

EDUCATION IN ASHRAM SCHOOLS

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ABSTRACT

Ashram schools have been regarded as operative institutions to meet the educational needs of Scheduled Castes, Scheduled Tribes, other backward classes and individuals belonging to poverty stricken families. In these schools, a close connection is established between teachers and students. They live together, work, share their viewpoints and form close links with each other. These individuals mostly live in the interior, backward and dispersed habitations, where it is not practicable to establish normal schools. The concept of ashram school emerges from the objective of making provision of an atmosphere, in which students are made available opportunities for their complete personality development. Ashram schools are residential schools, in which free boarding and lodging along with other facilities and incentives are provided to the students. Apart from formal education, there is emphasis put upon physical activities, meditation, sight-seeing, play, sports, games, and other extra-curricular activities, such as, drawing, painting, handicrafts, music and dance.

Keywords: Ashram Schools, Education, Teaching-Learning Processes, Teachers, Students

INTRODUCTION

The concept of ashram schools is derived from the term ashram, which has its origins in ancient India. It is also known as the household of the teacher. In one sense, the guru and his wife provided care and support to the students that is conducive for their enrichment of personal life. At the initial stage, the individuals belonging to Scheduled Castes (SCs) and Scheduled Tribes (STs) underwent problems in these schools, hence, ashram schools had the main objective of leading to educational advancement of SCs and STs. The initiation of the schools began in 1922 in Gujarat for the educational upliftment amongst the tribals. From the beginning, boarding and lodging to the tribal students was provided free of cost. The location of the ashram schools were in natural surroundings, with the main motive of depicting them as traditional ashrams (Chapter 4, n.d.).

In the 1960s, ashram schools were started as experimental basis. The formulation of appropriate measures for the purpose of adequate functioning led to their success. After they have attained achievement, they have become a popular Government measure for imparting education to the tribal population. Ashram schools render a significant contribution in providing solutions to the problems experienced by the students, such as, low enrolment, high rate of absenteeism, drop-out, inadequate performance in class assignments and tests and deprived quality of students. The teachers working in ashrams provide efficient training, instructions and guidance that would lead to their welfare. The education that is provided to the students includes, academic concepts, vocational training, handicrafts and training in the areas of agriculture, horticulture, spinning and other trades. The main purpose of training is to make the individuals capable of employment opportunities or self-employment. Training requires provision of materials and due to financial

problems, vocational education in these schools, has been in an underdeveloped state (Chapter 4, n.d.).

OBJECTIVES OF ASHRAM SCHOOLS

The objectives of ashram schools have been stated as follows: (Chapter 4, n.d.).

To facilitate the enrolment of students belonging to SCs and ST communities, who are not able to find means to continue their education, without assistance from the Government.

The students belonging to the SCs and STs groups, have a low standard of living, hence, these schools make provision of facilities to improve their standard of living. The various facilities include, counselling and guidance services, proper teaching-learning methods and instructional strategies, and other sources that are necessary to lead an efficient life.

To improve and develop their talent and skills. Every individual has some skills and proficiency, which needs to get improved. Therefore, these schools enable the individuals to hone their skills and abilities. The individuals are made aware of their inner strengths, capabilities and build their self-confidence.

Major emphasis is put upon vocational education, dance, music, artworks, handicrafts, physical activities and sports. Ashram schools provide training in these areas to the individuals, hence, some of the individuals are able to sustain their living by producing and selling handicrafts and artworks. Music and dance are also important areas that are of interest to SCs and ST communities.

The ashram schools are considered fundamental in building up of groups and teams of tribals with a liberal attitude. They are provided knowledge of how to administer their own areas and fill the posts, which are occupied by the non-tribals. Within the community, there are number of areas that require proper administration, hence, individuals need to possess adequate skills and abilities.

