

A study of Problems faced by Tribal students of Ashram schools

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Abstract: Education is the key for tribal development in India. But tribal children have low level of participating in the field of education. Though the tribal development is taking place in India but is with a low pace. If the government will not take this problem seriously the tribal education become distress and despair. Thus there is an urgent need of thinkers, planners and policy maker to put efforts to address the problem and allocate more funds to central and state budget for tribal education. The present study was conducted on problems faced by tribal student in ashram schools. The study was conducted using survey method. The sampling method used was random lottery method, five ashram schools were selected from Surat district and forty five students from each school means total two hundred and twenty five students constituted the sample for the study. The data analysis was done using percentage and content analysis method. The findings of the study revealed that with regard to physical facilities in ashram schools the students had reported that laboratory is not there, computer lab is not there, projector is not there, for seating benches are not there in classroom and during rainy season facility for drying cloths is not there The most of the students had reported that they had problem in remembering tables in mathematics, difficulty is there in reading and writing English, difficulty in Gujarati speaking is there, training in computer is not given, they had no enough apparatus and material for conducting experiments in science, they are not getting opportunity to learn computer and many times they know answer but not be able to give answer in classroom due to lack of confidence. This shows that government is making efforts for tribal education but still need more long term planning for tribal education and more opportunity is required to provide quality education to tribal children.

Key words: Tribal education, Ashram schools, secondary education.

1. INTRODUCTION:

India has the second largest tribal population in the world. This Scheduled Tribes (STs) population is 8.08% of the total population of India and about 10% of all rural people. Twenty two of the twenty six states of the country have considerable ST population. There are 573 STs living in different parts of the country, having their own languages different from the one mostly spoken in the states where they live. There are more than 270 such languages in India (Indian Education Report, 2002).

Various tribal groups in India have different culture. Therefore “an educational system” which is common to all the tribes will not be suitable for them because various tribes within one state differ so much from each other in terms of ethnographic features that it is impossible to develop a learning system common for them. Poverty, deprivation, poor economic condition, low earning, struggle for survival, dependence on forest products, seasonal migration, negative parental attitude are some of other roadblocks in providing universal education to scheduled tribes.

Education is the key for tribal development in India. But tribal children have low level of participating in the field of education. Though the tribal development is taking place in India but is with a low pace. If the government will not take this problem seriously the tribal education become distress and despair. Thus there is an urgent need of thinkers, planners and policy maker to put efforts to address the problem and allocate more funds to central and state budget for tribal education. Easy access and more opportunities should be given to tribal children.

1.1 Rationale of the study:

India has a rich glorious heritage, but a sizeable part of Indian population is yet to get benefits out of it. There are still tribal communities which are primitive and live in secluded areas (Verma,1996).The tribes in India usually reside in hill areas, forests, near the seas and in islands. Their life style is quite different from non-tribals (Preet 1994). It is not that their societies are static, but the pace of social change in tribal societies is very slow. Since they are materially and economically backward, attempts have been made by government to develop them. Today, the governments in all the countries are paying special attention to development of the tribes (Nithya, 2014). Rami (2012) paper discusses the status of primary education in the tribal district of Dang in Gujarat. The study concludes that most of the schools have buildings, but they fail to attract the girl students owing to lack of other essential amenities like

drinking water as well as separate toilets for boys and girls. The common toilet facility has prevented many tribal girls from enrolling beyond fifth standard. Hence dropout ratio goes higher among tribal girls. The other reason behind dropout is medium of instruction, which is quite different from their own vernacular dialect. Pradhan (2011) describe that despite special initiatives like ashram schools, introducing vernacular at primary level and teaching in local dialect, tribals are still lagging behind the non-tribals. Under such circumstances, the government and policy makers should put best efforts to improve their educational status. Haseena (2014) focused on tribal education and causes of dropouts. Tribal literacy is lagging behind because of their economic backwardness, social customs, lack of awareness about education, cultural ethos and distance between home and school etc. Thus the policy framers have to focus on long term strategy which should enhance the educational status of tribal children. The 2011 census data indicate the educational development of the STs is quite uneven among the different states.

