	75.0%
	Dharni-Kheda	100.0%	-	100.0%	-
	Out of 129	**66**	**33**	**57**	**72**

Analysis

Out of 129 student respondents, 55.81 per cent of student respondents informed that they have a library facility and 44.18 per cent said that they have computer labs. A total of 51.16 per cent of student respondents said that they have a specialized subject teacher and 25.58 per cent of students said that they have a specialized skill trainer.

Interpretation

As per the response of student's separate washrooms for boys and girls, supply of electricity and drinking water, kitchen, and playgrounds are there in all the schools. However, in the Katol-Ladgaon and Ramtek-Belda districts of Maharashtra specialized subject teachers, and computer labs are not available. In Dhanora - Karwafa, Kurkheda-Ramghad taluka of Gadchiroli district and Dharni-Kheda taluka of Amravati district library are not available as per the response received from the students.

It may be interpreted that *Ashram* School has basic requirements, but facilities due to which students' motivation, exposure and result can be improved is not available proportionately. During the visit, open Jim was also seen in a few schools.

Photograph 4: Open Gym in Belda- Ramtek-Belda, Nagpur

Photograph 5: Gym Activities in Ramtek-Belda, Nagpur

6.21.1 Facilities Available in *Ashram* Free of Cost as per the Warden Respondents

The same question was asked about *Ashram* to the wardens of the *Ashram*.

Figure No. 34: Facilities Provided in the *Ashram* Free of Cost
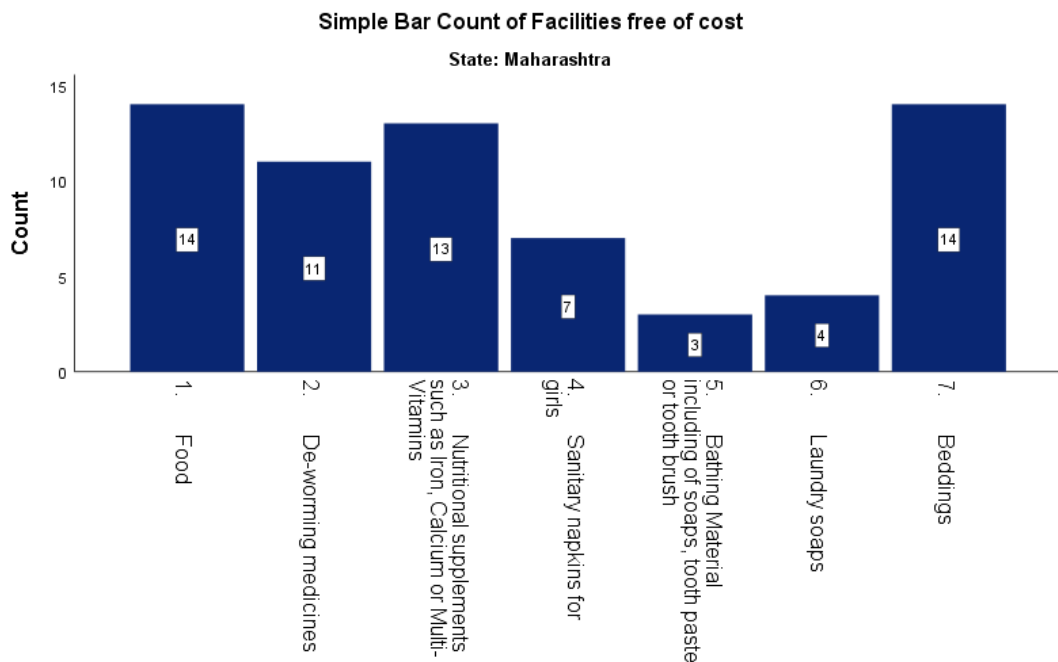
Analysis

All warden respondents told that they are providing food and bedding to the students at the *Ashram*. As per the 13 responses, students at *Ashram* are getting nutritional medicines like calcium and iron as prescribed and as per the 11

responses, de-worming medicines are also provided in the *Ashram*. Regarding sanitary napkins, soaps, and toothbrushes, 4 to 7 responses were received in affirmation.

Interpretation

Dharni-Kheda is known for its malnutrition issue. Therein, it is seen that health supplements are given. In comparison to other districts, Gadchiroli is underdeveloped. All facilities along with food and bedding are available free of cost. In the remaining *Ashram*, the warden informed that it is expected students will buy from DBT.

6.21.2 Facilities Provided as per the Parents

A similar question was asked of 27 parents of respondents whose wards are enrolled in the *Ashram* School and are residing at *Ashram*.

Figure No. 35: Facilities Provided as per the Parents

Count of respondent regarding facility provided free of cost

State : Maharashtra

Facility free of cost
1. Accommodation
10. Nutritional Supplements such as Iron, Calcium or Vitamins
2. Food
3. Sanitary napkins for girls
4. Bathing Material including of soaps, tooth paste or tooth brush
5. Laundry soaps
6. Study material
7. Uniform
8. Raincoats
9. De-worming medicine
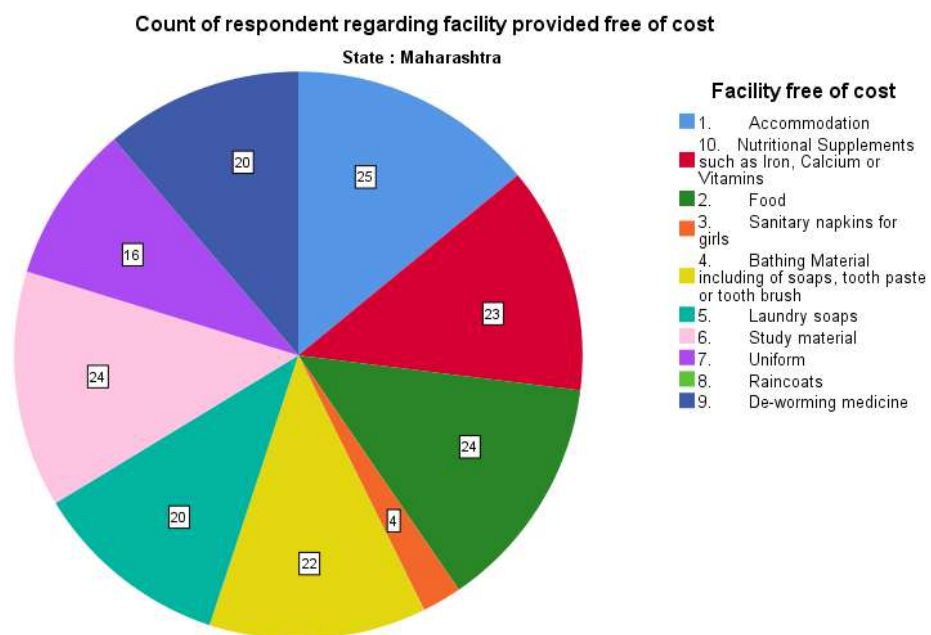
Analysis

Almost all parent's respondents said that their children studying and residing in *Ashram* Schools are getting food and accommodation. The list of the material to be given to children mentioned in the *Ashram* School Code was mentioned by the parents, even though the number of responses is different. Apart from nutritional

supplements, parent respondents said that their wards are getting raincoats, bathing material and sanitary napkins for the girls.

Interpretation

It is revealed that basic facilities are available as principals, wardens and further parents also shared the same thing. But the proportion of additional things to make it better is still to be achieved.

6.22 Meals Served to the Students

The meals served to students in *Ashram* Schools and *Ashram* is a collective responsibility of the government and school authorities on the ground. Mid-day meal scheme also known as PM Poshan and RTE Act 2009 imposes a statutory responsibility on the school authorities to implement the same. The state government is responsible for sanctioning finance for its implementation.

6.22.1 Response of School Principals

A question was asked to the Principals of the *Ashram* School regarding how many meals are served in a day to the students and if they have a diet plan. Further, the menu was asked of the students.

Figure No. 36: Meals Served
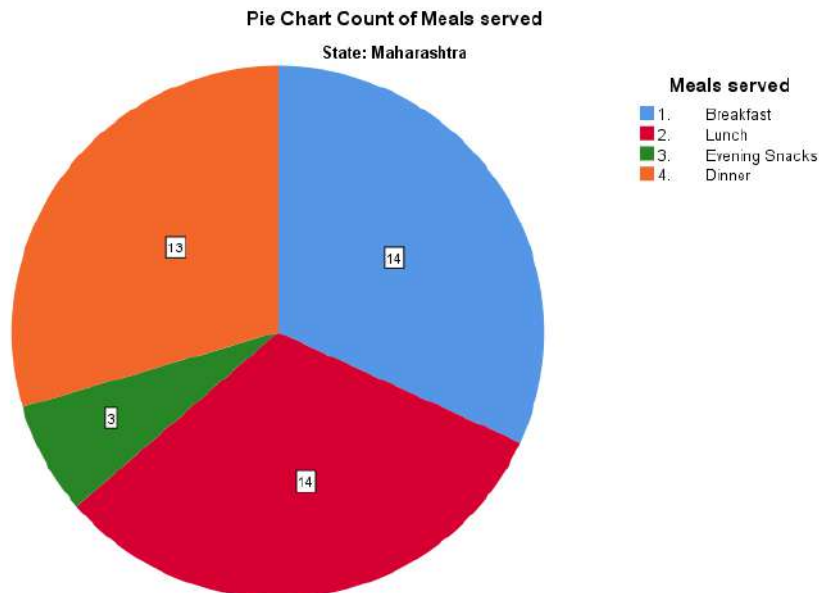
Analysis

All the respondents said that they are giving lunch and dinner to the students. Three respondents told that they are giving evening snacks too. All responded that they are following the diet plan as prescribed by the appropriate authorities.

Interpretation

Breakfast, lunch and Dinner are provided and a meal plan is followed in all the Districts of Maharashtra as per the responses of the principal. Snacks are reportedly provided only in the Gondia district and Dharni-Kheda taluka of Amravati. Thus, complete compliance with the statutory requirements regarding meals is revealed. Evening snacks are not mentioned in the diet plan, still seen in *Ashram* School located at Salekasa- Bijepar, Gondiya-Majitpur and Tumsar-Koka.All respondents said that there is a diet plan to be followed.

6.22.2 Food Items Served/ Menu of the Meals

A question was asked regarding the menu to the student respondents and a question about the diet plan was posed to the *Ashram* warden.

Figure No. 37: **Food Items Served as per the Student Respondents**
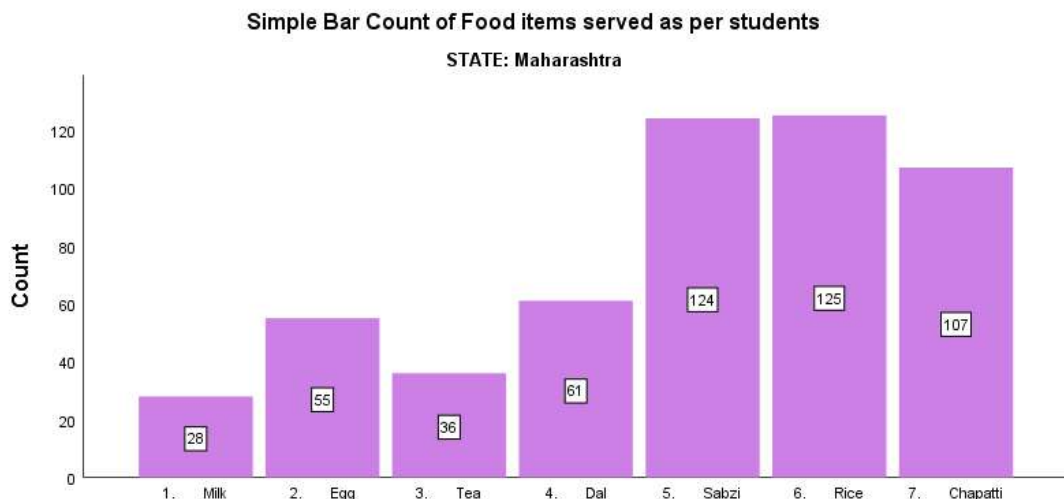
Photograph 6: Students are taking meals by sitting on a mat at Bhandara-Khapa, Maharashtra

Photograph 7: Eating space/Mess of *Ashram* School at Belda- Ramtek

Photograph 8: Menu Display board at Belda-Ramtek-Belda, Nagpur

Analysis

It was a multiple-choice question. Out of 129 student respondents, 125 students reported rice, 124 students for Sabji, and 107 reported chapati. Availability of milk was reported by 28 students, Egg by 55 student respondents, tea by 36 students and daal by 61 students. Each respondent reported the availability of a minimum of 3 food items in meals which include sabzi, rice or/and chapati and daal.

Interpretation

Meals are an essential part of the education system. In fact, due to schemes like PM Poshan the students of tribal areas are affording to be in school. Considering the above data analysis, it may be revealed that in the year 2023 also, only basic food that is daal, rice, sabzi, and chapati is served by all. But food items like milk, and eggs are uncertain to be served.

If we are aiming from 'education' to 'quality education', then we should progress towards 'food' to 'nutritious food'.

6.23 Staff Members other than Teachers

As per the TSP and *Ashram* School Code, staff members are required to be present other than teachers.

Table No. 31: Staff Members other than Teachers as per the Principal Respondents

District	Taluka in which *Ashram* School is situated	Staff other than teachers					
		1. School security guards	2. *Ashram* security guards	3. Cooks in the kitchen and their helpers	4. Healthcare staff	5. Staff relating to maintenance such as cleanliness staff	6. Principal office staff such as typists, peons etc.
Nagpur	Hingna-Kavdas	-	-	1	-	1	-
	Katol-Ladgaon	-	1	1	-	1	1
	Ramtek-Belda	1	1	1	-	1	1
Bhandara	Bhandara-Khapa	1	1	1	-	1	-
	Tumsar-Koka	-	-	1	-	1	-
Gondiya	Salekasa-Bijepar	1	1	1	-	1	-
	Gondiya-Majitpur	1	1	1	-	1	-

District	Taluka-village						
	Sadak Arjuni - Shenda	1	1	1	-	1	-
Gadchiroli	Korchi-Maseli	1	1	-	-	1	-
	Dhanora - Karwafa	1	1	-	-	1	-
	Kurkheda-Ramghad	1	1	-	-	1	-
Amravati	Chikaldhara-Chikali, Jarida	2	2	2	2	2	2
	Dharni-Kheda	-	1	1	-	1	-
	Out of 14	**10**	**12**	**11**	**1**	**14**	**4**

Analysis

It was a multiple-choice question. All 14 principal respondents informed that staff to do the cleaning is available. Out of 14 principal respondents, 11 respondents informed that they have cook and helpers to cook, 10 principal respondents informed that they have security guards for the *Ashram* school, and 12 respondents informed that they have security guards at *Ashram*. A total of four responses were received for the availability of typists and peons. One response was received for the availability of medical staff-doctors, nurses or compounders in *Ashram* and *Ashram* School.

Interpretation

On the question of staff members other than teachers as per the school principals' response staff relating to school security such as guards were there in all the *Ashram* Schools other than Hingna-Kavdas and Katol-Ladgaon of Nagpur district. Staff relating to hostel security were found to be there in all the *Ashram* Schools other than Hingna-Kavdas in Nagpur district. Staff relating to the kitchen in the school and *Ashram* such as cooks, helpers etc. were available in all the districts except in Gadchiroli. Staff related to healthcare such as doctors, compounders etc is available only in Chikaldhara-Chikali, Jarida taluka of Amravati. Staff related to Maintenance such as cleanliness etc. were there in Nagpur, Bhandara-Khapa, Gondiya, Gadchiroli and Amravati. Staff related to the Principal's office such as Typist, peon etc found to be there in Katol-Ladgaon and Ramtek-Belda of Nagpur district and Chikaldhara-Chikali, Jarida of Amravati district.

Security is maintained in all the schools in all the districts of Maharashtra by locking the school gate after the day finishes and locking the hostel door at night according to the school Principal.

Even though the medical staff is not available, still schools have medical health check-up camps. In that students can report their general and specific, if any, complaint issues to the doctors. In case of emergency, the warden or Principal arrange a visit to the doctor. Students are getting medicines free of cost. First aid box is available in all the *Ashram* and *Ashram* Schools. As per the Administrative authority respondents, health check-up has been done in all *Ashram* and *Ashram* Schools.

However, relatively fewer inspections are seen to be carried out to look into the security and health at the *Ashram* school and *Ashram*. Out of 14 principal respondents, a total of 6 and 10 reported for the inspection for the security and health-related aspects.

6.24 Problems in the Functioning of *Ashram* Schools

A direct question was asked to the principal respondents and teacher respondents to enquire about problems coming in the working of the *Ashram* School. A total of eight options were suggested with the liberty to add more if not referred to in the interview schedule. The response of principal respondents and student respondents is as follows.

Figure No. 38: Problems in the Functioning of *Ashram* Schools by Principals

242
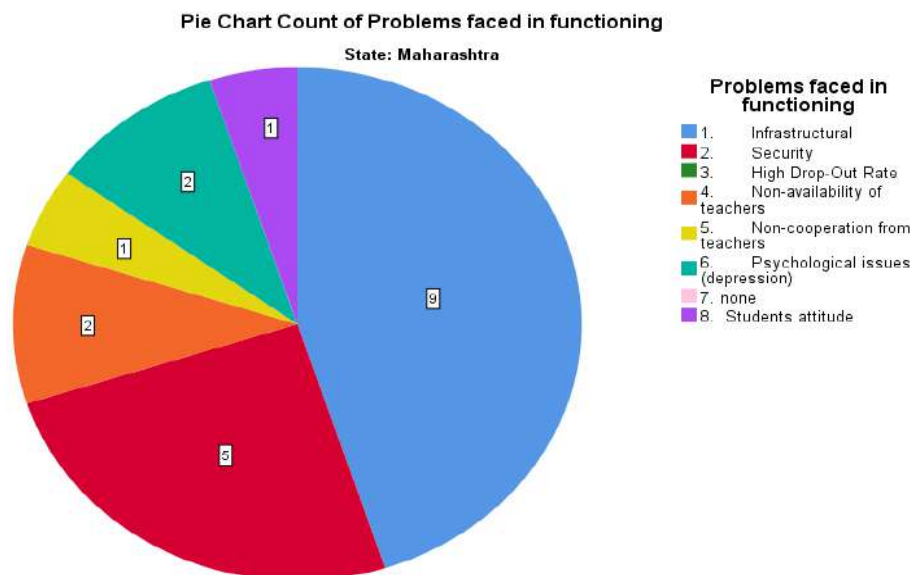
Figure No. 39: Problems in the Working of *Ashram* School as per the Teachers

Pie Chart Count of Problems faced in Ashram school
State: Maharashtra

Problems faced in Ashramschool
1. Infrastructural
2. Security
3. High Drop-Out Rate
4. Disinterested students
5. Language Barrier
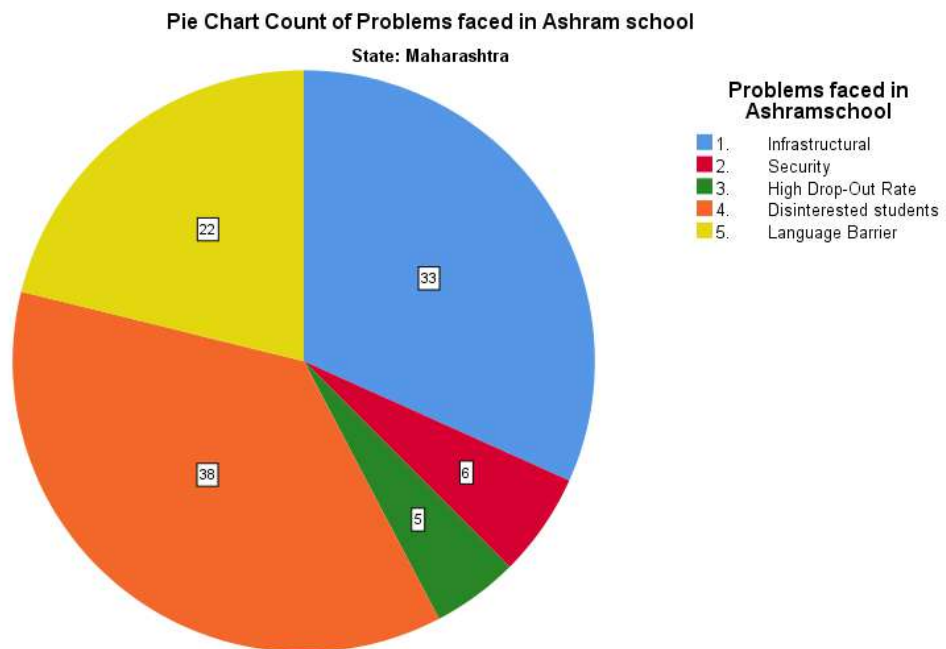
Analysis

Out of 14 principal respondents, 9 responses were for infrastructural issues and five responses were for security. Each principal responded to this question. Thus, the option of "none" means no problem was not opted by any respondent.

Out of 62 teacher respondents, 38 teacher respondents said that they are facing the problem of disinterested students in their studies. Further, 33 teacher respondents said that infrastructural issues also create problems in the working of the *Ashram*. A total of 22 teacher respondents said that in *Ashram* school language barrier is a problem. Out of 14 *Ashram* schools, 5 teacher respondents in three taluka reported that dropout by the students was the problem in the working of the *Ashram* Schools.

Interpretation

As per the school principal infrastructure problems appear to be a common concern in the functioning of *Ashram* School in Nagpur, Bhandara-Khapa, Gondiya and Amravati. Security concerns are there in the Nagpur and Bhandara-Khapa districts of Maharashtra.

Teachers' responses to the same question show that Infrastructural issues, Disinterested students and language barriers are the main problems in the functioning of *Ashram* school. In Tumsar-Koka taluka of Bhandara-Khapa district

security issues are also one of the main problems in the functioning of *Ashram* school.

Drinking alcohol and poverty are the main problems prevalent in the areas as per the teachers in Nagpur, Bhandara-Khapa, Gondiya, Gadchiroli and Amravati districts. However, in Gadchiroli indebtedness has also been flagged as a major concern.

6.25 Possible Reasons for Dropout from the *Ashram* School

A multiple-choice question was asked to the school respondents regarding possible reasons for the dropout issue in the school.

6.25.1 Response of Principal on Dropout

Even though less than 50 per cent of principals reported dropout as a problem, however, each principal responded to the question relating to the dropout.

Figure No. 40: Possible Reasons for Dropout as per the School Principal Response
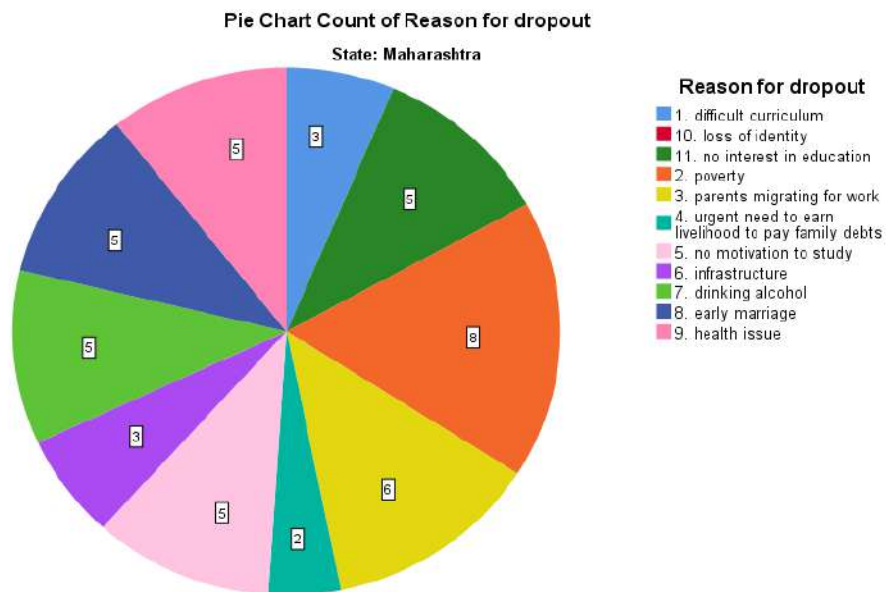
Analysis

Multiple reasons were given by the principal respondents. Out of 14 principal respondents, the reason for poverty was indicated by 8 respondents and migration of parents for livelihood purposes was cited by 6 respondents. The reason for less motivation to study, less interest in studies, health issues, early marriages, and drinking of alcohol received equal weightage by 5 respondents out of 14. A total of 3 respondents said that the curriculum is difficult for the students to learning in the

Ashram School and 2 principal respondents cited the reason that students also want to have a livelihood for the family, hence leaving the school.

Interpretation

As per the responses of the principals, poverty, parents migrating for work, no motivation to study, early marriage and drinking alcohol are the possible reasons for drop-out in Nagpur and Amravati district. In Gondia, health issues and no interest in education are the main reasons for drop-out. In Gadchiroli, difficulty to study the prescribed curriculum, poverty and health issues are considered probable reasons for student drop-out by the principal.

6.25.2 Response of Administrative Authority regarding Dropout from the School

Figure No. 41: Possible Reasons of Dropout
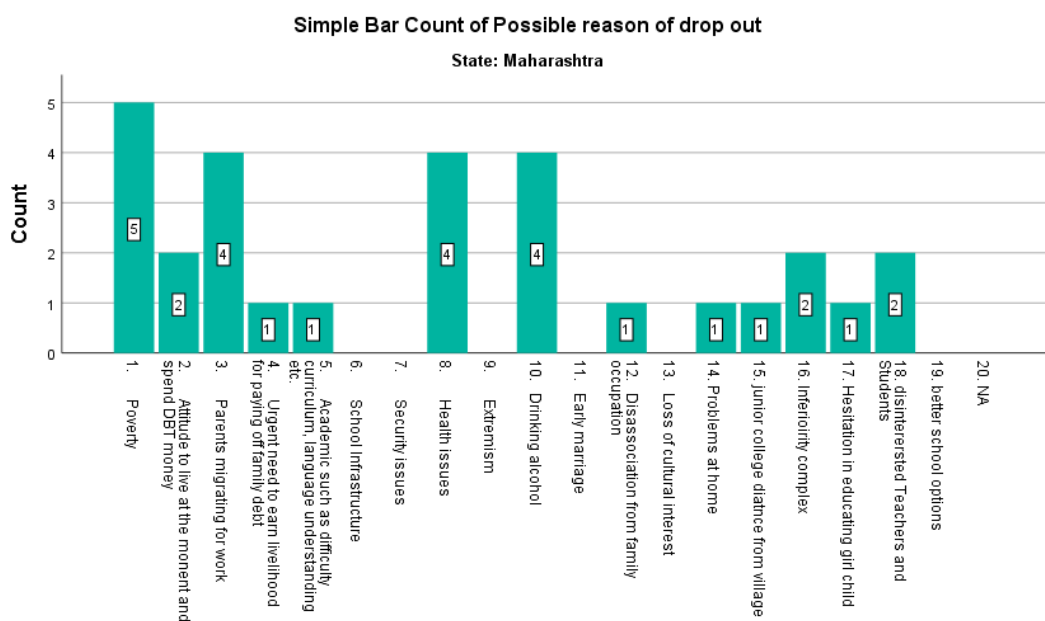
Analysis

No administrative authority respondents denied about the problem. Each respondent gave possible reasons of the dropout. Multiple reasons have been mentioned. Poverty, parent's migration for work, health, inclination to spend money of DBT on other than education, addiction to alcohol, inferiority complex, disinterested teachers and students, hesitation in educating girl child, problems at home, urgent need to earn livelihood, and difficulty in academics. No respondent said that early marriage and security are the reasons of the dropout.

Interpretation

Considering all the reasons, it may be revealed that the approach towards education is secondary. Passing few standards in school, literacy level may get increase. But without education, better standard of living, and better social atmosphere will not be achieved.

6.26 Improvements in School During the Tenure of the School Principal Respondents

As per the data collected, almost all principals have experienced an average of 2 to 5 years. Therefore, a multiple-choice question was asked about the improvements seen in the *Ashram* School covering infrastructure, enrolment of students, dropout issues as also the motivation of students and teachers. It was also enquired if students wanted to enrol in higher education after schooling.

Figure No. 42: Improvement in the *Ashram* School

Pie Chart Count of Improvement seen in children

State: Maharashtra

Improvement seen in children
1. Improvement in student's enrollment percentage
2. Decline in drop-out percentage
3. Increase in structural infrastructure
4. Increase in number of students enrolling for higher education
5. More teacher-student motivational programmes
6. No improvement
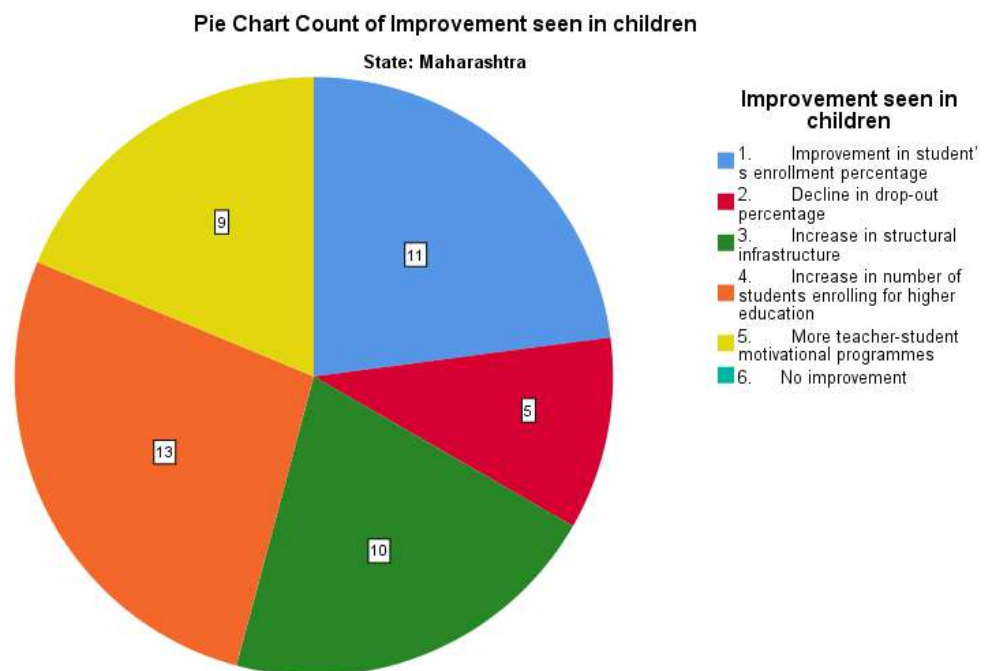
Analysis

Out of 14 principal respondents, 13 responded that rate of enrolling for higher education after schooling is increased, and 11 responded that enrolment of students is increased. A total of 10 respondents said that infrastructure is improved. Out of 14 respondents, only 5 said that the drop-out rate is decreased and 9 said more programmes were conducted to motivate teachers and students at *Ashram* School.

Interpretation

In this tenure, improvements have been in student enrolment percentage, an increase in the number of students enrolling for higher education, more teacher-student motivational programmes and an increase in structural infrastructure, However, the weak response regarding a decrease in the dropout rate revealed that even though improvements are more, but the dropout issue persists. It can be because of less motivation and also alternative schools available in nearby villages, as informed by the principals.

The Principal in Belda- Ramtek-Belda Nagpur showed their open Jim, sanitation arrangement, as also how students and teachers are invited for admissions. Many display boards about aim to be achieved, various committees in the school, menu of the day etc are showcasing the efforts of the *Ashram* School for the students as also compliance with various statutory requirements.

Photograph 9: *Ashram* School, at Belda- Ramtek-Belda, Nagpur- Front view

Ashram **School Building at Belda- Ramtek-Belda, Nagpur- Complete view**

Photograph 10: Display board of Aims at Belda- Ramtek-Belda, Nagpur
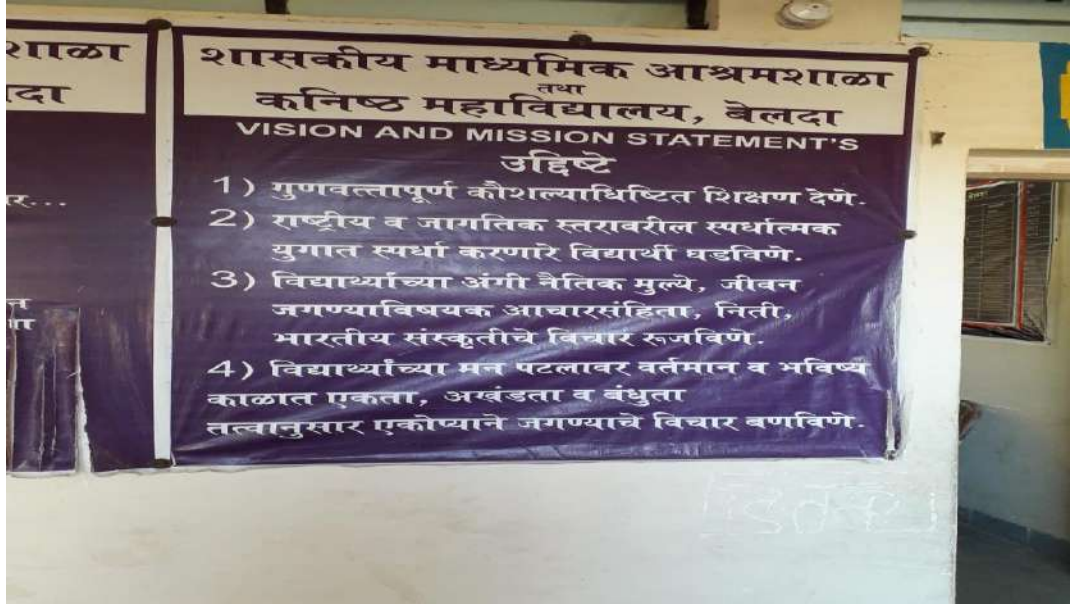
Photograph 11: Broom Stand at Belda- Ramtek-Belda, Nagpur

6.27 Skill Based Programmes

Two separate questions were asked to know the activities conducted by the school to enhance the motivation of students to study and to make them ready to be independent. The analysis is as follows.

6.27. 1 Response of School Principal Regarding Skill-based Programmes

Figure No. 43: Skill Development Programmes for Students at *Ashram* School

Pie Chart Count of measures for skill development

State: Maharashtra

measures for skill development
1. Making Local Handicrafts
2. Knowledge on traditional Medicines
3. Knowledge on Agriculture
4. Knowledge on family's occupation
5. No programs
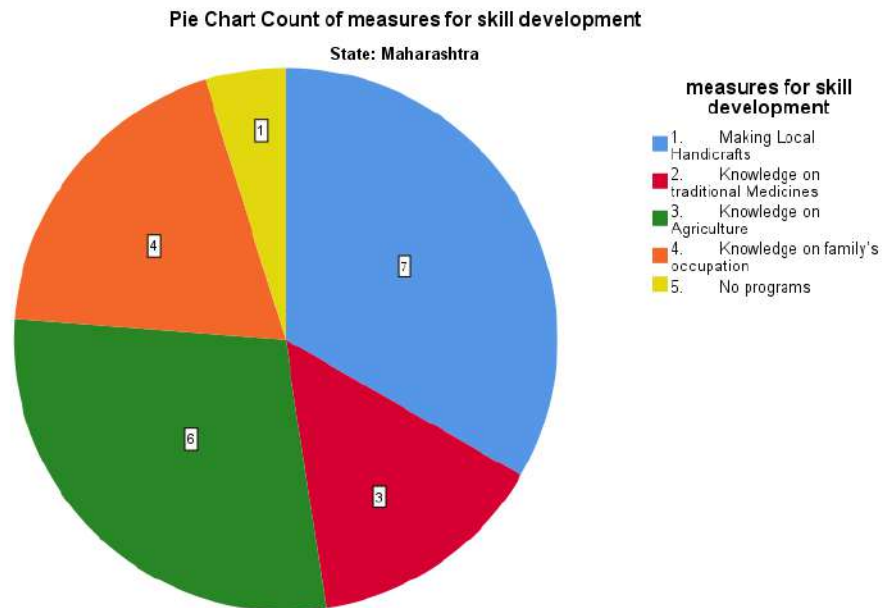
Analysis

Out of 14 principals, 10 responded that they are giving certificates to students on their good performance. Six respondents said that they motivate students for their good performance in the students' assembly. Five Principals said that they are giving scholarships for good performance in studies mainly.

Regarding skill development, out of 14 principals, seven said that have programmes like making local handicrafts, six principals responded that they give training regarding agriculture, four principles said they give training relating to family occupation, and three principles said that they give training/information on traditional medicines as being belonging to forest areas, many traditional medicinal plants are available. One principal said no programmes are implemented to enhance skills.

Interpretation

As per the principals, making local handicrafts is one of the skill development programmes run by the school in Gadchiroli and Amravati. Knowledge of Agriculture is given in Nagpur and Gondiya. No such programme is run in the Tumsar of Bhandara taluka of Maharashtra. The school curriculum includes Academics, sports and skill development activities in Gadchiroli and Chikaldhara,

Jarida taluka of Amravati. Skill development activity is missing in Hingna-Kavdas and Katol-Ladgaon taluka of Maharashtra.

6.27.2 Response of Parents on Skill-based Programmes

The same question was asked to the parents of the students mainly for two reasons. First to know if skill development programmes are conducted in *Ashram* schools and second to know if parents are aware of it, it means they are taking interest in the ward's education.

Figure No. 44: Skill Development Programmes at *Ashram* School as per Parents

Count of respondent regarding skill development programmes organized in Ashram school
State : Maharashtra

Skill develoment programmes organized
1. Making Local Handicrafts
2. Knowledge on traditional Medicines
3. Knowledge on Agriculture
4. Knowledge on family's occupation
5. Not aware
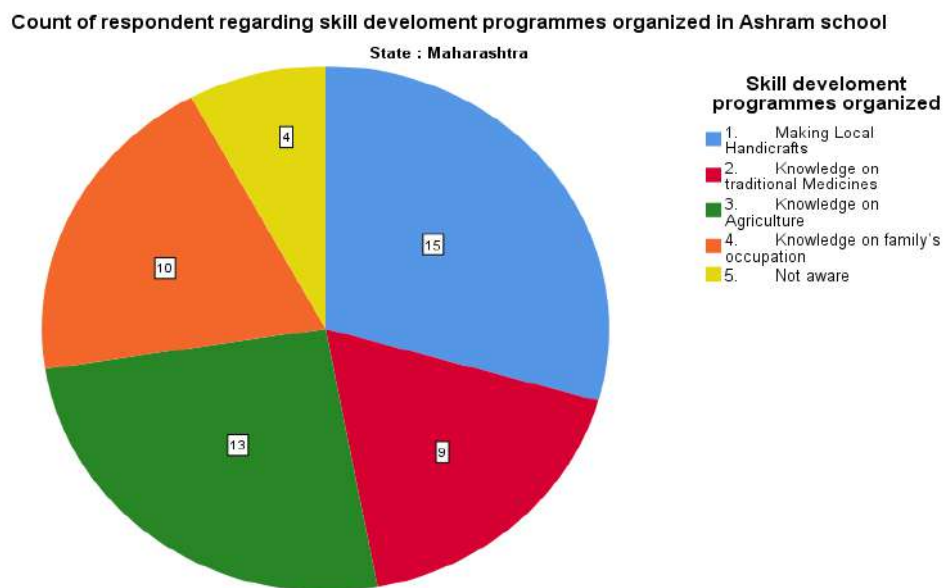
Analysis

It was seen that out of 27 parent respondents, 5 are not aware and 22 are aware. Most of the parents told that training on the making handicrafts, training on agriculture and training to elaborate on traditional medicinal plants are conducted in the school.

Interpretation

It revealed that school is involved in preparing students to integrate into the mainstream thus providing skills to the students.

6.27.3 Response of Administrative Authority about Skill Development Programmes for Students

Table No. 32: Skill Development Programmes as per the Administrative Authority

	Nagpur	Bhandara	Gondiya	Gadchiroli	Amravti	Out of 10
1. Making Local Handicrafts	80.0%	-	-	-	-	4
2. Knowledge on traditional Medicines	60.0%	-	-	-	-	3
3. Knowledge on Agriculture	80.0%	-	-	-	-	4
4. Knowledge on family occupation	-	-	-	-	-	-
5 Archery	60.0%	-	-	-	-	3
6. Computer training	20.0%	-	-	-	-	1
7 Mountain Climbing	20.0%	-	-	-	-	1

Analysis

Out of five districts' authority, the administrative authority respondents from Nagpur responded on this question. Out of 10 respondents, four responded that the skills pertaining to making local handicrafts and skill relating agriculture has been arranged for the students in *Ashram* School. In addition to this, respondents named training on archery (3 respondents), traditional medicines (3 respondents), computer (1 respondent), and mount climbing (1 respondent) is included in the skill development programmes.

Interpretation

Total of 5 respondents were interviewed, dealing with the *Ashram* School. It includes, Project Officer, Assistant Tribal Commissioner etc as mentioned earlier in Part B. Considering that only Nagpur respondents shared information, thus it may be interpreted the *Ashram* Schools coming under the Nagpur Office have Skill Development Programmes.

6.28 Activities to prepare students for the integration and changes seen among students

Ashram School is meant for tribal children. Relatively these students have less exposure being located in or near forest areas. Therefore, a question was asked about what kind of activities are being taken by the school for smooth integration

into the mainstream and whether positive changes are seen amongst students, if any.

6.28.1 Response of School Principal Regarding Activities Conducted for Integration

Figure No. 45: Activities Conducted for Integration into the Mainstream

Pie Chart Count of Activities conducted for integration
State: Maharashtra
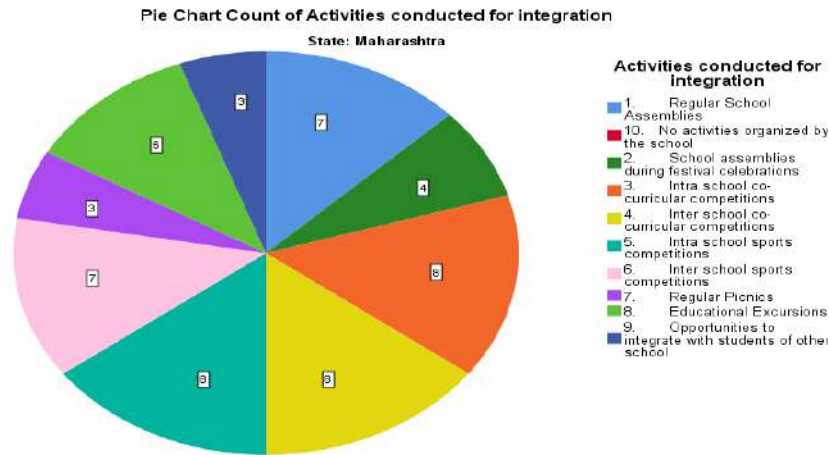
Analysis

The efforts taken by the schools to give exposure to students and thereby to achieve a smooth integration are of many types. Eight respondents out of 14 school principals said they are conducting school assemblies, intra-school sports and co-curricular competitions. Seven respondents also responded that they are conducting inter-school sports competitions and regular student assemblies at the school. Out of 14 principal respondents said that they are organising picnics for the students.

6.28.2 Response of Parents regarding activities for the integration

The same question was asked to the parent's respondents. The activities mentioned by the parents are similar to the activities mentioned by the Principal of the *Ashram* School.

Figure No. 46: Activities organized for integration of students

Count of respondent regarding activities organized for integration of students
State : Maharashtra

Activities organized for integration of students
1. Regular School Assemblies
2. School assemblies during festival celebrations
3. Intra school co-curricular competitions
4. Inter school co-curricular competitions
5. Intra school sports competitions
6. Inter school sports competitions
7. Regular Picnics
8. Educational Excursions
9. No activities organized by the school

Analysis

Out of 27 parents, 22 parents told that *Ashram* School has organised intra-school competitions, and 19 parents said that the school has organised intra-co-curricular competitions for the students. Out of 27 parents, 24 parents said that the school always organise school assemblies. No parent said that no activities are conducted by the school.

Interpretation

This data reveals that *Ashram* schools are conducting activities for the benefit of students. The activities like sports and curricular competitions indeed enhance confidence. However, the proportion of inter-school competitions seems less as is reflected in the principal and parents' responses.

6.29 Inspection of the *Ashram* Schools and *Ashram*

Inspection of the implementation of schemes relating to *Ashram* School is equally important. Two purposes are served with the inspection: firstly, checking about the implementation and secondly during inspection if any lacunae found then deciding about the action to be taken.

6.29.1 Response of Administrative Authority on the Inspection

Table No. 33: Kinds of Inspection conducted in *Ashram* School

District	Kinds of inspection conducted in School						
	1. Status of the School building such as if any repairs are required	2. Classrooms such as need for additional classrooms, ventilation level, repair requirement etc.	3. School security related such as locking facility etc.	4. Health related such availability of medical help in emergency, food served or maintenance of hygiene etc.	5. Academics Related such as teaching techniques, curriculum suitability, teaching aids etc.	6.No inspections are carried	7. Not Applicable
Nagpur	80.0%	20.0%	60.0%	80.0%	60.0%	20.0%	-
Bhandara	100.0%	100.0%	100.0%	100.0%	100.0%	-	-
Gondiya	100.0%	100.0%	100.0%	100.0%	100.0%	-	-
Gadchiroli	100.0%	100.0%	100.0%	100.0%	100.0%	-	-
Amravati	100.0%	100.0%	100.0%	100.0%	100.0%	-	-
Out of 10	9	6	8	9	8	1	-

Analysis

Out of 10 administrative authority respondents, nine respondents said that they conduct inspections to check status of the school building, and health and food related arrangements and related issues. Total of 8 respondents said that they inspect school security related arrangements and issues if any. Same number of respondents said that they inspect academic related matters. Only one respondent said that inspection has not been conducted.

Interpretation

It may be interpreted that almost all aspects are covered in the inspection. During the visit of the researcher, few of the administrative authority shared their plannings and work done for the *Ashram* Schools. It was shared that *Ashram* School at Bhandara, Katol and Ramtek have set an example for others to follow. This has been achieved only through inspections. The authority respondents also told that they are in contact with Principals of all the schools. Thus, it may be interpreted that the authority respondents have an inclination towards improvement of the *Ashram* Schools and are taking interest to do the needful.

6.30. Changes Seen in Students

The analysis of the question of changes seen if any amongst students is given below.

6.30.1 Changes are seen amongst the students relating to integration into the mainstream as per the Principal Respondents

Figure No. 47: Changes are seen amongst the students relating to Integration into the Mainstream as per the Principal Respondents

Pie Chart Count of growth seen
State: Maharashtra

growth seen
1. Students have become more confident
2. Positive change in the behavior of the student
3. Positive change in academic results
4. Positive change in parent's attitude
5. No change
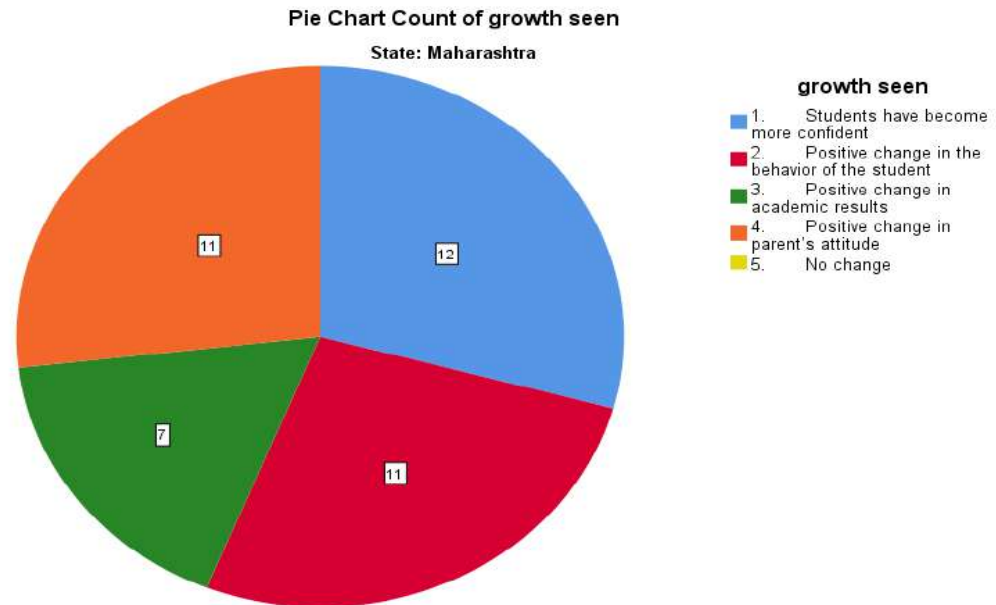
Analysis

Out of 14 principals said that positive changes are seen amongst students. The form of changes was different, 12 principal respondents said that they are finding students more confident, 11 principal respondents told that the positive change is seen in the behaviour of the students and parent's attitude towards education and 7 principal respondents said that positive change is seen in the academic result of the students at *Ashram* School.

Interpretation

As per the principals in the districts of Maharashtra, students have become more confident after joining the *Ashram* school and there is a positive change in the behaviour of students. are organised for the smooth integration of students.

It is also revealed by analysing both above questions in correlation, that, the number of activities conducted by the schools are proportionate with the types of positive changes seen amongst students. For example- in Nagpur district's Hingna-Kavdas and Ramtek-Belda 4 to 7 activities are conducted, and total of 4 types of positive changes are seen. In Bhandara-Khapa, two types of activities are conducted, and two types of positive changes are seen among students. In

Gadchiroli 2 to 4 activities are conducted, and three types of positive changes are seen amongst students.

The same question was asked to the parents of the students of *Ashram* School.

6.30.2 Changes in the Child since Joining *Ashram* School as per Parent Respondents

As per the response of the parents from all the Talukas covered under the study, children have become more interactive and physically active since joining the *Ashram* school.

6.31   Activities to Motivate Students - Performance Incentives

A question was asked to the administrative authority and school principal respondents.

Figure No. 48: Activities to Motivate Students

Pie Chart Count of Performance incentives to students

State: Maharashtra

Performance incentives to students
1. Scholarship
2. Recognition in the assembly
3. Certificate
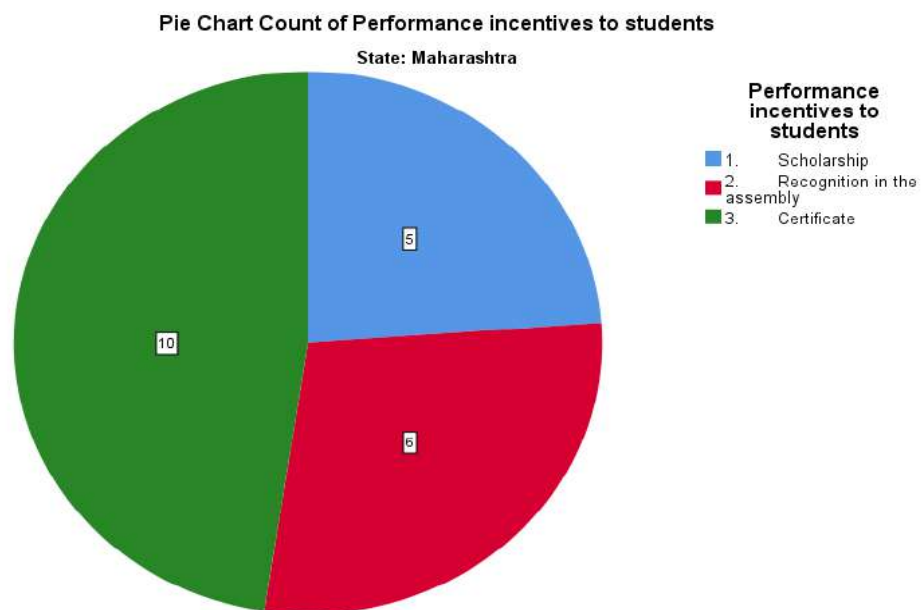
Analysis

Out of 10 Administrative Authority respondents, five respondents said that they motivate students for the good performance by recognizing in the School Assembly and give scholarship. All respondents said that they give certificates to the students for their good performance.

Interpretation

It is revealed that the steps to appreciate and to motivate students for their good performance in the school is in place.

6.32 Response of Alumni of *Ashram* School regarding *Ashram* School

The data was collected from 30 alumni of *Ashram* School through an interview schedule. Most of the Alumni reported that they are currently pursuing higher education. On enquiring about the motivational factor of joining higher education, the alumni respondents responded as follows:

Figure No. 49: Motivational Factor to the Alumni for Higher Education
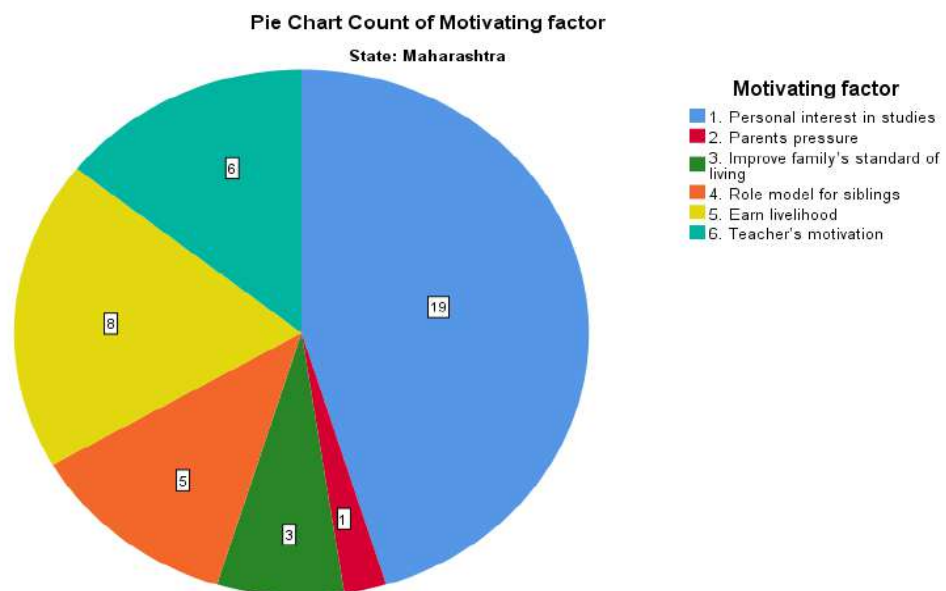
Analysis

Out of 30 alumni, 19 responded that due to the personal interest, they are pursuing a higher education. Teacher's motivation is reflected in 50% of responses from Hingna-Kavdas (Nagpur), 100% in Salekasa- Bijepar, Gondiya, and 60% in Chikaldhara-Chikali, Jarida (Amravati). Out of 30 alumni respondents, only one respondent responded that due to parent pressure, the respondent is pursuing higher education.

Interpretation

It may be interpreted that alumni having strong will, only they are able to pursue education. Parent's support seems negligible. In such situation career counselling can serve the purpose.

6.33 Barriers

According to alumni, the social problems in their areas are drinking Alcohol and early marriage. Poverty is one of the main social problems in Gondiya, Gadchiroli and Amravati. Health and loss of cultural identity are reported as social problems in Bhandara-Khapa and Gondiya districts by the Alumni. Further, Alumni from Nagpur, Bhandara-Khapa, Gondiya and Gadchiroli have shared that *Ashram* School has made them more confident to overcome these problems. However, alumni respondents also shared barriers or the problems they faced in the integration with the mainstream as follows:

Figure No. 50: Issues Faced/ Barriers in Integration in the Mainstream
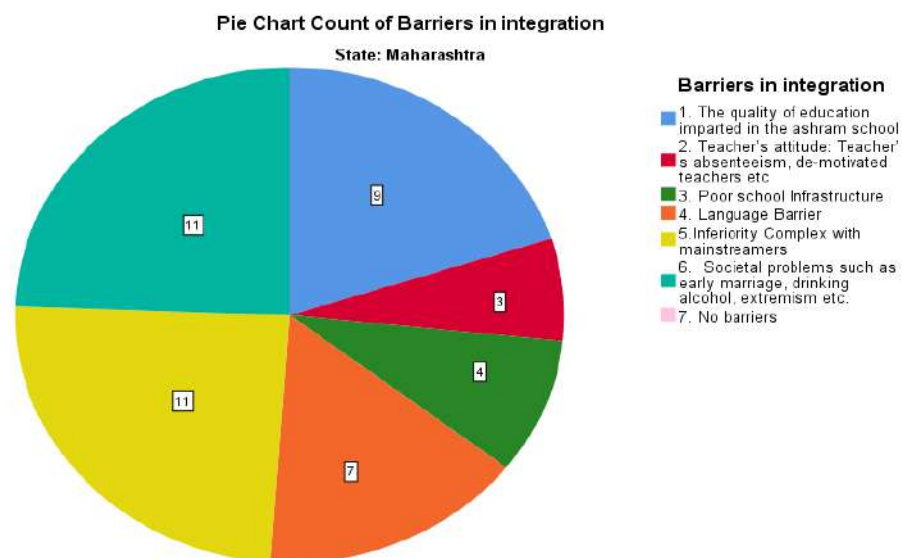
Analysis

No alumni responded that there are no barriers. Each one of them shared one or more barriers to integrate into the mainstream. Out of 30 alumni respondents, 11 respondents said an inferiority complex from mainstreamers is one of the main barriers to the integration of the tribal children with the mainstream and 11 respondents said social problems like poverty, early marriages, and extremism are the main barriers to integrating into the mainstream. A total of 9 respondents said that the quality of education imparted in *Ashram* Schools is not making them equipped to integrate into the mainstream.

Interpretation

The issues or barriers faced by alumni reveal many things. All reasons given by alumni respondents, in a way, are the causes of the inferiority complex. Respondents from Gadchiroli and Gondiya give more emphasize on the social problems which include poverty and extremism. An alumnus of the *Ashram* School at Amaravti, now working as a teacher in the *Ashram* School at Amravati. shared that during her school days, she never saw microscope. After 12th standard, in her college, she saw microscope for the first time. Due to less exposure, students pass out from the *Ashram* School have inferiority complex. Many students leave higher education as they could not cop up with the new world which they have not seen earlier. One more alumnus respondent also shared that at University level the use of English is more. Therefore, even if they have scored good marks in 12th standard, but due to English Language usage, they could not pursue the profession of their choice. It may be noted that *Ashram* Schools in Maharashtra the medium of instruction and curriculum is in Marathi.

6.33.1 Barriers in Integration as per the Administrative Authority

On the same question, administrative authority respondents also shared their opinion.

Table No. 34: Barriers in Integration

Barriers	District					**Out of 10**
	Nagpur	Bhandara	Gondiya	Gadchiroli	Amravati	
1. Social Status	20.0%	50.0%	-	-	-	**2**
2. Economic Status	20.0%	50.0%	-	-	-	**2**
3. Language Barrier	60.0%	-	-	-	-	**3**
4. Social problems such as extremism	-	-	100.0%	-	-	**1**
5. Health barriers	-	50.0%	-	-	-	**1**
6. Loss of cultural identity	60.0%	50.0%	-	100.0%	100.0%	**6**
7. Indebtness	-	-	-	-	-	
8. Drinking alcohol	-	100.0%	100.0%	100.0%	100.0%	**5**
9. Early Marriage	-	100.0%	100.0%	100.0%	100.0%	**5**
11. Poverty	20.0%	-	-	-	-	**1**
12. low quality education in *Ashram* schools	20.0%	-	-	-	-	**1**
13 Lack of proper guidance to bright students	20.0%	-	-	-	-	**1**
14. Not Applicable	-	-	-	-	-	

Analysis

Out of 10 administrative authorities interviewed, majority of sixty per cent of respondents said that loss of cultural identity is the main barrier in the integration with the mainstream, followed by addiction to alcohol (50 per cent respondents) of mainly male member in the family and early marriage (50 per cent respondents) mainly of girls. One of the respondents said that low quality of education in *Ashram* Schools in comparison other schools and lack of proper guidance to bright students also create barrier for the students to integrate in the mainstream.

Interpretation

Only one reason is not cited by all the respondents. Thus, it may be interpreted that due to multiple reasons barriers are created for the students to integrate into the mainstream.

6.33.2 School's Role in Encouraging Parents Towards Children's Education

As seen earlier, parents, from the tribal areas, may be positive towards the schooling of their wars, however, they may not be aware of the prospects. Therefore, a question was asked to the parents if the school is taking any steps to make them aware of the importance and benefits of education. The analysis is as follows:

Figure No. 51: School's Role in Encouraging Parents to Educate their Wards
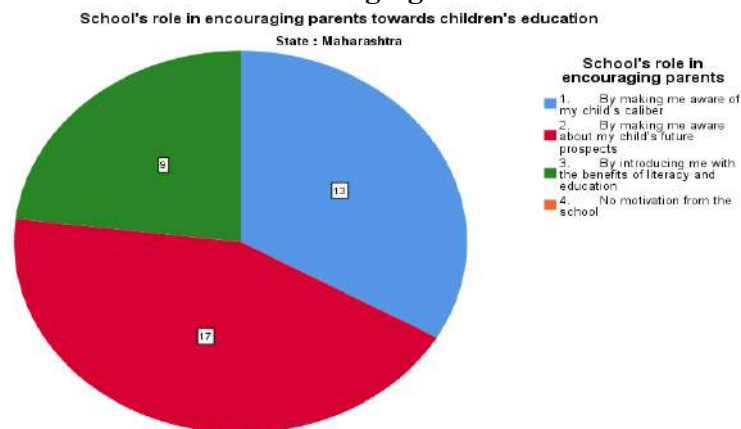
Analysis

All parent respondents said that the *Ashram* school is encouraging them to educate their wards. Out of 27 parents interviewed, 17 said that the school is making them aware of the prospects of wards 13 respondents said that the school is also

informing them about the caliber of their wards, and thereby they feel encouraged to send their wards to the school.

Interpretation

Most of the parents from Nagpur, Bhandara-Khapa, Gondiya, Gadchiroli and Amravati districts of Maharashtra shared that the school motivates them to encourage their children in school activities by making them aware of their child's calibre and prospects of the child and introducing the parents to the benefits of literacy and education.

6.34 Suggestions by the Administrative Authority

Suggestions were sought from the administrative authorities to prepare students of the *Ashram* School to integrate and to make them successful.

Table No. 35: Suggestions relating to the Curriculum

District			Frequency	Percent
Nagpur	Valid	Academic, sports and skill development activities	5	100.0
Bhandara	Valid	Academic, sports and skill development activities	2	100.0
Gondiya	Valid	Academic, sports and skill development activities	1	100.0
Gadchiroli	Valid	Academic, sports and skill development activities	1	100.0
Amravati	Valid	Academic, sports and skill development activities	1	100.0

Analysis

All respondents said that along with the academic, sports and skill development activities are required to include in the curriculum.

Interpretation

There is consensus amongst all respondents, that with academics, sports and skill development activities should be added in the curriculum. This may be interpreted that curriculum is required to be changed as per the requirement of the tribal children.

CHAPTER 7

WORKING OF *ASHRAM* SCHOOLS IN MADHYA PRADESH WITH SPECIAL REFERENCE TO TRIBAL AREAS LOCATED ON INTER-STATE BORDERS OF MAHARASHTRA AND CHHATTISGARH

Background

In the earlier chapter, we have seen the position of *Ashram* Schools in Maharashtra. We have also seen the analysis and interpretation of primary data collected from five districts of Maharashtra located at the intersecting border of Madhya Pradesh and Chhattisgarh. The *Ashram* Schools covered from talukas and villages are also at the border.

In the present chapter, analysis and interpretation of data collected in an empirical study conducted in the *Ashram* Schools in Madhya Pradesh located on inter-state borders of Maharashtra and Chhattisgarh is given. The chapter is divided into two parts: Part A is to give the position of *Ashram* Schools and related policies implemented in Madhya Pradesh. It will also give a brief introduction of districts-taluka- villages wherein the *Ashram* school were visited to collect primary data. Part B is devoted to the analysis and interpretation of data collected by visiting the 24 *Ashram* Schools from 24 villages- talukas of total eight districts which are located at the intersecting borders with Maharashtra and Chhattisgarh. As Madhya Pradesh has highest number of *Ashram* Schools, having highest number of tribal population in districts, hence more number of districts are covered than Maharashtra and Chhattisgarh.

Part A

7.1 Demographic Profile

The state of Madhya Pradesh geographically occupies the central position on India's map as its name implies 'Madhya' means Central and 'Pradesh' means State. Thus, positioning itself in the 'heart of India'. With an area of 3,08,000 sq.km., it is India's second largest State after Rajasthan. It lies between latitude of 21º17` N and 26º52`N and the longitudes of 78º08`E and 82º49`E. The flow of

river Narmada in the west; Tapti in the South and; Betwa, Chambal and Son in the North, divides the State into the low-lying areas of north and north west of Gwalior, Malwa plateau, Satpura and Vindhyan range. Madhya Pradesh is even known for its rich mineral resources. Being a landlocked state, it has no international frontier or a coastline. The State shares its border with five Indian States. Uttar Pradesh to the north-east, Chhattisgarh to the south-east, Maharashtra to the South, Gujarat to the south-west and Rajasthan to the north-west. Bhopal, it's capital is located in the central-west region of the state. The Indo-Gangetic lies towards it's north and to the South lies the Deccan plateau. Its physiography includes of numerous plateaus, river valleys and small hills. [485]

Figure No. 1: Map of Madhya Pradesh with neighbouring states

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Source: https://www.alamy.com/stock-photo/madhya-pradesh-map.html

7.1.1 Evolution of Madhya Pradesh

After India's independence in 1947, The 'Republic of India' was formed following the merger of a number of princely states into the Union. Reorganization of Indian states took place after a deliberate process of rationalization of the boundaries of

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[485]Government of Madhya Pradesh, "State Profile", *available at* https://mp.gov.in/state-profile (last accessed on August 27, 2022).
[486] https://www.alamy.com/stock-photo/madhya-pradesh-map.html retrieved on 23rd august 2022, 1:02 PM.

existing States.[487] The following Table depicts the evolution of the present-day Madhya Pradesh:

Figure No. 2: Flow chart on evolution of Madhya Pradesh

1950
- Madhya Pradesh with Nagpur as its capital, was formed after the merger of Berar , Makarai and Chhattisgarh. Berar was a former British Central Province. Makarai and Chhattisgarh were Princely States.

1956
- The States Reorganisation Act, 1956 reorgansied Madhya Pradesh on linguistic basis. The newly formed Hindi speaking states of Madhya Bharat, Vindhya Pradesh and Bhopal were merged into Madhya Pardesh. The Marathi speaking districts were merged into Maharashtra.
- The present Madhya Pradesh was created on 1st november 1956

1972
- Madhya Pradesh consisted of 45 districts after bifurcating of two large districts. Bhopal from Sehore and Rajnandgaon from Durg.
- Bhopal became the Capital of Madhya Pradesh.

1998
- Additional 16 distrcits were carved out of larger districts resulting in a total of 61 districts in Madhya Pradesh.

2000
- The Madhya Pradesh Reorganisation Act 2000 led to the formation of Chhattisgarh, after the spilt of the South-eastern portion comprising of 16 districts from the State.
- Following the split, the total number of districts were 45.

2003
- Three new distrcits i.e., Burhanpur, Ashoknagar and Annoopur were added resulting in 48 districts in the State.

2011
- As per the Census 2011, Madhya Pradesh consisted of 50 districts.

7.1.2 Languages Spoken in Madhya Pradesh

Hindi is the official language of the State. It is widely spoken and understood. English is used as a second language. Marathi is spoken in bordering areas. Regional dialects such as Malwi, Bundeli, Bagheli, Nimari are commonly spoken.[488]

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[487] Government of Madhya Pradesh, "State Profile", *available at* https://mp.gov.in/history (last accessed on August 27, 2022).
[488] Government of Madhya Pradesh, "State Profile", *available at* https://mp.gov.in/state-profile (last accessed on August 27, 2022).

7.1.3 Forest Cover Area of Madhya Pradesh

Figure No. 3: Forest cover area of Madhya Pradesh
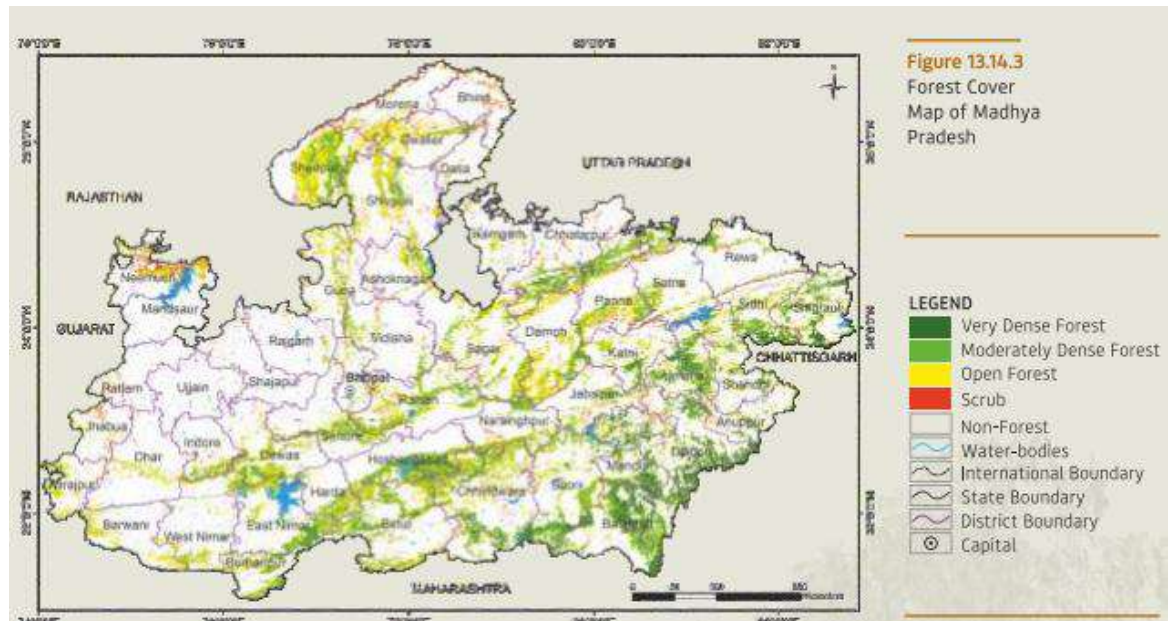
Source: Forest Survey of India 2021

Madhya Pradesh is known for its rich forest produce. With 77,492.60 sq. km forest coverage area, it ranks first amongst the Indian States. Approx. 25.14 % of the State's total area is covered by forests. As per the Forest Survey of India,2021 Report, a decrease by 10.1% has been observed in the district's total forest cover area since 2019.[489] The eastern districts constituting of Balaghat, Mandla, Shahdol and Sidhi; Sheopur in the northern part and Betul and Hoshangabad in the South have dense forest cover.[490]

7.2 Divisions, Districts and Tehsils in Madhya Pradesh

Madhya Pradesh is spread over 10 divisions with 52 districts comprising of 428 tehsils.[491] The state is divided into the following 10 divisions:

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[489] Government of India, "Forest Survey of India 2021" 369 *available at https://fsi.nic.in/isfr-2021/chapter-13.pdf (*Last accessed on June 16, 2022).
[490] Government of India, "Forest Survey of India 2021" 367-375 *available at https://fsi.nic.in/isfr-2021/chapter-13.pdf (*Last accessed on June 16, 2022).
[491] Government of Madhya Pradesh, "MP Districts", *available at* Madhya Pradesh | District Portal (mpdistricts.nic.in) (last accessed on August 27, 2022).

Table No. 1: Divisions and Districts in Madhya Pradesh

Division	District
Jabalpur Division	Jabalpur, Mandala, Narsinghpur, Chhindwara, Seoni, Balaghat, Katni, Dindori
Bhopal Division	Bhopal, Sehore, Raisen, Rajgarh, Vidisha
Indore Division	Indore, Dhar, Jhabua, Alirajpur, Khargone, Khandwa, Barwani, Burhanpur
Ujjain	Ujjain, Ratlam, Shajapur, Mandsaur, Neemuch, Dewas, Agar Malwa
Sagar	Damoha, Panna, Sagar, Chhatarpur, Tikamgarh, Niwari
Reva	Rewa, Satna, Sidhi, Singrauli
Gwalior	Gwalior, Shivpuri, Datia, Guna, Ashoknagar
Chambal	Morena, Bhind, Sheopur
Narmadapuram	Hoshangabad, Harda, Betul
Shahdol	Shahdol, Umaria, Anuppur

7.3 Scheduled Tribes of Madhya Pradesh

According to 2011 Census, the scheduled tribe population if Madhya Pradesh constitutes 21.2% of the state's total population. The state ranks first in terms of tribal population and kinds of tribes in the country. Presently, there are 46 scheduled tribe communities recognized in the state.

In the following table, tribes, its sub-tribes are given.

Table No. 2: Tribes of Madhya Pradesh

S.N.	Tribes	Sub-Tribes	Region
1.	Bhil	Barela, Bhilala, Pateliya, Rathiya	Western Region: Dhar, Jhabua, Khargone
2.	Gond	Pardhan, Agaria, Ojha, Nagarchi, Solhas	Found in almost every district, mainly in vindhya & Satpura
3.	Baiga	Binjhwar, Bharotiya, Narotiya, Nahar, Rai, Maina, Kathmaina	Southern Region: Mandla, Balaghat, Shahdol.
4.	Korku	Mowasir, Bawari, Bodorya, Patariya, Ruma	Southern and South western Region: Khandwa, Hoshangabad, Betul, Chhindwara, Dewas,
5.	Bharia	Bhumiya, Bhuihar, Panda	Southern and South-eastern Regions: Chhindwara, Jabalpur, Mandla, Shahdol, Panna
6.	Kol	Rohiya, Rautela	North-eastern Regions: Rewa, Satna, Shahdol, Sidhi
7.	Madiya	Abujhmadia, DandamiMadia, Metakoitur	Jabalpur, Mandla, Chhindwara, Shahdol,Panna
8.	Saharia	-	Northern Regions: Guna, Shivpuri, Morena, Sheopur Gwalior, Vidisha, Rajgarh
9.	Saur	-	Central Regions: Chhatarpur, Panna, Tikamgarh, Sagar, Damoh
10.	Agaria	-	Mandla. Sidhi, Shahdol
11.	Panika	-	Shahdol, Sidhi
12.	Pardhan	-	Southern Regions: Seoni, Chhindwara, Balaghat, Betul
13.	Khairwar	-	North-eastern regions: Sidhi, Shahdol, Panna, Chhatarpur

Bhil community constitutes of 37.7% of the tribal population of the state followed by Gond tribe with 35.6 %. The tribal communities of Kol, Korku, Sahariya and Baiga constitutes of 18.9% of the total state population. Thus, these six tribes constitute of 92.2% of the total population. In the remaining 7.8%; Pradhan Saur and Bharia Bhumia constitutes of 3.2%; Majhi, Khaiwar, Mawasi and Panika accounts for 2.2 % and the remaining 33 tribes (of the total 46) constitutes of 2.5% of the total ST population.[492]

7.3.1 District wise Scheduled Tribe Population

As per the 2011 census, following is the district wise distribution of the scheduled tribe population across the state.

Figure No. 4: As per Census 2011, District wise ST Population in Madhya Pradesh

Source: Vanya Janjati Karya Vibhag, Tribal Welfare Department of Madhya Pradesh[493]

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[492] Government of India, "Census 2011", (2011).
[493]Tribal Welfare Department of Madhya Pradesh, Vanya Janjati Karya Vibhag, , *available at* http://aadirang.com/population-data (Last accessed on July 9, 2022)

Table No. 3: As per Census 2011, District wise ST Population in Madhya Pradesh

S No.	District	ST population	Region
Districts with highest ST population (> 5,00,000)			
1	Dhar	1222814	Western
2	Barwani	962145	Western
3.	Jhabua	891792	Western
4	Chindwara	769778	Southern
5	West Nimar	730169	Western
Districts with high ST population (3,00,000-4,99,999)			
1.	Shahdol	476008	Eastern
2.	East Nimar	459122	Western
3.	Dindori	455789	Eastern
4.	Ratlam	405865	Western
5.	Singharu	383994	North-eastern
6.	Balaghat	383026	Southern
Districts with medium ST population (1,00,000-2,99,999)			
1	Dewas	272701	Central West
2	Burhanpur	230095	South-western
3	Shivpuri	227803	Northern
4	Indore	217679	South-western
5	Sagar	221936	Central
6	Raisen	205006	Central
Districts with low ST population (> 99,999)			
1	Gwalior	72133	Northern
2	Bhopal	69429	Central
3	Neemuch	71441	Western
4	Mandsaur	33093	Western
5	Dhatia	15061	Northern

It can be observed that the scheduled tribes are mainly inhabiting in the districts along the state's border ranging from Satna in north-east to Ratlam in north-west via southern region districts. The reason behind this dense inhabitation is presence of dense forests in the region and flow of river Narmada and Tapti from west to east. Thus, it may be inferred that Madhya Pradesh is rich in forest resources, however, this has created one issue of the state concern and further India's concern that is Left wing extremism also termed as Naxalite.

7.4 Left-wing Extremist (LWE) Affected Districts Inhabiting Tribal Population

Left-wing extremist is popularly termed as Naxalite. It is an armed insurgency motivated by their leftist ideology against the State Government. The Naxalites are a result of extreme neglect from the state authorities and mainstream media. They reject the government rules and regulations and believe in spreading fear and violence. The leftists generally inhabit in dense, remote, underdeveloped and inaccessible forest areas. They are supported by the tribal communities inhabiting

in those areas as they are the delivers of basic amenities, which the government has failed to provide. Their presence affects the social, economic and educational development of these areas.

As per Census 2011, the following are LWE affected districts in Madhya Pradesh[494]

Table No. 4: LWE Affected Districts in Madhya Pradesh

Madhya Pradesh	≥ 50% STs Districts, ST population(in crores), LWE affected percentage	≥ 25% & < 50% STs, LWE affected
19 affected districts	Alirajpur 6.49 (89.0%) Jhabua 8.92 (87.0%) Barwani 9.62 (69.4%) Dindori 4.56 (64.7%) Mandla 6.11 (57.9%) Dhar 12.23 (55.9%)	Anuppur 3.59 (47.9%) Umaria 3.01 (46.6%) Shahdol 4.76 (44.7%) Betul 6.67 (42.3%) Khargone (West Nimar) 7.30 (39.0%) Seoni 5.20 (37.7%) Chhindwara 7.70 (36.8%) Khandwa (East Nimar) (35.1%) Singrauli 3.84 (32.6%) Burhanpur 2.30 (30.4%) Ratlam 4.10 (28.2%) Harda 1.60 (28.0%) Sidhi 3.13 (27.8%)

Thus, it can be observed that Alirajpur and Jhabua are the most affected districts while Ratlam and Harda are the least affected districts. As per 2019 report, Balaghat, Mandla and Dindori were recognized as the most LWE affected districts.[495] In order, to overpower the Naxalites, the State Government plans to introduce a Naxalite Surrender Policy wherein they will be provided with financial and educational support.[496]

7.5 Administration of Tribal Communities in Madhya Pradesh

The Tribal Affairs Department is nodal department of the State Government entrusted with the responsibility of the qualitative development and welfare of the

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[494] Government of India, "Census 2011", (2011) *available at* 7.pdf (tribal.nic.in) (last viewed on August 10, 2022)

[495] Reply by Minister of State for Home Affairs Shri Hansraj Gangaram Ahir to a question asked in Lok Sabha. Ministry of Home Affairs, "Naxal Affected Districts" (February 5th, 2019) *available at https://pib.gov.in/PressReleaseIframePage.aspx?PRID=1562724* (last viewed on August 10, 2022).

[496] Staff Reporter, "New Policy soon to reduce Naxal activities in Madhya Pradesh", *Daily Pioneer (*July, 28, 2022) *available at* New policy soon to reduce Naxal activities in Madhya Pradesh (dailypioneer.com) (last viewed on September 1, 2022).

state tribal communities. For fulfilling its responsibilities, the department has the following administrative setup at State level[497]:

Figure No. 5: State level Administrative set-up for Development of Tribal Communities in Madhya Pradesh

Commissioner, Tribal Affairs Department
- Implements various welfare schemes to bring the tribal communities at par with the other section of the society;
- Provides means for economic upliftment through organising various skill training programmes and introducing employment nd self-employment schemes;
- Prepares educational schemes and introducing tribal culture in the curriculum;
- Co-ordinates with other departments for effective working of the state tribal sub plan scheme;
- Establishes more residential schools for tribal children

Director, Special Backward Tribal Group
- Formulates schemes for backward tribal groups
- Implements backward tribal welfare schemes

Director, Tribal Regional Development Plans
- Prepares five year plans and tribal sub plan schemes
- Monitors budget allocation under TSP
- Formulates tribal development schemes

Director, Tribal Research & Development Institute
- Conducts regular research and surveys
- Studies the effet of implemented tribal welfare schemes
- Analyses Human Development Index
- Recommends and suggests steps for improvement

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[497]Department of Tribal Affairs, Madhya Pradesh, "Administrative set-up", *available at https://www.tribal.mp.gov.in/CMS/?page=ZvLJmqTYFYEGNQGLoqChgA%3D%3D (Last accessed on July 7, 2022).*

The Administrative set up at Divisional and District level

The structure is as follows[498]:

Figure No. 6: The Structure of Administrative set up at Divisional and District level is as follows
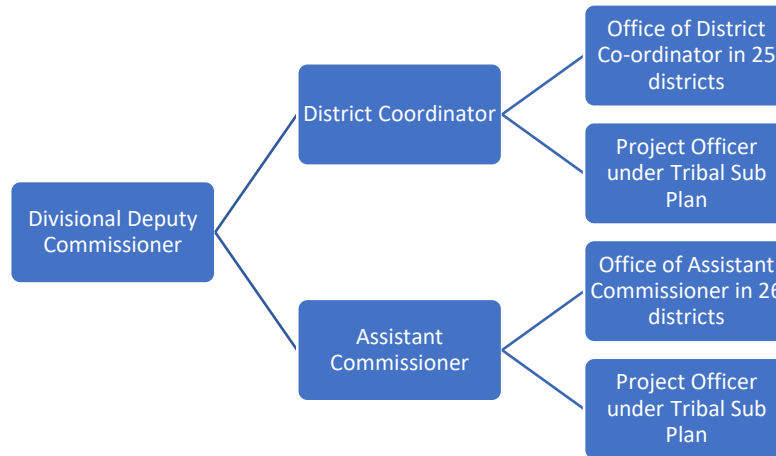
The Divisional Deputy Commissioner is responsible for monitoring and inspection of the offices of district Coordinator/Assistant Commissioner. These offices shall monitor the projects implemented under TSP and evaluate the tribal block departments.

7.5.1 Madhya Pradesh Tribal Sub-Plan

Every fifth person inhabiting in Madhya Pradesh belongs to the Scheduled Tribe community as they account for 21% of the total state's population. The Tribal Affairs Department, Madhya Pradesh is responsible for ensuring welfare and development of this section of the society. The welfare schemes are funded and implemented under the provisions of the Tribal Sub Plan (TSP).

The tribal sub plan is an additive to the state plan for the welfare and development of the scheduled tribes. The plan is applicable to the areas recognized on the basis of tribal population inhabiting in the concerned areas. Thus, efforts are made to maximize the benefit by including more areas.

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[498] Offices of Assistant Commissioner in 26 districts of Madhya Pradesh viz. Jabalpur, Mandla, Dindori, Chhindwara, Seoni, Balaghat, Sidhi, Shahdol, Anuppur, Ratlam, Jhabua, Dhar, Khandwa, Khargone, Barwani, Burhanpur, Hoshangabad, Betul, Alirajpur, Singrauli, Sheopur, Umaria, Bhopal, Gwalior, Indore and Sagar.
Offices of District Coordinator in 25 districts namely Narsinghpur, Katni, Rewa, Satna, Damoh, Panna, Chhatarpur, Tikamgarh, Bhind, Morena, Datia, Shivpuri, Guna, Ashoknagar, Ujjain, Mandsaur, Shajapur, Dewas, Neemuch, Rajgarh, Vidisha, Raisen, Sehore, Harda and Agar.

Currently, the Madhya Pradesh TSP area constitutes of 0.93 lakh sq. km. which accounts for 30.19% of the total state's area. It spreads over 33 districts including of 89 tribal development blocks.[499]

The functions of the Tribal Affairs Department under TSP:

1. It is the nodal department for implementation of TSP;

2. It formulates schemes for the benefit of the ST;

3. It controls various welfare and developmental schemes formulated by scheduled tribe departments;

4. It controls the TSP budget allocated by the various departments;

5. It prepares the TSP budget under the financial advisory system;

6. It distributes the allocated fund for the tribal beneficiaries in consultation with the Regional Tribal development plan department and the State Planning Commission.

Table No. 5: Details of TSP Allocation and Expenditure in 2017-18 and 2018-19 (Rs. In Crores)

Particulars	FY 2017-18	2018-19
Total State Plan Outlay	62114.61	68580.22
TSP allocation	25862.15	27474.57
% TSP allocation	41.64	40.06
TSP expenditure	22398.61	24235.18
% TSP expenditure	86.60	88.20

It can be observed that there has been a minimal decrease in TSP allocation in FY 2018-19. Further 11-13% unutilized TSP funds were present.

Table No. 6: Funds Allocation under SCA to TSS to Madhya Pradesh [500]

Financial Year	Funds allocated under SCA to TSS (Rs. In crores)	Difference in allocation
2012-2013	175.25	-
2013-2014	175.25	0.00
2014-2015	152.74	-22.51
2015-2016	115.01	-37.73
2016-2017	192.36	77.35
2017-2018	228.28	35,92
2018-2019	169.68	-58.6
2019-2020	134.15	-35.53
2020-2021	0.00	-134.15
2021-2022	122.69	-11.46
2022-2023	122.69	0.00

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[499] Tribal Affairs Department, Government of Madhya Pradesh, *available at* https://www.tribal.mp.gov.in/CMS/?page=Xt8GHhssyiP2Np9XISP19A%3D%3D&leftid=0v6mmnYERv0C79SzKuUQdA%3D%3D (Last accessed on August 17, 2022).
[500]Ministry of Tribal Affairs, "Dashboard" *available at* https://dashboard.tribal.gov.in (Last accessed on July 10, 2022).

The fund allocation under SCA to TSS by the Ministry of Tribal Affairs to the state of Madhya Pradesh has seen a decreasing trend from the financial year 2018-19. The state government had demanded an increase in fund allocation in the year 2019-2020 from 42% to 50%. As a result of 0% fund allocation in the financial year 2020-2021, The state relation Minister Mr. P.C. Sharma announced that the MP government will develop its own TSP to spur the growth and development of its tribal communities.[501] These trends have affected the growth and development of the state's scheduled tribes.

7.6 Literacy Rate amongst Madhya Pradesh Scheduled Tribes

As per Census 2011, The literacy rate of the total state population was 69.32% while that of the state scheduled tribe inhabitants was 50.55%. An increase of 9.4% in state scheduled tribe literacy rate was recorded from census 2001 to 2011. The Madhya Pradesh Scheduled Tribe literacy rate was lower by 8.45% as compared to the community's literacy rate at national level. The tribal male (59.6%) and female (41.5%) literacy rates also lagged behind. The Jabalpur district had the highest literacy rate of 81.1% followed by Indore and Bhopal accounting for 80.9% and 80.4% respectively, while the tribal districts of Alirajpur and Jhabua had recorded the lowest literacy rates of 36.1% and 43.3% respectively. Amongst the tribes, the Gonads ranked first in overall and female literacy rates while the Shariya's had the lowest in both. [502]

To overcome low literacy levels, The Madhya Pradesh Tribal Affairs Department is imparting primary to higher education to the scheduled tribe children in 89 tribal development blocks through residential Schools/hostels. The state government is responsible for the functioning of these hostels while the Madhya Pradesh Tribal Welfare Residential and *Ashram* Educational Institutions Society, registered under Madhya Pradesh Society Registration Act 1973, looks after the management,

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[501] Rajendra Sharma, "MP to prepare Sub-plan for Tribal development", *The Times of India (*February 4th, 2020) *available at* MP to prepare sub-plan for tribal development | Bhopal News - Times of India (indiatimes.com) (last viewed on August 20, 2022).
[502] Government of India, "Census 2011", (2011).

control and functioning of the Eklavya Model Residential Schools (A project run by the Ministry of Tribal Affairs, GOI).[503]

The state-run educational hostels provide free lodging, food, electricity, water, education and related facilities. The hostels run by the department are classified as follows[504]:

Table No. 7: Details of State run Educational Hostels in Madhya Pradesh

Type of Hostel	Classes	Current Number
Ashram Schools	First to Fifth Sixth to Eighth	1083
Junior Hostel	Sixth to Eighth	199
Senior Hostel	Ninth to Twelfth	1195
College Hostel	Above Twelfth	152

7.7 *Ashram* Schools

Ashram schools provide free educational and residential facilities to the scheduled tribe children. Out of 1083 *Ashram* schools, 304 schools were constructed with the funds allocated by the Ministry of Tribal affairs under SCA to TSS [505] while the remaining 779 are supported by the State Government.[506] Following are some of the features of Madhya Pradesh *Ashram* Schools:

1. There are separate *Ashram* schools for boys and girls;

2. They cater classes Ist to Vth and VIth to VIIth;

3. They are established in interior, remote and inaccessible areas;

4. The hostel facility is present in the school campus;

5. The eligibility for admission in primary class is:

   - Distance beyond 3 km between the school campus and residence of the child;

   - Child should be an original resident of Madhya Pradesh;

   - Child should belong to the Scheduled Tribe community; and

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[503] Government of Madhya Pradesh, "Report_No_5_of_2018_General_and_Social_Sectors_Government_of_Madhya_Pradesh", 8 (2018).

[504] Tribal Affairs Department, Government of Madhya Pradesh, *available at* https://www.tribal.mp.gov.in/CMS/?page=OqSC%2Fo5bJ3QHZsiPlD%2Fcfg%3D%3D&leftid=0v6mmnYERv0C79SzKuUQdA%3D%3D (Last accessed on August 10, 2022).

[505] Union Minister of State for Tribal Affairs. Smt. Renuka Singh Saruta gave this information in response to a Lok Sabha Question. Ministry of Tribal Affairs, "*Ashram* Schools in Tribal Sub-Plan Areas", *Press Information Bureau* (28th November 2019).

[506] Minister of State for Tribal Affairs Shri. Jaswant Suman Bhai Bhabor gave this information in response to a Lok Sabha Question. Ministry of Tribal Affairs, "*Ashram* School for ST", *Press Information Bureau* (18th December 2017).

-   The child's family should not own more than 10 acres of land

6. Children residing within 3km from the school campus are admitted as day scholars;

7. For enrolling in *Ashram* school hostels, the child should approach the *Ashram* School Superintendent in their district;

8. At primary stage, 20 students are enrolled in *Ashram* school hostel but under certain circumstances, the number can go up to 30-35;

9. An amount of Rs. 1099 and Rs. 1130 for boys and girls respectively for 10 months is allocated by the government for food provided in the school mess.[507]

10. Every year, Palak Samiti's are to be formed in all forms of residential schools for providing and maintaining basic necessities such as study and sports material, clean drinking water, regular health checkup camps, furniture etc. The area superintendent's and Block Education officers were required to conduct quarterly meetings with the Palak Samiti's.[508]

11. As per the order issued by the Commissioner, Tribal Department, Madhya Pradesh only females were to be employed in girl's residential schools.

