



ORIGINAL ARTICLE

Role of Social Framework of Classroom and its Influence on Student Learning

Paras Jain, Rishu Agarwal, Ruchee Singhai and Shri Prakash Namdeo

Silicobyte KDC Katni Degree College, Katni (M.P.)

Email: silicobyte@gmail.com

ABSTRACT

The classroom social framework is an important educational context that is related to a wide range of student learning. Social differences also interact with learning styles. Each of the group of students prefers own way of learning. Learning is exchange of knowledge between teacher and student. Social factors of class room influencing student learning are presented in this paper. Various dimensions of the classroom social environment is measured quickly, reliably and relate significantly to student's learning.

Key words: Learning, Collaborative, Democratic, Federal

Received: 4th Aug. 2016, Revised: 26th Aug. 2016, Accepted: 30th Aug. 2016

©2016 Council of Research & Sustainable Development, India

How to cite this article:

Jain P., Agarwal R., Singhai R. and Namdeo (2016): Role of Social Framework of Classroom and its Influence on Student Learning. AJMECS, Vol. 1[4]: October, 2016: 1-4.

INTRODUCTION

Education provides a means to fulfill several social objectives: transmit knowledge to succeeding generations, reproduce cultural traditions, and discover new knowledge and development of an educated citizenry in society. Education is a vitally social shared experience through which social groups maintain their existence. Education offers avenues of social mobility through which individuals can improve their occupational and economical status. Educators have a responsibility to address inequities so all students can take advantage of its resources.

Schools and classrooms are inherently social places as a class includes different types of students. A class has students of different casts, religions, languages, states and economical background, knowledge level. Each of group of students prefers own way of learning. To understand student's success must attend to their relationships with others at school and ways that promote different types of social interactions and relationships. The classroom social environment is comprised of student's of different ideology, culture and background.

Learning is the acquisition of knowledge or skills through study, experience or being taught within and outside the class room. As students and faculty develop relationships through interactions and common goals, social forces emerge that either facilitate or impede learning. Faculty who understand different learning styles and integrate variety of teaching techniques to address them likely help a diverse student learn more effectively in the class room. Student - student interaction also help to create healthy classroom environment. As students are part of class room, they share responsibility for class interactions. Educators can have greatest impact on classroom interaction through their teaching tactics. Such as involving students in ways that build their confidence and developing more assignments in which students work cooperatively. When an educator unable to make coordination between different category students, backward students

may be frustrated with domineering peers, fear appearing, low confidence level, shy, unprepared, uncomfortable feeling, not understand the matter of study. In India SC, ST, OBC are socially and economically backward. When these students were praised and perceived a supportive class room environment they felt more encouraged. Student traits and class traits are better predictors of students.

With the shift from a teacher oriented to a student oriented environment, the collaborative class room becomes an interdependent community. Student - student interaction also help to create healthy classroom environment especially in courses that involve group collaboration and they may facilitate student learning. Collaborative learning is significantly and positively associated with increase in student self perceptions. It encourages students to work together on a structured task in a specific manner. In this method, student work on specific tasks in small groups and each person contributes to complete the task. Through the inter dependent process, many students feel sense of responsibility, promote a learning environment which supports students learning styles and develop inter group friendship, students find greater coherence in what they are learning and increased interaction with faculty and other students.

METHODOLOGY

Research work was done using survey method. 240 Students of OBC, SC and ST were selected for study randomly and categorized according to class in which they are studying. Hence 3 groups are prepared as class 6 to 8, class 9-10 and class 11-12. Initially students were taught through general teaching method and learning percentage calculated using a question paper. Same students were taught through democratic pattern under collaborative method then through federal pattern again learning percentage calculated. Collected data is tabulated and analyzed.

FINDING AND ANALYSIS

Table 1: Status of learning in a class having students of different category

Student Group	Percentage of Learning through General Teaching			Percentage of Learning through Collaborative Teaching					
				Democratic Pattern			Federal Pattern		
	OBC	SC	ST	OBC	SC	ST	OBC	SC	ST
Class 6-8	57	52	49	71	67	65	66	63	62
Class 9-10	61	58	56	76	72	71	70	66	66
Class 11-12	62	60	58	78	73	71	71	68	67

Chart 1: Status of learning through general teaching in a class having students of different category

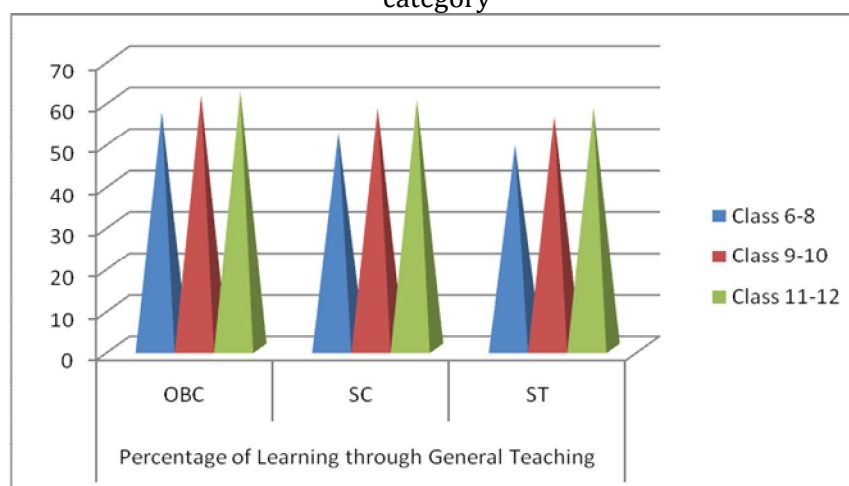


Chart-2: Status of learning through Democratic pattern teaching in a class having students of different category

