# CHAPTER - I

## INTRODUCTION

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1.1 The Culture of School Education

In ancient times family or the ashram of a Rishi was the place where education was imparted. In ancient Greece, Children particularly the children of the ruling class and those who were responsible for managing the society gathered at one place to learn the art of individual development and social welfare. With the industrialization and growth of complexity in social life, specialization has become the order of the day. The task of imparting education has now been exclusively given to the school. It is here that the development of the personality of a child is brought about by imparting instructions in certain subjects and also train him in other walks of life. School is an institution for the younger generation where they are trained into various types of activities that form the part of society.

The school carries out various tasks for society. School is the agent of economic, political and industrial complex. School develops in every individual the knowledge, interests, ideals, attitudes, habits, skills and powers. It plays a major role in moulding the ideas, habits and attitudes of the children as per their interests with a view to produce well-balanced personalities: Physically strong, mentally alert, emotionally stable, culturally sound, socially efficient and emotionally balanced. The attainment of such objectives hinges upon proper educational environment. A simplified, balanced and creative environment can contribute much in bestowing and providing prestige to the school.
School as an institution rests not only on formal arrangements but even more on values attitudes, enthusiasm, devotion, virtues, talent, job satisfaction and team spirit, essential for smooth performance of many individuals in single organization. This is called school environment. The educational environment plays a major role in influencing learning and capacity of the student.

1.2 School Environment

School environment has a very dominating and everlasting influence on the child. In a true sense the environment of the school shapes the life and future carrier of the child. School is the laboratory who prepare the future leaders and citizens of the nation. The secondary stage is the most critical period in the life of the child. The child needs special guidance and also a good learning environment at this stage. This is the age of $14^+$, the age of adolescence when the child is most liable to get astray and spoilt. This is the age when the child's learning is full of emotions and open to impressions. Character formation of a child also takes place at this stage, so school must provide a rich and right atmosphere, a desirable learning environment for the sound development of the children studying in it. It is very important for a school to maintain itself as an institution, sensitive towards realities of its school surroundings. The children of the community are influenced by the environment in which they grow up and in which they are taught.

Some of the factors determining and influencing the school environment and the following situations and surroundings such as,
building and equipment, teacher taught ratio, teachers aptitude, their ability teacher-taught relations, library facilities, laboratory facilities, recreation room, games and sports and relations amongst the members of the staff and between staff and principal also.

Bernhardt\(^1\) defines learning as "The more or less permanent modification of an individual's activity in a given situation, due to practice in attempts to achieve some goods to solve some problems."

Learning is a modification of behaviour what a man learns is determined on the one hand by his constitution, and on the other, by the demands which the environment makes upon him. Man is very much influenced by the environment. He is flexible in his attitude; he inherits only a few fixed ways of reacting interests. His interests, attitudes, appreciations skills, and abilities are primarily the product of learning.

In the opinion of Peel\(^2\), "learning is a change in the individual following upon changes in his environment." Peel summarizes the process of education as under:

i) Learning is not reflex action it means that winking or withdrawal of leg when knee is struck is not learning. Those are physiological actions, which a person automatically performs.

ii) Learning may be for conscious purpose or it may be for biological and social adjustment.

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1 E.A. Peel, The Psychological Basis of Education, p. 11, Quoted in Educational Psychology by S.S. Mathur, pg. 208.
iii) Through learning, permanent or temporary changes in human being are produced.

iv) It can be for adjustment or maladjustment. It can create a socially adjusted individual or it may give rise to antisocial behaviour.

v) Learning may be right or wrong.

Learning is considered one of the greatest means of education. It deals with man's internal world, his development and maturity as well as his environment. Learning is an active process that aims at the familiarization of the new experience, on which the whole of man's activity is structured as he reacts to various situations. Learning is not only the acquisition or the familiarization of particular knowledge but also the acquisition of skills – physical and mental-, interests and the establishment of a principles system. Learning aims at the steady change of man's behaviour. Learning is a result of personal and interpersonal efforts.¹

It is a very complex psycho-physical function of familiarization of knowledge and skills, which is put in function by the effect of internal and external factors. Because the learning process activates all the nexus of the structural-functional characteristics of the man's personality it:

a) Requires a methodology in which all the personality's dimensions (physical, emotional, intellectual) will be equally involved and

b) It means differentiations in all the relevant levels of man's behaviour (physical, biological, emotional and intellectual)²

¹ Definition of learning through internet.
² Ibid.
Changes in the system that are adaptive in the sense that they enable the system to do the same task or tasks drawn from the same population more efficiently the next time “Dietterich’s is” an increase in ‘knowledge’ where “knowledge” is knowledge in principle.¹

Education in controlled environment is essential for human development. School is a special environment where a certain quality of life and certain type of activity and occupations are provided with the jobs of securing child's development on desirable lines. If a poor environment is responsible for mental retardation and its effects are reversible than any improvement in child's environment must lead him to a higher performance in academic tests.

