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सत्यमेव जयते

GOVERNMENT OF MAHARASHTRA

STUDY OF WORKING OF AIDED ASHRAM SCHOOLS RUN BY THE VOLUNTARY ORGANISATIONS IN MAHARASHTRA STATE

TRIBAL RESEARCH & TRAINING INSTITUTE MAHARASHTRA STATE PUNE

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Preface

In order to provide better education to the children of the Scheduled Tribes, the State Government is implementing the scheme of Ashram Schools run by Voluntary Agencies since 1954-55. These Ashram schools are residential schools with attached hostels, where free education, lodging and boarding is provided to the children. The Voluntary Agencies running the Ashram schools are given grant-in-aid by the Government.

The demand for grant-in-aid Ashram schools is increasing day-by-day. The Government of India, therefore, thought that before taking up the scheme on large scale, the work of Ashram schools run by voluntary agencies and those run by the Government should properly be evaluated. Thus, at the instance of the Government of India, Ministry of Welfare, the State Government in Tribal Development Department entrusted the work of "Indepth study of Ashram schools run by Voluntary organisations in the State" to this institute.

In the present evaluation study, the enrolment of students, total capacity of inmates, vacancies of teachers, results during last three years, drop out of S.T. students, per capita expenditure and total expenditure, general defficiencies etc. of the Ashram schools by type have been high lighted.

In bringing out the present report, the basic data of both type of Ashram schools was collected from

the Directorace, Tribal Development Department, Nasik. Similarly, with a view to collect up-to-date information of the Aided Ashram schools, a detailed proforma was designed and supplied to each school. The views expressed by heads of some voluntary agencies regarding their problems are also taken into account while preparing this report.

The evaluation study was undertaken and completed by Shri. D.M. Raskar, Research Officer under the supervision of Shri. M.B. Surana, Deputy Director, under my guidance. Shri. J.B. Awahat, S.A. assisted the Research Officer in tabulation work.

I am thankful to the Director, Tribal Development Department, Nasik for sparing the basic data of the Ashram Schools. I am also thankful to the authorities of the Aided Ashram schools who furnished the information of their schools and extended their co-operation.

I am sure that this report will be useful to the authorities who administer the scheme. It is also hoped that this report will prove useful to the planners and research scholars who are engaged in the field of tribal development.

(Dr. G.M. Gare,)
Director,
Tribal Research and Training
Institute, Pune - 1.

Place : Pune.

Date : 25/3/89.

C O N T E N T S

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CHAPTER NO. I

INTRODUCTION

IMPORTANCE OF EDUCATION IN TRIBAL DEVELOPMENT :-

1. The importance of Education for individual and national development has long been realised in the country. In the modern era, Education is the major determinant of an individual's changes for economic and social success. Education is also required for performance of one's most essential public responsibilities and it is the very foundation of good citizenship. It brings about social equality and therefore, education is the most crucial element for the poors as it operates as a social equaliser. Success in education is the most accessible route for the socially depressed classes to break free of the condition and culture of poverty and to take place in the broad spectrum of social life.

2. Uptill the 6th Five Year Plan, Education in the country was taken to be the social service rather than an input in the development process. With the beginning of the Sixth Plan, there has been a change in the emphasis. and education has been considered as ' Pivotal ' in the social and economic development of the country through the development of human resources. Priority has been accorded to the universalisation of elementary education and eradication of illiteracy. " The National Policy of Education (1986)" also envisages universalisation of primary education and adult literacy by 1990. Thus, education is pre-requisite for the progress and development

of the Society.

3. Article 46 of the Constitution lays down that :- "The State shall protect with special care, the education and economic interest of the weaker sections of the people in general and of the Scheduled Castes/ Scheduled Tribes in particular and shall protect them from social injustices and all forms of exploitation". The fact that it mentions education first and economic interest next, unambiguously demonstrates the primacy of education and awareness in the schemes for tribal development. Education is the fountain of awakening which enables the tribals to appreciate the need to develop economically. Education transforms a community from an inert and rusty society into a dynamic and vibrant one which can join in the march of national prosperity and claim its rightful share in it. Therefore, all commissions, Committees and study groups which have reported on tribals, have declared education as the key to their development.

4. Apart from the economic development and raising the standard of living, one of the foremost objectives of Tribal Sub Plan is to improve the quality of life of tribal people. As stated earlier, it is only through education that their aptitudes can be developed, hidden potentialities explored and talents exploited so as to enable them to think about the schemes of their social and economic development. The Government, therefore, have accepted the education as an effective weapon not only for reducing illiteracy among tribals but also for

changing their attitude towards life. Education is not only an input for economic development, but is essential for providing inner strength to tribal community so that it can stand on its own.

5. It is in this context and Constitutional safeguards, more and more educational schemes are being implemented by the State and Central Government for the educational upliftment of the tribals. Award of Post-Matric Scholarships, Ashram Schools, Hostels, Book Banks etc. are some of the schemes specially meant and implemented for them. The Government of Maharashtra has made education of its people in general and weaker sections in particular a sheet anchor of its progress. Therefore, for the spread of education amongst the tribals, the Government is specially implementing the scheme of Government Ashram Schools. In addition to Government Ashram Schools, there are some Ashram Schools run by the Voluntary organisations on grant-in-aid basis, which share the responsibility of spreading education among the tribals. The present report maninly deals with the evaluation study of "Working of the Aided Ashram Schools run by the Voluntary Agencies in Maharashtra State".

The reference year of the study is 1987-88.

ROLE OF VOLUNTARY AGENCIES IN TRIBAL DEVELOPMENT :-

6. The need for and necessity of the Voluntary Agencies in the tribal development cannot be over emphasised. Paul Choudhari defines the Voluntary efforts as - "Voluntary efforts refer to those acts of individual, groups, etc. which through motivated by different

considerations are spontaneous and aim at providing services to the needy destitutes and handicapped. These voluntary efforts can be made to do social service on individual basis or though a organisation, such an organisation which has been formed for making voluntary effort in the field of any human activity is known as "Voluntary Organisation".

7. In other words, voluntary agencies are those which are engaged in the work of social welfare and community organisations. Through socio-economic programmes these organisations enable people to exercise the power and strength of people which the people themselves possess. These organisations are the catalysts for a constructive work, breaking down the barriers created by the economic and social problems created by an agro-industrial society through social disparities, vested interests and institutionalised forms of oppressions. Their task is to develop in individuals and in communities the positive critical attitude and healthy human relationships based on justice and liberty in socio-economic and political structures of society. In short, voluntary agencies are those organisations which are engaged in the developmental task of the total man in community with a special concern of the weaker sections.

8. The Government of Maharashtra have always encouraged the Voluntary Agencies of proved probity/ability to take up welfare activities in the tribal areas, because the Government feels that the Government efforts, whatsoever efficient, may not be substitute for the dedicated services rendered by the Voluntary Agencies. It is realised by the Government that development of tribal people and their areas will take place rapidly only when officials and voluntary agencies act together in close co-operation with one another to achieve developmental goals. Therefore, the Government attaches a great significance to the implementation of tribal development programmes through voluntary agencies.

9. The role of voluntary agencies in the implementation and administration of tribal developmental programmes is three fold -

(i) To act as catalyst in the village community where the Government functions with the developmental programmes.

(ii) To build model-experiments in the fields in which the Government is not yet prepared to enter;

(iii) To act as the agent of the people of an area.

10. ACTIVITIES OF VOLUNTARY AGENCIES :-

With a view to uplift the tribal people, voluntary agencies in the State are working in tribal areas since last 50 years. Their activities can be summarised as below :-

(i) To run Ashram Schools for the Scheduled Tribes on grant-in-aid basis;

(ii) To manage hostels for backward classes on grant-in-aid basis;

(iii) To run the Balwadis on grant-in-aid basis and to render other services to the tribal people;

(iv) To create social awakening and to build social organisations among the tribal people.

(v) To assist tribal people in getting possession of their alienated lands;

(vi) To provide medical and health services to the tribal people in remote areas;

(vii) To stop economic and social exploitation of the tribal people.

11. Out of the above mentioned activities of Voluntary Agencies in the State, the activity of running aided Ashram Schools for the Scheduled Castes and Scheduled Tribes is the most important activity.

HISTORICAL BACKGROUND OF AIDED ASHRAM SCHOOLS :-

12. Educational activities in an embryonic form were pioneered by the Christain Missionaries in Thane District of Maharashtra State. This was at the beginning of this century when teaching by them was combined with health and medical care. Later on, more and more schools were opened by them and by the time of 1920, they expanded their activities in Nashik, Dhule and other Districts. This had attracted and cought the sight of noble Indians and led them to the formation of social organisations for the upliftment of poors and downtroden people. The following are the some of the social organisations which had established with such spirit and zeal.

(1) Gokhale's Bharat Sevak Samaj in Pune (1905).

(2) Barve and Thakar's Paschim Khandesh Bhil Seva Mandal in Nandurbar (1918).

(3) Thakkar Bappa's Bhil Seva Mandal Dohad, in 1922.

(4) More's Adivasi Shikshan Prasarak Mandal in Yavatmal. (1938).

(5) Acharya Bhise's Adivasi Seva Mandal in Thane (1940).

(6) Bidkar's Dang Seva Mandal (1944).

These organisations mainly concentrated on education of tribal children through Ashram Schools and Hostels. Thus, the entire effort in the pre-independence era towards educating tribals was voluntary and in the hands of men and women of ability, devotion and dedication.

13. It was only in the post-independence period that tribal education, and education through Ashram Schools in particular, was conceived by the State Government as an area of intention and effort. The Vandrekar Committee (1947) appointed by the Government with the help of Shri. Acharya Bhise and other members recommended that -

(i) There should be compulsory education in tribal area;

(ii) A primary school should be opened for a village having more than 500 population;

(iii) There should be one central school with hostel facility and arrangements for imparting education in agriculture for a group of 10 primary schools;

(iv) Each school should have its own building and a separate accommodation for the teachers;

(v) Special incentive should be given to the teacher's working in tribal areas;

(vi) While considering promotions of teachers, There services in tribal areas should be take . into account.

14. Following these recommendations and in consultation with Shri. Acharya Bhise, the first Aided Ashram School was opened in 1954 at Talwade in Jawahar Tahsil of Thane District. The success of this Ashram School enlightened the Government to open more and more Aided Ashram Schools in tribal areas of the state. Thus, from 1954 to 1972 (theyear in which the scheme of opening the Government Ashram School was launched) the policy of the Government remained restricted to encouraging voluntary organisations to take up the responsibility of running Ashram Schools with Government assistance and supervision through the Education Department. By the year 1972, the number of such Aided Ashram Schools in the State rose to 125 including the 24 Aided Ashram Schools looked after by the Tribal Development Corporation which later on were transferred to the Directorate of Tribal Development Nasik.

ABOUT THE SCHEME :-

15. As stated earlier, the scheme of grant-in-aid to Ashram Schools for the Welfare of Scheduled Tribe Children run by voluntary agencies was initially started in the year 1954 by the Education Department.

Laten on this Scheme was transferred to the Directorate of Social Welfare and then to the Directorate of Tribal Development Department in the year 1975-76. The aided Ashram School is a residential primary school where mostly tribal boys and girls are admitted. The schools grow from 1st to VIIth standard into full-fledge primary units, and those schools which are permitted to add the secondary standards are called post-basic Ashram Schools. In these schools, the students are given free education, boarding and lodging. Apart from this, books, writing materials, school uniforms, medical aid and other basic requirements are provided to the students free of cost.

16. Under th scheme, voluntary agencies running Ashram Schools are given grant-in-aid at 90% of the rates fixed for various admissible items of expenditure. These include expenditures on lodging and boarding of the students, salaries of teachers and essential staff, rent of the building, library books, school uniforms, medical aid and similar such essentials which aggregate to 32 admissible items. The list of approved items of expenditure is given in Annexure No.1. It is expected that the voluntary agencies should have some responsibility and they should run the schools properly by bearing 10% liability. The rates of grant-in-aid of the admissible items of expenditure

were first fixed at the start of the scheme (i.e. in 1954-55) and were revised in the year 1979,1982 and 1985 etc. Oflate, a subsistance grant of Rs. 95/- for a boy and Rs. 100/- for a girl (hosteller) was g given to the voluntary agencies who run the schools. Recently the Govt. has revised the rates irrespective of boy or girl hosteller and it has been fixed as Rs. 125/- p.m. with effect from 1st June 1988 vide GR No. एमआयएस-१०८८/५९३/का-१३ दिनांक ३०-३-१९८९ However, the total number of hostellers is limited to 120 for primary and 120 for secondary schools at the maximum limit of 36 hostellers from each standard.

17. By the end of 1988, there were total 119 grant-in-Aid Ashram Schools spread over in the 18 Districts of Maharashtra State. Out of which 55 schools were the post-basic Ashram Schools. These added Ashram Schools were run by the 64 different voluntary agencies all over the State. The names of these voluntary agencies and the number of the Ashram Schools they run are appended at Annexure II, Regionwise and areawise (Tribal sub plan area & outside Tribal sub plan Area) number of aided primary and post-basic Ashram Schools (1987-88) in the State in nut-shell is given in the following table No. 1.1.

TABLE No. 1.1

Sr. No.	Name of Region.	Aided Primary Ashram Schools in		Total Primary schools	Aided Post basic Ashram schools in		Total post basic Ashram Schools.
		TSP area	OTSP area		TSP area	OTSP area	
1.	Sahyadri	74	11	85	35	7	42
2.	Gondwan	28	6	34	12	1	13
	State Total	102	17	119	47	8	55

18. The above table clearly shows that large number of Aided Ashram Schools (Primary as well as post-basic) are situated in Sahyadri region of the State as compared to Gondwan region.

19. Districtwise total number of aided Ashram Schools and the post-basic Ashram Schools is given in Table No. 1.2.

TABLE NO. 1.2.

Sr. No.	Name of the District	Total No. of aided Ashram Schools	No. of aided post basic Ashram Schools
1	2	3	4
	(a) SAHYADRI REGION		
1.	Nasik	20	13
2.	Dhule	26	9
3.	Thane	21	10
4.	Raigad	4	1
5	Jalgaon	6	4
6.	Aurangabad	1	1
7.	Ahmadnagar	4	2
8.	Pune	2	2
9.	Solapur	1	1
	Region Total (a)	85	43

1	2	3	4
	(b) Gondwan Region.		
10.	Nagpur	1	1
11.	Amravati	3	1
12.	Yavatmal	7	4
13.	Nanded	2	2
14.	Parbhani	2	-
15.	Akola	1	-
16.	Bhandara	2	1
17.	Gadchiroli	13	2
18.	Chandrapur	3	1
	Region Total (b)	34	12
	STATE TOTAL (a+b)	119	55

20. From the Table No. 1.2. it is clear that in Sahyadri region, Thane, Nasik and Dhule Districts are haveing maximum number of aided Ashram Schools compared to other Districts. Similarly, in Gondwan region, Districts Gadchiroli and Yavatmal score more aided Ashram Schools.

21. During the year 1987-88 about 33000 students were studying in these aided Ashram Schools the Schoolwise details of total number of students, S.T. students and number of hostellers etc are given in table no 1.3.

