REVIEW OF RESEARCH

A STUDY ON ASHRAM SCHOOLS: AVAILABILITY OF FACILITIES IN TELANGANA STATE

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ABSTRACT:

Education is the reason of individual progress which is the centre piece of any variable strategy for appropriate monetary or social progress. A number of other social harms like high lushness rates, lack of health care, ignorance and deficiency would grow to be more convenient with entire literacy. The Government had being taking all possible steps to exterminate illiteracy by achieving total literacy in the country.

Ashram schools are originate helpful as it is not possible to open full-fledged school in very minute and scattered habitations. Creates friendly impression for teaching learning as it is unspoken that the tribal households do not have such an surroundings and helps to expand the total personality of the child and import occupational skills to improve service opportunities

The Present study is my **Ph.D Research** work focus on the availability of infrastructure facilities at Ashram Schools towards imparting quality of school education to the Tribal students in the rural areas.

Research Methodology:

For the present Study Primary data is collected from the students of the Ashram School and Parents of the students. To analyze the role of Ashram schools in imparting quality education in the society. Total **200 Respondents perceptions** were taken into consider for this study.

KEYWORDS: Ashram Schools, Education, Girl Students, Tribes.

INTRODUCTION

The educational viewpoint of the word 'Ashram' is based on spiritualism, discipline and yoga. The customary Indian Gurukulas (according to Hindu mythology/tradition) and the Gandhian attitude of essential education, are the facial appearance in which the teachers and students live mutually and have secure communication. This type of closeness contributes to the students character and all encircling growth. Ashram schools are housing schools for ethnic kids from a come together of habitations. Ashram schools are originate helpful as it is not possible to open full-fledged school in very minute and scattered habitations. Creates friendly impression for teaching learning as it is unspoken that the tribal households do not have such an surroundings and helps to expand the total personality of the child and import occupational skills to improve service opportunities.

Ashram schools generally provide right of entry to kids from habitations at least 6-8 km away from the school. If children from nearby villages are admitted, they are not provided with boarding. The curriculum of Ashram schools includes other life skills in adding together to all-purpose subjects. During the First Five Year plan there was an attempt by the Government of India to open such schools.

OBJECTIVE OF THE STUDY :

Objectives of the present study are as follows:

1. To assess the existing pattern of education and educational facilities available to the Scheduled Tribes.
2. To examine the differential levels of educational attainments of the scheduled tribes in the selected areas.
3. To identify the structural variables which impede the Residential Schools and Ashram Schools educating the ST students

Education is having to for mutually men and women uniformly together create a strong and cultured society. It is an necessary instrument for receiving intense expectations as well as plays the majority significant role in the growth and improvement of the nation. People of the country become accountable for the enhanced prospect and growth of the state. Highly educated citizens turn into the stand of the developed nation. Appropriate education makes the dazzling outlook of both, the person and the state. It is only educated influential who construct the state and show the way it to the height of achievement and improvement. Education makes people as ideal and dignified as achievable.

GIRL'S EDUCATION

Historically the education system in any country has been considered primarily as an arrangement for transmitting systematic bodies of knowledge and developing basic academic skills. However the lease of education systems and the objectives of education have undergone significant changes as the social and technological changes have occurred rapidly. Education is no longer considered primarily with imparting knowledge but increasingly with the awakening of curiosity. The development of proper interest, attitude values, and the capacity for critical thinking and judgment

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As per Census figures, literacy rate for STs in India improved from 47.1% in 2001 to 59% in 2011. Among ST males, literacy rate increased from 59.2% to 68.5% and among ST females, literacy rate increased from 34.8% to 49.4% during the same period. Literacy rate for the total population has increased from 64.8% in 2001 to 73% in 2011. There is a gap of about 14 percentage points in literacy rate of STs as compared to the all India literacy rate. Gaps in literacy rates in respect of persons, males and females for the years 1991, 2001 & 2011, show progressive decline. Literacy Rates based on Census 1961

