

Problems of Teachers in Ashramshalas of Gujarat

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Abstract: *Ashramshalas are one of the key institutes for Scheduled Tribe students in Gujarat state. The key objective of this research paper is to study the problems faced by teachers in Ashramshalas. A total 277 teachers were selected as a sample by random sampling techniques. Data was collected through a researcher-made questionnaire. Data was analyzed using the Chi-squared test and percentages. The findings of research include that Pension rules for teachers are inappropriate, assigned non-teaching duties like elections and census, Head teacher expects administrative work, students' behavior is inappropriate and they are not satisfied with current salary as well as teachers faced the responsibilities of hostel warden with less allowances, unequal grade pay burden and 24 hours duty as problem etc.*

Keywords: Ashramshalas, Teachers and Problems

1. Introduction

'Ashramshala' (residential schools for tribal children) is a very important medium for spreading education and ensuring the holistic development of tribal children. These schools have proven to be a boon, especially in remote and hilly areas where schools are far away. The main objective of Ashramshalas is to provide quality education, accommodation and food to tribal children and to do the noble work of bringing them into the mainstream.

Teachers in Ashramshalas play a multifaceted role, serving as educators, guardians, and mentors. They provide holistic education, integrating academic knowledge with vocational skills (agriculture, handicrafts), cultural preservation, and life skills. Teachers also foster self-discipline, promote community involvement, and act as role models, fostering a nurturing environment that supports both academic growth and personality development.

The NEP 2020 has also made extraordinary provisions to promote the education of tribal children by allocating more resources to mother tongue education (primary education to be imparted in the local language of the child) and by declaring educationally backward areas as Special Education Zones (SEZs).

Hence, this study undertakes on problems of teachers in Ashramshalas for ST children in the Gujarat state.

ASHRAMSHALAS: Ashramshalas are schools established under the prescribed scheme for availing government grants in 1951, providing free lodging and boarding to ST children. In the present study Ashramshalas refers to primary residential schools/Ashramshalas funded by the Tribal Development Department (TDD) of the Government of Gujarat.

2. Objective

- To study administrators related problems faced by Teachers in Ashramshalas.
- To study supporting staff related problems faced by Teachers in Ashramshalas.

- To study students related problems faced by Teachers in Ashramshalas.
- To study the salary related problems faced by Teachers in Ashramshalas.
- To study other problems faced by Teachers in Ashramshalas.

3. Research Question

- What are the administrators related problems faced by Teachers in Ashramshalas?
- What are the supporting staff related problems faced by Teachers in Ashramshalas?
- What are the students related problems faced by Teachers in Ashramshalas?
- What are the salary related problems faced by Teachers in Ashramshalas?
- What are the other problems faced by Teachers in Ashramshalas?

4. Research Design

Research Method: This study mandated collecting data from a large scale of respondents from Ashramshalas across the tribal-dominated areas of Gujarat state to study the problems of teachers in Ashramshalas. Hence, *Survey Method* of research has been employed by researcher.

Population: In this study, the population includes all the teachers of Ashramshalas. Total 455 Ashramshalas for children of STs in Gujarat.

Sample: Researchers selected Ashramshalas and their teachers from the population as samples for this study. Nine districts and 86 Ashramshalas were selected using the simple random sampling method. A total of 277 teachers were selected as respondents through random sampling.

Tool: A tool is the only factor in determining sound data and arriving at perfect results about the study at hand. In this study, the researcher developed the Teacher Problem Questionnaire to collect the required data.

Data Collection: For data collection, the researcher got permission from the Commissionerate of Tribal Development, Gandhinagar (Gujarat). Then, field investigators carried out field visits to collect data from the respondents.

Data Analysis: The collected data was analyzed through frequencies, chi-square, mean weightage techniques and

percentage for study of the problems of teachers in Ashramshala. The collected data was compiled and analyzed using MS-Excel.

5. Data Analysis

Analysis of the data of present study is given below:

