Action Research on

ENRICHING TEACHING-LEARNING PROCESS: LOOKING BEYOND THE CLASSROOM.

REPORT SUBMITTED TO SCHOOL LEADERSHIP ACADEMY DIET, LEH.

Submitted by: Phuntsog Dolma

(Lecturer DIET, Leh)

ACKNOWLEDGEMENT

The completion of this undertaking could not have been possible without the participation and assistance of so many people whose names may not all be enumerated. Their contributions are sincerely appreciated and indebtedness particularly to the following:

First and foremost, I would like to thank Dr. Charu Smita Malik, Assistant Professor at NCSL and Co-ordinator for UT Ladakh SLA for giving me this opportunity. I would also like to extend my gratitude to our principal, Mr. Tsetan Dorjey (Nodal Officer SLA UT Ladakh), for being very supportive throughout the process. I am very thankful to Dr. Lobzang Chosdup for his guidance, support, and encouragement throughout the entire process. Their mentorship and expertise were invaluable in helping me to shape the direction of my research and to bring my ideas to fruition.

I would also like to express my gratitude to the participants- the headmasters and principals of the government schools of Leh, who provided valuable input, insights, and assistance at every stage of the project. Their contributions were critical to the success of this research, and we are deeply grateful for their hard work and dedication.

I am grateful to all of the staff members of DIET Leh for their constant support. To my family members who in one way or another shared their support, either morally, physically, and technically. Overall, this research project would not have been possible without the support and contributions of so many people. I hope that my findings will make a meaningful contribution to the field.

TABLE OF CONTENTS

1. LIST OF TABLES

- List of figures

2. ABSTRACT

Title: Enriching the Teaching-Learning Process: Exploring Beyond the Classroom Boundaries

Abstract:

This action research aims to delve into innovative strategies to enhance the teaching-learning process by extending education beyond the confines of the traditional classroom. With advancements in technology and evolving pedagogical approaches, educators are increasingly recognizing the value of immersive and experiential learning experiences that transcend physical classroom settings. This research endeavors to explore the effectiveness of such methods in fostering deeper engagement, critical thinking, and holistic learning outcomes among students.

The study employs a mixed-methods approach, combining qualitative observations with quantitative data analysis to comprehensively evaluate the impact of various out-of-classroom interventions on student learning. Utilizing a diverse range of techniques such as outdoor experiential activities, virtual simulations, community-based projects, and collaborative online platforms, educators seek to create dynamic learning environments that resonate with the interests and learning styles of contemporary learners.

Through action research cycles, educators will iteratively design, implement, and assess the effectiveness of these interventions, soliciting feedback from students, colleagues, and other stakeholders to inform ongoing improvements. By documenting both successes and challenges encountered throughout the process, this research aims to contribute valuable insights and practical recommendations for educators seeking to enrich the teaching-learning process through innovative pedagogical practices.

Key objectives of the research include:

1. Investigating the efficacy of various out-of-classroom learning interventions in enhancing student engagement and comprehension.

2. Examining the impact of experiential learning approaches on fostering critical thinking skills, problem-solving abilities, and long-term knowledge retention.

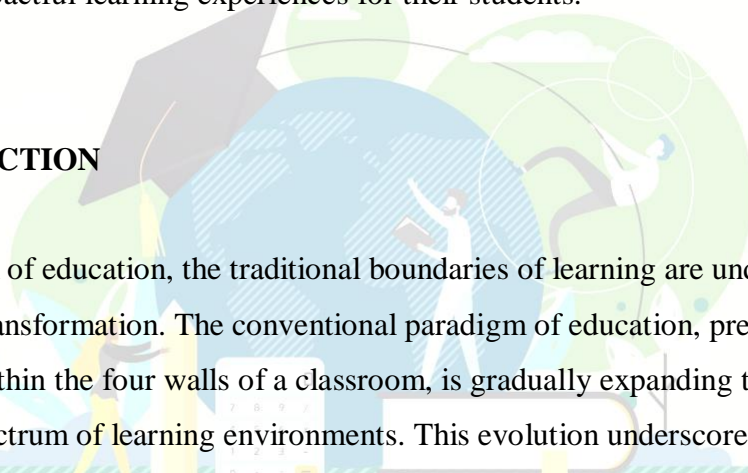3. Identifying barriers and facilitators to the implementation of out-of-classroom learning initiatives, including logistical, technological, and institutional factors.

4. Providing evidence-based recommendations for educators and educational institutions seeking to integrate innovative pedagogical practices into their teaching methodologies.

Ultimately, this action research seeks to contribute to the ongoing discourse on educational innovation by highlighting the transformative potential of extending the boundaries of traditional classroom instruction, thereby empowering educators to create more dynamic, immersive, and impactful learning experiences for their students.

3. INTRODUCTION

In the realm of education, the traditional boundaries of learning are undergoing a profound transformation. The conventional paradigm of education, predominantly confined within the four walls of a classroom, is gradually expanding to encompass a broader spectrum of learning environments. This evolution underscores the need for educators to explore innovative approaches that transcend the limitations of traditional teaching methodologies. The concept of enriching the teaching-learning process by looking beyond the confines of the classroom emerges as a pivotal area of focus within educational discourse.

Action research serves as a potent vehicle for delving into this transformative journey. By merging theory with practice, action research empowers educators to actively engage in the systematic investigation of real-world challenges and implement meaningful interventions to enhance teaching and learning outcomes. In the context of enriching the teaching-learning process, action research offers a dynamic framework for educators to explore diverse pedagogical strategies, leverage emerging technologies, and capitalize on experiential learning opportunities outside the conventional classroom setting.

At its core, the essence of enriching the teaching-learning process lies in fostering holistic development and facilitating deeper engagement among learners. By embracing a multifaceted approach that extends beyond traditional instructional settings, educators can create immersive learning experiences that resonate with the diverse needs and preferences of today's learners. Whether through community-based projects, outdoor expeditions, virtual simulations, or interdisciplinary collaborations, the possibilities for enriching the teaching-learning process are as diverse as the learners themselves.

