

## Ignored Claims: Ashram Schools and the Quality of Tribal Education in India

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### Abstract

Ashram schools are basically a type of residential school in which free boarding and lodging including other required facilities and incentives are offered to the tribal children in India. As we know the major thrusts of Ashram schools are providing skills in crafts and vocation in tune with the general education. This scheme was originally centrally sponsored scheme and now operated by the concerned State Governments. However, the conditions of Ashram schools are quite pathetic. On the other hand, recent developments show an alarmingly large number of tribal children does not become real literate even after five years of primary education which is a lacuna in terms of quality. The need for a tribal language policy stressing the needs of tribal students/going beyond linguistic narrow outlook in the school learning environment is need of the hour and particular attention is a must for developing sufficient learning activities for tribal students and contextualizing textbooks to their local and daily needs is also vital today as per the expert. Moreover children unnaturally dying in ashram schools. Hence, total school effectiveness and actual learning have to be the central theme rather a secondary concern for universal education as experts opines. Further, more important is that how effective tribal schools are and successive learning depends not only on school level inputs but also on a few vital factors outside the school. Basic infrastructures of Ashram Schools in tribal areas are worst than anything in many states in India. The primary objective of the current paper is to reveal problems and prospects of Ashram schools working in the tribal areas of and issues regarding quality of education and academic achievement of the students.

**Keywords:** Ashram schools, Quality, Education , Academic, Policy

### Introduction

Education commission (1964-66) in its report states that *“the destiny of India is now being shaped in her classrooms. It is true that the students of a country are its soul, its spirit and its life. The greatness of any Nation at any given time depends upon its student, because child is born with skill that enables him to function in his particular role. It is the school that teaches the child his/her particular role in the society and duties that go with him”*.

Education is the backbone of every society. It is a powerful tool for social change. Opening of tribal schools in the tribal areas in the wake of the modern developmental process have brought in juxtaposition two distinct value systems

–one based on inherent tradition and ignores and the other on technology and innovations. Harmonious synchronization of two systems is highly essential for the rapid educational development among the tribals today (Jha, 1995). In the past, education was one of the main considerations for hierarchical classification in Hindu society. Rapid population growth impedes educational development in several ways. Most obviously it produces a type of rapid increase in the school-age population. Spread of the quality education among marginalized sections like tribes of the society has become a formidable task in India today. The need of Quality education of ST children to be consider vital not only because of the constitutional obligation, but also a vital input for the comprehensive development of the ST communities in the country. However, with the advent of modernization, the education of tribals' has undergone a different phase. Under the influence of globalization, tribal education and culture has been tremendously influenced. The uniqueness, of the tribal culture which enriches the country's culture medley, is fast disappearing and even getting indistinct under influential and very powerful influences of the dominant urban culture (Yogita, 2010).

The population of Scheduled Tribes in India according to the 2011 census is 8.43 crore. The literacy level of the Scheduled Tribes according to the 2011 census is 62.10% as compared to the general literacy rate of the total population of the nation i.e., 75.38%. It shows a miserable education status of the tribals today. The tribal disparity in literacy rate steadily increased from 1971 to 2011 and a marginal decrease was found only in 2001. The pace of improvement in the literacy rate of STs' have been very slow as compared to the relatively faster pace of improvement in the literacy rate of the general population in the country. However, disparities is still widening now. Reports say there is an enormous gap between the literacy levels, the position of scheduled tribes. Experts felt a lack of quality education may lead exploitation, child labor, child poverty, violence, early marriage, etc among the tribal children. Hence, it is very vital to bring quality education through 100% school enrolment and retention by focusing more on the tribal girl child focusing on the functioning of ashram schools up to the expectations (Kumar.2007).

The Scheduled tribes "represents one of the most economically backward and marginalized groups in India. According to Indian Constitution, Article 46 states, it shall be the responsibility of the State to promote the educational and economic development of the disadvantaged people of the society, focusing Scheduled Castes and the Scheduled Tribes etc . To eliminate discrimination Indian Govt. has made a sole stipulation in the Constitution through its Articles 29(1), 46,15(4),350-A to support the educational development among SCs and STs. NCERT report says The three main challenges in case of education of tribal children includes 1.the medium of instruction, 2. Physical access to schooling and 3 the diverse socio-cultural context. In 2001, there were 14 million tribal children enrolled in elementary schools as against 20.24 million in the 6-14 years age group in the country. Reports say around 7.24 million tribal children were still out of school in 2011. The cohort dropout rates among tribal children

were as high as 52.3% for primary and 69.5% for upper primary as per 2011 data (Various NCERT reports).