The individuals are trained to render a significant contribution within their culture and society, so that they are able to sustain their living conditions in an efficient manner. The individuals living below the poverty line are provided information of how to alleviate their conditions of poverty. Education enables the individuals to identify the differences between what is appropriate and what is inappropriate, hence, with they become adequately trained, the individuals will participate in an effective manner towards the welfare of the community.

The students are encouraged to render a significant participation in the lives of the neighbours. When somebody is in need of help or support, they should offer assistance. Education teaches the individuals to possess a considerate, caring and a thoughtful nature.

To put emphasis upon the strong feeling of the community that generally binds the villagers in tribal areas. Individuals are taught the significance of unity and harmony. The individuals are taught how to communicate with each other in a decent and respectful manner and

minimize the occurrence of any kinds of conflicts and disputes. Education in ashrams provides knowledge to the individuals, how to remain calm and provide solutions to problems and grievances in a peaceful manner.

FUNCTIONING OF ASHRAM SCHOOLS

The important areas that need to be taken into account to understand the functioning of ashram schools have been stated as follows: (Chapter 4, n.d.).

Number of Students –In India, there are variations in the number of students enrolled in ashram schools in different locations. The number of students range from 25 to 100. Every year fewer number of students are admitted, the reason being, some ashram schools have limited resources, hence, they admit the students in accordance to the resources available, which mainly includes, human and financial. When the students are few, the teachers are able to provide personal attention and it results in having a better co-ordination between the students and teachers. Lesser number of students are easier to manage and the functions and operations of the schools can be implemented in an effectual manner. When the number of students are large, i.e. 100, then it is difficult to manage the operations and cope up with their needs. When the schools have sufficient resources available, then they can easily manage large number of students. In such cases, it is vital for the teachers and the staff members to possess adequate skills and abilities to carry out the administrative functions.

Admission Policy –Admission to ashram schools is open to students belonging to ST groups. If these students are insufficient in number, then the students belonging to SCs and Other Backward Classes will be considered for admission. In some schools, students belonging to minority groups and backward classes are also admitted, but they are denied the hostel facilities. Hostel facilities are provided for the SC and ST students only, whereas other students have to attend schools during the day time. In case the number of applications are more than the seats available, preference is given to the students coming from distant places, students belonging to poverty stricken families and students with talents and skills.

Admission Committee –The advertisement for admission into the ashram schools is notified through an official circular. The admission committee of the ashram schools consists of the following office bearers. The Taluk Panchayat president is the president of the admission committee and the Taluk Social Welfare officer is its secretary. Executive officer of the Taluk Panchayat, Government doctors, Block Education Officer, MLA and Tahasildars are the members of the admission committee. The head master, after receiving the applications, prepares a comprehensive list of applicants and forwards it to the admission cum selection committee, which then makes the selection of the students. The names of those selected for admission are notified through the official circular in the concerned ashram school and in some of the local offices.

Duration of the Academic Session and Syllabus of Ashram Schools –Generally the academic session of the ashram schools is for ten months from June to March every year. In the month of May, the admission of the students take place. Final examination takes place in the month of March, after which the students go home for vacation. In ashram schools, students are

taught all subjects such as, English, Hindi, mathematics, science, social science, sports, arts, and other kinds of extra-curricular activities. The same syllabus that is prescribed by the state government for government schools is implemented in ashram schools.

Medium of Instruction –In ashram schools, the medium of instruction is regional language. Adoption of regional language as the medium of instruction for tribal people means the denial of education. The Dhebar commission (1961) in its report stated that there seems to be less understanding of what his own language means to a tribal, it is to him a significant aspect of his culture. They discussed that in the first two years, lessons should be imparted consistently in tribal dialect. The teachers need to be aware of the tribal language within the two year period. The tribal children are anticipated to pick up regional script and the regional language adequately well to understand the lesson plans. Receipt of education through the medium of their mother tongue also assists in the adoption of the cultural idiom of the community. In fact, the lack of cultural linguistic oriented study material is reported as one of the cause of an increase in the drop-out percentage of tribal children.

