Vol II Issue IV Oct 2012

Impact Factor : 0.1870

ISSN No :2231-5063

Monthly Multidiciplinary Research Journal

Golden Research Thoughts

IMPACT FACTOR : 0.2105

Welcome to ISRJ

RNI MAHMUL/2011/38595 **ISSN No.2230-7850**

Indian Streams Research Journal is a multidisciplinary research journal, published monthly in English, Hindi & Marathi Language. All research papers submitted to the journal will be double - blind peer reviewed referred by members of the editorial Board readers will include investigator in universities, research institutes government and industry with research interest in the general subjects.

International Advisory Board

Editorial Board

Address:-Ashok Yakkaldevi 258/34, Raviwar Peth, Solapur - 413 005 Maharashtra, India
Cell : 9595 359 435, Ph No: 02172372010 Email: ayisrj@yahoo.in Website: www.isrj.net

Golden Research Thoughts
Volume 2, Issue. 4, Oct 2012
ISSN:-2231-5063

Available on all social networks
citeulike

ORIGINAL ARTICLE

Situation Analysis Of Education Of Ashram Schools

Sonal Shivagunde and V. V. Kulkarni

Bharati Vidyapeeth Social Science Centre, Pune.

Abstract:

The development of tribal communities received an impetus after launching Tribal Sub Plan (TSP) in 1972. This plan included education as a core component for accelerating school education. Accordingly, ashram schools were established and the programme was implemented. The ashram schools have helped to increase access to education for tribals. This programme helped to increase the level of enrolment of tribal students and also reduce the number of school dropouts in tribal areas. This is reflected in academic achievement of deprived tribal students. The issue was addressed by a leading NGO through various educational activities in TSP area of Maharashtra in 52 schools. On this background, a study was conducted in three ashram schools in Akole Block, covered under TSP area of Ahmednagar District in Maharashtra. The main objective of the study was to identify the factors related to low achievement among tribal students and suggest interventions for improvement. Total 309 students from grade V, VI and VII, teachers teaching these classes and their parents were included in the study. The factors related to school atmosphere, quality of teaching and family background were studied to identify appropriate strategies for improving the academic achievement. The data related to basic competencies was collected by administering the psychological tests which are prominently used in education field. Test for Minimum Level of Learning and Test of Reading were administered for assessing academic achievement. The school atmosphere was studied through observation method. The teachers were interviewed to understand the quality of teaching and Teaching Aptitude Test Battery was administered to assess the aptitude of teachers and the parents were interviewed to collect the data related to family background. The study revealed that the individual level factors have close relationship rather than school or community level factors. The students have acquired basic competencies for learning but they are unable to cope with the formal school curriculum. They are not able to identify the content with their tribal life and context due to language barriers. The teaching methodologies meet their learning needs partially and the school facilities are inadequate to facilitate holistic learning experience. Low level of education among parents and lack of awareness about education are detrimental to academic involvement of the students. The study concludes that the interventions should focus on improving teaching methodologies consistent with their culture and equip students with appropriate supplementary learning material for self study and involving parents and community in school interventions.

KEYWORDS:

Tribal students, ashram schools, academic achievement, quality of education, teaching methodologies, Scholastic development, socio-economic condition.

INTRODUCTION

The primary aim of an educational institution is to ensure that all the learners acquire the desired skills and knowledge (Agarwal, 2000). The quality of education delivered can be estimated by the extent to

Please cite this Article as :Sonal Shivagunde and V. V. Kulkarnii , Situation Analysis Of Education Of Ashram Schools : Golden Research Thoughts (Oct. ; 2012)

which students have acquired knowledge, skills, values and attitudes. The main indicator of the quality of education can be visualized in terms of its product – the learners' achievement both in scholastic and co-scholastic areas, which is the performance in various subjects of study, and habits, attitudes, values and life skills necessary for becoming a responsible citizen. The factors associated with success in these areas are closely related to conditions of learning and learning environment.

In case of tribal communities in India, school education is mainly delivered through Ashram School Programme of Tribal Sub-Plan, 1972 of Government of India. The programme has been successful in providing universal access to education in remote locations through residential ashram schools, but the quality of education remains low. Studies on learning achievement of tribal children have shown lower levels of achievement compared to non -tribals (Shivagunde et.al. 2012,Govinda 2002, Sujatha 1987), although empirical evidence suggest that tribal children do possess the basic cognitive abilities and psychological dispositions for successful participation in schools. Tribal students have disadvantages arising out of social and location factor (Sujatha, 1987). Singh (1996) and Singh and Foster (1977) have argued that low levels of parental education, occupation, income and deprivation are mainly responsible for poor performance of tribal children in the school. Other roadblocks include negative parental attitude to education, less parental support in schoolwork, low level of motivation and poor self-esteem of children.