12. Each *Ashram* schools should have a principal, a head master and a Superintendent who were required to reside in the school itself.[509]

13. In May 2006, the state's Tribal Department recommended for quarterly inspections by the Assistant Commissioner of Tribal Department and monthly inspections by the Block Education Officer of each *Ashram* schools to analyze the functioning.[510]

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[507] Tribal Affairs Department, Government of Madhya Pradesh, *available at https://www.tribal.mp.gov.in/CMS/?page=%2F0L1XxTCNfRqGSBAhPnYQg%3D%3D&leftid=I7if JxcwYjN2DmYWvPddIA%3D%3D#* (Last accessed on August 17, 2022).
[508] Government of Madhya Pradesh, "Report_No_5_of_2018_General_and_Social_Sectors_Government_of_Madhya_Pradesh", 20 (2018) a*vailable at* https://cag.gov.in/webroot/uploads/download_audit_report/2018/Report_No_5_of_2018_General_a nd_Social_Sectors_Government_of_Madhya_Pradesh.pdf
[509] Government of Madhya Pradesh, "Report_No_5_of_2018_General_and_Social_Sectors_Government_of_Madhya_Pradesh", 20 (2018) a*vailable at* https://cag.gov.in/webroot/uploads/download_audit_report/2018/Report_No_5_of_2018_General_a nd_Social_Sectors_Government_of_Madhya_Pradesh.pdf.
[510] Government of Madhya Pradesh, "Report_No_5_of_2018_General_and_Social_Sectors_Government_of_Madhya_Pradesh", 21

14. Regular health check-up camps were to be organized for inmates of residential schools run and managed by the Tribal Department.[511]

7.7.1 Functioning of *Ashram* Schools

Each state has its own rules and regulations for effective implementation of *Ashram* schools as the Ministry of Tribal Affairs is solely responsible for allocating funds for construction of hostel buildings and for qualitative improvements in existing *Ashram* schools. Prior to 1990, *Ashram* schools in Madhya Pradesh were run and maintained by the State Education Department and funded by the State Tribal Affairs Department. Later, The State Tribal Affairs Department took over the functioning, maintenance, administrative control leaving the State Education Department in charge of academic supervision.[512] In absence of a State regulated *Ashram* school code, the provisions of the Right to Education Act, 2009 be followed for effective functioning of the schools.

7.7.2 Administrative Structure for *Ashram* Schools

Figure No. 7: Administrative Structure for *Ashram* Schools in Madhya Pradesh
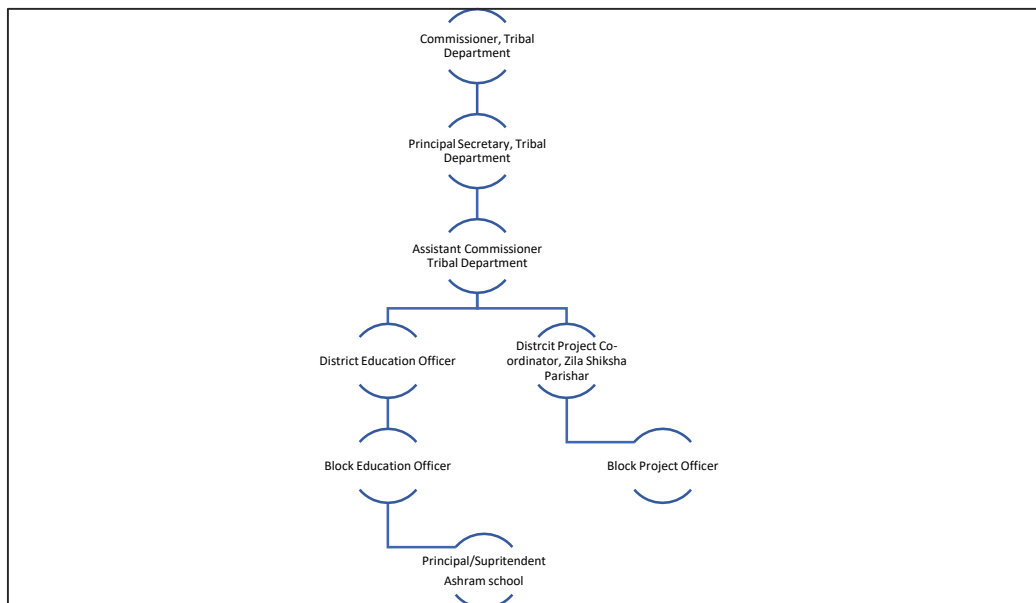
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(2018) a*vailable at*
https://cag.gov.in/webroot/uploads/download_audit_report/2018/Report_No_5_of_2018_General_a nd_Social_Sectors_Government_of_Madhya_Pradesh.pdf.
[511] Government of Madhya Pradesh,
"Report_No_5_of_2018_General_and_Social_Sectors_Government_of_Madhya_Pradesh", 23 (2018) a*vailable at*
https://cag.gov.in/webroot/uploads/download_audit_report/2018/Report_No_5_of_2018_General_a nd_Social_Sectors_Government_of_Madhya_Pradesh.pdf
[512] K. Sujatha, "Education in *Ashram* schools: A case of Andhra Pradesh", *NIEPA* (1990).

The Principal Secretary is the administrative head of the Tribal Affairs Department while the Commissioner is the head of the Department. The offices of the Tribal Assistant Commissioner /District Coordinator are responsible for maintaining and functioning of the residential schools/hostels at the district level. They shall inspect the offices of the District Education Officer and the Block Education Officer. The Block Education Officer has to submit his inspection report to the District Education Officer. The residential schools are headed by the principal while the hostels are headed by the district superintendents.[513]

7.7.3 Analysis of Madhya Pradesh *Ashram* Schools

As per the Comptroller Auditor General Audit Report (Madhya Pradesh) for financial year 2017, the infrastructural facilities at the *Ashram* schools were deficient. There were inadequate accommodation facilities for the students as well as the staff. Basic facilities such as beds, toilets, sports equipment, library, etc. were unavailable. Irregular and non-maintenance of health checkup cards found. The report recommended for fixing responsibility of the Tribal Department for these inadequacies.[514]

7.7.4 Funds for Construction of *Ashram* Schools

During the financial year 2012-17, the State Government incurred expenditure of 2,441.46 including of 71.31 crores from Central Assistance (43.50 crore for construction of 50 hostel buildings and ` 27.81 crore for construction of 92 *Ashram* school buildings).[515]

Table No. 8: Funds Allocated for Construction of *Ashram* School Building/Hostel in 2018 and 2019

Financial Year	Funds for construction of *Ashram* school building/hostel (in crores)	Status
2017-2018	11.00	100% Unutilised
2018-2019	52.00	100% Unutilised

[513] Government of Madhya Pradesh,
"Report_No_5_of_2018_General_and_Social_Sectors_Government_of_Madhya_Pradesh", 8 (2018) a*vailable at*
https://cag.gov.in/webroot/uploads/download_audit_report/2018/Report_No_5_of_2018_General_and_Social_Sectors_Government_of_Madhya_Pradesh.pdf
[514] Report_No_5_of_2018_General_and_Social_Sectors_Government_of_Madhya_Pradesh", Vii (2018) a*vailable at*
https://cag.gov.in/webroot/uploads/download_audit_report/2018/Report_No_5_of_2018_General_and_Social_Sectors_Government_of_Madhya_Pradesh.pdf
[515] Report_No_5_of_2018_General_and_Social_Sectors_Government_of_Madhya_Pradesh",15 (2018) a*vailable at*
https://cag.gov.in/webroot/uploads/download_audit_report/2018/Report_No_5_of_2018_General_and_Social_Sectors_Government_of_Madhya_Pradesh.pdf

7.7.5 Funds Allocated to the State Government under SCA to TSS for Improvement in *Ashram* Schools

Table No. 9: Funds Allocated to the State Government under SCA to TSS for Improvement of *Ashram* Schools

Year	Purpose	Amount	Location
2017-2018[516]	**Additional Hostel Rooms/watchman rooms in hostel and *Ashram*** Total Units: 37 No. of students: 1850	305.04	ITDP Sousar (District Chindwara)-01
	Boundary wall in hostels/*Ashram* schools Total Units: 72 No. of students: 4320	368.10	ITDP Niwas (District Mandla) -08, ITDP Dindori (District Dindori)- 07, ITDP Sousar (District Chindwara)-04, ITDP JaisinghNagar (District Shahdot) -03, Bargipatan District Jabalpur -03, MADA Beohari (District Shahdol) -01, MADA Prabatpattan (District Betul)- 0 1
	Sanitation facilities in hostel and *Ashram* schools Total Units: 28 No. of students: 3029	162.97	ITDP- Lakhnadon (Distt. Seoni)- 02, ITDP Kurai (Dist. Seoni)- 02,ITDP Tamia-O3,ITDP Sousar- 18 (Dist. Chindwara), MADA Seoni (Dist. Seoni)-O3
	Drinking water facility in hostels/*Ashram* schools Total Units: 18 No. of students: 1000	90.00	ITDP Shahdol (Dist. Shahdol) 14 DI-SHAHDOL BlockSohagpur, Gohparu, Burhar D2- ANUPPUR Block- Anuppur, Jaithari Kotma D3- UMARIA Block-Pali,ITDP Pushpagrah (District Annupur)
	Tube wells in hostels/*Ashram*s Total Units: 07 No. of students: 796	24.42	ITDP Lakhnadon (Dist. Seoni) Deori, Adegown ITDp Kurai (Dist. Seoni) Bichuwa Khakhra ITDP Kundam (Dist. Jabalpr) Chourai, MADA Seoni (Dist. Seoni) Kekadwani, Holutola
2018-2019[517]	**Boundary wall in hostels/*Ashram* schools** Total Units: 72 No. of students: 4320 (approved in 2017-2018) remaining amount released (total cost: 503.64)	135.54	ITDP Dhar (02), ITDP Khatgone (06), ITDP Bharwani (01), ITDP Niwas(Mnadla)(08), ITDP Dindori (07), ITDP Sousar (04), ITDP Jaisingh Nagar (Shahdol) (03), ITDP hoshangabad (08), ITDP karahal (Sheopur) (07), MADA: Bhargipatan(Jabalpur)-3 Behori (Shahdol)- 01 Prabatpattam (Betul)-01 Silvani Bareilly (Raisen)-09 Goharganj (Raisen)- 06 Ichchwar (Sehore)-02
2019-2020	None for *Ashram* schools		
2020-2021	None for *Ashram* schools		

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[516]Ministry of Tribal Affairs, "Sanction Orders (2017-2018)", *available at* https://tribal.nic.in/writereaddata/sentionOrder/201712200143198018019sca3rdGen.pdf (Last accessed on August 8, 2022).

[517]Ministry of Tribal Affairs, "Sanction Orders (2018-2019)", *available at* https://tribal.nic.in/writereaddata/sentionOrder/20190124114034032O767mpcap.pdf (Last accessed on August 8, 2022).

2021-2022[518]	Total villages identified under PMAAGY: 7307 No. of villages taken under 2021-2022: 1204	122.69	
2022-2023[519]	Total villages identified under PMAAGY: 7307 No. of villages taken under 2021-2022: 1329	135.42	

Fund allocation under SCA to TSS being a demand driven process requires submission of State Government project reports to Project Appraisal Committee under Ministry of Tribal Affairs for approval. Thus, one can observe that there has been a decrease in submission of appraisal project reports for the qualitative improvement of *Ashram* schools from the year 2017-2018 to 2018-2019. While none were forwarded in 2019-2020 and 2020-2021.

7.8 Analysis

1. Madhya Pradesh is rich in forest covered areas thus also in tribal population. LWE issue is a burning issue over there. It is found that The LWE affected areas have compratively lower literacy rates.

2. *Ashram* schools shall impart education from first standard to twelfth standard. A particular *Ashram* code is not seen in Madhya Pradesh. Therefore, *Ashram* schools' working is required to be researched based on legislations like RTE, and State and Central Government's schemes.

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[518] Ministry of Tribal Affairs, "Sanction Orders (2021-2022)", *available at* 202204041102109867447MPCCA.pdf (tribal.nic.in) (Last accessed on August 8, 2022).
[519] Ministry of Tribal Affairs, "Sanction Orders (2022-2023)", *available at* 202206230221544318498MPCCA.pdf (tribal.nic.in) (Last accessed on August 8, 2022).

Part B

7.9 Sampling Design of Madhya Pradesh

As per Census 2011, the Scheduled Tribes being the most deprived and backward sections are found inhabiting the following areas:

Table No. 10.: The Districts in which Most Deprived Backward Sections of STs are Found in Madhya Pradesh

The most deprived and backward sections are found inhabiting as per Census 2011 (ST population of > 4,50,000)	Located at the border of Madhya Pradesh intersects with Maharashtra and Chhattisgarh	Selected districts to conduct an empirical study
Jhabu, Dhar, Barwani, West Nimar, East Nimar Betul, Chindwara, Seoni, Dindori, Ratlam, Balaghat, Annupur, Shahdol. Jabalpur, Katni, Rewa, Sidhi, Singrauli, Satna and Mandla	Betul, Chindwara, Seoni, Dindori, Annupur, Shahdol, Sidhi, Singrauli, Barwani, East Nimar and Balaghat	Betul, Chindwara, Seoni, Dindori, Annupur, Shahdol, Mandla and Balaghat

As mentioned in the above table, Betul, Chindwara, Seoni, Dindori, Annupur, Shahdol, Mandla and Balaghat have intersecting borders with Maharashtra and Chhattisgarh. Moreover, there is a forest near these districts. All of these identified 8 districts with an exception of Balaghat are recognized as LWE affected districts. Dindori and Mandla comes under the category of LWE affected area more than 50 per cent and rest (except Balaghat) comes in the category of LWE affected area more than 25 per cent but less than 50 per cent area. Various tribes can also be seen in these areas. And Above all, *Ashram* Schools is established in these districts. Therefore, these districts have been selected to conduct empirical research in Madhya Pradesh.

7.9.1 Districts and Taluka's Covered Based on the Political Map of Madhya Pradesh:

Ashram school located in the following district's taluka were covered. In one Taluka there are many villages. Thus, one *Ashram* school from one Talukas was covered. The location and number of the *Ashram* Schools and *Ashram* are as follows.

Table No. 11: Name of the Districts, Taluka and Villages of which *Ashram* School is Covered

Sr number	District	*Ashram* school located at Taluka	*Ashram* school located at Village	Number of *Ashram* Schools visited	Number of *Ashram* visited
1	**Betul**	Bhaisdehi,	Sawalmendha	1	1
		Ather,	Kawala	1	1
		Godhadongri,	Padhar	1	1
2	**Chhindwara**	Bichchua,	Samarboh	1	1
		Mukhed,	Sillewani	1	1
		Sausar,	Ramakona	1	1
3	**Seoni**	Chappara,	Chappara	1	1
		Kurai ,	Kurai	1	1
		Seoni Municipality,	Seoni Municipality	1	1
4	**Mandla**	Mandla,	Pondi	1	1
		Bichchiya,	Bichchiya	1	1
		Nainpur,	Atriya	1	1
5	**Dindori**	Samnapur	Samnapur	1	1
		Amarpur,		1	1
		Bajag-Ufari	Kamko Mohniya	1	1
6	**Annupur**	Kotma	Kotma	1	1
		Jaithari	Manaura	1	1
		Pushpagarh	Amarkantak	1	1
7	**Shahdol**	Sohagpur	Sohagpur	1	1
		Budhar	Tikuri	1	1
		Beohari	Beohari	1	1
8	**Balaghat**	Songudda	Birsa	1	1
		Baihar	Pathari	1	1
		Balaghat	Balaghat	1	1
Total	**8 Distrcits**	**24 Taluka**	**24 Villages**	**24**	**24**

A total of 24 *Ashram* Schools and 24 *Ashram* were covered which are located in 24 villages/taluka belonging to 8 different Districts in Madhya Pradesh. It may be noted that all covered taluka/villages are at the border or near the border of either Maharashtra or Chhattisgarh.

7.11 Brief Information on the Selected Districts, Taluka and covered village

7.11.1 Betul district

Figure No. 8: Map of Betul district

The district lies towards the southern part of the state of Madhya Pradesh. It is an interstate bordering district with Maharashtra towards the south. The Khandwa, Harda, Hoshangabad and Chindwara districts of Madhya Pradesh lie towards the western, north-western, northern and eastern borders of the district respectively. The district constitutes of ten tehsils namely Bhaindehi, Athner, Multai, Shahpur, Chicholi, Goradongri, Amla, Bhimpur, Prabhat Pattan and Betul.[520]As per Census 2011, the district occupied an area of 10,043 sq.km with a total population of 1,575,247 people constituting 2.17% of the total state's population.[521] It is a tribal rich district with tribals constituting 42.3% of the total district's population. The main tribal inhabitants include the Gond and korku tribe. The district's literacy rate was recorded at 68.90%. The languages commonly spoken within the district are Hindi, Gondi, Marathi, Korku and Bengali. As per the Forest Survey of India, 2021 report 36.47% of the district's area is covered by forest.[522]

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[520] Government of Madhya Pradesh, District Betul, "Sub-Division and Tehsil", *available at* https://betul.nic.in/en/sub-division-and-tehshil/ (last accessed on August, 23,2022).
[521]Government of Madhya Pradesh, District Betul, "Demography", *available at* https://betul.nic.in/en/demography/ (last accessed on August, 23,2022).
[522] Government of India, "Forest Survey of India 2021" 368 *available at https://fsi.nic.in/isfr-2021/chapter-13.pdf (*Last accessed on June 16, 2022).

1.   Bhainsdehi Tehsil, Betul District

It is one of the 8 taluka's of Betul District constituting of 297 villages and 1 town. As per Census 2011, Bhainsdehi recorded a population of 2,89,295 out of which 1,46,143 were males and 1,43,152 were females. The scheduled tribe constitutes of 71.62% of the total population of the taluka. The taluka's literacy rate was 48.81% comprising of 55.56% male literates and 41.92% female literates. 60% population lives in rural areas.[523]

Sawalmedha Village, Bhainsdehi Tehsil, Betul District

As per Census 2011, it is a village located in Bhainsdehi Taluka of Betul District, Madhya Pradesh. It is located 23 kms and 60 kms away from the sub district headquarters at Bhainsdehi and District Headquarters at Betul respectively.[524]

Table No.12: Population Detail of Sawalmedha Village, Bhainsdehi Tehsil, Betul District

No. of Families[525]	Population:			Caste Factor	Literacy rate(%)			Scheduled		Tribes
	Total	Male	Female	ST (%)	Total	Male	Female	Total	Male	Female
465	2061	994	1067	53.03%	79.47%	86.82%	72.56%	1093	501	592

2.   Athner Tehsil, Betul District

It is one of the 8 taluka's of Betul District constituting of 101 villages and 1 town. As per Census 2011, Athner recorded a population of 106,793 out of which 54,283 were males and 52,510 were females. The scheduled tribe constitute 47.81% of the total taluka's population. The taluka's literacy rate was 57.81% comprising of 64.34% male literates and 51.07% female literates. 60% population lives in rural areas.[526]

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[523] Government of India, "Census 2011", *available at* https://www.censusindia2011.com/madhya-pradesh/betul/bhainsdehi-population.html (Last accessed on July, 17, 2022).
[524] Government of India, "Census 2011", *available at* https://www.census2011.co.in/data/village/498060-songudda-madhya-pradesh.html (Last accessed on July, 17, 2022).
[525] Government of India, "Census 2011", *available at* https://www.census2011.co.in/data/village/485341-sawal-mendha-ryt-madhya-pradesh.html. (Last accessed on July, 17, 2022).
[526] Government of India, "Census 2011", *available at* https://www.censusindia2011.com/madhya-pradesh/betul/athner-population.html, (Last accessed on July,26, 2022).

Kawala Village, Athner Tehsil, Betul District

As per Census 2011, it is a medium sized village located in Athner Taluka of Betul District, Madhya Pradesh. It is located 40 kms away from the District Headquarters at Betul.[527]

Table No. 13: Population Detail of Kawala Village, Athner Tehsil, Betul District

No. of Families[528]	Population:			Caste Factor	Literacy rate (%)			Scheduled		Tribes
	Total	Male	Female	ST (%)	Total	Male	Female	Total	Male	Female
260	1279	676	603	73.96%	63.06%	75.90%	48.10%	946	499	447

3. Ghodadongri Tehsil, Betul District

It is one of the 8 talukas' of Betul District constituting of 172 villages and 2 towns. As per Census 2011, Ghodadongri recorded a population of 235,790 out of which 119,806 were males and 115,984 were females. The scheduled tribe constitute 41.76% of the total taluka's population. The taluka's literacy rate was 61.16% comprising of 67.88% male literates and 54.21% female literates. 60% population lives in rural areas.[529]

Padhar Buzurg Village, **Ghodadongri Tehsil, Betul District**

As per Census 2011, it is a small village located in Ghodadongri Taluka of Betul District, Madhya Pradesh. It is located approx. 21 kms and 19 kms away from the sub district headquarters at Ghodadongri and District Headquarters at Betul respectively.[530]

Table No. 14: Population Detail of Padhar Buzurg Village, **Ghodadongri Tehsil, Betul District**

No. of Families[531]	Population:			Caste Factor	Literacy rate(%)			Scheduled		Tribes
	Total	Male	Female	ST(%)	Total	Male	Female	Total	Male	Female
845	4043	1977	2066	24.96%	82.22%	86.42%	78.19%	1009	461	548

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[527] http://www.onefivenine.com/india/villages/Betul/Athner/Kawala-Ryt
[528] Government of India, "Census 2011", *available at* https://www.census2011.co.in/data/village/485498-kabla-raiyat-madhya-pradesh.html, (Last accessed on July,26, 2022).
[529] Government of India, "Census 2011", *available at* https://www.censusindia2011.com/madhya-pradesh/betul/ghoda-dongri-population.html. (Last accessed on July,26, 2022).
[530] Government of India, "Census 2011", *available at* https://www.censusindia.co.in/villages/padhar-buzurg-population-betul-madhya-pradesh-485795, (Last accessed on July,26, 2022).
[531] Government of India, "Census 2011", *available at* https://www.census2011.co.in/data/village/485795-padhar-buzurg-madhya-pradesh.html, (Last accessed on July,26, 2022).

7.11.2 Chindwara District

The district has been in existence since 1956. With an area of 11,815 sq.km, it occupies 3.85% of the State's area and ranks first amongst all the districts of Madhya Pradesh. It lies between 21.28^O to 22.49º N and 78.40º to 79.24º E. The district is divided in to thirteen tehsils (Chindwara, Harrai, Tamia, Mohkhed, Paraisa, Jannardeo, Chourai, Sausar, Pandhurna, Umreth, Amarwara and Bicchua) and 11 Developmental Blocks (Harrai, Tamia, Mohkhed, Paraisa, Jannardeo, Chourai, Sausar, Pandhurna, Amarwara and Bicchua). As per Census 2011, the districts constitute of 20,90,922 people. Of the total district's population, 11.1% Scheduled Caste and 36.82% Scheduled Tribe people reside there. It is a tribal rich district with around 769,778 tribal inhabitants and is covered under 25-50% LWE affected districts. The literacy rate is 61.9% out of which the male and female literacy rate is 68.7% and 58.84% respectively. As per the Forest Survey of India, 2021 report 39% of the district's area is covered by forest.[532]

Figure No. 9: Chindwara District

Source: https://www.mapsofindia.com/maps/madhyapradesh/districts/chhindwara.htm

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[532] Government of India, "Forest Survey of India 2021" 368 *available at https://fsi.nic.in/isfr-2021/chapter-13.pdf (*Last accessed on June 16, 2022).

1.   Sausar Taluka, Chhindwara District

It is one of the 12 taluka's of Chindwara District constituting of 141 villages and 5 towns. As per Census 2011, Sausar recorded a population of 181,692 out of which 93,465 were males and 88,227 were females. The scheduled tribe constitutes of 17.57% of the total taluka's population. The taluka's literacy rate was 72.51% comprising of 77.83% male literates and 66.87% female literates.

Ramakona Village, Sausar Tehsil, Chhindwara District

As per Census 2011, it is a village located in Sausar Taluka of Chindwara District, Madhya Pradesh.

Table No. 15: Population Detail of Ramakona Village, Sausar Tehsil, Chhindwara District

No. of Families	Population:			Caste Factor	Literacy rate(%)			Scheduled		Tribes
	Total	Male	Female	ST(%)	Total	Male	Female	Total	Male	Female
1394	6144	3120	3024	4.35%	83.05%	89.32%	76.56%	267	131	136

2.   Mohkhed Tehsil, Chindwara District

It is one of the 12 taluka's of Chindwara District constituting of 183 villages. As per Census 2011, Hingna recorded a population of 1,68,340 out of which 85,755 were males and 82,585 were females. The scheduled tribes constitute 34.54% of the total taluka's population. The taluka's literacy rate was 62.01% comprising of 70.2% male literates and 53.52% female literates.

Sillewani Village, Mohkhed Tehsil, Chindwara District

As per Census 2011, it is a village located in Mohkhed Taluka of Chindwara District, Madhya Pradesh.

Table No. 16: Population Detail of Sillewani Village, Mohkhed Tehsil, Chindwara District

No. of Families	Population:			Caste Factor	Literacy rate(%)			Scheduled		Tribes
	Total	Male	Female	ST(%)	Total	Male	Female	Total	Male	Female
263	1188	613	569	57.66%	73.96%	84.74%	61.96%	685	366	319

3.   Bicchua Taluka, Chindwara District

Bicchua tehsil is located in Chindwara district of Madhya Pradesh. It is one of the 12 tehsils of the district. As per Census 2011, Bicchua had a total area of 783.03sq. km. There were 147 villages with a population of 87,691. The tehsil's literacy rate

was 60.98% with 68.65% male and 53.09% female literates. 9.7% Scheduled Caste and 55.79% Scheduled Tribe of the total tehsil's population inhabited there.

Samarboh Village in Bicchua Taluka, Chindawara District

It ia a medium sized village in Bicchua Taluka of Chindwara District, Madhya Pradesh. As per census 2011, It occupies 388.64 hectares of land. The village is 36 kms. away from district head-quarters at Chindwara, 4 kms away from Bicchua and 275 kms away from the State Capital, Bhopal. [533]

Table No. 17: Population Detail of Samarboh Village in Bicchua Taluka, Chindawara District

No. of Houses	Total Population:			Caste Factor		Literacy rate(%)			Scheduled Tribes		
	Total	Male	Female	ST(%)	SC(%)	Total	Male	Female	Total	Male	Female
205	1025	551	474	53.5%	15.7%	75.57%	84.43%	65.45%	548	303	245

7.11.3 Seoni District

Figure No. 10: Seoni District
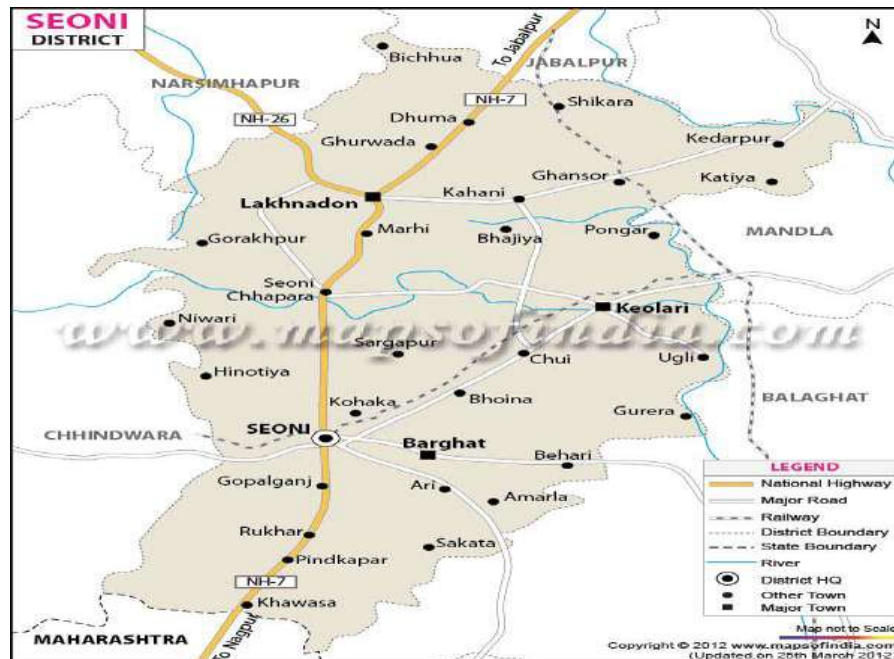
The district lies in the north-south part of the Satpura Plateau between latitude 21'36º and 22'57º N and longitude 79'19º and 80'17º E in the state of the Madhya Pradesh. It was formed in 1956. The famous Pench National Park is located in the

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[533] http://www.onefivenine.com/india/villages/Chhindwara/Bichhua/Samarboh.

district resulting in 37% forest cover area out of the total district's area.[534] It shares it border with Nagpur district of Maharashtra. For administration purposes, the district is made up of 8 tehsils including 1587 villages and 6 towns. As per Census 2011, the district occupies a land area of 8758sq.km with a population of 1,379,131 people with approx. 50.46% males and 49.54% females. The literacy rate was 62.66%. The Scheduled Tribes constituted of 37.69% of the total district's population.[535] Due to the recognition of 3 General and 5 Tribal blocks in the district, the children's education is administered by the School Education and Tribal Education Departments respectively. The schools are further classified on the basis of number of classes such as classes 1st to 8th and 9th to 12th.[536] As per the Forest Survey of India, 2021 report 34.97% of the district's area is covered by forest.[537]

1. Chappara Tehsil, Seoni District

It is one of the 8 talukas of the Seoni District constituting of 157 villages and 1 town. As per Census 2011, Chhapra recorded a population of 123,024out of which 62,321 were males and 60,703 were females. The scheduled tribe constituted of 47.2% of the total taluka's population. The taluka's literacy rate was 66.31% comprising of 64.7% male literates and 49.22% female literates. [538]

Chappara Village, Chappara Tehsil, Seoni District

As per Census 2011, it is a village located in Nainpur Taluka of Mandla District, Madhya Pradesh. Being a part of the Jabalpur division, it is located 29 kms from the District headquarters at Mandla. Bhopal, the State capital lies at a distance of 368 kms.

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[534] Government of Madhya Pradesh, District Seoni, "About District", *available at* https://seoni.nic.in/en/about-district/ (Last accessed on August 7, 2022).
[535] https://www.censusindia2011.com/madhya-pradesh/seoni-population.html
[536]Government of Madhya Pradesh, District Seoni, "Education", *available at* https://seoni.nic.in/en/education/ (Last accessed on August 7, 2022).
[537] Government of India, "Forest Survey of India 2021" 369 *available at https://fsi.nic.in/isfr-2021/chapter-13.pdf (*Last accessed on June 16, 2022).
[538] Government of India, "Census 2011", *available at* Chhapara Tehsil Population, Religion, Caste Seoni district, Madhya Pradesh - Census India (Last accessed on August 8, 2022).

Table No. 18: Population Detail of Chappara Village, Chappara Tehsil, Seoni District

No. of Families	Population:			Caste Factor	Literacy rate(%)			Scheduled Tribes[539]		
	Total	Male	Female	ST (%)	Total	Male	Female	Total	Male	Female
275	1270	663	607	84.6%	54.8%	78.3%	21.7%	1074	559	515

2. Kurai Tehsil, Seoni District

It is one of the 8 talukas of the Seoni District constituting of 186 villages and 0 towns. As per Census 2011, Kurai recorded a population of 116,895 out of which 58,188 were males and 58,707 were females. The scheduled tribe constituted of 48.8% of the total taluka's population. The taluka's literacy rate was 71.82% comprising of 71.4% male literates and 54.51% female literates. [540]

Kurai Village, Kurai Tehsil, Seoni District

As per Census 2011, it is a village located in Kurai Taluka of Seoni District, Madhya Pradesh. It is located 33 kms from the District headquarters at Seoni.

Table No. 19: Population Detail of Kurai Village, Kurai Tehsil, Seoni District

No. of Families[541]	Population:			Caste Factor	Literacy rate(%)			Scheduled Tribes[542]		
	Total	Male	Female	ST(%)	Total	Male	Female	Total	Male	Female
464	1927	1016	911	28.6%	84.8%	91.03%	77.69%	551	327	224

3. Seoni Municiplaity, Seoni District

It is one of the 8 talukas of the Seoni District constituting of 290 villages and 1 town. As per Census 2011, Seoni Municipality recorded a population of 347,498 out of which 177,735 were males and 169,763 were females. The scheduled tribe constituted of 20.9% of the total taluka's population. The taluka's literacy rate was 77.14% comprising of 73.47% male literates and 61.49% female literates. [543]

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[539] Government of India, "Census 2011", *available at* https://www.census2011.co.in/data/village/493576-atariya-madhya-pradesh.html (Last accessed on August 8, 2022).

[540] Government of India, "Census 2011", *available at* Chhapara Tehsil Population, Religion, Caste Seoni district, Madhya Pradesh - Census India (Last accessed on August 8, 2022).

[541] Government of India, "Census 2011", *available at* Kurai Village Population, Caste - Kurai Seoni, Madhya Pradesh - Census India (Last accessed on August 8, 2022).

[542] Government of India, "Census 2011", *available at* https://www.census2011.co.in/data/village/493576-atariya-madhya-pradesh.html (Last accessed on August 8, 2022).

[543] Government of India, "Census 2011", *available at* Seoni Tehsil Population, Religion, Caste Seoni district, Madhya Pradesh - Census India (Last accessed on August 8, 2022).

Seoni Municipality town, Seoni Municipality Tehsil, Seoni District

As per Census 2011, it is a town located in Seoni Taluka of the Seoni District, Madhya Pradesh. The town is didvided into 24 wards. It is located 33 kms from the District headquarters at Seoni.

Table No. 20: Population detail of Seoni Municipality town, Seoni Municipality Tehsil, Seoni District

No. of Families[544]	Population:			Caste Factor	Literacy rate(%)			Scheduled	Tribes[545]	
	Total	Male	Female	ST(%)	Total	Male	Female	Total	Male	Female
22,448	102,343	52,352	49,991	7%	90.5%	84.5%	77.3%	7,123	3,5607	3,563

7.11.4 Mandla District

Figure No. 11: Mandla District
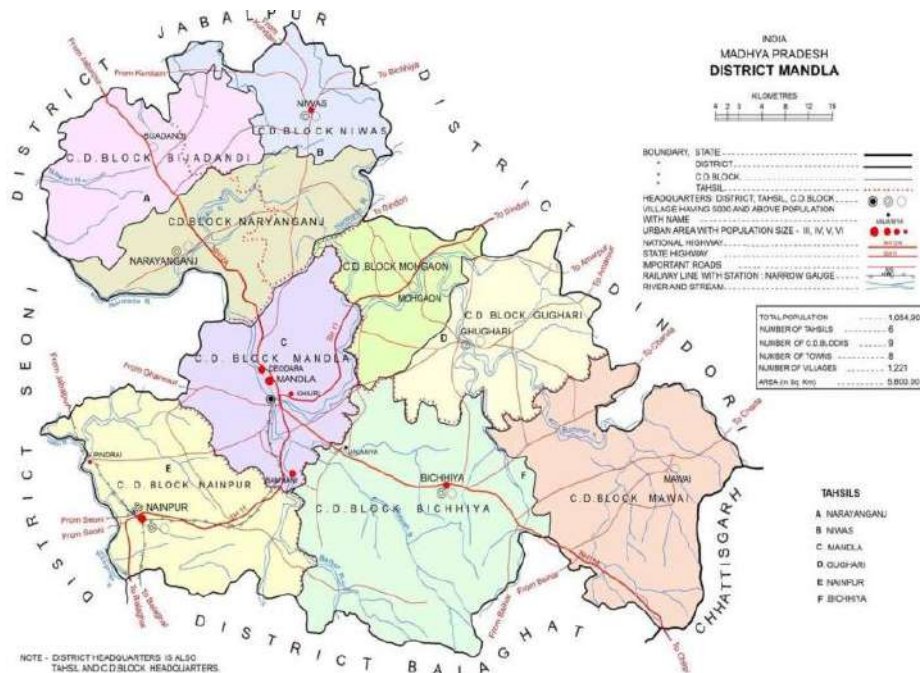
Mandla district lies in the Satpura Hills in the state of Madhya Pradesh. River Narmada flows on the three sides of the district while on the fourth, it shares its inter-state border with the state of Chhattisgarh. The district comprises of 6 tehsils,9 development bocks and 1221 villages.[546] It's headquarters is situated in

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[544] Government of India, "Census 2011", *available at* Kurai Village Population, Caste - Kurai Seoni, Madhya Pradesh - Census India (Last Accessed on August 8, 2022).

[545] Government of India, "Census 2011", *available at* https://www.census2011.co.in/data/village/493576-atariya-madhya-pradesh.html (Last accessed on August, 23, 2022).

[546] Government of Madhya Pradesh, District Mandla, "About District", *available at* https://mandla.nic.in/en/about-district/ (last accessed on July 29, 2022).

the Mandla Block. The three main agricultural markets of the district are situated in Nainapur- Mandla and Bichchiya Tehsils. As per Census 2011, the district spread across an area of 5800 sq. Km comprising of a population of 1,054,905 people. The district population included 49.79% males and 50.21% females. 87.66% of the population resides in Urban areas. The literacy rate was 57.35% with 66.26 male literates and 48.51% female literates. The scheduled tribes comprised of 57.88% of the total district's population.[547] With more than 50% of tribal population, the majority of schools were administered by the Tribal Department. The schools were categorized as Primary, Middle, High School and Higher Secondary. The primary and middle schools looked after by the District Project officer at the District Education Centre while the High and Higher Secondary schools were administered by the Assistant Commissioner, Tribal Works Department. The district education department conducted the examinations.[548] As per the Forest Survey of India, 2021 report 44.43% of the district's area is covered by forest.[549]

1. Nainpur Tehsil, Mandla District

It is one of the 6 taluka's of Mandla District constituting of 162 villages and 3 towns. As per Census 2011, Nainpur recorded a population of 157,387 out of which 78,455 were males and 78,932 were females. The scheduled tribe constituted of 48.28% of the total taluka's population. The taluka's literacy rate was 61.72% comprising of 70.07% male literates and 53.48% female literates. [550]

Ataria Village, Nainpur Tehsil, Mandla District

As per Census 2011, it is a village located in Nainpur Taluka of Mandla District, Madhya Pradesh. Being a part of the Jabalpur division, It is located 29 kms from the District headquarters at Mandla. Bhopal, the State capital lies at a distance of 368 kms.

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[547] Government of India, "Census 2011", *available at* https://www.censusindia2011.com/madhya-pradesh/mandla-population.html (Last accessed on August, 23, 2022).
[548] Government of Madhya Pradesh, District Mandla, "About District", *available at* https://mandla.nic.in/en/education-department/ (last accessed on July 29, 2022).
[549] Government of India, "Forest Survey of India 2021" 368 *available at https://fsi.nic.in/isfr-2021/chapter-13.pdf (*Last accessed on June 16, 2022).
[550] Government of India, "Census 2011", *available at* https://www.censusindia2011.com/madhya-pradesh/mandla/nainpur-population.html (Last accessed on August, 23, 2022).

Table No. 21: Population Detail of Ataria Village, Nainpur Tehsil, Mandla District

No. of Families	Population:			Caste Factor	Literacy rate(%)			Scheduled Tribes[551]		
	Total	Male	Female	ST(%)	Total	Male	Female	Total	Male	Female
275	1270	663	607	84.6%	54.8%	78.3%	21.7%	1074	559	515

2. Mandla Tehsil, Mandla District

It is one of the 6 taluka's of Mandla District constituting of 171 villages and 5 towns. As per Census 2011, Mandla tehsil recorded a population of 232,871 out of which 117,267 were males and 115,604 were females. The scheduled tribe constituted of 36.42% of the total taluka's population. The taluka's literacy rate was 67.35% comprising of 74.85% male literates and 59.74% female literates.[552]

Pondi Village, Mandla Tehsil, Mandla District

As per Census 2011, it is a village located in Mandla Taluka of Mandla District, Madhya Pradesh. Being a part of the Jabalpur division, it is located 16 kms from the District and sub-district headquarters at Mandla.

Table No. 22: Population Detail of Pondi Village, Mandla Tehsil, Mandla District

No. of Families[553]	Population:			Caste Factor	Literacy rate(%)		
	Total	Male	Female	ST(%)	Total	Male	Female
419	1641	828	813	45.09%	66.85%	75.36%	58.18%

3. Bichchiya Tehsil

It is one of the 6 taluka's of Mandla District constituting of 337 villages and 1 town. As per Census 2011, Bichchiya tehsil recorded a population of 258,322 out of which 128,649 were males and 129,673 were females. The scheduled tribe constituted of 62.17% of the total taluka's population. The taluka's literacy rate was 53.18% comprising of 63.07% male literates and 44.63% female literates.[554]

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[551] Government of India, "Census 2011", *available at* https://www.census2011.co.in/data/village/493576-atariya-madhya-pradesh.html (Last accessed on August, 23, 2022).
[552] Government of India, "Census 2011", *available at* https://www.censusindia2011.com/madhya-pradesh/mandla/mandla-population.html (Last accessed January 20,2022).
[553]Government of India, "Census 2011", *available at* https://www.censusindia2011.com/madhya-pradesh/mandla/mandla/pondi-population.html (Last accessed on January 20, 2022).
[554] Government of India, "Census 2011", *available at* https://www.censusindia2011.com/madhya-pradesh/mandla/bichhiya-population.html (Last accessed on January 20, 2022).

Bichchiya Town, Bichchiya Tehsil, Mandla District

As per Census 2011, it is a town and Nagar Panchayat located in Bichchiya Taluka of Mandla District, Madhya Pradesh. The town is divided into 16 wards. Being a part of the Jabalpur division, it is located 44 kms from the District headquarters at Mandla.

Table No. 23: Population Detail of Bichchiya Town, Bichchiya Tehsil, Mandla District

No. of Families[555]	Population:			Caste Factor	Literacy rate(%)			Scheduled Tribes[556]		
	Total	Male	Female	ST(%)	Total	Male	Female	Total	Male	Female
2364	10427	5336	5091	30.26%	74.59%	80.08%	68.85%		559	515

7.11.5 Annupur District

Figure No. 12: Annupur District

Annupur lies in the north-eastern part of Madhya Pradesh. It came into existence on 15th August 2003, post re-organization of the Shahdol District of Madhya Pradesh. Towards north and west lies Dindori, Umaria and Shahdol districts of Madhya Pradesh. It shares its interstate border with Korea and Bilapsur Districts of Chhattisgarh towards east and South respectively. It is mainly a hilly district

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[555] Government of India, "Census 2011", *available at* https://www.censusindia2011.com/madhya-pradesh/mandla/bichhiya/bichhiya-np-population.html (Last accessed on January 20, 2022).
[556] Government of India, "Census 2011", *available at* https://www.census2011.co.in/data/village/493576-atariya-madhya-pradesh.html (Last accessed on August, 23, 2022).

covering a land area of 3746.71 sq. km. For administrative purposes, it is divided into 4 revenue sub-divisions and 4 development blocks including 603 villages and 277 gram panchayats.[557] The district is further divided into 3 constituent assemblies namely, Annupur, Kotma and Pushpagarh.[558] As per census 2011, it had a population of 749,237 people comprising of 379,114 males and 370,123 females. It constitutes 1.1% of the State's population. The district's literacy rate was recorded as 67.88% with 78.26% male literates and 57.30% female literates.[559] The Scheduled tribes comprise of 47.9% of the total district's population.[560] With around 50% of tribal population, the majority of schools were administered by the Tribal Department. The schools were categorized as Primary, Middle, High School and Higher Secondary. The primary and middle schools are looked after by the District Project officer at the District Education Centre while the High and Higher Secondary schools are administered by the Assistant Commissioner, Tribal Works Department.[561] As per the Forest Survey of India, 2021 report 22.88% of the district's area is covered by forest.[562]

1.   Kotma Tehsil, Annupur District

It is one of the 4 taluka's of Annupur District constituting of 69 villages and 2 towns. As per Census 2011, Kotma tehsil recorded a population of 120,533 out of which 61,234 were males and 59,299 were females. The scheduled tribe constituted of 28.2% of the total taluka's population. The taluka's literacy rate was 64.03% comprising of 72.34% male literates and 55.44% female literates. [563]

Kotma, Kotma Tehsil, Annupur District

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[557]Government of Madhya Pradesh, District Anuppur, "Village Panchayats", *available at* https://anuppur.nic.in/en/village-panchayats/ (Last accessed on July, 23, 2022).

[558] Government of Madhya Pradesh, District Anuppur, "Constituency", *available at* https://anuppur.nic.in/en/constituency/ (Last accessed on July, 23, 2022).

[559] Government of Madhya Pradesh, District Anuppur, "Demography", *available at* https://anuppur.nic.in/en/demography/ (Last accessed on July, 23, 2022).

[560] Government of India, "Census 2011", *available at* https://www.censusindia.co.in/district/anuppur-district-madhya-pradesh-461 (Last accessed on July, 20, 2022).

[561] Government of Madhya Pradesh, District Anuppur, "Departments, Education"", *available at* https://anuppur.nic.in/en/departments/education/ (Last accessed on July, 23, 2022

[562] Government of India, "Forest Survey of India 2021" 368 *available at https://fsi.nic.in/isfr-2021/chapter-13.pdf (*Last accessed on June 16, 2022).

[563]Government of India, "Census 2011", *available at* https://www.censusindia2011.com/madhya-pradesh/mandla/nainpur-population.html (Last accessed on August, 23, 2022).

As per Census 2011, it is a city and a municipality located in Kotma Taluka of Annupur District, Madhya Pradesh. It is divided into 15 wards. [564]

Table No. 24: Population Detail of Kotma, Kotma Tehsil, Annupur District

No. of Families[565]	Population:			Caste Factor	Literacy rate(%)			Scheduled Tribes[566]		
	Total	Male	Female	ST(%)	Total	Male	Female	Total	Male	Female
6915	32682	16894	15788	20.83%	69.7%	76.99%	61.9%	1074	559	515

2.   Jaithari Tehsil, Annupur District

It is one of the 4 taluka's of Annupur District constituting of 67 villages and 1 town. As per Census 2011, Jaithari tehsil recorded a population of 92,822 out of which 46,529 were males and 46,293 were females. The scheduled tribe constituted of 47.87% of the total taluka's population. The taluka's literacy rate was 54.69% comprising of 63.56% male literates and 45.78% female literates.[567]

Manaura Village, Jaithari Tehsil, Annupur District

As per Census 2011, it is a village located in Jaithari Taluka of Annupur District, Madhya Pradesh.

Table No. 25: Population Detail of Manaura Village, Jaithari Tehsil, Annupur District

No. of Families[568]	Population:			Caste Factor	Literacy rate(%)			Scheduled Tribes[569]		
	Total	Male	Female	ST(%)	Total	Male	Female	Total	Male	Female
111	443	226	217	88.04%	39.05%	43.81%	34.1%		559	515

3.   Pushpagarh Tehsil, Annupur District

It is one of the 4 taluka's of Annupur District constituting of 271 villages and 1 town. As per Census 2011, Pushpagarh tehsil recorded a population of 230,005 out of which 115,350 were males and 114,655 were females. The scheduled tribe

[564] Government of India, "Census 2011", *available at* https://www.censusindia2011.com/madhya-pradesh/anuppur/kotma/kotma-m-population.html (Last accessed on January 20, 2023).

[565] Government of India, "Census 2011", *available at* https://www.censusindia2011.com/madhya-pradesh/anuppur/kotma/kotma-m-population.html (Last accessed on January 20, 2023).

[566] Government of India, "Census 2011", *available at* https://www.census2011.co.in/data/village/493576-atariya-madhya-pradesh.html (Last accessed on August, 23, 2022).

[567] https://www.censusindia2011.com/madhya-pradesh/anuppur/jaithari-population.html

[568] Government of India, "Census 2011", *available at* https://www.censusindia2011.com/madhya-pradesh/anuppur/jaithari/manaura-population.html (Last accessed on January 20, 2023).

[569] Government of India, "Census 2011", *available at* https://www.census2011.co.in/data/village/493576-atariya-madhya-pradesh.html (Last accessed on August, 23, 2022).

constituted of 76.84% of the total taluka's population. The taluka's literacy rate was 51.23% comprising of 60.51% male literates and 42.24% female literates.[570]

Amarkantak Village, Pushpagarh Tehsil, Annupur District

As per Census 2011, it is a town and Nagar Panchayat located in Pushpagrh Taluka of Annupur District, Madhya Pradesh. The town is divided into 15 wards.

Table No. 26: Population Detail of Amarkantak Village, Pushpagarh Tehsil, Annupur District

Population:[571]			Caste Factor	Literacy rate(%)		
Total	Male	Female	ST(%)	Total	Male	Female
8416	4514	3902	42.99%	71.42%	78.75%	62.94%

7.11.6 Shahdol District

Figure No. 13: Shahdol District
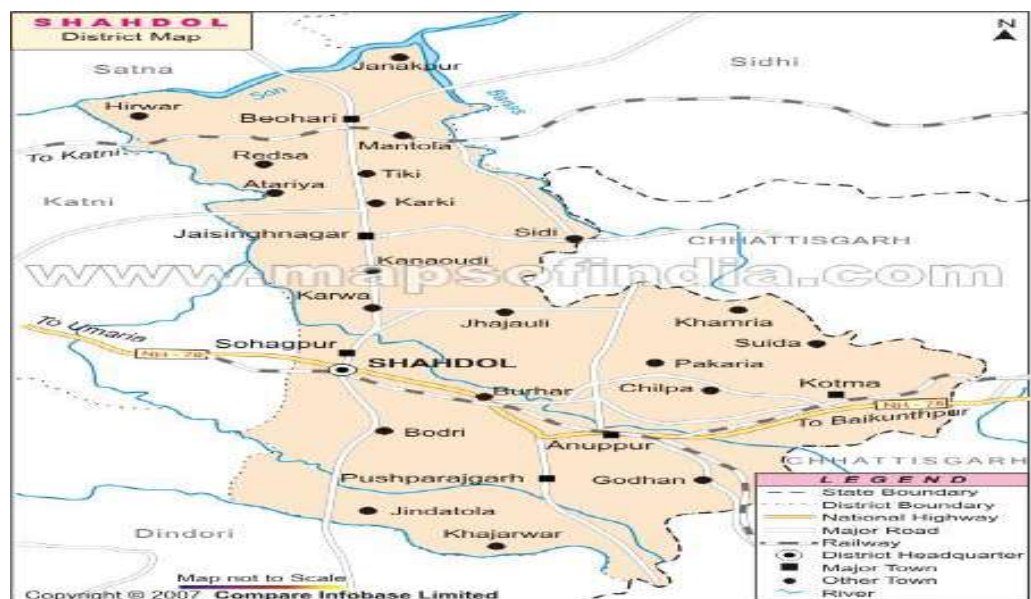
The district lies in the north-eastern part of the state of Madhya Pradesh. Post, its reorganization on 15th August, 2003, it occupied a land area of 5610 sq km. It is mainly a hilly district. For administrative purposes, it is divided into 4 revenue sub-divisions and 4 tehsils including 6 Urban local bodies, 886 villages and 391 gram panchayats. As per Census 2011, the total district's population was 10.66 lakhs of which 540,021 were males and 526,042 were females. A decadal increase

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[570]Government of India, "Census 2011", *available at* https://www.censusindia2011.com/madhya-pradesh/anuppur/pushparajgarh-population.html (Last accessed on January 20, 2023).

[571] Government of India, "Census 2011", *available at* https://www.censusindia2011.com/madhya-pradesh/anuppur/pushparajgarh/amarkantak-np-population.html (Last accessed on January 20, 2023).

by 17.39% was recorded. 20.60% of the total population lives in Urban regions of the district. The languages spoken here are Hindi and Bagheli.[572] The district's literacy rate was recorded as 66.67% with 76.14% male literates and 56.99% female literates. The Scheduled tribes comprise of 44.7% of the total district's population. With around 50% of tribal population, the majority of schools were administered by the Tribal Department. The schools were categorized as Primary, Middle, High School and Higher Secondary. The primary and middle schools are looked after by the District Project officer at the District Education Centre while the High and Higher Secondary schools are administered by the Assistant Commissioner, Tribal Works Department.[573] As per the Forest Survey of India, 2021 report 31.50% of the district's area is covered by forest.[574]

1.   Beohari Tehsil, Shahdol District

It is one of the 4 taluka's of Shahdol District constituting of 153 villages and 2 towns. As per Census 2011, Beohari tehsil recorded a population of 223,347 out of which 114,339 were males and 109,008 were females. The scheduled tribe constituted of 39.52% of the total taluka's population. The taluka's literacy rate was 54.66% comprising of 63.68% male literates and 45.2% female literates. [575]

2.   Sohagpur Tehsil, Shahdol District

It is one of the 4 taluka's of Shahdol District constituting of 302 villages and 5 towns. As per Census 2011, Sohagpur tehsil recorded a population of 486,930 out of which 247,563 were males and 239,367 were females. The scheduled tribe constituted of 39.22% of the total taluka's population. The taluka's literacy rate was 60.8% comprising of 67.83% male literates and 53.53% female literates. [576]

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[572]Government of Madhya Pradesh, District Shahdol, "About District", *available at* https://shahdol.nic.in/en/ (Last accessed on August 10, 2022).

[573] Government of Madhya Pradesh, District Shahdol, Education", *available at* https://shahdol.nic.in/en/education/ (Last accessed on August 10, 2022).

[574] Government of India, "Forest Survey of India 2021" 368 *available at https://fsi.nic.in/isfr-2021/chapter-13.pdf (*Last accessed on June 16, 2022).

[575]Government of India, "Census 2011", *available at* https://www.censusindia2011.com/madhya-pradesh/mandla/nainpur-population.html (Last accessed on August, 23, 2022).

[576]Government of India, "Census 2011", *available at* https://www.censusindia2011.com/madhya-pradesh/shahdol/sohagpur-population.html (Last accessed on August, 23, 2022).

3.   Burhar Town, Sohagpur Tehsil, Shahdol District

As per Census 2011, it is a town and a nagar panchayat located in Sohagpur Taluka of Shahdol District, Madhya Pradesh. It is divided into 15 wards. [577]

Table No. 27: Population Detail of Burhar Town, Sohagpur Tehsil, Shahdol District

No. of Families[578]	Population:			Caste Factor	Literacy rate(%)		
	Total	Male	Female	ST(%)	Total	Male	Female
4635	20677	10731	9946	10.97%	70.6%	77.27%	63.55%

Gohparu Village, Sohagpur Tehsil, Shahdol District

As per Census 2011, it is a village located in Sohagpur Taluka of Shahdol District, Madhya Pradesh. Being a part of the Jabalpur division, it is located approx. 23 kms from the District and Sub-district headquarters at Shahdol. Bhopal, the State capital lies at a distance of 466 kms.[579]

Table No. 28: Population Detail of Gohparu Village, Sohagpur Tehsil, Shahdol District

No. of Families	Population:			Caste Factor	Literacy rate(%)		
	Total	Male	Female	ST(%)	Total	Male	Female
63	237	118	119	83.12%	71.73%	73/73%	69.75%

7.11.7 Dindori District

Figure No. 14: Dindori District
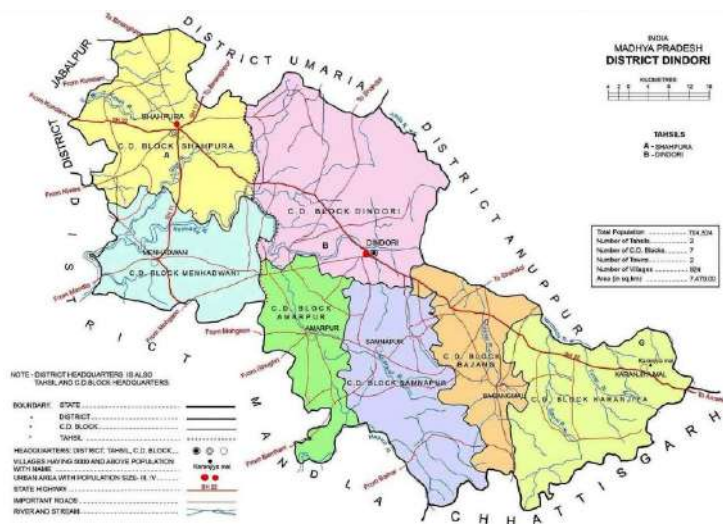
[577] Government of India, "Census 2011", *available at https://www.censusindia2011.com/madhya-pradesh/shahdol/sohagpur/burhar-np-population.html* (Last accessed on January 20, 2023).
[578] Government of India, "Census 2011", *available at* https://www.censusindia2011.com/madhya-pradesh/anuppur/kotma/kotma-m-population.html (Last accessed on January 20, 2023).
[579] https://villageinfo.in/madhya-pradesh/shahdol/sohagpur/gohparu.html

Dindori district is located in the eastern part of the central Indian State of Madhya Pradesh. It was formed in 1998. Being a part of the Shahdol Division, it is situated between latitude 21'17ºN and 23'22ºN and longitude 80'35ºE and 80'58ºE. It border's Umaria, Shahdol and Mandla districts in north, east and west respectively. Towards the south, it shares its border with Bilaspur district of the state of Chhattisgarh.[580] Prior to Census 2011, the district comprised of two tehsils namely Dindori and Shahpura. Presently, the district is divided into 3 tehsils, 8 blocks, 2 towns and 927 villages. The Dindori tehsil includes of Dindori, Amarpur, and Samnapur blocks, the Shahpura includes of Shahpura and Mehandwandi and the Bajag includes of Bajag and Karanjiya.[581] As per Census 2011, the district occupied a land area of 7,470 sq. km with a total population of 704,524 people. An average literacy of 63.90% with 75.47% male literates and 52.41% female literates was observed in 2011. Around 95% of the total population resided in rural areas. The scheduled tribes accounted for 64.69% of the total district's population.[582] As per the Forest Survey of India, 2021 report 40.46% of the district's area is covered by forest.[583]

1.   Dindori Tehsil

It is one of the three tehsils of the district. The district headquarters is situated here. As per census 2011, a population of 487,479 people out of which 243,537 males and 243,942 female resided in the tehsil. The tehsil's literacy rate was 65.48% Including 64.51% male literates and 45.57% female literates. The Scheduled tribes accounted for 63.6% of the total tehsil's population. Presently, the tehsil includes of Amarpur, Samnapur and Dindori Blocks.[584]

Amarpur village, Amarpur Block, Dindori Tehsil, Dindori District

As per Census 2011, it is a large village located in Dindori Taluka of Dindori District, Madhya Pradesh. Being a part of the Shahdol division, It is located

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[580]Government of Madhya Pradesh, District Dindori, "About District", *available at* https://dindori.nic.in/en/about-district/ (last accessed on August, 11, 2022).
[581]Government of Madhya Pradesh, District Dindori, "Tehsils, blacks and villages", *available at* https://dindori.nic.in/en/tehsils-blocks-and-villages/ (last accessed on August, 11, 2022).
[582] Government of Madhya Pradesh, District Dindori, "About District", *available at* https://dindori.nic.in/en/about-district/ (last accessed on August, 11, 2022).
[583] Government of India, "Forest Survey of India 2021" 368 *available at https://fsi.nic.in/isfr-2021/chapter-13.pdf (Last accessed on August 16, 2022).
[584]Government of Madhya Pradesh, District Dindori, , "Tehsils, blacks and villages", *available at* https://dindori.nic.in/en/tehsils-blocks-and-villages/ (last accessed on August, 11, 2022).

approx. 44 kms from the District headquarters at Dindori. The tehsil headquarter is situated here.

Table No. 29: Population Detail of Amarpur village, Amarpur Block, Dindori Tehsil, Dindori District

No. of Families	Population:			Caste Factor	Literacy rate(%)			Scheduled Tribes[585]		
	Total	Male	Female	ST(%)	Total	Male	Female	Total	Male	Female
740	2904	1393	1511	48.48%	74.14%	79.48%	69.31%	1408	650	758

Samnapur village, Samnapur Block, Dindori Tehsil, Dindori District

As per Census 2011, it is a large village located in Dindori Taluka of Dindori District, Madhya Pradesh. Being a part of the Shahdol division, it is located approx. 25 kms from the District headquarters at Dindori. The tehsil headquarter is situated here.

Table No. 30: Population Detail of Samnapur village, Samnapur Block, Dindori Tehsil, Dindori District

No. of Families[586]	Population:			Caste Factor	Literacy rate(%)			Scheduled Tribes[587]		
	Total	Male	Female	ST(%)	Total	Male	Female	Total	Male	Female
225	1111	571	540	85.69%	34.11%	48.16%	19.26%	1408	650	758

2.   Bajag Tehsil, Dindori District

It is one of the three tehsils of the district. The district headquarters is situated here. It is located 47Kms away from the District Head-quarters at Dindori. As per census 2011, it was a part of the Dindori Tehsil and was one of the 7 Blocks of the District.

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[585]Government of India, "Census 2011", *available at* https://www.census2011.co.in/data/village/493576-atariya-madhya-pradesh.html (Last accessed on August, 23, 2022).

[586]Government of India, "Census 2011", *available at* https://www.censusindia2011.com/madhya-pradesh/dindori/dindori/samnapur-mal-population.html.

[587]Government of India, "Census 2011", *available at* https://www.census2011.co.in/data/village/493576-atariya-madhya-pradesh.html (Last accessed on August, 23, 2022).

7.11.8   Balaghat District

Figure No. 15: Balaghat District

The district lies towards the southern part of the state of Madhya Pradesh. The district shares it borders with Seoni and Mandla districts, Madhya Pradesh from west to north. The Rajnandgaon district, Chhattisgarh lies towards its east while Bhandara and Gondiya districts, Maharashtra lie towards the south. The district constitutes of the following six sub divisions: Balaghat, Baihar, Katangi, Waraseoni, Lanji and Kirnapur. It is further divided into eleven tehsils namely Balaghat, Baihar, Birsa, Katangi, Waraseoni, Tirodi, Lanji, Lalbarra, Khairlanji, Paraswada and Kirnapur. As per Census 2011, the district occupied an area of 9245 sq.km with a total population of 1,707,698 people constituting to 2.17% of the total state's population. The Scheduled Caste and Scheduled Tribe make around 7.37% and 22.51% of the total population. The district's literacy rate was recorded at 78.29%. The languages commonly spoken within the district are Hindi, Gondi, Marathi, Powari and Chhattisgarhi. As per the Forest Survey of India, 2021 report 53.34% of the district's area is covered by forest.[588]

1.   Baihar Taluka, Balaghat District

It is one of the 10 taluka's of Balaghat District constituting of 330 villages and 2 towns. As per Census 2011, Baihar recorded a population of 284,252 out of which 140,250 were males and 144,102 were females. The scheduled tribe constitute of

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[588] Government of India, "Forest Survey of India 2021" 368 *available at https://fsi.nic.in/isfr-2021/chapter-13.pdf (*Last accessed on June 16, 2022).

55.74% of the total taluka's population. The taluka's literacy rate was 58.19% comprising of 65.65% male literates and 50.92% female literates.

Songudda Village, Baihar Tehsil, Balaghat District

As per Census 2011, it is a village located in Baihar Taluka of Balaghat District, Madhya Pradesh. It is located 45 kms and 75 kms away from the sub district headquarters at Baihar and District Headquarters at Balaghat respectively.[589]

Table No. 31: Population Detail of Songudda Village, Baihar Tehsil, Balaghat District

No. of Families	Population:			Caste Factor	Literacy rate(%)			Scheduled		Tribes
	Total	Male	Female	ST(%)	Total	Male	Female	Total	Male	Female
268	1377	748	629	75.09%	49.70%	59.43%	37.84%	1034	587	447

2.   Balaghat Tehsil, Balaghat District

It is one of the 10 taluka's of Balaghat District constituting of 166 villages and 4 towns. As per Census 2011, Balaghat tehsil recorded a population of 269,352 out of which 133,692 were males and 135,660 were females. The scheduled tribe constituted of 14.47% of the total taluka's population. The taluka's literacy rate was 72.72% comprising of 78.35% male literates and 67.17% female literates.

Balaghat Municiplaity, Balaghat Tehsil, Balaghat District

As per Census 2011, it is a municipality city of Balaghat District, Madhya Pradesh.

Table No. 32: Population Detail of Balaghat Municipality, Balaghat Tehsil, Balaghat District

Population:			Caste Factor	Literacy rate(%)		
Total	Male	Female	ST(%)	Total	Male	Female
84,261	42,372	41,889	5.43%	91.38%	95.25%	87.50%

3.   Paraswada Tehsil, Balaghat District

It is one of the 10 taluka's of Balaghat District constituting of 173 villages and 1 town. As per Census 2011, Paraswada recorded a population of 108,026 out of which 53,067 were males and 54,959 were females. The scheduled tribe constituted of 52.29% of the total taluka's population. The taluka's literacy rate was 64.43% comprising of 71.72% male literates and 57.39% female literates.

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[589] https://www.census2011.co.in/data/village/498060-songudda-madhya-pradesh.html

Basi Tehsil, Paraswada Tehsil, Balaghat District

As per Census 2011, it is a medium sized village located in Paraswada Taluka of Balaghat District, Madhya Pradesh. It is located 45 kms and 75 kms away from the sub district headquarters at Baihar and District Headquarters at Balaghat respectively.[590]

Table No. 33: Population Detail of Birsa Village, Paraswada Tehsil, Balaghat District

No. of Families[591]	Population:			Caste Factor	Literacy rate(%)			Scheduled		Tribes
	Total	Male	Female	ST(%)	Total	Male	Female	Total	Male	Female
107	465	219	246	96.56%	64.40%	78.89%	51.4%	449	212	237

[590]Government of India, "Census 2011", *available at* https://www.census2011.co.in/data/village/498060-songudda-madhya-pradesh.html.
[591] Government of India, "Census 2011", *available at* Basi Village Population - Paraswada - Balaghat, Madhya Pradesh (census2011.co.in).

PART B

7.11 Collection of Data

The data was collected by using an interview schedule and observation tool.

The categories of the respondents and sample size of Madhya Pradesh is as follows:

7.11.3 Respondents from and Relating to the *Ashram* School

The principal, Teachers and Students were interviewed. An observation tool was used to see mainly the position of the *Ashram* School.

Table No. 34: Interview Responses of Respondents from and Relating to the *Ashram* School

S No.	District	*Ashram* school located at Taluka-village	Principal	Teacher	Students	Wardens of *Ashram* School	Alumni	Parents
1	**Betul**	Bhaisdehi-Sawalmendha	1	5	10	1	2	2
		Ather-Kawala	1	2	10	0	2	2
		Godhadongri-Padhar	1	5	10	0	2	2
2	**Chhindwara**	Bichchua-Samarboh	1	2	10	1	2	2
		Mukhed-Sillewani	1	4	10	1	2	2
		Sausar-Ramakona	1	5	10	1	2	2
3	**Seoni**	Chappara-Chappara	1	4	10	0	2	2
		Kurai-Kurai	1	5	10	1	2	2
		Seoni Municipality-Seoni Municipality	1	5	10	1	2	2
4	**Mandla**	Mandla-Pondi	1	2	10	1	2	2
		Bichchiya-Bichchiya	1	2	10	1	2	2
		Nainpur-Atriya	1	2	10	1	2	2
5	**Dindori**	Samnapur-Samnapur	1	3	10	1	2	2
		Amarpur-Kamko Mohniya	1	2	10	0	2	2
		Bajag-Ufari	1	2	10	1	2	2
6	**Annupur**	Kotma-Kotma	1	3	10	1	2	2
		Jaithari-Manaura	1	3	10	1	2	2

		Pushpagarh, Amarkantak	1	4	10	1	2	2
7	**Shahdol**	Sohagpur	1	2	10	1	2	2
		Budhar-Tikuri	1	4	10	1	2	2
		Beohari	1	2	10	1	2	2
8	**Balaghat**	Songudda-Birsa	1	2	10	1	2	2
		Baihar-Pathari	1	1	10	1	2	2
		Balaghat-Balaghat	1	5	10	1	2	2
	Total 8 districts		**24**	**76**	**240**	**20**	**48**	**48**

The administrative authorities looking into the working of *Ashram* schools are also interviewed as follows.

7.11.4 Administrative Authorities

Table No. 35: Details of Administrative Authorities

S No.	District	Designation	Department	Admin. Authority
1	**Chhindwara**	Assistant Commissioner	Tribal Development Department	3
		Assistant Director	Tribal Development Department (Education)	
		Circle Organiser	Tribal Development Department	
2	**Betul**	Assistant Commissioner	Tribal Development Department	3
		Circle Officer	Tribal Development Department	
		Block Officer	Tribal Development Department	
3	**Seoni**	Additional Commissioner	Tribal Development Department	3
		Assistant Director	Tribal Development Department	
		Block Development Officer	Tribal Development Department	
4	**Mandla**	Assisstant Commissioner	Tribal Development Department	3
		Block Education Officer	Tribal Development Department	
		Block Education Officer	Tribal Development Department	
5	**Annupur**	Assistant Commissioner	Tribal Development Department	3
		Circle Officer	Tribal Development Department	
		Assistant Director (Education)	Tribal Development Department	
6	**Dindori**	Assistant Commissioner	Tribal Development Department	3
		Circle Officer	Tribal Development Department	

		Block Officer	Tribal Development Department	
7	**Shahdol**	Assistant Commissioner	Tribal Development Department	3
		Block Education Officer	Tribal Development Department	
		Block Education Officer	Tribal Development Department	
8	**Balaghat**	Assistant Commissioner	Tribal Development Department	3
		Block Officer	Tribal Development Department	
		Area Organiser	Tribal Development Department	
Total				**24**

Thus, a total of 24 district administrative authorities, 24 principals, 74 teachers, 240 *Ashram* school students, 21 *Ashram* wardens, 48 parents and 48 alumni of the *Ashram* Schools located at the border areas of Madhya Pradesh intersecting with Maharashtra and Chhattisgarh were interviewed.

Analysis and Interpretation of the Primary Data

Ashram School is a residential school as mentioned earlier in various chapters. Madhya Pradesh has a mandate under TSP, RTE Act 2009 and Madhya Pradesh Rules made on RTE Act. It is not having any specialized rules/code to run the *Ashram* School. Considering the above statutory obligations, a research survey was conducted. It was a learning experience for all of us. We covered 8 districts located at the border areas of Maharashtra and Chhattisgarh.

The questions put up to the respondents, their analysis and interpretation are as follows:

7.12 Selection of Teachers in *Ashram* School

As per the data collected from the Principals, Teachers and administrative authorities, the selection of teachers is conducted based on the basic required qualifications, that is D.Ed. for primary school and middle school and B.Ed. for secondary school. An advertisement is given in the newspaper by the Tribal Welfare Department for the vacancy. The eligible candidates are shortlisted based on their educational qualifications followed by interviews.

It may be noted that Principal is primality a teacher, relatively senior in experience.

7.14.1 Regarding Facilities available for the Principals, Teachers and wardens of the *Ashram* School

A total of 24 school principals were interviewed to know about the residential quarter facility available in the *Ashram* school for teachers and principals. TSP is silent on this facility. However, as the *Ashram* concept is all about residing teachers and students together, this question was asked.

Table No. 36: Regarding Facilities available for Principal, Teachers and Wardens of the *Ashram* School

Category of the Respondent	Total number of Respondents	Quarter is available	A quarter is not available
Principal	24	09	15
Teachers	74	00	74

Analysis

Out of a total of 24 principal respondents, nine respondents said that they have a residential quarter. The remaining have not received quarter facility. On the same question, teachers also denied it.

Interpretation

As per the response of the school principals, in most of the *Ashram* schools covered in the study, no residential facility is available for the school principal. However, 9 principals from Bhaisdehi-Sawalmendha, Ather-Kawala Ashram schools of Betul district and Bichchua-Samarboh *Ashram* school of Chindwara, Nainpur-Atriya (Mandla-Pondi, Smanapur and Bijag (Dindori), Jaithari-Manaura (Annupur), Shahdol, and Songudda-Birsa (Balaghat) residential quarters are provided and the principal must reside there. A total of 14 respondents responded that no such facility was available for them and one respondent responded that the facility was available but they didn't need to reside there.

The Teachers' response to the same question however showed that no such facility was available in any of the schools

As indicated by the responses of the principal and teacher's residential facility is available only in some of the *Ashram* schools. Tribal Sub Plan is also silent on this facility. It is imperative that teachers and wardens ideally stay on the campus to realise the concept of *Ashram* School in the true sense.

7.13 Association with *Ashram* School in years and Award for Good Performance:

Teaching students from tribal areas is challenging due to various social problems like poverty, and extremism as seen in the Part A of the Chapter. Thus, high motivation in the principal and teachers is needed to teach students in the tribal areas. A question was asked if any awards are given for the good performance of the principal and teachers. The analysis is as follows.

Table No. 37: Experience being the Principal and Awards/Recognition in Madhya Pradesh

Experience in years	Betul	Chindwara	Seoni	Mandla	Dindori	Annupur	Shahdol	Balaghat	Total
Less than one year	-	-	1	-	-	3	-	-	**4**
2 to 5 years	2	3	1	2	1	-	1	1	**11**
More than 5 years	1	-	1	1	2	-	2	2	**9**
Awards	**1**	**-**	**1**	**-**	**-**	**-**	**-**	**1**	**3**

Analysis

Out of 24 Principal respondents, 11 respondents have 2 to 5 years of experience working as a Principal.

Out of 24 Principal respondents three respondents have received an award for good performance. Two awards are received for the respondents having less than 5 years of experience and one award was reported by the principal having more than 5 years of experience.

Interpretation

The responses reveal that awards for good performance have not been given in any of the schools except *Ashram* schools in Bhaisdehi and Sawalmendha of Betul district, Chappara, of Seoni district Shahdol, and Songudda of Birsa Taluka from Balaghat district.

The average association of 2-5 years of *Ashram* School Principal shows that most of them have a good number of years with them to bring positive changes in the administration of schools. Principals' response also reveals that no measures for awarding good performance are in place. The positive response from two principals having 2 to 5 years of experience shows that the number of years of

experience and the award is not directly related. It reveals that the policy of motivating principals for good performance is not in place in Madhya Pradesh.

7.13.1 Incentives for Good Performance to the teachers

Recognition for good performance in the form of incentives encourages teachers to perform better. Hence a question was asked to the teachers enquiring about the award or any incentive they received for good performance. It was a multiple-choice question. A total of 11 options had given including two negative options that they are not getting any incentive for good performance.

Figure No.: 16 Good Performance Incentives to the Teachers as per the Teacher Respondents
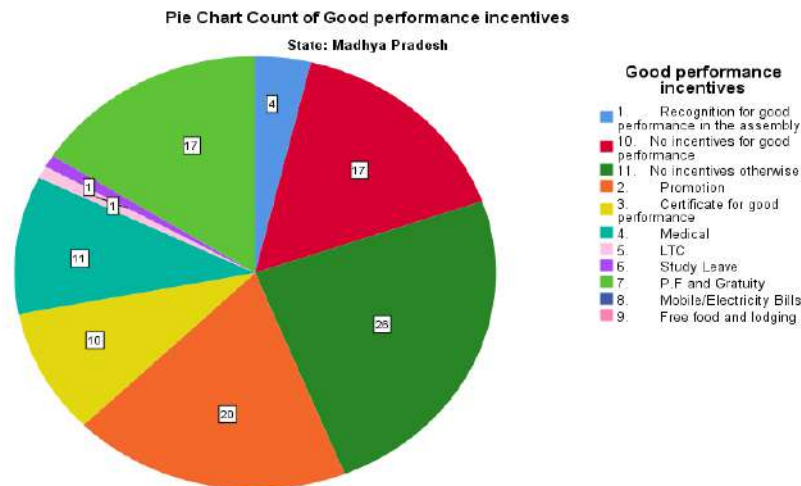
Analysis

Out of 76 teacher respondents, 22.36 per cent of respondents said that they have not received any incentive for good performance and 34.21 per cent of respondents said that they are not getting an incentive for any reason including good performance. A total of 26.31 per cent of respondents said that they got the promotion, and 22.36 per cent of respondents said they got PF and gratuity. Out of 76 respondents, 5.26 per cent respondents said that in the school's assembly, their good performance has been appreciated and 13.15 per cent of respondents said that they received a certificate of appreciation.

Interpretation

As per the response of teachers in the schools of Bhaisdehi-Sawalmendha, Bichchua-Samarboh, Mandla-Pondi, Nainpur-Atriya, Bajag-Ufari, Gohparu-Barmaniya, Budhar-Tikuri, Balaghat promotion is considered to be an incentive for

good performance, In Ather-Kawala school recognition of good performance in assembly, In Ghoda Dongri- Betul, Seoni and Annupur no incentive for good performance is reported by the teachers.

From the teachers' responses, it appears that there is a lack of awareness amongst them regarding incentives for good performance. Many confuse incentives with basic entitlements like promotion, PF, gratuity and study leave with incentives. Incentives work as motivators the government must link them with the performance of the teachers for them to have a clear and lasting impact.

7.13.2 Awards to the Teachers for the Good Performance in Teaching in *Ashram* School as per the Administrative Authority Respondents

The same question was asked to the administrative authorities dealing with the *Ashram* Schools. The response was as follows:

Figure No. 17: Awards to the Teachers for the Good Performance in Teaching in *Ashram* School
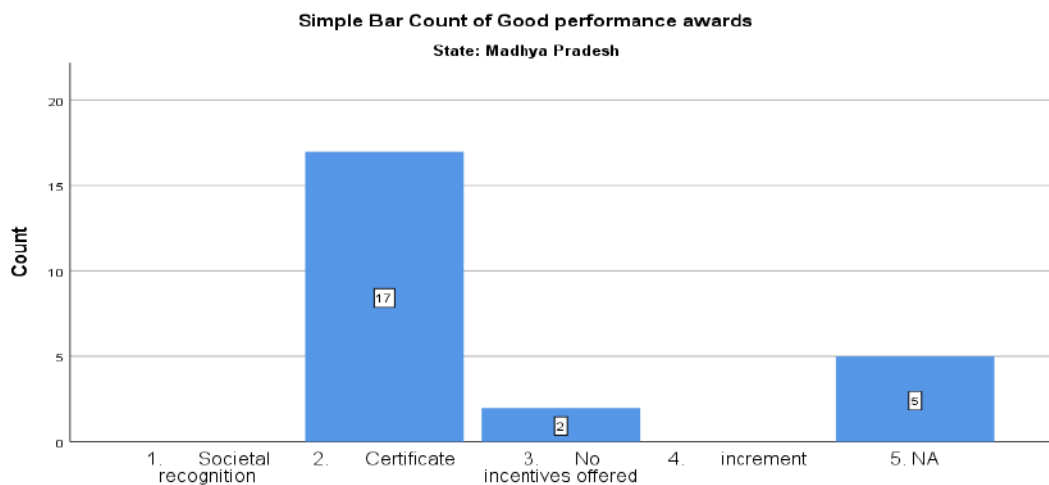
Analysis

Out of 24 administrative authority respondents, 70.83 per cent of respondents said that they are giving certificates to the teachers to motivate them for good performance and 8.33 per cent of respondents said that no incentives are given. Out of 24 respondents, 20. 83 per cent of respondents said that this question does not apply to them.

7.14 Teaching pedagogy, Teachers Evaluation and Training to Teachers

In *Ashram* Schools, Madhya Pradesh State Education Board is applicable. Primarily language Hindi is used as a medium of instruction. Optional language like Sanskrit is not seen in any Ashram school. Subjects, like maths, science, and other subjects as prescribed by the Madhya Pradesh State Education Board are being taught in all the *Ashram* Schools. As revealed through the analysis of the administrative authority respondents, the ratio of teacher: students are 1:30.

Teaching pedagogy is as important as the subject itself. The pedagogy used in the class connect students with the subjects more effectively. It encourages students to learn the subject in detail. A detail enquiry was done on teaching pedagogy used in the class, evaluation of the teachers and training to the teachers.

Teachers' evaluation and training can have a long-reaching effect on the quality of education provided in the *Ashram* school. At present, the evaluation of teachers is one of the integral process adopted by various educational institutions, including schools. Moreover, international obligations and RTE Act also emphasize on the quality education. Therefore, a questions were asked regarding- teaching pedagogy, evaluation of the performance and training to the teachers. The responses were as follows:

7.14.1 Teaching Pedagogy

One teacher may use multiple teaching pedagogies. Hence multiple choice question was asked to know the teaching pedagogies used to teach tribal students enrolled in the *Ashram* school. The teacher respondents are teaching to 1st standard to mostly 8th standard in *Ashram* School.

Figure No. 18: Teaching Pedagogy/Method used in the Class by the Teachers

Pie Chart Count of Teaching method
State: Madhya Pradesh

Teaching method
1. Writing Exercise
2. Reading Text books
3. Writing on Black board
4. Ask bright students to teach
5. Encouraging student interaction
6. Asking questions after explaining
7. Game method
8. Story-telling
9. Role play
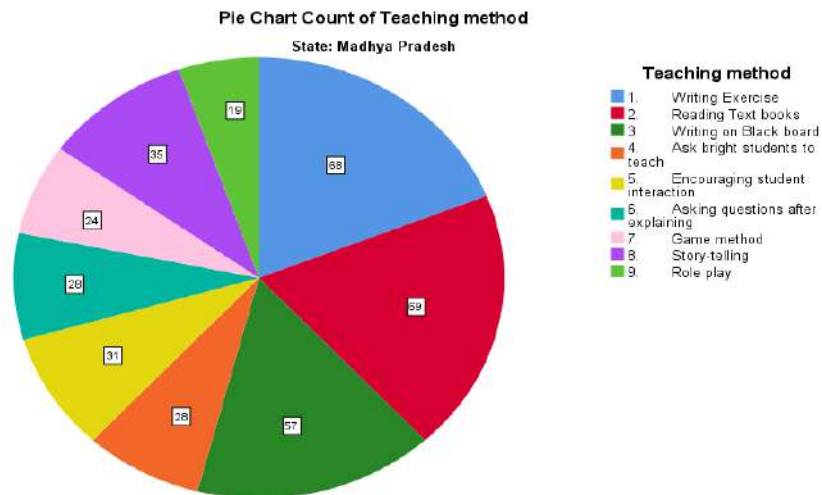
Analysis

Out of 76 teacher respondents, highest responses have been received to reading text books in class while teaching (69 responses) followed by writing exercises in class (68 responses) followed by writing on the blackboard (57 responses). The lowest pedagogy used by the teacher respondents was Role plays (19 responses) followed by playing games to make understand the concept in class pedagogy (24 responses) followed by posing questions to the students after completing the topic in class (28 responses). Around half of the respondents are using pedagogy of encouraging students to interact in class (31 responses) and storytelling method (35 responses).

The same question was asked to the students of the *Ashram* School.

Figure No. 19: Teaching Method Adopted in School as per the Students' Response

Simple Bar Count of Teaching Method followed in the school
STATE: Madhya Pradesh
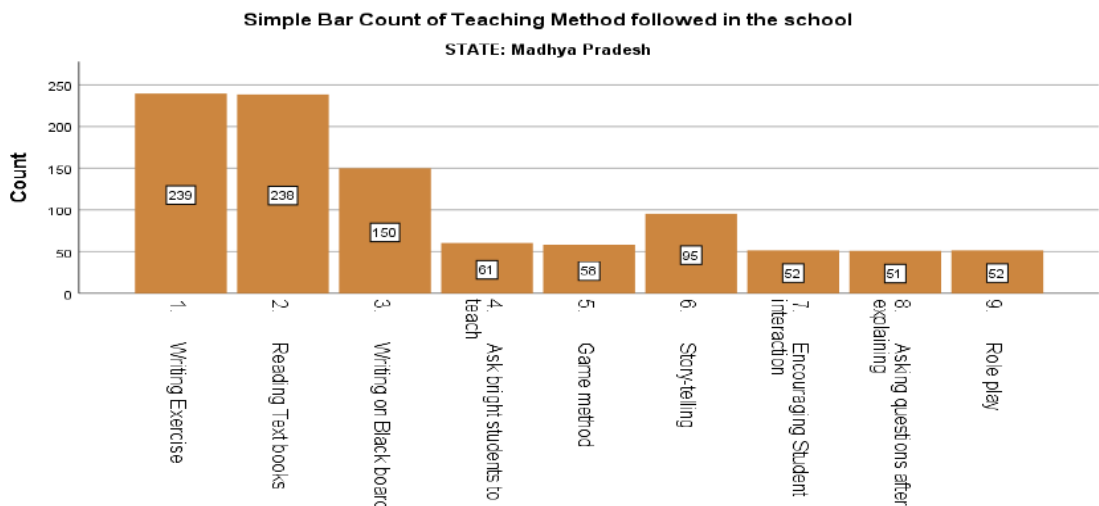
Analysis

Out of 240 student responses, 239 and 238 responses are being given for the writing exercises and reading textbooks pedagogy are used by the teachers. Out of 240, 150 student respondents said that blackboard is used by the teachers in class. The pedagogies who have got less responses in comparison to others are: game method (58 responses), encouraging students through interaction and Role plays in the class (52 responses) and asking questions after explaining the concepts (51 responses). Total 95 student responses are reported for the story telling out of 240.

Interpretation

Writing exercises and reading from the textbooks are the main pedagogies followed in the *Ashram* School of all districts of Madhya Pradesh. Game method and storytelling are followed in Betul, Chindwara, Seoni districts. The use of basic pedagogies mainly reading the text book, writing exercises and use of black board found more than innovative methods like playing games, role plays and storytelling pedagogies.

The response of students shows that writing exercises, reading from the text book and writing on blackboard are the predominant pedagogies employed in teaching in *Ashram* Schools of Bhaisdehi-Sawalmendha, Ather-Kawala, Godhadongri-Padhar, Bichchua-Samarboh, Mukhed-Sillewani, Sausar-Ramakona, Kurai-Kurai, Seoni Municipality-Seoni, Mandla-Pondi, Bichchiya Nainpur-Atriya, Samnapur, Amarpur-Kamko Mohniya, Bajag-Ufari, and Kotma.

By co-relating the response received from teacher and student respondents, it may be revealed that the experiments relating to teaching pedagogies are less. This is, in fact, surprising that students from tribal areas known for their challenges like poverty, unemployment is availing only basic pedagogies. No rules are seen whereby; one can insist on the use of variety of teaching pedagogies appropriate for the subjects.

7.15 Teachers Evaluation for their Performance

Figure No. 20. The Process adopted to evaluate teachers as per the Principal

Pie Chart Count of Teacher evaluation process

State: Madhya Pradesh

Teacher evaluation process
- Feedback from students
- Feedback from teacher peer group
- Student's exam result
- no evaluation
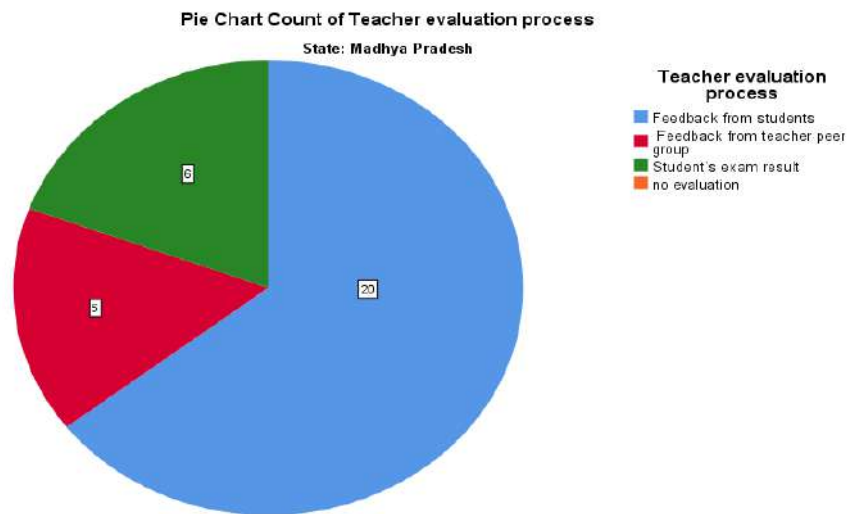
Analysis

Teachers Evaluation: Out of 24 respondents 20 school principals reported that teacher's evaluation is done based on student feedback in the *Ashram* Schools, and six principal respondents said that it is done based on the exam result of the student.

7.16 Training to Teachers: Regarding the training to teachers training the response was sought from teacher, principal and administrative authority respondents. The question was MCQ. The response was as follows:

Figure No. 21 Kinds of Training to the Teachers as per the Teachers

Pie Chart Count of Kinds of teacher training programmes

State: Madhya Pradesh

Kinds of teacher training programmes
- 1. Skill Based programs
- 2. New curriculum
- 3 Adolescent Training
- 4 Tribal dialect
- 5 only incase a new policy is introduced
- 6. no training are organized
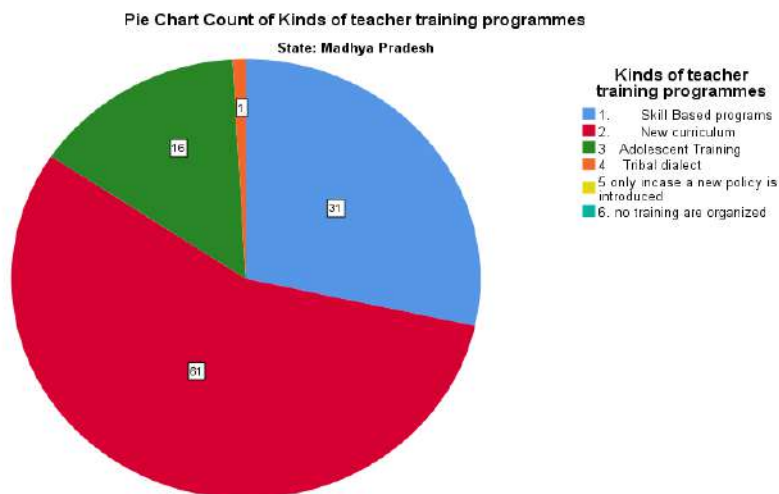
Figure No. 22.: Kinds of Trainings given to the Teachers as per the Principals

Pie Chart Count of Kinds of teacher training programmes
State: Madhya Pradesh

Kinds of teacher training programmes
1. Skill Based
2. New curriculum
3. Tribal language
4. Adolescent Training
5. training for slow learner
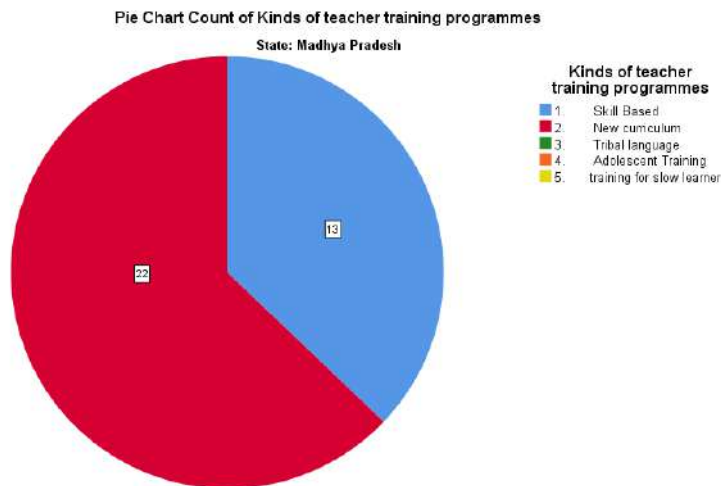
Figure No.: 23 Teachers Trainings as per the Administrative Authority Respondents

Simple Bar Count of Teacher training programmes organized
State: Madhya Pradesh
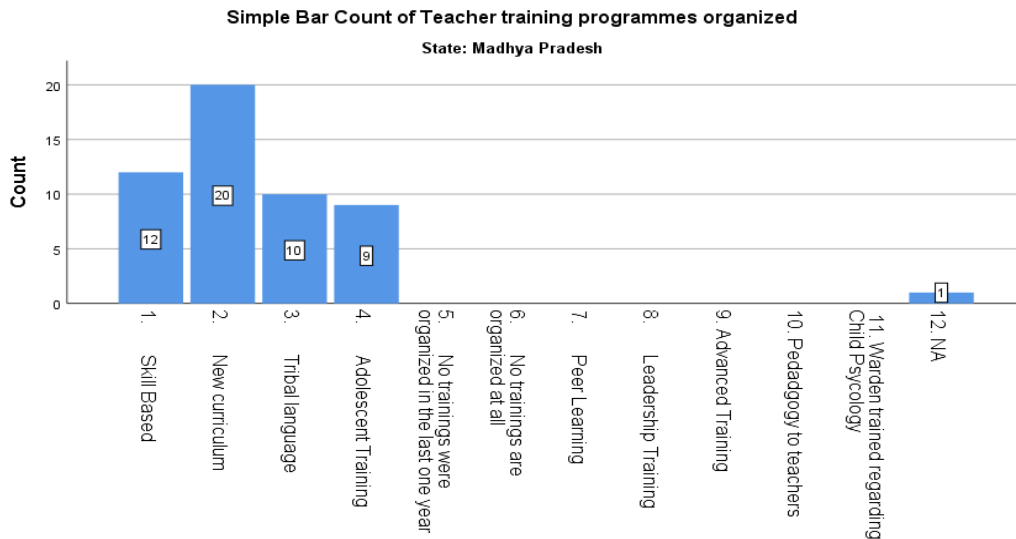
Analysis

All teacher, principal and administrative Authority respondents said that trainings are conducted. No one said that trainings are not conducted.

