



सत्यमेव जयते

EVALUATION STUDY

OF

ASHRAM SCHOOL

**DIRECTORATE OF EVALUATION
GOVERNMENT OF GUJARAT
SECTOR-18, GANDHINAGAR**

MARCH-1987

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2B, SriAurobindo Marg, New Delhi-110016
DOC. No. 3938
Date 3/9/87

: FOREWORD :

After independence, Government has adopted the principle of planned development for balanced growth. Under this approach plan formulation, implementation, monitoring and evaluation are inter-dependent and essential stages.

In assessing the performance of any scheme, evaluation plays a key role. It provides feedback on the implementation of the programme, the bottlenecks observed, the extent to which the objectives of the programme are achieved as well as the impact of the programme on the target group. In short, the planning exercise is incomplete without the process of evaluation.

It was in the above context that the Directorate of Evaluation was set up in April, 1965 in the state. The Directorate has undertaken a number of useful evaluation studies many of which have assessed the programmes meant for the weaker sections of society.

In this study which belongs to the above category, an attempt has been made to evaluate the scheme of " Ashram Schools " in tribal areas. Important aspects examined are areas covered by the Ashram Schools, the utilisation of the intake capacity, wastage and stagnation, impact of the scheme on literacy level as well as economic level of backward class communities etc. It also focusses on managerial aspects. This report contains some valuable suggestions which I hope will be useful to the Government in taking corrective measures in execution of the programme and related policy decisions.

Dated the 16th, April, '87.

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Gandhinagar.

ACKNOWLEDGEMENT

'Ashram School' scheme is an important scheme aiming at raising literacy level of tribals & other backward class communities by providing necessary residential facility to their children. At the instance of Tribal Development Department this study was undertaken by the Directorate of Evaluation.

The Directorate is extremely grateful to Shri T.L. Soyantar I.A.S., Secretary, Tribal Development Department, Shri Mayur Vyas, Ex-Deputy Secretary and Kumari Kusumben Chauhan, I.A.S., Deputy Secretary, Tribal Development Department, Shri N.A. Vora, I.A.S. Ex-Deputy Commissioner, Office of the Tribal Development Commissioner and Shri A.I. Vora, Director, Directorate of Primary Education for their constant encouragement, Co-operation and valuable suggestions during entire period of the study. We are extremely thankful to Smt. Ritaben Teotia, I.A.S. Deputy Secretary, General Administration Department for her valuable suggestions.

I am thankful to Presidents of voluntary agencies whom we contacted and principals of selected Ashram Schools for rendering their immense help to this Directorate by way of suggestions as well as by extending their full co-operation at the time of

field visits. Some prominent social workers have also sent their valuable opinions regarding impact of the scheme. This Directorate is very much thankful to all these officials and non-officials.

We are very much grateful to all the members of the Departmental Evaluation Committee for their active participation in the discussions and accepting most of the recommendations.

I am also thankful to my Deputy Director, Research Officer, Research Assistants, Statistical Assistants and typists who have worked very hard at various stages for completing the report in time.

I hope that the report will be useful for policy decisions, formulation and implementation of the programme.

31st March, 1987.

Dr. M.H. Shah,
Director,
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Gandhinagar.

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CHAPTER 1

BACKGROUND OF THE SCHEME AND EVALUATION APPROACH

1.1 Introduction

After independence the education is made compulsory, free and uniform for the children of the age group 6 to 14. However the benefits could not reach to the doors of the poor Adivasis staying in remote and scattered areas of forest where the facilities of roads and communications are scarce.

The Conference of officials and non-officials held in 1953 to discuss education problems of tribal population recommended establishment of Ashram Schools and laid down certain general principles for organising such schools. In the initial stage, three tribal Ashram Schools were established in 1953. Subsequently, it was extended to other backward class communities like Scheduled Caste, Nomadic Tribe, Denotified Tribe and Backward Panch communities.

The prime objectives of this scheme is to raise the literacy level of tribals and other backward class communities by providing necessary suitable facilities to their children.

At the instance of the Tribal Development Department it was decided to undertake an evaluation study of Ashram Schools.

1.2 Background of the scheme

Ashram Schools are residential one and children have to live in the school premises where they have community and social life in family like atmosphere. Lodging and boarding facilities are provided free of cost. Normally a plot of about 10 acres agriculture land was supposed to be attached to the Ashram School. However as per latest G.O. No. 34421 -1484-86 dated 30-4-86 of Tribal Development Department this limit is relaxed. Accordingly where such type of land is not available, this limit is relaxed upto 3 acres in case of areas where perennial irrigation is available from public resources and upto 5 acres in other cases. The education in agriculture craft is also imparted in Ashram School.

Normally, about 120 students are studying in Ashram School and State Government is providing necessary grants as per rules towards the expenditure of the Ashram School. Cent per cent grants of pay and allowances of all employees is given to Ashram Schools. Moreover, in the beginning for 20 months the rent for the school building at the rate of Rs 10 per month and for hostel building at the rate of Rs 40 per month is given.

To meet with the recurring expenditure of lodging and boarding, Rs 100/- per student per month are granted. This amount includes some expenditure of recurring nature like soaps, hair-oil, school uniform etc. In addition to this, grant for non-recurring expenditure is given and the details are given in the Appendix-I.

As per norm, one teacher is appointed for every 30 students. Hence generally 4 to 5 teachers are appointed in Ashram School of whom at least one is female teacher. All teachers have to stay in the Ashram School premises.

The Ashram School education provides children to develop not only their educational faculty but also other extra curricular activities like singing, music, acting, general knowledge etc. As Ashram Schools are residential, they also help to educate the children in community life.

1.3 Organisational set up

At Secretariate level, Social Welfare Department works as a nodal Department. However the scheme is being implemented through Directorate of Primary and Adult Education at the State level. In the Directorate there is one Deputy Director looking after this work. For district level execution of this scheme, there are three regions in the State.

In each region there is one Ashram School Officer who looks after the working of the Ashram Schools in his region.

Most of the Ashram Schools are run by voluntary agencies except in Dangs District, where most of the Ashram Schools are run by the Government.

1.4 Objectives of the Study

The main objectives of the study are as under:

- i. To ascertain the extent of under-utilisation of intake capacity, wastage (drop-outs) and stagnation (time wastage) in Ashram School education.
- ii. To examine whether the benefits of the scheme have reached the lower income group families residing in that area.
- iii. To examine the impact of the scheme on
 - (a) increasing the level of literacy of tribals and other backward class communities.
 - (b) economic upliftment of the beneficiary households.

Subsequently, during the conduct of the study, in one of the meetings, the Secretary, Tribal Development Department suggested to examine the management aspect of the Ashram School. Keeping in view necessary additional data were collected to throw light on the management aspect.

1.5 Evaluation approach

The evaluation of the scheme is based on

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- i. Physical and financial achievement
- ii. Study of the organisational and procedural aspects of the scheme through discussions with officials and non-officials involved in the execution of the programme.
- iii. Secondary data for selected Ashram Schools, talukas of selected Ashram Schools and regional offices.
- iv. Canvassing of schedules for selected Ashram Schools.
- v. Canvassing of schedules for selected households benefitted/non-benefitted under the scheme.
- vi. Collection of information of nearby primary school of selected Ashram School.
- vii. Collection of information through questionnaires to officials and non-officials involved in the execution of the programme.

1.6 Sampling design

There were 333 Basic and 45 post Basic Ashram Schools as on 31st March, 1985 in the State. Districtwise and categorywise information is given in the Statement No. 1.

Initially in the selection of Ashram Schools, technique of simple random sampling has been used. Only those schools which were established before atleast 10 years back were considered. However in the case of Baxi-Panch Ashram Schools this criteria could not be applied because such schools have been established after 1980. Districtwise and category-wise distribution of such Ashram Schools as on 31-3-75 is given in Statement No. 2

It is seen from the statement that more than 80 per cent of the schools are located in 7 tribal districts. Hence for selection of the Ashram Schools only 7 tribal districts have been considered. These 7 districts were divided into three regions as under.

- | Region | Districts |
|--------|----------------------------------|
| 1. | Bharuch, Surat, Dang and Valsad. |
| 2. | Vadodra, Panch-mahals. |
| 3. | Sabarkantha. |

It was decided to select one district with maximum number of Ashram Schools from each region. Accordingly from region No. 1 Surat district was selected. Moreover Dang district was selected from this region as a special case because it is the only district where Ashram Schools are run by Government. From region No. 2 Panchmahals was selected as maximum number of Ashram Schools are functioning in the district and from region No. 3 Sabarkantha district was selected, as it was ^{the} only district in the region.

It was decided in consultation with the Department officials to select 9 Ashram Schools in proportion to the respective number of schools in each category. Later on, at the ^{instance} of the Social Welfare Department, one more Ashram School from the category of Scheduled Caste Ashram School was selected from non-tribal area. Accordingly one Ashram School of Scheduled Castes was selected from Ahmedabad district. The list of selected Ashram Schools is shown in Appendix No. II.

From each of the selected Ashram School, a sample of 30 students was selected in the following way.

1. 10 students who were studying in the Ashram School at the time of survey i.e. 1985-86.
2. 10 students who had completed the course and passed the final year examination in their school.
3. 10 students who left the school before passing the final year examination in the school.

Over and above these 30 students, 10 households were selected who have not taken the benefit of the Ashram School i.e. who had not sent any child from the family so far to the Ashram Schools.

It was decided to select six boys and four girls from each selected school on the basis of the proportion of boys and girls in the Ashram Schools.

For selection of students under category one, the technique of simple random sampling was used while for selection from rest of the categories, they were selected either from villages of selected students under category one or their nearby villages to reduce the cost and time in field investigation.

Thus, from each of the selected Ashram School, 30 students and 10 non-beneficiary households were selected. The details of the selected sample are given in the following table.

Table No. 1 The details of selected sample

Sr. No.	Name of the District	No. of Ashram schools selected	No. of Students selected	No. of non-beneficiary households selected	Total
1.	2.	3.	4.	5.	6.
1.	Surat	3	90	30	120
2.	Dangs	2	60	20	80
3.	Panchmahals	2	50	20	70
4.	Sabarkantha	2	60	20	80
5.	Ahmedabad	1	40	10	50
Total		10	300	100	400

1.7 Reference period

To assess the wastage and stagnation in Ashram Schools, the information was collected for the students who were admitted in the first standard during 1970-71 to 1974-75. To know the under-utilisation of intake capacity in the selected Ashram Schools the information was collected for last 11 years i. e. 1974-75 to 1984-85.

Field work was carried out during February 1986 to April 1986.

CHAPTER - 2
PROGRESS OF THE SCHEME

2.1 Physical Progress

As per the information provided by the Directorate of Primary Education, there were 333 Basic and 45 Post Basic Ashram Schools in Gujarat as on 31st March 1985. The planwise progress regarding establishment of Ashram Schools is shown in the following table.

Table No. 2 Planwise physical performance of the scheme

Plan period	No. of Ashram schools opened		Cumulative	
	Basic	Post Basic	Basic	Post Basic
1.	2.	3.	4.	5.
1st Plan (1951-56)	14	-	14	-
2nd Plan (1956-61)	34	-	48	-
3rd Plan (1961-66)	34	2	82	2
Three Annual Plans (1966-69)	25	1	107	3
4th Plan (1969-74)	18	10	125	13
5th Plan (1974-78)	33	6	158	19
Two Annual Plans (1978-80)	38	5	196	24
Sixth Plan (1980-85)	137	21	333	45

The above table reveals that during the First Five Year Plan, 14 Basic Ashram Schools were established. There after rapid progress was

noticed. 34 Basic Ashram Schools were opened each in Second Five Year Plan and Third Five Year Plan. Two Post Basic Ashram Schools were also opened during Third Five Year Plan. During three Annual Plans (1966-69) 25 more Basic Ashram Schools and 1 more Post Basic Ashram Schools were established. However, during 4th Five Year Plan only 18 Basic Ashram Schools were established but significant progress was noticed as 10 more Post Basic Ashram Schools were established during that period.

The 6th Five Year Plan observed break through in establishment of both the Basic and Post Basic Ashram Schools during which 137 Basic Ashram Schools and 21 Post Basic Ashram Schools were established as against the total of 196 and 24 respectively upto the end of March 1980. (Established during last 27 years).

The planwise progress regarding establishment of categorywise Ashram Schools is given in Statement No. 3. In the initial stage there were only two types of Ashram Schools i.e. one for Scheduled Tribes (13) and other for Denotified Tribes (1). During the Second Five Year Plan, one another type of Ashram School i.e. for Nomadic Tribes was started. Ashram Schools for Scheduled Caste communities were started from the 4th Five Year Plan only. Whereas Ashram Schools for Backward communities came into existence during two Annual Plans (1978-80). Upto the

end of 5th Five Year Plan, more stress was given in establishing Scheduled Tribes Ashram Schools. Whereas during two Annual Plans (1978-80) 11 Ashram Schools for Baxi Panch communities were started. From the Sixth Five Year Plan more stress is given in opening of Scheduled Castes and Baxi Panch Community Ashram Schools. During this period 33 Basic Ashram Schools for Scheduled Castes and 45 Ashram Schools for Baxi Panch communities were commissioned.