TABLE 1.3

The details of total number of students, ST students and other students alongwith the number of hostellers in aided A-shram Schools in Maharashtra State during the year 1987-88

Sr. No.	Place of aided Ashram school	Tahisil	District	Number of students in the school			Number of hotellers		
				ST	Others	Total	ST	Others	Total
1	2	3	4	5	6	7	8	9	10
(a)	Primary Ashram Schools (upto 7th standard)								
1.	Ozar	Peth	Nasik	120	1444	264	120	-	120
2.	Chinchwad	-do-	-do-	120	402	522	120	-	120
3.	Nirgude	-do-	-do-	120	243	363	120	-	120
4.	Rohile	Nasik	Nasik	128	218	346	128	-	128
5.	Jategaon	-do-	-do-	120	69	189	120	-	120
6.	Dandane	Dindori	Nasik	120	236	356	120	-	120
7.	Pimpri Anchala	Dindori	Nasik	122	192	314	122	-	122
8.	Ambegaon	-do-	-do-	120	45	165	120	-	120
9.	Taked	Igatpuri	Nasik	120	28	148	120	-	120
10.	Khambale	-do-	-do-	120	211	331	120	-	120

1	2	3	4	5	6	7	8	9	10
11.	Umbarthan	Surgana	Nasik	120	147	267	120	-	120
12.	Kukudne	-do-	-do-	120	63	183	120	-	120
13.	Ambepada	-do-	-do-	123	182	305	123	-	123
14.	Surgana	-do-	-do-	60	15	75	60	-	60
15.	Guhi	-do-	-do-	30	-	30	30	-	30
16.	Manur	Kalwan	Nashik	125	433	558	125	-	125
17.	Sule	-do-	-do-	120	61	181	120	-	120
18.	Kapaleshwar	Baglan	Nashik	120	201	321	120	-	120
19.	Jad	-do-	-do-	120	138	258	120	-	120
20.	Saundane	Malegaon	Nashik	120	190	310	120	-	120
21.	Parali	Wada	Thane	120	181	301	120	-	120
22.	Ambiste	-do-	-do-	120	19	139	120	-	120
23.	Bhivali Vajreshwari	Bhivandi	Thane	116	26	142	116	-	116
24.	Chalatwad	Mokhada	Thane	120	138	258	120	-	120
25.	Talwada	Jawhar	Thane	150	152	302	150	-	150

1	2	3	4	5	6	7	8	9	10
26.	Vikramgad	Jawhar	Thane	121	71	192	121	-	121
27.	Man	-do-	-do-	121	19	139	121	-	121
28.	Ghoteghar (Wafa)	Shahapur	Thane	120	-	120	120		120
29.	Bhatsai washind	Shahapur	Thane	120	88	208	120	-	120
30	Kosbad	Dahanu	Thane	120	66	186	120	-	120
31.	Ashagad	-do-	-do-	59	15	74	74		74
32.	Wadi	-do-	-do-	120	58	178	120	-	120
33.	Bapugaon	-do-	-do-	120	51	171	120	-	120
34.	Ranshet	-do-	-do-	120	81	201	120	-	120
35.	Dhundhalwadi	-do-	-do-	120	160	280	120	-	120
36.	Dabhan	-do-	-do-	28	12	40	28	-	28
37.	Agwan	-do-	-do-	32	-	32	32	-	32
38.	Talasari	Talasari	Thane	119	66	185	119	-	119
39.	Sativali	Palghar	Thane	120	41	161	120	-	120
40.	Shigaon	Palghar	Thane	120	85	205	120	-	120

1	2	3	4	5	6	7	8	9	10
41.	Kaman	Vasai	Thane	120	175	295	120	-	120
42.	Wavloli	Sudhagad	Raigad	59	23	82	50	-	50
43.	Chive	-do-	-do-	73	52	125	73	-	73
44.	Umbare	Khalapur	Raigad	83	20	103	83	-	83
45.	Otur	Junnar	Pune	181	518	699	133	-	133
46.	Taleran	Junnar	Pune	195	29	224	126	-	126
47.	Wadphali	Nawapur	Dhule	120	250	370	120	-	120
48.	Nawagaon	-do-	-do-	70	158	218	70	-	70
49.	Sonkhamba	-do-	-do-	120	130	250	120	-	120
50.	Kudashi	Sakri	Dhule	120	92	212	120	-	120
51.	Warsus	-do-	-do-	120	61	181	120	-	120
52.	Dang Shirwade	-do-	-do-	120	77	197	120	-	120
53.	Sangvi	Shirpur	-do-	120	336	456	120	-	120
54.	Rohini	-do-	-do-	120	309	429	120	-	120
55.	Joginpada	Nandurbar	Dhule	120	132	252	120	-	120

1	2	3	4	5	6	7	8	9	10
56.	Songirpada	Nandurbar	Dhule	120	108	228	120	-	120
57.	Kewadipada	-do-	-do-	120	115	235	120	-	120
58.	Khokse	Nawapur	Dhule	120	165	285	120	-	120
59.	Surwani	Akrani	-do-	151	9	160	120	-	120
60.	Rajabardi	-do-	-do-	245	-	245	120	-	120
61.	Kochare	Shahada	Dhule	176	134	310	120	-	120
62.	Chikhli	-do-	-do-	127	67	194	70	-	70
63.	Vaijali	Shahada	Dhule	186	85	271	120	-	120
64.	Molgi	Akkalukuwa	-do-	430	112	502	120	-	120
65.	Raisingpur	-do-	-do-	211	21	212	120	-	120
66.	Jamna	-do-	-do-	280	3	283	120	-	120
67.	Talwadi	Taloda	Dhule	150	-	150	120	-	120
68.	Bilgaon	Akrani	Dhule	117	-	117	50	-	50
69.	Danel	Akkalkuwa	Dhule	41	-	41	30	-	30
70.	Gartad	Dhule	Dhule	44	-	44	44	-	44

1	2	3	4	5	6	7	8	9	10
71.	Satrasen	Chopda	Jalgaon	325	170	495	120	-	120
72.	Karanjane	Chopda	-do-	289	85	374	120	-	120
73.	Pal	Raver	Jalgaon	120	562	682	120	-	120
74.	Satgaon Dongri	Pachora	Jalgaon	142	276	318	93	-	93
75.	Jamnya Gadrya	Yawal	Jalgaon	70	35	105	70	-	70
76.	Umarti	Chopda	Jalgaon	50	136	186	50	-	50
77.	Rahuri	Rahuri	Ahmadnagar	85	90	175	85	-	85
78.	Shenit	Akole	-do-	254	30	284	127	-	127
79.	Sarolepathar	Sangamner	-do-	130	28	158	127	-	127
80.	Wairag	Barshi	Solapur	120	48	168	120	-	120
81.	Sitakhandi	Bhokar	Nanded	123	8	131	123	-	123
82.	Chenapur	Nanded	Nanded	136	199	335	136	-	136
83.	Jamrun andh tanda	Hingoli	Parbhani	120	192	312	120	-	120
84.	Limbi	Kalamnuri	-do-	30	20	50	30	-	30
85.	Nagarwadi	Achalpur	Amravati	196	111	307	120	-	120

1	2	3	4	5	6	7	8	9	10
86.	Salona	Melghat	-do-	196	22	218	125	-	125
87.	Pahapal	Yavatmal	Yavatmal	41	2	43	34	-	34
88.	Marki	Maregaon	-do-	153	98	251	120	-	120
89.	Khateshwar	Kalamb	-do-	122	83	205	83	-	83
90.	Umari	Kelapur	Yavatmal	215	186	401	120	-	120
91.	Chandapur	Ghatanji	-do-	47	7	54	30	-	30
92.	Marsul	Pusad	-do-	30	15	45	30	-	30
93.	Akoli(Bargi)	Kelapur	Yavatmal	30	-	30	30	-	30
94.	Dahode	Ramtek	Nagpur	170	76	246	120	-	120
95.	Jambhali Khamba	Sakoli	Bhandara	163	199	362	140	-	140
96.	Girola	Gadchiroli	Gadchiroli	120	103	223	120	-	120
97.	Kamalapur	Sironcha	-do-	182	181	363	120	-	120
98.	Udera	-do-	-do-	133	58	191	120	-	120
99.	Vengaloor	-do-	-do-	180	33	213	121	-	121
100.	Hemalkasa	Etapalli	Gadchiroli	63	13	76	70	-	70

1	2	3	4	5	6	7	8	9	10
101.	Nelgonda	Aheri	Gadchiroli	41	-	41	41	-	41
102.	Mannerajaram	-do-	-do-	30	75	105	30	-	30
103.	Dongaragaon	Mul	Chandrapur	159	175	334	118	-	118
104.	Bhari	Rajura	-do-	28	-	28	28	-	28
105.	Belegaon	Manor	Akola	31	-	31	31	-	31
106.	Chauka	Aurangabad	Augrngabad	128	187	315	128	-	128
	TOTAL			13,194	11,232	24,426	10,947	-	10,947

NOTE : Information of rest 13 Ashram Schools was not available.

Table 1.3 (continued)

Details of total number of students, ST students and other students alongwith the number of hostellers in aided Post basic ashram schools in Maharashtra state during the year 1987-88. (8th to up to 10th standard)

1	2	3	4	5	6	7	8	9	10
(b)	Aided Post Basic Ashram Schools								
1.	Chinchwad	Peth	Nashik	153	7	160	123	-	123
2.	Nirgude	-do-	-do-	135	8	143	97	-	97
3.	Rohile	Nashik	-do-	153	22	175	121	-	121
4.	Padane	Dindori	-do-	163	42	205	135	-	135
5.	Pimpri Anchala	-do-	-do-	165	-	165	128	-	128
6.	Khambale	Igatpuri	-do-	120	16	136	120	-	120
7.	Manur	Kalwan	-do-	252	18	270	128	-	128
8.	Kapaleshwar	Baglan	-do-	282	113	395	120	-	120
9.	Umbarthan	Surgana	-do-	63	60	123	56	-	56
10.	Ambepada	-do-	-do-	92	4	96	85	-	85
11.	Saundane	-do-	-do-	45	3	48	45	-	45
12.	Wavloli	Sudhagad	Raigad	56	193	249	56	-	56
13.	Parali	Wada	Thane	134	31	165	120	-	120

1	2	3	4	5	6	7	8	9	10
14.	Bhivali(Vajreshwari)	Bhivandi	Thane	92	10	102	79	-	79
15.	Chalatwad	Mokhada	Thane	133	3	136	41	-	41
16.	Vikramgad	Jawhar	-do-	141	4	145	120	-	120
17.	Bhatsaivashind	Shahapur	Thane	66	5	71	67	-	67
18.	Talasari	Talasari	-do-	485	136	621	109	-	109
19.	Ashagad	Dahanu	Thane	88	17	105	86	-	86
20.	Bapugaon	-do-	-do-	175	9	184	107	-	107
21.	Kaman	Vasai	-do-	153	90	243	120	-	120
22.	Wadphali	Nawapur	Dhule	358	-	358	164	-	164
23.	Nawagaon	-do-	-do-	189	12	201	151	-	151
24.	Rajbardi	Akrani	Dhule	37	-	37	33	-	33
25.	Raisingpur	Akkalkuwa	Dhule	36	-	36	30	-	30
26.	Molgi	-do-	-do-	93	13	106	67	-	67
27.	Kochare	Shahada	-do-	68	20	88	60	-	60
28.	Chikhli	Shahada	Dhule	170	83	253	170	-	170
29.	Dangshirawade	Sakri	-do-	154	85	219	135	-	135

1	2	3	4	5	6	7	8	9	10
30.	Jamna	Akkalkuwa	-do-	99	1	100	88	-	88
31.	Nagarwadi	Achalpur	Amravati	34	97	131	26	-	26
32.	Sitakhandi	Bhokar	Nanded	54	2	56	54	-	54
33.	Chenapur	Nanded	-do-	101	50	151	101	-	101
34.	Marki	Maregaon	Yavatmal	35	27	62	29	-	29
35.	Khateshwar	Kalamb	Yavatmal	74	71	145	65	-	65
36.	Umari	Kelapur	-do-	58	82	140	55	-	55
37.	Otur	Junnar	Pune	162	6	168	122	-	122
38.	Taleran	-do-	-do-	118	10	128	112	-	112
39.	Rahuri	Rahuri	Ahmadnagar	196	149	345	123	24	147
40.	Shenit	Akole	-do-	114	8	122	92	-	92
41.	Satrasen	Chopda	Jalgaon	120	155	275	120	-	120
42.	Pal	Raver	Jalgaon	121	191	312	83	-	83
43.	Karjane	Chopda	-do-	51	71	122	93	-	93
44.	Satgaon Dongri	Pachora	Jalgaon	97	333	430	97	-	97

1	2	3	4	5	6	7	8	9	10
45.	Chauka	Aurangabad	Augangabad	120	49	169	120	-	120
46.	Wairag	Barshi	Solapur	80	1	81	80	-	80
47.	Dahode	Ramtek	Nagpur	76	45	121	74	-	74
48.	Jambhali Khamba	Sakoli	Bhandara	30	11	41	22	-	22
49.	Kamalapur	Sironcha	Gadchiroli	78	27	105	38	-	38
	TOTAL OF AIDED P.B.A. Schools (8th to 10th std.)			6,069	2,370	8,439	4,427	24	4,451
	Total of aided primary Ashram Schools (1 to 7th std.)			13,194	11,232	24,426	10,947	-	10,947
	GRAND TOTAL: (Up to 10th Standard)			19,263	13,602	32,865	15,374	24	15,398

CHAPTER NO. - II

OBJECTIVES, METHODOLOGY AND COVERAGE OF THE STUDY.

1. The Commission for Scheduled Castes and Scheduled Tribes in their Sixth Report (1983-84) have recommended that an indepth study of working of Aided Ashram Schools run by the Voluntary Organisations may be taken up by the State Government. Similarly, a conference of State Welfare Ministers which was held on 24th and 25th January 1986 at New Delhi, discussed many topics including the question of education of the, Scheduled Tribes and they made certain important suggestions in this regard. The Ministers insisted on the opening of a large number of Aided Ashram Schools which preferably ought to be manned by the experienced teachers selected from local tribal youths.

2. Above all, the conference recognised the role of Voluntary Organisations in tribal education. It was the view of the conference that the Voluntary Organisations generally show greater commitment, innovativeness, flexibility and sensitivity to community needs. Therefore, the Ministers insisted that the rules and procedures of assistance to aided organisations should be simplified and a method should be evolved for progressively raising the standard

of their services. At the same time, it was also emphasised that utilization of the grants of such voluntary Orga .sations should regularly be monitored and that the bogus voluntary organisations should be weeded out. In order to take up the scheme in a big way, it was necessary to evaluate the programme so that defects could be removed.

3. With this background, the Government of India, Ministy of Welfare vide their D.O. Letter No. 18012/2/87-TD(R), dated 18th November 1987, asked the State Government to undertake an " Indepth study of the working of the Aided Ashram Schools run by the Voluntary Organisations in the State " and report thereon should be submitted to Govt. of India. Thus, at the instance of the Govt. of India, the State Government in Tribal Development Department, vide their letter No. ट्रीएएस-१०८७/८९/का-१३ dated 24.12.1987 entrusted the work of evaluation of Aided Ashram Schools in Tribal area to Director, Tribal Development, Nasik and to this Institute simulteneously.

4. While undertaking an indepth study of the Aided Ashram Schools in the State, the following objectives were kept in view :-

(1) To know present working of Aided Ashram Schools in the State.

(2) To point out the bottle-necks and loopholes in the present working and administration of aided Ashram Schools.

(3) To point out the general difficulties of these Ashram Schools as compared to those of the Government Ashram Schools.

(4) To assess the impact of these aided Ashram Schools on tribals.

(5) Taking into consideration the pecularities of the tribal areas, to assess the flexibility (suitability) of increasing the number of aided Ashram Schools for educational development of the Scheduled Tribe people alongwith reducing drop-out rates of students.

(6) To find out the total capacity of inmates in aided Ashram Schools with existing strength comparing with the Government Ashram Schools.

(7) To know the position of vacancies of the teachers in these schools.

(8) To find out the percentage of results of the S.S.C. examinations in these Ashram Schools as compared to the Government Ashram Schools.

(9) To know per capita and total expenditure on these schools.

(10) To find out the rates of drop outs of students at primary and secondary levels.

(11) To suggest remedies to overcome the loopholes and bottlenecks.

(12) To explore social, cultural and organisational factors helpful to the effective operation of these Ashram Schools.

(13) To find out ideal pattern of distribution of the grants to these Ashram Schools so as to have their smooth functioning.

(14) Lastly, to evolve the machinery for co-ordination and better implementation of the scheme.

METHODOLOGY

5. The year 1987-88 was fixed as the reference year for the study. Therefore the basic requisite information of aided Ashram Schools working in the State as on 31st March, 1988 was collected. The grants to these Aided Ashram Schools are released by the Directorate of Tribal Development, Nasik. Therefore the directorate, Nasik was asked to furnish the requisite information of these schools in the prescribed proforma.

The proforma prepared was first tested in some of the Aided Ashram Schools from Thane District, So as to get the correct information. On the basis of the experience gained during testing of the proforma the proforma was redesigned and was sent to every Aided Ashram School. The proforma used for collecting the basic information of Aided Ashram Schools is appended at Annexure No. III in the Report.