Moreover, by transcending the physical confines of the classroom, educators can instill a sense of curiosity, creativity, and critical thinking that transcends rote memorization and passive learning. This proactive shift towards a more expansive educational landscape not only nurtures a deeper understanding of academic concepts but also cultivates essential life skills such as problem-solving, collaboration, and adaptability.

In conclusion, the journey towards enriching the teaching-learning process by looking beyond the classroom represents a dynamic quest for innovation and excellence in education. Through the lens of action research, educators are poised to embark on a transformative voyage that redefines the boundaries of traditional pedagogy and unlocks the full potential of learners in an ever-evolving global landscape.

In the wake of the National Education Policy (NEP) 2020, education in India has embarked on a transformative journey aimed at fostering holistic development and preparing learners for the challenges of the 21st century. Central to this paradigm shift is the recognition of the imperative to enrich the teaching-learning process by exploring avenues beyond the traditional confines of the classroom. This action research endeavors to delve into this transformative pedagogical landscape, with a focus on harnessing the potential outlined in NEP 2020 to redefine and enhance the educational experience.

NEP 2020 advocates for a multidisciplinary and experiential approach to learning, emphasizing the importance of fostering critical thinking, creativity, and problem-solving skills among learners. One of its key pillars is the promotion of flexible and inclusive education, encouraging learners to engage with diverse learning environments beyond the classroom. This necessitates a departure from rote memorization towards immersive, hands-on learning experiences that bridge the gap between theory and practice.

This action research seeks to explore innovative strategies and interventions that leverage the principles enshrined in NEP 2020 to enrich the teaching-learning process. By venturing beyond the confines of the traditional classroom setting, educators can tap into a myriad of resources and opportunities, including community-based learning initiatives, internships, virtual simulations, and collaborative projects. These experiential learning opportunities not only enhance academic learning but also cultivate essential life skills such as collaboration, communication, and adaptability.

Moreover, the research aims to investigate the impact of incorporating technology as an enabler for extending the learning environment beyond the physical classroom. With the advent of digital platforms and online resources, educators have unprecedented access to interactive tools and multimedia resources that can facilitate personalized and immersive learning experiences.

Through this action research, we aspire to contribute to the ongoing dialogue on educational reform in India by providing empirical insights into the efficacy of innovative pedagogical approaches aligned with the vision of NEP 2020. By embracing the ethos of lifelong learning and innovation, we endeavor to cultivate a generation of learners equipped to thrive in an ever-evolving global landscape.

4. REVIEW OF LITERATURE

The notion of enriching the teaching-learning process by extending beyond the traditional confines of the classroom has garnered significant attention within educational research literature. This review synthesizes key findings and insights from

a diverse array of scholarly sources, shedding light on the theoretical underpinnings, empirical evidence, and practical implications associated with this transformative approach to education.

At the heart of this paradigm shift lies the recognition of the limitations inherent in conventional classroom-based instruction. Scholars such as Dewey (1938) and Freire (1970) have long emphasized the importance of experiential learning and real-world relevance in education. Dewey's concept of "learning by doing" underscores the value of hands-on experiences and active engagement in the learning process, while Freire's pedagogy of liberation advocates for critical consciousness and dialogue-driven education, situating learning within the context of learners' lived experiences.

Building upon these foundational principles, contemporary scholars have explored a myriad of strategies for enriching the teaching-learning process beyond the classroom. One prevalent theme is the integration of technology to facilitate immersive and interactive learning experiences. Digital platforms, such as online simulations, virtual reality environments, and educational apps, offer opportunities for learners to explore complex concepts in dynamic and engaging ways (Johnson et al., 2017; Ke & Kwak, 2013). Additionally, social media and online communities enable collaborative learning and knowledge sharing beyond the confines of physical classroom walls (Greenhow & Lewin, 2016).

Moreover, the concept of place-based education has gained traction as a means of connecting learning to local communities and natural environments (Smith & Sobel, 2010). By leveraging the resources and expertise available in the surrounding community, educators can enrich the learning experience through real-world applications and authentic experiences (Sobel, 2004). Field trips, service-learning projects, and community partnerships serve as vehicles for bridging the gap between classroom theory and practical application, fostering deeper engagement and understanding among learners (Dewey, 1916).

Furthermore, interdisciplinary approaches to teaching and learning have emerged as a means of transcending traditional disciplinary boundaries and fostering holistic understanding (Jacobs, 1989). By integrating multiple subject areas and perspectives,

educators can enrich the learning experience and promote connections across diverse domains of knowledge (Bowers, 2006). Interdisciplinary projects, thematic units, and project-based learning experiences provide opportunities for students to explore complex issues and solve real-world problems collaboratively (Hansen, 2012).

In conclusion, the literature on enriching the teaching-learning process by looking beyond the classroom reflects a rich tapestry of theoretical insights, empirical evidence, and practical strategies. From the foundational principles of experiential learning and critical pedagogy to the innovative applications of technology and community-based education, scholars have illuminated diverse pathways for reimagining education in the 21st century. As educators embark on the journey of action research in this dynamic field, they are invited to draw upon this wealth of knowledge and expertise to inform their inquiry, experimentation, and reflection on enriching the teaching-learning process in ways that transcend the boundaries of the traditional classroom.

5. RATIONALE AND SCOPE OF STUDY

This action research aims to investigate innovative strategies for enriching the teaching-learning process by expanding beyond the conventional classroom setting. By exploring diverse pedagogical approaches, leveraging technology, and integrating real-world experiences, the study seeks to enhance student engagement, deepen understanding, and promote holistic learning outcomes. The scope encompasses the implementation and evaluation of interventions within educational contexts, with a focus on identifying best practices and actionable insights to inform future teaching practices and curriculum development. Through this research, educators can contribute to the ongoing evolution of education towards a more dynamic and inclusive learning environment.

6. RESEARCH OBJECTIVES

1. To identify innovative pedagogical approaches for extending learning experiences beyond the traditional classroom.

2. To assess the impact of technology integration on enriching the teaching-learning process.

3. To explore the effectiveness of experiential learning opportunities outside the classroom.

4. To investigate the role of community engagement in enhancing student learning outcomes.

5. To examine the benefits of interdisciplinary collaboration in promoting holistic understanding.

6. To develop practical recommendations for educators to enhance teaching and learning practices through actions informed by research findings.

