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CRITICAL ANALYSIS OF SCHOOL PROCESSES IN RASULGARH ASHRAM VIDYALAYA

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ABSTRACT

Ashram School is to bring about the total development of tribal children with an emphasis on vocational education which can train them to stand on their own legs and become idealistic and selfless independent citizens of the nation. As the schools are residential, it can reduce the incidence of student's absenteeism in school, improve the standard of education at the primary level and reduce the burden of their parents from incurring expenditure on their children's education. Different facilities like school building, playground, and free kitchen, garden teaching material, furniture, dress, books and economic resources have been provided to motivate the tribal children and their parents towards education, Again, by staying in the Ashram School during the crucial years of schooling from five to sixteen years, they will definitely continue their study in the school without dropping from the midway. Above all, an effective socialization can grow among tribal children which will ensure better level of educational attainment among them. Ashram Schools are specially designed to suit children of tribal background to attain better education. It enriches my understanding of remedial classes and special coaching classes for poor students, involvement of subject expert's technical guidance should be promoted. It is also learnt that teachers motivate the tribal students in education in school and conduct regular examination, review of examination results, career counseling of students, identify the weak students and give them special care to uplift in educational sphere. The motivation and learning spirit of students in this schools is very inspiring, in spite of the hardships and challenges confronting them in the social, cultural and economic aspects ,could understand that, students are eager to learn and achieve success in life.

KEY WORDS: CRITICAL ANALYSIS. SCHOOL PROCESSES.



INTRODUCTION

Education is the process which is specially design to facilitate an all round development of each and every child. An all round development of child involves his physical, Social, Mental, Emotional and Aesthetic development. For holistic development education guides the development of the children. A satisfactory or a desired development of the child is seen in his living a life of personal satisfaction and social contribution. Education stands for a process through which a child develops himself as best as may be possible for him/her. Education is must for every child irrespective of caste, creed and color. The purpose of education is to bring out the inherent potentialities of a child so that he would develop a sense of confidence to manage his own affairs evenly and squarely in a changing society like ours. To achieve the aim of education, the constitution of India mandated RTE act in July 2009 and free and compulsory education was made as a right of children. To achieve this goal, various stakeholders need to contribute educational system in our country. Ashram school, popularly known as *Gurukul* in olden days, is not at all new to us Indians. We have a long experience of formal learning in our own atmosphere without disturbing the communication with the surrounding nature. The present form of ashram schools is a modification made essential due to changing circumstances. It is an attempt to approach tribal societies especially in the context of education. It is a helping hand extended towards indigenous communities for their healthy adjustment with totally alien circumstances. Imparting education, both formal constituting of three 'R's, and informal education, builds the basic foundation on which alone towering development can be planned. India has experienced highly iniquitous regional development where islands of development have formed simultaneously with parts of society remaining untouched with social, economic or scientific changes. The social elite class has realized that keeping sections of society away from knowledge and development is not only inhuman and unethical but also not keeping in their own interest. The welfare approach adopted by developing countries also has an element of pressure imposed by international organizations. In early 1970s Government of Maharashtra came up with a revolutionary and radical educational program of ashram schools. It was felt that lack of education was at the root of development deficiency of means of livelihood, gross ignorance, abysmal poverty, dangerous diseases and human exploitation. With this view in mind, separate Directorate for tribal welfare was created in 1973 which took up the activity of opening and maintaining Ashram schools in Tribal areas. Ashram schools are both primary and post-basic schools where children belonging to Scheduled Tribes are admitted and provided with free education, lodging and boarding. But this is not the only function of these schools. Basically, Ashram schools are visualized to be centers of development of the surrounding locality. They are to be nuclei of development, organizing and guiding various

development approach, Ashram schools are to become focal points with Agricultural demonstration farms, animal husbandry units, health unit etc attached to them. With so much importance attached to the Ashram schools, it can be safely surmised that success of Ashram schools would mean better development of surrounding area. From this point of view, study and evaluation of Ashram schools becomes very pertinent. Rasulgarh Ashram vidyalaya is situated on 1992. This ashram school is mainly for SC and ST girl's students. It has residential facilities for students.

RATIONALE OF THE STUDY

The purpose of the Ashram School is to bring about the total development of tribal children with an emphasis on vocational education which can train them to stand on their own legs and become idealistic and selfless independent citizens of the nation. As the schools are residential, it can reduce the incidence of student's absenteeism in school, improve the standard of education at the primary level and reduce the burden of their parents from incurring expenditure on their children's education. Different facilities like school building, playground, and free kitchen, garden teaching material, furniture, dress, books and economic resources have been provided to motivate the tribal children and their parents towards education, Again, by staying in the Ashram School during the crucial years of schooling from five to sixteen years, they will definitely continue their study in the school without dropping from the midway. Above all, an effective socialization can grow among tribal children which will ensure better level of educational attainment among them. Ashram Schools are specially designed to suit children of tribal background to attain better education. Generally, Ashram Schools provide education from class I to class VII or class IV or V in certain area.

