ENRICHING LEARNING EXPERIENCES

A literature review addressing what makes learning experiences enriching at the **school**, **classroom**, and **community** levels.

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ACKNOWLEDGEMENTS

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Every morning, as a new day begins, what does it look like outside the four walls of the classroom? Do children dread the day ahead, steering clear of interacting with anyone unless it is an ask? A sense of reluctance? Or does their laughter fill the air, igniting hope and excitement for a new learning experience as they enter the classroom? The prevailing atmosphere in the school sets a tone for everything that goes on inside the four walls of the school and influences not just the students but also the teachers' interactions with each other and their students. A positive school culture impacts not just the attitudes of students and teachers but the entire learning experience.

Frequently, discussions regarding education and learning primarily centre around the practical aspects, such as allocating funds and resources to the sector, educational facilities, and the availability of well-trained teachers. Governmental organisations of various states and social organisations publicly advocate for this cause and share their contributions and achievements on various social media platforms. These are laudable and hint towards a brighter future for the education sector. However, the other facet of this is the functional or strategic end. The questions we began with led us to focus on the significant, mostly ignored, and often misunderstood challenges of delivering education. This study aims to set the ball rolling in this arena and concentrate on making learning experiences for school children more effective and enriching.

This research aims to present the elements of a child's environment, based on the volume of research done by educationists, teachers, and organisations, that make school and learning lessons pleasurable for every child.

School climate and academic achievement are positively associated because a good school climate is a prerequisite for learning (Thapa et al., 2013). Likewise, Osher and Kendziora stated that an adverse school climate might limit students' school engagement, leading to worse academic achievement (Osher & Kendziora, n.d.; Steinmayr et al., 2018). Students need support from the people they interact with in school to take advantage of high expectations and more advanced curricula.

Before delving into **what makes learning experiences enriched in schools, classrooms, and communities**, it is essential to have a fair understanding of a learning experience, the influence of the environment on shaping a learning experience, and what exactly is meant by enriched learning experiences.

WHAT IS A LEARNING EXPERIENCE?

UNESCO opines that various experiences across different contexts and settings transform the learner's perceptions, facilitate conceptual understanding, yield emotional qualities, and nurture the acquisition of knowledge, skills, and attitudes. In educational settings, learning experiences are ideally challenging, interesting, rich, engaging, meaningful, and appropriate to learner needs (International Bureau of Education, 2016). While learning can take place anywhere, this paper restricts itself to formal learning, which is usually imparted in a structured fashion in educational institutes. A school occupies a significant place in students' lives, especially given the number of years they spend there. Students have varied experiences in school relating to learning, classroom teaching, instructions, success or failure, and interaction with teachers, principals, and other students, which have an immense impact on their lives.

The paper explores the influence of the school, classroom, and community environment on students' learning experiences. The school environment encompasses physical, social, and learning aspects, providing a context for students to develop personal-social qualities that impact their learning and behaviour. The classroom environment, on the other hand, consists of social, emotional, and instructional elements within a class, shaping the learning process within the four walls. Both environments significantly contribute to students' overall learning experiences (Gamage et al., 2021). The school environment comprises the school surroundings within which a learner interacts regularly. Be it studying, playing, quarrelling, or simply gossiping - the learner has someone around; every interaction and interpersonal relationship occurs in this social environment of the school. A learning environment is one of the vital factors in ensuring the student's success in achieving good grades. Although past research focussed on students' performance, the evolution of the learning environment has opened a new direction in understanding students' learning. A large and growing body of literature has reviewed the significance of the environment on learning excellence.

There is an extensive body of research in the 21st century to underlie the importance of the physical conditions and ambience of the learning space in facilitating learning. The *physical environment* of a school includes its physical surroundings and other facilities available for learners. The physical environment of a classroom refers to the way a classroom is set up, right from the accessibility and visibility that it offers to the distractibility that it can avoid. It pertains to everything from how the materials in the room are arranged to how easily each student can see the board, projection screen, or the teachers. Taking care of all these aspects in a classroom ensures a positive physical environment where students can concentrate on their studies without falling for any distractions. The vibrant, colourful classrooms in childhood or the rows of desks that characterise high school both fall into the category of the physical learning environment. This category is about the design of a classroom, including how it is laid out to influence learning and which spaces are designated for learning activities. It can include the furniture used to fill the space and even the equipment a teacher relies on to enhance the learning experience.

Robust and consistent evidence exists for the effect of essential physical variables (air quality, temperature, noise) on learning (Rubie-Davies et al., 2015). Recent research conducted by Gad & Kamer presented at the International Conference (VISIONS FOR FUTURE CITIES Innovations & Environmental Technologies) in Cairo, Egypt, in September 2022, underlines the fact that colour, light, temperature, ventilation, acoustic environment, and seating arrangement has a physical and psychological influence on the students and reflects on their academic performance (Gad et al., 2022).

After creating a comfortable physical learning environment, the next logical step is to ensure a congenial and motivational cognitive environment, the *psychosocial environment*. The combination of psychological and social aspects is a standard definition of a psychosocial environment that is the link between the psychological development of a student and their interaction with the social environment (Che Ahmad et al., 2017). The psychosocial environment involves the relationship between teachers and students, such as the collaborations and interactions between teachers and students, between students as well as students and their environments (Jamaluddin et al., 2021).

In their learning portal, UNESCO's International Institute for Education Planning discusses the importance of a positive psychosocial environment and how the student's social and emotional experiences influence learning processes and affect learning outcomes (UNESCO MGIEP, n.d.). This discussion underlines the significance of addressing children's social and emotional needs in the post-COVID-19 era (UNESCO International Institute for Educational Planning, n.d.).

The *psychological environment* of a school refers to the stimuli that influence the learner's psyche in the school. For example, the teacher's attitude towards a learner would be a stimulus for the learner to do or not do certain things in school.

Research indicates that the psychological environment of a school has the most potent effect on the learner and the learning process (IGNOU, 2017). Critical aspects of a nurturing psychosocial environment include the following:

- **People** — friendships and relationships that students create with peers and teachers in schools; this also links to effective parental involvement, positive teacher attitudes, and collaborative practices.

- **Process** — a fun and engaging atmosphere that allows students and teachers to be creative, collaborative, and free to learn without fearing mistakes. The process relates to valuable, relevant, engaging learning content and a reasonable workload.

- **Place** — a warm, friendly school environment with more open classrooms and colourful and meaningful displays.

Emotions and social relationships also affect learning. Positive relationships, including trust in the teacher, and positive emotions, such as interest and excitement, open the mind to learning. Negative emotions, such as fear of failure, anxiety, and self-doubt, reduce the capacity of the brain to process information and learn (Darling-Hammond & Cook-Harvey, 2018).

The social learning environment is a crucial element within learning theory and a significant topic of interest in describing the learning environment. *Social environment* is how a classroom environment influences or supports interactions among young children, teachers, and family members (Vanderbilt University, n.d.). A well-designed social environment helps foster positive peer relationships, creates positive interactions between adults and children and provides opportunities for adults to support children in achieving their social goals.

Students' social skills, habits, attitudes, and prejudices are tested and refined in the school's social environment. Through constant interactions with the peer group, a learner learns and practises the social virtues of cooperation, self-sacrifice, and loyalty. Studies show that learning is better when done in groups than alone (Corrégé & Michinov, 2021). The outdoor activities offer learners opportunities to develop qualities like courage, resourcefulness, self-reliance, and initiative among students. Good personal relationships develop stability, trust, a sense of belongingness, self-respect, and self-acceptance among learners and create a positive environment for learning.

Apart from this, outdoor education activities have been shown to 'contribute to mathematics, reading, writing, listening and critical thinking skills' (Bartosh, 2003). Ouvry and Rivkin highlighted that the outdoor environment develops children's observation skills by letting them follow whatever goes on in the surroundings, including the behaviour of animals, changes in weather conditions, or the progress of construction (Ouvry, 2003; Rivkin, 2000). It has also been revealed that being outdoors decreases stress and supports emotional and social development in children (Ginsburg, 2007; Kuo & Faber Taylor, 2004; Weinstein et al., 2009; Yıldırım & Akamca, 2017). This positive environment establishes the context for healthier thinking, feeling, and behaving. Imbibing and displaying personal-social qualities such as care, concern, sensitivity, acceptance, empathy, and cooperation by teachers, students, and other stakeholders in the classroom/school helps create a conducive environment, which is the precondition for learning (NCERT, 2019).

The learning environment gives the students the experience of pleasure or pain, success or failure, and active involvement or passive listening (Sharma & Kamath, 2015). Creating a friendly and loving school atmosphere that makes the learners comfortable is necessary.

With 'Education for All' and 'Quality School Education' becoming buzzwords in education research and studies, new research has emerged focusing on the learning environment's role in teaching-learning dynamics (Singh & Kumar, 2019). It is realising the importance of the learning environment in shaping children's minds and making them ready to learn better and more effectively. It is natural that the focus then is to enrich the learning environment.

A learning experience encompasses the overall process of engagement and interaction with the educational environment, including the physical, social, emotional, and instructional aspects of the school and classroom settings. It is influenced by the physical conditions, ambience, psychosocial environment, social interactions, and emotional atmosphere, collectively shaping the learner's perceptions, attitudes, and academic performance.

WHAT IS AN ENRICHED LEARNING ENVIRONMENT?

Building a positive and enriching learning environment is one of the most challenging and creative aspects educators and schools face. The school reform literature has an emerging consensus about what conditions contribute to student success. Conditions include high academic learning and conduct standards, meaningful and engaging pedagogy and curriculum, professional learning communities among staff, and personalised learning environments. Schools providing such support are more likely to have students engaged in and connected to the school (Klem & Connell, 2004).

There is growing evidence that a positive learning environment increases student progress. Typically, social, physical, psychological or cultural factors involved in a learning environment deeply affect the learner's learning capabilities. If the learning atmosphere is not conducive to gaining new knowledge or skills, it will be difficult for learners to remain engrossed. A conducive learning environment also contributes to learning, helps build strong relationships between teachers and learners, and provides safety to students, staff, and visitors. A good learning environment helps build a culture of mutual trust and respect that engages the learners meaningfully. Besides that, it also supports a relationship between teachers and learners that helps improve mental health and academic performance. Therefore, a positive learning environment helps learners perform better cognitively and ensures balanced personality development (IGNOU, 2017).

The most popular generalised definition summarises enrichment as experiences and activities that are not a part of the regular curriculum but instead extend and enhance the regular curriculum.