Recognizing their deprivation and marginalization in Indian society, the Government of India has started an innovative scheme for the promotion of education among Scheduled Tribes, i.e., the establishment of Ashram schools. The concept of ashram school started in the Third Plan in all scheduled areas across the India. It aims to promote education to the marginalized in a customized way. In addition to ashram schools, there were constructions of hostels for boarding and lodging to tribal students. Thus, present study on ashram schools will bring about more insight in to the present status of ashram schools and problems faced by tribal students in the ashram schools.

2. Statement of the Problem:

A study of problems faced by Tribal students of Ashram schools

3. Objectives of the study:

The main objectives of the study were as follows:

- To study the problems faced by tribal students with regard to boarding, lodging and teaching learning process in ashram schools.

4. Delimitation of the study:

The study was delimited to the ashram schools run by Halpati seva sangh in Surat district during the year 2018-19.

5. Method of the study:

The investigator had used the survey method for conducting the present study.

5.1 Population of the study:

Population for the present study consists of all the students studying in ashram schools of Surat district of Gujarat state.

5.2 Sample of the study:

In the present study using random lottery sampling technique five ashram schools were selected and forty five students from each school was randomly selected as sample for present study. The schools selected were Kharwasa ashram school, Timba ashram school, Vaghecha ashram school, Puni ashram school and Amalsadi ashram school. So, sample size was two hundred and twenty five students.

5.3 Tools and Techniques:

a) Close ended questionnaire for students: Researcher had constructed close ended Questionnaire with regard to problem faced by students related to boarding, lodging and teaching learning process in ashram schools.

b) Open ended questionnaire for students: The open ended questions were developed on problems related to boarding, lodging and teaching learning process in ashram schools.

c) Observation schedule: Researcher had personally observed the physical facilities, hostel facilities etc. of ashram schools

5.4 Data collection:

The investigator took permission from principal of selected ashram schools and on pre-decided time personally implemented the close ended questionnaire, open ended questionnaire and observation schedule in selected ashram schools and collected the required data.

5.5 Data analysis:

The quantitative data was analyzed using percentage and mean and qualitative data was analyzed using content analysis method.

6. Major findings:

Following major findings were drawn for the present study:

- ❑ With regard to physical facilities in ashram schools the students had reported that laboratory is not there, computer lab is not there, projector is not there, for seating benches are not there in classroom and during rainy season facility for drying cloths is not there.
- ❑ With regard to hostel, 75.56 % of students do not like to stay in hostel, the most of the students had told that in hostel they have to cook the food, light and fans are not in enough number, hostel cleaning is also done by the students, vegetables are given sometimes only for eating and they find rules and regulations of hostel very strict.
- ❑ With regard to teaching, 65.78 % students reported that while teaching teachers use to read the textbook, 77.78 % of students reported that co-curricular activities are not conducted, 84.44 % students told that they are not getting support from teachers while learning, 80 % students told that teachers do not provide satisfactory answer while teaching and 76.89 % students reported that they do not have interest in teaching of teachers.
- ❑ The most of the students reported that they feel shy because of their poor financial condition and they told that they are getting scholarship from the government, 79.11 % of students told that enough number of boys and girls toilets are not available,
- ❑ With regard to the problems faced in learning the most of the students had reported that they had problem in remembering tables in mathematics, difficulty is there in reading and writing English, difficulty in Gujarati speaking is there, training in computer is not given, they had no enough apparatus and material for conducting experiments in science, they are not getting opportunity to learn computer and many times they know answer but not be able to give answer in classroom due to lack of confidence.
- ❑ The most of the students face financial problems because their parents are not educated, no parents or single parent are there, parents do not have job, most of the parents are farmers and for farming they are dependent on rain.

7. CONCLUSION:

The present study was undertaken to study the problems faced by tribal students in ashram schools. The findings of the study revealed that with regard to physical facilities in ashram schools the students had reported that laboratory is not there, computer lab is not there, projector is not there, for seating benches are not there in classroom and during rainy season facility for drying cloths is not there. The most of the students had reported that they had problem in remembering tables in mathematics, difficulty is there in reading and writing English, difficulty in Gujarati speaking is there, training in computer is not given, they had no enough apparatus and material for conducting experiments in science, they are not getting opportunity to learn computer and many times they know answer but not be able to give answer in classroom due to lack of confidence. This shows that government is making efforts for tribal education but still need more long term planning for tribal education and more opportunity is required to provide quality education to tribal children.

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