CHAPTER V

COMMUNICATION
STRATEGY FOR ASHRAM
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COMMUNICATION STRATEGY FOR
ASHRAM SCHOOLS

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A) THEORIES OF COMMUNICATION

Media play a number of roles in education that have to do with communication and instrumentation. These roles fall into three categories (a) the delivery of instruction in which media are used to convey specific content (b) the construction of mediated environments in which media help students explore and construct understanding of a body of knowledge and (c) the development of cognitive skills, where media are used to model, engender or extend mental skills. Three types of theory support these roles of media. Semiotic theories are concerned with how media represent what they refer to. Cognitive theories account for how students decode and learn from the messages media convey. Contextual theories are concerned with learning contexts that media create.

Students learn from media, construct knowledge from mediated environments, and develop cognitive skills to the extent that they interact with, comprehend, and react to the messages media convey. The three types of media theory focus on this interaction, but with emphasis on different aspects. Semiotic theories emphasize the message side of the interaction. They are concerned with how messages are constructed to represent objects and events. Cognitive theories emphasize the student side of the interaction, stressing the processing, interpretation and comprehension of messages. Contextual theories emphasize the context in which the interaction takes place and focus on students perceptions of media and the ability of media to
motivate students. While these types of theory are closely related, it is useful to examine each type separately.

**Semiotic Theories**

The earliest attempts to establish a theory of educational media were based on the idea that the instructional effectiveness of media depends on the way in which objects and events are represented. Models and picture capture realistically a number of the features of objects, whereas text and mathematical formulae do not. From some, the greater the resemblance of the message to its referent, the greater its instructional usefulness. Realistic pictures for example, make it easier to identify objects and to remember them and "realism theories" become prominent in research on educational media and in the development of instructional materials.

The early advocacy of realism in educational media was tempered somewhat by the suggestion that the resemblance of a message to its reference sometimes hinders communication and instruction. Pictures have such specific referents that they are not good at teaching about broad categories of things. A series of studies by Dyer (1978) demonstrated that reducing the realism of pictures to create more abstract forms, such as line drawings, is effective for teaching about the working and structure objects, rather than about their appearances. In the early 1990s, it was accepted that the way in which media represent, their referents, whether for example, as pictures, text, diagrams, or charts, should be determined by the function the illustration is to perform.
Semiotic Theories and its implication on Government and Voluntary Organizations Ashram Schools.

"In the early 1990s, it is accepted that the way in which media represent their referents, whether, for example, as pictures, text, diagrams or charts, should be determined by the function the illustration is to perform."

Theories of communication media will be practically made useful in Government and Voluntary Organisations Ashram Schools. Both these types of Ashram Schools are considered as the effective communication media functioning in the tribal community and giving education to tribal children. Media usually take supporting materials given through the media more effective.

Government and Voluntary Organisations Ashram Schools, as communication medias, supporting materials or referents to make tribal education more effective and useful to the tribal learners and their community as a whole.

In the Government and NGOs Ashram Schools the supporting materials are teachers, managerial staffs, students, Resources Access limit connected to NGOs Ashram School, tribal community representatives and so on. Before imparting education, the Ashram School Administration, with the help of supporting forces like teachers, community representatives, representatives from local
voluntary organizations (applicable to NGOs Ashram School) will have to collect the information regarding the learners especially their needs and priorities. Once the needs are identified and prioritized help and guide the teachers to select and the appropriate technology for eg: pictures, charts, maps etc. which suits the tribal learners to understand and fulfill their identified needs. This need based and appropriate technology transfer educational programme motivate tribal learners and reduce the drop out rate.

Cognitive Theories:

Cognitive theories of media are concerned with the relationships between the symbolic elements of media and internal representation and processes. Salomon (1979) argued that a message's meaning is more likely to be influence by its degree of correspondence to a person's internal representations than by its resemblance to some external object or event. This is because interpretation and learning are the product of the interaction between established knowledge and new information. The form of mediated message is still important in cognitive theories. However, the media's impact is ascribed to their direct effect on cognitive processes.

It is useful to distinguish between two aspects of cognitive theories of media. The first is concerned with how different forms of representation affect the ways in which information is enclosed, stored and retrieved. The second is concerned with how different forms of representation, once encoded, affect the way in which knowledge is processed and transformed by the cognitive system.
The human ability to recall details of visual images is quite phenomenal, with experimental subjects accurately recognizing more than 80 percent of the picture they see after viewing thousands of slides over period of several days. Achievements such as this, compared to relatively poor memory for verbal information, are best explained if pictorial and verbal, are once encoded separately, Paivio (Clark and Paivio 1991) has proposed "dual coding theory" built on precisely this premise. Verbal memory encodes information in arbitrary word-like symbols. Imaginal memory encodes information as representations that are similar to the percept experienced when an object or event was apprehended. In other words, information may be encoded and stored whether in language like symbols or as images. Pictures or recognizable objects are encoded directly as images and also, verbally, as their labels. This redundancy is why pictures can be easier to recall than words.

While encoding and retrieval are necessary conditions for learning they are not sufficient. For learning to occur, new information must be assimilated to existing knowledge, which in turn has to be modified to accommodate it. This means that internal representations have to be acted upon and transformed by cognitive processes. Internal representations that have this necessary dynamic property are known as 'mental models'.

The dynamic nature of mental models arises from their ability to be "run" in memory in the same way that programmes are run in a
computer. Thus, the events that occur in an electrical circuit when a switch is closed can be examined in the minds eye as the mental model of the circuit passes through a series of transformations brought about by the operations of the components in the circuit.

The running and examination of a mental model involve "environment". Understanding of the modelled phenomenon evolves as discrepancies between what is envisioned and what is observed are reduced. What is observed is often a mediated presentation of something rather than the thing itself. There is therefore an important link between media and the development and running of mental models. For example, still or animated line drawings and diagrams make it easy for a student to envision such things as the opening and closing of valves and the movement of pistons, and lead to a more rapid and better understanding of physical systems.

Cognitive Theories and its relation to Ashram Schools
(Government and Voluntary Organizations Ashram Schools)

The form of a mediated message is important in cognitive theories. Media has direct effect on cognitive processes. The two aspects of cognitive theories of media is concerned with (a) how different forms of representation affect the ways in which information is enclosed, stored and retrieved. (b) how different forms of representation once encoded, affect the way in which knowledge is processed and transformed by the cognitive systems.
Both Government and Voluntary Organizations Ashram Schools are medias which carry educational messages to the tribal learners. Mediated messages have more effect on human intellect/their mental processes. Ashram School gives different forms of information, represents different values and needs existing in the tribal community. Information will be given to the learners putting more emphasis on their needs and priorities which will indirectly motivate them and the information will be stored in the mind/brain. Accordingly processing will take place and the processed knowledge will come out in the form of creative action. That is need based education develops the mental ability of the learner which lead to personal development/communal development. This mental development urge the learner to continue his/her education. Then they never think on the line of drop out from education.

Contextual Theories

The social effects of media have been described in many books and articles. In order to keep attention focused on educational media, the discussion will be confined to an examination of two closely related factors that affect the context in which students learn from media. The first is motivation. The second is the attribution of characteristics to media by students.

Generally speaking, students like mediated instruction. Many media researchers have developed the habit of assessing students motivation to learn from media at the same time as assessing instructional effectiveness. The positive effects that these assessments
provide can be attributed to the novelty of mediated instruction and to its ability to cater to students who are less verbally oriented. However, the novelty of instruction by media wears off over time, as it loses its allure.

Motivation that arises when media cater to processing modes in which students have skill is less ephemeral. If, by seeing picture or diagrams or videotape, students come to understand something they could not understand before, they will be motivated to learn more from that medium. The problem that arises here is that the media are used to adapt instruction to students' ways of thinking rather than challenging them to develop new cognitive skills. While this makes it easier for students to learn from material designed especially to match their abilities, it may make it harder for them to learn from material that is not designed in this way.

Related to motivation are students' beliefs about the ability of the media to teach them. Instead of intrinsic characteristics of media influencing learning, a more likely influence is students' attributions of their success or failure in learning from a medium. Salomon (1984) found that students tend to think it is easy to learn from television and hard to learn from text. Not only do their attributions of success or failure vary as a result of these beliefs, but the amount of effort they invest in learning is affected as well. If they think it is easy to learn from a medium, they will not try as hard and consequently will not learn as much.
Communication media create a learning environment, which leads to successive learning and reduce the dropout rate. Media has great influence on the thinking capacity of the students and creates a positive attitude towards education which also helps to reduce the number of dropouts. The 'goodness' or 'easiness' attributed to a particular medium is associated with the messages it conveys. Communication media brings new varieties of pedagogy which are different from old traditions and practices, providing alternatives to teachers. As a result, communication media acts as a catalyst. restructures schooling and thus reduces dropout rate. It has got a great influence on tribal education.