To provide better education to the tribal children, Govt. has established 'Ashram schools' in various parts of the country from the 5th plan onwards. The concept of Ashram School (residential schools) is derived from the term 'Ashram' which had been the hallmark of education in ancient India. It is also known as 'teachers household'. Ashram schools is an effective institutions to meet the educational needs of tribal's living in the interior, most backward areas and dotted habitation where opening up of regular schools is not feasible and possible. The basic idea of Ashram schools is to provide an impression in which the inmates can get complete opportunities for integrative personality and character development (Samata,2017).

Tribal education in India has reached a threshold point. The spreading of the quality education in a vast remote tribal belt of the country is still a challenging one. While dealing with the poor educational attainment of tribal children to formal schooling, researchers have found few issues like economic marginalization of these communities, illiterate parents, conducive home environments, and inadequate facilities, lack of role models in the community, disinterest of the parents, poverty, social and culturally alien, nature of the school system etc. Governments in the recent past have followed the path of the trial and error method to provide education through the mother tongue which has a mixed result (Assadi, 2009).

### **Ashram Schools**

Education will help to retain the enriched cultural heritage of the tribals of the country by influencing their attitude, behavior, aspiration and providing them necessary skill, knowledge, values, attitude, for the realization of enriched culture etc. Ashram schools are residential schools for ST children living in tribal habitations. It is based on the Gandhian philosophy of self-reliance. Thakkar Bapa, a Gandhian in the Panchamaharashtra district of Gujarat in the pre-independence days first implements this concept. (Ananda, 1994). Ashram schools are very useful because (i) it was not possible to open regular schools in very small hamlets (ii) it shaped friendly ambiance for teaching learning as it is unspecified that the households may not have such required environment and (iii) it helped to develop and to give vocational skills to improve employment opportunities for the children. Ashram schools provide admission to children within 2-4 kms away from their home/hamlet. The majority of the schools are up to primary schools (1 to 5<sup>th</sup> or 1 to 7<sup>th</sup>) only. However, recently Govt. has passed an order to open higher primary schools with the existing facilities in all tribal belts like Eklavya schools.

### **Objective and Methodology**

The primary objective of the current study is to study the structural and functional issues with respect to Ashram schools working in the tribal areas and to find out the issues with the quality of education and academic achievement of the students. Study is based on the review of various literatures, interview with the teachers, parents and the students through the limited field work of the author in Karnataka state-south India.

### **Review of Literature**

Gandhi, (2010) opines Irrespective of the best efforts of the Government, tribes are even today remained backward. Education has made little progress among the tribal, the various policies and programmes have not been satisfactory. And in the case of some tribal's even the rate of literacy is on the decreasing trend. Tribal education in India is beset with a multiplicity of problems some of which are really very complex and need a deliberate, systematic approach for their solution. He also says ashram schools have both structural and functional issues which is intertwined each other.

Sujatha (1990) writes "there are two vital and main spots, in which Ashram Schools need to get better upon the quality of education. One is a pertinent curriculum, decentralized and elastic educational system and the other is to follow suitable pedagogy. The present educational system, content and curriculum are not in tune with the socio-cultural background of the tribes. Regarding Ashram Schools the significant idea must be how to viaduct the gap between the tribal children and the schools, how to attach the life-experience of the children with his/her class room condition and how to re work the planning of academic activities at the institutional level is very very important".

Jyothi (2011) writes it is an accepted fact that the economic & socio-cultural aspects of a family affect the education of children in all societies in India. Education is essential as it enables one to take up their rightful place in the economic, social & cultural life of modern India & at the same time to keep the respect of one's own culture. The culture and environment in which tribal children born and brought up shapes the personality to a larger extent. This why tribal education is related to their culture. Hence more focus needs on their cultural aspects. Also she opined ashram school needs more reforms on the part of the teachers.

Deshmukh (2004) reveals that; 'tribal education today is not solving their economic problem. Formerly every tribal youth used to participate in economic pursuits. Now only a part of them gets good employment. The rest are unemployed or under-employed. Hence they parents are not interested in their education. He also says 'teacher's help in academic and non academic problem, health, food, cleanliness and hygienic etc. are some of the significant environmental issues which are unswervingly impacting on the academic achievement of the tribal students'.