2.2 Financial progress

For collecting the information about the provision and expenditure for the scheme during various plan periods, the offices of the Directorate of Education, General Administration Department and Social Welfare Department were contacted. But inspite of all the efforts the data for only Sixth Plan period could be made available from the Social Welfare Department which is summarised as under.

The available data for the Sixth Five Year Plan period show that an expenditure of Rs 733.34 lakhs has been incurred as against the total provision of Rs 638.91 lakhs towards the scheme No. BCK-28 Ashram Schools which is more than the provision made i.e. 114.8%. In case of scheme No. BCK-29 i.e. Post Basic Ashram Schools the expenditure incurred during the Sixth Five Year Plan was Rs 173.87 lakhs as against the provision of Rs 208.11 lakhs which is 83.5% of the provision made.

CHAPTER - 3

COVERAGE AND LOCATIONS OF ASHRAM SCHOOLS

3.1 Coverage by Ashram Schools

3.1.1 Districtwise coverage of Ashram Schools

Districtwise distribution of Ashram Schools is given in Statement No.1. Basic Ashram Schools are located in all the 19 districts of the State. Whereas Post Basic Ashram Schools are spread over only in 9 districts of the State. The highest number of Ashram Schools (79) are located in Surat district followed by Panchmahals (46) and Valsad (44). Bharuch and Sabarkantha Districts have 33 and 32 Ashram Schools respectively. Thus concentration of the Ashram Schools (about 75%) are mainly in the Tribal districts of the State.

It is worth to point out that there are some districts where quite a few Ashram Schools are existing viz. Junagadh (11), Mehsana (13) and Kheda (14) but there is not a single Post Basic Ashram School in these districts.

3.1.2 Talukas covered by Ashram Schools

Necessary details regarding Talukas covered by Basic Ashram Schools in different districts are given in the following table.

Table No.3 Districtwise talukas covered by Basic and Post Basic Ashram Schools

Sr. No.	Name of District	Total No. of Talukas	No. of Talukas covered by	
			Basic Ashram Schools	Post Basic Ashram Schools
1.	2.	3.	4.	5.
1.	Ahmedabad	7	6	1
2.	Anreli	10	3	-
3.	Banskantha	11	6	1
4.	Gandhinagar	1	1	-
5.	Jamnagar	10	3	-
6.	Junagadh	15	7	-
7.	Kutch	9	5	-
8.	Kheda	10	8	-
9.	Mehsana	11	9	-
10.	Rajkot	13	3	-
11.	Sabarkantha	10	9	3
12.	Vadodara	12	8	2
13.	Bharuch	11	7	3
14.	Bhavnagar	12	4	-
15.	Fanchmahals	11	10	3
16.	Surendranagar	9	4	-
17.	Surat	13	13	12
18.	Valsad	8	8	4
19.	Dangs	1	1	1
Total		184	115(62.5)	30(16.3)

Note: Figures in brackets show the percentage to the total No. of talukas in the state.

It is observed from the above table that in all 7 tribal districts, the facility of Basic Ashram School is comparatively better. Out of 7 tribal districts, 3 districts viz. Surat, Valsad and Dang have atleast one Ashram School in all talukas. Panchmahals and Sabarkantha have atleast one Ashram School in all talukas except one taluka. For the non-tribal districts, facility is minimum (atleast one Ashram School) in 3 talukas each of Anreli, Rajkot and Jamnagar districts and 4 talukas each of Bhavnagar and Surendranagar districts. For rest of the districts there is atleast one Ashram School in 50 to 80 per cent of the talukas. Surat district ranks first in Post Basic Ashram School i.e. atleast one Ashram School in about 92 per cent of the talukas, followed by Valsad (50%), Sabarkantha (30%), Bharuch and Panchmahals (23% each), Vadodara (16.7%), Ahmedabad (14.3%) and Banaskantha (9.1%). The table below gives number of talukas according to number of Basic Ashram Schools.

Table No. 4 No. of Talukas according to no. of Basic Ashram Schools in the talukas.

Sr. No.	No. of Basic Ashram Schools	No. of talukas covered
1.	2.	3.
1.	1	53
2.	2	21
3.	3	14
4.	4	9
5.	5 to 8	14
6.	9 to 20	4
7.	No Ashram School	69
	Total	184

The table reveals that out of 184 talukas in the State, 115 (62.5%) are having facility of Basic Ashram Schools, out of 115 talukas, 53 talukas (46.1%) are having one Basic Ashram School, 21(18.3%) with two Basic Ashram Schools. There are 69 talukas (37.5%) which do not have facilities of Ashram School.

It is also interesting that all the 32 tribal talukas are having the facility of Basic Ashram School. Out of these, two are having one Basic Ashram School, five each are having two, three and four Ashram Schools respectively while 12 are with 5 to 8 and three are with 9 to 20 Ashram Schools. Thus Government has tried to open more Ashram Schools in the tribal areas under T.A.S.P.

3.2 Location of Ashram Schools

3.2.1 Scheduled Tribe Ashram Schools

The list of 32 talukas with number of Ashram Schools, S.T. population, number of villages, S.T. school-population ratio, S.T. population per village etc. is given as Statement No. 4. It shows that the highest number of Ashram Schools viz. 18 are in Dharampur taluka of Valsad district, followed by 15 Ashram Schools in Vyara taluka of Surat district. Dang district has 12 Ashram Schools while Peddapada taluka of Bharuch district and Songadh taluka of Surat district has 8 Ashram Schools. The remaining tribal talukas have S.T. Ashram Schools in the range of 1 to 6.

The S.T. Ashram School-population ratio by taluka reveals an interesting picture. Obviously, lower school population ratio indicates more facilities of Ashram School to tribal population in a taluka. The school population ratio is lowest at 9538 i.e. there is one school for 9538 S.T. population in Ahwa Taluka (Langs district) followed by 10075 in Nizar Taluka and 10268 in Uchchhal taluka(Surat district), 10318 in lediapada taluka (Bharuch district) and 10718 in Wvara taluka (Surat district).

There are about six talukas with school population ratio between 11000 to 15000. The average school population ratio is around 20000. There are 20 talukas with school population ratio of more than 20000, of which there are six talukas with school population ratio of more than 40000.

3.2.2 Scheduled Caste Ashram Schools

There are 38 S.C. Ashram Schools spread over in 35 talukas. Out of 35 talukas only two talukas have two S.C. Ashram Schools, while the remaining have only one S.C. Ashram School. The list of 35 talukas having S.C. Ashram Schools with S.C. population, no. of villages, S.C. population per village, no. of S.C. Ashram Schools etc. is given in Statement No. 5.

So far as S.C. Ashram School population ratio is concerned, it is minimum i.e. 3323 in Limkheda taluka, followed by Talala(6179), Harij (6638), Kamrej (6746), Lahod(7733) and Bhiloda (8353).

There are about 8 talukas with school population ratio between 10,000 to 15,000. The average S.C. school population ratio is around 15000. There are 9 talukas with school population ratio between 15000 to 20000 and the rest of the talukas i.e. 9 were having this ratio above 20000.

It is interesting to point out that there are 15 talukas having more than 20000 S.C. population but not having a single S.C. Ashram School, among which one taluka viz. Virangam is having as high as 31505 S.C. population, followed by Vijapur (26250), Sidhpur(25600) and Anjar (24900).

3.2.3 Under the above circumstances it seems necessary to have need based planning for identifying the area in which the new Ashram Schools may be started in future. The criteria for perspective planning may also be worked out. It is suggested to constitute a committee of specialists in the subject for this work. This may result not only in maximum utilisation but would also help in increasing the literacy rate. In short such planning would be extremely helpful in proper distribution of Ashram Schools based on the need of the area.

CHAPTER - 4
WASTAGE AND STAGNATION

4.1 Data Base

Basic schools are meant for 1 to 7 standards. For working out stagnation, information for the students who spent atleast one more year before passing the final year examination is necessary. Hence the students who were admitted in the initial standard of the selected Ashram School were followed till they either left the school in between or passed the final year examination. Hence the ten years back data i.e. for the years 1970-71 to 1974-75 was collected for the students who were admitted in the selected Ashram Schools in the 1st standard.

Considering the above aspect the necessary data for each student was collected in a well defined schedule and properly scrutinised. As the Vanskot Ashram School was established in 1980, this school has been dropped for the calculation of wastage and stagnation. Moreover one Post Basic Ashram School viz. Singana was dropped for this purpose as the old record of that Ashram School was not available. Thus the data for 8 selected Basic Ashram Schools have been taken into consideration.

4.2 Wastage

The term wastage is taken to connote discontinuance of the student from the institution before passing the final year examination.

For calculating wastage in Ashram Schools, one has to keep in mind the basic difference between Ashram School & Primary School.

Ashram Schools are residential schools where children are staying and studying, while in Primary Schools children attend the school during

school hours and then they are with their parents. Further when

children are admitted in the 1st standard, they are small children of 5 to 6 years of age which is too small to remain away from parents.

The whole environment is changed and the small children find it

difficult to adjust in new environment because of Homesickness, Socio

& Psychological effects etc. Sometimes, even parents cannot bare the

separation of the child and bring back the child. As a result good

proportion of students who are initially admitted in 1st standard leave

the Ashram School. It is observed that out of total dropouts in the

Basic Ashram School, little more than 40 per cent dropouts are in

standard I. However it is learnt that majority of such students join

other primary school afterwards. Under the circumstances, while

calculating the wastage these students who are initially admitted in

the 1st standard and left the school within a year have not been

considered.

The analysis of the data further reveals that nearly 25% of the total dropouts are from standard-II and nearly 14% are from standard-III.

It is observed that higher the standard, lower is the proportion of dropouts.

The proportion of dropouts from standard-IV & VI varies between 9.7% to 3.2%. In standard-VIII it is only 0.3%.

Taking into consideration all above factors, the percentage of wastage for students who appeared in the examination of first standard has been calculated by applying the formula given as in Appendix-III.

It may be clarified here that the pattern of initial standard in different Ashram School is varying. In some of the Ashram Schools instead of 1st standard the initial standard is either 2nd or 3rd, so it is necessary to know the percentage of wastage separately in standard 2 and during standard 3 to 7 together. Hence the overall wastage has been bifurcated in two parts i.e. wastage in standard-2 and wastage during 3rd to 7th together.

Necessary details are given in following table.

Table-5 Percentage of wastage by category in selected Basic Ashram Schools

Sr. No.	Category of Ashram School	% of wastage		Overall Wastage
		In std. II	During std. III to VII	
1.	2.	3.	4.	5.
1.	Scheduled Tribe	15.0	46.7	61.7
2.	Scheduled Caste	14.1	44.4	58.5
3.	Nomadic Tribe	20.3	64.1	84.4
Total		15.7	49.4	65.1

It is revealed from the above table that in the Ashram Schools the percentage of wastage is 15.7 in std. II. Whereas the percentage of wastage comes to 49.4 during std. III to VII together, So far as the categorywise wastage is concerned, the highest wastage is in Nomadic Tribe Ashram Schools followed by S.T. Ashram Schools and Scheduled Caste Ashram School. It is obvious that in Nomadic Tribe Ashram School, the percentage of wastage is very high due to the fact that Nomadic Tribe people are not stable at one place. They are floating from one place to another. The S.C. Ashram Schools are meant for Safai Kamdar Community which is extremely backward in the field of education. Similarly for S.T. Ashram Schools the percentage of wastage is very high in certain tribes like Bhil, Kotavalia, Halpatis etc. The percentage of wastage for different tribes of S.T. students is given in the following table.

Table-6 Percentage of wastage for different category of S.T. Students.

Sr. No.	Tribe	Total No. of students admitted	No. of students left the school	% of wastage
1.	2.	3.	4.	5.
1.	Bhil	120	39	74.2
2.	Gamit	39	23	59.0
3.	Kotavalia	10	9	90.0
4.	Vasava	41	27	65.9
5.	Halpati	77	52	67.5
6.	Varli	30	10	33.3
7.	Konkani	80	36	45.0
8.	Bavcha	15	8	53.3
9.	Nayak, Baranda, Parghi, Valvi & Choudhary	20	12	60.0
Total		432	266	61.7

It is seen from the above table that there is good proportion of students seeking admission (30 per cent) from Bhil Community and percentage of wastage amongst them is nearly 75 per cent which has adversely affected the overall percentage of wastage in S.T. Ashram Schools. However the percentage of wastage for S.T. students excluding Bhil Community is 56.7 per cent against overall wastage of 61.7 per cent.