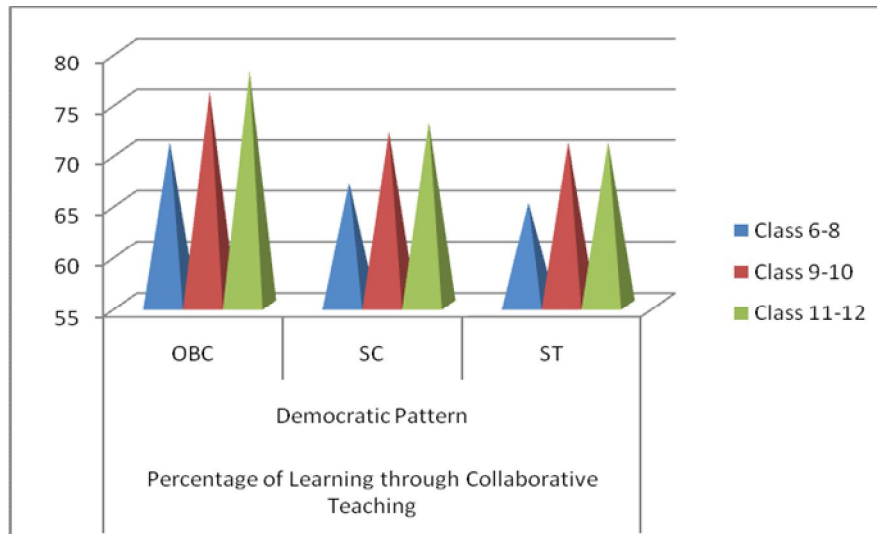
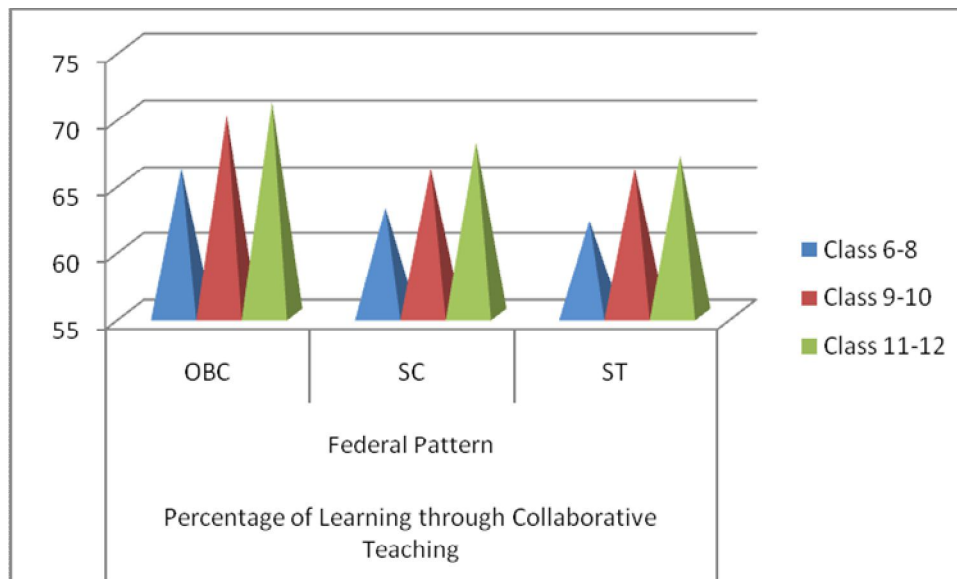


Chart 3: Status of learning through Federal pattern teaching in a class having students of different category



CONCLUSION

Collaborative learning practices benefit students of varying social backgrounds. Educators continue to learn about diverse ways students think and express themselves. In their teaching roles, faculty can maintain or mediate inequities in the classroom. Findings illuminate social framework of the classroom indicate that faculty and students both influence classroom environment, student bring diverse experiences to the class room and instructors can help student learning. Learning environment should be competitive, cooperative, achievement oriented and caring. Teacher student interaction should be encouraging. Faculty can assist students in achieving academic success by recognizing how special variables nourish or constrain student learning. Understanding the sociological aspects of classroom framework assists teachers to make intentional decisions to improve student learning. By anticipating and attending to the social forces

that occur in the classroom, faculty better foster students learning and help students to achieve their education and goals.

REFERENCES

1. Danton D. (2013): The Sociology of classroom and its influence on student learning, Journal of Trends in Education and Applied Social Science, Vol.1, Issue 2, 2013.
2. Patrick H. and Ryan A.M. (2003): Classroom Social Environment, Positive Outcomes, March 2003.
3. Pollock E., Chandler P. and Sweller J. (2002): Assimilating Complex Formation Learn, Instr., 12, 2002.
4. Sweller J. (1994): Cognitive Load Theory, Learning Difficulty and Instructional Design, Instr. 4, 1994.