



Interactive Module on School Leadership

Developed by
SLA, SCERT Assam
in collaboration with NCSL - NEIPA, New Delhi

Creating Conducive Teaching Learning Condition in Schools of Assam through School Leaders



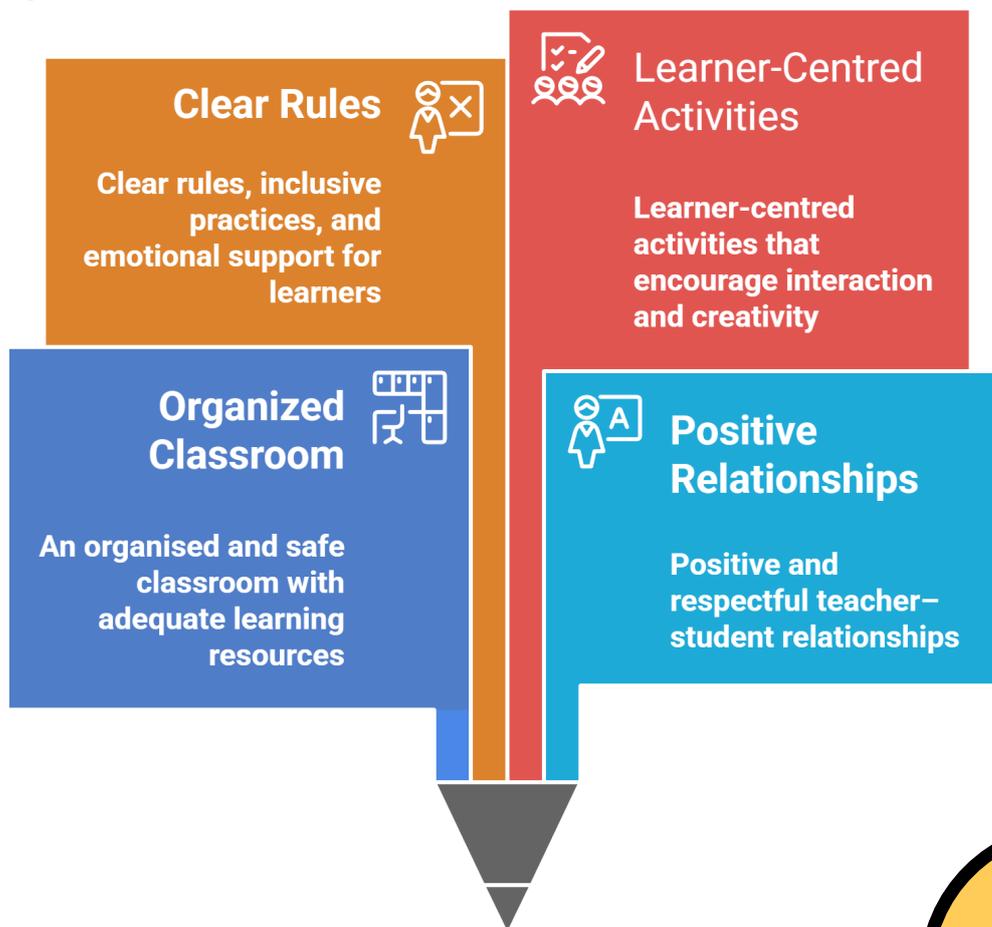
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3.1 INTRODUCTION

A conducive teaching–learning environment is the foundation of effective education, where learners feel safe, valued, motivated, and supported. It is created through a balanced integration of physical, psychological, social, and academic conditions that make learning meaningful and enjoyable. An organised classroom, positive teacher–student relationships, mutual respect, inclusive practices, and opportunities for collaboration and creativity encourage engagement and confidence among learners.

Which of the following best helps in creating a conducive teaching–learning environment?



- Which option did you choose and why?
- Your answers here

Conducive environment is strengthened by the collective efforts of stakeholders. Teachers guide learning, students contribute curiosity, parents support learning at home, the community provides resources, and school leaders ensure supportive policies and infrastructure. Together, these efforts create a nurturing ecosystem that promotes holistic development and joyful, purposeful learning.



