



Action Plan: Post Basic Ashram Schools Education for DNT communities in Maharashtra

KEYWORDS

Dinathanthi, a Residential Ashram School, DNT's Communities, Forty point Action Plan., Dinakaran, Kamal haasan, Film Dispute

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ABSTRACT Education is the key to unlock their bound probabilities to make them our true fellow travelers. Emphasizing the need for education for the underdevelopment people mead says "Education is needed in all these areas to cope with and repair their destruction already introduced, and beyond this to make it possible for the people, if they choose, to make their place in the progress of science and technology in improving their standards of living"

Education development is also a basic requirement for social and economic development as it helps in removing illiteracy and ignorance, which are fundamental characteristics of Harijans and Tribals. Since independence efforts have been made by the central and state Governments to spread education through a number of schemes live per-metric and post metric scholarships, hostels, non-formal education book, supply of uniforms, stationery, mid-day meals and Ashram school etc. . In the 1871s crime of DNT community has suffered by that bad Acts an impact of the reality and responsible for DNT has a crime community declared and after freedom 1952 this act was canceled by Indian government. The security and carefully with and kindly care of the weaker and down-trodden for the living of DNT and weaker section they are a future of this country. I have try to the empowerment after freedom 65 years has a living this community in dark and each and every family in this community will be following the kindly and carefully it's a responsibility and try to accepted I have think these forty rules of need points of recommendations the need of this community and the his society empowerment it's a moral work of government as a role of welfare states as per the act of constitutional

INTRODUCTION:

The concept of Ashram school has been derived from the traditional Indian Gurkulas and the Gandhian philosophy of basic education in which the teacher and the taught live together and have close interaction with the purpose of helping the student in the development of complete personality and in sharpening their capacities. The educational philosophy of Ashram is based on spiritualism, discipline and yoga.

The Ashram school, wherever they come into existence. Introduced for the first time in that tribal region a school with residential facility, motivated tribal children for education and created an urge among them to improve their social and moral status, this was no mean achievement.

The main objectives of Ashram school as envisaged by the various committees and commissions are: to impart general formal education, to encourage tribal traditions like folk songs and dances so that the schools are not only mere learning place but also centers of cultural activities, to reduce the drop-out rate and to improve the retention capacity of the school, to wean which is generally not along with general education and to provide close interaction between the teacher and the taught through the increased individual attention.

Consequently, Ashram schools are expected to reduce the incidence of absenteeism, wastage and stagnation and improve the standard of education at primary level. Further it is all intended to reduce the burden on tribal parents by saving them, from incurring expenditure on their children's education as these Ashram schools provide free board and lodging facilities apart from supplying books, stationery, clothes etc. to the inmates. All these facilities have been provided to favorably motivate the tribal children and their parents towards education.

Ashram school are in general residential and the inmates are provided with facilities of board and lodging, moreover, they function within highly structured and systematic framework.

Ashram school scheme was originally a centrally sponsored scheme, operated by the states. In spite of this their structure; functioning and objectives widely vary among the states to such an extent that it is difficult to find similarities in their working pattern, or in resource allocation. In some states such as Gujarat, Maharashtra and Orissa. The Ashram schools are of three levels, primary, middle and secondary, whereas in Rajasthan and Andhra Pradesh they only cover the primary level of education.

Low levels of literacy amongst tribal's prevail because a majority are still reeling from poverty malnutrition..also the government has not made directed efforts to eradicate suffering but instead they have been neglected and exploited by ruthless officials.Apologies for the bringing bad news in the New Year. Advertisements during 2003 featuring the president, prime minister and HRD minister repeatedly promised to send every child to school under the Sarva Shiksha Abhiyan scheme by 2003. With 35 to 75 million children still out of school, that promise stands broken. Paradhi is a Dalit tribe, still officially branded as a thief caste, in Marathwada. Their literacy rate is eight per cent. They often bear the brunt of brutality from suspicious police. Interest in education amidst such daily life battles would be expected to be low. Yet when Bal Huqq Abhiyan activists led by Dalit leader Eknath Awadh entered a small village, Kalambh, this is what a 12-year-old boy Pistaulia said,"We have only one candle for 30 children. Can we get one more candle so that we can study once the embers of our dinner fire cease to give light?"

Objectives:

- 1) To study the position of Ashram schools in Maharashtra.
- 2) To study the physical infrastructure of Ashram School.
- 3) To study the residential position of Ashram School.
- 4) To study the objective of the Ashram School.
- 5) To establish the optimum model for Ashram School and recommend the 40 recommendation to state of Maharashtra and India.

Definition of Ashram School:

Ashram school are residential schools located in sparsely populated areas to provide functional and liberal educational to tribal boys and girls on the educational pattern of Gurukuls with free boarding and lodging facilities.