The environment, therefore, is a part from verbal directions and regulations, an important aspect of education and contributes to the satisfaction of pupil’s need. The development of his attitudes and to the nature of learning that takes place. School is an institution which rests not only on formal arrangements but even more on attitudes, enthusiasm, devotion, virtues, talent, job satisfaction and his spirit, essential for the smooth co-ordination and performance of many individuals in a single organization. This may be named as school environment has a major role influencing the development of the students. The present study took a position without an apology that the educational environment of an educational institution is of serious importance to students who live and grow in that atmosphere as well as to the authorities who are responsible for their administration and the teaching staff who is to maintain the

¹ Doyle Patrick, Al Qual Summary of Learning, November 8, through internet.
atmosphere. So there is need to find out the correlation between educational environment and development of student in different types of secondary schools of Sagar.

Guthrie – "Learning is to respond differently to a situation because of past response to the situation".1

McGeoch and Irion – "Learning is a change in performance which occurs under the conditions of practice".2

According to Dewey "Learning is dependent on experience, the nature and quality of educational experiences are largely determined by the characteristics of the learner's environment, by viewing the school atmosphere in terms of the aspect. That are significance of the growth and development of the learner, we can extract and classify the important portions of the environment of the learning. We can extract and classify important portions of the environment in which the student lives..."

School environment is as different and complex as the students who live in them. Only when educators and administration understand the influence of environment on students will it be possible to change the atmosphere, which discourage the learning. Thus environment is recognized as complex system of situational determinant that exert and influence upon participating individuals. Bayley (1851), Bloom (1968) and other also view environment as a powerful determinant of behaviour.

2 J.A. McGeoch, Psychology of Human Learning , New York, Longmans, p. 27. Quoted in Educational Psychology by S.S. Mathur, pg. 218.
School environment is a powerful force and plays a pivot role in the all round development of the child. The more congenial the school environment, better the development on the part of the student. Enrich the school atmosphere and it will serve as a stimulating force for the learner. Schools are considered to be the ideal homes, therefore for the welfare of the students who do not get a stimulating and congenial environment at home, residential schools have been started so that they may be provided with a better atmosphere which in turn influence the child.

Bloom (1968) discusses and describes this environment as follows :-

"... We regarded the environment as providing network of forces and factors which surround, engulf, and play on the individual although some individuals may resist this network, it will only be the extremes and rare individual who can completely avoid or escape from these forces. The environment is shaping and reinforcing force which acts on the individual".

We focus school as a central institution that plays a large role in formation of social, cultural and political life. School affects society as surely as society affects school.

The school is an environment. One in which the objects children are selected, arranged and used in order to encourage learning.

What objects are chosen and how they are used varies considerably from one society to another for schooling is what society is, a blend of people, time and place. Children entering American schools look upon objects that home the stamp of a very different culture than those of Chinese children or Indian children.
The school environment is made up of facilities: buildings, classroom, desks, libraries, laboratories and an array of instructional resources, curriculum: the content of what is taught and the people: students, teachers, administration, secret arise, custodians and outside the school, parents and other citizens these three components of the school environment all have a measure of influence on what students learn and how well they learn it. Which environment factors seem to be most important in affecting achievement of students?

The aim of the study is to "critically analyse the learning environment at secondary level. Environment plays a dominating role upon the mental and intellectual development of pupils. Environment can be divided into two main parts viz. mental and physical environment.

The term mental environment means the atmosphere necessary for the mental development of a person. The entire thing that help is the mental development of a child constitutes his mental development. The environment of the family and home in which the child is born and brought up has a great bearing on the intelligence and conduct of the child. The child naturally adopts the customs, traditions and habits of his family. His/Her whole vision is coloured by the pride and prejudices which the members of his/her family have. For instance, a child born in educated family where the elders read newspapers, magazines, literary books and listen radio. A child is also provided all this and gets the opportunity of reading all those and is bound to gain, in general knowledge, reading fluently, expressing effectively and in general intelligence as well. The atmosphere will create a mental set in the child.
This will have an unconscious effect on his mental and intellectual development. On the other hand a child born in a backward, illiterate family where nobody talks about books, where the task are full of vulgarity and indecency, where nobody is keen to help the child in studies. The child is bound to be at a loss and his development will be retarded. This is the reason why children of educated parents score better in scholastic attainment then those belonging to backward illiterate families.

The environment and atmosphere of the school consist of libraries, reading room, laboratories etc. They are properly organized, desired intellectual development. The efficiency of teachers, their ability, sincerity, a love and affection towards students all creates the environment of the school. Children studying in good schools having a good organization and discipline all are much benefited by the atmosphere and for better than those educated in poor and disordered institutions. So, a right type of mental environment is provided to child with unconscious learning or education will be of a much higher order. The home, community and school can play a better and useful role in shaping the life of a child.