Time-Table of Ashram Schools –The main objective of ashram schools is to lead to effective growth and personality of the students. The time-table within the ashram schools is effectually designed to lead to educational, moral and physical development of the students. Few minor modifications within the time-table is approved by the Department of Education. The head master possesses the primary responsibility to enforce the time-table in an operative manner. The time-table of the teachers also presents a gloomy picture. The non-teaching staff members in the Department of Education that account for 35 to 40 percent are deputed to teach tribal students. The teachers, who teach have not acquired any special training and they prefer to stay in their houses, rather than in ashram schools. The head master cum warden is responsible for securing grants and purchase of necessary items. Therefore, he devotes his time towards the management of ashram schools and in this way, the time devoted towards teaching is not sufficient. Most of the head masters and the wardens belong to the non-tribal communities and they are not able to understand the problems of the tribal students.

Staffing Pattern –The authorized staff members of the ashram schools include, head master cum warden, his main job function is to implement the administrative and managerial functions in an efficient manner. The teaching-learning processes, instructional strategies, other activities and so forth are all managed by the head master cum warden. Assistant teachers are the ones, who have the main job of providing knowledge and training to the students. Besides teaching, they have to provide solutions to their problems and ensure they do not feel vulnerable and apprehensive in school. Head cook has the main job of supervising and preparing mid-day meals for the students. Assistant cook has the main job duty of preparing meals. Sweeper is the one, who is responsible for cleaning the school premises, he is supposed to ensure that the environment is unpolluted. Watchman is a person, who works at the gate of the ashram school. He needs to ensure that the school surroundings are safe and conducts an enquiry of the individuals, who attempt to make an entry into the school premises.

TEACHING-LEARNING PROCESSES IN ASHRAM SCHOOLS

The construction of ashram schools for the primary, middle, secondary and senior secondary stages of education and up-gradation for the ST boys and girls has been the main area of concern (Centrally Sponsored Scheme of Establishment of Ashram Schools in Tribal Sub-Plan Areas, 2008). The syllabus, textbooks and the examination system in ashram schools is the same as the non-ashram schools. Multiple class arrangement is common in majority of the primary schools as the number of teachers are less than number of classes in the school. The regional language, Telugu is the medium of instruction in these schools. Progression of the students is based on attendance, except in VII and X class, where common and public examinations are organized. In all the primary and upper primary ashram schools, the school hours and time-table are routine type like in non-ashram schools (Sujatha, 1990). In the teaching-learning process, focus is put upon primary school children, there are certain areas that need to be identified and these have been stated as follows: (Chapter 4, n.d.).

Teaching Method – In the teaching methods, teachers provide hand over hand assistance to the young students in helping them hone their writing skills. The teacher explains the concepts to the students and when they are able to write one properly, then the teacher goes to the next. After providing verbal explanation, writing is encouraged to help the students, remember the concepts. After giving instructions, the student is asked to write the concepts independently and then the students get those checked from the teacher to identify the inconsistencies. If the student is still not able to understand and find the concepts difficult, then the teacher has to explain to him, multiple times, until he completely understands. Teachers are required to be efficient in their teaching and make sure, students are able to adequately understand.

Lesson Plans – Lesson plans are different in different subjects, such as, mathematics, science, social science, English, Hindi, and arts. When their adequate understanding requires writing, then the teachers make the students write and when they can be understood by verbal explanations, then teachers provide verbal explanations. Students are encouraged by the teachers to read and practice the exercises, after providing them explanation. In order to facilitate better understanding of the lesson plans, teachers give students class assignments, when they are able to perform well in assignments, they have mastered the concepts. If the students do not perform well, then they need to clarify their difficulties from their teachers and read the lesson again.

Giving Notes – In some cases, lesson plans from the textbooks are difficult to learn and their language is not easy to understand. Students in such cases, prefer that their teachers should give notes. The technique of dictating notes is helpful in majority of cases, especially during the time of exams. When students have one or two days to prepare before the exam, then reading notes is helpful to them. In all the subjects, such as science, social science, English, Hindi, Sanskrit, notes are helpful sources. On the other hand, in mathematics, students are able to improve their skills by practicing. When teachers just provide verbal explanations and do not give notes, then there are students, who themselves make notes to acquire a better understanding of the lesson plans.