**Contextual Theories and Ashram School Learning**

Materials designed to match the abilities of the learner makes it easier for students to learn. It may make it harder for them to learn from material that is not designed in this way.

Government and Voluntary Organizations Ashram Schools, the communication medias, have the responsibility of spreading education among the tribals and bring development in the tribal community this media take the help of human resources and material resources to make the spread of education successful and useful.

The success and usefulness of education imparted through Ashram Schools (GAS/NGO's) depends on the materials designed to use as teaching aids will have to match the abilities of the learner. Tribal learners are ethnic minority learners. Their needs and priorities
are different. They are very poor, main occupation is farming. Their culture, manners, traditions etc. are different. Their outlook towards education is also bound to be different from others. This is mainly because their needs and priorities are different.

Since Ashram Schools are meant for tribal welfare and their development through spreading education in the tribal area. Tribal children have to get need based education. They need help to identify their needs which can be done by trained representatives (trained by NGOs) from the community and transfer the message to the Ashram School so that the teachers from the Ashram Schools can design materials accordingly and with the help of those materials they can impart education to the learners. This type of education develop their mental ability because it helps to satisfy their parents and their needs and motivate them to continue their education.

Communication medias like Government and Voluntary Organizations Ashram Schools create a learning environment in the tribal community where communication facilities are very less, they are very poor, isolated from other parts of the geographical area. Their own ways of life give meaning and satisfaction to their life. They don't like other external forces for their development. In this typical tribal environment Government and Voluntary Organizations started Ashram Schools and attract the tribal children towards education by providing them incentives like free food, free uniforms, free boarding/lodging facilities and so on. That is a learning environment is created by Government and Voluntary Organizations by
establishing Ashram Schools' Communication medias. These medias will be able to create successive learning environment by imparting need based education to tribal learners. Since the main occupation of the parents is agriculture, the pattern of education in the tribal area will be of more agricultural oriented, so that the parents and students will be more satisfied and they enroll their children for studies in school and motivate them to continue their studies; where the problems of dropout never arises.

B) MODELS OF COMMUNICATION

A few communication models are shown below:

One-way, Linear Model of Communication Contact with the media tends to be equated with some degree of influence from the media.

In this first model which is presented over here, Ashram Schools (Government and NGO's) can be the communicator or the media of communication sending messages related to education through teachers and other staffs (channel) which goes to the students/parents who are the receivers. The communicator's repeated successive attempt through the proper channel like first, second, third,... tenth attempt will definitely create awareness and change in the attitude of students and parents and reduce the number of dropouts.
gradually and systematically. That is Ashram School is an effective media which spreads education among the tribals and the continuous effort through this media will definitely change the overall situation in the tribal area. Remarkable influence of communication media can be observed here. Since Ashram schools are providing all the facilities to the inmate students there is sufficient chance of interaction between the learner and the teacher and among the learners also. Here there is a possibility for the learner to increase his motivational level, emotion, interest and slowly develop a positive attitude towards the Ashram School system. It is essential to maintain a desirable level of motivation among the learners.

Motivation in education, means inculcating and stimulating interest in studies and other such activities in learners. It involves the understanding and use of natural urges of the learner and also helps him in acquiring new desirable motives. Anything which moves an individual to action can be described as a motive, this motivation students get from Ashram schools, especially motivation is comparatively more in local voluntary Organizations Ashram Schools, where they are taking more initiative in spreading education. This attitude will help to reduce dropout rate.
Shrennon and Wervers model of Communication

**Source:** Shrennon and Werver (1949:5). The Mathematical Theory of Communication (c) University of Illinois Press

Shrennon and Wvers model of Communication, its (application) relation to Ashram School Communication and drop out.

The investigator has observed similarities between Shrennon and Wver's Model of Communication and Ashram School Communication (Both Government and NGO's Ashram School)

Ashram School is the information source which transmit the message through the Ashram School teachers and goes to the Receivers who are the Ashram School learners. The informed message or instructions goes to the 'destination' which is the learner's brain where the information received will get analysed and the
feedback goes to the informants. Here 'Noise Source' is the obstacles in the way of communication. The depth of feedback information depends on various factors, factors like attitude of sender (Ashram school teachers), receiver (learners) and also on the obstacles in the way of communication. If the teaching is not appropriate to satisfy the identified needs of the learner, naturally the learner shows disinterest. Obstacles come in the way of communication parents and students negative attitude towards education, teachers disinterest in teaching tribal students and so on.

This problem can be solved if the learners get need based instruction. The RAU attached to Ashram Schools will be able to collect information from selected community leaders and from Ashram School learners about their needs and priorities. Then the Ashram School teachers can use appropriate technology i.e. the technology which really suits and help to satisfy the needs of the learner. This will motivate the learner (Receiver) and will have a natural liking to continue the education. Once the educational obstacles have become need based, the obstacles (Noise Source) from the way of Communication will automatically disappear and Ashram School Communication will attain momentum which leads to development and reduce the dropout rate.

2) The second and third models of communication

(2) Shrennon and Werver's model of communication (3) Graphic presentation of Lasswell's formula) can be compared and expressed in the following way.
The Resource Access Unit (RAu) which is organized in the aim of bringing together all the villages in different parts of the Geography under one umbrella. Village Development is the theme of the project. Even the tribal villages in the remotest can't escape from the developmental programme of this project. RAu service centre personal guide the local people to take initiative and contribute their own physical, social and intellectual effort to design a realistic picture of their future. Since the greatest resource is people themselves, their support is a significant investment in the development process. The RAU service center, helps local villages carefully identify and prioritize their needs and build local plans for implementation.

Here RAu service centre personnel is the 'information source' sending the messages through village scholars (who are the local representatives) and the receivers are local villagers. After the identification of their needs, feed back message goes through the village scholars back to RAu service centre personnel. Here the sender become receiver and receiver become the sender, one communication cycle is completed. Again the next phase of development communication continues. That is after receiving the feed back from the local community through their village scholars, the RAu service centre will send viable solutions to problems which are readily available in their technology library, through the designated village scholars who are trained to meet the identified need with a specific programme of action. Here again the message goes through this channel to the villagers, train them, implement the programme,
monitor and evaluate the results with professional assistance from the service centre. Again this technology transfer communication process is getting repeated phase wise as explained above which leads to successive village development (here priority is given to tribal village) and indirectly this collective work maintains the motivational level. This team work also helps to maintain a successive two way communication. Through team work the villagers develop abilities to organize an manage on their own various activities. Learning takes place when there is (a) need, drive or motive and (b) an appropriate goal, the attainment of which would satisfy the motive. The main problem which the tribal villagers are facing is the problem of poverty and the problem of unemployment when these village development programmes are successfully implemented through interactive communication process, the resultant development in village definitely reduce the drop out rate by giving need-based education through Ashram Schools.

Which CHANNEL TO WHOM AND WITH WHAT EFFECT (LASSWELL, 1948)

![Graphic Presentation of Lasswell's formula](image)

This model is similar to Shrennon and Wervers model of communication. This model can be applied or can be compared with
the Ashram School situation in the way how it is applied in Shrennon and Wervers model.

Here also the information from the Ashram School (according to the Ashram School curriculum) who (Ashram Schools) says what (information), Information Channel (teachers), 'To whom' the Receivers, Ashram School learners, 'with what effect', that is the destination, the learner's brain where the informant's message goes and gets processed. The feedback comes from here. The effect of the feedback depends on the type of information goes to the learners. If the need-based technology transfer programme is implemented in the Ashram School communication model, that will create motivation among the learners. Since most of the parents are farmers and agricultural labourers with poor economic condition, expect help from their children in their agricultural activities. From the Ashram School, if the learners get such type of education which can satisfy their parents and their needs, then the Ashram School Communication will become more powerful, more effective, and more sensible. Tribal learners continue their education - they will not drop out from their studies.

![Diagram of Mass Media and Opinion Leaders](attachment:image.png)
Two-step Flow Model of Communication

Mass Communication media brings direct and lasting effect on the audience. Persuasive messages are spread through mass communication media and are responded by individuals.

The fourth model shows (Two-step flow model of communication) how mass media plays an important role in the developmental process. Amongst the various mass communication medias, the real power of TV for rural communication and development comes at the top level especially in an Indian rural tribal situation. It is one of the most advanced media that we have at our disposal today and has got certain definite advantages over other channels of communication.