The percentage of wastage of Kotavalia tribe is also very high (90 per cent). No doubt proportion of students coming from that tribe is very small. For Halpati and Vasava tribes also the percentages of

wastage are 67.5 per cent and 65.9 per cent respectively. For the rest of the tribes it is less than 60 per cent. For Varli and Konkani Tribes the percentages are 33.3% and 45.0% respectively.

It may be clarified here that the percentage of wastage in the Ashram Schools may not be taken as real wastage in terms of wastage, because the students joining the Ashram Schools are generally coming from very poor families. It is found that about 71 per cent of the students belong to the families with less than annual income of Rs 3500. Such families of the students are hand to mouth and perhaps they would not have sent their children to other primary schools where facilities of boarding and lodging is not in existence. One should consider that Ashram School education has atleast helped the children of extremely poor families in learning how to read and write. Thus the minimum stay of children in Ashram Schools helps in increasing literacy rate among poor and backward communities.

4.2.2 Reasons for leaving Ashram School

An attempt was made to know the reasons for leaving the Ashram Schools from the sample of 100 selected students who had left the Ashram Schools without passing the final year examination which is summarised here as under.

A total of 100 students were selected who left the Ashram School without passing the final year examination to know the reasons. Necessary details are given in the following table.

Table No. 7 No. of students according to reasons for leaving the school before passing the final examination.

Sr. No.	Category of Ashram School	No. of Students		
		Basic Ashram School	Post Basic Ashram School	Total
1.	2.	3.	4.	5.
1.	To join other school	30	1	31
2.	Economic condition	19	2	20
3.	To help the parents in agriculture	13	2	15
4.	Constant failure	-	1	1
5.	Unwillingness for further study	19	-	19
6.	Marriage	2	-	2
7.	Illness	5	3	8
8.	Other	3	1	4
Total		90	10	100

It is seen from the above table that the main reason for leaving the Ashram School is to join the other school. As reported by parents of such families, the children with very small age sometimes do not get themselves adjusted in the totally different new type of environment. So under these circumstances they leave the Ashram School and join the other school of nearby area. The other main reasons are economic condition and unwillingness for further study. The reason of helping the parents in Agriculture is also related to the economic condition of the family, hence very poor economic condition and lacking of aptitude towards education play crucial role in leaving the Ashram School half way.

4.3 Stagnation

The term stagnation is defined as the additional time taken by the students in completing the course during the prescribed period to pass it.

The formula for calculating the stagnation is given in Appendix-II. The percentage of stagnation for S.T. Ashram School is only 1.7, while there is no stagnation in S.C. and Nomadic Tribe Ashram School. It is observed that generally the students joining the Ashram School and continuing his study for one to two years got through during his

entire stay in the Ashram School. The constant watch of the teachers over the study of the student also helps them in concentrating their efforts for passing the examination.

By putting the values in the above formula the percentage of stagnation is calculated for selected Ashram Schools. The results are given in the table below.

Table No. 8 Percentage of stagnation in Ashram Schools

Sr, No.	Category of Ashram School	Stagnation in selected Ashram Schools
1.	2.	3.
1.	Scheduled Tribe	1.7
2.	Scheduled Caste	-
3.	Nomadic Tribe	-
Total		1.7

It is seen from the above table that there is stagnation only in Scheduled Tribe Ashram Schools to the extent of only 1.7 per cent. While in respect of the selected Ashram Schools there was no stagnation. It is learnt during our field visits that generally the student joining the Ashram School and continuing the study for one year gets through during his entire stay in the Ashram School.

CHAPTER - 5

UTILISATION OF INTAKE CAPACITY, FACILITIES AND MANAGEMENT

5.1 Utilisation of Intake Capacity

Utilisation of intake capacity is one of the important indicators to know the effectiveness of the scheme in the field of educational development of backward class communities.

The following points may be kept in mind.

1. As per G.O. of Labour, Social Welfare and Tribal Development Department dated 20th May, 1979, Ashram Schools should admit 20 per cent more students of Backward class community than the sanctioned intake capacity.
2. Generally students leave the Ashram School in the beginning of the academic year. Equal number of new students are admitted in the same academic year to maintain the sanctioned intake capacity. Utilisation has been worked out on the basis of the students' strength after such replacement.
3. In majority of the schools, the number of candidates trying to join the Ashram Schools are more than its intake capacity.

5.1.1 Intake capacity utilisation in Basic Ashram Schools

The percentage utilisation of intake capacity is given in table below.

Table- 9 Percentage utilisation of Intake Capacity in selected Basic Ashram Schools

Sr. No.	Year	Category of Ashram School	Scheduled Tribes	Scheduled Castes	Baxi Panch	Nomadic Tribes	Total Basic Ashram Schools
1.	2.		3.	4.	5.	6.	7.
1.	1974-75		107.0	110.8	-	103.3	107.0
2.	1975-76		105.8	100.0	-	106.7	104.4
3.	1976-77		104.7	107.4	-	99.2	104.5
4.	1977-78		103.5	100.8	-	102.5	102.7
5.	1978-79		106.6	104.8	-	101.7	105.5
6.	1979-80		104.7	100.7	-	105.0	107.5
7.	1980-81		105.3	100.4	-	106.9	104.3
8.	1981-82		104.1	109.4	120.0	108.3	106.5
9.	1982-83		107.4	109.4	100.0	106.3	107.5
10.	1983-84		105.8	100.0	101.4	103.6	103.7
11.	1984-85		106.2	109.1	100.0	100.7	105.7

The table reveals that the percentage utilisation of intake capacity varies from 102.7 per cent to 107.5 per cent in Basic Ashram Schools. In S.T. Ashram Schools the utilisation of intake capacity is around 105 per cent during all these 10 years, while in S.C. Ashram Schools the variation is from 100 to 111 per cent. For Baxi-Panch Ashram Schools the utilisation capacity was 120 per cent during 1981-82 which was reduced to 100 per cent during subsequent years. For Nomadic tribes the variation was from 99.2 per cent to 108.3 per cent.

It was worth to note that though Government has issued G.R. to admit 20 per cent more students from Baxi Panch Community than its intake capacity in Ashram Schools, the proportion of Baxi Panch Community students admitted in the Basic Ashram Schools is much less

The further analysis of the data collected for the Ashram School for the years 1981-85 reveals that out of five selected Ashram Schools of S.T. community, three Ashram Schools had not a single Baxi Panch Community student during all these years. The proportion of Baxi Panch community students in the remaining two S.T. Ashram Schools was only to the extent of 0.68 per cent and 6 per cent. It is quite possible that the students from Baxi Panch Community may not be available due to negligible population of Baxi Panch in Triba areas.

Out of two selected S.C. Ashram Schools, one Ashram School had not a single student of Baxi Panch Community while another Ashram School located at Sanand of Ahmedabad District had Baxi Panch Community students to the extent of 17 per cent. In the Ashram School for Nomadic Tribes located at Khedbrahma, the Baxi Panch students were to the extent of 22 per cent. However it was

observed that though the proportion of Baxi Panch community students in Safaikamdar School at Sanand and Nomadic Tribe school at Khedbrahma was 17 and 22 per cent, the overall utilisation of intake capacity in these Ashram Schools were 92.7 and 38.1 per cent respectively. This shows that in absence of getting sufficient students from Bhangi Community and Nomadic Tribe, these Ashram Schools had to take the students from Baxi Panch community in order to fulfil the intake capacity. Thus, there is need for detailed investigation and necessary steps may be taken to have optimum utilisation of Ashram Schools by Bhangi community and Nomadic Tribe community.

5.1.2 Utilisation of intake capacity in Post Basic Ashram Schools

The analysis of the data on utilisation of intake capacity from all the post Basic Ashram Schools in the state reveals that out of intake capacity of 4712, the no. of students studied was 3796 i.e. the percentage utilisation was 80.6 per cent during 1984-85.

5.1.3 Utilisation by students of different villages

The details of villages from where students have utilised the Ashram School facility during 1981-82 to 1985-86 are given in the table below.

Table : No. 10 Number of villages from where students utilised Ashram School facilities by type and category of

schools during 1981-82 to 1985-86	
Type of Ashram Schools	Average number of villages from where students utilised Ashram School facility
1.	2.
1. S.T. Ashram Schools	54
2. S.C. "	113
3. Nomadic Tribe"	55
4. Baxi Panch "	49

The table reveals that on an average children of about 50 to 55 villages are taking advantage of one each S.T., Nomadic Tribe and Panch Ashram School, while children of about 113 villages are taking advantage of one S.C. Ashram School.

5.1.4 Utilisation by location of villages

It is important to know the location of villages from where the children had taken advantage of Ashram Schools. Out of 638 villages from where children had taken advantage in the selected Ashram Schools 294 villages (46 per cent) were within the same taluka of selected Ashram Schools followed by 209 (33 per cent) villages belonging to other talukas in the same district of the selected Ashram Schools. It is worth to note that 135 (21 per cent) villages belonged to districts other than the district of the selected Ashram Schools. This shows that not only children of villages of same taluka, but also children of villages of other talukas of the district, as well as children of the villages of nearby districts of the Ashram School are taking advantage of the Ashram School facility.

5.1.5 Utilisation by villages belonging to same taluka where Ashram School is located

It is worth to know what proportion of villages of the same taluka have taken advantage of the Ashram School located in the taluka.

It was maximum at 69 per cent in Sanand Ashram Schools of Safaikamdar followed by 38 per cent in Antarsumba Ashram School. In the remaining schools the percentage of villages of the same taluka taking advantage varies from 13 per cent in Garknach Ashram School to 22 per cent in Gopalpura Ashram School.

5.1.6 Utilisation according to community
are
Necessary details given in the following table.

Table No : 11 Utilisation of Ashram Schools according to community and category of Ashram Schools.

Sr. No.	Category of Ashram School	No. of students						Total
		S.T.	S.C.	Baxi	N.T.	D.N.T	Others	
1.	2.	3.	4.	5.	6.	7.	8.	9.
1.	S.T. Ashram School	1241 (97.4)	06 (0.5)	21 (1.6)	-	-	6 (0.5)	1274 (100.0)
2.	S.C. Ashram School	101 (12.0)	645 (76.7)	90 (10.7)	4 (0.5)	-	1 (0.1)	841 (100.0)
3.	Baxi Panch Ashram School	5 (2.8)	-	166 (92.7)	-	-	8 (4.5)	179 (100.0)
4.	Nomadic Tribe Ashram School	83 (30.7)	15 (5.6)	60 (22.2)	100 (37.1)	10 (3.7)	2 (0.7)	270 (100.0)
	Total	1430 (55.8)	666 (26.0)	337 (13.1)	104 (4.1)	10 (0.4)	17 (0.6)	2564 (100.0)

It is observed from the above table that for S.T. Ashram Schools, the intake capacity is utilised by Tribal community to the extent of 97 per cent. For S.C. Ashram Schools about three fourth of the children of S.C. are utilising S.C. Ashram Schools, While remaining one fourth are utilised either by S.T. or Baxi Panch community. The data of S.C. Ashram School represents Safaikamdar Ashram School and it was reported that this community is still very much backward and not coming forward for education. Looking to the backwardness of this caste among S.C. community, it is recommended to introduce some special incentive scheme to attract children from this backward class community.

5.2 Facility in Ashram Schools

All the 10 selected Ashram schools have their own buildings with seprate living arrangements for girl-students. Most of the building are used for dual purposes i.e for lodging as well as for class rooms. During school hours the rooms are used for class rooms and before and after, these rooms are used as hestels for staying, reading etc. In all the selected Ashram Schools, the teachers are provided free residential accommodation in the premises of Ashram Schools. In all the selected Ashram Schools, except one, the facilities of bath-rooms, latrines and urinals for girl students

31.9.18
39.38

were in existence. However these facilities for boys students were existing in 8 Ashram Schools. Thus, there are two Ashram Schools which did not have facilities of bath-room, latrine and urinal for boys-students.

In all the selected Ashram Schools there is seprate provision for kitchen as well as storage of foodgrains etc. In some of the Ashram Schools, the foodgrains etc. were very well stocked in good quantity during the season. However there are some Ashram Schools which could not stock foodgrains during the seasons because of lack of funds

Only in one Ashram School well-equipped library with about 3000 books exists and the periodicals like Vignyan Tarshan, Akhandanand and daily newspaper are also available in the library. However in some of the Ashram Schools we could notice few periodicals, books and newspapers.

5.2.1 Staffing-pattern of Ashram Schools

As per the existing norms, Ashram Schools has to engage one teacher for 30 students. As mentioned earlier, there is provision of allowing 20 per cent more students of Baxi Panch community than its sanctioned intake capacity. But there is no provision of extra teacher for them. Accordingly, total teachers required as per existing norm in the selected Ashram Schools were 46 at the time of survey. As against this 43 teachers were serving in selected Ashram Schools at the time of survey.