Mathematics–Mathematics is a difficult subject for some students, whereas there are students, who find it interesting and take pleasure in learning it. Teachers, when explaining mathematics to the students, talks about the concept, then on the black-board explains the concepts and solves the problems. It is vital for the students to pay attention, when the teacher is teaching. Lack of attention in class, will impede their understanding and they would experience problems when solving questions on their own. The teacher gives home-work assignments to the students to make them practice what has been taught. In this subject, it is vital for the students to get engaged in continuous practice, as SC and ST students usually find this subject difficult.

Pronouncing and Repetition Method –Pronouncing and repetition method is considered as one of the most effectual teaching-learning processes that is put into practice in ashram schools. This is done in two ways, one is with black-board and the other is without black-board. In the former, all the concepts are wrote on the black-board by the teacher, one of the students, who has already mastered the concepts, pronounces them and they are repeated by the rest of the class. In the repetition method, students master the concepts by repeating them on a continuous basis. The repetition method makes the students to revise the concepts, so that they are able to learn them in an efficient manner.

Homework Assignments – In ashram schools, classes are conducted in accordance to the timings. When the lesson plans and the practice exercises are extensive, then teachers normally ask the students to complete them for homework. Homework assignments are regarded as significant in ashram schools. There are students, who are not very attentive in class, they are more interested in interacting with their friends and take pleasure during the school hours. Homework assignments enables the students to read the lesson plans, practice the concepts, so that they are able to enhance their understanding. The best time to work on the homework assignments is in the morning, as the students wake up. The reason being, at this time one can concentrate better. When the students come to school the next day, teachers first of all check their homework assignments, provided if it can be completed in just one day. When they are long, then teachers provide students sufficient time, to complete them.

CAMPUS OF THE ASHRAM SCHOOLS

The main areas that need to be taken into account to understand the campus of the ashram schools have been stated as follows: (Chapter 4, n.d.).

Living Accommodation –The individuals, who belong to ashram schools live in school campus and they are not allowed to visit their homes frequently. Water shortage in ashram schools is severe, they depend upon the public taps, and even students carry their water from the nearby taps. There is not sufficient water available for laundry, hence, individuals go to their homes on a frequent basis for laundry purposes. The restroom facilities in the ashrams are not adequate and the main reason is water shortage, hence, individuals need to go outside, their time gets wasted in this manner and it also promotes indiscipline amongst the individuals.

Supply of Dress Materials and Other Items –The Government authorises Rs. 100 per head for dress materials and other items. With this scanty amount, the boys are provided two shirts and two snickers and girls are provided two gowns. The clothes provided are not of good quality and in addition, students are given two bed-sheets and one carpet. One of the problems associated with the supply of clothes is their untimely supply. In addition to the dress materials, the individuals are provided books at a cost of Rs. 40 per head. Stationary, bedding, mats, medical facilities, free lodging and tutors for coaching them subject to certain prescribed limit is also provided.

Cultural Activities –The organization of cultural activities with regards to dance, music, sports and display of artworks, handicrafts, are seldom in ashram schools. There have been majority of cases, where students possess talents and skills, but they are not provided with the opportunities to exhibit them. On national festivals such as, Independence Day, Republic Day, the tribal students are provided the opportunity to participate in the parade and perform musical and dance programs. Once or twice a year, science exhibitions are organized in schools, once a year, the students are taken to the nearby spot for sightseeing and students are usually unfamiliar with debates and lectures. The teachers have not taken any measures to familiarise the students with debates.