Out of 76 teacher respondents 80.26 per cent said that training is conducted on the curriculum, if introduced newly, 40.78 per cent respondents said that skill-based trainings are conducted for teachers and 21.05 per cent said that training relating to adolescents has been given to them. Out of 76 respondents, 1.31 per cent of respondents said that a training has been conducted on the tribal dialect.

Out of 24 Principal respondents, 91.66 per cent respondents said that they conduct teachers training on the new curriculum and 54.16 per cent said that trainings are

conducted on the skills enhancement of the teachers. However, no response was received relating to tribal dialect and trainings relating to adolescents.

The administrative authorities responded more in Favor of training on new curriculum that is 83.33 per cent out of 24 total respondents followed by skill-based trainings that is 50 per cent of the total respondents.

Interpretation

As per the response of the school Teachers training programmed are conducted on the introduction of the new curriculum in Betul, Chindwara, Seoni, Dindori, Shahdol and Balaghat schools. Training programmed for skill-based training are reported to be provided by 40% of respondents in Bhaisdehi-Sawalmendha, 50% in Ather-Kawala (Betul), 50% in Mukhed-Sillewani (Chhindwara), 100% in Mandla-Pondi and Nainpur-Atriya (Mandla-Pondi). The principal respondents from Betul, Dindori and Shahdol of all three talukas responded about skill-based trainings. Further, most of the administrative authority respondents were also said training relating to the new curriculum has been imparted to the teachers.

However, the trainings relating to teaching pedagogy, student engagement, updating the knowledge about the subject, trainings relating to use of ICT tools has not been responded by the administrative authorities too. Administrative authority was also not responded if trainings to warden are organized relating to the child psychology, as the warden need to take care of children residing in *Ashram* away from their parents. Trainings to Principals relating to enhance leadership skills was also asked if they have organized. On this too, no response was received from the administrative authorities. Thus, it is revealed that a creative perspective to update and upgrade teachers is missing in the topics of the trainings. It is also revealed that mostly trainings are organized annually, with an exception of Chhindwara as the Principal responded that once in a month training is given to the teachers.

By co-relating the responses received for pedagogies used by teachers in the class, evaluation of the performance of teachers and training to the teachers, it is revealed that only basic requirements are getting fulfilled. Teachers are not being trained to give something innovative to the students. Moreover, no rules or guidance found relating to various pedagogies. In co- relation, it is also revealed the lack of knowledge amongst teachers and principal relating to the age appropriate and

subject- specific teaching pedagogy to be used in the class. Not seen any training sessions planned or conducted focusing on these aspects.

7.17 Training for the Skill Development amongst the Students

Inculcation of skills amongst students in the school along with the academics is given in the educational system. The skills make students more confident and make more independent. Therefore, few questions were asked relating to the skill training and type of skill trainings imparted to the students. The responses were as follows:

7.17.1 Response of Principal regarding Skill Development of Students

Table No. 38. Skill Development Training to the Students as per the Principal Respondents

District	Ashram School at Taluka	Kinds of skill development programmed			
		2. Knowledge on traditional Medicines	3. Knowledge on Agriculture	4. Knowledge on family's occupation	5.No programs
Betul	Bhaisdehi	-	-		1
	Ather		1	1	
	Ghodadongri		-		1
Chhindwara	Bachchua		1	1	
	Maukhed		-		1
	Sausar		-		1
Seoni	Chappara		-		1
	Kurai	1	1		
	Seoni Municipality	1	-	1	
Mandla	Mandla		-		1
	Bichchiya				1
Annupur	Pushapgarh			1	
Shahdol	Gohparu				1
	Budhar				1
	Shahdol				1
Balaghat	Birsa				1
	Baihar			2	1
	Balaghat				1
	Out of 24	**2**	**3**	**6**	**13**

Analysis

Out of 24 Principals interviewed for the study a total of 13 principals shared that there are no programmed for skill development in *Ashram* Schools. From remaining 11 principals, two Principals from Kurai and Seoni shared that knowledge on traditional medicines is part of skill development activities. Three respondents reported that knowledge on agriculture is also part of skill development activities undertaken for students.

7.17.2 Response of teachers on skill development of students

On the same question, out of 76 teachers, only two teachers said that skill training is given to the students in the school. Skill training is only there in Mukhed taluka of Chhindwara district and Tribal language is taught in Mukhed and Chopra (Seoni) both. In rest of the districts, subjects prescribed under MPSEB are taught.

7.17.3 Response of Parents on Skill Development of Students

The same question was asked to the parents whose wards are enrolled in the *Ashram* School.

Figure No. 24: Response of Parents on Skill Development of Students
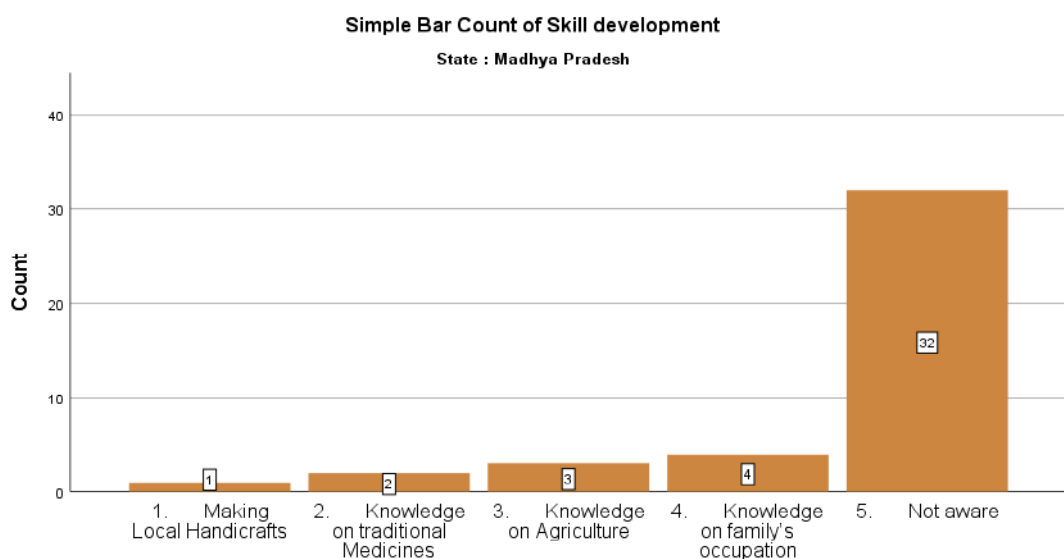
Out of 48 parent respondents, 66. 66 per cent of parent respondents said that they are not aware if any skill development trainings are being given in the school. Parent respondents from Godhadongri-Padhar shared that knowledge on traditional medicines, knowledge on agriculture and knowledge on one's family occupation is run in the school. From Bichchua-Samarboh of Mandal district, it is reported that making of local handicrafts and imparting knowledge on Agriculture is a part of skill development activities.

7.17.4 Response of Students on Skill Development of Students

A question was asked to the students, if they have a dedicated teacher for the skill development. Out of 240 student respondents, only 7 students from Songudda-Birsa of Balaghat said they have a dedicated teacher for skill development.

7.17.5 Response of Administrative Authority on Skill Development of Students

On enquiring about the skill development programmed with the administrative authorities, following response was received.

Table No. 39. Skill Development Programmes for the students in *Ashram* School as per the Administrative Authority Respondents

Skill development programmes	Betul	Seoni	Mandla	Dindori	Annupur	Shahdol	Balaghat	Out of total 24
1. Making Local Handicrafts	100.0%	33.3%	-	-	33.3%	-	-	3
2. Knowledge on traditional Medicines	100.0%	-	-	-	-	-	-	1
3. Knowledge on Agriculture	100.0%	33.3%	-	-	-	-	-	2
4. Knowledge on family occupation	100.0%	33.3%	66.7%	-	33.3%	-	-	5
5 Archery								1
6.Not applicable		66.7%	33.3%	100.0%	33.3%	100.0%	100.0%	13

Analysis

Out of 24, total administrative authority respondents said that no programme for skill development of students is prescribed. However, the skill development programme namely making local handicrafts, trainings on traditional medicines, knowledge on agriculture and family occupation is given to the students in Betul, Seoni, Mandala, and in Annupur. Remaining three districts's administrative authority respondents had not reported any activity.

Interpretation

Considering the response received from five types of respondents namely principals, teachers, parents, students, and administrative authorities, it is revealed that skill development amongst students is not getting the due attention. These weak responses about skill development activities in *Ashram* schools reflect that there are hardly any initiatives on skill development in *Ashram* schools.

7.18 Reasons for choosing *Ashram* School

A basic question was asked about the reason/reasons to join the *Ashram* School to the students. It was a multiple-choice question. All respondents responded. The analysis and interpretation of their response is a s follows:

Figure No. 25: Reasons for choosing *Ashram* School

Simple Bar Count of Reason for choosing Ashram School

STATE: Madhya Pradesh
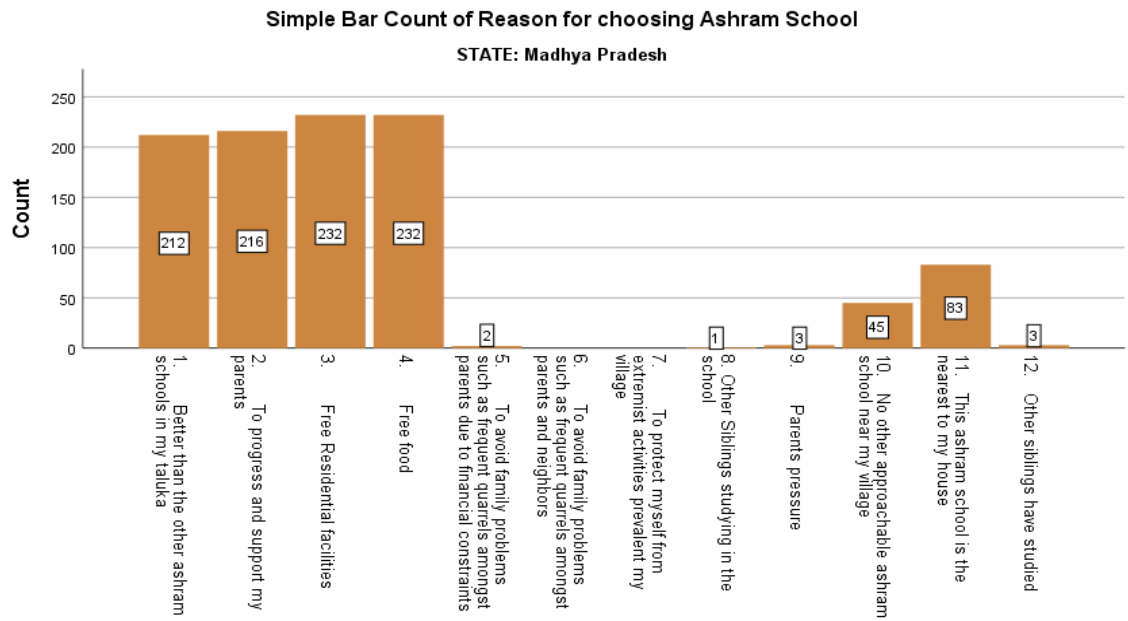
Analysis

Out of 240 student respondents from total 24 *Ashram* Schools, total 232 students said that they have joined *Ashram* school as they are getting free food in school and food with accommodation in *Ashram*. Total of 216 student respondents said that they have joined *Ashram* School to support their family in their future. Total of 212 students said that they joined *Ashram* School as this *Ashram* School is better than any other school available in nearby area and 83 student respondents said that the *Ashram* school in which they have enrolled is nearest to their home. Only 2 student respondents responded that they have joined school to avoid social issues prevalent in their residential area. Out of 240 students from 24 *Ashram* Schools, one student respondent told that due to pressure from the parents, *Ashram* school is joined.

Interpretation

The incentive of food and residence impacting more to the enrolment rather than the contents or outcomes of the education. The main purpose of the establishment of the residential *Ashram* School is to keep away tribal children from the social issues and thereby to conducive atmosphere to study. However, response only from 2 students raise a question relating to the objective of the establishment of *Ashram* Schools. Further, only one student has joined school due to parent's pressure, with this, one can imagine, the parents' orientation towards education.

320

7.19 Routine of the Students after school hours

As students are living in *Ashram* that is a hostel, hence a question was asked about the routine they follow after school hours.

Figure No. 26: Routine Followed by the Students after School Hours
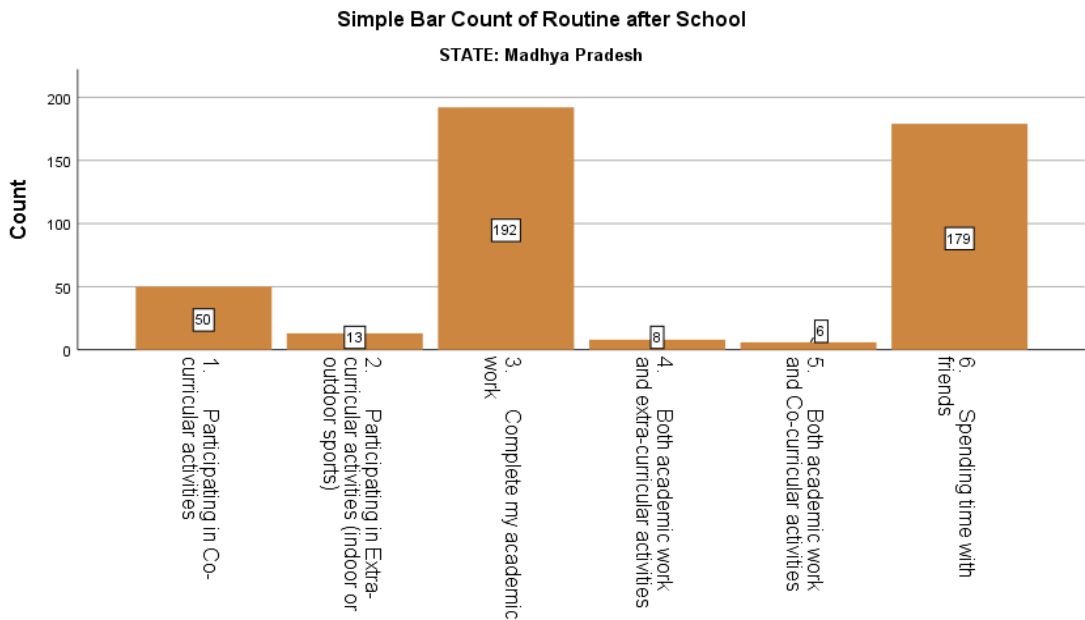
Analysis

Out of 240 student respondents, total of 80 per cent of respondents said that they complete their academic work after their school hours. Total of 26.25 per cent of student respondents said that they participate in co-curricular and extra-curricular activities. Total of 74.58 per cent student respondents said that they spend their time with friends in *Ashram*.

Students from Mandla-Pondi, Dindori, Annupur, Shahdol and Balaghat shared that they complete academic work after school. 70% respondents from Bhaisdehi-Sawalmendha taluka of Betul district, 60% respondents from Mukhed-Sillewani from Chhindwara and 60% from Seoni Municipality- Seoni shared that they participate in co-curricular activities after school. A considerable per centage of students from all the districts shared that they spend time with friends after school.

7.20 Functioning of *Ashram* Schools:

As mentioned earlier in Part A of the present chapter, funds are allocated under SCA to TSS for the construction of the class rooms in Ashram and *Ashram* Schools. Boundary wall in *Ashram*a and *Ashram* Schools, watchman rooms in

Ashram and *Ashram* School, Sanitation facilities, drinking water facility, tube wells in *Ashram* etc.

Thus, during the visit, the data was collected on this with the help of interview schedule and observation tool.

7.20.1 Classroom Conditions

All *Ashram* Schools has an independent building. Its classrooms are well-ventilated with blackboard facility and sufficient space to accommodate students. Student response on the same question shows that classrooms are well ventilated with blackboard facilities in all the districts except Mandla-Pondi taluka of Mandla-Pondi district where they have reported that there are no classrooms and they study in open.

Photograph 1: Classroom condition in Chindwara – Chindwara, Madhya Pradesh

Photograph 2: Classroom condition in Chindwara- Chindwara, Madhya Pradesh

Photograph 3: Condition of classroom in Shahdol-Shahdol, Madhya Pradesh

Photograph 4: Classroom Condition in Chindwara- Chindwara, Madhya Pradesh

There are sufficient number of classrooms in the schools in Betul, Chhindwara, Seoni, Mandla-Pondi, Dindori, Annupur, Shahdol and Balaghat as per the response of the school principal.

7.20.2 Condition of Dormitories of the *Ashram*

Figure No. 27: Condition of Dormitories of *Ashram* as per the Warden

Pie Chart Count of Dormitories condition
State: Madhya Pradesh

Dormitories condition
1. Well ventilated
2. Sufficient space for students to move around
3. Sufficient space to study on a study table
4. Individual beds
5. Connected washrooms
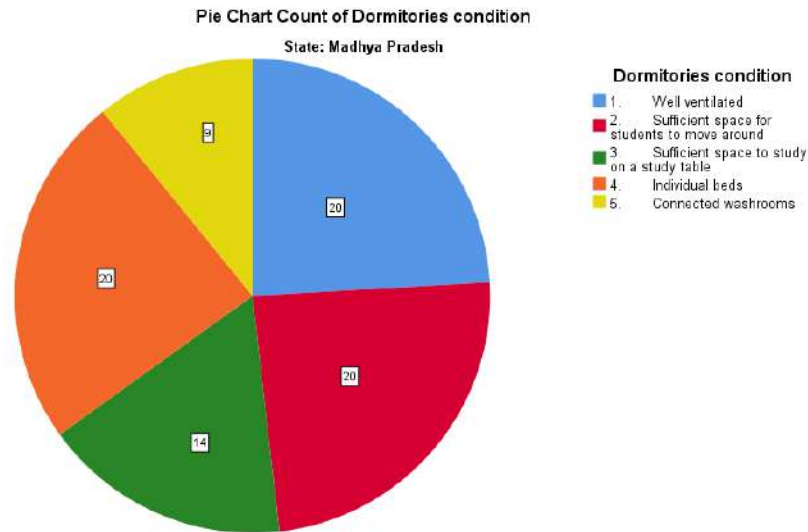
Analysis

A total of 20 wardens were interviewed. The response of all the wardens on the condition of dormitories reveal that in   Betul, Chhindwara, Seoni, Mandla-Pondi, Dindori. Annupur, Shahdol, and Balaghat the dormitories were well ventilated with individual beds and sufficient space to move around.

Interpretation

Majority response on condition of Dormitories reveals that dormitories are well functioning with all the basic facilities for students. However, boundary walls for which in 2017-18 funds have been received, not seen. The funds remained unused as per the data collected through secondary source. It will be interpreted that already boundary walls are constructed hence funds remained unutilized, or, even after the receipt of the fund, it has not used for the purpose of the construction of the boundary wall. However, this is only the possibility, as the researcher has covered only one school in each taluka.

7.21 Academic Facilities (free of cost)

The following was response of the Principal relating to the provision of the academic facilities to the students.

Figure No.: 28 Academic Facilities to the Students as per the Principal Respondents

Simple Bar Count of Academin facilities free of cost
State: Madhya Pradesh
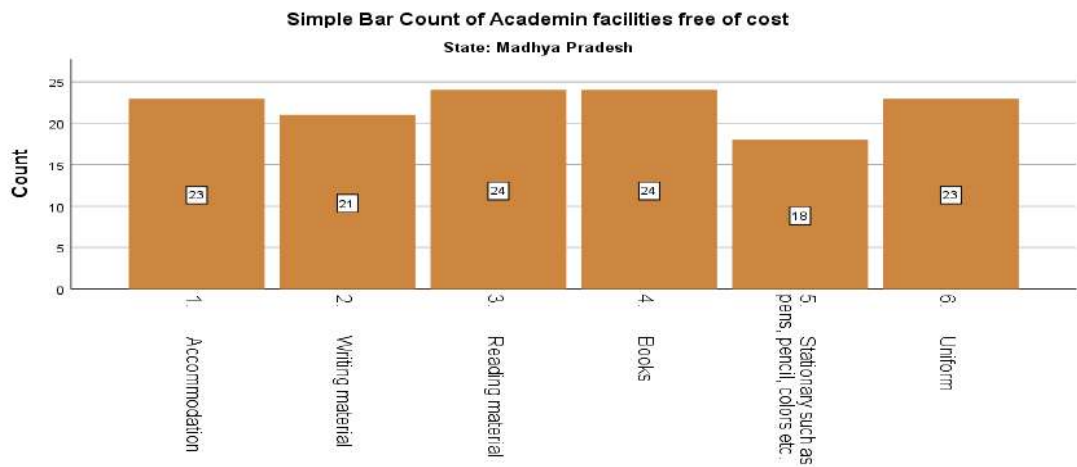
Analysis

All principal respondents said that they are providing accommodation, writing material, reading material, books, and uniform are provided free of cost to the students. Out of 24 principal respondents, 18 respondents said that they are providing stationary as well.

Interpretation

Considering the above response, it is revealed that there is a compliance of RTE Rules and Act relating to the basic requirement of giving academic and accommodation facility free of cost to the students.

On the same lines, a question was asked to the students about facilities available in the *Ashram* School:

7.21.1 Academic facilities to the students in *Ashram* School/*Ashram*

Figure No. 29: Academic Facilities to the Students as per the Student Respondents

Pie Chart Count of Facilities available
STATE: Madhya Pradesh
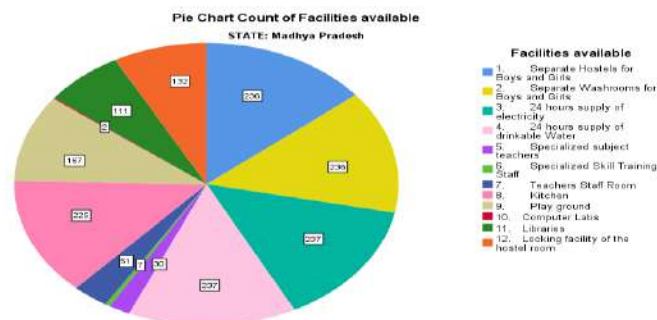
Analysis

Total 236 respondents informed that all the boys and girls students have separate accommodation and washroom facility. They have 24 hours' electricity and water supply. Out of 240 student respondents, 30 respondents said that they have specialized subject teacher and seven respondents said that they skill trainer. They have separate kitchen in *Ashram* school as per the 225 student respondents, total of 167 student respondents said they have library and 132 said that they have playground, Total of 111 respondents said they have library, and total of 132 respondents said they have locking facility. Out of 240 students, two respondents said that they have computer labs.

Photograph 5: Kitchen in Chindwara - Chindwara, Madhya Pradesh

Photograph 6: Meals Served in Seoni -Chappara, Madhya Pradesh

Photograph 7: Open Kitchen Condition in Dindori- Dindori, Madhya Pradesh

Photograph 8: Accommodation in Nainpur-Mandla, Madhya Pradesh

Photograph 9: Accommodation in Baihar-Balaghat, Madhya Pradesh

Interpretation

On the question of facilities available in the school student respondents shared that specialized skill training staff is not there except in Songudda-Birsa *Ashram* school of Balaghat-Balaghat where 70% responses reveal that such facility exists. Computer labs are there only in Sausar-Ramakona *Ashram* school (Chhindwara).

The basic facilities are available. However, 50 per cent of respondents have denied the availability of library, played grounds, and locked facility. Reporting of computer labs only by two respondents is indeed indicate towards the scope of the improvement. Thus, it can be interpreted that students learning in the *Ashram* School are not getting the facilities at par with the schools in the mainstream.

7.22 Meals

A well balanced and nutritious meals is critical for the well-being of students studying in residential *Ashram* schools. All administrative authorities responded that they have a diet plan to be followed in *Ashram* and *Ashram* Schools.

Based on this, it was enquired with the students and the warden respondents about the food items served to the students in *Ashram* School and *Ashram*.

7.22.1 Response of Principal Respondents Regarding Meals Served in One Day in *Ashram* School

Figure No. 30: Meals Served in a Day
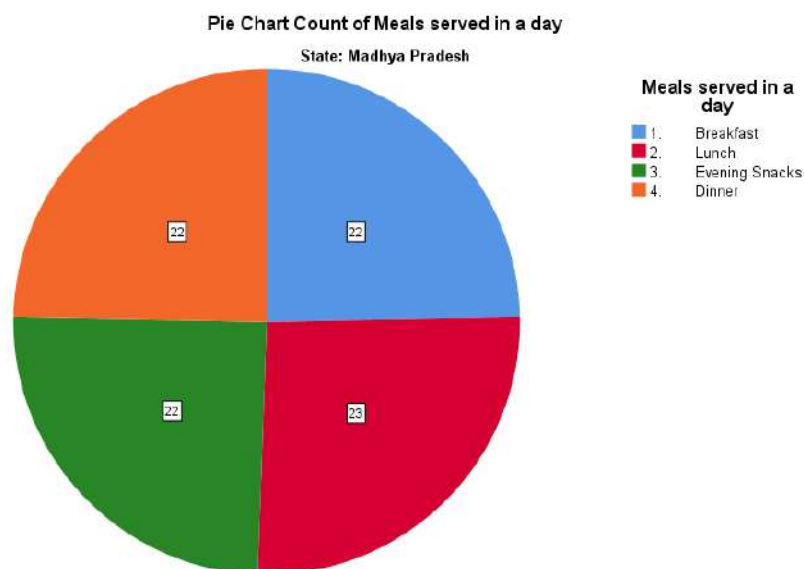
Analysis

As per the respondent principal meal plan is followed in all the schools and breakfast, lunch and dinner and meal plans are included in the meals.

7.21.2 Response of Students Respondents Regarding Food Items Served in Meals in *Ashram* School

Figure No. 31: Food items served in Meals

Pie Chart Count of Food items served as per students
STATE: Madhya Pradesh
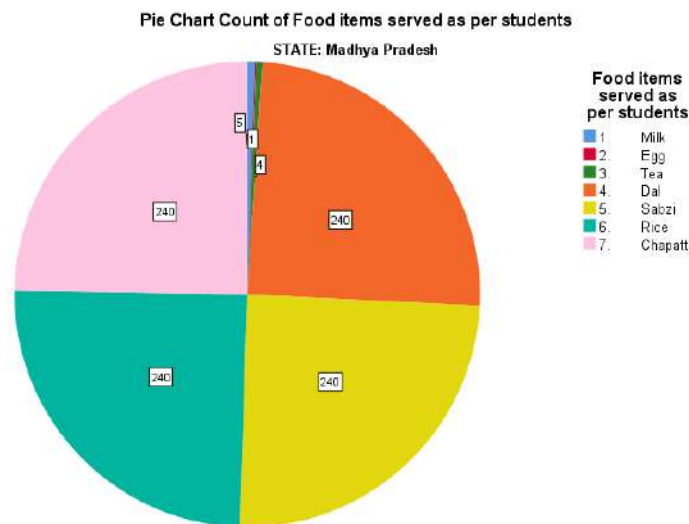
Analysis

All student respondents said that they are getting food in *Ashram* School and *Ashram* free of cost. A total of 240 students were interviewed to understand the meal composition. All *Ashram* Schools visited are serving Daal, Chawal, Chapati and Vegetable. The variation is in the other food items like Milk., eggs and tea. In Rajnandagao, total 10 students were interviewed. Out of that 66.7 per cent informed that they are getting milk and tea. In Pathariya, all students informed that they are getting eggs and tea as per the diet plan. Student responses collected from Sausar-Ramakona reveal that they are getting milk, tea and eggs, even though the percentage are 40 percent for milk, 10 per cent for egg and 30 per cent for tea. In Bhaisdehi-Sawalmendha of Betul district *Ashram* School, one student respondent said that he is getting milk and tea both, but remaining all denied the same.

Lunch and dinner include daal, sabzi, rice and chapati, Milk and eggs are served in Sausar-Ramakona taluka of Chhindwara as per the response of 40% and 10% of student respondents respectively.

7.22.3 Response of Warden Respondents Regarding Food Items Served in Meals in *Ashram*

Figure No. 32: Food items served in Meals as per Warden Respondents

Pie Chart Count of Meals includes
State: Madhya Pradesh

Meals includes
1. Milk
2. Egg
3. Tea
4. Dal
5. Sabzi
6. Rice
7. Chapatti
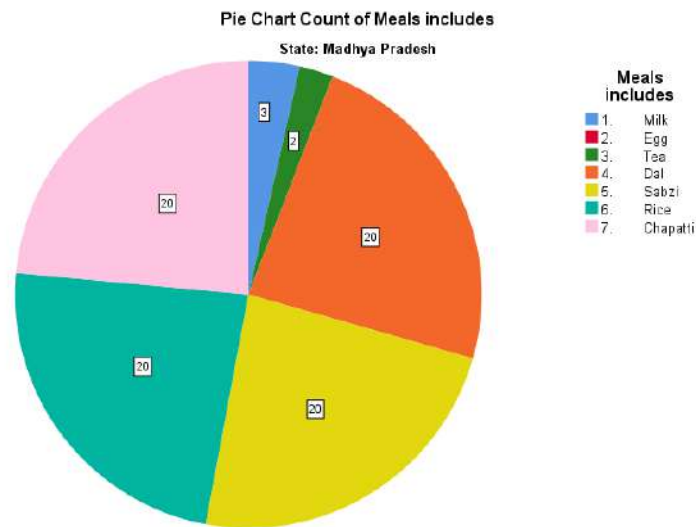
Analysis

A total of 20 wardens were interviewed to understand the meal composition in *Ashram* schools. All warden respondents said that they are serving daal, sabzi, rice and chapati. However, out of 20 respondents, two respondents said that they are serving tea, and three respondents said that they are serving milk to the students. No warden responded for eggs.

According to responses from Bhaisdehi-Sawalmendha, Godhadongri-Padhar in Betul and Ashram school in Sausar-Ramakona taluka of Chindwara. milk is served to the students.

Interpretation

The responses received from the administrative authorities (regarding diet plan), principal (regarding number of meals served a day) students (regarding food items) and wardens (regarding food items), it may be interpreted that students are getting meals in *Ashram* and in *Ashram* School free of cost. They are getting mainly lunch and dinner. During school days, they are getting lunch in school and dinner in *Ashram*. On holidays students are getting lunch and dinner both in *Ashram*. Regarding composition of meals, basic food items are given, but milk, tea and eggs are not/rarely included in the meals. As per the Principal respondents, evening

snacks are also served. However, no food items named by the students and warden seem like evening snacks.

In all, it may interpret it as food items other than basic food (daal, chawal, chapati and vegetable) have not been taken seriously. Areas like Mandla-Pondi, Balaghat are recognized as LWE. Other areas covered like Shahdol etc. are also full of various tribes. Infact, few MP tribe areas have malnutrition issue as well. Considering this, absence of food items milk and egg etc. need attention. It may be noted that almost all principal respondents have staff to help in kitchen, like cook, and a helper to the cook.

7.23 Health

Health is a prime concern for all, and thus for *Ashram* School and *Ashram* too. As students are residing in *Ashram* without parents, thus, *Ashram* and *Ashram* School are responsible to look after the health of the students and medical emergency, if any. The data was collected to understand, how *Ashram* Schools and *Ashram* are responding in case of any health related issue.

7.23.1 Response of Administrative Authority Respondents Regarding Medical Health facility

Figure No. 33: Response of Administrative Authority Relating to Medical Health Facility
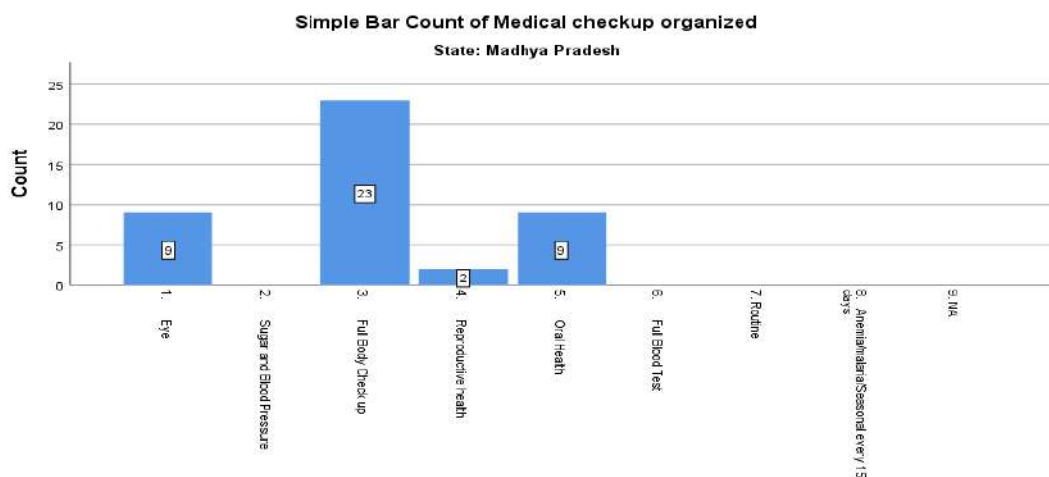
7.23.2 Response of Students Relating to Medical Health Facility

Figure No. 34: Response of Students Relating to Medical Health Facility
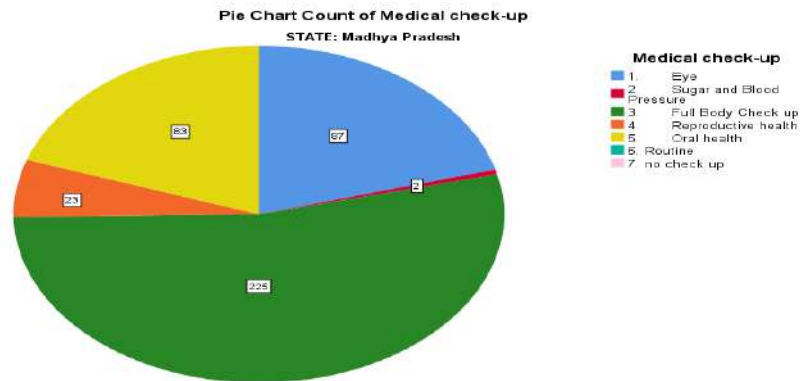
Analysis

All administrative authority respondents and student respondents informed that they organise medical health camps. Out of total 240 student respondents, 93.75 per cent student respondents said that medical health camps are organized in which doctors check them and they can also inform all kind of health-related issues to them. From the table above one can see that as per the student response full body check-up camps are organized in almost all the *Ashram* schools. Interestingly 40% students from Godhadongri-Padhar, 10% from Bichchua-Samarboh and Mukhed-Sillewani, 50% students from Sausar, Ramakona, Ramakona, 40% from Kurai-Kurai and 10% from Seoni Municipality-Seoni Municipality and 33.3% from Songudda-Birsa *Ashram* schools shared that camps on reproductive health are also organized for them.

Interpretation

It is evident from the administrative authority and student responses that health camps are organized for the benefit of students and these are conducted in coordination with the primary health care center. The Principal respondents also informed that they are organizing medical health camps for the students. In case of any medical emergency, they are approaching nearby Government Medical Health Care Unit. However, it is also revealed during the visit that no permanent medical doctor or nurse is allotted in the school and *Ashram*.

7.24 Monitoring and Inspections of the *Ashram* School

The concept of the *Ashram* School has a long history and thus expectations from *Ashram* School too. Therefore, it was also enquired during the research if there is a checking system in place. Monitoring and supervision by authorities responsible for establishing and running of *Ashram* schools is critical to achieve the avowed aims of

the schools. It was enquired about the frequency of the inspections and kinds of the inspections undertaken by the administrative authorities.

7.24.1 Frequency of the Inspections as per the Principal respondents

Figure No. 35: Frequency of the Inspections as per the Principal respondents
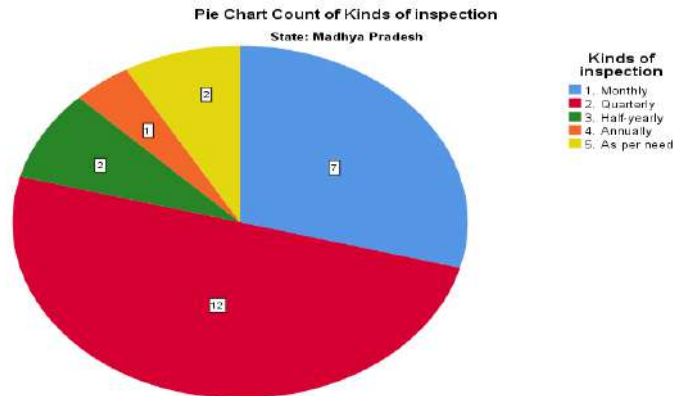
Figure No. 36: Kinds of Inspections Conducted in the *Ashram* School as per the School Principal respondents
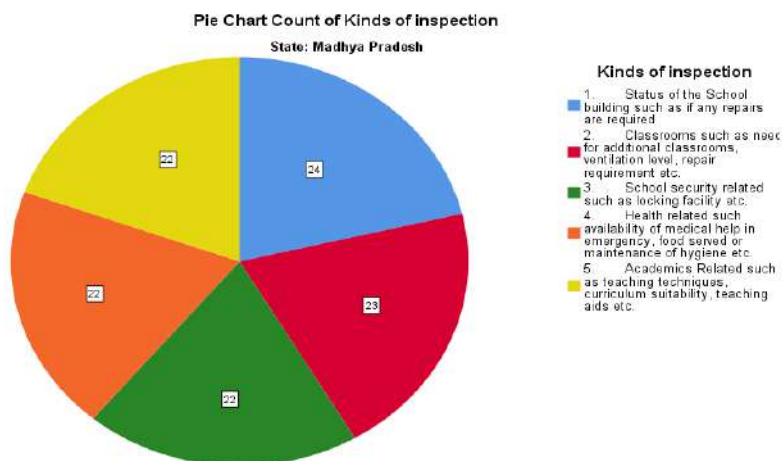
Analysis

The responses with respect to frequency of the inspections, however are inconsistent ranging from monthly, quarterly, half-yearly to annual and as per the need.

Regarding kinds of the inspections, as per the data collected from the Principal respondents, all respondents said that inspections are taking place of the *Ashram* School. All respondents said that inspections are taken place to check the school building, class rooms, requirement of additional classrooms as also if any repair work is required. Out of 24, total of 22 respondents said that school security, health and academic related arrangements including teaching aids etc are also inspected.

Interpretation

The responses reveal that regular inspections are a part and parcel of school administration; however, the state of school infrastructure belies such claims. Had regular inspections been a system in place which provides for monitoring of school at all levels the school conditions would have been better than what it is. As such there needs to be a regular and streamlined systems of reporting and inspections. Moreover, action taken after conducting inspections is also equally important. It is revealed that the principal respondents were aware about the inspections, but hardly any action taken was evident by them as process of reporting is long.

7.24.2 Inspection by Administrative authority

Figure No. 37: Pie chart of Kinds of Inspection
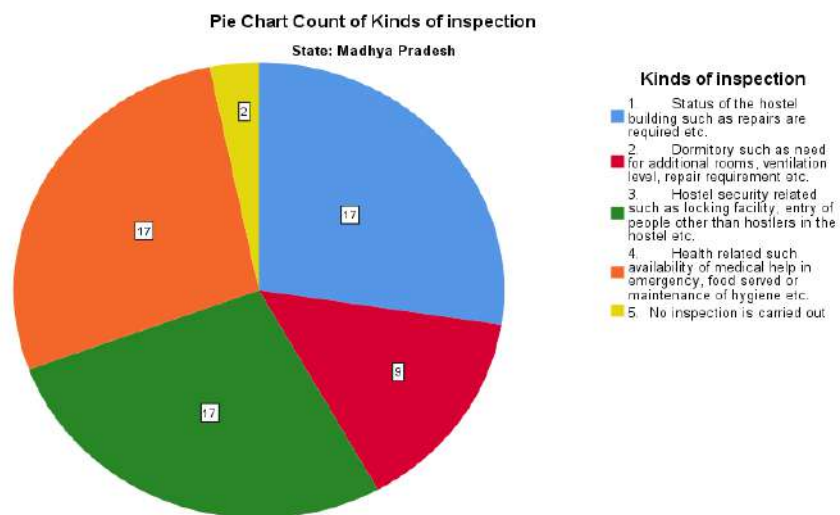
Analysis

Inspection of *Ashram*s is important to ensure that all amenities are provided to inmates staying in the hostel. Out of 20 respondents 17 wardens from *Ashram*s of Bhaisdehi-Sawalmendha, Godhadongri-Padhar, Chappara-Chappara, Kurai-Kurai Seoni, Mandla-Pondi, Nainpur-Atriya, Samnapur-Samnapur, Amarpur-Kamko Mohniya Bajag-Ufari, Kotma-Kotma, Jaithari-Manaura, Gohparu-Barmaniya, Budhar-Tikuri, Songudda-Birsa, Baihar-Pathari, Balaghat-Balaghat reported that inspection by higher authorities covers status of the hostel building such as repairs , Hostel security, Health related such availability of medical help in emergency, food served or maintenance of hygiene etc. Wardens from Pushpagarh, Amarkantak, Amarkantak and Ather-Kawala however shared that no inspections are carried out in the *Ashram*s. Out of 20 respondents 16 shared that frequency of inspections is quarterly while four wardens from Gohparu-Barmaniya, Budhar-

TikuriBaihar-Pathari and Balaghat-Balaghat *Ashram*s share that they were carried monthly.

Interpretation

As per the responses of the warden timely inspections are carried out in the *Ashram*s. This is as per the prescribed rules of 2006[592] which prescribe quarterly inspections by Tribal welfare department. However, questions remain unanswered on whether these inspection reports are acted upon or taken seriously by the higher authorities.

7.24.3 Frequency and Kinds of Inspections Conducted in *Ashram* School by the Administrative Authority

Considering the issue of action taken after inspections, the same question was asked to the administrative authorities. The frequency of conducting was similar with the response received from the principal of school respondents, that mostly it is taking place quarterly. The response regarding kinds of the inspections was as follows:

Table No. 40: Response of Administrative Authority Respondents on kinds of inspection conducted in School by the Administrative Authority

District	Percent of Cases						
	Kinds of inspection conducted in School						
	1. Status of the School building such as if any repairs are required	2. Classrooms such as need for additional classrooms, ventilation level, repair requirement etc.	3. School security related such as locking facility etc.	4. Health related such availability of medical help in emergency, food served or maintenance of hygiene etc.	5. Academics Related such as teaching techniques, curriculum suitability, teaching aids etc.	6. No inspections are carried	7. Not Applicable
Betul	100.0%	100.0%	100.0%	100.0%	100.0%	-	-
Chhindwara	66.7%	66.7%	66.7%	66.7%	33.3%	-	33.3%
Seoni	100.0%	100.0%	100.0%	100.0%	100.0%	-	-
Mandla	33.3%	33.3%	33.3%	33.3%	100.0%	-	-
Dindori	100.0%	100.0%	100.0%	100.0%	100.0%	-	-
Annupur	66.7%	66.7%	66.7%	66.7%	100.0%	-	-
Shahdol	100.0%	100.0%	100.0%	100.0%	100.0%	-	-
Balaghat	100.0%	100.0%	100.0%	100.0%	100.0%	-	-
Out of 24	**20**	**20**	**20**	**20**	**22**	**-**	**1**

---

[592] The Scheduled Caste and Scheduled Tribe Welfare Department prescribed (May 2006) roster for regular inspection of *Ashram* schools and hostels for their proper functioning available at https://cag.gov.in/uploads/download_audit_report/2018/Chapter_2_Compliance_Audit_of_Report_No_5_of_2018_General_and_Social_Sectors_Government_of_Madhya_Pradesh.pdf accessed on July 10, 2023.

Analysis

All respondents said that they conduct inspections. Out of 24 administrative authorities who are looking after the functioning of the *Ashram* Schools and are entitled to conduct inspections in the school, 22 respondents said that they conduct inspections to check academic performance and implementation of curriculum etc. Total of 20 respondents said that they conduct inspections to check school building, classrooms as also health and security arrangements and issues.

Interpretation

By corelating with the response received from the principal of the school respondents, it may be revealed that inspection and monitoring system is in place. Even though the frequency is inconsistent, but no one denied the conducting of inspections in the school. Regarding kinds of the inspections also administrative authority respondents have shown consensus.

It may be noted that inspections are carried out in the *Ashram* as well. All responses of the warden of the *Ashram* and administrative authority are supporting each other, it may be revealed that inspections and monitoring mechanism is in place in *Ashram* Schools and *Ashram* as well.

7.25 Problems in functioning of *Ashram* Schools

A multiple response question was asked to the Principal and Teacher respondents regarding problems coming in the functioning of the *Ashram* School. The response was as follows:

7.25.1 Problems Faced as per the Principal Respondents

Figure No. 38: Problems Faced in Functioning of *Ashram* School as per Principal Respondents

Simple Bar Count of Problems faced in functioning of school
State: Madhya Pradesh
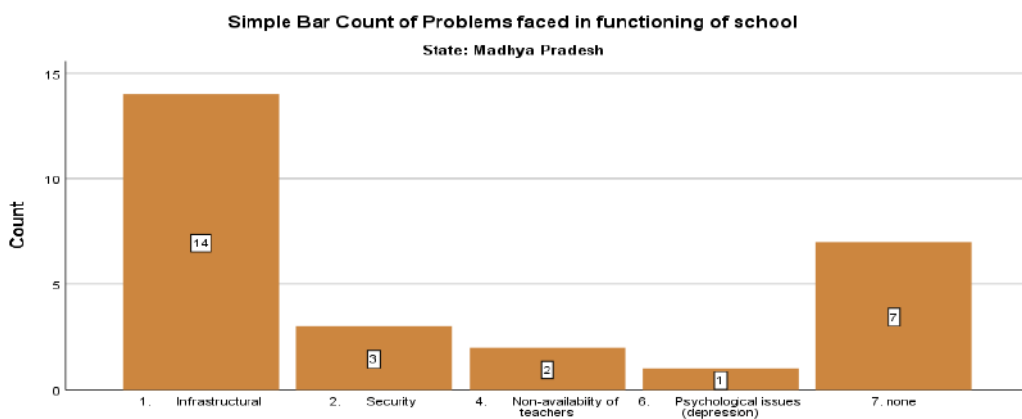
7.23.2 Problems Faced as per the Teacher Respondents

Figure No. 39: Problems in the Functioning of the *Ashram* Schools as per the Teachers

Pie Chart Count of Problem faced

State: Madhya Pradesh

Problem faced
1.	Infrastructural
2.	Security
3.	High Drop-Out Rate
4.	Disinterested students
5.	Language Barrier
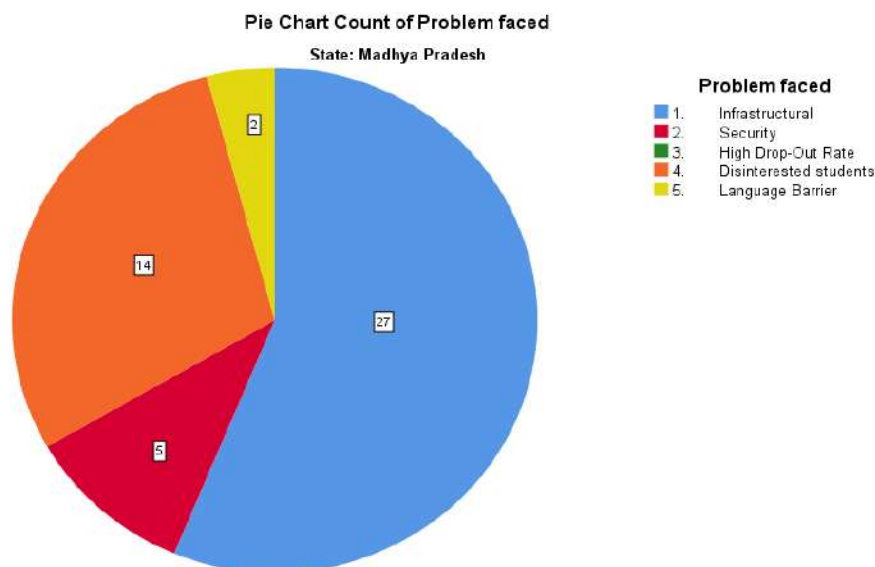
Analysis

Out of 24 interviewed, 14 principals shared that infrastructure issues are the main problem faced by the *Ashram* school. Three principals of Mandla-Pondi, Samnapur and Bajag-Ufari *Ashram* schools stated security as a main concern while two from Budhar-Tikuri and Kurai *Ashram* school shared inadequacy of teachers as a main problem plaguing the schools. Depression was stated to be a main issue by the principal of *Ashram* school from Balaghat.

On the same question, out of 76 teachers, only 43 responded. Out of that 27 teachers said that they have issues relating to the infrastructure and 14 said that students are not taking much interest in studies. Teachers' response shows that in Bichchua-Samarboh Ashram school language is one of the main problems faced by them, Total 75 per cent of teachers from Mukhed-Sillewani *Ashram* school responded that infrastructure, security, disinterested students as the main problems faced in the school.

Most of the teachers from Mandla-Pondi, Bichchiya-Bichchiya, Nainpur-Atriya, Amarpur-Kamko Mohniya, Kotma-Kotma, Jaithari-Manaura, Gohparu-Barmaniya, Budhar-Tikuri, Shahdol-Shahdol and Songudda-Birsa *Ashram* schools echo the

same thoughts shared by the Principals from these schools that Infrastructure is a main problem. Teachers from Bajag-Ufari and Baihar-Pathari report disinterested students as one of the main concerns in the school.

Interpretation

The majority of principals and teachers highlighted that infrastructure problems are the key concern in the problems faced in the function of the *Ashram* school. This is in tune with the observations of the research team which found that the school buildings and basic facilities were in dire straits in most of the *Ashram* schools. As such it is time that the government starts paying more interest in upgradation of the existing infrastructure particularly the school buildings.

By corelating to the response of the inspections done by the authorities mostly quarterly and the problems faced in the function of the *Ashram* School, it may reveal that number and maintenance of the school building and class rooms, health related facilities, security related arrangements, and advanced teaching aids are the main challenges relating to the functioning of the *Ashram* School.

7.26 Possible Reasons of the Drop Out

Considering the issue identified by the secondary cources regarding dropout of the students from schools, a separate question was posed to the Principal and Administrative authority respondents. As per the rule, students cannot be failed until 8th standard. Despite this, number of students enrolled in the students slowly gets reduced. Students leave their schools in between.

Drop-out remains the biggest challenge to ensuring accessible education to children of all ages. Reasons for Drop-outs amongst school children help one understand the reasons that keep the children away from the school and is an important first step to address the problem of dwindling number of students in the schools. According to the Principal respondents, the possible reasons of the drop out are due to following:

7.26.1 Possible Reasons of the Drop-Out as per the Principal Respondents

Figure No. 40: Possible Reasons of Drop-out by students of the *Ashram* School as per the Principal Respondents
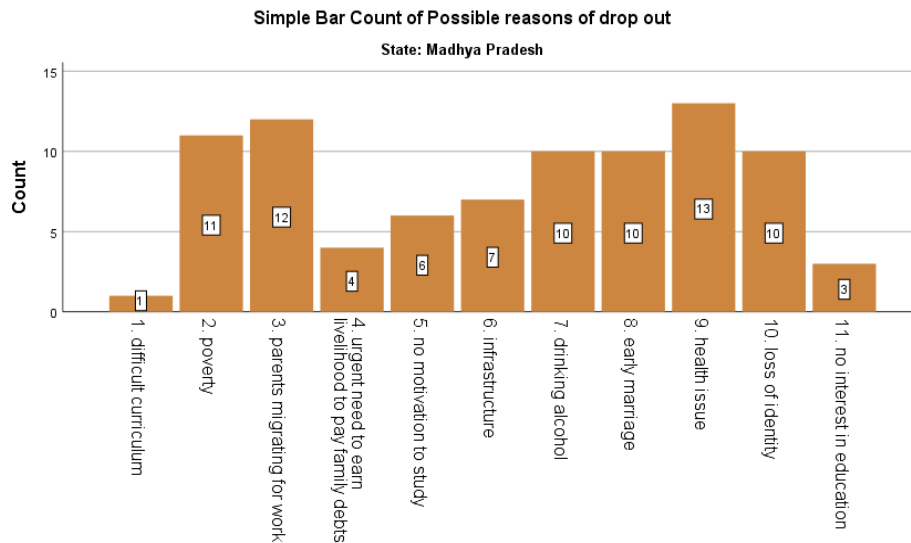
Analysis

Out of 24 School Principals 11 have highlighted poverty as one of the main reasons for drop out; 12 opined that parents migrating for work is also one of the likely reasons for drop-out. Early marriage and loss of identity are the other two important factors for drop out as per the response of school Principals from Betul, Seoni, Dindori, Annupur, Shahdol-Shahdol and Balaghat-Balaghat *Ashram* Schools.

7.26.2 Possible Reasons of the Drop out as per the Administrative Authority

Table No. 41: Possible Reasons of Drop out as per the Administrative Authority Respondents

	District								
	Betul	Chhindwara	Seoni	Mandla	Dindori	Annupur	Shahdol	Balaghat	**Out of 24**
Attitude to live at the moment and spend DBT money	-	66.7%	-	100.0%	-	100.0%	100.0%	66.7%	**13**
Parents migrating for work	-	66.7%	33.3%	100.0%	33.3%	100.0%	100.0%	66.7%	**15**
Urgent need to earn livelihood for paying off family debt	-	-	-	-	-	33.3%	-	-	**1**

Academic such as difficulty curriculum, language understanding etc.	-	-	33.3%	100.0%	-	33.3%	66.7%	-	**7**
School Infrastructure	-	-	-	33.3%	-	33.3%	66.7%	66.7%	**6**
Security issues	-	-	-	100.0%	-	66.7%	66.7%	-	**7**
Health issues	-	-	-	100.0%	33.3%	100.0%	100.0%	66.7%	**12**
Drinking alcohol	-	66.7%	33.3%	100.0%	-	100.0%	100.0%	66.7%	**14**
Early marriage	-	66.7%	-	100.0%	-	100.0%	100.0%	66.7%	**13**
Disassociation from family occupation	-	66.7%	-	66.7%	-	100.0%	-	-	**7**
Loss of cultural interest	-	33.3%	-	100.0%	-	100.0%	100.0%	66.7%	**12**
Not Applicable	100.0%	33.3%	66.7%		66.7%			33.3%	**9**

Analysis

Various reasons were shared by the respondents. Out of 24 administrative authority respondents, 15 respondents said that parents are migrating to other regions for work, thus they are taking their children along with them, 14 respondents said due to addiction of alcohol amongst father of the students, generally they need children with them to work, 13 respondents said that the DBT has not been used for the purpose of education, and students are getting married relatively in early age therefore also students are leaving school in between. The reason of health issues and loss of cultural interest was cited by 12 respondents. Out of 24, six respondents cited the reason of infrastructure and 7 respondents cited reason of security, difficulty in the curriculum/language and not finding relevance with the family occupation.

Interpretation

There is a broad consensus amongst the school Principals and Administrative authorities regarding the reasons of drop-out amongst *Ashram* School children. Both highlighted issue of migration of parents to the other region for work, addiction of alcohol and early marriage. All these reasons are the external factors.

It may be interpreted that students, parents are still less oriented towards the education, hence external factors are influencing them and they opt dropping out from the school. It is also revealed that education has been treated secondary than household responsibilities for the children of tribal area.

Moreover, considering the response of availability of various specialized teachers, it may be noted that hardly in any school psychological teacher or counsellor is available. The influence of external factors may be reduced by the intervention of able psychological teachers/counsellors at the school.

It may be noted that the reason of infrastructure for drop out has not been highlighted so much as it was in the response relating to the problems of the functioning of the school. Thus, due to infrastructural issues students are not leaving the school.

7.27 Measures to Retain Students taken by Administrative Authority

Considering the issue of drop out and disinterest of the students, a multiple response question was posed to the administrative authority respondents about measures they have taken, if any, to retain students. The responses received were as follows:

Table No. 42: Steps to Retain Students in the *Ashram* School

	District								
	Betul	Chhind wara	Seoni	Mand la	Dindor i	Ann upur	Shahdol	Balagha t	**Out of 24**
Spreading awareness regarding Government Scholarships	50.0 %	66.7%	33.3 %	100.0 %	66.7%	100. 0%	100.0%	100.0%	**75%**
Giving vocational training to students to earn livelihood	50.0 %	66.7%	33.3 %	100.0 %	66.7%	100. 0%	100.0%	100.0%	**75%**
Rewarding with incentives	50.0 %	66.7%	-	66.7 %	66.7%	33.3 %	100.0%	100.0%	**58%**

Analysis

Out of 24 respondents, 75 per cent of respondents said that they are spreading awareness amongst students regarding Government scholarships and giving vocational training to the students to earn livelihood. Total of 58 per cent of respondents said that they are rewarding students with incentives so that students can be retained in school.

Interpretation

Considering the responses of the administrative authority, it may be interpreted that administrative authority have identified the ways to improve retenship of students. *Ashram* School has been established since many years, however, even now in 21st century we are struggling with retenship of the students in the school.

7.28 Motivation to the Students for Good Performance

Motivating students to study are a challenge to the stakeholders. Generally, students have no orientation towards studies. Most of the student respondents informed that their parents are agricultural labourers or migrated to work to some other region. Moreover, as per the secondary and primary data collected for the present research study, it is seen that there are many social problems are prevalent in the tribal areas, ranging from drinking alcohol, early marriages, poverty to naxalism. In such atmosphere, enrolment of students in the school, motivate them to study and further retention of students in the school is a challenge. Thus, questions were asked to the respondents enquiring about the steps taken for the motivation of students in the school.

7.28.1 Student Motivation

As mentioned earlier, the exposure is comparatively less to the tribal children living in forest areas and awareness is also less regarding the benefits of the education. Thus, motivation is the key factor. Hence, ways of the motivation were enquired from the teachers.

Figure No. 41 Ways Used by the Teacher Respondents to Motivate Students to Perform Better
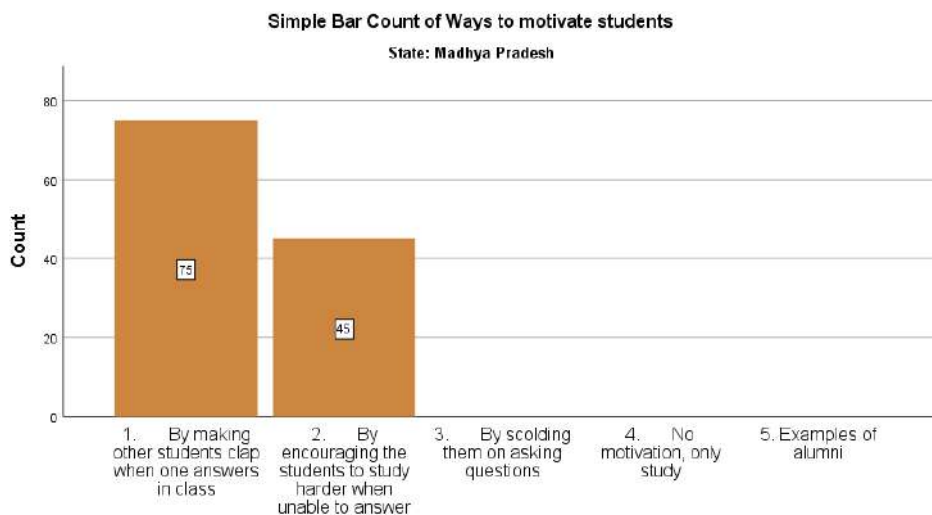
Analysis

Out of 76 teacher respondents, 75 teacher respondents said that they appreciate students in class for their good performance and 45 teacher respondents said that they encourage students to study harder if they unable to answer in the class and perform well in the class.

Interpretation

As per the teachers' response from *Ashram* school in Betul, Chhindwara, Seoni, Mandla-Pondi, Dindori, Annupur, Shahdol and Balaghat teachers motivate students for class participation by making other students clap when they answer well in the class. Teacher respondents could name only two ways to motivate students in class for the good performance. Some more ways to motivate were expected from teachers as they deal with those students who have less orientation regarding academics.

It was also asked to the teachers if they are providing any guidance to the students after school hours. As per the responses received from the teachers after school guidance concerning personal behavior, health and education is provided in Betul, Chhindwara, Seoni, Dindori, Annupur, Shahdol-Shahdol and Balaghat-Balaghat *Ashram* schools. 40% students of Amarpur-Kamko Mohniya (Dindori) and 10% students Kotma-Kotma (Annupur) shared that no guidance is provided after school hours. It may be interpreted there is a lack of policies to motivate students.

7.28.2 Motivational Factors as per the Alumni

The same question was posed to the alumni of the *Ashram* School respondents.

To understand, the motivating factors of the alumni of the *Ashram* School a multiple response question was posed to the alumni of the *Ashram* School. The response was as follows:

Figure No. 42: Motivating Factors for pursuing Education as per the Alumni

Pie Chart Count of Motivating factors
State: Madhya Pradesh

Motivating factors
- 1. Personal interest in studies
- 2. Parents pressure
- 3. Improve family's standard of living
- 4. Role model for siblings
- 5. Earn livelihood
- 6. Teacher's motivation
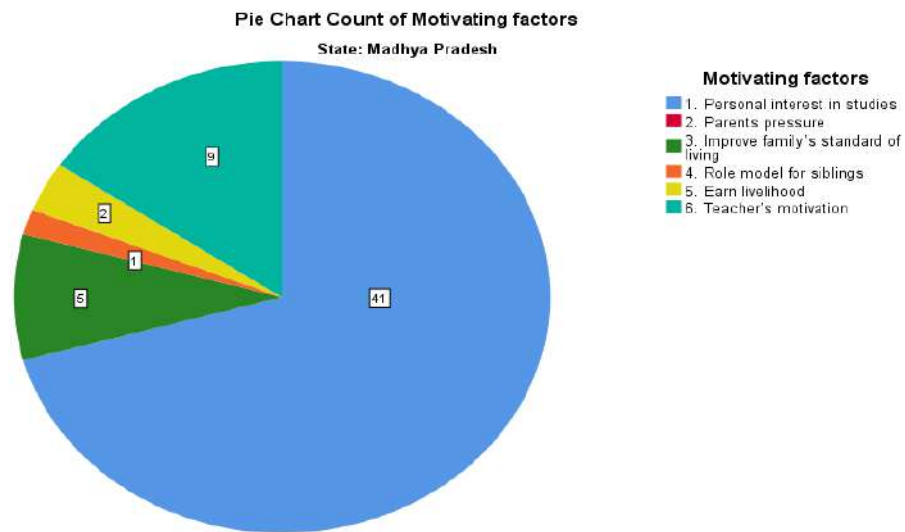
Analysis

Out of 48 alumni respondents, total of 41 respondents said that they have joined higher education as they have interest in studies. Five respondents said that they are pursuing studies as it will be helpful for their family and they can be able to improves standard of living of their family. Out of 48 alumni respondents said, due to motivation received from teachers of the *Ashram* School, they are developing their career through higher studies. In all two respondents said that as studies will enable them to earn livelihood hence, they are pursuing higher studies.

7.29 Integration in the Mainstream

One of the main reason of the establishment of the *Ashram* School, and all the facilities provided in *Ashram* School is to integrate tribal students in the mainstream. Hence, an enquiry was done with the alumni and administrative authority if they see any barrier to integrate into the mainstream.

7.29.1 Barriers in Integration as per the Alumni

Alumni responses on barriers in integration can help one understand the main causes that prevent integration of tribal children in the mainstream.

Table 43: Barriers in Integration as per the Alumni of the *Ashram* School

District	Taluka-Village	The quality of education imparted in the *Ashram* school	Teacher's attitude: Teacher's absenteeism, de-motivated teachers etc.	Poor school Infrastructure	Language Barrier	Inferiority Complex with mainstreamers	Societal problems such as early marriage, drinking alcohol, extremism etc.	No barriers	Total
Betul	Bhaisdehi-Sawalmendha	-	-	-	-	50.0%	-	50.0%	100.0%
	Ather-Kawala	50.0%	-	-	-	50.0%	100.0%	-	200.0%
	Godhadongri-Padhar	-	-	-	-	100.0%	50.0%		150.0%
Chhindwara	Bichchua-Samarboh	-	-	-	-	-	-	100.0%	100.0%
	Mukhed-Sillewani	50.0%	-	-	-	50.0%	50.0%	-	150.0%
	Sausar-Ramakona	-	--	-	-	100.0%	-	-	100.0%
Seoni	Chappara-Chappara	100.0%	-	-	-	--	-	-	100.0%
	Kurai-Kurai	-	-	100.0%		100.0%	100.0%		300.0%
	Seoni Municipality-Seoni Municipality	-	-	-	-	100.0%	-	-	100.0%
Mandla	Mandla-Pondi	50.0%	-	50.0%	-	100.0%	100.0%	-	300.0%
	Bichchiya-Bichchiya	50.0%	-	-	-	100.0%	-	-	150.0%
	Nainpur-Atriya	-	-	-	-	100.0%	-	-	100.0%
Dindori	Samnapur-Samnapur	100.0%	-	-	-	100.0%	-	-	200.0%
	Amarpur-Kamko Mohniya	50.0%	-	100.0%	-	100.0%	50.0%		300.0%
	Bajag-Ufari	50.0%	-	-	-	100.0%	-	-	150.0%
Annupur	Kotma-Kotma	-	-	50.0%	50.0%	100.0%	50.0%	-	250.0%
	Jaithari-Manaura	-	-	-	-	100.0%	-	-	100.0%
	Pushapgarh-Amarkantak	50.0%	-	50.0%	-	50.0%	-	-	150.0%
Shahdol-Shahdol	Gohparu-Barmaniya	50.0%	-	-	-	100.0%	-	-	150.0%
	Budhar-Tikuri	50.0%	-	-	-	100.0%	100.0%	-	250.0%
	Shahdol-Shahdol	50.0%	-	-	-	100.0%	-	-	150.0%
Balaghat-Balaghat	Songudda-Birsa	50.0%	-	-	-	100.0%	-	--	150.0%
	Baihar-Pathari	50.0%	-	-	-	100.0%	50.0%	-	200.0%
	Balaghat-Balaghat	100.0%	-	-	-	100.0%	-	-	200.0%
	Out of 48	**18**		**7**	**1**	**40**	**13**	**2**	

Figure No. 43: Barriers to the Integration

Simple Bar Count of Barriers to integration

State: Madhya Pradesh
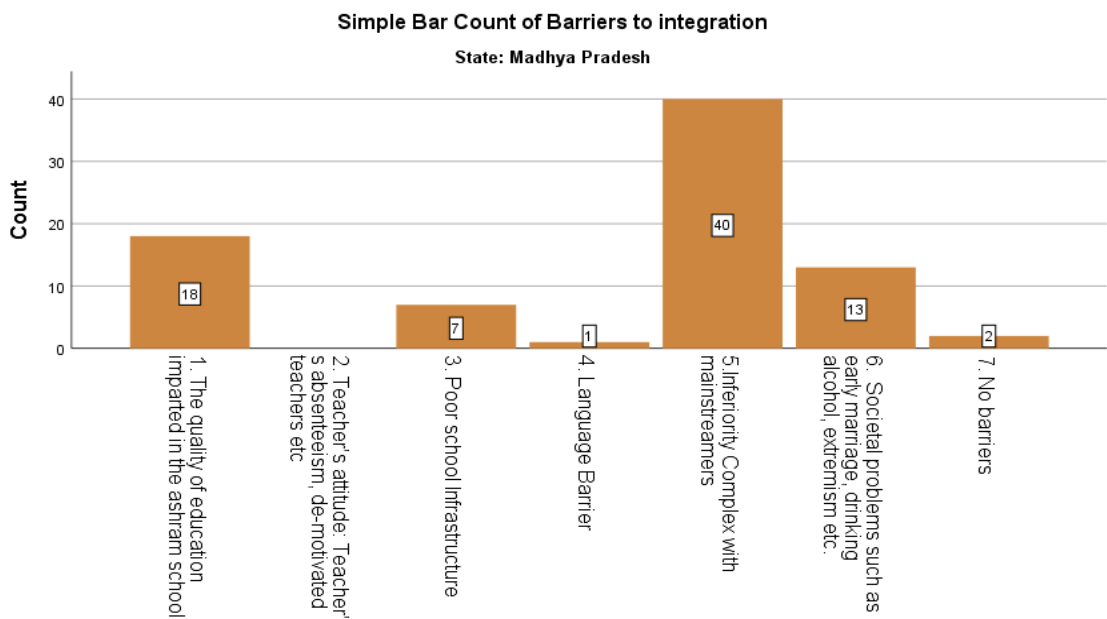
Analysis

Out of 48 alumni interviewed for the study, 83.33 percent of respondents said that inferiority complex from mainstreamers is one of the main barriers in integration of the tribal children with the mainstream. This response has come from at least two talukas of all eight districts. Total of 37.5 Per cent mentioned during the interaction that quality of education in *Ashram* school is one of the main reasons preventing integration into mainstream. This response has come from at least one taluka of each district. Total of 27.08 per cent said that social problems that social problems like early marriage, addiction to alcohol, extremism are the social problems prevalent in tribal areas are creating barriers for the integration in the mainstream.

Out of 48, total of 7 respondents said that poor *Ashram* School infrastructure is one of the barrier in the integration.

Interpretation

It may be noted that education gives confidence to socialize. As most of the alumni of the *Ashram* School have informed that inferiority complex, hence it can be interpreted that *Ashram* School system has not created confidence amongst its students. More than social problems prevalent in the tribal areas including their

remote geographical location, quality of the education was mentioned as the barrier in the integration in the mainstream.

By corelating the response regarding problems in the functioning of the *Ashram* School and the present one that is barriers in the integration, it is revealed that alumni respondents have given least importance to the infrastructure as a barrier, but the school principals have given more weightage to the infrastructure.

The same question regarding barriers to integration in the mainstream was posed to the administrative authority respondents.

7.29.2 Barriers to Integration in the Mainstream as per the Administrative Authority Respondents

<div align="center">

Table No. 44.: Barriers to Integration

</div>

	District								
	Betul	**Chhind wara**	**Seoni**	**Mandla**	**Dindori**	**Annu pur**	**Shah dol**	**Balagh at**	**Out of 24**
Social Status	-	66.7%	100.0%	100.0%	33.3%	100.0%	66.7%	66.7%	**16**
Economic Status	-	66.7%	100.0%	100.0%	-	66.7%	66.7%	66.7%	**14**
Language Barrier	-	66.7%	66.7%	100.0%	-	100.0%	33.3%	33.3%	**12**
Social problems such as extremism	-	33.3%	-	33.3%	-	33.3%	-	-	**3**
Health barriers	-	66.7%	66.7%	100.0%	33.3%	100.0%	100.0%	66.7%	**16**
Loss of cultural identity	-	33.3%	66.7%	100.0%	33.3%	100.0%	100.0%	66.7%	**15**
Indebtness	-	-	-	-	-	33.3%	-	-	**1**
Drinking alcohol	-	66.7%	-	100.0%	33.3%	100.0%	100.0%	66.7%	**14**
Early Marriage	-	66.7%	-	100.0%	33.3%	100.0%	100.0%	66.7%	**14**
Low quality education in *Ashram* schools	-	-	-	-	-	-	-	-	**-**
Lack of proper guidance to bright students	-	-	-	-	-	-	-	--	**-**
Not Applicable	100.0%	33.3%	-	-	66.7%	-	-	33.3%	**7**

Analysis

No administrative authority respondents said that low quality of education does not exists. As per the maximum number of the administrative authority respondents, social status, health, cultural identity are the main barriers in the integration followed by econimis staus, drinking of alchohol and early marriage. Administrative authority respondent from Betul have not cited any barrier. Rest of the administrative authority respondents cited one or two barriers in the inegration.

Interpretation

The response given by the alumni and administrative authority respondents relating to the barriers in the integration to the mainstream reveal a mis-matched calculation. Alumni respondents emphasised on the inferiority complex and lack of quality education as the main barriers, but administrative authority have names social status, health and cultural identity as the main barriers. After takinng education from the school, if social and economic status are the barriers, then it may interpreted that there is alck of qulaity education in the school. If cultural is the barrier, then through education, the *Ashram* School has not given knowledge relating to the worthy culture of tribals that it has been named as a barrier by the administrtaive authority respondents.

To get some more clarity, the steps taken by the *Ashram* School to prepare their students to integrate into the mainstream was enquired.

7.29.3 Opportunities for the Integration in the Mainstream

Ashram School is meant for only Scheduled Tribe Students. Thus, integrating them in the mainstream is equally important. Thus, it was asked to the parents about the activities conducted in the *Ashram* School wherein all students are coming together and also getting opportunity to get mixed the students from other school. The main objective to ask this question to the parents was two-fold: that, to know if activities are getting conducted in the *Ashram* School and if parents are aware about the activities of the school.

Figure No. 44: Activities Organized for Integration of Students of *Ashram* School

348
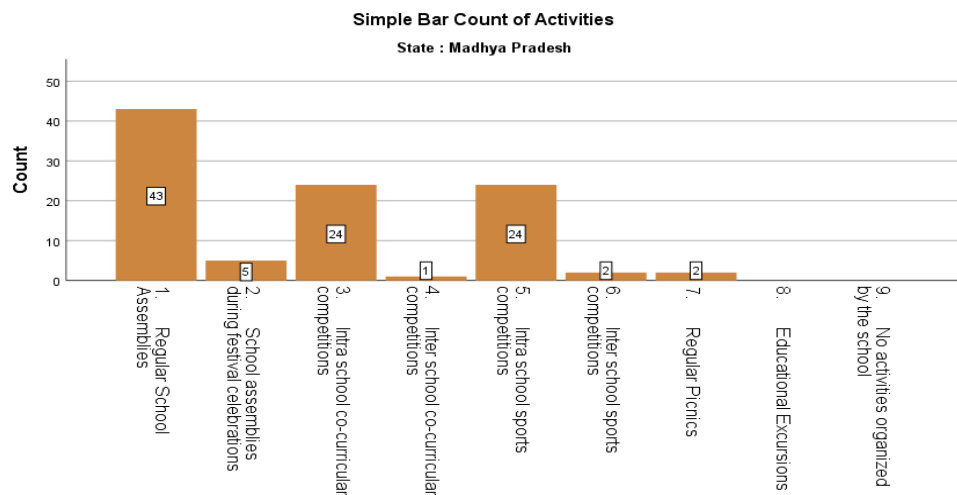
Analysis

Out of total 48 parent respondents, 43 respondents said that activity of school assembly is getting conducted in school, and 24 respondents said that regular intra school co-curricular competitions are getting conducted in the school. Out of 48 respondents, five respondents said that festivals have been celebrated through special assemblies, one respondent from Samarboh- Bichchua of Chindwara said inter school co-curricular competitions are organized and two respondents from Samnapur and Ufari- Bajag Dindori said that interschool sports competitions are organized, and, picnic has been organized for the students.

Interpretation

It may be interpreted that opportunities to get mix with the students of other school is less as only one and two respondents told that inter school competitions have been conducted. Moreover, picnic activity has also not been seen to be conducted as per Parent's response. The activities inside the school are also less but better that outside school activity. It reveals that the proportion of conducting activities is far less than regular assemblies in the school.

7.30   Improvements

To understand the improvements in the *Ashram* School, in the area where it is located and also in the approach of parents towards the education, few questions relating to the improvements seen were posed to the School Principal, Administrative Authority and parents.

7.30.1. Improvement seen in the *Ashram* Schools by the School Principal Respondents during their Tenure Being Principal

Figure No. 45: Improvement seen by School Principal Respondents during the Tenure

Simple Bar Count of Improvement seen
State: Madhya Pradesh
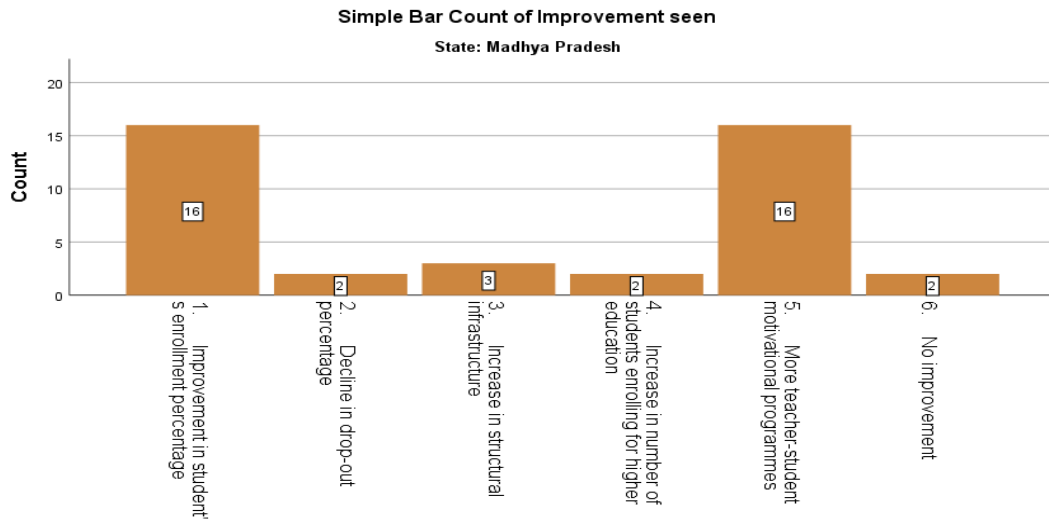
Analysis

On the question of improvements seen in *Ashram* school since joining 16 Principals out of total 24 reported improvements in student enrolment, two from Seoni and Bichchua-Samarboh *Ashram* schools reported a decline in drop-out percentage. two from Sausar, Ramakona, Ramakona and Seoni Municipality-Seoni Municipality schools reported increase in number of students enrolling for higher education. The response of school Principals from Chappara-Chappara and Jaithari-Manaura reported no improvement.

Interpretation

The response of school principals on improvement in student enrolment shows that *Ashram* schools have a good enrolment rate. This is an encouraging aspect with respect to tribal student's education and reflects on the increased awareness amongst parents and students regarding the importance of education. This improved enrolment must translate into improved learning outcomes and employable skills amongst the children to make education a gateway to a better life for the students.

7.30.2 Changes in the Taluka Since Joining *Ashram* School

Around 48 parents were interviewed to understand the changes they have observed in the area since establishment of *Ashram* School. Most of them felt that more and more people get integrated into the mainstream and many parents became aware of the importance of education since the establishment of the school. 50% from Kotma-Kotma and 33.3% from Sausar, Ramakona, Ramakona observed no change since the establishment of the school.

Interpretation

Establishment of *Ashram* schools have certainly brought many changes in the areas around the vicinity. Meaningfully changing lives, bringing more awareness to parents and helping in better integration of students in the society.

7.30.3 Improvement noted by the Administrative Authority

Figure No. 46. Improvement noted by the Administrative Authority

Simple Bar Count of improvement in taluka

State: Madhya Pradesh
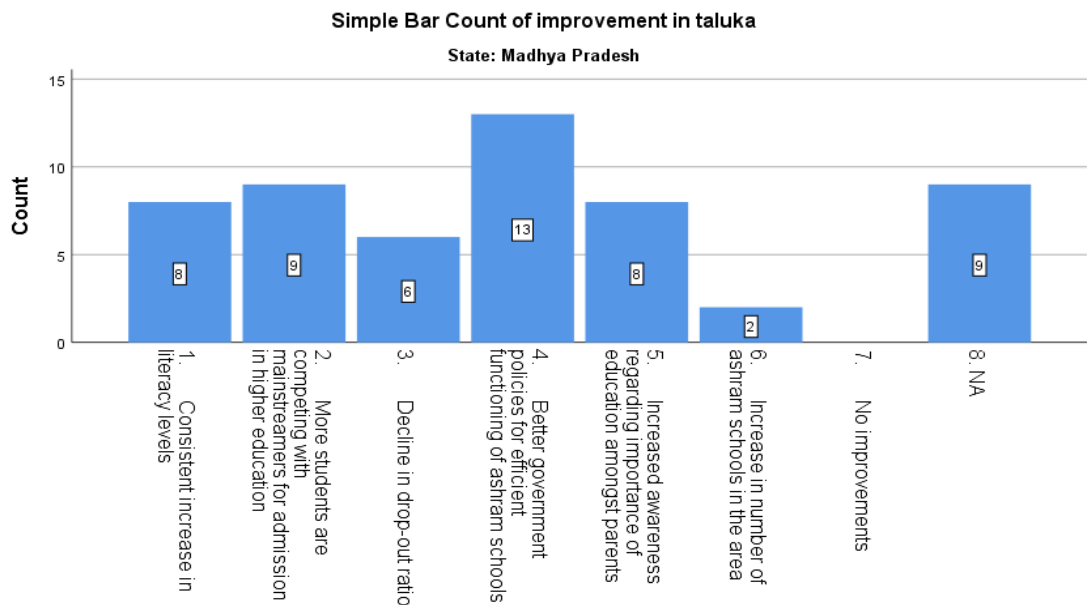
Table No. 45: Improvement in Districts noted by the Administrative Authority

Improvements	Betul	Chhindwara	Seoni	Mandla	Dindori	Annupur	Shahdol	Balaghat	Bilaspur	Out of 24
Consistent increase in literacy levels	-	66.7%	-	-	33.3%	-	100.0%	66.7%	100.0%	8
More students are competing with mainstreamers for admission in higher education	-	66.7%	33.3%		33.3%	-	100.0%	66.7%	-	9
Decline in drop-out ratio	-	33.3%	-	-	33.3%	-	100.0%	33.3%	100.0%	6
Better government policies for efficient functioning of *Ashram* schools	-	66.7%	-	100.0%	33.3%	100.0%	100.0%	33.3%		13
Increased awareness regarding importance of education amongst parents	-	66.7%	-	-	33.3%	-	100.0%	66.7%	-	8
Increase in number of *Ashram* schools in the area	-	33.3%	-	-	33.3%	-	-	-	-	2
NA	100.0%	33.3%	66.7%	-	66.7%	-	-	33.3%	-	9

Analysis

Out of 24, total of 13 respondents said that the government policies are better and efficient for the functioning of *Ashram* Schools. Total of 9 respondents said that more number of students are competing with the mainstreamers and are taking admissions in the higher education. Total of 8 respondents said that consistent rise in literacy level and awareness is increasing amongst the parents is seen at present. The ratio of dropout is declining as per the six respondents. Out of 24, two respondents said that number of *Ashram* School is increasing.

Interpretation

The nature of the question was positive; hence positive aspects have been highlighted. However, its interpretation may not be very positive. Out of 24 respondents, only two said about the increasing number in *Ashram* School. Is that mean that the investment is being done on some other projects in place of *Ashram* School. Since last three years, MP has not demanded any fund from the central government for the purpose of *Ashram* School. The fund of 2017-18 and 2018-19 is also unused as mentioned in Part A of the present chapter.

7.30.4 School's Role in Encouraging Parents towards Children's Education

Figure No. 47: Simple bar Count of Parents' encouragement

Simple Bar Count of Parents encouragement
State : Madhya Pradesh
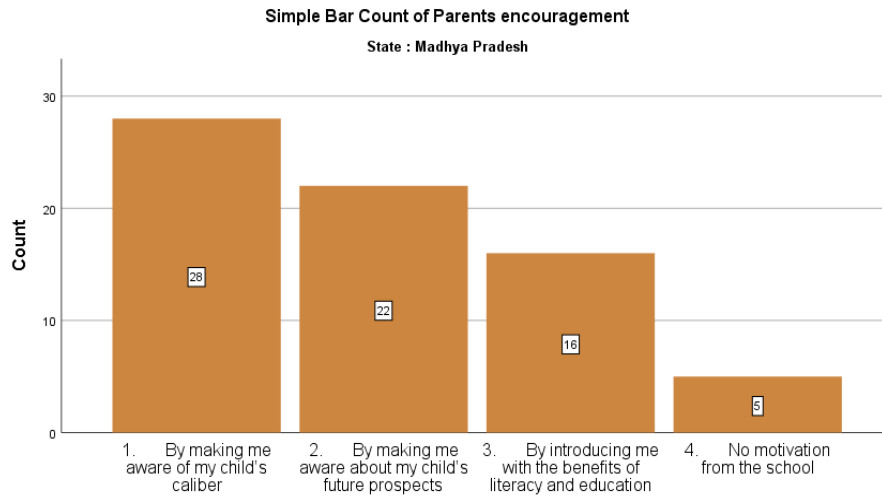
Analysis

Out of 48 parents, Total 58. 33 per cent of respondents said that school is making us aware about our war's calibre, and thereby, motivating us to educate our wards. Total of 45.83 parent respondents said that school is making us aware about the future prospects, thus guiding us. Total 33.33 per cent said school is introducing us the benefits of literacy and education. Out of 48 per cent, total of 10.41 per cent said that there is not motivation from the school.

Interpretation

According to Parents from Ather-Kawala, Godhadongri-Padhar, Bichchua-Samarboh, Sausar, Ramakona,Ramakona, Chappara. Seoni, Mandla-Pondi, Bichchiya, Samnapur, Bajag-Ufari, Kotma-Kotma, Jaithari-Manaura, Pushapgarh-Amarkantak, Gohparu-Barmaniya, Budhar-Tikuri, Shahdol, Baihar-Pathari, Balaghat schools make them aware of their child's calibre and makes them aware of importance of literacy and education Total of 25% parents from Bicchiya, Total of 50% from Kotma, Total of 50 % from Baihar-Pathari shared that there is no motivation from the school.

7.31 Suggestions by the Administrative Authority

The administrative authority gave some suggestions pertaining to the curriculum to make education more effective.

Figure No. 48: What All to be Included in School Curriculum

41. what all to be included in the school curriculum
State: Madhya Pradesh
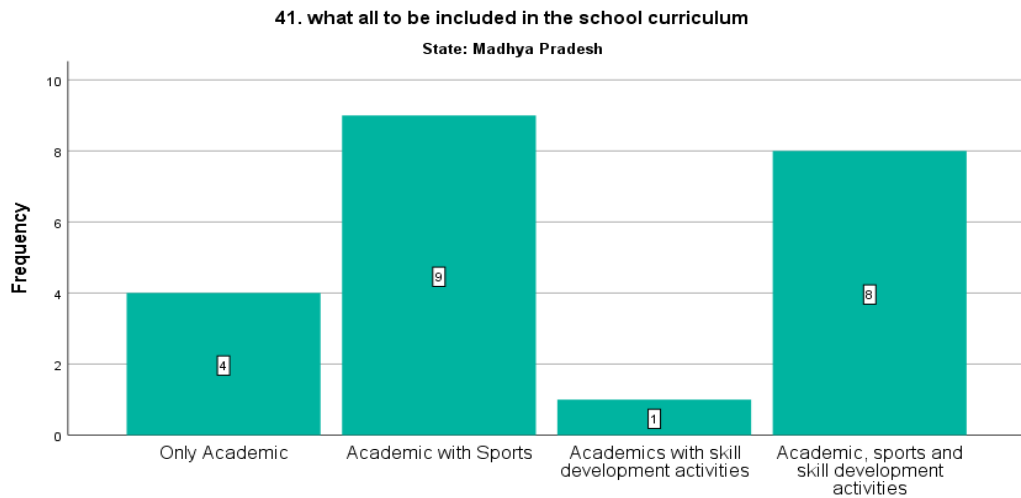
Analysis

It was suggested by the nine administrative authority that along with the academics, sports, and skill development activities are required to be conducted in the *Ashram* School, and eight respondents said that along with the academic skill development activities are suggested to be conducted. Out of 24 respondents, total of four respondents said that emphasize should remain on the academics.

Interpretation

It may be interpreted that curriculum need to be strengthened for tribal children studying in *Ashram* School. Not only academics, but other co-curricular, and skill development activities are also required to be focused.

CHAPTER 8

WORKING OF *ASHRAM* SCHOOLS IN CHHATTISGARH WITH SPECIAL REFERENCE TO TRIBAL AREAS LOCATED ON INTER-STATE BORDERS OF MADHYA PRADESH AND MAHARASHTRA

Background

In the earlier chapter, we have seen in brief the position of tribals and *Ashram* schools particularly in Maharashtra and Madhya Pradesh.

In the present chapter, analysis and interpretation of data collected in an empirical study conducted in the *Ashram* Schools in Chhattisgarh located on inter-state borders of Maharashtra and Madhya Pradesh is given. The present chapter is divided into two parts: Part A is to give the position of *Ashram* Schools and related policies implemented in Chhattisgarh. It will also give a brief introduction of districts- taluka- villages wherein the *Ashram*/ schools were visited to collect primary data. Part B is devoted to the analysis and interpretation of data collected by visiting the 16 *Ashram*/ Schools of those villages- talukas of districts which are located at the intersecting borders with Maharashtra and Madya Pradesh.

The chapter begins with the demographic profile of the state of Chhattisgarh.

PART A

8.1 Demographic Profile of Chhattisgarh

Chhattisgarh is a landlocked state located in the central part of India. On the globe, it lies between 17^043 N to 24^o50 N latitude and 80^o15 E to 84^o20 E longitude.[593] As per the Census 2011, with a population of 2.56 crores and contributing 2.11% to the country's total population, Chhattisgarh stands seventeenth among the Indian states. The state's urban and rural population is 76.6% and 23.24% respectively.[594] It is a central-east state occupying 135,133 sq. km accounting for 4.11% of the country's land. It ranks ninth in terms of Indian land area. The state shares its border with Uttar Pradesh in the north, Jharkhand in the north-east, Odisha in the South-east, Telangana towards the South, Madhya Pradesh in the South-west and Maharashtra in the north-west.[595]

Figure No. 1: District wise map   **Figure No. 2: Zonal map of Chhattisgarh**

8.1.1 Topography

The topography of the state can be divided into three zones namely, Northern hills, Central plains and Bastar Plateau. The central part of the state is located in the Chhattisgarh Plains constituting 50% of the state's area. Districts such as Raipur,

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[593] Government of India, Small and Medium Enterprises, "Chhattisgarh at a Glance", *available at* *http://msmediraipur.gov.in/chhattisgarh.htm (*Last accessed on July 4, 2022).
[594] Government of India, "Census 2011- Chhattisgarh State", *available at* *http://www.chtenvis.nic.in/pdf/demography.pdf* (last accessed on June 23, 2022).
[595] Government of India, Small and Medium Enterprises, "Chhattisgarh at a Glance: General Characteristics of the State", *available at* *http://msmediraipur.gov.in/chhattisgarh.htm (*Last accessed on July 4, 2022).

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Rajanandgaon, Baloda, Gariyabad, Bilaspur, Kabirdham, Durg, Balod, Mungeli, Champa, Mahasamund, Dhamtari and Bemetara are located on the plains. A network of rivers- Ganga, Narmada, Mahanadi and Godavari along with their tributaries flow from east to west dividing the plains into two and making it fertile for rice cultivation. These plains are surrounded by the Chhattisgarh Northern hills in the north, Raipur land to the southeast and Bastar Plateau towards the south. The northern hills account for 21% of the total state area constituting of Koriya, Korba, Raigharh, Sarguja, Surajpur, Jashpur and Balrampur districts. The Bastar Plateau zone comprising 29% of the area includes Kanker, Bastar, Kondagaon, Dantewada, Bijapur, Sukma and Narayanpur with its ambit. [596]

8.1.2 Evolution of the State

The state initially was a part of the central Indian state, Madhya Pradesh. The demand for a separate state began in the early 1920s. After a series of numerous state-wide strikes, demonstrations, meetings and rallies, a bill demanding separate statehood was presented in the Lok Sabha in 2000. Post approval in the Lok Sabha and Rajya Sabha, the Madhya Pradesh Reorganization Act was brought forward on 25th August 2000. The Government of India accorded 1st November 2000 as the date for granting individual statehood. Thus, Chhattisgarh was established by separating 16 south-eastern Chhattisgarhi-speaking districts of the then Madhya Pradesh. [597]

8.1.3 Languages Spoken in Chhattisgarh

The state's official languages are Chhattisgarhi and Hindi. With one-third tribal population, several dialects originating from these languages are spoken throughout the state. Chhattisgarhi, an eastern Hindi sub language is understood by the majority of the inhabitants of the plains. It has several dialects based on the region where it is spoken. Surguja district in the northern hills recognizes the Surgujiya language, a dialect of Chhattisgarhi along with tribal dialects Kurukh and Korwa. Along the borders of Madhya Pradesh, Uttar Pradesh and Jharkhand, it merges into Bageli, Bhojpuri and Sadri respectively. In the southern region of the state, Gondi is the most spoken language followed by Halbi and Bhatri. Odia,

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[596] Chhattisgarh State Centre for Climate Change, "About Chhattisgarh", *available at http://cgclimatechange.com/about-chhattisgar/ (*Last accessed on September 3, 2022).
[597] Chhattisgarh State Centre for Climate Change, "About Chhattisgarh", *available at http://cgclimatechange.com/about-chhattisgar/ (*Last accessed on September 3, 2022).