Teachers can learn from many solidified learning theories as they prepare to help students in the classroom. Behaviourism and constructivism (for a detailed explanation, refer to Annexure 1) are the two most applied learning theories that have stemmed from two philosophical schools of thought that have influenced educators' views of learning. Behaviourism refers to a psychological approach that emphasises scientific and objective methods of investigation concerning observable stimulus-response behaviours (McLeod, 2023). Watson (1878–1958), Pavlov (1849– 1936), Thorndike (1874–1949), and Skinner (1904–1990), the significant proponents of behaviourism, believed that all behaviours were the result of interaction with the environment and only observable, measurable and outward behaviours were worthy of scientific inquiry. Their research direction in learning was focused on behavioural changes manipulated by the conditioning of the external environment (Devi, 2019).

Constructivism is an approach to teaching and learning based on the premise that cognition (learning) results from "mental construction." In other words, students learn by fitting new information with what they already know. It is a student-driven process in which students develop or construct their understanding of information. The learners incorporate their own experiences and perspectives and

those of others to develop their understanding of concepts rather than only receiving information from the instructor (Bada & Olusegun, 2015).

Teachers who understand learning theories can use different classroom techniques to cater to different kinds of learning, which can help all students find success in learning. The application of learning theories impacts a classroom experience in various ways, such as providing students with structure and a comfortable, steady environment for learning and helping educators, administrators, students, and parents focus on goals and outcomes. A basic understanding of learning theories helps to create lessons that enhance the learning process and explain the "why" behind what and how we teach (Saunders & Wong, 2020).

The learning environment is composed of many components that influence the student's learning curve, as mentioned by Balog, which includes people, teaching materials, technical tools, learning resources, curriculum, training and instruction, and physical environment or learning space (Balog, 2018; Usman & Madudili, 2019). A learning environment can:

- Increase in mutual trust

- Sustained motivation

- A psychological environment that affects the learning process and increases better conduct and learning engagements.

Professionals in education, educators, and parents, while discussing a student's performance in school, emphasise the need for high academic standards and quality curriculum and pedagogy. There is also a widespread consensus and focus on teachers working together as professionals to ensure student success. However, the urgency to provide an enriched learning environment for students, especially with schools struggling to provide textbooks to all students, hot meals, security, and janitorial services, takes a backseat. The obvious question this poses is if such an idyllic environment has any role to play in the student's academic performance. Research suggests it does. A substantial body of research has found that students are more engaged in school and attain higher academic achievement in schools with a positive school climate (Thapa et al., 2013; Konold et al., 2018).

According to the literature on the enrichment of learning experiences, four factors need to be addressed (Renzulli et al., 2020):

1. **Why and to whom (its value)** - This focuses on whom the enrichment activities are being provided to and if the purpose of enrichment is to enhance the conventional objectives of learning or to motivate learning of new skills to all learners or if it should focus on enriching the learning of interested students.

2. **What (the content)** - the question is whether the enrichment exercise should be a top-up to the existing content or should enrichment to provoke critical thinking be a different activity.

3. **How (pedagogy or teaching strategies)** - This relates to considering the teacher's role in imparting knowledge. Should a teacher provide information in a didactic, prescriptive method already widely used, or should enriched teaching strategies include an inductive, investigative, and inquiry-oriented approach to learning?

4. **To what end (outcomes)** - the final consideration in enriching learning is if the applied activity should be applied to all the students as a generic whole or if the concentration should be on individual style and be more personalised.

An enriched learning experience is achieved by the interplay of the various physical factors, learner's readiness, and emotional issues. Maintaining a positive learning environment is a work in progress - the

educator must always consider how to maintain a positive learning environment and be thoughtful about how students perceive the learning environment.

Identifying how an enriched learning experience feels is a great start, but more is needed to deconstruct why these experiences feel great. The 'why' forms the core question, which helps justify the focus of this study. The three essential yet prodigious elements of an enriched learning experience are (Sood, 2021):

1. A great learning experience adds value to the learner

This means we are helping them understand something they could not before; it is easy to use and well-crafted. The entire experience should feel purposeful and put the learner's needs first.

2. A great learning experience focuses on being effective first

If it is ineffective, it has failed at being a learning experience. Being visually rich, interactive, and enjoyable are all important, but it should be used to enrich the learning, not to substitute it.

3. A great learning experience promotes further learning

Learning to pass an exam is the saddest outcome education can have. Great learning experiences should inspire our students to become lifelong learners and encourage them to pursue education beyond just the course we are creating.

Having a detailed look at what a learning experience is, how it is a product of different learning environments and a walkthrough of the various elements constituting an enriching learning experience, one can briefly summarise what an enriching learning experience entails. An enriched learning experience, then, is a setting in which all members part of the learning activity, especially the learner, have a feeling of connectedness to the surrounding culture and feel actively involved in the entire process with no fear of retribution; instead, the learner feels supported, respected and is well aware of the expectations and code of conduct to be followed. It leads to a holistic learning atmosphere, which refers to the total surroundings, resulting in individual interaction for meaningful learning.

GREEN FLAGS!

- ☐ Motivation to learn
- ☐ Freedom to learn without any fear of retribution
- ☐ Confidence
- ☐ Positive relationships with peers as well as teachers
- ☐ Good personal relationships
- ☐ Sense of self
- ☐ Feeling of safety
- ☐ Better academic achievement
- ☐ Regular or improved attendance
- ☐ Creativity
- ☐ Collaborative work
- ☐ High standard of academic achievement & conduct

Student outcome definition by UNESCO: The totality of information, knowledge, understanding, attitudes, values, skills, competencies or behaviours a learner has mastered upon the successful completion of an education programme. (Adapted from: UIS 2012)

To conclude the discussion on the aim of an enriched learning experience, this paper borrows the words from the educational motives of Denmark, one of the happiest countries in the world.

"Children deserve the opportunity to become fundamentally happy beings with the basic and professional competencies necessary to take part in and develop society. We owe it to future generations to prepare them to take part in life. We can do this by offering them the educational experience of working within a flow that ensures they are constantly adequately challenged. An experience where teachers are seen as positive role
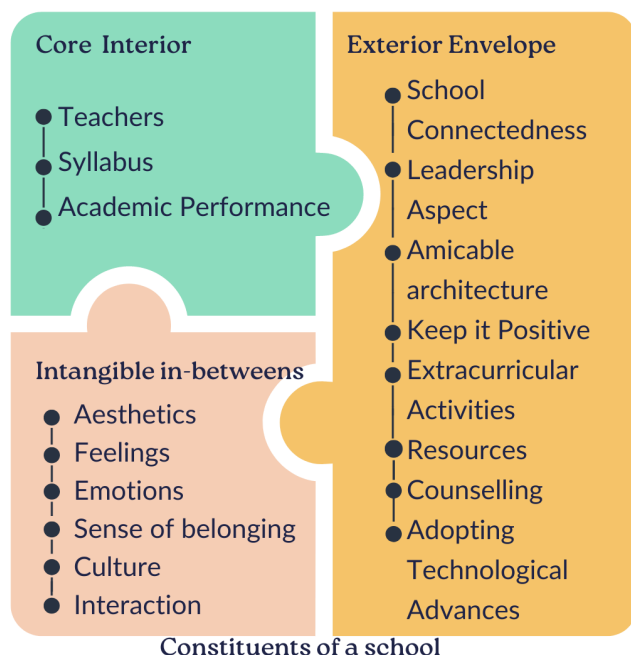
models, and in which the physical and mental environment all support this undeniable truth: a happy child is a better learner" (Guldbaeki et al., 2011)!

## ENRICHING LEARNING EXPERIENCES AT THE SCHOOL LEVEL

Former British Prime Minister Winston Churchill cursed his school days, saying, "How I hated schools, and what a life of anxiety I lived there. I counted the hours to the end of every term when I should return home." The famous American filmmaker, writer, actor, comedian, and musician Woody Allen said, "I loathed every day and regretted every moment I spent in a school." Just recently, news broke that Elon Musk had built a secret private school for his kids because he did not like the school they were studying in. These are a few anecdotes amongst the millions of unvoiced school experiences; regardless of what heights a person has reached in their careers, school experiences, and what they learned there, are some of the primary memories of any person. Apart from the curriculum, the schools need to focus on various factors to enrich the pupil's learning experience. As discussed earlier, the physical, social, and academic environment must be conducive to pupils' learning. Schools should strive to create a learning environment for learners to feel respected and accepted, where learning is the main focus, and the school should also pay attention to its infrastructure to support the delivery of holistic education (Barrett et al., 2019).

Core Interior
- Teachers
- Syllabus
- Academic Performance

Intangible in-betweens
- Aesthetics
- Feelings
- Emotions
- Sense of belonging
- Culture
- Interaction

Exterior Envelope
- School Connectedness
- Leadership Aspect
- Amicable architecture
- Keep it Positive
- Extracurricular Activities
- Resources
- Counselling
- Adopting Technological Advances

Constituents of a school

A school environment is broadly characterised by its facilities, classroom practices, and disciplinary policies and practices. It sets the stage for the external factors that affect students. Understanding an enriched learning environment has made it clear that learning and academic achievement can be influenced by factors related to the physical space and quality of schools and students' and staff's emotional well-being.

One can conclude without equivocation that architects, school management, and policy planners play a significant role in creating conducive learning environments and enhancing "Quality of Life" in school years (Keles, 2012). To achieve better learning outcomes while being child-friendly requires attention to all the school's constituents. The core and the shell of the school, which includes the teachers, curriculum, and student academic performance, are essential and well-defined tangible assets whose contribution to Quality of Life "(QoL)" in the school years is easily understood. The 'intangible in-betweens' in the softer realm of psychological and behavioural issues are neglected. These require a closer examination as core attributes contributing to the well-being of the student users. Together, as shown in the figure, these have to be considered to make the learning environment conducive to the children at all levels in the school. (Khan, 2016).
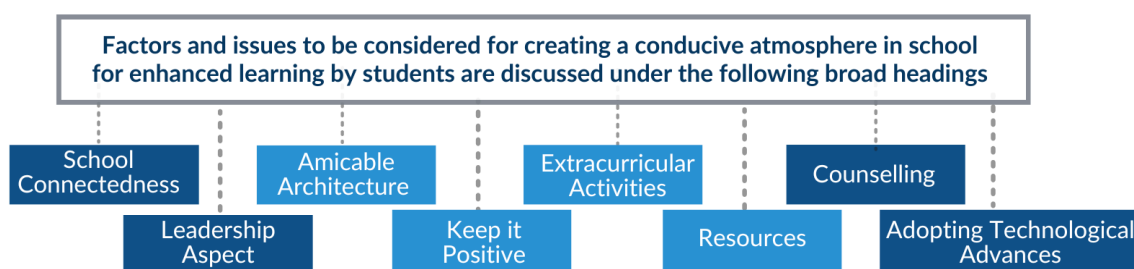
School connectedness

Most of us have memories of our days at school; usually, some good and some not so good, but the chances are that good memories arose when we felt cared for and valued by our peers and the adults who helped us learn. These positive relationships are an essential part of 'school connectedness' - the degree to which students perceive the people, places, and activities they experience in a meaningful and vital manner. It influences regular school attendance, key to improved education and health outcomes. Connectedness also reduces risk-taking, violent and antisocial behaviour, and the likelihood of emotional problems (Bowles et al., 2018).