Please refer this video for further understanding of the topic



Scan to Watch the Video



3.1.2 Objectives and Learning outcomes of the module



OBJECTIVES

Explain the key physical, emotional, and pedagogical aspects of a conducive teaching-learning environment.

Identify features of joyful, inclusive, and engaging classroom and school environments.

Analyse how space, resources, and classroom design influence student participation and learning.

Improve existing school conditions through stakeholder collaboration.



LEARNING OUTCOMES

Understand and analyse the components of a positive and inclusive teaching-learning environment.

Demonstrate leadership in fostering a safe, learner-centred, and motivating school climate.

Support teachers in improving classroom practices through effective guidance.

Plan and implement improvements aligned with NEP 2020 to strengthen school culture and learning outcomes.

This module helps you move from knowing policies to creating real change in your school. It supports you in building conducive teaching-learning conditions by turning safety, well-being, and inclusion into everyday practices, not just ideas on paper. By adopting a Whole-School Approach, you can make these values a shared responsibility and a strategic focus. As a school leader, you play a key role in shaping classrooms and digital spaces that are safe, supportive, and engaging-where every child feels confident to learn and grow.

Being a school leader, what is your perception about conducive teaching learning condition?



3.1.3 Methodology

The Module includes the following aspects:



KEY WORDS

Conducive environment, Attractive classroom, Learner-centred, Joyful learning, Student engagement, Inclusivity, Positive relationships, Active learning, Motivation, Well-being



SECTIONS OF THE MODULE

There are 3 sections in this module such as-

1. Attractive and lively classroom and school environment.
2. Factors adversely affecting on creating conducive teaching-learning environment.
3. Components of attractive classroom and school environment.



ACTIVITIES INCLUDED

- Reflective questions
- Practical activity
- Case study
- At the end of the unit MCQ, fill in the blanks type of questions are given covering entire chapters.



TRANSACTIONAL STYLE

This unit covers various transactional style such as- Interactive lecture, collaborative activities, field observation/school visit, demonstration method, practical task.



3.2 SECTION 1: ATTRACTIVE & LIVELY CLASSROOM ENVIRONMENT

Take a moment to look at your classrooms—do they immediately make students feel welcomed and curious to learn?

.....

.....

Think about how students' own work, accessible learning materials, and flexible seating arrangements can create a sense of ownership and belonging. Do your students have easy access?

.....

.....

1

Does Your Classroom Encourage Active Learning?

A quick self-check for joyful, student centred classrooms



How well does your classroom support these?



(1 = Needs Improvement → 5 = Excellent)



Assam UDISE + Infrastructure Data

Source: The Sentinel
As on 15th Sept 2025



Library/Reading Corner:

100 % of schools in Assam now have a library, book bank, or reading corner. 88 % of these are in regular use, promoting a lively learning space.



Toilets:

99.26 % of schools have girls' toilets and 98.74 % have boys' toilets—important for hygiene and comfort.



Drinking Water:

99.18 % of schools have functional safe drinking water facilities.



Electricity:

Nearly 98 % of schools have electricity/solar power.



Playgrounds:

A large share of schools report available playgrounds (around 83 % nationally, similar patterns expected).



Ramps for Accessibility:

About 95.6 % of Assam schools have ramps for children with disabilities, supporting inclusivity.



2

Does your school have positive **invisible** elements?

A quick self-check for schools promoting a healthy environment

Positive Teacher-Student Interactions



- Friendly greetings & helpful conversations

Peer Support



- Encouragement & helping each other

Inclusiveness



- All students feel valued & included

Sense of Safety



- Safe hallways & attentive staff

How well does your school encourage these?



(1 = Needs Improvement 5 = Excellent)



Engaging Learning Environment



- Vibrant decor, welcoming space

3

Does your school offer a positive **environment**?

How well does your school provide these daily experiences?

Clean Corridors



- Bright, well-maintained hallways & clean classrooms

Well-Maintained Playgrounds



- Safe and fun play areas for all ages

Gardens



- Green spaces for calm and discovery

Libraries



- Places filled with books and coziness

Interactive Learning Spaces



- Engaging areas for hands-on learning

How well does your school provide these?

