

A study on Mapping of Learning Environment and
Communities Relation with School
Lunkaransar, Bikaner

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Introduction

- Right to Education Act, 2009 – Increased enrollment in schools
- Yet to achieve strong learning environment
- Loopholes – Quality, Non-formal education, Syllabus Constraints, Passing Test etc.

Continued

- Conducive learning environment – Learners wanted, Valued, Teachers facilitate
- Discipline – Joint norms
- Physical Environment – Sufficient space

Objectives

- To assess if School Management Committees have helped in fostering learning environment.
- To understand the relationship of communities with respective schools.
- To understand different dimensions of school from the perspective of children.

Method, Process and Scope

- Qualitative Study
- Questionnaires as an open guiding tool
- Semi-structured interviews
- Informal interaction
- Documentary Research

Continued

- Explorations shaped my inquiry
- Conveniently chosen the ones that organization was already covering
- Out of 17 villages 7 were covered
- Deciding the age group of children was not required
- New language and Distance



Case Studies

Joyful ride of learning things at a school in Khiyaraan Village

Observation: The entire study points out that a learning environment would only be created when there is a balance out between the three components i.e teachers, students and community and is not a struggle of one alone.

If it was about home then why KGBV?

Observation: Young, energetic, motivated teachers can be the central part in bringing an effective learning environment.

A hand at School Management Committee

Observation: If a regular check is kept on the effectiveness of meetings being conducted can be a good way for School Management Committees to work. Willingness in terms of making community a part of school will result in a better learning environment.

“Bachho ke liye school yaan school ke liye bachhe” at Urmul Setu Sansthan

Observation: Study because you'll get a job is to some extent a wrong concept being circulated openly in the market. Grades defining knowledge again demotivates a child to come up and do well in life. These two concepts might harm to bring an effective learning environment.

Beautiful Explanations

1. Rote learning concept is acting as a restriction in the learning environment.
For example, *जय जय भारत मां*
Now when students are asked who is this *भारत मां* none had the answer.
2. Teachers are well qualified but the problem is that maximum is untrained.
Tailor takes measurement because not all have the same size.
Same teaching method cannot be applied for all.
3. Ways of creating a learning environment can be different.
Storytelling, debates, peer learning, group work, games, crafts and so on.

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4. Apart from curriculum- infrastructure, space, no gender or caste discrimination, students regularity, communities attitude towards school, greenery, cleanliness, teachers attitude towards their students, ways of making children understand.
 5. The attitude of not considering games or any form of art as extracurricular but another source of imparting knowledge to the children would convince teachers, students and even community that it is not a waste.

Findings

- No English staff
- Parents illiteracy
- Lack of Teacher Learning Material
- Sansi Community biases
- Dependency towards teachers

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- Village politics in SMC
 - No female staff
 - Non- functional libraries
 - “Mitti”
 - Distance for girls – Problem
 - Unawareness and lack of staff for other streams
 - Ready to pay and know the value of education

Conclusion

In simple understanding that the study gives is that one can portray the same environment that one would wish to learn from.

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Thank-you