To look after the girl students there is a provision to have atleast one female teacher in the school. Accordingly it was observed that there was atleast one female teacher in each of the selected Ashram School . In Ashram Schools of South Gujarat it was observed that mostly couples are employed in Ashram schools as teachers.

5.2.2 Teachers by caste and age

Necessary details regarding the selected Ashram Schools are given in the following table.

Table No : 12 Distribution of teachers according the caste and age

Age (In years)	Caste				Total
	S.T.	S.C.	Baxi- Panch	Others	
1.	2.	3.	4.	5.	6.
18-25	6	4	-	4	14
26-35	10	2	2	3	17
36-45	7	-	2	2	11
46- and above	1	-	-	-	1
Total	24	6	4	9	43

It is seen that out of 43 teachers, 24(56 per cent) belong to S.T., 6 to S.C. , and 4 to baxi Panch community. The remaining teachers belong to other communities. It is worth to note that in all the S.T. Ashram Schools except Antarsumba all the teachers were of S.T. community.

This shows that both male and female teachers are available from

S.P. community which helps in better understanding of the S.P. children.

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The teachers employed in Ashram Schools seem to be of younger

age group, as out of 43 teachers, 14 belong to 18-25 age group while 17

belong to 26-35 age group. There is large turn over of teachers in

Ashram Schools. The data regarding teachers' turn over was collected from

the three Ashram Schools which is summarised below.

Table No 13 Distribution of teachers according to period within which they have left the Ashram Schools.

Period	No. of teachers	% age to total
1.	2.	3.
Within		
1 Year	15	25.8
1-2 "	21	36.2
2-4 "	12	20.7
4-6 "	03	
6-8 "	03	17.2
8- years & above	04	
Total	58	100.0

Out of 58 teachers who have left the Ashram Schools within 10 years, 15 (26 per cent) left the school within one year time.

Whereas 21 (36 per cent) and 12 (21 per cent) left the Ashram School

within 1 to 2 years and 2 to 4 years respectively i.e. 83 per cent of these teachers left the Ashram School within 4 years time.

This shows that there is large turn over of teachers in the Ashram Schools and teachers do not like to continue more in the Ashram School for various reasons.

5.2.3 Educational level of teachers

The maximum qualification required for teachers of Basic Ashram School is S.S.C. with P.T.C. ; For Post Basic Ashram Schools it is graduate with B. ED, out of 39 teachers of Basic Ashram Schools, 38 were S.S.C. with P.T.C. and one teacher was graduate with P.T..C. In Post Basic Ashram School, out of 4 teachers, 3 were post graduates with B.Ed. and one was graduate with B.ED.

Out of 43 teachers, 17 (39 per cent) had experienced of only three years while another 17 had experience between 3 to 10 years. There are only 9 teachers with more than 15 years experience.

As far as the continuous service of teachers in the some Ashram School is concerned , it is observed that 18 (42 per cent) teachers were working in the Ashram School only since 2 years, 10 were working since 5 years, 11 from 5 to 9 years. There were only 4

teachers who were working in the Ashram Schools for more than 10 years. All these Ashram Schools are in existence since more than 10 years. This indicates that teachers do not continue their services in the Ashram Schools for long time and there is large turn over of teachers in the Ashram Schools.

5.2.4 Agriculture land

Generally, in the Ashram Schools, agriculture craft is one of the subjects taught in the school. For this purpose such Ashram Schools normally should have about 10 acres of agriculture land. However, where 10 acres of land is not available, this limit is relaxed to 3 acres in case of areas where perennial irrigation is available from public resources and upto 5 acres in other cases. As per information provided by the selected Ashram Schools, the agriculture land varies between 2 acres to 20 acres.

5.3 Management

The management of an organisation plays very important role in efficient working as well as quality of goods produced. Similarly management of Ashram Schools has direct bearing on the quality of students coming out of the Ashram Schools. Further, most of the Ashram Schools are run ^{by} voluntary organisations and hence study of mangement

aspects is extremely useful. It is very difficult to study all the management aspects. Hence only those managerial aspects have been examined broadly which directly affect the working of the Ashram Schools.

5.3.1 Income and expenditure

Government grants is the main source of income of the Ashram Schools. The details of the income of the 10 selected Ashram Schools are given in the following table.

Table No. 14 The income of the 10 selected Ashram Schools

Year	Income (Rs. in lakhs)			%age of Govt. grants to total income
	Govt. grants	Other Sources	Total	
1.	2.	3.	4.	5.
1978-79	7.5	0.5	8.0	93.6
1979-80	8.0	0.7	8.7	91.9
1980-81	10.2	0.5	10.7	95.5
1981-82	13.3	0.8	14.1	94.2
1982-83	12.4	0.8	13.2	94.1
1983-84	16.5	0.7	17.2	95.7
1984-85	17.0	0.6	17.6	96.6
Total	84.9	4.6	89.5	94.8

It is seen that in the selected Ashram Schools, the income was about 8 lakhs in 1979 which has shown increasing trend in the subsequent years. During 1984-85 the income was maximum at Rs 17.0 lakhs. The

increase in annual income of Ashram School is due to changing pattern of Government grants and increase in the intake capacity of the schools. The Government grants to the total income of the Ashram School accounts for 95 per cent of the total income. Thus Ashram Schools are able to earn about 5 per cent of their total income through other sources like agriculture products, donations etc.

5.3.2 Expenditure

The break-up of the expenditure in the selected Ashram Schools is shown in the following table.

Table No. 15 Break-up of expenditure incurred in 10 selected Ashram Schools during the years 1978-79 to 1984-85

(Rs in lakhs)

Year	Expenditure incurred on				
	Administ- ration	Food etc.	Craft	Educatio- nal purposes	Total
1.	2.	3.	4.	5.	6.
1978-79	1.7 (18.1)	5.8 (61.7)	0.3 (3.1)	1.6 (17.1)	9.4 (100.0)
1979-80	1.6 (15.7)	6.5 (63.8)	0.2 (1.9)	1.9 (18.6)	10.2 (100.0)
1980-81	1.7 (13.6)	8.2 (65.6)	0.2 (1.6)	2.4 (19.3)	12.5 (100.0)
1981-82	1.9 (13.9)	9.0 (65.6)	0.3 (2.2)	2.5 (18.3)	13.7 (100.0)
1982-83	2.0 (13.7)	9.2 (63.7)	0.3 (2.2)	3.0 (20.7)	14.5 (100.0)
1983-84	2.2 (12.3)	11.8 (65.5)	0.4 (2.2)	3.6 (20.0)	18.0 (100.0)
1984-85	2.5 (12.8)	12.4 (63.2)	0.4 (2.0)	4.3 (22.0)	19.6 (100.0)
Total	13.6 (13.9)	62.9 (64.3)	2.1 (2.1)	19.3 (19.7)	97.9 (100.0)

The expenditure of the selected Ashram Schools has increased from 9.4 lakhs during 1978-79 to 19.6 lakhs during 1984-85. The break-up of the expenditure reveals that about 64 per cent of the expenditure accounts for food, salary of persons employed for kitchen and kamathi in the Ashram School. About 14 per cent accounts for administrative expenditure which includes audit fee and the salary of persons employed for working of the voluntary organisations. The expenditure for educational purpose includes expenditure on note books, text books, other educational materials, salary of teachers, contingency, library, sports etc. The expenditure on craft is about 2 per cent of the total expenditure.

5.3.3 Grading of Ashram Schools

It is rather difficult to assign grade to Ashram School. However to get comparative idea regarding working of Ashram School, an attempt has been made to assign relative grading in terms of very-good, good, average and poor for different indicators for the Ashram Schools visited by the officials of the Directorate of Evaluation. During our field visits we had an occasion to visit 16 Ashram Schools in the State. Based on our personal subjective judgement, the relative grading assign to these schools are shown in table below.

Table No. 16 Relative grading of different indicators for the Ashram Schools visited

Item	Level of Achievement				Total
	Very good 2.	Good 3.	Average 4.	Poor 5.	
1.					6.
Dresses	7	4	2	3	16
Food	6	5	3	2	16
Physical Development	5	3	5	3	16
Quality of Bedding	2	9	-	5	16
Level of Knowledge	6	3	6	1	16
Facility of building	4	7	1	4	16

It is seen that out of 16 schools, 2 to 7 schools fall under the category of very good for indicators like quality of bedding, facilities of building, physical development of children, food, dresses etc. There are 1 to 5 schools which fall under the grading of "poor". The indicators like quality of bedding and facility of buildings have shown "poor" grading in 4 to 5 schools. These schools can be classified into 2 groups viz. (1) schools for which all these indicators are either very-good and (2) the schools for which all these indicators are either "average" or "poor". There are 8 to 11 schools falling in group 1 while there are 5

to 8 schools falling in group 2. The relative grades of the schools mainly depends upon the management of the school. Better the management, better is the grade of the indicators.

5.3.4 Presence of students against entries in Muster role

It is surprising to note that only in one school out of 9 Basic Ashram Schools the presence of the students was 100% on the day of visit of officials of the Directorate. In another 8 schools the presence of the students on the day of visit varies between 83 per cent to 93 per cent. Normally, in residential school one might expect 95 to 100 per cent presence. Even on the day of scheduled visit, the less percentage of presence against the total strength shown on the daily-register indicates the chances of showing more students than the actual strength to get more grants in some of the Ashram Schools.

In one of the Ashram School not included in the sample, a surprise visit of the official of the Directorate was made. To our surprise, as against 68 students on the record, 54 students were shown as present in the muster-roll of the Ashram School. But on physical verification, only 28 students were found present in the class-room. On asking the reason the teacher of the Ashram School replied that students have gone to their native places because medical doctor of the PHC advised them, as they were suffering from skin disease scabies. Immedi-

ately, officials visited PHC and inquired with the medical officer. He reported that very few students i.e. 5 to 6 came to him who were suffering from this disease. He has never advised such a large number of students to go to their native places from the Ashram School.

5.3.5 Other managerial aspects

During field visits, the officials of the Directorate had detailed discussions with the organisers of the voluntary organisations, social workers who are running the Ashram Schools, Principals and teachers of Ashram Schools, administrative staff and villagers of the Ashram Schools. On the basis of discussions the following observations are made on the management aspects of the Ashram Schools.

(1) There are some voluntary organisations which have earned great confidence of better off people in their areas. They could collect good amount of donation every year. There are examples of getting T.V. sets, blankets etc. as donation.

(2) It is worth to note that in one Ashram School, Hari-On-Ashram provided engine for the well and necessary funds for class rooms. On the other hand there are Ashram Schools which are not able to secure any donation. As a result due to the poor economic condition they are not in a position to give good facilities to the students.

(3) Every Ashram School is allowed to admit 20 per cent more students of Baxi Panch community than its intake capacity, but there is no provision of extra teacher for this. In absence of such provision the schools are not encouraged to admit 20 per cent more students. Hence, it is recommended to make provision of one extra teacher, if school admits 20 per cent more students of Baxi Panch Community.

(4) It is observed that only agriculture craft is taught in the Ashram Schools. The other crafts like soap making, chalk-stick making etc. for the students of 5 to 7 standards can be included for Basic Ashram School. For Post Basic Ashram School, Crafts like weaving, carpentry, wireman, tailoring etc. can be included. In the modern era, something on electronics can also be included in the Post Basic Ashram Schools and Schools can take help of instructors of nearby ITI or mini-ITI.

(5) Generally, the subject of English is not taught in the Post Basic Ashram Schools. The subject of English should be included in the Post Basic Ashram School which is very useful if Post Basic student desiring to go for higher education.

(6) It is worth to note that two Ashram Schools are having good number of Milch cattle, lift-irrigation, Cobar gas plant and flouring mill. On the other hand in most of the Ashram Schools these facilities are not available.

(7) The staffing pattern at regional level is not adequate to have proper inspection and supervision of the Ashram Schools.

(8) Almost all the organisers reported that the present grant pattern is not adequate to fulfil the requirement of the students due to rising prices. It needs modifications.

(9) There were lot of complainst regarding grants being not received by the voluntary organisation in time. This is a very serious point and needs detailed investigation in the matter.

(10) The Social Welfare Department is disbursing grant of Rs. 20 per student for the purchase of books, note-books etc. It is observed that this grant is disbursed at the fag-end of the year. Most of the organisers as well officials opined that instead of providing grants, Social-Welfare Department should purchase books and note-books and provide to each Ashram School in the beginning of the year.

(11) The liason between the Ashram Schools and Government is not up to the desired level. The financial inspection is not carried out for years together.