STATEMENT OF THE STUDY

Analysis of school processes in Rasulgarh ashram vidyalaya, Rasulgarh, Bhubaneswar.

OBJECTIVES

- ❖ To study the infrastructure facilities available at the Rasulgarh ashram vidyalaya, Rasulgarh.
- ❖ To find out the status of teacher facilities available at Rasulgarh ashram vidyalaya, Rasulgarh.
- ❖ To study the curricular and other curricular activities in Rasulgarh ashram vidyalaya, Rasulgarh.
- ❖ To compare the facilities available in ashram school and other normal school.

SAMPLE

Rasulgarh ashram vidyalaya, Rasulgarh was surveyed. The headmistress, the teachers, students of the school was considered as the source of information for the study.

TOOLS

The following tools were used in this study.

- Observation scheduled for studying the school processes
- Questionnaire for headmistress
- Questionnaire for student
- Questionnaire for teacher

FIELD LOCATION

The Rasulgarh ashram vidyalaya, Rasulgarh is located at a distance of 4 kms from Acharya bihar in Bhubaneswar.

PLAN AND PROCEDURE OF THE STUDY

The headmistress, teachers, and the students were contacted personally and Questionnaires gives for them opinion. The data were collected after establishing rapport with them through frequent visit to the school. The information was gathered by observing various activities and physical presence of infrastructure and teacher facilities available in the school.

Table: Details of Field Visit (Schedule) during the field work

SL NO	DATE	TIMINGs	VISITED WHOM	ACTIVITY OBSERVED
1	06.10.2013	10.30 AM	<ul style="list-style-type: none"> Mrs.Minati pual, Headmistress Rasulgarh ashram vidyalaya, Rasulgarh, Mr Siddharth Kuwar,Asst. Teacher 	<ul style="list-style-type: none"> Explained the matter of field study and talked to the headmistress to conduct the study. Observation of student
2	26.10.2013	11AM	<ul style="list-style-type: none"> Mr Siddharth Kuwar,Asst. Teacher 	<ul style="list-style-type: none"> Interaction with students Visit to student hostel, classroom, library.
3	02.11.2013	9AM	<ul style="list-style-type: none"> Mr Siddharth Kuwar,Asst. Teacher Mrs Smita Rani Jagdev, Asst.Teacher 	<ul style="list-style-type: none"> Observation of students Visit to student hostel, classroom, Interaction with Health coordinator. Observation of students class
4	07.11.2013	9.30AM	<ul style="list-style-type: none"> Mrs.Minati pual, Headmistress Santi Prasad soren,Student of class IV 	<ul style="list-style-type: none"> Interaction with students Photographs of children were taken Photographs of physical facilities and students class activities were taken
5	16.11.2013	11AM	<ul style="list-style-type: none"> Mrs Smita Rani Jagdev, Asst.Teacher Mess and health coordinator 	<ul style="list-style-type: none"> Observation of food preparation and quantity of meal.

MAJOR FINDINGS FROM THE FIELD STUDY

GENERAL INFORMATION

- Total number of class: 4
- Number of teacher: 4
- Total number of student: 116(Girls)
- Average student per class: 27
- Teacher student ratio: 1:29
- Selection procedure: Student can take admission on the basis of entrance test
- The school is fully residential comprises of seven classes from class 1 to 6.
- The hostel facilities are available for only SC and ST girl's students.
- This school is comes under sc and st development department(SSD)
- Remedial coaching is provided to all the students to solve their subjective problems.
- Balika Sikhya is important aspect of the school.

ACTIVITIES OF DAILY LIFE

This ashram school is providing the residential facilities, safe drinking water facility and all adequate facilities as per requirement. Daily scheduled comprises of morning breakfast, Morning Prayer and attending classes from except on Sunday. Classes are continued from 10am to 1.30pm. Student take mid day meal at 1.30pm. Again classes are started at 2 pm and continue up to 4pm. Evening snacks are given at 4pm. Reading hours of the students are 6pm to 8.30pm and students also participate in indoor and outdoor games from 4pm to 6pm. They take dinner at 9 o'clock. Veg. and non veg. meal also given to student.