7. To contribute to the body of knowledge on enriching the teaching-learning process in diverse educational contexts.

7. RESEARCH QUESTIONS

How can educators enrich the teaching-learning process by extending educational experiences beyond the traditional classroom, leveraging innovative pedagogical approaches, technology integration, experiential learning opportunities, community engagement, and interdisciplinary collaboration?

This research question serves as the guiding inquiry for an action research endeavor aimed at exploring strategies to enhance the quality and effectiveness of teaching and learning experiences. By delving into diverse dimensions of educational enrichment, the study seeks to uncover actionable insights and best practices to inform instructional practices, curriculum design, and educational policy. The multifaceted nature of the research question acknowledges the complex interplay of factors influencing the teaching-learning process and underscores the importance of adopting a holistic approach to educational innovation.

Key components of the research question include:

1. Innovative Pedagogical Approaches: Investigating novel instructional methods and teaching strategies that transcend traditional classroom boundaries to engage learners and foster deeper understanding.

2. Technology Integration: Examining the role of digital tools, online resources, and educational technology in enhancing learning experiences and expanding access to educational opportunities beyond the classroom.

3. Experiential Learning Opportunities: Exploring the value of hands-on experiences, field trips, internships, and project-based learning initiatives in connecting theory to practice and promoting active student engagement.

4. Community Engagement: Assessing the benefits of partnerships with local communities, organizations, and institutions in enriching educational experiences through real-world applications and collaborative initiatives.

5. Interdisciplinary Collaboration: Investigating the advantages of integrating multiple disciplines, perspectives, and subject areas to promote holistic understanding, critical thinking, and problem-solving skills among learners.

By addressing these dimensions within the context of action research, educators can contribute to the ongoing evolution of educational practices and advance the goal of creating inclusive, dynamic, and meaningful learning environments that prepare students for success in the 21st century.

8. RESEARCH METHOD

a. Type of Research

This research employed the mixed method, with the quantitative part concerned with the numerical data gathered in the study. While the qualitative design focuses on the problems that they experienced by the learners as expressed in words.

b. Sampling Method

The sampling method used for this research was a convenient sampling. Since the schools to be studied span over an area of $45,110 km^2$ many of the schools could not be approached due to connectivity problems.

c. Respondents

The respondents consisted of mostly teachers of primary and middle schools. All these teachers have responded to the questionnaire based on their experience during the five day training session at DIET, Leh.

d. Data Collection Procedure

The data was collected mostly through telephonic interview. A close ended questionnaire was prepared for the quantitative data and open ended questions were further asked for qualitative data collection.

e. Data Analysis

Moreover, the quantitative results particularly the questionnaire was analyzed using frequencies, percentages, and other descriptive statistics as necessary. Finally, the qualitative data gathered were interpreted to determine the problems encountered by the schools through an open-ended questionnaire.

9. RESEARCH PROBLEMS

1. Lack of Engagement: Traditional classroom settings often fail to fully engage students, leading to disinterest, disengagement, and limited learning outcomes. This research problem highlights the need to explore innovative strategies for enriching the teaching-learning process and rekindling students' enthusiasm for learning.
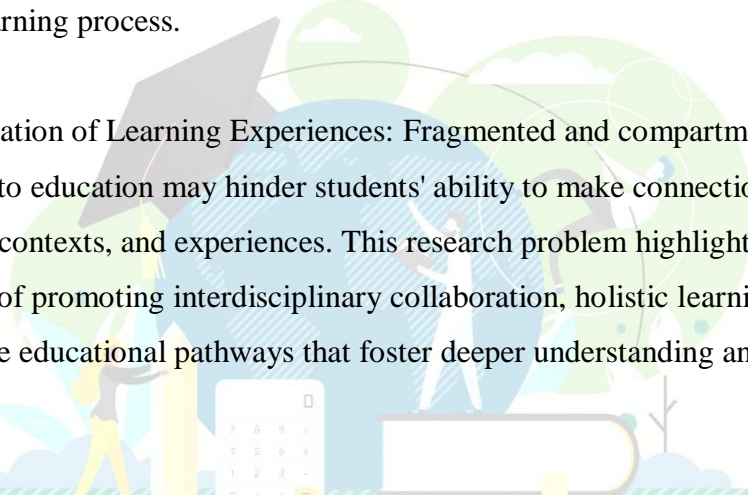
2. Limited Access to Resources: Many students face barriers to accessing educational resources and opportunities beyond the classroom, including socioeconomic disparities, geographical constraints, and institutional limitations. Addressing this research problem involves identifying equitable solutions to broaden access and ensure that all learners have access to enriching educational experiences.

3. Technology Integration Challenges: While technology holds promise for enhancing teaching and learning experiences, educators often encounter challenges related to digital literacy, infrastructure limitations, and unequal access to technology tools. This research problem underscores the need to navigate these obstacles and harness the potential of technology to enrich the educational experience for all students.

4. Disconnect from Real-World Relevance: Traditional classroom instruction may lack relevance to students' lives outside of school, leading to a disconnect between theoretical concepts and real-world applications. This research problem calls for exploring ways to bridge this gap by integrating experiential learning opportunities, community engagement initiatives, and interdisciplinary approaches to teaching and learning.

5. Pedagogical Inertia: Educational institutions and systems often exhibit resistance to change, perpetuating outdated pedagogical practices and inhibiting innovation in teaching and learning. Addressing this research problem involves overcoming institutional inertia, fostering a culture of experimentation and continuous improvement, and empowering educators to embrace new approaches to enriching the teaching-learning process.

6. Fragmentation of Learning Experiences: Fragmented and compartmentalized approaches to education may hinder students' ability to make connections across disciplines, contexts, and experiences. This research problem highlights the importance of promoting interdisciplinary collaboration, holistic learning experiences, and cohesive educational pathways that foster deeper understanding and integration of knowledge.