Likewise the physical environment has a great influence over the child's development. In home if child gets proper food and nourishment, comfortable chair-table with suitable light, for study purpose, quite and calm atmosphere, neat and clean home to live in, he will definitely study with interest and zeal. On the contrary if he will be under fed, will not get calm and quite atmosphere for his studies, his studies will suffer.
In the school open surrounding, suitable and airy room, play
grounds, furniture and equipments seating arrangements etc. will come
under physical environment where children get all those facilities. This
healthy atmosphere has an effect on their better development. On the
other hand if the child sits on the floor, uncontested/(congested) room
having suffocation, unhygienic conditions, no facilities for exercise and no
open space to run and play, his development is retarded this is the reason
why students studying in standard and reputed institutions are reported as
sportsman in future. It is the environment, which makes them influential
personality and thus brings out their full development.

1.3 **Need for the Study:**

The pragmatic justification may be given to any piece of
research on the basis of the utility in practical life as the determinant of the
value of an idea or an object.

Almost, all people want a safe and happy world in which they
live together. Mostly young people are idealistic and look forward for a
better world, which is without hatred, discrimination and tension. While the
history of mankind has been a bloody one in which wars, revolutions and
violence seem to have been constantly in existence, it is hoped that people
perhaps someday, somehow, will really learn how to get along with one
another and live in peace without any fear.

Education at secondary level is responsible for developing the
values of democracy, leadership, scientific approach, duty, health and
honesty. Unless this task is performed well by the secondary education the future of the country will remain uncertain.

Adolescence also undergoes a continuous process or growing. This personal or social behaviour does not grow in a vacuum, but shaped as a result of the relationship that exist among his home, community and school environment.

Every difference of environment means a difference in one's habit and one's way of living in so far as they differ and create a different environment, a different selection within it, a different accommodation to it. The environment is not the world about man but only that world which is directly related to the life.

Extreme variation in school environment private and government schools of rural and urban areas is one of the most noticeable and consistent characteristics of education. In some communities great progress has been made recently in making the public school the most outstanding building. Buildings are carefully planned and equipped its walls are decorated with appropriate pictures. Every service is provided to suit the modern programme in fact the whole environment is designed to attract and retain the interest of school children.

Thousands of children are even now going from unlovely homes to still more unhealthy school buildings like unpainted frames and brick structure, small playgrounds space; interior smoky from a wood burning or soft coal stone, undecorated walls; old torn maps; double rowed, scarred, antiquated desks etc.
Any degree of equal or even adequate educational opportunities for all children is hardly possible when one consider these great extreme in school environmental conditions. The present study takes a position without apology that the educational environment of an educational institution is of serious importance to the student who live and grow in that atmosphere as well as to the authorities who are responsible for their administration and the teaching staff who is to maintain the atmosphere. So there is need to find out what is really going on the schools of rural and urban areas. That's why researcher selected this topic for the Ph.D. degree.

1.4 **Statement of the Problem:**

A critical appraisal of learning environment at secondary level in Sagar Division.

1.5 **Objectives of the Study:**

(1) To compare the difference of learning environment between Urban School Students and Rural School Students.

(2) To compare the difference of learning environment between Urban School Teachers and Rural School Teachers.

(3) To compare the difference of learning environment between Urban School Girls and Rural School Girls.

(4) To compare the difference of learning environment between Urban School Boys and Rural School Boys.
(5) To compare the difference of learning environment between Urban Government School Students and Rural Government School Students.

(6) To compare the difference of learning environment between Urban Private School Students and Rural Private School Students.

(7) To compare the difference of learning environment between Government School Students and Private School Students.

(8) To compare the difference of learning environment between Government School Teachers and Private School Teachers.

(9) To compare the difference of learning environment between Girls and Boys.

1.6 Scope and Limitations

(1) The study is conducted on the adolescents of town and villages of Sagar division.

(2) Sample taken for study is sufficiently large i.e. 1902 (1517 students and 385 teachers).

(3) The study is conducted on adolescent of age group 16-18 years.

(4) The measuring tools are partially reliable and valid.

(5) Only those aspects are covered in the study, which are included in the questionnaire.
(6) The study is conducted only on secondary students and teachers of town and villages of Sagar division.

(7) The study is limited with school environment only.

1.7 Meaning and Definition of Terms Used

1.7.1 Environment:

_Douglas and Holland_\(^1\), define the term, Environment as "a word which describes, in the aggregate, all of the extrinsic (external) forces, influences and conditions which affect the life, nature, behaviour and the growth, development and maturation of living organisms."

_Skinner_\(^2\) (1953) used the term 'environment' to denote 'reinforcement contingencies' rather than a 'physical environment'. 'Environment' as a concept tends to be verifiable intuitively rather than empirically. _Holpin and Craft_\(^3\) (1963) for instance, use this analogy "'personality' to be the individual, what 'environment' is to the organization"

_Dressel_ (1976) used the term 'environment' in education as meaning "the conditions and circumstances, which affect the development of an organism or a group of organism". It includes Psychological, social and physical components. The intellectual development of the child is

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1 S.S. Mathur, Educational Psychology, New Delhi, Vinod Pustak Mandir, 1996, p. 61.
3 Ibid; pg. 31.
greatly impeded if he does not get proper environment. The environment greatly influences the intellectual and educational growth of the students.¹

"Environment" is quite critical to the learning process. The hereditary factors of a learner cannot probably be altered; one can, however, improve, certainly change, the constituent elements of environment of a learner. Various studies have indicated environmental influence on learning processes in term of readiness of the learners and substanibility of the learning activity.