Telugu and Marathi are spoken in the bordering regions of Odissa, Telangana and Maharashtra.[598]

8.1.4 Chhattisgarh's Forest Cover Area

A total of 6316 hectares accounting for more than 44% of the state's land is covered by forest. It ranks third in India after Madhya Pradesh and Andhra Pradesh in terms of forest cover area. The borders of the state are covered by the forest areas of Jharkhand, Odisha, Telangana, Maharashtra and Madhya Pradesh making it the most forest cover area across the state boundaries. Out of the 18 forest cover area districts; Narayanpur, Bijapur, Datewada, Korba and Koriya account for more than 50% of

Figure No.3 : Forest Cover area of Chhattisgarh

the forest geographical area. Dense forestation is found in the exteriors of Dantewada and Narayanpur bordering Maharashtra and in Bilaspur, Kawardha and Koriya bordering Madhya Pradesh.[599]

8.2 Districts of Chhattisgarh

Presently, the state is spread across five divisions and 28 administrative districts.[600] The divisions are carved out based on the state's political map. Following is the district-wise distribution among the divisions.

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[598] Chhattisgarh Tourism, "Languages of Chhattisgarh" *available at* Languages of Chhattisgarh (chhattisgarhtourism.co.in) (last accessed in September 3, 2022).

[599] Government of India, "Forest Survey of India"2. 44-53 (2021) *available at* *https://fsi.nic.in/isfr19/vol2/isfr-2019-vol-ii-chhattisgarh.pdf* (last accessed on August 30, 2022)

[600] Tribal and Scheduled Caste Development Department, Chhattisgarh, "Introduction of the Department", *available at http://tribal.cg.gov.in/about-department (Last accessed on August 13, 2022).*

Table No. 1: Division Wise Districts of Chhattisgarh

Bastar Division (South)	Durg Division (Southwest)	Raipur Division(Central)	Bilaspur Division (North-east)	Sarguja Division (North)
Bastar	Rajnandgaon	Balod	Bilaspur	Koriya
Bijapur	Kabeerdham	Raipur	Mungeli	Surajpur
Dakshin Bastar	Durg	Dhamtari	Korba	Jashpur
Kondgaon	Balod	Gariabad	Raigad	Balrampur
Narayanpur	Bemetara	Mahasamud	Jangjir-Champa	Sarguja
Sukma	Mohla-Manpur-Ambagarh Chowki		Gaurela-Pendra	
Kanker				

8.3 LWE-Affected Areas of Chhattisgarh

The state of Chhattisgarh is amongst the most affected LWE states in India. As per the Census 2011, a total of 16 districts namely Bastar, Bijapur, Dantewada, Jashpur, Kanker, Koriya, Narayanpur, Rajnandgaon, Sarguja, Dharmatari, Mahamansud, Gariyabad, Balod, Sukma, Kondagaon and Balrampur are recognized as Naxalite affected districts of the state.[601] All these are bordering districts constituting of tribal population. In 2019, as per a press release by the Ministry of Home Affairs[602], the number of LWE-affected districts had come down to 16 with the following modifications in the list:

Areas derecognized as LWE affected: Jashpur, Koriya, Sarguja

The district recognized as LWE affected: Kabirdham

Thus, it can be observed that the tribal districts from the Sarguja Division have been derecognized as LWE-affected areas while Kabirdham from Durg Division has been recognized as one. The Bastar division in the south of Chhattisgarh is the most affected of all the divisions.

The literacy rate of the LWE districts is found to lag behind the non-LWE districts as they lack basic educational necessities. As per Census 2011, a difference of nearly 7% is observed between the literacy rate of these districts. The average

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[601] Government of India, "Census 2011", (2011)
[602]The Minister of State for Home Affairs, Shri Hansraj Gangaram Ahir in a written reply to question in the Lok Sabha on 5th February 2019. Government of India, "Naxal Affected Districts", *(*Press Information Bureau, Delhi 2019) *available at* *https://pib.gov.in/PressReleaseIframePage.aspx?PRID=1562724* (Last accessed on September 10, 2022)

literacy rate of non-LWE districts is 74% while that of the LWE districts is 68.4%. School education in LWE districts is mainly dependent upon government schooling.[603]

8.4 Tribals in Chhattisgarh

With a tribal population of 78, 22,902, the state accounts for around 10% of the country's tribal population and approx. 30.62% of the state population. A decadal increase of 18.23% of the state-scheduled tribe population from 2001 to 2011 is recorded.[604] 92.43% of the tribal population inhabits rural areas.

Figure No. 4: Population concentration of PVGT tribes of Chhattisgarh

As per Census 2011, there are 42 recognized tribes in the state. The Gond tribe along with its sub tribe constitutes around 54.94% of the total state tribal population followed by Kanwar (11.34%) and Uraon (9.5%). The Saunta, Birhor and Parja Tribe contribute around 0.3-0.4%.[605]

8.4.1 The Primitive Vulnerable Backward Tribes of Chhattisgarh

The state recognizes 5 tribes namely Baiga, Pahadi Korva, Birhor, Kamar and Abhuj Maria as Primitive Vulnerable Tribal Groups.[606]

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[603] Ashok Pankhaj, Susmita Mitra and Antora Borah, "Status of and Barrier to School education in Chhattisgarh", xiii (Council for Social Development, New Delhi, 2018)

[604] Chhattisgarh Tribal Research and Teaching Institute, *available at http://cgtrti.gov.in/AboutCg.html* (Last accessed on August 30, 2022*)

[605] Government of India, "Census 2011", (2011)

[606] Tribal and Scheduled Caste Development Department, Chhattisgarh, "Particularly Vulnerable Tribal Group Information", *available at http://tribal.cg.gov.in/special-backward-tribe (L*ast accessed on September 4, 2022).

As per the census 2011, **Baiga Tribes** accounted for a population of 87,621 spread across Durg and Sarguja Division with the highest concentration in Bodla and Pandariya blocks accounting for 30.2% and 19.5% in Kabeerdham District. The Tribal Welfare Department of the Korea Division has issued an admission notification for Baiga Tribe children in classes 1st and 6th in Baiga Residential School, Nodia. A total of 20 students (10 girls and 10 boys) will be enrolled in classes 1st and 6th for session 2022-2023.[607]

Pahadi Karva tribes inhabit the northern hills zone with a population of 1,29,429. 48% of the tribe resides in Jashpur and Balrampur districts.

Birhor tribe is one of the least populated tribes with a population of 3,104 members. The tribe contributes 1.8% of the state's tribal population. Half of their population inhabits in Raigad and Korba Districts.

The **Kamar tribes** inhabit the central plains towards the eastern border. 60% of the tribe is found in Gariyabad district in the Raipur Division.

90% of the **Abhuj Maria tribes** are found in the Orchcha Bloack of the Narayanpur District in the Southern part of the State towards Maharashtra. [608]

8.4.2 Division and District-wise Tribal Population

The Chhattisgarh Scheduled Tribe Population inhabits mainly 18 districts. Out of the present 146 development blocks in the state, 85 blocks are recognized as tribal development blocks.[609] The Sarguja district in the northern hills and the Kabeerdham District in the coastal plains inhabit 16.6% and 2.13% of the state tribal population respectively.

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[607]Tribal Welfare Department, Korea District, "Information for admission in class 01 and 06 in the session 2022-23 in Baiga Residential School" *available at https://korea.gov.in/information-for-admission-in-class-01-and-06-in-the-session-2022-23-in-baiga-residential-school/ (*Last accessed on August 17, 2022).

[608] Government of Chhattisgarh, Tribal Research and Training Institute, "Home: PVTG's Status in Chhattisgarh".

[609] Tribal and Scheduled Caste Development Department, Chhattisgarh, "Introduction of the Department", *available at http://tribal.cg.gov.in/about-department* (Last accessed on August 13, 2022).

Figure No 5: Districts of Chhattisgarh

Figure No. 6: Percentage of ST population to total district population
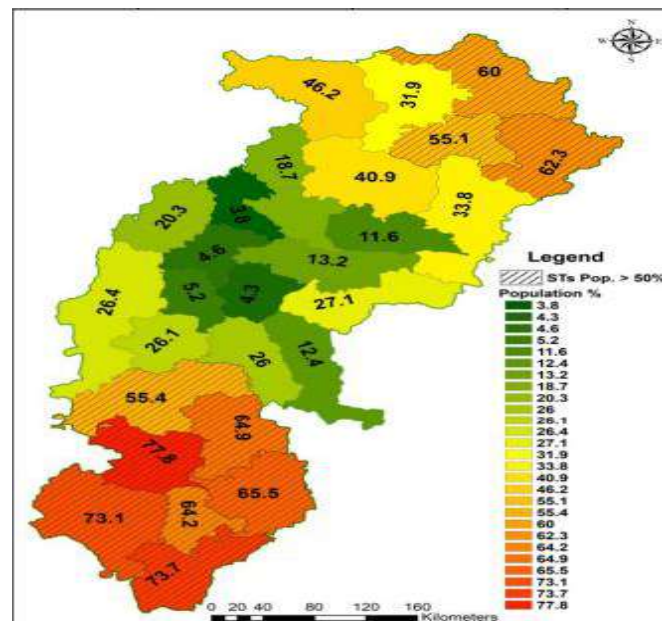
Based on the above figures and Census 2011, the following is the Division and District wise distribution of the Scheduled Tribe Population across the State:

Table No. 2: Division and District Wise Percentage of Scheduled Tribe Population of Chhattisgarh

District	% of ST to the total state's population	% of ST to the total district's population
Sarguja Division (27.25% of the State's Tribal population)		
Koriya	3.88	46.2
Surguja	16.6	55.1
Jashpur	6.77	62.3
Bilaspur Division (21.52 of the State's Tribal population)		
Raigad	6.46	33.6
Korba	6.30	40.9
Janjgir-Champa	2.39	11.6
Bilaspur	6.37	18.7
Durg Division (12.38 of the State's Tribal population)		
Kabeerdham	2.13	20.3
Rajnandgaon	5.17	26.4
Durg	5.08	5.2
Raipur Division (12.31% of the State's Tribal population)		
Raipur	6.09	4.3
Mahasamund	3.57	27.1
Dhamtari	2.65	26
Bastar Division (26.4% of the State's Tribal population)		
Kanker	5.30	55.4
Bastar	11.91	65.5
Narayanpur	1.38	77.8
Dakshin Bastar	5.2	64.2
Bijapur	2.61	73.1

Thus, the Sarguja Division contributes 27.25% to the state's tribal population followed by the Bastar Division with 26.4%. All the districts of the Bastar division have more than 50% of the tribal population. Sarguja and Jashpur Districts in Sarguja Division have more than 50% of the tribal population.

The state presently has 33 districts. Three districts namely Gaurela-Pendra-Marwahi[610], Shakti[611] and Sarangharh-Bilaigarh[612] were carved out in Bilaspur Division. Two districts within Durg Division were carved out namely Khairagarh-Chhuikhadan-Ganda and Mohla Manpur Districts.

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[610] Inaugurated in February 2020.
[611] Carved out from Champa District on 15th August 2021.
[612] Carved out from Raigad and Baloda Bazaar Districts on 15th August 202

8.5 Administrative Structure[613]

Figure No 7: Administrative Structure of Chhattisgarh Tribal Welfare Department
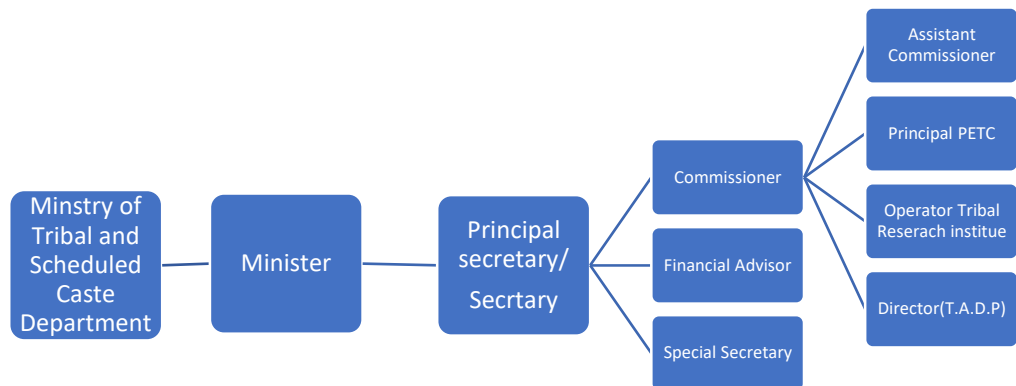
The administrative works are carried out at the instance of the Minister of the State and of the Tribal and Scheduled Caste Department. The Principal Secretary reviews the administrative schemes related to the arrangement and monitoring of the scheduled and sub-plan areas. The Commissioner appointed under the principal secretary heads the Department at the Headquarter level. He inspects the offices of the subordinate directors, deputy commissioners, and assistant commissioners.

The Departmental Assistant commissioner and the project officer at the district and project level respectively are responsible for executing all the administrative work and developmental schemes. The project officer works with the assistance of the assistant project officer, the chief executive officer and the development Block Education Officer.

The state of Chhattisgarh has 85 Block Education Officer posts and 19 Project administrator posts under the office of an Assistant Commissioner. All of them together are responsible for implementing developmental schemes throughout the districts of the state.

8.6 Tribal Literacy

As per Census, 2011 following is the literacy of the tribals in Chhattisgarh:

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[613] Tribal and Scheduled Caste Development Department, Chhattisgarh, "Organisation Structure", *available at* Organization Structure | Official Website of Tribal and Scheduled Caste Development Department, Government of Chhattisgarh, India (cg.gov.in) (Last accessed on August 19, 2022).

<div align="center">**Table No. 3: Comparison of Literacy Rate**</div>

Category	Literacy rate(%)	Male Literacy rate(%)	Female Literacy Rate(%)
India's Literacy Rates	74.04	82.14	65.46
Chhattisgarh's Population	70.28	80.27	60.24
India's Scheduled Tribe	58.95	68.53	49.35
State's Scheduled Tribe	59.10	69.70	48.40

Literacy is one of the determinant factors towards human development that needs special attention. As per Census 2011, India's Scheduled Tribe literacy rate was recorded as 58.95% while that of Chhattisgarh was 59.10%. A difference of 11.18% was observed between the state's total population and the state's scheduled tribe literacy rate. Females have always been the least literate. The tribal communities belonging to the tribe Saonta and Saunta recorded the least literacy rate of 26%.

8.7 Tribal Sub-Plan in Chhattisgarh

The tribal development in the state takes place through the recognized 19 Integrated Tribal Development Projects, 9 Mada Pockets and 2 small zones. The smallest administrative unit of any sub-plan area is known as the Development Block. Each ITDP has a designated Assistant Project Officer to carry out all the departmental duties. The state comprises 13 entire districts and 6 partly covered districts under scheduled areas.[614]

8.7.1 Details Regarding the State's Tribal Sub Plan Area[615]

<div align="center">**Table No. 4: Details Regarding the State's Tribal Sub Plan Area**</div>

District	Scheduled Areas[616]	ITDP	MADA Pockets	Small Zones
1-Bastar	Entire District (Bastar includes Kondagaon and Narayanpur)	1-Jagdalpur		
2-Kondagaon		2-Kondagaon		
3-Narayanpur		3-Narayanpur		
4-Kanker	Entire District	4-Bhanupratappur		
5-Dantewada	Entire District (Dantewada Includes Bijapur and Sukma)	5-Kantewada		
6-Sukma		6-Konta		
7-Bijapur		7-Bijapur		
8-Gariyabad	Gariyabad,	8-Gariyabad		

[614] Tribal and Scheduled Caste Development Department, Chhattisgarh, "sub-plan", *available at*
[615] Government of Chhattisgarh, "Governor's Report 2018-2019", 3 (2019) *available at http://tribal.cg.gov.in/node/2289* (Last accessed on August 4, 2022)
[616] Government of Chhattisgarh, "Governor's Report 2018-2019", 2 (2019) *available at http://tribal.cg.gov.in/node/2289* (Last accessed on August 4, 2022). Post restructuring of the districts in Chhattisgarh some districts are covered under one forming a scheduled area.

9-Balod Bazaar			1-Balod bazaar	1-Dhuribandha
10-Dhamtri	Sihawa Tribal Development Block	9-Nagri	2-Gangel	
11-Mahasumund			3-Mahasumund1	
			4-Mahasumund2	
12-Balod	Dondi Tribal Development Block	10-Dondilohara		
13-Rajnandgaon	Chowki, Manpur and Mohalla Tribal Development Blocks	11-Rajnanadgaon	5-Nachanis	2-Bachcherbhata
14-Kabirdham			6-Kawrdha	
15-Sarguja	Entire District(Sarguja Includes Surajpur and Balrampur)	12-Ambikapur		
16-Surajpur		13-Surajpur		
17-Balrampur		14-Ramanujganj Pal		
18-Koriya	Entire District	15-Baikunthpur		
19-Korba	Entire District	16-Korba		
20-Bilaspur

21-Mungeli | Gaurella-1, Gaurella-2, Marwahi, (Development Blocks); and Kota Revenue Inspector Block | 17-Gaurella | | |
| 22-Jangir-Champa | | | 7-Rugja | |
| 23-Raigad | Dharamjaigarh, Gharghoda, Tamanar, Lailunga and Kharsia Tribal Development Blocks | 18-Dharamjaigarh | 8-Gopalpur
9-Sarangarh | |
| 24-Jashpur | Entire District | 19-Jashpurnagar | | |

8.8 *Ashram* Schools in Chhattisgarh

All the functioning of the primary and upper primary schools in Chhattisgarh are brought under the purview of the School Education Department from 1st April 2015. The tribal Welfare Department will be responsible for the management of the residential facility provided at *Ashram* schools/hostels while the School Education Department will control the academic part.[617]

As per a press release by the Ministry of Tribal Affairs in 2019, 134 *Ashram* schools were sanctioned out of which 128 were functional.[618]

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[617] Government of India, "Minutes of the 235th meeting of the Project Approval Board held on 17th March, 2016 to consider the Annual Work Plan & Budget (AWP&B) 2016-17 of Sarva Shiksha Abhiyan (SSA) for the State of Chhattisgarh" 7 (Ministry of Human Resource Development, Department of School Education and Literacy, 2017).

[618] Reply by Union Minister of State for Tribal Affairs. Smt. Renuka Singh Saruta to a question asked in Lok Sabha. Ministry of Tribal Affair," Establishment of *Ashram* Schools in Tribal Sub Plan Area",(July 8, 2019) *available at https://pib.gov.in/PressReleasePage.aspx?PRID=1577734* (Last viewed on June 11, 2022).

8.8.1 Tribal Education Administrative Structure[619]

Figure No. 8: Tribal Education Administrative Structure
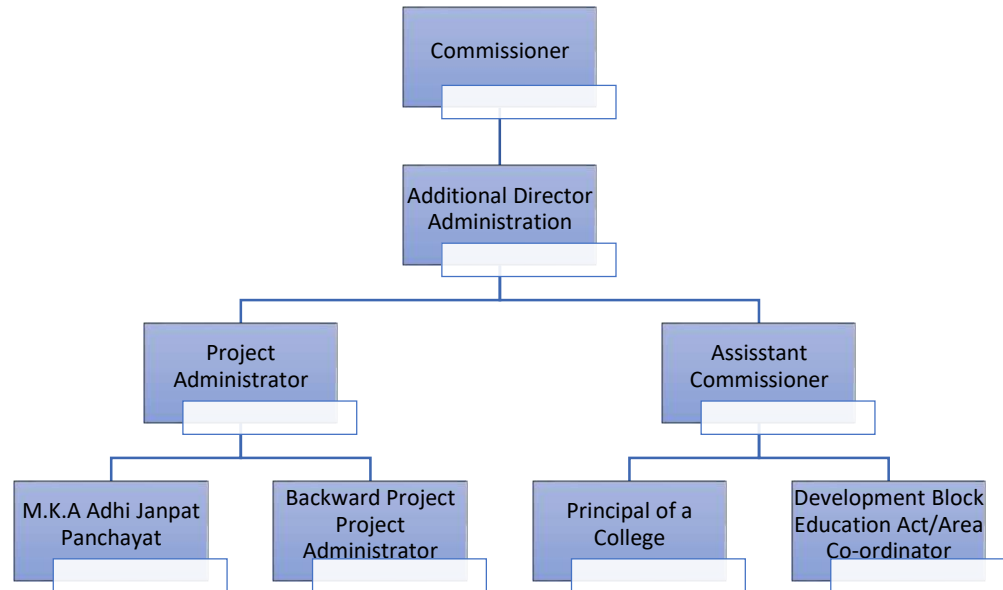
An assistant Commissioner is present in all 28 districts of the state.[620]

8.8.2 Education Material for Tribal Students

The state has developed bridge educational reading and writing material in the following six tribal dialects namely Gondi, Halbi, Shadri, Kadokh, and Sargujia, for tribal students studying in classes 1st to 5th. [621]

8.8.3 Menu Served in the *Ashram*

As per the researchers' findings and observations, the menu followed in the *Ashram* is prepared by the Tribal Welfare Department. The menu was found to be the same throughout all the districts of the State. The menu is as follows:

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[619] Tribal and Scheduled Caste Development Department, Chhattisgarh, "Organisation Chart", *available at* Organization Chart | Official Website of Tribal and Scheduled Caste Development Department, Government of Chhattisgarh, India (cg.gov.in) (Last accessed on August 17, 2022).
[620] Tribal and Scheduled Caste Development Department, Chhattisgarh, "Contact Details", *available at* Contact Source | Official Website of Tribal and Scheduled Caste Development Department, Government of Chhattisgarh, India (cg.gov.in) (Last accessed on July 22, 2022).
[621] Government of India, "Minutes of the 235th meeting of the Project Approval Board held on 17th March, 2016 to consider the Annual Work Plan & Budget (AWP&B) 2016-17 of Sarva Shiksha Abhiyan (SSA) for the State of Chhattisgarh" 8 (Ministry of Human Resource Development, Department of School Education and Literacy, 2017).

Table No. 5: Meal Menu served in *Ashram* School

S. No.	Days of the week	Lunch	Dinner
1	Monday	Rice, Potato, Peas Vegetable and Salad	Rice, dal (Green lentil), Green leafy vegetable-dry (Spinach, Cholai, Methi, Bhaji or Red Bhaji) (as per availability)
2	Tuesday	Rice, Mix dal, Chutney and Papad	Rice, kadhi and Potato dry vegetable
3	Wednesday	Rice, Potato and Soyabean vegetable and salad	Rice, Dal, Tuvar and seasonal vegetable (Bottlegaurd, Pumpkin, Brinjal and Others)
4	Thursday	Rice, Potato and Zurga vegetable and Salad	Rice, Urad dal and seasonal vegetable
5	Friday	Rice, Mix dal Fry, Aachar and Papad	Rice, Dal, Tuvar and seasonal vegetable (Cabbage, Cauliflower, Navalgol and others)
6	Saturday	Rice, Potato, Onion and Soyabean vegetable and Salad	Rice, Dal Masoor and Seasonal vegetable (Bhindi, Bittergourd, Gilki, Torai and others)
7	Sunday	Puri, Potato, Chana Vegetable, Kheer and Salad	Rice Pulao, Aachar and Papad

Instead of green leafy vegetables, any local and seasonal vegetables as per availability and student's liking have been prepared.

8.8.4 Tribal Educational Schemes in Chhattisgarh

Tribal upliftment through educational attainment is the paramount aim of the scheduled tribe nodal departments. Various central and State sponsored educational schemes are presently being implemented in Chhattisgarh. Some of them are:

Table No. 6: Tribal Educational Schemes in Chhattisgarh

Scheme	Central/State Government	Central Ministry/State Department	Activity	Description
Umbrella Scheme for the Education of ST children: Establishment of *Ashram* Schools[622]	Central	Ministry of Tribal Affairs	Towards Universal Access to Education for All upto Class X	Grant is provided by the Centre to the concerned State Government for the establishment/constriction of *Ashram* Schools/Hostels in TSP areas. ST children are enrolled in these schools/hostels. This has been done in the year 2015
Special Coaching[623]	State	SC & ST Development Department	Towards Universal Access to Education for All upto Class X	Special coaching in English, Maths and Science for 3 months is provided to students studying in classes 8th and 10th. These tribal students shall be residing in *Ashram* schools/hostels.
Student Scholarship and	State	SC & ST Development	Towards Universal	Scholarship of Rs. 7500 for 10 months and free health check-up

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[622]Ministry of Rural Development, "Samanvay: A compilation of Centre Sector, Centrally Sponsored and State Schemes for Convergence under Sansad Adarsh Gram Yojna: Chhattishgarh", 15 (Ministry of Rural Development, 2015).

[623]*Ibid at* 21

Health Check-up[624]		Department	Access to Education for All upto Class X	(twice a month) for ST students residing in *Ashram* schools/hostels.
Ashram schools/Hostels[625]	State	SC & ST Development Department	Proactive steps towards inclusion and integration of ST students	Construction of *Ashram* schools/hostels for ST, SC and OBC students
Prayas Residential Schools	State	SC & ST Development Department	To provide free and quality coaching for competitive examinations such as IITT-JEE along with regular Higher Secondary Education in the Hindi Language	The Scheme was introduced in 2010 by the state's then Chief Minister as an expansion of the ongoing Mukhya Mantri Suraksha Bal Yojana for children belonging to the remote and tribal areas of the state. Students from remote, LWE-affected and tribal areas; who have passed Class 8th with a minimum of 60% marks from any residential or non-residential schools in these areas can appear in the entrance examination for admission to Prayas Residential Schools. The children belonging to Naxalite-affected families shall get direct admission to the school.[626] A total of 1155 seats out of which 650 for boys and 505 for girls are available across 9 such schools located in Raipur, Durg, Bilaspur, Bastar, Kanker, Korba, Jashpur and Ambikapur.[627] 53% of the seats are reserved for tribal students and the remaining seats are reserved for students belonging to scheduled caste and EWS categories. The coaching will be provided by outsourced faculty.[628]
Porta Cabins	State Government	SC & ST Development Department	To provide free quality education to students residing in LWE-affected regions of the State	The concept was introduced in 2011 to overcome the increasing number of out-of-school, children in the worst affected Naxalite areas of Bastar, Dantewada, Sukma, Bijapur and Narayanpur. Under the scheme, impermanent water and fireproof structures are built using bamboo sticks and plywood. Free residential and educational facilities are provided to children up to class 8th.

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[624]*Ibid at* 22

[625]*Ibid at* 37

[626] Tribal and Scheduled Caste Development Department, Chhattisgarh, "Information regarding admission in Prayas Residential Schools in Class 9th for the year 2022-23",4 (3rd March, 2022) *available at http://tribal.cg.gov.in/sites/default/files/prayas2223.pdf* (last accessed on January 19, 2023*).*

[627] *Ibid at 3.*

[628]Tribal and Scheduled Caste Development Department, Chhattisgarh, "Information regarding admission in Prayas Residential Schools in Class 9th for the year 2020-21",13th March, 2020 *available at* http://tribal.cg.gov.in/sites/default/files/prayas2020admsn.pdf

8.8.5 Expenditure on Chhattisgarh *Ashram* Schools under SCA TO TSP

Table No. 7: Expenditure on Chhattisgarh *Ashram* Schools under SCA to TSP

Year	Purpose	District	Amount
2017-2018[629]	Smart Knowledge Classrooms in the Hostel/*Ashram*/residential school	-	87.50
	Use of solar energy in *Ashram*s, residential schools and hostels		225.00
	Establishment of RO water Purifier Unit (250 lt.)		120.00
	Distribution of Sanitary napkins to girls and instalment of incinerator for disposal		300.00
2018-2019[630]	Development of Multilingual Education (MLE) at primary schools	19 districts fully or partially under TSP: Bastar, Sukma, Bijapur, Narayanpur, Dantewada, Kndagaon, Kanher, Koriya, Jashpuur, Sarguja, Balrampur, Surajpur, Korba, Rajnanadgao, Dhamtari, Balod, Raigad, Gariyband, Bilaspur	
	Strong Resource		20.00
	Material Development workshop		10.00
	Printing of primers, big books, storybooks		200.00
	Sensitizing teachers on issues related to MLE		70.00
2019-2020[631]	Drinking water purifiers and water coolers in all Ashrams, residential schools and hostels No. of Units: 500 Cost per unit: 0.345 Development of MLE material Print	19 ITDP, 09 MADA, 6 PGTV authorities, 9 PGTC cell area	172.50 State government funding (368.40)
	Libraries in Ashrams, residential schools and hostels No. of schools: 1175 Per Unit: 0.604 lakhs		710.12
	Distribution of sanitary napkins (8th-12th) Total unit 53000 @ 0.01 lakh)	19 ITDP, 09 MADA and 2 Clusters	530.00
2020-2021[632]	Use of solar energy in girls' hostels and Ashrams/ residential schools/ hostels		500.00
	Establishment of Computer labs in pre and Post Matric Hostels and *Ashram*s Per unit cost: 4	100 hostels and *Ashram*s in TSP areas	400.00

[629] Ministry of Tribal Affairs, "Chhattisgarh Sanction Order 2017-18", *avaliable at* https://tribal.nic.in/writereaddata/sentionOrder/201801221037247945286Chhattisgarhgrant3inst.pdf (Last accessed on October 4, 2022).

[630] Ministry of Tribal Affairs, "Chhattisgarh Sanction Order 2018-19", *avaliable at* https://tribal.nic.in/writereaddata/sentionOrder/20180706041643585746chhattisgarhcap.pdf (Last accessed on October 4, 2022).

[631] Ministry of Tribal Affairs, "Chhattisgarh Sanction Order 2019-20", *avaliable at* https://tribal.nic.in/writereaddata/sentionOrder/201906260223356795897chhattisgen.pdf (Last accessed on October 4, 2022).

[632] Ministry of Tribal Affairs, "Chhattisgarh Sanction Order 2020-21", *available at* https://tribal.nic.in/writereaddata/sentionOrder/202012310258265693982ChhattisCCA.pdf (Last accessed on October 4, 2022).

	Total units: 100		
	CCTV cameras in girls' hostel/*Ashram* schools Per unit cost: 0.25 Total units: 400	400 hostels and *Ashram*s in TSP areas	100.00
	Water recycling plant for better waste management Per unit cost: 6 Total units: 50	50 hostels and *Ashram*s in TSP areas	300.00
	Drinking facility in hostels/*Ashram* or residential schools (tubewell with pump) Per unit cost: 1.18 Total units: 50	50 hostels and *Ashram*s in TSP areas	90.50
	Distribution of mosquito nets in *Ashram* schools/hostels Per unit cost: 0.003 Total units: 35000	TSP area	105.00
	Construction of Hostel superintendent residence in the *Ashram* school Per unit cost: 8.00 Total units: 25	TSP area	200.00
	Installation of solar power plants in *Ashram* schools/hostels or residential schools Per unit cost: 10 Total units: 50	TSP area	500.00
	Construction of toilets cum bathrooms in *Ashram* schools/hostels or residential schools Per unit cost: 5.50 Total units: 50	TSP area	275
	Posting of trained nurses on a contract basis for health checkups of girls' students in *Ashram* schools/hostels Per unit cost: 1.80 Total units: 115		207.00
2021-2022[633]	Total villages identified under PMAAGY: 4076 No. of villages taken under 2021-2022: 1674	-	155.96 crores
2022-2023	None	-	

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[633] Ministry of Tribal Affairs, "Chhattisgarh Sanction Order 2021-22", *available at* https://tribal.nic.in/writereaddata/sentionOrder/2020123102582656933982ChhattisCCA.pdf (Last accessed on October 4, 2022).

Part B

8.9 Sampling Design of Chhattisgarh

As per Census 2011, the Scheduled Tribes being the most deprived and backward sections are found inhabiting the following areas:

Table No. 8: Districts in which most Deprived Backward Sections of ST are found in Chhattisgarh

The most deprived and backward sections are found inhabiting as per Census 2011(ST population of > 4,50,000)	Located at the border of Chhattisgarh intersects with Maharashtra and Madhya Pradesh	Selected districts to conduct an empirical study
Koriya, Surguja, Jashpur, Kanker, Bastar, Narayanpur, Dakshin Bastar and Bijapur	Surajpur, Kanker, Bilaspur, Mungeli, Kabeerdham, Mohla-Manpur- Ambagarh Chowki, Rajnandgaon, Kanker, Narayanpur and Bijapur	Bilaspur, Mungeli, Kabeerdham, Rajnandgaon, Kanker,

Out of the above-mentioned districts, mainly Bilaspur, Mungeli, Kanker, Rajnandgaon, Mohla Manpur and Kabeerdham have intersecting borders with Maharashtra and Madhya Pradesh. Of these Kanker and Kabeerdham are recognized as the LWE district. Rajnandgaon is recently turned into a non-recognized LWE district. Moreover, there is a forest near these districts. Various tribes can also be seen in these areas. And above all, *Ashram* and Schools in which students residing in *Ashram* are also available in these districts. Therefore, these districts have been selected to conduct empirical research in Chhattisgarh.

8.10 Districts and Talukas Covered based on Chhattisgarh Political Map:

*Ashram*s and schools in which *Ashram* students are enrolled located in the following district's taluka were covered. In one Taluka there are many villages. Thus, one *Ashram* and school from one village of three Talukas; thus, three *Ashram* and three schools were covered.

Table No. 9: Districts and Talukas covered based on Chhattisgarh Political Map

*Ashram*s and schools covered in the following villages located in Taluka of districts:

Sr number	District	Taluka	Village	Number of Schools visited	Number of *Ashram* visited
1	**Bilaspur**	Deorikhurd	Deorikhurd	3	3
		Kota	Nevsa		
		Masturi	Malhar		
2	**Mungeli**	Lormi	Lamni	3	3
		Lorma	Chaparva		
		Pathariya	Kukudsa		
3	**Kanker**	Bhanupratappur	Kanhargaon	3	3
		Durgukondal	Amakada		
		Pakhanjur	Badgaon		
4	**Rajnandgaon**	Rajnandgaon	Paneka	3	3
		Dongargarh	Donagarh		
		Dongargaon	Donagaon		
5	**Mohla-Manpur**	Mohla	Bhijtola	3	3
		Amba Chowki	Kaudikasa		
		Manpur	Bharitola		
6	**Kabeerdham**	Bodla	Pandariya	1	1
Total	**6**	**16**	**16**	**16**	**16**

A total of 16 *Ashram* and Schools in which students residing in *Ashram* are studying were covered. They are located in 16 villages/taluka belonging to 6 different Districts in Chhattisgarh. It may be noted that all covered taluka/villages are at the border or near the border of either Madhya Pradesh or Maharashtra.

8.11 Brief Information on the Selected Districts, Taluka and Covered village

8.11.1. Bilaspur District

Figure No. 9: Bilaspur District Map

The district lies towards the western boundary of the state at 21.47 to 23.8°N latitude and 81.14 to 83.15°E longitude. Bilaspur occupies an area of 3508.48 sq. km constituting a total population of 16,25,502

373

people. The district's average literacy rate was 74.46%. The scheduled caste and scheduled tribe communities inhabiting the district accounted for 20.76% and 14.37% of the total district's population respectively. A total of 5 tehsils, 4 blocks and 708 villages form the district.[634] It shares its inter-state boundary with the state of Madhya Pradesh towards the west. The districts of Koria, Korba, Raipur, Durg and Mungeli and Kawardha, Chhattisgarh lies towards its north, northeast, south and southwest borders. It is even termed 'Nayayadhani' as the High Court of Chhattisgarh is situated in its village Bodri. The administrative quarter of the district is set up in Bilaspur City.[635]

1. Pendra Tehsil, Bilaspur District

It is one of the eleven tehsils of the district. The sub-district headquarters is situated here. It constitutes of 51 villages and 1 town. As per the census 2011, a population of 85,481 people out of which 42,727 males and 42,754 females resided in the tehsil. The tehsil's literacy rate was 67.73% Including 67.08% male literates and 50.01% female literates. The Scheduled tribes accounted for 53.6% of the total tehsil's population.[636]

Deori Khurd village, Pendra Tehsil, Bilaspur District

As per Census 2011, it is a village located in Pendra Taluka of Bilaspur District, Chhattisgarh. It is located approx. 20 km from the sub-district headquarters at Pendra and 155 km away from the district headquarters at Bilaspur.

Table No. 10: Population details of Deori Khurd village, Pendra Tehsil, Bilaspur District, Chhattisgarh

No. of Families[637]	Population:			Caste Factor	Literacy rate(%)			Scheduled		Tribes[638]
	Total	Male	Female	ST(%)	Total	Male	Female	Total	Male	Female
465	1720	864	856	75.8%	62.4%	75.67%	49.27%	1304	659	645

2 Kota Tehsil, Bilaspur District

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[634] Government of Chhattisgarh, "About Bilaspur" available *at* परिचय | District Bilaspur | India (Last accessed on October 6, 2022) (Last accessed on October 6, 2022).

[635] Government of Chhattisgarh, "About Bilaspur" available *at* परिचय | District Bilaspur | India (Last accessed on October 6, 2022) (Last accessed on October 6, 2022).

[636] Government of India, "Census 2011" *available at* https://www.censusindia.co.in/subdistrict/pendra-tehsil-bilaspur-chhattisgarh-3289 (Last accessed on October 6, 2022).

[637] Government of India, "Census 2011" *available at* https://www.censusindia.co.in/villages/deori-khurd-population-bilaspur-chhattisgarh-437618 (Last accessed on October 6, 2022).

[638] Government of India, "Census 2011" *available at* https://www.census2011.co.in/data/village/493576-atariya-madhya-pradesh.html (Last accessed on October 6, 2022).

It is one of the eleven tehsils of the district. The sub-district headquarters is situated here. It constitutes of 162 villages and 2 towns. As per census 2011, a population of 2,28,358 people out of which 115,444 males and 1,12,914 females resided in the tehsil. The tehsil's literacy rate was 69.01% Including 68.24% male literates and 39.4% female literates. The Scheduled tribes accounted for 11.3% of the total tehsil's population.[639]

Newsa village, Kota Tehsil, Bilaspur District

As per Census 2011, it is a small village located in Kota Taluka of Bilaspur District, Chhattisgarh. It is located approx. 27 km from the sub-district headquarters at Kota and 27 km away from the district headquarters at Bilaspur.

Table No. 11: Population Details of Newsa village, Kota Tehsil, Bilaspur District, Chhattisgarh

No. of Families[640]	Population:			Caste Factor	Literacy rate(%)			Scheduled Tribes[641]		
	Total	Male	Female	ST(%)	Total	Male	Female	Total	Male	Female
232	979	484	495	62.6%	60.6%	74.11%	47.38%	609	300	309

3 Masturi Tehsil, Bilaspur District

It is one of the eleven tehsils of the district. The sub-district headquarters is situated here. It constitutes of 163 villages and 2 towns. As per the census 2011, a population of 2,89,221 people out of which 145,570 were males and 1,43,651 females resided in the tehsil. The tehsil's literacy rate was 57.78% Including 68.24% male literates and 39.4% female literates. [642]

Masturi Village, Masturi Tehsil, Bilaspur District

As per Census 2011, it is a large village located in Masturi Taluka of Bilaspur District, Chhattisgarh. The village constitutes the sub-district headquarters. It is located approx. 15 km from the district headquarters at Bilaspur.

Table No. 12: Population Details of Masturi village, Masturi Tehsil, Bilaspur District, Chhattisgarh

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[639]Government of India, "Census 2011" *available at* https://www.censusindia.co.in/subdistrict/kota-tehsil-bilaspur-chhattisgarh-3291 (Last accessed on October 6, 2022).
[640] Government of India, "Census 2011" *available at* https://www.censusindia.co.in/villages/deori-khurd-population-bilaspur-chhattisgarh-437618 (Last accessed on October 6, 2022).
[641] Government of India, "Census 2011" *available at* https://www.censusindia.co.in/villages/kukusada-population-bilaspur-chhattisgarh-438393 (Last accessed on October 6, 2022).
[642] Government of India, "Census 2011" *available at* Villages & Towns in Masturi Tehsil of Bilaspur, Chhattisgarh (census2011.co.in) (Last accessed on October 6, 2022).

No. of Families[643]	Population:			Caste Factor	Literacy rate(%)			Scheduled		Tribes
	Total	Male	Female	ST(%)	Total	Male	Female	Total	Male	Female
1330	5928	3064	2864	1.54%	81.80%	90.14%	73.05%	91	41	50

8.11.2 Mungeli District

Figure No. 10: Mungeli District, Chhattisgarh

Since 1860, Mungeli was recognized as a Tehsil. Later, in 2012 its status was upgraded to a district.[644] It lies on the western border of the state of Chhattisgarh. It stretches from 21.48 to 22.40°N latitude and 81.29 to 82.02°E longitude. It occupies an area of 2750.36 sq. km constituting a total population of 7,01,707 people. The district's average literacy rate was 64.75% of which 51.97% were male literates and 77.20% were female literates. The scheduled caste and scheduled tribe communities inhabiting the district accounted for 27.76% and 10.37% of the total district's population respectively. A total of 3 subdivisions, 3 tehsils, 3 blocks and 711 villages form the district.[645] It shares its interstate boundary with the state of Madhya Pradesh towards the northwest. The surrounding districts are Kawardha and Bilaspur districts of Chhattisgarh state.[646]

1. Lormi Tehsil, Mungeli District

It is one of the three tehsils of the district. The sub-district headquarters is situated here. It constitutes of 256 villages and 1 town. As per the census 2011, a population of 274,859 people out of which 138,959 males and 135,900 females resided in the tehsil. The tehsil's literacy rate was 62.61% Including 61.98% male literates and

[643] Government of India, "Census 2011" *available at* https://villageinfo.in/chhattisgarh/bilaspur/masturi/masturi.html (Last accessed on October 6, 2022).
[644] Government of Chhattisgarh, "About District" available *at* District Mungeli, Government of Chhattisgarh | Open Defecation Free Mungeli | India (Last accessed on October 8, 2022).
[645] Government of Chhattisgarh, "About District" available *at* परिचय | District Bilaspur | India
[646] Government of Chhattisgarh, "Demography" available *at* Demography | District Mungeli, Government of Chhattisgarh | India (Last accessed on October 6, 2022).

40.87% female literates. The Scheduled tribes accounted for 15.8% of the total tehsil's population.[647]

Lamni village, Lormi Tehsil, Mungeli District

As per Census 2011, it is a medium-sized village located in Lormi Taluka of Mungeli District, Chhattisgarh. It is located 61 km away from the district headquarters at Bilaspur. The sub-district headquarters lies here.

Table No. 13: Population Details of Lamni village, Lormi Tehsil, Mungeli District, Chhattisgarh

No. of Families[648]	Population:			Caste Factor	Literacy rate(%)			Scheduled Tribes[649]		
	Total	Male	Female	ST(%)	Total	Male	Female	Total	Male	Female
147	634	354	280	78.08%	57.56%	74.84%	35.17%	495	276	219

Chhaparwa village, Lormi Tehsil, Mungeli District

As per Census 2011, it is a medium-sized village located in Lormi Taluka of Mungeli District, Chhattisgarh. It is located 65 km away from the district headquarters at Bilaspur.

Table No. 14: Population details of Chhaparwa village, Lormi Tehsil, Mungeli District, Chhattisgarh

No. of Families[650]	Population:			Caste Factor	Literacy rate(%)			Scheduled Tribes[651]		
	Total	Male	Female	ST(%)	Total	Male	Female	Total	Male	Female
117	512	279	233	59.4%	62.4%	76.13%	45.54%	304	161	143

2. Pathariya Tehsil, Mungeli District

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[647]Government of India, "Census 2011" *available at* https://www.censusindia.co.in/subdistrict/lormi-tehsil-bilaspur-chhattisgarh-3290 (Last accessed on October 6, 2022).

[648] Government of India, "Census 2011" *available at* https://www.census2011.co.in/data/village/437892-lamni-chhattisgarh.html (Last accessed on October 6, 2022).

[649] Government of India, "Census 2011" *available at* https://www.censusindia.co.in/villages/kukusada-population-bilaspur-chhattisgarh-438393 (Last accessed on October 6, 2022).

[650] Government of India, "Census 2011" *available at* https://www.censusindia.co.in/villages/chhaparwa-population-bilaspur-chhattisgarh-437905 (Last accessed on October 6, 2022).

[651] Government of India, "Census 2011" *available at* https://www.censusindia.co.in/villages/kukusada-population-bilaspur-chhattisgarh-438393 (Last accessed on October 6, 2022).

It is one of the three tehsils of the district. The sub-district headquarters is situated here. It constitutes of 151 villages and 2 towns. As per census 2011, a population of 1,77,619 people out of which 90,083 males and 87,536 females resided in the tehsil. The tehsil's literacy rate was 64.87% Including 64.33% male literates and 43.09% female literates. The Scheduled tribes accounted for 11.3% of the total tehsil's population.[652]

Kukusada village, Pathariya Tehsil, Mungeli District

As per Census 2011, it is a village located in Pathariya Taluka of Mungeli District, Chhattisgarh. It is located approx. 10 km from the sub-district headquarters at Pathariya and 52 km away from the district headquarters at Bilaspur.

Table No. 15: Population details of Kukusada village, Pathariya Tehsil, Mungeli District, Chhattisgarh

No. of Families[653]	Population:			Caste Factor	Literacy rate(%)			Scheduled Tribes[654]		
	Total	Male	Female	ST(%)	Total	Male	Female	Total	Male	Female
700	3279	1675	1604	27.8%	57.1%	70.51%	42.88%	913	475	438

8.11.3 Kanker District

Figure No. 11: Kanker District, Chhattisgarh

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[652] Government of India, "Census 2011" *available at* https://www.censusindia.co.in/villagestowns/pathariya-tehsil-bilaspur-chhattisgarh-3293 (Last accessed on October 6, 2022).

[653] Government of India, "Census 2011" *available at* https://www.censusindia.co.in/villages/deori-khurd-population-bilaspur-chhattisgarh-437618 (Last accessed on October 6, 2022).

[654] Government of India, "Census 2011" *available at* https://www.censusindia.co.in/villages/kukusada-population-bilaspur-chhattisgarh-438393 (Last accessed on October 6, 2022).

Before 1998, Kanker was a part of The Old Baster district. It is located in the southern region of the state. From north to south towards the east lies the Chhattisgarh districts of Rajnandgaon, Balod, Dhamtri, Kondagaon and Narayanpur. It shares an inter-state border with Maharashtra towards the west. With an area of 5285.01 sq. km, the district is divided into 7 tehsils namely Bhanupratapur, Durgukondal, Kanker, Antargarh, Koyalibeda, Narharpur and Charama. The Census 2011, recorded a population of 748,941 people having an average literacy rate of 60.89%. The male and female literacy rates accounted for 69.19% and 52.65% respectively. The scheduled caste and scheduled tribe communities inhabiting the district accounted for 4.21% and 55.38% of the total district population. This district is recognised to have LWE.

1. Bhanupratappur Tehsil, Kanker District

It is one of the seven tehsils of the district. The sub-district headquarters is situated here. It constitutes of 110 villages and 1 town. As per the census 2011, a population of 94,937 people out of which 46,855 males and 48082 females resided in the tehsil. The tehsil's literacy rate was 61.91% Including 70.31% male literates and 53.73% female literates. The Scheduled tribes constitute 63.09% of the total tehsil's population.[655]

Kanhargaon village, Bhanupratappur Tehsil, Kanker District

As per Census 2011, it is a medium-sized village located in Bhanupratappur taluka of Kanker District, Chhattisgarh.

Table No. 16: Population Details of Kanhargaon village, Bhanupratappur Tehsil, Kanker District, Chhattisgarh

No. of Families[656]	Population:			Caste Factor	Literacy rate(%)		
	Total	Male	Female	ST(%)	Total	Male	Female
42	208	104	104	64.42%	61.06%	70.19%	51.92%

2. Durgukondal Tehsil, Kanker District

It is one of the seven tehsils of the district. The sub-district headquarters is situated here. It constitutes of 110 villages and 1 town. As per census 2011, a population of

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[655]Government of India, "Census 2011" *available at* https://www.censusindia2011.com/chhattisgarh/uttar-bastar-kanker/bhanupratappur-population.html (Last accessed on October 10, 2022).
[656]Government of India, "Census 2011" *available at* Kanhargaon Village Population - Bhanupratappur, Uttar Bastar Kanker, Chhattisgarh (censusindia2011.com) (Last accessed on October 10, 2022).

64,293 people out of which 32,211 males and 32,082 females resided in the tehsil. The tehsil's literacy rate was 53.13% Including 62.15% male literates and 44.12% female literates. The Scheduled tribes constitute 76.6% of the total tehsil's population.[657]

Amakada village, Durgukondal Tehsil, Kanker District

As per Census 2011, it is a medium-sized village located in Bhanupratappur taluka of Kanker District, Chhattisgarh.

Table No. 17: Population details of Amakada village, Durgukondal Tehsil, Kanker District, Chhattisgarh

No. of Families[658]	Population:			Caste Factor	Literacy rate(%)		
	Total	Male	Female	ST(%)	Total	Male	Female
26	157	77	80	100%	52.23%	58.44%	46.25%

3. Pakhanjur Tehsil, Kanker District

It is one of the seven tehsils of the district. The sub-district headquarters is situated here. It constitutes of 301 villages and 1 town. As per the census 2011, a population of 171,000 people out of which 87,958 males and 83,042 females resided in the tehsil. The tehsil's literacy rate was 57.66% Including 65.33% male literates and 49.52% female literates. The Scheduled tribes constitute 34.94% of the total tehsil's population.[659]

Badgaon village, Pakhnjur Tehsil, Kanker District

As per Census 2011, it is a medium-sized village located in Pakhanjur Taluka of Kanker District, Chhattisgarh.

Table No. 18: Population details of Badgaon village, Pakhnjur Tehsil, Kanker District, Chhattisgarh

No. of Families[660]	Population:			Caste Factor	Literacy rate(%)		
	Total	Male	Female	ST(%)	Total	Male	Female
63	320	161	159	99.06%	39.06%	51.55%	26.42%

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[657]Government of India, "Census 2011" *available at* https://www.censusindia2011.com/chhattisgarh/uttar-bastar-kanker/durgkondal-population.html (Last accessed on October 10, 2022).
[658] Government of India, "Census 2011" *available at* Amakada Village Population - Durgkondal, Uttar Bastar Kanker, Chhattisgarh (censusindia2011.com) (Last accessed on October 10, 2022).
[659] Government of India, "Census 2011" *available at* https://www.censusindia2011.com/chhattisgarh/uttar-bastar-kanker/pakhanjur-population.html (Last accessed on October 11, 2022).
[660] Government of India, "Census 2011" *available at* Badgaon Village Population - Pakhanjur, Uttar Bastar Kanker, Chhattisgarh (censusindia2011.com) (Last accessed on October 10, 2022).

8.11.4. Rajnandgaon District

Figure No 12: Rajnandgaon District, Chhattisgarh

It came into existence in 1973 post-division of the state's Durg district. Lying in the central part of Chhattisgarh, it headquarters Rajnandgaon is located along the Mumbai-Howrah line of south-eastern railways. The National Highway 6 passes through the district making it well accessible. It occupies an area of 8070.25 sq. km constituting a total population of 15,37,133 people. The district's average literacy rate was 75.96%. The scheduled caste and scheduled tribe communities inhabiting the district accounted for approx. 10 % and 23% of the total district's population respectively. A total of 10 tehsils, 9 blocks, 3 tribal blocks and 1649 villages form the district.[661] It shares its inter-state boundary with the state of Madhya Pradesh(Districts of Balaghat and Mandla) and Maharashtra (Gadchiroli and Bhandara districts) towards north-west and south-west respectively. The other surrounding districts are Bilaspur, Durg and Kanker districts of Chhattisgarh state.[662]

1. Rajnandgaon Tehsil, Rajnandgaon District

It is one of the nine tehsils of the district. The sub-district headquarters is situated here. It constitutes of 154 villages. As per census 2011, a population of 363,352 people out of which 182,141 males and 181,211 females resided in the tehsil. The tehsil's literacy rate was 81.67% Including 77.75% male literates and 64.50%

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[661] Government of Chhattisgarh, "Demography" *available at* Demography | District Rajnandgaon, Govt of Chhattisgarh, India | India (Last accessed on October 10, 2022).

[662] Government of India, "Census 2011" 1 (New Delhi, 2011) *available at* dumm (s3waas.gov.in) (Last accessed on October 10, 2022).

female literates. The Scheduled tribes constitute 6.2% of the total tehsil's population.[663]

Paneka village, Rajnandgaon Tehsil, Rajanandgaon District

As per Census 2011, it is a medium-sized village located in Rajnandgaon Taluka of Rajanandgaon District, Chhattisgarh. It is approx. 4 km from the district and sub-district headquarters located at Rajnandgaon. It serves as the gram panchayat for the tehsil.

Table No. 19: Population details of Paneka village, Rajnandgaon Tehsil, Rajanandgaon District, Chhattisgarh

No. of Families[664]	Population:			Caste Factor	Literacy rate(%)			Scheduled Tribes[665]		
	Total	Male	Female	ST(%)	Total	Male	Female	Total	Male	Female
271	1299	647	652	21.86%	78.43%	87.09%	69.76%	284	138	146

2. Dongargarh Tehsil, Rajnandgaon District

It is one of the nine tehsils of the district. The sub-district headquarters is situated here. It constitutes of 173 villages. As per the census 2011, a population of 208,117 people out of which 103,321 males and 104,796 females resided in the tehsil. The tehsil's literacy rate was 75.98% Including 73.47% male literates and 58.04% female literates. The Scheduled tribes constitute 25.7% of the total tehsil's population.[666]

3. Dongargaon Tehsil, Rajnandgaon District

It is one of the nine tehsils of the district. The sub-district headquarters is situated here. It constitutes of 110 villages. As per census 2011, a population of 134,767 people out of which 67,103 males and 67,664 females resided in the tehsil. The tehsil's literacy rate was 68.69% Including 76.49% male literates and 60.95%

[663]Government of India, "Census 2011" *available at*
https://www.censusindia.co.in/subdistrict/rajnandgaon-tehsil-chhattisgarh-3305 (Last accessed on October 10, 2022).
[664]Government of India, "Census 2011" *available at*
https://www.census2011.co.in/data/village/440845-paneka-chhattisgarh.html (Last accessed on October 10, 2022).
[665] Government of India, "Census 2011" *available at*
https://www.censusindia.co.in/villages/kukusada-population-bilaspur-chhattisgarh-438393 (Last accessed on October 10, 2022).
[666] Government of India, "Census 2011" *available at*
https://www.censusindia.co.in/subdistrict/dongargarh-tehsil-rajnandgaon-chhattisgarh-3304 (Last accessed on October 10, 2022).

female literates. It is the smallest tehsil in the district. The Scheduled tribes constitute 25.7% of the total tehsil's population.[667]

Dongargaon village, Dongargaon Tehsil, Rajanandgaon District

As per Census 2011, it is a medium-sized village located in Dongargaon Taluka of Rajanandgaon District, Chhattisgarh.

Table No. 20: Population details of Dongargaon village, Dongargaon Tehsil, Rajanandgaon District, Chhattisgarh

No. of Families[668]	Population:			Caste Factor	Literacy rate(%)			Scheduled Tribes[669]		
	Total	Male	Female	ST(%)	Total	Male	Female	Total	Male	Female
219	788	393	395	47.59%	83.07%	94.93%	71.19%	375	179	196

8.11.5. Mohla-Manpur-Ambagarh Chowki District

Sourced from https://www.currentaffairindia1.in/2022/09 /mohla-manpur-ambagarh-chowki-

Figure N0. 13:Mohla-Manpur-Ambagarhg Chowki district, Chhattisgarh

It was declared as the 29th district of the Chhattisgarh state on September 02, 2022 post division of the Rajanandgaon district. It lies towards the south-west direction of the state.[670] The district constitutes of five talukas, 3 blocks and 3 Tribal blocks. The tehsils are Mohla, Manpur, Khagdaon, Aundhi and Ambagarh Chowki. The district headquarter is located in Mohla tehsil. As per Census 2011, the district's total land area was 2145.29 sq. km. including 499 villages. The population recorded was 283,947 out of which 140,078 were males and 143,869 were females. The scheduled tribes

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[667]Government of India, "Census 2011" *available at* https://villageinfo.in/chhattisgarh/rajnandgaon/dongargaon.html (Last accessed on October 10, 2022).

[668] Government of India, "Census 2011" *available at* https://www.census2011.co.in/data/village/441565-dongargaon-chhattisgarh.html (Last accessed on October 10, 2022).

[669]Government of India, "Census 2011" *available at* https://www.censusindia.co.in/villages/kukusada-population-bilaspur-chhattisgarh-438393 (Last accessed on October 10, 2022).

[670] Government of Chhattisgarh, "History" *available at* District Mohla-Manpur- Ambagarh Chowki, Govt of Chhattisgarh | India (cg.gov.in) (Last accessed on January 10, 2023).

constitute 63.3% of the total district's population. The district's literacy rate was 65.7% including 74.4% male literates and 57.27% female literates.[671] Before 2022, Mohla, Manpur and Ambagarh were tehsils of the Rajnandgaon district, therefore we shall be referring to the same.[672]

1. Mohla Tehsil, Mohla-Manpur-Ambagarh Chowki District

It is one of the five tehsils of the newly formed district. Initially, it was one of the tehsils of Rajnanadgaon district. As per Census 2011, It constituted 177 villages with a population of 86,994 people out of which 42911 males and 44083 females resided in the tehsil. The tehsil's literacy rate was 75.99% Including 62.15% male literates and 44.12% female literates. The Scheduled tribes constitute 76.6% of the total tehsil's population.[673]

Bhostola village, Mohla Tehsil, Mohla-Manpur-Ambagarh Chowki District

As per Census 2011, it is a medium-sized village located in Mohla taluka of Rajanandgaon district, Chhattisgarh.

Table No. 21: Population details of Bhostola village, Mohla Tehsil, Mohla-Manpur-Ambagarh Chowki District, Chhattisgarh

No. of Families[674]	Population:			Caste Factor	Literacy rate(%)		
	Total	Male	Female	ST(%)	Total	Male	Female
118	563	271	292	18.12%	70.66%	83.33%	58.80%

2. Ambagarh Chowki Tehsil, Mohla-Manpur-Ambagarh Chowki District

It is one of the five tehsils of the newly formed district. Initially, it was one of the tehsils of Rajnanadgaon district. As per Census 2011, It constituted 151 villages and 1 town with a population of 1,08,334 people. The tehsil's literacy rate was 69.74% Including 77.12% male literates and 60.26% female literates. The Scheduled tribes constitute 76.6% of the total tehsil's population.[675]

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[671] Government of Chhattisgarh, "Demography" *available at* Demography | District Mohla-Manpur- Ambagarh Chowki, Govt of Chhattisgarh | India (cg.gov.in) (Last accessed on January 10, 2023).

[672] For the purpose of research, we will be including the data mentioned in Census 2011 as Census 2021 hasn't been released by the Government till date.

[673] Government of India, "Census 2011" *available at* https://www.censusindia2011.com/chhattisgarh/uttar-bastar-kanker/durgkondal-population.html (Last accessed on January 10, 2023).

[674] Government of India, "Census 2011" *available at* Bhostola Village Population - Mohla - Rajnandgaon, Chhattisgarh (census2011.co.in) (Last accessed on January 10, 2023).

[675] Government of India, "Census 2011" *available at* List of Villages in Ambagarh Tehsil of Rajnandgaon (CT) | villageinfo.in (Last accessed on January 10, 2023).

Kaudikasa village, Ambagarh Chowki Tehsil, Mohla-Manpur-Ambagarh Chowki District

As per Census 2011, it is a medium-sized village located Ambagarh taluka of Rajanandgaon district, Chhattisgarh.

Table No. 22: Population details of Kaudikasa village, Ambagarh Chowki Tehsil, Mohla-Manpur-Ambagarh Chowki District, Chhattisgarh

No. of Families[676]	Population:			Caste Factor	Literacy rate(%)		
	Total	Male	Female	ST(%)	Total	Male	Female
377	1835	862	973	52.26%	82.74%	90.13%	76.33%

3. Manpur Tehsil, Mohla-Manpur-Ambagarh Chowki District

It is one of the five tehsils of the newly formed district. Initially, it was one of the tehsils of Rajnanadgaon district. As per Census 2011, It constituted 169 villages with a population of 88,619 people out of which males and females resided in the tehsil. The tehsil's literacy rate was 61.78% Including 70.45% male literates and 53.09 % female literates. The Scheduled tribes constitute 76.6% of the total tehsil's population.[677]

Bharritola village, Manpur tehsil, Mohla-Manpur-Ambagarh Chowki District

As per Census 2011, it is a large-sized village located in Manpur taluka of Rajanandgaon district, Chhattisgarh.

Table No. 23: Population details of Bharritola village, Manpur tehsil, Mohla-Manpur-Ambagarh Chowki District, Chhattisgarh

No. of Families[678]	Population:			Caste Factor	Literacy rate(%)		
	Total	Male	Female	ST(%)	Total	Male	Female
512	2345	1125	1220	55.35%	81.38%	91.66%	72.13%

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[676]Government of India, "Census 2011" *available at* Kaudikasa Village Population - Ambagarh - Rajnandgaon, Chhattisgarh (census2011.co.in) (Last accessed on January 10, 2023).

[677] Government of India, "Census 2011" *available at* List of Villages in Manpur Tehsil of Rajnandgaon (CT) | villageinfo.in (Last accessed on January 10, 2023).

[678] Government of India, "Census 2011" *available at* Bharritola Village Population - Manpur - Rajnandgaon, Chhattisgarh (census2011.co.in) (Last accessed on January 10, 2023).

Figure No. 14: Kabeerdham District, Chhattisgrah

8.11.6. Kabeerdham District

The district was formed in 1998 after the post-withdrawal of the Kawardha and Pandariya tehsil from Rajnanadgaon and Bilaspur districts respectively. Initially, the district was termed ad Kawardha, later in 2003, the name was changed to Kabirdham district.[679] It lies 17 km away from the district headquarters Bhoramdeo.[680] The district lies towards the state's western boundary. It shares its western border with the districts of Balaghat and Dindori, Madhya Pradesh. As per Census 2011, the district is spread over 4447.05 sq. km lying between 21.31º to 21.35ºN latitude and 80.48º to 80.28ºE longitude. The district recorded a population of 8,22,526 people having an average literacy rate of 60.85%. The male and female literacy rates accounted for 72.98% and 48.71% respectively. The scheduled caste and scheduled tribe communities inhabiting the district accounted for 14.6% and 20.3% of the total district population. It is divided into 5 tehsils and 6 municipalities comprising 1006 villages.[681]

1. **Bodla Taluka, Kabeerdham District**

It is one of the four tehsils of the district. It constitutes of 343 villages and 1 town. As per the census 2011, a population of 1,87,121 people out of which 93,396 males and 93,725 females resided in the tehsil. The tehsil's literacy rate was 47.04% Including 56.82% male literates and 37.3% female literates. The Scheduled tribes accounted for 39.54% of the total tehsil's population.[682]

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[679] Government of Chhattisgarh, "About Kabirdham District" *available at* About District | Kabirdham ,Government of Chhattisgarh | India (kawardha.gov.in) (Last accessed on October 6, 2022).

[680] Government of Chhattisgarh, "About Kabirdham District" History | Kabirdham ,Government of Chhattisgarh | India (kawardha.gov.in) (Last accessed on October 6, 2022).

[681] Government of Chhattisgarh, "Demography" *available at* Demography | Kabirdham ,Government of Chhattisgarh | India (kawardha.gov.in) (Last accessed on October 6, 2022).

[682] Government of India, "Census 2011" *available* *https://www.censusindia2011.com/chhattisgarh/kabeerdham/bodla-population.html* (Last accessed on October 6, 2022).

Pandariya Village, Bodla Taluka, Kabeerdham District

As per Census 2011, it is a medium-sized village located in Bodla Taluka of Kabeerdham District, Chhattisgarh. It is located approx. 20 km away from the district headquarters at Kabeerdham and 129 km away from Raipur, the Capital of Chhattisgarh.[683]

Table No. 24: Population details of Pandariya Village, Bodla Taluka, Kabeerdham District, Chhattisgarh

No. of Families[684]	Population:			Caste Factor	Literacy rate(%)			Scheduled Tribes[685]		
	Total	Male	Female	ST(%)	Total	Male	Female	Total	Male	Female
217	932	481	451	92.17%	69.81%	81.23%	57.95%	859	446	413

8.12 Collection of Data

The data was collected by using an interview schedule and observation tool.

The categories of the respondents and breakup of the sample size of Chhattisgarh are as follows:

8.12.2 Respondents from *Ashram*/hostel/residential School

The principal, Teachers and Students were interviewed. An observation tool was used to see mainly the position of the *Ashram* School.

Table No. 25: Details of Respondents from *Ashram*/hostel/residential School, Chhattisgarh

S No.	District	Taluka	Principal	Teacher	Students	Warden	Parents	Alumni
1	Bilaspur	Deorikhurd	1	5	10	1	2	2
		Kota	1	3	10	1	2	2
		Masturi	0	5	10	1	2	2
2	Mungeli	Lormi	1	6	11	1	2	2
		Lorma	0	5	10	2	2	2
		Pathariya	1	3	10	0	2	2
3	Kanker	Bhanupratapur	1	2	10	1	2	2
		Durgukondal	1	2	10	1	2	2
		Pakhanjur	1	2	10	1	2	2
4	Rajnandgaon	Ranjnandgaon	1	2	10	2	2	2
		Dongargarh	1	3	10	1	2	2
		Dongargaon	1	4	10	1	2	2
5	Mohla-Manpur	Mohla	1	3	10	1	2	2
		Ambagarh Chowki	1	3	10	1	2	2
		Manpur	1	5	10	1	2	2
6	Kabeerdham	Pandariya	1	-	10	4	0	0
Total	6	16	14	53	161	19	30	30

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[683] Government of India, "Census 2011" *available at* http://www.onefivenine.com/india/villages/Kabirdham/Bodla/Pandariya
[684] Government of India, "Census 2011" *available at* *https://www.census2011.co.in/data/village/439521-pandariya-chhattisgarh.html* (Last accessed on October 6, 2022).
[685] Government of India, "Census 2011" *available at* https://www.census2011.co.in/data/village/493576-atariya-madhya-pradesh.html (Last accessed on October 6, 2022).

8.12.3 Administrative Authorities

Table No. 26: District-wise Details of Administrative Authorities Interviewed, Chhattisgarh

S No.	District	Designation	Department	Admin. Authority
1	**Bilaspur**	Assistant Commissioner	Tribal Development Department	
		Assistant Director	Education Department	2
2	**Mungeli**	Assistant Commissioner	Tribal Development Department	1
3	**Kanker**	Additional Commissioner	Tribal Development Department (Administration)	
		District Education Officer	Tribal Development Department	3
		Block Education Officer	Tribal Development Department	
4	**Mohla-Manpur**	Assisstant Commissioner	Tribal Development Department (Administration)	
		District Education Officer	Tribal Development Department	
		Block Education Officer	Tribal Development Department	3
5	**Rajnandgaon**	Assistant Commissioner	Tribal Development Department	1
6	**Kawardha**	Assistant Commissioner	Tribal Development Department	
		Assistant Director	Education Department	2
7	**Narayanpur**	Assistant Commissioner	Tribal Development Department	1
8	**Pendra**	Assistant Commissioner	Tribal Development Department	1
		Total		14

Thus, a total of 14 district administrative authorities, 14 principals, 53 teachers, 161 *Ashram* school students, 19 *Ashram* wardens, 30 parents and 30 alumni from 16 *Ashram* and schools of Chhattisgarh were interviewed.

Unlike Maharashtra and Madhya Pradesh where the residential facilities of *Ashram* are available for only the students studying in *Ashram* School. In Chhattisgarh *Ashram*s are open for students studying in government schools run by the state as well. Since Schools and *Ashram*s are independent of each other the research team visited both to understand the functioning of *Ashram*s and schools separately. *Ashram* facilities are crucial for children living away from families. It is imperative to have facilities which cater to health, hygiene, physical and psychological wellbeing along with academic development in a safe and secure environment. It becomes crucial to interview the main stakeholders in running and maintaining the *Ashram*, the warden therefore becomes a crucial link to understand about facilities available in the *Ashram*. The team interviewed all the stakeholders like Principal, Teachers, Students, Warden, Parents and Alumni to understand about the functioning of the schools and *Ashram*s in Chhattisgarh.

8.13 acilities in the *Ashram*

8.13.1 Condition of Dormitories

Ashram dormitories cater to the boarding requirement of the students hence they need to be open and airy with sufficient space to accommodate all students and in hygienic conditions. A total of 19 wardens were interviewed to understand the conditions of *Ashram*s in Chhattisgarh.

Figure No. 15: Condition of Dormitories

Pie Chart Count of Dormitories condition
State: Chhattisgarh

Dormitories condition
1. Well ventilated
2. Sufficient space for students to move around
3. Sufficient space to study on a study table
4. Individual beds
5. Connected washrooms
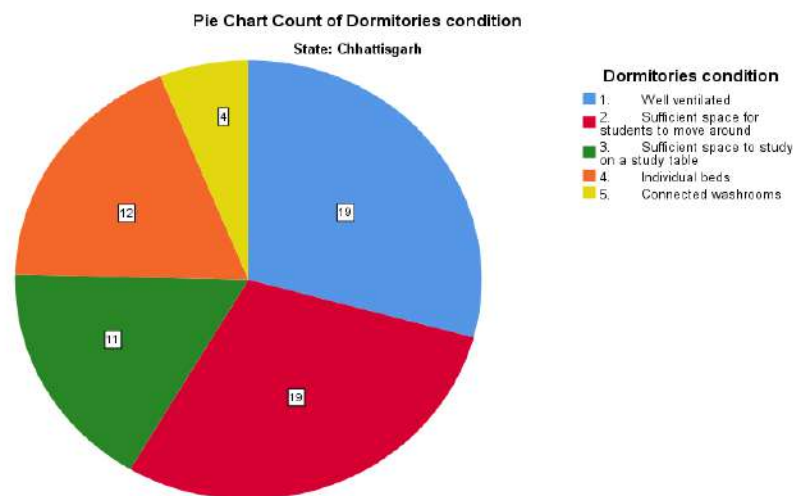
Analysis

On the question of condition of dormitories all 19 wardens from Deorikhurd, Kota, Nevsa, Masturi, Malhar, Lormi, Lamni, Lorma, Chhaprwa, Pathariya, kukudsa, Bhanupratappur, kanhargaon, Durgukondal, Pakhanjur, Badgaon, Rajnandgaon, Paneka, Dongargarh, Dongargarh, Mohla, Bhijtola, Amba Chowki, Kaudikasa, Manpur, Bharitola, Kabirdham shared that the dormitories were well ventilated and had sufficient space to move around. Connected washrooms were there only in schools of Lorma Chapparwa, Durgukondal, Pakhanjur, Badgaon and Ambachowki as shared by 5 respondents. Dormitory repair committees were functional only in 9 schools. Thus, it can be seen that facilities like beds with well-ventilated rooms are available in all the *Ashram*s however study tables and connected washrooms are there only in few.

Interpretation

The warden's response on the conditions of the *Ashram* school shows that *Ashram* dormitories are well ventilated with sufficient space for students to move around. This is an encouraging response and shows that much improvement with respect to

Ashram has taken place in Chhattisgarh. However, one could see overcrowding in the dormitories at a number of *Ashram*s.

Photograph 1: Conditions of dormitories from Kukudsa-Bilaspur

Photograph 2: Conditions of Dormitories from Chhaparwa-Mungeli

8.13.2 Facilities Available Free of Cost to the Students Accommodated in the *Ashram* Hostel

The aim of tribal schools is to provide boarding, lodging and other basic facilities free of cost to tribal children so that tribal people who cannot afford school education because of their weak economic condition send their children to school. As such it was important to know from Hostel wardens about facilities and incentives provided free of cost to students residing in residential hostels.

Figure No. 16: Facilities Available Free of Cost to the Students Accommodated in the *Ashram*

Pie Chart Count of Facilities free of cost

State: Chhattisgarh
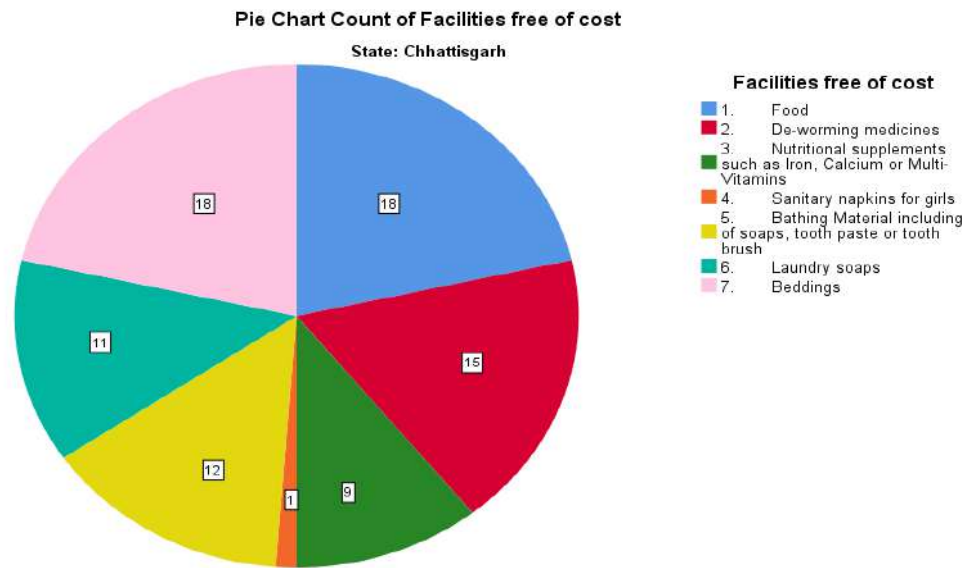
Analysis

Total 19 wardens were asked about the facilities available free of cost in the *Ashram*. All but one shared that food and beddings were available free of cost to students, 15 stated that de-worming medicines were given. 12 shared that toiletries were given included in free facilities. Nine stated that nutritional supplements such as iron; calcium or multi-vitamins were given free. As per the hostel wardens from Bilaspur, Mungeli, Kanker, Rajnandgaon, Mohla Manpur and Kabeerdham food and bedding are made available free of cost to the students in all the *Ashram*s under study. Deworming medicines are also provided in all schools under study except Kabirdham. Nutritional supplements are not provided in Bilaspur and Mungeli *Ashram* schools.

Interpretation

Facilities like lodging, food, deworming medicines are available free of cost in the *Ashram*s. However, stuff like sanitary napkins and Nutritional supplements are available in a handful of schools only**.**

The same question was asked to the parents of the wards studying in *Ashram*

8.13.3 Facilities Provided Free of Cost to the Wards as per Parents: Total 30 parents from Chhattisgarh were posed the same question.

Figure No. 17: Facilities Provided Free of Cost to the Wards as per Parents

Simple Bar Count of Facilities free of cost

State : Chhattisgarh
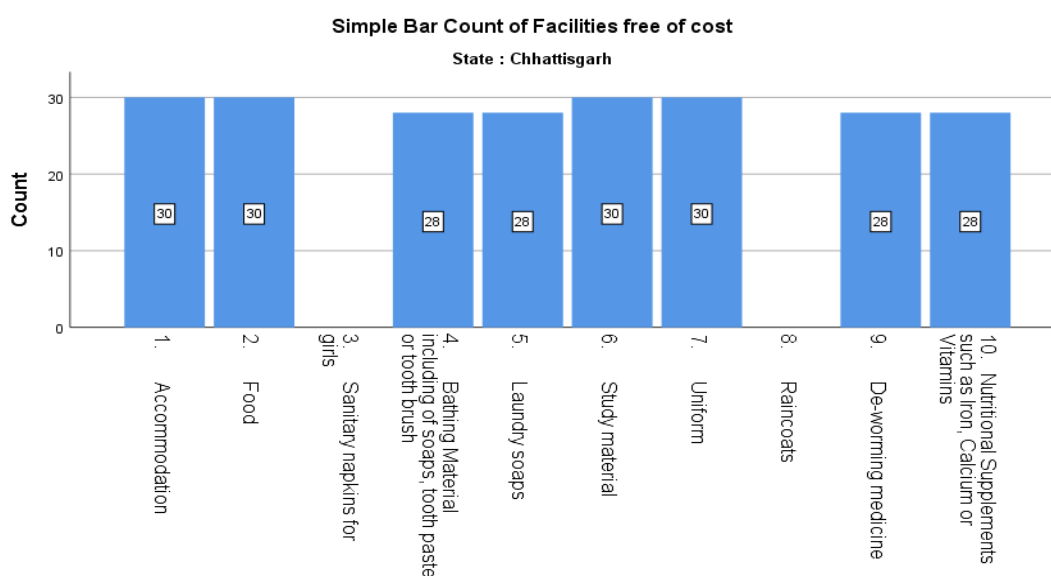
Analysis

As per the response of parents from Bilaspur, Mungeli, Kanker, Rajnandgaon, and Mohla, -Manpur school's accommodation, food, bathing Material including of soaps, tooth paste or tooth brush, laundry soaps, Study material, Uniform, de-worming medicines, nutritional supplements such as iron, calcium and vitamins were provided free of cost in all the schools of the districts covered in Chhattisgarh

Interpretation

All 30 parent respondents of wards residing in *Ashram* concurred that accommodation, food, uniform, study material is provided free of cost to the students. Sanitary napkins and raincoats however are not available in any of the schools.

Thus, one can see that basic amenity like lodging, food, de-worming medicines are available in the *Ashram*s however, specialized things are not available and necessary modifications are required in the policy to cater to specific needs like sanitar apkins and rain coats.

8.14 Security of the *Ashram* Hostel

A safe *Ashram* molds the development of a child and ensures a physically and emotionally secure child. In order to understand about the security measures taken to ensure safe environment wardens were asked about the measures in place at the *Ashram*s.

Figure No. 18: Security of the *Ashram* Hostel

Pie Chart Count of Security of Ashram
State: Chhattisgarh

Security of Ashram
1. Locking of School Gate after the day has finished
2. Locking of Girls Ashram main door at Night
3. Locking of Boy's Ashram main door at Night
4. Different Security Guards for Day and Night
5. Rooms for non-teaching Staff in a different building than hostels
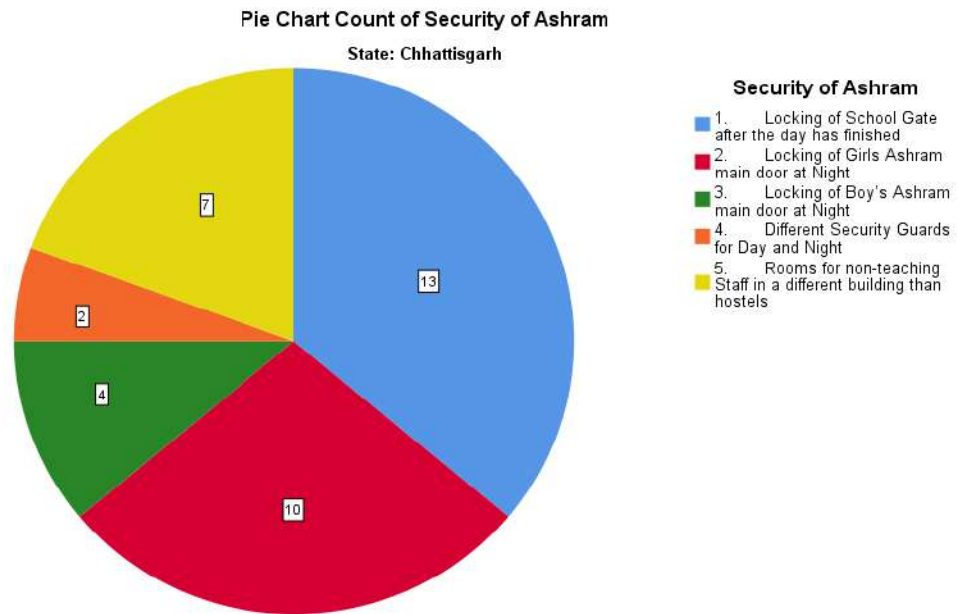
Analysis

Total of 19 wardens were asked about the measures in place for security of children. 13 maintained that there was locking of school gate after the day finishes, 10 shared that there was locking of girl's *Ashram*s main door at night, 4 said locking of boy's *Ashram* main door at night took place for maintaining security of children. Only 2 responses showed that different security guards for day and night were there in *Ashram*s. 7 responses showed that there were rooms for non-teaching staff in a different building. In most of the schools however security at the *Ashram* is maintained by locking of the main gate at night.

Interpretation

Security at the *Ashram* school is maintained by locking of the main gate, no information is however available on security guards at school except in two schools. Not having a security guard in almost 12 schools out of 14 in Chhattisgarh points towards a major security lapse in the schools. The presence of guard's act as a safety valve as they can professionally handle any emergency in the campus and bring in a sense of security and comfort to the students.

8.15 Committees in the *Ashram* Hostel

In order to efficiently administer the *Ashram* different committees, need to be constituted like dormitory repair committee, water supply committee, electricity

committee, supervision committee. These committees help in the smooth running of the *Ashram* and quick decision making in cases of need.

Figure No.19: Committees in the *Ashram* Hostel

Pie Chart Count of Committees in Ashram
State: Chhattisgarh

Committees in Ashram
1. Dormitory repair committee
2. Asharamshala water supply committee
3. Asharamshala electricity committee
4. Food Grain, bedding cleaning committee
5. Supervission Committee
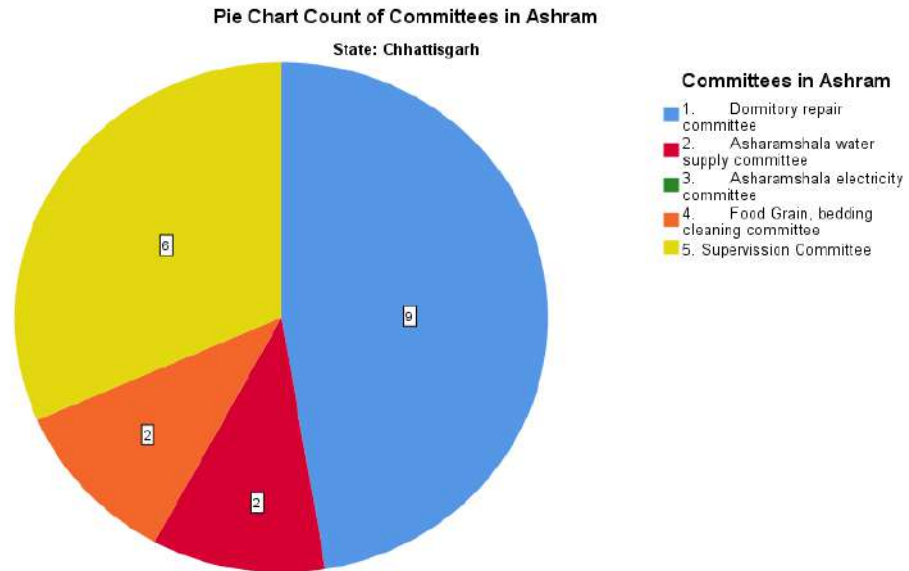
Analysis

A total of 19 responses were received from the wardens out of which 9 reported that dormitory repair committee was there in the *Ashram*. 6 shared that supervision committee was there and 2 each reported water supply and electricity committee to be functional in the *Ashram*. Dormitory repair committee was only constituted in Kanker, Rajnandgaon and Mohla-Manpur. Supervision committee was there in Ashrams in Bilaspur and Kabirdham, Lorma and Pathariya.

Interpretation

Presence of Dormitory repair committee in the *Ashram* reflects that maintenance of dormitories is taken seriously in the *Ashram*s, however other committees relating to water, electricity, food are not as per the requirements in rest of the *Ashram*s.

8.16 Staff Employed in *Ashram* Hostel

Adequate staff is required to run and manage the *Ashram* hostel. Hostel staff should be commensurate with the number of students staying in the *Ashram* to manage the day-to-day functions in the *Ashram*. The staff should be adequately qualified and trained to meet the needs of the children staying in a residential school.

Figure No. 20: Staff Employed in *Ashram*

Pie Chart Count of Staff employed in Ashram
State: Chhattisgarh

Staff employed in Ashram
1. Hostel Security Guard
2. Girl's Hostel warden
3. Boy's Hostel Warden
4. Kitchen staff such as cooks, helpers etc.
5. Cleaning and maintenance staff
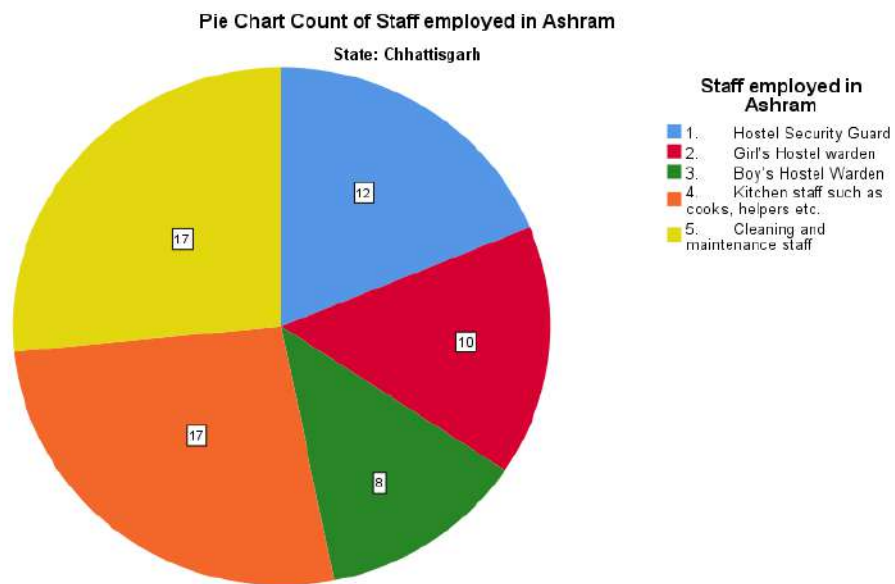
Analysis

In response to the question of staff required in *Ashram*. Out of 19 responses 12 wardens revealed that Hostel security guard were there. Total of 17 respondents shared that staff relating to kitchen staff such as cooks, helpers, cleaning and maintenance were there in the *Ashram*. Total of 10 and 8 respectively reported that hostel warden was there in girls' and boys' hostel. Only Hostel wardens were the Lorma *Ashram*.

Interpretation

As per the data received on *Ashram* staff it was found that mainly Kitchen staff and cleaning staff was there in the *Ashram*s. Hostel wardens were missing in some boys' schools. It can therefore be seen that adequate number of staff in proportion to student strength is not there in the hostels. As per the guidelines of National Commission for the protection of Child Rights the residential hostels should have adequate number of staff like a) Warden b) Counselor, c) Security Guard, d) Nurse, e) Sweeper, f) Cleaner, g) Helper, h) Cook, i) Kitchen Staff, j) Clerk, k) office assistants in adequate quantities.[686]

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[686] Regulatory guidelines for hostels of educational institutions for children, National Commission for Protection of Child Rights, 2018 available at https://kscpcr.karnataka.gov.in/storage/pdf-files/Guidelines%20for%20Hostels%20of%20educational%20institutions.pdf

8.17 Complaints Received

Grievances received from the students should be resolved promptly. Every residential school must have a robust grievance redressal mechanism so that all the stakeholders feel accountable and answerable in case of lapses.

Table No. 27: Complaints Received

State	District	Taluka	Percent of Cases			
			Complaints from students			
			1. The hostel's management staff	2. The hostel's cleaning staff	3. The hostel's kitchen staff	4. Co-Students
Chhattisgarh	Bilaspur	Deorikhurd, Deorikhurd	-	50.0%	50.0%	100.0%
		Kota, Nevsa	-	-	-	100.0%
		Masturi	-	100.0%	100.0%	100.0%
	Mungeli	Lormi, Lamni	-	-	-	100.0%
		Lorma, Chhaprwa	-	-	---	100.0%
		Pathariya	-	100.0%	100.0%	100.0%
	Kabirdham	Bodla, Pandariya	100.0%	100.0%	100.0%	100.0%
		Out of 19	**1**	**4**	**4**	**9**

Figure No. 21: Complaints Received
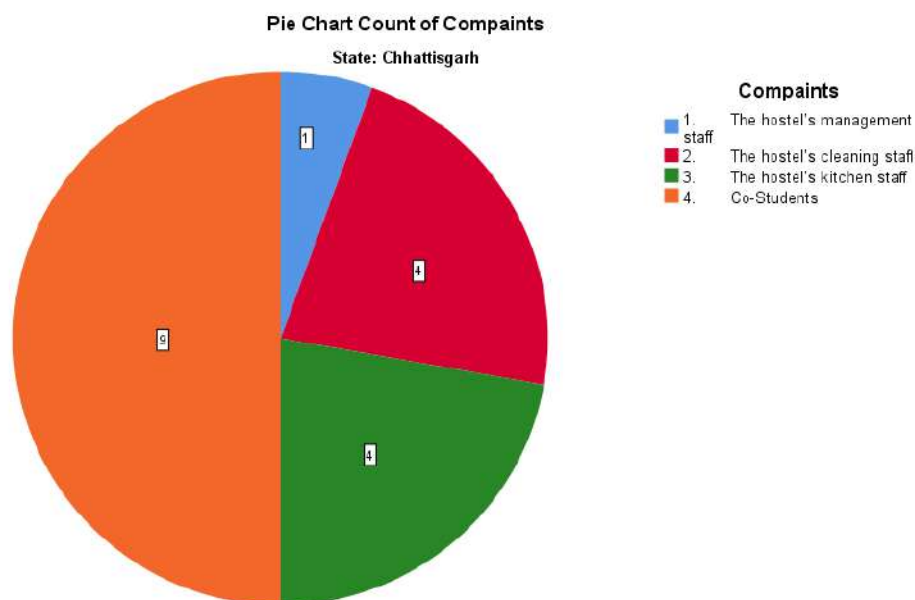
Analysis

The hostel warden shared that majority of the complaints from the students to them concern the co-student's behavior and these complaints are either settled at their own level or forwarded to the school principal. Out of 19, 9 wardens shared that maximum complaints were received regarding behavior of co-students. 4 each

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shared that students complained against cleaning and Kitchen staff. Only one response shows that complaint against the hostel management is there. In Deorikhurd. Masturi, Pathariya and Kabirdham *Ashram*s maximum complaints are concerning cleaning staff and Kitchen staff of the hostel. In Bilaspur, Mungeli and Kabirdham all responses point to complaints regarding co-student behavior. The wardens from the rest of the districts did not answer this question.

Interpretation

Maximum complaints concern the co-students followed by complaints regarding hostel cleaning and Kitchen staff. Wardens also shared that most of these complaints are resolved informally.

8.18 Inspection by Higher Authorities

Monitoring and inspection by higher authorities is one of the important tools to ensure better quality of life in a residential hostel. It not only ensures quality improvement but also enables the administration to get accurate feedback on the programs run by the government.