Through television the information relating to the new and better agricultural technology can be disseminated. Any exposure through two or three sensory organs has better chance of registering the message and it may convince the farmers to adopt better farm practices. Television provides the ideas into receptive environment. TV programme lead to awareness, provide information which creates curiosity in the minds of rural viewers. Agricultural programmes on TV can contribute for the betterment of rural viewers life style. The Government's motive in introducing rural TV programmes is mainly for rural development.
Persuasive messages are spread through TV which brings direct and lasting effect on the tribal village audience. All the messages are responded by individuals. That is TV communication brings lots of development in the tribal village, improve their economic condition, leads to individual development which in turn helps to reduce the tribal school drop out rate.

After considering the various models of communication the researcher has come to the conclusion that a model which deals with the overall development of a tribal community through Ashram Schools should implement various communication programmes. The implementation of these programmes help to improve tribal community. After such programmes are given below

**Two-step Flow Model of Communication.**

This two step flow model of communication can be compared to the functioning of Government and Voluntary Organizations Ashram Schools. Mass Communication media stimulate two or three sense organs at a time as a result the effect of learning will be more.

In the case of Government Ashram Schools, the government agencies have comparatively less contact with the local tribal village community. Non governmental Ashram Schools are run by local voluntary Organizations. Since local people are the organizers, they know more about the local tribal village community, their attitudes towards, education, values, traditions, economic condition, occupation etc. and the most important thing is local NGO’s leaders, due to their
constant contact or due to their constant interaction with the tribal community, they will help the tribal people to identify and prioritize their needs. NGO's representatives will inform the Ashram School teachers and other managerial staff about the identified needs of the tribal parents and learners. Not only that the RAG attached to Voluntary Organizations Ashram Schools will also come for the aid. Here a proper environment is created in the Ashram School for the teachers to give need based education to the learners by using appropriate technology (a technology which is easily accessible to the tribal learners). Here, how mass media stimulates more than one sense organs at a time, same way Ashram School teachers are stimulated from various sources like NGO's representatives, village leaders, RAG etc. which will enable them to guide their learners to fulfill their needs. Since NGOs have more interactive communication with tribal community, tribal prefer NGO's Ashram schools for their children then GAS. Once the needs of the tribal parents and learners are fulfilled through Ashram Schools, the motivated parents will send their children to school and they will not drop out from their studies.

C) TOWARDS AN EFFECTIVE MEASURE FOR

TACKLING DROPOUTS

The qualitative and quantitative data have revealed perhaps an effective style of tackling the drop out problem more effectively in Ashram School areas especially with reference to the tribal areas of Maharashtra. Following are some of the marks of the new style of interaction between students and teachers. Many a times teachers and other factors can be indicated as resource access facilitators where the Ashram School Learners are blessed by the following facilities like:
1. Listening to the teachers and then clearing their doubts by asking doubts.

2. Group interaction between learners and teachers leads to group discussion and consensus building.

3. Students of partnership in the problem solving activities and also in decision making.

4. Students share the appropriate technologies.

5. Local and scientific knowledge are continuously utilizing for power.

6. Mutual learning among learners

7. Learners solving the problems with mutual consent.

8. Ashram School, taking the complete ownership of the development process and

9. Team building

The above mentioned new style of interaction between Ashram School learners and teachers is more effective as compared to many traditional practices which are being followed in the Ashram Schools. For example, instead of merely giving answers to questions, students listen and ask questions to teachers. Authoritative imposition of top down "solutions" is abolished due to interaction, discussion etc. Because of students partnership and active participation in decision making, it stops the experts from imposing technically correct solutions and also stops passive compliance to external suggestions. Instead of technology transfer directly from teachers to students, learners share appropriate technologies. Local and scientific
knowledge, both are continuously used instead of exclusive use of either "We know what is best" policy is abolished by mutual learning. Instead of teachers dictating solutions students actively participate in problem solving. Responsibility of the development process is owned by Ashram School not by any external authority. Monopoly of society leaders on a selected body is stopped by building a team in the Ashram School itself by the local inmates of the Ashram School.

The adaptation of the RAu service centre is for effective multi-level communications, which will provide linkages to important resource delivery organizations to assist and empower sustainable development.

Since the Ashram Schools have become an inseparable part of the tribal community, the role of proposed RAu in relation to Ashram Schools is widely important. The following are the key components for creating an awareness to minimize the drop out rate

No external authority can replace ashram school ownership in initiating, controlling, executing and managing their own development process.

D) THE KEY COMPONENTS FOR CREATING AN AWARENESS TO MINIMISE THE DROPOUT RATES.
All together eight key components are identified for creating an awareness among the tribal community to minimise the drop out rates in the Ashram Schools.

Since community people are the greatest resources, people's participation is very necessary in all the developmental projects/activities. The qualitative study reveals that lack of awareness is one the major reasons for drop out. The drop out rate has to be minimised or it has to be completely stopped, then only all the tribal children will get educated and the tribal community will get developed.

As part of the awareness programme, as a first step, a Resource Access Unit (RAU) comprising of approximately 250-300 tribal leaders from the tribal community have to be formed. In all related meetings, Ashram School and other developmental programmes, active participation of these tribal leaders is very necessary. Since these leaders represent the tribal community, they can convey the needs and priorities of the tribal community to the Ashram School Management and other staff who are in charge of the Ashram School Resource Access Unit.

The third component in the chain of awareness is that a multi-disciplinary RAU service centre operated with NGOs is very urgently needed in the tribal community. This service centre will be able to meet the various identified needs of the tribal community by giving
economic help as well as technical assistance according to the type of need.

Ashram School teachers help the learners to identify and prioritize their needs. A Need-based generation of Appropriate technology will definitely motivate the tribal learner. For example, simple technologies like pictures, wall hangings, simple tribal art, craft etc if these simple technologies are used carefully according to the identified needs, the teaching-learning process will become comparatively easier and motivating. Even simple teaching aids like chalks, blackboards etc. will also come in the group of simple technology. If used properly at the appropriate place and according to the identified need, the tribal learners will be motivated and they will continue their education.

RAU of the Ashram School can have link with other social organizations in the community, if there is any, which can support and help the Ashram Schools by providing resources. It will help to create interactive communication between the organizations and the Ashram Schools which leads to better understandings and spread of ideas.

A communication process linked to community-wide resources that is participation of all the members of the community in the developmental programmes helps to extend the awareness and the tribal community develops a sort of positive attitude towards education, which in turn helps to reduce the drop out rate.
Monitoring and Evaluation is necessary at every phase of educational development. Whatever activities are going on in the Ashram School, for example, the examinations and the evaluation and the working of the RAU etc. have to be evaluated and modified according to the priorities and needs of the tribal learners. Then the drop out rate will be minimized.

Indigenous control and management of the RAU Service Centre, attached to the Ashram Schools improve the Ashram School atmosphere, which leads to the development of Ashrams Schools and creates an awareness among the community about the importance of education. Then the tribal community willingly send their children to schools and the drop out rate will automatically get reduced.

E) A NEED-BASED APPROPRIATE TECHNOLOGY TRANSFER PROGRAMME.

Need based appropriate technology proceeds from local need identification. Resource Access Unit (RAU) service centre can help tribal villages, carefully identify and prioritize their needs and build local plans for implementation. If the local resources are insufficient, resources should be made available from other sources like funds from government, financial aid from Non-Governmental Organizations etc.

Some of the suggestions emerged from GAS are as follows:

1) Local technologies that work, identified early in the Ashram School from the immediate and surrounding area.
2) Appropriate technologies libraries.
3) Regional technologies that work in the Ashram School.
4) Appropriate government sponsored technologies

F) RESOURCE IDENTIFICATION

The greatest resource is people themselves, their imagination, creativity and immense ingenuity when pitted against very difficult obstacles. Tribal villages themselves must make a significant investment in the development process over time, beginning with the contribution of their own physical social and intellectual effort to design a realistic picture of their future. Resource Access Unit (RAU) Service Centre personnel can help to unlock the reservoir of local initiative and capacity of every stage of development.

After the needs have been identified and local village priorities are clearly stated and correlated with other villages, construct appropriate technology packages with the help of locally appointed village scholars. The RAu service centre is committed to acquire and build a technology library from which viable solutions to problems are made readily available to villages through their designated village leaders, who are trained to meet the identified need with the specific programme of action, train others in their village, implement the programme, monitor and evaluate the results with professional assistance from the service centre. The main function of the service centre is to make available appropriate technical information to meet the identified needs and programmes of action.
The Adaptation of the Resource Access Unit (RAU) Service Centre.

The adaptation of the RAU service centre is for effective multi-level communications which will provide linkages to important resource delivery organizations to assist and empower sustainable development.