Fourty Recommendations For Ashram School: Ashok Pawar and Sunita Rathod published 40 kits for Ashram school in Paper of Yojana Journal (2008), "Ashram Shalanchi Maharashtra sadyastithi va 21 vaya shatkatil avhane" In our India there are so many schools but some schools are only on record. The school which is only on record it has no building, no library no any facilities even teachers are also only on the record. But actually teachers are also not occurred in the recorded school. No 46 law of the state government wants the state shall promote, with special care, the educational and economic interest of the weaker sections of the people and in the particular of the scheduled castes and the scheduled tribes and shall protect them from social injustice and all forms of exploitation. Dr. Ashok Pawar and Sunita Rathod studied the condition of Ashram schools and challenges in front of them. For solutions of the challenges followings are the 40 suggestions:

1. Immediately arrangement of 100% grant for post foundation of Ashram schools is essential.
2. It is necessary to do the government for natural growth of primary school will be converted in to high school, then that high schools will be included in the main stream of nation.
3. Arrangement on whole grant for, each high school is necessary to connect a higher secondary school for further education of students
4. In each district at the type of Navodaya Vidyalaya give the permission as a primary education to higher secondary school as a Vidaya Nikatan school.
5. In each district, construct separate higher educational trusts on the 100% granted with good facilities, polytechnic, Engineering, Medical colleges for NT,OBC,SC,ST, students.
6. For the education of NT girls for two districts minimum one primary to higher educational institute is essential.
7. Separate survey of population and their economical, social condition is essential for NT communities for their problems solutions estimation plan.
8. For watching the education of backward class establishment of director office in Marathwada is essential.
9. Separate commission was essential for residential schools progress evaluation and takes the follow up of that commission.
10. To start the state scholarship and national scholarship for other backward class.
11. To active the good food plan in the Ashram schools for girls and boys by the integration child development projects.
12. Increase the confidence of peoples for developments of educational society, pathsanstha, workers society, employment apportunity and their economical condition.
13. To do the separate library, ground, and professional education for NT students.
14. On government level adopted the earn and learn scheme for all students of NT by special economic arrangement.
15. Increase the reservation seats for all backward class because population is increasing day by day or give the reservation on peoples ratio for all NT,ST,OBC,SC.category.
16. Do the arrangement of separate hostels for NT, ST, OBC, SC candidates at each district place.
17. Educational males 15% and females are 14 % was in backward people. To increase the educational ratio up to 2012 and increase the state literacy ratio.
18. To make the separate s rules and regulations for residential school with implemmentation and on this give the leadership to all factors.
19. In marathwada DNT candidates are not included in ST and SC category but in India's all states all NT category peoples taking the facilities of SC and ST category. So implementation in Maharashtra state is also essential for NT people.
20. For SC, ST, OBC, NT categories students implement the special state wise scholarship and give the chance to them for education in outside India also.
21. Evaluate the Ashram school, Administration of post basic Ashram school, Administration training, economic and do the special arrangement of guidance by district education and training numbers (D.I.ET.)
22. Economical department selection, syllabus setting, plan evaluation are by separate departments must be done. So for 150 Ashram schools in the state establish the separate director office.
23. To create the special payment grants for teaching and non teaching faculties and develop the condition.
24. By the fifth pay commission give the senior scale forth grade people. Single formulation is necessary for pay scale. To give the T.A. and H.R.A. for teaching and non-teaching staff if the residential arrangement is not that place.
25. The servants who are in backward area and terriers area give them terriers servants allowances, In the High school, select the teachers for computer, Drawing and craft.
26. If the servant dead by long illness or servant is retired them appoint his nearest relative in three months by government administrative department No. A,KP. 1084 / 189/ C.R./155 / 13, Date 08-03-1985. If it is not implemented then entry as crime in register.
27. To give the permission of one full time post of cook for 48 students.
28. To give the permission of one post of Superintendent for Ashram high schools hostels and delet the condition of minimum number of students.
29. The school which gives good results, give them state governments award and special grant with facilitation and governments must adopt the father ship of that student whose first rank in the school.
30. To give the special allowance by recommendation of Kothari commission as casly increasing sencex.
31. To do the compulsion for the subject of information technology, Computer science, library science, Laboratory etc.
32. To give the two years probation period appointment of newly appointed servants and after that give him continuation presently is compulsory
33. To get the yearly record of P. F. in place march end before 30th June.
34. To make the seniority service list legally.
35. At district level and divisional level divide the officers for medical satisfaction.
36. To involve the Ashram schools in Maharashtra Private Schools servants.
37. Preparation of Government is essential for giving all facilities of education to NT, OBC, SC, ST, peoples.
38. In Maharashtra increase the number in double of Ashram school and post basic schools.
39. To give the posting for academican teacher and good students in different committees.
40. I coming futures ten year declare the swet-patrika to stop the NT, OBC, SC, ST peoples away from education.

Conclusions:

This paper will be based on reality and my research has a focused on the ashramshala and the need for the security of students and innovative programmes. In the 1871s bad impact of the reality and responsible for DNT has a crime community declared and after freedom 1952 this act was canceled by Indian government. The security and carefully with and kindly care of the weaker and down-trodden for the living of DNT and weaker section they are a future of this country. I have try to the empowerment after freedom 65 years has a living this community in dark and each and every family in this community will be following the kindly

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