By addressing these research problems through action research, educators can contribute to the ongoing evolution of educational practices and create more inclusive, dynamic, and meaningful learning environments that prepare students for success in the 21st century.

10. COURSE OF ACTION TAKEN

❖ In order to analyse the innovative strategies used by teachers in the teaching learning process which encourage learners to delve into learning methods beyond the classroom, three schools were chosen at random. The activities held by the school that explored innovative pedagogies and encourages learning beyond classroom boundaries were analysed.
The three schools that were chosen at random for this action research were

      i.   Government Primary School, Buk Anley

     ii.   Government Middle School, Araano Gokma

   iii.   Government Middle School, Sumoor Nubra

- **Government Primary School, Buk Anley**

This school is 200 km away from Leh and also just 6 km away from the India-China border. The school has 27 students and these students study in the classes from nursery to 3rd grade. Presently, Mr. Tsering Angdus is the headmaster of this school.

The students of the primary school were taken on a village field trip. The students engaged with the village community and went to explore the flora and fauna found in the village.

The students were encouraged to learning subjects like mathematics outside the classroom without the use of paper and pencil. The students enthusiastically engaged in these activities and also understood the mathematical concepts easily.

The students were given the liberty to use the spaces in their own ways and make the learning process more engaging.

The students had traditional dance sessions in between their class schedules to make them learn the art of traditional dancing and instilled the real-time knowledge through these sessions.

- **Government Middle School, Araano Gokma**

This school is 170 km away from Leh. It is only 61 km away from the Siachen

Glacier Base camp. The Siachen glacier is the

second-longest glacier in the world's non-polar

areas. The school has 25 students and 8 staff

members.Mr. Tundup Tespal is the headmaster of

this school.

 The school visited the base camp of the Siachen Glacier to

understand and have an engaging experience with the

defence personnel of the Indian Army.

 The students were taken to the recording studio and had the

hands-on experience of recording rhymes in a studio.

- **Government Middle School, Sumoor Nubra**

This school is around 140 km away from Leh. The school has 50 students from

nursery to 8th grade. There are currently 11 staff members. Mr. Dorje Zangmo is the

headmaster of this school.

A cleanliness drive was conducted in the Sumoor village by the students of the school. Various communities of the village also participated in this initiative.

On the occasion of Khadi Mahotsav, the students of the school organised an event in which the various communities were invited and the learners got the opportunity to understand the process of yarn making.

The students had session in which they were encouraged to get involve in peer learning activities.

❖ **Five- day FLN Training Session at DIET, Leh**

The five days training program of FLN for teachers was conducted in which the following strategies and pedagogies were taught. The intended program had a successful completion and the feedback of the teachers was collected through a survey questionnaire.

The training was attended by 150 teachers but due to internet connectivity problem only 47 teachers took the survey.

The following was the schedule for the five-day training session of FLN at DIET, Leh.

TIME TABLE – FIVE DAYS TRAINING PROGRAM OF FL&N FOR TEACHERS
DEPARTMENT OF SCHOOL EDUCATION LADAKH
Room 1

Date	10.30am-10.45am	10.45am-12.00pm	12:00pm-12.15pm	12.15am-1.45pm	1.45am-2.15pm	2.15pm-3.45pm
Day-1	Attendance & Registration	An overview: NEP 2020 Resource Person: Mr Ravinder Kumar	T E A	National Curriculum Framework – Foundational Stage Resource Person: Dr. Openderjeet Kaur	L U N C H	Foundational literacy survey (FLS): discussion on benchmarking w. r. t. Ladakh Resource Person: Mr Ravinder Kumar
Day-2	Attendance	Pedagogy at Foundational stage Resource Person: Dr. Openderjeet Kaur	B R E A K	Mathematical Kits: Strategies for Numerical Enhancement Resource Person: Mr Ravinder Kumar	B R E A K	Learning Outcomes Resource Person: Dr. Openderjeet Kaur
Day-3	Attendance	Language and Literacy: Jadui Pitara: Strategies for Language Enhancement Resource Person: Mr Ravinder Kumar		Creating Supportive Ecosystem Resource Person: Dr. Openderjeet Kaur		ICT: Development of e resources for FLN classes Resource Person: Mr Ravinder Kumar
Day-4	Attendance	Collaborative learning strategies to enhance peer learning Resource Person: Dr. Openderjeet Kaur		Preparation of students/ Teacher hand books (FLN) Resource Person: Mr Ravinder Kumar		Teacher presentations Resource Person: Dr. Openderjeet Kaur
Day-5	Attendance	Vidyapravesh: pedagogical strategies and assessment Resource Person: Dr. Openderjeet Kaur		Parental Engagement or supporting Learning at home at foundational level Resource Person: Mr Ravinder Kumar		Teacher presentations Resource Person: Mr Ravinder Kumar

The following activities were
conducted during those 5 days:

- Day 1
    - An overview: NEP 2020
      Resource Person: Mr
      Ravinder Kumar
    - National Curriculum
      Framework –
      Foundational Stage Resource Person: Dr. Openderjeet Kaur
    - Foundational literacy survey (FLS): discussion on benchmarking w. r. t.
      Ladakh Resource Person: Mr Ravinder Kumar

- Day 2
    - Pedagogy at Foundational stage Resource Person: Dr. Openderjeet Kaur
    - Mathematical Kits:
      Strategies for
      Numerical
      Enhancement
      Resource Person:
      Mr Ravinder Kumar
    - Learning Outcomes
      Resource Person:
      Dr. Openderjeet Kaur

- Day 3
    - Language and Literacy: Jadui Pitara: Strategies for Language Enhancement
      Resource Person: Mr
      Ravinder Kumar
    - Creating Supportive
      Ecosystem Resource Person:
      Dr. Openderjeet Kaur
    - ICT: Development of e
      resources for FLN classes
      Resource Person: Mr

Ravinder Kumar

- Day 4
    - Collaborative learning strategies to enhance peer learning Resource Person: Dr. Openderjeet Kaur
    - Preparation of students/ Teacher hand books (FLN) Resource Person: Mr Ravinder Kumar
    - Teacher presentations Resource Person: Dr. Openderjeet Kaur

- Day 5
    - Vidyapravesh: pedagogical strategies and assessment Resource Person: Dr. Openderjeet Kaur
    - Parental Engagement or supporting Learning at home at foundational level Resource Person: Mr Ravinder Kumar
    - Teacher presentation s Resource Person: Mr Ravinder Kumar

11. DATA ANALYSIS

Following are the data collected through the survey questionnaire from 47 teachers of different schools that attended the five- day training at DIET. Leh.