(12) Teachers in the Ashram School are not given benefits like pension, L.T.C., Medical allowance etc., which are given to Government teachers in Government schools.

(13) Ashram Schools are generally in the remote areas and there is no facility for higher education. Hence teachers employed in Ashram children Schools have to send their to other town or city and have to incur a lot of expenditure on their children education.

(14) In order to acquaint the organisers of the Ashram Schools with the latest rules and regulations, it seems necessary to publish a small book-let including rules, regulations, provisions of G.R., various procedures for securing grants etc.

(15) In absence of any records we could not get detailed information regarding current status of the students who have left the school. Hence it is very necessary to have a follow up card of each student after passing the final year examination. Students

may be advised to write one post card every year till they are settled in the life. Maintenance of such cards will help us in evaluating further impact of the scheme.

5.3.6 Category of voluntary organisations

On the basis of field experience and discussions with various non-officials, the voluntary organisations of Ashram Schools can be categorised as under :-

(1) The voluntary organisation which have deep roots of working in tribal and backward areas, having sound economic footing and having workers committed to the upliftment of the backward communities.

(2) Voluntary organisations not having deep roots but willing to work in the rural areas, with economic condition not so sound and having no experienced workers.

(3) The voluntary organisations only interested in status symbol and ^{do} not have adequate workers and not having any such experience. Such organisations have only self interest.

It is observed that the voluntary organisations falling under category-I, manages Ashram School in far better way than the other voluntary organisation. The voluntary organisations falling under category-2 are experiencing some difficulties in better management due to lack their own funds as well as experienced workers. If such voluntary organisations are provided with initial funds of loan through some financial insituttions and some help from Government Agencies like District Planning Board, Tribal Area Sub-Plan etc. it will help them in improving their financial position. Further the workers working for such organisations should be provided with necessary guidelines and instructions through two to three days orientation course/seminars. Voluntary organisations falling under category-3 should not be given permission to start the Ashram School in any circumstances.

SOCIO-ECONOMIC CHARACTERISTICS OF SELECTED FAMILIES AND IMPACT OF THE SCHEME

6.1 Socio-Economic Characteristics

6.1.1 Out of 400 selected households, 256 (64 per cent) households were from S.T., 33 (21 per cent) from S.C., 32 (8 per cent) from Nomadic Tribe and 29 (7 per cent) from Baxi Panch Community. The distribution of non-beneficiary households also represents the same composition.

6.1.2 Occupation

The analysis of the data reveals that the main occupation of the selected households is either agriculture or agriculture labour. However the land holdings of the agriculture households taking the advantage of the Ashram Schools is much less. About 23 per cent of the beneficiary households are marginal farmers, another 23 per cent are small farmers, while about 18 per cent possess land holding between 5 to 15 acres of land. While about 36 per cent fall under the other categories of either service, artisan or labour. This shows that families involved in agriculture activities are taking more advantage of Ashram School as compared to other families.

6.1.3 About 71 per cent of the beneficiary households were below poverty line i.e. annual income less than Rs 3500 per annum.

6.1.4 It was observed that the literacy level amongst members of the beneficiary families was about 59 per cent as compared to that of non-beneficiary families which was about 31 per cent at the time of survey i.e. March 1986. This shows that the literacy level of beneficiary households was much higher compared to non-beneficiary households as well as general literacy rate of S.T. and S.C. population (21.1 S.T. and 39.8 S.C. as per 1981 census).

The analysis of the Socio-economic data of the beneficiary households reveals that about 70 to 80 per cent households belong to the category of either marginal farmers, small farmers or no land holdings and with annual income less than Rs 3500 per annum. This indicates that out of the households taking benefit of the scheme about 20 to 30 per cent are under the category of comparatively economically better of families. It means proper care should be taken to admit children of the economically poor class community below poverty line so that more and more households living below poverty line can take advantage of the Ashram School education.

6.2 Impact of the scheme

6.2.1 Inclination of parents towards Ashram School Education

In order to know the inclination of parents towards the Ashram School education for the selected households, data on number

of children studied in the Ashram Schools from the selected families was collected. Necessary details are given in the following table.

Table No. 19 Number of children studied in the Ashram School from the selected families

No. of children studied in Ashram School from the selected families	No. of families		
	Basic Ashram School	Post Basic Ashram School	Total
1.	2.	3.	4.
1	91	21	112
2	99	7	106
3	39	1	40
More than 3	41	1	42
Total	270	30	300

Out of 300 families, 112 (37 per cent) families had only one child studying in the Ashram School, while 188 (63 per cent) had two and more member of children studying in the Ashram Schools. This indicates that if one child is admitted in the Ashram School, the other children of the same family are also likely to join the Ashram School. This shows that parents of the children of the Ashram School are satisfied with the Ashram School education and are inclined to send their children to Ashram Schools.

In order to have benefit of Ashram School to maximum number of families, it may be proper to have a policy decision that only one child of the family may be admitted in the Ashram School. The other brothers and sisters should be asked to study in the other primary schools. This will enable to spread educational activities in more families of backward class communities.

6.2.2 Socio-cultural aspects

It has been observed that there is significant impact of Ashram School education over discipline, social activities like singing, instrument playing, acting etc. of the children studying in Ashram School. There are instances that the students of the Ashram Schools have secured prizes at State and National level competition. The children of the Ashram School also become free from vices and there are instances that the parents of the children have become free from vices because of their children. Due to environment of the Ashram School and direct supervision of the residential teachers, the students of the Ashram Schools could develop the virtues of being regular and punctual in their day-to-day life.

6.2.3 Impact on the isolated community

As seen earlier some backward class communities like Bhangis, Kotwalias etc. still do not come forward for education due to their

extreme backwardness, ignorance and poverty. It is observed that in one of the Ashram Schools, the children of the Kotwailia community were studying. Though they were very very backward in all aspects prior to joining the Ashram Schools, there was remarkable development in terms of their physique, discipline, cleanliness and level of knowledge during their stay in the Ashram School. Thus by putting concentrated efforts there are all chances of significant improvement in such communities. It is recommended to make special and concentrated efforts to bring the children of such most backward community to desired level of development.

6.2.4 Economic condition

Out of 90 families of the students interviewed who have passed final year examination from Basic Ashram School, 64(70 per cent) had continued their further study. Out of 26 who did not go for higher study, only one joined the service, 8 started helping their parents in agriculture, while 17 involved in various labour work. However out of 10 families of the students who had passed final year Post Basic Ashram School examination i.e. S.S.C., 5 had continued further study, 4 joined the services while one started helping parents in agriculture.

One cannot expect any significant improvement in economic condition of the families due to their education in Ashram School unless the child passes final year examination from Post Basic Ashram School i.e. S.S.C. Examination.

Out of 4 students who joined services after Post Basic(S.S.C.) course, 2 were earning between Rs 2000 to 3000, while remaining 2 were earning more than Rs 5000 per annum. Further as 64 students have joined Post Basic course after passing Basic course, they would also likely to pass S.S.C. examination and would earn more than this in future. Thus, the children admitted in the Ashram School and having passed Basic and Post Basic course would have all chances of developed life.

Out of 378 Ashram Schools, 333 schools are for Basic Course while 45 are for Post Basic course. Thus to have a real impact on the economic condition of the weaker sections, it is recommended to open more number of Post Basic Ashram Schools. Some criteria of opening a Post Basic Ashram School among the cluster of certain number of Basic Ashram School may be worked out.

6.2.5 Positions secured by students of Ashram Schools

It has been tried to ascertain the benefits that have been accrued to the students of the Ashram Schools after their Ashram School education in terms of their position either in the public life or in services. As seen earlier in absence of any such type of records, the Ashram School authorities could not furnish the exact information. However, as per the personal knowledge of four Ashram School authorities, an attempt is made to analyse the data which is shown below.

Table No. 13 Position secured by students of Ashram Schools who have secured considerable good occupation after Ashram School education.

Present occupation	Nb. of persons		
	Male	Female	Total
1	2	3	4
1. Primary School teachers	15	13	28
2. Balwadi teachers	-	20	20
3. Driver, conductor etc.	7	-	7
4. Nursing	-	18	18
5. Police, SRP & PSI	30	-	30
6. Banking or Govt. service	20	7	27
7. Sarpanch, Gram Panchayat members	11	-	11
8. MLA, Taluka Panchayat President, Govt. Class-I Officer, Doctor, Principal of A.S., Contractor and Social Workers	12	-	12
9. Artisan	17	-	17
Total	112	58	170

It reveals from the above table that the students of the Ashram Schools are engaged in all walks of life and could reach even to the position of M.L.A., Doctors, social workers, Principal of Ashram Schools, S.R.P., Govt. Class-I Officers etc. indicating remarkable progress. Out of 170 students analysed above, 30 are either SFP, PSI or Police followed by 28 as primary teachers, 27 in banking or Govt. services, 20 as Balwadi teachers and 18 in nursing. Good proportion of them are artisans and Sarpanch as well as Gram Panchayat members. It is also the opinion that due to their good discipline, regularity and punctuality, they are most successful as PSI, Police, Nurses, Teachers etc.

6.2.6 Health care

Generally it is a practice in almost all Ashram Schools to have a regular check up of their students through medical officers of the nearby Primary Health Centre or Government institution.

In some of the tribal areas skin diseases are common. The skin diseases can be cured by proper treatment during the education of the children in the Ashram Schools. It is therefore worth to provide some kind of ointment to Ashram School authorities by the nearby Primary Health Centre or Government institution in order to treat such skin diseases. There were instances where skin diseases were cured during the stay of children in the Ashram School.

6.2.7 Ashram Schools as supplement to primary schools

Though primary school education is available in most of the villages in the state, there is too much variation in running of standards, both in Ashram Schools as well as other primary schools. The details regarding standards run by the Ashram Schools are given in the following table.

Table No . 19 : Categorywise distribution of the Basic Ashram Ashram Schools according to standards taught - as on 31-3-85.

Category of Ashram Schools	Standards upto 7th	Upto 6th	Upto 5th	Upto 4th	Below 4th	Total
1.	2.	3.	4.	5.	6.	7.
1. Scheduled Tribe	172	8	12	6	7	205
2. Scheduled Caste	8	6	8	7	5	34
3. Baxi Panch	10	11	7	5	14	47
4. Nomadic Tribe	14	-	-	-	-	14
5. Denotified Tribe	11	-	-	1	-	12
Total	215 (68.9)	25 (8.0)	27 (8.7)	19 (6.1)	26 (8.3)	312 (100.0)

Notes : Figures in brackets indicate the percentages to total no. of Basic Ashram Schools.

As it is the policy of Government to increase one standard every year upto 7th standard in Ashram Schools, the maximum Ashram Schools i.e. 215 (68.9 per cent) had facility to teach upto standard 7th. Further, 25 (8 per cent) have facility upto 6th standard, 27 (8.7 per cent) and 19 (6.1 per cent) have facility upto 4th and 5th standard respectively. Whereas remaining 28 (8.3 per cent) Basic Schools had this facility below 4th standard. In subsequent years, the Ashram/schools which do not have facility upto 7th standard would also have that facility upto 7th standard as per Government policy.

The similar information of other primary schools in the selected talukas indicates that out of 1376 villages in the 10 selected talukas, only 422 schools (30.7 per cent) have facility upto standard 7th. Maximum number of schools i.e. 623 (45.3 per cent) have facility upto standard 4th. The number of schools upto standard 6th and 5th were 51 (3.7 per cent) & 74 (5.4 per cent) respectively. There were 155 (11.8 per cent) schools where the facility exists upto standard 3rd & 20 (1.4 Per cent) schools with either first or second standard. There are 31 (2.2 per cent) villages without facility of primary school. As there is no such policy of increasing one standard every year upto 7th standard in primary school, the percentage of primary schools with the facility upto 7th std. is only 30.7

per cent to the total no. of primary schools in 10 selected talukas as against 69 per cent for Ashram Schools. Under these circumstances, students of the other primary schools are also taking advantage of Ashram Schools after completion of the last standard in the primary schools. Thus, Ashram Schools act as supplement to other primary schools.

It was the general opinion of the officilas and non-officilas that the standard of education in primary school is poor as compared to Ashram Schools. The same is confired as more number of children of the same families are studying in the Ashram School.

It was reported that in some primary schools the teachers sometimes remain absent for a long duration. Under these circumstances, Ashram schools having special residential accommodation for teachers as well as children has got special importance.