G) AN INTERACTIVE COMMUNICATION PROCESS

An interactive communication process: An interactive communication process of exchange of information, new developments, appropriate technologies and new ideas is important for every level of RAU. We are living in an era where rapid and effective communication is possible with any part of the world at decreasing expense.

Within the Tribal Village Community

An interactive mode of communication within the tribal village community helps to articulate key priorities for the long range and immediate future. These priorities become the generator for establishing a local tribal village community organization to accomplish these ends. A leadership core emerges through the early initiating events that takes responsibility for the consultation and works with their community to establish task forces, regular meetings, a rhythm of planning and celebrations/events. Often this is put in pictorial form and displayed at a central place in the community for all to see.
Between Ashram Schools

The Qualitative and quantitative data indicates that the communication process within the Ashram Schools among teachers, students and other managerial staff reveals the importance of working together. The interaction between students and teachers will help students to utilize their knowledge for their domestic work and naturally will minimise the drop outs as well as it will help to change the declining attitude of the parents towards Ashram School students. Hence, enrollment might not be hampered at higher standards. The main help of this interaction is to find out the relevant educational system since parents find that Ashram Schools are not making their students as occupation-supporting individuals.

Between Tribal Village Clusters

Interactive communication process between tribal village clusters helps to design and implement effective solutions to inter-tribal village problems. Sharing achievements sparks new ideas and stimulates further innovation.

Between the RAU and Participatory tribal villages

An interactive mode of communication between tribal villages and RAU service centre will occur through continuous interactive communication among tribal village leaders and RAU external activators responsible for assisting a particular tribal village in its development journey. A RAU newsletter will recognize local accomplishments with pictures of people and events, and other relevant information.
The RAU Service Centre will build relevant, selective, communication linkages, that serve to address the identified needs of tribal villages within its service area. At the dawn of the 21st century it should be no longer necessary for any community to be separated from the technical resources of a global society. RAUs can solve the problems of the community and can meet common objectives too.

A Communication Strategy Worksheet is by considering the following points in the field of study, desired responses, the audiences, which need to be reached, what messages will achieve the desired responses, message sources, message uncertainty, may be problem sensory channels of the Audience and Communication media employed, types of noise, message encoder and how the communication process works, sequence and schedule for implementing communication plan. Cost of campaign elements and how to measure the success, set the objectives in a very systematic, planned and integrated manner to achieve the goals. Success can be evaluated on the basis of objectives.

An interactive communication process at every level of the Resource Access unit along with a sustainable tribal village based development project will enable us to solve the problem of school dropouts which is very common amongst the tribals.

An appropriate communication strategy should be implemented wherein the tribals take advantage of relevant proposals put forth by the RAU service centre. In addition, Government officials and Service
Centre Staff should work together to guide village leaders and BDU organisations the process of applying for funds.

The most important criteria necessary to implement the above mentioned communication strategy is to create awareness among the tribals regarding the importance of literacy.

Use Successive Communication methods and media and implement communication programmes described in this chapter which will definitely develop the tribal villages. It will definitely improve their economic condition, thus help to reduce the drop-out rate among tribal children.

H) INTERACTIVE COMMUNICATION CIRCLE

**SUPPORTING**

a) Ashram Schools
b) Cluster of RAU/Villages.
c) Village Projects and
d) Support network

Investigator could identify above four areas and have attempted to purpose the interactive communication circle for Ashram Schools.
Interactive communication circle, completes its rotation by circulating through and supporting four major areas namely, Ashram School, Cluster of RAU/villages, village projects and support network.

Interactive communication link helps the Ashram Schools to give need based education to the learners in the Ashram School.

Due to interactive communication, all the major events are reaching to cluster of RAU/villages and training and consultation is given to village projects through this interactive communication.
Through Interactive Communication Support Net Work gets all project news.

I) AN ON-GOING LEARNING AND EDUCATION PROCESS

The researcher has painstakingly covered all the aspects of Ashram Schools and its progress while attempting to understand the progress and performance of Ashram Schools in tribal areas, a constant monitoring and evaluation has emerged out as a vital factor. In monitoring and evaluation following factors were prioritized by the school management as vitally important.

a) Understanding M & E is a continuous evaluation during Ashram School Activities. In the case of Ashram Schools especially the performance of students from both the Ashram Schools (GAS/NGO's) Monitoring and Evaluation can evaluate the development at every successful phase and can make desirable changes in the technologies if needed.

Monitoring and Evaluation is for finding out the development at each stage. Ashram School teachers and NGO's leaders can participate in this. A formative evaluation has to be done.

b) Before the end of the first phase of development summative evaluation is conducted at the end of the project.

M & E should be done at the end of each phase of development. In Ashram Schools, it is done after every
examination. It can be done by evaluating the learner's work. The duration of the period depends on the number of students, whose work is to be evaluated. In Ashram Schools it costs very less. Monitoring and evaluation is part of Ashram School Administration.

c) According to the needs of the tribal learners a need-based education will be made. M & E objectives are to measure development of the tribal learner after every examination.

Indicators are important to show the development at every phase. A detailed planning about the working of the Ashram Schools is necessary to avoid constraints and problems. Ashram Schools use reliable methods like help from RAU, community leaders participation and so on.

Ashram Schools always have Resources, people from the community are the greatest resources and other needs like economical, technical etc. also have to be fulfilled from other sources like RAU.

d) Using existing knowledge/records simply look at what is happening. Use the newly made records and maintain all records carefully and phasewise of whatever developmental programmes are implemented and evaluated. For example, do case studies of each learner, teacher and managerial staff of the Ashram School. Hold periodical meeting to share the benefits
and problems (if any) of Ashram School development project. Conduct Workshop to improve and modify the technology packages used for tribal children to learn and absorb the content easily. Use short biographical sketch of places and people in the list of simple technology to teach the tribal learner. Same way pictures and photography also will be included as the teaching aids which help them to get a more clear cut vision of what is learning and its uses.

e) To increase the knowledge something more have to get assimiliated in the existing knowledge. For that more information is needed, which can be collected through surveys i.e. conduct a wide survey in the tribal community and also among the learners and also by another method called sampling, i.e. take a sample from the learners and study them.

Bias has to be avoided while collecting data. Use effective questionnaire which suits the tribal learners and their parents. Pre-testing will be done on the basis of preliminary data collected. Use trained interviewers like representatives from RAU, NGOs and also tribal village leaders, who are selected and trained for the collection of data. All the qualitative and Quantitative data collected will have to be recorded approximately for further use and for the analysis of the data. Analyse both qualitative and quantitative data separately. Give a summary of the qualitative and quantitative data analysed result. Then give a meaningful interpretation to the analysed
qualitative and quantitative data which helps to prove whether the data collected is appropriate or not. The collected data and its analysis and interpretation will have to reveal the needs of the community so that the Ashram School Teachers will be able to modify the techniques used for tribal learners, so that the technology will become appropriate to satisfy the needs of the tribal learners and also their parents.

f) Then comes the last stage, that is reporting the result of Monitoring and Evaluation. All those who have participated in the data collection, for example, Ashram School teachers, representatives from RAU and NGOs, selected and trained leaders from the tribal community, are supposed to participate in reporting. They have to report what data they have collected from which area, the nature of data, after the analysis and interpretation what is their finding and so on have to be reported.

The report should contain the objectives of their data collection, the details of qualitative and quantitative data findings after analysis and interpretation of the data. The results will have to be reported either in verbal form written or in the form of photography depends on the data, need and the situation
AN ONGOING LEARNING AND EVALUATION PROCESS

Monitoring and Evaluation from the Beginning. Monitoring and Evaluation Institutionalizes learning and improves prospects for new Ashram Schools. Following are four components that can facilitate an ongoing learning and evaluation process.

1. Initial Baseline Studies
2. Before and After Studies on -Appropriate Technology Interventions.
3. Reporting and Publicizing "Lessons Learned" by staff, village scholars and village representatives.

Two things are critical for effective evaluation. First, it is imperative to establish a reflective learning process at every level of activity in the RAU. At least weekly and after important activities, participants in the development process need to ask themselves

What have we learned?
What went well?
What do we need to do differently?
Secondly, major review of activities in the form of mid-course (2) and final evaluations are needed to measure the impact of the project. Some form of control area, similar to the Ashram Schools in the project site needs to be included.

Finally, it needs to be mentioned that such an approach to development could well serve as a pilot project, laboratory training and research center for the development of tribal community, scientific knowledge about the processes and structural factors that inform the development effort.