A systematic review conducted at the University of Melbourne by psychologists Bowles, Scull, and Russo in 2018 found that students must attend school regularly to build relationships that enhance their sense of self and their relations with the people and groups around them. Then, they can actively engage in learning, and this leads to 'flow' which the psychologist Mihaly Csikszentmihalyi defines as "the state in which people are so involved in an activity that nothing else seems to matter; the experience is so enjoyable that people will do it even at great cost, for the sheer sake of doing it" (Bowles & Scull, 2018).

Every member should have a feeling of connectedness. School connectedness is the belief held by students that adults and peers in the school care about their learning and them as individuals (Centers for Disease Control and Prevention, 2009). Students who feel connected to their school are also more likely to have better academic achievement, including higher grades and test scores, better school attendance, and stay in school longer (Klem & Connell, 2004).

For most students, attending school is fine. From the earliest days of childcare, children adjust to consistent attendance. However, some students are at risk of habitual absenteeism, with some genuinely feeling

alienated and disaffected. To combat this, schools must be welcoming and ready to adjust to the needs of all students. For some schools, this means building a sense of belonging by going to students' homes and picking them up or providing breakfast clubs or activities that foster routine attendance.

Every day, positive experiences that students appreciate must be part of daily school life. Celebrating with events like school camps, excursions, sports days, and festivals, especially where values are aligned, provides positive student experiences that build relationship cohesion.

Leadership aspects

The school's principal, teachers, and administrative staff members are vested with the authority to implement the managerial functions of planning, organising, controlling, and directing the activities. The primary role of leadership in influencing the students' academic outcomes is based on the administration and management of the school. When there are proper rules, policies, and management put into practice appropriately, there could be an improvement in students' academic performance.

Student success in learning and staff success in teaching can be hindered or aided by the culture developed by school leaders (Dinsdale, 2017). The main task of educational institutions is to improve the conditions for teaching and learning, as these are the primary objectives. The leaders are required to identify the need to improve conditions for teaching and learning, and they need to participate effectively in the formation of strategies and approaches to improve the buildings and facilities of educational institutions. The leaders must ensure that the overall environmental conditions are pleasant and amiable. In addition, there should be the availability of appropriate teaching-learning materials, equipment and technologies (Kapur, 2019).

Amicable architecture and physical conditions

The quality of educational institute infrastructure, specifically its appropriate educational planning and design focusing on child development, has been widely discussed in recent years. A study published in The Journal of Engineering Research in 2022 based on a theoretical approach by conducting a review of previous theoretical and practical studies and an analytical approach in which a questionnaire was conducted for students as a field study and then analysed for results studies how the interior architectural design of the educational space impacts students (Gad et al., 2022a).

A World Bank report and many other stakeholders presented a report as a contribution to the international dialogue on learning environments. The review team found that the following factors positively contribute to pupils' progress in learning (Barrett et al., 2019):

- Good "natural" conditions, including lighting, air quality, temperature control, acoustics, and links to nature.

- Age-appropriate learning spaces that offer flexible learning opportunities that pupils can adapt and personalise.

- Connections between learning spaces that are easy to navigate and that may provide additional learning opportunities.

- A level of ambient stimulation using colour and visual complexity.

- Schools are designed from the inside out (classroom to school) so that each space meets the needs of its inhabitants.

- Designs that take into account local climatic and cultural conditions.

These factors can have a cumulative effect on outcomes. Glen Earthman, one of the most prolific and quoted authors on the link between basic school conditions and student achievement, has described a "poor" school as one that does not have adequate ventilation and temperature, lighting, acoustics, functional furniture, or some variation or combination of these qualities (Earthman, 2018). His research has found that students in poor buildings scored between 5 and 10 percentile rank points lower than students in functional buildings on academic tests after controlling for socioeconomic status.

Another study conducted in Nigeria and published in The Journal of Research Initiatives concluded that class size (an educational tool that describes the average number of students in each educational space) significantly impacts students' attitudes to studies in secondary school, affecting students' attention most strongly. The inference was that large classes are often too dull, noisy, and rowdy, which may constitute discouragement. On the other hand, small class sizes are less congested and may encourage staying in the classroom, being more attentive, and having better learning outcomes (Yusuf et al., 2016).

In India, The Central Public Works Department brought out a compendium in 2019 on educational norms that give a general idea of the requirements and applicable norms and parameters for designing educational buildings and campuses in various geographical regions. The Physical infrastructure suggested for KV schools gives detailed information about preferred class size as well as the presence of a well-equipped library, Science laboratories, Mathematics room, Social Science Rooms, Extracurricular activity rooms, and a proper arrangement of drinking water, toilets, and other physical facilities like ramps at entrance. It is a matter of further research if these norms are implemented in practicality in schools (Central Public Works Department, 2019).

Keeping the learning atmosphere positive

It has been found that a positive school climate improves academic achievement and boosts student engagement. A positive learning atmosphere is where the learner feels they are learning and making progress (Thorn, 2020). Indeed, new knowledge about human learning and development demonstrates that a positive school environment is not a "frill" to be attended to after academics and discipline are taken care of. Instead, it is the primary pathway to effective learning. The key to keeping a positive and healthy learning environment is that the people connected with school at all levels are optimistic and positive (Berkowitz et al., 2016).

A substantial body of research has found that students are more engaged in school and attain higher academic achievement in schools with a positive school climate (Thapa et al., 2013). For example, a meta-analysis of 78 published research articles concluded that "a positive school climate contributed to higher academic achievement and decreased the negative influence of poor SES (socioeconomic status), background characteristics, and other risk factors on academic achievement" (Berkowitz et al., 2016). Another review concluded that a positive school climate leads to higher academic achievement when it is characterised by high academic expectations and high-quality teacher-student relationships (Wang & Degol, 2015; Konold et al., 2018).

Faculty who reported being motivated to teach often felt that their students' reactions fueled this motivation; when students were engaged, they felt more motivated. This creates a positive cyclic pattern in which one group feeds into the motivation and engagement levels of the other (Rusticus et al., 2022).

Extracurricular activities

Various school activities, such as morning assembly, Annual Day, celebrating festivals, mid-day meal, kitchen garden, Eco Club, and Youth Club, also provide adequate space for developing social-personal qualities and life skills such as sensitivity towards environment protection, teamwork, problem-solving, critical thinking, and creativity (NCERT, 2019). Apart from psychosocial development, extracurricular activities play an essential role in moulding the child's academic performance. The Early Childhood Care and Education Programme by

the Ministry of Child and Women Development recognises that children learn best through play and learning by doing, and learning processes are based on the needs, interests, abilities, and social context of the children for whom it is planned. The methodology in this approach is primarily based on creating a stimulating learning environment for the child through planned activities or joyful tasks involving active thinking/learning by the child. Children are visualised as active beings who construct their knowledge, and the process of teaching–learning is one of co-construction of knowledge, with adults as facilitators (Ministry of Women and Child Development, 2013).

Based on the results obtained through the statistical analysis described in the study conducted and published as 'The Impact of Participation in Extracurricular Activities on Elementary School Students' inferred that a positive relationship does seem to exist between students' participation in extracurricular activities and their cumulative GPAs (Meadows, 2019). While the number of hours students spend participating in ECAs is more strongly related to their grade point averages, the number of activities in which students participate also influences their performance in this area. These findings align with those of Reeves (2008), whose study indicated a positive relationship between the number of extracurricular activities in which students participated and their academic achievement, as well as those of Jansen (2016) and McLaren Gibbons (2006), who found a positive correlation between the hours students spent in ECAs and their cumulative grade point averages (Meadows, 2019).

Besides extracurricular activities, morning assembly is a usual practice in most schools. It is essential to understand that morning assembly is not just about standing in long queues and singing prayers or the national anthem, but it is something beyond just prayers. All the activities carried out in the morning assembly by the school staff and students greatly influence every point of life. Assemblies are essential to school life, and taking one is a genuine privilege. These are precious moments to gather and engage in an act of community as a school to think about and discuss various topics and issues. It is a time to educate, reflect and grow as a school rather than make a few announcements. Assemblies are a golden reflection time for promoting spiritual, moral and cultural development and reinforcing the school's values and shared identity. They also connect the school to their wider community, contribute to personal development and enhance awareness of global citizenship (Mehta, 2016).

Resources

Within schools, it is vital to make provisions for resources that can be utilised to enhance students' academic performance. The essential materials should include textbooks, notes, learning materials, hand-outs, technology, library, and laboratory facilities, especially in science subjects. When students are provided with the necessary tools and equipment, they will be able to understand better academic concepts and how to perform the experiments. In some cases, especially the students belonging to deprived, marginalised, and socioeconomically backward sections of society cannot afford the books and materials required for learning. Hence, they depend on the library facilities and fellow students to obtain books and other materials (Kapur, 2018).

Counselling

Discussion in the previous section established the fact that a child's mental and emotional health affects their learning capacity and reflects in poor grades. Factors such as stress, anxiety, fear, trauma, depression or physical health problems prove to be impediments within the course of their academic achievement. Students in secondary and tertiary education settings face various ongoing normative stressors, defined as daily hassles such as academic demands (Pascoe et al., 2019).

When a student is healthy, they can actively participate in learning. On the other hand, the students need to take pleasure and look at their school and classroom activities optimistically. Consuming a healthy and

nutritious diet, engaging in extracurricular activities, staying calm, and enjoying studying are some aspects that help maintain good psychological and physical health (Srinivas & Venkatkrishnan, 2016).

Psychologists are becoming increasingly important in educational institutions and other sectors (Forlin, 2010). They help students and teachers cope with their busy schedules and school workloads. They are also interested in research and can contribute to enhancing the school curriculum by suggesting important adjustments.

The primary work of school psychologists is to focus on students of all ages. These professionals provide in-depth psychological services to help students succeed academically, socially, behaviorally and emotionally (Landess, n.d.). Some typical services they provide include helping students who are bullied and those who face struggles like poor academic performance, problems at home or mental health issues. School psychologists also help students who have disabilities. This wide range of services means no two days on the job will look the same (U.S. Department of Education & Office of Special Education and Rehabilitative Services, 2021). School counsellors play a crucial role in all students' personal, academic, and career development. With the delivery of a developmental, comprehensive counselling program, school counsellors respond to students' social and emotional needs while supporting the school's academic vision. The role of guidance and counselling programs is to bring about the maximum development and self-realisation of human potential to benefit the individual and society (Dar & Peer, 2021).