6. So far as coverage of the study is concerned, in all 119 Aided Ashram Schools run by the Voluntary Organisations in the State were asked to forward the information in the proforma supplied to them. Till the end of October 1988, 78 Aided Ashram Schools had frowarded the information to this Institute. Hence, the present study/report is mainly based on the information of these 78 Aided Ashram Schools. The data so callected is scrutinised, tabulated and presented and the results so obtained are used in the report.

7. Apart from collecting the necessary information of the Aided Ashram Schools through the designed proforma, some of the Ashram Schools were visited by the research team to have an idea of their performance in general and the difficulties in particular. In order to assess the views of the heads of some of the Voluntary organisations

and those of the head masters of some Aided Ashram Schools, personal interviews were also conducted. Apart from the conclusions derived from the collected data, the views expressed by the heads of voluntary organisations and Head Masters of Aided Ashram Schools have also been incorporated in the present study of the Aided Ashram Schools.

8. The data of the previous evaluation studies of Government Ashram Schools are used to indicate the position of Government and Aided Ashram Schools comparatively wherever possible.

9. The suggestions made in the report are based on field surveys and experiences, information received from the School authorities and official data collected.

CHAPTER No. - III

FIELD PROFILE : FEW OBSERVATIONS

1. After designing the proforma for collection of information a sample size of the Aided Ashram Schools to be surveyed was decided. Taking into consideration many constraints like volume of work, nature of work, lack of man-power, time at the disposal and geographical mobility in the tribal area in the State, it was not possible to cover up all the Aided Ashram Schools in the State. Therefore, it was decided to canvass about 10 per cent (i.e. 10 to 12 Aided Ashram Schools) of the total aided Ashram Schools from both the regions (viz. the Sahyadri region and the Gondwan region) of the State. It was also decided that from each region, only two districts, having maximum number of aided Ashram Schools should be selected for the field work. Accordingly, the Districts Thane and Dhule from the Sahyadri region and the districts Gadchiroli and Yavatmal from the Gondwan region had been selected for the case studies.

2. In addition to the case studies, interviews and discussions were held with the concerned head masters of aided Ashram Schools and with the heads of the voluntary organisations to know their views about various problems they face and about the Government policy. They were also asked to suggest some measures for smooth functioning of the aided Ashram Schools alongwith the measures for rendering good quality education Similarly, the concerned Tribal Development Officers

as supervising officers were also called on to give their assessment about the working and performance of the Aided Ashram Schools under their jurisdiction.

3. It will be worth while to mention here that different aided Ashram Schools run by different voluntary organisations were chosen for the case studies so as to know the difference in their working. In other words, instead of studying more than one Aided Ashram Schools of a particular organisation only one Aided Ashram Schools of each different organisation was studied under the case study method. The main objectives of the case studies were set as under.

4.1 To assess the general working of the Aided Ashram School alongwith the study of the School with special reference to the infrastructural facilities like sufficient drinking water, communication, electrification, medical aid etc., available at the place of location.

4.2 To see the present status of the facilities like school and hostel buildings, furniture, play ground, library, stationery, etc. in the aided Ashram Schools.

4.3 To ass

4.3 To assess the administrative working of the Aided Ashram Schools.

4.4 To know the quality of food and other things given to the hostellers in these aided Ashram Schools.

4.5 To know the difficulties of the teachers, staff, and the students in the Aided Ashram Schools.

5. Details of the case-studied of Aided Ashram Schools carried out are given in the Table No. 3.1.

TABLE NO. 3.1

Sr.	Name and Place of the Aided Ashram School	District	Tahsil	Whether Primary/ Post-basic.	Name of the agency who runs the school.
1	2	3	4	5	6
		SAHYADRI REGION			
1.	Ashram School, Ranshet.	Thane	Dahanu	Primary	Shikshan Prasarak Mandal, Thane.
2.	Balkan-ji-bari post-basic Ashram School, Bapugaon.	-"-	Dahanu	Post-basic	Balkan-ji-bari, Santacruz, Bombay.
3.	Post-basic Ashram School, Talasari.	-"-	Talasari	Post-basic	Gokhale Education Society, Nashik.
4,	Post-basic Ashram School, Wadphali	Dhule	Nawapur	Post-basic	Nawapur Taluka Shikshan Prasarak Mandal, Nawapur.
5.	Vikas Ashram Shala, Songirpada.	Dhule	Nandurbar	Primary	Nandurbar Taluka Vidhayak Karyakari Samiti, Nandurbar.
6.	Post-basic Ashram School, Dang-Shirwade	Dhule	Sakri	Post-basic	Sakri Taluka Adivasi Sewa Mandal, Pimpalner.

1	2	3	4	5	6
		GONDWAN REGION			
1.	Shri Gurudeo Post-basic Ashram School, Kamlapur.	Gadchiroli	Aheri	Post-basic	Shri Gurudeo Seva Mandal, Gurukunj Ashram, Amravati.
2.	Lok Biradari Ashram School, Hemalkasa.	-	Etapalli	Primary	Lok-Biradari Prakalp, Hemalkasa.
3.	Adivasi post-basic Ashram Shala, Khateshwar	Yavatmal	Kalamb	Post-basic	Deoram Patil Gramin Vikas Pratisthan, Yavatmal.
4.	Abasaheb Parvekar Ashram Shala, Pahapal.	Yavatmal	Kelapur	Primary	Parwa Shikshan Sanstha, Parwa.
5.	Gadge Maharaj Adivasi Ashram School Umari	-do-	Kelapur	Post-basic	Gadge Maharaj Mission Bombay.

Table No. 3.1 indicates that in all eleven Aided Ashram Schools were studied under the Case-Studies; out of which, 6 Ashram Schools were from Sahyadri region while 5 ashram Schools were from Gondwan region. The table also indicates that of the eleven Aided Ashram Schools, seven were the post-basic and four were the primary Ashram Schools.

6.1 Out of the 11 Aided Ashram Schools studied under the case-studies, all the schools had their own buildings. However, four of them had inadequate accommodation. Only one Aided Ashram School had separate buildings for school and hostel purpose. In case of other schools, the school facility and the hostel facility was made available to the students in one and the same building.

6.2 In case of drinking water supply, authorities of the two schools stated that they face drinking water problem during March and April, as the supply of water through bore-wells falls short. However, it was learnt that the problem was not much severe. The other schools had adequate drinking water facility throughout the year.

6.3 All the aided Ashram Schools, except one, had electricity, The aided Ashram school at Himalkasa was without electricity as there has not been the electrification in the area.

6.4 Out of the 11 Aided Ashram Schools, Seven Schools had not sufficient educational material, furniture, play ground, bathrooms and urinalse etc.

6.5 Three Aided Ashram Schools were observed to have medical facility available at the place of schools itself, while in case of the other schools the medical facility was available within a distance of 2 to 4 Kms. from the school.

6.6 In case of two Aided Ashram Schools, the quality of food given to the students in the hostel seemed poor. Only bread and curry of pulses was served. It was learnt from the students that green vegetables and fruit vegetables are given only on certain occasions.

6.7 In the six Aided Ashram Schools, most of the students had their dresses either dirty or torn. Students were noticed in the shabby dresses. An enquiry with the Head Master revealed that due to scanty amount of grants for dress and also due to unsound financial position of the organisation, it becomes difficult to provide two pairs of the dresses to the students. Similarly, poor tribal parents of the students cannot afford to give their wards good quality dresses.

6.8 It was observed that, all the surveyed Aided Ashram Schools had maintained attendance register, mess register, cash book and general register etc.

6.9 Authorities of all the 11 Aided Ashram Schools regretted that they do not get sufficient amount of grants for some of the approved items of expenditure from the Government. Due to this fact, they have to face financial problems.

6.10 In the three Aided Ashram Schools, three post of teachers were found vacant (one post of teacher for each school).

6.11 It was noticed that all the Aided Ashram Schools studied under the case-study owe some agriculture land. School authorities of the nine schools stated that in addition to the academic education given to the students, students are shown praccical demonstration in agriculture. Moreover, in the two schools training in carpentary and cane-work was imparted to the students in addition to the academic education.

6.12 In Some of the Aided Ashram Schools, majority of students were from Scheduled Tribe community. It was noticed from the case study that in the Sahyadri region among the ST students, majority of students in the Aided Ashram Schools were from Bhil and Kokana tribes followed by Warli, Pawara, and Mahadeo Kolis. In Gondwan region, among the ST students in the aided Ashram School majority of them were belonging to Gond, Madia Gond, followed by Pardhan, Gowari and kolam etc.

6.13 It was noticed that results of all the studied Aided Ashram Schools primary level were satisfactory. However, the S.S.C. results of three Ashram Schools were observed to be poor.

CHAPTER IV

APPRIASAL OF THE DATA

1. The Govt. of India, Ministry of Welfare vie its D.O. No. 18012/2/87-TD(R) dated 18th November, 1987had given certain directives for conducting indepth study of the Aided Ashram Schools in the State. It has clearly stated that while making comparison of the Ashram Schools run by the voluntary organisations with those run by the Govt., the factors like total capacity of inmates, vacancies of teachers, results during last three years, per capita and total expenditure, drop outs of students and general deficiencies of the schools etc. should be taken into consideration. Thus, with a view to assess the factual position regarding the above mentioned factors in the Aided as well as in the Govt. Ashram Schools, the data in respect of both type of Ashram Schools was collected.

2. The data in the present chapter is presented on the following topics.

   1. Distribution of Ashram Schools according to area.
   2. Classification of the Ashram Schools according to standards.
   3. Enrolment of students in the Ashram Schools.
   4. Intake capacity of hostels in the Ashram Schools alongwith actual number of inmates.
   5. Vacancies of teachers in the Ashram Schools.
   6. Analysis of the annual S.S.C. results in the Ashram Schools.
   7. Drop out of students in the Ashram Schools.
   8. Total and per capita expenditure in the Ashram Schools.

3. DISTRIBUTION OF ASHRAM SCHOOLS :-

Regionwise and areawise distribution of the Ashram ASchools is given in the Table No. 4.1 below :

TABLE No. 4.1

Distribution of the Ashram Schools by region and area.
(as on 31.3.88)

Sr. No.	Category of the Ashram School	No. of Ashram schools			No. of Post-basic Ashram Schools		
		In TSP area	In OTSP area	Total	In TSP area	In OTSP area	Total
	SAHYADRI REGION						
1.	Aided	74	11	85	35	7	42
2.	Government	179	28	217	66	10	76
	GONDWAN REGION						
1.	Aided	28	6	34	12	1	13
2.	Government	85	32	117	34	10	44
Total Aided		102	17	119	47	8	55
State Govt.		264	70	334	100	20	120

Table No. 4.1 indicates that out of total 119 Aided Ashram Schools in the State, as many as 102 Schools (86%) are situated in T.S.P. area and the rest i.e. 17 are in O.T.S.P. area. Out of 119 aided Ashram Schools, 55 schools are post basic. The information also indicate that maximum No. of Aided Ashram School i.e. 85 are situated in the Sahyadri region and only 34 Schools are located in the Gondawan region.

In case of the Govt. Ashram Schools, the table indicates that there are total 334 Ashram Schools in the State out of which 264 (79%) are situated in T.S.T. area. The table also indicates that out of total Govt. Ashram Schools, 120 (36%) Ashram Schools are the post basic. Further it is seen that maximum No. of Govt. Ashram Schools i.e. 217 (65%) are situated in the Sahyadri region of the State.

Thus, it can be concluded that the ration between the Aided Ashram Schools and the Govt. Ashram Schools is approximately 1:3. Moreover, there is heavy concentration of the Ashram Schools (both Aided and the Govt.) in the Sahyadri Region as compared to the Gondwan Region of the State.

4. CLASSIFICATIONS OF SCHOOLS :-

Classification of the Aided Ashram Schools and the Govt. Ashram Schools by standards is presented in Table No. 4.2.

TABLE No. 4.2

NO. OF ASHRAM SCHOOLS ACCORDING TO STANDARDS

Sr.	Region	Number of Ashram Schools according to Standards							
		Aided Ashram Schools				Govt. Ashram Schools			
		Upto IV Std.	Upto VII Std.	Post basic	Total	Upto IV Std.	Upto VII Std.	Post basic	Total
1.	Sahyadri	12	30	43	85	2	140	75	217
2.	Gondwan	13	4	12	34	7	65	45	117
3.	Total	30	34	55	119	9	205	120	334

It is seen from Table No. 4.2 that out of Total 119 Aided Ashram Schools in the State, 55 Schools are the post basic Ashram Schools. In the Sahyadri region, 43 (78%) Aided Ashram Schools are post basic while in Gondwan region only 12 (22%) schools are the post basic Ashram Schools. Amont the Aided primary Ashram Schools in Gondwan region, number of Ashram Schools running standards upto IV are 18. This is so because most of the Aided Ashram Schools in this region have been started during last 3/4 years and not that there was stagnation of the schools.

In case of Govt. Ashram Schools, the table indicates that 205 Ashram Schools (61%)are running standards upto VIIth. of course, some of them have been stagnant at this stage due to non fulfilment of conditions required for conversion into post basic Ashram Schools.

The number of post basic Govt. Ashram Schools in the Sahyadri and the Gondwan region is 75 and 45 respectively. The table also shows that there are very few Ashram Schools running standards upto IV in both the regions of the State. Districtwise No. of Ashram Schools according to their standard is given in Table 4.3.

TABLE No. 4.3

Districtwise No. of INSTITUTIONS BY STANDARDS

Sr. No.	Name of District.	NUMBER OF ASHRAM SCHOOLS ACCORDING TO STANDARDS							
		Aided Ashram Schools				Government Ashram Schools			
		Upto 4th Std.	Upto 7th Std.	Post basic	Total No.	Upto 4th Std.	Upto 7th Std.	Post basic	Total No.
1	2	3	4	5	6	7	8	9	10
	SAHYADRI REGION								
1.	Thane	2	10	9	21	-	43	14	57
2.	Raigad	1	2	1	4	-	5	2	7
3.	Ratnagiri	-	-	-	-	-	2	-	2
4.	Nasik	2	5	13	20	-	31	20	51
5.	Dhule	5	11	10	26	-	38	16	54
6.	Jalgaon	1	1	4	6	-	5	5	10
7.	Pune	-	-	2	2	1	5	8	14
8.	Kolhapur	-	-	-	-	-	1	1	2
9.	Satara	-	-	-	-	-	2	-	2
10.	Solapur	-	-	1	1	1	-	-	1
11.	Ahmadnagar	1	1	2	4	-	5	7	12
12.	Aurangabad	-	-	1	1	-	1	2	3
13.	Beed	-	-	-	-	-	2	-	2
	Sahyadri Region Total	12	30	43	85	2	140	75	217

1	2	3	4	5	6	7	8	9	10
	GONDWAN REGION								
14,	Parbhani	1	1	-	2	-	1	2	3
15.	Nanded	-	-	2	2	1	7	4	12
16.	Yavatmal	3	-	4	7	1	8	12	21
17.	Amravati	1	1	1	3	2	10	4	16
18.	Buldhana	-	-	-	-	-	3	-	3
19.	Akola	1	-	-	1	-	1	1	2
20.	Nagpur	-	-	1	1	-	3	2	5
21.	Wardha	-	-	-	-	-	3	2	5
22.	Bhandara	1	-	1	2	1	6	2	9
23.	Chandrapur	2	-	1	3	1	5	3	9
24.	Gadchiroli	9	2	2	13	1	18	13	32
	Gondwan Region Total	18	4	12	34	7	65	45	117
	STATE TOTAL	30	34	55	119	9	205	120	334

6. ENROLMENT :-

It will be worth while here to see the enrolement of students in the Ashram Schools. Data regarding enrolment of students in the Ashram Schools is presented in Table, No. 4.4.