The voluntary agencies who run Ashram schools have issues such as sub-standard level of education given in these institutions, poor hostel facilities, the use of inmates as unpaid, forced labour, etc. (Roy, 1995). Poorly constructed structures, overcrowding, lack of basic provisions such as toiletries, uniforms and fans for children, alienating environments, inadequacy of number and quality of teaching staff, lack of regular inspection are some of the problems that have been highlighted (Kumar, 2004; Gare, 2000; Gogate, 1986; Furer-Haimendorf, 1989; Ananda, 1994; Sujatha, 1983). Teaching styles in many places remain traditional, teacher-centred and rigid. The low quantity of teaching is also a key deficiency (Leclercq, 2003). Despite the pedagogic significance of initial instruction in the mother tongue, the medium of instruction remains same as non-tribals (Kundu, 1990, Saxena, 1995; 1975; Toppo, 1979; Furer-Haimendorf, 1989, Shivagunde et.al. 2012).

The issues related to low academic achievement among tribal students in ashram schools were observed during implementation of an integrated tribal development programme “Jana Utkarsha” supported by Government of Maharashtra during 2004 to 2010. The programme involved educational interventions in 52 Ashram Schools across tribal areas in Maharashtra State. The research presented was undertaken in representative project area to identify the exact factors related low achievement, segregating the modifiable ones and designing appropriate solutions.

The study was conducted in Akole Block of Ahmednagar District. The block is covered under Tribal Sub-Plan (1972) Area populated by predominant Mahadev Koli Tribe. Three ashram schools (exclusive residential schools for tribals), that is, Kothale Prathmik Madhyamik Ashram Shala, Kohane Prathmik Madhyamik Ashram Shala and Mutkhel Prathmik Madhyamik Ashram Shala (hereafter Kothale, Kohane and Mutkhel) were selected. All these are supported under TSP, situated in remote areas and have classes up to secondary level. The objectives of the study were as follows:

(i)To study the academic achievement and competencies of tribal students in ashram schools
(ii)To study the conduciveness of school atmosphere in context of improving academic achievement.
(iii)To assess the teaching abilities and aptitude of teachers.
(iv)To study the impact of family level factors on academic achievement.

TOOLS AND METHODS OF DATA COLLECTION

The upper primary classes were selected for the study since this is an appropriate stage for measuring the academic achievement. Total 309 students (all students from grade V: 120, grade VI: 96 and grade VII: 93 from three schools) were selected. The sample included both male and female, residential students and day scholars.

The data related to infrastructure and facilities at school was collected by applying Schedule for School Profile through Observation Method. The marks obtained by students in latest Semester exam were compiled to measure curriculum based academic achievement. Minimum Level of Learning (MLL) test was administered in groups to respective classes for assessing basic competencies in Marathi, English and Mathematics. This test is used in the Sarva Shiksha Abhiyan (a flagship programme of government of India for universalisation of elementary education) for identifying basic competencies of students in above subjects. Reading Test by Dr. Jamanalal Bayati and Dr.Pushpa Sodhi (1995) Shivagunde (20120 swas administered in groups for measuring skills in reading in context of academic achievement. It is not based on school curriculum, but relies on content required for assessing reading skills. The Teacher's Aptitude

Test Battery (TATB) by Dr. R.P. Singh and Dr. S. N. Sharma developed TATB and published in 1998a self administered test, was applied for assessing the teaching aptitude of all teachers teaching the selected classes. The performance of respondents in MLL and TATB was scored according to standardised norms. The teachers were also interviewed by using Interview Schedule for collecting data on quality of teaching. The data on family background of students was collected through interviews of their parents by using Interview Schedule. Appropriate statistical tests were applied to analyse the inter-relationships between factors related to quality of education, academic achievement and family background of students.

DATAANALYSIS

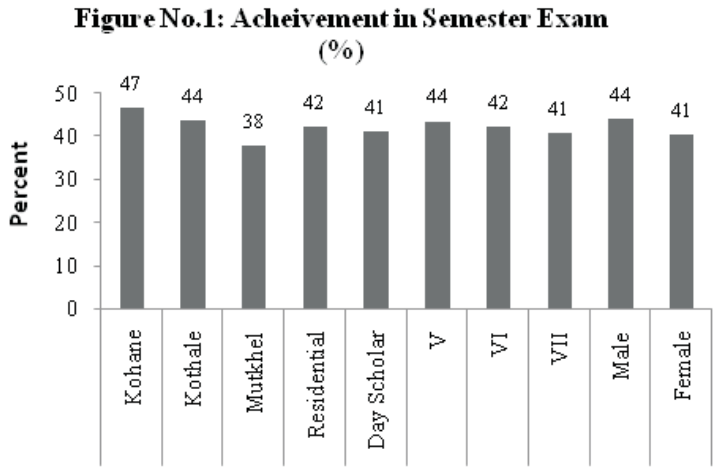
a)Academic achievement

The academic achievement at school level is composed of basic competencies in language and mathematics and reading and writing skills in addition to learning of curriculum at respective grades. In case of students in project schools in study area, it was observed that the marks attained in school examination were consistently low among majority students and few students were able to score more than passing marks. On the contrary, majority students scored above average marks in MLL and Reading Test. An in-depth analysis of the respective data was conducted to gain insight into achievement of students. The data is presented in table 1.