Academic stress, poor academic performance, cut-throat competition, vast and varied educational and career opportunities and resulting confusion in making career choices, the ever-growing, changing and complex world of work, suicide, anger, violence, drug abuse, child abuse, sex abuse, crime, lifestyle changes, divorced / single parents are some of the concerns which require the support of guidance and counselling services to school students. To address students' developmental needs and concerns at different stages of schooling, a professionally trained person, a counsellor, or a teacher-counsellor must work within and with the system (Department of Educational Psychology & Foundations of Education & RMSA Project Cell, 2015).

Despite the Central Board of Secondary Education guideline making it mandatory for schools to have counsellors on board, only three per cent of private schools, as per a report by the Associated Chambers of Commerce and Industry of India (ASSOCHAM), have actual appointment records. For government schools, the situation is far worse (Gaur, 2019). From November 2022 onwards, 20 government schools in Delhi will have in-house psychologists and mobile mental health units (MMHUs) from the Institute of Human Behaviour and Allied Sciences (IHBAS). The pilot project, part of the school mental health initiative of the Directorate of Education (DoE), is expected to help 23,148 children enrolled (Srivastava, 2022).

Adopting technological advances

We all know that technology has brought many learning opportunities to the education sector. In today's world, technology is breaking the barrier to providing quality education to students. Technology in the education sector has a vital role in providing the best learning outcomes for students. However, sometimes, with the conventional methods, the students lack interest and confidence in learning. In recent years, students have expected that they should use technology in their learning environment.

According to a report, 56% of children aged 8-12 have cell phones, 74% of teachers feel Ed-tech is a student motivator, and 77% of parents allow the usage of tablets for their children's learning (Embibe, 2022). Technology has digitised classrooms through digital learning tools like computers, iPads, smartphones, and smart digital whiteboards, which has increased students' engagement and motivation towards learning (Roy, 2019).

Technology helps promote students' engagement for effective learning with the help of online tools. It is said that students learning with technology show more enthusiasm and interest in the lectures, content, assignments, assessments, and projects. Using technological advances allows one to implement different

learning styles for a student (Carstens et al., 2021). As George Couros, a famous educator, pointed out, "Technology will not replace great teachers, but technology in the hands of great teachers can be transformational."

A growing body of research suggests that technology can be an effective tool for enriching learning experiences. Here are a few studies that demonstrate this:

1. **Personalised learning:** According to a meta-analysis published in the Journal of Educational Psychology, personalised learning approaches that utilise technology can lead to significantly higher student achievement (Major et al., 2021).

2. **Improved communication:** A study published in the World Journal of Education found that technology can improve communication between students and teachers, increasing student engagement and achievement (Erkan, 2019).

3. **Increased engagement:** A review published in Contemporary Educational Technology in 2016 found that technology can increase student engagement and motivation, leading to improved learning outcomes (Harris et al., 2016).

Overall, these studies suggest that technology has the potential to be a powerful tool for enriching learning experiences. However, it is important to note that the effectiveness of technology in education depends on how it is used and integrated into the curriculum. Some evidence suggests that relying too heavily on technology for learning can be detrimental to student achievement. Additionally, some research has suggested that excessive use of technology can lead to reduced attention spans and decreased ability to focus, affecting fine motor development and problem-solving (Rideout et al., 2010). Finding a balance between using technology to enhance learning and relying too heavily on it is crucial, as this can lead to a lack of critical thinking and problem-solving skills (Carstens et al., 2021).

It is also worth noting that technology is not a one-size-fits-all solution for education. Different students have different learning styles and needs, and what works for one student may not work for another. Educators need to consider their students' individual needs and use technology in a way that is most effective for supporting their learning.

John Holt, an author and an educator, famously said in the 1970s, "Fail the method, not the child." However, this is challenging in practice. When we say 'fail', it does not necessarily mean a failure at an examination or the end of an academic year. Often, schools blame the child or their background for their 'poor attitude'. This mostly leads to a battle of wits between the teacher and student, escalating tensions. This is where educators need to mull over what John Holt said. Taking a cue from the insights of Holt, schools can make learning experiences enriched and more effective for the students if they take full responsibility for the "results or the non-results" of their work and "flunk their unsuccessful methods and not the children" on the failure of attaining the desired outcome (Holt, 1995).

ENRICHING LEARNING EXPERIENCES AT THE CLASS LEVEL

The classroom is the epicentre of teaching and learning. Throughout the school year, the four walls of a classroom encapsulate life-changing interactions between the teacher and their students. We have already established that a positive, nurturing environment is an indispensable part of learning. A positive environment makes a student feel comfortable, a place where healthy relationships with peers and teachers flourish. In a positive environment, the learning process becomes something that students quickly adapt to and look forward to. To achieve this environment, young students must be nurtured with love, care, and support. It is a fact that today, learning in a school involves more than just being exposed to information and set content.

A large amount of a student's time is spent sitting in a school classroom. This place is where they will learn the various skills deemed necessary and proper for them to achieve success in the global society. The classroom is where they will understand their place in the world and the gifts they have to offer. It is where the student develops what they want their future to look like, as well as knowledge of the skills needed to reach that goal. With the classroom being such an essential place in a child's growth, it is crucial to understand how to affect this environment to receive maximum instruction effectiveness. If schools play a significant role in teaching the next generation how to be successful members of society, then every precaution should be taken to ensure that the learning environment helps students thrive. If not approached correctly, a classroom can be set up in a way that stifles creativity or does not promote a positive learning environment. Many things can affect this environment. There are physical elements such as wall art, arrangement of desks, or resources. Also, there are intangible elements such as the energy of the classroom, the rules, or the sounds within the room. Each of these can impact a student's focus and achievement in the class.

To borrow the words of Geeta Verma, a well-known educationist and founder Head of International Curriculum (IBO and Cambridge) at Heritage Xperiential Learning, Gurgaon, "simply put, a positive classroom environment is essential as it enables students to be inquirers and explorers and true leaders of their own learning, a positive environment is where
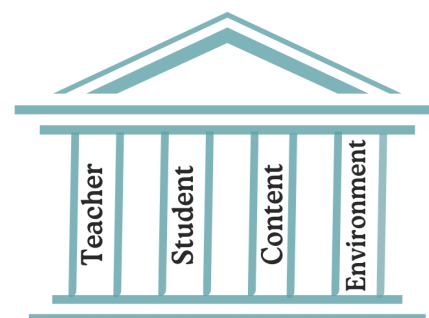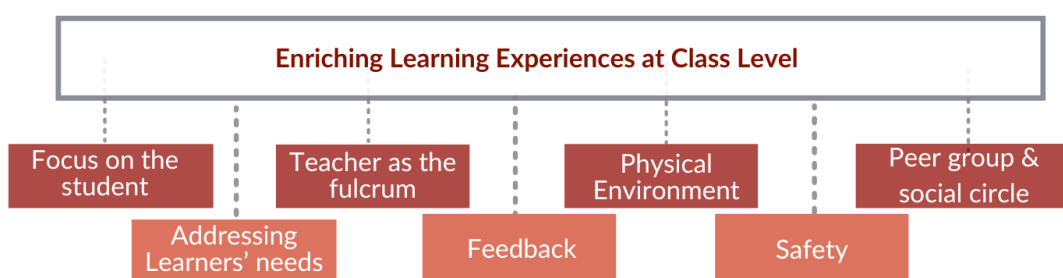
children can work as a team, celebrate each other's achievements and learn from mistakes. It enhances students' ability to learn and to be productive in the true sense of learning things on their own."

A few factors that contribute to creating a positive learning environment are establishing a supportive learning culture, addressing a learner's needs, and encouraging a student's involvement in all activities. Also, classrooms can be made visually appealing by using bright colours on the walls, filling up bulletin boards with students' work and thematic learning posters. Additionally, classroom seating must be arranged so students can learn individually and participate in group activities (Grubaugh & Houston, 1990).

Four main components create a classroom - the students who are learning, the teacher who is teaching, the content being taught, and the environment where all this happens.

All four aspects are interconnected, and discussion on one overlaps the other as each works to create an enriching learning experience.

Enriching Learning Experiences at Class Level

| Focus on the student | | Teacher as the fulcrum | | Physical Environment | | Peer group & social circle |

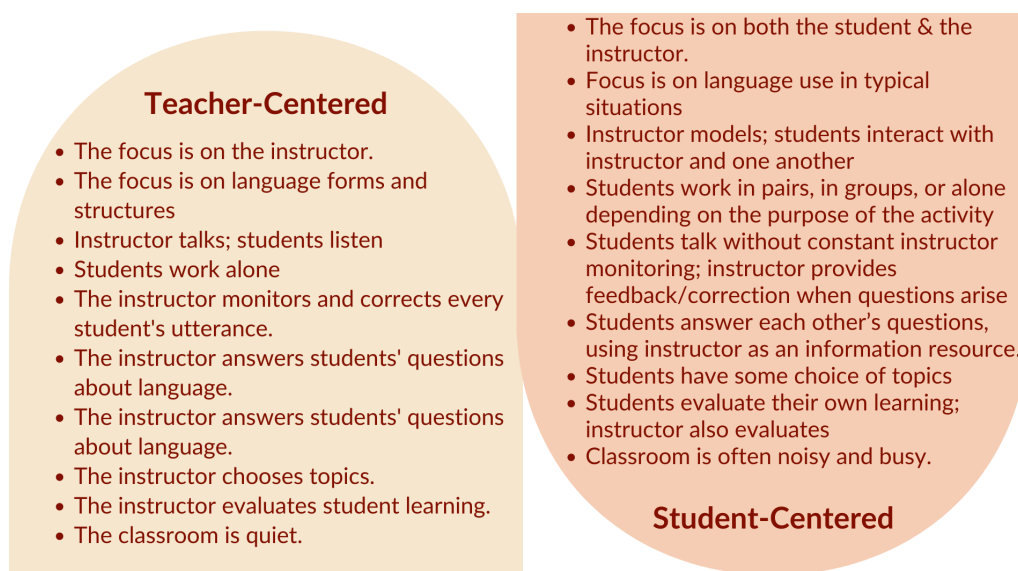| Addressing Learners' needs | | Feedback | | Safety |

Focus on the student

There is much buzz in the field of pedagogy regarding the shift from a traditional learning approach to a student-centred learning approach. Imagine a class and one has the visual of a teacher standing in front and students sitting in rows listening to the teacher. The teacher here is the main focus. This image is in tandem with the Behavioristic approach to learning, which promotes a traditional learning environment where the student is a passive learner. Classrooms are laid out in rows, all facing the teacher as the key focal point in the room (Devi, 2019).

In contrast is the student-centric approach, where the student participates more actively in the learning process. Based on constructivist learning principles, the instructional goal in student–centred classrooms is to create a learning environment where knowledge is co-constructed by the teacher and students rather than transmitted directly by the teacher. Brophy explains that in these classrooms, students are expected to "strive to make sense of what they are learning by relating it to prior knowledge and by discussing it with others." The class is "a learning community that constructs shared understanding" (Garrett, 2008). This case study concluded that the student-centric approach was a more effective learning method.