NCERT (2003): In its multi state research study say the total average performance of students in Environmental Studies, Mathematics, and Language was 50.30%, 46.51% and 58.57% respectively. Students' were better at language than environmental studies which were improved than in Mathematics. Except in Bihar, and West Bengal, the Manipur states in other remaining states achievement in Language was good than Environmental studies followed by Mathematics. The nationwide average attainment in decreasing order was language (58.59%), environmental studies (50.30%) and Maths (46.51%) which is a very concern issue.

Sha (2004) Education in tribal areas education has become a matter of immense alarm. Lack of education has always a kind of unconstructive impact on the inclusive development of ST people. The literacy rate is very poor among ST children. Predominately tribal areas has always will be having two key issues viz., the poor socio-economic conditions of tribal people and secondly the absence of strong political will and organizational commitment to provide adequate primary and secondary education in such remote tribal belts. He also said lack of teachers, language problems, lack of fundamental facilities are the major issues over here. Next, Raju (2001) opines the absence of an effective monitoring unit on tribal schools is one of the major drawbacks in the case of the development of tribal education in many states. Concerned inspecting staffs hardly visit to the tribal schools. Some time even only one time in a year. This makes teacher to lack of commitment in their profession.

Kumar (2007), opines while dealing with the poor educational attainment of tribal children to formal schooling, researchers tend to emphasis the economic marginalization of these communities, their illiterate nature, home environments, and inadequate facilities, education and culturally the alien nature of the school system etc. Lack of education is mainly accountable for the misuse and wretched dilemma of the tribal's socio-economic status. Due to this, the tribal's have not been able to take advantage of development.

Trevide(2014), opines the educational problems of the tribal children can regrettably not be corrected just by raising the quality of the given education. The excellence of education is not the key cause for not sending children to school. However, the general presentation of the school should be also adequate. Many teachers and community leaders opines poor attendance of school children in school to economic reasons, as well as household works, poverty; low inherent motivation listed as an important reasons for ST school children not attending school. Govt. also should provide the more fundamental facility to the tribal schools soon. Next, Kamat et al, (2008) stressed the factors about access to schooling and the equity of education. Social marginalization and oppression are causing for lower literacy of STs. Even, educated STs are not getting sufficient jobs and facing social exclusion problems till date. Hence there is jagged progress in the education achievement among scheduled tribes. Hence the Government has to take particular and special concentrations to educate the ST categories at the earliest .

Jyotsna (2007) and others have analyzed the educational status of the tribal community in Maharashtra state. The report opines that the central and state governments have taken a variety of education-related helpful actions like the opening of Ashram Schools with all required facilities. If these amenities are fully utilized by tribal students, then there will be an improvement in the educational position of the tribal children soon. The report also said that providing required fundamental facilities are needs of the hour in every ashram school in the state. In a tribal setting, family also plays a vital role in educating its siblings being the first and important institution socializing agency like education. It continues as an interactional relation between more matured persons (mother, father, adults, as ever widening circle), who cares for the child and cannot escape his/her role as an educator, and a less matured person (infant, child, young person), who attaches himself to the more matured person and inevitably is educated (the one being educated).

#### **Incidents in Ashram Schools**

In September 2016, the Subhash Salunke Committee, opined that 793 deaths in various ashram schools across the country revealed that there was no correct declaration of the reason for death in the death certificates issued. In 67% cases, schools failed to produce any data related to those deaths. Next in 12% deaths, the reason was unscientific. Among 17% deaths were "unknown causes" and 13% deaths were claimed as "sudden death" and around 23% death of the children were attributed to "rigorous illness" (Nambiar, 2013). The report said that half of the fatalities cases were girls only. All these deaths were reported from ashram school only. Next, in Telangana and Karnataka, the report found that around 31 kids had committed suicide in the ashram schools respectively (Chakma, 2017). Various news paper reports also say in Telangana Adivasi-Lambada conflict is said to be a major reason behind the meager attendance. There are also families who have reportedly not sent their children to school due to the widely circulated rumors of child-kidnapping gangs on the prowl in the State. While the schools in Jharipunaguda and Vanvat tribal areas in Telangana state have registered only 25 percent attendance, those in the district headquarters attendance rate of was only 50 percent during the year 2016-17. In Karnataka around 16 children died over the last 5 years in ashram schools. An official report says about 133 ST children have been died in residential schools in the last five years in the Odisha state only (The Hindu daily on 9 May 2016),

The parliamentary panel expressing dissatisfaction over the action taken and stated that "it is a clear case of criminal neglect on the part of the schools' authorities in not ensuring timely treatment for the tribal children which could have saved their precious lives". "Studies also have shown child deaths in ashram schools in Maharashtra are also due to carelessness, absence of emergency health staff, poor food quality and poor living standard. Hence there is an urgent need to provide the required system to monitor health issues of ashram schools and build the required health infrastructures in the school premises (CBPS report, 2017).