Table No. 1: Achievement in Semester Exam (out of 900)

Category		N	Mean	SD
School	Kohane	94	420	95.19
	Kothale	79	395	152.90
	Mutkhel	136	341	124.97
Residential Status	Residential	211	382	124.54
	Day Scholar	98	372	139.37
Grade	V	120	392	147.75
	VI	96	380	153.73
	VII	93	367	85.17
Sex	Male	134	396	124.42
	Female	175	365	131.73

Figure No.1: Acheivement in Semester Exam



The data indicates that the achievement in semester exam is similar among all students irrespective of school, residential status, class and sex and marks range between 340 to 420 out of 900 i.e.

35% to 45%. Comparison of achievement between schools shows that achievement of students of Mutkhel is comparatively lower (341±124) than Kohane (420±95) and Kothale (395±152). Subject-wise performance shows that in all three subjects, marks of male students are marginally higher than those of the female students. Residential students have scored higher than those of the day scholars but the difference is not significant. The overall results show that majority of students are able to pass in Marathi, but fail in Maths and English. The analysis was further carried out for computing $\chi 2$ test. The application of the test is as follows:

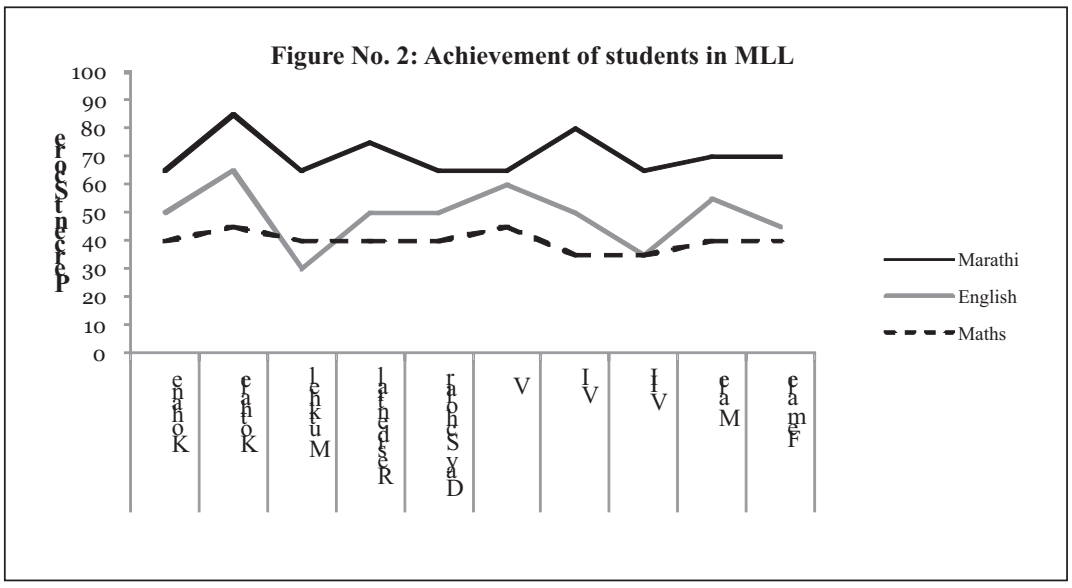
The $\chi 2$ values indicate that there is no significant association between marks in semester exam and residential status ($\chi 2 = 0$), class ($\chi 2 = 0.30$ n.s. $p \leq 0.05$) and sex ($\chi 2 = 0.12$ n.s. $p \leq 0.05$).

The basic competencies of students in language and mathematics were measured through achievement in MLL test. The data of achievement in MLL is presented in table 2.