6.2.8 Contribution of Ashram School education in increasing literacy rate

Increase in literacy rate amongst backward class communities is a result of the integrated efforts of the Govt. by way of providing primary education in almost all villages in the state, scheme of Incentives to parents of Tribal pupils, Ashram School education facilities etc. At present there are 333 Basic Ashram Schools and

and 45 Post Basic Ashram Schools with annual intake capacity of 36826 in functioning Ashram Schools and 4712 students in the State. No doubt, proportion of students coming out from Ashram Schools is much less as compared to other primary schools in the State, but as the Ashram Schools are in the most remote areas of the State, the children of the families residing in these areas would not have perhaps taken primary education in other primary school because of their extreme poverty. This shows that Ashram School education facilities is playing an important role in increasing the literacy rate of backward class communities like S.T., S.C., Baxi Panch, Nomadic tribes and denotified tribes residing in the most backward and remote areas.

As a result of various efforts made by State Government at various levels, the growth rate in level of literacy amongst S.C. & S.T. is significantly higher as compared to that amongst the rest of the population which can be seen from the table below.

Table No. 20 Literacy Rates and Annual Compound Rates of Literates and total population by segments of population, Gujarat 1971-81

Segment*	Literacy rate(Per cent)		Annual compound Growth rate of	
	1971	1981	Literate Population	Total Population
1.	2.	3.	4.	5.
Total	35.79	43.70	4.44	2.44
S.C.	27.74	39.79	6.51	2.90
S.T.	14.12	21.14	6.65	2.61
Others	40.31	48.13	4.15	2.37

* S.C. : Scheduled Castes, S.T. : Scheduled Tribes.

It is therefore very clear that the Scheduled Castes and Scheduled Tribes have made significantly more progress in the field of education as compared to the rest of the population during the decade 1971-81.

(1) Bureau of Economics & Statistics, Govt. of Gujarat, Gandhinagar "Progress of Literacy among Scheduled Castes and Scheduled Tribes population, Gujarat , 1986."

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CHAPTER - 7

SUMMARY

At the instance of Tribal Development Department the study was undertaken with the main objectives to examine the extent of utilisation of intake capacity, wastage and stagnation, benefits accrued to the lower income group families, its impact on level of literacy and economic upliftment for the rural poors, managerial as well as important administrative aspects.

The evaluation approach is three-fold i.e. collection of secondary data, field inquiry, discussions with the officials and non-officials involved in the execution of the scheme.

A sample of 300 beneficiary and 100 non-beneficiary households was selected randomly from 10 Ashram Schools and 106 villages of 17 talukas of 7 districts from 3 geographical regions of the State. Field work was carried out during February 1986 to April 1986.

The main findings of the study are presented below.

7.1 Progress of the scheme

The scheme was initiated by starting Three Scheduled Tribes Ashram Schools in 1953. Subsequently, it was extended to Denotified Tribes in the later part of First Five Year Plan, for Scheduled Caste community during Fourth Five Year Plan and Basi Panch Community during two annual plans i.e. 1978-80. Gradually the no. of Basic and Post Basic Ashram Schools has increased upto 1980. However Sixth Five Year Plan observed

break through in establishment of both the Basic and Post Basic Ashram Schools as 137 Basic Ashram Schools and 21 Post Basic Ashram Schools opened during were Sixth Five Year Plan.

At the end of the Sixth Five Year Plan there were 333 Basic Ashram Schools consisting of 211 Scheduled Tribes, 38 Scheduled Castes, 24 nomadic Tribes, 14 denotified Tribes and 56 Baxi Panch Communities Ashram Schools and 45 Post Basic Ashram Schools.

During Sixth Five Year Plan an expenditure of Rs 733.34 lakhs towards Basic Ashram Schools and Rs 173.87 lakhs towards Post Basic Ashram Schools was incurred as against the provision of Rs 638.91 lakhs and Rs 208.11 lakhs constituting 114.8 per cent and 83.5 per cent achievements.

7.2 Coverage and Locations

Basic Schools are located in all the districts of the State. However Post Basic Ashram Schools are located only in 9 districts which includes 7 tribal districts and 2 non-tribal districts viz. Ahmedabad and Banaskantha . There are some districts viz. Junagadh, Mehesana and Kheda where there are about 11 to 14 Basic Ashram Schools in each but there is not a single Post Basic Ashram School.

Out of 184 talukas of State, there is atleast one Basic Ashram School in 115 talukas (62.5 per cent); whereas there is no Ashram School in remaining 69 talukas (37.5 per cent).

Out of 115 talukas with Basic Ashram School, no. of talukas with 1, 2, 3 and 4 Basic Ashram Schools are 53, 21, 14 and 9 respectively, whereas 14 talukas are having Ashram Schools in the range of 5 to 8. The remaining 4 talukas have Ashram Schools in the range of 9-20.

The substantial facilities of Ashram Schools have been provided in tribal talukas under TASP programme as out of 32 talukas, 12 are having 5 to 8 Ashram Schools while 3 are having 9 to 20 Ashram Schools.

Though the S.C. Ashram Schools were started late as compared to starting of S.T. Ashram Schools, the school population ratio amongst S.C. Ashram Schools is lower at 16000 as compared to ratio of 20000 in S.T. Ashram Schools for the talukas where S.C./S.T. Ashram Schools are existing.

7.3 Wastage and Stagnation

The term wastage is taken as the percentage of students leaving the Ashram School before passing the final examination to total number of students admitted in the corresponding year. The percentage of

wastage in selected Basic Ashram Schools is 65.1 per cent . The wastage is the highest amongst Nomadic Tribe (84.4 per cent) followed by S.T. (61.7 per cent). For S.C. Ashram Schools it is 58.5 per cent.

The highest percentage of wastage in Nomadic Tribe is due to the fact that the people of this type are not stable at one place. They are floating from one place to another. In case of S.C. Ashram Schools they are meant for Safai-Namadkar Community which is extremely backward in the field of Education. Similarly for S.T. Ashram Schools, the percentage of wastage is very high in certain tribes like Bhil (75 per cent), Kotwalia (90 per cent), Halpatis (68 per cent) etc. It is observed that good proportion of students (30 per cent) seeking admission are from Bhil community and per cent of Wastage amongst them is nearly 75 per cent which has adversely affected the overall percentage of wastage in S.T. Ashram Schools. However in S.T. Ashram School, the percentage of Wastage amongst Warli and Kokna tribes is comparatively low i.e. 33 per cent and 45 per cent respectively.

It is observed that the pattern of initial standard is not uniform in all the Ashram Schools, as in some Ashram Schools the initial standard is either second or third instead of first. Hence the overall wastage has been bifurcated in two parts viz wastage in std. II and

wastage during std. III to VII together which comes to 15.7 per cent and 49.4 per cent respectively. Considering categorywise percentage of wastage, they are 46.7 per cent, 44.4. per cent and 64.1 per cent in S.T., S.C. and N.T. Ashram Schools respectively in Std. III to VII together.

The percentage of Wastage in S.T. Ashram Schools excluding Bhil community is 56.7 per cent against overall wastage of 61.7 per cent. However considering standandwise wastge it is only 42.9 per cent from Std. III to VII.

However, percentage of wastge in Ashram Schools (65.1 per cent) may not be considered as real wastgae due to the fact that about 71 per cent of students were coming from those ~~families~~ whose income was less than Rs. 3500 per annum. Children of such families might not have joined any other primary schools if the facility of Ashram School would have not been available. Thus, even the minimum stay of the children in Ashram Schools helps in increasing literacy rate. The main reasons for leaving the Ashram Schools is to join the other school. The other reasons are economic condition, unwillingness for further study and to help the parents in agriculture.

Higher the standard, lower is the drop out rate. It is maximum in std. I (44 per cent) followed by Std. II (25 per cent). Thus about

2/3rd of the drop out is observed in first two standards. It is nearly 14 per cent in Std. III. The proportion of drop out from Std. IV to VI varies between 9.7 per cent to 3.2. per cent. In Std. VII it is only 0.3 per cent. Stagnation is taken as the additional time taken by the students in completing the course during prescribed period to pass it. Overall stagnation in Ashram School is negligible. It is only 1.2 per cent. Stagnation is 1.7 per cent in S.T.

7.4 Utilisation of intake capacity, facility and management

The overall percentage of utilisation of intake capacity in selected Basic Ashram Schools varies from 102.7 per cent to 107.5 per cent. The utilisation around 105 per cent in S.T. Ashram School, between 100 per cent to 111 per cent in S.C. Ashram School, 100 per cent to 120 per cent in Baxi Panch Ashram School and 99.2 per cent to 108.3 per cent in Nomadic Tribe Ashram School.

According to Government Resolution, Ashram School should admit 20 per cent more student from Baxi Panch community than its intake capacity. However the proportion of Baxi Panch students to total students in S.T., S.C. and N.T. Ashram Schools was 1.6 per cent, 10.7 per cent and 22.2 per cent respectively. It may be clarified here that in absence of getting sufficient students to fulfil the sanctioned intake capacity, Baxi Panch community students were

admitted. This shows that the G.R. is not made effective. Further, in Tribal area Baxi Panch community students may not be available due to negligible population of that community.

The utilisation of intake capacity in selected Post Basic Ashram Schools was only 80.6 per cent during 1984-85.

The no. of villages taking advantage per school ranges between 50 to 55 each for S.T., Nomadic tribe and Baxi Panch Ashram School. It is about 113 Villages for S.C. Ashram School.

Out of total No. of villages from where the children have taken benefits in any of the selected Ashram Schools, 46 per cent were from the same taluka of the Ashram School followed by 33 per cent from other talukas of the same district and 21 per cent from outside the district.

In selected Ashram Schools percentage of villages which have taken benefits of the Ashram Schools to total No. of villages in the taluka varies from 13 per cent to 22 per cent except in one taluka where it was 69 per cent.

In S.T., S.C. and Baxi Panch Community Ashram Schools, the percentage utilisation by the same community for which it is meant for is to the extent of 97 per cent., 77 per cent and 93 per cent respectively, whereas for Nomadic Tribe Ashram Schools it is only to the

extent of 37 per cent. Here the selected S.C. Ashram Schools are meant for Safai-Kamdar. However that community is still very much backward and do not take benefits of the scheme and hence the percentage utilisation by that community is less. Similar is the case for Nomadic tribe community.

Out of 10 selected Ashram Schools, only 2 Ashram Schools did not have facilities of bathroom, latrine and urinal for boy students.

In some of the Ashram Schools, there was stock of foodgrains in good quantity at the time of survey.

In one Ashram School, there was library with about 3000 books and good no. of periodicals.

There is no provision of extra teacher for 20 per cent of more students to be admitted from Baxi Panch Community over and above its intake capacity.

Out of 43 teachers in the selected Ashram Schools, 24 (56 per cent) were from S.T. community while 6, 4 and 9 were from S.C., Baxi Panch and other communities respectively. For S.T. community, both male and female teachers are available .

Out of 43 teachers, 14 teachers were in the age group of 18 to 25 and 17 in the age group of 25 to 35 indicating about 72 per cent below 35 years of age.

There is large turnover of teachers in the Ashram Schools. About 62 per cent of them left the school within 2 years and 21 per cent within 2 to 4 years. Ashram Schools easily get the teachers with the prescribed qualifications. However teachers generally do not continue in Ashram School for a longer time.

The agriculture land in the selected Ashram Schools varies from 3.3 acres to 23 acres, however, cultivable land varies from 2.00 acres to 19.00 acres.

The income of selected Ashram Schools had increased from Rs. 8 lakhs in 1978-79 to Rs. 17.6 lakhs in 1984-85. About 95 per cent of the total income is Government grants.

The expenditure of selected Ashram Schools has increased from Rs. 9.4 lakhs during 1978-79 to Rs. 19.6 lakhs during 1984-85. Nearly 2/3rd of the expenditure is towards food etc.

On the personal observation at the time of field visits of 16 Ashram Schools, they have been given grades by considering indicators like dress, physical development, quality of bedding, level of knowledge and facility of building. Accordingly there are 8 to 11 schools falling under grade " Very good " or " good " whereas 5 to 8 schools are falling under the grade ' average or ' poor'.

Even on the day of scheduled visits, the presence of students was between 83 per cent to 90 per cent except in one school where it was 100 per cent. Considering residential school facility, 10 to 15 per cent absence indicates the chances of showing more students than the actual strength to get more grants. Further during surprise visit to one Ashram School, it was observed that out of 68 students on the record, 54 were shown in the muster roll, against which only 28 students were actually present. The teacher could not give any satisfactory reason for this.

Some of the reputed voluntary organisations are getting good donations regularly.

So far crafts are concerned, only agriculture craft is being taught in the Ashram Schools. Generally the subject of English is not taught in Post Basic Ashram Schools.

Two Ashram Schools are having good no. of milch cattle, Cobar Gas Plants and flouring mill.

Present staffing pattern at regional level is not adequate for supervision and inspection of Ashram Schools.

Present grant pattern is not adequate to fulfil the requirement of the students due to rising prices. Generally the grants are

not received by the voluntary organisations in time. The grant of Rs. 20 per student per year for purchase of note-books etc. is generally disbursed by Social Welfare Department at the fag end of the year. The liaison between Ashram School and Government is not upto the desired level. The Ashram School Teachers are not getting the benefits of pension, LTC, Medical Allowance etc., which are availed to other Government and Panchayat teachers.