All the objects, conditions and factors around an individual have the power to influence him. It is the first concern of the school to provide for its pupils rich, pleasant and stimulating environment, which will all, evoke their interest and make life joyful experience when a child is under the constant influence of good work and good thoughts that grows in him a tendency to become good.²

1.7.2 Learning:

Learning is the key process in human behaviour. It influences our language, our skills, attitudes, interests and even our goals. An individual begins to learn soon after his birth and goes on learning throughout his lifetime. An infant is quite helpless at birth, but slowly he learns to adopt himself to the environment around him; acquire appropriate responses to internal stimuli. All the efforts of teachers in educational

institutions and parents at home are devoted to the learning of the children.

Learning is a change of behaviour and a positive change in the behaviour occurs when the learning environment is non-threatening. In such a conducive learning environment, learning becomes effective and the teacher and the taught mutually facilitate learning experiences. An effective teacher never assumes the role of just a giver of information and he/she will not treat the taught as the mere recipient of knowledge. Therefore, an effective learning environment reinforces good practices of the classroom. In an effective classroom, the teacher would address the needs of all children, irrespective of their abilities or disabilities.¹

Acquisition of any relatively permanent change in behaviour is a result of practice or experiences. Process of acquiring is a result of special practice. Psychologists interested in the investigation of Learning use a number of different procedures.²

A general term used for relatively permanent change in behaviour on response as a result of practice, training or experience, it includes conditioning instrumental learning and perceptual learning but excludes physiological changes like fatigue, and sensory adaptation. It is difficult to explain, learning in prices term because there exists little similarity among process like adding a sum, memorizing poem, learning to play hockey or to develop international understanding.

The common factor remains that as a result of learning some changes take place in the individual that he now can do what he could not do earlier. Learning is manifested through performance, and all performance is partly result of learning.

Change in response or behaviour (such as innovation elimination or modification of responses, involving some degree of performance) caused partly or wholly by experience, such experience being in the main conscious, but sometimes including significant unconscious components, as is common in motor learning or in reaction to unrecognized or subluminae stimuli; includes behaviour changes in the emotional sphere, but more commonly refers to the acquisition of symbolic knowledge or motor skills, does not include psychological changes, such as fatigue or temporary sensory resistance or non functioning after continued stimulations.¹

1.7.3 Learning Environment²:

"Learning Environment" comprises every thing inside and outside of the space the learner occupies and which in any way affects his/her behaviour during a particular routine. Very closely associated with the concept of "Learning environment" are variables such as learning resources, the setting, the family, society, all religious institutions, modes of teaching including the hardware and software components of educational technologies, instructional climate, peer group, and a host of material and

¹ Through Internet - Dictionary of Education by C.V. Good, 1973
social variables that are present at the place where the learning centre is located.

Learning environments are typically constructivist in nature, engaging learners in “sense-making” or reasoning about extensive resource sets. Learning environments typically include four components; an enabling context, resources, a set of tools, and scaffolds (Hannafin, Land, and Oliver, 1999). Authentic or realistic contexts are provided to motivate learners, and typically take the form of complex, full-scale problems representative of real-world tasks. To help students understand their complex problems, extensive resources can be provided. A truly open-ended learning environment would involve students in independent research to find and select their own relevant resources (e.g., in the campus library, on the internet). In some learning environments, however, selected resource sets are provided to learners. A full set of tools should be provided to help learners process information, manipulate data, and discuss the data. Scaffolds should also be present to bolster student problem solving as needed. These can take many forms from tools to teachers to student peers1.

Learning environments were formerly considered as functional environments or frameworks established by educational institutions (Panzar 1995). Pantzar enlarges the definition of an environment to cover also its physical, mental, and production-related aspects (Korpi et al. 2000, Pantzar 1995). Auer and Pohjonen define a learning environment as a comprehensive operational environment that consists of learners, teachers, the view of learning, operations models, sources for learning, technology

1 Definition of Learning Environment through internet
and media (Korpi et al. 2000, Auer and Pohjonen 1995). A Web-based learning environment is considered to be a learning environment that is realized on a network. Several definitions can be found that differ slightly from each other. The differences come from the different ideas of learning of the programmers.\footnote{Juha Lindfors, Department of Process & Environmental Engineering, Univ. of Oulu, 2002, pg. 4 - through Internet.}

According to Multisilta, a learning environment is a combination of a physical and material frame of reference that enables the target-oriented learning (Multisilta 2000, 1997). The frame of reference can be selected by the student or be offered by the instructor or the learning environment (Multisilta 2000, 1997, Pantzar 1995).\footnote{Ibid., pg. 6.}

Mc Vey (1980) views "Learning Environment" as consisting of all those Physical-Sensory elements such as lighting, colour, space, furniture etc. that characterize the place, the place in which the learner is expected to learn. The 'Learning environment can be improved by designing the surroundings in such a way that learning may proceed with minimum stress and maximum effectiveness. It is aimed to promote sensory comfort and high auditory and visual activity, its physical layout should accommodate the scheduled activities, allow for people's sense of personal space, and promote desirable pattern of social interaction and communication. In addition, the 'learning environment' must accommodate the equipment, tools and materials that are used in education and training. The introduction of the media (be it chalk, board, audio, video or film display) inevitably alerts the nature of the environment.
Rastogi (1989) considers 'Learning Environment' as "an educational process manifest in the interaction between man-man and man-material". A learner interacts with man and material in different settings including home, community, school, work place, etc. Such interaction can occur incidentally (to generate informal educational opportunities) or deliberately (to provide formal education). The degree of intensity of interaction differs from individual to individual and situation to situation.