Table No. 2: Subject-wise Achievement in Test of Minimum Level of Learning

Category		N	Marathi		English		Mathematics		Total	
			Mean	SD	Mean	SD	Mean	SD	Mean	SD
School	Kohane	105	13	5.47	10	4.33	8	5.45	31	11.00
	Kothale	37	17	3.71	13	4.45	9	5.01	39	9.41
	Mutkhel	38	13	5.25	6	3.79	8	4.43	27	10.50
Residential Status	Residential	122	15	4.79	10	4.49	8	5.15	32	10.23
	Day Scholar	58	13	6.26	10	5.25	8	5.18	31	13.18
Grade	V	65	13	5.80	12	4.47	9	6.37	34	12.80
	VI	54	16	4.02	10	4.17	7	4.09	33	8.94
	VII	61	13	5.54	7	4.20	7	4.41	28	10.33
Sex	Male	59	14	5.11	11	4.77	8	6.05	33	11.07
	Female	121	14	5.47	9	4.69	8	4.67	31	11.29

Figure No. 2: Achievement of students in MLL



The data indicates that there is some variation in marks obtained both within and between the categories of school, residential status, class and sex. In order to identify the association, χ 2 test was applied. It was found that there is no significant association between MLL and residential status ($\chi 2 = 0.08$, $p \leq 0.05$) class ($\chi 2 = 0.40, p \leq 0.05$) and sex ($\chi 2 = 0.40, p \leq 0.05$).

Reading is fundamental to education since subject matter, the content, cannot be understood unless it is read. The basic skills of 3 Rs that is Reading, Writing and Arithmetic have been given highest importance in primary education. Since these three skills are fundamental for learning, no further progress can be achieved unless these skills are developed. Among these, the role of reading skills is more significant since development of other two skills depend on this. Reading involves acquisition and assimilation of knowledge and its usage, comprehension and expressing it meaningfully when required. Measurement of achievement in reading can give a measure of reading skills as well as potential for further progress. Data was collected on achievement in reading skills of students by administering Reading Test. It is further discussed in detail. The data of mean scores achieved as per sex, residential status and class is given in table 3.

Table No. 3: Achievement in Reading

Category		Mean	SD
School	Kohane	19	18.9
	Kothale	15	15.16
	Mutkhel	17	17.21
Residential Status	Residential	18	8.48
	Day Scholar	17	8.75
Class	5th	15	8.16
	6th	20	9.05
	7th	18	7.99
Sex	Male	17	9.38
	Female	18	7.82

It is seen that mean score of female students is more than that of male students in Reading Test, that is 60% and 57% respectively. Comparison, according to residential status, indicates that mean scores of residential students is more than that of day (60% and 57% respectively). Class-wise comparison shows that achievement in reading is highest in VI std (67%) and lowest in V std (50%). In VII std, the mean score is 60%. No significant association was found between score in Reading and residential status ($\chi 2 = 0.19$, n.s. $p \leq 0.05$) class ($\chi 2 = 0$) and sex ($\chi 2 = 0.6$ n.s. $p \leq 0.05$).

Figure No. 1: Achievement in Semester, MLL and Reading Test (%)

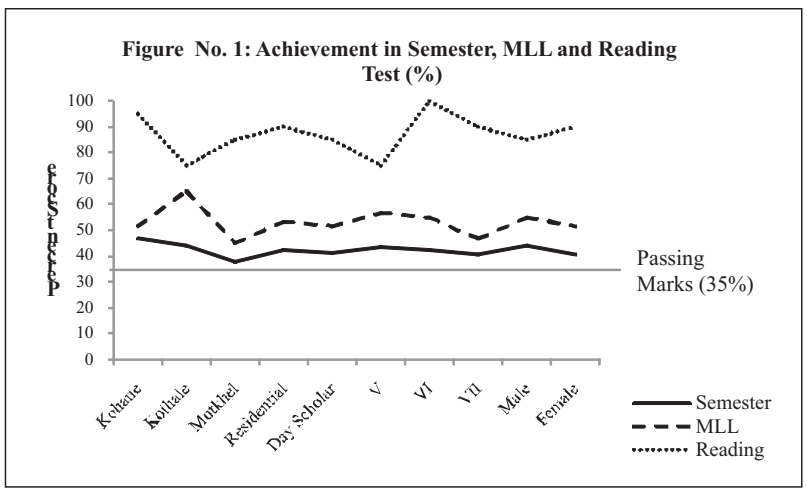


Figure 1 indicates the variation and disparity between the three aspects of academic achievement. It is seen that the performance of students in school examination is low in spite of high achievement in competencies. This is likely because the students are unable to cope with the curriculum as it is inconsistent with the tribal environment. This is further compounded by lack of conducive atmosphere at school, low quality of teaching, socio-economic deprivation and low educational level of parents. These factors are elaborated in following sections.