Figure No. 22: Inspection by Higher Authorities According to the Warden
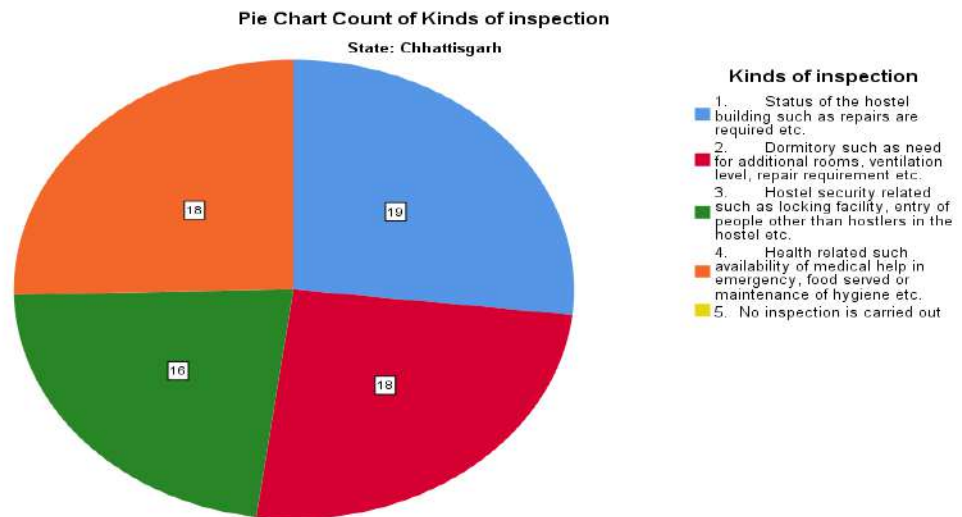
Figure No. 23: Inspection in *Ashram* as per the Administrative Authorities

Simple Bar Count of Kinds of inspection in Ashram

State: Chhattisgarh
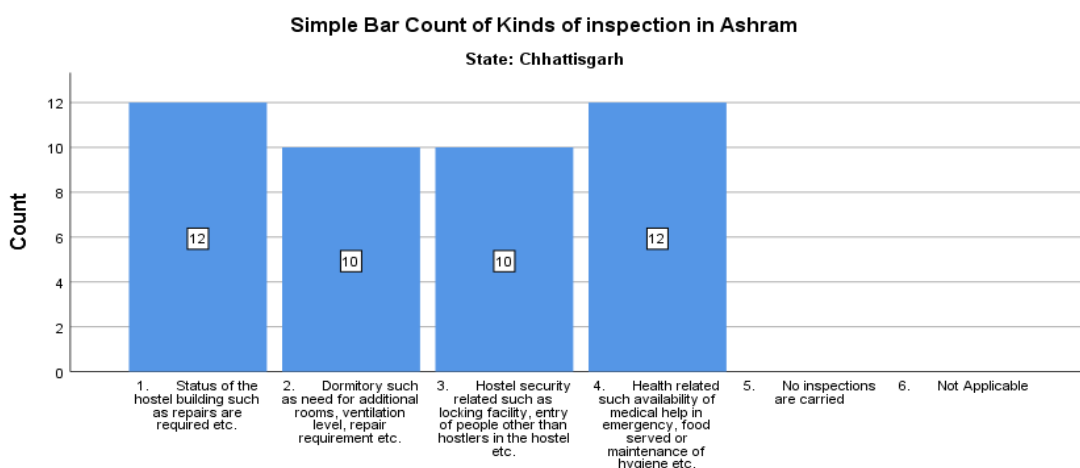
Figure No. 24: Frequency of Reports in *Ashram* as per the Administrative Authorities

25. How often are the inspection reports sent to the higher authority?

State: Chhattisgarh
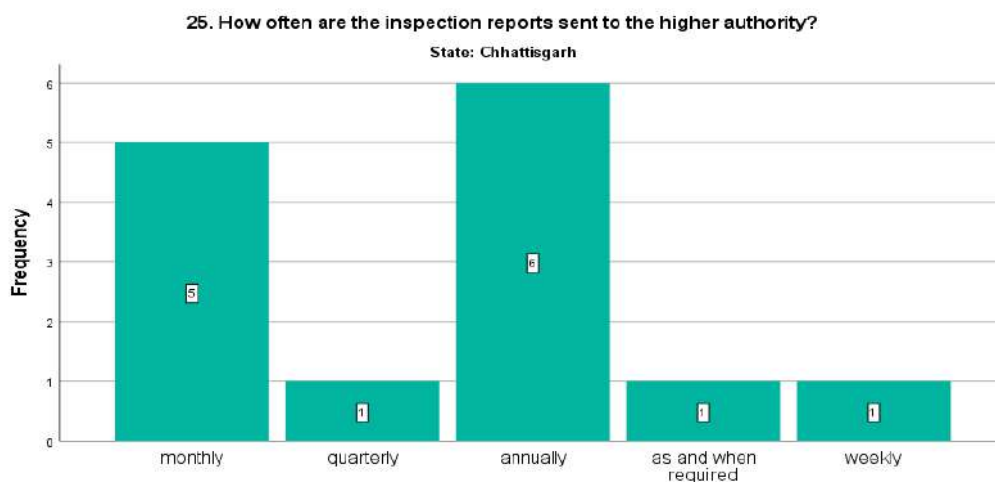
Analysis

Out of 19 all but one warden shared that inspections in *Ashram*s cover the status of the hostel buildings such as repairs. 18 reported that inspections relate to condition of dormitories followed by security, health and hygiene in all the districts. The frequency of inspections is monthly as per the wardens' responses. To the same question 12 out of 14 administrative authorities responded that most of the inspections covered status of hostel buildings and health relayed facilities. 10 stated that inspections covered condition of dormitories and *Ashram* security related issues. 5 shared that no inspections were carried out in the *Ashram*s. The frequency of inspections is either monthly or annual as per the authorities and the inspection reports are also sent at the same intervals.

Interpretation

It is seen that inspections undertaken in the *Ashram*s of Bilaspur, Mungeli, Kanker, Rajnandgaon, Mohla-manpur, Kabirdham cover the state of infrastructure and health and hygiene related matters. However, the state of *Ashram* infrastructure makes one question whether the same are carried out in a routine manner or not. Also, much is desired in terms of quality of such inspections and the follow up to the reports of the monitoring committees.

8.19 Routine After School

In residential school's routine after school plays a very important role in shaping the personality of the children. Many after school activities can address the specific needs of the children and improve their learning outcomes in school.

Table No. 28: Routine After School as per the Student Respondents

State	District	Taluka	Percent of Cases					
			Routine after school					
			1. Participating in Co-curricular activities	2. Participating in Extra-curricular activities (indoor or outdoor sports)	3. Complete my academic work	4. Both Academic work and extra-curricular activities	5. Both Academic work and Co-curricular activities	6. Spending time with friend
Chhattisgarh	Bilaspur	Deorikhurd, Deorikhurd	-	-	50.0%	-	-	100.0%
		Kota, Nevsa	-	-		-	-	100.0%
		Masturi, Malhar	-	-	100.0%	-	-	100.0%
	Mungeli	Lormi, Lamni	-	-	100.0%	-	-	100.0%
		Lorma, Chhaprwa	-	-	100.0%	-	-	100.0%
		Pathariya, Kukudsa	-	-	50.0%	-	-	100.0%
	Kanker	Bhanupratappur, kanhargaon	-	-	80.0%	-	-	100.0%
		Durgukondal, Durgukondal	-	-	100.0%	-	-	100.0%
		Pakhanjur, Badgaon	-	-	100.0%	-	-	100.0%
	Rajnandgaon	Rajnandgaon, Paneka	36.7%	26.7%	56.7%	43.3%	60.0%	16.7%
	Mohla, Manpu	Mohla, Bhijtola	-	-	100.0%	-	-	90.0%

		Amba Chowki, Kaudikasa	10.0%	-	90.0%	-	-	70.0%
		Manpur, Bharitola	70.0%	40.0%	90.0%	-	-	90.0%
	Kabirdham	Bodla, Pandariya	-	-	10.0%	90.0%	-	30.0%
		Out of 161	19	12	115	22	18	124

Analysis

Total 161 students from the *Ashram* school were asked the question regarding their routine after school. 124 shared that they spent time with friends, 115 told that they completed their academic work. And only a handful of 12 and 19 shared that they participated in extra-curricular activities and co-curricular activities respectively.

Interpretation

Student responses from Bilaspur, Mungeli, Kanker, Rajnandgaon, Mohla-Manpur and Kabeerdham revealed that most of them spend time with friends after school and complete academic work. 36.7% from Rajnandgaon and 70% from Manpur shared that they also participated in co-curricular activities after school. The responses reveal that focus on other skills and activities is almost missing in the life of *Ashram* residents and most of them only engage in academic work or spend time with friends.

8.20 Meals Served to Students

Parents choose *Ashram* school for the students as it meets the need for education and food together. A healthy meal serves the nutrition requirements of the students and is required to support the learning that takes place at school. School meals should include items from all food groups and meet the dietary requirements of growing children. Thus, the meals should not only be healthy but tasty as well.

Figure No. 25: Food Items Included in Meals as per Students

Pie Chart Count of Food items served as per students
STATE: Chhattisgarh

Food items served as per students
1. Milk
2. Egg
3. Tea
4. Dal
5. Sabzi
6. Rice
7. Chapatti
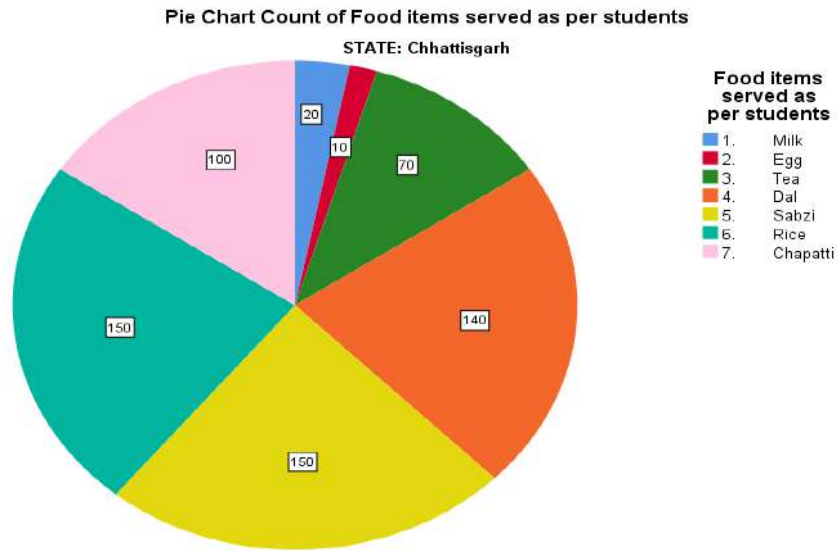
Figure No. 26: Food Item Included in Meals as per Warden's Response

Pie Chart Count of Meals includes
State: Chhattisgarh

Meals includes
1. Milk
2. Egg
3. Tea
4. Dal
5. Sabzi
6. Rice
7. Chapatti
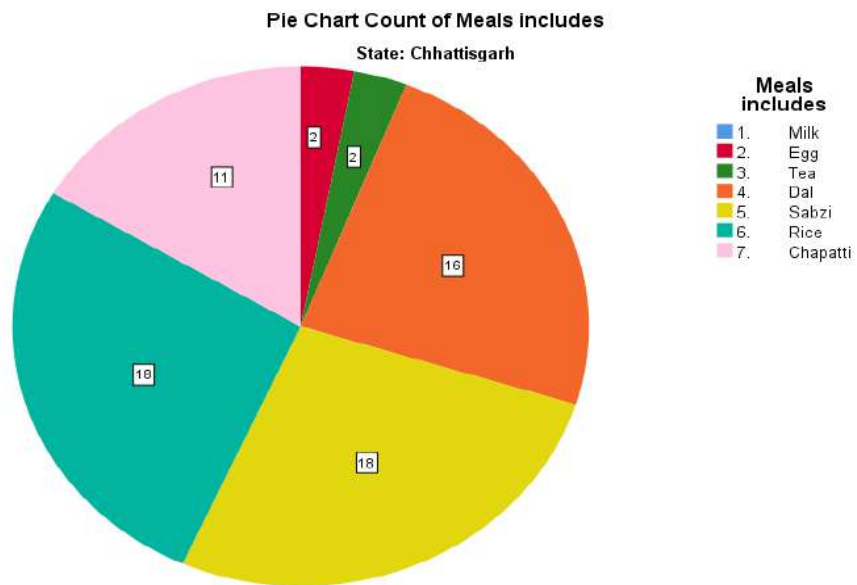
Figure No. 27: Meals Served, and Diet Plan Followed as per the Wardens

Pie Chart Count of Meals served in a day

State: Chhattisgarh

Meals served in a day
1. Breakfast
2. Lunch
3. Evening Snacks
4. Dinner
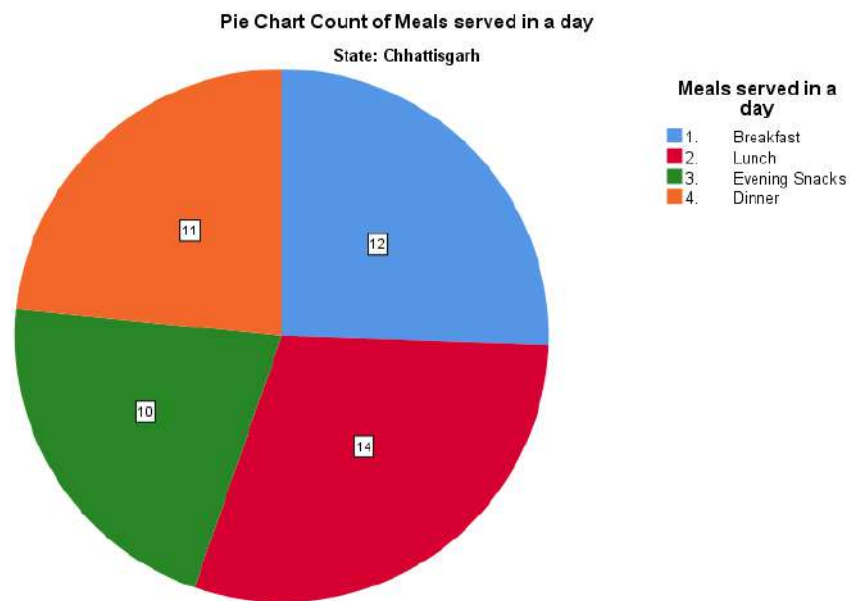
Analysis

Total of 161 students were asked about the food items included in the meals provided at school. As per the responses received 150 students it is seen that primarily sabzi and rice was provided in the meals, 140 shared that Dal and 100 reported that chapati was also provided as part of the meal. While, only 20 and 10 responded positively for the presence of milk and eggs respectively in their diet which were only provided in Pathariya and Rajnandgaon schools.

Wardens' response on school meals also shows that dal, sabzi and rice are the main food items served. Eggs are only served in according to their response Deorikhurd and Lormi schools. Milk is not included in any of the meals.

However, the responses from warden and administrative authorities reveal that diet plan is indeed followed in all the *Ashram* schools of Chhattisgarh.

Interpretation

Basic items like sabzi, rice, chapati are part of the meals provided in school however, eggs and milk are only provided in two schools. Nutritious meals are a statutory requirement as per the P.M Poshak scheme as well. It is known that items like rice and roti are insufficient to meet the dietary requirements of a growing child.

Efforts should be made to ensure that meals should not also provide calories but the desired nutrition to tribal children.

Photograph 3: Kitchen with menu specified in Chhaparwa- Mungeli

Photograph 4: Kitchen in Kukudsa - Bilaspur

Photograph 5: Kitchen in Mohla-Mohla-Manpur- Ambagarh District

8.21 Medical Check-up Camps

8.21.1 Medical Facilities: Regular medical camps are important for ensuring a holistic development of the *Ashram* school children. It is usually carried out by the health department of the state along with coordination with the school administration.

Figure No. 28: Medical Check-up Camps as per the Administrative Authorities
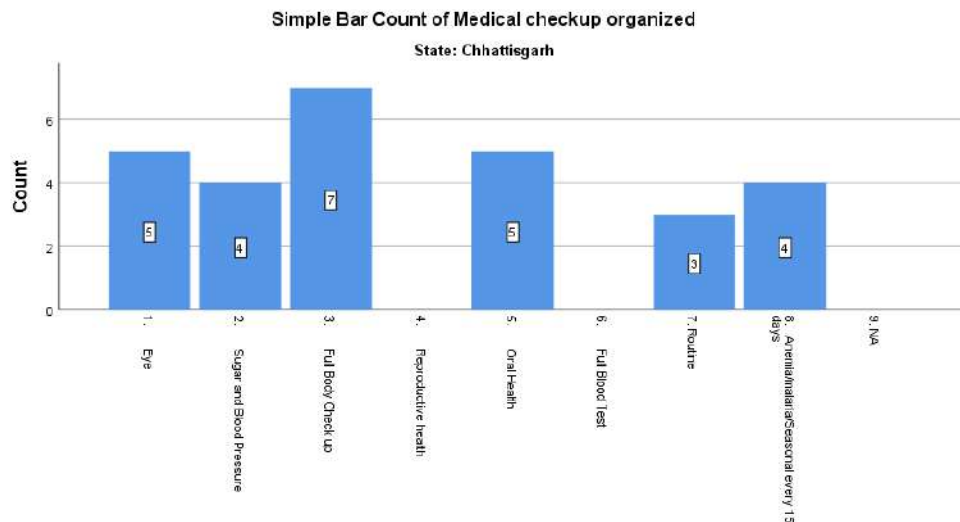
Analysis: A total of 14 administrative authorities from various talukas were interviewed to understand about the medical facilities available to residents of *Ashram* school. 7 stated that full body check-up camps were organized. 5 each shared that oral health and eye checkup camps were organized for the students. First aid in times of emergency was available in all schools covered in the study.

Figure No. 29: Medical Checks ups in Schools as per the students
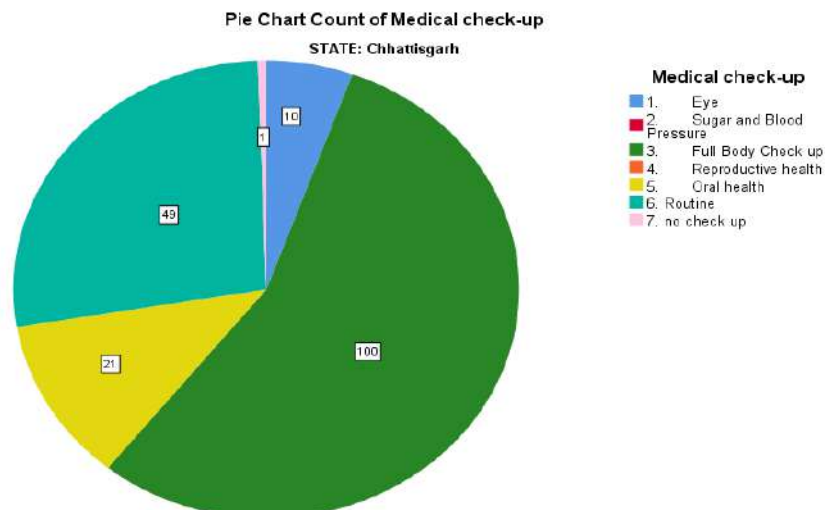
Same question was asked to 161 students of various schools. 100 shared that full body checkup camps were organized in school. 49 reported about regular camps being part of schools. 7 Students from Bodla Pandariya however shared that no camps were organized in the school.

Interpretation: Medical check-ups are a regular part of the *Ashram* school system and predominant responses reveal that full body checkup camps are conducted at regular intervals. Camps on oral health and reproductive health are missing. These camps can be an effective instrument to ensure accessible health services for the children if done regularly and with quality monitoring.

8.22 *Ashram* Routine After School

8.22.1 Activities After School

Since residential schools are a home away from home. It is important that learning extends beyond the school hours. The activities that students of a residential school take up after school offer a range of benefits, they not only help improve the academic skills but also promotes physical, mental well-being, trains them in leadership skills and inculcates a spirit of sportsmanship among them as such it is important that the *Ashram* plans and introduces these activities for the students.

Analysis

Out of 161 student respondents 115 stated that they complete their academic work after school, 124 shared that they spend time with friends. 18 reported to pursue academic work and co-curricular activities after school and 19 responses from Rajnandgaon, Amba-chowki and Baritola- Manpur revealed that students participated in co-curricular activities after school. 26.7% from Rajnandgaon and 40% from Bharitola- Manpur revealed that students undertook indoor and outdoor sports after school.

Interpretation

Students from all the schools covered under the study shared that they mostly complete their academic work and spend time with friends after school. However, the responses of students from Paneka - Rajnandgaon, and Bharitola- Manpur, taluka reveal extra-curricular and co-curricular activities are also taken up beside academic work by students.

Photograph 6: Recreational acitivity at Pandariya- Kabeerdham

Photograph 7: Recreational facility at Deorikhurd - Bilaspur

8.22.2 After school guidance

After school guidance to students of *Ashram* school can address the specific academic and non-academic concerns of the students and help them overcome the challenges that they face at school and in personal life.

Figure No. 30: After School Guidance as per the Teachers

Pie Chart Count of Guidance after school
State: Chhattisgarh
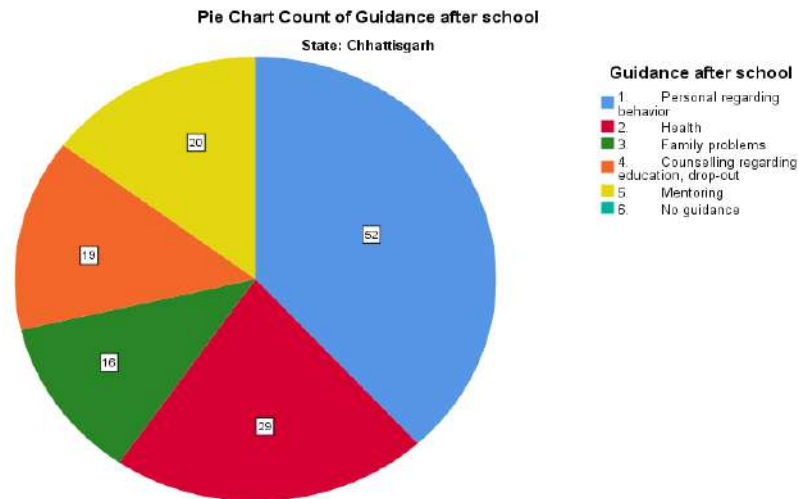
Analysis

A total of 53 teachers were asked to share about the kind of guidance provided to students after school. According to 52 responses guidance pertains to personal behavior of the students, 29 responses reveal that it pertains to health issues, 20 teachers shared that after school guidance in the form of mentoring is given and 16 shared it is around family problems.

Interpretation

Primarily teachers appear to guide students regarding their personal behavior only as seen in all responses from Bilaspur, Mungeli, Kanker, Rajnandgaon and Mohla-Manpur. Health related issues are discussed dominantly in Kanker, Rajnandgaon and Mohla-Manpur. Mentoring after school is only seen to be there in Deorikhurd (20%), Lorma (100%), Durgukondal (100%), Pakhanjur (50%) and Mohla Manpur (100%).

8.23 Facilities Available in *Ashram* School

The aim of setting up *Ashram* schools is to address the educational needs of the students from tribal background. This is done by providing different facilities in the school and *Ashram*. The state government is responsible for providing the

school buildings, furniture, playgrounds, kitchen, washrooms, dress, books, stationary to the students.

Figure No. 31: Facilities Available in *Ashram* School as per the Students

Pie Chart Count of Facilities available
STATE: Chhattisgarh
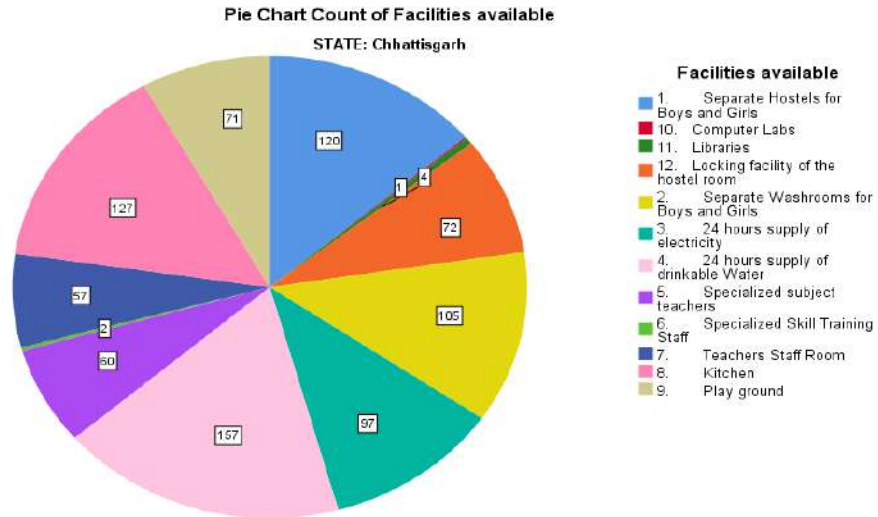
Analysis

Out of 161 students 120 shared there were separate hostels for boys and girls. 105 reported separate washrooms for boys and girls were there and 97 shared that 24 hours supply of electricity was there. 157 shared that 24 hrs. supply of water was there. Only 60 shared that specialized subject teachers were there.

A total of 33.3% respondents from Deorikhurd shared that Library was there in the school, Teacher's staffroom was only there in schools of Bilaspur, Lormi and Rajnandgaon. Computer labs are not there in any of the schools except Rajnandgaon where 3.3% respondents shred that such facility is available

Interpretation

Different facilities concerning basic requirements of the students have been provided in the schools as revealed from the responses of the students. However, facilities required for effective functioning of school like computer labs, specialized skill training staff, specialized subject teachers are not there in all the schools. Even teachers staff room are not there in many schools. Thus, upgradation of existing facilities and introduction of facilities like skilled staff, computer labs are required if *Ashram* schools want to prepare their students to enter the professional world equipped with required skill-sets.

Figure No. 32: Facilities Available in *Ashram* School

Pie Chart Count of Facilities available

STATE: Chhattisgarh

Facilities available

1. Separate Hostels for Boys and Girls
10. Computer Labs
11. Libraries
12. Locking facility of the hostel room
2. Separate Washrooms for Boys and Girls
3. 24 hours supply of electricity
4. 24 hours supply of drinkable Water
5. Specialized subject teachers
6. Specialized Skill Training Staff
7. Teachers Staff Room
8. Kitchen
9. Play ground

Photograph 8: Playground at Nevsa- Bilaspur

Photograph 9: Ramp for disabled students in Chhaparwa-Mungeli

Photograph 10: Open space in Kanker

8.24 Teachers Recognition and Rewards

8.24.1 Incentives for Teachers: Recognition and rewards play an important role in motivating the teachers. It is important that efforts of those teachers who go an extra mile to improve learning outcomes and adopt innovative pedagogies should be duly recognized and rewarded.

Figure No. 33: Good Performance Incentives as per the Teachers Response
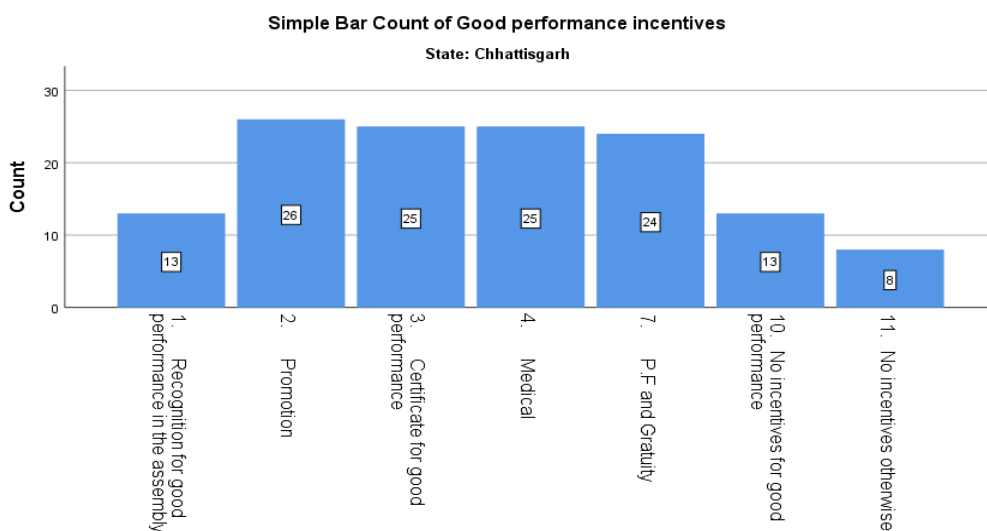
Analysis: Total 53 teachers were interviewed and on the basis of their responses it was analyzed that no incentive for good performance is given to the Teacher respondents from Deorikhurd, Deorikhurd, Kota, Nevsa, Masturi, Lorma, Chhaprwa and Pathariya. As per nine *Ashram* school covered from Kanker, Rajnandgaon, Paneka and Mohla, Bhijtola-Manpur, Bharitola district ,100%

Teacher respondent agrees that promotion, PF, Gratuity, Certificates and Medical are provided as an incentive for good performance and as per six *Ashram* school covered from Kanker, Rajnandgaon, Paneka districts more than 50% of the teachers reported that recognition is given in the school assemblies.

Table No. 29: Incentives for Good performance as per the Administrative Officials

| State | District | Percent of Cases | | | | |
| | | Good performance awards | | | | |
		1. Societal recognition	2.Certificate	3. No incentives offered	4. Increment	5. NA
Chhattisgarh	Bilaspur	100.0%	100.0%	-	100.0%	-
	Mungeli	100.0%	100.0%	-	100.0%	-
	Kanker	-	-	100.0%	-	-
	Rajnandgaon	-	100.0%	-	-	-
	Mohla-Manpur	-	-	100.0%	-	-
	Kabirdham	100.0%	100.0%	-	100.0%	-
	Bastar	100.0%	100.0%	-	100.0%	--
	Pendra	-	-	-	-	100.0%
	Out of 14	5	6	6	5	1

Analysis

The same question was posed to 14 administrative officers of the Tribal welfare department. 6 of them shared that certificate is given in recognition of good performance of the teachers. And equal number however shared that no incentives for good performance are there. 5 stated that societal recognition and increment are the incentives for good performance. No incentives were reported from Kanker, Mohla Manpur and Pendra *Ashram* schools.

Interpretation

Certificate for good performance is given to the teachers in recognition of their efforts. The responses reflect poor understanding on the part of teachers with regard to possible incentives for good performance. Many of them consider statutory emoluments like medical, Provident fund and Gratuity as incentives. In some of the school no incentives were there.

8.25 Teaching Pedagogy and Medium of Instruction

Teaching pedagogies and medium of instruction play an important role in student attention to the class-based learning as such teachers and students were asked about the same. It was reported and analysed that Hindi language is used as a

medium of instructions. Sanskrit is not given to anyone, not as an optional subject also.

Figure No.34: Teaching Methods Adopted in *Ashram* School

Pie Chart Count of Teaching method
State: Chhattisgarh

Teaching method
1. Writing Exercise
2. Reading Text books
3. Writing on Black board
4. Ask bright students to teach
5. Encouraging student interaction
6. Asking questions after explaining
7. Game method
8. Story-telling
9. Role play
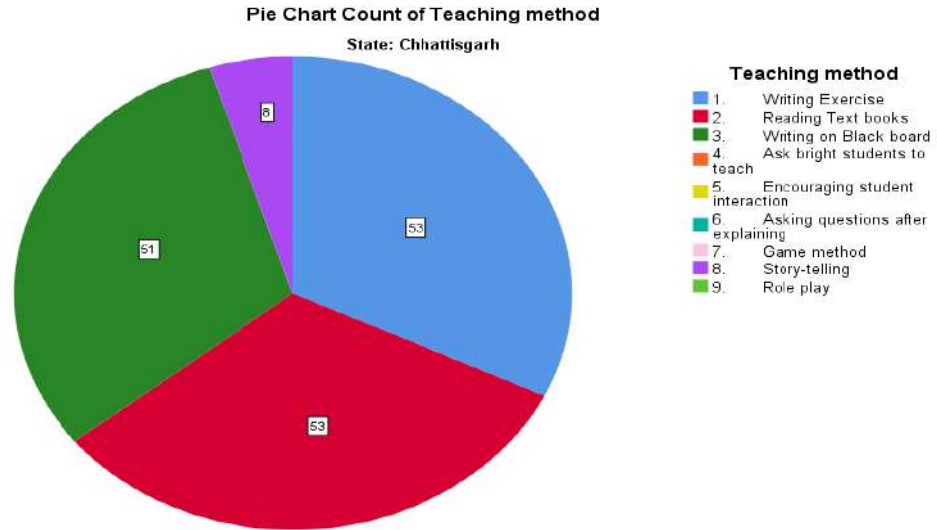
8.25.1 Teaching Pedagogy

Analysis

Questions on the basic teaching method followed was asked from 53 teachers of 15 schools and as per the responses received from all the teachers, writing exercises, reading textbooks, writing on the blackboard are the main teaching methods followed in schools selected from Bilaspur, Mungeli, Kanker, Rajnandgaon, Paneka and Mohla, Bhijtola-Manpur district. All the teachers of Kota, Nevsa (Bilaspur) and Lorma, Chhaprwa (Mungeli) school agrees that story-telling method is used.

Interpretation

Thus, one can see that teachers in *Ashram* school have been using traditional teaching pedagogies like reading from books, writing on the blackboard. Innovative pedagogies like role play, game method is not followed in any school. Story telling is used in only two schools from Bilaspur and Mungeli.

8.25.2 Medium of Instructions

Medium of Instruction is important issue in Tribal children's education as they have a distinct entity and language of their own. In order to sustain the interest of students in schools it is important that they are taught in the language most suitable

to their culture and identity as such question regarding medium of instruction was posed to the Teachers.

Analysis

Out of 53 interviewed for the question. 35 responded that Hindi was the medium of instruction, 26 shared that state's regional language is used as medium of instruction. As per the response of all the teachers from Kanker, Rajnandgaon, Paneka, Mohla, Bhijtola-Manpur, Bharitola districts state's regional language is the medium of instruction in schools. As per the response of teachers from Bilaspur and Mungeli districts Hindi is the medium of instruction. Masturi is the only taluka where English is also used as medium of instruction according to the teacher's response.

Interpretation

According to the respondents, the medium of instruction and evaluation in all the districts is Hindi language. It may be noted that even though as per Chhattisgarh State Education Board, Sanskrit is one of the subject, but not seen Sanskrit as a subject at the visited schools.

8.26 Problems in the Functioning of *Ashram* Schools

The question regarding problems faced in the functioning of *Ashram* school was posed to two primary stakeholders namely Principal, Teachers to understand from their experience what are the most pressing concerns in the *Ashram* schools.

Figure No. 35: Problems in the Functioning of the School
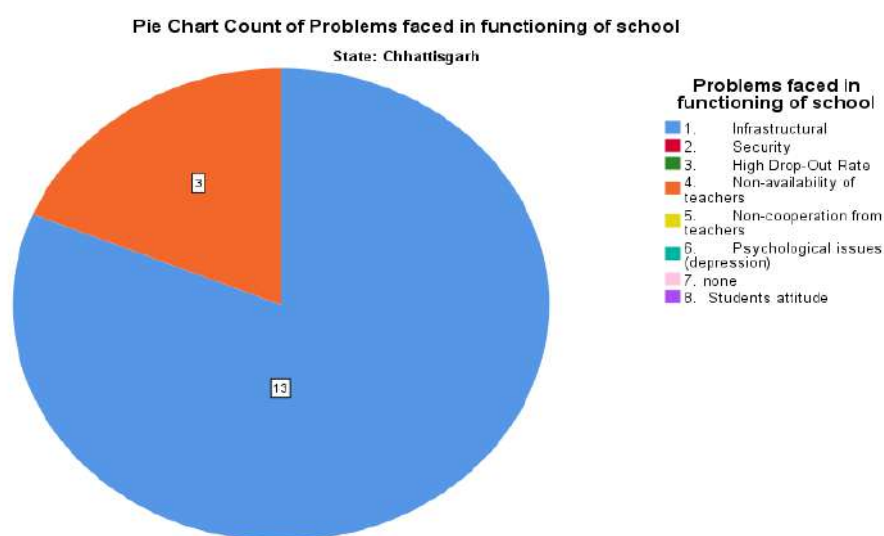
Analysis

Out of 14 principals 13 responded that infrastructure is the main problem. Three principals from Deorikhurd, Lormi and Dongargarh maintained that non availability of teachers is a major challenge in running the school.

Figure No. 36: Problems Faced in the functioning of *Ashram* school as per Teachers

Pie Chart Count of Problem faced
State: Chhattisgarh

Problem faced
1. Infrastructural
2. Security
3. High Drop-Out Rate
4. Disinterested students
5. Language Barrier
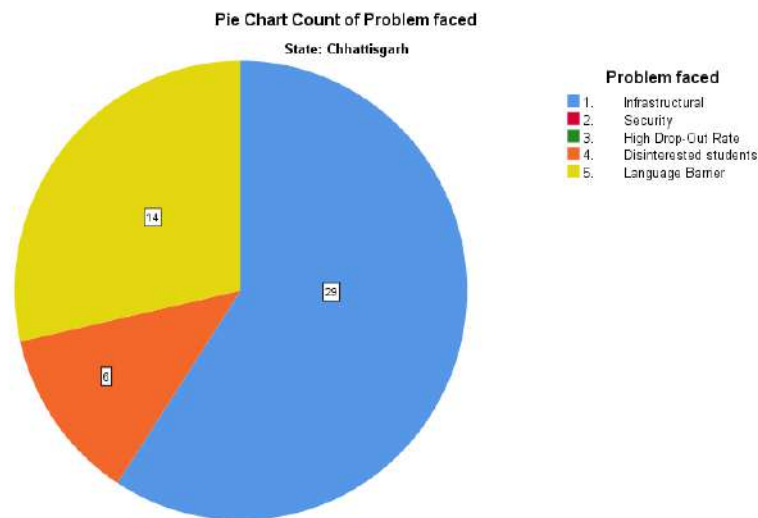
Analysis

A total of 53 teachers from all the schools under study were posed the same question 29 of them maintained that infrastructure indeed was the major challenge. 14 shared that language barrier is the main concern and 6 felt that disinterested students also pose a challenge.

Language barrier was reported from schools in Deorikhurd, Kota, Nevsa, Masturi, and Lorma and Disinterested students were there in Deorikhurd and Kota, Nevsa.

Photograph 11: Classroom condition in Bharrtitola,

Photograph 12: Condition of the classroom, plain walls in Newsa- Bilaspur

Photograph 13: Students are barefoot, the floor is dirty in Newsa-Bilaspur

Photograph 14: Conditions of classrooms in Kanker

Interpretation

By co-relating the responses of both Principals and teachers one can clearly see that the dominant challenge to *Ashram* school functioning is indeed posed by poor infrastructure. There is an urgent need to strengthen the school facilities like buildings, classrooms, furniture. washroom facilities etc. Even the Right to education Act, 2009 mandates schools to have provision for facilities like safe buildings, playgrounds, classrooms, furniture, clean and safe drinking water.

8.27 Few questions pertaining to the *Ashram* school were specifically asked to the administrative authorities from Tribal welfare department of the state. These officials are responsible for all the logistic

8.27.1 Skill Development Activities

Contemporary education should be focused not only on academics but also on skill building. Introducing skill-based training in the schools prepares future ready children and helps them face the real-world challenges confidently. The strengths of tribal children like agility, physical endurance, creativity, knowledge of traditional medicines can be honed properly if trained well in skills early on by the *Ashram* schools. Thus, question relating to skill development was asked to both teachers and administrative officers.

Figure No. 37: Skill Development Activities

Simple Bar Count of Skill development programmes
State: Chhattisgarh
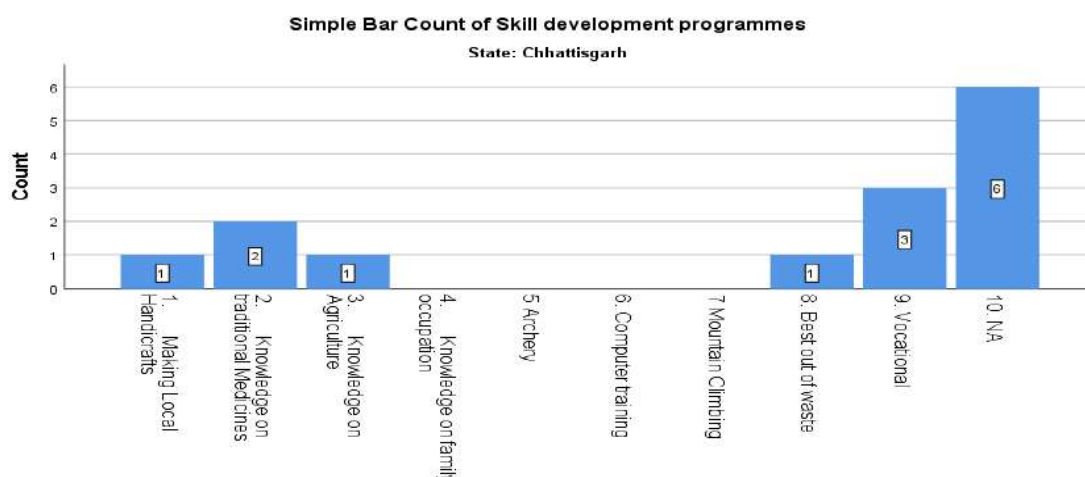
Analysis

Out of 14 officers, six reported that they have no idea about skill development initiatives, three shared that vocational training is included as part of skill development, two stated that knowledge on traditional medicines is given under skill development and one each shared that knowledge on agriculture and best out of waste is included in it. Interestingly all the responses showing efforts towards skill development came from Bastar an LWE district and Kabirdham.

Interpretation

The responses clearly establish that minimal efforts have been undertaken towards skill development in the *Ashram* schools under study. The National Education Policy 2020 is geared towards incorporating skill-based training in education. By 2025 at least 50% students in schools and higher education should have exposure to skill-based training. Keeping the mandate of the policy in mind all *Ashram* schools should work towards this.

8.27.2 Improvement in Taluka Since the Establishment of *Ashram* School

The *Ashram* schools have been established to facilitate educational access to children belonging to tribal population inhabiting the forests. In order to understand the long-term impact of education in *Ashram* school on the surrounding areas one needs to see what all improvements have been observed in the taluka since the establishment of *Ashram* school.

Figure No. 38: Improvement in Taluka Since the Establishment of *Ashram* School

Simple Bar Count of improvement in taluka

State: Chhattisgarh
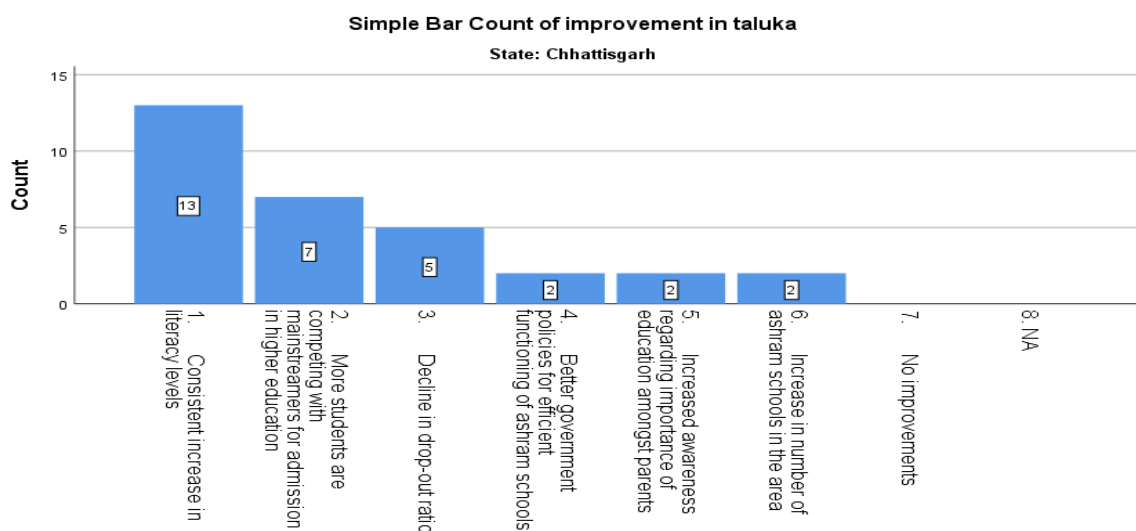
Analysis

Out of 14 respondents 13 reported that there has been a consistent increase in literacy levels in the taluka. 7 shared that more students are being integrated into the mainstream, 5 reported that decline in drop-out ratio is there and 2 each reported about increase in awareness regarding importance of education amongst parents along with increase in number of schools in the area.

Consistent increase in literacy levels were reported from Bilaspur, Mungeli, Kanker, Rajnandgaon, Manpur, Kabirdham, Bastar and Pendra. All responses from Kanker, Manpur and Bastar shared that students are competing with mainstreamers for admission in higher educational institutes. Increased awareness regarding importance of education was reported from Bastar and Pendra.

Interpretation

The responses reveal there is consistent increase in literacy level and students are increasingly competing with mainstreamers in higher education.

8.27.3 Barriers in Integration

To understand the *Ashram* school system, one also needs to understand the social and economic factors surrounding the life of the students since they are likely to have a far-reaching effect on the ability of children to access education. There are multiple challenges to the education of children from tribal belt.

Figure No. 39: Barriers in Integration

Simple Bar Count of Barriers in integration
State: Chhattisgarh
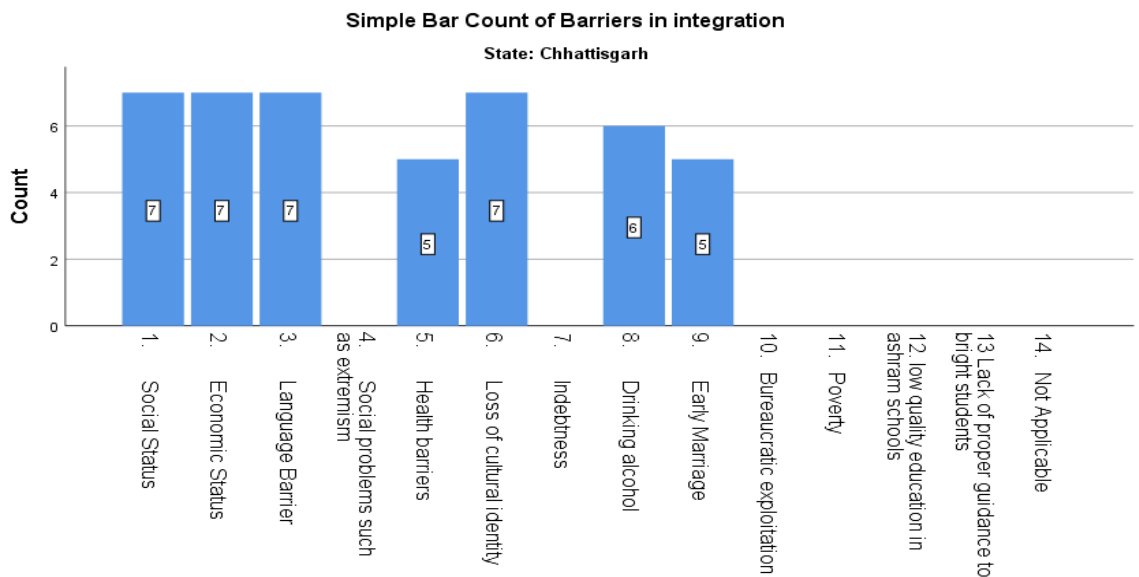
Analysis

Social status, economic status and language barrier are considered as major barriers in integration by 7 out of 14 officials. These 7 responses were mainly of officials from Bilaspur, Mungeli, Kanker, Rajnandgaon, Mohla Manpur, Kabirdham and Bastar districts.

7 respondents from Mungeli, Kanker and Manpur recognized that language and loss of cultural identity also pose a challenge in integration of the students. 5 considered health and early marriage to be barriers in integration.

Same question was posed to the alumni and they shared that Inferiority complex from mainstreamers is one of the main barriers in integration of the tribal children in all the talukas except Deorikhurd, Deorikhurd.

Alumni from Deorikhurd, Deorikhurd, Dongargaon, Dongargaon and Amba Chowki, Kaudikasa taluka believe that societal problems such as early marriage, drinking alcohol and extremism is responsible for the same. Majority of the alumni from all the district also shared that the quality of education imparted in the *Ashram* school is also the barriers in integration.

Interpretation

The responses reflect that there are multiple challenges to integration of tribal children. Significant number of officers concur that Social and economic status of parents, language and loss of cultural identity are the main challenges. Drinking

alcohol and early marriage seem to be obstacles to integration as per the responses from Kanker and Mohla-manpur. Thus, most of the barriers pertain to social and economic position of the parents and language and loss of cultural identity. The governmental efforts must be geared towards addressing these inhibitions if *Ashram* school education has to achieve its goal of integration of tribal children into the mainstream.

Alumni: Certain questions pertaining to problems in the area and barriers to integration were posed to Parents and Alumni both since they bring an outer world view to the school.

8.27.4 Social Problems in Taluka

Analysis

Out of 30 alumni interviewed for the study 26 shared that loss of cultural identity poses a problem in the area. 25 shared that drinking alcohol and early marriage are the main problems while 21 and 22 maintained that poverty and health issues are the social problems in the area. In Pathariya according to 50% of the alumni indebtness is also prevalent problem of that area. 50% from Amba Chowki and Manpur Bharitola maintained that bureaucratic exploitation is a concern too.

Thirty parents were interviewed for the same question and according to all of them major problems in Mungeli, Kanker, Rajnandgaon, Paneka, Mohla, Bhijtola-Manpur, Bharitola pertain to drinking alcohol, early marriage, health and poverty. According to parents belong to Deorikhurd, Deorikhurd taluka of Bilaspur district drinking alcohol and early marriage seem to be main Loss of identity is another problem prevails in Kota, Nevsa, Masturi and Lormi, Lamni talukas.

Figure No. 40: Social Problems in the Area as per Alumni

Simple Bar Count of Problems in Area

State: Chhattisgarh

Count

30 — 20 — 10 — 0

1. Extremism —
2. Drinking alcohol — 25
3. Early marriage — 25
4. Poverty/ Lack of adequate sources of income — 21
5. Health issues — 22
6. Loss of cultural identity — 26
7. Bureaucratic exploitation — 2
8. Indebtness — 1
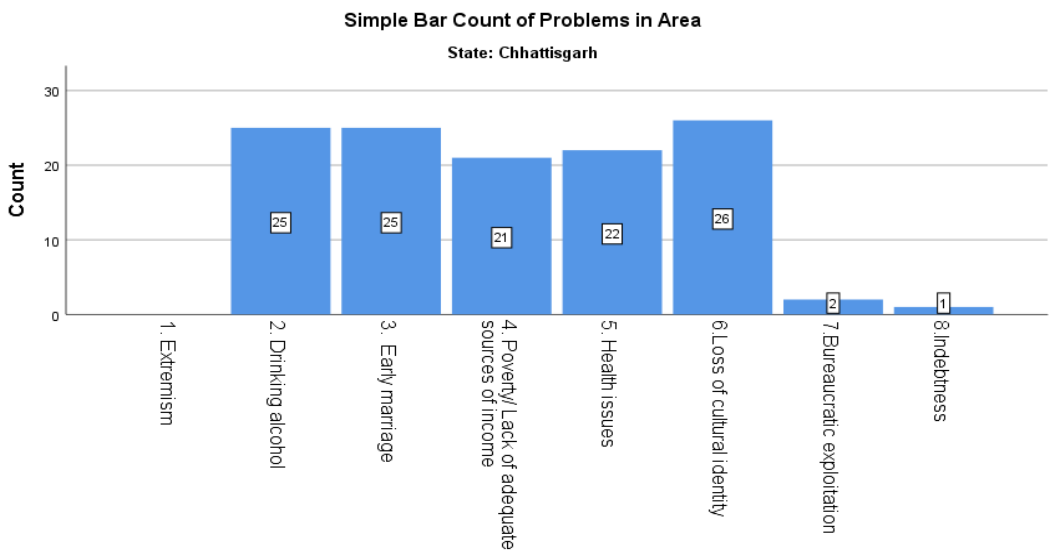
Figure No. 41: Social Problems in Area as per parents

Simple Bar Count of Problems in the area

State : Chhattisgarh

Count

30 — 20 — 10 — 0

1. Extremism —
2. Drinking Alcohol — 22
3. Early Marriage — 29
4. Poverty/Lack of adequate sources of income — 26
5. Health related — 26
6. Bureaucratic exploitation —
7. Indebtness —
8. Loss of identity — 4
9. Disassociation from parent's work —
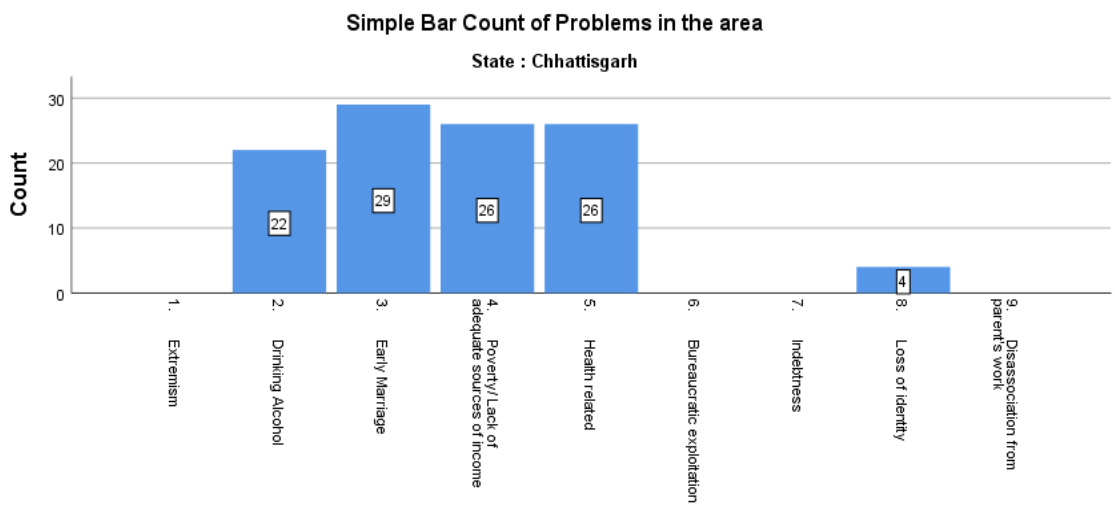
Interpretation

Drinking Alcohol and Early marriage, and loss of cultural identity are the main problems in all the Talukas covered in Chhattisgarh.

CHAPTER 9

A COMPARATIVE ANALYSIS OF THE WORKING OF *ASHRAM* SCHOOLS LOCATED IN THE THREE INTERSECTING DISTRICTS OF MAHARASHTRA, MADHYA PRADESH AND CHHATTISGAH

Background

A doctrinal and an empirical study was conducted in order to analyze the working of *Ashram* schools located at the inter-state borders of Maharashtra, Madhya Pradesh and Chhattisgarh. The empirical study was conducted in total of 19 districts. These districts intersect with one district of other state. In this list, there are three districts which intersect with two districts of two different states. They are Gondiya- Maharashtra, Balaghat from Madhya Pradesh and Rajnandgaon from Chhattisgarh.

This chapter will mainly highlight the differences relating to the working of *Ashram* schools located in these three districts of Maharashtra, Madhya Pradesh and Chhattisgarh, intersecting each other. These districts have forest areas and have tribal community thus, *Ashram* Schools are also available.

Table No. 1: Districts Sharing Borders with Two States

State	District	Sharing border with
Maharashtra	Gondiya	Chhattisgarh on the east and Madhya Pradesh towards the north
Madhya Pradesh	Balaghat	Maharashtra to the south and Chhattisgarh to the east
Chhattisgarh	Rajnandgaon	Madhya Pradesh towards North-west and Maharashtra towards South-West

9.1 Commonalities

Even though the states are different, there are few similarities amongst these districts. Gondiya was one of the district which was affected with LWE until recently. Balaghat and Rajnandgaon are still recognized as LWE affected districts. Even though Balaghat and Rajnandgaon are belonging to the states where Hindi speaks more, however, in both districts, Marathi speaking people will also be seen

and in Gondiya, one will find Hindi speaking people.

As per census 2011, Gondiya is spread across 5,234 sq. kms constituting of a population of 13,22, 507 people. It accounts for 1.7% and 1.18% of the total state's area and population respectively. Out of the total district's population 16.2% scheduled tribes inhabit here. It records a literacy rate of 84.95% including of 94.05% male literates and 77.89% female literates. The spoken languages include of Marathi, Hindi, Pawari, Gondi, Chhattisgarhi, Marwari, Sindhi and Bengali.

As per Census 2011, Balaghat occupied an area of 9245 sq.km with a total population of 1,707,698 people constituting to 2.17% of the total state's population. The Scheduled Caste and Scheduled Tribe make around 7.37% and 22.51% of the total population. The district's literacy rate was recorded at 78.29%. The languages commonly spoken within the district are Hindi, Marathi, and Chhattisgarhi and few other. As per the Forest Survey of India, 2021 report 53.34% of the district's area is covered by forest.

As per Census 2011, Rajnandgaon occupies an area of 8070.25 sq. km constituting of a total population of 15,37,133 people. The district's average literacy rate was 75.96%. The scheduled caste and scheduled tribe communities inhabiting the district accounted to approx. 10 % and 23% of the total district's population respectively. The languages commonly spoken within the district are Chhattisgarhi, Hindi, as also Marathi amongst few other languages.

Thus, comparatively the area of Balaghat is more than Rajnandgaon followed by Gondiya. However, literacy rate of Gondiya is more than Balaghat followed by Rajnandgaon. Rajnandagoan is having more scheduled tribe population in comparison to Balaghat followed by Gondiya.

With this background, let us see the working of *Ashram* Schools in Gondiya, Balaghat and Rajnandgaon. As mentioned in earlier chapters, three Ashram School and three *Ashram* are visited from three talukas of each district. In Gondiya, covered *Ashram* school and *Ashram* from Salekasa, Gondiya and Sadak-Arjuni. From Balaghat covered Birsa, Baihar and Balaghat, and from Rajnandgaon covered *Ashram* School from Rajnandgaon, Dongargarh, and Dongargaon.

Before beginning, for ready reference, let us see the sampling design. These district's sampling design was given in its respective state-based chapter.

Table No.2: Sampling Design of Gondia, Balaghat and Rajnandgoan

District	Gondia	Balaghat	Rajnandgaon
Principal	3	3	3
Teacher	15	8	9
Students	30	30	30
Warden	4	3	4
Alumni	4	6	6
Parent	6	6	6
Administrative Authority	1	3	1
Total	**63**	**59**	**59**

The analysis and interpretation are as follows

9.2 The Functioning of the *Ashram* Schools and Problems in their Working

Analysis

To analyze the functioning and problems encountered by the *Ashram* Schools located in Gondiya, Balaghat, and Rajnandgaon, the categories of the respondents of *Ashram* schools were interviewed. Questions based on the status of classrooms, meals served, medical facilities, basic facilities offered in school and hostel, maintenance of security, frequency and kind of inspection conducted and functioning problems were asked. Based on the above, the following was analyzed:

9.2.1 Conditions of Classrooms

Table No. 3: Student's Response on Condition of Classrooms

STATE	District				Responses N	Responses Percent	Percent of Cases
Maharashtra	Gondiya	Classroom condition	1.	Well ventilated	26	31.0%	86.7%
			2.	Blackboard Facility	29	34.5%	96.7%
			3.	Sufficient space to accommodate students	29	34.5%	96.7%
		Total			84	100.0%	280.0%
Madhya Pradesh	Balaghat	;'	1.	Well ventilated	30	37.5%	100.0%
			2.	Blackboard Facility	30	37.5%	100.0%
		Classroom condition	3.	Sufficient space to accommodate students	20	25.0%	66.7%
		Total			80	100.0%	266.7%
Chhattisgarh	Rajnandgaon	Classroom condition	1.	Well ventilated	30	39.0%	100.0%
			2.	Blackboard Facility	30	39.0%	100.0%
			3.	Sufficient space to accommodate students	17	22.1%	56.7%
		Total			77	100.0%	256.7%
Total 100% of the student respondents of Balaghat, Madhya Pradesh and Rajnandgaon, Chhattisgarh responded that the classrooms are well-ventilated have blackboard facilities% and 66.7% of the student respondent groups from Gondiya, Maharashtra and Balaghat, Madhya Pradesh have responded that the classrooms have sufficient space to accommodate all the students as compared to 56.7% in Chhattisgarh.							

Interpretation

The classrooms in Rajnandgaon, Chhattisgarh are small in size and are insufficient to accommodate all students.

9.2.2 Conditions of dormitories

Figure No.1: Warden's Response to Dormitory's Condition in Intersecting Districts
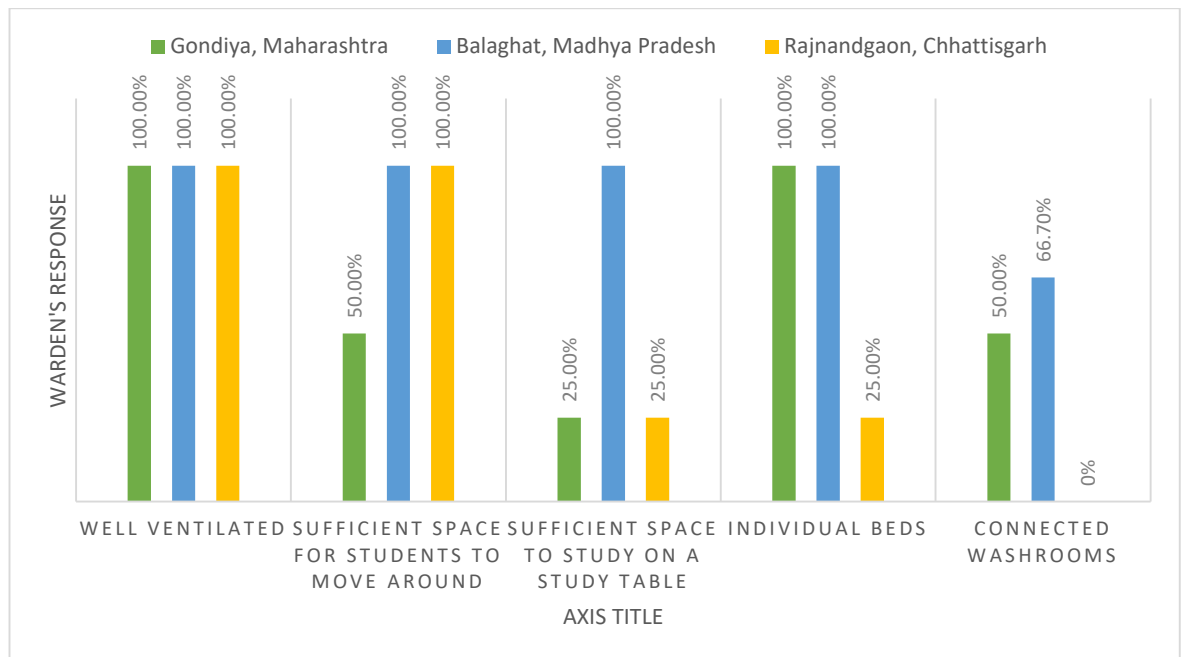
Total 100% of the warden respondent groups of Balaghat, Madhya Pradesh and Gondiya, Maharashtra have stated that there are individual beds in dormitories as compared to 25% of the responses received from Rajnandgaon, Chhattisgarh. 66.7% of this respondent group from Balaghat, Madhya Pradesh and 50% from Gondiya, Maharashtra have responded that there is a facility of connected washrooms in the *Ashram* hostels while the same is missing in Rajnandgaon, Chhattisgarh. 100% of the respondents from Balaghat, Madhya Pradesh have responded that there is sufficient space to move around in the dormitory as compared to 50% in Gondiya, Maharashtra and 25% in Rajnandgaon, Chhattisgarh.

Table No. 4: *Ashram* Warden's Response on Facilities available in *Ashram*s

State	District				N	Percent	Percent of Cases
				Responses			
Maharashtra	Gondiya	Facilities available in Hostel	1. Separate hostels for boys and girls		1	5.9%	25.0%
			2. Separate washrooms for boys and girls		4	23.5%	100.0%
			3. 24-hour supply of electricity		4	23.5%	100.0%
			4. 24-hour supply of Filtered Water		4	23.5%	100.0%
			5. Emergency medical first aid kit		4	23.5%	100.0%
		Total			17	100.0%	425.0%
Madhya Pradesh	Balaghat	Facilities available in Hostel	1. Separate hostels for boys and girls		3	20.0%	100.0%
			2. Separate washrooms for boys and girls		3	20.0%	100.0%
			3. 24-hour supply of electricity		3	20.0%	100.0%
			4. 24-hour supply of Filtered Water		3	20.0%	100.0%
			5. Emergency medical first aid kit		3	20.0%	100.0%
		Total			15	100.0%	500.0%
Chhattisgarh	Rajnandgaon	Facilities available in Hostel	1. Separate hostels for boys and girls		3	15.8%	100.0%
			2. Separate washrooms for boys and girls		3	15.8%	100.0%
			3. 24-hour supply of electricity		3	15.8%	100.0%
			4. 24-hour supply of Filtered Water		3	15.8%	100.0%
			5. Emergency medical first aid kit		3	15.8%	100.0%
			6. Library		1	5.3%	33.3%
			7. Common area		1	5.3%	33.3%
			8. playground		1	5.3%	33.3%
			9. Smart Class		1	5.3%	33.3%
		Total			19	100.0%	633.3%

Analysis

Total 100% of the warden respondent groups from all three states have responded that there are separate hostels and washrooms for boys and girls with 24-hour supply of electricity and filtered water. An emergency medical first aid kit is always present. 33.3% of the respondent group from Chhattisgarh have stated that the hostel provides students with a library, common area, playground and a smart class.

Interpretation

The hostel facilities provided in Rajnandgaon, Chhattisgarh is poor, the room sizes are small and there is no facility for connected washrooms. Additional facilities such as a library, common area, playground and smart class shall be available in *Ashram* schools in Gondiya, Maharashtra and Balaghat, Madhya Pradesh.

9.2.3 Meals Served

Table No. 5 Principal's Response on Whether a Diet Plan is followed in *Ashram* School

State	District			Responses		Percent of Cases
				N	Percent	
Gondiya, Maharashtra	Gondiya	Diet Plan[a]	YES, diet plan is followed	3	100.0%	100.0%
		Total		3	100.0%	100.0%
Madhya Pradesh	Balaghat	Diet Plan[a]	YES, diet plan is followed	3	100.0%	100.0%
		Total		3	100.0%	100.0%
Chhattisgarh	Rajnandgaon	Diet Plan[a]	YES, diet plan is followed	3	100.0%	100.0%
		Total		3	100.0%	100.0%

As per 100% principal respondent group response, a diet plan is followed for the students.

Figure No. 2: Principal's Response on Meals served in a day in Intersecting Districts
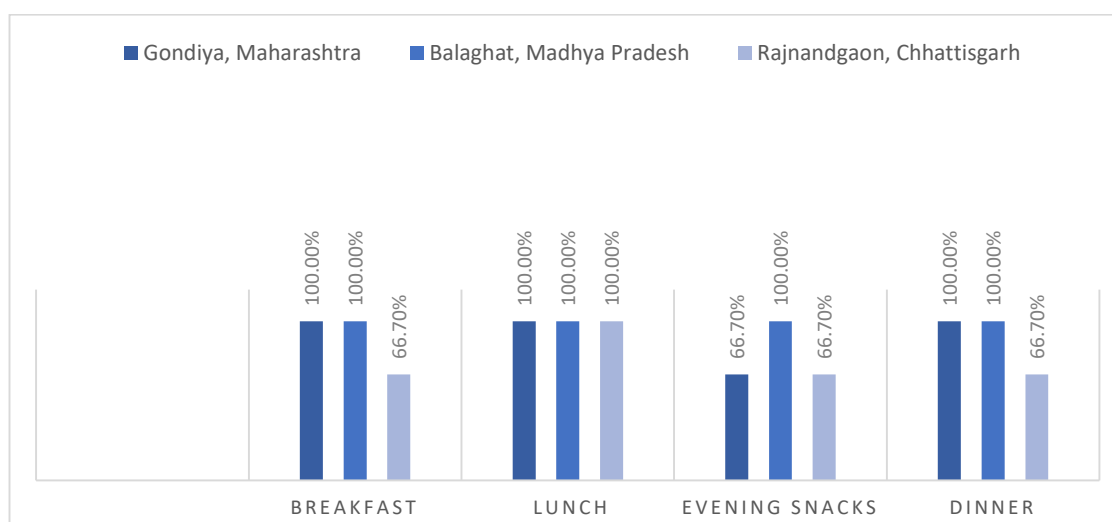
Total of 100% of the principal respondents of Gondiya, Maharashtra and Madhya Preash have responded that breakfast, lunch and dinner is served to the students. 100% of the principal respondent of Rajnandgaon, Chhattisgarh have responded

that lunch is served while 66.7% of this respondent group has responded that breakfast, dinner and evening snacks are served to the students.

Table No. 6: Warden's Response on Meals served in a day in Intersecting districts

State	District				Responses N	Percent	Percent of Cases
Maharashtra	Gondiya	Meals served in a day^a	1.	Breakfast	4	30.8%	100.0%
			2.	Lunch	4	30.8%	100.0%
			3.	Evening Snacks	1	7.7%	25.0%
			4.	Dinner	4	30.8%	100.0%
		Total			13	100.0%	325.0%
Madhya Pradesh	Balaghat	Meals served in a day^a	1.	Breakfast	3	25.0%	100.0%
			2.	Lunch	3	25.0%	100.0%
			3.	Evening Snacks	3	25.0%	100.0%
			4.	Dinner	3	25.0%	100.0%
		Total			12	100.0%	400.0%
Chhattisgarh	Rajnandgaon	Meals served in a day^a	1.	Breakfast	3	25.0%	100.0%
			2.	Lunch	3	25.0%	100.0%
			3.	Evening Snacks	3	25.0%	100.0%
			4.	Dinner	3	25.0%	100.0%
		Total			12	100.0%	400.0%

Warden's Response (Q. 14)

Table No. 7: Warden's Response on Menu of the Meals Served in a day in Intersecting Districts

State	District				Responses N	Percent	Percent of Cases
Maharashtra	Gondiya	Food items^a	1.	Milk	2	9.1%	50.0%
			2.	Egg	4	18.2%	100.0%
			4.	Dal	4	18.2%	100.0%
			5.	Sabzi	4	18.2%	100.0%
			6.	Rice	4	18.2%	100.0%
			7.	Chapatti	4	18.2%	100.0%
		Total			22	100.0%	550.0%
Madhya Pradesh	Balaghat	Food items^a	4.	Dal	3	25.0%	100.0%
			5.	Sabzi	3	25.0%	100.0%
			6.	Rice	3	25.0%	100.0%
			7.	Chapatti	3	25.0%	100.0%
		Total			12	100.0%	400.0%
Chhattisgarh	Rajnandgaon	Food items^a	4.	Dal	3	25.0%	100.0%
			5.	Sabzi	3	25.0%	100.0%
			6.	Rice	3	25.0%	100.0%
			7.	Chapatti	3	25.0%	100.0%
		Total			12	100.0%	400.0%

Warden's Response (Q. 15)

All, 100% of the warden respondent group from all three inter-state districts have stated that Dal, Sabzi, Rice and Chapati are served to the students during breakfast, lunch and dinner. 100% of this respondent group from Gondiya, Maharashtra has responded that egg is served and 50% has responded that milk is also served. No such response is received from Balaghat of Madhya Pradesh and

Rajnandgaon of Chhattisgarh. Total 100% of the respondent group from Madhya Pradesh have responded that evening snacks is served to the students are compared to 25% in Gondiya, Maharashtra.

Interpretation

The staple diet is served to the students. In Rajnandgaon, Chhattisgarh, students accommodating in different *Ashrams* can study in the same school and vice-a versa. Thus, the schools provide the students with lunch while the *Ashram* serves rest of the meals. Egg is only served in Gondiya, Maharashtra. It may be interpreted that nutritious food, like egg, milk etc. is not served in Rajnandgoan, thus it is lagging behind in the journey from food to nutritious food.

9.2.4 Medical Facilities Available

To analyze the medical facilities available in *Ashram* schools in Gondiya, Maharashtra, Balaghat, Madhya Pradesh and Rajnandgaon, Chhattisgarh, the principal, students, teachers and parents of these schools were interviewed on the basis of the kind of medical camps organized and medical help provided in case of emergency.

9.2.4.1 Kind of Medical Camps Organized

The kind of medical camps organized in *Ashram* school was analyzed based upon responses received from question no. 24 of the student's Interview Schedule. The analysis is as follows:

Table No. 8: Student's Response on Kinds of Medical Checkup Camps organized in Intersecting Districts

STATE	District				Responses		Percent of Cases
					N	Percent	
Maharashtra	Gondiya	Medical check-ups camps	1.	Eye	6	13.6%	20.0%
			3.	Full Body Check up	27	61.4%	90.0%
			4.	Reproductive health	1	2.3%	3.3%
			5.	Oral health	10	22.7%	33.3%
		Total			44	100.0%	146.7%
Madhya Pradesh	Balaghat	Medical check-ups camps	1.	Eye	5	12.5%	17.2%
			3.	Full Body Check up	28	70.0%	96.6%
			4.	Reproductive health	3	7.5%	10.3%
			5.	Oral health	4	10.0%	13.8%
		Total			40	100.0%	137.9%
Chhattisgarh	Rajnandgaon	Medical check-ups camps	3.	Full Body Check up	30	100.0%	100.0%
		Total			30	100.0%	100.0%

Out of three districts, student respondents in Rajnandgaon, Chhattisgarh has responded that full body checkup medical camps are organized in the *Ashram* school as compared to 96.6% and 90% in Balaghat, Madhya Pradesh and Gondiya, Maharashtra respectively. Eye, Reproductive and Oral Health check-up camps are organized in Balaghat, Madhya Pradesh and Gondiya, Maharashtra. None of these are organized in Chhattisgarh, Rajnandgaon.

Interpretation

Eye, reproductive health, and oral health check-up camps are equally important. But as seen in food items, same has been seen in Rajnandgoan that specialized

9.2.4.2 Medical Help provided in case of Emergency

The Medical help provided in case of emergency in *Ashram* school was analyzed based upon responses received from question no. 25 of the student's Interview Schedule. The analysis is as follows:

Table No. 9: Student's Response on Medical Facilities available in case of Emergency in Intersecting Districts

STATE	District			Frequency	Percent	Valid Percent
Maharashtra	Gondiya	Valid	first aid with a doctor at premises	1	3.3	3.3
			only first aid	28	93.3	93.3
			only compounder	1	3.3	3.3
			Total	30	100.0	100.0
Madhya Pradesh	Balaghat	Valid	first aid with a doctor at premises	3	10.0	10.0
			only first aid	27	90.0	90.0
			Total	30	100.0	100.0
Chhattisgarh	Rajnandgaon	Valid	first aid with compounder at premises	10	33.3	33.3
			only first aid	20	66.7	66.7
			Total	30	100.0	100.0

Total of 90% to 93.3% of the student's respondent groups in Gondiya, Maharashtra and Balaghat, Madhya Pradesh have responded that only first aid is available in case of medical emergency as compared to 66.7% of the positive responses received in Rajnandgaon, Chhattisgarh. In 33.3% of the *Ashram* schools in Balaghat have first aid with a compounder at the premises.

Interpretation

First aid is primarily present in the schools for medical aid and in case of emergencies, the students are taken to the nearest Public Health Centers. An ambulance is not present in any of the three intersecting districts.

9.2.5 Maintenance of Security

The maintenance of security in the *Ashram* was analyzed based upon responses received from question no. 30 of the administrative authority's interview schedule, question no. 46 of the Principal's Interview Schedule and question no. 12 of the school hostel warden's Interview Schedule. The analysis is as follows:

Figure No. 3: Principal's Response on Maintenance of School Security in Intersecting Districts
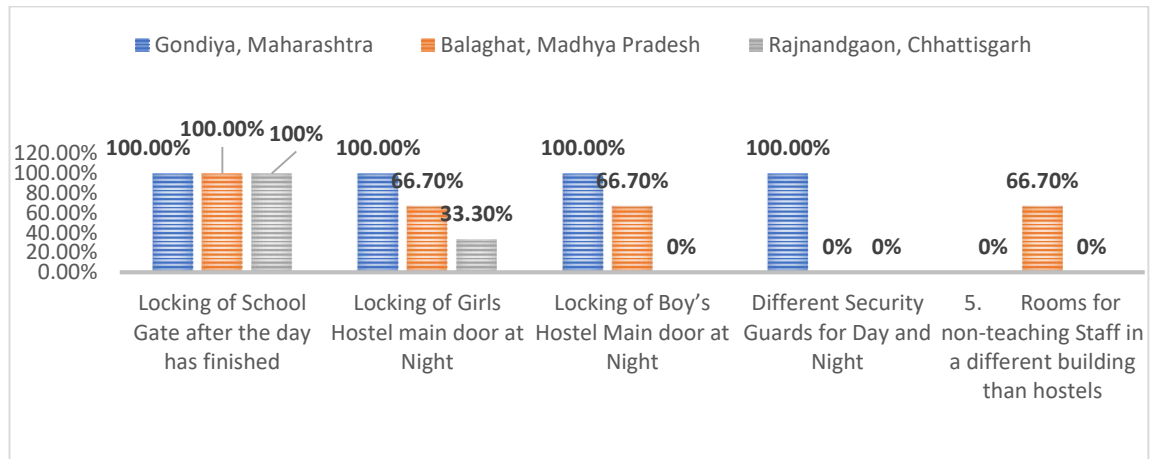
All of the principal respondent group of Gondiya, Maharashtra has responded that locking of girl's hostel main door at night is done in order to maintain security as compared to 66.7% in Madhya Pradesh and 33.3% in Rajnandgaon, Chhattisgarh. Locking of Boy's hostel main door at night is not done in Rajnandgaon while it is completely followed in Gondiya, Maharashtra and partially in Balaghat, Madhya Pradesh. All the *Ashram* schools in Gondiya, Maharashtra have different security guards for day and night while no such facility is available in remaining two intersecting districts. In 66.7% of the hostels in Balaghat, Madhya Pradesh, rooms for non-teaching staff are constructed in a building other than the student's hostel while no such facility exists in the other two districts.

9.2.5.1 The Response of Warden Respondents on Security

Table No. 10: *Ashram* Warden's Response on Maintenance of Security in Intersecting Districts

State	District			Responses N	Percent	Percent of Cases
Maharashtra	Gondiya	Security maintained	1. Locking of School Gate after the day has finished	2	13.3%	50.0%
			2. Locking of Girls *Ashram* main door at Night	3	20.0%	75.0%
			3. Locking of Boy's *Ashram* main door at Night	3	20.0%	75.0%
			4. Different Security Guards for Day and Night	4	26.7%	100.0%
			5. Rooms for non-teaching Staff in a different building than hostels	3	20.0%	75.0%
		Total		15	100.0%	375.0%
Madhya Pradesh	Balaghat	Security maintained	1. Locking of School Gate after the day has finished	3	37.5%	100.0%
			2. Locking of Girls *Ashram* main door at Night	1	12.5%	33.3%
			3. Locking of Boy's *Ashram* main door at Night	2	25.0%	66.7%
			5. Rooms for non-teaching Staff in a different building than hostels	2	25.0%	66.7%
		Total		8	100.0%	266.7%
Chhattisgarh	Rajnandgaon	Security maintained	1. Locking of School Gate after the day has finished	3	37.5%	75.0%
			2. Locking of Girls *Ashram* main door at Night	2	25.0%	50.0%
			3. Locking of Boy's *Ashram* main door at Night	1	12.5%	25.0%
			5. Rooms for non-teaching Staff in a different building than hostels	2	25.0%	50.0%
		Total		8	100.0%	200.0%

Total of 75% of the Gondiya, Maharashtra Warden respondent group has responded that locking of girl's and boy's *Ashram* main door at night is done as compared to 33.3% and 66.7% in Madhya Pradesh and 50% and 25% in Rajnandgaon, Chhattisgarh respectively. 75% and 66.7% of the responses received from Gondiya, Maharashtra and Balaghat, Madhya Pradesh respectively show that

the non-teaching staff resides in a different building than *Ashram* as compared to 50% in Rajnandgaon, Chhattisgarh.

Interpretation

It may be interpreted that the position of Gondiya relating to the maintenance of security is better. Madhya Pradesh *Ashram* schools follow a lenient approach in maintaining security in girls' *Ashram* while Rajnandgaon, Chhattisgarh not having any system pertaining to the security. In Chhattisgarh, during the visit, it is observed that they have lenient approach towards security because according to them *Ashram* is in forest. Hence, it is safe. However, it may be noted that Balaghat and Gondiya is also into forest. But still measures are taken for the security.

9.2.6 Frequency and Kind of Inspection Conducted

The status of inspections of *Ashram* schools and *Ashram* was analyzed based upon responses received from question no. 48 and 49 of the Principal's Interview Schedule and question no. 20 and 21 of the *Ashram* Warden's Interview Schedule. The analysis is as follows:

Table No. 11: Principal's Response on Kind of Inspection carried out by Administrative Authorities in Intersecting Districts

State	District			Responses		Percent of Cases
				N	Percent	
Maharashtra	Gondiya	kind of inspection by higher authorities	1. Status of the School building such as if any repairs are required	3	33.3%	100.0%
			2. Classrooms such as need for additional classrooms, ventilation level, repair requirement etc.	3	33.3%	100.0%
			5. Academics Related such as teaching techniques, curriculum suitability, teaching aids etc.	3	33.3%	100.0%
		Total		9	100.0%	300.0%
Madhya Pradesh	Balaghat	kind of inspection by higher authorities	1. Status of the School building such as if any repairs are required	3	20.0%	100.0%
			2. Classrooms such as need for additional classrooms, ventilation level, repair requirement etc.	3	20.0%	100.0%
			3. School security related such as locking facility etc.	3	20.0%	100.0%
			4. Health related such availability of medical help in emergency, food served or maintenance of hygiene etc.	3	20.0%	100.0%
			5. Academics Related such as teaching techniques, curriculum suitability, teaching aids etc.	3	20.0%	100.0%
		Total		15	100.0%	500.0%
Chhattisgarh	Rajnandgaon	kind of inspection by higher authorities	1. Status of the School building such as if any repairs are required	3	20.0%	100.0%
			2. Classrooms such as need for additional classrooms, ventilation level, repair requirement etc.	3	20.0%	100.0%

					Responses		Percent of Cases
			3. School security related such as locking facility etc.		3	20.0%	100.0%
			4. Health related such availability of medical help in emergency, food served or maintenance of hygiene etc.		3	20.0%	100.0%
			5. Academics Related such as teaching techniques, curriculum suitability, teaching aids etc.		3	20.0%	100.0%
		Total			15	100.0%	500.0%

Analysis

Inspection related to school infrastructure, academics and classroom related are carried on in all three districts. All school principal respondents of Rajnandgaon, Chhattisgarh and Balaghat Madhya Pradesh inspections regarding maintenance of school security and health related issues are carried on while no such inspections are conducted in Gondiya, Maharashtra.

Interpretation

Regular inspections are required to check the issues coming in the functioning of the school. However, the scope of the inspections is required to be expanded, then only quality can be enhanced of *Ashram* School and *Ashram*.

9.2.7 Problems Faced in the Working of *Ashram* School

The problems faced in the functioning of the *Ashram* school was analyzed based upon responses received from question no. 50 of the Principal's Interview Schedule, question no. 22 of the teacher's Interview Schedule and question no. 18 of the Alumni's Interview Schedule. The analysis is as follows:

Table No. 12: Response of Principal Respondents on Problems Faced in the Working of *Ashram* School in Intersecting Districts

State	District				Responses		Percent of Cases
					N	Percent	
Maharashtra	Gondiya	Problems faced in functioning	1. Infrastructural		3	100.0%	100.0%
		Total			3	100.0%	100.0%
Madhya Pradesh	Balaghat	Problems faced in functioning	1. Infrastructural		1	50.0%	100.0%
			6. Psychological issues (depression)		1	50.0%	100.0%
		Total			2	100.0%	200.0%
Chhattisgarh	Rajnandgaon	Problems faced in functioning	1. Infrastructural		3	75.0%	100.0%
			4. non-availability of teachers		1	25.0%	33.3%
		Total			4	100.0%	133.3%

As per the school principal respondents of all three districts infrastructural problems are a major hindrance in the effective working of the *Ashram* School. All

the three School principal respondents of Balaghat, Madhya Pradesh said that psychological issues too affect the functioning of the school while no such problems are found in Gondiya, Maharashtra and Rajnandgaon, Chhattisgarh. Total of 33.3% of the school principal respondents of Rajnandgaon, Chhattisgarh have responded that non-availability of teachers acts as a barrier in effective working of the school. This problem is not reported in Gondiya, and Balaghat.

Table No. 13: Response of Teacher Respondents on Problems Faced in the Working of *Ashram* School in Intersecting Districts

State	District			Responses N	Responses Percent	Percent of Cases
Maharashtra	Gondiya	Problems faced	Infrastructural	9	37.5%	60.0%
			. High Drop-Out Rate	1	4.2%	6.7%
			. Disinterested students	9	37.5%	60.0%
			. Language Barrier	5	20.8%	33.3%
		Total		24	100.0%	160.0%
Madhya Pradesh	Balaghat	Problems faced	. Infrastructural	3	42.9%	42.9%
			. Disinterested students	4	57.1%	57.1%
		Total		7	100.0%	100.0%
Chhattisgarh	Rajnandgaon	Problems faced	. Infrastructural	9	100.0%	100.0%
		Total		9	100.0%	100.0%

Analysis

All teacher respondents in Rajnandgaon said that they are facing infrastructural problems in the working of *Ashram* schools as compared to 60% in Gondiya, Maharashtra and 42.9% in Madhya Pradesh. The district of Gondiya, and Balaghat have the problem of dis-interested students which is between 60% and 57.1% respectively. Language Barrier and high dropout rate is also a problem in Gondiya, Maharashtra.

Figure No. 4: Response of Alumni on Problems Faced in the Working of
Ashram **School in Intersecting Districts**
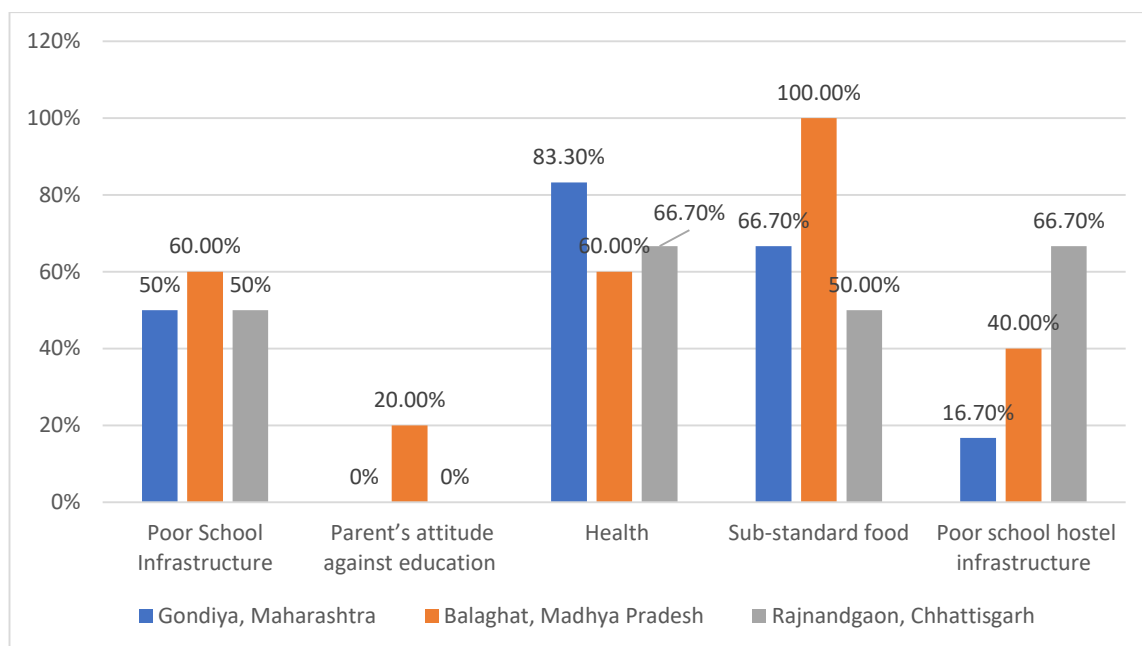
Analysis

Total of 50%-60% of Alumni respondent groups from Gondiya, Maharashtra; Balaghat, Madhya Pradesh and Rajnandgaon, Chhattisgarh have responded that school infrastructure is one of the problems faced in the working of *Ashram* schools. Ther major problem prevailing in Gondiya, Maharashtra is Health issues (83.3%), in Rajnandgaon, Chhattisgarh it includes of health issues and poor school hostel infrastructure (66.7% each) while in Balaghat, Madhya Pradesh it is sub-standard food (100%). An additional problem of parent's attitude against education (20%) reported in Madhya Pradesh only.

Interpretation

By corelating the responses received from school principal, teacher and alumni respondents the main problems coming in the working of the *Ashram* School is infrastructure, followed by health issues, followed by disinterested students and parents' approach towards the education.

9.2.8 Drafting of Course Curriculum and Teaching Language/Medium of Instruction

The drafting of Course Curriculum and teaching language was analyzed based upon responses received from question no. 23 of the Principal's Interview

Schedule, question no. 12 of the teacher's interview schedule and question no. 19 of the student's Interview Schedule. The analysis is as follows:

As per the responses received from the teachers and principals of 9 *Ashram* schools across Gondiya, in Maharashtra, Rajnandgaon in Chhattisgarh and Balaghat in Madhya Pradesh it is observed that the course curriculum to be taught in these schools is decided by the State Education Board.

The medium of instruction is dominated by the state language. However, these three districts, being at the border of two other states, they have influence of other state language as well. However, course curriculum is not having any scope to learn other state language.

9.3 Admission, Retention, Progression and Drop out of Students in *Ashram* Schools and their Integration into Mainstream Society

Analysis

To analyze out rate of admission, retention, progression and drop out of students in *Ashram* Schools and their integration into mainstream society in Gondiya-Maharashtra, Balaghat- Madhya Pradesh and Rajnandgaon-Chhattisgarh, all the respondents of these schools were interviewed. Questions based on reasons for drop-out, incentives offered to students, Rate of improvement admission, retention and progression and integration to mainstream were asked. Based on the above, the following was analyzed:

9.3.1 Reasons for Drop-out

The **reasons for drop-out** was analyzed based upon responses received from question no. 32 of the administrative authority's interview schedule, question no. 55 of the Principal's Interview Schedule. The analysis is as follows:

Table No. 14: Principal's response on Possible Reasons for Drop out in
***Ashram* school of Intersecting districts**

State	District			Responses N	Percent	Percent of Cases
Gondiya, Maharashtra	Gondiya	Possible reasons for drop out[a]	4. urgent need to earn livelihood to pay family debts	1	14.3%	33.3%
			7. drinking alcohol	1	14.3%	33.3%
			9. health issue	2	28.6%	66.7%
			11. no interest in education	3	42.9%	100.0%
		Total		7	100.0%	233.3%
Madhya Pradesh	Balaghat	Possible reasons for drop out[a]	2. poverty	1	9.1%	50.0%
			3. parents migrating for work	1	9.1%	50.0%
			7. drinking alcohol	2	18.2%	100.0%
			8. early marriage	2	18.2%	100.0%
			9. health issue	2	18.2%	100.0%
			10. loss of identity	2	18.2%	100.0%
			11. no interest in education	1	9.1%	50.0%
		Total		11	100.0%	550.0%

Total of 100% of the principal respondent group from Madhya Pradesh has stated that the possible reasons for drop out includes of drinking alcohol and health issues as compared to 33.3% and 66.7% respectively in Gondiya, Maharashtra. Total of 100% of the principal respondents of Gondiya, Maharashtra has responded that lack of student's interest in education is another reason as compared to 50% in Balaghat, Madhya Pradesh. An urgent need to pay family debt is a problem only in Maharashtra while poverty, parents migrating for work and loss of cultural identity are additional reasons in Balaghat, Madhya Pradesh. No responses were received from principal respondent group from Rajnandgaon, Chhattisgarh.

9.3.2 Incentives to Students

The Incentives awarded to students studying in *Ashram* schools was analyzed based upon responses received from question no. 59 of the Principal's Interview Schedule, question no.34 of the teacher's Interview Schedule, question no.30 of the parent's Interview Schedule, and question no.35 of student's Interview Schedule. The analysis is as follows

Table No. 15: Principal's Response on Performance Incentives offered to Students in Intersecting Districts

State	District			Responses N	Percent	Percent of Cases
Gondiya, Maharashtra	Gondiya	Performance incentives to students	2. Recognition in the assembly	2	100.0%	100.0%
		Total		2	100.0%	100.0%
Madhya Pradesh	Balaghat	Performance incentives to students	3. Certificate	3	100.0%	100.0%
		Total		3	100.0%	100.0%
Chhattisgarh	Rajnandgaon	Performance incentives to students	3. Certificate	3	100.0%	100.0%
		Total		3	100.0%	100.0%

Table No. 16: Student's Response on Performance Incentives offered to them in Intersecting Districts

STATE	District			Responses N	Percent	Percent of Cases
Maharashtra	Gondiya	Good performance Incentives	1. Scholarship	1	3.2%	3.3%
			3. Certificate	30	96.8%	100.0%
		Total		31	100.0%	103.3%
Madhya Pradesh	Balaghat	Good performance Incentives	3. Certificate	29	100.0%	100.0%
		Total		29	100.0%	100.0%
Chhattisgarh	Rajnandgaon	Good performance Incentives	3. Certificate	30	100.0%	100.0%
		Total		30	100.0%	100.0%

Analysis

Total of 100% of the principal respondent group from Balaghat and Rajnandgaon have responded that the students are awarded with certificates for good performance while in Gondiya, Maharashtra, the students are recognized in the school assembly.