Playground and Games –Games is considered as an integral part of education and learning. Participation in games and sports enable the individuals to focus upon their studies better. There are ashram schools that have playgrounds, whereas, there are ashram schools that do not have playgrounds. The ashram schools that have playgrounds, they have sports articles which include rings, volleyball and throw-ball. The students belonging to SC and ST communities, normally took more interest in sports and games as compared to studies. On the other hand, there are students, who were more dedicated towards learning of academic concepts, as compared to sports and games.

Maintenance of Campus –The campus of the ashram schools in the present existence, needs maintenance and preservation to a large extent. The main problems are relating to restrooms, electricity and water. It is apparent that when these facilities will not be adequately available, then the student learning will not take place in an efficient manner. The maintenance of the ashram school can be identified by observing, how well does it cater to the needs and requirements of the students. The students not just get themselves enrolled in school to enhance their learning abilities, but they also need to improve upon their cognitive and intellectual skills and hone their talents. When proper facilities and opportunities are available for the students to display their skills, then it is stated that maintenance of campus is done in an appropriate manner.

Medical Facilities –Ashram schools do not have provision of medical facilities. The location of these schools is in areas, where there are not any availability of hospital facilities or health care centres. The Government makes provision of a meagre amount of Rs. 100 per month to the schools and it becomes difficult to take care of the health needs of all the individuals with this scanty amount. If the students would suffer from any ailment or health problem, then they would be sent back to their parents. This is unfavourable in most cases and students do not return to

schools. They are given two free medical check-ups per year and health problems led to immediately informing the parents.

Interaction –In the ashram schools, only the students belonging to ST communities are kept together. They mainly interact within their own social circle and not with the other individuals. A closer observation of the interactive abilities reveals that students are mostly of introvert nature. The students continue to implement the attributes that make them isolated from the wider community. Limited interaction of the individuals is a disadvantage and in order to become achievement oriented, it is vital for the individuals to create a social circle. In a social circle, they are able to generate awareness, provide solutions to their problems and enhance their capabilities.

Leisure Time Activities –Getting involved in leisure activities mostly does not require any planning or implementation of rules and policies. These activities, individuals get involved in when they have free time. They are also termed as pleasure or relaxing activities. Students in ashram schools get involved in numerous kinds of leisure activities. These are, playing in the fields without any equipment, reading, doing some other work or having conversations with other individuals. The main purpose of these activities is to pacify ones mind-set. When individuals work hard in their academic subjects, such as completion of the homework assignments, they feel fatigued and then by getting engaged in some kinds of leisure time activities, they feel relaxed and contented.

Daily Schedule –The daily schedule of the ashram schools has aroused interest and curiosity amongst many individuals, who are studying these schools. The daily schedule is interesting, but it is not at all followed. The staff members of the schools are not residing in the accommodation provided by the hostels, therefore, it has become practically impossible to adhere to the daily schedule. The wardens come to school, just before the bell rings in the morning session and leaves the school, before the final bell rings in the evening session. The staff members are not very efficient in the performance of their job duties. The daily schedule of the students is comprised of classroom sessions, sports and extra-curricular activities. The daily schedule of the head mistress and the teachers is comprised of carrying out the administrative functions, teaching and working towards providing solutions to the problems of the students.

Study Hours – The ashram schools follow the study hour schedule of one hour in the morning and two hours in the evening. The wardens do not stay with the students, therefore, the cooks are bestowed with the responsibility of looking after the requirements of the individuals in ashrams. The cooks are not qualified, hence they are not able to provide assistance to the students in their academic subjects. The tribal children are not able to understand the concepts in the absence of support and assistance and in this way, they lose interest in studies, as they are not able to understand difficult concepts. In this way, the quality of education and the care of the students undergo detrimental effects.

Absenteeism –Absenteeism is referred to the absence of students from the classroom on any working day. There have been various causes for an increase in the rate of absenteeism. When students are unable to acquire understanding of academic concepts, they have a high rate of

absenteeism. When their homes are located at a distance and they experience transportation problems, then they are unable to attend school on a regular basis. Other reasons are, health problems, financial problems, and so forth. Poverty is stated to be the primary cause that leads to a high rate of absenteeism. Students belonging to poverty stricken families are often forced by the parents to remain absent from the classes.