In 2017 NHRC had received a complaint from a school at Village Palnar, Dantewada, Chhattisgarh where few CRPF personnel sexually assaulted the girls from the tribal school. Such psychological trauma scars the tender minds of the minor girls, many a time permanently. It is unfortunate that some cases local police personnel displayed their beastly instincts without realizing the gravity of their unseemly act (Sources: Extracted from the Hindu and Times of India News Papers, NHRC(2015) and other reports).

The issues of dropout continue among the tribal children in Ashram schools. However, gap between the ST population and the total dropouts who are studying in the class 1<sup>st</sup> to 10<sup>th</sup> has much widened from the year 1990 to 2005. This issue is more common in Karnataka and Maharashtra states. The reduction in the dropout rates could be because of late or absence of various incentive schemes run by the State Govt. ST children are not getting free textbooks, uniforms and scholarships on time here. Food at the hostel is not good. Corporal punishment is also one of the reasons for dropouts. Teachers are not focusing on emotional and presently development of the students. Hence we can experience heavy drops out rate in ashram schools (Chaurasia,2001).

### **Quality of Tribal Education**

*“the biggest issue with teaching tribal children is the lack of adaptability of tribal children to nontribal conditions. The study also reveals that there is a gap between school culture and family culture of children, creating a situation of cultural mismatch, resulting into creating discipline problems, management problems and poor responsiveness of tribal children towards academic activities”* (Dar and Najara,2017).

On the quality side regrettably there exist confusion about exact meaning of the word ‘quality of education’ is concerned. It is normally opined that “the quality of education” implies standard and efficiency including teacher’s capacity, quality of instruction, syllabi and curricula, examination system etc. Improving the quality of education is the key and vital issue in tribal education system. The quality of tribal education it is a multifaceted issue and depends on 1.Govt, 2.teachers and the 3.parents. Tribal leaders felt special intervention required focusing universal enrolment, universal achievement and universal retention. A problem in providing quality education at the elementary level mainly involves ‘improvements in the preparation, motivation and development of the students and the teachers, language issue, the quality of textbooks and infrastructural facilities’ etc. Tribal experts feel intervention programmes like upgrading curriculum, hiring competent teachers, training program, new teaching aids, hiring tribal background teachers, usage of ICT and other motivational schemes etc are also need of the hour for providing the minimum standard of quality in case tribal education( Talukdar,2013). All these issues would be useful in the improvement of enrolment, reduction of dropouts and addressing the gender gap will be useful in bringing quality to the educational system in the long run. Though Maharashtra and Telangana Govt. have implemented above few schemes for the quality education, the progress seems to be not satisfactory as per the various NCERT and other research reports. It seems the quality in

tribal education has some more missing links and need different approaches (Brahma, 2007).

Moreover there are some issues from the Govt side including fund crunches for tribal education, less expenditure on staff salary, non availability of fulltime teachers, purchasing irrelevant teaching aids, internal corruption, bad school infrastructure, lack of scholarships and incentives, non availability of textbooks uniforms on time etc can be seen in many reports which affects on the quality of education. High out-of-pocket expenditures on education by the parents also one of the serious and the key reason for non-enrolment and high drop-outs in the case of ST students (Karnataka state budget, 2005, 2010 and 2015 ; Maharashtra state budget, 2009 , 2001).

The tribal education in India presents a varied and complex picture and poses peculiar interrelations with their social and economic issues. Demographically speaking, there are more than 684 scheduled tribes with many sub-groups speaking some 100 languages / dialects. Quality education is a multidimensional issue and has a vital link with the language of a student. Intensification of pedagogy to improve the learning level and outcomes is need of the hour. Experts feel the need for a precise language policy to cater to the needs of ST students/going beyond thin viewpoint on language issue is need of the hour. School/tribal language seems to be an important hurdle and confrontation in improving learning levels of students at both elementary and high school level. *"This is why sensitive language policy that addresses the locational variations in languages with which students are familiar, a two-language formula that necessitates teaching up to the upper primary grades to be carried out in either mother or state language is essential and teachers must be sufficiently trained in this issue"* (Jyotsna and others,2017).