Scholarship is only provided in Gondiya, Maharashtra in 3.3% of the cases for good performance while 100% of the student respondents of Madhya Pradesh and Chhattisgarh have responded that only certificate is given for good performance.

Interpretation

Almost all respondents said that they are getting certificate for good performances. No other incentives are mentioned by the respondents. It reveals that multiple ways to encourage students is less as only certificate is mentioned by the respondents.

9.3.3 Teaching Tools /Pedagogy

Table No. 17: Principal's Response on Teaching Pedagogies adopted in Intersecting Districts

State	District			Responses N	Percent	Percent of Cases
Maharashtra	Gondiya	Teaching method followed	3. both reading and writing	2	33.3%	100.0%
			4. Writing on Black board	2	33.3%	100.0%
			5. Ask bright students to teach	2	33.3%	100.0%
		Total		6	100.0%	300.0%
Madhya Pradesh	Balaghat	Teaching method followed	1. Writing Exercise	3	20.0%	100.0%
			2. Reading Text books	3	20.0%	100.0%
			3. both reading and writing	3	20.0%	100.0%
			4. Writing on Black board	2	13.3%	66.7%
			5. Ask bright students to teach	1	6.7%	33.3%
			6. Game method	1	6.7%	33.3%
			7. Story-telling	1	6.7%	33.3%
			8. Role Play	1	6.7%	33.3%
		Total		15	100.0%	500.0%
Chhattisgarh	Rajnandgaon	Teaching method followed	1. Writing Exercise	3	23.1%	100.0%
			2. Reading Text books	3	23.1%	100.0%
			3. both reading and writing	3	23.1%	100.0%
			4. Writing on Black board	3	23.1%	100.0%
			5. Ask bright students to teach	1	7.7%	33.3%
		Total		13	100.0%	433.3%

Analysis

As per 100% principal respondent group from all three states writing and reading methods are followed in school. A total of 100% of the principal respondent group from Gondiya, Maharashtra have stated that bright students are even asked to teach in class as compared to 33.3% in Balaghat and Rajnandgaon. A total of 33.3% of the respondent group from Madhya Pradesh has responded that game methods, story-telling and role play are additional teaching pedagogies. No such pedagogy is used in Gondiya, and Rajnandgoan.

Interpretation

The variety of teaching pedagogy and use technology is missing. Moreover, categorisation and selection of the teaching pedagogy is not seen to be done.

Table No. 18: Teacher's Response on Teaching Tools used in Intersecting Districts

State	District			Responses		Percent of Cases
				N	Percent	
Maharashtra	Gondiya	Teaching tools used	1. Display board	5	20.0%	33.3%
			2. Black board	15	60.0%	100.0%
			3. Computer power point	5	20.0%	33.3%
		Total		25	100.0%	166.7%
Madhya Pradesh	Balaghat	Teaching tools used	2. Black board	8	100.0%	100.0%
		Total		8	100.0%	100.0%
Chhattisgarh	Rajnandgaon	Teaching tools used	2. Black board	9	100.0%	100.0%
		Total		9	100.0%	100.0%
Teacher's response (Q.31)						

Analysis

As per all the teacher respondents of all three states black board is used while in Gondiya, Maharashtra additional tools such as Display Board (33%) and Computer power point (33%) are used.

Table No. 19: Teacher's response on subjects covered in Intersecting districts

State	District			Responses		Percent of Cases
				N	Percent	
Maharashtra	Gondiya	Subjects covered	1. Math's	2	13.3%	13.3%
			2. Science	2	13.3%	13.3%
			3. English	3	20.0%	20.0%
			4. Hindi	1	6.7%	6.7%
			5. Regional Language	3	20.0%	20.0%
			10. Marathi	2	13.3%	13.3%
			11. Physics	1	6.7%	6.7%
			13. political	1	6.7%	6.7%
		Total		15	100.0%	100.0%
Madhya Pradesh	Balaghat	Subjects covered	1. Math's	4	18.2%	50.0%
			2. Science	1	4.5%	12.5%
			3. English	7	31.8%	87.5%
			4. Hindi	6	27.3%	75.0%
			8. social science	4	18.2%	50.0%
		Total		22	100.0%	275.0%
Chhattisgarh	Rajnandgaon	Subjects covered	1. Math's	4	21.1%	44.4%
			2. Science	3	15.8%	33.3%
			3. English	4	21.1%	44.4%
			4. Hindi	3	15.8%	33.3%
			8. social science	5	26.3%	55.6%
		Total		19	100.0%	211.1%

Analysis

In all three states focus on teaching math, science, English, social science and state regional language was observed. Marathi was only taught in Gondiya, Maharashtra.

Interpretation

Maharashtra *Ashram* schools located in Gondiya are using computer power-point and display facilities for teaching their students while Madhya Pradesh and Chhattisgarh are using basic tools for the same. Use of modern teaching pedagogies is not seen in Balaghat and Rajnandgaon. Moreover, creative teaching pedagogies, which do not require any infrastructure like role plays, storytelling, game method, are also negligible in use.

9.4 Rate of Improvement in Retention and Progression of Students in *Ashram* school

The Rate of improvement in retention and progression of the students studying in *Ashram* Schools was analyzed based upon guidance given to students, motivation offered and steps taken for retention

9.4.1 Guidance given to Students

The guidance given to students of *Ashram* schools was analyzed based upon responses received from question no. 61 of the Principal's Interview Schedule, question no. 28 of students' Interview Schedule. and question no. 35 of teacher's Interview Schedule. The analysis is as follows:

Table No. 20: Response of Principal on guidance given to students in Intersecting districts

State	District				Responses N	Percent	Percent of Cases
Gondiya, Maharashtra	Gondiya	Guidance to students	1.	Regarding behavior	2	20.0%	66.7%
			2.	Health issues	2	20.0%	66.7%
			3.	Family problems	2	20.0%	66.7%
			4.	Counselling regarding education	1	10.0%	33.3%
			5.	Career guidance	2	20.0%	66.7%
			6.	No guidance	1	10.0%	33.3%
		Total			10	100.0%	333.3%
Madhya Pradesh	Balaghat	Guidance to students	1.	Regarding behavior	3	21.4%	100.0%
			2.	Health issues	3	21.4%	100.0%
			3.	Family problems	2	14.3%	66.7%
			4.	Counselling regarding education	3	21.4%	100.0%
			5.	Career guidance	3	21.4%	100.0%
		Total			14	100.0%	466.7%

Chhattisgarh	Rajnandgaon	Guidance to students	1. Regarding behavior	3	37.5%	100.0%
			2. Health issues	3	37.5%	100.0%
			3. Family problems	1	12.5%	33.3%
			4. Counselling regarding education	1	12.5%	33.3%
		Total		8	100.0%	266.7%

Analysis

Total of 100% of the principal respondents of Balaghat and Rajnandgaon have responded that students are guided regarding their behavioral and health issues as compared to 66.7% in Gondiya, Maharashtra. Total of 66.7% of the principal respondents of Gondiya and Balaghat provide guidance regarding family problems as compared to 33.3% in Chhattisgarh. No career guidance is provided in Rajnandgoan as seen in the responses received. As per 33.3% of the principal respondents of Gondiya, Maharashtra, no guidance is provided to students.

Interpretation

It may be interpreted that guidance and mentoring is less pertaining to the career in comparison to the health and behaviour of the students.

Table No. 21: Response of Teacher Respondents on Guidance given to Students in Intersecting Districts

State	District				Responses		Percent of
					N	Percent	Cases
Maharashtra	Gondiya	Guidance to students	1. Personal regarding behavior		10	25.6%	66.7%
			2. Health		12	30.8%	80.0%
			3. Family problems		1	2.6%	6.7%
			4. Counselling regarding education, drop-out		8	20.5%	53.3%
			5. Mentoring		8	20.5%	53.3%
		Total			39	100.0%	260.0%
Madhya Pradesh	Balaghat	Guidance to students	1. Personal regarding behavior		8	34.8%	100.0%
			2. Health		7	30.4%	87.5%
			3. Family problems		3	13.0%	37.5%
			4. Counselling regarding education, drop-out		3	13.0%	37.5%
			5. Mentoring		2	8.7%	25.0%
		Total			23	100.0%	287.5%
Chhattisgarh	Rajnandgaon	Guidance to students	1. Personal regarding behavior		9	47.4%	100.0%
			2. Health		9	47.4%	100.0%
			3. Family problems		1	5.3%	11.1%
		Total			19	100.0%	211.1%

Analysis

As per 80% of the teacher respondents of Gondiya, Maharashtra guidance is primarily given for health issues whereas 100% of the teacher respondents of Madhya Pradesh have responded that personal guidance for behavior is given. 100% of the teacher respondents of Chhattisgarh have stated that guidance in both health and behavior is given.

Table No. 22: Response of Student Respondents on Guidance given to them in Intersecting districts

STATE	District				Responses N	Percent	Percent of Cases
Maharashtra	Gondiya	Guidance to students	2.	Health	19	28.8%	63.3%
			3.	Family problems	9	13.6%	30.0%
			4.	Counselling regarding education	14	21.2%	46.7%
			5.	Mentoring	24	36.4%	80.0%
		Total			66	100.0%	220.0%
Madhya Pradesh	Balaghat	Guidance to students	1.	Personal regarding behavior	28	23.9%	93.3%
			2.	Health	28	23.9%	93.3%
			3.	Family problems	17	14.5%	56.7%
			4.	Counselling regarding education	23	19.7%	76.7%
			5.	Mentoring	21	17.9%	70.0%
		Total			117	100.0%	390.0%
Chhattisgarh	Rajnandgaon	Guidance to students	1.	Personal regarding behavior	29	32.6%	96.7%
			2.	Health	23	25.8%	76.7%
			3.	Family problems	4	4.5%	13.3%
			4.	Counselling regarding education	16	18.0%	53.3%
			5.	Mentoring	16	18.0%	53.3%
			6.	No guidance	1	1.1%	3.3%
		Total			89	100.0%	296.7%

Analysis

As per 80% of the student respondents of Gondiya, Maharashtra guidance is primarily given for mentoring them whereas 93.3% of the student respondents of Balaghat, Madhya Pradesh have responded that personal guidance for both behavior and health is given. Total 96.7% of the student respondents of Chhattisgarh have stated that guidance for behavior is given.

Interpretation

The response relating to career counselling is less as responded by all the categories of the respondents. In that, Gondiya is better in mentoring

9.4.2 Motivation Offered to Students

The motivation offered to students of *Ashram* schools was analyzed based upon responses received from question no. 26 of students' Interview Schedule, question no. 27 of teacher's Interview Schedule and question no. 7 of the Alumni's Interview Schedule. The analysis is as follows:

Table No. 23: Student's and Teacher's Response on Motivation given to them in Intersecting Districts

tate	District			Percent of cases (Students)	Percent of Cases (Teachers)
Maharashtra	Gondiya	Ways to motivate students	1. By making other students clap when one answers in class	93.1%	100.0%
			2. By encouraging the students to study harder when unable to answer	44.8%	46.7%
		Total		137.9%	146.7%
Madhya Pradesh	Balaghat	Ways to motivate students	1. By making other students clap when one answers in class	93.3%	100.0%
			2. By encouraging the students to study harder when unable to answer	66.7%	87.5%
		Total		160.0%	187.5%
Chhattisgarh	Rajnandgaon	Ways to motivate students	1. By making other students clap when one answers in class	93.3%	100.0%
			2. By encouraging the students to study harder when unable to answer	43.3%	100.0%
		Total		136.7%	200.0%

Analysis

Total of 100% of the teacher respondents of Rajnandgaon, Chhattisgarh have responded that they encourage students to study harder when they are unable to answer as compared to 87.5% of Gondiya, Maharashtra and 46.7% of Balaghat, Madhya Pradesh. Total of 66.7% of the student respondents of Balaghat, Madhya Pradesh feel that they are encouraged by their teachers to study harder if they are unable to answer as compared to 43.3% and 44.8% in Chhattisgarh and Maharashtra respectively.

Interpretation

While interacting with the students and teachers during the visit, this question was asked. It was observed that the research team was required to give some examples. Out of those choices, the respondents gave their response. The response given by students and teachers is corroborating with each other. Thus, it can be stated that the degree of reliability is high. No respondent said that scolding is done for better work. It indicates that teachers are not using age old method of scolding students to make them better work.

Table No. 24: Alumni's Response on Motivation given to them in Intersecting Districts

State	District			Responses N	Percent	Percent of Cases
Gondiya, Maharashtra	Gondiya	Motivating factor for education	1. Personal interest in studies	5	71.4%	83.3%
			6. Teacher's motivation	2	28.6%	33.3%
		Total		7	100.0%	116.7%
Madhya Pradesh	Balaghat	Motivating factor for education	1. Personal interest in studies	6	85.7%	100.0%
			3. Improve family's standard of living	1	14.3%	16.7%
		Total		7	100.0%	116.7%
Chhattisgarh	Rajnandgaon	Motivating factor for education	1. Personal interest in studies	6	100.0%	100.0%
		Total		6	100.0%	100.0%

Analysis

Total of 100% of the alumni respondents of Rajnandgaon have responded that their motivating factor is only personal interest in studies while in Balaghat an additional motivating factor is that one wants to improve family's standard of living. In Gondiya, Maharashtra 8.3% of the alumni respondents have responded that personal interest is one of the motivating factors while 33,3% have selected teacher's motivation as one of the factors.

Interpretation

The response received in Rajnandgaon is indeed positive as it indicates towards the determination of tribal children/alumni towards higher studies but the negative aspect is no response to parent and teacher support. The response of Gondiya indicates towards teacher's involvement in motivating student to go for higher studies.

9.4.3 Steps taken for Tribal Development Apart from Educational Initiatives

The Steps taken to retain the students of *Ashram* schools was analyzed based upon responses received from question no. 46 of administrative authority's Interview Schedule. The analysis is as follows:

In Gondiya, Maharashtra, the administrative authority respondents have responded that steps taken for tribal development apart from educational initiatives are teaching how to use computers, training regarding agriculture and horticulture, teaching tribal art and handicrafts and knowledge on traditional medicines.

9.5 Retention of the Teachers

Analysis

To analyze the retention of teachers in *Ashram* schools in Gondiya, Balaghat and Rajnandgaon principal and teachers of these schools interviewed. Questions based on teacher training programmes organized, teaching schedule, teacher-student ratio and incentives offered were asked. Based on the above, the following was analyzed:

9.5.1 Teacher Training Programmes

The Teacher Training Programmes was analyzed based upon responses received from question no. 9 of the Teacher's Interview Schedule. The analysis is as follows:

Table No. 25: Teacher's Response on Kinds of Teacher Training Programmes organized in Intersecting Districts

State	District			Responses		Percent of Cases
				N	Percent	
Gondiya, Maharashtra	Gondiya	Kinds of teacher training programmes	2. New curriculum	15	100.0%	100.0%
		Total		15	100.0%	100.0%
Madhya Pradesh	Balaghat	Kinds of teacher training programmes	1. Skill Based programs	6	40.0%	100.0%
			2. New curriculum	5	33.3%	83.3%
			3 Adolescent Training	4	26.7%	66.7%
		Total		15	100.0%	250.0%
Chhattisgarh	Rajnandgaon	Kinds of teacher training programmes	1. Skill Based programs	9	50.0%	100.0%
			2. New curriculum	9	50.0%	100.0%
		Total		18	100.0%	200.0%

Analysis

As per the responses received by 100% of the Respondent teachers employed at

Gondiya, Maharashtra teachers training is organized only when new curriculum is introduced. 100% of the teachers' respondents employed in and Arulanandan, Chhattisgarh have responded that training programmes regarding new curriculum and skill based are organized while in Balaghat, Madhya Pradesh, 83.3% positive responses for new curriculum, 100% response for skill based and 66.7% for Adolescent training were received.

9.5.2 Incentives Offered to Teachers

The incentives offered was analyzed based upon responses received from question no. 11 of the Teacher's Interview Schedule. The analysis is as follows:

Table No. 26: Teacher's Response on Incentives Offered to them for Good Performance in Intersecting Districts

State	District			Responses		Percent of Cases
				N	Percent	
Maharashtra	Gondiya	Good performance incentives to teachers	3. Certificate for good performance	14	93.3%	93.3%
			11. No incentives otherwise	1	6.7%	6.7%
		Total		15	100.0%	100.0%
Madhya Pradesh	Balaghat	Good performance incentives to teachers	2. Promotion	2	18.2%	25.0%
			3. Certificate for good performance	3	27.3%	37.5%
			7. P.F and Gratuity	2	18.2%	25.0%
			10. No incentives for good performance	4	36.4%	50.0%
		Total		11	100.0%	137.5%
Chhattisgarh	Rajnandgaon	Good performance incentives to teachers	1. Recognition for good performance in the assembly	9	20.5%	100.0%
			2. Promotion	9	20.5%	100.0%
			3. Certificate for good performance	9	20.5%	100.0%
			4. Medical	9	20.5%	100.0%
			5. LTC	1	2.3%	11.1%
			7. P.F and Gratuity	7	15.9%	77.8%
		Total		44	100.0%	488.9%

Analysis

As per 100% and 93.3% of teacher respondents of Rajnandgaon and Gondiya, Maharashtra respectively, they are awarded with a certificate for good performance as compared to 37.5% of positive responses in Balaghat, Madhya Pradesh. Teachers from Rajnandgaon mentioned promotion, recognition in the assembly, medical benefits, LTC and PF and Gratuity as incentives which they receive as for good performance.

Interpretation

It may be interpreted that the awareness is more amongst teacher respondents from Gondiya as they did not mention LTC, PF etc. as incentives as it is the right of the teacher. In all, considering the responses, it is revealed that teachers are not getting motivation in proportion to their profile of work. The profile of work of the teachers in *Ashram* School is indeed challenging as they are required to groom those students who have less orientation towards academics, and have less awareness and interest in schooling.

9.5.3 Teaching Schedule and Teacher-Student Ratio

The Teaching Schedule and Teacher-Student Ratio was analyzed based upon responses received from question no. 7 and 8 of the Teacher's Interview Schedule.

As per all the teacher-respondents, it is observed that they are teaching up to three classes with four subjects each. Furthermore, a teacher-student ratio of approximately 1:25-1:35 is followed in all the interviewed schools.

9.6 Measures taken for Skill Development and Assess the Learning Outcomes of Students at the *Ashram* schools

To analyze the functioning of the *Ashram* Schools and analyze the problems in their working in *Ashram* schools in Gondiya, Maharashtra, Balaghat, Madhya Pradesh and Rajnandgaon, Chhattisgarh, all the respondents of these schools were interviewed. Questions based on kinds of skill development programmes run by the school, importance of skill development programmes, and its inclusions in the school curriculum were asked. The analysis is as follows:

9.6.1 Kind of Skill Development Programmes run in the School

The objective was analyzed based upon responses received from question no. 63 of the Principal's Interview Schedule. The analysis is as follows:

Table No. 27: Principal's Response on Kinds of Skill Development Programmes Organized in Intersecting districts

State	District			Responses N	Percent	Percent of Cases
Maharashtra	Gondiya	Kinds of skill development programmes	1. Making Local Handicrafts	1	33.3%	33.3%
			3. Knowledge on Agriculture	2	66.7%	66.7%
		Total		3	100.0%	100.0%
Madhya Pradesh	Balaghat	Kinds of skill development programmes	5. No programs	3	100.0%	100.0%
		Total		3	100.0%	100.0%
Chhattisgarh	Rajnandgaon	Kinds of skill development programmes	5. No programs	3	100.0%	100.0%
		Total		3	100.0%	100.0%

Analysis

Total of 66.7% of the school principal respondents of Gondiya, Maharashtra have responded that knowledge on agriculture and 33.3% have responded that making local handicrafts is imparted to the students. While 100% respondents of Balaghat, Madhya Pradesh and Chhattisgarh have responded that no skill development programmes are organized.

Interpretation

It may be interpreted that the Skill development programs have not been taken seriously in Balaghat and Rajnandgaon. Being from tribal area having thick forest, there are more possibilities that student may be having talent of making handicrafts and information about trees, its medicinal uses etc. Therefore, the absence of any arrangement to nurture such talents felt prominent.

9.6.2 Importance of Skill Development Programmes

The objective was analyzed based upon responses received from question no. 8 of the Alumni's Interview Schedule. The analysis is as follows:

Table No. 28: Alumni's Response on Importance of Skill Development Programmes in Intersecting Districts

State	District			Responses		Percent of Cases
				N	Percent	
Maharashtra	Gondiya	Q8[a]	1. It has provided me with a means to earn livelihood	4	44.4%	66.7%
			2. It has made me more focused	4	44.4%	66.7%
			3. No skill development programmes were taught in school	1	11.1%	16.7%
		Total		9	100.0%	150.0%
Madhya Pradesh	Balaghat	Q8[a]	1. It has provided me with a means to earn livelihood	4	40.0%	66.7%
			2. It has made me more focused	4	40.0%	66.7%
			3. No skill development programmes were taught in school	2	20.0%	33.3%
		Total		10	100.0%	166.7%
Chhattisgarh	Rajnandgaon	Q8[a]	1. It has provided me with a means to earn livelihood	6	50.0%	100.0%
			2. It has made me more focused	6	50.0%	100.0%
		Total		12	100.0%	200.0%

Analysis

Total of 100% of the alumni respondent group from Chhattisgarh have responded that skill development programmes have helped them to earn livelihood and made them more focused in life as compared to 66.7% of the positive responses received from Gondiya, Maharashtra and Balaghat, Madhya Pradesh. Total of 33.3% of the respondent group from Balaghat, Madhya Pradesh have responded that no skill development activities were organized as compared to 16.7% in Gondiya, Maharashtra.

Interpretation

By corelating the response received from the school principal respondents and alumni, it may be noted that all alumni from Rajanandgaon said that skill development programme is important for them, but as per the principal respondents, no skill development programmes is implemented for the students. The situation relating to Gondiya and Balaghat is comparatively better.

Similarly, by corelating the response relating to the subjects taught in the school and implementation of skill development programmes, it may be noted that course curriculum is not prescribing any subject relating skill development which help students in earning livelihood in future.

9.6.3 Inclusions Required in the School Curriculum

The suggestions pertaining to the inclusion of programmes/ subjects in the school curriculum was analysed. Based upon responses received from question no 39 of the Teacher's Interview Schedule, question no. 65 of the Principal's Interview Schedule, question no. 42 of the Parent's Interview Schedule, question no. 40 of the student's Interview Schedule and question no. 8 of the Alumni's Interview Schedule.

The respondent groups belonging to all three states have responded that skill development programmes, computer education, overall personality development programmes, sports, educating, facility to see you tube channels on education are required to be included in the school curriculum.

9.7 Impact of Limiting *Ashram* School up to Secondary Level Only

The objective offered was analyzed based upon responses received from question no. 41 of the Administrative Authority's Interview Schedule, question no. 40 of the Teacher's Interview Schedule, question no. 66 of the Principal's Interview Schedule and question no. 9 of the Alumni's Interview Schedule. The analysis is as follows:

Table No. 29: Alumni's Response on Consequences of Limiting *Ashram* School till Secondary Level in Intersecting Districts

State	District			Responses		Percent of Cases
				N	Percent	
Gondiya, Maharashtra	Gondiya	Q9[a]	4. No impact as serious students would continue with studies	6	100.0%	100.0%
		Total		6	100.0%	100.0%
Madhya Pradesh	Balaghat	Q9[a]	4. No impact as serious students would continue with studies	1	100.0%	100.0%
		Total		1	100.0%	100.0%
Chhattisgarh	Rajnandgaon	Q9[a]	4. No impact as serious students would continue with studies	6	100.0%	100.0%
		Total		6	100.0%	100.0%

Analysis

As per 100% responses received from all three states, limiting *Ashram* schools up to secondary level has no reverse effect on education as serious students would continue with studies.

Interpretation

It is a part of normal course that if school is up to secondary, then students do take admission in other school. As per the responses received, no student leaves his studies, just because his school is limited only to secondary classes. Interested students take admission in next class in other school.

9.8 Assessing the Impact of *Ashram* School on the Alumni and their Current Occupation

The objective to ask this question to know how alumni are engaged at present. It was analyzed based upon responses received from question no. 3 and 11 of the Alumni's Interview Schedule and question no. 68 of the Principal's Interview Schedule. The analysis is as follows:

Table No. 30: Alumni's Response on Effects of Education in Taluka in Intersecting Districts

State	District			Responses N	Responses Percent	Percent of Cases
Maharashtra	Gondiya	Current Occupation[al]	No occupation, currently pursuing higher education	6	100.0%	100.0%
		Total		6	100.0%	100.0%
Madhya Pradesh	Balaghat	Current Occupation[al]	No occupation, currently pursuing higher education	6	100.0%	100.0%
		Total		6	100.0%	100.0%
Chhattisgarh	Rajnandgaon	Current Occupation[al]	Professional	2	33.3%	33.3%
			No occupation, currently pursuing higher education	4	66.7%	66.7%
		Total		6	100.0%	100.0%

Analysis

Total of 33.3% of the alumni respondents of Chhattisgarh have responded that they are professionals while 100% of Maharashtra and Balaghat, Madhya Pradesh have responded that they are currently pursuing higher education.

Interpretation

It may be interpreted that after attending Ashram School, the alumni from Rajnandgaon are joining some occupation and in Gondiya and Balaghat, alumni are pursuing higher education.

Effect

Alumni's Response on effects of education in literacy levels

Table No. 31: Alumni's Response on effects of education in literacy levels in Taluka in Intersecting Districts

State	District			Responses		Percent of Cases
				N	Percent	
Maharashtra	Gondiya	Q11[a]	1. Consistent increase in literacy levels	6	42.9%	100.0%
			2. More students are competing with mainstreamers for admission in higher education	5	35.7%	83.3%
			5. Increased awareness regarding importance of education amongst parents	3	21.4%	50.0%
		Total		14	100.0%	233.3%
Madhya Pradesh	Balaghat	Q11[a]	1. Consistent increase in literacy levels	6	46.2%	100.0%
			2. More students are competing with mainstreamers for admission in higher education	6	46.2%	100.0%
			3. Decline in drop-out ratio	1	7.7%	16.7%
		Total		13	100.0%	216.7%
Chhattisgarh	Rajnandgaon	Q11[a]	1. Consistent increase in literacy levels	6	46.2%	100.0%
			2. More students are competing with mainstreamers for admission in higher education	6	46.2%	100.0%
			5. Increased awareness regarding importance of education amongst parents	1	7.7%	16.7%
		Total		13	100.0%	216.7%

Analysis

As per the 100% responses received from all three states *Ashram* schools have helped in consistent increase in literacy levels. 100% Chhattisgarh and Balaghat, Madhya Pradesh Alumni respondent groups have responded that more students are competing with mainstreamers for admission in higher education as compared to 83.3% in Gondiya, Maharashtra. 50% of these respondents have stated that parents have become more aware regarding importance of education as compared to 16.7% in Chhattisgarh and 0% in Balaghat, Madhya Pradesh. 16.7% have responded that decline in dropout rate was observed in Balaghat, Madhya Pradesh while no such responses were received from Gondiya, Maharashtra and Chhattisgarh.

Table No. 32: Principal's Response on Students' Growth and Development in Taluka in Intersecting Districts

State	District			Responses		Percent of Cases
				N	Percent	
Gondiya, Maharashtra	Gondiya	Observation related to student growth	1. Students have become more confident	2	28.6%	100.0%
			2. Positive change in the behavior of the student	2	28.6%	100.0%
			3. Positive change in academic results	2	28.6%	100.0%
			4. Positive change in parent's attitude	1	14.3%	50.0%
		Total		7	100.0%	350.0%
Madhya Pradesh	Balaghat	Observation related to student growth	1. Students have become more confident	2	25.0%	66.7%
			2. Positive change in the behavior of the student	3	37.5%	100.0%
			3. Positive change in academic results	2	25.0%	66.7%
			4. Positive change in parent's attitude	1	12.5%	33.3%
		Total		8	100.0%	266.7%
Chhattisgarh	Rajnandgaon	Observation related to student growth	1. Students have become more confident	3	50.0%	100.0%
			2. Positive change in the behavior of the student	2	33.3%	66.7%
			3. Positive change in academic results	1	16.7%	33.3%
		Total		6	100.0%	200.0%

Analysis

As per 100% of the principal respondent of all three states, positive change is observed in the student's behavior and in their academic results. No response on positive change has been observed in the parent's attitude in Chhattisgarh.

Interpretation

The *Ashram* schools have resulted in bringing about a positive change in student's attitude. Chhattisgarh wasn't able to bring about a change in parent's attitude as per the principal. The schools are trying to increase literacy level in the states. Steps should be taken to create awareness amongst parents regarding importance of education especially in Balaghat, Madhya Pradesh.

9.9 Measures taken for Integration of Students of *Ashram* Schools into the Mainstream

To analyze the measures taken for integration of students of *Ashram* Schools with other student groups in Gondiya, Maharashtra, Madhya Pradesh and Chhattisgarh,

all the respondents of these schools were interviewed. Questions based upon measures taken for integration and barriers in integration were asked. The analysis is as follows:

9.9.1 Measures taken for Integration of Students of *Ashram* Schools

Response received from question no. 41 of the Teacher's Interview Schedule, question no.'s 67 of the Principal's Interview Schedule and question no. 40 of the Student's Interview Schedule led to the following analysis:

Table No. 33: Principal's Response on Activities Organized for Integration in the Schools in Intersecting Districts

State	District			Responses		Percent of Cases
				N	Percent	
Gondiya, Maharashtra	Gondiya	Activities for integration of students	1. Regular School Assemblies	1	8.3%	33.3%
			2. School assemblies during festival celebrations	1	8.3%	33.3%
			3. Intra school co-curricular competitions	3	25.0%	100.0%
			4. Inter school co-curricular competitions	3	25.0%	100.0%
			5. Intra school sports competitions	2	16.7%	66.7%
			6. Inter school sports competitions	2	16.7%	66.7%
		Total		12	100.0%	400.0%
Madhya Pradesh	Balaghat	Activities for integration of students	1. Regular School Assemblies	3	25.0%	100.0%
			2. School assemblies during festival celebrations	1	8.3%	33.3%
			3. Intra school co-curricular competitions	3	25.0%	100.0%
			5. Intra school sports competitions	3	25.0%	100.0%
			7. Regular Picnics	2	16.7%	66.7%
		Total		12	100.0%	400.0%
Chhattisgarh	Rajnandgaon	Activities for integration of students	1. Regular School Assemblies	3	23.1%	100.0%
			2. School assemblies during festival celebrations	2	15.4%	66.7%
			3. Intra school co-curricular competitions	3	23.1%	100.0%
			5. Intra school sports competitions	3	23.1%	100.0%
			7. Regular Picnics	2	15.4%	66.7%
		Total		13	100.0%	433.3%

Analysis

As per 56.70% and 30% of the student respondents of Gondiya and Rajnandgaon, respectively inter school co-curricular competitions are held. Total of 23.20% and 16.70% of the student respondents of Gondia and Rajnandgaon respectively inter school sports competitions are also held. No such competitions are organized in Balaghat as per the responses received.

Figure No. 5: Principal's and Student's Response on Inter School Co-Curricular Competitions Organised in *Ashram* schools in Intersecting Districts

Inter school co-curricular competitions organised in schools
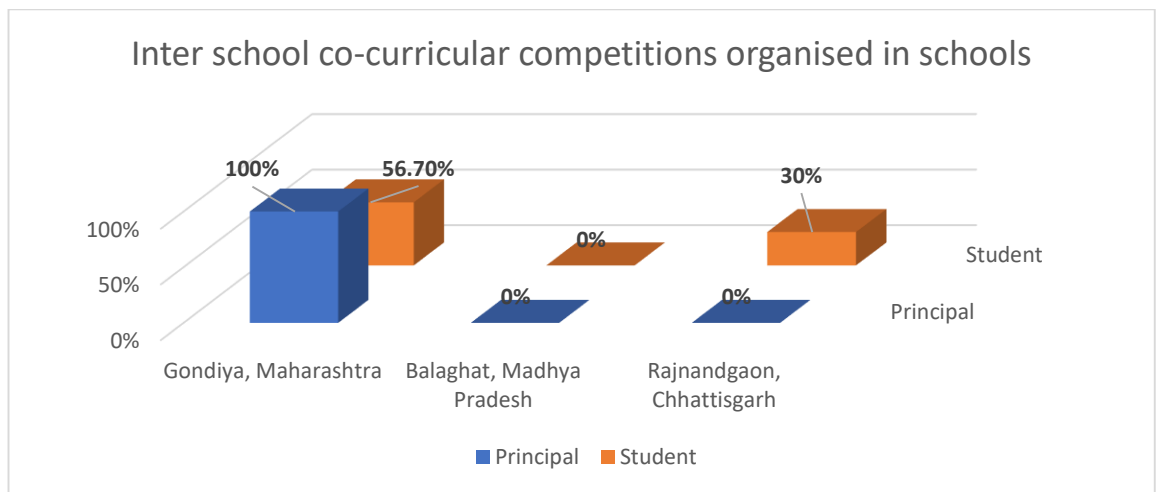
Figure No 6: Principal's and Student's Response on Inter School Sports Competitions Organised in *Ashram* schools in Intersecting Districts

Inter school sports Competitions organised

	Gondiya, Maharashtra	Balaghat, Madhya Pradesh	Rajnandgaon, Chhattisgarh
Principal	66.70%	0%	0%
Students	16.70%	0%	23.20%
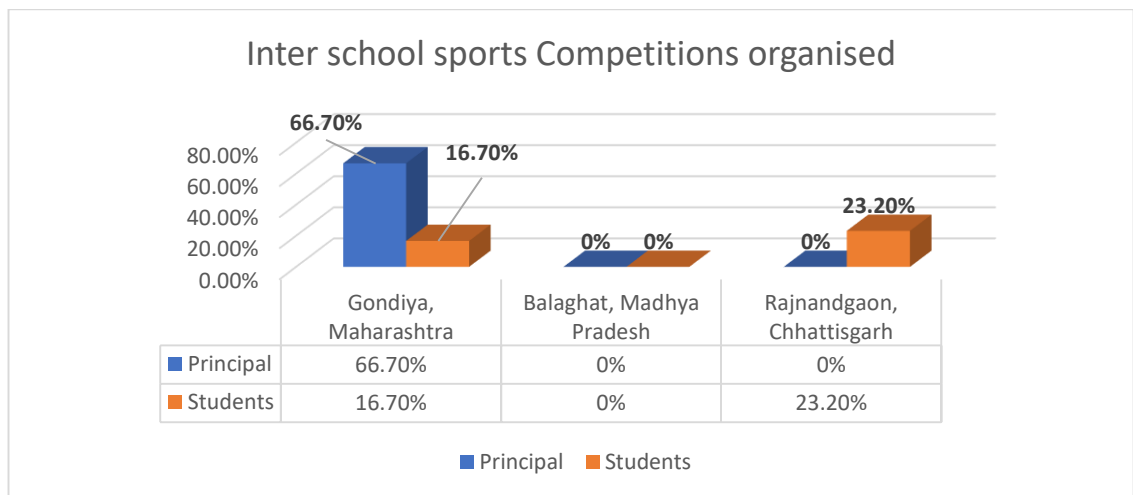
Analysis

No opportunities to integrate into mainstream are provided to students studying in *Ashram* schools located in Rajnandgaon, Chhattisgarh and Balaghat, Madhya Pradesh in comparison to Gondiya, Maharashtra.

Interpretation

In inter school activities/competitions, students of one school get opportunity to mingle with other school children. Thus, it is great opportunity to give exposure to the students at *Ashram* School. However, such activities are not conducted in Rajnandgaon, Chhattisgarh and Balaghat, Madhya Pradesh.

9.9.2 Barriers in Integration to Mainstream Society

To analyses the barriers in integration to mainstream society question no. 45 of the administrative Authority's interview schedule and question no. 12 of the Alumni Interview Schedule was observed as follows:

Table No. 34: Alumni's response on Barriers in Integration in the Schools in Intersecting Districts

State	District			Responses N	Percent	Percent of Cases
Gondiya, Maharashtra	Gondiya	Barriers in integration	1. The quality of education imparted in the *Ashram* school	4	36.4%	66.7%
			5.Inferiority Complex with mainstreamers	6	54.5%	100.0%
			6. Societal problems such as early marriage, drinking alcohol, extremism etc.	1	9.1%	16.7%
		Total		11	100.0%	183.3%
Madhya Pradesh	Balaghat	Barriers in integration	1. The quality of education imparted in the *Ashram* school	4	36.4%	66.7%
			5.Inferiority Complex with mainstreamers	6	54.5%	100.0%
			6. Societal problems such as early marriage, drinking alcohol, extremism etc.	1	9.1%	16.7%
		Total		11	100.0%	183.3%
Chhattisgarh	Rajnandgaon	Barriers in integration	1. The quality of education imparted in the *Ashram* school	3	30.0%	50.0%
			3. Poor school Infrastructure	1	10.0%	16.7%
			5.Inferiority Complex with mainstreamers	5	50.0%	83.3%
			6. Societal problems such as early marriage, drinking alcohol, extremism etc.	1	10.0%	16.7%
		Total		10	100.0%	166.7%

Analysis

Total of 100% of the alumni respondents of Balaghat, Madhya Pradesh and Gondiya, Maharashtra have responded that inferiority complex with the mainstreamers is the biggest barrier to integration as compared to 83.3% in

Chhattisgarh. 16.7% of the alumni respondents of Chhattisgarh have responded that poor school infrastructure is a barrier which is absent in the other two states. The other barriers include of the quality of education imparted in *Ashram* schools and existing societal problems such as early marriage, drinking, extremism etc.

Interpretation

Thus, it can be interpreted that Gondiya, Maharashtra *Ashram* schools do organize inter school activities for student integration followed by Balaghat, Madhya Pradesh while Chhattisgarh *Ashram* schools are lagging behind. The quality of education imparted and existing societal problem thus effects the confidence of the students leading them to feel inferior and less confident in front of the mainstreamers.

9.10 Correlation Between Social Problems Unique to Tribal Areas and Tribal Education; and Contribution of *Ashram* schools in Creating and Giving a Conducive Atmosphere for the Education of Tribal Children

To analyze the correlation between social problems unique to tribal areas and tribal education in Gondiya, Maharashtra, Balaghat, Madhya Pradesh and Chhattisgarh, all the respondents of these schools were interviewed.

It may be noted that as per the state official reports cited in the earlier chapters, extremism is the unique social problem in Gondia, Balaghat and Rajnandgaon. As per the responses received from the school principals and parents the awareness about education is increasing gradually. The *Ashram* School is keeping parents in loop and informing them about the progress of their ward and also the benefits of the education.

Since 2013, Gondia is derecognized as LWE affected area. However, Balaghat and Rajnandgaon are still under LWE affected recognition.

According to the analysis and interpretation given above, it is revealed that Gondiya's state of affairs regarding education imparted at the *Ashram* School is better than Balaghat followed by Rajnandgaon. Thus, it may be interpreted that the more quality we will add in the education, the more positive impact will be created on the students.

9.11 Suggestions Relating to the Measures to be Taken to Achieve the Goals of the *Ashram* Schools

All the respondent groups have suggested to improve school building infrastructure, provide skill and application-based training, employ specialized and experienced teachers, improve food quality and impart high quality education.

CHAPTER 10

A COMPARATIVE ANALYSIS OF THE WORKING OF *ASHRAM* SCHOOLS WITH SPECIAL REFERENCE TO TRIBAL AREAS LOCATED ON INTER-STATE BORDER AREAS OF CENTRAL INDIA (MAHARASHTRA, MADHYA PRADESH AND CHHATTISGARH)

Background

A research study was conducted to analyze the working of *Ashram* schools located at the inter-state borders in central India mainly of Maharashtra, Madhya Pradesh and Chhattisgarh. Data collected from each state were analyzed and interpreted at its district and taluka levels in a separate chapter. Districts which were intersecting with two states were also analyzed in a separate chapter. In the present chapter, a comparative analysis is done at the state level of Maharashtra, Madhya Pradesh and Chhattisgarh.

The scheme of the chapter is based on the objectives of the research study. The following points will be analyzed with the help of empirical data.

1. Legal regime including the policies and schemes relevant to *Ashram* Schools and their adequacy

2. The functioning of the *Ashram* Schools and problems in their working;

3. Admission, retention, progression and drop out of students in *Ashram* Schools and their integration into mainstream society;

4. Retention of the teachers;

5. Measures taken for skill development and assess the learning outcomes of students at the *Ashram* schools;

6. Impact of limiting *Ashram* Schools up to secondary level only;

7. Assessing the impact of *Ashram* Schools on education and literacy levels in Taluka

8. The efficacy of *Ashram* Schools located in interior tribal areas and at the periphery of urban areas;

9. Measures were taken for the integration of students of *Ashram* Schools with other student groups;

10. Correlation between social problems unique to tribal areas and tribal education.

11. Contribution of *Ashram* schools in creating and giving a conducive atmosphere for the education of tribal children

12. Suggestion relating to the measures to be taken to achieve the goals of the *Ashram* Schools.

10.11 Legal Regime Including the Policies and Schemes Relevant to *Ashram* Schools and their Adequacy

The legal regime has been discussed in detail in chapter 1 to 5. All *Ashram* schools and *Ashram* are established under the Tribal Sub-plan. Until 2017, it is seen that a fund was allocated in the central budget for the *Ashram* Schools. However, since 2017, no budget was seen to be allocated in the name of *Ashram* School. At present, the arrangement is that the Central Government is responsible for constructing the *Ashram* school and *Ashram* after receiving a demand for the same from the respective State government. The responsibility for operating, maintaining and supervising the school and *Ashram* lies with the respective state's Tribal Development Department. Since

Therefore, there is no specific legislation enacted by the Central Government for working *Ashram* Schools. In Maharashtra, a separate *Ashram* School Code is followed while no such codes are seen in Madhya Pradesh and Chhattisgarh.

The major difference in the administration amongst these states is that Tribal Welfare Department of Maharashtra and Madhya Pradesh are looking after *Ashram* and *Ashram* School. However, in Chhattisgarh, Tribal Development Department is looking after only *Ashram* and Department of Education is looking after schools. There are no *Ashram* School in Chhattisgarh, they have only *Ashram*. During the visit, it was seen that few *Ashram* School infrastructure are converted into *Ashram* like in Mungeli. The school is a government school wherein scheduled tribe students are taking education along with other caste students. These schools are located very near to the *Ashram*, in 100 to 500 mtr distance.

10.2 The Functioning of the *Ashram* Schools and Problems in their Working

To analyze the functioning of the *Ashram* Schools and analyze the problems in their work in Maharashtra, Madhya Pradesh and Chhattisgarh, a total of seven categories of respondents of these schools were interviewed. Questions were focused on infrastructural facilities, supporting facilities like meals and medical help and mainly questions to analyze the education getting imparted in the *Ashram* Schools. In Chhattisgarh the emphasis was given on *Ashram* more in comparison to the school as it was government run school and not *Ashram* School. A comparative analysis of the working of *Ashram* Schools in the border areas of three states intersecting each other is as follows:

10.2.1 Conditions of Classrooms

The condition of classrooms in *Ashram* school was analyzed based upon responses received from question no. 29 of the Principal's Interview Schedule, question no. 12 of the student's Interview Schedule and question no. 16 of the Parent's Interview Schedule. The analysis is as follows:

Photograph 1: Songudda Taluka, Balaghat District

Photograph 2: Tumsar, Bhandara, Maharashtra

Photograph 3: Kanker, Chhattisgarh   *Photograph 4 Chindwara, Madhya Pradesh*

Photograph 5: Nevsa, Bilaspur, Chhattisgarh

Table No. 1: Principals' response to Conditions of Classrooms

State				Responses		Percent of Cases
				N	Percent	
Maharashtra	Q29ᵃ	1.	Well ventilated	12	33.3%	92.3%
		2.	Blackboard Facility	12	33.3%	92.3%
		3.	Sufficient space to accommodate students	12	33.3%	92.3%
	Total			36	100.0%	276.9%
Madhya Pradesh	Q29ᵃ	1.	Well ventilated	24	35.3%	100.0%
		2.	Blackboard Facility	24	35.3%	100.0%
		3.	Sufficient space to accommodate students	20	29.4%	83.3%
	Total			68	100.0%	283.3%
Chhattisgarh	Q29ᵃ	1.	Well ventilated	14	38.9%	100.0%
		2.	Blackboard Facility	14	38.9%	100.0%
		3.	Sufficient space to accommodate students	7	19.4%	50.0%
		5. No Desk and Benches		1	2.8%	7.1%
	Total			36	100.0%	257.1%

Table No. 2: Students' Response to Conditions of Classrooms

STATE				Responses N	Responses Percent	Percent of Cases
Maharashtra	Q12a	1.	Well ventilated	95	30.2%	75.4%
		2.	Blackboard Facility	102	32.4%	81.0%
		3.	Sufficient space to accommodate students	118	37.5%	93.7%
	Total			315	100.0%	250.0%
Madhya Pradesh	Q12a	1.	Well ventilated	226	36.5%	95.8%
		2.	Blackboard Facility	222	35.9%	94.1%
		3.	Sufficient space to accommodate students	161	26.0%	68.2%
		4.	No classroom, study outside	10	1.6%	4.2%
	Total			619	100.0%	262.3%
Chhattisgarh	Q12a	1.	Well ventilated	158	38.2%	98.1%
		2.	Blackboard Facility	160	38.6%	99.4%
		3.	Sufficient space to accommodate students	96	23.2%	59.6%
	Total			414	100.0%	257.1%

Table No. 3: Parents' Response on Conditions of Classrooms

State				Responses N	Responses Percent	Percent of Cases
Maharashtra	Q16a	1.	Well ventilated	24	36.9%	88.9%
		2.	Blackboard Facility	25	38.5%	92.6%
		3.	Sufficient space to accommodate students	16	24.6%	59.3%
	Total			65	100.0%	240.7%
Madhya Pradesh	Q16a	1.	Well ventilated	48	35.8%	100.0%
		2.	Blackboard Facility	48	35.8%	100.0%
		3.	Sufficient space to accommodate students	38	28.4%	79.2%
	Total			134	100.0%	279.2%
Chhattisgarh	Q16a	1.	Well ventilated	30	39.5%	100.0%
		2.	Blackboard Facility	30	39.5%	100.0%
		3.	Sufficient space to accommodate students	16	21.1%	53.3%
	Total			76	100.0%	253.3%

Analysis

As per the school principal responses received, the classrooms in Maharashtra are well-ventilated with blackboard facility and sufficient space to accommodate all students. Total of 75.4% student respondents said that the classrooms are well-ventilated. As per the parents, total of 88.9 %, the classrooms are well-ventilated, and 59.3% of respondents said that classrooms have enough space to accommodate students.

As per the principal, parents and student responses received, the classrooms in Madhya Pradesh are well-ventilated with a blackboard facility. Total of 79.2 % said that students have space in the classroom. Total of 53.3% of the principal, parents and student respondents belonging to Chhattisgarh *Ashram* school have responded that the classrooms have sufficient space to accommodate all students and have no desks and benches.

Interpretation

The status of ventilation and blackboard is comparatively better in all the states in comparison to the space to accommodate students. All three category of respondents have expressed the same.

During the visit, it is observed that classrooms have enough windows. The construction is of old style. It is also observed that, in few talukas in Chhattisgarh, the walls of the classrooms are almost empty. There was hardly anything seen in the classroom to attract students to sit and study. However, basic requirement of having four walls, with windows are seen in the observation.

10.2.2 The Condition of Dormitories

The condition of dormitories of the *Ashram* is equally important as School, as students reside in the *Ashram*, away from their parents. Moreover, students are in their tender age, therefore, it is more required to see the residential arrangement.

Figure No. 1: *Ashram* Warden's Response on Status of Dormitories
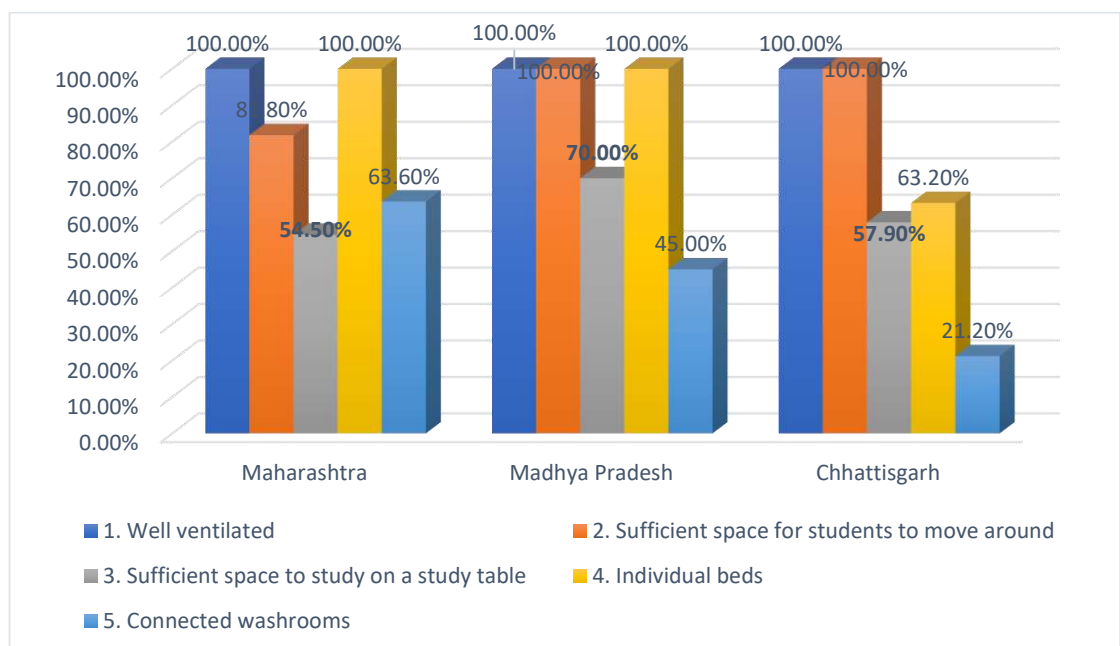
Analysis

All of the warden respondents of all three states have stated that the dormitories are well-ventilated. Total of 81.80% of the warden respondents of Maharashtra have stated that there is sufficient space to move as compared to 100% of response received from Madhya Pradesh and Chhattisgarh. Individual beds are available in 100% of *Ashram* in Maharashtra and Madhya Pradesh while 63.20% of the *Ashram* in Chhattisgarh have facility of individual bed. Total of 63.60% of *Ashram* in Maharashtra have connected washrooms as compared to 45% in Madhya Pradesh and 21.20% in Chhattisgarh

Photograph 6: Deorikhurd, Bilaspur

Photograph 7: Kanker, Chhattisgarh

Photograph 8: Rajnandgaon, Chhattisgarh

Figure 4 Photograph 9: Baihar, Balaghat, Madhya Pradesh

Photograph 10: Mandla, Madhya Pradesh

Interpretation

It is revealed that *Ashram* has well-ventilated dormitories with beds. In Chhattisgarh, it is found that mostly primary level students are sharing beds.

In the observation and during interaction it is found that students are getting bedding free of cost. They are also getting blankets in winters. Relating to bedsheets and pillow covers, the situation is not uniform. In some of the taluka it is told that students are getting it for themselves.

10.2.3 Meals Served

The meals served in *Ashram* school were analyzed based upon responses received from question no. 37 and 38 of the Principal's Interview Schedule, question no. 20 and 21 of the student's Interview Schedule, questions no. 14 and 15 of the school hostel warden's Interview Schedule and questions no. 21 and 22 of the Parent's Interview Schedule. The analysis is as follows:

Table No. 4: Students' Response on Meals Served

STATE				N	Percent	Percent of Cases
Maharashtra	Q21a	1.	Milk	28	5.2%	22.4%
		2.	Egg	55	10.3%	44.0%
		3.	Tea	36	6.7%	28.8%
		4.	Dal	61	11.4%	48.8%
		5.	Sabzi	124	23.1%	99.2%
		6.	Rice	125	23.3%	100.0%
		7.	Chapatti	107	20.0%	85.6%
	Total			536	100.0%	428.8%
Madhya Pradesh	Q21a	1.	Milk	5	0.5%	2.1%
		2.	Egg	1	0.1%	0.4%
		3.	Tea	4	0.4%	1.7%
		4.	Dal	240	24.7%	100.0%
		5.	Sabzi	240	24.7%	100.0%
		6.	Rice	240	24.7%	100.0%
		7.	Chapatti	240	24.7%	100.0%
	Total			970	100.0%	404.2%
Chhattisgarh	Q21a	1.	Milk	20	3.1%	13.3%
		2.	Egg	10	1.6%	6.7%
		3.	Tea	70	10.9%	46.7%
		4.	Dal	140	21.9%	93.3%
		5.	Sabzi	150	23.4%	100.0%
		6.	Rice	150	23.4%	100.0%
		7.	Chapatti	100	15.6%	66.7%
	Total			640	100.0%	426.7%

Table No.5 : Parents' Response on Meals Served

State				Responses N	Percent	Percent of Cases
Maharashtra	Q22ª	1.	Milk	5	5.5%	20.0%
		2.	Egg	8	8.8%	32.0%
		4.	Dal	16	17.6%	64.0%
		5.	Sabzi	21	23.1%	84.0%
		6.	Rice	21	23.1%	84.0%
		7.	Chapatti	20	22.0%	80.0%
	Total			91	100.0%	364.0%
Madhya Pradesh	Q22ª	1.	Milk	2	1.0%	4.2%
		2.	Egg	2	1.0%	4.2%
		3.	Tea	2	1.0%	4.2%
		4.	Dal	48	24.2%	100.0%
		5.	Sabzi	48	24.2%	100.0%
		6.	Rice	48	24.2%	100.0%
		7.	Chapatti	48	24.2%	100.0%
	Total			198	100.0%	412.5%
Chhattisgarh	Q22ª	3.	Tea	2	1.7%	6.7%
		4.	Dal	30	25.0%	100.0%
		5.	Sabzi	30	25.0%	100.0%
		6.	Rice	30	25.0%	100.0%
		7.	Chapatti	28	23.3%	93.3%
	Total			120	100.0%	400.0%

Analysis

All school principal respondents have responded that lunch is served in school. As per all the respondents of the Maharashtra *Ashram* School, the students are served with breakfast, lunch and dinner within the school premises while in Madhya Pradesh evening snacks are also served. All the *Ashram* warden respondents have responded that breakfast and dinner is served in *Ashram*.

Photograph 11: Meal Menu

Photograph 12: Kitchen in Mohla-Manpur, Chhattisgarh

Photograph 13: Dinning Hall, Maharashtra

Photograph 14: Kitchen, Chhindwara, Madhya Pradesh

Photograph 15: Open Kitchen, Dindori, MP

Photograph 16: Mess, Bhandara, Maharashtra

The meals in Maharashtra *Ashram* schools comprise of Sabzi, Rice and Chapattis. Egg is occasionally served here. The students in Chhattisgarh and Madhya Pradesh are served Dal, chapati, sabzi and rice.

Interpretation

The schools are required to follow the diet as decided by the tribal development department in *Ashram* School and also as prescribed under the mid-day meal scheme. As MP and Chhattisgarh have better rice belt, thus, their rice in meals is more and in Maharashtra, use of jawar and wheat is more.

It may be noted that menu or the food items decided under Mid-day meal scheme/ Poshan scheme, is mostly similar with the menu decided by the Tribal Development Department in *Ashram* School. Thus, at present, *Ashram* Schools is following the menu of Mid -day/Poshan meal scheme and *Ashram* is following the menu as decided by the Tribal Development Department.

Considering the data collected it may be interpreted that, the presence and proportion of nutritious food other than staple food is less in all states. Maharashtra is better in comparison to two other states.

10.2.4 Medical Facilities Available

To analyze the medical facilities available in *Ashram* schools in Maharashtra, Madhya Pradesh and Chhattisgarh, the principal, students, teachers and parents of these schools were interviewed on the basis of kind of medical camps organized and medical help provided in case of emergency.

10.2.4.1 Kind of Medical Camps Organized

The Kind of medical camps organized in *Ashram* school was analyzed based upon responses received from question no. 40 of the Principal's Interview Schedule, question no. 24 of the student's Interview Schedule and question no. 18 of the Parent's Interview Schedule. The analysis is as follows:

Table No. 6: Parents' Response on Kind of Medical Camps Organized

State				Responses N	Responses Percent	Percent of Cases
Maharashtra	Q18[a]	1.	Eye	6	14.6%	23.1%
		2.	Sugar and Blood Pressure	7	17.1%	26.9%
		3.	Full Body Check up	25	61.0%	96.2%
		5.	Oral health	3	7.3%	11.5%
	Total			41	100.0%	157.7%
Madhya Pradesh	Q18[a]	1.	Eye	13	16.9%	27.7%
		2.	Sugar and Blood Pressure	1	1.3%	2.1%
		3.	Full Body Check up	46	59.7%	97.9%
		4.	Reproductive health	4	5.2%	8.5%
		5.	Oral health	13	16.9%	27.7%
	Total			77	100.0%	163.8%
Chhattisgarh	Q18[a]	3.	Full Body Check up	28	100.0%	100.0%
	Total			28	100.0%	100.0%

Analysis

More than 70% of the principal respondents from all three states have responded that full-body check-up camps are organized for the students. As per the school principal respondents sugar, blood pressure and reproductive health camps are set-up in Maharashtra and Madhya Pradesh while the same are missing in Chhattisgarh.

Table No 7: Administrative Authority Response on Kinds of Medical Camps Organized

State				Responses		Percent of Cases
				N	Percent	
Maharashtra	Q19ᵃ	1.	Eye	9	34.6%	90.0%
		2.	Sugar and Blood Pressure	1	3.8%	10.0%
		3.	Full Body Check up	10	38.5%	100.0%
		4.	Reproductive health	1	3.8%	10.0%
		5.	Oral Health	4	15.4%	40.0%
		6.	Full Blood Test	1	3.8%	10.0%
	Total			26	100.0%	260.0%
Madhya Pradesh	Q19ᵃ	1.	Eye	9	20.9%	37.5%
		3.	Full Body Check up	23	53.5%	95.8%
		4.	Reproductive health	2	4.7%	8.3%
		5.	Oral Health	9	20.9%	37.5%
	Total			43	100.0%	179.2%
Chhattisgarh	Q19ᵃ	1.	Eye	5	17.9%	35.7%
		2.	Sugar and Blood Pressure	4	14.3%	28.6%
		3.	Full Body Check up	7	25.0%	50.0%
		5.	Oral Health	5	17.9%	35.7%
		7.	Routine	3	10.7%	21.4%
		8.	Anemia/malaria/Seasonal every 15 days	4	14.3%	28.6%
	Total			28	100.0%	200.0%

Administrative Authority Response

Analysis

Total of 95% of the administrative authority of Maharashtra and Madhya Pradesh have responded that regular full-body checkup camps are organized for students in *Ashram* school while only 50 % of the administrative authority respondents of Chhattisgarh mention about health camps. Testing for Anemia, Malaria and Sickle Cell Disease is also carried out in Chhattisgarh.

Interpretation

As students are living away from their families, thus, taking care of health of students learning and residing in *Ashram* School and *Ashram* is the responsibility of the *Ashram* and *Ashram* School. During the visit, seen a medical health camp organized in the *Ashram* of Deorikhurd, Chhattisgarh. There was a mobile van, in which one doctor and compounder were present. They were giving medicines also to the students.

10.2.4.2 Medical Help Provided in case of Emergency

The Medical help provided in case of emergency in *Ashram* school was analyzed based upon responses received from question no. 41 of the Principal's Interview Schedule, question no. 25 of the student's Interview Schedule, question no. 15 of

the teacher's Interview Schedule and question no. 19 of the Parent's Interview Schedule. The analysis is as follows:

Table No. 8: Students' Response on Medical Facilities Available in case of Emergency

STATE			Frequency	Percent	Valid Percent
Maharashtra	Valid	first aid with a doctor at premises	11	8.5	8.8
		ambulance at the premise along with the first aid and doctor/compounder	5	3.9	4.0
		only first aid	108	83.7	86.4
		only compounder	1	.8	.8
		Total	125	96.9	100.0
	Missing	0	4	3.1	
	Total		129	100.0	
Madhya Pradesh	Valid	first aid with a doctor at premises	18	7.5	7.5
		ambulance at the premise along with the first aid and doctor/compounder	1	.4	.4
		only first aid	221	92.1	92.1
		Total	240	100.0	100.0
Chhattisgarh	Valid	first aid with compounder at premises	10	6.2	6.2
		only first aid	90	55.9	55.9
		near by	61	37.9	37.9
		PHC	161	100.0	100.0

Table No. 9: Parents' Response on Medical Facilities available in case of Emergency

State			Frequency	Percent	Valid Percent
Maharashtra	Valid	First Aid with a doctor at premises	2	7.4	7.4
		Ambulance at the premise along with First Aid and Doctor/Compounder	7	25.9	25.9
		Only First Aid	18	66.7	66.7
		Total	27	100.0	100.0
Madhya Pradesh	Valid	First Aid with a doctor at premises	2	4.2	4.2
		First Aid with Compounder at premises	1	2.1	2.1
		Only First Aid	44	91.7	91.7
		Near by PHC	1	2.1	2.1
		Total	48	100.0	100.0
Chhattisgarh	Valid	Only First Aid	28	93.3	100.0
	Missing	0	2	6.7	
	Total		30	100.0	

Analysis

It is observed that in cases of emergency situations, approximately 36.4% and 25.9% of the principal respondents and parent respondents respectively of Maharashtra have told that an ambulance at the premise along with First Aid and a Doctor/Compounder is present while 36.4% and 66.7% respectively of the remaining has responded that only first aid is offered to the students within the school premises. All of principal respondents and 91.7% of parent respondents of Madhya Pradesh have stated that only first aid is provided as compared to 85.7% and 93.3% of Chhattisgarh. As per 37.9% of the Chhattisgarh student-respondents they are taken to the nearest Public Health Centre in emergency situations.

10.2.5 Facilities Offered in *Ashram* School and *Ashram*

The basic facilities offered in *Ashram* school and *Ashram* was analyzed based upon responses received from question no. 42,43,44 and 45 of the Principal's Interview Schedule, question no. 13 and 14 of the student's Interview Schedule, question no. 10 and 11 of the school hostel warden's Interview Schedule and question no. 20 of the Parent's Interview Schedule.

Table No. 10: Principals' response on Facilities Available in *Ashram* School

State				Responses N	Percent	Percent of Cases
Maharashtra	Q43ª	1.	Accommodation	14	21.5%	100.0%
		2.	Writing material	10	15.4%	71.4%
		3.	Reading material	14	21.5%	100.0%
		4.	Books	14	21.5%	100.0%
		5.	Stationary such as pens, pencil, colors etc.	10	15.4%	71.4%
		6.	Uniform	3	4.6%	21.4%
	Total			65	100.0%	464.3%
Madhya Pradesh	Q43ª	1.	Accommodation	23	17.3%	95.8%
		2.	Writing material	21	15.8%	87.5%
		3.	Reading material	24	18.0%	100.0%
		4.	Books	24	18.0%	100.0%
		5.	Stationary such as pens, pencil, colors etc.	18	13.5%	75.0%
		6.	Uniform	23	17.3%	95.8%
	Total			133	100.0%	554.2%
Chhattisgarh	Q43ª	1.	Accommodation	12	18.5%	92.3%
		2.	Writing material	10	15.4%	76.9%
		3.	Reading material	11	16.9%	84.6%
		4.	Books	13	20.0%	100.0%
		5.	Stationary such as pens, pencil, colors etc.	7	10.8%	53.8%
		6.	Uniform	12	18.5%	92.3%
	Total			65	100.0%	500.0%

Analysis

Above 95% of all the respondents of *Ashram* schools of all three states have responded that food and accommodation is provided in the school and *Ashram.* Above 80% of the principal, students, warden and parent-respondents of Maharashtra and Madhya Pradesh have responded that nutritional supplements such as Iron, Calcium or Vitamins are provided to students while only 47.4% of the warden and 44% student- respondents of Chhattisgarh agree to the above. Above 73% and 64% of all the respondent groups from Maharashtra and Madhya Pradesh have responded that deworming medicines are provided to the students in school and *Ashram.* Above 90% of the principal-respondents and parents-respondents and 78% of the warden respondents of Chhattisgarh *Ashram* schools have responded that de-worming medicine is provided while only 48% of the students of Chhattisgarh *Ashram* schools agree to the above.

Interpretation

Due to the scheme of DBT, the variation is seen in the response relating to the facilities provided in the *Ashram* and *Ashram* School. All are getting accommodation and books in all three states. However, the variation is in providing uniform, writing material and stationery. In Maharashtra, in few districts, it is expected that students will buy uniform, stationary and writing material. However, in Madhya Pradesh and Chhattisgarh, it was told that they are providing uniform to the students twice a year. In Chhattisgarh, mostly it was given once school starts and on 26th January. However, stationary including colors, drawing copies (not prescribed in the curriculum) are not given to students.

During the interaction with students living in *Ashram* in Chhattisgarh, it was asked to a student if they are buying colors. They denied. Thus, it is revealed that, due to lack of orientation and exposure, students are satisfied in basic facilities.

10.2.6 Maintenance of Security

The maintenance of security in *Ashram* was analyzed based on responses received from question no. 30 of the administrative authority's interview schedule, question no. 46 of the Principal's Interview Schedule and question no. 12 of the school hostel warden's Interview Schedule.

Analysis

Above 93% of the principal-respondents and above 71.4% of the warden respondents of Maharashtra *Ashram* schools have responded that the security of the *Ashram* is maintained by locking of girls and boy's hostel main door at Night as compared to 50% of the of the principal-respondents and warden respondents of Madhya Pradesh and Chhattisgarh *Ashram* schools. Above 74% of the principal and warden respondents of Maharashtra have selected that there are different security guards for day and night as compared to 16.7% and 11.1% of Madhya Pradesh and Chhattisgarh *Ashram* schools respectively. Approximately 63-65% of the interviewed *Ashram* of Maharashtra and Madhya Pradesh have a provision for different rooms for non-teaching Authority in a building other than *Ashram* as compared to 38.9% in Chhattisgarh.

Interpretation

The locking system is not provided to individual students. The security related measures taken in Madhya Pradesh and Chhattisgarh is relatively less in comparison to the Maharashtra. During interaction with the respondents, it was revealed that the security threats are of different types which may not be arrested due to locking system for example the snake bite.

The compound walls are seen in almost all *Ashram*. However, the compound wall is too short that seen many students of even of primary level enjoyed jumping from the compound wall. In some of the schools, a fence was created with plants. The iron gates are seen to the *Ashram* which are wide open. During interaction, it was told mainly in interior talukas/villages that being a small village security measures are not necessary.

As per the details relating to the fund allocation mentioned in the earlier chapters, it was seen that funds for guard facility and a separate room for the guards, construction of compound walls etc. security related measures are mentioned.

10.2.7 Frequency and Kind of Inspections Conducted

The status of inspections of *Ashram* schools and *Ashram* was analyzed based upon responses received from question no. 48 and 49 of the Principal's Interview Schedule and question no. 20 and 21 of the *Ashram* Warden's Interview Schedule. The analysis is as follows:

Table No. 11: Principals' response on the Frequency of Inspection Conducted

State			Frequency	Percent	Valid Percent	Cumulative Percent
Maharashtra	Valid	Monthly	9	64.3	64.3	64.3
		Quarterly	5	35.7	35.7	100.0
		Total	14	100.0	100.0	
Madhya Pradesh	Valid	Monthly	7	29.2	29.2	29.2
		Quarterly	12	50.0	50.0	79.2
		Half-yearly	2	8.3	8.3	87.5
		Annually	1	4.2	4.2	91.7
		AS PER NEED	2	8.3	8.3	100.0
		Total	24	100.0	100.0	
Chhattisgarh	Valid	0	2	14.3	14.3	14.3
		Monthly	9	64.3	64.3	78.6
		Quarterly	1	7.1	7.1	85.7
		Annually	2	14.3	14.3	100.0
		Total	14	100.0	100.0	

Table No. 12: *Ashram* Wardens Response on Frequency of Inspection Conducted

State			Frequency	Percent	Valid Percent	Cumulative Percent
Maharastra	Valid	Monthly	10	71.4	71.4	71.4
		Quarterly	3	21.4	21.4	92.9
		Annually	1	7.1	7.1	100.0
		Total	14	100.0	100.0	
Madhya Pradesh	Valid	Monthly	4	20.0	20.0	20.0
		Quarterly	16	80.0	80.0	100.0
		Total	20	100.0	100.0	
Chhattisgarh	Valid	Monthly	17	89.5	89.5	89.5
		Annually	2	10.5	10.5	100.0
		Total	19	100.0	100.0	

Analysis

Total of 42.9% and 54.5% of the principal and warden-respondents of Maharashtra have responded that inspection with respect to maintenance of school and security of *Ashram* is conducted whereas above 85% of the respondents in Madhya Pradesh and Chhattisgarh agree to the same. Further, it is observed that only 45% of the warden respondents of Madhya Pradesh have shared that dormitory related inspections take place as compared to 94.7% in Chhattisgarh.

Total of 70% of the administrative authority respondents of Maharashtra have responded that monthly inspections are carried out in *Ashram* school while 50% administrative authority respondents of Madhya Pradesh and Chhattisgarh have responded that inspections are carried out quarterly and annually respectively.

Interpretation

Considering the responses above, it may be interpreted that inspections are taking place in *Ashram* and in *Ashram* School. It was observed during visit that in

Ashram, a separate register is kept in which the authority coming for the inspection are required to note action to be carried out. As revealed through the responses of administrative authority, conducting inspection is a part of their duty. The Principals of the *Ashram* are also submitting the reports to the administrative authority, mainly to the Project Officer/ Block Officers.

10.2.8 Problems Faced in the Functioning of *Ashram* school

The problems faced in the functioning of *Ashram* school were analyzed based upon responses received from question no. 27 of the administrative authorities' interview schedule, question no. 50 and 51 of the Principal's Interview Schedule, question no. 19 of the student's Interview Schedule, question no. 19,20,21 and 22 of the teacher's Interview Schedule, question no. 25 and 26 of the Parent's Interview Schedule and question no. 18 and 19 of the *Ashram* Warden's Interview Schedule. The analysis is as follows:

Table No. 13: Principals' response on Problems Faced in the Working of *Ashram* School

State				Responses		Percent of Cases
				N	Percent	
Maharashtra	Q50[a]	1.	Infrastructural	9	45.0%	81.8%
		2.	Security	5	25.0%	45.5%
		4.	Non-availability of teachers	2	10.0%	18.2%
		5.	Non-cooperation from teachers	1	5.0%	9.1%
		6.	Psychological issues (depression)	2	10.0%	18.2%
		8. Students attitude		1	5.0%	9.1%
	Total			20	100.0%	181.8%
Madhya Pradesh	Q50[a]	1.	Infrastructural	14	51.9%	66.7%
		2.	Security	3	11.1%	14.3%
		4.	Non-availability of teachers	2	7.4%	9.5%
		6.	Psychological issues (depression)	1	3.7%	4.8%
		7. none		7	25.9%	33.3%
	Total			27	100.0%	128.6%
Chhattisgarh	Q50[a]	1.	Infrastructural	13	81.3%	100.0%
		4.	Non-availability of teachers	3	18.8%	23.1%
	Total			16	100.0%	123.1%

Table No. 14: Teachers Response on Problems Faced in the Working of *Ashram* School

State				Responses N	Responses Percent	Percent of Cases
maharashtra	Q19[a]	1.	Infrastructural	33	31.7%	62.3%
		2.	Security	6	5.8%	11.3%
		3.	High Drop-Out Rate	5	4.8%	9.4%
		4.	Disinterested students	38	36.5%	71.7%
		5.	Language Barrier	22	21.2%	41.5%
	Total			104	100.0%	196.2%
Madhya pradesh	Q19[a]	1.	Infrastructural	27	56.3%	67.5%
		2.	Security	5	10.4%	12.5%
		4.	Disinterested students	14	29.2%	35.0%
		5.	Language Barrier	2	4.2%	5.0%
	Total			48	100.0%	120.0%
chhattishgarh	Q19[a]	1.	Infrastructural	29	59.2%	67.4%
		4.	Disinterested students	6	12.2%	14.0%
		5.	Language Barrier	14	28.6%	32.6%
	Total			49	100.0%	114.0%

Analysis of both of the above Tables

In all three states, two issues were common, namely infrastructure and availability of teachers. Infrastructure was highlighted as the main problem in functioning of the *Ashram* School followed by availability of teachers. Psychological issues has also been highlighted in Maharashtra and Madhya Pradesh.

More than 60% teachers of *Ashram* schools responded that disinterested students and infrastructural issues were predominant barriers while 30-40% of the teachers felt that the students suffered due to language issues. Security as an issue is reported by approximately 11% of the teachers in Maharashtra and Madhya Pradesh as compared to 45.5% of the principal respondents of Maharashtra. Security hindrances are not observed by their principal-respondents in Chhattisgarh. While majority of the principals have responded that infrastructure related problems affect the functioning of the school, and total of 18-23% of the principal respondents of Maharashtra and Chhattisgarh highlighted the non-availability of the teachers as a hindrance.

Interpretation

In totality, the issue highlighted by all principals is about infrastructure followed by disinterested students. The psychology issue is also highlighted in Maharashtra and Madhya Pradesh, it shows, the awareness amongst respondents relating to the psychological issues.

The same question was asked to the parents. Parents from Maharashtra and Madhya Pradesh highlighted infrastructure as the main issue, however, no parent from Chhattisgarh highlighted any issue. It may be interpreted that parents are not taking interest in Chhattisgarh as rest all respondents in Chhattisgarh have highlighted the issue of infrastructure.

Following few photographs will depict the situation of the *Ashram* Schools.

Photograph 17: Inappropriate classrooms in Rajnandgaon, Chhattisgarh

Photograph 18: Nevsa, Bilaspur,Chhattisgarh no measures taken for security

Photograph 19: Deorikhurd, Bilaspur, (Recreational facilities)

Photograph 20: Nagpur,Maharashtra (GYM)

Photograph 21: Washrooms, Dindori, MP

Photograph 22: Classrooms in open in Dindori, MP

Photograph 23: Washrooms, Shahdol, MP

Photograph 24: Three-storey building in Nagpur, Maharashtra

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10.2.9 Response of Warden on Issue of Complaints Received from the Students Residing in *Ashram*

Table No. 15: *Ashram* Wardens Response on Subject Matter of Complaint

State				Responses N	Percent	Percent of Cases
Maharastra	Q18ᵃ	1.	Co-students behavior	7	58.3%	100.0%
		2.	Infrastructure related	3	25.0%	42.9%
		3.	Health related	2	16.7%	28.6%
	Total			12	100.0%	171.4%
Madhya Pradesh	Q18ᵃ	1.	Co-students behavior	2	100.0%	100.0%
	Total			2	100.0%	100.0%
Chhattisgarh	Q18ᵃ	1.	Co-students behavior	8	42.1%	80.0%
		2.	Infrastructure related	5	26.3%	50.0%
		3.	Health related	1	5.3%	10.0%
		4.	Sub-standard food	5	26.3%	50.0%
	Total			19	100.0%	190.0%

Analysis

As per the hostel warden of *Ashram* in Chhattisgarh, the subject matter of problems faced by the students includes of co-student's behavior, infrastructural issues, health related problems and sub-standard food whereas in Madhya Pradesh it is only co-student's behavior. The problem of sub-standard food is not reported by students residing in the *Ashram* at Maharashtra and Madhya Pradesh.

Interpretation

As per the above data, issue of co-student's behavior is an issue for the *Ashram*/hostel warden in all three states. It may be noted that *Ashram* warden are not necessarily a qualified teacher. It is also not necessary that warden have long experience to deal with children of school age. Thus, if warden have skills to mentor and counsel students residing at *Ashram* is not certain. It may be interpreted that in the absence of the trained counsellor in *Ashram*, the behavioral issues are remaining unattended in the *Ashram*.

10.2.10 Course Curriculum and Teaching Language/Medium of Instructions

The Course Curriculum and teaching language was analyzed based upon responses received from question no. 19 of the student's Interview Schedule, question no. 23 of the Principal's Interview Schedule, and question no. 12 of the teacher's interview schedule. The analysis is as follows:

Analysis

As per the responses received from the teachers and principals of 53 *Ashram* schools across Maharashtra, Madhya Pradesh and Chhattisgarh, it is observed that the course curriculum to be taught in these schools is decided by the State Education Board coming under the state Education Department.

Table No. 16: Students' Response on Medium of Teaching

STATE				Responses N	Responses Percent	Percent of Cases
Maharashtra	Q19a	1.	English	67	27.8%	53.6%
		2.	Hindi	47	19.5%	37.6%
		3.	State's regional language	124	51.5%	99.2%
		4.	Tribal Dialect, please specify	2	0.8%	1.6%
		5. all		1	0.4%	0.8%
	Total			241	100.0%	192.8%
Madhya Pradesh	Q19a	1.	English	138	32.3%	57.5%
		2.	Hindi	237	55.5%	98.8%
		3.	State's regional language	51	11.9%	21.3%
		4.	Tribal Dialect, please specify	1	0.2%	0.4%
	Total			427	100.0%	177.9%
Chhattisgarh	Q19a	1.	English	31	15.3%	19.3%
		2.	Hindi	161	79.7%	100.0%
		4.	Tribal Dialect, please specify	10	5.0%	6.2%
	Total			202	100.0%	125.5%

Furthermore, the tribal students are predominantly taught in the state's official language i.e., Hindi in Chhattisgarh and Madhya Pradesh and Marathi in Maharashtra. More than 75% of the teachers in all three states teach in the state's official language. Approximately 6.2% of the teachers in Chhattisgarh *Ashram* schools teach in the tribal language prevalent in the area in comparison to 1.6% in Maharashtra and 0.4% in Madhya Pradesh. 53.6% to 57.5% of the student respondents from Maharashtra and Madhya Pradesh.

10.3 Admission, Retention, Progression and Drop out of Students in *Ashram* Schools and their Integration into Mainstream Society

Analysis

To analyze out rate of admission, retention, progression and drop out of students in *Ashram* Schools and their integration into mainstream society in Maharashtra, Madhya Pradesh and Chhattisgarh, all the respondents of these schools were interviewed. Questions based on reasons for drop-out, incentives offered to

students, Rate of improvement admission, retention and progression and integration to mainstream were asked. Based on the above, the following was analyzed:

10.3.1 Reasons for Drop-out

The reasons for drop-out was asked to principal (question no. 55), administrative authority respondents (question no. 32) and teacher respondents (question no.26). The following figure is showing the response given by the school principal respondents.

Figure No. 2: Response of Principal on the Reasons for Drop-out
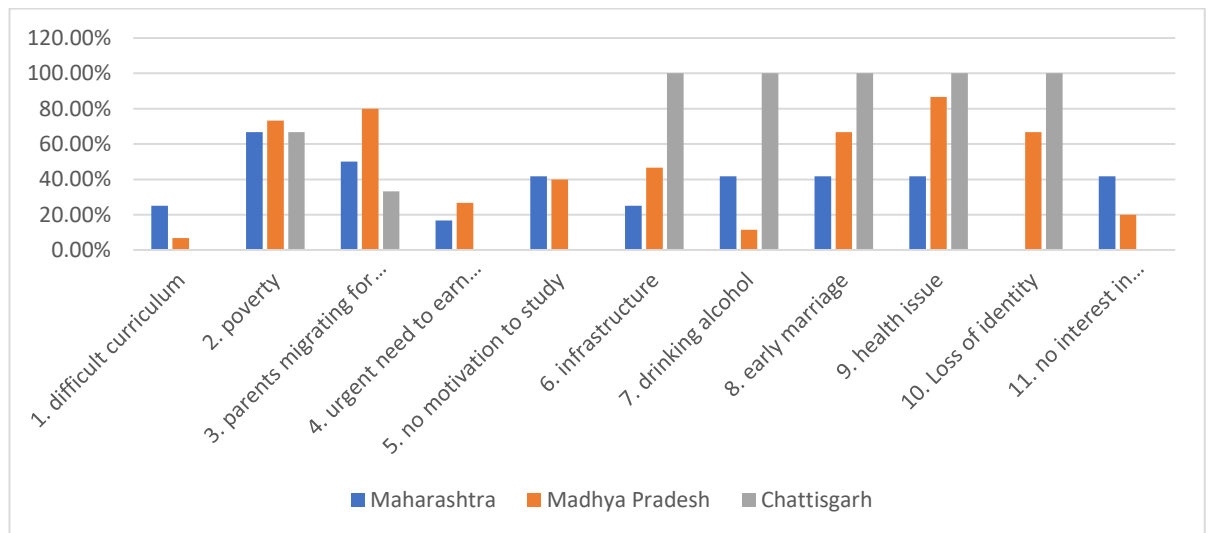
Analysis

Total 11 types of responses were received. Of those 2 responses have not been received from principal respondents from Chhattisgarh, rest 9 are common. Those two are difficult curriculum and fear of loss of identity.

Total of 66.7% of Principal respondents of Maharashtra *Ashram* school have responded that poverty is the main reason for drop-out while 86.7% of these respondent groups of Madhya Pradesh *Ashram* School cited health issues as a major reason. 100% of the principal respondents of Chhattisgarh *Ashram* school believes that infrastructure, drinking alcohol, early marriage, health issue and loss of identity are main reasons for drop out. Loss of identity is not a reason in Maharashtra.

Interpretation

It may be noted the same question was asked to teacher respondents. By corelating with the responses given by teacher respondents with principal respondents, it is revealed that teachers from Maharashtra highlighted disinterested students in majority rather than poverty which was highlighted by Principal respondents. Total of 86.4% of Teacher-respondent group of Maharashtra *Ashram* school have marked dis-interested students.

Total of 78.4% of Teacher-respondent in Madhya Pradesh *Ashram* School have shared poverty as the main reason and not health issues as highlighted by the principal respondents of Madhya Pradesh. All Teacher-respondent in Chhattisgarh *Ashram* School have claimed drinking alcohol as a major reason for drop-out.

10.3.2 Incentives to Students

The Incentives awarded to students studying in *Ashram* schools was analyzed based upon responses received from question no. 59 of the Principal's Interview Schedule, question no.34 of the teacher's Interview Schedule, question no.30 of the parent's Interview Schedule, and question no.35 of student's Interview Schedule. The analysis is as follows

Table No 17: Students' Response on Incentives offered

STATE				Responses N	Percent	Percent of Cases
Maharashtra	Q35[a]	1.	Scholarship	15	9.0%	11.9%
		2.	Recognition in the assembly	46	27.5%	36.5%
		3.	Certificate	106	63.5%	84.1%
	Total			167	100.0%	132.5%
Madhya Pradesh	Q35[a]	3.	Certificate	193	100.0%	100.0%
	Total			193	100.0%	100.0%
Chhattisgarh	Q35[a]	1.	Scholarship	1	0.7%	0.8%
		2.	Recognition in the assembly	43	31.9%	32.3%
		3.	Certificate	91	67.4%	68.4%
	Total			135	100.0%	101.5%

Table No. 18: Principals' response on Incentives offered to Students

State				Responses N	Percent	Percent of Cases
Maharashtra	Q59a	1.	Scholarship	5	23.8%	41.7%
		2.	Recognition in the assembly	6	28.6%	50.0%
		3.	Certificate	10	47.6%	83.3%
	Total			21	100.0%	175.0%
Madhya Pradesh	Q59a	2.	Recognition in the assembly	3	13.0%	13.0%
		3.	Certificate	20	87.0%	87.0%
	Total			23	100.0%	100.0%
Chhattisgarh	Q59a	2.	Recognition in the assembly	5	50.0%	55.6%
		3.	Certificate	5	50.0%	55.6%
	Total			10	100.0%	111.1%

Table No. 19: Parents' Response on Incentives offered to Students

State			Frequency	Percent	Valid Percent
Maharashtra	Valid	Certificate	23	85.2	85.2
		Scholarship and Certificate	4	14.8	14.8
		Total	27	100.0	100.0
Madhya Pradesh	Valid	Certificate	35	72.9	100.0
	Missing	0	13	27.1	
	Total		48	100.0	
Chhattisgarh	Valid	Certificate	24	80.0	100.0
	Missing	0	6	20.0	
	Total		30	100.0	

Figure No. 3: Principals' response on Incentives Offered to Students
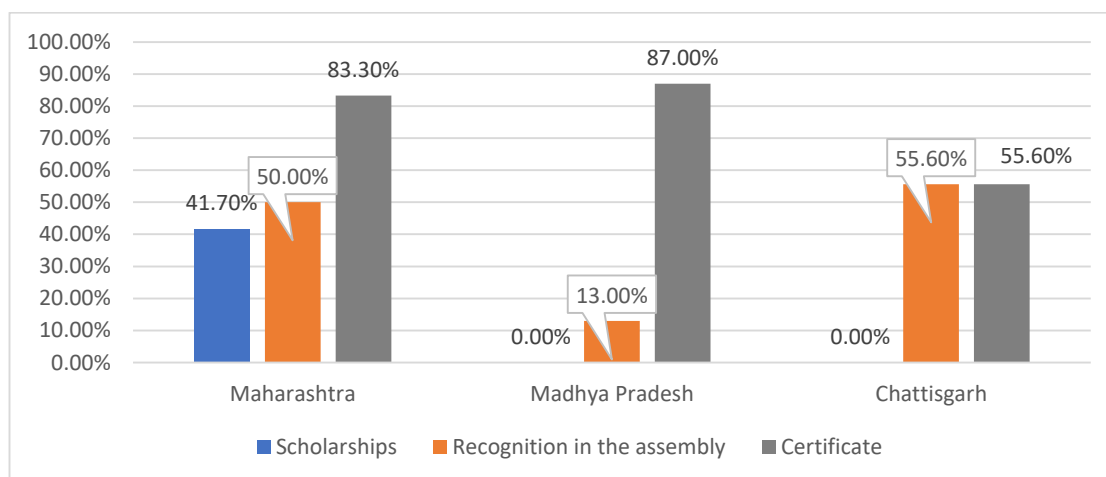
Analysis

As per the principal respondent groups of all three states, certificates are generally awarded for good performance.

Figure No. 4: Responses on Scholarship Offered to Students
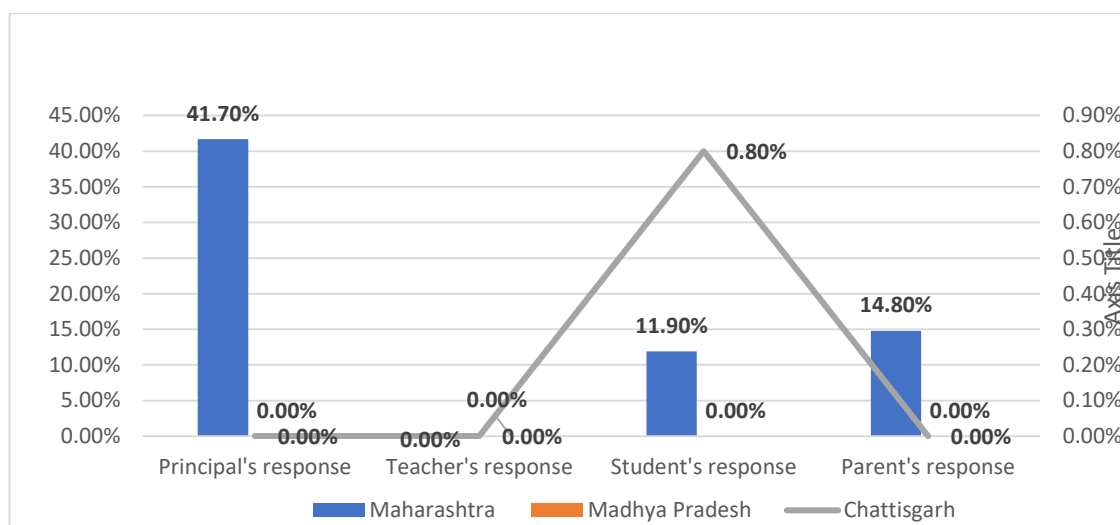
Analysis

A total of 41.47% of principal respondents and 11.9% of student respondents of Maharashtra *Ashram* schools have responded that Scholarships are awarded for good performance while the same finds no place in Chhattisgarh and Madhya Pradesh.

10.3.3 Rate of Improvement in Admission in *Ashram* schools

The Rate of improvement admission, retention and progression of the students studying in *Ashram* Schools was analyzed based upon responses received from question no. 56 of the Principal's Interview Schedule and question no. of the school hostel warden's Interview Schedule. The analysis is as follows:

10.3.3.1 Improvements Observed since the joining of *Ashram* school

Analysis

A total of 38.5% of the principal respondent group of Maharashtra *Ashram* schools have selected that there has been a decline in drop-out percentage in *Ashram* schools since the beginning of his/her tenure. 8.3% and 15.4% of the principal respondent groups of Madhya Pradesh and Chhattisgarh agree to it. 84.6%, 66.7% and 69.2% of the principal respondents of Maharashtra, Madhya Pradesh and Chhattisgarh respectively have selected that an improvement in student's enrolment parentage was observed. 100% of the principal respondent group of Maharashtra *Ashram* schools have selected that there has been an increase in number of *Ashram* school alumni enrolling for higher education as compared to the

same response received by 8.3% and 15.4% of these respondent groups of Madhya Pradesh and Chhattisgarh respectively. 34.9%, and 19% of the students of Maharashtra and Chhattisgarh have to de-enrol themselves from their present school as the school doesn't have facility for teaching higher classes.

10.3.4 Rate of Improvement in Retention and Progression of Students in *Ashram* school

The Rate of improvement in retention and progression of the students studying in *Ashram* Schools was analyzed based upon guidance given to students, motivation offered and steps taken for retention

10.3.4.1 Guidance given to Students

The guidance given to students of *Ashram* schools was analyzed based upon responses received from question no. 61 of the Principal's Interview Schedule, question no. 28 of students' Interview Schedule. and question no. 35 of teacher's Interview Schedule. The analysis is as follows:

Table No. 20: Principals' response on Kind of Guidance given to Students

State				Responses N	Percent	Percent of Cases
Maharashtra	Q61[a]	1.	Regarding behavior	12	21.8%	92.3%
		2.	Health issues	12	21.8%	92.3%
		3.	Family problems	8	14.5%	61.5%
		4.	Counselling regarding education	10	18.2%	76.9%
		5.	Career guidance	12	21.8%	92.3%
		6.	No guidance	1	1.8%	7.7%
	Total			55	100.0%	423.1%
Madhya Pradesh	Q61[a]	1.	Regarding behavior	22	22.7%	91.7%
		2.	Health issues	21	21.6%	87.5%
		3.	Family problems	14	14.4%	58.3%
		4.	Counselling regarding education	19	19.6%	79.2%
		5.	Career guidance	20	20.6%	83.3%
		6.	No guidance	1	1.0%	4.2%
	Total			97	100.0%	404.2%
Chhattisgarh	Q61[a]	1.	Regarding behavior	8	30.8%	88.9%
		2.	Health issues	5	19.2%	55.6%
		3.	Family problems	3	11.5%	33.3%
		4.	Counselling regarding education	6	23.1%	66.7%
		5.	Career guidance	3	11.5%	33.3%
		6.	No guidance	1	3.8%	11.1%
	Total			26	100.0%	288.9%

Table No. 21: Students' Response on Kind of Guidance given to Students

STATE				Responses N	Percent	Percent of Cases
Maharashtra	Q28[a]	1.	Personal regarding behavior	71	17.4%	56.3%
		2.	Health	113	27.6%	89.7%
		3.	Family problems	43	10.5%	34.1%
		4.	Counselling regarding education	81	19.8%	64.3%
		5.	Mentoring	101	24.7%	80.2%
	Total			409	100.0%	324.6%
Madhya Pradesh	Q28[a]	1.	Personal regarding behavior	213	26.0%	88.8%
		2.	Health	198	24.2%	82.5%
		3.	Family problems	90	11.0%	37.5%
		4.	Counselling regarding education	157	19.2%	65.4%
		5.	Mentoring	155	18.9%	64.6%
		6.	No guidance	5	0.6%	2.1%
		7.	encourage for sports also	1	0.1%	0.4%
	Total			819	100.0%	341.3%
Chhattisgarh	Q28[a]	1.	Personal regarding behavior	134	37.3%	83.2%
		2.	Health	76	21.2%	47.2%
		3.	Family problems	30	8.4%	18.6%
		4.	Counselling regarding education	60	16.7%	37.3%
		5.	Mentoring	46	12.8%	28.6%
		6.	No guidance	13	3.6%	8.1%
	Total			359	100.0%	223.0%

Analysis

92.3% of the principal respondents of Maharashtra *Ashram* School have selected that they guide students on behavioral, health and career related issues. 91.7% and 88.9% of the principal respondents of Madhya Pradesh and Chhattisgarh *Ashram* Schools majorly guide their students on behavioral related issues. 83.3% principal respondents of Madhya Pradesh offer career guidance as compared to 33.3% of principal respondents of Chhattisgarh *Ashram* school.