Difficulties in Academic Concepts –The parents of the tribal children, in most cases are not literate. These children do not belong to families, where education is given significance, hence they possess low learning skills and abilities. Curriculum and instruction is formulated in accordance to the educational level. Academic concepts at all levels of education are not easy and students have to work hard in order to acquire their understanding. Some academic concepts require extensive practice, in subjects such as mathematics and science, whereas, some require reading and writing. Difficulties in understanding the academic concepts are aggravating and cumbersome to the students. When they experience difficulties, they either drop-out of school, or approach their teachers and fellow students for assistance. In majority of cases, they are assisted by the teachers, as the main purpose of ashram schools is to lead to effective growth and development of the students.

HEALTH NEEDS OF ASHRAM SCHOOLS

Health of an individual is important. If the individuals are healthy, physically and mentally, then they can render an effective contribution towards their own welfare and welfare of the community. The health needs of ashram schools were focused upon to formulate measures that led to healthy working and healthy living. The procedure has been designed to improve the health needs of the students, school personnel, families and other members of the community. The main objective is to increase the number of schools that can be called health promoting schools. A health promoting school has the main objective of promoting an environment that may create an effective setting for a healthy learning, healthy working and healthy living (Dongre, Deshmukh, & Garg, 2011). There are important points that need to be taken into consideration for promoting these three areas. These are provision of adequate infrastructure, restrooms, proper classrooms, furniture, heating and cooling equipment in accordance to the weather conditions, clean drinking water and proper materials and equipment. If the school is making provision of mid-day meals, it has to be ensured that meals are prepared in a safe and clean environment, clean and pure utensils and ingredients are made use of in their preparation.

When students are imparted information regarding the encouragement of good health, it is important to train them to keep the surroundings clean. There have been number of cases, when individuals throw wastes on the streets and pollute them. The individuals residing in rural and tribal areas make use of water resources and cause their pollution by throwing wastes into them. Therefore, students should be adequately trained regarding keeping the environment clean. They are able to acquire a more adequate understanding of this concept by understanding the detrimental effects upon one's health. When consuming meals, it is vital for the individuals to wash their hands and make sure meals are healthy. In ashram schools, major emphasis is put upon consumption of

healthy vegetarian meals. In order to maintain one's health needs, it is vital to take care of the safety measures. All students, but mainly, women and girls are provided information regarding how to protect themselves from any kinds of violent and criminal acts.

The academic concepts that teachers provide to the students in ashram schools primarily related to their health needs are numerous. Planting of more trees mainly is concerned with having more greenery within the environment. Keeping the water bodies clean and pollution free, consuming a healthy and a nutritious diet, providing effective resolutions to the occurrence of conflicts and disputes and keeping oneself calm and free from any kinds of stress and tensions. Any kinds of negative feelings, stress and tension is unfavourable upon the health of the individuals. Emphasis was put upon the organization of competitions that have the main purpose to explore the talents and skills amongst the individuals (Dongre, Deshmukh, &Garg, 2011). Creative activities arouse interest and enthusiasm within the mind-sets of the individuals and they are able to become more motivated towards learning. By getting engaged in various kinds of creative activities, individuals are able to explore the environment in a better way and take care of health care needs of themselves and their families.

RECOMMENDATIONS

For the development and improvement in the conditions of ashram schools, the recommendations have been stated as follows: (Garnaik, &Barik, 2012).

It is vital to ensure, ashram schools have the necessary infrastructure, finances, teaching and learning materials, medical facilities and technology. Technology has rendered a significant contribution in facilitating learning amongst the individuals. It is rapid and a secure mode of learning and generating awareness. Therefore, emphasis need to be put upon making use of technology in education.