Crude Literacy rate in India by sex : 1901-2011

Year	Crude Literacy Rate			Change in Percent Points		
	Persons	Male	Females	Persons	Male	Females
1901	5.35	9.83	0.6	-	-	-
1911	5.92	10.56	1.05	0.57	0.73	0.45
1921	7.16	12.21	1.81	1.24	1.65	0.76
1931	9.5	15.59	2.93	2.34	3.38	1.12
1941	16.1	24.9	7.3	6.6	9.31	4.37
1951	16.67	24395	7.93	0.57	0.05	0.63
1961	24.02	34.44	12.95	7.35	9.49	5.02
1971	29.45	39.45	18.69	5.43	5.01	5.74

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1981	36.23	46.89	24.82	6.78	7.44	6.13
1991	42.84	52.74	32.17	6.61	5.85	7.35
2001	54.51	63.24	45.15	11.67	10.5	12.98
2011	64.32	71.22	56.99	9.81	7.98	11.84

Source – Cencus of India 2011

ASHRAM SCHOOLS: TRIBAL CHILDREN

Ashram schools have been viewed as effective institutions to meet the educational needs of tribal's living in interior, most backward and scattered habitations where opening up of normal schools is not viable. The concept of Ashram school stems from the objective of providing an atmosphere in which the inmates are offered full opportunities for total personality development. Ashram schools are residential schools in which free boarding and lodging along with other facilities and incentives are offered to the inmates. One of the major thrusts of Ashram school is : imparting skills in crafts vocations, apart from providing general education. Majority of the Ashram schools in the country are concentrated in six states i.e. Andhra Pradesh, Madhya Pradesh, Maharashtra, Gujarat, Orissa, and Rajasthan. The state of Andhra Pradesh has the highest number of Ashram schools (437) in the country with a student enrolment of 41,768.

In view of the objectives with which Ashram schools have been established, the present paper examines the existing facilities, enrolment, dropout rate and working pattern of Ashram schools in Andhra Pradesh with special reference to Adilabad district. The first part of the paper gives a brief introduction of concept and objectives of Ashram schools followed by comparisons of interstate pattern of Ashram Schools

TRIBAL WELFARE DEPARTMENT

The Social Welfare in general and Tribal Welfare in exacting aims at the well-being and development of the life of persons in common, and improvement of the suffering and ameliorating the lot of the poor, disadvantaged, destitute and under fortunate sections of the people that is the tribal's in exacting. The main concern of Tribal Welfare administration is to analyze the Tribal evils, recognize their social inequality and social prejudice and determine and rectify them.

The establishment of Ashram schools in Andhra Pradesh began as a result of recommendation of Dhebar Commission in late sixties with central assistance which later came under state sector. During 1970-71 the number of Ashram schools were 187 with an enrolment of 10,150 students. In one decade i.e. 1970-81 there was four fold increase in number of Ashram schools (410) and the enrolment went upto 30,603. In 1985-86 there were 437 Ashram schools with the total enrolment of 41,768 tribal children. The enrolment in Ashram schools constitutes 6.61 per cent to total enrolment of tribal students at primary, middle and secondary stage in the state. To begin with Ashram schools in Andhra Pradesh were only upto primary level. In fact, in many cases the normal primary schools were simply converted into Ashram schools without creating extra infrastructure facilities needed for boarding and lodging. Thus in many cases the class room and residential place was one and the same.

Last 3 years SSC results of TW Ashram Schools

Year	Appeared	Passed	Pass %
2013-2014	11313	8553	75.60
2014-2015	12044	7749	64.34%
2015-2016	13211	10832	81.99

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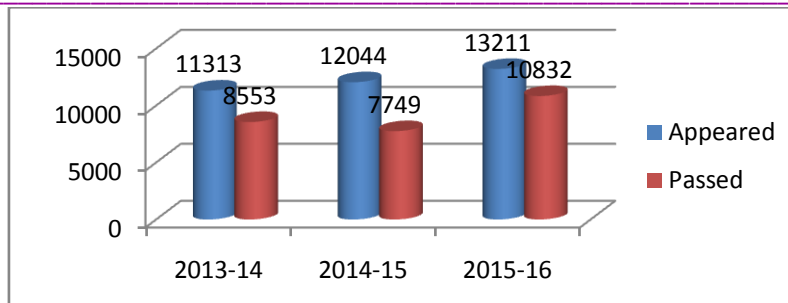
The above graph represent the data on the pass percentage of the ashram schools students since 2013-14 to 2015-16. This is analyzed that the number students qualified is increasing from time to time. The number of students appeared the exams also increased from year to year. This represents that there is increase in the enrollment growth rate among the tribal children in the Tribal Welfare Ashram Schools in the Telangana State.