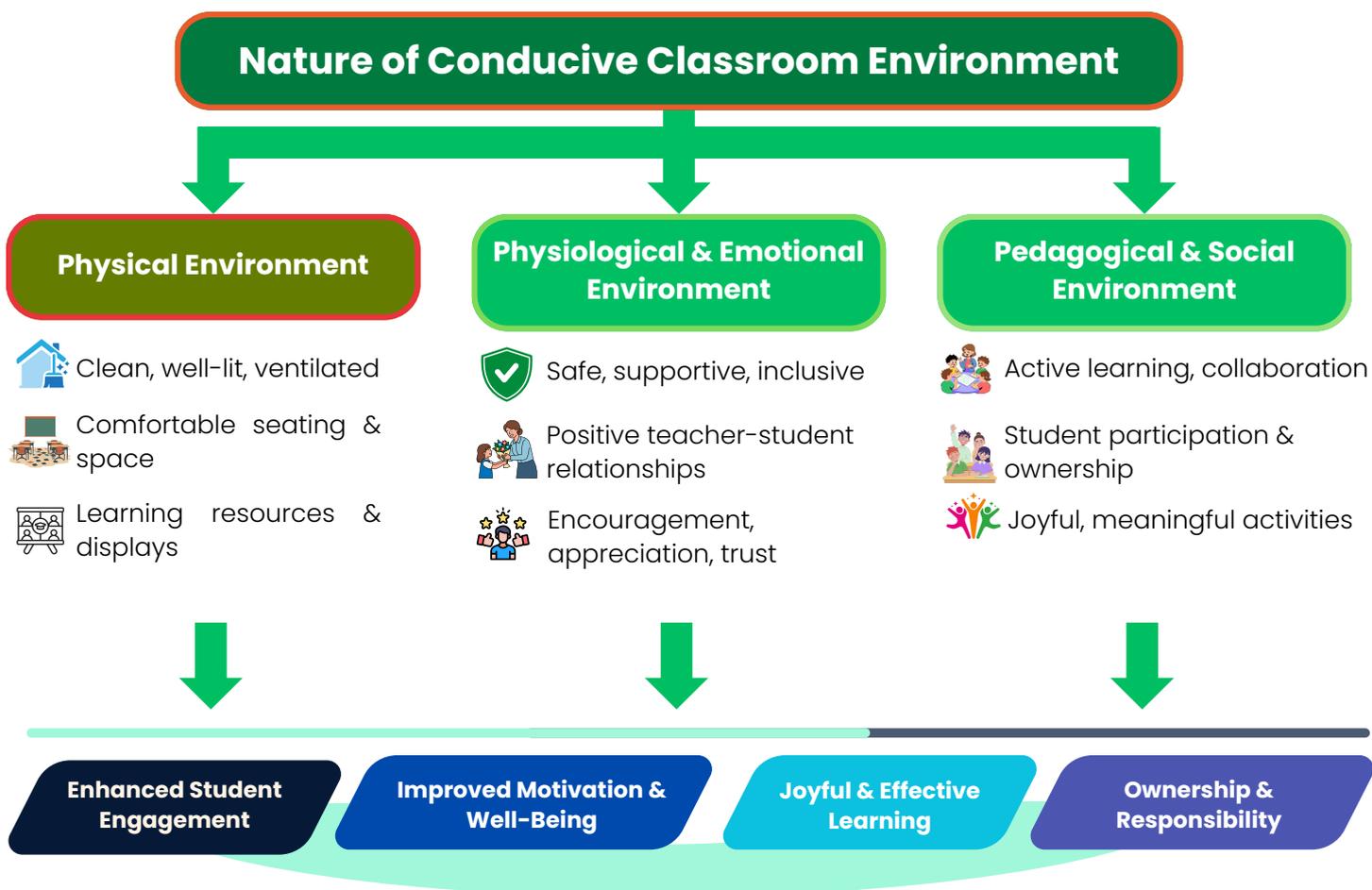


(1 = Needs Improvement 5 = Excellent)



