

CREATING SCHOOL ENVIRONMENT AS QUALITY OF LEARNING

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ABSTRACT:

Now we can see globalization everywhere in our country. As a result in teaching process we can see many technologies are coming. Which improve teacher teaching skill? Teaching skill improve teacher teaching ability to enhance capacity for quality of good teaching. Good School environment is necessary for quality learning. This paper contain about concept of globalization and how we create good environment in school for quality learning.

Key words: Globalization, Educational technology, School environment, Quality of learning etc.

INTRODUCTION:

Now we can see globalization everywhere in our country. As a result in teaching process we can see many technologies are coming. Which improve teacher teaching skill? Teaching skill improve teacher teaching ability to enhance capacity for quality of good teaching. Good School environment is necessary for quality learning. If we see in wide angle we acknowledged amongst today's educators or teachers' roles have changed dramatically since the last century. In recent years, we have witnessed rapid social and cultural changes, phenomenal advances in communication and information technologies, as well as the introduction of the Internet within schools. These factors have contributed to shape the teaching and operating cultures of schools and created shifts in our expectations of the physical learning environment. They have affected teachers, educators and researchers the world over. These miniature revolutions have given rise to an urgent need for a new generation of facilities to cater for 21st century teaching and learning needs. Well-designed schools can positively affect learning by focusing on issues such as: location, building materials, size of classrooms, furniture, lighting, temperature, ventilation, noise level, sanitation, and the inclusion of auxiliary facilities. Beyond the basic school infrastructure,

the built environment can also become a powerful support for learning by emphasizing literacy-rich displays and elements that reinforce the use of scientific and mathematical skills. Good environment in school can help student to enhance their learning motivation. As a result academic achievement of a student can increase. Positive, productive learning environments are key to students' academic, emotional and social success in school. Unfortunately, if any school has no positive learning environments then positive learning environments must be created by that school.

OBJECTIVES OF THE STUDY:

The objectives of the present study are as follows:

- To know the background of globalization.
- To analyze the impacts of globalization in school education through Educational technology.
- To know how can build school environment for quality education.
- To know how can improve the quality of learning in schools.

SOME RATIONALE FOR THE STUDY:

Some review on this topic,

- **Kaarina, Finland and Nuria Cabellos González, Spain, Kuuskorpi, M. (2011).** In his research paper name “The future of the physical learning environment: school facilities that support the user”

This paper presents the conclusions of a study, carried out in collaboration with schools in six European countries, which focused on tomorrow’s physical learning environments. It resulted in the creation of a learning space model that is flexible, modifiable and sustainable while supporting the teaching and learning processes.

- **Andrews, James, and Richard Neuroth. Environmentally Related Health Hazards in the Schools. Paper Presented at the Annual Meeting of the Association of School Business Officials International. Detroit, MI, Oct. 1988. ERIC ED 300 929.**

Andrews and Neuroth discuss the health risks associated with inadequate indoor air quality, which have a greater effect on children than adults. They provide historical background to indoor air quality issues and outline the reasons to be concerned about poor air quality in schools. Andrews and Neuroth assert that school facility

planners have a moral obligation to do everything possible to mitigate conditions that may contribute to poor indoor air.

- **Berner, Maureen. Building Conditions, Parental Involvement, and Student Achievement in the District of Columbia Public School System. Urban Education 28.1 (1993): 6-29.**

Berner presents a case study of public schools in Washington, D.C. She found that parental involvement affects the physical condition of schools, and building conditions affect student academic achievement scores. The statistical evidence from this study supports Berner's contention that, if buildings are in poor condition, students can be expected to reflect their negative environment. Thus, inferior surroundings negatively affect students' academic performance.

- **Bartholomew, Robert. The Physiological and Psychological Effect of the Educational Environments on Human Performance. Monticello, IL: Council of Planning Librarians, 1976 (Exchange Bibliography # 1049).**

Bartholomew puts forth a bibliography of resources for improving school environments with the aim of improving student learning. He states the physical environment has considerable impact on the educational achievements, wellbeing and performance of the students.

