

ENVIRONMENT FOR ST STUDENTS EDUCATION

GUIDE

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Introduction:

Environment literally means surrounding and everything that affect an organism during its lifetime is collectively known as its environment. In another words “Environment is sum total of water, air and land interrelationships among themselves and also with the human being, other living organisms and property”.

It includes all the physical and biological surrounding and their interactions. Environmental studies provide an approach towards understanding the environment of our planet and the impact of human life upon the environment. Thus environment is actually global in nature, it is a multidisciplinary subject including physics, geology, geography, history, economics, physiology, biotechnology, remote sensing, geophysics, soil science and hydrology etc.

Learning environment : refers to the diverse physical locations, contexts, and cultures in which students learn. Since students may learn in a wide variety of settings, such as outside-of-school locations and outdoor environments, the term is often used as a more accurate or preferred alternative to classroom, which has more limited and traditional connotations—a room with rows of desks and a chalkboard, for example. The term also encompasses the culture of a school or class—its presiding ethos and characteristics, including how individuals interact with and treat one another—as well as the ways in which teachers may organize an educational setting to facilitate learning—e.g., by conducting classes in relevant natural ecosystems, grouping desks in specific ways, decorating the walls with learning materials, or utilizing audio, visual, and digital technologies. And because the qualities and characteristics of a learning environment are determined by a wide variety of factors, school policies, governance structures, and other features may also be considered elements of a “learning environment.”

Educators may also argue that learning environments have both a direct and indirect

influence on student learning, including their engagement in what is being taught, their motivation to learn, and their sense of well-being, belonging, and personal safety. For example, learning environments filled with sunlight and stimulating educational materials would likely be considered more conducive to learning than drab spaces without windows or decoration, as would schools with fewer incidences of misbehavior, disorder, bullying, and illegal activity. How adults interact with students and how students interact with one another may also be considered aspects of a learning environment, and phrases such as “positive learning environment” or “negative learning environment” are commonly used in reference to the social.

Five Factors That Contribute To A Good Learning Environment

1. **Motivation** : is the most important factor in any learning environment. First and foremost, students must be highly motivated to learn. Motivation will be the driving force that makes students stick with it even when they are having trouble understanding information being presented during training. Indeed, any problem with learning can be overcome if the student's motivation is high enough. But just as important, the instructor must also be highly motivated to teach. They must have a burning desire to relate information during training in a way students can understand. When students are having problems, the instructor must be motivated enough to spend the extra time it takes to ensure that the student eventually understands presented material.
2. **Aptitude** : The aptitude of the instructor for making attention holding presentations, giving pertinent analogies, preparing illustrative visuals, designing realistic practice exercises, and in general, keeping the students interested level high will contribute to determining how quickly and easily students catch on to new material. Instructors with high aptitude make it easy for students to learn.
3. **Presentation** : The better the instructor prepares and delivers the presentation, the easier it will be for students to learn. Presentation can consist of many things, including the instructor's orations, demonstrations, simulations, overhead and projector slides, videos, and anything else that helps to convey an idea. This is the strongest point of our curriculums. You will find it very easy to get your ideas across with but a small amount of preparation time before delivering each lesson. While you still have to talk, the slide show and instructor notes will make sure you know what to say - and they'll help you keep on track!
4. **Repetition**: reinforces a student's understanding of learned information. Even students with

extremely high aptitude will find it difficult to learn from presentations made only once. All training sessions should begin with a review of recent presentations. Depending upon the frequency and duration of each training session, entire sessions should, at times, be devoted to reviewing what students should already know. Reviews also help the instructor limit how much complex subject matter is presented during each session.

5. **Practice with reinforcement:** Well designed practice exercises should be realistic, forcing the student to do things in the same way they must when training is completed. Reinforcement must come as the result of the students' practice. If the student demonstrates a firm understanding of the presented information, reinforcement should praise the success. On the other hand, if practice exposes a student's lack of understanding, reinforcement should come in the form of repeated presentations, review, and more practice, ensuring that the student eventually catches on.

A POSITIVE LEARNING ENVIRONMENT ENHANCE “ST” STUDENTS ACHIEVEMENT

An effective teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all. All of these components are part of a positive learning environment consisting of a classroom management/structure and climate that support academic achievement.

Characteristics of a nurturing, healthy learning environment for students include:

- (1) psychological safety,
- (2) a positive self-image,
- (3) feelings of belonging,
- (4) purposeful behavior, and
- (5) a sense of personal competence.

The children from adivasi/Scheduled Tribe (ST) communities face serious development neglect, particularly evident in the status of education across India among different tribal groups. Yet achievement of universal education in the context of ST children is dependent upon several factors at policy, implementation and governance levels as well as civil society and community levels in their ability to demand for this Constitutional mandate of the government. Unless clarity and a conscious recognition of the extent of problems and the complexities involved with delivery of education by the State and its institutions are brought out for a national debate and planning, utilising the Constitutional rights provided by the Act for achieving free and compulsory education for ST children would remain

unfulfilled.