American educators propagated the student-centric approach after Ronald Reagan's dismal view of the American education system in the 90s, where he stated that the design and intention of the education system was never to educate nor meet the needs of all students. Research conducted and efforts towards improving education outcomes suggested that instead of maintaining the current, adult-centred, hierarchical structure where students are the receivers of a predetermined set of knowledge, it is time to redesign the model and system of schooling with students at the centre. This system will consider students' interests, learning styles, cultural identities, life experiences, and personal challenges. It will not only set all students up for success but will also be equitable and meet their unique needs. This is called student-centred learning (Kaput, 2018).

In previous eras, classrooms were designed around "chalk and talk," or the "sage on the stage," teaching. However, teaching and learning have evolved (Arman, 2018). Closer home, The National Education Policy has given a rare glimpse of what can be achieved through the transformation of education. The new NEP clearly states that it is time to take on an undoubtedly student-centric policy, or what can be safely put down as Education 4.0! The time has come to recognise that the student is the main stakeholder and that efforts must be taken to make the system respond to their dreams and aspirations. In this line of thinking, the new policy accepts many learning modes, including face-to-face, online, and distance or virtual learning. It also promotes using vocational, multi-disciplinary, and multi-modal approaches, thereby focusing on blended teaching-learning (Ministry of Human Resource Development, 2020).

The image below summarises the differences between teacher-centered and learner-centered learning:

Teacher-Centered

- The focus is on the instructor.
- The focus is on language forms and structures
- Instructor talks; students listen
- Students work alone
- The instructor monitors and corrects every student's utterance.
- The instructor answers students' questions about language.
- The instructor answers students' questions about language.
- The instructor chooses topics.
- The instructor evaluates student learning.
- The classroom is quiet.

- The focus is on both the student & the instructor.
- Focus is on language use in typical situations
- Instructor models; students interact with instructor and one another
- Students work in pairs, in groups, or alone depending on the purpose of the activity
- Students talk without constant instructor monitoring; instructor provides feedback/correction when questions arise
- Students answer each other's questions, using instructor as an information resource.
- Students have some choice of topics
- Students evaluate their own learning; instructor also evaluates
- Classroom is often noisy and busy.

Student-Centered

Source: The National Capitol Language Resource Center (a project of George Washington University) (Hilger, 2019).

When the student is the focus, active learning is in play - a teaching method that works wonders. It is easy to understand this if one thinks about things one has learned, like how to drive, change a tire, or prepare a meal. Initially, one may have first been instructed by a parent or watched a how-to video. However, one truly learned the skills through the process of changing that tire. Doing something and learning it hands-on is being engaged in active learning.

Activity-based learning is a teaching approach that focuses on hands-on, experiential learning activities to engage students and facilitate learning. This approach emphasises student participation and encourages learners to actively engage with the material and construct their understanding of the subject matter. Activity-based learning can take many forms, including problem-based, project-based, and experiential learning. These approaches involve students actively solving problems, completing projects or engaging in real-world experiences to learn new concepts and skills. Research has shown that activity-based learning can effectively promote student engagement, critical thinking, and problem-solving skills. It can also help students retain and apply what they have learned (Anwer, 2019).

Not all methods of fostering learning are created equal. For decades, lecturing students seated in rows of desks was the method of choice. Now we know better. Active learning is vastly more effective (Talbert & Mor-Avi, 2019).

This scenario shifts the role of the teacher from being the instructor to more of a blend of a facilitator and an instructor playing the central role alongside the students in the learning process.

Addressing learners' needs

Although all the students in a class are at the same age, in the same developmental phase, and offered the same material and teaching by the teacher, different behaviours, learning styles, and achievements in a class can be observed. One of the reasons for this is that each child is unique and has different learning styles. To aid better learning, the availability of assistance whenever needed is essential.

When students cannot achieve the desired grades, instead of getting angry at them, the teachers and parents need to make provisions for help and assistance. They should motivate the students and encourage them to do well in future. Instead of belittling the students' questions and highlighting the child's weakness, teaching the concept again is advisable for better learning (Kapur, 2018).

While some children might benefit from the written and verbal explanations, others might find the drawings, graphs, and visual aids more effective. While many children learn better in peer groups, some students might prefer working individually. Studies and experimental research conducted have highlighted the fact that the advantage of designing learning environments according to students' learning styles was that they created an opportunity to learn fairly, increased student motivation towards the lesson, and enabled students to learn at their own pace (Özerem & Akkoyunlu, 2015).

Teacher as the fulcrum of the classroom environment

The National Education Policy (NEP) that came into effect in 2020 proposed a complete restructuring of the Indian educational system, suggesting changes and modifications. However, it also highlighted that the success of much of the Policy depends on the competence of the teachers who will be taking the reforms forward (Edugraph, 2022).

The teachers make the academic concepts known to the students in the classroom. Teachers have the primary duty of completing the subject syllabus. Therefore, the classroom environment must be disciplined and well-ordered. Within the classroom, the teachers and the students need to implement the traits of morality and ethics. It is vital to promote mutual understanding, amiability, and cooperation among the teachers, students, and fellow students. The efficiency in classroom management introduces well-organized and efficient management of the lesson plans, instructional strategies, and teaching-learning processes. Discipline and effective communication among the individuals would help the students learn better and improve their academic performance (Kapur, 2018).

Teachers should nurture their classroom spaces where children can ask questions freely and engage in dialogue with teachers and friends, as this will help clarify their doubts. They should make the classroom lively by engaging the students in the teaching-learning process, as this school environment will facilitate the self-confidence and self-esteem of learners. The school environment should be free from partiality. It should create a positive environment where students can share their ideas, develop their personality positively, and aim fully to achieve well academically.

Creating and maintaining stimulating learning environments can be achieved through effective classroom organisation. Such exercise promotes an interactive climate, leading to innovation. Teachers are expected to fulfil at least two cognitive demands of the learners: academic task demands (understanding and working with content) and social task demands (interacting with others concerning that content). This implies the development of such an environment where learners can constantly understand the content and find appropriate ways to participate in various kinds of group activities. Therefore, the role of teachers is vital in facilitating the learning of these academic and social tasks (IGNOU, 2017).

Further, learning can be made more effective using technological advancements. Technology has improved interaction between communities, and educationists should look at tech as an enabler of more excellent methodology and new-age pedagogy, not as a substitute for the educator. The use of technology to make

learning more natural is the key to the future. When our daily lives are empowered by technology, there is no reason that teaching-learning should be deprived of it. The gap remains when students are taught using only traditional methods, and the workplace is fraught with the use of technology. The student must often adapt, leading to a spectrum of being a misfit in their classroom. The use of technology in classrooms has led to many positive changes in students' learning curves (Das, 2021).

A study published in 2017 affirms that using augmented reality and games in classrooms benefits the students in terms of outcome and motivation as it spikes the learner's interest in the activity (Tobar-Muñoz et al., 2017). A recent study by Papadakis, Kalogiannakis, and Zaranis provides evidence that mobiles and interactive games on touch screens (which are an integral part of a preschooler's life) enhance mathematical thinking as well as create a positive influence on both attitudes to mathematics learning and student motivation in both preschool and primary school settings. Digital technologies and appropriate apps can make mathematics, which is usually a dreaded subject, more accessible (Papadakis et al., 2021).

The student-centred learning approach hints at a changed way of teaching and learning. Students can maintain or maximise their learning in a blended classroom that combines traditional and computer-based classrooms and is mostly student-centred. According to the Cambridge Dictionary, "blended learning" is "a way of learning that combines traditional classroom lessons with lessons that use computer technology and may be given over the internet".

However, blended learning is more than adding tech tools to a classroom. Instead, it consists of three separate ideas (Dangwal & Lata, 2017):

- It is part of a formal learning program using online learning that gives students some control over the learning time, place, path, and pace.

- At least part of the learning happens in a supervised, brick-and-mortar location.

- The learning experience integrates online and face-to-face learning. Classrooms filled wall-to-wall with computers, smartboards, or other devices are not necessarily blended learning environments. An actual blended environment must have all three components: student control, brick-and-mortar learning, and online and in-person instruction integration.

Discussing learning and increasing learning effectiveness leads us to discuss the taught content. The focus of this paper is not on evaluating the content but on delivering the prescribed curriculum effectively while keeping the students' individual interests and learning styles in mind. More than not, we have heard of teachers and students discussing covering the syllabus, but the key here is that something that must be learned cannot just be delivered. Here are lines by a famous learning experience designer and blogger - Pizza is delivered, not content - content has to be discovered. Content needs to be discovered; true discovery comes from building solid relationships. This is in line with the requirements of the fast-paced and ever-changing world, where "smart working" is preferred over "hard-working" and where abilities to "adapt swiftly" and "innovate spontaneously" assume critical importance.

In delivering the content in an effective learning environment, the teacher has to be sensitive to individual differences in their preferred learning styles by varying the rate, amount, nature, or content of the instruction. Teachers who modify their instruction to accommodate individual differences send the message that they want to reach all learners whenever needed. This also ensures the active participation of learners in learning activities (IGNOU, 2017).

The Early Childhood Care and Education (ECCE) program recommends "Discovery-based learning" and "Discussion-based learning" to achieve this objective. The current NEP 2020 has recommended resorting to a simplified curriculum and engaging pedagogy, with minimum textbooks where students will follow an activity-based, fun-filled learning style until 8th grade, stating that 'there will be a minimum load of textbooks on students, and their school bags will be much lighter! With each higher grade, the curriculum would slowly

and steadily pick up momentum, adding material that would merge smoothly with the student's learning curve. This is a critical phase, with four years of multidisciplinary study. It will build on the Middle Stage's subject-oriented pedagogical and curricular style, with greater depth, critical thinking, attention to life aspirations, flexibility, and student choice. This phase will adequately prepare the Student for University education. Highly engaging pedagogy will make this phase easier' (Ministry of Human Resource Development, 2020).

Feedback

Feedback is of great importance in improving the learning experience for the students. Feedback can be given informally or formally. Informal feedback is instant, and it is often more effective. Teachers can walk around the class and drop by students' desks, commenting on their work. They can praise their students for their excellent work and give immediate suggestions for improvement. During informal feedback, teachers can clarify students' doubts, answer their questions, or assess their progress with the task. When students are given feedback on the spot, they get a chance to learn from their mistakes and make necessary changes to improve their performance (Mathew, 2020). It improves learners' confidence and motivation to learn. Feedback is vital to facilitating students' development as independent learners by monitoring, evaluating, and regulating their learning (Ahea et al., 2016).