Supplemental remedial classes and coaching classes need to be organized for students belonging to deprived, marginalized and socio-economically backward sections of the society. In academic learning, there are some concepts that are difficult to understand by the students, this leads to the feelings of apprehension within their mind-sets. In majority of cases, students drop-out of school, when they are not able to understand the concepts. Therefore, coaching classes will contribute in their enhancement of concepts.

Vocational education needs to be strengthened. This education puts emphasis upon number of factors, these include, sports activities, artworks, handicrafts, music and dance activities. The students belonging to SCs and ST primarily show interest in these activities. These activities arouse pleasure within their mind-sets and motivate them towards learning.

Provision of resource support and capacity building is a major pre-requisite of ashram schools. The major impediment that arises within the course of their progression is lack of resources. When there will be provision of resources, then there will be more availability of prospects and opportunities for the individuals to improve their skills. Therefore, there should be adequate availability of resources and skill development activities.

Adult education is the education of the adult individuals, who are above 18 years of age. When adult individuals get enrolled in educational institutions, they are more focused and motivated towards learning. Their familiarity and knowledge of life enables them to bring more real life experiences into their learning. When parents are educated, then they may make their children recognize the significance of education, especially those children, who do not show interest in learning, therefore, adult education should be encouraged.

Tribal students are courageous, they mostly reside in hilly and forest areas and are primarily dependent upon the natural environmental conditions for survival. The students, who are skilled and have their particular area of interest, it is recommended that they should be encouraged to hone their skills in their areas of interest. In ashram schools, it is recommended that emphasis should be put upon spiritual instruction and mediation.

Emphasis should be put upon physical activities and exercise. Physical activities and exercise enables the individuals to maintain their health and well-being. After a session of academic learning, when students get engaged in physical activities, they feel energetic and lively. They are able to concentrate effectively towards learning and will also be able to enhance their understanding.

Teachers should be qualified, experienced and be able to facilitate the learning of the students in an efficient manner. In order to facilitate learning and understanding, it is vital for the teachers to improve upon their skills and abilities, knowledge, and instructional techniques. It is fundamental for the teachers to make provision of the suitable, amiable and a pleasant learning environment, where students are able to enhance their learning.

Primary education is imperative as it builds up the foundation for learning of children. At this stage, it is the job of the teachers to ensure, students are able to learn effectually. They need to conduct proper assessment methods, in order to identify the areas of improvement. When areas are identified for improvement, then measures are implemented to effectually improve upon them. Primary education and proper evaluation techniques are essential to get the students admitted in high school. Otherwise, they would experience problems in understanding the concepts at the high school level.

Besides making provision of adequate infrastructure and equipment, extra-curricular activities and other materials, it is essential to focus upon studies and enhancement of academic knowledge. Measures need to be implemented to make provision of extra coaching and remedial classes, so that individuals are able to acquire understanding of difficult concepts in an effectual manner. Lack of understanding of difficult concepts is an impediment within the course of their understanding.

CONCLUSION

Ashram schools have the main purpose to discourage the students away from the atmosphere that is not conducive for learning and for the development of their personality and approach. They are inter-village schools, they are established in areas, where normal schools

cannot be established and in most cases, backward tribal groups need to be covered. Besides the impartment of formal education, emphasis is put upon physical activities, sports, games, dance, music, artworks and handicrafts. These activities stimulates the mind-sets of the students and they become more motivated towards learning. For the success of the schools, besides academic concepts, it is essential to organize cultural activities, so that schools are not just viewed as learning places but also as cultural centres. In these schools, there is a close interaction between the teachers and the students, they work in co-ordination with each other.

In ashram schools, there are certain deficiencies which need to be improved upon. For instance, there are lack of medical facilities, water shortage, deficient electricity and there is not adequate provision of dress materials to the students. These deficiencies proved to be barriers within the course of acquisition of education and increase in the enrolment of students. It is one of the objectives of these schools to cause a decline in the drop-out rate of the students and increase the retention rate. These schools in general are residential and individuals are provided boarding and lodging facilities. One of the positive areas is, they function within a structured and a systematic framework.

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