SCHOOL ATMOSPHERE

Observation of school infrastructure in the schools indicated that infrastructure for classrooms and hostel is inadequate and of inferior quality. The main observations are as follows:

a)In six out of nine classes covered under the study, benches were not available. All the classrooms leaked during rainy season, lack ventilation and lighting.
b)In absence of separate hostel facilities, the male students are compelled to stay in classrooms after school hours. Their belongings are also placed in classrooms.
c)Blackboards are also not in proper condition. These conditions make the classroom environment inconducive for learning.
d)The problems are compounded by lack of learning facilities like laboratory, library, teaching – learning aids and supplementary reading material.
e)There is a shortage of basic facilities for drinking water supply and toilets are not maintained. Due to this, the students do not use toilet facilities and incidences of injuries and snakebites / scorpion bites occur frequently.
f)Negligence of health care and personal hygiene among students arising from lack of health awareness was also observed. This frequently leads to communicable diseases like scabies, diarrhoea and worm infestation. This has an implication on attendance also.

The teaching staff in all three schools, the number of staff is adequate but absenteeism is high among the teachers. The specialisation of teachers is not consistent with the subjects they teach. Total 90% among them are from non-tribal background. According to the norms of ashram school programme, the teachers are expected to be residential and appointment of warden is mandatory. Since residential facilities for teachers are not available in two out of three schools, teachers stay in nearby villages and only wardens stay in schools. Lack of facilities were found to be deterrent for regular attendance of teachers. The situation indicates that the school atmosphere is not conducive for learning and it affects the academic performance over a period. The low achievement scores are an indicator of the same.

CURRICULUM AND ASSESSMENT SYSTEM

All subjects and curriculum taught in the ashram school and medium of instruction (Marathi) is same as general curriculum for the Maharashtra State though separate or modified curriculum and usage of tribal dialect as medium has been recommended under SSA. The state is expected to take initiatives and facilitate this process but this was not evident in these schools. Assessment of performance in tests for academic achievement indicate that the students are able to understand Marathi due to close resemblance with their dialect but they are unable to comprehend significant part of the content. They are unable to identify the content with their environment, living conditions and culture. This is one of the reasons for low academic achievement.

The present assessment system at school has emphasis on accuracy of speaking, writing and logical reproduction of content during examination. The tribal students are at a disadvantage due to this pattern. Hence, though they achieve minimum level of learning, majority of them are unable to perform up to average levels in school examination.

QUALITY OF TEACHING

Interviews of teachers revealed that though the teachers are qualified and recruited according to the norms. They have received pre-service and in-service trainings frequently. The TATB scores indicate that eight out of ten have good aptitude for teaching. Thus, the teachers have potential and skills to meet learning needs of students in general. The results of TATB and presented in table 4.

Table No. 4: Teaching Aptitude Scores

School	Category of Scores and Number of Teachers			Mean Score
	Below Average (below 70)	Average (70 to 80)	Good (above 80)	
Kohane	0	1	3	78.80
Kothale	0	0	3	82.20
Mutkhel	0	1	2	81.33
Total	0	2	8	

The interviews of teachers indicated that though they have requisite potential and skills to teach, the teaching methodologies partially meet learning needs of tribal students. The teachers try to use teaching aids such as charts and maps for teaching in all three schools up to grade V. Teaching-learning material, laboratory and library required for higher classes is not available. The teachers have not received any specific orientation for teaching tribals students. The teaching – learning process is limited to class-room teaching and verbal explanations through textbooks. According to half of the teachers, some of the curriculum is not consistent to tribal situation. Supplementary learning material is not available for students which can help them in self study and bridge the gap between the content of curriculum and environment of tribal life. This is one of the reasons for lack of interest of students in learning. They are unable to understand content properly or respond to teaching. The teachers realise that in absence of such material, this function can be performed by the teachers by conducting co-curricular activities, preparing models, individual guidance and adopting suitable teaching methodologies like group work. In spite of being aware of both problem and solutions, such efforts were not evident during interviews of teachers.

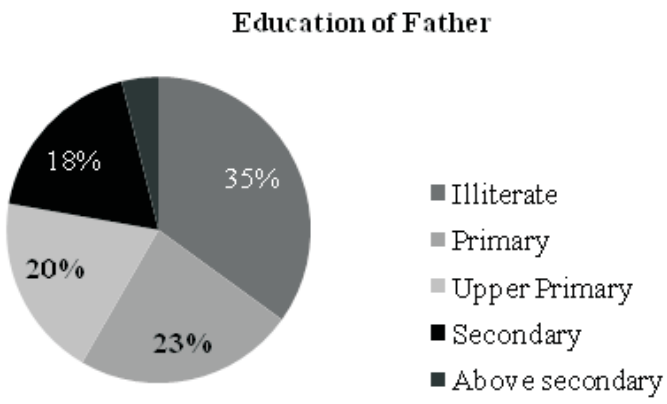
The teachers themselves attributed the lack of interest and demoralisation to absence of initiative to resolve issues of quality of teaching in particular and education at ashram school in general. The permanent teachers lose interest in work since they become stagnant over a period. The temporary staff is underpaid transferred so frequently that they lose stability. Isolation for long period from the mainstream, insufficient facilities, low response of students and low level of awareness among parents regarding education are also attributed to this situation. Six out of ten teachers expressed that there are no means to update their knowledge or keep abreast with current affairs. Teachers assist in administrative work which is found to be tedious and leaves them with less time for teaching. Initiatives of teachers for co-curricular activities such as participating in science exhibitions were not encouraged by the management. They have a concern that progress of students is slow. It was mentioned by all of them that the tribal children may not be able to progress in future too if the present situation prevails for long time. All these factors affect the quality of teaching and consequently the academic achievement of students is low and students are unable to progress significantly.