The survey was conducted to understand the attitude of teachers towards the innovative pedagogies which encourage teaching and learning beyond the classroom

boundaries. It was also intended to know if the teachers are these new methods and seeing any positive results in the leaning process of their students.
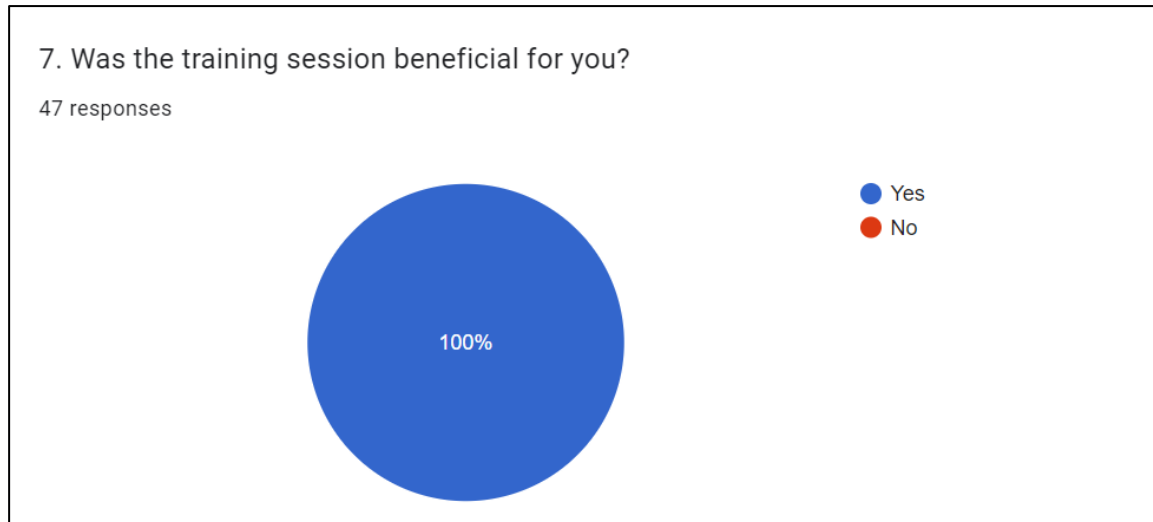

Figure 11.1 Data showing the feedback of teachers after the FLN training session.

The above data depicts that all the teachers feel that these training session are beneficial for them. Out of the 47 teachers that filled took the survey; all of them agree that this training session was fruitful.
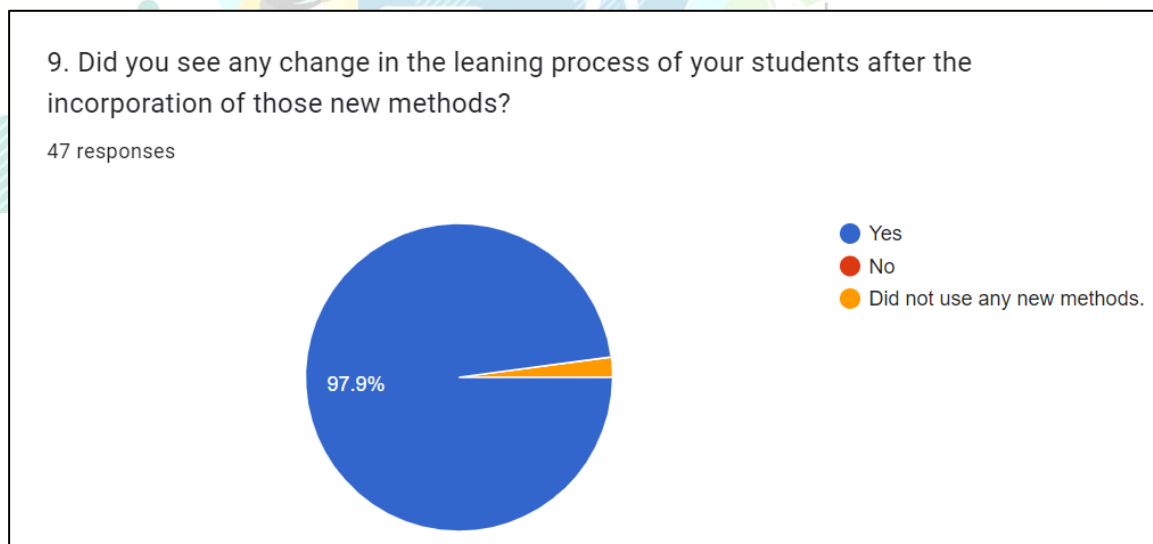
Figure 11.2 Data showing the learners perceptibility towards the incorporation of new methods.