J) LOCAL PARTICIPATION FOR PERFORMANCE OF
ASHRAM SCHOOLS

The cornerstone of development action is school residents identifying their basic needs and problems and then designing and creating solutions. There are a multitude of instances where well intentioned efforts to provide teaching have ended in failure because they did not adequately involve "beneficiaries" in the planning, design and implementation processes. The development and use of participatory skills is essential both for planning and for adaptation and use of technologies needed to achieve Ashram School determined objectives. Processes used must ensure that all students/parents in the village have the opportunity to be involved--including the poorest of the poor.

A model for development has evolved from field experience and extensive searching in the literature of Faulkner and Albertson (1986). This is shown graphically as a "Development Wheel" in
Figure. It shows that the process of development begins with the people. It is the human resource that is responsible for the most basic thoughts and initiatives for getting development started. As communities gain experience in methods of participatory planning and action, they are able to incorporate and adapt relevant hard technologies for local use. With fresh accomplishments in hand, people are then in a better position to repeat the cycle of the "development wheel" for greater production of goods and services.

Forming Basic Mutual Agreements. A participatory process of development within the context of a project can only be initiated where village leaders, and the villagers as a whole indicate their interest and articulate a commitment to working with the activating agents like Ashram Schools who are a part of the service center. This agreement is fundamental to establishing an ongoing and continuing relationship between the villages and the Ashram School. Beyond this basic agreement it is essential that basic roles and responsibilities of village units like Ashram Schools and the external activating team are clearly specified in the economic, social, cultural and organizational arenas. For example, a cultural understanding or agreement on the part of participating villages could be that all village members are permitted to participate and be represented in project activities, and that external facilitating staff would work with all segments of the village unit. Experience has shown that where this principle is ignored, severe strains will eventually appear and social conflict can inhibit or stop community action (Burbidge, 1988). Such agreements are best made at the very beginning of Ashram School.
K) DEVELOPMENT WHEEL FOR ASHRAM SCHOOLS

The researcher found it interesting to utilise the development wheel as envisaged by Faulkner and Albertson, 1986, much more relevant to Ashram School performance irrespective of Government and Non-Governmental nature.

The Development Wheel starts its rotation from human resource, their values, attitudes, opportunities and outcomes influence motivation and behaviors that give speed and direction to the wheel so that it rotates smoothly again and again leads to greater production of goods and services for the Benefit of Human Resources.
Figure 5.5 The Development Wheel
(From Faulkner and Albertson, 1986)
1) THE ROLE OF AN ASHRAM SCHOOL TEACHERS

Activation Team Roles

Ashram School teacher can be activator

Ashram School External Activator:

A team of two-males and two females will work with one to three Ashram Schools. They demonstrate a "can do" mentality in relation to obstacles and are trained in soft technology methods for eliciting participation and initial organization. Their main task is working with and supporting the Ashram School internal activators to mobilize community effort. They work closely with both the Ashram School and the service center to ensure effective training of "Ashram School scholars."

Ashram School Internal Activator:

Ashram School External Activator: A team of two-male and female will work with one to three Ashram Schools. They demonstrate a "can do" mentality in relation to obstacles and are trained in soft technology methods for eliciting participation and initial organization. Their main task is working with and supporting the Ashram School internal activators to mobilize community effort. They work closely with both the Ashram School and the service center to ensure effective training of "Ashram School scholars."

Ashram School Internal Activator: Ashram School activators are key agents of change in the Ashram School, and they are seen by their peers as trusted leaders. They mobilize learners Ashram School to create and activate a plan. They receive training in soft technologies to increase their organizational and planning skills. There will probably
be several internal activators—both men and women—in a Ashram School.

**Program Implementation Coordinator**: This role coordinates and supports the development efforts for a group of Ashram Schools. He or she works with 4-6 Ashram Schools and their activators, training them in participation, planning and leadership methods to insure effective mobilization consistent with the priorities determined by Ashram School meetings and leadership meetings. This person works closely with the training center ensuring that Ashram School needs articulated in the planning events receive careful attention in the design of training programs and in the mobilization of essential resources.

**Soft and Hard Technology Specialists**: These specialists are trained in organizational/institutional structures, interactive processes and motivational techniques. Three main tasks of service center technical specialists are to create linkages between the Ashram School and needed resources, build technology training packages, and train Ashram School appointed "scholars" to be technology communicators. The prioritized needs of all villages in the project area determine the choice and timing of the introduction of technical innovations.

**The Development Wheel**: The development wheel starts its relation from human resources. The rotation and smooth running of every stage of the development wheel is very much relevant to the phases of development of both Government and Voluntary Organizations
Ashram Schools because there the initiative and motivation is found to be more compared to Government Ashram Schools.

Ashram Schools delegate responsibilities to Human Resources with latent or expressed need. That is the need which is identified and prioritized by the Ashram School learners. Then Ashram School teachers (units of human resource) use soft technologies which suits the tribal learners and create a psychological and social infrastructure to employee social, cultural political, economical and legal processes which leads to the creation of forms/institutional resources. Because of the sincere effort of the Ashram School teachers and cooperation of Ashram School managerial staff and village leaders. RAU Service centre will be established which will facilitate the tribal community and encourage them to use their own traditional technologies to conserve and harness Natural resources. This smooth running of the development wheel helps to create and expand physical, economic, Agricultural and Industrial infrastructure. It is the combined effort of Ashram School teachers and the managerial staff. Learners thus create learning environment/development environment in the Ashram School where they take tribal community leaders participation in their development programmes. The cumulative effect of all efforts which are marked on the development wheel as described above helps to produce social and material goods, Health care, Education, Information and consumer items for the benefit of Human Resources. One rotation of the development wheel is completed here, attain development and again continue the rotation more speedily, more
smoothly and more effectively and at the end of each rotation, development takes place.

The inner development wheel is grouped into three major categories and has become the outer development wheel. The categories are as follows. Once the responsibility is imposed on Human Resources: a) the influence, motivation and behaviors; b) that give speed and direction to the wheel leads to; c) values, attitudes, opportunities and finally the outcome which is the development of Human Resource and here in this context it indicates the development of tribal community, mainly through the effort of Government and Voluntary Organizations Ashram School, which are the Resource Access Unit (RAU) centres for tribal community.

**The Role of Ashram School Teacher**

**Activation Team Roles**

An activation team of teachers supported by Ashram Schools would be included in the following roles.

Leadership Methods Resource. The service center trains local leaders in an active role of determining village needs and finding the resources to meet these needs. Resources cannot be made available to rural residents unless they have discerned what they need. The Service Center will provide training in leadership methods and organizational development. Such training includes developing expertise in the following areas:
1. Assisting villagers to discern community visions and goals.
2. Understanding causes of problems and how to develop relevant solutions.
3. Learning techniques of leading meetings.
4. Facilitating inclusive community decisions.
5. Building and managing organizations/institutions
6. Understanding the political and economic structures of the nation and how they work.
7. Developing awareness of new resources.

**Resource Station**: As needs are articulated and actions proposed by the Ashram School teachers the service center finds the technical expertise and funding sources that can assist in actualizing community-based proposals. This will include:

1. Locating technical resources and innovations for meeting Ashram School determined needs.
2. Making connections with existing training resources where possible for technical training. Where training resources are inaccessible, it assists in creating and evolving the training programs.
3. Training Ashram School Learners in the techniques of assisting people with limited educational backgrounds.
4. Training Ashram School learners to disseminate new technologies
5. Establishing a library (physical and on-line) of instructional materials for various types of social and technical programs.
Education Conduit: The service center promotes the extension of mass media to Ashram Schools with programming that expands the knowledge of basic health care, current technology in the various sectors, the general condition and progress of their own country and the needs of a changing world.

1. It emphasizes the importance of educating the young and becoming literate.

2. It promotes and coordinates school-teacher training events and interchange of teaching, experience and tools.

3. It supports and coordinates literacy efforts.

4. It exposes the rural population to world events and timely innovations.

Information Center: The service center establishes a database, research and monitoring system for use in the Ashram School. It encourages Ashram School learners to learn to access information. It develops a system for tracking projects to assure completion and quality and provides a way to learn from experience. The information center:

1. Develops a computer center and database for resource and market information.

2. Trains managers in the use of this system.

3. Develops a core of learners trained to operate the system and find new uses for it.

4. Provides demonstrations of appropriate hard technologies, such as energy systems, agricultural equipment and procedures.
water supply and waste water handling and treatment systems, woodlots, and health related facilities and programs.

**Organization Network Hub** The service center finds all the government and nongovernment organizations offering services in the Ashram Schools and builds a network of cooperation among them with the villages. To achieve this cooperation it:

1. Links appropriate organizations with Ashram School workshops to involve them in finding solutions to problems and helping Ashram School residents meet their needs and goals.
2. Hosts events that make local organizations aware of the goals and progress of the Ashram School.
3. Provides training for organizations and individuals in planning and facilitation methods.