- **Capell, Lee, and Frank Lewis. Caring for the Indoor Environment in Southern Schools. Enviro7.51997). [http://www.envirovillage.com/Newsletters/Enviro s/N07_05.htm](http://www.envirovillage.com/Newsletters/Enviro%20s/N07_05.htm)**

Capell and Lewis characterize poor indoor air quality in schools as a serious problem that harms students' health and learning. They estimate that roughly 19% of U.S. schools have indoor air quality problems, affecting over 8.4 million students. Capell and Lewis provide a number of reasons that schools should focus on improving indoor air quality, including gains in student and teacher productivity, reduced health problems and lower costs.

- **Earthman, Glen, and Linda Lemasters. Where Children Learn: A Discussion of How a Facility Affects Learning. Paper Presented at Virginia Educational Facilities Planners Annual Meeting. Blacksburg, VA, Feb. 1998. ERIC ED 419 368.**

Earthman and Lemasters review some of the key research into how school facilities affect student performance. They conclude that student achievement is higher when windows, floors, heat, roofs, locker

conditions, ceilings, laboratory conditions, age of the facility, lighting, interior paint, mopped floors, cosmetic conditions in general were rated above standard by school staffs. The attitude and behaviour of pupils is also affected by these factors.

METHODOLOGY OF THE STUDY:

There are two types of data used in study. These are (a) Quantitative and (b) Qualitative. Here the researcher used Historical method as well as qualitative approach for this research paper. In this type of qualitative research, the researchers are supposed to discuss past and present events in the context of the present condition.

Sources of Data:

Historical data are usually classified into two main categories:

- (a) Primary sources are eyewitness accounts. They are reported by an actual observer or participant in an event. “Finding and assessing primary historical data is an exercise in detective work. It involves logic, intuition, persistence, and common sense....” (Tuchman, 1994, p.319)
- (b) Secondary sources are accounts of an event not actually witnessed by the reporter. The reporter may have talked with an actual observer or read an account by an observer, but his or her testimony is not that of an actual participant or observer. Secondary sources may sometimes be used, but because of the distortion in passing on information, the historian uses them only when primary data are not available, which unfortunately is frequently. As Tuchman (1994) points out, finding the secondary source is only the first step. The researcher must then verify the quality of the source material.

In this research paper the researcher prefer secondary sources for data collection.

Delimitations of the Study:

Here only discuss about how globalization and technology can build good school environment for enrich quality of learning.

ANALYSIS AND DISCUSSION THE OBJECTIVES:

The Background of Globalization:

The term 'Globalization' means integration of economics and societies through cross-country flows of information, ideas, technologies, goods services, capital finance and human resources. This is a multidimensional cross border integration including cultural, social, economic and political dimensions. The International Monetary Fund (IMF) defines globalization as "the growing economic interdependence of countries worldwide through increasing the volume and variety of cross-border transactions in goods and services and of international capital flows and also through the more rapid and widespread diffusion of technology". Charles Hill defines 'globalization' as "the shift towards a more integrated and interdependent world economy. Globalization has two components-the globalization of markets and the globalization of production."

The term "globalization" means integration of economies and societies through cross country flows of information, ideas, technologies, goods, services, capital, finance and people. Cross border integration can have several dimensions – cultural, social, political and economic. In other words, total education system of the world under one roof. It requires the unification of teaching curriculum, methodology and up gradation of knowledge and system to remain in the context for efficiency and effectiveness by which transformation of knowledge in justified manner to attain the goals of life.

Globalization has a close relation with education. As education has an important place in shaping a society, globalization has to be connected with education and the global activities have a deep impact on it. Globalization of the world economies is leading to increase emphasis on internationalization of the subjects included in a course of study in school. It also creates the opportunities for new partnerships in research and teaching with agencies and institutions across the world (Twiggs and Oblinger, 1996).

The commercialisation, privatisation and capitalisation of education at the international level are called as globalization of education. In other words, educational services will progressively be commercialised, privatised of education means making educational services as goods that can be bought and sold. It is nothing but making education a business and it is considered as a profit making activity. After 1990, private people in India took over schools, colleges, and universities with a view to make them business centres for generating profit. That is, educational services have become profitable goods with can be bought and sold at the international level for monetary benefits.

Anthony Giddens, a sociologist and Director of the London school of Economics defines globalization of education as “a decoupling of space and time stressing that with instantaneous communications knowledge and culture can be shared around the world simultaneously”. Globalization of education leads to sharing of ‘knowledge’. For a nation like India sharing of knowledge is very important because knowledge is universal and its creation and dissemination cannot be confined to national boundaries.