3.2.1 Nature of conducive classroom environment

Think about the first impression a classroom gives when you walk in. Is it welcoming, organized, and engaging? An attractive and lively learning environment is not just about decoration—it's about comfort, safety, and a sense of belonging. It invites learners to participate, collaborate, and express themselves. When classrooms are lively, learning becomes visible, joyful, and meaningful, forming the foundation for effective teaching and student growth. Below are the natures of conducive classroom environment:



Leadership Action Points

(Aligned with NCSL Role of School Leaders)

- Conduct regular classroom observations focusing on learning environment quality.
- Guide teachers in using low-cost, local resources for classroom enrichment.
- Promote student participation in maintaining and beautifying classrooms.
- Ensure inclusive access and child-friendly design in all learning spaces.



Your thoughts here



3.2.2 Let's Sum it up

An attractive and lively classroom environment creates a welcoming, safe, and stimulating space for learners. Cleanliness, lighting, ventilation, flexible seating, learning displays, and student participation make learning joyful and engaging. Such an environment promotes motivation, interaction, and a sense of belonging, forming the foundation for effective teaching-learning processes.



3.2.3 References for section 1

- National Education Policy (NEP) 2020, Ministry of Education, Government of India.
- NCERT (2005). National Curriculum Framework. New Delhi: NCERT.
- Woolfolk, A. (2019). Educational Psychology (14th ed.). Pearson Education.





3.2.4 Reflective Questions

Use these reflective prompts to think critically about your classroom environment and teaching–learning conditions:

- 1 **How can your classroom layout and seating arrangements promote active learning?**

- 2 **In what ways do student displays and learning corners make the classroom more engaging?**





3

How does a safe and inclusive environment impact students' motivation and participation?

Blank area for writing the answer to question 3.

4

Which of the following is a feature of an attractive classroom?

- a Cluttered desks b Clean & ventilated space c Cluttered desks

5

A lively classroom encourages learners to:

- a Sit silently without interaction b Ask questions, collaborate & explore
 c Only focus on exams

5

Positive teacher–student relationships contribute to:

- a Fear and anxiety b Student engagement and well-being
 c Less participation

6

A _____ and _____ classroom motivates learners and enhances learning.

7

Displaying _____ work in classrooms promotes students' ownership of learning.

8

Flexible _____ arrangements help learners collaborate and participate actively.



3.3 SECTION 2: FACTORS ADVERSELY AFFECTING CONDUCTIVE TEACHING–LEARNING ENVIRONMENT

A lively and joyful classroom does not decline suddenly—it slowly loses its energy when certain visible and invisible barriers creep into daily school life. When students feel uncomfortable, unheard, unsafe, or overburdened, their curiosity and participation gradually fade. For teachers, understanding these adverse factors is essential, because recognizing the obstacles is the first step toward transforming classrooms into inclusive, engaging, and supportive learning spaces. Let us explore these factors through a **diagrammatic approach** that is easy to discuss, reflect upon, and act on.

Factor	Description
 Poor Physical Conditions	Lighting, ventilation, overcrowding
 Lack of Resources	Inadequate TLMs, outdated equipment
 Negative Teacher Attitude	Harsh behavior, rigid methods
 Weak Classroom Management	Unclear rules, disruptions
 Student Issues	Low motivation, indiscipline
 Emotional Insecurity & Stress	Fear, low confidence, poor participation
 Lack of Inclusiveness	Bias, discrimination
 Minimal Parent & Community Support	Loss of joyful & safe learning environment
 Poor School Leadership	Weak vision, low support