Table 1: Frequencies, chi-squared results for Teacher Problem Questionnaire

Sr. No.	Statements	No. of Responses					$\chi^2(4)$
		Always	Mostly	Some-Times	Rarely	Never	
1	Management insists that work be done only according to own will.	25	29	44	40	139	162.04**
2	Management does not allow teachers to attend development programs (seminars, workshops, training etc.)	28	8	34	17	190	416.01**
3	Head teacher assigns work to teachers according to their subjects, qualification and ability.	214	36	13	4	10	578.18**
4	Head teacher treats everyone with equality.	237	29	4	4	3	752.80**
5	Head teacher does not take the teachers' opinion into consideration.	15	10	39	43	170	311.38**
6	Head teacher expects administrative work.	38	35	69	65	70	21.83**
7	I try to improve undisciplined students but feel frustrated when I am not successful.	27	21	67	98	64	72.44**
8	Students' behavior is inappropriate.	9	17	122	110	19	223.27**
9	I like to have open-minded discussions with students.	251	21	4	1	0	864.47**
10	Family responsibilities can be handled well during this profession.	56	48	52	48	73	7.78
11	Appropriate help is received from the ashramshalas in unavoidable circumstances.	121	57	51	34	14	117.28**
12	Teachers provide mutual cooperation to each other.	213	40	13	11	0	576.05**
13	Discussions regarding constructive activities take place in the staffroom.	175	60	31	5	6	359.23**
14	I am satisfied with my current salary.	117	30	27	16	87	140.74**
15	The teaching job keeps me in constant anxiety.	28	29	67	57	96	58.36**
16	Pension rules for retired teachers are inappropriate.	124	42	37	4	70	145.83**
17	The number of students per class is high.	34	32	52	70	89	42.58**
18	Teachers are assigned non-teaching duties like elections and census.	112	65	45	37	18	92.80**

**Significant at 0.01 level.

From above table interpretation as follow:

Observed chi-squared values are 162.04 for statement 1, 416.01 for statement 2, 311.38 for statement 5, 21.83 for statement 6, 58.36 for statement 15 and 42.58 for statement 17 which are significant at 0.01 level. Therefore, it is concluded that teachers differ significantly in their responses and they reject these statements because number of teachers responded '**Never**' are higher.

Observed chi-squared values are 578.18 for statement 3, 752.80 for statement 4, 864.47 for statement 9, 117.28 for statement 11, 576.05 for statement 12, 359.23 for statement 13, 140.74 for statement 14, 145.83 for statement 16 and 92.80 for statement 18 which are significant at 0.01 level. Therefore, it is concluded that teachers differ significantly in their responses and they accept these statements because number of teachers responded '**Always**' are higher.

Observed chi-squared values are 72.44 for statement 7 which is significant at 0.01 level. So, it is concluded that teachers differ significantly in terms of their response and they reject the statement because number of teachers responded '**Rarely**' are higher.

Observed chi-squared value for statement 8 is 223.27, which is significant at the 0.01 level. So, it is concluded that teachers differ significantly in their responses, and they accept the

statement because number of teachers responded '**Some Times**' are higher.

Observed chi-squared values for statement 10 is 7.78 which is significant at 0.05 level. So, it is concluded that teachers' responses to the statement were '**Accidental**'.

Table 2: Other Problems of Teachers

Other Problems	<i>n</i>	Percentage
Online works	02	0.53%
Vehicle problem during training	03	0.79%
Unequal benefits for temporary teachers	03	0.79%
Local language	03	0.79%
Transfer problem	05	1.32%
Fix pay	07	1.84%
24 hours duty	46	12.11%
Unequal Grade pay	69	18.16%
Responsibilities of Hostel warden with insufficient Allowance	109	28.68%

As shown in the table above, 28.68% of teachers cited the responsibilities of hostel warden with insufficient allowance as a problem, 18.16% cited unequal grade pay, 12.11% cited 24-hour duty, and 1.84% cited fixed pay as a problem. Less than 1% of teachers faced problems such as vehicle issues during training, unequal benefits for temporary teachers, local language barriers, and online work demands.

6. Findings

Researcher analyzed the data obtained in this study using statistical techniques and drew its findings. The findings of the study have been presented as follows:

- Pension rules for retired teachers are inappropriate.
- Teachers are assigned non-teaching duties like elections and census.
- Head teacher expects administrative work.
- Students' behavior is inappropriate.
- Family responsibilities cannot be handled well during this profession.
- Teachers are not satisfied with current salary.
- **Other major problems:** The most significant problems reported include, 28.68% teachers faced the responsibilities of hostel warden with less allowances, 18.16% teachers' problem is unequal grade pay and 12.11% teachers faced burden of 24 hours duty as problem.
- **Other minor problems:** Some teachers have reported problems like online works, transportation, unequal benefits, local language, transfer problem, department related problems and fixed pay, etc. with 00.53% to 02.11%.

7. Suggestions

- The currently approved establishment of Ashramshalas will be amended and made on par with government schools for grades 1st to 8th.
- The teachers of the Ashramshalas should be entrusted to the local tribal people as much as possible so that teachers can work more sensitively towards the education of tribal children.
- Due to the teacher shortage in the Ashramshalas, teachers must be recruited promptly to maintain educational quality

8. Conclusion

This research studies the problems of teachers in Ashramshalas, which provide education to tribal children in of Gujarat state. At the conclusion of this study suggests it will be useful in overcoming the problems faced by teachers in Ashramshalas and useful to researchers for undertaking further follow-up work in this area, It will be also useful to providing quality education in Ashramshalas, formulating plans/schemes for Ashramshala teachers and effectively implementing NEP 2020 in Ashramshalas.

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