Next, "it is also imperative that school teachers must be adequately trained in understanding the way of necessary language attainment, such that they can support the differences that appear in relation to the successful oral and written language learning, between official language use and casual language use among the ST students in improving the learning level on par with the urban students" ( Rustogi and others, 2012). Slow learning and poor self-concept of children has also been considered as important factors in poor school performance Role of personality, emotional intelligence, gender, and locale also play a key role on academic achievement to where teachers not bothering as experts say (Annaraja, 1993; Sebastian, 2008).

Studies have shown effort is required to develop sufficient learning capital for tribal students and cultural contextualizing of textbooks as per their needs. Particular support systems are need of the hour for the tribal students, in terms of bridge material, dictionaries, and additional learning materials relating to the local cultures. Few NGOs in Maharashtra have done some work here. Next, teaching aids that can assist learning is available only in English but not in the local language!. It is also found that textbooks being used in all tribal schools have no material relevant to the local cultures. The lack of contents representing local culture and knowledge in the given textbooks is a big problem in affecting the required retention of the tribal students in ashram schools. Thus, it is



significant to keep attention in preparing study materials in mother tongue that can retain interest and motivation among tribal students (Sujatah 2008; Velaskar, 2010) for enhancing learning skills.

The capacity-building of teachers is a critical issue while addressing quality education. Study reports show that no special training had been given to them to engage tribal students effectively. Ashram teachers also should be trained to develop a decisive understanding of ST education that helps them critically to evaluate the ST children's cognitive level and to be able to identify the ways in which teaching may be reached to the students level successfully. More extra programme in mathematics, language, social studies etc should be organized for the weak students after school hours. Teachers are the real directors of every tribal school. The major problem is that Govt. is recruiting teachers from urban areas to teach tribal children. Govt must think to appoint educated tribal people to teach tribal students after proper training. Moreover, teachers must have sympathy about the unique socio-economic situations, academic support at home etc, parents role etc about tribal students (Geetha,1994).

Another challenge is language skills among teachers. Majority teachers working in ashram schools have not received any particular training for managing ST children. Ashram school teachers are being given training with a focus on normal classroom communications and teaching in a normal classroom only. Exact challenges of teaching to the different tribal groups in tribal areas needs to be first understood by the teachers. It also severely hampers the learning activity of the students. Every teacher must be very sensitive and must aware of geographical and cultural specific issues to the tribal students during mentoring roles in ashram schools. More qualified experienced, enthusiastic and committed tribal teachers should be appointed in the tribal areas for delivering quality education must be done. The majority schools have very poor student-teacher ratio and classroom-pupils ratio. (Sujatha,1990;Tilak, 1996).

Talukdar,(2013) opines usage of the individualized, thematic and sequential types of instructional materials with local illustrations, visuals and auditory tools will be useful while teaching. Special programme for the ashram school teachers like training from the educational anthropologists is need of the hour to acquire the necessary knowledge and understanding about the background, characteristics and problems of tribal children and relevant teaching techniques according to the needs of the children. Tribal students need more practical experiences. Hence, teaching through local games, teaching science through practical's and project methods focusing more on observation, learning by debates, inductive and inquest approaches so as to make first hand learning experiences may be useful in grater quality learning activity among the tribal children at ashram schools. Some of the studies have shown that home works must not be given for the children as they can help their parents at home during leisure hours those who are not staying at school hostels ( Sujatha, 2008).

Further, the evaluation system at ashram schools needs more changes. More improvised, diagnostic and informal type of evaluation is need of the hour. Experts opine better teachers must focus on oral, practical and situational test,

observational techniques. Help from the anthropologists may be taken here. Moreover, the Teacher-pupil ratio is very poor in many ashram schools till date. This also invariably affects on the quality of instructions in the schools. More usage of co-curricular activities including local day to day activities like folk dance, a drama focusing the greater pupil participation may be conducted to enhance grater leaning experiences of the students. Above all such teacher's perceptions about ST students must change and they must help boost confidence among the students. The good knowledge of socio-economic issues of the tribes is very necessary for the teachers for successful teaching. The learning levels of the tribal children are low, but urgent remedy is to be followed soon. Methods of teaching must have a good relation to the real tribal life conditions(Sujatha ,1990; ICSSR,1985). Talukadar (2013) opines *"different types of programmes like compensatory, remedial, enrichment, guidance, teacher-orientation, parental education, and curriculum renewal and so on-which will help in increasing the educational attainment and personality development of the tribal children"*.