Ahmad (1993) viewed 'learning environment', as a unique concept reflecting the socio-economic, psychological and political sub-systems of the total environmental system. The learner is a part of all these sub-systems.

The growth is the field of 'environmental psychology' has suggested a reassessment of many educational phenomenon traditionally viewed as issues of informational organization. A series of studies have been conducted to assess the significant contribution of independent/dependent variables relating to the home environment (location and race, socio-economic status of the family, home work etc.) school and classroom environment (quality of schooling, seating position, classroom design and future arrangements, density and crowding in classroom, noise, windowless classroom etc.) and ecological studies of spatial behaviour on the student learning processes.

These studies provide a host of insight; certain elements of physical ecological, social, cultural, economical and psychological aspects of environment contribute to educational/learning process. A 'learning

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1 N. Ahmad, Constituent factors of Learning Environment of Adult Learners, New Delhi, National Literacy Mission, Government of India, 1999, Pg. 32.
environment', therefore, includes everything inside and outside of the space the learner occupies which affects his/her behaviour during a particular routine.

1.7.4 Critical Appraisal:

Critical appraisal is one step in the process of evidence-based clinical practice. Evidence-based clinical practice is "an approach to decision making in which the clinician uses the best evidence available, in consultation with the patient, to decide the option which suits the patient best". To determine what is the 'best' evidence, we need critical appraisal skills that will help us to understand the methods and results of research and to assess the quality of the research. Most researches are not perfect, and critical appraisal is not an exact science - it will not give us the 'right' answer. But it can help us to decide whether we think a reported piece of research is good enough to be used in decision-making.

There are many factors that come into play when making healthcare decisions – research evidence is just one of them. If research has flaws, it is up to readers to use their critical appraisal skills to decide whether this affects the usefulness of the paper influencing their decision.

An appraisal based on careful analytical evaluation. Critical Appraisal is the process of systematically examining research evidence to assess its validity, results and relevance before using it to inform a decision. It is an essential part of evidence based clinical practice that includes the process of systematically finding, appraising and acting on

1 Through Internet - Alison Hill – FFPHM, FRCP Director, Volume 3, No. 2, pg. 02.
evidence of effectiveness. Critical Appraisal is a route to close the gap between research and practice.

Appraisal, assessment - the classification of someone or something with respect to its worth.

Criticism, critique - A serious examination and judgment of something; “Construction criticism is always appreciated”.

According to researcher critical appraisal of Learning environment at secondary level means assessment of atmosphere prevailed in rural and urban, government and private girls/boys school. To find basic difference in learning conditions present in various schools. To evaluate the reasons, difference is present in Learning environment of various school. It provides a systematic way of assessing validity and results.

**1.7.5 Secondary Level:**

The aim of secondary education is to train the youth of country to be good citizens, who will be competent to play their part effectively in the social reconstruction and economic development of their country.

At this stage of education efforts are being made to improve the quality along with quantitative expansion. In India secondary education has been traditionally considered a halfway house between elementary education and higher education. In our obsession with the niceties of higher education, we often underestimate the crucial character of secondary education. At present, secondary education is, perhaps, the

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weakest link in our educational setup. The importance of this sector is that it is the earliest stage, which brings the child in touch with the world of work. It also provides the foundation for the really nation building education in the sense that it helps to develop the highest potential, aptitudes, interests and qualities of children enable them to take an active part in nation's developmental activities. However, the products of secondary education today are mostly unemployable and unfit to pursue higher studies. The terminal character of secondary education has eroded.

Secondary stage traditionally found in formal education begins at 15 years and usually ends at the age of 18 years. The dichotomy between elementary education and secondary education is less marked. The proliferation of school system with second stage.\(^1\)

1.7.6 School Administration:

The school is an important organization of the society with distinct objectives. In order that the objectives of the school are attained efficient administration, supervision, control are necessary.

Administration is a process of getting things done by manipulation of human relations. Administration is the key factor of school environment by which we must be well thought out and efficient. It ensures proper use of resources and prevent waste of material and effort.

In administration we can select proper staff, effective direction and control, systematic co-ordination. Financing and budgets school records (which serves as a mirror of its progress data must be kept up-to-

date, complete in all respects and quite accurate), effective use of school building and equipment, proper target must be fixed for all the activities of school periodicals checking and evaluation, flexibility.

1.7.7 **The School Campus:**

A nice building has a psychological effect on the mind of a child. Their influence on the health spirit and character of the student is lacing. "Buildings are to education as body is to the mind." "A sound mind can only be in a sound body." A fine building makes a fine school and a poor building a poor one.

