Class Room without Walls: An Experimental Study

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Abstract

The meaning of education is to gain knowledge, knowledge is that which create understanding and perception, perception leads the path of individual growth, social changes and national development. The deep ocean of EDUCATION………TEACHING, LEARNING cannot be bounded by the boundaries of the classroom. With the objective of finding difference between education in the classroom and education without the boundaries of the classroom, this study has been conducted. It was found that interest and creativity of the students increased in classroom without walls but timely accomplishment of syllabus and discipline maintenance was a major hurdle faced by the teachers to achieve their goals.

Keywords: Classroom, Learning, Teaching, Trip

INTRODUCTION:-

The main objective of the education is always concerned with learning and an educationist is a person who always thinks about the accurate process of learning ….how learning be conducted and what should be the main part of schools….. either to facilitate learner or to obstruct him in lots of boundaries.

Education is not to deliver information but facilitate the desired wings to the learner to let him fly in the endless sky.

When education in itself is unobstructed and continuous process than why learning is concerned with traditional classroom or why the institutionalization of learning is being taken part. As it is well known that 21st century has been labeled as century of knowledge and level of education in the community is recognized as an index of human development. With growing concern on educational changes which becomes a worldwide issue would be felt by each human being. There must be some innovative action in the field of education opted to bridge the communication gap of teacher and student. To bridge this gap a space is required where no obstruction is there neither for teacher nor for learner, the space which provide an accurate atmosphere for teaching and learning rather than cumbersome environment of traditional classroom in present educational system of India.

NEED OF THE STUDY:-

As the major concern of education is learning .It has been observed for a long time that learning without any boundaries is more effective than learning with lots of obstructions. Basic objective of education is not to feed information from one mind to another mind but this is a process to create and shape a personality.

It was observed for a long time the necessity to differentiate the classroom education with the education which is without the boundaries of the classroom, . Education – the process of teaching learning which is affected by the environment is not bounded by any defined space and time period. It is an

omnipresent, continuous procedure. As father of our nation Mahatma Gandhi said, Education is the basic tool for development of consciousness and reconstruction of society. Can such a vast objective be achieved only within the boundaries of classroom or it is the process which is within and beyond the boundaries of the classrooms? With such objectives this research has been conducted.

OBJECTIVES :-
1) To study the difference between learning of government and non government schools' students because of teaching under classroom without walls.
2) To study the difference between teaching of government and non government schools' teachers because of teaching under classroom without walls.
3) To study the difference between teaching and learning of government and non government schools' teachers and students in classroom without walls.
4) To study the effect on curriculum because of classroom without walls.
5) To study the difference between learning of government and non government schools' students because of elementary education.
6) To study the difference between level of learning through pre and post test of students by classroom without walls.

HYPOTHESIS:-
1) There is no significant difference between perception of teachers and students due to classroom without walls.
2) There is no significant difference between learning of government and non government schools' students because of teaching under classroom without walls.
3) There is no significant difference between teaching of government and non government schools' teachers in classroom without walls.
4) There is no significant effect on curriculum because of government and non government schools' teachers and students' perception under classroom without walls.
5) There is no significant effect on learning of government and non government schools' students because of elementary education by classroom without walls.
6) There is no significant difference on the level of learning of students through pre and post test of students by classroom without walls.

METHODOLOGY:-
SAMPLE:-In this research, students and teachers of government and non-government schools were selected to study the difference between education in the classroom and without the classroom. Convenient sampling method is selected in this study. Class 8th students (40) and teachers (10) are selected from government and non government schools.

S.NO.	GROUP	GOVERN.		NON GOV.		TOTAL	
1	STUDENTS	40	20 girls	40	20 girls	80	40 girls
			20		20		40

			boys		boys		boys
2	TEACHERS	10		10		20	

The research is conducted by adopting survey method.

Tools and techniques:-
To study the level of teaching and learning of teachers and students under classroom without walls or boundaries', firstly teaching – learning of some lessons was conducted in the classroom, than same group of teachers and students were taken to a field trip and teaching – learning of same lessons was conducted without any time limitation through elementary education. After that, the investigator evaluates their perception and level of learning about the subject through pre and post test. Simultaneously, it was also tried to find whether the curriculum is affected or not? Interest of how many students and teachers can be developed by trip or elementary education and can level of learning be improved, was also investigated.

APPLIED TOOL:-Researchers' self made questionnaire of 10 questions was constructed according to situations and subject based questions. Only *YES* or *NO* options were provided as answer.

VARIABLES -Field trip, classroom without walls, Level of Learning.