THE FAMILY BACKGROUND

In order to identify specific contributory factors having maximum impact and suggest solutions, efforts were made to collect data related to both family factors and academic achievement. It was found that 37% (114) parents were illiterate, 22% (68) several were educated till primary level and only 18% (56) were educated till upper primary. Among them, 64% (115) mothers were illiterate. This low level of education itself is a hindrance for parents to help their children in studies. Among the families covered, 93% were involved in labour intensive agro-based livelihoods activities and seasonally migration is common among them. These factors hinder the academic progress of children also. Table 5 indicates data in this context.

Table No. 5: Socio-economic Situation of Students

Variable		N	%
Family Size	Upto 4	32	18
	5 to 6	119	66
	7 to 8	29	16
Father's Education	Illiterate	63	35
	Primary	42	23
	Upper Primary	35	19
	Secondary	33	18
	Above secondary	7	4
Mothers Education	Illiterate	115	64
	Primary	47	26
	Upper Primary	9	5
	Secondary	9	5
BPL Status	BPL	178	99
	Non-BPL	2	1
Basic Facilities (Electricity, TV, Radio)	All	25	14
	Few	29	16
	None	126	70
Parents Interest	Interested	73	41
	Moderate interest	19	10
	Not interested	88	49
Parents perception about education	Necessary for progress	26	14
	Not aware	154	85



It was found that 86% (265) parents were not aware of the progress of their children at school. The response of parents of residential and day scholars was alike. It is expected that the parents of day scholars may be observing the study habits. On the contrary, they were not aware about the progress of the child. The children were treated has helping hands to assist in family chores or occupation. They also held the teachers accountable for progress of their child since they themselves are not in position to help their children in academic activities. The attendance of parents in Parent-Teachers Meetings is low. In case of ashram schools under the study, the meetings are conducted twice or thrice a year. About 4% (12) parents attended these meetings Engagement in occupation or agro-based activities was stated as reason for absenteeism. The situation was alike in case of parents of both residential students and day scholars. The responses of parents indicate that majority among them are unaware about the performance of their child in academic activities.

The lack of awareness among parents has repercussions on attendance and resultant loss of time

for study. Data on attendance of students indicated high absenteeism among students since they are involved in domestic chores, supporting family occupation, mainly agriculture and agro-based activities. Absenteeism is especially high during the plantation and harvesting seasons. Students take long time to join after holidays for festivals (Diwali, Dasera, Ganeshostav) and village fairs. Attendance further drops during second semester since migration is high during this period.

Statistical analysis was conducted to identify the factors directly associated with the academic achievement. The data is presented in table 6.

Table No.6: Relationship between Family Factors and Academic Achievement

S.N	Family Factors	Semester Exam		MLL Test		Reading Test	
		χ^2	r	χ^2	r	χ^2	r
1	Family Size	0.347	0.042	0.178	-0.178	0.662	-0.025
2	Ordinal Position	0.487	-0.077	0.307	-0.139	0.226	-0.094
3	Father's Education	0.298	-0.163	0.822	-0.078	0.001*	-0.083
4	Mother's Education	0.496	-0.141	0.972	-0.105	0.735	-0.005
5	Occupation	0.175	-0.067	0.083	0.124	0.29	-0.057
6	Annual Income	0.602	-0.053	0.969	0.045	0.003*	-0.069
7	Facility	0.594	0.09	0	-0.108	0.01*	-0.073
8	Parents Interest	0.894	0.019	0.298	0.196	0.284	-0.11

*p= 0.05

The $\chi 2$ and r reveal that association and correlation between family background, achievement in semester exam and MLL Test is not significant. However, significant association is observed in case of competency in reading, father's education and income. One of the reasons is that an educated person is likely to make efforts for helping child in studying and can afford to provide some educational inputs. Apart from that, availability of facilities such as radio, TV, etc. provide some exposure for developing language. However, in order to achieve MLL and improve achievement in school exam, more efforts are required since the level of difficulty is higher. In case of tribal students, the educational level of parents is very low and majority of them are illiterate, and socio-economic conditions are unfavourable. In this situation, students do not get opportunity and support for improving academic achievement due to which they lag behind in academic achievement.