The data shows that nearly all the teachers saw significant change after incorporated the new methods they learnt during the training session. A small percentage out of it didn't use the methods.
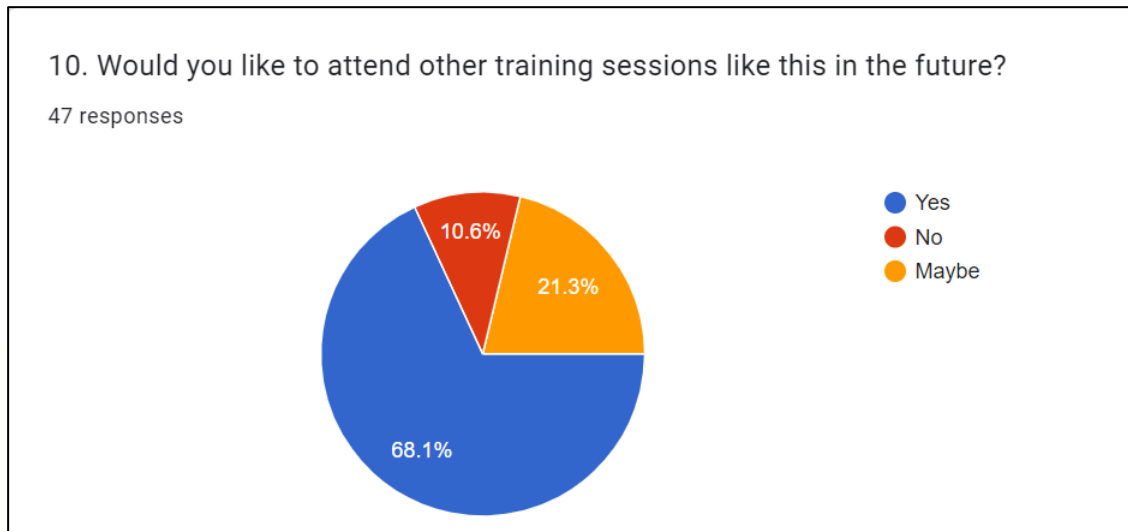
Figure 11.3 Data showing the response of the teachers for sessions like these in the future.

In the above mentioned data, 68.1% of the teachers who took the survey want to attend a training session like this in the future. 21.3% are not sure if they want to join such a training session. 10.6% of the teachers do not want to attend these sessions. There were a few reasons mentioned by some of the teachers out of which one of the most frequently mentioned reasons were the conduction of these sessions in the winter; finding accommodation and commuting during the winter for the training sessions.

11. Have you seen any major transition in the teaching methods over the years?

47 responses

- Yes
- No
- Maybe

12.8%

80.9%
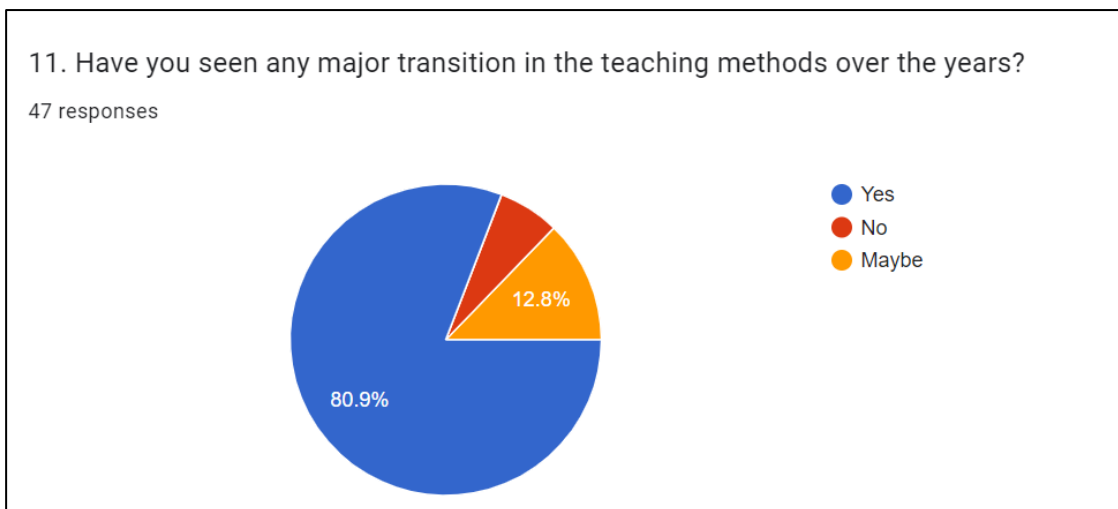
Figure 11.4 Data showing the teachers perception towards the change in teaching methods over the years.

Though 80.9% of the teachers saw a major transition in the teaching methods over the years, there is still a significant number of teachers who feel that the changes have been insignificant. This gives us an idea that still traditional teaching and learning methods are used by the teachers as well as the students. There is a need to understand this issue and take favourable measures with special attention given to these schools that have not transitioned to new methods over the years.

13. Do you think traditional style of teaching i.e., to use a lesson mixture of lecturing, modelling and demonstration, rote learning, and choral repetition beneficial for students?

47 responses

- Yes
- No
- Maybe

27.7%

14.9%

57.4%
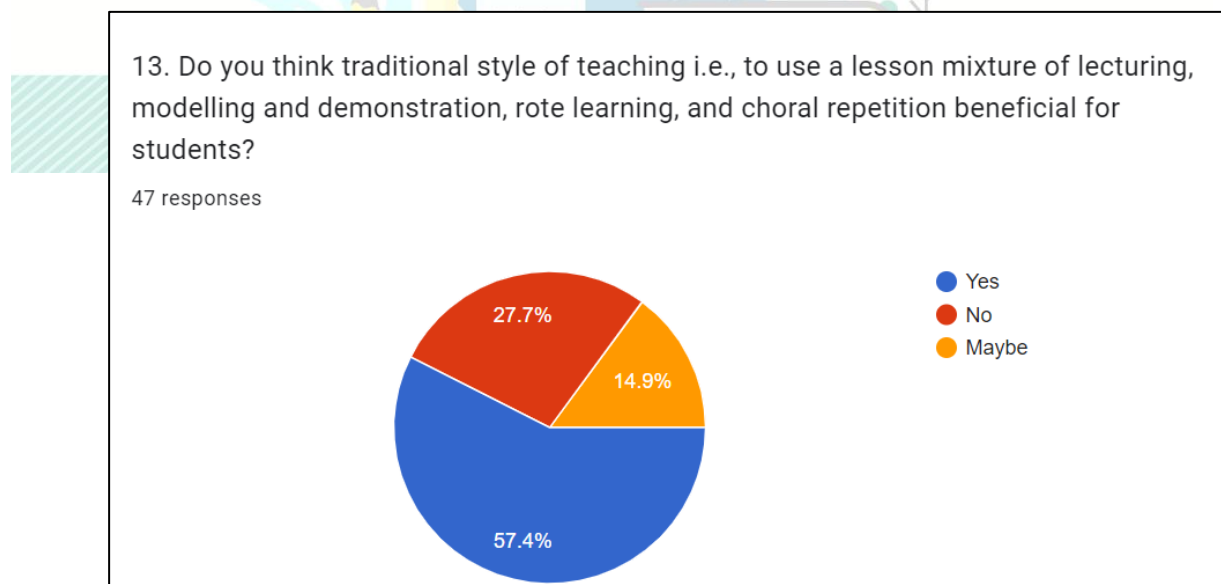
Figure 11.5 Data showing the change in perception of teachers for traditional pedagogy.