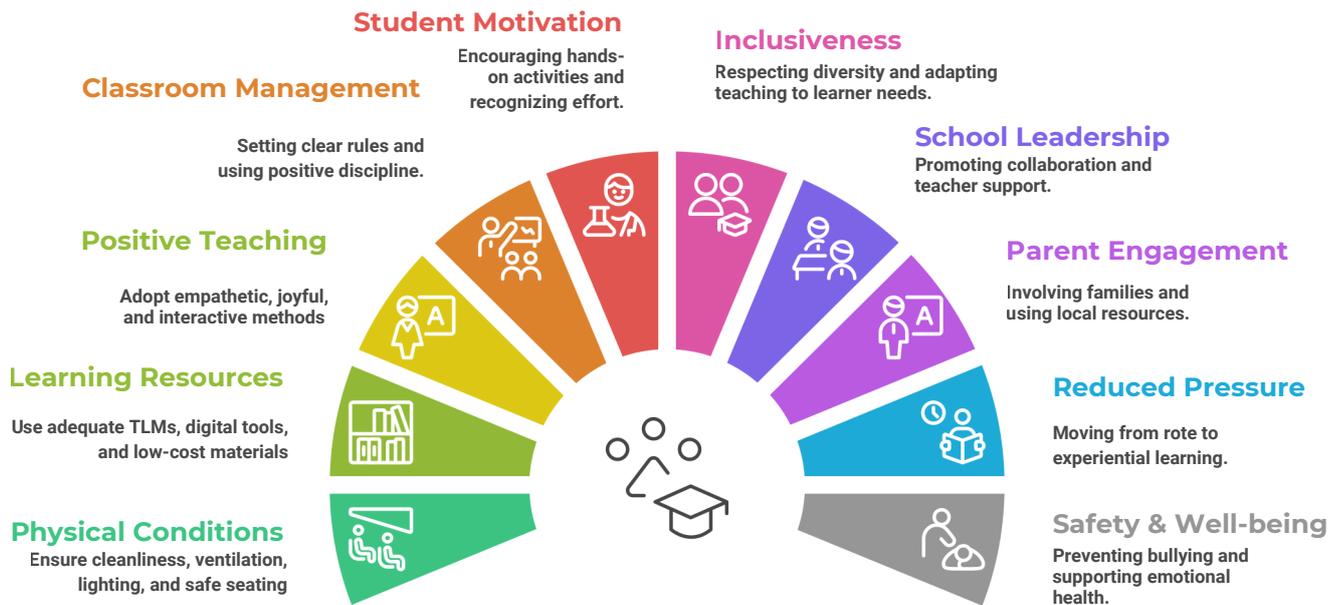
Please scan the QR Code and refer this video for further understanding of the topic



3.3.1 How to approach these obstacles?

A lively learning environment can be restored through purposeful efforts by teachers and schools. Improving physical spaces, nurturing positive relationships, and adopting child-friendly practices help learners feel safe, motivated, and joyful.

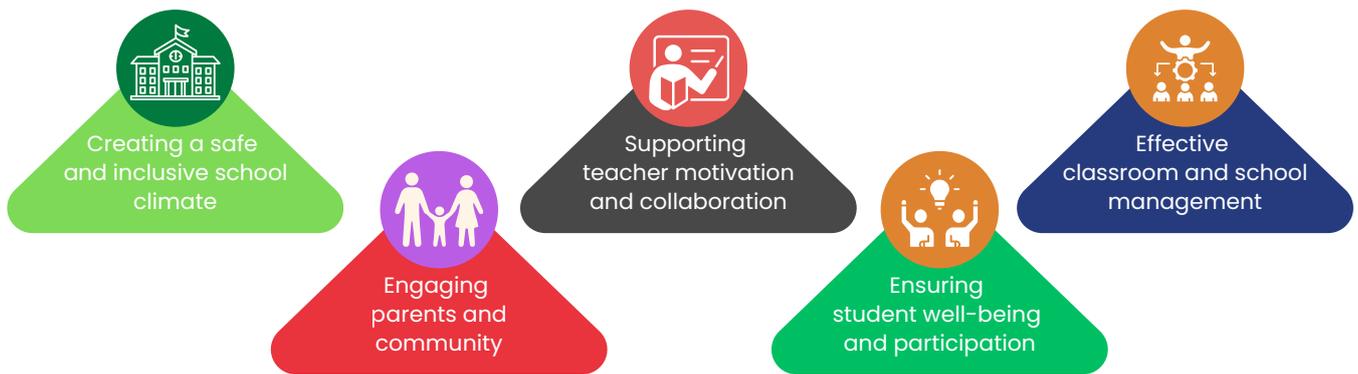
Key Approaches



This is how our key approaches relate with the NCSL and NEP 2020 requirements



NCSL Indicators



Alignment with NEP 2020



Your thoughts here

3.3.1 Let's sum it up

A conducive teaching-learning environment can be negatively affected by poor physical infrastructure, overcrowded classrooms, lack of resources, noise, and inadequate maintenance. Psychological factors such as fear, rigid discipline, lack of appreciation, poor teacher-student relationships, and exclusion of learner diversity also hinder effective learning. Identifying and addressing these barriers is essential for restoring a positive learning climate.