Tribals in India are most backward community educationally. First generation learners have to face social, psychological and cultural barriers to get education. This has been one of the reason for poor performance of tribal students in schools. Poor literacy rate since independence has resulted in absence of tribals in academia and higher education .States with large proportion of STs like Mizoram, Nagaland and Meghalaya have high literacy rate while States with large number of tribals like Madhya Pradesh, Orissa, Rajasthan and Andhra Pradesh have low tribal literacy rate.

Literacy among STs and all Social Groups						
Year	STs			All Social Groups		
	Male	Female	Total	Male	Female	Total
1961	13.83	3.16	8.53	40.40	15.35	28.30
1971	17.63	4.85	11.30	45.96	21.97	34.45
1981	24.52	8.04	16.35	56.38	29.76	43.57
1991	40.65	18.19	29.60	64.13	39.29	52.21
2001	59.17	34.76	47.10	75.26	53.67	64.84

Programmes for Promotion of Education

1.

Scheme for Construction of Hostels for ST Girls and Boys

Objective: The objective of the scheme is to promote literacy among tribal students by providing hostel accommodation to such ST students who would otherwise have been unable to continue their education because of their poor economic condition, and the remote location of their villages. The Scheme was revised with effect from 01-04-2008.

2.

Scheme for the Establishment of Ashram Schools in Tribal Sub-Plan Areas:

Objective: The objective of the scheme is to promote expansion of educational facilities for

Scheduled Tribe students including PTGs. Ashram Schools provide education with residential facilities in an environment conducive to learning. The Scheme has been revised with effect from the financial year 2008-09 (w.e.f. 01-04-2008).

3.

he Post-Matric Scholarship Scheme (PMS):

Objective: The objective of the scheme is to provide financial assistance to the Scheduled Tribe students studying at post-matriculation or post-secondary levels to enable them to complete their education. The scheme has been revised w.e.f. 1.7.2010 with some modifications.

4.

ook Bank :

Objective: Many ST students selected in professional courses find it difficult to continue their education for want of books on their subjects, as these are often expensive. In order to reduce the dropout rate of ST students from professional institutes/universities, funds are provided for purchase of books under this scheme.

5.

upgradation of Merit :

Objective: of the scheme is to upgrade the merit of Scheduled Tribe including PTG students in classes IX to XII by providing them with facilities for all round development through education in residential schools so that they can compete with other students for admission to higher education courses and for senior administrative and technical occupations. The scheme has been functioning only as a sub-scheme of the PMS. The Scheme was revised with effect from the financial year 2008-09.

6.

ational Overseas Scholarship Scheme for Higher Studies Abroad:

Objective: The objective of the scheme is to provide financial assistance to selected ST students pursuing higher studies abroad (Masters, Doctoral and Post-Doctoral level) in certain specified fields of Engineering, Technology and Science only. This was a Non-Plan

Scheme, which became a Plan scheme from 2007-08.

7.

R

ajiv Gandhi National Fellowship (RGNF)

Objective: The objective of the scheme is to provide fellowships in the form of financial assistance to students belonging to the Scheduled Tribes to pursue higher studies such as M.Phil and Ph.D. The Scheme has been started from the year 2005-06.

8.

S

Scheme of Top Class Education for ST Students

Objective: The objective of the scheme is to encourage meritorious ST students for pursuing studies at degree and post degree level in any of the selected list of institutes, in which the scholarship scheme would be operative. The Scheme has been started from 2007-08.

9.

V

Occupational Training in Tribal Areas :

Objectives: The main aim of this scheme is to upgrade the skills of the tribal youth in various traditional/ modern vocations depending upon their educational qualification, present economic trends and the market potential, which would enable them to gain suitable employment or enable them to become self employed. The scheme has been revised with effect from 1.4.2009 and is being implemented through the State Governments/UT Administrations, Institutions or Organizations set up by Government as autonomous bodies, educational and other institutions like local bodies and cooperative societies and Non-Governmental Organizations etc.

Problems faced by ST students in Education:

- A large number of ST children are still outside the access of Primary education and a high percentage of them drop-out without reaching Class X.
- Enrolment alone is not an indicator of progress in education, but a close scrutiny of children dropping out at each level, the tribe-wise, gender-wise discrepancies is urgently necessary.
- The educational institutions for ST children are highly inadequate in terms of quantity and

quality. This is particularly true of residential school facilities which have proved to be the most effective system for retaining ST children in school. The quality of these residential schools is shockingly below the minimum standard of human dignity for any child.

- Schools in the tribal region have almost become dysfunctional. This is a serious violation of the rights of ST children.
- Shortage of regular teachers, particularly in Upper Primary and High Schools where relevant subject teachers.
- Shortage of female teachers working in tribal Areas.
- Disproportionate number of unqualified ST teachers is a major reason for the poor quality of teaching and student performance among ST children.
- Addressing the need for pluralism and cultural context has so far been restricted to recognizing the need for mother tongue as medium of instruction at the Primary level.
- There are no grievance redressal mechanisms for parents, communities and the public, with respect to education services, while that of internal reviewing mechanisms are weak, gaps in accountability and follow up on complaints are visible.
- Effective implementation and quality in education suffer due to inadequate monitoring and is hindered by poor coordination between the Tribal Welfare and School Education Departments.

In this way creating good environment is necessary for ST students education.

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