In addition to teacher feedback, training students to be self and peer assessors is also essential. The child who earlier indulged in the act of learning because of the intrinsic satisfaction and motivation that he/she got from learning itself has now come to bank on the extrinsic rewards first by the parents and the significant others and later by the society at large (in the form of degrees, medals, jobs, awards, etc.). The loss of this intrinsic motivation has cost the school-going child dearly. It has taken away all the fun from the learning process. This lack of fun in the learning process has resulted in learning becoming a forced, extrinsically driven activity in contrast to the earlier fun-filled years of learning and growing. The absence of intrinsic motivation has made learning a stressful activity (Shukla, 2017).

Physical environment

Talton and Simpson commented, 'The classroom is the basic structural unit of our educational system, and different room arrangements serve different purposes. Therefore, classrooms must be flexible' (Talton & Simpson, 1987). For example, physical arrangements (arrangement of chairs, tables, and benches) in the classroom must differ from the science laboratory, educational technology laboratory, sports room, and workshops. Ownership of space and equipment by both teachers and students is essential. Ownership and engagement are important elements, so there must be a balance between permanent and fresh elements (in a display of student work, for example) (IGNOU, 2017).

It is a fact that effective communication in the classroom is essential to the success of both the student and the teacher. The kind and the amount of communication that occurs in the classroom has long been thought to be partially a function of the seating arrangement of students. While there are infinite ways of arranging a classroom, three are the most common: traditional, horseshoe, and modular. There is much debate in the educational field regarding the best classroom seating arrangement. In the traditional teacher-centred situation, the seating arrangement consists of rows and columns of single desks facing a blackboard, with the teacher's desk in front of the classroom. Alternatively, the student-centred approach allows students to work together and usually corresponds to the aggregation of desks (i.e., clusters). Both traditional seatings in single

desks and teacher-centred approaches are the globally dominant approaches, even though, in recent years, cluster arrangement has become more frequent and preferred by teachers, providing a reasonable basis for cooperative learning and other student-centred approaches (Tobia et al., 2020). A study published in 2020 which looked into the effect of seating arrangement on the cognitive processes of learners in primary school found that students sitting on separate desks scored better in logical reasoning and lonelier children performed better in the theory of mind and creativity. A similar research conducted in Malaysia using the end users' (students and teachers) perception investigated how the classroom users perceive their classroom physical environment and what they want to be improved (Ramli et al., 2013). Through different types of questions (open-ended and visual), students' as well as teachers' perceptions about various classroom environments and layouts were recorded, and the study concluded that:

1. The first item that the students most wanted was having their lockers to keep their belongings.

2. Second is an air conditioner, followed by chairs with upholstery.

3. The next item is additional spaces such as IT space and reading space to enhance learning.

4. Most students wish to have a classroom that faces the school gardens.

5. Additionally, the students wish to have a grouping table in their classroom and a bigger table to keep their books.

6. Lastly, they wish to have a television to watch and learn from YouTube channels in their classroom.

7. Both teachers and students preferred a larger classroom or fewer students, with some desks in rows and some in a modular format.

8. Reducing the student number in the classroom will help teachers focus more on each student's performance. Changes in a classroom layout and seating arrangement, as well as additional furniture settings, will enhance students' outcomes and facilitate both teachers' and students' teaching and learning processes.

Safety

For adolescents, school is an essential source of subjective well-being. Recently, more emphasis has been placed on the fact that school children should feel comfortable to achieve optimal learning. When teachers display that they are interested in knowing and helping students and caring about them, they feel safe and secure emotionally and try to replicate such qualities in their day-to-day interactions (NCERT, 2019). Safe means trust and positive encouragement, the adolescent's dignity and human rights are respected (no threat of violence, mockery, humiliation, and bullying), and students feel heard. The sense of safety is subjective, and perceptions may vary depending on gender, status, and sense of identity (UNESCO & United Nations Office on Drugs and Crime, 2019).

Fostering a positive classroom climate is essential for students to feel safe and accepted. In the classroom, sensitivity and care, when expressed through verbal and non-verbal behaviour by teachers to students and vice-versa, as well as between students, convey an understanding of each other's strengths and weaknesses without being judged or evaluated. This feeling encourages all to exert more effort, strive to improve their weaknesses, and strengthen their abilities, thus leading to a psychologically safe and conducive environment (Social Science Space, 2020).

Peer group and social circle

Children get enrolled in schools not only to learn academic concepts but also to learn how to interact and socialise with others. Students usually form friendly terms and relationships with their fellow students. Forming a social circle and friendships has a positive effect on the academic outcomes of the students. When one has to work on a project or prepare for a test, then group study is, in most cases, beneficial. It also causes social satisfaction and happiness in one's student life. Forming a social circle benefits individuals in several ways, such as solving academic problems, getting involved in leisure activities, sharing one's joys and sorrows, and so forth (Kapur, 2018).

These are some of the focal points which have to be focussed upon to make learning in the classroom much more enriching and effortless for the students. This brief discussion is a small effort to highlight how each of these factors is intertwined and, as a whole, affects student learning outcomes. It suggests how educational planners and decision-makers can ensure a positive learning environment. From the studies researched, the few factors that make up a class environment and affect the learning experiences are demonstrated below.

> **AT A GLANCE**
> - The four pillars of learning experience in a classroom are the teachers, students, the content being taught and the learning environment
> - The student centered approach is a more effective way of teaching as opposed to the traditional approach
> - The role of teachers is not just that of an instructor but also of a facilitator
> - Active learning is more effective than passive learning
> - Appropriate use of technology in imparting the content makes learning more effective

ROLE OF COMMUNITY IN ENRICHING LEARNING EXPERIENCES

The old African proverb says, "It takes a village to raise a child," meaning that an entire community must provide for and interact positively with children to experience and grow in a safe and healthy environment." Community is a school for history, literature, cultural heritage, and natural environments, but it can also play an important role in formal education. Research has shown that community involvement in education can positively impact student achievement, engagement, and well-being. For example, a Harvard Family Research Project study found that students whose families and communities are actively involved in their education are more likely to earn higher grades and test scores, enrol in higher-level programs, graduate and go on to postsecondary education. They also have better social skills, attitudes and behaviours. Learning is a product not only of schooling but also of families, communities and peers (Engin-Demir, 2009).

Formal education is one of the main channels through which societies transmit their cultural heritage and social and civic values and provide individuals with the knowledge and skills they need to participate fully in their communities and the global economy. However, schools do not exist in a vacuum. A host of factors contribute to students' prospects for academic success. Some students come to school with all they need: stable and supportive families, adequate financial resources, and good health. For students who do not enjoy these advantages, making provisions to help them meet outside-of-school challenges can provide the boost they need to succeed in school (Koppich, 2019).

Urie Bronfenbrenner developed a bioecological systems model of child development, which emphasises the role of the child's environment in shaping their development. According to Bronfenbrenner's model, five levels of the environment interact to influence a child's development (Sanders, 2017):

1. **Microsystem:** This is the child's immediate environment, including family, school, and peer group. This level has the most direct and immediate impact on the child.

2. **Mesosystem:** This level includes the interactions between the different settings in the microsystem, such as the relationship between the child's family and school.

3. **Exosystem:** This level includes the settings that affect the child indirectly, such as a parent's workplace or community organisations.

4. **Macrosystem:** This level includes the cultural and societal values, laws, and customs that shape the child's environment.

5. **Chronosystem:** This level includes the changes and transitions that occur over time, such as the child's developmental stage and life events.
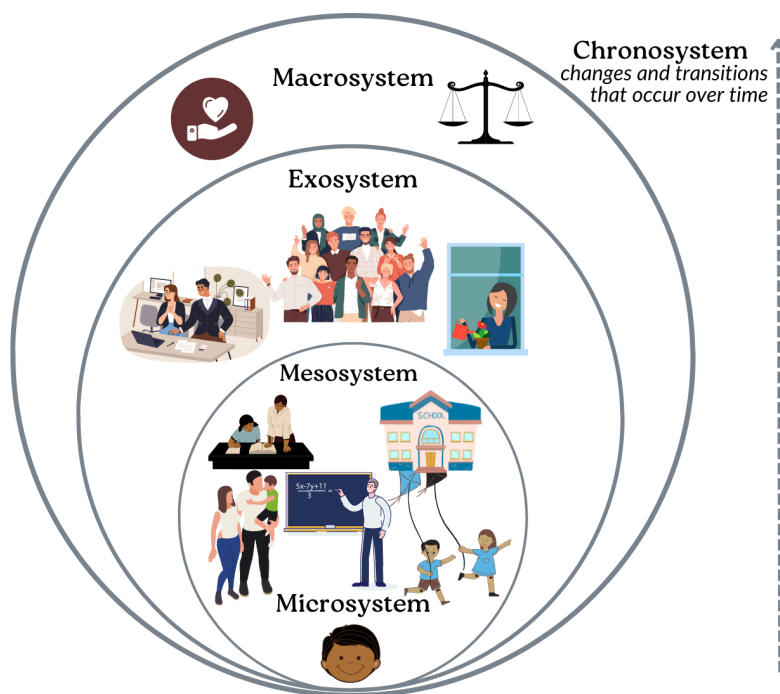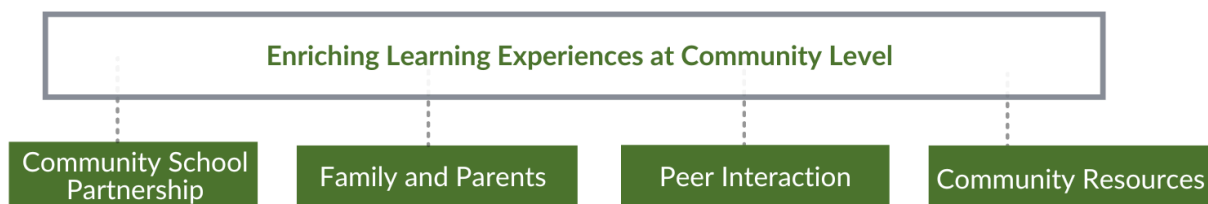

Bronfenbrenner's model emphasises that the child is not simply a passive recipient of influences but an active agent in their development. The child's characteristics and behaviours also play a role in shaping their environment and experiences. The bioecological model highlights the interplay between the systems, the child, and the context and how they shape the child's development. It also emphasises the importance of considering the child's environment rather than just focusing on one aspect.

The aim of this research

This paper delves into the microsystem, the most central in the model. It includes the family, school, and community-based organisations directly affecting the child and the mesosystem, which refers to the interactions and relationships among institutions in a child's microsystem. Research shows that strong, positive connections between the institutions in a child's microsystem positively influence the child's development. These two systems are called community in this research and are essential to the child's learning. The geographic boundaries of neighbourhoods do not constrain the community within this definition of community-school partnerships but refer more to the social interactions within or outside these boundaries. In unadorned words, the elements that shall be dealt with in this paper under the umbrella of "community" are the family (parents, siblings and relatives), peers, and other members of the society the child deals with and can influence the child's psychosocial and mental development as well on their attitude towards school and learning and making the child better equipped and facilitating school education.