Globalization of higher education depends on liberalism. This is because liberalisation is a base of globalization of education. Let us mention the basic things that are related to liberalisation of education.

- Higher education is not related to bringing about awakening in some specific nation. But it aims at bringing about universal awakening at world level.
- Higher education tries to bring about uniformity in the development of human values in the nations.
- There would be an improvement in the character of human life at the international level by the globalization of higher education.
- Through activities and interactions between the cultures of nations; the development of these cultures would be facilitated.
- The participation of the different nations would facilitate the broader studies, research and experiments. This would lead to economic development and qualitative improvement.
- There would be improvement and development at a very fast speed by the mutual cooperation, exchange; and healthy scientific and technological attitude in the economy at world level.
- Higher education leads to economic progress of the country and from the vocational point of view, skilled citizens can be prepared.

To improve higher education and basic education in India internationalization and globalization are necessary.

In popular discourse, *globalization* is often synonymous with *internationalization*, referring to the growing interconnectedness and interdependence of people and institutions throughout the world. Although these terms have elements in common, they have taken on technical meanings that distinguish them from each other and from common usage. Internationalization is the less theorized term. Globalization, by contrast, has come to denote the complexities of interconnectedness, and scholars have produced a large body of literature to explain what appear to be ineluctable worldwide influences on local settings and responses to those influences.

IMPACT OF GLOBALIZATION IN SCHOOL EDUCATION THROUGH EDUCATIONAL TECHNOLOGY:

Education is undergoing constant changes under the effects of globalization. The effects of Globalization on education bring rapid developments in technology and communications are foreseeing changes within school systems across the world as ideas, values and knowledge, changing the roles of students and teachers, and producing a shift in society from industrialization towards an information-based society. It reflects the effect on culture and brings about a new form of cultural imperialism. It brings rapid developments in technology and communications are foreseeing changes within school systems across the world as ideas, values and knowledge. The rise of a global society, driven by technology and communication developments are shaping children, the future citizens of the world into 'global citizens', intelligent people with a broad range of skills and knowledge to apply to a competitive, information based society. The future of countries often lies within their ability to compete in a global market where industrial based economies are giving way to knowledge based industries, realizing the importance of "knowledge, skills and the intellectual capacity to meet the challenges of accelerated change and uncertainty".

Education is becoming a lifelong learning and training process, developing transferable skills and knowledge that can be applied to competitive markets where knowledge and information is being traded as a commodity. The introduction of technology into the classroom is changing the nature of delivering education to students is gradually giving way to a new form of electronic literacy, more programs and education materials are made available in electronic form, teachers are preparing materials in electronic form; and students are generating papers, assignments and projects in electronic form". Video projection screens, books with storage device servers and CD ROMs as well as the emergence of on-line digital libraries are now replacing blackboards. Even exams and grades are gradually becoming available through electronic means and notebooks are starting to give way to laptops. Also, students can be examined through computer managed learning systems and do tutorial exercises on a computer rather than in a classroom. Such developments in education portray that there has been a shift from industrialization to information-based societies. Subsequently, technology is foreseeing a change in the education environment towards a reliance on electronic sources to deliver material. With such changes and the emergence of video conferencing and the Internet, the barriers of distance are being broken down at a rapid rate, due to the key aspect of globalization. Children and adults can now learn in a variety of ways and no longer have to be physically present in an education institution in order to learn, a definite advantage of flexible delivery systems. It allows for exploration of new areas of learning and thinking. The rapid growth of television services, with their immense influence as media of mass communication, has been very relevant in the technological shift. Other

large contributions to this shift include the transistor and space satellites. Communication and information based technology over the years is the Internet, which is a massive network of computers located throughout the world.

These computers maintain libraries of text, images, computer software, and other forms of data that can be accessed by anyone, anywhere, at any time. This implementation of technology and communication to be successful and to educate a society, both the students and teachers need to be technologically literate. Communication technology is offering new challenges for students of all abilities as they can discuss issues of concern with their fellow students from around the world, thus developing communication and interpersonal skills, fostering a mutual understanding across countries and cultures. Developments in the delivery of education is allowing for individuals to explore new areas of learning and thinking that could not be done with pen and paper. They are discovering knowledge through inquiry and experimentation rather than memorizing facts in a teacher dominated classroom setting. In fact, students no longer need to be physically present to learn as education material is becoming readily available over the Internet, through video conferencing, and tape recordings. Institutions are now turning towards the use of the Internet to deliver courses to students. A shift in education is becoming evident where more responsibility is being placed on the individual for his or her learning, instead of solely on the teacher. Subsequently, the teachers themselves also need to be highly technologically literate, needing the competence and confidence to prepare students for a global information society.