Table No. 22: Teachers Response on Kind of Guidance given to Students

State				Responses N	Percent	Percent of Cases
maharashtra	Q35[a]	1.	Personal regarding behavior	51	28.5%	86.4%
		2.	Health	45	25.1%	76.3%
		3.	Family problems	17	9.5%	28.8%
		4.	Counselling regarding education, drop-out	29	16.2%	49.2%
		5.	Mentoring	36	20.1%	61.0%
		6.	No guidance	1	0.6%	1.7%
	Total			179	100.0%	303.4%
Madhya pradesh	Q35[a]	1.	Personal regarding behavior	62	26.5%	84.9%
		2.	Health	52	22.2%	71.2%
		3.	Family problems	38	16.2%	52.1%
		4.	Counselling regarding education, drop-out	37	15.8%	50.7%
		5.	Mentoring	43	18.4%	58.9%
		6.	No guidance	2	0.9%	2.7%
	Total			234	100.0%	320.5%
chhattishgarh	Q35[a]	1.	Personal regarding behavior	52	38.2%	98.1%
		2.	Health	29	21.3%	54.7%
		3.	Family problems	16	11.8%	30.2%
		4.	Counselling regarding education, drop-out	19	14.0%	35.8%
		5.	Mentoring	20	14.7%	37.7%
	Total			136	100.0%	256.6%

Analysis

A total of 61.0% and 58.9% of the teacher-respondents of Maharashtra and Madhya Pradesh mentor their students as compared to 37.7% in Chhattisgarh *Ashram* school. The student respondents agree to the same.

10.3.4.2 Motivation Offered to Students

The motivation offered to students of *Ashram* schools was analyzed based upon responses received from question no. 26 of students' Interview Schedule, question no. 27 of parent's Interview Schedule and question no. 27 of teacher's Interview Schedule. The analysis is as follows:

Table No. 23: Students' Response on Motivation Offered to Students

STATE				N	Percent	Cases
Maharashtra	Q26a	1.	By making students clap when I answer in class	118	63.4%	95.2%
		2.	By encouraging me to study harder when unable to answer	67	36.0%	54.0%
		4.	No motivation, only study	1	0.5%	0.8%
	Total			186	100.0%	150.0%
Madhya Pradesh	Q26a	1.	By making students clap when I answer in class	206	64.6%	86.6%
		2.	By encouraging me to study harder when unable to answer	90	28.2%	37.8%
		3.	By scolding me when I ask questions	1	0.3%	0.4%
		4.	No motivation, only study	22	6.9%	9.2%
	Total			319	100.0%	134.0%
Chhattisgarh	Q26a	1.	By making students clap when I answer in class	127	73.0%	78.9%
		2.	By encouraging me to study harder when unable to answer	16	9.2%	9.9%
		4.	No motivation, only study	31	17.8%	19.3%
	Total			174	100.0%	108.1%

Table No. 24: Teachers Response on Motivation Offered to Students

State				Responses N	Percent	Percent of Cases
maharashtra	Q27[a]	1.	By making other students clap when one answers in class	58	56.3%	98.3%
		2.	By encouraging the students to study harder when unable to answer	44	42.7%	74.6%
		3.	By scolding them on asking questions	1	1.0%	1.7%
	Total			103	100.0%	174.6%
Madhya pradesh	Q27[a]	1.	By making other students clap when one answers in class	75	62.5%	98.7%
		2.	By encouraging the students to study harder when unable to answer	45	37.5%	59.2%
	Total			120	100.0%	157.9%
chhattishgarh	Q27[a]	1.	By making other students clap when one answers in class	36	58.1%	78.3%
		2.	By encouraging the students to study harder when unable to answer	21	33.9%	45.7%
		5.	Examples of alumni	5	8.1%	10.9%
	Total			62	100.0%	134.8%

Analysis

More than 99% of the teacher-respondent groups from all three states have responded that they motivate and encourage students by making other students clap when one answers in the class and encourages them to study harder when one is unable to answer. While the 9.2% and 19.3% of the student respondents from Madhya Pradesh and Chhattisgarh feel that they are not at all motivated by their teachers. 3.6% and 10.4% of the parent-respondents of Chhattisgarh and Madhya Pradesh have responded that there is no motivation. The parent and student respondents from Maharashtra do not agree with the same.

10.3.5 Steps Taken to Retain the Students

The Steps taken to retain the students of *Ashram* schools was analyzed based upon responses received from question no. 33 of administrative authority' Interview Schedule. The analysis is as follows:

Figure No. 5: Administrative Authority Response on Steps taken to Retain Students
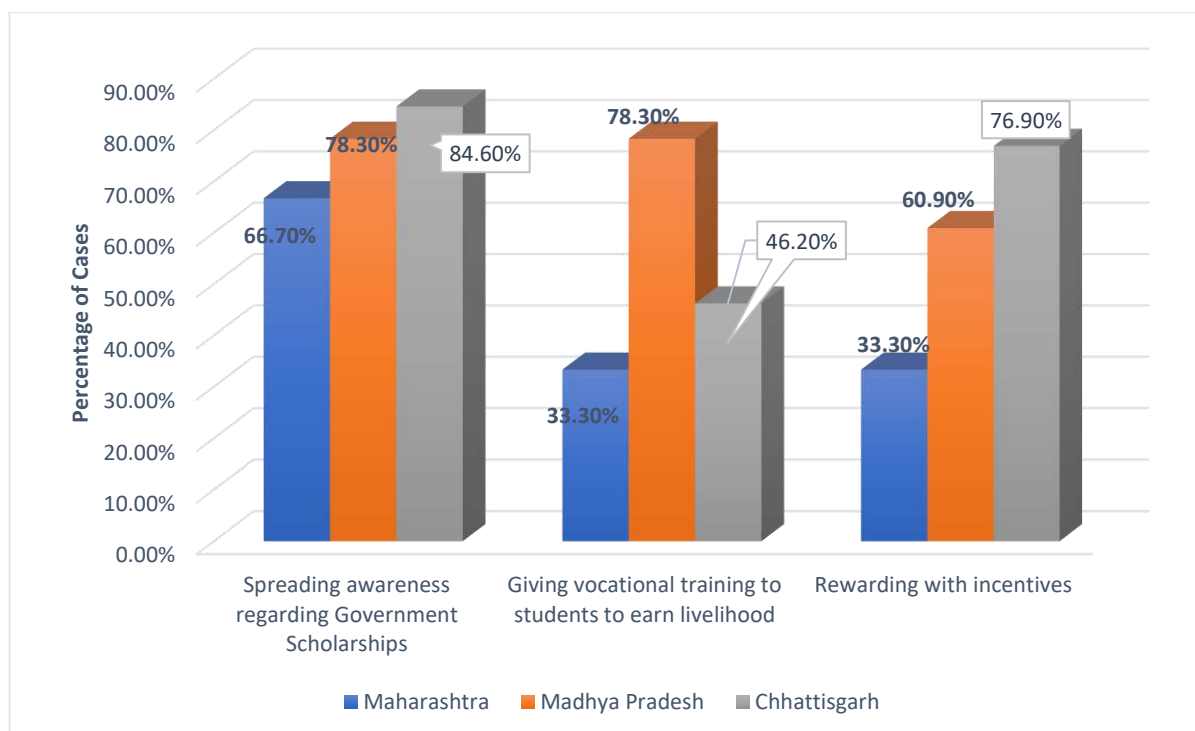
Analysis

A total of 84.6%, 78.3% and 66.7% of the administrative authority respondents of Chhattisgarh, Madhya Pradesh and Maharashtra respectively have responded that to help improve retention and progression rate, they are spreading awareness regarding scholarships available for *Ashram* school students. 33.3%, 60.9% and 76.9% of the administrative authority respondents of Maharashtra, Madhya Pradesh and Chhattisgarh respectively have responded that they are rewarding students with incentives to improve retention and progression rate. 78.3%, 46.2% and 33.3% of the administrative authority respondents of Madhya Pradesh, Chhattisgarh and Maharashtra respectively are giving vocational training to students for earning livelihood to help retain the students.

10.3.6 Steps Taken for Tribal Development apart from Educational Initiatives

The Steps taken to retain the students of *Ashram* schools was analyzed based upon responses received from question no. 46 of administrative authority' Interview Schedule. The analysis is as follows:

In Maharashtra, the administrative authority respondents have responded that steps taken for tribal development apart from educational initiatives are teaching how to

use computers, training regarding agriculture and horticulture, teaching tribal art and handicrafts and knowledge on traditional medicines.

Interpretation

As per the responses received from the principal of Maharashtra *Ashram* school, the main reasons behind drop-out is poverty followed by parents migrating for work. Other reasons include of no motivation to study, alcohol consumption, early marriage, dis-interested students and health problems. In Madhya Pradesh poverty, parent's migration for work and health issues while in Chhattisgarh alcohol consumption, early marriage, infrastructural issues, health problems and loss of identity were observed to be the main reasons behind drop-out. Greater retention and progression rates are attained when students get rewards for their success. It motivates the student to work harder and achieve its goals. As per the responses received from the principal of all three states, students are awarded with certificates for good performance while scholarship is only offered in Maharashtra. Guidance regarding behavior, family problems, health issues, education and career is offered to the students in all three states. Less emphasis is given to career guidance and mentoring in Chhattisgarh. The state Tribal Development Departments of all three states are taking steps for improving retention and progression rate of students by spreading awareness regarding scholarships, providing incentives and vocational training to students.

10.4 Retention of the Teachers

Analysis

To analyze the retention of teachers in *Ashram* schools in Maharashtra, Madhya Pradesh and Chhattisgarh, principal and teachers of *Ashram* schools were interviewed. Questions based on teacher's teaching experience, teachers' association with *Ashram* school, offering residential quarters within school premises, reason behind choosing this job, teacher training programmes and incentives offered were asked. Based on the above, the following was analyzed:

10.4.1 Teacher's Association with *Ashram* school

The teacher's association with *Ashram* school was analyzed based upon responses received from question no.3 of the Teacher's Interview Schedule. The analysis is as follows:

Analysis

In Maharashtra more than 70% of the teachers employed have an association with *Ashram* school of more than 5 years while in Madhya Pradesh it is approximately 46%. Maximum number of teachers employed in Chhattisgarh have a teaching experience of 3-5 years.

10.4.2 Residential Quarters within School Premises

The availability of residential quarters within school premises was analyzed based upon responses received from question no.6 of the Teacher's Interview Schedule and question no. 13 of the Principal's Interview Schedule. The analysis is as follows:

Figure No.6: Teacher's Response on Residential Quarters Offered to them within School Premises
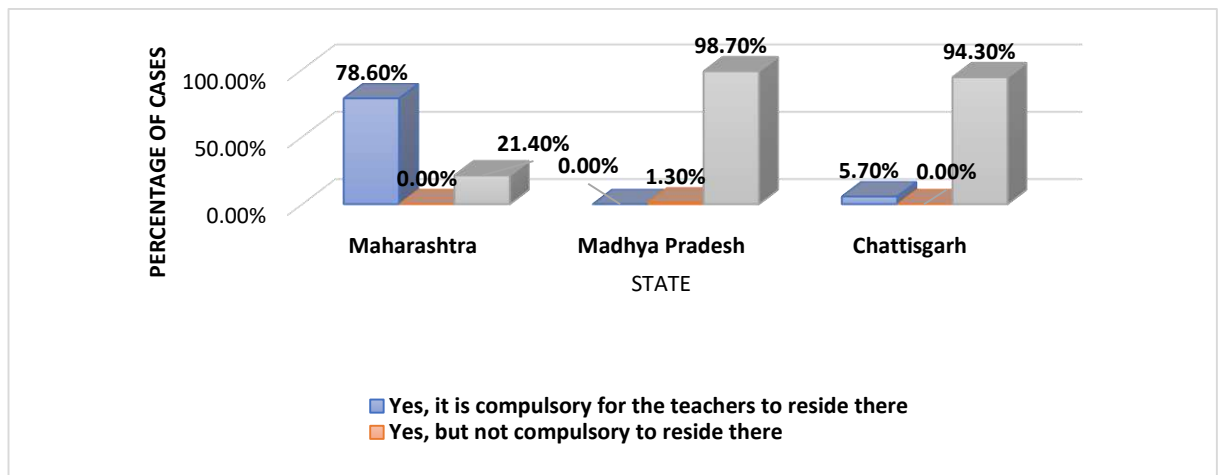
Analysis

A total of 78.6% teacher respondents of *Ashram* schools in Maharashtra as compared to 5.7% of Chhattisgarh are compulsorily required to reside in the residential quarters within the school premises. As per 98.7% teacher respondent responses of Madhya Pradesh *Ashram* schools has no facility of residential quarters is available. Regarding the principal of Maharashtra, Madhya Pradesh and Chhattisgarh approximately 78%, 37% and 14% were compulsorily required to reside in the residential quarters within the school premises while 21.4%, 58.3 and 78.6% of principals of Maharashtra, Madhya Pradesh and Chhattisgarh were not offered with any residential quarters.

The reason behind choosing this job by the Principal respondents and teacher respondents was analyzed as follows:

Table No. 25: Response of Principal relating to joining *Ashram* School

State			Responses N	Responses Percent	Percent of Cases
Maharashtra	Q14[a]	Comfortable to me as I live in the same taluka	2	13.3%	15.4%
		Fascination towards tribal children education	1	6.7%	7.7%
		I believe that I can bring positive change in the lives of tribals	9	60.0%	69.2%
		i was asked to work here	3	20.0%	23.1%
	Total		15	100.0%	115.4%
Madhya Pradesh	Q14[a]	Comfortable to me as I live in the same taluka	9	32.1%	37.5%
		Fascination towards tribal children education	8	28.6%	33.3%
		I believe that I can bring positive change in the lives of tribals	11	39.3%	45.8%
	Total		28	100.0%	116.7%
Chhattisgarh	Q14[a]	Comfortable to me as I live in the same taluka	7	33.3%	50.0%
		Fascination towards tribal children education	4	19.0%	28.6%
		I believe that I can bring positive change in the lives of tribals	8	38.1%	57.1%
		i was asked to work here	1	4.8%	7.1%
		Govt job	1	4.8%	7.1%
	Total		21	100.0%	150.0%

Table No. 26: Response of Principal relating to joining *Ashram* School

State			Responses N	Responses Percent	Percent of Cases
maharashtra	Q4[a]	1. Comfortable to me as I live in the same taluka	5	8.3%	9.1%
		2. Fascination towards tribal children education	10	16.7%	18.2%
		3. I believe that I can bring positive change in the lives of tribals	27	45.0%	49.1%
		4. I studied in ashram school thus, I know it's management	4	6.7%	7.3%
		5. I wasn't given a choice	14	23.3%	25.5%
	Total		60	100.0%	109.1%
Madhya pradesh	Q4[a]	1. Comfortable to me as I live in the same taluka	35	36.1%	46.7%
		2. Fascination towards tribal children education	38	39.2%	50.7%
		3. I believe that I can bring positive change in the lives of tribals	21	21.6%	28.0%
		4. I studied in ashram school thus, I know it's management	1	1.0%	1.3%
		5. I wasn't given a choice	2	2.1%	2.7%
	Total		97	100.0%	129.3%
chhattishgarh	Q4[a]	1. Comfortable to me as I live in the same taluka	24	34.8%	51.1%
		2. Fascination towards tribal children education	17	24.6%	36.2%
		3. I believe that I can bring positive change in the lives of tribals	12	17.4%	25.5%
		6. being a govt job	16	23.2%	34.0%
	Total		69	100.0%	148.8%

Analysis

Total of 40-50% of the teachers and 57-67% of the principals in all three states have opted to teach in the *Ashram* school as they believe that they can bring about a change in the lives of the tribal people and are fascinated towards them. Approximately 31-33%, 32-38% and 42-58% of the principal and teachers employed in Maharashtra, Madhya Pradesh and Chhattisgarh chose to teach as they weren't given a choice or they lived in the same taluka or being a government job.

Interpretation

These figures show the reluctance of the teachers in taking up job at *Ashram* School. In a question relating to challenges coming in functioning of the *Ashram* School, principal and administrative authority mentioned teachers' unavailability to teach in *Ashram* School.

10.4.3 Teacher Training Programmes

The Teacher Training Programmes was analyzed based upon responses received from question no. 9 and 10 of the Teacher's Interview Schedule and question no. 20 and 21 of the Principal's Interview Schedule. The analysis is as follows:

Table No. 27: Principals' response on Frequency of Teacher Training Programmes

State			Frequency	Percent	Valid Percent
Maharashtra	Valid	Quarterly	6	42.9	42.9
		Once in six months	4	28.6	28.6
		Annually	3	21.4	21.4
		Monthly	1	7.1	7.1
		Total	14	100.0	100.0
Madhya Pradesh	Valid	Quarterly	8	33.3	33.3
		Once in six months	2	8.3	8.3
		Annually	10	41.7	41.7
		As and when required	2	8.3	8.3
		Monthly	2	8.3	8.3
		Total	24	100.0	100.0
Chhattisgarh	Valid	0	6	42.9	42.9
		Quarterly	3	21.4	21.4
		Annually	2	14.3	14.3
		As and when required	3	21.4	21.4
		Total	14	100.0	100.0

Table No. 28*:* Principals' response on Kinds of Teacher Training Programmes

State				Responses		Percent of Cases
				N	Percent	
Maharashtra	Q20ᵃ	1.	Skill Based	13	40.6%	92.9%
		2.	New curriculum	9	28.1%	64.3%
		3.	Tribal language	2	6.3%	14.3%
		4.	Adolescent Training	8	25.0%	57.1%
	Total			32	100.0%	228.6%
Madhya Pradesh	Q20ᵃ	1.	Skill Based	13	37.1%	54.2%
		2.	New curriculum	22	62.9%	91.7%
	Total			35	100.0%	145.8%
Chhattisgarh	Q20ᵃ	1.	Skill Based	6	40.0%	66.7%
		2.	New curriculum	7	46.7%	77.8%
		3.	Tribal language	1	6.7%	11.1%
		5.	training for slow learner	1	6.7%	11.1%
	Total			15	100.0%	166.7%

Table No. 29: Teachers Response on Kinds of Teacher Training Programmes

State				Responses	
				N	Percent
maharashtra	Q9ᵃ	1.	Skill Based programs	37	37.4%
		2.	New curriculum	50	50.5%
		3	Adolescent Training	4	4.0%
		4	Tribal dialect	7	7.1%
		5	only incase a new policy is introduced	1	1.0%
	Total			99	100.0%
Madhya pradesh	Q9ᵃ	1.	Skill Based programs	31	28.4%
		2.	New curriculum	61	56.0%
		3	Adolescent Training	16	14.7%
		4	Tribal dialect	1	0.9%
	Total			109	100.0%
chhattishgarh	Q9ᵃ	1.	Skill Based programs	26	32.1%
		2.	New curriculum	31	38.3%
		3	Adolescent Training	11	13.6%
		4	Tribal dialect	1	1.2%
		5	only incase a new policy is introduced	7	8.6%
		6.	no training are organized	5	6.2%
	Total			81	100.0%

Analysis

More than 50% of the teachers have responded that trainings are only organized when a new policy or a curriculum is introduced. In between 30-37% of these respondents have stated that skill-based training programmes are held. There are no training programmes for guest teachers employed in the school. As per the principal respondents, skill based and new curriculum teachers training programmes are organized. Additional training programmes such as Adolescent training in Maharashtra and training for slow learners in Chhattisgarh are also

conducted. As per the principal of *Ashram* schools in Maharashtra, Madhya Pradesh and Chhattisgarh; trainings are organized quarterly, annually and as per requirement respectively. It has been observed that around 17% of the teachers employed in Chhattisgarh *Ashram* schools have responded that no trainings were organized in the last one year.

Interpretation

The position of teachers training is better in Maharashtra in comparison to Madhya Pradesh.

10.4.4 Incentives offered

The incentives offered was analyzed based upon responses received from question no. 11 of the Teacher's Interview Schedule and question no. 15 of the Principal's Interview Schedule. The analysis is as follows:

Table No. 30: Principals' response on Teacher's Incentives Offered

State			Responses N	Percent	Percent of Cases
Maharashtra	Q15[a]	Societal recognition	3	21.4%	21.4%
		Certificate	7	50.0%	50.0%
		No awards	4	28.6%	28.6%
	Total		14	100.0%	100.0%
Madhya Pradesh	Q15[a]	Certificate	5	20.8%	20.8%
		No awards	19	79.2%	79.2%
	Total		24	100.0%	100.0%
Chhattisgarh	Q15[a]	Societal recognition	2	12.5%	14.3%
		Certificate	4	25.0%	28.6%
		No awards	10	62.5%	71.4%
	Total		16	100.0%	114.3%

Table No. 31: Teachers Response on Incentives Offered to Them

State		Responses		N	Percent	Percent of Cases
Maharashtra	Q11	1.	Recognition for good performance in the assembly	2	2.7%	3.4%
		2.	Promotion	5	6.8%	8.6%
		3.	Certificate for good performance	39	53.4%	67.2%
		4.	Medical	4	5.5%	6.9%
		5.	LTC	2	2.7%	3.4%
		6.	Study Leave	3	4.1%	5.2%

		7. P.F and Gratuity	2	2.7%	3.4%
		9. Free food andlodging	1	1.4%	1.7%
		10. No incentives for good performance	14	19.2%	24.1%
		11. No incentivesotherwise	1	1.4%	1.7%
	Total		73	100.0%	125.9%
Madhya Pradesh	Q11	1. Recognition for good performance in the assembly	4	3.7%	5.3%
		2. Promotion	20	18.7%	26.7%
		3. Certificate for good performance	10	9.3%	13.3%
		4. Medical	11	10.3%	14.7%
		5. LTC	1	0.9%	1.3%
		6. Study Leave	1	0.9%	1.3%
		7. P.F and Gratuity	17	15.9%	22.7%
		10. No incentives for good performance	17	15.9%	22.7%
		11. No incentivesotherwise	26	24.3%	34.7%
	Total		107	100.0%	142.7%
Chhattisgarh	Q11[a]	1. Recognition for goodperformance in the assembly	13	9.6%	27.7%
		2. Promotion	26	19.3%	55.3%
		3. Certificate for good performance	25	18.5%	53.2%
		4. Medical	25	18.5%	53.2%
		5. LTC	1	0.7%	2.1%
		7. P.F and Gratuity	24	17.8%	51.1%
		10. No incentives for good performance	13	9.6%	27.7%
		11. No incentivesotherwise	8	5.9%	17.0%
	Total		135	100.0%	287.2%

Analysis

In Maharashtra 53.4% of the teacher respondents stated that they are awarded with a certificate for good performance while in Madhya Pradesh and Chhattisgarh, the responses have varied from being promoted to receiving medical help, Provident Funds and gratuity. Approximately 15-25% of these respondents believe that they are not offered with any kind of incentives. As per responses received by the principals of 53 *Ashram* schools, it is observed that in above 75% of these schools, the non-teaching authority are not offered any incentive. In Maharashtra and Chhattisgarh around 71.4% and 87.5% of the principals have responded that they are awarded with certificate and societal recognition for good performance in

comparison to 44% to the principals employed in Madhya Pradesh. The remaining responses show that no awards are offered for good performance.

10.4.5 Teaching Schedule and Teacher-Student Ratio

The Teaching Schedule and Teacher-Student Ratio was analyzed based upon responses received from question no. 7 and 8 of the Teacher's Interview Schedule.

Photograph 25: Classrooms, Madhya Pradesh

Photograph 26: Classrooms, Chhattisgarh

Analysis

As per all the teacher-respondents, it is observed that they are teaching up to three classes with four subjects each. Furthermore, a teacher-student ratio of approximately 1:25-1:35 is followed in all the interviewed schools.

Interpretation

The retention of the teachers is dependent upon the work environment constituting of incentives offered, financial stability, job security, teaching schedule, and relatability with the student's social environment. The reason of the teaching authority behind choosing to teach in an *Ashram* school also helps in retaining teachers and principal for a long term. Teacher training is pivotal for enhancing the

teacher's knowledge and skill to motivate and help them achieve higher learning outcome. To help retain teachers, Incentives shall be offered regularly. *Ashram* schools are generally located in the interior regions of the district thus, providing residential facilities to the teachers help in saving time and increasing work efficiency. The possibility of the introduction of a new curriculum or a policy is rare so it can be observed that annually there might be a programme organized. The student-teacher ratio required under the provisions of the Right to Education Act, 2009 is 1:35 and the same is being followed in all the interviewed *Ashram* schools.

10.5 School Curriculum and Inclusions in the School Curriculum and Measures taken for Skill Development

Questions relating to the School Curriculum and inclusions added by the school to enhance the teaching-learning process were asked. The measures to impart skills were also asked to the respondents.

10.5.1 Inclusion in the School Curriculum to Enhance Teaching- Learning Process

The objective was analyzed based upon responses received from question no's 38 of the Teacher's Interview Schedule, question no.'s 64 of the Principal's Interview Schedule, question no. 41 of the Parent's Interview Schedule and question no.39 of the student's Interview Schedule. The analysis is as follows:

Table No. 32: Principals' response on Inclusion in the School Curriculum

State			Frequency	Percent	Valid Percent
Maharashtra	Valid	0	1	7.1	7.1
		2. Academic with Sports	2	14.3	14.3
		3. Academics with skill development activities	2	14.3	14.3
		4. Academic, sports and skill development activities	9	64.3	64.3
		Total	14	100.0	100.0
Madhya Pradesh	Valid	0	1	4.2	4.2
		1. Only Academic	16	66.7	66.7
		2. Academic with Sports	5	20.8	20.8
		4. Academic, sports and skill development activities	2	8.3	8.3
		Total	24	100.0	100.0
Chhattisgarh	Valid	1. Only Academic	6	42.9	42.9
		2. Academic with Sports	3	21.4	21.4
		3. Academics with skill development activities	2	14.3	14.3

Table No. 33: Students' Response on Inclusion in the School Curriculum

STATE			Frequency	Percent	Valid Percent
Maharashtra	Valid	only academic	10	7.8	8.3
		academic with sports	40	31.0	33.3
		academic sports and skill development actitivies	70	54.3	58.3
		Total	120	93.0	100.0
	Missing	0	9	7.0	
	Total		129	100.0	
Madhya Pradesh	Valid	only academic	191	79.6	80.6
		academic with sports	38	15.8	16.0
		academic sports and skill development actitivies	8	3.3	3.4
		Total	237	98.8	100.0
	Missing	0	3	1.3	
	Total		240	100.0	
Chhattisgarh	Valid	only academic	108	67.1	67.1
		academic with sports	40	24.8	24.8
		academic sports and skill development actitivies	13	8.1	8.1
		Total	161	100.0	100.0

Analysis

As per the principal respondents in total of 64.3% of the Maharashtra *Ashram* schools, academic, sports and skill development activities are conducted while only 8.7% schools in Madhya Pradesh and 21.4% schools in Chhattisgarh agree to it.

As per the student respondents, in 58.3% of the Maharashtra *Ashram* schools, academic, sports and skill development activities are included in the school curriculum while only 3.4% schools in Madhya Pradesh and 8.1% schools in Chhattisgarh agree to it.

Below 7.5% of the students of all three states participate in extra-curricular activities after school hours while the maximum number of students are completing

their academic work or spending time with their friends. 57.6% of the teacher-respondents of Maharashtra *Ashram* schools, Academic, sports and skill development activities are included in the school curriculum as compared to 20.3% schools in Madhya Pradesh and total of 18.9% students in Chhattisgarh responded same.

Madhya Pradesh

Photograph 27 Skill Activity, Madhya Pradesh

Interpretation

It may be interpreted that comparatively Maharashtra is imparting more programs along with the school curriculum/academics, like sports and skill education. It may be noted that the response of parent respondents also supports this interpretation. As per the parents' responses of total of 63% of the Maharashtra *Ashram* schools, academic, sports and skill development activities are included in the school while only 4.2% schools in Madhya Pradesh agree to it. No schools in Chhattisgarh includes sports and skill development activities in the school.

10.5.2 Kind of Skill Development Programs run in the School

The objective was analyzed responses relating to skill development programs run in the school. The response was received through question no. 37 of the Teacher's Interview Schedule, question no. 63 of the Principal's Interview Schedule, question no. 40 of the Parent's Interview Schedule and question no. 38 of the student's Interview Schedule. The analysis is as follows:

Table No. 34: **Response of Principal on Kinds of Skill Development Programs**

State				Responses		Percent of Cases
				N	Percent	
Maharashtra	Q63[a]	1.	Making Local Handicrafts	7	33.3%	63.6%
		2.	Knowledge on traditional Medicines	3	14.3%	27.3%
		3.	Knowledge on Agriculture	6	28.6%	54.5%
		4.	Knowledge on family's occupation	4	19.0%	36.4%
		5.	No programs	1	4.8%	9.1%
	Total			21	100.0%	190.9%
Madhya Pradesh	Q63[a]	2.	Knowledge on traditional Medicines	2	9.1%	11.1%
		3.	Knowledge on Agriculture	3	13.6%	16.7%
		4.	Knowledge on family's occupation	4	18.2%	22.2%
		5.	No programs	13	59.1%	72.2%
	Total			22	100.0%	122.2%
Chhattisgarh	Q63[a]	3.	Knowledge on Agriculture	1	12.5%	14.3%
		4.	Knowledge on family's occupation	1	12.5%	14.3%
		5.	No programs	6	75.0%	85.7%
	Total			8	100.0%	114.3%

Analysis

As per 63.6% and 54.5% principal respondents of Maharashtra *Ashram* Schools, the students are trained in local handicrafts and agriculture respectively as compared to 11% and 16% of Madhya Pradesh. No skill training on local handicrafts and traditional medicine is imparted in Chhattisgarh. As per 85.7% and 72.2% of the principal-respondent of Chhattisgarh and Madhya Pradesh respectively, no skill training programmes are organized.

Interpretation

It may be interpreted that Maharashtra is better than other two states in conducting programmes other than course curriculum. It may be noted that the response received from the teacher respondents also support the same.

10.5.3 Response of Parents on the Kinds of Skill Development Programs Organized

Table No. 35: Parents' Response on Kinds of Skill Development Programmes Organized

State				Responses N	Responses Percent	Percent of Cases
Maharashtra	Q40[a]	1.	Making Local Handicrafts	15	29.4%	78.9%
		2.	Knowledge on traditional Medicines	9	17.6%	47.4%
		3.	Knowledge on Agriculture	13	25.5%	68.4%
		4.	Knowledge on family's occupation	10	19.6%	52.6%
		5.	Not aware	4	7.8%	21.1%
	Total			51	100.0%	268.4%
Madhya Pradesh	Q40[a]	1.	Making Local Handicrafts	1	2.4%	2.9%
		2.	Knowledge on traditional Medicines	2	4.8%	5.7%
		3.	Knowledge on Agriculture	3	7.1%	8.6%
		4.	Knowledge on family's occupation	4	9.5%	11.4%
		5.	Not aware	32	76.2%	91.4%
Chhattisgarh 5. Not aware				5	100%	100.0%
				5	100%	100.0%

Analysis

As per 78.9% and 68.4% parent respondents of Maharashtra *Ashram* Schools, their children are trained in local handicrafts and agriculture as compared to 2.9% and 8.6% of Madhya Pradesh. 100% and 91.4% of the parent-respondent of Chhattisgarh and Madhya Pradesh respectively, are not aware of any kind of skill training programmes being organized.

Interpretation

Maharashtra is doing better in training students in skills of various nature in comparison Madhya Pradesh. In Chhattisgarh no programmes of skill development are getting conducted.

10.5.3 Inclusions Required in the School Curriculum

Under question no 39 of the Teacher's Interview Schedule, question no. 65 of the Principal's Interview Schedule, question no. 42 of the Parent's Interview Schedule, question no. 40 of the student's Interview Schedule and question no. 8 of the Alumni's Interview Schedule it was asked that what more you need to be added in the school curriculum. The analysis is as follows:

Analysis

The respondent groups belonging to all three states have responded that skill development programmes, computer education, overall personality development programmes, sports, educating with the help of you tube shall be included in the school curriculum.

Interpretation

Schooling is not merely restricted to imparting course curriculum but personality development, sustainability and stability shall be endured simultaneously. The course curriculum shall be inclusive of academics, sports and skill development programs. Since the students of the *Ashram* schools belong to communities rich in traditional knowledge on skills, art, culture and medicine, the schools shall make efforts to enhance the same. The *Ashram* schools in Madhya Pradesh and Chhattisgarh are only academic based. Most of the *Ashram* schools in Maharashtra include academic, sports and skill development in the school curriculum.

10.6: Impact of Limiting *Ashram* School up to Secondary Level Only

Ashram School is permitted to run classes until 12th. Most of the schools have classes until middle school, and some of the schools have standard until primary level. It was enquired from the administrative authority the impact of limiting schools until secondary level. This was analyzed based upon responses received from question no. 43 of the Administrative Authority's Interview Schedule, question no. 40 of the Teacher's Interview Schedule, question no. 66 of the Principal's Interview Schedule and question no. 9 of the Alumni's Interview Schedule.

The analysis of the selected data is as follows:

10.6.1 Response of Administrative Authority Regarding Limiting *Ashram* School until Secondary and its Impact

Table No. 36: Administrative Authority Response on Consequences of Limiting *Ashram* School till Secondary Level

State			Frequency	Percent	Valid Percent
Maharashtra	Valid	No limitation	5	50.0	83.3
		No school near by and less connectivity to metros	1	10.0	16.7
		Total	6	60.0	100.0
	Missing	0	4	40.0	
	Total		10	100.0	
Madhya Pradesh	Valid	Students are unable to continue with studies due to incompetency to compete with other students	2	8.3	9.1
		Students do not enrol for higher education due to lack of awareness of government schemes	8	33.3	36.4
		No limitation	8	33.3	36.4
		NA	4	16.7	18.2
		Total	22	91.7	100.0
	Missing	0	2	8.3	
	Total		24	100.0	
Chhattisgarh	Valid	No limitation	6	42.9	85.7
		NA	1	7.1	14.3
		Total	7	50.0	100.0
	Missing	0	7	50.0	
	Total		14	100.0	

Analysis

In Maharashtra, total of 16.7% of administrative authority have responded that limiting *Ashram* School up to secondary level would affect the progression rate of students as in nearby area, higher educational institution is not available. Rest of the administrative authority have stated that there is no limitation.

In Madhya Pradesh, 36.4% of administrative authority have responded that limiting *Ashram* School up to secondary level would affect the progression rate of students due to lack of awareness of government schemes and 9.1% of the authority believes that students will not enrol in higher education due to their incompetency to compete with mainstreamers. In Chhattisgarh, restricting *Ashram* schools up to secondary level is not a limiting factor for progression of students in *Ashram* schools.

Interpretation

The administrative authority highlighted the issues arise due to restricting *Ashram* School up to secondary level. The same question was posed to the teacher respondents.

10.6.2 Response of Teacher Respondents for Limiting the *Ashram* School up to Secondary Level

Analysis

Approximately 70 % of teacher-respondents of Maharashtra believe that restricting *Ashram* schools up to secondary level is a limitation. While more than 50% teacher-respondents in Madhya Pradesh and Chhattisgarh have responded that no limitations are faced by the students in cases where *Ashram* schools are restricted up to secondary level. While 51% of the teacher-respondents of Maharashtra believe that students are unable to enrol themselves into higher education due to lack of awareness of government schemes.

10.6.3 Response of Principal Respondents for Limiting the *Ashram* School up to Secondary Level

Table No. 37: Principals' response on consequences of limiting *Ashram* School till secondary level

State			Frequency	Percent	Valid Percent
Maharashtra	Valid	No Response	4	28.6	28.6
		1	2	14.3	14.3
		2	2	14.3	14.3
		3	1	7.1	7.1
		4	4	28.6	28.6
		6	1	7.1	7.1
		Total	14	100.0	100.0
Madhya Pradesh	Valid	0	3	12.5	12.5
		1	5	20.8	20.8
		2	4	16.7	16.7
		3	1	4.2	4.2
		4	7	29.2	29.2
		6	2	8.3	8.3
		7	2	8.3	8.3
		Total	24	100.0	100.0
Chhattisgarh	Valid	1	1	7.1	7.1
		4	11	78.6	78.6
		5	1	7.1	7.1
		8	1	7.1	7.1
		Total	14	100.0	100.0

Analysis

Total of 60-70% of the principal-respondents of Maharashtra and Madhya Pradesh responded students are unable to continue with studies due to incompetency to compete with other students, do not enrol for higher education due to lack of awareness of government schemes and discontinue the studies prior to secondary level as they feel demotivated. Whereas 78.6% of the principal-respondents of Chhattisgarh believe that no limitations are faced by the students in cases where *Ashram* schools are restricted up to secondary level.

10.6.4 Response of Principal Respondents for Limiting the *Ashram* School up to Secondary Level

Table No. 38: Alumnis Response on Consequences of Limiting Ashram School till Secondary Level

Responses State				Percent	Percent of Cases
Maharashtra	Q9	2. Increase in the drop-out rate as students discontinue studies as they want to help their parents in their occupation.	6	20.7%	20.7%
		4. No impact as serious students would continue with studies	21	72.4%	72.4%
		5. No Limitations	2	6.9%	6.9%
	Total		29	100.0%	100.0%
Madhya Pradesh	Q9	2. Increase in the drop-out rate as students discontinue studies as they want to help their parents in their occupation.	2	5.3%	5.3%
		3. Increase in the drop-outrate as students discontinue studies as there is no other *Ashram* school near to the village.	1	2.6%	2.6%
		4. No impact as serious students would continue with studies	35	92.1%	92.1%
	Total		38	100.0%	100.0%
Chhattisgarh	Q9	1. Increase in the drop-out rate as students discontinue studies as theydo not want to re-enroll in another school.	1	3.2%	3.3%
		4. No impact as serious students would continue with studies	29	93.5%	96.7%
		5. No Limitations	1	3.2%	3.3%
	Total		31	100.0%	103.3%

Analysis

Total of 72.4%, 92.1% and 96.7% of the alumni respondents of Maharashtra, Madhya Pradesh and Chhattisgarh shared that limiting *Ashram* schools up to secondary level would have no impact as serious students would continue with studies.

Interpretation

Limiting *Ashram* Schools up to secondary level may have an impact on students who wish to continue education but is unable to do so due to incompetency to compete with other students. The students do not enrol for higher education due to lack of awareness of government schemes or discontinue their studies prior to secondary level as they feel demotivated.

In totality, it may be interpreted that Maharashtra and Madhya Pradesh are of opinion that impact will fall on students as students may discontinue their studies. However, Chhattisgarh is not carrying this opinion.

10.7: Assessing the Impact of *Ashram* School on Education and Literacy levels

The objective was analyzed based upon responses received from question no. 44 of the Administrative Authority's Interview Schedule, question no. 42 of the Teacher's Interview Schedule, question no.'s 56 and 68 of the Principal's Interview Schedule, question no.'s 32,33, 34 and 44 of the Parent's Interview Schedule and question no.'s 37 and 42 of the Student's Interview Schedule. The analysis is as follows:

Table No. 39: Principals' response on Change in the Area Post Establishment of Ashram School

State				Responses N	Percent	Percent of Cases
Maharashtra	Q68[a]	1. More people are integrated into main stream		4	25.0%	33.3%
		2. More parents have become aware about education and its importance		12	75.0%	100.0%
	Total			16	100.0%	133.3%
Madhya Pradesh	Q68[a]	1. More people are integrated into main stream		10	40.0%	45.5%
		2. More parents have become aware about education and its importance		9	36.0%	40.9%
		3. No change		6	24.0%	27.3%
	Total			25	100.0%	113.6%
Chhattisgarh	Q68[a]	1. More people are integrated into main stream		12	46.2%	85.7%
		2. More parents have become aware about education and its importance		14	53.8%	100.0%
	Total			26	100.0%	185.7%

Analysis

As per the interviews conducted in Maharashtra, Madhya Pradesh and Chhattisgarh, it was observed that *Ashram* schools have helped in improvement of student's enrolment percentage at primary as well as higher education levels. It has also helped in declining in drop-out percentage and, there is an increase in the infrastructural facilities.

Table No. 40: Teachers Response on Change in Area Post Establishment of Ashram School

State				Responses N	Percent	Percent of Cases
maharashtra	Q42[a]	1.	More people integrated into main stream	25	38.5%	42.4%
		2.	More parents have become aware about education and its importance	40	61.5%	67.8%
	Total			65	100.0%	110.2%
Madhya pradesh	Q42[a]	1.	More people integrated into main stream	43	49.4%	59.7%
		2.	More parents have become aware about education and its importance	43	49.4%	59.7%
		3.	No change	1	1.1%	1.4%
	Total			87	100.0%	120.8%
chhattishgarh	Q42[a]	1.	More people integrated into main stream	46	46.5%	86.8%
		2.	More parents have become aware about education and its importance	52	52.5%	98.1%
		3.	No change	1	1.0%	1.9%
	Total			99	100.0%	186.8%

Analysis

As per the teacher respondents of all three states more people have integrated into mainstream and more parents have become aware about education and its importance.

Interpretation

Considering the response received from the principal and teacher respondents, it may be interpreted that parents are becoming aware about the importance of education. They are integrating more into the mainstream as well.

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10.7.1 Response Regarding Future Plans of Students

To analyze if students and parents are getting aware about the importance of education, a question was posed about the future plan of student to the student's respondents and parent respondents.

Table No. 41: Students' Response About Future Plans

STATE				Responses N	Percent	Percent of Cases
Maharashtra	Q37[a]	1.	Continue Studies from the same school	67	48.6%	53.2%
		2.	Continue Studies from a different school	22	15.9%	17.5%
		3.	Waiting for an opportunity to leave the school	1	0.7%	0.8%
		4.	Trying to get admission in higher education	44	31.9%	34.9%
		6. Job		4	2.9%	3.2%
	Total			138	100.0%	109.5%
Madhya Pradesh	Q37[a]	1.	Continue Studies from the same school	164	67.8%	68.6%
		2.	Continue Studies from a different school	53	21.9%	22.2%
		3.	Waiting for an opportunity to leave the school	10	4.1%	4.2%
		4.	Trying to get admission in higher education	15	6.2%	6.3%
	Total			242	100.0%	101.3%
Chhattisgarh	Q37[a]	1.	Continue Studies from the same school	104	65.8%	67.5%
		2.	Continue Studies from a different school	44	27.8%	28.6%
		4.	Trying to get admission in higher education	10	6.3%	6.5%
	Total			158	100.0%	102.6%

Table No. 42: Parents' Response About Future Plans

State			Frequency	Percent	Valid Percent
Maharashtra	Valid	Continue Studies from the same school	18	66.7	66.7
		Continue Studies from a different school	2	7.4	7.4
		Trying to enroll my child for higher education	5	18.5	18.5
		Continue studies from the same school and try to enroll my child for higher education	2	7.4	7.4
		Total	27	100.0	100.0
Madhya Pradesh	Valid	Continue Studies from the same school	36	75.0	75.0
		Continue Studies from a different school	8	16.7	16.7
		Trying to enroll my child for higher education	4	8.3	8.3
		Total	48	100.0	100.0
Chhattisgarh	Valid	Continue Studies from the same school	19	63.3	67.9
		Continue Studies from a different school	8	26.7	28.6
		Trying to enroll my child for higher education	1	3.3	3.6
		Total	28	93.3	100.0
	Missing	0	2	6.7	
	Total		30	100.0	

Analysis

Around 26%, 8.3% and 3.3% of the parent respondents belonging to Maharashtra, Madhya Pradesh and Chhattisgarh are trying to enrol their children for higher education while a percentage from the remaining want their children to continue studies from the same school. Similarly, 31.9%, 6.2% and 5.6% of the student respondents from Maharashtra, Madhya Pradesh and Chhattisgarh are trying to enrol themselves in higher education. Total of 28% of the parents of students studying in Chhattisgarh *Ashram* school wishes to admit their children in another school as compared to 7.4% and 16.7% of Maharashtra and Madhya Pradesh respectively.

Approximately 15-27% of the student-respondents in all three states want to continue studies from a different school. Around 4.1% of the students of Madhya Pradesh are waiting for an opportunity to leave the school. All parent respondents have responded that education will help in overall development, earn livelihood, become independent and integrate into mainstream.

Interpretation

The concept of *Ashram* school was introduced to impart education along with overall development of the tribal children in a conducive learning environment. A number of tribal students enrol in these schools with an aim to achieve financial and social independence. These percentages show the positive attitude of the parents towards educating their children as well as of the students willing to educate themselves.

The plans of parents relating to continuing the education in the same school or different school also indicate towards growing interest in the education.

Similarly, most of the parents and students have responded in Favor of continuing education from the same school. This may be interpreted that parents are satisfied with *Ashram* School.

10.8 Measures Taken for Integration of Students of *Ashram* Schools with other Student Groups

To analyze the measures taken for integration of students of *Ashram* Schools with other student groups in Maharashtra, Madhya Pradesh and Chhattisgarh, all the respondents of these schools were interviewed. Questions based upon measures taken for integration and barriers in integration were asked. The analysis is as follows:

10.8.1 Measures Taken for Integration of Students of *Ashram* Schools with other Student Groups

Response received from question no. 41 of the Teacher's Interview Schedule, question no.'s 67 of the Principal's Interview Schedule, question no.'s 43 of the Parent's Interview Schedule, question no. 40 of the Student's Interview Schedule led to the following analysis:

Figure No. 7: Principals' response on Opportunities Given to Integrate into Mainstream
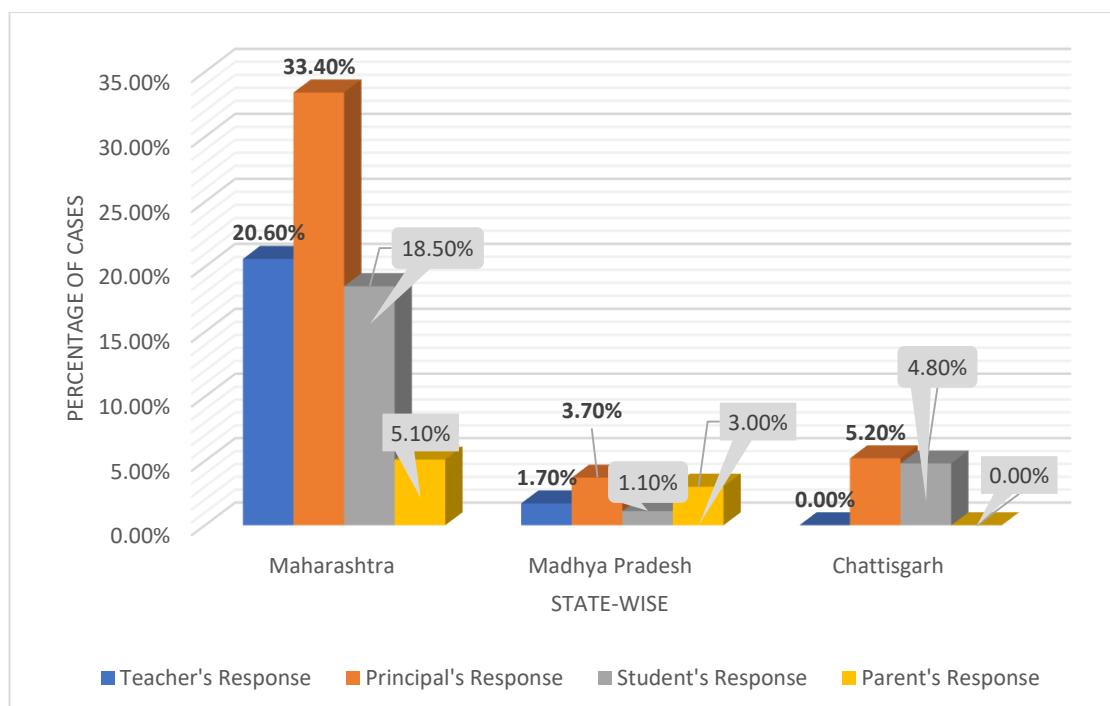
Analysis

Total of 50-60 % of the respondent-principal of Maharashtra *Ashram* school organize intra school co-curricular, inter-school co-curricular, intra school sports and inter school sports competitions for student integration. While 69-75% of the respondent-principal of Madhya Pradesh and Chhattisgarh *Ashram* school organize only intra school co-curricular and intra school sports competitions.

Similarly, 45-55% of the teacher respondents of all three states have responded that only intra school sports and intra school co-curricular competitions are organized for students. Total of 13.1% and 2.7% of the teacher respondents of Maharashtra and Madhya Pradesh have responded that inter school sports competition are organized while none are organized in Chhattisgarh *Ashram* schools. The response received by the parent-respondents showed that no inter-school competitions were held in Chhattisgarh as compared to 15.3% and 6.5% in Maharashtra and Madhya Pradesh respectively. On the contrary 11% student-respondent group of Chhattisgarh have responded that inter school co-curricular as well as inter-school sports competitions are organized. School assemblies, picnics and educational excursions are organized in all three states.

Interpretation

The activities are being conducted to create opportunities for the students to get exposure and thereby to be integrated in the mainstream. With activities like interschool competitions, students will be able to be more confident. However, the proportion is less. Maharashtra is better followed by Madhya Pradesh.

10.8.2 Barriers in Integration

Alumni of the *Ashram* School and administrative authority were asked about the barriers in integration into the mainstream.

Figure No. 8: Alumni Response to Barriers in Integration
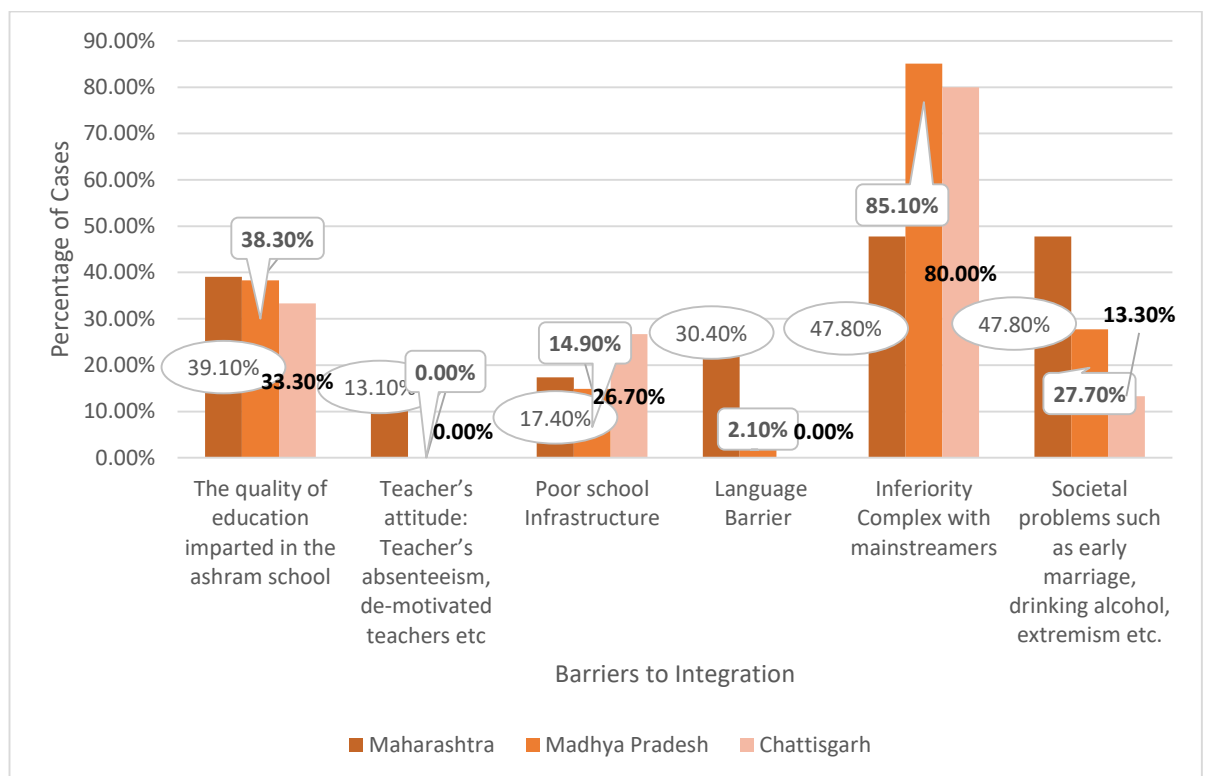
Analysis

Total of 85.1% and 80% of the alumni respondents of Madhya Pradesh and Chhattisgarh respectively have selected inferiority complex as the main barriers in integration to mainstream society, while 47.8% of the alumni respondents of Maharashtra has selected inferiority complex along with social problems such as early marriage, addiction to alcohol and extremism as the main barriers in integration to mainstream society.

As per the 60% of the Maharashtra administrative authority, loss of cultural identity is a barrier to mainstream society integration. Above 50% of the administrative authority respondents of Madhya Pradesh and Chhattisgarh have selected social and economic status and language as barriers to integration.

Interpretation

Thus, it can be analyzed even though Maharashtra *Ashram* schools do organize inter school championships for student integration followed by Madhya Pradesh however alumni from all three states indicated that inferiority complex is the barrier to integrate into the mainstream along with the social problems.

By co-relating the responses received regarding activities conducted to give exposure to the students of the mainstream and the majority response regarding inferiority complex received from alumni, it may be interpreted that the activities to give exposure to students is not adequate.

10.9: Correlation between Social Problems Unique to Tribal Areas and Tribal Education; and Contribution of *Ashram* schools in Creating and Giving a Conducive Atmosphere for the Education of Tribal Children

The main objective to establish *Ashram* School and *Ashram* is to give conducive environment to the students in tribal area thus it is residential in nature. Hence, to analyze the correlation between social problems unique to tribal areas and tribal education in Maharashtra, Madhya Pradesh and Chhattisgarh, and if *Ashram* school is able to give conducive environment, following questions were posed during the research.

10.9.1 Social Problems Prevalent

As per principal, teacher and parent respondents of all three states, addiction to alcohol, early marriage, poverty and health issues are major social problems prevalent in the society. 32.2%, 42.9% and 28% of the teachers, principal and parent respondents of Maharashtra *Ashram* schools respectively believe that debt is a prevalent social problem while the same is not a major existing problem in Madhya Pradesh and Chhattisgarh. 82.6% and 64.3% of the principal respondents and 79.7% and 49.1% of the teacher respondents of Madhya Pradesh and

Chhattisgarh *Ashram* schools respectively have shared loss of cultural identity as a prevailing social problem. The parent respondents of these states agree to the same. Extremism has also been mentioned by all three states' respondents ranging from 10 percent to 42 per cent.

Interpretation

As per the primary data, the poverty and alcohol addiction has been cited by majority of the respondents.

10.9.2 Changes Felt in the Area Post *Ashram* School Establishment

The objective was analyzed based upon responses received from the principal respondents (question no 68) and Teacher (question no.45) The analysis is as follows:

All the principal respondents of Maharashtra and Chhattisgarh *Ashram* schools have responded that more parents have become aware about education and its importance while 45.5% of the principal respondents of Madhya Pradesh have responded that more people have integrated into mainstream. A total of 27.3% of the principal respondents of Madhya Pradesh have responded that no change has taken place in the area post establishment of *Ashram* schools.

Total of 41.5% of the teacher-respondents of Chhattisgarh *Ashram* schools have responded that the students are unwilling to go home as they are getting free food and accommodation facilities in the *Ashram* schools and *Ashram.* Total of 49.5% of these respondents have selected that students are willing to go home as they feel homesick and home cooked meal is better than meals served in the *Ashram* schools and *Ashram.*

Interpretation

The response is positive that people are getting more aware about education. Considering the response from Chhattisgarh, it may be noted that due to poverty at home, the student respondents mainly from Pathariya, Lormi, shared that they do not want to go back to their home even during school holidays. One teacher said that they go the villages and make parents aware about the benefits of the education. At times, they are bringing children to school and doing all procedures of admission as parents are not aware about the same. One teacher told during the

interaction that on one bicycle he takes 2 to 3 students and he himself drop students at home during holidays. On the other hand, once school starts, that time also teachers need to get students on bicycles back to school and *Ashram*.

The collected data indicates that awareness is increasing for the education.

10.10: The Efficacy of *Ashram* Schools Located in Interior Tribal Areas and at Periphery of Urban Areas

To study the efficacy of *Ashram* Schools located in interior tribal areas and at periphery of urban areas of Maharashtra, Madhya Pradesh and Chhattisgarh, two districts of different nature were selected from each state. The respondents of the *Ashram* schools situated in Nagpur and Gondiya in Maharashtra, Bilaspur and Rajnandgaon in Chhattisgarh and Betul and Balaghat in Madhya Pradesh were interviewed. The reason for selecting the abovementioned districts is their geographical location as mentioned below:

Table No. 43: Urban Districts or at the Periphery of the Urban Area and Districts Located at the Border of the States

State	Urban District or located at periphery of urban areas	Interior Tribal Area/District located at the border
Maharashtra	Nagpur	Gondiya
Madhya Pradesh	Betul	Balaghat
Chhattisgarh	Bilaspur	Rajnandgaon

Questions based upon kind of skill development programmes organized, school curriculum, opportunity offered to integrate into mainstream, social problems prevalent in the society, and problems faced in the functioning of the *Ashram* Schools were asked. The analysis and interpretation have been done of the responses given by principal of the schools.

10.10.1 Kind of Skill Development Programmes Organized in *Ashram* Schools

Figure No. 9: Principals' response in Skill Development Programmes Organized
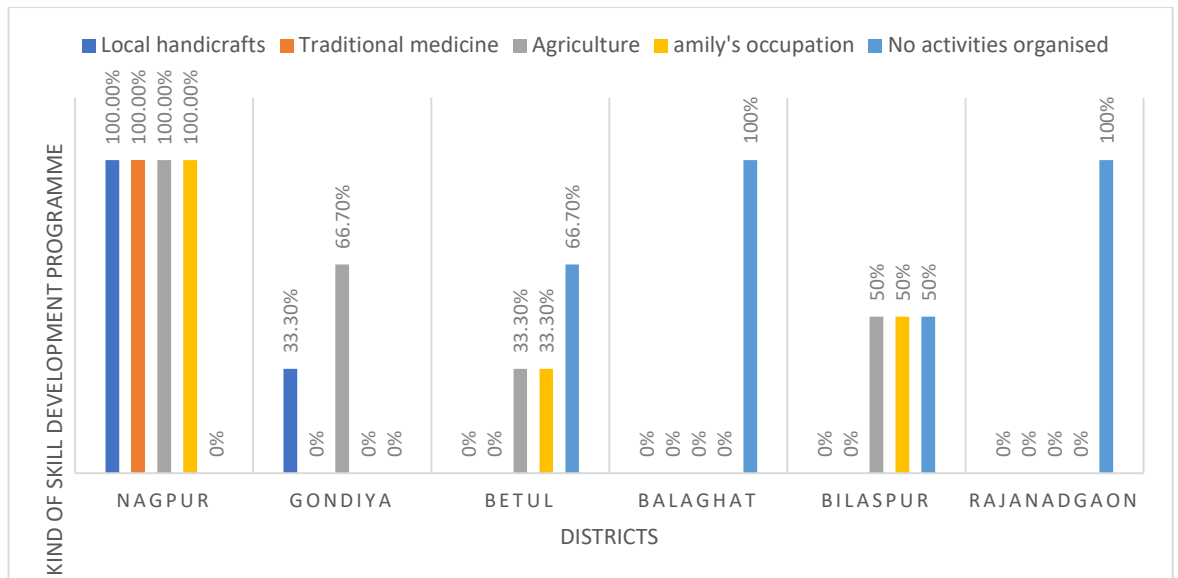
Analysis

The analysis is done state-wise:

Maharashtra- Nagpur- Gondiya

All of the school principal respondents of Nagpur have responded for four types of skill training programmes namely, making local handicrafts, traditional medicines, agriculture and family occupation whereas in Gondiya all responses indicated only two skill training programmes namely imparting knowledge on local handicrafts and agriculture.

Madhya Pradesh

As per 33.3% of the school principal respondents of Betul have responded that knowledge on agriculture and family occupation each is imparted while 66.7% of the school principal respondents responded that no such programmes are organized. All the principal respondents of Balaghat have responded that no such programmes are organized.

Chhattisgarh

As per 50% of the principal respondents of Bilaspur, Chhattisgarh have responded that skill development programmes were imparted on agriculture and family occupation, while 50% of the principal respondents have responded that no such

programmes are organized. All the school principal respondents of Rajendran have responded that no such programmes are organized.

Interpretation

The position of urban districts or districts located at the periphery of urban area is better than district located at the border. In all three urban districts, the situation in Nagpur is better.

10.10.2 School Curriculum

Table No. 44: Principals' response Regarding School Curriculum

State	District		Frequency	Percent	Valid Percent
Maharashtra	Nagpur	2. Academic with Sports	2	66.7	66.7
		4. Academic, sports and skill development activities	1	33.3	33.3
		Total	3	100.0	100.0
	Gondiya	3. Academics with skill development activities	1	33.3	33.3
		4. Academic, sports and skill development activities	2	66.7	66.7
		Total	3	100.0	100.0
Madhya Pradesh	Betul	1. Only Academic	3	100.0	100.0
	Balaghat	2. Academic with Sports	3	100.0	100.0
Chhattisgarh	Bilaspur	1. Only Academic	2	100.0	100.0
	Rajnandgaon	3. Academics with skill development activities	1	33.3	33.3
		4. Academic, sports and skill development activities	2	66.7	66.7
		Total	3	100.0	100.0

Maharashtra

66.7% of the principal respondents of Gondiya have responded that the school curriculum includes of academics, skill development and sports as compared to 33.3% responses from Nagpur. 66.7% of the principal respondents from Nagpur have responded that the school curriculum includes of academics and sports.

Madhya Pradesh

100% of the principal respondents from Betul have responded that only academic is included in the school curriculum while 100% from Balaghat have responded that academic with sports is included.

Chhattisgarh

100% of the principal respondents from Bilaspur have responded that only academic is included in the school curriculum while 66.7% from Rajnandgaon have responded that academic with sports and skill development activities is included.

Interpretation

It may be interpreted that all *Ashram* schools located in any of the group are having programmes relating to academics, sports and skill development activities except Betul. The question was about course curriculum. As per the state board curriculum, sports are the necessary part but not skill development programme. It is an additional programme. Thus, it may be interpreted that the awareness relating to course curriculum is less in Gondiya, Balaghat and Rajnandgaon. No urban district mentions skill development programme even though they are conducting the same as mentioned in the earlier point.

10.10.3 Opportunity Offered for Smooth Integration into Mainstream

Figure No. 10: Principals' response on Opportunities for Integration

	Inter school Co-Curricular	Inter school Sports	Picnics	Educational Excursions	Other Opportunities given
■ Nagpur	66.70%	33.30%	66.70%	66.70%	33.30%
■ Gondiya	100%	66.70%	0%	0%	0%
■ Betul	0%	0%	33.30%	66.70%	33.30%
■ Balaghat	0%	0%	66.7%	0%	0%
■ Bilaspur	0%	0%	0%	0%	0%
■ Rajanadgaon	0%	0%	66.7%	0%	0%

■ Nagpur   ■ Gondiya   ■ Betul   ■ Balaghat   ■ Bilaspur   ■ Rajanadgaon
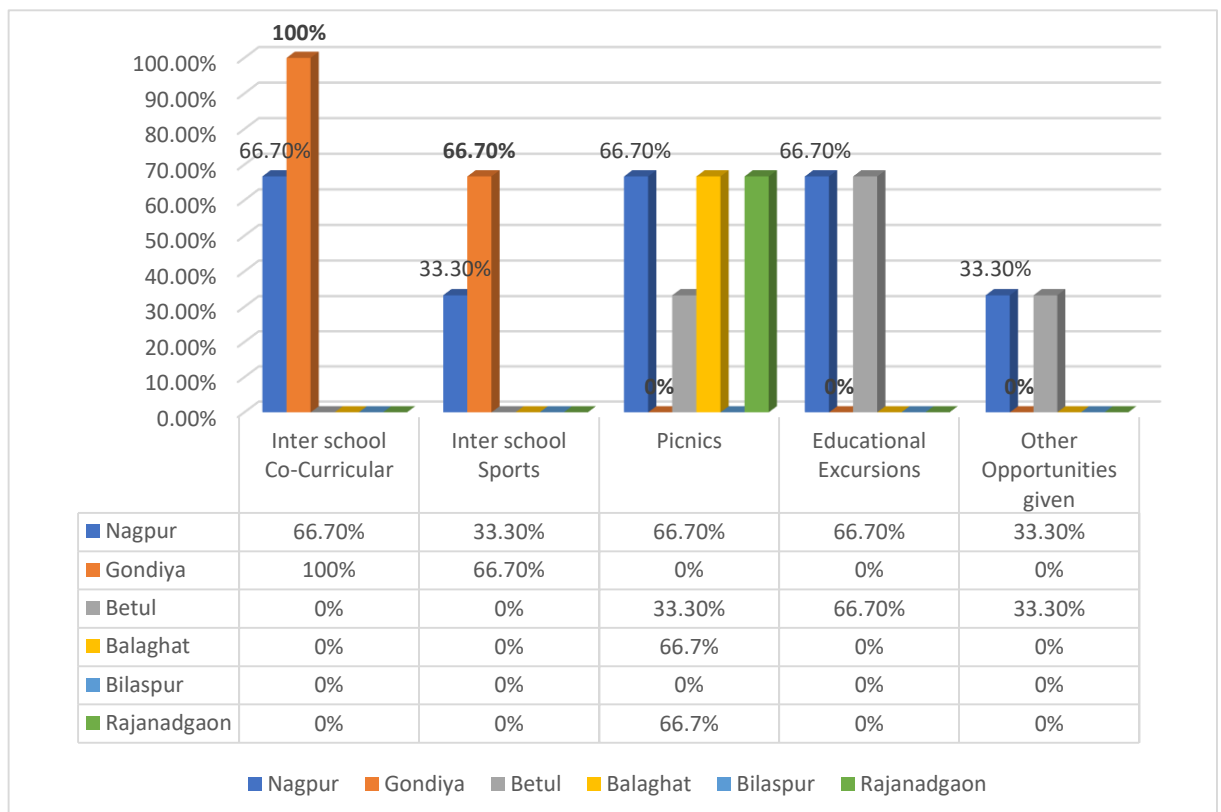
Maharashtra

100% and 66.7% of the principal respondents from Gondiya have responded that Inter School Co-curricular competitions and Inter school Sports Competitions are organized as compared to 66.7% and 33.3% respectively in Nagpur. Regular picnics, educational excursions and other opportunities to integrate are offered in Nagpur while the same is missing in Gondiya.

Madhya Pradesh

As per 66.7% of the principal respondents of Betul only picnics are organized while all the principal respondents of Balaghat have responded that no opportunities are offered.

Chhattisgarh

As per 66.7% of the principal respondents of Rajnandgaon only picnics are organized while all of the principal respondents of Bilaspur have responded that no opportunities are offered.

Interpretation

In this question, we asked about those activities through which students will get exposure and opportunity to be integrated in the mainstream. In this the variety of activities are more in Nagpur. Gondiya is better than Balaghat and Rajnandgaon. Bilaspur is not offering any such opportunity, but Rajnandgaon is giving opportunities of exposure. The position in Maharashtra and Madhya Pradesh reveals that urban districts' *Ashram* School are giving opportunities more for exposure. In Chhattisgarh the position is different. However, on this it may be noted Rajnandgaon shares the border with Gondiya and Balaghat, thus, we cannot ignore the influence of neighbouring districts.

10.10.4 Problems Faced in the Functioning of *Ashram* Schools

Figure No. 11: Principals' response to Problems Faced in the Functioning of *Ashram* School

	Infrastructual	Security	Non-availability of teachers	Psychological issues	No problems
Nagpur	100%	100%	66.70%	0%	0.00%
Gondiya	100%	0%	0%	0%	0%
Betul	0%	0%	0%	0%	100%
Balaghat	100%	0%	0%	100%	0%
Bilaspur	100%	0%	50%	0%	0%
Rajanadgaon	100%	0%	33.30%	0%	0%
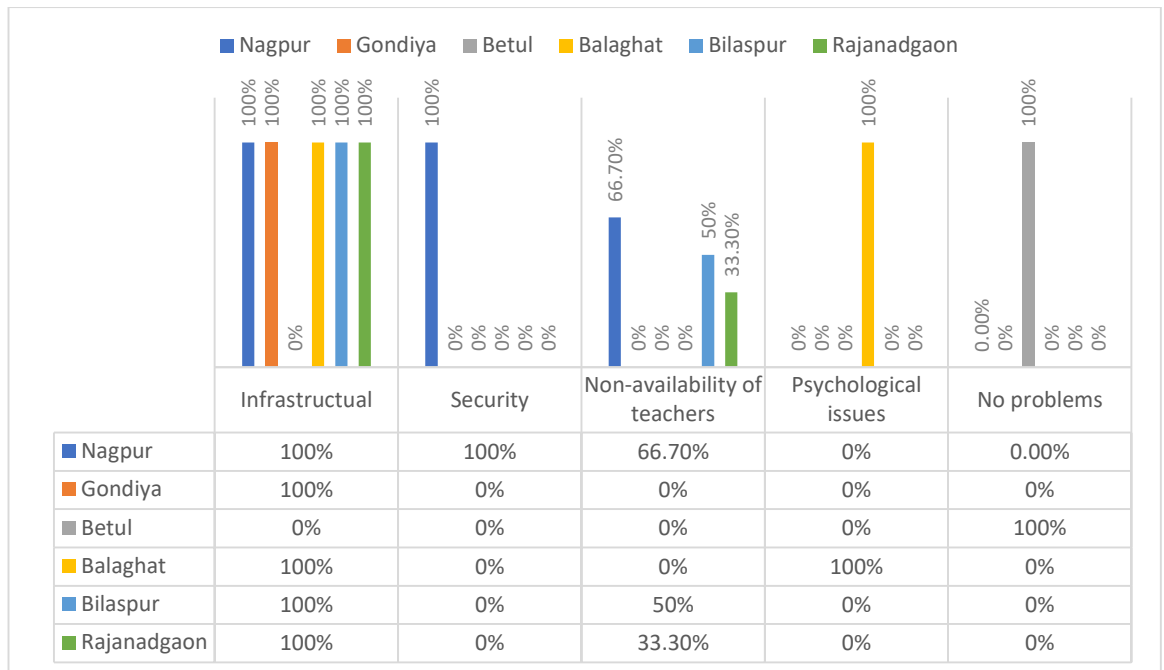
Maharashtra

All the principal respondents of Nagpur have responded that infrastructural and security are issues faced in smooth functioning of *Ashram* schools while 100% of the principal respondent of Gondiya have responded that only infrastructural problems are faced. 66.7% of the principal respondents of Nagpur has responded that non-availability of teachers is a problem. The same doesn't exist in Gondiya.

Madhya Pradesh

All the principal respondents of Balaghat have responded that infrastructural and psychological issues are faced in the functioning of *Ashram* school while 100% of this respondent of Betul have responded that no problems are faced.

Chhattisgarh

All the principal respondents of Bilaspur and Rajnandgaon have responded that infrastructural issues are faced. 50% of this respondent group of Bilaspur has responded that non-availability of teachers is a problem as compared to 33.3% in Rajnandgaon.

Interpretation

Nagpur and Bilaspur both have an issue of availability. Comparatively both districts are developed. Thus, it may be interpreted that in developed districts, availability of teachers to work in *Ashram* School is a challenge. The security issue is highlighted in Nagpur; it may be because the exposure is available more being a comparatively developed district. The issue of infrastructure has been highlighted by all.

If we correlate infrastructural issue finding with the available facilities in *Ashram* School and *Ashram*, then we will find that classrooms, dormitories, separate washrooms such basic facilities are available. In spite of that, seeing mentioning of infrastructure as a problem. it may be interpreted that respondents are expecting to upgrade the infrastructure.

10.11 Analysis of the Chapter

In the present chapter, we have done a comparative analysis of three states of central India. As mentioned in the initial chapter mainly in Research Methodology, a total of 5 districts were covered from Maharashtra. Total 8 districts were covered from Madhya Pradesh and total of six districts were covered from Chhattisgarh. However, in various analysis it was seen that Maharashtra is doing better followed by Madhya Pradesh and then Chhattisgarh.

It is surprising that even though the origin of the *Ashram* School is same, however, *Ashram* Schools at state level do not coordinate with other states' *Ashram* School. The best practices are required to be inculcated in the system.

CHAPTER 11

MAJOR FINDINGS, CONCLUSIONS AND SUGGESTIONS

Background

A research study was conducted to analyze the working of *Ashram* schools located at the inter-state borders of Maharashtra, Madhya Pradesh and Chhattisgarh. The study was doctrinal and empirical in nature. The existing legal regime- international and national was analyzed. In national legal regime from constitution to the governmental schemes and policies were analyzed. In empirical study, the data was collected from the districts located at the intersecting borders of Central India, namely Maharashtra, Madhya Pradesh and Chhattisgarh. A total of seven respondent groups consisting of students, teachers and principal of *Ashram* school, parents whose wards are in *Ashram* School, alumni pass out from the *Ashram* school and administrative authorities managing *Ashram* schools were interviewed. The collected data was analyzed and interpreted, and revealed important findings, which are summarized in the present chapter.

The chapter will end with a conclusion and suggestions.

11.1 Major Findings

1. **Legal regime including the policies and schemes relevant to *Ashram* Schools and its adequacy.**

   i. Rights of tribal children pertaining to the education envisaged under the Indian legal regime including governmental schemes and polices are in consonance with rights given under international legal regime for which India is a party. Residential schools are not made compulsory in any international instrument. Moreover, education is allowed to be given as per the economic capacity of the state.

   ii. Art 13 of ICESCR and Right to Free and Compulsory Education Act 2009 is in tune with each other as both emphasized on availability, accessibility, acceptability and adoptability. Right to Free and

Compulsory Education Act 2009 forms the basis to impart free and compulsory education to children including tribal children, however, it has also not mentioned about residential school. Thus, it is found that Ashram School, a residential school based on traditional concept, is a creative and bold step taken in the interest of the education of tribal children.

iii. The *Ashram* Schools for the scheduled tribe is initiated during the five-year planning. The five-year plans have introduced the concept of tribal sub-plan for the flow of grants-in-aid by various Ministries/ Departments towards the multi-dimensional tribal development. The quality of tribal education has evolved with every five-year plan. After 2015, Niti Aayog has been introduced as the nodal planning body.

iv. Ashram School is an ideal example wherein collaborative efforts of various ministries, and center-state partnership is seen. However, it is found that the priority to the Ashram School is decreasing gradually as Eklavya Residential School, Atmananda Schools, Adarsh Gram Yojna are also looking into schools for tribal children.

v. It was found that until 2017, funds for 'Establishment of *Ashram* schools' were allocated under a distinct head. After the subsuming of TSP to SCA to TSP, funds were granted under the head 'SCA to TSP' which dealt with many factors including 'Establishment of *Ashram* Schools'. Presently, the scope of SCA to TSS has been widened and more tribal development schemes are introduced. It is leading to a much smaller amount being utilized for establishment and maintenance of *Ashram* Schools.

vi. Initially, funds under TSP were solely allotted for the purposes of infrastructural development, but from 2019-2020 onwards, states can forward projects pertaining to qualitative improvements in existing *Ashram* schools/Ashram. The TSP has now become demand driven, wherein the State would be required to formulate schemes considering the topmost urgent sectors which require development in consultation with the tribal communities. The report would then be submitted to the PAC who would, after critical analysis, release the funds under TSP. The

amount of money granted to the States under the TSP must, at the very least, be proportional to the number of ST people and the area in each State.

vii.   The amount of funds allocated to the States is based upon the proposals received by the concerned state under the scheme "Special Central Assistance to Tribal Sub-Plan for setting up of *Ashram* Schools in Tribal Sub-Plan Areas" by the Ministry of Tribal Affairs. On considering the details of the funds allocated in the financial year 2017-2018 by the MoTA, it has been observed that Maharashtra has been found consistent in forwarding new projects for setting up of *Ashram* schools in all the three financial years and a fund of Rs. 10,429.32 (In lakhs) was allocated. In India, as per the functionality status of the *Ashram* Schools released in 2019 by the Ministry of Tribal Affairs (MoTA), 187 sanctioned *Ashram* schools are non-functioning in various States. Madhya Pradesh has the highest number of non-functioning sanctioned *Ashram* schools.

viii.   It was found that no exclusive policy is made for the Ashram schools established in deep forest area, or/and recognized as LWE affected area. Being in deep forest area, these ashram schools are located at the intersecting borders of the states. Like in Maharashtra, Madhya Pradesh, Chhattisgarh all LWE recognized districts are at the border of the state.

2. Working of the Ashram School

1. **Administration**: The Department of Tribal Affairs of the state government takes care of the working of the Ashram and Ashram Schools both. There are no standard guidelines prescribed to be followed for the implementation and monitoring of the scheme of *Ashram* Schools by the Central Government. Maharashtra has its own *Ashram* School Code to implement and monitor schemes relating to Ashram and Ashram School, while in Madhya Pradesh and Chhattisgarh it was not found. As per the empirical data collected from all three states, it is found that Ashram Schools in Maharashtra are performing better than *Ashram* Schools in Madhya Pradesh and Chhattisgarh. In Chhattisgarh, it is

found that, the Ashram is taken care by the Tribal Welfare Department of the state Government and schooling part/education of tribal children is taken care by the Department of Education since 2015.

2. **Facilities Free of Cost:** Only Scheduled Tribe students are entitled for free lodging and boarding in Ashram schools. Girls' students and boys' students have separate Ashram. In Ashram Schools, separate washrooms are arranged. The Ashram Schools, in Maharashtra and Madhya Pradesh are co-ed. In Maharashtra and Madhya Pradesh, the building of Ashram and School is same mostly; it's only that one section of a building is given for Ashram and another for classes. In Chhattisgarh, school is different; it is not Ashram School. The school is at a distance of mostly 500mtr. In Chhattisgarh, it is found that, in the absence of a fix associated Ashram School, scheduled tribe students at any school can reside in Ashram including Zilla Parishad School and Atmananda School. This is not found in Maharashtra and Madhya Pradesh Ashram.

3. **DBT**: The students are given DBT twice a year to purchase bedding, uniform, shoes and stationery. The amount is credited into the student's account. However, during the visits it was found that most of the taluka located at the border and deep forest were not wearing shoes or chappal in school. However, students near the urban district periphery found that students are wearing mix shoes and chappals. The same difference was seen in the stationary items as well. Students are spending less on stationery who are residing in deep forest and at the border on comparison to the students residing near to urban district periphery.

4. **Infrastructure:** The number of classrooms were found to be in proportion with the number of students in the class. But additional facilities such as a library, common area, playground, computer and a smart class are not available in *Ashram* schools except in Maharashtra. Ground is available in each Ashram School/ Ashram. But few grounds are maintained and found safe to play. The open ground, in mainly in Chhaprwa, Lamni, Nevasa not found suitable to play safely. Open Gym was found in Ashram schools of 3 to 5 districts out of 17 districts. In the

majority of the districts of Maharashtra, Madhya Pradesh and Chhattisgarh, not seen arrangement for the security except locking the door. Even though in allocated funds watchman, separate room for watchman, compound walls are mentioned.

5. **Course curriculum and medium of instructions**

It is found that, only in the scheme of Ashram School, education is imparted in state regional language and they are running state board. In other scheme of schools, like in Eklavya, CBSE is implemented and medium of instruction is English or Semi-English.

The course curriculum prescribed by the state education board is followed. No special curriculum is made for tribal children/students.

6. **Meals and Health**

The meals are served within the school and Ashram. A diet plan is followed in all schools and Ashram. In all the districts, the serving of food items mainly egg and milk/tea is less than Rice, Chapati, Sabzi and Dal. Regular medical check-up camps for students are conducted, even though frequency is different not only from state to state but also at district-to-district level. All have first aid boxes. The provision of ambulance is found in some districts in Maharashtra. But no permanent medical staff including doctors, nurses and compounders are seen in any Ashram School/Ashram even though it is prescribed under the Ashram School Scheme. As reported by administrative authority in Maharashtra, doctors are less willing to take posting at Ashram School/Ashram. In meals and medial health support, Nagpur district found better.

7. **Inspections**

The project officers appointed by the State Tribal Welfare Departments are primarily responsible for inspecting and evaluating the functioning of the *Ashram* schools. The inspection is conducted majority for infrastructure and to inspect the arrangement for meals and health. A fewer number of inspections were found to be conducted to inspect the quality of the education imparted at the Ashram School.

9. Drop out of students in *Ashram* Schools

It was found that the main reasons behind dropouts are poverty, followed by parents migrating for work. Other reasons include: no motivation to study, issue of alcohol consumption amongst parent, thus they need to be present at home, early marriage, dis-interested students, and health problems. In Madhya Pradesh, poverty, parent's migration for work and health issues are the cause while in Chhattisgarh, alcohol consumption, early marriage, infrastructural issues, health problems and loss of identity were observed to be the main reasons behind dropouts.

9.   Motivation

Greater retention and progression rates are attained when students get rewards for their success. It motivates the student to work harder and achieve its goals. As per the responses received from the principals of all three states, students are awarded with certificates for good performance while scholarship is only offered in Maharashtra.

Guidance regarding behaviour, family problems, health issues, education and career is offered to the students in all three states. Less emphasis is given to career guidance and mentoring in Chhattisgarh. It was found that the state Tribal Development Departments of all three states are taking steps for improving retention and progression rate of students by spreading awareness regarding scholarships, providing incentives and vocational training to students.

10. Retention, pedagogy, and training of the teachers

The student-teacher ratio required under the provisions of the Right to Education Act, 2009 is 1:35 and the same is being followed in all *Ashram* schools' studies. The teacher and principal respondents shared that they would like to continue in Ashram as this is government job. However, as in Maharashtra teachers and principal are required to be at school residence and they are getting quarter, thus they have issues in the availability of teachers.

Teachers of all subjects found to be recruited in the Ashram School. A dedicated skill trainer found less. Moreover, teacher trained in counselling, or

the mentoring system is not found. In Madhya Pradesh and Chhattisgarh and in some districts of Maharashtra, students and warden reported that they have issue regarding the behaviour. Still, not found any arrangement of the trained counsellor.

As per the responses received from the teacher and students, the teaching pedagogy is not consisting of modern aids. The pedagogies which do not need any aid, even they are also found less in use.

Teachers are getting training in all three states relating to curriculum, pedagogy, dealing with the adolescent students, even though the frequency is not up to the mark. However, no training found for the development of the teacher- emotionally and academically.

11. Assess the learning outcomes of students at the *Ashram* schools

The *Ashram* schools in Madhya Pradesh and Chhattisgarh are conducting regular classes and thus found restricted only up to academics. Most of the *Ashram* schools in Maharashtra include academics, sports, and skill development in the school curriculum. No skill development activities are organized in *Ashram* schools located in Balaghat, Madhya Pradesh.

The expected outcome of the Ashram School is to prepare students to integrate into the mainstream and to provide conducive environment to study. To understand the attainment of this outcome, parents and alumni were interviewed. As per the parent respondents of all states, they found their wards are more interactive and confident. Most of them wanted to send their wards for higher education as well. As per alumni of all the states, they have issue of inferiority complex. Student respondents gave mix response; students from interior area said that they are liking to study in Ashram School as they are getting free food and accommodation and students from relatively developed districts said that they are satisfied but they want the facilities like computers, library etc.

12. Assessing the impact of *Ashram* School on education and literacy levels

It is found that the positive attitude of the parents towards educating their

children as well as of the students to educate themselves is increasing but more than education, it is found that due to free accommodation and meals, students prefer to be in ashram School/Ashram. As it is residential, thus, it is easier for the parents.

It was also found that students have no guidance in Ashram relating to their studies. In few districts, teachers are visiting Ashram to look into their studies, other than that, no extra activities or engagements are planned and executed for the students residing at ashram.

13. The efficacy of *Ashram* Schools located in interior tribal areas and at periphery of urban areas.

The efficacy of ashram schools located the periphery of urban area and in the interior area was studied on taluka of Nagpur-Gondiya: Betul- Balaghat, and Bilaspur- Rajnandgaon. (In this, the first mentioned district's taluka is at the periphery of the urban area and the other one is located at the interior area, which are also in forest). There is no difference in basic facilities, like classrooms, separate Ashram, beddings, books, as also meals and medical health support. But the difference lies in the quality and additional facilities given in these districts. The Ashram schools located at the periphery of the urban areas found more efficient than interior tribal area and near to the state border in various aspects. The opportunities of the integration were found balanced in Maharashtra and Madhya Pradesh, but not in Chhattisgarh. Alumni of all interior areas have more problem of inferiority complex.

14. Measures taken for integration of students at *Ashram* Schools with other student groups.

The Maharashtra *Ashram* schools organize the most inter school championships for student integration, followed by Madhya Pradesh while in Chhattisgarh no such programme is organised. It is found that even though students in Chhattisgarh are already integrated as they are not in ashram school where exclusively scheduled tribe students learn, still students have not been found confident which one can see after integration with the mainstreamers.

Not found arrangements like student exchange programmes, teacher exchange programmes, and extension activities which generally help integration.

15. **Correlation between social problems unique to tribal areas and tribal education and contribution of *Ashram* schools in creating and giving a conducive atmosphere for the education of tribal children.**

As per the principal, teacher, and parent respondents of all three states, addiction to alcohol, early marriage, poverty, and health issues are major social problems prevalent in the Scheduled Tribes. Loss of cultural identity is a prevailing social problem in Madhya Pradesh and Chhattisgarh while no such problem could be identified Maharashtra.

In all three states a greater number of people have integrated into the mainstream as per the response of parents. The parent respondents also informed that they are getting counselling regarding benefits of the education. In Chhattisgarh, students are unwilling to go home as they are getting free food and accommodation facilities in the *Ashram.*

No Ashram School found conducting programmes to bring awareness amongst people relating to alcohol addiction, early marriages etc. Their programmes are limited only up to the Ashram School. Beyond that, no other work has been undertaken in the interest of that area.

11.2   Conclusion

Schools are the constructors of society, foundation of the nation building and students are the future of the nation. The school days are the most cherished days. Thus, it creates a lifelong impact on children. However, not every child is able to cherish school days. Economic, social and at times cultural issues and disparities create obstacles. Scheduled tribe children, living in deep the forest, are the victim of such issues. There are many scheduled tribe children living in remotest area that they can't afford education. Therefore, since the independence of India, with the help of Planning Commission of India, various ad hoc committees, constitutional provisions, enactments, and also with the help of governmental schemes and

policies, we have created a unique concept of residential school, that is Ashram School.

As per the 2011 census, total of 8.1 per cent population against India's total population is scheduled tribe. The literacy rate of scheduled tribe is increasing but still less in proportion to the total populations literacy rate. As per the 2011 census data, the gap is of 15 per cent which was of 21 per cent in 1991.

Even though the literacy rate is increasing, however, it may be noted that the true realization of literacy levels is required to be measured upon a combination of quantitative and qualitative achievements by the child. The goal of education is overall development of the child's personality, completion of higher education, securing a job, stronger capabilities to compete with the outer world, attaining financial, social and cultural stability and above all capacity to contribute to the development of the society and country.

In the present research, a doctrinal and empirical study was done to analyze the working of Ashram Schools which were established exclusively for the scheduled tribes.

A tribal population is considered as vulnerable in the entire world. Thus, various international conventions/declaration are in place to protect the rights of the tribals. International legal regime also protects the right to education of all irrespective of caste, race and creed etc. India is a party of most of these conventions. Indian Constitution guarantees fundamental rights. Art 21 protects the right to life and liberty and also under Art 21A protects the right to education. The Right to Free and Compulsory Education Act came into force in 2009 and a revolutionary change has been seen in the education related policies. Thus, Ashram Schools was started running under the governmental scheme coupled with RTE Act 2009.

Since the independence of India, almost in all the planning commission report welfare of tribals were mentioned, and thus introduced various schemes. Tribal sub plan was one of the products of the same. Further, in 1990-91 Ashram Schools were established. Slowly and gradually the number of the Ashram Schools increased. The funds were allocated to the Ashram School under a distinct head. Thus, one can understand the importance given to the Ashram School. Further, the scheme for "Establishment of *Ashram* Schools in Tribal Sub-Plan Area" was

subsumed in the "Special Central Assistance to Tribal Sub-Scheme" (SCA to TSP) from the financial year 2018-2019. As per the present system, the state government is required to submit the demand, and accordingly funds are allocated. This is applicable for all states including state of Maharashtra, Madhya Pradesh and Chhattisgarh. It may be observed through allocated fund that the demand of the construction of Ashram Schools is decreasing gradually, in place of that the quality enhancement measures are increased, which include but not limited to the construction of compound wall, construction of rooms for watchman etc.

It is also observed that the pattern of raising demand has also become irregular. For example, Maharashtra has submitted a demand pertaining to the Ashram School. But Madhya Pradesh has not utilized funds allocated since 2017. Chhattisgarh has also not submitted any demand even though the Ashram School need lot of improvement as found during the visit and interaction with the respondents.

During the empirical research, the position of Ashram Schools located at the intersecting border of the districts of Maharashtra, Madhya Pradesh and Chhattisgarh was observed and interacted with many at the Ashram School and Ashram, mainly with the principals, teachers, students, warden, alumni, parents as also administrative authority. Most of the Ashram Schools have basic facilities, like classrooms with windows, doors, blackboard, desk-bench and open ground. But is it only required to be called a school?

Students from Maharashtra during the interaction shared that they want more books in library, computer system and various skill training even though Ashram Schools like in Nagpur district they were having computers, library, and open Gym. Teachers at times teach them with PPT. However, in Madhya Pradesh and Chhattisgarh, even though there was the absence of library and computer system, students did not demand anything specific. In Deorikhurd, Bilaspur open Gym and rides were seen on which students were playing. In Deorikhurd, a computer system was also seen. But this scenario was not at other places like Lamni, Nevsa, Kanker, Rajnandgaon etc. In many classrooms, the walls are empty. In a few of them, old frames of Mahatma Gandhiji or Dr Babasaheb Ambedkar are hanging. In a few classrooms, one or two quotations will be seen. But at the same time, like in Hingna, Ramtek, Katol, Bhandara, Tumsar, as also in Kabeerdham, double story

buildings of Ashram School and well maintained. In all schools, drinking water is arranged. At few districts of Nainpur and Bichhiya of Mandala in Madhya Pradesh, water tabs are given for drinking of water wherein no cleanliness was seen. However, students responded that they have a facility of drinking water at the Ashram School. Electricity load shading is an issue in ashram, located at the intersecting borders of Chhattisgarh. As per the fund's allocation details, it is seen that funds are allocated for generator, however, only in few ashrams seen generator out of all visited ashram.

Regarding meals and health facility, in all the ashram schools and ashram meals are given free of cost. In Nagpur, a private contractor has been appointed. In Chhattisgarh and in Madhya Pradesh, it is seen that cook and helper is appointed to cook food. The calories to be given to the students are mentioned in the mid-day meal scheme. A menu/diet plan is also prescribed. In all ashram schools, the menu of each day is displayed. But egg and milk are missing in almost all ashram schools and ashram. Supplementary vitamins are also prescribed as per the policy. However, rarely is any student, warden and principal informed about supplementary vitamins.