The standards for school buildings, as a norm, health is a factor the most important consideration, the site should be selected keeping in view the effects of its environment upon health of the students, spends a good deal of time in school. So there is the need of healthy, beautiful and refreshing environment, which is soothing to the eye, which refreshes the soul and where the intellectual forces of the student and the teacher function at their best.

**The Classroom:** The climate of the classrooms concern with the way the space used. The spatial organization of the classroom concern materials, which the children need to use in their work. Whether children can help themselves there must be effort criteria for making appropriate choices and encouraged to be economical and tidy in use of resources. The climate of the classroom has various aspects. The social aspect reflects social interaction amongst community members. The classroom is a place where children/students can live a fulfilling life together as a community of learners if need and concerns are appropriately
expressed. Support, encouragement and models can be provided by the teachers and peers.

**Use of Space in the Classroom**:  
Space: appropriate provision of areas for various kinds of work.  
Furniture layout: flexible, for group as well as individual work.  
Display: walls, horizontal surfaces, for information, children’s work products, work in progress, objects of interest, notices, instructions, wordlists, reminders, plans.  
Resources: convenient access, availability, restrictions, storage.  
Finished work: work products of various kinds can be put in agreed convenient places where the teacher can check them.  
Children as monitors: enlist children’s help in managing the space, work areas, resources.

The Classroom has following facilities like size of class should be large enough to accommodate 40 to 45 students. Now-a-days, the number of pupils in one class has increased. The light arrangement should be such as you find in the open air or a dull day. Windows serve two purposes admission of light and admission of air. The window area should not be less than one-fifth of the floor area. The blackboard is very necessary equipment of the classroom and a handy apparatus in the hands of teachers. The school building must be cleaned daily. Furniture affects the health. Poor postures affect health, physical efficiency. Mental attitude

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1 H.S. Adelman & L. Taylor, Classroom Climate, UCLA Center for Mental Health in Schools, Department of Psychology, PO Box 951563, Los Angeles.
and appearance of an individual most of our diseases are the out come of poor posture lack of good furniture the child spends of good deal of tie at desk, it is obvious that right postures can be maintained only when good seats are provided. A comfortable child will pay more attention and concentration to his work.

Besides the general classrooms, there are certain special rooms, which a secondary school should have to facilitate and improve instructional, and co curricular work. Some of these rooms are as follows:

**Auditorium or School Hall**: A secondary school must have a big hall. It is in the hall alone that all the classes of the school can assemble at a time various co-curricular activities such as debates, declination contests, dramatic and cultural activities can be organized in the hall.

**Library Room**: A school without a library is just like a body without a soul. Every secondary school must have a library; the library should work well stocked with latest and suitable books for children. It should be well decorated and carpeted so that it looks attractive. It should be airy and well lighted. It should have a seating capacity of atleast 50 seats. It should normally be 60' x 30' with on adjoining reading room of at least 30' x 25'.

**Principal's Chamber**: The Principal's chamber should be well furnished. It should be located near the school office. School office should also be large so that the steno and other clerks may works there properly.

**Staff Room**: The staff room is an essential factor for every school where teachers can relax here during their free periods. They can
also prepare their lessons and do correction work. The staff room should have a shelf or cupboard for every teacher to place their registers, books, etc. It should also have an attached toilet, if possible.

**Laboratories:** The school should possess various science laboratories, for example, a chemistry, physics laboratory etc. the front part will be for lecturing and demonstration and the rest for practical. A science room should be well equipped with the requisite material and equipment such as chemicals, apparatus, sinks, furniture etc. There should be a social studies room for geography, history, economics and civics. This room should possess both historical and geographical maps, pictures, charts relating to economics, clay models of various projects, globes of different sizes, Atlas etc.

**Workshop:** Work experience now forms an integral part of our system of education. So there is need for having a workshop for such crafts as wood work, spinning and weaving, electricity etc.

In schools where drawing is taught as a subject, there should be an art room, this room should be tastefully decorated and display the paintings of some famous artists in addition to the students own best work.

There should be a dispensary or First Aid room in each school to attend to the minor ailments of students and to provide them first aid.

To enable the students to get refreshment, every school must have a canteen.

Schools offering home-science and music, as subjects should have home science and music rooms separately. These rooms should be well equipped with the requisite material.
Most of the students come to school on cycles, there should be a cycle shed in the school. It should be near the entrance gate.

**Drinking Water:** Provision should be made for a plentiful supply of pure drinking water inside the school building and on the playground. If food drinking water is not available, the health of the children will suffer. It is better to have pump and a water cooler. If the water comes from wells or springs, care should be taken that it should not be polluted by drains or cesspools.

**Lavatories:** There should be at least one lavatory for every fifty children. Lavatories must be kept neat and clean. Of there is no proper lavatory accommodation, it is injurious not only its direct effects but also in its ultimate tendencies. The cleaning and washing of the lavatories or urinals must be done daily.