A global education should teach about issues that cross national boundaries, and interconnected systems on ecological, cultural, economical, political and technological grounds such as the Globalization program which draws upon expertise in many areas such as humanities, social science and environmental science. Globalization and technological advancements are delivering and increasing access to the world and subsequently subjects should reflect this global outlook.

In our country, the use and application of educational technology is taking its roots firmly in various dimensions and forms. Utility measures like proper availability of the regular broadcasting and telecasting of the educational programmes for the school and university students and public through satellite services, utilization of educational technology in the organization of in-service and pre-service training facilities to the teachers, establishment and utilization of language laboratories for the learning of languages, paying considerable attention over the development and utilization of the appropriate instructional materials and audio-visual aids for effective teaching and learning of the various school subjects, introduction of the compulsory computer education from the elementary level of schooling onwards, proper network of the system of distance education through traditional as well as non-traditional means like online education, multimedia, Internet and developed communication and

information technology, establishment of virtual classrooms in school college & universities, and systems of open learning and virtual universities on the regional and national level may be cited as the living example of the progress achieved by the country on this account.

HOW CAN BUILD SCHOOL ENVIRONMENT FOR QUALITY EDUCATION?

Relation between good environment and academic achievement makes a positive environment for individual in classrooms and school. Students and teachers should cultivate and maintain good relationships between each other. It takes commitment and consistency from the whole team—administrators, teachers and support staff. It can help to make good school environments.

Here are eight ways for improving school culture based on the **Boys Town Education Model**, which has helped hundreds of troubled schools turn their school culture around.

1. Build strong relationships

To create good environment as a teacher should build strong relationship with student and invigilate student that they also maintain good relationship with each other. There should be good relationship with teaching and non teaching because it also essential for positive environment in school. Good relationships between staff and student influence positive social climate to enhance individual performances of the student.

2. Teach essential social skills

How to share, how to listen to others, how to disagree respectfully—these are the kind of essential social skills we expect our students to have. But the truth is they may not have learned them. Whether its 1st grade or 11th grade, we need to be prepared to teach appropriate social and emotional behaviours.

These behaviours and values include honesty, sensitivity, concern and respect for others, a sense of humour, reliability, and so on. Some time teacher and student do these tasks together. Teacher should identify the social skills they want their students to have and the step-by-step routines to teach them.

3. Get on the same page

Every classroom environment contributes to make school culture. Sometimes, to bad environment can change good students. If we want positive thing from the student we should change ourselves first.

4. *Be role models*

At school, students learn by watching just as they learn by doing. Observing the actions of others influences how they respond to their environment and cope with unfamiliar situations. So teachers and school staffs always do good behaviour with For example, research has shown that when a student is rejected by peers, the rejection is more likely to stop if the teacher models warm and friendly behaviour to the isolated student.

5. *Clarify classroom and school rules*

Classroom and school rules must be clarify to all student and their parents. It help student to communicate with each other.

6. *Teach all students problem solving*

Problems will always come up inside and outside of school. Students are much more likely to recognize and resolve them appropriately when teacher teach them how to solve any problem. Problem solving can also be used retrospectively to help students make better decisions in the future. The Boys Town Education Model uses the SODAS method to teach students the general skill of problem solving.

SODAS is an acronym for the following steps:

S – Define the **SITUATION**.

O – Examine **OPTIONS** available to deal with the problem.

D – Determine the **DISADVANTAGES** of each option.

A – Determine the **ADVANTAGES** of each option.

S – Decide on a **SOLUTION** and practice.

HOW CAN IMPROVE THE QUALITY OF LEARNING IN SCHOOLS?

Location: On the basis of Rashtriya Madhyamik Shiksha Avijan madhyamik schools should be located no further than 3-5 kilometres and H.S schools should be located no further than 7-10 kilometres from students' homes, and closer for younger children, in order to increase access and attendance. Locations should be chosen with safety and health considerations in mind. An enclosure or other appropriate boundary helps to protect children and keep them within the school area.