Considering how most of the teachers found the FLN training session to be beneficial this data seems to be quite contrary to that narrative. Here about 25% of the teachers feel that traditional teaching methods are beneficial for the students.

In this regard, more training session need to conducted where the teachers should be counselled followed by discussion on this perception of the teachers and how it can affect the students learning abilities in the future.

Figure 11.6 Data showing the teachers attitude towards the concept of 'Learning beyond the classroom".
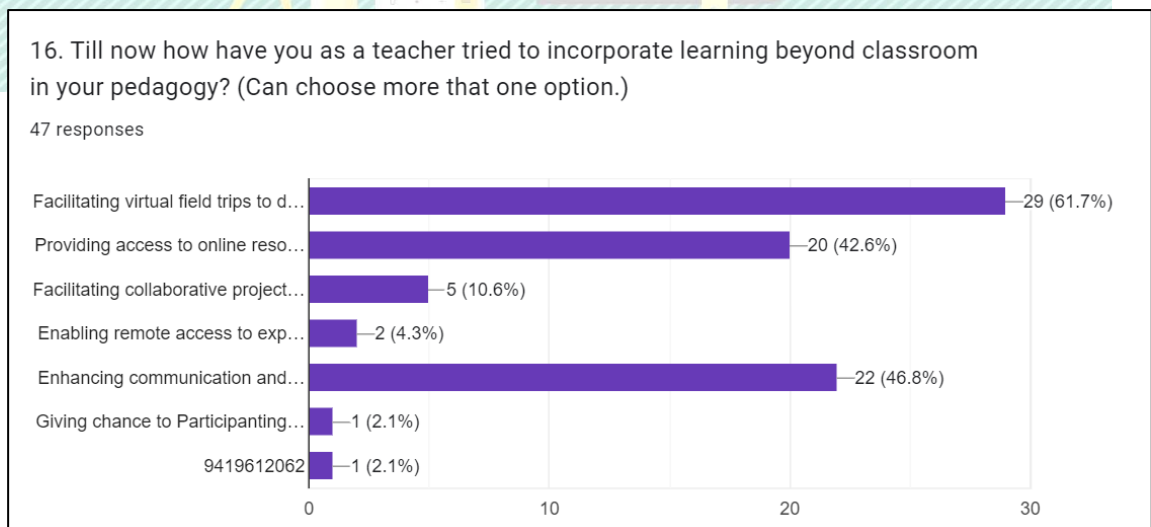
Figure 11.7 Data showing the methods teachers followed before the five-day training session.

17. What do you perceive as the benefits of engaging students in learning experiences outside the classroom?

47 responses

- Practical application of theoretical knowledge
- Exposure to real world experience
- Enhancement of creativity and innovation
- Promotion of lifelong learning habits
- Development of critical thinking and problem -solving skills

8.5% | 29.8% | 14.9% | 21.3% | 25.5%

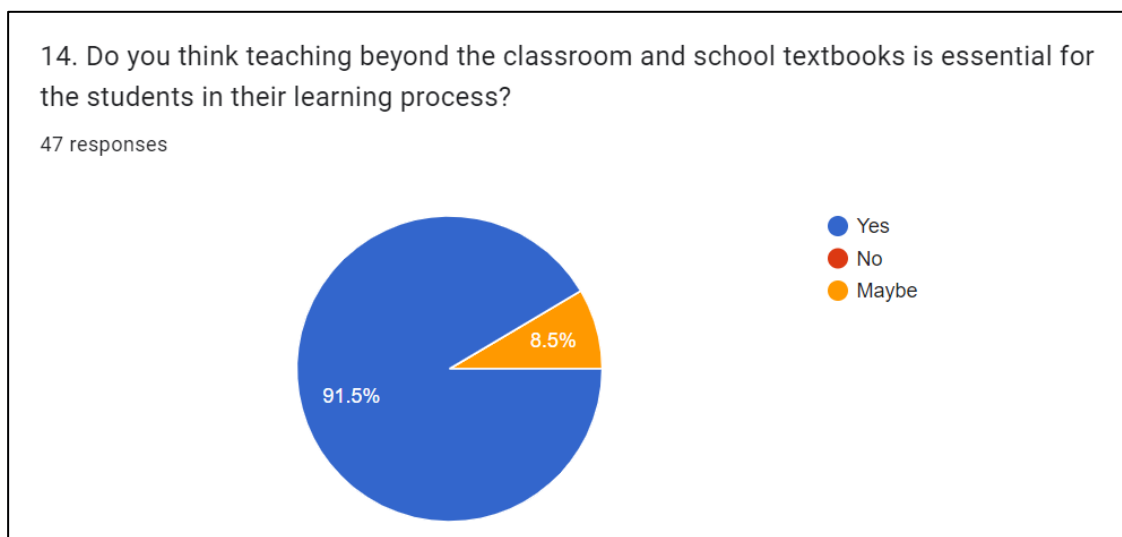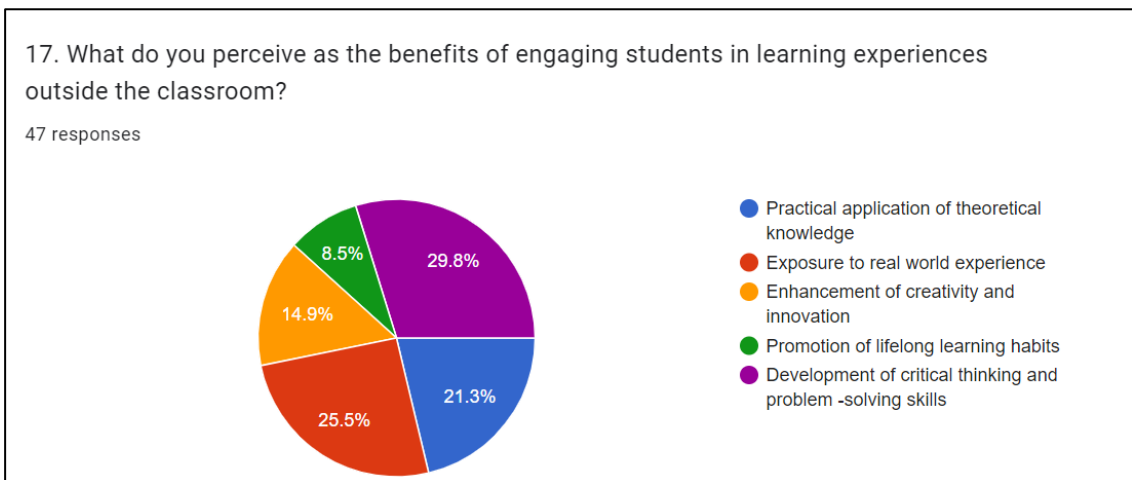Figure 11.8 Data showing the benefits teachers perceive from engaging students in activities beyond the classroom.