Further the success of quality of education largely depends on the motivations. Basically tribal's are living with low socio -economic status. Obviously the level of motivation and self-esteem will be comparatively low among tribal children. The main reason for this problem is current tribal education system. It is more or less urban based, non-tribalistic and absence of culture specific even today. All syllabuses are urban orientated. Also many ashram schools are running a shortage of qualified teachers and teachers are from the urban areas only and they are not aware of tribal culture at all which hampers on the quality of instruction without any doubt. Urban teachers are not sympathetic or concerned about tribal students due to the cultural gap. Reports say that only 0.56% of ashram school teachers are basically from either Anthropology or Sociology disciplines. The majority of the teacher is from non-tribal community. Teacher's absenteeism is also a big issue in case of quality instruction in ashram schools (Rani and Nanjunda, 2007). They are not being paid regularly and they don't have any job security. All are a temporary one. It is found that that teachers' visits only two or three times in a weak to the schools. Lack of interest, remoteness, low level of motivation, inspiration, absence of proper monitoring system, and lack of commitment among the teachers also hindering the quality of teaching (ICSSR, 1996). John and Singh (2014) writes activity like "priority setting tasks (for decisiveness), group exercises (for friendliness), making plans (for responsibility), community work (for inter and intrapersonal awareness and management), project work (for curiosity), organizing activities (for dominance and self concept), etc may be tried in ashram schools to increase learning level of the below average students".

Though, Govt. is committed to providing quality tribal education, the parents' indifference is also causing a serious hurdle here. In tribal society children from the early age will be engaged in cooking food, fetching water, siblings care, support in the field, collection minor forest food, grazing etc. low level of motivation among the parents are very common here parents are not showing much interest to send their children to school. Parent's feels children always should be in front of them only. They are not aware of the value of school

education it seems. The presence of local roll modules who succeeded in the life out of education is very badly required which may play an effective psychological motivation for the parents and students (Rani,2014). More over as we have seen in much tribal areas shortages of schools have become a major issue. Non-existing facility within a habitation is a policy concern too. Looking at the disparity condition in terms of deprivation, more children of tribal group school age children are deprived of quality primary schools within their habitations. Parents don't like to send their children to the distant schools. ( Jyotsna and others,2017).

#### Future research

A systematic study of the functioning of Ashram Schools India is very much required today with respect to academic inputs like curriculum, the impact of teaching learning materials, quality of instruction, emotional and personality development of the students, curriculum, role of local culture teaching learning material methodology of teaching has been undertaken. New studies are required to validate as to how far these inputs would be contributing to improving the achievement level /quality of tribal children. In this context the current research on ashram schools in the 3 states will be undertaken to determine the extent to which aims and objectives and the reasons therefore. Since the majority of a Ashram schools have problem with respect to the infrastructure the study will be mainly related to how infrastructure as a close association with the delivery of culture based instructions and the quality learning of the students. The new study must produce with an analysis of the qualitative and quantitative data generated during the study with standardized parameters. These parameters can be used as a guide to carry out similar kinds of studies in other parts of the country. The study result must be indented to improve both the planning and execution of programmes and to consider changes in the current teaching g methodology and necessary of the geographical and cultural specific policies to provide quality education for the tribal children. Also future studies must focus on the structural attributes of the system including curriculum, language, teacher's quality, learning level of the students etc . it help for brining quality in to the teaching and learning process. This study will use a mixture of anthropological, sociology and psychology knowledge and approaches which is truly interdisciplinary. Regular study is must to evaluate various vital segments of the tribal education program through a vigorous field study.

#### Conclusion

As for as organic linkage with the tribal education schemes are concerned, there is no basic service for a comprehensive attempt to understand education as a different sub culture complex in developing a model of culturally suited educational programmes specially for the tribal children. The current Ashram schools have two major issues1. Infrastructural 2. and quality of delivery. Infrastructure as well as quality of delivery has a close relation. If infrastructure suffers invariably it affects on the quality of education. This study highlights the

infrastructural issues and the degree of utilization of the infrastructures in delivering quality education to the tribal students. The study opine to improve the quality of education a fresh focus on culture and geographically specific tribal education policies is the need of the hour. Also this study found that required changes need to be incorporated in the methodology of teaching curriculum to enhance the learning ability, emotional ability, cognitive ability, and personality development of the tribal students in the local language. The study may also touch upon teachers' new role as mento in the ashram schools. Additional analysis that will aid in understanding the theoretical and practical hurdles in the previous interventions is also the need of the hour.

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