Building Materials: Locally-available and environmentally-friendly materials should be used to the extent possible without compromising the school's structural strength and durability. Extra caution needs to be taken in areas prone to natural disasters.

Classroom Size and Design: Classrooms should be planned for a minimum of 1.2m² per student, and a maximum of 40-45 students per room. Slightly larger classrooms of 1.4m² per student allow for more flexible use of the learning space. Classrooms should be easy to exit in case of emergency.

Appropriate furniture: Classroom furniture should be provided in adequate numbers, with a plan for regularly replacing broken items. Furniture should be of the correct dimensions for the age of the students, and mobile pieces are preferable, as they allow for more flexible learning strategies. Classrooms should also include a provision for storing students' belongings, and should include ample chalkboard and other display space.

Adequate lighting: Classrooms need to be well-lit in order for students to read, write, and follow what their teacher is saying. Window size should at a minimum correspond to 20% of the classroom floor area, with auxiliary electric lights whenever possible. In order to maximize reflective lighting within the classroom, light colours should be used for ceiling, walls, and furniture.

Shelter, Temperature, and Ventilation: Roofing materials should be durable and regularly repaired to provide sun protection and to prevent leaking and caving in. A temperature of 20-23°C is preferable for optimal learning. Raised ceilings, deep overhangs, and ventilation grills can reduce classroom temperatures in hot climates. Measures to increase wall and window insulation can improve heat retention in cold climates. Extra ventilation is needed wherever there are emissions from chemicals and heating fuels.

Noise Level: Noise distraction can interfere significantly with learning. Schools should not be located near railways, high-traffic areas, or noisy industries. There should also be sufficient space or good quality walls between classrooms to avoid noise contamination; classrooms themselves should not be overcrowded. Bare concrete or brick walls reflect sound, while paper or cloth displays can help to absorb it.

Hygiene, Sanitation, and Health: Students need access to potable water at school. Hygienic hand washing facilities, whether sinks or a simple "tippy tap", should be provided near toilets and eating areas, along with a cleaning agent such as soap or wood ash. There should be approximately 5 latrines or toilets per 3 classrooms. Covers for the toilets/pits and appropriate ventilation, along with regular maintenance and cleaning, help to

reduce odours and the spread of disease. Any food on the premises should be carefully stored, and schools should be equipped with at least a basic first aid kit for health emergencies.

Additional Facilities: Offices and storerooms are also considered necessary school facilities. Other facilities of benefit to students' learning include libraries, IT centres, and laboratories. Amenities such as sports facilities, outdoor shelters, school gardens, kitchen, canteen, health clinic, dormitories, and teacher housing can also improve student attendance and reduce teacher absenteeism—however, the benefits of these facilities must be weighed against their costs.

Literacy- and Learning-Rich Displays: The physical school environment should also be designed with learning opportunities in mind. Wooden rails in classrooms can provide space for tacking up literacy-rich displays. An innovative architectural initiative, BaLA (Building as Learning Aid) proposes 150 low-cost design ideas for incorporating key learning areas into the built environment, from window grills that promote pre-writing skills, to door tracks that teach the concept of radian degrees.

INCLUSIVENESS CONSIDERATIONS

Gender: The key gender considerations associated with the physical school environment are linked to sanitary facilities and safety. Girls particularly benefit from having water available for washing and an accessible store of sanitary supplies. Girls and boys should have separate toilets for privacy, preferably located close to classrooms to allow teachers to monitor students' safety. Classrooms should also have windows that allow external monitoring of classroom activities, in order to reduce the risk of abuse.

Accessibility: School construction planning should take into account the needs of students with physical disabilities by including ramps, handrails, wide doorways, larger toilets, and other such measures.

CONCLUSION:

At conclusion we can say there are so many impacts of globalisation and technology in the teaching in the schools and it build up school environment for quality learning. This is now more essential to us for develop quality of teaching. Good environment is necessary for a child. School take an important part for socialization of a child. Good environment can give a child an opportunity to build up good character. It also develops leadership quality of a child. Good environment is necessary for quality of learning. Here teacher can easily use all necessary

learning skill. As a result quality of learning of all student increase and teacher also try their students goes at the mastery level of learning.

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