ANALYSIS:-
$H_0 1$ There is no significant difference between perception of teachers and students due to classroom without walls.
Table- 1

S.N.	GROUP	SAMPLE	MEAN	S.D	CAL.T VAL	df	Lev.of signi.
1	STUDENT	80	13.37	0.496	29.49	58	At level of.01 2.390
2	TEACHER	20	7.895	0.441			At level of.05 1.671

From the above table, calculated value of t is less than t- table value at difference 58 at the level of .01 and .05, which shows difference between level of significance. Hence it is obvious that there is significant difference between perception of teachers and students due to classroom without walls.

GENERALIZATION:-
It was found that there is a significant difference between perception of teachers and students about classroom without walls or limitations. On one side where students observe development of interest and creativity, teachers advocate that by this the timely completion of syllabus and discipline maintenance is not possible.

H_02 **There is no significant difference between learning of government and non government schools' students because of teaching under classroom without walls.**

Table- 2

S.N.	GROUP	SAMP.	MEA.	S.D	CAL. T-	Df.	Lev.of signi.
1	Govt.	40	8.55	0.3979	33.71	78	At level of.01 2.374
2	Non.Gov.	40	13.34	0.4370			At level of.05 1.664
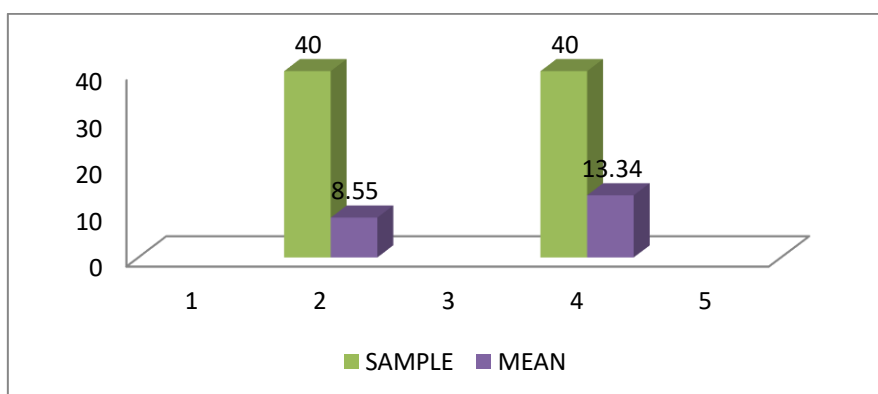
From the above table, calculated value of t is less than t- table value at difference 78 at the level of .01 and .05, which shows difference between level of significance. Hence it is obvious that there is significant difference between learning of government and non government schools' students because of teaching under classroom without walls.

GENERALIZATION:-

By testing this hypothesis, it was found that there is a positive effect on learning of government and non government schools' students because of teaching under classroom without walls. They feel that by trip, learning is more fast and interesting. When state museum was shown to the students in history, it was found that interest and the level of their learning increased. It was also realised that the learning level of government school student was more than learning level of non government school's student.

H_03 **There is no significant difference between teaching of government and non government schools' teachers in classroom without walls.**

Table-3

S.N	GROUP	SAMPLE	MEAN	S.D	CAL. T-VAL	df	Lev.of signi
1	Govt.teacher	10	7.895	0.441	3.55	1	At level of.01

						8	2.552
2	Non.Govt. teacher	10	8.983	0.496			At level of.05 1.734
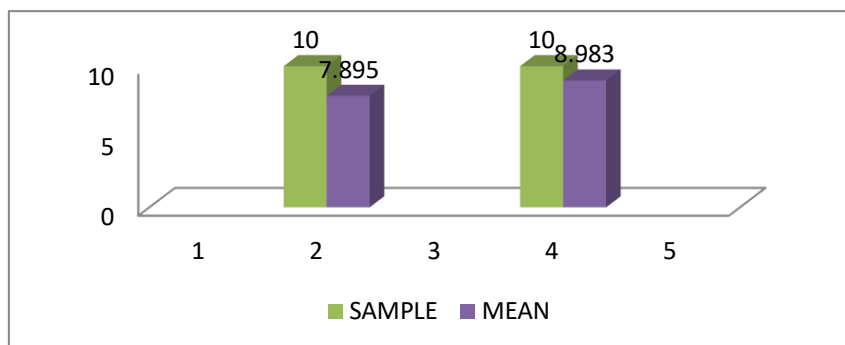
From the above table, calculated value of t is less than t- table value at difference 18 at the level of .01 and .05, which shows difference between level of significance. Hence it is obvious that there is significant difference between teaching of government and non government schools' teachers in classroom without walls.

GENERALIZATION:-

After analyzing the hypothesis, it was observed that there was a difference between perception of teachers about teaching in classroom without walls. It was their opinion that teaching of all the subjects in classroom without walls is not possible.