M) GOVERNMENT SUPPORT POLICIES AND PROGRAMMES

Although the proposed pilot project is designed to be free of most of the red tape of government bureaucracy, it must have the approval and support of the national government, Government agencies and NGO. The project service centre must work collaboratively to coordinate the various resources available for development. Indian block development system is an example of government development organization at the provincial level. Authorization of these entities to work cooperatively with the pilot project will not only boost the effectiveness of the project, but will also pave the way for government services to be accessible to tribal village residents long after the project is complete. Governments need
to provide financial technical and training services to support the tribal villages of the Block Development Unit (BDU) in their effort to improve the condition of the villagers.

Representatives of government agencies in the tribal areas need to react frequently with service centre staff and provide information and materials that will enable them to guide tribal villages in taking advantage of relevant programmes. For example, the various types of funds, if made aware, the tribal villagers can apply for it and use it for their development.

Plan and implement tribal village-based project phasewise as shown below:
### TABLE NO. 5. 1
**SUSTAINABLE TRIBAL VILLAGE-BASED DEVELOPMENT THROUGH ASHRAM SCHOOLS**

<table>
<thead>
<tr>
<th>PHASE 1</th>
<th>PHASE 2</th>
<th>PHASE 3</th>
<th>PHASE 4</th>
<th>PHASE 5</th>
<th>PHASE 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple Initiation</td>
<td>Mobilization</td>
<td>Technology Intensification</td>
<td>Ashram School Development</td>
<td>Network And Students Progress</td>
<td>Outreach and Extension</td>
</tr>
<tr>
<td>Train all staff members in processes and procedures of Ashram School</td>
<td>Insure tribal community leaders participation in Ashram School Planning</td>
<td>Train Ashram School teachers to implement priority programmes</td>
<td>Improve the interactive communication like between Ashram Schools</td>
<td>Initiate Service centre turnover</td>
<td>Ashram School projects self sustaining with capacity to train educational, others in economic and social self development processes and programmes</td>
</tr>
<tr>
<td>Establish a RAU service centre as a link between Ashram Schools and resources</td>
<td>Share appropriate technologies</td>
<td>Support teachers in implementation</td>
<td>Provide resources to implement action programmes</td>
<td>Service Centre locally manage to serve all RAU Ashram Schools</td>
<td>Provide support for new RAUs by assisting in starting new Ashram Schools</td>
</tr>
<tr>
<td>Hold Ashram School meetings</td>
<td>Share ideas of teaching, learning groups</td>
<td>Evaluate and modify technology packages</td>
<td>Spread the result in the tribal community to share programme benefits</td>
<td>SC funded through local business services training in fund raising activities and new proposal writing</td>
<td></td>
</tr>
<tr>
<td>Use suitable teaching procedure</td>
<td>Initiate village organization involvement</td>
<td>Expand RAU project from initial Ashram School to two more other Ashram Schools near by</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select village scholars formalize action task forces</td>
<td>Each Initial Ashram School should share process of Ashram School development with other newly activated Ashram Schools</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establish planning</td>
<td>Expand technical training</td>
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</tbody>
</table>
During the first phase that is simple initiation phase, all the staff members of the Ashram School will get sufficient training so that they will get acquainted with the process and procedures of Ashram School. This will help them to guide the tribal children and their parents. Established RAU service centre will provide resources and technical knowledge whenever needed. During the Ashram school meetings the day to day experiences etc. will be discussed. This will help to modify the teaching procedure according to the need of the tribal learners. This attitude definitely helps to increase the enrolment rate, improve the performance of students and also improve the teaching methods.

During the second phase which is called "Mobilization period", Ashram Schools really attain a sort of momentum because of the insurance of tribal community leaders participation in Ashram School planning and due also to the initiation of village organizations involvement in the developmental programme of Ashram Schools. During this phase village scholars are selected, action task forces are formulated and planning is done. Once the planning is completed the work can be started. Another important thing is that during this mobilization period the technology which is suited to fulfil the tribal learners needs and also the ideas of teaching is shared. This will really increase the interest of the tribal learners, improve their performances and also stimulate the tribal learners.
During the third phase which is the phase of Technology intensification, an expansion of all the already planned implemented development technology will take place. Ashram School teachers will be trained to implement priority programmes and they will be given support from the management and also from the RAG in implementation of the programme. After evaluation the technology packages will be modified according to the need of the tribal learners which will definitely motivate the tribal learners to continue their education. RAU project will be initiated in other two nearby Ashram Schools and also the process of Ashram School development will be shared with other newly activated Ashram Schools and also expand the technical training. The modification and expansion of activities definitely improve the working conditions of the institution (Ashram School) which leads to an improvement in the target group.

In the fourth phase, that is Ashram-School Development, the interactive communication link, between the Ashram schools will be improved. This will help to share their benefits, improvements and also problems, if any, which helps development. Resources will be provided from RAU to implement the decided action programmes. Then the results of all the programmes implemented will be spread in the tribal community to share the benefits of the programme. Informing, understanding and sharing of the developmental programmes motivate the tribal community so that they cooperate with the activities of the Ashram Schools which leads to the Ashram School development.
The fifth phase is network and students progress. During this phase more emphasis will be put on the development of the RAU Service Centre. Through fund raising activities funds will be raised from various sources like business services etc. This service centre will be managed to serve all the local RAU Ashram Schools. Since economic and technical assistance are two important factors of Ashram School development, this fifth phase network programme will definitely help to improve conditions of Ashram School learners which in turn increase the enrollment rate, improve the performances of teachers and students and also helps to reduce the drop out rate.

The sixth phase is the outreach and extension phase. Ashram schools will attain self sufficiency in all their developmental programmes and attain the capacity to train others in educational, economic and social self development processes and programmes. That is Ashram Schools become independent units of Tribal community Development Projects and will be in a position to support new RAUs by assisting in starting new Ashram Schools in new areas which leads ot spread of education and development in all the tribal communities.
THE COMMUNICATION APPROACH OF ASHRAM SCHOOLS (CAAS APPROACH)

Co-ordinates study facilities, Conducts teaching, collects and distributes information
Trains NGS's

NGO's Ashram School
Interact with Train Village Specialists/Teachers/ School Management

Villages Determine Priority Needs Select specialists

Government providers resources interacts with Ashram. School/Authorities, Interacts with NGO's

Village specialists selected by villages interact with parents

Ashram School
The Ashram Schools require a large support network. Ashram Schools are established and coordinated by various factors of study facilities. They also conduct teaching, collect and distribute information and train NGOs. Moreover, local members assist each Ashram School with their experience. They also use new interactive communication methods to make the working of the Ashram Schools more effective. The Ashram Schools also need the cooperation of appropriate local non-government organisations (NGOs) ASHRAM School authorities and parents. The most important connection is with the villages and is accomplished through village specialists, parents and other volunteers.

0) THE COMMUNICATION APPROACH OF ASHRAM SCHOOLS.

Continuous interactive communication process is going on between NGOs Ashram School and the other members of the community. In order to strengthen the awareness programme among the tribal villagers, representatives are selected from the villages, then given proper training regarding the working of the Ashram school. These selected village representatives go around in the village and give all the information regarding the NGO's Ashram School. This motivates the tribal parents and they enroll their children's name and send them to school where they get free food, uniform and other facilities. NGO's Ashram School give proper facilities to teachers by providing them a place near the school to stay, free food and other facilities too. NGO's Ashram School keep contact with the management also. Proper interaction between teachers, students and the Ashram School Management creates a congenial atmosphere in the
Ashram School where students and teachers stay comfortably and perform their duties and responsibilities which leads to educational continuation of the tribal children and reduces the drop out rate.

Ashram Schools both Government and NGO's, coordinate study facilities, conduct teaching, collect all the information and distribute it which help the students and parents to get more information regarding education. Ashram School also trains NGO's. All these factors help to increase the enrollment rate and also reduce the dropout rate.

The trained NGOs from Ashram Schools help the tribal villagers to identify and prioritize their needs. Once the needs are identified and prioritized, the Resource Access Unit centres can provide them technical information or financial help, according to the identified need. Ashram school selects specialists from the tribal community who are in constant touch with Ashram School. Due to this constant interactive communication, maximum needs of the tribal villagers are fulfilled. Once the tribal parents feel happy, that helps the educational continuity of their children.

Village specialists, selected by the villagers interact with parents and also interact with the Ashram School. This helps the Ashram School to understand the needs and priorities of the tribal parents and accordingly the management and the teachers of the Ashram School can modify the policy and make necessary
arrangements to satisfy the needs of tribal parents which increase the enrollment rate and reduces the drop out rate.