3.3.1 References for section 2

- NCERT (2005). National Curriculum Framework. New Delhi: NCERT.
- UNESCO (2017). A Guide for Ensuring Inclusion and Equity in Education.
- Kauchak, D. & Eggen, P. (2018). Introduction to Teaching: Becoming a Professional. Pearson.





3.3.4 Reflective Questions

Use these reflective prompts to think critically about your classroom environment and teaching–learning conditions:

- 1** Which factors in your classroom or school most adversely affect the creation of a conducive learning environment, and why?
- 2** How can positive teacher attitude and effective classroom management help reduce obstacles to a lively learning environment?
- 3** Which of the following most directly reduces student motivation and classroom vibrancy?

<input type="checkbox"/> a Activity-based learning	<input type="checkbox"/> b Positive discipline
<input type="checkbox"/> c Poor physical conditions	<input type="checkbox"/> d Inclusive practices
- 4** Which approach best promotes inclusiveness in the classroom?

<input type="checkbox"/> a Treating all learners identically	<input type="checkbox"/> b Focusing only on high achievers
<input type="checkbox"/> c Adapting activities to diverse learner needs	<input type="checkbox"/> d Relying only on textbook teaching
- 5** Shifting from rote learning to _____ learning helps reduce academic pressure and enhances joy in learning.
- 6** A safe, caring, and _____ classroom environment promotes confidence and active participation among students.



3.4 SECTION 3: COMPONENTS OF ATTRACTIVE TEACHING LEARNING CONDITION

An attractive classroom is a thoughtfully designed learning space that naturally inspires curiosity, comfort, and active participation of learners. An attractive classroom and school environment play a crucial role in holistic development of students, i.e., shaping learners' academic, emotional, social, and behavioural development, overall. The following are the essential components that make a classroom truly appealing and engaging:

Attractive & Lively School Environment



Holistic Student Development

- Joyful Learning
- Confidence & Citizenship



Your thoughts here

3.4.1 Let's Sum it up

An attractive teaching–learning condition consists of interrelated components—physical, psychological, social, and pedagogical. The physical component ensures comfort and safety; the psychological component promotes trust and emotional well-being; the social component supports healthy interactions; and the pedagogical component focuses on learner-centred, engaging teaching practices. Together, these components create a holistic and inclusive learning environment.



3.4.2 References for section 3

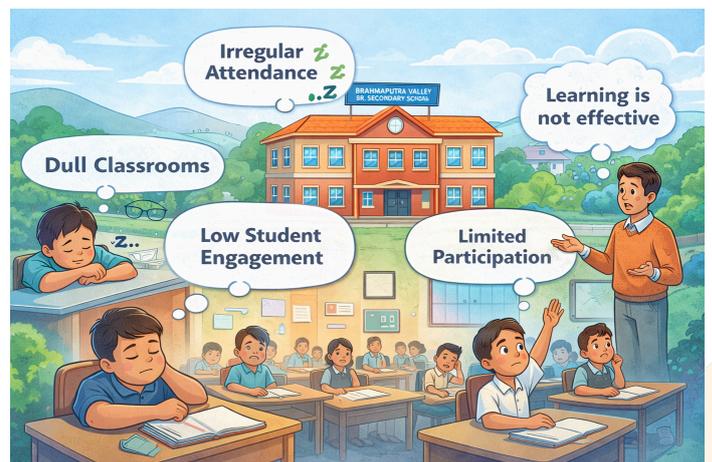
- National Education Policy (NEP) 2020, Ministry of Education, Government of India.
- NCSL (National Centre for School Leadership). School Leadership Development Framework.
- Bransford, J. D., Brown, A. L., & Cocking, R. R. (2000). How People Learn. National Academy Press.