PERCEPTIONS OF THE RESPODENTS
RESPONDENTS :
For the present study **200 respondents** are taken into consider. Among the 200, **100 parents and 100 are the girl students from the selected school**s.

1) STUDENTS:
- 50 students from GHS Laskar Bazar, Hanmakonda
- 50 students from Tribal Welfare Residential Ashram Schools for Girls, Nermetta, Jangaon
2) PARENTS :
As parents are the beneficiaries for the Ashram Schools, students studying in the selected Schools their parents were interviewed. For the four Thandas were selected
1. Mailaram Thanda
2. D.C.Thanda
3. Ramachandru Thanda
4. Obulapuram Thanda

25 parents were selected from each thanda to know their perceptions regarding the functioning of the Ashram Schools. Totally 100 respondent (Parents) were interviewed.

PROBLEMS RELATED TO PHYSICAL ENVIRONMENT OF ASHRAM SCHOOLS
From the field level analyses of the study it is found that there are many draw backs in maintaining the Ashram Schools. Even though there is a good building facility provided for the school complex, maintenance of the building insufficient non teaching staff are the major cause for the proper maintenance of the school surroundings.

NEED OF ASHRAM SCHOOLS FOR GIRLS

s.no	RESPONDENT NEEDS	GIRLS	PARENTS	TOTAL
1	CERTAINLY NEED	47	19	66
2	SOME WHAT NEEDED	26	32	58
3	CONNOT SAY	11	29	40
4	NOT NEEDED	4	11	15
5	CERTAINLY NOT NEEDED	12	9	21
	TOTAL	100	100	200

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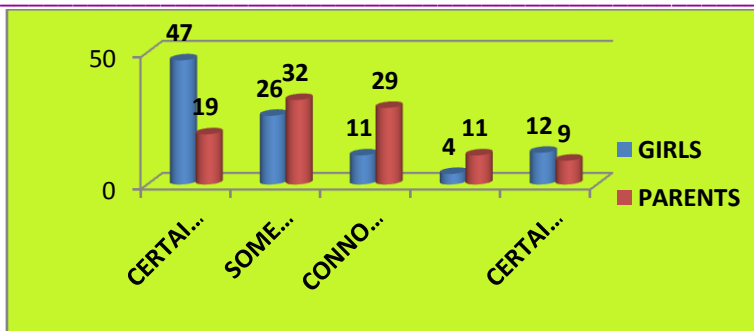
This table 4.1. regarding the Need of the Ashram School for Girls belonging to Tribal Community indicates that there is a very much need for running of the special Residential Schools for the Tribal Girl children near to the Thanda. Which is helping the parents to send their girl child to the Ashram Schools. It indicates that 66% of the respondents (Students & Parents) says that there is certainly need of Ashram Schools, 58% with Somewhat needed, 40 % cannot say, 15% Not needed, 21% certainly not needed. 21% respondent who say certainly not needed this is the girls who are interested to study in any Govt. School. The parents who are illiterate are also not aware of the importance of the education.