On the basis of field experience and discussions during the field visits, the voluntary organisations may be categorised in three groups viz. (i) who have deep roots of working in tribal areas, sound economic footing and having dedicated workers, (ii) whose roots are not that deep, but willing to work for poors, economic conditions also not so sound and lacking in experienced workers, and (iii) which are working only as status symbol and having neither dedicated workers nor sound economic condition.

Voluntary organisations under above mentioned group-(i) works for the best execution of the scheme, organisation under group (ii) requires some financial pushback, training as well as guideline to their workers for better execution and voluntary organisation under group (iii) is good for nothing.

7.5 Socio-economic characteristics and impact of the scheme

About 70 per cent to 80 per cent of the households belong to the category of either marginal farmers or ^{small farmers or} no landholding and with annual income less than Rs. 3500 per annum.

The main occupation of selected households is either agriculture or agriculture labour.

The literacy rate of beneficiary households (59 per cent) was much higher than that of non-beneficiary households (31 per cent) and general literacy rate of S.T. and S.C. population (21 per cent for S.T. and 40 per cent for S.C.).

Parents have special inclination for Ashram School education as more and more children of the same families are taking advantage of Ashram School.

Ashram School education has significant impact on students in the field of discipline, cultural activity, regularity, punctuality etc., and there are instances of getting prizes at national level competition. The students have almost become free from vices.

At some places, scheme has helped the most backward communities like Bhangis, Kotwalis etc. by improving their children in the

field of discipline, cleanliness, level of knowledge etc.

After passing final year examination in Basic Ashram School, about 70 per cent students continued their further study. Out of 10 students who passed S.S.C. Examination from Post Basic Ashram School, 5 had continued further study, 4 had joined service and one had started helping parents in agriculture. Thus proportion of students continuing further study is significant. After passing S.S. C. Examination from Post Basic Ashram School, chances of economic upliftment are bright.

It was reported that after passing basic course in Ashram girl students are quite successful in nursing career as well as teachers in Balwadi and Anganwadi. Boy student are successful as teachers in Ashram Schools, primary schools, police, SRP, clerical jobs etc. There are instances where some of the students of Ashram Schools have reached to the position of MLA, Taluka Panchayat, President, Principal of School, Gazetted Class-I Officer, Doctor, Engineer, Police Inspector etc.

There is general practice of regular check up of the health of the students studying in the Ashram School by nearby P.H.C. doctor.

In some tribal area, skin diseases are common. There are instances of curing skin diseases during the stay of children in the Ashram Schools.

Due to the policy of the Government to increase one std. Every year upto VIIIth std. In Basic Ashram Schools in the State, nearly 70 per cent of the Basic Ashram Schools have teaching facility upto std. VII. However, in the primary schools of selected talukas corresponding percentage is only 37. Hence Ashram School facility is boon to the students to continue thier study upto VII Std. in rural areas.

It is the gerenal opinion that the level of knowledge of the students of primary schools is poor as compared to that of Ashram School. Moreover teachers in primary school sometimes remain absent for a longer time. Thus, Ashram School education has special importance.

Annual compound growth rates in literacy during 1971-81 for S.C. and S.T. community are 2.90 and 2.61 respectively as against 2.37 for others which indicates good results of the various steps taken by the Government in the field of increasing literacy level among bakward class communities. present intake capacity of Basic Ashram School and Post Basic Ashram School is to the extent of 36826 and 4712 and has contributed to some extent in increasing literacy rate of backward class community.

7.3 Recommendations

7.3.1 Proper maintenance of records regarding physical and financial achievements by the concerned department is very much essential for reviewing progress of the scheme.

7.3.2 For even distribution of the Ashram Schools, optimum utilisation of intake capacity and deriving maximum benefits for upliftment of the weaker sections of the society, it is suggested to constitute a committee of specialists in the subject for identifying the area in which the new Ashram Schools may be started in future.

7.3.3 Utmost care should be taken while giving permission for starting Ashram School to voluntary organisation. Only voluntary organisation having deep roots of working in tribal, backward and remote areas and having adequate workers should be given permission to start new Ashram School.

7.3.4 In no circumstances voluntary organisations without any footing and interest^{ed} only in status conscious should be given permission for Ashram School.

7.3.5 The provision of extra teacher for 20 per cent more students of Baxi Panch community than its intake capacity is suggested for encouraging Ashram School authorities to admit 20 per cent more students.

7.3.6 It is worth to examine the policy of admitting only child one child from one family so that maximum families can take advantage of the Ashram School education.

7.3.7 Ashram School should take proper care to give admissions to the children from the families living below poverty line.

7.3.8 Considering the heavy drop-cuts amongst students of most backward class communities like Bhil, Kotwalia, Halpatis, Bhangis, Nomadic Tribes etc. special incentives may be given to them in order to encourage them to complete their Basic Ashram School Education.

7.3.9 More stress should be given in opening of the Post Basic Ashram Schools in the areas where cluster of certain number of Basic Ashram Schools exist.

7.3.10 It is essential to start Ashram School right from the 1st standard. However as the wastage in the 1st and 2nd standards is maximum, utmost care should be taken for all the children in the beginning of the educational carrier to minimize the wastage.

7.3.11 All the Ashram Schools should provide basic facility of bath-room, latrine and urinal. Government may consider to give special grants to such Ashram Schools where these facilities do not exist.

7.3.11 The subject of English in Post Basic Ashram School may be made compulsory.

7.3.12 In order to encourage skill formation in rural areas, and Post Basic necessary crafts in Basic/Ashram Schools may be started. For Basic Ashram School crafts like soap making, chalk-stick making etc. for While/the Post Basic Schools crafts like weaving, carpentry, wireman, tailoring, electronic, etc. are recommended. Help of instructors of ITI or Mini-ITI may be made available in this regard.

7.3.13. The less utilisation of intake capacity by Bhangi and Nomadic tribe community Ashram Schools, needs detailed investigation for taking corrective measures.

7.3.14. In order to help the management, the voluntary organisations having good reputation and workers but do not possess sound financial position should be provided with loan from financial institutions so that they can run the Ashram School smoothly. If necessary Government may give guarantee to financial institutions on behalf of such voluntary organisation. If necessary the District Planning Board or Project Administrator may also spare some funds for such organisations.

7.3.15. There are some Basic and Post Basic Ashram Schools having good reputation, better management and having excellent

facilities for Ashram School education. There is heavy rush for admission in such Ashram Schools, hence the feasibility of running two shifts by providing an extra building facilities may be explored in such Ashram Schools, so that intake capacity can be doubled with minimum cost.

7.3.16. The present grant pattern may be modified in light of present price structure.

7.3.17 Instead of giving 20 rupees per student for purchase of books, note-books etc, the Social Welfare Department may purchase these articles and provide to Ashram Schools in the beginning of the year.

7.3.18 Department should be prompt in disbursing grants to voluntary organisations in time.

7.3.19 About 10 to 15 per cent absence on a scheduled day is alarming. It is essential to have strict supervision by the Government officials to avoid inclusion of " DUMMY NAMES " if any for getting more grants by some of the Ashram Schools.

7.3.20 The supervision by Government officials need to be tightened. If necessary the feasibility of strengthening staff pattern at regional level may be considered.

7.3.21 Looking to the large turn over of teachers in Ashram Schools, Government may think of some scheme for children of Ashram

7.3.22 For efficient management, the booklet containing rules, regulations, provisions of G.R., various procedures of securing grants etc; should be published and supplied to voluntary organisations.

7.3.23 For the treatment of the skin diseases, ointment should be provided to the Ashram School authority by the nearby the primary Health Centre or from Government institution.

7.3.24 The system of follow up cards may be introduced to know real impact of the scheme.

: APPENDIX - I :

Pattern of Assistance on non-recurring items

Sr. No.	Item	Present grant rate of Assistance
1.	2.	3.
1.	Construction of school & Hostel Building	
	(a) In tribal Area	90 % grant on estimated cost of construction as per P.W.D. SOR
	(b) In non-tribal Area	80 % grant - do -
2.	Water Supply	
	(a) Construction of well	Rs. 4000/-
	(b) Purchase of engine and pump and their installation	Rs. 7000/-
	(c) Water tank, engine room and pipeline	Rs. 4000/-
	(d) Deepening of wells by digging	Rs. 1000/-
	(e) Deepening of well by stone breaking	Rs. 1500/-
	(f) BoarING of wells	Rs. 2000/-
3.	Wire fencing	Rs. 3000/-
4.	Electric fitting	50 % of the cost limited to Rs. 1500/-
5.	Purchase of agricultural land	Rs. 10000/-
6.	Levelling of land	Rs. 1000/-
7.	Utensils	Rs. 4000/-
8.	Grain containers	Rs. 2000/- per one unit of 60 students
9.	Agricultur implements	Rs. 1000/- per one unit of 30 students
10.	Bullock-cart	Rs. 500/-
11.	A pair of Bullocks	Rs. 1800/-
12.	Cows	Rs. 1000/- for two cows per one unit of 30 students
13.	Cow- Shala Building	Rs. 3000/- in two instalments
14.	Latrines and urinels	Rs. 300/-
15.	Craft instruments	Rs. 600/- for 60 students
16.	Furniture	Rs. 1000/-
17.	Sports matirials	Rs. 100/-

: APPENDIX II :

List of selected Ashram Schools

District	Taluka	Name of the Ashram schools	Category	Date of starting
1.	2.	3.	4.	5.
Amrethbad	Sanand	(1) Rishi Ashram shala, Iada Gram, Sanand	Scheduled Caste	1-12-74
Sabarkantha	Khed-Brahma	(2) Pravasi Ashram Shala, Khed-Brahma	Nomadic Tribe	1958
	Vijaynagar	(3) Astic Ashram Shala, Atarsu- mba.	Scheduled Tribe	29-12-54
Panchmahals	Godhra	(4) Mamafadke Ashram Shala, Godhra	Scheduled Caste	29-12-71
	Devgad Baria	(5) Gandip Ashram Shala, Vaskot	Baxi Panch	15-8-31
Dangs	Dangs	(6) Sarkari Ashram Shala, Gakhadi	Scheduled Tribe:	15-3-61
		(7) Sarkari Uttar Buniyadi Ashram Shala, Singana	Post Basic	1971
Surat	Songadh	(8) Gopalpura Ashram Shala, Gopalpura	Scheduled Tribe	1-3-59
	Mangrol	(9) Vanraj Ashram Shala, Unarda	"	5-7-71
	Olpad	(10) Sondamitha Ashram Shala, Post : Talkurna	"	11-6-59

: APPENDIX - III :

Formula for calculating Wastage

Percentage of Wastage

$$W = \frac{\sum_{i=1}^5 W_i}{\sum_{i=1}^5 (X_i - Y_i)}$$

i = 1, 2, 3, 4, 5 corresponding to the years 1970-71, 1971-72, 1972-73, 1973-74 & 1974-75 respectively.

Where,

X_i = Nb. of students admitted in 1st std. in the ith year.

Y_i = Nb. of students who were admitted in ith year in the 1st std. and left the study in the same year.

$X_i - Y_i$ = Nb. of Students who were admitted in the ith year in the 1st std. and appeared in the exam. of 1st std.

= A_i

Z_i = Out of total students admitted in the 1st std. in the ith year, Nb. of students passing the final year examination, .

$A_i - Z_i$ = Out of the students appeared in the 1st std. in the ith year, Nb. of students who left the school at any stage between std. 2nd
= M_i

$1/3 \times M_i$ = Out of the students who joined the 1st std. in the ith year, Nb. of those students who joined another institution for study.

• Correction factor = $0.35 \times 1/3 \times M_i = 0.117 M_i$

•••

Hence,

W_i = Net wastage for the students admitted in the 1st std, in the ith year = $(A_i - Z_i) \times 0.117 M_i$

So,

Percentage of Wastage

$$W = \frac{\sum_{i=1}^5 W_i}{\sum_{i=1}^5 (X_i - Y_i)} \times 100$$

Note :- For calculating wastage in the primary school, same formula with following modification is applied.

After leaving the primary school without passing final year examination 2/3rd of the students join the other primary school/Ashram School, out of such students the percentage of students passing the final year examination in another school is 72 %.

: APPENDIX - IV :

Formula for calculating stagnation

Stagnation :

$$S = \frac{Y - iX}{iX} \times 100$$

Where X = Total No. of students who completed the course and passed final year examination .

Y = No. of students years actually spent

$$= iX_1 + (i + 1) X_{i+1} + \dots$$

Where i = No. of minimum years required to complete the course i.e. to pass 7th std.

Where X_i = Student who completed the course without spending a single more year.