TABLE No. 4.4

ENROLMENT OF STUDENTS IN THE ASHRAM SCHOOLS BY TYPE

Sr.	Standards	No. of Ashram Schools	Enrolment of Students (1988-89)								
			Boys			Girls			Total students	S.T. students	Other students
			Hostelers	Day Scholars	Total	Hostelers	Day Scholars	Total			
		AIDED ASHRAM SCHOOLS									
1.	Ist to VII	119	8208	8833	17041	3215	4178	7393	24434	N.A.	N.A.
2.	VIII to X	55	4334	2559	6892	745	879	1624	8516	N.A.	N.A.
	Total I to X		12542	113911	23933	3960	5057	9017	32950	16502	16448
		COVERNMENT ASHRAM SCHOOLS									
1.	I to VII	334	47656	7195	54851	23304	4055	27359	82210	N.A.	N.A.
2.	VIII to X	120	6845	1025	7870	1839	275	2114	9984	N.A.	N.A.
	Total I to X		54501	8220	62721	25143	4330	29473	92194	79644	12550

N.A. : Not available.

Table No. 4.4 indicates that during the year 88-89, total enrolment of students in the Aided Ashram Schools was 32,950. Out of which 23,933 were boys and 9017 were girls. Overall percentages of girl students in the Aided Ashram Schools was 27 only while it was still low 19% in the post basic classes. The table also indicates that out of total 32,950 students in the Aided Ashram Schools, 16,502 were belonging to the S.Ts. who were the hostelers. Percentage of S.T. students and other students in the Aided Ashram Schools was observed to be the same (50% each). In other words, percentage of hostelers and day-scholar students in the Aided Ashram Schools was 50 each. The day-scholar students were largely from non-S.T. categories.

In the Govt. Ashram Schools, out of total 92,194 students, 62,721 were boys and 29,473 were girls. Overall percentage of girl students in the Govt. Ashram Schools was 32 (slightly higher than in the Aided Ashram Schools), while it was 21 in the post basic classes. There was heavy enrolment of S.T. students, in the Govt. Ashram Schools as compared to Aided Ashram Schools. The percentage of S.T. students in the Govt. Ashram School was 86.

Thus, it can be concluded that -

1. While in the Govt. Ashram Schools 86% of the students enrolled were belonging to the S.T. communities, in the Aided Ashram Schools only 50 percent students were belonging to the S.T. communities.

2. Percentage of the girl students in both type of Ashram Schools was more or less Similar ranging from 27 to 32%. However, it was very low as compared to the percentage of the boys. Districtwise enrolment of students in the Ashram Schools by type is given in table 4.5.

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TABLE NO. 4.5

DISTRICTWISE ENROLMENT OF STUDENTS IN THE GOVT. AND AIDED ASHRAM SCHOOLS

Sr.	District	Enrolment of Students (1988-89) in							
		Aided Ashram Schools				Govt. Ashram Schools			
		Total No.of Schools	S.T. students	Other Students	Total Students	Total No.of Schools	S.T. Students	Other students	Total students
1	2	3	4	5	6	7	8	9	10
	SAHYADRI REGION								
1.	Thane	21	3298	2628	5926	57	12398	2395	14793
2.	Raigad	4	414	487	901	7	1633	214	1847
3.	Ratnagiri	-	-	-	-	2	320	155	475
4.	Nasik	20	3282	3475	6757	51	13390	2265	15655
5.	Dhule	26	3645	3650	7295	54	15182	1121	16303
6.	Jalgaon	6	1040	1559	2599	10	2601	413	3014
7.	Pune	2	494	369	863	14	2820	1065	3885
8.	Kolhapur	-	-	-	-	2	225	105	330
9.	Satara	-	-	-	-	2	240	104	344
10.	Solapur	1	226	94	320	1	105	26	131
11.	Ahmadnagar	4	596	575	1171	12	2923	691	3614
12.	Aurangabad	1	240	123	363	3	680	181	861
13.	Beed	-	-	-	-	2	270	90	360
	Sahyadri Region Total	85	13235	12960	26195	217	52787	8825	61612

1	2	3	4	5	6	7	8	9	10
	GONDWAN REGION								
14.	Parbhani	2	200	335	535	3	850	205	1055
15.	Nanded	2	460	192	652	12	2646	505	3151
16.	Yavatmal	7	828	993	1821	21	6113	343	6456
17.	Amravati	3	343	553	896	16	3443	337	3780
18.	Buldhana	-	-	-	-	3	480	213	693
19.	Akola	1	30	1	31	2	413	266	679
20.	Nagpur	1	204	185	389	5	1000	299	1299
21.	Wardha	-	-	-	-	5	853	123	976
22.	Bhandara	2	185	244	429	9	2243	245	2488
23.	Chandrapur	3	198	301	499	9	1598	483	2081
24.	Gadchiroli	13	819	684	1503	32	7218	706	7924
	Gondwan Region Total	34	3267	3488	6755	117	26857	3725	30528
	STATE Total	119	16502	16448	32950	334	79644	12550	92194

INTAKE CAPACITY :-

7. One of the objectives set forth for present evaluation study was to find out the total capacity of inmates in the Aided Ashram School hostels as compared to the Govt. Ashram School hostels. Table No. 4.6 presents the intake capacity of inmates and actual no. of inmates in the hostels of Ashram Schools by type.

TABLE No. 4.6

INTAKE CAPACITY AND ACTUAL NO. OF INMATES IN THE HOSTELS BY TYPE OF ASHRAM SCHOOLS

Sr.	Region	INTAKE CAPACITY AND ACTUAL NO.OF INMATES IN					
		Aided Ashram Schools			Govt. Ashram Schools		
		Total No.	Intake capa-city	Actual No.of inmates	Total No.	Intake capa-city	Actual No.of inmates
1.	Sahyadri	85	14260	13235	217	70192	52787
2.	Gondwan	34	3980	3267	117	37264	26857
3.	Total State	119	18240	16502	334	107456	79644

Table No. 4.6 highlights that at the State level total intake capacity of hostelers in the Aided Ashram Schools was 18240 souls against which actual no. of inmates in the hostels was 16502. Thus, it shows that only 91 percent intake capacity was utilized in the Aided Ashram Schools. Percentage of intake capacity utilised (i.e. actual no. of inmates) was slightly high (93%) in Sahyadri region.

restriction on release of grants on no. of hostelers. In other words, grants are limited only for maximum 120 hostelers in primary and 120 hostelers in Post Basic Aided Ashram Schools if they are fullflaged schools. Otherwise, for each class maximum 36 students are eligible to get grant-in-aid. Therefore, intake capacity of the hostels in the Aided Ashram Schools is not fully utilised. Intake capacity of hostels in the Govt. Ashram Schools was 1.07.456 students against which actual no. of inmates was 79,644. This clearly indicates that there was a large gap in intake capacity and actual no. of inmates in the hostels of Govt. Ashram Schools, Percentage of actual no. of inmates to total capacity of inmates at State level is 74. This percentage again goes down (72%) in Gondwan region. Thus, it can be said that in Govt. Ashram Schools 26% of total intake capacity of hostels was not utilised even though there was no restriction on no. of hostelers. This may be due to non-availability of students, and suitable accommodation for hostel. Intake capacity and actual number of inmates in the hostels by type of Ashram Schools in each district is given in Table 4.7.

TABLE NO. 4.7.

INTAKS CAPACITY AND ACTUAL INMATES IN THE HOSTELS BY TYPE OF ASHRAM SCHOOLS (1988-89).

Sr.	District	INTAKE CAPACITY AND ACTUAL NO.OF INMATES IN					
		Aided Ashram Schools			Government Ashram Schools		
		Total No.of schoo-ls	Intake capa-city.	Actual No.of inma-tes.	Total No.of scho-ols	Inmate capa-city	Actual No.of Inmates
1	2	3	4	5	6	7	8
	SAHYADRI REGION						
1.	Thane	21	3480	3298	57	17917	12398
2.	Raigad	4	530	414	7	2173	1633
3.	Ratnagiri	-	-	-	2	574	320
4.	Nasik	20	3680	3282	51	16933	13390
5.	Dhule	26	3830	3645	54	17220	15182
6.	Jalgaon	6	1150	1040	10	3485	2601
7.	Pune	2	480	494	14	4756	2820
8.	Kolhapur	-	-	-	2	697	225
9.	Satara	-	-	-	2	574	240
10.	Solapur	1	240	226	1	82	105
11.	Ahmadnagar	4	630	596	12	4141	2923
12.	Aurangabad	1	240	240	3	1066	680
13.	Beed	-	-	-	2	574	270
	Sahyadri Region Total	85	14260	13235	217	70192	52787

GONDWAN REGIC

14.	Parbhani	2	170	200	3	1025	850
15.	Nanded	2	480	460	12	3731	2646
16.	Yavatmal	7	1050	828	21	7298	6113
17.	Amravati	3	390	343	16	4756	3443
18.	Buldhana	-	-	-	3	861	480
19.	Akola	1	50	30	2	697	413
20.	Nagpur	1	240	204	5	1681	1000
21.	Wardha	-	-	-	5	1681	853
22.	Bhandara	2	270	185	9	2624	2243
23.	Chandrapur	3	240	198	9	2701	1598
24.	Gadchiroli	13	1090	819	32	10209	7218
Gondwan Region Total		34	3980	3267	117	37264	26857
STATE TOTAL		119	18240	16502	334	107456	79644

As regards the Aided Ashram Schools it was told that the information was not available with the Directorate Tribal Development at Nasik. Therefore the Institute tried to collect this information from each Aided Ashram School. However, only 78 of them responded and furnished the required information.

On processing of the information received from 78 Aided Ashram Schools, it was noticed that, out of 586 sanctioned posts of teachers, 576 were filled-in and marginal number of vacancies wereremained to be filled in. The tabular information regarding sanctioned, filled in and vacant posts of teachers in the reported Aided Ashram Schools according to the category of Schools is presented in table No. 4.8 below : -

TABLE No. 4.8.

TABLE SHOWING SANCTIONED, FILLED IN AND VACANT POSTS OF TEACHERS IN THE REPORTED AIDED ASHRAM SCHOOLS

Sr.	Category of the Aided Ashram School and their No. in the bracket.		Posts of Teachers		
			Sanctioned	Filled in	Vacant
1.	Primary	(43)	251	245	6
2.	Post Basic	(35)	335	331	4
3.	TOTAL	(78)	586	576	10

VACANCIES OF TEACHERS :-

The basic data regarding Govt. Ashram Schools was procured from the Directorate, Tribal Development Nasik. However, the information about number of vacant posts of teachers in the Govt. Ashram Schools was reported partially. Out of 24 districts wherein Govt. Ashram Schools have been located, the information was received for 13 districts only. Out of these 13 districts, 10 districts were from the Sahyadri Region and only 3 districts were from the Gondwan Region.

Districtwise appriasal of number of vacant posts of teachers in the Govt. Ashram Schools indicates that in Sahyadri region maximum number of vacant posts of teachers were found in Thane district (38) followed by Pune dist. (7) Jalgaon district (5), Ahmadnagar (4) Nasik (1), and Kolhapur district (1). No. post of teacher was found vacant in the Govt. Ashram Schools from Dhule, Satara, Aurangabad and Beed districts. In the Gondwan region, out of 3 districts of which the information was available, the Govt. Ashram Schools in Gadchiroli districts, had 8 vacant posts of teachers while no post of teacher was found vacant in the Govt. Ashram Schools from Yavatmal and Wardha districts. The information regarding remaining districts was not made available by the Directorate of Tribal Development and respective Tribal Development officers.

The above table brings out that maximum vacant posts of teachers were in primary category. They were particularly observed in the Aided Ashram Schools from Dhule (2), Ahmadnagar (2), Nasik (1) and Gadchiroli district (1). In the case of reported Post Basic Aided Ashram Schools the vacant posts of teachers were mainly from Pune, Ahmadnagar, Yavatmal and Gadchiroli districts. (a school in each district was having one vacant post of teacher). To sum up, it can be said that number of vacant posts in the Aided Ashram Schools was comparatively low as compared to the Govt. Ashram Schools.

DROP CUTS OF STUDENTS :

The study of drop-outs of students in both type of the Ashram Schools is done and incorporated in the present evaluation study. The drop outs of students in the Aided Ashram Schools in terms of percentages is presented in the following Table No. 4.9.

STUDENTS

Sr. No.	Percentage of drop out of students.	Distribution of No.of Aided Ashram Schools According to drop out of students		
		Primary	Post Basic	Total
1.	0 to 4	6	5	11
2.	5 to 9	5	6	11
3.	10 to 14	10	13	23
4.	15 to 19	6	4	10
5.	20 to 24	4	3	7
6.	25 to 29	4	1	5
7.	30 to 34	2	-	-
8.	above 35	-	-	-
9.	Not replied	6	3	9
Total		43	35	78

Table No. 4.9 indicates that 27 Aided Ashram Schools i.e. 63% reported Aided Primary Ashram Schools were having drop out cases ranging between 0 to 19 percent, while the drop out rate in respect of 10 primary Aided Ashram Schools was placed between 10 to 14 percent. Study of drop outs in the Aided Post Basic Ashram School high-lights that out of 35 reported schools, as much as 24 (i.e. 69%) schools exibited the drop out rate between 0 to 14 percent while the drop out rate of 13 schools ranged between 10 to 14 percent only. The comparative picture of drop outs in these both category of Aided Ashram Schools clearly indicates that percentage of drop out at Primary level was higher than what it was at secondary level.

Similarly the study of drop outs in the Govt. Ashram Schools revealed that at the Primary level, it ranged between 9 to 19 percent while at the secondary level, it rested between 37 to 43 percent.

The overall picture regarding drop outs of students in both category of Ashram Schools emerges that at the primary level, the drop out percentage of students in some of the Aided Ashram Schools was more as compared to the Govt. Ashram Schools in which

calculated at 19.

At the Secondary level, percentage of drop out was observed to be comparatevely more in the Govt. Ashram Schools (i.e. 43%) as against 29 percent in the Aided Ashram Schools. The high rate of drop out in the Post Basic Govt. Ashram Schools can be attributed to the absentism of the students, poor performance of the students, non-appearance to final examination and failure in final examination.

S.S.C. RESULTS OF ASHRAM SCHOOLS :

The assessmen of percentage of passing students at primary and secondary level will provide an insight for comparison between the Aided Ashram Schools and the Govt. Ashram Schools. As the examinations upto VIIth standards are conducted by the schools themselves, the percentage of passing students was observed to be quite high in both the type of Ashram Schools.

The comparison of percentage of passing students at the S.S.C. examination level will be required to be taken into account for arrival at the correct picture of passing students in both type of Ashram Schools. The statistical information of students passing Xth Standard is computed in Table No..4.10.

TABLE NO. 4.10.

Distribution of Ashram Schools on the basis of percentage of annual S.S.C. examination results for three years.

Sr. No.	Percentage of S.S.C. Examination, results.	Result of S.S.C.Exam. No.of Aided Ashram Schools falling in the ranges during YEAR			Result of S.S.C. Exam. No.of Govt.Ashram Schools falling in the ranges during YEAR		
		85-86	86-87	87-88	85-86	86-87	87-88
1.	0 to 10 (Sub Standard)	8	6	6	22	14	13
2.	11 to 35 (poor)	13	13	8	23	31	31
3.	36 to 45 (Average)	4	5	8	12	9	6
4.	46 to 60 (good)	6	3	9	9	13	12
5.	61 and above (Excellent)	4	11	9	16	23	36
	TOTAL	35	38	40	82	90	98

87-88) in respect of both category of the Ashram Schools. Certain ranges had been prescribed for discribing the percentage of passing students at S.S.C. examination level. These ranges can be summarized as -

1.	1 to 10 percent	-	Sub-standard.
2.	11 to 35 percent	-	Poor.
3.	36 to 45 percent	-	Average.
4.	46 to 60 percent	-	Good.
5.	61 and above.	-	Very good.

Having examined the data in Table No. 4.10 with regard to the quality parameters prescribed above, it reveals that the no. schools with " sub standard" and " average " annual results were declining in case of Aided Ashram Schools. The No. of institutions with " average" percentage of passing shows an upward trend. Further, the no. of Aided Ashram Schools achieving " good " and " very good " performance shows promising prospects dispite the set back in 1986-87.

In case of Govt. Ashram Schools, the no. of schools securing " sub-standard " and "poor" percentage of passing students was also more or less the same as observed in case of Aided Ashram Schools. No. of Govt. Ashram Schools with ' average ' percentage of passing was observed to be declining. Number of the Govt. Ashram Schools achieving ' good ' results at S.S.C. level presented a varied picture while those achieving " very good " results show distinguishing feature as compared to the Aided Ashram Schools.