The Government provides resources, interacts with Ashram School Authorities and also interacts with NGOs. Since the Non-governmental organizations (NGOs) are found to be more interactive with the tribal communities, Government remains as a catalyst, provides resources in the form of government grants and encourages local voluntary organizations to spread education among the tribals. This developed interactive attitude of the voluntary organizations helps the Ashram Schools run by them to become the best educational centres for tribal children. This is the reason why the enrollment rate is found to be more in voluntary organizations Ashram School and the drop out rate is less as compared to Government Ashram Schools.

P) COMMUNICATION STRATEGIES FOR MANAGEMENT OF ASHRAM SCHOOLS

(Government and Voluntary Organisations)

The qualitative and quantitative data reveals the following observations.

1. To determine the present situation/conditions in a sampling of Ashram Schools special studies will be made to: (a) determine the immediate expressed (felt) needs among the learners, (b) determine the interest and readiness of the learners to participate in development programs, (c) determine the development processes now being utilized, including the organizational structures (both formal and informal), the human interactive processes and the motivational techniques which are
now being used, (d) determine the existing use of the available resources, (e) obtain the baseline data and information for assessing the present conditions in Ashram School (f) document effective programs and schemes, their present impact on the Ashram Schools, and their potential impact for use in neighboring villages.

2. To determine the current activities of the NGOs presently working Ashram Schools from each NGO: (a) the present and past activities which have been related to the sustainable Ashram School development (b) the expenditure of funds in Ashram Schools and outside the Ashram Schools (c) biographical information for personnel who have been working in Ashram School (d) the Sectors (subject areas) in which each NGO is working within the villages (e) the Training Programs each NGO is conducting for Ashram Schools and the NGO staff, including subjects, descriptions, costs, and materials -- such as printed materials, videos, slides, movies, (f) information about any resource support systems (Service Center components) that each NGO has developed -- and how these components are being financed, (g) locations where activities are being conducted, including specific Ashram Schools, main office, and training centers.

3. To determine existing government and private sector support. The primary activity of the CSVBD is to help Ashram Schools gain access to resources that enhance the quality of Ashram
Schools. All operational government programs will be identified, described, with a rough evaluation of their past and future impact. It is anticipated that the RAU service center approach can greatly facilitate the access to and utilization of these resources by ensuring that they are more readily available and carefully designed to fit the particular Ashram School situation.

Private sector linkages are indispensable for large scale development efforts. Fortunately, there are many businesses, small, medium and large scale, that have considerable understanding of, and appreciation for, the problems and possibilities of Ashram Schools. One of the products of this feasibility study needs to be a useful strategy for involving the business community in this effort. An inventory of private sector activities, contacts and linkages will be identified, described and roughly evaluated for present and future impact. Specific opportunities for private sector involvement will be clarified.

Finally, both private and public banks and financial institutions will need to be involved in a significant way by determining their support and willingness to extend of economic and social development schemes they currently fund, and to gain their cooperation for future funding and financing opportunities. Existing financial resources will be identified, described and evaluated for past and future/potential impact.
4. To design and establish a communication and feedback mechanism through an ongoing monitoring and evaluation program that will assemble and analyze data collected, in and about individual Ashram Schools, using scientifically established policies and procedures. This M & E program will be used as an integral part. This will determine the progress that is made, the best approaches and techniques, and the approaches and techniques which need to be modified.

Considering the various issues related to Ashram School performances a communication strategy has been worked out and the communication methods and media have been indicated.

The major problem which is upsetting the Ashram School system is the high rate of drop out. This problem should be either reduced or completely stopped. Different communication methods should be used to create an awareness among the tribal parents and students. To get desired responses the message should contain solid ideas and practices which will help to eradicate poverty from their community. Ashram Schools are the communication centres from where the message is sent through the teachers to the respondents. The effectiveness of communication depends on the attitude of the Ashram School/teacher. Ashram School itself is a communication media. The Ashram School objectives must be implemented through the teachers phasewise and evaluate the success of analysing the results of each phase.
Not only Ashram schools but various other communication media also can be useful in tribal community like radio, TV etc.

Phasewise evaluation helps to measure the success. If the drop out is found reduced at the end of every phase, it means that the worked out communication strategy is working successfully.

Q) FACILITORS ROLE OF ASHRAM SCHOOL TEACHER

The quantitative data has helped to identify the role of an Ashram School teacher as a facilitator. This role has many functions which can be enlisted from the diagram.

As a facilitator the Ashram School teacher has to perform various roles. The roles grouped into four main groups and their various sub groups. The roles are as follows:

I Personal Readiness: First of all the Ashram School teacher should be personally ready to take up his/her duties without the compulsion of anybody. The teacher should wear appropriate dress because the appearance of the teacher itself has some effect on the students. Then the teacher should use appropriate methods to each the tribal children in the Ashram School, so that they will assimilate the contents and take action or decision accordingly.

II Physical Involvement: As a facilitator, the Ashram School teachers physical involvement is very necessary in different Ashram School matters. The teacher should see everything very carefully, feel healthy
and energetic go around, visualize everything in the entire Ashram School and the solve the problems, if there is any in any part of the Ashram School. As a facilitator, the teacher should not bring any of his/her personal problems to the school. In the school the teacher should be fresh and active.

**III Style:** The style of action of the teacher has great influence on the students. For example, teachers positive body language, inviting tone of voice, "collaborative" language listening skills i.e. hear what is being said behind the words, active listening, the teacher should always honour other's insights, the teacher should feel comfortable with silence i.e. should give chance to others to speak.

**IV Journey of Group**

The teacher as a facilitator should have all sorts of qualities and abilities to handle the different types of students and their parents and also should have the unique capacity to keep the learners on track. The teacher should have flexibility, humour, teacher should use experimental objectives, rational objectives and so on. All these qualities of the Ashram school teacher facilitates the learner and improve his/her creative capacity.
Facilitator Role

Personal Readiness
- Visualize yourself walking through entire workshop. Answer the questions yourself.
  - I am ready.
  - I am prepared.
- Appropriate dress
- Leave personal problems on the doorknob

Physical Involvement
- Eye contact
- Positive body language
- Energy level
- Inviting tone of voice

Journey of Group
- Teams
- Methods
- Flexibility
- Humor
- Product
- Experiential objectives
- Rational objectives

Process
- Content
- Decisions

Teams
- Methods
- Flexibility
- Humor
- Product
- Experiential objectives
- Rational objectives

Style
- Questions that probe creativity and insight
- Listening skills
  - Hear what’s being said behind the words
  - Active listening
- Honor others’ insights
- Comfortable with silence
The current trends and the National Policy of Education has helped us to concentrate on the following important points

The National Policy of Education 1986 (as modified in 1992) makes particular mention of education for equality. It emphasises the removal of disparities and equalization of educational opportunity by attending to the specific needs of those who have been denied equality so far.

The NPE details the policy approach to women, SC and ST.

The Education of Scheduled Tribes

The following measures are envisaged to bring the Scheduled Tribes at par with others.

a) Opening primary schools in tribal areas.

b) Development of curricula and devising instructional materials in tribal languages at the initial stages with arrangements of switching over to regional languages.

c) Encouraging educated and promising tribal youth to take up teaching in tribal areas after due training.

d) Providing large scale establishments of residential schools, including Ashram Schools.

e) Introduction of incentives/scholarships among scheduled tribes.

f) Opening Anganwadis, Non formal and Adult Education Centres on a priority basis in areas predominantly inhabited by scheduled tribes.
g) Designing curriculum of all stages of education to create an awareness of the rich cultural identity of the tribal people and also of their enormous creative talent.

* R) THE GOVERNMENT GUIDLINES FOR TEACHER’S IMPROVEMENT

The government had given guidelines for teachers improvement and expected that a more emphasis is given on task oriented teaching for the improvement of performance and the guidelines of NCTE are as follows:

1. Intellectual skills related to content and methods
2. Psychomotor skills for teaching.
3. Skills conducive to good human relations for maintaining social climate in the classroom.

Intellectual Skill:
* Identifying and selecting the content appropriate for a particular class.
* Analysing the content into portions related to factual, conceptual, applicational, and theoretical learnings.
* Analysing further the classified contents into behavioral objectives related to the cognitive, psychomotor and effective domains.
* Translating them into instructional problems.
* Identifying the implicit mental progress in these problems.
* Stating concepts, behavioral objectives and mental processes.
* Correlating these to pedagogical principles.
* Identifying, selecting, devising, originating and enriching learning experiences appropriate to achieve the stated objectives.
* Framing instructional questions of differing complexity and difficulty
* Making appropriate choices from among the various forms of questions according to the stated objectives.
* Identifying selecting, devising and creating unfamiliar but reliable and valid testing situations to measure higher mental processes, interest, attitudes and values.
* Developing lesson plans and evaluation tools, combining all the above mentioned components.

