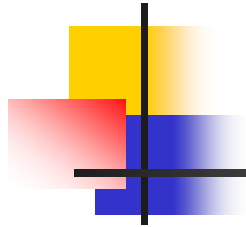


ACCESS AND PARTICIPATION OF INDIGENOUS CHILDREN IN RESIDENTIAL SCHOOLS OF CHHATTISGARH



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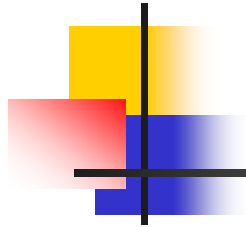
Objectives of Ashram Schools

- To provide the children an atmosphere which is generally conducive for the development of their personality and outlook;
- To impart general formal education along with socially useful vocational/crafts ;
- To encourage tribal traditions so that the schools are not only mere learning places but also centres of cultural activities;
- To provide close interaction between the teacher and taught through increased individual attention; and
- To reduce the drop-out rate and to improve the retention capacity of the schools.



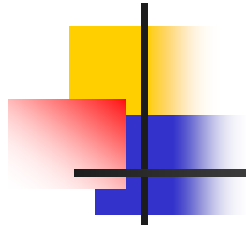
Objectives of the Study

- To study the existing pattern and status of Residential Ashram Schools in the state of Chhattisgarh;
- To study access of these schools to the tribal habitations (their out-reach, teaching, retaining students and community involvement and participation); and
- To understand the extent of fulfilment of objectives of Ashram Schools vis-à-vis basic education in the country.



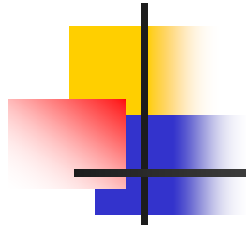
Observations

- The creation of Residential Ashram Schools provided access but effective learning remains a great concern;
- The objective of giving individual attention and nurturing tribal culture in the schools also diluted;
- The teachers are not fully aware of the objectives of these schools and perform monotonously;



Observations

- The provision of School Infrastructure as per the objectives are not fulfilled;
- The school as a mini self sufficient campus do not exist, the teachers do not have residences & stay outside (all schools)
- No boundary walls (47%), play ground, garden & toilets do not exist (80% of schools);



Observations

- Mainly teachers dominate classroom activities
- children are not involved (63%);
- It was observed reading, writing,
comprehending skills are inadequate;
- Efforts to assess the skill development among
the children in any form is lacking (70%
conduct no class tests);
- 45% children do not have TLM;



Observations

- 72% of schools have inadequate Library/Supplementary Books/Teaching aids;
- Individual attention to children and understanding the children & their learning weaknesses etc are never carried out in 60% of schools;



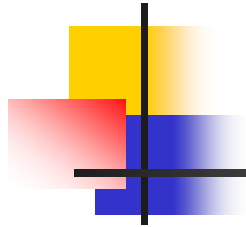
Observations

- The language of the teacher and that of the children of the indigenous groups and the text book language also results in low or partial understanding of subjects taught (**class room observation**);
- The revision of lessons and assigning teaching learning activities to improve learning skills are also very limited (**classroom observation**);



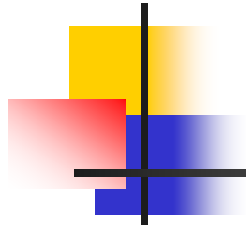
Observations

- The provision of regular training to the teachers working in the Tribal Welfare Departments is inadequate (**80% teachers stated**);
- No academic support is provided to the teachers from Department & BRCs etc;
- 90% of schools had inspection but it is focused towards infrastructure & utilization of various provisions;



Observations

- 93% Teachers stated they do not get any kind of motivation from department;
- Inadequate teacher strength in more than 63% of schools – resulting in multi grade teaching (combining classes);
- Teachers feel isolated working in these schools – and without adequate facilities constrained to work (70%).

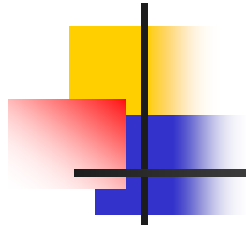


Observations

- In all the school hostels - evenings are utilized without much of learning activities;
- The hostels do not have teachers to supervise studies of the children;
- The home work is seldom given and checked (80%) of schools;
- In discussions – it was observed that the children try to learn but from their seniors and peers as they hesitate to discuss with the teacher;
- 54% of schools did not have proper sports/musical instruments etc makes the hostel/school activities very dull;

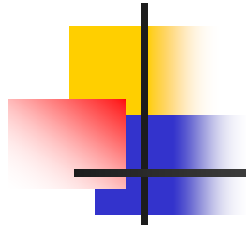
Girls Residential School





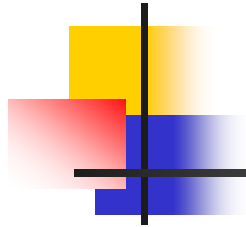
The way forward

- **Ensure provision of good and adequate food to children, health care, adequate availability of facilities in the hostel – learning environment etc;**
- **Create sports and cultural activity facilities in the schools which will encourage and motivate students;**
- **Provide Teacher residences in the Residential school premises with proper facilities.**



The way forward

- **Administrators should be positive towards the problems of schools, teachers and children;**
- **Provide adequate and timely administrative support ;**
- **In addition to Attendance & Enrolment as major concern they should also enhance schooling facilities;**
- **Provide support and motivation to the teachers in improving teaching-learning process in the schools;**



The way forward

- Should have monitoring/feedback mechanism, and indicators to assess various activities performed and their outcome.
- Provisions should be supplied according to the requirements of schools;
- Repair, upkeep and maintenance funds to be utilized properly.
- The Ashram School should be revived to make it a good place of learning.

An Old Residential School



A corridor class



A new residential school Building



A class in progress



Hostel cum class room