To sum up the whole-some picture of the " good " and"very good" results at the S.S.C. level in both type of Ashram Schools were not very promissing. The somewhat better results as secured in the Govt. Ashram Schools can be attributed to the implementation of the scheme of coaching classes conducted for the tribal students. Schoolwise details of S.S.C. examinations results in the Ashram Schools by type are given in Table No. 4.11 and 4.12.

TABLE 4.11

Schoolwise details of S.S.C. examination results in the Govt. Ashram schools by type duri three years.

Sr. No.	Place of the Ashram School	Tahsil	Students at the S.S.C. examination during the year							
			1985-86			1986-87			1987-88	
			No.of stud-ents appe-ared	No.of stud-ents Passed	Percen-tage of Passed students	No.of stud ents appe-ared	No.of stud-ents Passed	Percen-tage of passed students	No.of stud ents appea-red	No.of stud-ents Passed
1	2	3	4	5	6	7	8	9	10	11
	NASHIK DISTRICT									
1.	Boripada	Peth	26	1	3.84	29	24	82.75	23	00
2.	Kohor	-"-	-	-	-	21	5	23.80	27	5
3.	Asarbari	-"-	24	5	20.83	32	4	12.05	20	1
4.	Deogann	Igatpuri	15	00	0.00	23	2	8.69	11	1
5.	Kaluste	-"-	27	4	14.81	28	4	14.28	20	4
6.	Titwe	Dindori	25	1	4.00	22	4	18.18	26	4
7.	Thepanpoda	-"-	-	-	-	-	-	-	30	4
8.	Nanashi	-"-	31	4	12.90	36	4	11.11	27	1
9.	Chankapur	Kalwan	15	11	73.33	25	11	44.00	26	25
10.	Khirad	-"-	-	-	-	19	1	5.25	27	25

3	4	5	6	7	8	9	10	11	12
shi Kalwan	20	10	50.00	24	2	8.33	23	22	95.65
-"-	-	-	-	-	-	-	Due to less no. of students there was not Xth class.		
-"-	34	10	29.41	18	3	16.60	31	19	61.29
-"-	26	1	3.84	18	17	94.44	22	15	68.18
shwar Baglan	-	-	-	-	-	-	22	3	13.63
Surgana	29	1	3.44	35	20	57.14	26	3	11.53
da -"-	28	2	7.14	25	21	84.00	32	12	37.50
-"-	27	2	7.40	21	13	61.90	27	7	25.92
DISTRICT									
Talasari	26	13	50.00	20	5	25.00	25	6	24.00
Dahanu	16	4	25.00	25	7	28.00	23	6	26.08
Wada	32	5	15.62	21	8	38.09	23	11	47.82
-"-	14	5	35.71	17	0	0	25	7	46.66
Shahapur	20	6	30.00	21	19	90.47	20	7	35.00
-"-	-	-	-	-	-	-	16	2	12.50
-"-	23	1	4.34	9	-	0	5	0	0.00

1	2	3	4	5	6	7	8	9	10	11
26.	Dehre	Jawhar	17	8	47.05	11	5	45.45	20	14
27.	Sakur	-"-	21	1	4.76	16	4	25.00	15	10
28.	Kawale	-"-	22	0	0.00	17	0	0.00	10	5
29.	Karegaon	Mokhada	33	2	6.06	19	6	31.57	28	10
30.	Palsunde	-"-	26	1	3.84	20	8	40.00	23	10
	RAIGAD DISTRICT									
31.	Pathraj	Karjat	19	7	36.84	16	6	37.50	15	4
32.	Kolghar	Alibag	16	12	75.00	18	5	27.27	14	6
	DHULE DISTRICT									
33.	Shirsole	Sakri	42	21	50.00	37	20	54.05	40	34
34.	Nawapada	-"-	-	-	-	-	-	-	22	21
35.	Dhanrat	Nawapur	32	20	62.50	29	23	79.31	30	17
36.	Dhongsagali	-"-	18	8	44.44	14	12	85.71	19	17
37.	Nawali	-"-	14	10	71.42	14	10	71.42	16	13
38.	Waghale	Nandurbar	30	11	36.66	34	31	91.17	25	18
39.	Loy	-"-	21	10	47.61	19	6	31.57	28	21
40.	Umarda	Shirpur	-	-	-	20	16	80.00	24	12

	3	4	5	6	7	8	9	10	11	12
lwad	Akrani	14	12	85.71	14	4	28.57	24	12	50.00
dwi	-"-	16	12	75.00	25	4	16.00	21	12	57.14
ngrapani	Akkalkuwa	19	14	73.68	15	2	13.33	22	17	77.27
a	-"-	39	23	58.97	35	5	14.28	38	22	17.89
ipur	Shahada	39	23	58.97	32	23	71.87	44	42	95.45
rwe	Taloda	46	16	34.78	43	24	55.81	36	23	61.11
GAON DISTRICT.										
japur	Chopda	15	5	33.33	11	3	27.27	9	8	88.88
nizara	Yaval	19	18	94.73	25	23	92.00	31	23	74.19
nati	Raver	20	16	80.00	12	6	50.00	10	6	60.00
lhankheda	Edlabad	11	8	72.72	15	9	60.00	26	26	100.00
chan	Chalisgaon	19	3	15.78	15	10	66.66	15	5	33.33
ANGABAD DISTRICT.										
ner	Kannad	34	4	11.78	22	2	9.09	25	10	40.00
DISTRICT										
Bk.	Ambegaon	23	9	39.13	32	13	40.62	19	7	36.84
ngan	-"-	13	2	15.38	15	1	6.66	24	7	29.16

1	2	3	4	5	6	7	8	9	10	11	1
55.	Wadeshvar	Maval	21	10	47.61	18	10	55.55	22	15	6
56.	Kohinde	Khed	-	-	-	21	19	90.47	25	13	5
57.	Khireshwar	Junnar	13	1	7.69	16	1	6.35	12	1	
58.	Ajnawale	-"-	16	4	25.00	16	4	25.00	19	6	3
	KOLHAPUR DISTRICT.										
59.	Borbet	Gaganbawada	17	1	5.88	13	2	15.38	14	3	2
	AHMADNAGAR DISTRICT.										
60.	Maveshi	Akole	18	4	22.22	19	6	31.57	12	3	2
61.	Keli-Rhuman wadi		22	10	45.45	18	9	50.00	22	7	3
62.	Shirwire	-"-	19	8	42.10	18	5	27.27	16	4	2
63.	Paithan	-"	15	5	33.33	15	7	46.66	8	8	6
64.	Kohane	-"-	-	-	-	-	-	-	17	1	
	AMRAVATI DISTRICT										
65.	Chikhali	Chikhaldara	12	00	0	18	5	27.77	15	4	3
66.	Jorida	-"-	23	14	60.86	23	15	65.21	43	1	

3		4	5	6	7	8	9	10	11	12
nsonda	Chikhaldara	34	9	26.47	31	4	12.09	32	3	9.37
igaon	Dharni	37	1	2.70	31	1	3.22	25	2	8.00
LA DISTRICT										
ɜlwadi	Malegaon	38	1	2.62	34	9	26.47	35	8	22.85
MAL DISTRICT										
rt	Yavatmal	26	5	19.23	40	28	70.00	34	18	52.94
chghat	-"-	-	-	-	-	-	-	23	14	60.86
ra	Buldhana	24	9	37.50	23	3	13.04	21	16	76.19
Jawade	Ralegaon	28	10	35.71	23	11	47.82	30	26	86.66
li	-"-	16	1	6.25	18	8	44.44	14	2	14.28
ıoni										
	Marggaon	40	10	25.00	25	4	16.00	10	3	30.00
a Pardi	"	27	5	18.51	23	13	56.16	33	18	54.54
jun	-"-	27	2	7.40	21	7	33.33	18	3	16.66
	Ghatanji	12	3	25.00	16	2	12.50	13	8	61.53
	-"-	25	1	4.00	26	4	15.05	28	17	60.71
	Kalamb	20	9	45.00	15	9	60.00	19	16	84.21
ır	Digras	-	-	-	-	-				

1	2	3	4	5	6	7	8	9	10	11	1
	NANDED DISTRICT										
82.	Sarkhani	Kinwat	29	25	86.20	29	21	72.41	29	26	8
83.	Patoda	-"-	33	32	96.96	37	25	67.56	17	14	8
84.	Jaldhara	-"-	35	32	91.42	33	23	69.69	30	29	9
	PARBHANI DISTRICT										
85.	Gotewadi	Kalamnuri	-	-	-	28	21	75.00	29	28	
	NAGPUR DISTRICT										
86.	Kawdas	Hingna	34	3	8.82	30	5	16.66	31	8	
87.	Belda	Ramtek	25	7	28.00	22	13	59.09	17	4	
	WARDHA DISTRICT										
88.	Nawargaon	Selu	14	3	21.42	12	00	00.00	17	5	
89.	Bothali	Kinhala Arvi	21	10	47.61	27	16	59.25	20	5	
	BHANDARA DISTRICT										
90.	Kadikasa	Dewari	14	5	35.71	23	14	60.86	16	13	
91.	Borgaon	-"-	12	3	25.00	14	10	71.42	25	22	

1	2	3	4	5	6	7	8	9	10	11	12
	CHANDRAPUR DISTRICT										
92.	Dewade	Rajura	28	4	14.18	17	6	35.29	17	9	52.94
93.	Mangi	-"-	-	-	-	-	-	-	20	7	35.00
	GADCHIROLI DISTRICT										
94.	Kasansur	Etapalli	22	9	40.90	31	13	41.93	27	14	51.85
95.	Todsa	-"-	-	-	-	-	-	-	The students were sent to Kasansur.		
96.	Perimili	Aheri	-	-	-	40	15	37.50	32	2	6.25
97.	Jimalgatta	-"-	-	-	-	-	-	-	35	3	8.57
98.	Kotgul	Dhanora	-	-	-	26	1	3.84	18	6	31.57
99.	Rangi	-"-	-	-	-	29	2	6.89	29	3	10.34
100.	Ramgad	Kurkheda	23	13	56.52	27	7	29.62	37	26	70.27
101.	Korchi	Kurkheda	17	12	70.58	19	16	84.21	20	14	70.00

TABLE 4.12

Schoolwise S.S.C. examination results of Aided Ashram Schools by type for last three years

(Aided Ashram Schools)

Sr.	Place of ashram school	Tahsil	Details of students of S.S.C. examination during the year								
			1985-86			1986-87			1987-88		
			No.of students appeared	No.of students passed	Percentage of passed students	No.of students appeared	No.of students passed	Percentage of passed students	No.of students appeared	No.fo students passed	Percentage of passed students
1	2	3	4	5	6	7	8	9	10	11	12
					NASHIK DISTRICT						
1.	Chinchwad	Peth	30	12	40.00	30	28	93.33	34	8	23.52
2.	Rohile	Nasik	25	5	20.00	42	39	92.85	34	2	5.88
3.	Pandane	Dindori	31	1	3.22	19	8	42.10	24	9	37.50
4.	Pimpri achala	-"-	27	3	11.11	26	12	46.15	26	17	65.38
5.	Khambale	Igatpuri	21	13	61.90	21	7	33.33	29	12	41.37
6.	Manur	Kalwan	64	22	34.37	71	49	69.01	71	47	66.19
7.	Nirgude	Peth	26	13	50.00	39	6	15.38	39	8	20.51
8.	Kapaleshwar	Satana	48	9	18.75	37	34	91.89	44	34	72.72

1	2	3	4	5	6	7	8	9	10	11	12
					THANE DISTRICT						
9.	Parali	Wada	21	10	47.61	28	12	42.85	26	13	50.00
10.	Kaman	Vasai	20	17	85.00	29	20	68.96	44	39	88.63
11.	Vikramgad	Jawhar	16	1	6.25	18	4	22.22	18	5	27.77
12.	Chalatwad	Murbad	7	1	14.28	11	9	81.81	22	9	0.90
13.	Bhatsai Washind	Shahapur	13	5	38.46	16	5	31.25	27	6	22.22
14.	Bhiwali Vajreshwari	Bhiwandi	13	1	7.69	15	13	86.86	19	16	84.21
15.	Bapugaon	Dahanu	13	0	00.00	15	5	33.33	12	8	66.66
16.	Ashagad	Dahanu	19	2	10.52	11	1	9.09	10	1	10.00
17.	Talaseri	Talasari	84	20	23.80	86	26	30.33	84	31	36.90
					DHULE DISTRICT						
18.	Wadphali	Nawapur	48	28	58.33	40	19	47.50	56	29	51.78
19.	Nawagaon	-"-	31	16	51.61	25	21	84.00	35	19	54.28
20.	Dangshirwade	Sakri	17	12	70.58	22	5	22.72	20	9	45.00
21.	Chikhali	Shahada	25	6	24.00	23	7	30.43	33	22	66.66

1	2	3	4	5	6	7	8	9	10	11	12
22.	Molagi	Akkalkuwa	-	-	-	18	2	11.11	22	15	68.18
23.	Kochare	Shahada	-	-	-	27	5	18.51	23	2	8.69
24.	Jamana	Akkalkuwa	11	3	27.27	14	2	14.28	14	5	25.71
					AHMEDNAGAR DISTRICT						
25.	Rahuri	Rahuri	21	9	42.85	24	8	33.33	32	8	25.00
26.	Shenit	Akola	-	-	-	-	-	-	21	2	6.45
					PUNE DISTRICT						
27.	Otur	Junnar	27	9	33.33	31	12	38.70	31	12	38.70
28.	Taleran	-"-	-	-	-	19	2	10.52	19	2	10.52
					JALGAON DISTRICT						
29.	Satgaon Dongari	Pachora	23	10	43.47	32	13	41.93	25	12	48.00
30.	Satrasen	Chorada	30	15	50.00	46	28	60.86	36	23	63.88
31.	Karjane	-"-	12	00	00.00	17	1	5.88	18	7	38.88
32.	Pal	Raver	33	10	30.00	32	18	56.23	35	21	60.00

1	2	3	4	5	6	7	8	9	10	11	12
					RAIGAD DISTRICT						
33.	Wavloli	Sudhagad	28	3	10.71	71	7	9.85	46	7	15.21
					AURANGABAD DISTRICT						
34.	Chauka	Aurangabad	9	22	56.41	32	26	81.25	45	27	60.00
					NANDED DISTRICT						
35.	Sitakhandi	Bhokar	28	1	3.57	21	0	00.00	20	6	30.00
36.	Chenapur	Nanded	-	-	-	-	-	-	23	13	56.52
					YAVATMAL DISTRICT						
37.	Umari	Kelapur	27	23	85.18	14	14	100.00	32	14	43.75
38.	Khateshwar	Kalamb	26	9	34.61	21	8	38.09	20	10	50.00
					PARBHANI DISTRICT						
39.	Loharkilla	Basmath	15	-	-	25	0	0.00	-	-	-
					AMRAVATI DISTRICT						
40.	Nagerwadi	Achalpur	27	5	18.51	25	7	28.00	24	14	58.33
					NAGPUR DISTRICT						
41.	Dahode	Ramtek	-	-	-	-	-	-	30	2	6.66

FINANCIAL IMPLICATIONS :-

The financial implications in both category of the Ashram School has been studied on the basis of the expenditure data made available by the directorate, Tribal Development Nasik for the year 1987-88. Total expenditure incurred by the Govt. Ashram Schools during 1987-88 was to the tune of Rs. 2614 lakhs. During the same year, the Aided Ashram Schools incurred the expenditure of Rs. 381 Lakhs. The high expenditure figure of Govt. Ashram School vividly indicates that the Department has shifted its emphasis from starting more and more Ashram Schools to strengthening and improving the conditions of existing Ashram Schools. Schoolwise expenditure of the Govt. and Aided Ashram Schools works out Rs. 7.83 lakhs. and Rs. 3.20 lakhs respectively.

The average per month per capita investment/ expenditure on a hosteler in respect of the Govt. and the Aided Ashram School were calculated as Rs. 151 and 107 respectively. While computering the average per capita investment, in the Aided Ashram Schools, the items of expenditure which were directly concerned with the hosteller, were only taken into account. The similar type of data in respect of hostellers in the Govt. Ashram Schools was not available. Only partial data in aggregate on provisioms and diets was available which were made use of.

