ABSTRACT

The study titled CONTRIBUTION OF SOCIAL, SPATIAL CHARACTERISTICS TOWARDS STUDENT’S BEHAVIOUR AND LEARNING IN PRIMARY SCHOOLS, PUNE MUNICIPAL AREA is an attempt to find out the association and relationship between social, spatial characteristics of primary school and student behavior learning. There are two major component of learning environment in classroom namely physical component i.e. classroom and human component i.e. Student, Teachers also Teaching Pedagogy.

The exploratory survey method is used for this research. The sample consists of 31 schools; vii standard classroom from each school for field study and 343 teachers, 1083 students as respondents for questionnaire survey. There are two independent variables i.e. social, spatial characteristics and two dependent variable i.e., Student’s Behaviour, student’s academic achievement. School information from school authorities. Documentation of classroom under study by the researcher, Questionnaire for students, Questionnaire for Teachers, Informal discussions with school Principals, Direct observation of student activities are the tools used for this multi pronged study. Seventh class grade is considered as student academic performance measure; continuous evaluation by class teacher is considered as valid. Measures of Central Tendency (mean), and Percentage Analysis; for testing the hypotheses, Spearman rho Correlation and Z test were the statistics used in present study.

The findings of study indicate that there is statistically significant relationship between social, spatial characteristics towards student’s behaviour and academic performance. A significant positive correlation indicates Classroom essentials and environmental conditions in classroom are contributing in student’s learning. This study will help school principals, school management to understand investment in classroom in turn in school will facilitate to make child friendly school. The study also made suggestions, recommendations in terms of action plan and design strategies. Replication of this study with reference to rural schools, schools with different syllabus can take a broad view about findings of this study.