3.4.3 Case Study: “If This Were Our School...”

Background (Reflect)

Brahmaputra Valley Senior Secondary School, Assam, a semi-urban secondary school, faced familiar challenges—irregular attendance, low student engagement, dull classrooms, and limited participation. Teachers felt that despite their efforts, learning was not as effective as expected.

Does this situation feel familiar?



Initial Changes (Think Action)

The school began with visible improvements—cleanliness drives, safer classrooms, upgraded drinking water and washrooms, and brighter learning spaces. Greenery, student artwork, and colourful displays made the campus welcoming.



How do students feel when they enter your classroom each day?

Your answer here

Creating a Supportive Climate

Teachers focused on building positive relationships and inclusive practices. Clear behavioural norms, peer support, and counselling services helped students feel emotionally safe. Leadership encouraged collaboration, transparency, and shared responsibility.



What small step can strengthen trust in your class?

Your answer here



Engaging Teaching–Learning Practices

Teaching shifted towards activity-based methods, group work, projects, and ICT use. Libraries, labs, and creative spaces were actively used. Co-curricular activities such as sports, arts, and clubs became regular, giving every learner a chance to participate.

Which student thrives when learning goes beyond textbooks?



Your answer here

Student Voice and Outcomes (Look Ahead)

Students participated through class committees and clubs, while parents and community members supported school initiatives. Within a year, attendance improved, engagement increased, and the school became a joyful, learner-centred space.

What change would you like to see first in your school?



Your answer here



3.4.4 Practical Exercise

Try out this exercise to check your current perception.

“Create a classroom environment improvement plan”



Integrate all components into a simple action plan.



- In groups select one classroom.
- Identify three 3 immediate improvements and 3 long term improvements.
- Suggest resources, materials and roles required.
- Submit a short one-page plan.

Your thoughts here



Cont.



Outcome:

Develops practical, actionable strategies for real school settings.



3.5 MODULE CONCLUSION

As you conclude this module, take a moment to reflect on what you are now able to understand, practice, and lead. You have explored how physical spaces, emotional safety, inclusive practices, and positive relationships together shape a conducive teaching–learning environment. Ask yourself: How has my perspective changed? What practices can I strengthen in my classroom or school? By achieving the learning outcomes of this module, you are better prepared to create learning spaces where students feel safe, respected, and motivated to learn. The true impact of this learning will be seen when these ideas are translated into daily actions, collaborative efforts, and continuous reflection—ensuring that every learner benefit from a supportive and engaging environment.

Answers of 3.2.4

- 4 b 5 b 6 b 7 attractive, lively 6 students' 6 seating / space

Answers of 3.3.4

- 3 c 4 c 5 experiential / activity-based 6 inclusive

Your thoughts here

How has my perspective changed?

Your thoughts here

What practices can I strengthen in my classroom or school?

3.6 ADDITIONAL READINGS



Research Insight
Classroom Management and Conducive Learning

SCAN ME



Explore Further:
Edutopia resources (videos + articles on classroom environments)

SCAN ME



Watch & Learn:
Creating a Positive Learning Environment – YouTube

SCAN ME



Journal Perspective:
Collaborative Learning Environments (review article)

SCAN ME





AUTHOR PROFILE

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Dr. Chayamani Dutta is an educationist with 30 years of teaching experience in teacher education. She currently serves as a senior lecturer at the Government Banikanta College of Teacher Education (IASE). She holds M.A. (Education and Sociology), B.Ed, B.Mus and Ph.D. degrees.



Dr. Dutta is the author of several academic books, including Knowledge and Curriculum, Health and Physical Education, Teaching Approaches and Strategies (both English and Assamese medium), one literary book Anubhabor Dolisa, and over 25 research publications in reputed journals. She is an executive member of CTEF, Assam chapter and has organized multiple academic seminars and workshops. She has also served as Programme In-Charge at the IGNOU Study Centre and is associated with various academic, socio-cultural, and mental wellness organizations.