H_04 There is no significant effect on curriculum because of government and non government schools' teachers and students' perception under classroom without walls.
Table-4

S.N.	GROUP	SAMPL	MEAN	S.D	CAL.T-VAL	df	Lev.of signi
1	Students	40	9.55	0.24	19.406	58	At level of.01 2.390
2	Teacher	20	6.28	0.448			At level of.05 1.671
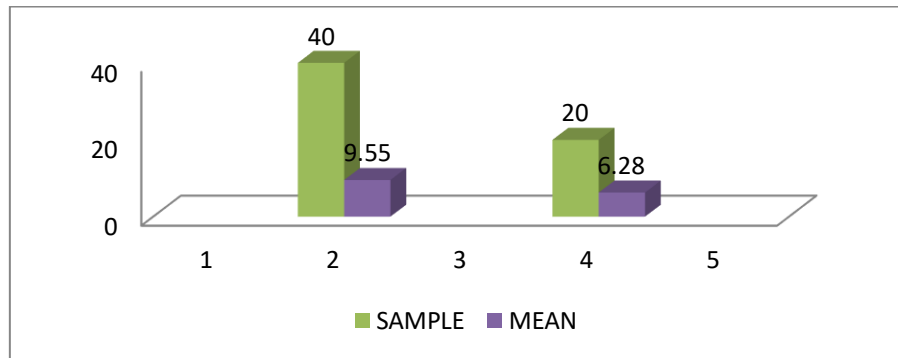
From the above table, calculated value of t is less than t- table value at difference 58 at the level of .01 and .05, which shows difference between level of significance. Hence it is obvious that there is significant effect on curriculum because of government and non government schools' teachers and students' perception under classroom without walls.

GENERALIZATION:-
The difference between perceptions of teachers was observed. It was believed by them that curriculum completion within a given time limit is not possible under classroom without walls.

$H_0 5$ **There is no significant effect on learning of government and non government schools' students because of elementary education by classroom without walls.**

Table-5

S.N.	GROUP (students)	SAMPLE	MEAN	S.D	CAL.T-VAL	df	Lev.of signi
1	Boys	40	9.48	0.53	28.90	78	At level of.01 2.374
2	Girls	40	14.73	0.79			At level of.05 1.664

From the above table, calculated value of t is less than t- table value at difference 78 at the level of .01 and .05, which shows difference between level of significance. Hence it is obvious that there is significant effect on learning of government and non government schools' students because of elementary education by classroom without walls.

GENERALIZATION:-
There was a significant effect on learning level of students was observed, boys were more interested during learning by the trip instead of girls students.

$H_0$6   There is no significant difference on the level of learning of students through pre and post test of students by classroom without walls.

Table-6

S.N.	GROUP (students)	SAMPL	MEAN	S.D	CAL. T-VAL	DEFF. (D.F)	Lev.of signi
1	PRE	80	25.02	2.906	13	158	At level of.01 2.330
2	POST	80	28.79	3.967			At level of.05 1.646

From the above table, calculated value of t is less than t- table value at difference 158 at the level of .01 and .05, which shows difference between level of significance. Hence it is obvious that there is significant difference on the level of learning of students through pre and post test of students by classroom without walls.

GENERALIZATION:-

The learning level of students was enhanced from pre to post activity. It was observed that there interest, creativity and knowledge about the subject was increased in classroom without walls.

DISCUSSION:-

The result of the study revealed that the basic objective of education can be achieved through both the practices whether it is in the classroom or out of the classroom, but teaching and learning is possible under stress free environment. By pre – post activity, it was observed that explanation of some topic in particular subjects required the exploration of students on the other hand some subjects like mathematics required the environment of traditional classroom.

There must be a balanced atmosphere, when discipline in the classroom or out of the classroom is concerned. As maintenance of discipline was also the major issue during the study.

It was keenly observed that education could not be defined as a limited , bounded process and for teaching and learning "the sky is not the limit" and if it is obstructed under the boundaries of classroom it enhance the mental pressure of the teachers and students as well.

Finally one of the most constant feature in the research that came after deep discussion with the teachers and students that their comfort level was high in classroom without walls.

CONCLUSION:-

It was found that there is a significant difference between perception of teachers and students about classroom without walls or limitations. It was found that there is a positive effect on learning of government and non government schools' students because of teaching under classroom without walls. They feel that by trip, learning is more fast and interesting. When state museum was shown to the students in history, it was found that interest and the level of their learning increased. It was also realized that the learning level of government school student was more than learning level of non government

school's student. It was observed that there was a difference between perceptions of teachers about teaching in classroom without walls. It was their opinion that teaching of all the subjects in classroom without walls is not possible. The difference between perceptions of teachers was observed. It was believed by them that curriculum completion within a given time limit is not possible under classroom without walls. There was a significant effect on learning level of students was observed, boys were more interested during learning by the trip instead of girls students

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