Socioeconomic status, cultural influences, and technology are other factors that influence a student's learning. They can be topics of discussion and research but do not fall within the scope of this research. However, it is worth mentioning that the research results showed that the parent-child relationship mediated the effect of socioeconomic status on reading ability, and students' learning motivation moderated this effect. Socioeconomic status can indirectly influence children's reading performance through the parent-child relationship established by parents' speech and behaviours. This mediation of the parent-child relationship

tells us that parents should not simply believe that providing sufficient material conditions for their children is enough to improve their academic performance.

Enriching Learning Experiences at Community Level			
Community School Partnership	Family and Parents	Peer Interaction	Community Resources

Community-school partnership

Community–school partnerships are the connections forged between schools and community individuals, organisations, and businesses to directly or indirectly promote students' social, emotional, physical, and intellectual development. The community is not just a medium for informal education; it is a learning resource that can be utilised to develop stronger relationships between the school and community. It also increases the community's investment in, understanding of and support for the school and the learning experiences it provides. This resource is inexpensive and readily available but can be challenging to utilise. Community as a learning resource can be utilised in various ways, such as guidance by older community members and experts in different fields. Learners can also benefit by actively participating in their community and learning within and outside the school premises. For example, learners may undertake a research project on any local problem with an NGO, participate in an internship program at a local level and get some experience and recognition, write an article, or produce a documentary on a particular topic. Learners learn from and in their community and apply what they are learning from this resource (IGNOU, 2018).

Family and parents

It is generally accepted that with the positive cooperation of family and school, it is possible to reach the high standards set for educational outcomes by a demanding society. In a very general sense, we could consider parental involvement as the active participation of parents in all aspects of their children's social, emotional and academic development. In a different dimension, parental involvement concerns a broader range of issues, such as parental expectations about their children's academic future, control over homework, the extent to which they become involved in helping children to learn for school assignments or to do the homework, or the frequency with which parents are physically present at school (Castro et al., 2015).

Much of the work concerning out-of-school influences on students' prospects for academic success stems from James Coleman's 1966 study of racial and ethnic segregation, student and family characteristics, and student achievement. In the 1966 document titled Equality of Educational Opportunity, prepared for the United States Department of Education, Coleman found that family factors such as household composition, socioeconomic status, and parents' level of education were stronger predictors of students' educational attainment than were direct school-related factors (Coleman, 1966).

Forming healthy attachments and relationships with family members and care providers gives the toddler a secure base and context to explore the world and build knowledge. With trust and developing abilities to focus attention, as well as regulate mood and behaviour, the result of early social-emotional development from birth through age three sets young children on a path to arrive at school secure, confident, and eager—ready to learn (Horm et al., 2016).

Active parental involvement in their children's education positively impacts their development, behaviour, motivation, and academic performance. According to Kohl, Lengua, and McMahon, children whose parents are involved throughout high school succeed further in school and attend better schools. Parents who participate

in their children's activities provide them with clear messages, demonstrating interest in their activities and promoting the idea that school is essential. Parental involvement in the education of students begins at home, with the parents providing a safe and healthy environment, appropriate learning experiences, support, and a positive attitude about school (Đurišić & Bunijevac, 2017). Some things parents can provide to create a better learning environment for their children include:

1. **Love and support:** Roy & Garcia, in their systematic review of literature in 2018, emphasise the responsibility of parents to support their children, both in terms of academic achievement and social/emotional skills and showing that they believe in their child's abilities and encouraging their interests in order for them to achieve the highest standards, both in school and in all other aspects of their lives (Roy & Giraldo-García, 2018).

2. **Encouragement and motivation:** Firm and open parental encouragement fosters pro-social conduct in the classroom and enhances academic motivation (Horm et al., 2016). In the personal and academic context, accepting a child's uniqueness, respecting their individuality, setting age-appropriate expectations and avoiding ridicule at misbehaviour positively impacts the student's self-perception as a learner and their motivation, self-esteem and educational aspirations. Through this route, parental involvement frames how students perceive education and school work and bolsters their motivation to succeed (Jethro & Aina, 2012).

3. **Active involvement in their education:** Parents' involvement in their child's education, such as helping with homework or volunteering at school, can help children feel valued and supported. When parents come to school regularly to know the well-being of their children, it reinforces the view in the child's mind that school and home are connected and that school is an integral part of the whole family's life. Parental enthusiasm and involvement impact the student's self-perception as a learner and their motivation, self-esteem and educational aspirations. This, in turn, affects how students perceive education and school work and boost their motivation to succeed.

Mahatma Gandhi once said, "There is no school equal to a decent home and no parent equal to a virtuous parent". Several years hence, behavioural scientists have concluded the same. Decades of research have revealed, multiple times, that family engagement is positively linked to children's outcomes in preschool, kindergarten, elementary, and even secondary grades. The inferences of several studies are consistent, positive, and convincing to prove that children tend to do better academically and socially when parents are more involved and engaged (Darling-Hammond et al., 2016).

Peer interaction

Peers play a significant role in a child's life outside of school, as they can positively or negatively impact a child's development and well-being (Blazevic, 2016). Peer sociability is an essential component of school readiness because getting along well with others is a prerequisite to many activities in kindergarten and beyond (Williams et al., 2019).

Here are some ways that peers can influence a child's learning environment outside of school:

1. **Socialisation** - Peers provide opportunities for children to learn about themselves and others and to develop social skills, such as communication and cooperation.

2. **Modelling behaviour** - Peers can serve as role models and influence children's attitudes and behaviours, such as their attitudes towards learning, school, and other social issues (Skinner et al., 2022).
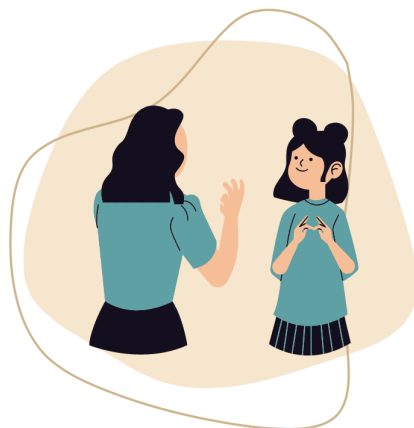
3. **Building self-esteem** - Positive relationships with peers can help build children's self-esteem and sense of belonging, which can positively impact their overall well-being and learning. Peer support is psychological or academic assistance for members of a social circle and offering a"listening ear." In teenagers, peer reinforcement leads to better educational outcomes, more life satisfaction, and less emotional stress, like anxiety and depression. Peer reinforcement is crucial in the growth of adolescents in general (Wang et al., 2021).

4. **Providing support** - Peers can provide emotional and social support to each other, which can help children cope with stress and adversity. To summarise, students who connect with their classmates regularly can better address each other's emotional demands by understanding their emotions. Peer assistance is as effective as licensed therapy and is significantly better than no care (Byrom, 2017).

It is important to note that not all peer relationships are positive, and some may hurt a child's well-being and learning. Adults must support children in developing positive relationships with peers and addressing negative peer experiences (Tomé et al., 2012).

Society and communities can work together to create a supportive and nurturing environment that promotes children's learning and development.

Community resources

1. **Playgrounds**

Playgrounds in localities have been shown to enhance children's learning, and various studies in the field of education have researched this. For instance, Bento and Dias in 2017 highlighted the role of professionals and families in creating quality outdoor play opportunities through their project (Bento & Dias, 2017). According to their study, contact with natural elements while playing mobilises skills related to divergent thinking, creativity, and problem-solving, builds vocabulary, and boosts immunity. Playing outside provides the children opportunities to develop positive self-esteem, curiosity and motivation about learning and good socialisation skills. Spontaneous, open-ended play in natural surroundings is especially beneficial for children with ADHD as it mitigates symptoms of attention-deficit and hyperactivity disorders and increases concentration. Research has shown that the greener their everyday experiences are, the more manageable their symptoms are (Wallin, 2017). Other research, reviewed by Chawla in 2015, has shown that more access, proximity to, and time spent in outdoor and green spaces is positively associated with higher concentration, greater self-control, and increased memory and academic success (Chawla, 2015).

2. **Museums and libraries**

Museums play an essential role in children's learning by providing hands-on, interactive experiences that engage their senses and imagination. Andre, Durksen and Volman, in their research in 2016, found growing evidence suggesting that museum exhibitions, when supported by facilitating strategies and activities, can positively influence children's science attitudes and concept knowledge, understanding, teamwork, communication and group communication skills, and critical thinking skills in history, science, arts and humanities (Andre et al., 2016).

While libraries are a prominent resource for access to books, they also provide an opportunity to develop a love of books and reading. By providing access to information and resources, offering educational programming, and creating a supportive and quiet space for study, libraries can help students succeed and reach their full potential. The library improves student retention, adds value to a student's long-term academic experience, and positively relates to students learning and better academic performance (Carvalho e Rodrigues & Mandrekar, 2020).

Overall, museums and libraries play a valuable role in supporting students' learning and development by providing access to educational resources, opportunities for exploration and discovery, and experiences that foster critical thinking and cultural awareness.

3. Health services

Learning is a challenging task for students. They need diligence, resourcefulness and conscientiousness to enhance their learning, for which the students need to maintain their psychological and physical health. The relationship between education and health is a complex one. Factors such as stress, anxiety, fear, trauma, depression or physical health problems prove to be impediments within the course of their academic achievement. Poor health results from lower educational attainment and can also cause academic setbacks and interfere with schooling. Health conditions, disabilities, and unhealthy behaviours can affect educational outcomes (Rao, 2017). Eating a nutritious diet, participating in extracurricular activities, staying calm, and enjoying studying are some aspects that help maintain good psychological and physical health (Srinivas & Venkatkrishnan, 2016).

Poor health results from lower educational attainment and can cause academic setbacks and interfere with schooling. Health conditions, disabilities, and unhealthy behaviours can all affect learning (Rao, 2017). Children who are physically ill fail to attend school regularly, and when they do attend, they are often unable to focus on their schoolwork. Children with untreated mental health problems experience a range of school-related difficulties, from acting out in the classroom to an inability to make friends and develop collegial attachments.

Physical health and mental health enable adults to work and children to learn. It is impossible to say how vital parenting is relative to other factors that might influence depression and anxiety, like bullying at school and peer pressure performance at school. Physical and mental health have apparent links to students' prospects for doing well in school. Trauma can significantly impact a child's ability to succeed in school. It can manifest in various ways, such as behavioural issues, difficulty concentrating, and poor academic performance (Miller & Howard, 2017). To support children who have experienced trauma, schools and communities can take the help of teachers as they are well placed to play a pivotal role in identifying and responding to domestic violence since they have contact with children more than any other service. As emphasised by Sterne and Poole, "Although staff in schools may not be able to stop the violence at home, they are in a position to make a considerable difference to children's lives" (Lloyd, 2018).