The tribal children are born and brought up in forest areas located at the interstate border. The exposure is less, the orientation towards the education is relatively less than mainstream students. However, they are required to do the same course curriculum. Completing the syllabus is a challenge for the teachers, as according to them, students are disinterested. Most of the teachers are using the pedagogy of blackboard, reading from textbooks and writing exercises. During enquiry on this, it was seen that students and teachers were not aware about many pedagogies. On asking about co-curricular activities, in Maharashtra it is more than other two states. In Gadchiroli, even though it is an LWE district, but still co-curricular activities are taking place. However, in Rajnandgaon again LWE recognized district, curricular activities are not conducted. In all the three states, only in a few districts, mainly those who are at the periphery of urban areas, picnics and interschool competitions are being conducted. For arranging co-curricular activities, using pedagogies like story telling etc., no financial support is needed. Only creativity, initiative and encouragement are required.

There are no awards to teachers and principals of the Ashram School for their performance. Few principals told during the interview that in that village of the Ashram School, principal has been recognized as a respectful person, hence this is what is the award. Few teachers said that they have received the recognition in the school assembly. Few teacher respondents said, promotion, LTC, medical leave are the incentives which they are getting for the good performance. The contract teacher is not getting any award, but its only continuation which they are assuming as an award. *Ashram* Schools do not find a reference in the list of eligible schools specifically mentioned under the National Teachers Award organised by the Ministry of Education while *Eklavya Residential* Schools are mentioned.

Motivation, and recognition do wonders in the academic life. Students of all three states are getting recognition mostly in school assemblies. In Maharashtra, it was informed that scholarships are given to the meritorious students. Such motivation is not reported in all the districts selected for this study.

In the possible reasons of the drop-out, even though the reasons are mentioned like poverty, early marriages, addiction to alcohol etc, but seeing the scenario at Ashram School, the motivational factors are less in few districts. The issue of dropout has been discussed a lot. Even in parliament also questions relating drop-out rate, deaths of the students in Ashram have been discussed. However, trained counsellor is not seen. Most of the warden have highlighted the issue of behaviour of the students with each other is a problem. But in Ashram also, not even the warden is the trained counsellor. Thus, how they must be resolving the behavioural issues. The position was compared between the district located at the periphery of the urban area to a district located exact at the border-like Nagpur to Gondiya, Bilaspur to Rajnandaon, and Betul to Balaghat. The situation in all terms was better in the district located at the periphery of the urban area. Moreover, on comparing the situation amongst Gondiya, Rajnandgaon and Balaghat which are intersecting two states, it is seen that Ashram School located at Gondiya are performing better in terms of opportunities to integrate in the mainstream, skill enhancement programmes etc. than other two. In Maharashtra a separate Code is prescribed to run the Ashram School, which is exhaustive in nature, such code is not seen Madhya Pradesh and Chhattisgarh.

Most of the alumni reported that while integrating in the mainstream, they feel inferiority complex. It has been reported not only from Annupur, Shahdol, Seoni, Chhindwara but also from Amravati, Bilaspur and Gadchiroli too. However, parents reported that they are seeing a positive change in their wards learning in the Ashram School; wards are interacting more, and they are confident.

So thus, regarding adequacy of the legal regime, regarding establishment of the Ashram

Schools, it is adequate. But to improve it qualitatively, there is no policy which will make it mandatory to upgrade the existing infrastructure. There is also no policy which makes it mandatory to place demand for Smart boards, telephone, TV to show the documentaries such modern aids. The compulsion to recruit a trainer for the skill development, counsellor including career counsellor etc. which motivate students, teachers and principal are not seen which may arrest the issue of drop out amongst the students. The efforts to integrate students in the mainstream are not streamlined. They are uncertain. Policies about giving awards to students, teachers and principal, as also Ashram warden are not in place. Thus, the issue of retention of teachers is unaddressed.

The measures taken for skill development are incomplete without having a trained skill trainer. Making local handicrafts, sports, etc., such many skills can be developed amongst the tribal children. Ashram school has been jelled so much that even though some schools are restricted only up to primary level, still students are comfortable in joining other school. However, in the process, many do not join school. To help students to get admitted in the other Ashram School, not seen any tie ups, or collaborations amongst the Ashram Schools. Indeed, the literacy level is increasing, but there is a difference between literacy between education. The concept of 'education' is wider than 'literacy'. The Ashram Schools is established to educate scheduled tribe children. The awareness amongst parents regarding education is increasing as said by parents, teachers and principals. But still there is a difference between the working and outcomes at the taluka- districts located at the interior i.e., near to the state border and taluka- districts located at the periphery of the urban area. Passionate efforts and strategic planning to integrate students

into the mainstream and to bring them at par with all lacking. Thus, the activities which may help integration are not proportionate with the requirement.

As Ashram school is imparting education as given in course curriculum prescribed by the state board, and it is not designed as per the demand or issues of a particular area, thus Ashram school education and the social problems unique to tribal area are not co-related. For example, Kanker, Rajnandgoan, Gadchiroli, Mandla, Balaghat etc. are recognized as LWE districts, but the course curriculum is similar with other areas, and also less active in conducting additional activities. Mungeli, Mohalla Manpur, Annupur etc. have highlighted poverty as the social problem, however, there have not been any programmes in the school which will make students more skilled.

Students in Ashram school are living in Ashram. Therefore, they are away from their homes wherein, it is likely that they have no conducive environment for education in their home. Many students, mainly from the interior areas, responded that they do not want to go back even during holidays, as they are getting food and accommodation in Ashram. In the routine after-school hours, activities for the development of personality are not seen in the majority of the Ashram Schools.

The researcher would like to end with the lines with swami Vivekananda before more than 100 years ago,

"Education is the manifestation of the Perfection already in man…" (March 3, 1894), "We want that education by which character is formed, strength of mind is increased, the intellect is expanded, and by which one can stand on one's own feet." (January 22, 1898)

11.3 Suggestions

Based on the findings of the research, following suggestions are made to all the stakeholders in brief,

Achieving Holistic Development: Ashram School concept is based on the ancient culture prevalent in India. Holistic development of tribal children and integration in the mainstream was the main reason to establish it. Thus, working of the Ashram School should be able to develop school children holistically. To attain this, elements of Sanskrit should be imparted in the Ashram School in reality. An

integrated approach towards tribal culture and ancient Indian culture needs to be advocated.

Infrastructure: Upgrade the infrastructure of the Ashram Schools as a policy. Give the infrastructure at par with the best schools in India. Almost all ashram schools and ashram need renovation. Each and every wall of the school should be academically vibrant. Technological advancements should be introduced in all the Ashram Schools by default. At least, maintenance and upgradation of the facilities in the Ashram School should be carried out on a regular basis and should not be demand driven.

The basic facilities like, well-maintained smart classrooms, adequate sitting and dining arrangements, and clean dormitories, should not be compromised in the interest of tribal students.

The infrastructural development should include connectivity of roads, adequate transportation facilities to the Ashram School. All Ashram Schools must be included on the map.

Implementation of Schemes and Right to Education Act 2009: Right of Children to Free and Compulsory Education Act, 2009 is in tune with the obligations covered under and Art 13 ICESCR and Art 28 of CRC.

-4As: It should be implemented as it speaks about quality education. Emphasis on the quality education should be given. The 4As-

> Availability,
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> Accessibility,
>
> Acceptability and
>
> Adoptability should be implemented in letter and spirit.
>
> **-Government Regulations**: The government regulations should be formed for the working of the Ashram Schools. It should be will be applicable uniformly to all the Ashram Schools.
>
> **-Schemes**: While introducing new schemes, the focus from old schemes should not be compromised. Prefer to strengthen the old schemes. The schemes should not be competitive with each other, but they must be supplementary for each other. It will increase the outcome of the schemes.

-**Website**: The updating the information relating to the Ashram Schools must be included in the rules. At present mostly Tribal Development Department of State is dealing with the Ashram Schools, and Ashram.

Each Ashram school should have a website. Its infrastructure, facilities, about principal and teachers and warden as also about the number of students should be mentioned on the web site. The Ashram School is running out of the government funding, thus all stakeholders including civil society must be able to know the working of the Ashram School. The achievement of the students, teachers and Principal must be recognised on the website of the school and also on the website of the Tribal Development Department.

Monitoring and supervision: Project officers and administrative authorities responsible for implementing the *Ashram* school scheme must plan and do regular visits to ensure transparency and accountability on the part of school authorities. The action must be taken on the basis of the inspection reports in a timebound manner. The inspection team must be consisting of government officers, the representative from district and also experts in child psychology and education preferably academicians.

The National Human Rights Commission, State Human Rights Commissions, Child Rights Commissions should also be involved in the inspections. These commissions should have jurisdiction to look into the matter not only after violations of rights, but prevention of violations should also be made part of their jurisdiction.

A suo-moto cognizance should be taken for the enhancement of the quality infrastructure and quality education in the Ashram Schools.

Enhancement of learning: Learning experience of Ashram Students must be joyous. Outcome based education must be aimed.

- The curriculum applicable for the tribal students should be designed which will make students ready to meet the challenges of their life. Curriculum should be learner centric and must be able to enhance emotional and intellect quotient.

- **"Non-School Board-Examination System"** may be introduced in schools to give small capsule courses of 10 to 12 hours on any two topics in each academic

year. It can be theoretical and practical too. The suggested examples based on the research findings are: values education, rights and duties education, computer training, as also relating to art (music, painting, drama).

The capsule courses may also be based on the social problems specific to that area which may include but not limited to issue of alcohol addiction, early marriages, illiteracy. These courses must be able to educate students in the issues prevalent in the area.

-There are few exams which are conducted under few schemes/by organisations, AYUSH YCB, Olympiad, NTS and like other. Students should be informed about such arrangements and should be guided. With this, students' knowledge and employability will get increase.

Academic Vibrancy: Academic vibrancy should be created in the Ashram School. It must be more passionate. Students from tribal areas are having less family support for academics. Thus, efforts of the government and ashram school should be strategic and robust.

- **Cognitive skills** promoting reflective thinking should be aimed, and not merely rot.

- Teaching pedagogy: A serious approach should be kept while selecting teaching pedagogy for the students learning in the school. It must be scientific in nature. The teaching aids should be technologically advanced. The pedagogies used in the Ashram Schools must include experiential, and participative.

-Assessment should be done at various stages in order to estimate the level of learning. Continuous assessment model should be implemented. Based on its outcome, again new innovative activities should be conducted. Various types of questions like Value based questions, application-based questions should be given to the students. The assessment method should make students equip to attempt various exams.

-Co-curricular, and extra- curricular: Policy of conducting of Co-curricular, and extra- curricular - intra and inter school, both, should be made mandatory to conduct in Ashram School.

-**Competitive exams and activities**: Competitions should be organised. Winners and participants should be awarded. The efforts to enhance competence should be done.

-**Sports**: The benefits of the sports should be made aware. Students should get training in different types of sports- indoor and outdoor both. Athletics should be emphasised in sports.

-**Training**: Before conducting any activity, either co-curricular or extra-curricular in nature, a training should be given of that activity. More such opportunities should be created to train students, and to make them confident.

Motivation: Students should be motivated for small and big success as also for his efforts. Along with the recognition in the school assemblies, certificate of merit and certificate of participation should be given. These small steps do wonder especially when we are dealing with school children.

Skill development programmes: The skill development programmes must not be restricted only up to the tribal culture. The scope of skill development programmes should be wide.

Along with farming and making of local artifacts, computer training, web designing, communication skills training etc should be implemented.

A short summer school for specific skills should be organised.

Student Engagement in Ashram: The ashram must not be limited only up to lodging and boarding. But it must come out as "All Round Development Centre" for the tribal students. Ashram must upbring the students like parents.

-A meaningful student engagement is required to be increased through the policy implementation. Budgetary allocation should be done to activities like Yoga. Meditation, extension activities including visit to schools in other districts. A study centre should be created in each ashram along with the library.

-Psychological interventions should be made mandatory in case of behavioural or psychological issues.

-Trained psychologist, and skill trainers- like in sports, art etc should be appointed to work in Ashram whose educational qualification should be a degree holder in psychology or behavioural sciences or education.

Awareness Regarding the Governmental Schemes amongst Students

The students in the Ashram School are the end users of the governmental schemes in true sense. Students and parents must be made aware about these schemes by arranging interactive sessions with administrative authorities at least once in a month. Students are getting DBT, so that they can purchase goods required for them while studying and also which is required to maintain health and hygiene. A monitoring system may be created in Ashram to check if student is spending money for the right reasons or not.

An Educational Aid Clinic: On the line of Legal Aid clinic, an educational aid clinic should be established in each Ashram School. In this clinic, information about governmental schemes, various rights relating to children, and education, should be given. The Tribal Development Department and Education Department in collaboration with the University located nearest to the Ashram School should run this clinic. University's National Service Scheme can be used for the same. Proper record should be maintained and should be submitted to the Tribal Development Authority and Education Department to take necessary action. This will create awareness amongst students, and it will also help in the integration of students with the outer world.

Decode the serious social problems with the help of experts, mainly naxalism like problems. Identify the reasons. Draft small capsule courses addressing those reasons. Right information, right action at right stage creates righteous environment. Students, being in tender age, always remain under influence of the school and teachers. Thus, the education relating to the social problems will surely be an education to their parents indirectly. Ashram Schools should be peace and development ambassadors for that particular area.

Library and Computer Centre: Library and Computer centre should be established in each Ashram School and it must be upgraded regularly. One portion of the books in library should be motivational. Computer with internet facility

should be arranged. There are many educational documentaries, which may be displayed.

A library should be developed for the teachers also. Books on children, adolescents, education, teaching pedagogies and subject related latest books/ articles/ editions should be available for the teachers.

Newspapers should also be available as it will keep all connected with the outer world.

Teachers' Training and Welfare: Innovative pedagogies to equip students with advance developments should be used. This will be more learner centric. . Sensitive, empathetic, and enthusiastic teachers must be appointed to improve the outcome levels. The teachers must be trained to use various pedagogies and should be encouraged to use innovative pedagogy to teach students. Specific model of the teachers training should be designed appropriate to the teachers teaching in Ashram School. A separate training centre should be established for the teachers to keep training element continuous.

Teachers' welfare should also be prioritised. They should be motivated through awards and recognition. As Kendriya Vidyalaya, Eklavya Residential Schools are mentioned under a specific category for the National Teacher Award, likewise, Ashram School should also be mentioned under a separate category.

Integration: Students of Ashram School should feel to be belonging to the same education system. After passing out from the Ashram School, they should not feel inferior to other. Hence efforts for the integration should be made, at intra tribal community level, and inter- tribal taluka-district level.

-Student-teacher exchange programmes: Exchange programmes of Ashram school students and teachers should be implemented with Ashram Schools which are performing better and vice-versa and also with other types of schools. A tie up can be done with other best schools.

-Opportunities of calling stakeholders in the Ashram School should be focussed and opportunities to visit other establishments should be increased.

Health and Hygiene: Adequate infrastructure in the form of potable water, clean toilets, bathrooms, hygienic kitchen, clean dining areas and should be made available to the school children. Moreover, in Ashram study room should be created along with the library. It will enhance the atmosphere to study.

Leveraging CSR to improve *Ashram*shalas: The Corporates can be asked to create Corporate Social Responsibility (CSR) projects in sync with the spirit of long-term improvement of the *Ashram* schools. Infrastructure upgradation, maintenance of existing facilities and skill training are the areas wherein the corporate expertise can be used to improve the quality of schools. CSR initiatives were conspicuous by their absence in the schools under the study. The geographical remoteness of these locations makes them unlikely to be approached by Corporates for utilization of their CSR funds which they are duty-bound to spend under the Companies Act.

Right based approach: A right based approach is required. Tribal students of the Ashram School should not perceive as a liability by the government and civil society too. They should become the asset for the country and its development. They must be contributing India to become "Atma Nirbhar Bharat".

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Interview Schedule for Principal

Research Project Title: An Empirical Study on the working of Ashram Schools (Boys and Girls Residential) with special reference to Tribal areas located on Inter-state Border areas of Central India (Maharashtra, Chhattisgarh and Madhya Pradesh)

Tool for Data Collection: Interview Schedule of principal of the ashram school located at intersecting borders of Maharashtra, Chhattisgarh and Madhya Pradesh

Brief Overview:

The Objectives covered through the interview schedule are as follows:

Objective number as given in TOR	Question Numbers
3	1-11, 23-51
4	52-62
5	12-22
6	63-65
7	66
10	67
11	68
12	68-71

Principal of the ashram school located at intersecting borders of Maharashtra, Chhattisgarh and Madhya Pradesh

Number:

Personal Information

Name:

Age:

Gender: M/F

Name of the school:

District:

Distance from the main district

No. of classes that this ashram school caters to:

You are from which tribal area:

1. _____

2. Not Applicable

1. Year of establishment of the ashram school:

2. Total number of students currently studying in the school:

   Girls:

   Boys:

   Disabled students:

3. Total number of students sanctioned to accommodate in the school hostel:

   Girls:

   Boys:

   Disabled students:

4. Total number of students currently accommodating in the school hostel:

   Girls:

   Boys:

5. Total number of sanctioned teaching staff:

6. Total number of teaching staff currently employed with the ashram school:

7. Total number of teaching staff vacancies:

8. Total number of sanctioned non-teaching staff:

9. Total number of non-teaching staff currently employed with the ashram school:

10. Total number of non-teaching staff vacancies:

11. What is area of land allotted for the ashram school:

Objective 5: To analyse the retention of teachers

12. Since how have you been the principal of ashram schools

    1. Less than one year

    2. 2-5 years

    3. More than 5 years

13. Were you offered a residential quarter within the school premises?

    1. Yes, it is compulsory for the teachers to reside there

    2. Yes, but I didn't opt as it wasn't compulsory for the teachers to reside there

    3. No such facility available

14. Why did you prefer teaching in an ashram school over a regular school?

    1. Comfortable to me as I live in the same taluka

    2. Fascination towards tribal children education

    3. I believe that I can bring positive change in the lives of tribals

    4. I studied in ashram school thus, I know it's management

    5. Others, please specify_____

15. How are you awarded for good performance? (Multiple Choice Question)

    1. Societal recognition

    2. Certificate

    3. No awards

    4. Others, please specify_____

16. How do you evaluate teachers? (Multiple Choice Question)

    1. Feedback from students

    2. Feedback from teacher peer group

    3. Student's exam result

    4. Others, please specify_____

17. How is the teaching staff awarded for good performance? (Multiple Choice Question)

    1. Societal recognition

    2. Certificate

    3. No awards

    4. Others, please specify_____

18. How do you evaluate the non-teaching staff? (Multiple Choice Question)

    1. Feedback from students

    2. Feedback from teachers

    3. Feedback from non-teaching peer group

    4. Others, please specify_____

19. How is the non-teaching staff awarded for good performance?? (Multiple Choice Question)

    1. Societal recognition

    2. Certificate

    3. No awards

    4. Others, please specify_____

20. What kind of teacher training programmes are orgainsed? (Multiple Choice Question)

    1. Skill Based

    2. New curriculum

    3. Tribal language

    4. Adolescent Training

5. No trainings were organized in the last one year

6. No trainings are organized at all

7. Others, please specify_____

21. At what frequency are the teacher training programmes orgainsed? (Multiple Choice Question)

    1. Quarterly

    2. Once in six months

    3. Annually

    4. No trainings were organized in the last one year

    5. No trainings are organized at all

    6. Others, please specify_____

22. What is the Teacher-Student Ratio per class?

    1. Less than 1:25

    2. 1:25

    3. 2:25

    4. 1:30

    5. 2:30

    6. 1:35

    7. 2:35

    8. 1:50

    9. 2:50

Objective 3: Functioning and Problems of Ashram Schools

23. How do you decide the course curriculum?

    _____

    _____

24. What was the selection process to be a principal? (Multiple Choice Question)

    1. Through Teacher Eligibility Test

    2. Through Interview

    3. On educational qualification basis

    4. Promotion from being a teacher at an ashram school

25. How is the teaching staff selected? (Multiple Choice Question)

    1. Through Teacher Eligibility Test

    2. Through Interview

    3. On educational qualification basis

    4. On the basis of Schedule Tribe Certificate

    5. Others, please specify_____

26. How is the non-teaching staff selected? (Multiple Choice Question)

    1. Through Teacher Eligibility Test

    2. Through Interview

    3. On educational qualification basis

4. On the basis of Schedule Tribe Certificate

5. Others, please specify_____

27. What are the formalities to be fulfilled by the students to get admitted in the school?

    1. On basis of Birth and Schedule Tribe certificate

    2. Result of the previous academic year

    3. Distance of the child's residence from the school

    4. First Cum First Basis

    5. Through teacher's efforts

    6. Reference from the authorities

    7. Reference from the NGO

    8. Others, please specify_____

28. No. of Class rooms, please specify

    1. 0-4

    2. 5-7

    3. 8-10

    4. 11-12

    5. More than 12

29. How are the classrooms in the school? (Multiple Choice Question)

    1. Well ventilated

    2. Blackboard Facility

    3. Sufficient space to accommodate students

    4. No classrooms, sit outside

    5. Others, please specify_____

30. What additional staff members you have other than teachers? (Multiple Choice Question)

    1. Staff relating to school security such as guards etc.

    2. Staff relating to school hostel security such as guards etc.

    3. Staff relating to school and hostel kitchen such as cooks, helpers etc.

    4. Staff relating to healthcare such as doctor, compounder etc.

    5. Staff relating to maintenance such as cleanliness staff etc.

    6. Staff relating to principal office such as typist, peon etc.

    7. Others, please specify_____

31. How many specialized teachers are employed in the school for?

Regional language	Tribal language	English	Maths	Science	Skill Training	Mentoring and Counselling	Others

32. What all specialized teachers are employed in the ashram school?

    1. Teacher relating to Art and culture
    2. Teacher relating to sports
    3. Teacher relating to skill development
    4. Teacher relating to personality development
    5. Teacher dealing with psychological issues
    6. Others, please specify_____

33. What is the ratio of female to Male teachers including non-teaching staff?

    Female : Male

    1. 50 : 50
    2. 25 : 75
    3. 75 : 25
    4. 10 : 90
    5. 90 : 10
    6. Any other, please specify_____

34. What is the ratio of tribal to non-tribal teaching staff employed in the school?

    Tribal : Non-Tribal

    1. 50 : 50
    2. 25 : 75
    3. 75 : 25
    4. 10 : 90
    5. 90 : 10
    6. Any other, please specify_____

35. What is the ratio of tribal to non-tribal non-teaching staff employed in the school?

    Tribal : Non-Tribal

    7. 50 : 50
    8. 25 : 75
    9. 75 : 25
    10. 10 : 90
    11. 90 : 10

36. Any other, please specify_____

37. What are the meals served to you in a day? (Multiple Choice Question)

    1. Breakfast
    2. Lunch
    3. Evening Snacks
    4. Dinner

38. What all food items are served in a day? (Multiple Choice Question)

    1. Milk
    2. Egg
    3. Tea

4. Dal

5. Sabzi

6. Rice

7. Chapatti

8. Others, please specify_____

39. Is there any diet plan that is followed?

    1. Yes

    2. No

    If yes, kindly submit the copy of the diet plan

40. What kind of medical check-up camps are organized in schools for students? (Multiple Choice Question)

    1. Eye

    2. Sugar and Blood Pressure

    3. Full Body Check up

    4. Reproductive health

    5. Oral health

    6. Others, please specify_____

41. What kind of medical help is provided in case of emergency for people living in the school campus?

    1. First Aid with a doctor at premises

    2. First Aid with Compounder at premises

    3. Ambulance at the premise along with First Aid and Doctor/Compounder

    4. Only First Aid

    5. Only Doctor at the premises

    6. Only Compounder

    7. Only Ambulance at premises

    8. Others, please specify_____

42. What hygiene related facilities are made available free of cost to the students? (Multiple Choice Question)

    1. Sanitary napkins for girls

    2. Bathing Material including of soaps, tooth paste or tooth brush

    3. Bedding such as bedsheet, pillows etc.

    4. Laundry soaps

    5. Food

    6. De-worming medicine

    7. Nutritional Supplements such as Iron, Calcium and Multi-Vitamins

    8. None

    9. Any other, please specify_____

43. What academic related facilities are made available free of cost to the students? (Multiple Choice Question)

    1. Accommodation
    2. Writing material
    3. Reading material
    4. Books
    5. Stationary such as pens, pencil, colors etc.
    6. Uniform
    7. Raincoats
    8. None
    9. Any other, please specify_____

44. Kindly select the facilities in the Ashram school? (Multiple Choice Question)

    1. Separate Washrooms for Boys and Girls in the school
    2. Regular supply of electricity
    3. Regular supply of drinkable Water
    4. Teachers Staff Room
    5. Girls Common Room
    6. Boys Common Room
    7. Emergency Medical Kit
    8. Kitchen in the school
    9. Play ground
    10. Computer Lab
    11. Library in school
    12. Others, please specify_____

45. Kindly select the facilities in the ashram school hostel? (Multiple Choice Question)

    1. Separate hostel for boys and girls
    2. Well ventilated rooms
    3. Separate Washrooms for boys and girls in the school hostel
    4. 24 hours supply of electricity in the hostel
    5. 24 hours supply of drinkable Water in the hostel
    6. Emergency medical Kit
    7. Library in hostel
    8. Kitchen in the hostel
    9. Others, please specify_____

46. How is the security of the school maintained? (Multiple Choice Question)

    1. Locking of School Gate after the day has finished
    2. Locking of Girls Hostel main door at Night
    3. Locking of Boy's Hostel Main door at Night
    4. Different Security Guards for Day and Night
    5. Rooms for non-teaching Staff in a different building than hostels

47. What all committees you have in which teacher representation is provided? (Multiple Choice Question)
    1. School Development Committee
    2. Academics Committee
    3. Financial Committee
    4. No such committees are formed
    5. Any other, please specify: _____

48. What kind of inspection is conducted by higher authorities in the ashram school?
    1. Status of the School building such as if any repairs are required
    2. Classrooms such as need for additional classrooms, ventilation level, repair requirement etc.
    3. School security related such as locking facility etc.
    4. Health related such availability of medical help in emergency, food served or maintenance of hygiene etc.
    5. Academics Related such as teaching techniques, curriculum suitability, teaching aids etc.
    6. Others, please specify_____
    7. No inspections are carried

49. At what frequency is the ashram school inspected?
    1. Monthly
    2. Quarterly
    3. Half-yearly
    4. Annually
    5. No inspection in last 5 year
    6. Others, please specify_____

50. What problems do you face in proper functioning of the school? (Multiple Choice Question)
    1. Infrastructural
    2. Security
    3. High Drop-Out Rate
    4. Non-availability of teachers
    5. Non-cooperation from teachers
    6. Psychological issues (depression)
    7. Others, please specify_____

51. How are the issues resolved?
    1. By counselling the teacher
    2. By counselling the student concerned
    3. By counselling the parents
    4. By forwarding the complaint to the higher authorities

Objective 4: Rate of admission, retention, progression and drop-out

52. What is the drop-out rate amongst boys and girls?

    1. Drop-out rate in boys is more as compared to girls

    2. Drop-out rate in girls is more as compared to boys

    3. Both are same

53. Which classes have the maximum dropout rate of girls?

    1. Classes 1-4

    2. Classes 5-7

    3. Classes 8-10

    4. Classes 11-12

54. Which classes have the maximum dropout rate of boys?

    1. Classes 1-4

    2. Classes 5-7

    3. Classes 8-10

    4. Classes 11-12

55. What can be the possible reasons for drop out? (Multiple Choice Question)

    1. Difficult curriculum

    2. Language Barrier

    3. Poverty

    4. No interest in education

    5. Urgent need to earn livelihood to pay family debts

    6. Parents migrating for work

    7. No motivation to study

    8. Infrastructural issues

    9. Health issues

    10. Security issues within school premises

    11. Extremism

    12. Drinking alcohol

    13. Disassociation with parent's work

    14. Loss of Identity

    15. Early Marriage

    16. Others, please specify_____

56. What improvements have taken place in the school, since the beginning of your tenure?

    (Multiple Choice Question)

    1. Improvement in student's enrollment percentage

    2. Decline in drop-out percentage

    3. Increase in structural infrastructure

    4. Increase in number of students enrolling for higher education

    5. More teacher-student motivational programmes

    6. No improvements

7. Others, please specify_____

57. What Teaching Method is being followed in the school? (Multiple Choice Question)

    1. Writing Exercise
    2. Reading Text books
    3. both reading and writing
    4. Writing on Black board
    5. Ask bright students to teach
    6. Game method
    7. Story-telling
    8. Role Play
    9. Others, please specify_____

58. How do you evaluate the performance of your students?

    1. By conducting written tests
    2. By conduction oral examinations
    3. Both written and oral
    4. No evaluation

59. What incentives are students awarded with incase of good performance?

    1. Scholarship
    2. Recognition in the assembly
    3. Certificate
    4. Others, please specify_____

60. What is your observation relating to students development in ashram schools?

    1. Students have become more confident
    2. Positive change in the behavior of the student
    3. Positive change in academic results
    4. Positive change inn parent's attitude
    5. No change

61. What kind of guidance is provided by you to the students after school hours? (Multiple Choice Question)

    1. Regarding behavior
    2. Health issues
    3. Family problems
    4. Counselling regarding education
    5. Career guidance
    6. No guidance

62. What are the goals you want to achieve for the students?

    1. I want to prepare students to do well in their life
    2. I want to explore more opportunities for my students
    3. I want 100% result of my school
    4. Not aware

Objective 6: Measures for Skill Development and learning outcomes

63. What kind of skill development programs are run by the school? (Multiple Choice Question)

    1. Making Local Handicrafts

    2. Knowledge on traditional Medicines

    3. Knowledge on Agriculture

    4. Knowledge on family's occupation

    5. Others, please specify_____

64. What all is included in the School Curriculum?

    1. Only Academic

    2. Academic with Sports

    3. Academics with skill development activities

    4. Academic, sports and skill development activities

65. What all must be included in the skill development programs and school curriculum for better results?

    _____

    _____

Objective 7: To study the impact of limiting education upto secondary level

66. What according to you are the limitations faced by students as ashram School is restricted upto secondary level?

    1. Students are unable to continue with studies due to incompetency to compete with other students

    2. Students do not enroll for higher education due to lack of awareness of government schemes

    3. Students discontinue the studies prior to secondary level as they feel demotivated

    4. No limitation

    5. Others, please specify_____

Objective 10: Measures taken for integration of students of ashram school with other students

67. What all activities do you organize for smooth integration? (Multiple Choice Question)

    1. Regular School Assemblies

    2. School assemblies during festival celebrations

    3. Intra school co-curricular competitions

    4. Inter school co-curricular competitions

    5. Intra school sports competitions

    6. Inter school sports competitions

    7. Regular Picnics

    8. Educational Excursions

    9. Opportunities to integrate with students of other school

    10. No activities organized by the school

Objective 11 and 12: Social problems unique to tribal areas and tribal education Is Ashram school is able to keep children away from conducive atmosphere

68. What difference have you noticed in the taluka before and after the establishment of ashram schools?

    1. More people integrated into main stream

    2. More parents have become aware about education and its importance

    3. No change

    4. Others, please specify_____

69. What kind of problems are prevalent in this area? (Multiple Choice Question)

    1. Extremism

    2. Drinking alcohol

    3. Early marriage

    1. Poverty/ Lack of adequate sources of income

    2. Health issues

    3. Loss of cultural identity

    4. Bureaucratic exploitation

    5. Indebtness

    6. Others, please specify_____

70. Any other information, if you can give about Ashram Schools and its issues which you have seen or observed?

    1. Functioning

    2. Maintenance

    3. Imparting Education

    4. Others, please Specify

    _____

    _____

71. Any suggestions you would give for the improvement of the functioning of the ashram school:

    1. Functioning_____

    2. Government Policy_____

    3. Parents_____

    4. Teachers_____

    5. Administrative Staff_____

    6. Others, please specify_____

Research Project Title: An Empirical Study on the working of Ashram Schools (Boys and Girls Residential) with special reference to Tribal areas located on Inter-state Border areas of Central India (Maharashtra, Chhattisgarh and Madhya Pradesh)

Tool for Data Collection: Interview Schedule of teachers teaching in ashram schools located at intersecting borders of Maharashtra, Chhattisgarh and Madhya Pradesh

Brief Overview:

The Objectives covered through the interview schedule are as follows:

Objective number as given in TOR	Question Numbers
3	12-22
4	23-36
5	1-11
6	37-39
7	40
10	41
11	43.45
12	43-47

Teachers teaching in ashram schools located at intersecting borders of Maharashtra, Chhattisgarh and Madhya Pradesh

Number:

Personal information

Name:

Age:

Gender: M/F   Are you: Tribal/Non-Tribal

Village/Taluka/District:

Name of the Ashram School:

Nature of your job: Temporary/Permanent

Subject of specialisation, if any:

No. of classes that this ashram school caters to:

Objective 5: To analyse the retention of teachers

1. Your Educational Qualification:
    1. B.Ed.
    2. M.Ed.
    3. Graduation
    4. Post-Graduation
    5. Others, please specify_____

2. How many years of teaching experience do you have?
    1. 0-3 years
    2. 3-5 years
    3. 5-7 years
    4. 7-10 years
    5. If more than 10 years, please specify_____

3. Since how many years have you been associated with ashram schools?
    4. 1-3 years
    5. 3-5 years
    6. 5 years or more
    7. This is my first association with an ashram school

4. Why did you prefer teaching in an ashram school over a regular school?
    1. Comfortable to me as I live in the same taluka
    2. Fascination towards tribal children education
    3. I believe that I can bring positive change in the lives of tribals
    4. I studied in ashram school thus, I know it's management
    5. I wasn't given a choice

5. What was the criteria for selection of this post? (Multiple Choice Question)
    5. Through Teacher Eligibility Test
    6. Through Interview

7. On educational qualification basis

8. Any other, please specify_____

6. Were you offered a residential quarter within the school premises?

   1. Yes, it is compulsory for the teachers to reside there

   2. Yes, but I didn't opt as it wasn't compulsory for the teachers to reside there

   3. No such facility available

7. What is your teaching schedule in ashram school?

   1. Teaching one class and all it's subjects

   2. Teaching one class with three subjects

   3. Teaching upto four classes with one specific subject

   4. Teaching upto three classes with two subjects each

   5. Teaching upto three classes with 4 subjects each

   6. Others, please specify_____

8. What is the Teacher-Student Ratio in your class?

   10. Less than 1:25

   11. 1:25

   12. 2:25

   13. 1:30

   14. 2:30

   15. 1:35

   16. 2:35

   17. 1:50

   18. 2:50

   19. Others, please specify_____

9. What kind of teacher training programmes are orgainsed for you? (Multiple Choice Question)

   8. Skill Based programs

   9. New curriculum

   10. Tribal dialect

   11. Adolescent Training

   12. No trainings are organised

   13. Others, please specify_____

10. What is the frequency at which teacher training programmes are organized?

    1. Once a quarter

    2. Once in 6 months

    3. Once in a year

    4. No training organized in the last one year

    5. Not applicable

11. What kinds of incentives are you awarded for good performance? (Multiple Choice Question)

    5. Recognition for good performance in the assembly

    6. Promotion

    7. Certificate for good performance

    8. Medical

    9. LTC

    10. Study Leave

    11. P.F and Gratuity

    12. Mobile/Electricity Bills

    13. Free food and lodging

    14. No incentives for good performance

    15. No incentives otherwise

    16. Others, please specify_____

Objective 3: Functioning and Problems of Ashram Schools

12. What education board does the school follow?

    1. CBSE

    2. State Board

    3. Special education Curriculum created for this school specifically

    4. Special education Curriculum created for ashram schools in general

13. In which all languages do you teach? (Multiple Choice Question)

    1. English

    2. Hindi

    3. State regional language

    4. Tribal Language

    5. Others, please specify_____

14. What all subjects do you teach in the ashram school? (Multiple Choice Question)

    1. Maths

    2. Science

    3. English

    4. Hindi

    5. Regional Language

    6. Tribal language

    7. Skills training

    8. Others, please specify_____

15. What kind of medical help is provided in case of emergency?

    9. First Aid with a doctor at premises

    10. First Aid with Compounder at premises

    11. Ambulance at the premise along with First Aid and Doctor/Compounder

    12. Only First Aid

13. Only Doctor at the premises

14. Only Compounder

15. Only Ambulance at premises

16. Others, please specify_____

16. What all committees you have in which teacher representation is provided? (Multiple Choice Question)

6. School Development Committee

7. Academics Committee

8. Financial Committee

9. No such committees are formed

10. Any other, please specify: _____

17. How many committees are you a member of?

1. One

2. Two

3. Three

4. If more than three, please specify

5. None

6. Not applicable

18. What is the role of teacher during inspection in school? (Multiple Choice Question)

1. Remain present

2. To complete all pending records

3. Hospitality of inspection committee member

4. Taking action on the suggestions given during inspection

5. No inspection

6. No involvement of teachers

7. Others, please specify_____

19. What problems do you face in the school? (Multiple Choice Question)

8. Infrastructural

9. Security

10. High Drop-Out Rate

11. Disinterested students

12. Language Barrier

13. Others, please specify_____

20. Against whom have you received complaints from students? (Multiple Choice Question)

1. The Principal

2. Teachers

3. Co-Students

4. Non-teaching staff

5. Management

6. Others, please specify_____

21. What is the subject matter of complaints received by you? (Multiple Choice Question)

    1. Teacher's behavior

    2. Co-students behavior

    3. Infrastructure related

    4. Teaching method related

    5. Health related

    6. Sub-standard food

    7. Security within the school premises

    8. Psychological issues (depression, dis-interest in studies, no motivation to live)

    9. Others, please specify_____

22. How you process the complaint?

    5. Settle at my own level

    6. Forward to the principal

    7. Inform the parents

    8. Forward to the higher authorities

Objective 4: Rate of Admission, Retention, Progression, drop-out and the integration of students with mainstreamers

23. What is the drop-out rate amongst boys and girls?

    1. Drop-out rate in boys is more as compared to girls

    2. Drop-out rate in girls is more as compared to boys

    3. Both are same

24. Which classes have the maximum dropout rate of girls?

    5. Classes 1-4

    6. Classes 5-7

    7. Classes 8-10

    8. Classes 11-12

25. Which classes have the maximum dropout rate of boys?

    9. Classes 1-4

    10. Classes 5-7

    11. Classes 8-10

    12. Classes 11-12

26. What can be the possible reasons for drop out? (Multiple Choice Question)

    17. Difficult curriculum

    18. Language Barrier

    19. Poverty

    20. No interest in education

    21. Urgent need to earn livelihood to pay family debts

    22. Parents migrating for work

    23. No motivation to study

24. Infrastructural issues

25. Health issues

26. Security issues within school premises

27. Extremism

28. Drinking alcohol

29. Disassociation with parent's work

30. Loss of Identity

31. Early Marriage

32. Others, please specify_____

27. How do you motivate the students for class participation? (Multiple Choice Question)

1. By making other students clap when one answers in class

2. By encouraging the students to study harder when unable to answer

3. By scolding them on asking questions

4. No motivation, only study

5. Others, please specify_____

28. What is your response on meeting the parents when they visit the school?

1. I become more aware of the psychology of the child and therefore, motivate him/her accordingly

2. I am not satisfied on meeting them

3. No meetings are organized

29. What teaching method is being followed by you? (Multiple Choice Question)

10. Writing Exercise

11. Reading Text books

12. Writing on Black board

13. Ask bright students to teach

14. Encouraging student interaction

15. Asking questions after explaining

16. Game method

17. Story-telling

18. Role play

19. Others, please specify_____

30. What learning materials are provided to the students? (Multiple Choice Question)

1. Books

2. Reading and writing materials

3. Stationary such as pens, pencils, colors etc.

4. Others, please specify_____

31. What are the teaching tools used by you?

1. Display board

2. Black board

3. Computer power point

  4. Others, please specify_____

32. What additional tools would you suggest should be used while teaching?

  _____

33. How do you evaluate the performance of your students?

  5. By conducting written tests

  6. By conduction oral examinations

  7. Both written and oral

  8. No evaluation

34. What incentives are students awarded with incase of good performance?

  5. Scholarship

  6. Recognition in the assembly

  7. Certificate

  8. Others, please specify_____

35. What kind of guidance is provided by you to the students after school? (Multiple Choice Question)

  7. Personal regarding behavior

  8. Health

  9. Family problems

  10. Counselling regarding education, drop-out

  11. Mentoring

  12. No guidance

36. What are the goals you want to achieve for the students? (Multiple Choice Question)

  1. I want to prepare students to do well in their life

  2. I want to explore more opportunities for my students

  3. I want 100% result in my subject

  4. Not aware

Objective 6: Measures for Skill Development and learning outcomes

37. What kind of skill development programs are run by the school? (Multiple Choice Question)

  6. Making Local Handicrafts

  7. Knowledge on traditional Medicines

  8. Knowledge on Agriculture

  9. Knowledge on family's occupation

  10. Others, please specify_____

38. What all is included in the School Curriculum?

  1. Only Academic

  2. Academic with sports

  3. Academic with skill development activities

  4. Academic, sports and skill development activities

39. What all must be included in the skill development programs and school curriculum for better results?_____

Objective 7: To study the impact of limiting education upto secondary level

40. What according to you are the limitations faced by students as ashram School is restricted upto secondary level?

   1. Students are unable to continue with studies due to incompetency to compete with other students

   2. Students do not enroll for higher education due to lack of awareness of government schemes

   3. Students discontinue the studies prior to secondary level as they feel demotivated

   4. No limitation

   5. Others, please specify_____

Objective 10: Measures taken for integration of students of ashram school with other students

41. What all activities do you participate in? (Multiple Choice Question)

   1. Regular School Assemblies

   2. School assemblies during festival celebrations

   3. Intra school co-curricular competitions

   4. Inter school co-curricular competitions

   5. Intra school sports competitions

   6. Inter school sports competitions

   7. Regular Picnics

   8. Educational Excursions

   9. No activities organized by the school

Objective 11 and 12: Social problems unique to tribal areas and tribal education Is Ashram school is able to keep children away from conducive atmosphere

42. What difference have you noticed in the taluka before and after the establishment of ashram schools?

   5. More people integrated into main stream

   6. More parents have become aware about education and its importance

   7. No change

   8. Others, please specify_____

43. What kind of problems are prevalent in this area? (Multiple Choice Question)

   7. Extremism

   8. Drinking Alcohol

   9. Poverty/ Lack of adequate sources of income

   10. Health nutrition

   11. Bureaucratic exploitation

   12. Indebtness

   13. Loss of Identity

   14. Disassociation from parent's work

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15. Early marriage

16. Others, please specify_____

44. What is your holiday schedule in school? (Multiple Choice Question)

    1. Summer

    2. Winter

    3. Rainy

    4. Festivals

    5. Students decide

    6. On Sundays

    7. During harvest season

    8. Government/Gazetted holidays

45. Why are the students willing to go home for holidays? (Multiple Choice Question)

    1. Home Sickness

    2. School Infrastructure problems

    3. School Security issues

    4. Non-cooperation from the Teachers

    5. Behavior of co-students

    6. Home cooked meal is better than the food served in the mess

    7. Want to help parents in their occupation as not interested in studies

    8. Not willing to go home due to frequent quarrels amongst parents

    9. Not willing to go home due to frequent quarrels amongst parents and neighbours

    10. Not willing to go home due to the prevalent extremist's activities in the village

    11. Not willing to go home due to the prevalent alcohol consumption culture in the village

    12. Not willing to go home due to the parent's positive attitude regarding early marriage

    13. Others, please specify_____

46. Any other information, if you can give about Ashram Schools and its issues which you have seen or observed?

    5. Functioning_____

    6. Maintenance_____

    7. Imparting Education_____

    8. Others, please Specify_____

47. Any suggestions you would give for the improvement of the working of Ashram Schools

    7. Functioning_____

    8. Government Policy_____

    9. Parents_____

    10. Teachers_____

    11. Students_____

    12. Administrative Staff_____

    13. Others, please specify_____

Research Project Title: An Empirical Study on the working of Ashram Schools (Boys and Girls Residential) with special reference to Tribal areas located on Inter-state Border areas of Central India (Maharashtra, Chhattisgarh and Madhya Pradesh)

Tool for Data Collection: Interview Schedule of Students studying and enrolled in ashram schools located at intersecting borders of Maharashtra, Chhattisgarh and Madhya Pradesh

Brief Overview:

The Objectives covered through the interview schedule are as follows:

Objective number as given in TOR	Question Numbers
3	11-25
4	26-37
6	38-41
7	42
10	40
11	4-10,43,45
12	43-47

Interview Schedule

Students studying and enrolled in ashram schools located at intersecting borders of Maharashtra, Chhattisgarh and Madhya Pradesh.

Number:

Personal Information

Name:

Age:

Gender: M/F

Village/Taluka/District:

Class:

1. Are you a_____ ?
    1. Day Boarder
    2. Hosteller

2. What is the distance of the school from your village?
    1. Within 1 km
    2. Within 3 kms
    3. Within 5 kms
    4. More than 5 kms

3. When did you join the Ashram School?
    1. Class 1st
    2. Class 2nd
    3. Class 3rd
    4. Class 4th
    5. Class 5th
    6. Class 6th
    7. Class 7th
    8. Class 8th
    9. Class 9th
    10. Class 10th
    11. Class 11th
    12. Class 12th
    13. Others, please specify (if enrolled at higher class, then which school did you study previously and what was your score)_____

Objective 11: Problems unique to Tribal Areas and Tribal Education

4. What is your father's occupation?
    1. Agriculture
    2. Wage Labor
    3. Household Work
    4. Service
    5. Others, please specify_____

5. What is your mother's occupation?

    1. Agriculture

    2. Wage Labor

    3. Household Work

    4. Service

    5. Others, please specify_____

6. What is your Father's education?

    1. Illiterate

    2. Studied till class 4th

    3. Studied till class 8th

    4. Studied till class 10th

    5. Completed Higher Secondary Education

    6. Others, please specify_____

7. What is your Mother's education?

    1. Illiterate

    2. Studied till class 4th

    3. Studied till class 8th

    4. Studied till class 10th

    5. Completed Higher Secondary Education

    6. Others, please specify_____

8. How many Siblings do you have?

    1. One

    2. Two

    3. Three

    4. If more than three, please specify_____

9. What is your sibling's occupation?

    1. Agriculture

    2. Wage Labor

    3. Household Work

    4. Service

    5. Others, please specify_____

    6. Not Applicable

10. What is your sibling's education?

    1. Illiterate

    2. Studied till class 4th

    3. Studied till class 8th

    4. Studied till class 10th

    5. Completed Higher Secondary Education

    6. If currently studying, please specify class_____

    7. Others, please specify_____

Objective 3: Functioning and Problems of Ashram Schools

11. How many students are there in your class?

    1. 1- 35

    2. 35-50

    3. 50-60

12. How is your classroom in the school? (Multiple Choice Question)

    6. Well ventilated

    7. Blackboard Facility

    8. Sufficient space to accommodate students

    9. No classroom, study outside

    10. Others, please specify_____

13. What the kind of facilities are made available free of cost to you? (Multiple Choice Question)

    10. Accommodation

    11. Food

    12. Sanitary napkins for girls

    13. Bathing Material including of body soaps, hair wash, tooth paste or tooth brush

    14. Laundry soaps

    15. Study material

    16. Uniform

    17. Raincoats

    18. De-worming medicines

    19. Nutritional Supplements such as Iron, calcium or Vitamins

    20. None

    21. Others, please specify_____

14. Kindly select the facilities available in your school: (Multiple Choice Question)

    13. Separate Hostels for Boys and Girls

    14. Separate Washrooms for Boys and Girls

    15. 24 hours supply of electricity

    16. 24 hours supply of drinkable Water

    17. Specialized subject teachers

    18. Specialized Skill Training Staff

    19. Teachers Staff Room

    20. Kitchen

    21. Play ground

    22. Computer Labs

    23. Libraries

    24. Locking facility of the hostel room

    25. Others, please specify_____

15. Since the time of your enrollment, what changes have taken place in the school? (Multiple Choice Question)

    1. Painting of School building or School hostel

    2. Construction of class rooms

    3. Addition of rooms in hostel

    4. Introduction of new sports activities

    5. New staff

    6. Minor Repairs

    7. No change

    8. Others, please specify_____

16. How many teachers teaches/taught you at primary level?

    1. One

    2. Two

    3. Three

    4. If more than three, then please specify_____

17. How many teachers teaches/taught you at Secondary level?

    1. One

    2. Two

    3. Three

    4. If more than three, then please specify_____

    5. Not Applicable

18. How many teachers teaches/taught you at Higher Secondary level?

    1. One

    2. Two

    3. Three

    4. If more than three, then please specify_____

    5. Not Applicable

19. In what language does your teacher teach you? (Multiple Choice question)

    1. English

    2. Hindi

    3. State's regional language

    4. Tribal Dialect, please specify_____

    5. Others, please specify_____

20. What are the meals served to you in a day? (Multiple Choice Question)

    5. Breakfast

    6. Lunch

    7. Evening Snacks

    8. Dinner

21. What all food items are served in a day? (Multiple Choice Question)

    1. Milk

2. Egg

3. Tea

4. Dal

5. Sabzi

6. Rice

7. Chapatti

8. Others, please specify_____

22. What vegetables were included in your meal last week?

    1. Potato or Onion vegetable in all meals

    2. Green leafy Vegetables in all meals

    3. Thrice Potato or Onion Vegetable and Thrice green leafy vegetables

    4. Twice Potato or Onion vegetable and four times green leafy vegetables

    5. Potato with other vegetables in all meals

    6. Others, please specify_____

23. If given an opportunity, what would you prefer to have on everyday basis?

    1. Food served in the hostel mess

    2. Food available outside in the market

    3. Others, please specify_____

24. What kind of medical check-up camps are organized in schools? (Multiple Choice Question)

    7. Eye

    8. Sugar and Blood Pressure

    9. Full Body Check up

    10. Reproductive health

    11. Oral health

    12. Others, please specify_____

25. What kind of medical help is provided in case of emergency?

    17. First Aid with a doctor at premises

    18. First Aid with Compounder at premises

    19. Ambulance at the premise along with First Aid and Doctor/Compounder

    20. Only First Aid

    21. Only Doctor at the premises

    22. Only Compounder

    23. Only Ambulance at premises

Objective 4: Rate of Admission, Retention, Progression, drop-out and their integration

26. How does your teacher motivate you for class participation? (Multiple Choice Question)

    1. By making students clap when I answer in class

    2. By encouraging me to study harder when unable to answer

    3. By scolding me when I ask questions

    4. No motivation, only study

5. Others, please specify_____

27. What is the response of your parents on visiting the school?

    1. They become more aware of my performance in school and thus, motivate me to perform better.

    2. They are not satisfied on meeting the teacher.

    3. My parents do not attend meetings

    4. No meetings are organized

28. What kind of guidance is provided by the teacher after school? (Multiple Choice Question)

    13. Personal regarding behavior

    14. Health

    15. Family problems

    16. Counselling regarding education

    17. Mentoring

    18. No guidance

    19. Others, please specify_____

29. What Teaching Method is being followed in the school? (Multiple Choice Question)

    20. Writing Exercise

    21. Reading Text books

    22. Writing on Black board

    23. Ask bright students to teach

    24. Game method

    25. Story-telling

    26. Encouraging Student interaction

    27. Asking questions after explaining

    28. Role play

    29. Others, please specify_____

30. What learning materials are provided to you? (Multiple Choice Question)

    5. Books

    6. Reading and writing materials

    7. Stationary such as pens, pencils, colors etc.

    8. Others, please specify_____

31. What are the teaching tools used by your teacher?

    1. Display board

    2. Black board

    3. Computer power point

    4. Others, please specify_____

32. What all tools would you suggest to your teacher to use while teaching? _____

33. In which language your books are? (Multiple Choice Question)

    1. English

    2. Hindi

3. Regional Language

4. Native Language, please specify_____

5. Others, please specify_____

34. In which language are you required to write your examinations? (Multiple Choice Question)

    1. English

    2. Hindi

    3. State regional language

    4. Native Language, please specify_____

    5. Others, please specify_____

35. What kinds of incentives are you awarded for good performance?

    17. Scholarship

    18. Recognition in the assembly

    19. Certificate

    20. Others, please specify _____

36. What changes do you feel in yourself since the joining of the Ashram school? (Multiple Choice Question)

    1. More Physically Active

    2. Less Physically Active

    3. More Interactive with people

    4. Less Interactive with people

    5. No change

    6. Others, please specify_____

37. What do you want to do after completing the current academic year?

    1. Continue Studies from the same school

    2. Continue Studies from a different school

    3. Waiting for an opportunity to leave the school

    4. Trying to get admission in higher education

    5. Others, please specify_____

Objective 6: Measures for Skill Development and learning outcomes

38. What all is included in the School Curriculum?

    1. Only Academic

    2. Academic with Sports

    3. Skill Development Activities

    4. Academic, sports and skill development activities

39. What is your routine after school?

    1. Participating in Co-curricular activities

    2. Participating in Extra-curricular activities (indoor or outdoor sports)

    3. Complete my academic work

    4. Both academic work and extra-curricular activities

    5. Both academic work and Co-curricular activities

    6. Spending time with friends

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7. Others, please specify_____

40. What all activities do you participate in? (Multiple Choice Question)

    1. Regular School Assemblies

    2. School assemblies during festival celebrations

    3. Intra school co-curricular competitions

    4. Inter school co-curricular competitions

    5. Intra school sports competitions

    6. Inter school sports competitions

    7. Regular Picnics

    8. Educational Excursions

    9. No activities organized by the school

41. How is your performance evaluated?

    9. By conducting written tests

    10. By conducting oral examinations

    11. Both written and oral

    12. No evaluation

Objective 7: To study the impact of limiting education up to secondary level

42. What do you want to do after completing class VIIth?

    1. Continue studying Secondary and Higher Secondary from the same school

    2. Study from another school as this school doesn't have higher classes

    3. Study from another school as I do not prefer this school

    4. Leave studies in between and help my parents in their occupation

    5. Leave studies in between and participate in family occupation

    6. Leave studies as this school doesn't have higher classes and I do not want to study elsewhere due to admission procedure, admission test or distance

    7. To start earning independently without completing my education

    8. Others, please specify_____

    9. Not applicable

Objective 11 and 12: Social problems unique to tribal areas and tribal education Is Ashram school is able to keep children away from conducive atmosphere

43. What are the reasons to prefer this ashram school over others? (Multiple Choice Question)

    1. Better than the other ashram schools in my taluka

    2. To progress and support my parents

    3. Free Residential facilities

    4. Free food

    5. To avoid family problems such as frequent quarrels amongst parents due to financial constraints

    6. To avoid family problems such as frequent quarrels amongst parents and neighbours

    7. To protect myself from extremist activities prevalent my village

    8. Other Siblings studying in the school

9. Parents pressure

10. No other approachable ashram school near my village

11. This ashram school is the nearest to my house

12. Others, please specify_____

44. What is your holiday schedule in school? (Multiple Choice Question)

   9. Summer

   10. Winter

   11. Rainy

   12. Festivals

   13. Students decide

   14. On Sundays

   15. During harvest season

   16. Government/Gazetted holidays

45. Why are you willing to go home for your holidays? (Multiple Choice Question)

   1. Home Sickness

   2. School Infrastructure problems

   3. School Security issues

   4. Non-cooperation from the Teachers

   5. Home cooked meal is better than food served in the mess

   6. Want to help parents in their occupation as not interested in studies

   7. Not willing to go home due to frequent quarrels amongst parents

   8. Not willing to go home due to frequent quarrels amongst parents and neighbours

   9. Not willing to go home due to the prevalent extremist's activities in the village

   10. Not willing to go home due to the prevalent alcohol consumption culture in the village

   11. Not willing to go home due to the parent's positive attitude regarding my early marriage

   12. Others, please specify_____

46. Any other information, if you can give about Ashram Schools and its issues which you have seen or observed?

   9. Functioning_____

   10. Maintenance_____

   11. Imparting Education_____

   12. Others, please Specify_____

47. Any suggestions you would give for the improvement of the working of Ashram Schools

   14. Functioning_____

   15. Government Policy_____

   16. Parents_____

   17. Teachers_____

   18. Administrative Staff_____

   19. Others, please specify_____

Interview Schedule for Ashram /Hostel Warden

Research Project Title: An Empirical Study on the working of Ashram Schools (Boys and Girls Residential) with special reference to Tribal areas located on Inter-state Border areas of Central India (Maharashtra, Chhattisgarh and Madhya Pradesh)

Tool for Data Collection: Interview Schedule of hostel warden of the ashram school hostel located at intersecting borders of Maharashtra, Chhattisgarh and Madhya Pradesh

Brief Overview:

The Objectives covered through the interview schedule are as follows:

Objective number as given in TOR	Question Numbers
3	1-24

Hostel warden of the ashram school hostel located at intersecting borders of Maharashtra, Chhattisgarh and Madhya Pradesh

Number:

Personal Information

Name:

Age:

Gender: M/F

Name of the school:

Distance of the hostel from the school:

No. of classes that the ashram school caters to:

You are from which tribal area:

    1_____

        2. Not Applicable

Are you a teacher in the ashram school?

    1. Yes

    2. No

1. Year of establishment of the ashram school:

2. Year in which the hostel was built:

3. Total number of students sanctioned to accommodate in the school hostel:

    Girls:

    Boys:

    Disabled students:

4. Total number of students currently accommodating in the school hostel:

    Girls:

    Boys:

5. What are the dimensions of the dormitory?

    _____

6. How many students are accommodated in each dormitory?

    _____

7. How are the dormitories? (Multiple Choice Question)

    11. Well ventilated

    12. Sufficient space for students to move around

    13. Sufficient space to study on a study table

    14. Individual beds

    15. Connected washrooms

    16. Others, please specify_____

8. What is the total number of dormitories in the boy's school hostel?

    1. One

    2. Two

3. Three

4. Others, please specify_____

9. What is the total number of dormitories in the girl's school hostel?

   1. One

   2. Two

   3. Three

   4. Others, please specify_____

10. Kindly select the facilities available in the school hostel? (Multiple Choice Question)

    26. Separate hostels for boys and girls

    27. Separate washrooms for boys and girls

    28. 24 hours supply of electricity

    29. 24 hours supply of Filtered Water

    30. Emergency medical first aid kit

    31. Others, please specify_____

11. What the kind of facilities are made available free of cost to the students accommodating in the hostel? (Multiple Choice Question)

    22. Food

    23. De-worming medicines

    24. Nutritional supplements such as Iron, Calcium or Multi-Vitamins

    25. Sanitary napkins for girls

    26. Bathing Material including of soaps, tooth paste or tooth brush

    27. Laundry soaps

    28. Beddings

    29. None

    30. Others, please specify_____

12. How is the security of the school hostel maintained? (Multiple Choice Question)

    6. Locking of School Gate after the day has finished

    7. Locking of Girls Hostel main door at Night

    8. Locking of Boy's Hostel Main door at Night

    9. Different Security Guards for Day and Night

    10. Rooms for non-teaching Staff in a different building than hostels

    11. Others, please specify_____

13. What all committees are present in the school hostel? (Multiple Choice Question)

    11. Dormitory repair committee

    12. Asharamshala water supply committee

    13. Asharamshala electricity committee

    14. Food Grain, bedding cleaning committee

    15. Others, please specify_____

14. What are the meals served to the students in a day? (Multiple Choice Question)

9. Breakfast

10. Lunch

11. Evening Snacks

12. Dinner

15. What all food items are served in a day? (Multiple Choice Question)

   1. Milk

   2. Egg

   3. Tea

   4. Dal

   5. Sabzi

   6. Rice

   7. Chapatti

   8. Others, please specify_____

16. Who all are employed in the school hostel? (Multiple Choice Question)

   8. Hostel Security Guard

   9. Girl's Hostel warden

   10. Boy's Hostel Warden

   11. Kitchen staff such as cooks, helpers etc.

   12. Cleaning and maintenance staff

   13. Others, please specify_____

17. Against whom have you received complaints from students? (Multiple Choice Question)

   1. The hostel's management staff

   2. The hostel's cleaning staff

   3. The hostel's kitchen staff

   4. Co-Students

   5. Others, please

     specify_____

18. What is the subject matter of complaints received by you? (Multiple Choice Question)

   10. Co-students behavior

   11. Infrastructure related

   12. Health related

   13. Sub-standard food

   14. Security within the school hostel premises

   15. Psychological issues (depression, dis-interest in studies, no motivation to live)

   16. Others, please specify_____

19. How you process the complaint?

   9. Settle at my own level

   10. Forward to the principal

   11. Inform the parents

   12. Forward to the higher authorities

20. What kind of inspection is conducted by the higher authorities in the ashram school hostel?

    1.   Status of the hostel building such as repairs are required etc.

    2.   Dormitory such as need for additional rooms, ventilation level, repair requirement etc.

    3.   Hostel security related such as locking facility, entry of people other than hostlers in the hostel etc.

    4.   Health related such availability of medical help in emergency, food served or maintenance of hygiene etc.

    5.   Others, please specify_____

    6.   No inspections are carried

21. At what frequency is the ashram school hostel inspected?

    1.   Monthly

    2.   Quarterly

    3.   Half-yearly

    4.   Annually

    5.   No inspection in last 5 year

    6.   Others, please specify_____

22. Is there any untoward incident happened in the ashram school hostel? If yes, what are those?

    1.   _____
        _____

    2.   No

    3.   Not aware of any

23. Any other information, if you can give about ashram school hostel and its issues which you have observed?

    13. Functioning_____

    14. Maintenance_____

    15. Others, please Specify

           _____
           _____

24. Any suggestions you would give for the improvement of the functioning of the ashram school:

    20. Functioning_____

    21. Government policy_____

    22. Parents_____

    23. Teachers_____

    24. Administrative Staff_____

    25. Others, please specify_____

Annexure V

Interview Schedule for Alumni

Research Project Title: An Empirical Study on the working of Ashram Schools (Boys and Girls Residential) with special reference to Tribal areas located on Inter-state Border areas of Central India (Maharashtra, Chhattisgarh and Madhya Pradesh)

Tool for Data Collection: Interview Schedule of Alumni passed out form the ashram schools located at intersecting borders of Maharashtra, Chhattisgarh and Madhya Pradesh

Brief Overview:

The Objectives covered through the interview schedule are as follows:

Objective number as given in TOR	Question Numbers
3	10,7
4	1-7
6	8
7	9
8	11
10	12
11	13
12	14-16

Interview Schedule

Alumni passed out form the ashram schools located at intersecting borders of Maharashtra, Chhattisgarh and Madhya Pradesh.

Number:

Personal Information

Name:

Age:

Gender: M/F

Village/Taluka/District:

Name of the Ashram School:

No. of Siblings studying the Ashram school:

No. of siblings passed out from the Ashram School:

Objective 4: Rate of admission, retention, progression and drop-out

1. In which class did you join the Ashram School?

    14. Class 1st
    15. Class 2nd
    16. Class 3rd
    17. Class 4th
    18. Class 5th
    19. Class 6th
    20. Class 7th
    21. Class 8th
    22. Class 9th
    23. Class 10th
    24. Class 11th
    25. Class 12th

2. What is your educational qualification?

    1. 12th Pass
    2. Graduate
    3. Post-Graduate
    4. Doctorate
    5. Other, please specify_____

3. What is your current occupation?

    1. Agriculture
    2. Wage Laborer
    3. Household
    4. Professional
    5. No occupation, currently pursuing higher education
    6. Others, please specify_____

4. What was your passing score from the Ashram School?

    1. _____

    2. Not Applicable

5. What did you do immediately after passing out from the Ashram School?

    1. Enrolled for higher education to pursue further

    2. Joined parent's occupation as I did not want to pursue studies

    3. Joined parent's occupation as I was unable to secure a seat for higher education

    4. Others, please specify_____

6. Which scholarship did you apply for after passing out?

    1. Pre-Matric Scholarship Scheme

    2. Post-Matric Scholarship Scheme

    3. National Overseas Scholarship Schemes

    4. I did not apply for any as I wasn't aware

    5. Others, please specify_____

    6. Not Applicable

7. What according to you were the motivating factors to complete education?

    1. Personal interest in studies

    2. Parents pressure

    3. Improve family's standard of living

    4. Role model for siblings

    5. Earn livelihood

    6. Teacher's motivation

    7. Others, please specify_____

Objective 6: Measures for Skill Development and learning outcomes

8. How has the skill development programmes taught in the school helped you?

    1. It has provided me with a means to earn livelihood

    2. It has made me more focused

    3. No skill development programmes were taught in school

    4. No help even though skill development programmes were taught

    5. Other, please specify_____

Objective 7: To study the impact of limiting education upto secondary level

9. What according to you are the impacts of limiting education upto secondary level?

    1. Increase in the drop-out rate as students discontinue studies as they do not want to re-enroll in another school.

    2. Increase in the drop-out rate as students discontinue studies as they want to help their parents in their occupation.

    3. Increase in the drop-out rate as students discontinue studies as there is no other ashram school near to the village.

    4. No impact as serious students would continue with studies

    5. Others, please specify_____

Objective 3: Functioning and Problems of Ashram Schools

10. What are the problems in efficient functioning of the ashram schools? (Multiple Choice Question)

    1. Poor School Infrastructure
    2. Teacher's attitude: Teacher's absenteeism, de-motivated teachers etc
    3. Parent's attitude against education
    4. Language barrier
    5. Course Curriculum
    6. Security
    7. Health
    8. Sub-standard food
    9. Poor school hostel infrastructure
    10. Others, please specify_____

Objective 8: To analyse the increase in education and literacy levels as a result of ashram schools

11. What improvements in the taluka with respect to education have you observed? (Multiple Choice Question)

    1. Consistent increase in literacy levels
    2. More students are competing with mainstreamers for admission in higher education
    3. Decline in drop-out ratio
    4. Better government policies for efficient functioning of ashram schools
    5. Increased awareness regarding importance of education amongst parents
    6. Increase in number of ashram schools in the area
    7. No improvements
    8. Others, please specify_____
    9. Not Applicable

Objective 10: Measures taken for integration of students of ashram school with other students

12. What according to you are the barriers in integration to mainstream society? (Multiple Choice Question)

    1. The quality of education imparted in the ashram school
    2. Teacher's attitude: Teacher's absenteeism, de-motivated teachers etc
    3. Poor school Infrastructure
    4. Language Barrier
    5. Inferiority Complex with mainstreamers
    6. Societal problems such as early marriage, drinking alcohol, extremism etc.
    7. Others, please specify_____

Objective 11 and 12: Social problems unique to tribal areas and tribal education Is Ashram school is able to keep children away from conducive atmosphere

13. What kind of problems are prevalent in this area? (Multiple Choice Question)

    17. Extremism

    18. Drinking alcohol

    19. Early marriage

    20. Poverty/ Lack of adequate sources of income

    21. Health issues

    22. Loss of cultural identity

    23. Bureaucratic exploitation

    24. Indebtness

    25. Others, please specify_____

14. How has the ashram school helped you cope from these problems?

    1. Providing a conducive environment

    2. Developing my overall personality

    3. Making me more confident to overcome these situations

    4. No help

    5. Other, please specify_____

15. Any other information, if you can give about Ashram Schools and its issues which you have observed?

    16. Functioning_____

    17. Maintenance_____

    18. Imparting Education_____

    19. Others, please Specify_____

          _____

          _____

16. Any suggestions you would give for the improvement of the working of Ashram Schools

    26. Functioning_____

    27. Government Policy_____

    28. Parents_____

    29. Teachers_____

    30. Administrative Staff_____

    31. Others, please specify_____

Interview Schedule for Parents

Research Project Title: An Empirical Study on the working of Ashram Schools (Boys and Girls Residential) with special reference to Tribal areas located on Inter-state Border areas of Central India (Maharashtra, Chhattisgarh and Madhya Pradesh)

Tool for Data Collection: Interview Schedule of parents whose children are studying and enrolled in ashram schools located at intersecting borders of Maharashtra, Chhattisgarh and Madhya Pradesh

Brief Overview:

The Objectives covered through the interview schedule are as follows:

Objective number as given in TOR	Question Numbers
3	14-26
4	27-39
6	40-42
10	43
11	1-13, 45
12	44-47

Interview Schedule

Parents whose children are studying and enrolled in ashram schools located at intersecting borders of Maharashtra, Chhattisgarh and Madhya Pradesh.

Personal Information

Name:

Age:

Village/Taluka:

Relation with the child:

Name of the School in which your child studies:

Objective 11: Problems unique to Tribal Areas and Tribal Education

1. What is the child's father's occupation?

    1. Agriculture

    2. Wage Labor

    3. Household Work

    4. Service

    5. Others, please specify_____

2. What is the child's mother's occupation?

    1. Agriculture

    2. Wage Labor

    3. Household Work

    4. Service

    5. Others, please specify_____

3. What is the child's father's education?

    7. Illiterate

    8. Studied till class 4th

    9. Studied till class 8th

    10. Studied till class 10th

    11. Completed Higher Secondary Education

    12. Others, please specify_____

4. What is the child's mother's education?

    7. Illiterate

    8. Studied till class 4th

    9. Studied till class 8th

    10. Studied till class 10th

    11. Completed Higher Secondary Education

    12. Others, please specify_____

5. How many of members are earning your family?

    1. I am the sole earning member in the family

    2. Only my husband/wife

    3. Only one of my children

4. My children

5. Me along with my wife/husband

6. Me, my wife/husband and one of my children

7. Me, my wife/husband and my children

8. Others, please specify_____

6. What is the family's annual income?

   1. Below Rs. 15,000

   2. Between Rs. 15,000-25,000

   3. Between Rs. 25,000-50,000

   4. Above Rs. 50,000

7. What is the kind of house you are currently residing in?

   1. Kuchcha House

   2. Pucca House

8. Is the house:

   1. Self-owned

   2. Rented

9. How many hectors of agricultural land does the family own?

   1. Upto 1 hector

   2. Between 2-3 hectors

   3. Between 3-5 hectors

   4. More than 5 hectors

   5. Do not own

10. How many children do you have? Please specify

    1. One

    2. Two

    3. Three

    4. If more than three, please specify_____

11. How many of your children are currently studying in this school?

    1. One

    2. Two

    3. Three

    4. If more than three, please specify_____

12. What are the reasons to prefer this ashram school over others? (Multiple Choice Question)

    1. Better than the other ashram schools in my taluka

    2. To progress and support us

    3. Free Residential facilities

    4. Free food

    5. To avoid family problems such as frequent quarrels amongst us due to financial constraints

6.   To avoid family problems such as frequent quarrels amongst us and our neighbors

7.   To protect him/her from extremist activities prevalent in the village

8.   Other children studying in the school

9.   One of the teachers teaching in this school motivated us

10. Our pressure

11. No other approachable ashram school near my village

12. This ashram school is the nearest to my house

13. Others, please specify_____

13. What is the distance of the ashram school from your village?

    5.   Around 5 km

    6.   Around 7 kms

    7.   Around 10 kms

    8.   Around 15 kms

    9.   More than 15 kms

Objective 3: Functioning and Problems of Ashram Schools

14. How did you get to know about this ashram school?

    1.   Other children from the village are studying in the ashram school

    2.   The teachers of ashram school had approached you for enrolling your child

    3.   The village panchayat informed you about the school

    4.   Through mass media advertisement

    5.   Through NGO

    6.   Others, please specify_____

15. Pease mention the formalities fulfilled by you to get your child enrolled in the school

    (Multiple Choice Question)

    9.   On basis of Birth and Schedule Tribe certificate

    10. Only Examination

    11. Only Merit

    12. Both Examination and Merit

    13. Distance of the Child's Residence from the School

    14. First Cum First Basis

    15. Others, please specify_____

16. How is your child's classroom in the school? (Multiple Choice Question)

    1.   Well ventilated

    2.   Blackboard Facility

    3.   Sufficient space to accommodate students

    4.   No classroom, study outside

    5.   Not aware, as I have never visited the school

17. Since the time of your child's enrollment, what changes have taken place in the school? (Multiple Choice Question)
    1. Painting of School building or School hostel
    2. Construction of class rooms
    3. Addition of rooms in hostel
    4. Introduction of new sports activities
    5. New staff
    6. Minor Repairs
    7. No change
    8. Not aware, as I have never visited the school
    9. Others, please specify _____

18. What kind of medical check-up camps are organized in schools? (Multiple Choice Question)
    13. Eye
    14. Sugar and Blood Pressure
    15. Full Body Check up
    16. Reproductive health
    17. Oral health
    18. Others, please specify_____

19. What kind of medical help is provided by the school in case of emergency?
    24. First Aid with a doctor at premises
    25. First Aid with Compounder at premises
    26. Ambulance at the premise along with First Aid and Doctor/Compounder
    27. Only First Aid
    28. Only Doctor at the premises
    29. Only Compounder
    30. Only Ambulance at premises

20. What kind of facilities are made available free of cost to the students? (Multiple Choice Question)
    31. Accommodation
    32. Food
    33. Sanitary napkins for girls
    34. Bathing Material including of soaps, tooth paste or tooth brush
    35. Laundry soaps
    36. Study material
    37. Uniform
    38. Raincoats
    39. De-worming medicine
    40. Nutritional Supplements such as Iron, Calcium or Vitamins
    41. None

42. Others, please specify_____

21. What are the meals served to your child in a day? (Multiple Choice Question)

    13. Breakfast

    14. Lunch

    15. Evening Snacks

    16. Dinner

22. What all food items are served to your child in a day? (Multiple Choice Question)

    1. Milk

    2. Egg

    3. Tea

    4. Dal

    5. Sabzi

    6. Rice

    7. Chapatti

    8. Others, please specify_____

23. Kindly select the facilities available in your child's school (Multiple Choice Question)

    32. Separate Hostels for Boys and Girls

    33. Separate Washrooms for Boys and Girls

    34. 24 hours supply of electricity

    35. 24 hours supply of Filtered Water

    36. First Aid

    37. Regular Medical Camps

    38. Teachers Staff Room

    39. Kitchen

    40. Play ground

    41. Computer Labs

    42. Libraries

    43. Not aware, as I have not visited the ashram school

24. What role do you play as a member of the school management committee? (Multiple Choice Question)

    1. Member of Academics Committee (Suggestions regarding teaching aids, learning material, Curriculum followed in the school)

    2. Member of Development Committee (Suggestions regarding the development required in the school such as development of playground, building, washrooms etc.)

    3. Member of the Finance Committee (Suggestions regarding utilizing the available funds or need for more funds)

    4. Not a member of the school management committee

    5. No such committee are formed in the school

25. What are the main challenges faced by your child in the school? (Multiple Choice Question)

    1. Infrastructural challenges such as school building, hostel, classrooms etc

2. Health challenges such as no medical check-ups, sub-standard food etc.

3. Security challenges

4. Teaching challenges such as understanding the curriculum, language barrier etc.

5. Teacher behavior challenges such as providing no motivation

6. Peer group challenges

7. Others, please specify_____

26. What according to you are problems in the functioning of ashram school? (Multiple Choice Question)

   1. Poor infrastructure

   2. Teaching Problems

   3. No co-curricular activities

   4. No extra-curricular activities

   5. No security within the school premises

   6. Sub-standard food

   7. Non-cooperation from teachers

   8. Behavior of peer group

   9. Others, please specify_____

Objective 4: Rate of Admission, Retention, Progression, drop-out and their integration

27. How does the school motivate you for encouraging your child to study/participate in school activities? (Multiple Choice Question)

   1. By making me aware of my child's caliber

   2. By making me aware about my child's future prospects

   3. By introducing me with the benefits of literacy and education

   4. No motivation from the school

   5. Others, please specify_____

28. What is your response on visiting the school?

   1. I become more aware of my child's performance in school and thus, motivate him/her to perform better.

   2. I am not satisfied on meeting the teacher.

   3. I do not attend meetings

   4. No meetings are organized

29. How is your child's performance evaluated?

   13. By conducting written tests

   14. By conduction oral examinations

   15. Both written and oral

   16. No evaluation

30. What incentives are students awarded with incase of good performance?

   9. Scholarship

   10. Recognition for in the assembly

   11. Certificate

12. Others, please specify_____

31. How are you informed of your child's performance in school?

    1. During PTM
    2. Through Letter
    3. On phone
    4. Others, please specify
    5. No information

32. What changes have you observed in your child since he started learning in the ashram school? (Multiple Choice Question)

    1. More Physically Active
    2. Less Physically Active
    3. More Interactive with people
    4. Less Interactive with people
    5. No change
    6. Others, please specify_____

33. What do you want your child to do after completing the current academic year?

    1. Continue Studies from the same school
    2. Continue Studies from a different school
    3. Trying to enroll my child for higher education
    4. Waiting for an opportunity to de-enroll the child from the school

34. How education will create a difference in your child?

    1. Overall development of the child
    2. Enable the child to earn livelihood
    3. To become independent and integrate into mainstream
    4. Others, please specify_____

35. Upto which standard do you want your child to study?

    1. Upto class 4th
    2. Upto class 7th
    3. Upto class 10th
    4. Upto class 12th
    5. Higher Education
    6. Others, please specify_____

36. What is your vision for your child's future education?

    1. Complete higher education and then start earning
    2. Discontinue studies after completing secondary education and start earning
    3. Discontinue with studies before completing secondary education and start earning
    4. No such vision
    5. Others, please specify_____

37. What expectations do you have for child's future?

    1. To become a doctor

2. To become an engineer

3. To carry forward family occupation

4. To flourish in his own business

5. Others, please specify_____

38. What can be the possible reasons for drop out? (Multiple Choice Question)

33. Difficult curriculum

34. Language Barrier

35. Poverty

36. No interest in education

37. Urgent need to earn livelihood to pay family debts

38. Parents migrating for work

39. No motivation to study

40. Infrastructural issues

41. Health issues

42. Security issues within school premises

43. Extremism

44. Drinking Alcohol

45. Early Marriage

46. Disassociation with parent's work

47. Loss of identity

48. Others, please specify_____

39. Has any of your child passed out from the school? if yes, what is he/she doing?

1. Completing higher education

2. Carrying on family occupation

3. Earning livelihood on own

4. Others, please specify_____

Objective 6: Measures for Skill Development and learning outcomes

40. What kind of skill development programs are run by the school? (Multiple Choice Question)

11. Making Local Handicrafts

12. Knowledge on traditional Medicines

13. Knowledge on Agriculture

14. Knowledge on family's occupation

15. Not aware

16. Others, please specify_____

41. What all is included in the school curriculum?

1. Only Academic

2. Academic with sports

3. Only skill development

4. Academic, sports and skill development activities

5. Not aware

42. What all must be included in the skill development programs and school curriculum for better results?

_____

_____

Objective 10: Measures taken for integration of students of ashram school with other students

43. What all activities are organized by the school for the improvement of the performance of the students? (Multiple Choice Question)

    1. Regular School Assemblies
    2. School assemblies during festival celebrations
    3. Intra school co-curricular competitions
    4. Inter school co-curricular competitions
    5. Intra school sports competitions
    6. Inter school sports competitions
    7. Regular Picnics
    8. Educational Excursions
    9. No activities organized by the school

Objective 11 and 12: Social problems unique to tribal areas and tribal education Is Ashram school is able to keep children away from conducive atmosphere

44. What difference have you noticed in the taluka before and after the establishment of ashram schools?

    9. More people integrated into main stream
    10. More parents have become aware about education and its importance
    11. No change
    12. Others, please specify_____

45. What kind of problems are prevalent in this area? (Multiple Choice Question)

    1. Extremism
    2. Drinking Alcohol
    3. Early Marriage
    4. Poverty/ Lack of adequate sources of income
    5. Health related
    6. Bureaucratic exploitation
    7. Indebtness
    8. Loss of identity
    9. Disassociation from parent's work
    10. Others, please specify_____

46. What would the child be doing, if you hadn't enrolled him/her in the ashram school?

    1. Agriculture
    2. Animal Husbandry
    3. Handicraft

4. Helping you in your occupation

5. Family occupation

6. Whatever elders would have told him to do

7. Others, please specify _____

47. Any other information, if you can give about Ashram Schools and its issues which you have seen or observed?

20. Functioning_____

21. Maintenance_____

22. Imparting Education_____

23. Others, please Specify_____

_____

_____

48. Any suggestions you would like to give for the improvement in the functioning of the Ashram School?

32. Functioning_____

33. Government Policy_____

34. Teachers_____

35. Parents_____

36. Co-students_____

37. Administrative Staff_____

38. Others, please specify_____

Interview Schedule for Administrative authority

Research Project Title: An Empirical Study on the working of Ashram Schools (Boys and Girls Residential) with special reference to Tribal areas located on Inter-state Border areas of Central India (Maharashtra, Chhattisgarh and Madhya Pradesh)

Tool for Data Collection: Interview Schedule of administrative authority responsible for establishment, management and functioning of the ashram school located at intersecting borders of Maharashtra, Chhattisgarh and Madhya Pradesh

Brief Overview:

The Objectives covered through the interview schedule are as follows:

Objective number as given in TOR	Question Numbers
3	1-29
4	30-32
5	33-37
6	38-40
7	41
8	42
11	43
12	43-46

Interview Schedule

Administrative authority responsible for establishment, management and functioning of the ashram school located at intersecting borders of Maharashtra, Chhattisgarh and Madhya Pradesh

Number:

Personal Information

Name:

City/Town:

Designation:

Department:

Objective 3: Functioning and Problems of Ashram Schools

1. What is the role of your department pertaining to ashram school?

   _____
   _____

2. What are the powers you have by your designation?

   _____
   _____
   _____

3. Since how many years is this area under your supervision?

   1. 0-3 years
   2. 3 years

3. 3-6 years

4. 6 years or more

4. How many ashram schools fall under your jurisdiction? kindly specify

1. 0-5

2. 5-7

3. 7-10

4. More than 10

5. How much land is allocated to each Ashram School?

1. Less than 2 Hectors

2. Approx. 2 Hectors

3. More Than 2 Hectors

4. Others, please specify_____

5. Not Applicable

6. How you arrive at the necessity to receive funds?

1. _____
   _____
   _____

2. Not Applicable

7. What is the procedure to receive funds?

1. _____
   _____
   _____

2. Not Applicable

8. How is the curriculum decided?

1. _____
   _____
   _____

2. Not Applicable

9. How is the teaching staff selected? (Multiple Choice Question)

1. Through Teacher Eligibility Test

2. Through Interview

3. On educational qualification basis

4. On the basis of Schedule Tribe Certificate

5. Others, please specify_____

6. Not Applicable

10. How is the non-teaching staff selected? (Multiple Choice Question)

1. Through Teacher Eligibility Test

2. Through Interview

3. On educational qualification basis

4. On the basis of Schedule Tribe Certificate

5. Others, please specify_____

6. Not Applicable

11. What are the formalities to be fulfilled by the students to get admitted in the ashram School?

    1. _____

       _____

    2. Not Applicable

12. What is the role of the governing body of the ashram school?

    1. _____

       _____

    2. Not Applicable

13. Are NGO's associated with you for the cause?

    1. _____

    2. Not Applicable

14. What are the operational guidelines to be followed?

    _____

    _____

15. Kindly select the facilities that are required in the Ashram school? (Multiple Choice Question)

    1. Separate Washrooms for Boys and Girls in the school
    2. Regular supply of electricity
    3. Regular supply of drinkable Water
    4. Teachers Staff Room
    5. Girls Common Room
    6. Boys Common Room
    7. Emergency Medical Kit
    8. Kitchen in the school
    9. Play ground
    10. Computer Lab
    11. Library
    12. Laboratory
    13. Others, please specify_____
    14. Not Applicable

16. Kindly select the facilities that are required in the ashram school hostel? (Multiple Choice Question)

    1. Separate hostel for boys and girls
    2. Well ventilated rooms
    3. Separate Washrooms for boys and girls in the school hostel
    4. 24 hours supply of electricity in the hostel

5. 24 hours supply of drinkable Water in the hostel

6. Emergency medical Kit

7. Kitchen in the hostel

8. Others, please specify_____

9. Not Applicable

17. Is a specified diet plan required to be followed in the Ashram school mess?

1. Yes

2. No

3. Not Applicable

   If yes, please submit a copy of the specified diet plan

18. How many students are allowed to be admitted in each class?

1. Less than 50

2. 50

3. 50-60

4. More than 60

5. Not Applicable

19. What kind of medical check-up camps are organized in schools? (Multiple Choice Question)

1. Eye

2. Sugar and Blood Pressure

3. Full Body Check up

4. Reproductive health

5. Oral Health

6. Others, please specify_____

7. Not Applicable

20. What kind of medical help is provided in case of emergency?

1. First Aid with a doctor at premises

2. First Aid with Compounder at premises

3. Ambulance at the premise along with First Aid and Doctor/Compounder

4. Only First Aid

5. Only Doctor at the premises

6. Only Compounder

7. Only Ambulance at premises

8. Others, please specify_____

9. Not Applicable

21. What kind of inspection is conducted by you in the Ashram School?

1. Status of the School building such as if any repairs are required

2. Classrooms such as need for additional classrooms, ventilation level, repair requirement etc.

3. School security related such as locking facility etc.

    4. Health related such availability of medical help in emergency, food served or maintenance of hygiene etc.

    5. Academics Related such as teaching techniques, curriculum suitability, teaching aids etc.

    6. Others, please specify_____

    7. No inspections are carried

    8. Not Applicable

22. What kind of inspection is conducted by you in the ashram school hostel?

    1. Status of the hostel building such as repairs are required etc.

    2. Dormitory such as need for additional rooms, ventilation level, repair requirement etc.

    3. Hostel security related such as locking facility, entry of people other than hostlers in the hostel etc.

    4. Health related such availability of medical help in emergency, food served or maintenance of hygiene etc.

    5. Others, please specify_____

    6. No inspections are carried

    7. Not Applicable

23. At what frequency is the ashram school inspected?

    1. Monthly

    2. Quarterly

    3. Half-yearly

    4. Annually

    5. No inspection in last 5 year

    6. Others, please specify_____

    7. Not Applicable

24. At what frequency is the ashram school hostel inspected?

    1. Monthly

    2. Quarterly

    3. Half-yearly

    4. Annually

    5. No inspection in last 5 year

    6. Others, please specify_____

    7. Not Applicable

25. How often are the inspection reports sent to the higher authority?

    1. Monthly

    2. Quarterly

    3. Half-yearly

    4. Annually

    5. As and when inspection is carried

    6. No such requirement

7. Not Applicable

26. Against whom have you received complaints? (Multiple Choice Question)

   1. The Principal

   2. Teachers

   3. Co-Students

   4. Non-teaching staff

   5. Management

   6. Others, please specify_____

   7. Not Applicable

27. What is the subject matter of complaints received by you? (Multiple Choice Question)

   1. Teacher's behavior

   2. Co-student's behavior

   3. Infrastructure related

   4. Teaching method related

   5. Health related

   6. Sub-standard food

   7. Security within the school premises

   8. Psychological issues (depression, dis-interest in studies, no motivation to live)

   9. Others, please specify_____

   10. Not Applicable

28. How is the complaint resolved?

   1. By speaking to the concerned Principal

   2. By speaking to the concerned teacher

   3. By speaking to the concerned parents

   4. By counselling the student

   5. Others, please specify_____

   6. Not Applicable

29. What is the complaint reporting mechanism with respect to ashram schools?

   1. Report to the concerned principal

   2. Forward the Compliant to the higher authorities

   3. Others, please specify_____

30. Is there any untoward incident happened in the ashram school? If yes, what are those?

   1. _____
      _____

   2. Not aware of any

   3. Not Applicable

31. What all committees are to be present in the school? (Multiple Choice Question)

   1. Development Committee

   2. Finance Committee

   3. Infrastructure Committee

4. Others, please specify_____

5. Not Applicable

Objective 4: Rate of admission, retention, progression and drop-out

32. According to you what are the possible reasons drop-out? (Multiple Choice Question)

1. Poverty

2. Psychological issues

3. Parents migrating for work

4. Urgent need to earn livelihood for paying off family debt

5. Academic such as difficulty curriculum, language understanding etc.

6. School Infrastructure

7. Security issues

8. Health issues

9. Extremism

10. Drinking alcohol

11. Early marriage

12. Disassociation from family occupation

13. Loss of cultural interest

14. Others, please specify_____

15. Not Applicable

33. What kind of steps are being taken to retain students? (Multiple Choice Question)

1. Spreading awareness regarding Government Scholarships

2. Giving vocational training to students to earn livelihood

3. Rewarding with incentives

4. Others, please specify_____

5. Not Applicable

34. What are the goals you want to achieve for the students?

1. I want to prepare a developmental plan which will help the ashram school students to do well in their life

2. I want to explore more opportunities for the ashram school students for smooth integration with mainstream students

3. Others, please specify_____

4. Not Applicable

Objective 5: To analyse the retention of teachers

35. What kinds of incentives are the teaching awarded for good performance? (Multiple Choice Question)

1. Societal recognition

2. Certificate

3. No incentives offered

4. Others, please specify_____

5. Not Applicable

36. What kinds of incentives are the non-teaching awarded for good performance? (Multiple Choice Question)
    1. Societal recognition
    2. Certificate
    3. No incentives offered
    4. Others, please specify_____
    5. Not Applicable

37. What kind of teacher training programmes are orgainsed? (Multiple Choice Question)
    1. Skill Based
    2. New curriculum
    3. Tribal language
    4. Adolescent Training
    5. No trainings were organized in the last one year
    6. No trainings are organized at all
    7. Others, please specify_____
    8. Not Applicable

38. At what frequency are the teacher training programmes orgainsed? (Multiple Choice Question)
    1. Quarterly
    2. Once in six months
    3. Annually
    4. No trainings were organized in the last one year
    5. No trainings are organized at all
    6. Others, please specify_____
    7. Not Applicable

39. What is the Teacher-Student Ratio to be followed?
    1. Less than 1:25
    2. 1:25
    3. 1:30
    4. 1:35
    5. 1:50
    6. 1: 60
    7. Others, please specify_____
    8. Not Applicable

Objective 6: Measures for Skill Development and learning outcomes

40. What kind of skill development programs are to be run by the school? (Multiple Choice Question)
    1. Making Local Handicrafts
    2. Knowledge on traditional Medicines
    3. Knowledge on Agriculture

4. Knowledge on family occupation

5. Others, please specify_____

6. Not Applicable

41. What all is to be included in the School Curriculum?

1. Only Academic

2. Academic with Sports

3. Academics with skill development activities

4. Academic, sports and skill development activities

42. What all must be included in the skill development programs and school curriculum for better results?

_____

_____

Objective 7: To study the impact of limiting education upto secondary level

43. What according to you are the limitations faced by students as ashram School is restricted upto secondary level?

1. Students are unable to continue with studies due to incompetency to compete with other students

2. Students do not enroll for higher education due to lack of awareness of government schemes

3. Students discontinue the studies prior to secondary level as they feel demotivated

4. No limitation

5. Others, please specify_____

6. Not Applicable

Objective 8: To analyse the increase in education and literacy levels as a result of ashram schools

44. What improvements in the taluka with respect to education have you observed since the beginning of your tenure in this field? (Multiple Choice Question)

1. Consistent increase in literacy levels

2. More students are competing with mainstreamers for admission in higher education

3. Decline in drop-out ratio

4. Better government policies for efficient functioning of ashram schools

5. Increased awareness regarding importance of education amongst parents

6. Increase in number of ashram schools in the area

7. No improvements

8. Others, please specify_____

9. Not Applicable

Objective 11 and 12: Social problems unique to tribal areas and tribal education Is Ashram school is able to keep children away from conducive atmosphere

45. List the barriers for tribal children to come at par with the mainstream students? (Multiple Choice Questions)

   1. Social Status
   2. Economic Status
   3. Language Barrier
   4. Social problems such as extremism
   5. Health barriers
   6. Loss of cultural identity
   7. Indebtness
   8. Drinking alcohol
   9. Early Marriage
   10. Bureaucratic exploitation
   11. Others, please specify_____
   12. Not Applicable

46. What are the steps taken apart from educational initiatives for Tribal Development by your department?

   1. Training regarding Agriculture and Horticulture
   2. Knowledge on traditional medicines
   3. Knowledge on family occupation
   4. Teaching tribal Art and handicraft
   5. Teaching the use of computers
   6. Others, please specify_____

47. Any other information, if you can give about Ashram Schools and its issues which you have seen or observed?

   1. Functioning_____
   2. Maintenance_____
   3. Imparting Education_____
   4. Others, please Specify_____
   _____
   _____

48. Any suggestions you would give for the improvement of the functioning of ashram school:

   1. Functioning_____
   2. Government Policy_____
   3. Parents_____
   4. Teachers_____
   5. Administrative authorities_____
   6. Others, please specify_____