CLASSROOM ACTIVITIES

There are 4 classrooms for children's. In each class there are 27 students. One black board and various charts, models are present in every class room. Individual desk and chair is given to each student. The teachers were using the lecture and demonstration method in the classes. Students are very cooperative and very prompt for question answering. Teachers created a conducive atmosphere in classroom for learning.



OTHER CURRICULAR ACTIVITIES

Every day they had other curricular activities period in their routine. One day I had seen that a group of students sitting in the classroom drawing picture in their drawing book and one teacher assist them to make perfect drawing. Sometimes teacher divided the class in two groups and organized quizzed in an effective manner. The very first day when I wait to visit the school, students were preparing for a district level competition namely “SARGIPHULA”. One dance teacher was invited for teaching dance to participant. Every Saturday co curricular activity was organized along with annual sports day, annual function day and other festivals are observed. Picnic and field trip were organized ones a year, for the students.

COMMUNITY PARTICIPATION

Parents to visit with their children occasionally. One day I had an interaction with parent of **sabita sooren**, Father said “I am very happy to see my daughter and her improvement in different subject and also thankful to all teachers in this school for their lots of contribution in different field.”There is parent’s teacher meeting one in a month. There is school management committee comprising 16 members, one student, one teacher, one councilor, one headmistress and president of SMC and parents’ president from each class.

RESIDENTIAL FACILITY

There are 4 big halls along with appropriate furniture, safe drinking water aquagard, proper toilet facility (usable) are provided and 8 toilets were there. Rupees 650 is provided to each student for residential purpose. T.V and DTH facility is connected in the residential room but its use is restricted to only use for education and news. Three housekeepers are provided to maintain the hostel.25 students are accommodating in each hall.

INTERACTION WITH STUDENTS

This ashram school is basically for girls so at first day they were hesitate to talk with me but after few visit they were ready to talk with me. They had told that all of them miss their parents and family members but they enjoy in vacation and they also said that teachers are very good and institute provides all types of facility which they need. They told about their hobbies, such as playing, book reading, listening music etc. They told that teachers usually given homework after the completion of lesson and check it regularly. The students have uniform as other school and it is must for students to use them while attending classes. Teacher gives opportunity for recreation and motivated them to take up recreational activities. They are very happy with their peer group.

INTERACTION WITH HEADMISTRESS

Mrs. Minati Pual, headmistress is having 10 year of teaching experience in ashram school. In this school she had spent 3 years with students and she also know the name of each individual student and all students high regard to her. She clearly said that she have very few time to spend with children because of management work but she however she monitor everything. She told that students are very intelligent and they have participate in inter district sports, dance, song, art. Prize distribution ceremony held on every year and students are being encouraged to participate in annual function. The annual result of our school is very good and we are provided remedial classes for slow learner. Here teachers are very cooperative and helpful.

INTERACTION WITH TEACHERS

“I am very happy with this job. Students are very good .How time is passing I don’t know it”—

Smita Rani Jagdev, assistant teacher.

”Teachers are taking all the responsibilities of mess that’s the reason we are unable to give our full attention towards students study. Along with this mess responsibility there is other responsibility such as census duty, Election duty etc

cause over burden on us so Govt. should appoint other personnel to do these activities, so that we can’t devote our full time towards teaching and separate warden and health coordinator should be appointed”---

Mr Siddharth Kuwar, Asst. Teacher.

This ashram school has no pass fail system in class and no retention. Here teaching learning method is according to SSA norms.

MEDICAL FACILITY

Mrs Smita Rani Jagdev, health coordinator work for 3 years in this school. Doctor comes for visit ones in month. Medicines are also supply from here. Health coordinator is also in service training teacher.



REFLECTION

Experiencing the field (Ashram School) have enrich my knowledge and perception about how schools especially meant for Tribal's girls functions, initiative taken How it is govt. is giving all effort to uplift socially disadvantaged sector of society. It enriches my understanding of remedial classes and special coaching classes for poor students, involvement of subject expert's technical guidance should be promoted. It is also learnt that teachers motivate the tribal students in education in school and conduct regular examination, review of examination results, career counseling of students, identify the weak students and give them special care to uplift in educational sphere. The motivation and learning spirit of students in this schools is very inspiring, in spite of the hardships and challenges confronting them in the social, cultural and economic aspects ,could understand that, students are eager to learn and achieve success in life. However, with regards to the schools, infrastructure, Teaching-learning process, other curricular area some.

OBSERVATIONS

1. Only traditional teaching-learning process is practiced by teachers such as lecture method, dictation. Thus teachers need to use method such as discussion, activity method etc to enhance better learning.
2. ICT-facilities are not used by teachers in teaching-learning process particularly in classroom. This can be incorporated.

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