The $\chi 2$ and r reveal that association and correlation between family background, achievement in semester exam and MLL Test is not significant. However, significant association is observed in case of competency in reading, father's education and income. One of the reasons is that an educated person is likely to make efforts for helping child in studying and can afford to provide some educational inputs. Apart from that, availability of facilities such as radio, TV, etc. provide some exposure for developing language. However, in order to achieve MLL and improve achievement in school exam, more efforts are required since the level of difficulty is higher. In case of tribal students, the educational level of parents is very low and majority of them are illiterate, and socio-economic conditions are unfavourable. In this situation, students do not get opportunity and support for improving academic achievement due to which they lag behind in academic achievement. Regression analysis was undertaken to isolate the effect of various social factors that are associated with semester marks.

Regression Model Summary is as follows:

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
	R Square Change	F Change	df1	df2	Sig. F Change	R Square Change	F Change	df1	df2	Sig. F Change
1	.163(a)	.026	.021	86.202	.026	4.845	1	178	.029	1.703

A. Predictors: (Constant), Fathers Education
B. Dependent Variable: Semester Marks: Total (out of 900)

Forward and backward stepwise regression was applied. Stepwise regression output confirms the

same that accept H0 as r value is very small less than 0.7.

Forward stepwise model adds one factor at a time starting with the one which explains most of the variation in the semester exam marks and adding any one more given in independent variable list to see the that both the variables make the good model. In backward stepwise model, all the independent variables taken together first then gradually one of them is removed with each iteration and consider for the good model making. Here both the models have excluded all the independent variables except father's education. As it clearly shows that there is no significant relationship between the variables.

EQUATION:

Semester Exam Marks = 431.125+11.512(father's education)

The equation shows that if father's education is increased by 1, semester exam marks will be estimated to increase by 11.512 assuming all others to be constant which shows that only father's education may be the reason for semester exam marks. T statistics value also confirms that there is significant impact of father's education on semester exam marks as it is less that the significance level 0.05 where confidence level is 95%. To assess the variability of data between school and within school (F distribution) one-way ANOVA and two-way ANOVA was computed as follows:

One- way ANOVA

$Y = \mu + xi + \epsilon ij$

i th = row, jth = column, k = treatment

Where y = dependent, x = independent

Two-way ANOVA

$Y = \mu + xij + zjk + \epsilon ijk$

i^{th} = row, j^{th} = column, k = treatment

Where y = dependent, x = independent

Regression Model

	Sum of Squares	df	Mean Square	F	Sig.
Regression	36001.651	1	36001.651	4.845	.029(a)
Residual	1322678.010	178	7430.775		
Total	1358679.661	179			

ANOVA

R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
				Sig. F Change	R Square Change	F Change	df1	df2	Sig. F Change
.302(a)	0.91	.048	11.159	.091	2.138	8	171	.035	1.895

Model Summary(b)

Regression output R2 also confirms that there is significant relationship between independent variable and dependent variable as its value is greater than 0.7. Association is very strong between the two.

Model	Factors	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
		B	Std. Error	Beta	Zero-order	Partial	Part	B	Std. Error
	(Constant)	29.262	6.370		4.594	.000			
1	Family Size	-.009	.976	-.001	-.009	.993	-.102	-.001	-.001
2	Ordinal Position	-1.834	1.095	-.140	-1.674	.096	-.139	-.127	-.122
3	Father's Education	-.208	.233	-.070	-.895	.372	-.078	-.068	-.065
4	Mother's Education	-.306	.373	-.064	-.820	.413	-.105	-.063	-.060
5	Annual Income	1.740	.000	.007	.085	.933	.045	.006	.006
6	Occupation	4.062	2.875	.119	1.413	.160	.124	.107	.103
7	Facilities	-1.170	1.138	-.077	-1.028	.306	-.108	-.078	-.075
8	Parent's Interest	1.290	.537	.183	2.404	.017	.196	.181	.175

EQUATION:

MLL score : 29.262- 0.009(father's education) -1.834(ordinal position) -0.208(fathers education) -0.306(mothers education) +0.174(annual income) +4.062(occupational final) -1.170(asset scale) + 1.290(parents interest scale)

The individual effect of independent variable on dependent variable, shows that occupation has most impact on MLL score whereas annual income has least. Negative sign shows that they are inversely related.