**Psychomotor skills.**

(a) Non-verbal (Motor) skills
* Positional/Postural/Loctormotor Skills
* Writing on the black-board
* Demonstrating/conducting experiments.
* Handling and presenting various audio visual aids such as charts, projectors, overheads, projectors, microscopes etc.

(b) Verbal (Communication) skills
Listening, reading and writing skills
* Narrating, explaining acting, questioning, articulating expressing etc.

**Skills conducive to Human Relations**
* Securing pupil's involvement and participatin in on going learning.
* Development report with them by handling pupils' cognitive psychomotor and attitudinal responses through verbal and non-verbal feedback.

* Creating permissive yet goal-directed instruction in the classroom.

* Dealing sympathetically yet firmly with problematic and embarrassing social situations arising in the classroom.

The skills listed above are just illustrations and by no means represent a comprehensive list of skills to be developed in a student-trainee. A skill like writing on the blackboard, or 'demonstrating' may have to be broken down into a number of small skills for training purposes. Such skills may be taken as starting points for further development and refinement. This must be considered as just one suggestive model. Several alternative models may be developed and validated.

Organization of Practice Teaching, including Related Practical Work:

The most important part of the teacher education programme is practice teaching. This should be well integrated with each special training programme package mentioned in the structures for various teacher training programmes. In organizing the programme, care should be taken not to insist on the stereotyped format of lesson planning which often kills creativity in teaching. The trainees should be encouraged to practice new methods and approaches in teaching, including correlated teaching and work centre teaching.
Practice teaching should be divided into three phases:

(a) Pre-practice teaching preparation
(b) Actual practice teaching, and
(c) Post-practice teaching follow-up

In order to revitalize this aspect, the following tasks, in sequence may be carefully attended.

(a) Pre-practice Teaching Preparation
* Identification of content deficiencies in the topics related to the school syllabus on the basis of diagnostic test.
* Remedying the shortcomings with the help of intensive self-instructional materials /bridge course.
* Preparation of flexible mini and complete lesson plans to be taught during practice teaching.
* Training in various skills listed above in micro and stimulated situations in a cohesive group under a tutor.
* Observation of lessons delivered by the teacher educator and good teachers to realise how salient skills are used.
* Providing necessary information and skills for doing related practical work.

(b) Actual Practice Teaching
* Since it has been accepted that block-teaching practice is a better alternative to everyday one-lesson delivery practice, no further comments on the old practices are offered. However, because two more highly skill-oriented subjects, viz. (1) work experience, and
(2) health and physical education games and recreational activities have been included in the new curriculum, the duration of practice teaching has to be substantially increased. Although the number of lessons is not considered important not less than 20 lessons (5 for each subject) should be given at appropriate intervals; and post-lessons feedback with thorough discussion should be given to the trainee for the improvement of his teaching skills. It is strongly recommended that the pre-practice teaching training should be prolonged, and an intensive systematic and scientific stimulated training for each subject given to the trainee. The actual practice teaching should be conducted in realistic situations. This ought to help in reducing the practice teaching time to a considerable extent.

(c) Related Practical Work

Related practical work refers to the work connected with theoretical courses such as construction and administration of tests, case studies of pupils, preparation of improvised teaching aids, etc. It is suggested that the process along with the product of the work undertaken may be carefully observed, and the necessary guidance be provided to the trainee at every stage.

S) FEW PROBLEMS FACED BY ASHRAM SCHOOL TEACHERS

Some of the problems faced by teachers during teaching in Ashram Schools are listed here

1) Subject matter knowledge: This category used to cover the understanding of subjects at their own level rather than at the level of children
2) **Curriculum knowledge**: All content knowledge at the level of children or for the specific purpose of teaching children, including reasons and purposes are characterized by 'what shall we teach, and why?'

3) **Knowledge of children's learning**: Covering theoretical aspects of how children learn and why development sequences; expectations for different age groups, learning difficulties etc. In the case of Ashram School Children they are from different situations and they all have various expectations and many of them have learning difficulties especially in the beginning. Ashram school teachers should have a thorough knowledge about all these.

4) **Teaching Skills**: Ashram School teachers should have the specific skill of teaching the tribal children, to present the curriculum, management of learning, planning, developing work, forms of interaction with children and so on.

5) **Teaching style**: The teaching style of the Ashram School teacher should suit the tribal children. It should be easily accessible to the tribal children. The style of presentation of the teacher should help the tribal children to improve their creative talents.

6) **Classroom Organization**: Ashram school teacher should organize the classroom in such a way, that it creates a condition for the students to express their ideas freely and learning takes place at
ease i.e. the class room environment should be favourable to the students to learn freely.

7) Assessment: Ashram School teacher should maintain all the school records, teacher should diagnose the errors and accordingly give the tribal students proper guidance. According to the content categorise and keep all the records.

T) TEACHERS RELATED PROBLEMS FOR DROPOUT.
The main reasons for drop out in relation to Ashram School teachers can be enlisted as follows:

The study set out to achieve enhanced understandings of some central issues in the training of primary teachers i.e. the extent to which and how, knowledge bases for teaching develop through training, i.e. relationship of these knowledge basis to teaching performance, and the impact of the first year of teaching. Each of these issues has important policy and practical implications for the preparation of teachers, particularly at a time when conceptions and criteria for training are being reconsidered.

Students knowledge about the structure, and ways of knowing the disciplines, even that which they had recently graduated in was poor.

Changes in attitudes toward subjects were more clearly visible. In their attitudes towards the nature of science there was a tendency to perceive it less as a fixed and rigid set of facts and laws, and more as tentative inquiry influenced by social and personal attributes.
Changes in beliefs and attitude to teaching and to educational issues were slight.

The manner in which changes in knowledge, skills and beliefs are related to aspects of the course are evident through the eyes of student diaries, from interviews, and the observations of their teaching. Their reflections and evaluations of their curriculum courses provide extensive evidence of perceived learning about curriculum and pedagogy. In addition there was some evidence of enhanced understandings through incremental change, but through the enrichment and restructuring of knowledge already held.

The dairy entries regarding the more theoretical course on children's learning similarly showed clear evidence of perceived learning. Here they developed their interpretations based on constructive principles, and related these to classroom practice. Work on such issues as children's responses, teaching skills, classroom grouping models and task matching gave them both a vocabulary to describe and explain classroom action, and a vision of what was pedagogically possible. This input also supported and extended their beliefs about the purposes and roles of teaching and teachers.

**STAGE RELEVANT SPECIALIZATION**

The stage relevant specialization component will have two parts:
The first part highlights the special objectives, features historical background and scope of education at the stage concerned, for example, pre-school education, elementary education, secondary education and the function of the teacher curriculum planning, instruction strategies and skills, evaluation, management, guidance and counselling, cocurricular activities, adjustments, and special provisions for different categories and sub groups all treated in a general way but in relation to the stage under consideration. Learning under this part may be organized as a course entitled Pre-School / Elementary / Secondary / Higher Secondary Education and Teacher Function:

The second part of stage relevant specialization deals with subject specific learnings concerning different methods, techniques and strategies of teaching the different school subjects (curricular areas). These have been hitherto organized as content cum methodology course.

✓ PRACTICUM / FIELD EXPERIENCE

This component is of critical importance in the entire design of teacher education curriculum as it is concerned with the fulfillment of the central objective of teacher education viz., development of professional competencies with respect to the different function of a teacher-teaching, evaluating managing classroom learning, organizing cocurricular activities, guiding students, and several other activities which take the teacher outside the bounds of the classroom and school. It should, therefore, provide ample opportunities for the
students to get first hand experience to the actual needs and demands of his vocation and to bring all his theoretical learnings pertaining to the art and science of teaching (acquired in the other courses) to bear on the concrete realities of the school and classroom situations. This component would, therefore, cover such activities as:

* classroom teaching
* observation and critical analysis of lessons lesson and unit planning.
* preparation of instructional materials and teaching aids.
* using educational technology and media resources.
* construction and administration of evaluation tools.
* organization of and participation in curricular activities and other student support services.
* carrying our special assignments like case study and survey, action research working with parents, work experience.
* participation in developmental activities in the community.
* carrying out activities designed to meet the learning needs of the disadvantaged and disabled.
* carrying out health and physical and physical education activities.

Preparing the student for field work, assignments, especially student teaching, calls for comprehensive planning and designing at the institutional level involving the entire faculty. Further details of organizing this component are discussed separately under curriculum transaction.