| S.No	Facilities	Good	Average	Poor	TOTAL
1	Number of rooms in the school	58	27	15	100
2	Cleanliness of the rooms and dormitory	12	21	67	100
3	Spaciousness of the rooms	15	59	26	100
4	Safety in the institution	34	49	17	100
5	Clean drinking water facility	14	38	48	100
6	Daily food facility	42	48	10	100
7	Provision for milk and fruits	11	25	64	100
8	Health care facility	9	42	49	100
9	Storage space for Clothing facility	12	34	54	100
10	Bedding and blanket facility	23	61	16	100
11	Availability of materials to maintain personal hygiene	11	18	71	100
12	Provision for vocational training	9	13	78	100
13	Picnics or tour facility	0	15	85	100
14	Sports equipment facility	6	19	75	100
15	Number of care givers	5	13	82	100
16	Amount of time that caregiver	8	19	73	100
17	spend with you	4	12	84	100
18	Caregiver's interest in taking care of you	8	18	74	100
19	Caregiver's interest to listen to your personal and health problems	21	34	45	100
20	Caregiver's interaction in general	8	24	68	100

➢ **Gaps in infrastructure:** In-spite of the fact that the department has put in enormous efforts in building up of the physical environment of the schools, critical gaps are found in every school. The gaps included non-supply or part supply of school and hostel furniture, unfinished or incomplete buildings, non-functional sanitation facilities, lack of good laboratory, library and well developed playground, abandoned/dilapidated buildings etc. In most of the cases, the infrastructure is not commensurate with the size of the school and hostel. In most of the cases the Head Master or

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Principal and the staff are not taken into confidence in the process of building up of the infrastructure.

➢ **No regular maintenance:** There is no regular maintenance of the buildings, there is no institutional provision for taking up of petty repairs and for replenishing the consumables. In some of the schools the head masters are making highly adhoc arrangements at their level for the maintenance of the institutions.

➢ **Old systems still prevail:** In most of the institutions cooking is still done by fire wood and the cooking utilities are either inadequate or very old. Even in some of the institutions where cooking in done on LPG, the cooking systems are not modernized. The cooking and serving equipment is largely inadequate and there is no mechanism to check up the quality of food served.

➢ **Lack of proper medical and health facilities:** One problem that is being repeatedly represented by the heads of institutions is lack of proper medical and health facilities. In some of the Residential Schools, ANM posts are sanctioned but in mini Gurukulams and Ashram Schools, there are no ANMs. While there is protocol of a monthly health check-up by the local medical officer is in vogue, emergency health care remains a major problem. Lack of proper systems put in place for timely identification of ailments, timely referral and treatment is resulting in huge absenteeism of the children. The department has recently started to address the critical gaps in the school health programme. The Department has initiated necessary measures for ensuring convergence among Medical and Health Department, Rural Water Supply & Sanitation, Woman Welfare and Tribal Welfare 13 Departments for tapping the provisions of Rashtriya Bal Swasthya Karyakram (RBSK) and other programmes. The department has also started BETI clubs in the girl's institutions. However, these activities would take some more time to show their impact. Even then, the impact would be largely confined to awareness building and prevention. Effective system to handle emergency health care of the inmates of tribal welfare education is yet to be set up.

➢ **Compound walls:** The department has been following a policy of providing compound walls to only girls' institution, but during the interaction with the schools there is a consistent demand for providing compound walls to even the boys' institutions. Issues concerning social environment

➢ **Institutions are closed in nature**: In most of the cases, the Ashram Schools and Residential Schools and even primary schools are functioning as closed institutions rather than being open. In most of the cases, there is a mutual distrust between the community and the institution. For any institution to function effectively, it should not only be open but also there is a need to work in active collaboration with the local community, local bodies and the civil society.

➢ **Parents participation is minimal:** Except in a few cases the parental participation or involvement is not active in the functioning of Ashram and Residential Schools. The parent/teacher meetings are not being held. There is no system of reporting the academic progress of the children to the parents. There is no institutional mechanism to follow the long absentee/ drop out and to bring them back to the school.