Itemwise expenditure incurred by the Aided Ashram Schools is presented in Table No. 4.13.

TABLE NO. 4.13.

Table showing per capita, annual expenditure on a hosteller Student in the Aided Ashram School.

Sr.No.	Item of Expenditure	Particulars	Amount in Rs.
1.	Text Books	-	40.00
2.	Uniform	One Pair	40.00
3.	Building Rent (School Section)	Rs.1200 for 120 students.	10.00
4.	Building Rent (Hostel Section)	--"--	10.00
5.	Bedding	Rs.60 for 3 years	20.00
6.	Dietary expenses	per month Rs. 95/- for 11 months.	1045.00
7.	Medical grants	-	2.00
8.	Library Expenses	Rs.50 for 120 students	0.40
9.	Audit examination Fee	Rs.300/- for 120 students	2.50
10.	Misc.Expenditure (School Section)	Rs.200/- for 120 students	1.70
11.	Misc.Expenditure (Hostel Sec.)	Rs.4/- per student	4.00
		TOTAL	1175.00

The analysis of data in table No. 4.13 reveals that per capita annual expenditure on a hosteler in the Aided

Ashram School comes to Rs. 1175/-. Monthly average expenditure works out to Rs. 107/- only. In case of the Govt. Ashram School hosteler, the average monthly expenditure computed at Rs. 151/- to the exclusion of some of the items which found place in the calculation of per capital investment of the Aided Ashram Schools. Infact, per capital investment on a hosteller in the Govt. Ashram School works out to between Rs. 175 to 200 as stated by the implementing authorities.

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CHPATER NO. V

OBSERVATIONS AND SUGGESTIONS

The Observations and Suggestions based on findings of the survey are placed below :-

A) WORKING OF AIDED ASHRAM SCHOOLS :-

5.1 Prior to Independence, the then Bombay State was considered as " Deohive " of the Voluntary Organisations. These voluntary organisations were rendering valuable selfless services in many fields to the people in general and to the weaker sections in particular. However, now it has been observed that, there is mushroom growth of local area-based voluntary agencies who mostly neither have sound financial base nor a team of dedicated social workers and personnel. As a result of this, it has been noticed that most of the voluntary agencies are unable to deliver effectively the services in the field of education. It was learnt that some of the voluntary agencies have taken the educational activities with a motive of making profit or business rather than with a spirit of service to the weaker sections of the Society. It is, therefore, suggested that :-

I) While allowing the voluntary agencies to open and open and run the Ashram Schools on grant-in- aid basis, the Government should insist on the following conditions :-

a) The voluntary agency should have a good repute and it's financial capacity to run the Ashram

School should be examined before permitting it to run the Ashram School; and

b) Permission to open the Ashram School should be granted only in the areas where there is a felt need and where for one or other reason the Government is not in a position to open and run the Ashram School.

II) It is also suggested that the voluntary agencies with good work and service need encouragement while some of them who are not providing the educational services as prescribed under rules will have to be weeded out; so that the work of voluntary agencies will be projected properly.

5.2 I has been observed that most of the voluntary agencies are facing a number of problems. Some of the problems are -

a) Difficulty in getting donations.

b) Inadequate financial assistance from the Government of Grant-in-aid.

c) Problem of getting trained and devoted teachers.

Most of the Voluntary agencies in the State have expressed that it has become difficult to manage the affairs of the Ashram Schools on the basis of present pattern of 90 percent grant-in-aid. The demand is 100 percent grants on the approved items of expenditure. The heads of some voluntary organisations stated that

they find it very difficult to get donations from the local tribal people as most of them are very poor. The rich people from and outside tribal areas are very keen to donate. In the opinion of the voluntary organisations there is vast difference in the expenditure pattern of the Government Ashrams Schools. and the Aided Ashram Schools. The items of expenditure on which they get inadequate grants are - diet, uniform, bedding, instruments, medicines, library and construction of buildings etc.

It is therefore, suggested that -

a) The amount of grants on the approved items of expenditure may be revised on the basis of price index of the essential commodities/things required for the hosteller students and the schools.

b) There should be periodical revision in the amount of grants on the approved items based on practical experiences after every three years or atleast after every five years.

5.3 It has been observed that quality of the good, dresses and clothing provided to the students in the Aided Ashram Schools was very poor. It was learnt from the students that green vegetables are given occasionally, only.

It was learnt that only Rs. 40/- are granted for each student with which they cannot provide two good pairs of dresses to the student. Thus, insufficient amount of grants and unsound financial position of the

voluntary agencies found to be the main reasons of poor quality of good and shabby dresses of the students in the Aided Ashram Schools.

It is, therefore, suggested that :-

a) The present amount of dietary grants of the Aided Ashram Schools at Rs. 125/- p.m. per hosteller student may be either increased upto maximum Rs. 200/- or it should be equvalent to the average amount of expenditure incurred on food for a student in the Government Ashram School.

b) In the case of uniform it is suggested that the present amount of Rs. 40/- per hosteller student per year may be doubled or two pairs of dresses in kind may be provided to each hosteller student.

However, it must be ensured by the supervising authorities like Tribal Development Officer and Project Officer, I.T.D.P. that the increased amount of grants are properly expended on the items for which they are sanctioned. Therefore close supervision of these schemes are very much necessary.

5.4 The voluntary agencies running the Aided Ashram Schools face the problem of delay in receiving the grants too.

Large number of Aided Aghram Schools have stated that they do not receive grant-in-aid in time. The voluntry agencies who run the Ashram Schools receive the grants only after the completion of audit report by the

senior auditor. In case, if the audit report of a particular agency is delayed, that agency has to face the financial problem.

Therefore, it is suggested that :-

a) Not only the amount of grants to the voluntary agencies need to be increased, but the grants may also be distributed to them in time preferrably in two or three instalments.

b) It is also suggested that, the voluntary agencies working in remote and inaccessible areas should receive the grants on priority basis before June-July or before onset of mansoon. So that there will not be any difficulty in purchasing essential commodities for the school children.

5.5 It has been observed that in Government Ashram Schools 90% students belong to Schedule Tribes while in the Aided Ashram Schools on an average only 50 percent students (hosteller) belong to Scheduled Tribes.

In view of these observations it is suggested that-

a) the voluntary agencies engaged in the field of education should try to raise their funds at their own accord and admit more students in the hostels.

b) They can raise the funds by appealing the doners to contribute more and more funds for the services of education and by raising their agriculture produce if they have agriculture land and by organising charity shows etc.

5.6 So far as enrolment of girl students is concerned, it has been observed that in both type of Ashram Schools enrolement of girls found much less as compared to the boys. In the Government Ashram Schools, the enrolment of girl students was 32 percent while it was only 27 percent in the Aided Ashram Schools. Most of the tribal parents prefer to supplement their megre income at the hands of their children. The tribal girls are mostly compelled to work and earn rather than learn.

It is, therefore, suggested that some incentive to the parents of girls may be provided in order to increase enrolment of girls in the Ashram Schools. It is also suggested that, the programmes of Adult Education and informal education should be intensified in tribal areas so as to change the attitude of tribal people towards the education especially girls' education in particular. The local tribal leaders would be in a better position to propogate the importance of education among the tribal people in their regions.

5.7 It has been observed that in-take capacity of hostels in the Government Ashram Schools and in the Aided Ashram Schools was not fully utilised. Less utilisation of intake capacity of hostels in the Government Ashram Schools was due to lack of accommodation and non-availability of students and drop-out of students; while in the Aided Ashram Schools it was due to the imposition of restriction on number of hostellers for which the grants are sanctioned. It has been observed that, though some of the Aided Ashram Schools have adequate buildings to accommodate more students but due to imposition of the restrictions on strength they cannot make use of their building.

It is, therefore, recommended that the restriction on strength may be relaxed and the voluntary agencies may be allowed to receive the grants for maximum students depending upon the availability of accommodation and other facilities. However, the permission for additional strength of hostellers may be granted only after examining thoroughly the individual cases of Aided Ashram Schools and that too for every year.

5.8 It was noticed that very few number of the Aided Ashram Schools achieved 'good' and 'excellant' results. The comparatively low percentage of the results in the Aided Ashram Schools was attributed to non-availability of coaching classes for the students, absence of in-

service training of teachers, inadequate teaching material and disinterest of the students etc.

It is, therefore, suggested that :-

a) The scheme of coaching classes should be implemented in the Aided Post Basic Ashram Schools for better performance of students at the S.S.C. Examination.

b) The teachers in the Aided Ashram Schools should be given in-service training in modern methods of teaching in the subjects like science and mathematics.

c) Adequate teaching material may be provided to the Aided Post Basic Ashram Schools. It is suggested that the Aided Ashram Schools achieving 'outstanding' results may be awarded while those who achieve 'poor' results for continuous two hears, should be warned and afterwards, if necessary their grants may be cut appropriately.

5.9 It has been observed that the percentage of drop out of students in the Aided Ashram Schools is found quite high among the girl students.

To reduce the percentage of drop out of students, it is suggested that :-

a) Parents of the Tribal students may be persuaded in sending their wards to the schools, and

b) Some incentive to the parents of the girl students may be provided for sending the girls in the schools.

5.10 In the Government Ashram Schools majority of teachers belong to the Scheduled Tribes while in the Aided Ashram Schools, non-Scheduled Tribes teachers were in majority. About 20 percent teachers in the Aided Ashram Schools were observed to be untrained. The reasons given by some of the voluntary agencies for filling up the untrained teachers are :-

a) As soon as the trained teachers secure a service in Zilla Parishad schools or at better places, they leave the Aided Ashram School and then if trained teachers are not available, untrained teachers are to be appointed. Sometimes due to political influence or some other reasons untrained teachers are appointed.

It is, therefore, suggested that :-

a) Trained tribal teachers may be given perforence in appointment in the Aided Ashram Schools, so that they will not find it difficult to serve in the tribal areas. If trained and qualified tribal teachers are not available for the subjects like Mathematics, Science and English, then the trained qualified teachers of any caste and community may be appointed.

b) The incentive for serving in tribal areas may be suggested in order to reduce disinclination of teachers to continue with the Aided-Ashram Schools.

5.11 In service training programmes are organised at different training centres in the State. The Education Department also conducts in-service training programmes in Mathematics and Science for the teachers in the Government Post Basic Ashram Schools through the State Institute of science education at Nagpur. Here an attempt is made to equip the teachers with modern methods of teaching in science and mathematics in which students generally show poor performance. However, it was learnt that the teachers in the Aided Ashram Schools are not sent to such type of in-service training programme by the bvoluntary organisations in which they serve. This naturallyaffects the teaching and performance of the students in the Aided Ashram Schools.

It is, therefore, suggested that :-

a) In-service training programmes for teachers in the Aided Ashram Schools should be made compulsory. This will increase their quality of teaching which ultimately may achieve good results. The Tribal Research and Training Institute, Pune should be associated with the training programmes of the personnel of Voluntary organisations.

b) Like the necessity of training of teachers in the Aided Ashram Schools, there should be a conscious efforts to raise their educational status. Conditions will have to be created which will help, motivate and inspire teachers on constructive and creative lines. One method to bring this change would be associating the teachers with the planning and management in the Aided Ashram Schools

c) A further step in this regard would be to put the Head Master of the Aided Ashram School in effective control of Ashram Schools.

5.12 It was learnt from some teachers that there is lot of insecurity in service in the Aided Ashram Schools and therefore some good teachers in these schools leave the services as soon as they get better service elsewhere.

To check this tendancy of teachers, it is suggested that-

a) The teachers in the Aided Ashram Schools should be provided some security in service.

b) Unless serious offence of a teacher is proved, he should not be terminated from the service. There should be some check from the Govt. side on the organisations.

5.13 It has been noticed that administration and supervision of both categories of Ashram Schools are not effective and efficient and of a good quality. The frequency of visits by the supervisory staff or Tribal Development Department to the Aided Ashram Schools to monitor their activities was very inadequate.

It is, therefore, suggested that :-

a) An additional post of the Educational Inspector may be created in the office of the Tribal Development Officer to supervise the activities of the voluntary agencies.

b) An additional staff may be appointed in the Directorate of Tribal Development to monitor the functioning of the voluntary agencies and to keep the up-to-date record/information of the Aided Ashram Schools in Tribal areas.

c) As the technical inspection and the academic control of the Aided Ashram Schools remains with the Education Department, the Education Department should ensure the proper maintenance of the required academic standards in these Ashram Schools, through continuous guidance and proper control and supervision.

5.14 The position of buildings of both type of Ashram Schools was not sound and satisfactory. Majority of Ashram Schools had either inadequate or unhealthy buildings. Out of 334 Government Ashram Schools only 120 had their own buildings, 50 Ashram Schools were run partly in their own and partly in rented buildings, 105 Government Ashram Schools were functioning in tubular structures while 19 Ashram Schools were run in temple, chauwdy and Samaj Mandir etc. In case of Aided Ashram Schools, out of total 78 reported Ashram Schools, 62 schools had their own buildings. However, 42 of them had inadequate buildings. 13 Aided Ashram Schools were functioning totally in rented buildings and other 3 schools were partly in their own and partly in the rented buildings.

It is, therefore, suggested that a programme of construction of schools buildings for the Government Ashram Schools need a special consideration. It may be ensured that the time bound programme of construction of buildings is carried out by the Public Works Department. The school buildings to be errected should be adequate for the students.

In the case of Aided Ashram Schools it is suggested that the present rate of school building grants which is Rs. 1000/- per hosteller may be increased upto Rs. 2000/-. So that the voluntary agencies would be in position to construct an adequate school buildings. Construction of school buildings need availability of land, therefore the voluntary agencies should secure

adequate private land for construction of school buildings along with sufficient play ground. Moreover, it is suggested that while selecting the place for construction of school buildings, it may be ascertained that there is sufficient water supply throughout the year and other basic infra-structure facilities available for the students and the staff.

5.15 Most of the Aided Ashram Schools lack separate facilities like teacher's room, teacher's quarters, hostel buildings, dinning hall, store room and kitchen room, etc. Out of the 78 reported Aided Ashram Schools,45 schools had not separate room for teachers, 58 schools had not teacher's quarters, while 71 schools were without separate buildings for hostels. 47 Aided Ashram Schools were without the facility of bathroom and latrines etc. It was found that in the schools where the facilities of Urinals, latrines and bathrooms etc. were available, were not used properly by the students by one and the other reason. If at all they are used, they are not kept clean. Similarly, in respect of most of the Aided Ashram Schools, the activities of storing, cooking, dinning, etc. were performed in one and the same room/ hall. This has badly affected the school atmosphere.

It is, therefore, suggested that :-

a) Each Aided Ashram School should have atleast minimum facilities.

5.16 It was noticed that most of the Aided Ashram Schools do not have well equipped libraries. With the scanty amount of library grants, it was not possible for many voluntary agencies to equip the libraries.

It is, therefore, suggested that :-

a) The amount of library grants may be doubled. With this anctioned grants, each Aided Ashram School should purchase necessary books and periodicals every year.

b) Separate room may be reserved in the school for the library.

c) Moreover the teachers should see that the students in the higher classes use the library books.

5.17 It was observed that out of 78 reported Aided Ashram Schools, 24 schools do not have sufficient - educational material, 29 schools have inadequate play game material while 11 schools have no play grounds.

In this connection it is suggested that the necessary educational material such as slates, pencils, text books, note books, etc. should be provided to each hosteller student as soon as he/she is admitted in the hostel. The Aided Ashram Schools will have to be geared up in sports activities also . The facilities of sports and its regular

inclusion in the curriculam of the Aided Ashram Schools will not only lead to the development of talented athlets and instil in young students a sense of discipline, but will assist in scoring additional marks.

5.18 It was noticed that in some of the Aided Ashram Schools, physical checking of the students was not regularly done. Similarly, day to day used common medicines were not adequately storted in the schools for want of sufficient amount of grants.

It is also necessary to conduct physical checking of each student atleast once in a year with a view to keep him/her physically fit. Sufficient medicines, as prescribed by the Medical Officer, may be kept in each Aided Ashram School. Similarly, necessary medicines to protect students from snake bite etc. should be made available in P.H.C. nearby. The present amount of medical grant which is Rs. 2/- per student may be increased upto Rs. 10. However, precaution will have to be taken to avoid mishap.

