

TABLE OF CONTENTS

Sr. No.	CONTENTS	Page No.
I	Declaration	I
II	Certificate	II
III	Acknowledgment	III
IV	List of Contents	V
V	List of Tables	X
VI	List of Figures	XIII
VII	List of Graphs	XIV
CHAPTER 1- CONCEPTUAL FRAMEWORK		
1.0	Introduction	01
1.1	Scheduled Tribes in India	03
1.2	Constitutional Provisions for Scheduled Tribes	07
1.3	Historical Perspective on Scheduled Tribes Education in India	09
1.4	Central Government Schemes for the Education of the Scheduled Tribe	13
1.5	Educational Status of Scheduled Tribes in India	17
1.6	Tribal in Gujarat	22
1.7	Historical Background of Ashram School	24
1.8	Ashram Schools in Gujarat State: Historical Background	26
1.9	Motto and Nature of Ashram School	28
1.10	Criteria for Starting the Ashram School	28
1.11	Model of Ashram School as per Tribal Development Department	29
1.12	Academic Activities of Ashram School	29
1.13	Functioning of Ashram Schools	30
1.14	Administrative Structure of the Ashram School for Scheduled Tribes in Gujarat	31
1.15	Rationale of the Study	31
1.16	Research Questions	35
1.17	Statement of the Problem	35
1.18	Objectives of the Study	35

1.19	Explanation of the Terms	36
1.20	Operationalization of the Terms	36
CHAPTER 2 – REVIEW OF RELATED LITERATURE		
2.0	Introduction	37
2.1	Studies Conducted in India	38
2.2	Studies Conducted Out Side India	63
2.3	Implications of the Review of Related Studies for Present Research	66
CHAPTER 3 – RESEARCH METHODOLOGY		
3.0	Introduction	69
3.1	Research Questions	69
3.2	Statement of the Problem	69
3.3	Objectives of the Study	70
3.4	Explanation of the Terms	70
3.5	Operationalization of the Terms	71
3.6	Research Design	71
3.7	Population of the Study	71
3.8	Sample of the Study	74
3.9	Tools for Data Collection	76
3.10	Data Collection Procedure	82
3.11	Data Analysis	83
CHAPTER 4 – DATA ANALYSIS AND INTERPRETATION		
4.0	Introduction	85
4.1.0	Data Analysis and Interpretation	85
4.1.1.	Analysis of the Physical Facilities of Ashram Schools for Scheduled Tribes in Gujarat.	86
4.1.1.0	Access to Ashram school in kilometer from nearest village, hospital, and Market	86
4.1.1.1	Type of transport facility available for students	87
4.1.1.2	Compound Wall and Gate	88
4.1.1.3	Cleanliness and Hygiene of Compound	89
4.1.2	Electrification of the Building	90
4.1.3	Kitchen Shed	91

4.1.3.0	Analysis of the status of the kitchen shed	91
4.1.3.1	Analysis of the condition of the kitchen shed	91
4.1.4	Analysis of arrangement of fuel	92
4.1.5	Analysis of the source of water	92
4.1.6	Analysis of the Menu of Meals provided to students of Ashram schools	93
4.1.6.0	Quality of Meal provided to students of Ashram schools	93
4.1.7	Cleanliness and Condition of Rooms	94
4.1.8	Items observed in Ashram School	95
4.1.9	Status of Maintenance of the registers in the Ashram schools	96
4.2.0	Analysis of the Human Resources of Ashram Schools for Scheduled Tribes in Gujarat	96
4.2.1.0	Analysis of the Teachers' profile	96
4.2.1.1	Gender-based analysis	96
4.2.1.2	Age-wise distribution of teachers	97
4.2.1.3	Educational Qualification of teachers of ashram schools	97
4.2.1.4	Academic Profile of the teachers in terms of subject specialization	97
4.2.2.0	Analysis of the Principals' Profile in Ashram schools	98
4.2.2.1	Gender-wise distribution of Principals	98
4.2.2.2	Age-wise distribution of Principals in Ashram schools	98
4.2.2.3	Analysis of the Educational Qualification	98
4.2.3.0	Analysis of the profile of students' studying in the ashram schools	98
4.2.3.1	Gender-wise Distribution of students in Ashram schools in each standard	98
4.2.3.2	District-wise distribution of students studying in the ashram schools	99
4.3.0	Enrollment and dropout from 2006 to 2013	100
4.3.1	District-wise Enrollment from the year 2006 to 2013 of Ashram Schools for Scheduled Tribes in Gujarat	100
4.4.0	Classroom Transactions in Ashram Schools	114
4.4.1	Analysis of responses of Ashram School follows Annual Academic Calendar	114
4.4.2	Response and percentage of response for Weekly Timetable of Ashram School	115