Overall, the healthcare system is crucial in supporting student learning and academic success by promoting good health, addressing physical and mental health challenges, and providing access to resources and support services that students need to succeed in school.

School-community partnerships have been shown to impact student academic achievement positively. This can occur through increased resources and support for students, improved communication and collaboration between schools and families, and a sense of shared responsibility for student success. When schools and communities work together, they can provide students with a more supportive and enriched learning environment, leading to higher engagement, motivation, and academic performance. The discussion on the importance of community in student learning can be summed up with yet another African proverb, "If you want to go fast, go alone. If you want to go far, go together."

AT A GLANCE

- The impact of parents, teachers, and the community on students is significant and can shape their academic success and overall development.
- A collaborative effort between parents, teachers, and the community can create a positive and supportive environment for students, contributing to their academic success and overall development.
- Parents play a crucial role in providing their children with love, support, guidance, and resources, setting expectations and goals, and influencing their motivation and self-esteem.
- Peers help students develop socialization skills, their attitudes towards learning, school, and other social issues and also in building their self-esteem.
- Playing outside provides the children with opportunities to develop positive self-esteem, curiosity and motivation about learning and good socialization skills.
- Museums and libraries play a valuable role in supporting children's learning and development by providing access to educational resources, opportunities for exploration and discovery, and experiences that foster critical thinking and cultural awareness.
- The healthcare system plays a crucial role in supporting student learning by promoting good health and addressing physical and mental health challenges.

The community, in turn, can provide opportunities for learning outside of the classroom and support the development of skills and values essential for success in life.

CONCLUDING REFLECTIONS

Teaching and learning are continually changing to fit students' expectations, learning styles, and interests. For effective learning, the physical, social, affective, and academic environment must be conducive to pupils' learning. The research aims to learn the importance of an enriched learning environment, what elements in a learning environment are conducive to learners feeling respected and accepted, and where learning is the main focus.

METHOD

Several procedures ensured a high-quality literature review on enriching learning experiences. First, a comprehensive search of peer-reviewed journals was completed based on a wide range of key terms, including enriching learning experiences, effective learning, classroom learning environment, improving learning motivation, improving learning outcomes, and student-centred learning theories, family involvement, family support, parent participation, parental participation, household, educational outcomes, academic achievement, parent support, parental involvement, family participation. Four databases were searched: Science Direct, Research Gate, ERIC, Google Scholar and TandFOnline.

Second, the reference section of each article found was searched in order to find additional articles. Third, reports from World Organisations like UNICEF, various Health and Educational departments, as well as published books and critical educational and technological journals were referred to, including The Journal for Learning, Frontiers in Psychology, CEPS Journal, Journal of Education and Practice, Journal of Indian Education, Journal of Classroom Interaction, Journal of School Health, and Journal of Engineering Research, Journal of School Health, and Journal of Engineering Research to name a few.

The search process was confined from 2015 till the recent date to keep the study updated and relevant to contemporary times. However, in a few occasional instances, due to their relevance, previous studies have been referred to add weightage to some findings.

DISCUSSION AND CONCLUSION

Many studies and educational institutions are concerned with different elements to enrich the learning experience and to make the many hours spent on formal learning in schools more effective in terms of learning outcomes and student satisfaction. It is not a secret that the school's environment impacts the learning within its wonder walls. Research shows that teaching and learning are complex and are influenced by several factors. This literature review has focused on the physical, psychosocial, and pedagogical factors that affect students' learning experiences, emphasising the various practices employed at the school and class levels. Based on the reviewed literature, numerous suggestions exist for creating an environment to foster an enriched learning experience for the learners.

Across studies, it is found that academically, a typical pattern of learning content, memorising it, and taking standardised tests, for the most part, is still the way schools are run today. On the other hand, an effective school offers a physical setting that facilitates learning, sees each student as a whole child, and emphasises positive developmental growth without worrying about constant grades and testing.

Concerning the physical backdrop, the aspects that determine the effectiveness of learning range from the school's and classrooms' architectural features to the air quality and temperature maintained. The psycho-social factors that play a role in establishing a rich learning environment include the student's relationship with the school, the teacher, and peers.

The research on the role of community in enhancing learning and the learning environment revealed that the community plays a crucial role in a child's learning and development. It provides:

- Socialisation opportunities: Children interact with people of different ages, cultures, and backgrounds, learning to communicate, cooperate and respect others.

- Support systems: The community provides support and resources for families and children, such as school access, healthcare, and extracurricular activities.

- Learning environments: Community spaces like libraries, museums, and parks can serve as additional learning environments for children.

The role of the community in enhancing the learning environment is crucial. A supportive and engaged community can create a positive atmosphere where students feel comfortable and motivated to learn. By fostering a sense of belonging and providing opportunities for collaboration and communication, a strong community can contribute to student's academic success and overall well-being. Additionally, involving parents, educators, and local businesses in the learning process can help to create a dynamic and diverse learning environment that benefits everyone. In short, creating a solid and inclusive community is essential for a thriving learning environment."

The research concluded that family and parents form the core of out-of-school influences on a child, and a positive and supportive family environment can positively impact a student's academic performance and overall success in school. The role of family in a student's learning can be significant in several ways:

- Providing emotional support and encouragement

- Setting high expectations and encouraging education

- Involvement in the student's education

- Encouraging positive study habits and organisation

- Helping with homework and academic activities.

Before concluding, this is a brief synopsis covering the highlights of some important insights offered by the literature:-

1. The layout of learning spaces, air quality, temperature, lighting, acoustics, connection to nature, and the colour and arrangement of seats in class and various other physical settings of the school and classroom affect learning.

2. As a child spends considerable time within the school premises, the child must get a sense of belonging. Therefore, connectedness to the school plays a significant role. Extracurricular activities, assemblies, and a social circle within the school make a child feel connected to the environment.

3. The teachers are the interface between the child and the process of learning. Therefore, a teacher should create a positive atmosphere, give regular feedback apart from test results and address the needs of each learner as a unit and not as a part of the crowd.

4. Technological advancements should be integrated to aid learning and teaching. Computers and multimedia should not be restricted to the traditional use of technology to make PowerPoint presentations. Instead, according to their feasibility, schools can use the latest techniques using smartboards, video lessons, and even augmented reality.

5. The flip side to any environment is the presence of any negative element. While providing a positive environment, the school leaders should check the child's safety. Safety does not mean just the presence of guards for physical safety but also the child's mental safety, which is relevant to the present research question. Therefore, apart from teachers, the presence of a psychologist or counsellor contributes to a child's mental health.

6. Schools cannot impart education in isolation; They have to work in partnership with the community to enrich the children's learning experience. In particular, parents play a significant role in a student's learning experience.

7. The role of parents is not confined to providing resources. They need to be active participants in their child's school life and should also be able to provide encouragement and confidence to lead them to excel academically.

A few suggestions which can be readily implemented in the already existing school structure and teaching methods are:-

- Placing students at the centre of learning, as has been recommended by NEP 2020 guidelines as well.

- Creating a positive approach towards the students.

- Blended learning with the traditional approach to teacher imparting knowledge but with extensive technological advancements to aid learning.

- Seating arrangements where each student feels a connection with the teacher and a clear vision of the board and other elements used in the class to impart the lesson. Cluster seating for group activities and discussions on various topics and subjects.

FUTURE RESEARCH DIRECTIONS

Many potential research questions could be further explored in the area of enriching learning experiences in schools and classrooms, which could not be addressed in detail due to the principal focus of the paper on a particular topic. Some possible questions are:

1. How can teachers create more engaging and meaningful learning experiences for their students?

2. How do different teaching strategies and approaches impact student learning and engagement?

3. What are the most effective ways to incorporate technology and multimedia into the classroom to enhance learning experiences?

4. How can schools and teachers better support their students' social and emotional learning?

5. How can schools and teachers create a more inclusive and welcoming environment for all students?

ANNEXURE 1

Learning Theories based on Behavourism and Constructivism

Behaviourism is a learning theory that focuses on the role of environmental stimuli in shaping behaviour. It suggests that all behaviour is learned through reinforcement or punishment and that the environment plays a central role in determining an individual's behaviour. According to behaviourism, an individual's behaviour is not influenced by their thoughts or emotions but rather by the consequences of their actions. This theory has been influential in psychology and has significantly impacted the development of educational and behavioural modification techniques.

There are several ways that the principles of behaviourism can be applied to learning. One common application is the use of reinforcement to encourage desirable behaviour. Reinforcement can be positive, such as rewarding a student for completing a task, or negative, such as taking away an unpleasant stimulus when a student performs a desired behaviour. Another application of behaviourism in learning is using punishment to discourage undesirable behaviour. Punishment can also be positive, such as adding an unpleasant stimulus when a student exhibits undesirable behaviour, or negative, such as removing a desired stimulus when a student exhibits undesirable behaviour. Behaviorism also emphasises the importance of clear and consistent consequences for behaviour, as this helps individuals understand what is expected of them and what will happen due to their actions. This can be particularly useful in a learning setting, as it helps students understand what is required of them and what they can expect regarding rewards or punishments.

Overall, behaviourism principles can help shape and modify behaviour, particularly in educational and learning environments.

Constructivism is a learning theory that emphasises the role of the learner in constructing their understanding and knowledge of the world. According to this theory, learning is an active process in which individuals construct meaning from their experiences and the information they encounter.

Constructivism suggests that individuals are not passive receivers of information but actively construct their own understanding of the world based on their experiences and interactions with the environment. This theory emphasises the importance of hands-on, experiential learning, as it allows individuals to engage with and make sense of the material actively. Constructivist approaches to learning often involve problem-based or project-based learning, where students can explore real-world problems and develop their own solutions. This allows students to apply their prior knowledge and experiences to new situations and encourages them to think critically and creatively.

Overall, constructivism emphasises the importance of the learner's experiences and agency in the learning process and suggests that learning is an active and ongoing process rather than a passive reception of information.

APPENDIX

A few solutions to reach the desired student outcomes of an enriched learning experience:

- Personalized learning environments.
- Teachers' sensitivity towards individual differences in learning styles and needs of learners.
- Meaningful pedagogy and curriculum.
- Empathy and cooperation by teachers with room for dialogue and no partiality.
- Better learning in groups and celebrating the success of each child.
- Providing a fun and engaging atmosphere.
- Adequate challenges and reasonable workload.
- Warm and friendly school environment.
- Effective parental involvement.
- Inclusion of outdoor activities.
- Availability of appropriate teaching-learning materials, equipment and technologies.
- Colour, light, temperature, ventilation, acoustic environment and seating arrangement.
- Warm and friendly school environment with more open classrooms and colourful and meaningful displays.
- Augmented reality and games.
- Feedback so that students can learn from their mistakes.
- Student feel supported without fear of retribution.
- Appropriate class size.
- Learning by play and learning by doing.

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