➢ **School complexes:** In order to strengthen the vertical and horizontal linkages among various schools functioning with in a specific area, the tribal welfare department has established the school complexes. Subsequently the School Education Department has also started the school complexes

S.No.	Facilities	Adequate	Moderately Adequate	Inadequate
1	Number of rooms	67	25	8
2	Cleanliness of rooms	32	40	28
3	Spaciousness of rooms	25	43	32
4	Dining Tables	18	43	39
5	Study Tables	24	49	27
6	Tables &Chairs in classrooms	19	44	37
7	Cupboards	16	59	25

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8	Lighting and ventilation of rooms	28	33	39
9	Toilet facility	26	48	26
10	Number of Lights and fans	17	39	44
11	Play Ground Games /Sports activities	28	25	47
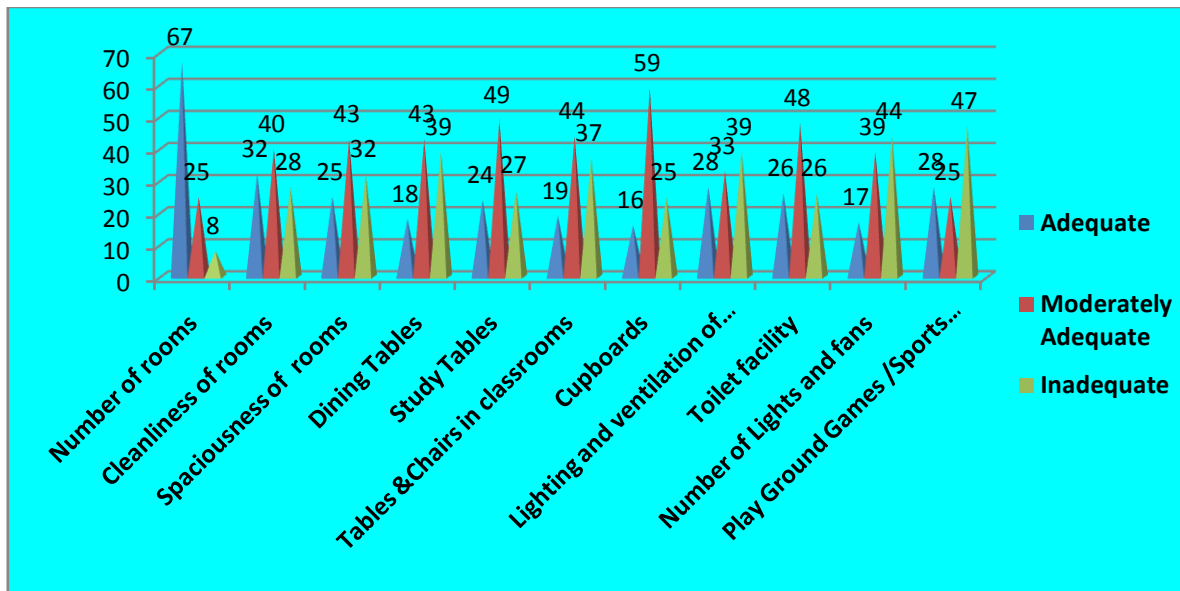
From the above table , the institutional facilities is analyzed. 100 students respondents views were taken into consider regarding to know their perceptions and available facilities in the Ashram School. Mostly the girl students are happy with the available facilities. But the major draw back is no proper maintenance of the surroundings and classroom cleanness daily. The maintenance and cleaning of the Toilets is the major problem among the students. Due to the reason most of the girls from eigth class are dropping. The availability of the sanitary facilities is also the major problem for the high school girls in the ashram school.

FINDINGS :
From the above study, it is analyzed that even though there is infinite infrastructure facilities are available in the Ashram Schools,
• Maintenance of the infrastructure and cleanness is unsatisfactory.

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- Most of the girl students are dropping out of the school due to ill health issues existing in the school atmosphere.
- No proper individual student attention.
- Not following the time table after school hours.
- Lack of toilet facilities
- Lack of proper guidance for the brilliant students after schools hours.

CONCLUSION :

Even though the Department of Tribal Welfare is spending lakhs of budget towards the development of the tribal students in the state. But when it comes to implementation of the policies and lack of effective monitoring from the government is the major fault for unsuccessful functioning of the ashram schools for the tribal students in the rural areas of the state.

The Government should take more initative towards the education of the tribal students by implementing affective policies and from time to time monitoring at the grassroot level.

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