4.4.3	Classroom Teaching (Details of class observation on the day of visit)	115
4.4.4	Activity/Activities during the classroom teaching	116
4.4.5	Homework / Exercises to strengthen classroom learning	117
4.4.6	Analysis of the Evaluation Procedure apart from regular test	117
4.5.0	Academic Achievement of Students	118
4.5.1	Standard Wise Mean Academic Achievement of Students 2006-07	118
4.5.2	Standard Wise Mean Academic Achievement of Students 2007-08	119
4.5.3	Standard Wise Mean Academic Achievement of Students 2008-09	120
4.5.4	Standard Wise Mean Academic Achievement of Students 2009-10	121
4.5.5	Standard Wise Mean Academic Achievement of Students 2010-11	121
4.5.6	Standard Wise Mean Academic Achievement of Students 2011-12	122
4.5.7	Standard Wise Mean Academic Achievement of Students 2012-13	123
4.5.8	A year and Standard Wise Average Academic Achievement of Students from 2006 to 2013	124
4.6.0	Analysis of the Problems Faced by The Students, Teachers, and Administration of Ashram Schools for Scheduled Tribes in Gujarat	125
4.6.1	Problems faced by students	125
4.6.2	Problems faced by Teachers	127
4.6.3	Problems faced by Principals	130
4.6.4	Problems faced by trustees	134
4.7.0	Suggestions of Students, Teachers, and Administrators for improvement of functions of Ashram Schools for Scheduled Tribes in Gujarat	137
4.7.1	Suggestions of Students	137
4.7.2	Suggestions of teachers	138
4.7.3	Suggestions of Principals	138
4.7.4	Suggestions of Trustees	139
CHAPTER 5 – MAJOR FINDINGS, DISCUSSION, SUMMARY, AND CONCLUSION		
5.0	Introduction	141
5.1	Research Questions	144
5.2	Statement of the Problem	145

5.3	Objectives of the Study	145
5.4	Explanation of the Terms	145
5.5	Operationalization of the Terms	146
5.6	Research Design	146
5.7	Population of the Study	146
5.8	Sample of the Study	147
5.9	Tools for Data Collection	149
5.10	Data Collection Procedure	153
5.11	Data Analysis	154
5.12	Major Findings of the Study	155
5.12.0	Analysis of the Physical Facilities of Ashram Schools for Scheduled Tribes in Gujarat	155
5.12.1	Analysis of the Human Resources of Ashram Schools for Scheduled Tribes in Gujarat	159
5.12.2	Analysis of Enrollment and drop out from 2006- to 2013	160
5.12.3	Analysis of Classroom Transactions in Ashram Schools	165
5.12.4	Analysis of Academic Achievement Of Students	168
5.12.5	Analysis of Problems Faced By Students, Teachers, and Administrators of Ashram Schools	172
5.12.6	Analysis of Suggestions of Students, Teachers, and Administrators for improvement of functions of Ashram Schools	177
5.13	Discussion of Findings	181
5.14	Suggestions for further Researches	185
5.15	Implications of the Study	185
5.16	Conclusion	186
	BIBLIOGRAPHY	
	APPENDICES	