**The School Playgrounds:** A school which has no play ground has no right to exist.

**Ideal Teacher:** The teacher is called a 'maker of man', or the builder of the nation. He rightly believes that no one exercise a greater influence upon the mind of the young persons than a teacher. Students learn in many ways the attitude of their teachers towards life and problems. The teacher's philosophy of life has an important bearing upon the life of the students. It does not matter what subject a teacher is teaching but it is his general attitude, his ideas and ideals that impress his students. So a teacher must possess certain qualities, as he is a guide of the students by his example as well as precept.
**Personality:** It is very difficult to define personality according to many studies, 15 qualities were listed as the components of a good teaching personality these are following:

i) Address  
ii) Personal appearance  
iii) Optimism  
iv) Reserve  
v) Enthusiasm  
vi) Fairness of mind  
vii) Sincerity  
viii) Sympathy  
ix) Vitality  
x) Scholarship  
xi) Fact  
xii) Good voice  
xiii) Capacity of leadership  
xiv) Sense of humour  
xv) Friendliness towards students.

**Good Health:** A teacher must possess good physical health. There is a sound mind in a sound body. No teacher can do good work when he/she has poor health. All other qualities as well as his/her abilities depend upon good health. Physical health brings enthusiasm, vigor, vitality, which are essential and useful for this profession.

**Good Voice:** It is extremely important that the teacher should pay attention to voice. His/her pronunciation should be clear and distinct. Pronunciation should be approximate to the standard of well-educated person in the community. No efforts should be spread to cultivate a
pleasant musical tone. Any thing, which adds pleasure, is an additional attraction for attention, especially with children.

**Moral Qualities:** As compared with the mental and intellectual qualities, moral qualities are no less important. A teacher's character will directly reflect in the mind of students. He must, therefore, be sincere, frank, polite, punctual and honest. His behaviour towards others must be cordial. Characterised by gentleness, truthfulness, simplicity and cooperative attitude. Short teaching profession demands high character and perfect morality.

**Leadership:** A teacher should be a good leader, he must develop a trait of leadership because he has to develop this very trait in his children. If he suffers from this draw back, he cannot be a good guide for them. The teacher must have an attraction and interest for the profession.

**Knowledge of the subject matter and Methods of teaching:** A good teacher must be an enthusiast in child study, an expert in his subject and an enthusiast in the matter of methods as student depend upon the teacher not only for their knowledge but also for their culture. So a teacher has to be a man of good education and general culture.

**Co-curricular activities:** All round development is the theme of new education. Modern education recognizes that when the child comes to the school, he comes in mentally, physically, spiritually, socially, vocationally, and as such he must be educated in all of them, now it is recognized that these activities are valuable media for developing proper attitudes, habits, interests and ideals among students. Because of their
importance in education, they have been renamed as co-curricular activities as they form an integral part of the school curriculum.

In a basic school different kinds of co-curricular activities should be organized. Comprehensive list of such activities are following:

**Physical Activities**: In this, school should include sports mass drill, mass exercise, drilling, cycling athletic etc.

**Literary and Academic Activities**: In this school publications, dramatic debates and discussion, story and essay writing will be included.

**Social Service Activities**: In this junior red-cross service on special occasions like fairs, polio-drop, scouting, girls guiding, N.C.C. etc.

**Civic Training Activities**: In this students' cooperative body, students' council, school bank, assembly, celebrating festivals etc.

**Hobbies**: Creative and Collective: In this, gardening, collection of stamps, coins, stones etc. soap making, wood-work, metal work, toy making, clay work, cardboard word, book-binding, basket making, tailoring, spinning etc.

**Cultural Activities**: In this, drawing, painting, music, band, sculpture, folk, songs, dancing, dramatics, community activities.

**Time-Table**: The time-table is a very important factor for the effective environment in school. Timetable is the first and foremost structure that helps school run. Time table prepared should be such that teacher's input is made, students' benefits in terms of learning outcomes and all round development.

Its advantages are as follows:
1. Ensure orderly work.
2. Saves time and energy.
3. Ensure right time management to different subjects and activities.
4. Ensure proper distribution of work among the teachers.
5. Reflects the philosophy of the school. The time-table has been called the mirror that reflects the entire educational programme followed in the school. It reveals the aims and ideals of the school. It indicates whether the school encourages co-curricular activities or imports religious and moral instructions.
6. Satisfies the psychological needs. It means that the child cannot concentrate for a long time on the same subject. Thus we change from a difficult taste to an easier one.
7. Inculcates good habits, to do work which is allotted to them. A time-table helps to form habits of orderliness, steadiness, regularity and attention of duty at fixed periods.
8. Ensure regular and even progress.
10. Time-table is a reflection of time management of school from academic as well as literary, social and cultural activities.

**Discipline**: For establishing the control in schools, laws and rules are necessary. Discipline is an urgent need to maintain the traditions of the school and to secure obedience to them. It is also needed to help the students to acquire knowledge, skills, values and the attitudes useful for him and society. It is to obtain adjustment to the students to their environment.
Discipline should be maintained through positive measure and not through negative measures if it is to be creative. Punishment is not creative. It is negative, it can stop anything wrong but it cannot create anything good. By punishment a boy may stop telling, but he will not love truth.