5.19 Whereas in the Govt. Ashram Schools the students from Ist standard to Xth standard are provided the text books, note books and other stationery material, it was observed that in the Aided Ashram Schools, the students studying in VIIIth standard onwards do not get text books, note books and stationery etc. from the voluntary agencies

for want of grants for the purpose. This is one of the reasons why the students are more attracted towards the Government Ashram Schools, rather than towards the Aided Ashram Schools. The voluntary agencies may be provided with sufficient amount of grants for the above items.

5.20 The teachers in the Govt. Ashram Schools are entitled to get the T.A./D.A. if they visit Government offices for official work. However, it was learnt that the teachers in the Aided Ashram Schools are not entitled to get the T.A./D.A. from their organisation if they visit the Government offices for official work.

The teachers in the Aided Ashram Schools may be allowed to get T.A./D.A. as the teachers in the Govt. Ashram Schools are entitled to get the same. For this purpose grant on T.A./D.A. to voluntary agencies may be proveided.

B) GENERAL SUGGESTIONS :-

5.21 It was observed that, in most of the Aided Ashram Schools (i.e. 64) in addition to academic education, vocational training specially on crafts was provided to the students. Demonstration in agricultural practices, Training in carpentary, cane work, statue making etc. were the trades on which vocational training was imparted to the students. It was observed that tribal students take much interest in the vocational education than regualr education. It is, therefore, suggested that in each Aided Ashram School, vocational training in one of

the trades like Agriculture, Poultry, Animal Husbandry, Food Preservation, Forest Planting, Carpentry, Masonry work, Tailoring, Collection and Preservation of forest produce etc. may be made compulsory. So that after completion of education, the students will not find it difficult to secure a job or to start their own business.

b) In this connection it is suggested that, new Aided Post Basic Ashram Schools may be started with special vocational trades or crafts useful to the area and tribal people.

c) In this connection, further special study tours of the students to the Government offices, factories, educational as well as training institutions in urban areas should be organised with a view to acquainting them with modern activities in urban areas. It would be an excellent idea to give them a chance of working in real situation in some of the productive processes, so that they would be in position to select a vocation of their choice.

5.22 It was learnt that there was no provision of repair-grants to the Aided ashram schools. For want of annual maintenance in some of the schools, there was leakage of water from the roof in rainy season and the walls were observed with bad plaster.

It is, therefore, suggested that there should be provision of repair grants and the power of spending Rs. 2500/- on the repairs of school buildings and premises may be vested to the Head Master of that

particular school. So that he may carry the annual maintences of his school in time.

5.23 Huge quantity of fuel is needed by the Ashram Schools. It was observed that majority of the Aided Ashram Schools were facing the problem of fuel. Authorities of most of the reported schools expressed their grievances that due to ban or felling of trees, it is difficult to get easily the firewood. Moreover, it was learnt that the firewood was not much convenient to use in preparation of meals. During the rainy season the use of firewood, which is generally is not kept under the shed, becomes troublesome while during the summer season it burns quickly and produces unwanted heat. Thus, there is wastage of firewood.

In order to solve the problem of fuel it is suggested that the Ashram Schools may be provided with smokeless chulla and the cooks and other workers in Ashram school may be given training of using the firewood economically.

5.24 It was observed that there was not proper co-ordination between different voluntary agencies who run the Ashram Schools. For want of Co-ordination and common method of working, it was noticed that, each voluntary agency was functioning according to its policy.

It is, therefore, suggested that :-

a) In order to have co-ordination between the voluntary agencies, there should be get together of members of the voluntary agencies to understand each others problems and to have exchange of thoughts regarding experiences in the educational development of students in their Ashram Schools.

b) "Inter Ashram School, work-shops" of teachers should be organised, at least once in a year to know each other's difficulties and experiences in the field of teaching.

This will result into the development of working of the Aided Ashram Schools. The experiences of a particular reputed voluntary agency and it's school may prove as an ideal example for the others.

5.25 Taking into consideration the total tribal population in the Sahyadri and in the Gondwan regions of Maharashtra State, it seems that there is a regional imbalance in number of both type of Ashram Schools. As per 1981 census, the total tribal population of the Districts (in which the Aided and the Govt. Ashram Schools are located) covered under Sahyadri region comes to 32.4 lakhs while the total tribal population of the Districts covered under the Gondwan region works out to 23.90 lakhs. Out of total 119 Aided Ashram Schools, 85 Schools are located in the Sahyadri region and only 24

schools are located in Gondwan region. In the case of the Govt. Ashram Schools, out of total 334 schools. 217 schools are located in the Sahyadri region and 117 in the Gondwan region. Thus, regionwise difference in the growth of educational institutions itself is accentuating the disparities.

It is, therefore suggested that :

a) The regional imbalance of the Ashram Schools in relation to the total tribal population may be removed. While phasing out the programmes for removing the regional imbalance in Tribal Sub Plan Area, only such blocks should be considered on priority basis where the backlog of Ashram Schools is more than three. The permission to open the Ashram Schools in these blocks may be given, as for as possible, to the voluntary agencies of good repute only.

b) The education among the primitive tribals is extemely at low level. The voluntary organisations may be allowed to open the Ashram Schools in the primitive tribal pockets. The voluntary agencies possessing in timate knowledge of local people will be in a better position to cater to the educational facilities to the primitive tribal people.

5.26 In case of out side Tribal Sub Plan (O.T.S.P.) areas it is difficult to identify tribal population in concentrated pockets and locate the places where the Ashram Schools can be opened. Therefore, it is suggested that in the O.T.S.P. area, instead of Aided Ashram Schools, the scheme of hostels and other educational activities may be extended to flourish the educational development of the tribal children-

5.27 Active participation of people in the implementation of plan programmes is an essential factor in democratic process of planning. It assures that the programme is directed to fulfill their aspirations. It was observed from the data that out of 78 reported Aided Ashram Schools, 28 schools did not get the co-operation of the parents of tribal students. 11 schools reported that they get the co-operation of the parents but not upto the desired extent. Ramaining number of the schools were getting satisfactory co-operation of the parents.

It is therefore suggested that :-

a) The measures should be adopted to ensure active participation and co-operation from the people and parent especially the tribal people, for whom the scheme of Aided Ashram School is designed

b) The continuous dialogues between the officials and non-officials may result in bringing them clear to each others views in the field of

educational development of tribal people. Thus, active participation of people is needed for effective implementation of educational programmes.

5.28 Even though both type of Ashram Schools have played and will continue to play a very vital role in tribal education, still improvement of tribal education will not be complete unless Zilla Parishad Schools where a much bigger number of tribal students are - receiving education are improved.

Therefore, it is suggested that alongwith the improvement of Ashram Schools run by the Voluntary Agencies, improvement of the schools under Zilla Parishad will also have to be given due importance.

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परिशिष्ट "ब"

[शासन निर्णय, आदिवासी विकास विभाग क्र. व्हीएस-१०८७/४६३/११, दिनांक- २-२-८८] १९८७-८८.

शाळा दिनांक- आश्रमशाळांच्या मान्य खर्चाच्या बाबी. अनुदानासाठी धरण्यात येणारा १२ महिन्याचा जास्तीत जास्त खर्च.

आवर्ती :-

१]	शासन निर्णय समाजकल्याण सांस्कृतिक कार्य, क्रीडा व पर्यटन विभाग क्र. एएसी-२५७७/३११३९/१५, दि.२०-८-७९ अन्वये मंजूर केलेल्या वेतनश्रेणीनुसार शिक्षकांचा पगार प्रशिक्षित शिक्षक [एचएससी] वेतनश्रेणी रु.२९०-५४० [१००टक्के]	रु. ३४८० उच्चतम शैक्षणिक पात्रता असणाऱ्या शिक्षकांच्या पगारावर मंजूर वेतनश्रेणीतील वेतन अनुदानास ग्राह्य धरण्यात यावे.
२]	शिक्षकांना देण्यात येणारा महागाई भत्ता [१००टक्के]	विद्यमान दरानुसार वेळोवेळी देण्यात येणारे महागाई भत्ते.
३]	रजा वेतनाखाली अंशदान निधी	रु. ९२/-.
४]	शिक्षकांसाठी वाईट हवामान भत्ता [त्या क्षेत्रात लागू असल्यास]	रु.१२०/-
५]	संकीर्ण खर्च व आकस्मिक खर्च	रु. २००/- प्रतिवर्षी.
६]	इमारतीचे भाडे दरमहा रु.१००/- [संस्थेच्या इमारती बांधून होईपर्यन्त]	रु. १२००/- किंवा संबंधित कार्यकारी अभियंता सार्वजनिक बांधकाम विभाग यांनी प्रमाणित केलेल्या दरानुसार जे कमी असेल ते.

७]	ग्रंथालय पहिल्या वर्षी १५० रु. व नंतरच्या प्रत्येक वर्षी रु. ५० प्रमाणे.	रु. १५०/-
८]	२ गाई व २ बैलाचे परिरक्षण दरमहा ५ रु.दराने प्रत्येक गाई व बैलाकरिता [शासन निर्णय शिक्षण विभाग क्र. ईबीसी-२५५७ एन, दि.२०-२-५८]	रु. २४०/-.
९]	पाठ्यपुस्तके व लेखन साहित्य [१०० टक्के अनुदान] [प्रत्येक मुलामागे प्रतिवर्षी रु.४०/- प्रमाणे]	रु.१२००/- पाठ्यपुस्तके प्रतिवर्षी पाठ्यपुस्तके निर्मिती महामंडळ, पुणे यांचेकडून
१०]	प्रत्येक मुलास प्रतिवर्षी २ टक्के प्रमाणे वैद्यकीय सवलत.	रु. ६०/-
११]	गणवेश [प्रत्येक मुलास २ जोड करिता प्रतिवर्षी रु.४०/- प्रमाणे ३० मुलाचे.	रु.१२००/-.
१२]	अंथरूण पांघरूण [रु.६०/- प्रत्येक मुलास दर तीन वर्षातून एकदाच फक्त ४० मुलांसाठी]	रु.१८००/-
	एकूण	रु. २१०१०/-

[ब] वसतिगृह विभाग

आवर्ती बाबी.

ब] वसतीगृह अधिक्षक

निवासी मुलांची संख्या ७५ असेपर्यन्त अधिक्षकाचे काम पहाणाऱ्या शिक्षकास दरमहा रु.१५प्रमाणे विशेष भत्ता.	रु १८०/-
निवासी मुलांचीसंख्या ७५ च्या वर गेल्यावर स्वतंत्र वसतिगृह अधिक्षक [एस.एस.सी. डी.एड.] वेतनश्रेणी रु.२९०-५४०	रु.३४८०/- [अधिक विद्यमान दरानुसार वेळोवेळी देण्यांत येणारे महागाई भत्ते]
२] स्वयंपाकी वेतनश्रेणी रु. २०५-३५५	रु.२४६०/- [अधिक विद्यमान दरानुसार वेळोवेळी देण्यांत येणारे महागाई भत्ते.
३] स्वयंपाकी मदतनीस वेतनश्रेणी रु. २००-२८०	रु.२४००/- [अधिक विद्यमान दरानुसार वेळोवेळी देण्यात येणारे महागाई भत्ते]
४] कामाठी वेतनश्रेणी रु.२००-२८०	रु.२४००/- [अधिक विद्यमान दरानुसार वेळोवेळी देण्यात येणारे महागाई भत्ते].
५] वसतिगृह बांधकाम पूर्ण होई-पर्यन्त दरमहा रु.१०० प्रमाणे वसतिगृह इमारतीचे भाडे.	रु.१२००/- दरमहा १०० रु. किंवा कार्यकारी अभियंता, सार्वजनिक बांधकाम विभाग यांनी प्रमाणित केलेल्या दरा-प्रमाणे यापैकी जे कमी असेल ते.

६] आकस्मिक खर्च रु.४ प्रमाणे दरवर्षी प्रत्येक विद्यार्थ्यामागे [३० विद्यार्थी-विद्यार्थ्यांसाठी] — रु. १२०/-

७] वसतिगृहातील ३० विद्यार्थ्यांना विद्यावेतन प्रत्येक मुलाला दरमहा ९५ रु. व प्रत्येक मुलीला १०० रु. प्रमाणे [२० मुले व १० मुलींसाठी] ११ महिन्यांसाठी. — रु.९८००/-

अनावर्ती बाबी :-

वसतिगृहाकरिता भांडी- — रु. ५००/-

एकूण रुपये- ५००/-

क] इमारत अनुदान व इतर साहित्य अनावर्ती बाबी -

१] ६० मुलांसाठी आश्रमशाळा इमारत बांधकाम अनुदान. — रु. ६०,०००/-

२] आश्रमशाळेसाठी १० एकर जमीन खरेदी करण्यासाठी अनुदान — रु. ५,०००/-

जर जमीन दानस्वाने मिळालेली असेल वा शासकीय जमीन असेल तर वरील अनुदान मिळणार नाही.

३] क्रीडासाहित्य — रु. १,०००/-

४] बैलगाडी — रु. ५००/-

५] बैलजोडी खरेदी [दोन बैल] — रु. ६००/-

Chapter I - Annexure II

Names and addresses of the voluntary agencies in the state alongwith the number of Ashram Schools they run.

Sr. No.	Name and address of the voluntary agency.	No. of Ashram Schools they run.
1.	2.	3.
1.	The Adiwasi Seva Samiti, Nashik, District Nashik.	10
2.	The Dang Seva Mandal, Nashik District Nashik.	4
3.	The Dnyan Sadhana Shikshan Prasarak Mandal, Nashik, District Nashik.	1
4.	The Janata Seva Mandal, Nasik, Dist. Nasik	1
5.	The Gramvikas Mandal, Nirgude, Taluka Peth, District Nashik.	1
6.	The Nasik Zilla Vidhayak Karya Samiti, Satana, District Nasik.	2
7.	The Vanwasi Ashram, Guhi, Taluka Satana, District Nasik.	2
8.	The Nawapur Taluka Shikshan Prasarak Mandal, Wadfali, Taluka-Nawapur, Dist-Dhule	1
9.	The Adiwasi Seva Sahayak Sanstha, Nawapur, District Dhule.	1
10.	The Chichpada Vibhag Shikshan Prasarak Mandal Chichpada, Taluka-Nawapur Dist. Dhule.	1
11.	The Paschim Khandesh Bhil Seva Mandal, Nandurbar, District Dhule.	7
12.	The Nandurbar Taluka Vidhayak Samiti, Nandurbar, District-Dhule	4
13.	The Sane Guruji Shramik Vidhyapith Boradi, Taluka-Shirpur, Dist-Dhule	1
14.	The Sakri Taluka Adiwasi Sevek Mandal, Pimpalner, Taluka-Sakri, Dist;Dhule	1

1.	2.	3.
15.	The Adiwasi Vikas Mandal, Khandbara, Taluka Nawapur, District Dhule	1
16.	The Jawahar Shikshan Sanstha Gartad, District - Dhule	1
17.	The Adiwasi Satpuda Shikshan Prasarak Mandal, Dhagaon, District - Dhule	5
18.	The Satpuda Shikshan Prasarak Mandal, Vidhawadi, District-Dhule	1
19.	The Satpuda Sarvoday Mandal, Shahada, District-Dhule	1
20.	The Bhartiya Samaj Unnati Mandal, Bhiwandi, District-Thane.	5
21.	The Gadge Maharaj Mission, Bombay - 400 004	9
22.	The Kulaba Zilla Adiwasi Sewa Mandal, Pali, Taluka Sudhagad, Dist-Raigad	2
23.	The Parivartan Sanstha, Pen, District-Raigad	1
24.	The Adiwasi Sewa Mandal, Bombay 400 004	4
25.	The Gokhale Education Society, Kosbad Taluka Dahanu District-Thane, Kendra,	2
26.	The Gokhale Education Society Talasari Kendra, District-Thane	1
27.	The Balkan-Ji-Bari, Bapugaon Taluka-Dahanu, District-Thane	1
28.	The Jivan Vikas Shikshan Prasarak Mandal, Palghar, District-Thane.	1
29.	The Swami Vivekanand Shikshan Sanstha, Kolhapur, District-Kolhapur	1
30.	The Thane Zilla Shikshan Prasarak Mandal, Kasa, Taluka-Dahanu, District-Thane.	2
31.	The Dhanaji Nana Chaudhari Adiwasi Seva Mandal, Satrasen, Taluka-Chopda, District-Jalgaon	2
32.	The Shikshan Prasarak Mandal, Thane, District-Thane.	1