ANOVA(b)

Modle	Sum of Squares	df	Mean Square	F	Sig.
Regression	2130.121	8	266.265	2.138	.035(a)
Residual	21292.323	171	124.517		
Total	23422.444	179			

Statistically, the family factors show variable impact on achievement in semester and MLL. When Semester exam is considered, father's education has a major impact while in case of MLL Test score, occupation has significant impact. In case of achievement in reading, the facilities for learning show significant impact. Also, family size and ordinal position has inverse effect on achievement. The overall analysis indicates that the individual factors do not make uniform impact on eleements of academic achievement but the combined effect of all factors has significant impact. Since family factors are not favourable, it can be concluded that the lack of conducive atmosphere at family level is one of the the critical reasons for low achievement levels of ashram school students.

CONCLUSIONS AND SUGGESTIONS

The study concludes that the students have acquired basic competencies in Marathi, English and Maths. Their reading skills are also sufficiently developed needed for comprehending content. In spite of this, their performance in curriculum-based examination is low and majority are unable to pass. The analysis indicates that school related proximate factors leading to this low achievement are lack of learning facilities and low quality of teaching which partially meets their learning needs. Inconsistencies in curriculum in context of tribal environment and culture also lead to low achievement levels. Among the proximate factors influencing the academic achievement, the study emphasises enhancing teaching methodologies, capacity building of teachers and consistent sensitisation of community for improving academic achievement of students. In case of family background, low level education and awareness of parents has maximum impact on achievement among the various factors influencing education of students.

It is suggested that at the level of programme implementation, the schools should be provided with

teaching – learning material for teachers and supplementary study material to students on priority. Such material can be identified and procured from the Sarva Shiksha Abhiyan also. The teachers should be given thorough orientation and exposure for adopting effective teaching methodologies specific to learning needs of the tribal students. Such orientation can be given through the programme itself. In addition to this, the community should be sensitised regarding education and their participation in interventions at schools should be ensured. The Village Education Committees need to be encouraged to monitor schools actively. These interventions on consistent basis are likely to lead towards improvement in academic achievement of students and enhancing quality of education of concerned ashram schools.

REFERENCES

Agarwal, Sapna (2000), CINI ASHA: Building bridges for urban children, in Ramchandran, V. (ed.), Getting children back to school, case studies in Primary Education, Sage Publications, New Delhi.
Govinda, R. (ed.) (2002), India Education Report: A Profile of Basic Education, New Delhi: Oxford Press.
Sujatha, K. (1987), Education of the Forgotten Children of the Forests A Case Study of Yennadi Tribe, Konark Publishers, New Delhi.
Singh, Bhupinder (1996), "Education and Development of Tribal in India", Journal of Education and Social Change, Vol. X, No. 2, pp. 22-39.
Foster, P. (1977), "Education and Social Differentiation in Less Developed Countries", Comparative Education Review, Vol. 21, No. 2 and 3, pp. 211-229.
Roy Burman, B.K. (1994), Tribes in Perspective, Mittal Publication, New Delhi.
Kumar, B.L. (2004), "Schools and Schooling in Tribal Gujarat: The Quality Dimension", Working Paper No. 150, Ahmedabad: Gujarat Institute of Development Research.
Gare, G. (2000), Adivasi Samasya aani Badalte Sandarbh, Sugava, Pune
Gogate, B. (1986), Marathwadyatil Shikshan (Marathi), Continental, Pune.
Furer-Haimendorf, C, V (1989) Tribes of India: The Struggle for Survival, Oxford University Press, London.
Ananda, G. (1994), Ashram Schools in Andhra Pradesh: A Case Study of Chenchus of Nallamalai Hills, New Delhi: Commonwealth Publishers.Apple,
K. Sujatha (1983), Educating Tribals – an Indepth Analysis of Ashram Schools, NIEPA, New Delhi.
Leclercq, Francois (2003) (a), "EGS and Primary Schooling in Madhya Pradesh", Economic and Political Weekly, Vol. XXXVIII No. 19, pp. 1855- 1869.
Kundu, M. (1990), Cultural Anthropology and Tribal Education, Amar Prakashan. , New Delhi.
Saxena, Sadhna (1995), "Kis Bhasha Main Paden?" Jan Samplav, August-Sept. (14- 16), pp.6-22.
Shivagunde Sonal, Kulkarni V.V.,(2012),Learning Deficits Among Tribal Students, , Journal of Human Development, Vol 4, No 1, Jan-Jn 2012, ISP International Science Press, pg.17-33,
Shivagunde Sonal, Kulkarni V.V.,(2012), Social Adjestment With Academic Achievement Among Tribal Students ,International Journal of Rural Development and Managemenr Studies, Vol 6, No 1, June, 2012, ISP International Science Press, pg.139-152,
Toppo, S. (1979), Dynamics of Tribal Educational Development in India, Concept Publication Co., New Delhi.