Positive and creative discipline develops right habit and attitudes among the students. It helps in their mental, moral and emotional growth. Students develop balanced personalities. They develop love for the school, love for their teachers, love for studies and home become jealous of building the ethos of school.

Reward : Reward help in the formation of the desired habits and punishment helps in shaping conduct in the practical affairs of life. The purpose of reward is to motivate the students to work and behaviour on the desired line. It is better to do away with the elements of individual competition of the principle of reward is to be brought into play.

Rewards may be given for -

1) Regular and Punctual attendance.
2) Good conduct
3) Progress in studies
4) Proficiency in games, sports and co-curricular activities.
5) Service rendered for a noble cause.

Different forms of reward or Prizes.

1) Book
2) Merit certificates
3) Praise and commendation
4) Scholarship
5) Badges
6) Position of honour in the honour board
7) Appeal to ideals
8) Medals.

Punishment: The conviction that punishment and the fear of punishment are the natural foundation of school government is gradually being recognized as merely a barbarous superstition.

i) To retaliate for the wrong done.
ii) To vindicate the rule or laws violated.
iii) To protect others from further wrongs.
iv) To deter the offender and also other form committing the same kind of offence.
v) To reform of offender.

Forms of Punishment:

1) Reproof
2) Detention
3) Fines
4) Extra work given as punishment.
5) Demerit marks and demotion.
6) Withdrawal of privileges.
7) Isolation
8) Moral Punishment
9) Suspension or expulsion
10) Corporal Punishment.
School Community Relationship: The problem of the home and the school are equally serious. It is the duty of the school to score as much cooperation as possible from the parents. Teachers should get in touch with parents in order to create a favourable disposition in them towards the school. When teacher get in touch with parents, it would be easy to get the necessary information about the condition of the homes when the parents know that the teacher’s Enquire not only for the sake of curiosity, then he will gladly give all the convinced of the teachers genuine interest in the child, all difficulties will vanish and co-operation between home and school will be established.

1. Parent-teacher Association: The parent teacher association may furnish a common ground for promoting mutual friendship and goodwill. During the meeting important problems of the school and the children may be discussed and solved.

2. Parents Day: On a certain day parents of all the children should be invited to school. There should be a programme of co-curricular activities. Parent should be included in school programmes by the students so that they can know what is going on in the school.

3. Educational Conferences: Educational conferences should be invited to visit the school as often as possible, especially on certain important functions viz. Republic day celebration, independence day, celebration prize distribution function, sports and athletic meets, annual day etc.
4. **Report to the parents:**
   
i) By the report card.
   
ii) The personal informal letter.
   
iii) Parent-teacher conferences.
   
iv) The evaluation of progress of the students with comments by teachers and parents.

1.8 **Null-Hypothesis:**

Hypothesis is a proposition temporarily accepted as tree in the light of what is, at the time, known about a phenomenon. It is adopted as a tool for action in the search for truth. Lundberg remarks "the gathering data with a hypothesis recognizes the limitations of our senses and attempts to reduce their fallibility by limiting our field of investigation so as to avoid greater concentration of attention on particular aspects which are insignificant for our purpose."

A supposition; a proposition or principle which is supposed or taken for granted, in order to draw a conclusion or inference for proof of the point in question; something not proved, but assumed for the purpose of argument, or to account for a fact or an occurrence; as, the hypothesis that head winds detain an overdue steamer. (1913 Webster).¹

A tentative explanation for an observation, phenomenon, or scientific problem that can be tested by further investigation. Something

¹ Collaborative International Dictionary of English v. 0.48; definition of hypothesis by the Online Dictionary from Datasegment_com.ht
taken to be true for the purpose of argument or investigation; an assumption. The antecedent of a conditional statement.¹

Null hypothesis is a hypothesis set up to be nullified or refuted in order to support an alternative hypothesis. When used, the null hypothesis is presumed true until statistical evidence in the form of a hypothesis test indicates otherwise.

Although it was originally proposed to be any hypothesis, in practice it has come to be identified with the “nil hypothesis”, which states that “there is no phenomenon”, and that the results in question could have arisen through chance.

Good and Hatt², “A hypothesis states that what we are looking for. A hypothesis looks forward. It is proposition, which can be put to a test to determine its validity. It may prove to be correct or incorrect.”

1. There is no significant difference between learning environment of Urban School Students and Rural School Students.

2. There is no significant difference between learning environment of Urban School Teachers and Rural School Teachers.

3. There is no significant difference between learning environment of Urban School Girls and Rural School Girls.

4. There is no significant difference between learning environment of Urban School Boys and Rural School Boys.


5. There is no significant difference between learning environment of Urban Government School Students and Rural Government School Students.

6. There is no significant difference between learning environment of Urban Private School Students and Rural Private School Students.

7. There is no significant difference between learning environment of Government School Students and Private School Students.

8. There is no significant difference between learning environment of Government School Teachers and Private School Teachers.

9. There is no significant difference between learning environment of Girls and Boys.