1	2	3
33.	The Satpuda Vikas Mandal, Pal, Taluka Raver District-Jalgaon.	2
34.	The pachora Taluka Shikshan Sanstha, Pachora, District - Jalgaon	1
35.	The Adiwasi Sewa Mandal, Chopada, District-Jalgaon	1
36.	The Mahatma Phule Shikshan Prasarak Mandal Nanded, District-Nanded	1
37.	The Satya Niketan Sarvodaya Sanstha, Rajur, Taluka-Akole, Dist-Ahmadnagar.	1
38.	The Baleshwar Ashram Shala, Sarole Pathar, District - Ahmadnagar.	1
39.	The Adiwasi Shikshan Sanstha Junnar, District-Pune.	1
40.	The Bal Sanskar Kendra, Lamboti, Taluka Mohal, District Solapur	1
41.	The Rastriya Adiwasi Shikshan Sanstha, Dahoda, Taluka Ramtek, District-Nagpur.	1
42.	The Mahatma Gandhi Ashram Shala Satana, Taluka Chikhaldara, Dist-Amravati	1
43.	The Parwa Shikshan Sanstha, Parwa, Taluka Kelapur, Dist-Yavatmal	1
44.	The Jawahar Smriti Shikshan Sanstha, Marki, Taluka Maregaon, Dist-Yavatmal	1
45.	The Deorampatilgramin Pratishtan Yavatmal District-Yavatmal	1
46.	The Akhil Bhartiya Shree Gurudeo Seva Mandal, Gurukunj Ashram, Amravati, District-Amravati.	1
47.	The Mahatma Mungasaji Adiwasi Vidhyarthi Vasatigriha, Pusad, District-Yavatmal	1
48.	The Marathwada Bhatkya Jati Sewa Samiti, Nanded	1
49.	The Sant Namdeo Shikshan Prasarak Mandal, Jam run-andh tanda, Taluka Hingoli, District-Parbhani	1

1	2	3
50.	The Adiwasi Magas Vargiya Shikshan Prasarak Mandal, Limbi, Taluka-Kalamnuri, District-Parbhani	1
51.	The Maharashtra Adiwasi Yuvak Seva Sangh, Pusad, District-Yavatmal	1
52.	The Bhartiya Adiwasi Shiv Shikshan Sanstha, Garada, District Bhandara	1
53.	The Shivaji Shikshan Prasarak Mandal, Gadchiroli, District-Gadchiroli.	1
54.	The Dharmaraj Shikshan Mandal Aheri, District-Gadchiroli.	4
55.	The Maharogi Sewa Samiti, Warora, District-Chandrapur.	1
56.	The Shree Gurudeo Sewa Mandal,Kamalapur, District-Gadchiroli.	1
57.	The Adiwasi Samaj Sewa Shikshan Sanstha, Dongargaon,Taluka -Mul, Dist-Chandrapur.	1
58.	The Adarsh Shikshan Prasarak Mandal, Rajura, District-Chandrapur	1
59.	The Shirpur education society, Shirpur, Dist-Dhule	1
60.	The Adiwasi Unnati Sewa Mandal, Rajur, Dist-Ahmednagar,	1
61.	The Rashtra Sant Tukdoji Maharaj Shikshan Santha, Amravati,Dist-Amravati	1
62.	The Bhagwati Shikshan Sanstha,Thanegaon, Tal-Tirora, Dist-Bhandara.	1
63.	The National Centre for Rural Development Nagpur.	6
64.	The Shewalal Maharaj Shikshan Sanstha, Dhanoli, Tal : Rajura, Dist - Chandrapur.	1
	TOTAL	119

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महाराष्ट्र राज्यात स्वयंसेवी संस्थामार्फत चालविल्या जाणाऱ्या प्राथमिक व पौस्टबेसिक आश्रमशाळेतील कामाचा सखोल अभ्यास.

प्रपत्र क्रमांक - १.

चौक -१ : आश्रमशाळेची सर्वसाधारण माहिती.

१. स्वयंसेवी संस्थेमार्फत चालविल्या जाणाऱ्या आश्रमशाळेचे नांव व पूर्ण पत्ता :

२] आश्रमशाळा चालविणाऱ्या स्वयंसेवी संस्थाचे नांव व पूर्ण पत्ता :

३] आश्रमशाळा प्राथमिक आहे की, पौस्टबेसिक : प्राथमिक/पौस्टबेसीक

४] प्राथमिक आश्रमशाळा स्थापन झाल्याचे वर्ष :

५] पौस्टबेसिक आश्रमशाळा स्थापन झाल्याचे वर्ष :

६] आश्रमशाळेला जोडून बालवाडी चालविली जाते काय? : होय/नाही.

७] आश्रमशाळेत कितवीपर्यन्त वर्ग भरतात ? :

८] आश्रमशाळेतील सन १९८८-८९ ची जमाती निहाय विद्यार्थी संख्या. :

क्र.	आदिवासी जमातीचे नांव	आदिवासी विद्यार्थी संख्या	इतर विद्यार्थी	एकूण विद्यार्थी
१.				
२.				
३.				
४.				
५.				

९. पालकांचे सहकार्य कशाप्रकारे मिळते? अत्यल्प / पुरेसे /समाधानकारक
[स्वस्म लिहा -उदा. -- अत्यल्प /पुरेसे/
समाधानकारक].

चौक नं. २: आश्रमशाळेची इमारत व वसतिगृहाबाबत...

१. आश्रमशाळेला स्वत:ची जमीन आहे : होय / नाही.
काय? असल्यास किती?

२. आश्रमशाळा गावापासून किती अंतरावर :
आहे ?

३. आश्रमशाळेच्या इमारतीचा तपशील : एकूण खोल्या क्षेत्रफळ
[उदा.इमारतीचे वर्णन, कच्ची/पक्की
वगैरे].

४. आश्रमशाळेची इमारत संस्थेच्या मालकीची : मालकीची/भाडयाची
आहे का भाडयाची आहे ?

५. इमारत भाडयाची असल्यास वार्षिक : होय/नाही.
भाडे किती? भाडे प्रमाणित केले आहे काय? :

६. आश्रमशाळेची इमारत विद्यार्थ्यांसाठी : होय/नाही.
पुरेशी आहे काय?

अपुरी असल्यास किती विद्यार्थ्यांना पुरते :

७. पुरेशी नसल्यास आणखी किती जागा : खोल्या क्षेत्रफळ
आवश्यक आहे.

८. आश्रमशाळेत शिक्षकांसाठी स्वतंत्र खोली आहे का ? : होय / नाही.

९. आश्रमशाळेत शिक्षकांसाठी व कर्मचाऱ्यांसाठी निवासस्थाने उपलब्ध आहेत काय. : होय/नाही.

१०. आश्रमशाळेच्या वसतिगृहात विद्यार्थ्यांना प्रवेश देताना कोणते निकष लावले जातात : १]
२]
३]
४]

११. आश्रमशाळा व वसतिगृहाच्या इमारती एकाच ठिकाणी आहेत की, वेगवेगळ्या ठिकाणी. :

१२. वसतिगृह इमारत वेगवेगळ्या ठिकाणी असल्यास त्याची मालकी, क्षेत्र व भाडे इ.बाबत तपशील द्यावा. :

१३. वसतिगृहामध्ये स्वयंपाकासाठी जेवणासाठी व धान्य साठविण्यासाठी स्वतंत्र व्यवस्था आहे काय ? असल्यास किती खोल्या आहेत.? : होय/नाही.

१४. नसल्यास प्रचलित व्यवस्था काय आहे? :

१५. आश्रमशाळेच्या वसतीगृहात किती विद्यार्थ्यांची क्षमता आहे? प्रत्यक्षात किती विद्यार्थी तेथे राहतात? त्यासाठी ती जागा पुरेशी आहे काय? :

१६. वसतिगृहात स्वच्छता गृह, स्नानगृह इत्यादि व्यवस्था आहे काय? : होय/नाही.

१७. असल्यास त्याचा तपशील द्यावा :

१८. नसल्यास याबाबतची प्रचलित कोणती पध्दती अवलंबिली जाते? :

चौक नं.३- आश्रमशाळेतील विद्यार्थी व शिक्षकांबाबत...

१. आश्रमशाळेला पुरेसे विद्यार्थी मिळतात काय? होय / नाही.
प्रत्येक वर्गाची संख्या भरते काय? :

२. आश्रमशाळेतील शिक्षकांची पदे : मंजूर भरलेली रिक्त

३. इंग्रजी, गणित व शास्त्र या विषयांच्या शिक्षकांची पदे रिक्त असल्यास त्याची कारणे. : १]
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४. इतर विषयांच्या शिक्षकांची रिक्त पदे न भरण्याची कारणे. : १]
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५. आश्रमशाळेतील शिक्षकांची माहिती [टिप- इ.बाबत स्वतंत्र तक्ता जोडावा.]

नांव	शिक्षण	प्रशिक्षित	शिकवण्याचा अनुभव

६. आश्रमशाळेतील पास झालेल्या विद्यार्थ्यांची इयत्तावार गेल्या तीन वर्षातील टक्केवारी.

वर्ग	पास विद्यार्थ्यांची टक्केवारी		
	१९८५-८६	१९८६-८७	१९८७-८८
१ली			
२री			
३ री			
४ थी			
५ वी			
६ वी			
७ वी			
८ वी			
९ वी			
१० वी			

७. चांगल्या गुणांनी उत्तीर्ण होणाऱ्या विद्यार्थ्यांस बक्षिसे दिली जातात काय? : होय / नाही.

८. असल्यास कोणत्या स्वरूपात? :

९. प्राथमिक व माध्यमिक आश्रम शाळेतील विद्यार्थ्यांचे गळतीचे सर्वसाधारण शेकडा प्रमाण किती ? : प्राथमिक शाळा माध्यमिक शाळा

१०. विद्यार्थ्यांच्या गळतीची प्रमुख कारणे कोणती ? : १]
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११. विद्यार्थ्यांच्या गळतीचे प्रमाण कमी करणेसाठी आश्रमशाळेमार्फत कोणते उपाय योजले जातात ? : १]
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चौक -४ मिळणाऱ्या अनुदानाबाबत व होणाऱ्या खर्चाबाबत...

१. आश्रमशाळेला अनुदान कोणाकडून मिळते? : शासन / परकीय मदत / देणगीदार

२. गेल्या वर्षी शासनाकडून एकूण किती अनुदान मिळाले. [उदा. निर्वाहग्रँट, भाडे ग्रँट, साहित्य ग्रँट या स्वरूपातील विभागणी द्यावी.] : रुपये .....

३. अनुदान वेळेवर मिळते काय? : होय / नाही.

४. अनुदान पुरेसे आहे काय? नसल्यास किती हवे.? : होय / नाही.

५. मिळणारे अनुदान मुख्यत: कोणत्या बाबींवर खर्च केले जाते? : बाबी खर्च

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६. वसतीगृहातील आजारी विद्यार्थ्यांसाठी खर्चाची स्वतंत्र तरतूद आहे काय? : होय / नाही.

७. दरवर्षी प्रत्येक विद्यार्थ्यावर संस्था : रुपये ....
सरासरी किती खर्च करते ?
खर्चाच्या मुख्य बाबी कोणत्या?

८. आश्रमशाळेचा गेल्या वर्षाचा एकूण : रुपये .....
खर्च किती झाला ?

९. आश्रमशाळेचा खर्च शासनाकडून मिळणा-या : होय / नाही.
अनुदानातून भागविता येतो काय ?

१०. नसल्यास कमी पडणा-या खर्चाची :
रक्कम कशी उभारली जाते ?

११. शासनाकडून मिळणा-या अनुदानाबाबत :
आश्रमशाळा मुख्याध्यापकांचे सविस्तर
मत काय?

चौक -५ :- आश्रमशाळेतील सुविधा व इतर सोयी...

१. आश्रमशाळेच्या ठिकाणी बारमाही : पिण्याचे पाणी, दळणवळणाची सोय दवाखाने, लाईट, दुकान इ.पैकी कोणत्या मूलभूत सोई उपलब्ध आहेत नसल्यास कोणती व्यवस्था केली जाते ?

२. आश्रमशाळेत पुरेसे शैक्षणिक साहित्य : होय / नाही. [उदा. फळे, पुस्तके, प्रयोगसाहित्य, नकाशे इ.]उपलब्ध आहे काय?

३. नसल्यास त्याची कारणे कोणती : १]
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४. शैक्षणिक साहित्याची उणीव कशी भरून काढली जाते ?

५. आश्रमशाळेतील विद्यार्थ्यांची शारिरीक तपासणी नियमितपणे केली जाते काय ? असल्यास वर्षातून किती वेळा ? : होय / नाही.

६. शारिरीक तपासणी वेळेवर होत नसल्यास त्याची कारणे कोणती ? : १]
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७. आश्रमशाळेत पुस्तकी शिक्षणाखेरीज इतर विषयाचे शिक्षण दिले जाते काय? : : होय / नाही.

असल्यास कोणत्या विषयाचे ?

८. आश्रमशाळेतील विद्यार्थ्यांना खेळण्यासाठीपुरेसे प्रशांगण व खेळाचे साहित्य उपलब्ध आहे काय? : होय / नाही.

९. नसल्यास त्याची कारणे कोणती : :

चौक नं.६- अध्यापन व परीक्षा पध्दती ...

१. दैनंदिन अध्यापनातकोणती अध्यापन पध्दती वापरता ? [उदा. व्याख्यान पध्दती, प्रश्नोत्तर पध्दती, चर्चा पध्दती इत्यादि] :

२. वरीलपैकी कोणती अध्यापन पध्दती परिणामकारक वाटते ? का ? :

३. अध्यापन करताना स्पष्टीकरणासाठी बोलीभाषेचा उपयोग करता काय ? : होय / नाही.

४. त्याचा कोणता परिणाम दिसून येतो ? कसा ? :

५. अभ्यासात मागे असलेल्या विद्यार्थ्यांसाठी जास्तीचे वर्ग घेतले जातात काय? : होय / नाही.

६. कोणत्या विषयासाठी जास्तीचे घेतले जातात?

७. त्याचा कोणता परीणाम
दिसून येतो ?

८. अध्यापन दर्जेदार होण्यासाठी :
आश्रमशाळेत इतर कोणते उपक्रम
राबविले जातात ?

९. तुमच्या मते परीक्षा पध्दतीत १]
जाणवणाऱ्या उणिवा कोणत्या?
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३]

१०. त्या कशाप्रकारे दूर करता ? : १]
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११. त्याचा कोणता परिणाम दिसून
येतो ?

चौक -७: आश्रमशाळेच्या अडचणी व सूचना

१. आश्रमशाळेच्या शैक्षणिक अडचणी संस्था प्रमुखांकडून सोडविल्या जातात का काय ? :

२. नसल्यास त्या कशाप्रकारे सोडविल्या जातात ? :

३. चांगल्या कामाबद्दल शिक्षकांना संस्थेकडून पारितोषिके /बक्षिसे दिली जातात काय? : होय/नाही.

४. आपले नियंत्रण अधिकारी वेळोवेळी शाळेत भेट देवून मार्गदर्शन करतात काय? : होय/नाही

५. मार्गदर्शन करीत असल्यास वर्षातून किती वेळा ? :

६. आश्रमशाळेची तपासणी वेळेवर होते काय? : होय/नाही.

७. असल्यास कोणामार्फत होते ? :

८. गेल्या वर्षांत किती तपासण्या झाल्या ? त्यातील महत्वाचे शेरे कोणते ? :

९. आश्रमशाळेच्या प्रमुख अडचणी कोणत्या :

१०. अनुदानातील आश्रमशाळा चांगल्या चालाव्यात यासाठी आपणांस काही सूचना करावयाच्या असल्यास त्याचा तपशील. :

[टिप -आवश्यकता असल्यास सूचनांची स्वतंत्र यादी जोडावी]

माहिती देणाऱ्याची सही व हुद्दा.