X_{i-1} = Students who completed the course and passed the final year examination by spending one more year and so on.

: STATEMENT NO - 1 :

Categorywise distribution of functioning Ashram Schools
according to district as on 31-3-85.

Name of District	Category wise No. of Ashram Schools							
	S.T.	S.C.	Nomadic Tribe	Denotified Tribe	Basic Panch	Total basic	Post Basic Schools	Total No. of Ashram Schools
1.	2.	3.	4.	5.	6.	7.	8.	9.
I. Tribal Area :								
1. Bharuch	27	-	-	-	2	29	4	33
2. Dang	12	-	-	-	-	12	1	13
3. Panchmahals	33	5	-	-	3	41	5	46
4. Sabar-Kantha	12	5	4	-	7	28	4	32
5. Surat	56	1	2	-	1	60	19	79
6. Vado-dara	19	-	-	4	4	24	3	27
7. Valsad	36	-	1	-	-	37	7	44
Total-I	195	11	7	1	17	231	43	274
II. Non-Tribal Area:								
8. Ahmedabad	1	5	2	2	5	15	1	16
9. Amreli	-	1	-	-	3	4	-	4
10. Banas-Kantha	8	3	2	-	4	17	1	18
11. Bhavnagar	-	1	-	4	5	7	-	17
12. Gandhinagar	-	1	-	-	1	2	-	2
13. Jamnagar	-	1	-	1	2	4	-	4
14. Junagadh	4	4	-	1	2	11	-	11
15. Kachchh	2	1	-	-	2	5	-	5
16. Kheda	-	1	2	4	7	14	-	14
17. Mehsana	-	6	1	1	5	13	-	13
18. Rajkot	-	3	-	1	1	5	-	5
19. Surendra-nagar	1	-	-	2	2	5	-	5
Total :II	16	27	7	13	39	102	2	104
Grand Total (I+II)	211	38	14	14	56	333	45	378

: STATEMENT NO : - 2 :

Categorywise distribution of functioning Ashram Schools :
according to districts as on 31-3-75.

Name of District	Categorywise No. of Ashram Schools							
	S.T.	S.C.	Nomadic Tribe	Leno- tified tribe	Baxi panch	Total basic school	post basic sch- ool.	Total No. of Ashram school
1.	2.	3.	4.	5.	6.	7.	8.	9.
<u>I. Tribal Area :</u>								
1. Bharuch	14	-	-	-	-	14	2	16
2. Dangs	10	-	-	-	-	10	1	11
3. Panchmahals	12	6	-	-	-	18	2	20
4. Sabarkantha	5	-	3	-	-	8	1	9
5. Surat	28	-	-	-	-	28	5	33
6. Vadodara	12	-	-	1	-	13	2	15
7. Valsad	20	-	-	-	-	20	2	22
Total -I	101	6	3	1	-	111	15	126
<u>II. Non-Tribal Area :</u>								
8. Ahmedabad	-	1	1	2	-	4	-	4
9. Anreli	-	-	-	-	-	-	-	-
10. Banaskantha	1	-	2	-	-	3	-	3
11. Bhavnagar	-	-	-	1	-	1	-	1
12. Gandhinagar	-	-	-	-	-	-	-	-
13. Jamnagar	-	-	-	1	-	1	-	1
14. Junagadh	3	-	-	-	-	3	-	3
15. Kachchh	1	-	-	-	-	1	-	1
16. Kheda	-	-	-	1	-	1	-	1
17. Mahesana	-	-	1	1	-	2	-	2
18. Rajkot	-	-	-	-	-	-	-	-
19. Surendranagar	-	-	-	1	-	1	-	1
Total -II	5	1	4	7	-	17	-	17
Grand Total (I + II)	106	7	7	8	-	128	15	143

: STATEMENT NO : - 3 :

Categorywise Ashram Schools according to year of Establishment.

Year of Establishment 1.	Type of Caste	Basic Ashram Schools					Total Basic Ashram Schools 7.	Post Basic Ashram Schools 8.
		Scheduled Tribe 2.	Scheduled Caste 3.	Baxi panch 4.	Nomadic Tribe 5.	Denotified Tribe 6.		
(1)	Before 1950-51 (31-3-51)	-	-	-	-	-	-	-
(2)	During First Plan (1951-56)	13 (13)	-	-	-	1(1)	14(14)	-
(3)	During Second Plan (1956-61)	33 (46)	-	-	1(1)	-(1)	34(48)	-
(4)	During Third Plan	28(74)	-	-	2(3)	4(5)	34(82)	2(2)
(5)	During Three Annual Plans (1966-69)	21(95)	-	-	2(5)	2(7)	3 (107)	1(3)
(6)	During Fourth Plan (1969-74)	14(109)	2(2)	-	1(6)	1(3)	18(135)	10 (13)
(7)	During Fifth Plan (1974-78)	24(133)	2(4)	-	4(10)	3(11)	33(158)	6(19)
(8)	During Two Annual Plans	21(154)	1(5)	11(11)	4(14)	1(12)	38(196)	5(24)
(9)	During Sixth Plan (1980-85)	57(211)	33(38)	45(56)	-(14)	2(14)	116(333)	21(45)
Total :		211	38	56	14	14	333	45

Note :- Cumulative figures are given in bracket.

: STATEMENT NO : - 4 :

The list of 32 talukas with No. of Ashram Schools, S.T. population, No. of Villages, S.T. Schools population Ratio, S.T. population per village etc.

Sr. No.	Name of Taluka	No. of villages	Total Population	S.T. Population	% of S.T. Population to total population	S.T. School population Ratio	S.T. population per village	No. of Ashram Schools by types			
								S.T.	S.C.	B.P.	Other
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.
1.	Lharampur	236	2,37,073	2,22,744	94.0	12375	944	18	-	-	1
2.	Lahod	119	2,96,322	2,15,774	72.8	30825	1813	7	1	-	-
3.	Santarampur	389	3,23,268	2,14,693	66.4	42939	552	5	-	-	-
4.	Chhota Udupur	276	2,44,699	1,92,722	81.9	24653	715	8	-	-	-
5.	Jhalod	151	2,00,445	1,71,549	85.6	34310	1136	5	-	-	-
6.	Nandod	205	1,79,263	1,77,291	65.4	29298	572	4	-	-	-
7.	Vara	148	1,82,078	1,60,764	88.3	10718	1086	15	-	-	1
8.	Chikhali	184	2,14,128	1,47,894	72.0	73947	1761	2	-	-	-
9.	Vansda	94	1,45,791	1,31,276	90.0	26255	1397	5	-	-	-
10.	Limkheda	242	2,11,470	1,23,557	58.4	24711	511	5	1	-	-
11.	Songadh	173	1,46,227	1,19,782	81.9	14973	692	2	-	-	-
12.	Pardi	79	2,05,538	1,16,221	56.5	58110	1471	2	-	-	-
13.	Mangrol (S)	150	1,62,113	1,07,764	66.5	26941	718	4	-	-	-
14.	Mandvi (S)	133	1,37,727	1,06,358	77.2	35453	800	3	-	-	1
15.	Devgadbaria	186	2,75,104	1,04,983	38.2	34994	564	3	-	2	-
16.	Langs	311	1,13,664	1,04,918	92.3	9538	337	11	-	-	-
17.	Mahuva	67	1,04,241	83,832	80.4	41916	1251	2	-	1	-
18.	Lediapada	169	88,431	82,545	93.3	10318	488	8	-	-	-
19.	Jhaga	165	1,28,134	82,329	65.3	27443	499	3	-	-	-

Contd/ 2/

STATEMENT - 4 - (Contd)

Sr. No.	Name of Taluka	No. of villages	Total population	S.T. population	% of S.T. population to total population	S.T. School population Ratio	S.T. population per village	No. of Ashram Schools by types			
								S.T.	S.C.	B.P	Others
	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.
20.	Bardoli	82	1,55,274	80,210	51.7	20054	978	4	-	-	-
21.	Umargan	49	1,43,727	79,425	55.3	26475	1621	3	-	-	-
22.	Khedbrahma	132	1,46,044	79,878	58.7	13313	605	6	-	1	1
23.	Bhiloda	158	1,46,114	75,326	51.5	25109	477	3	1	-	-
24.	Naswadi	230	89,263	72,736	81.5	14547	334	5	-	-	-
25.	Valia	93	94,319	71,989	76.3	35965	774	2	-	-	-
26.	Muzar	63	80,683	60,451	75.3	10075	960	6	-	-	-
27.	Jagpara	95	58,585	52,301	89.3	13075	551	4	-	-	-
28.	Tchchhal	42	52,692	51,342	97.4	12098	1222	5	-	-	-
29.	Valod	40	66,291	48,391	73.1	12098	1210	4	-	-	-
30.	Jaynagar	85	58,776	42,375	72.1	42375	499	1	-	-	1
31.	Leghraj	127	91,437	31,340	34.3	15670	247	2	-	1	-
32.	Silkwada	97	48,661	23,231	47.7	23231	239	1	-	1	-
Total :		4658	48,33,582	23,80,391	70.2	20941	726	164	3	6	5

: STATEMENT NC- 5 :

The list of 32 Talukas having S.C. Ashram Schools with S.C. Population, No. of Villages, S.C. Population per village, No. of S.C. Ashram Schools etc.

Sr. No.	Name of Taluka	Total Population	S.C. Population	% of S.C. Population to total population	No. of Villages	S.C. Population per village	No. of S.C. Ashram Schools	No. of other Ashram			S.C. School population Ratio
								S.T.	B.P.	Others	
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.
1.	Dholka	261092	39682	15.2	117	339	2	1	1	1	19841
2.	Idar	241968	39580	14.7	194	183	3	-	-	-	13193
3.	Patan	303944	30124	9.9	138	218	1	-	1	1	30124
4.	Palanpur	307683	29703	9.7	189	157	1	5	2	2	29703
5.	Mehsana	306374	25228	8.2	109	231	1	-	-	-	25223
6.	Leesa	260532	23895	9.2	145	165	1	-	-	-	23895
7.	Dhandhuka	233748	21881	10.2	132	166	1	-	1	1	21881
8.	Kadi	216066	20268	9.4	117	173	1	-	1	1	20268
9.	Gandhi nagar	289088	21199	7.3	111	191	1	-	-	-	21199
10.	Himatnagar	188486	20916	11.1	130	161	1	-	1	-	20916
11.	Kheralu	246485	20684	8.4	158	131	1	-	-	-	20684
12.	Tharad	147830	19183	13.0	134	143	1	-	-	-	19183
13.	Dhavnagar	407032	18542	4.6	38	320	1	-	2	-	18542
14.	Prattij	216926	18316	8.4	132	138	1	-	1	-	18316
15.	Gadhra	341991	17753	5.2	161	110	1	2	1	-	17753
16.	Junagadh	343280	17567	7.2	77	228	1	-	-	-	17567
17.	Sanad	137346	17491	12.7	67	261	1	-	-	1	17491
18.	Lunawada	230777	16351	7.1	323	51	1	-	-	-	16351
19.	Upleta	170609	14811	8.7	50	296	1	-	-	-	14811

STATEMENT - 5 : (Contd)

Sr. No.	Name of Taluka	Total population	S.C. Population	% of S.C. population to total population	No. of villages	S.C. Population per village	No. of S.C. Ashram Schools	No. of Ashram Schools by types			S.C. School population Ratio
								S.T.	B.P.	Others	
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.
20.	Keshod	136637	13746	10.5	53	259	1	-	-	-	13746
21.	Dalasinor	161535	12877	8.0	98	131	1	-	2	-	12877
22.	Nakhatrana	105900	12336	11.6	129	96	1	-	-	-	12336
24.	Mahuwa	264155	10760	4.1	131	82	1	-	-	-	10760
25.	Dehgam	183633	10602	5.8	93	114	1	-	1	-	10602
26.	Kalol	143913	10579	7.4	68	156	1	1	-	-	10579
27.	Bhiloda	146114	8853	6.1	158	56	1	3	-	-	8853
28.	Dahod	296322	7738	2.6	119	65	1	7	-	-	7738
29.	Kamrej	106307	6746	6.2	69	98	1	1	-	-	6746
30.	Harij	69101	6638	9.6	38	175	1	-	-	-	6638
31.	Talala	91667	6179	6.7	92	67	1	2	-	-	6179
32.	Limkheda	211470	3328	1.6	242	14	1	5	-	-	3328
33.	Sami	133315	13667	10.7	98	139	1	-	1	-	12669
34.	Vanthali	105980	10576	11.0	47	225	1	-	-	1	10567
35.	Lodhika	107711	4242	11.2	36	118	1	-	-	-	4242
Total :		313193	583663	8.29	4094	143	38	27	15	8	15360

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DOC. No. 3938
Date 3/9/87

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