18. How do you think technology can be used to support learning experiences beyond the classroom?

47 responses

Category	Count
Facilitating virtual field trips to distant locations	16 (34%)
Providing access to online resources and educational mat…	21 (44.7%)
Facilitating collaborative projects and discussions through online…	11 (23.4%)
Enabling remote access to experts and guest speakers thr…	12 (25.5%)
Enhancing communication and feedback between students an…	14 (29.8%)
9419612062	1 (2.1%)

Figure 11.9 Data showing the potential of technology in the learning experience beyond classroom according to the teachers.

19. Which of the following offline mode of teaching methods have you used?

47 responses

Method	Count (Percentage)
Group discussions	30 (63.8%)
Brainstorming	12 (25.5%)
Role-plays	26 (55.3%)
Guided Questioning	7 (14.9%)
Music, Poetry, and Visual art	23 (48.9%)
Fieldwork and Outdoor learning	14 (29.8%)
Talks and presentations	12 (25.5%)
9419612062	1 (2.1%)

Figure 11.10 Data showing the offline methods used by teachers.
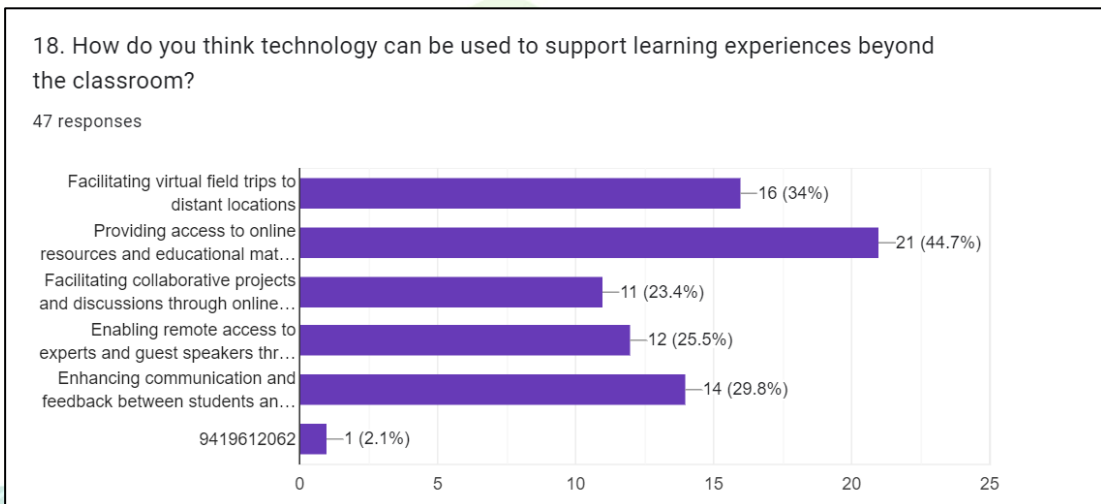
20. Which of the following online teaching methods do you use?

47 responses

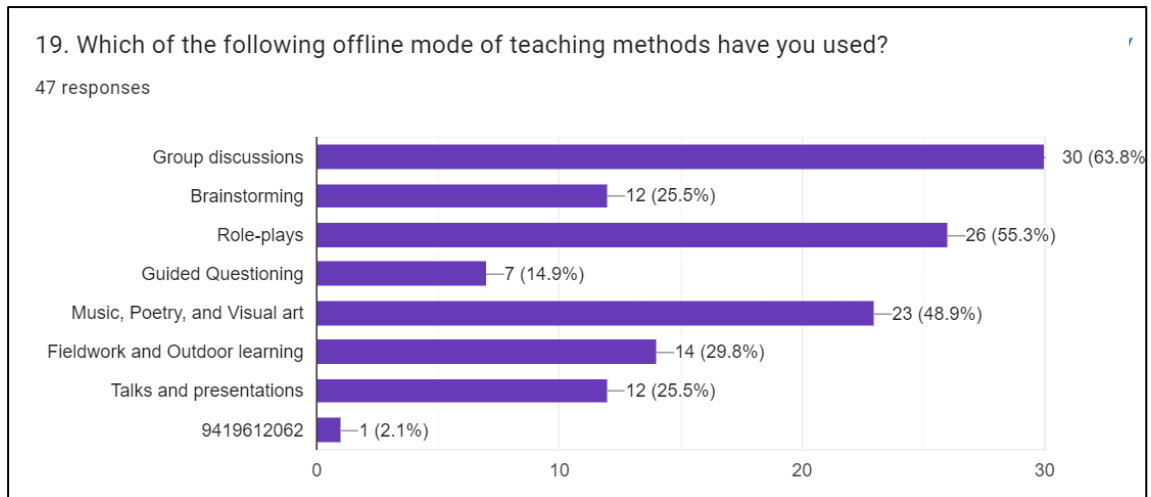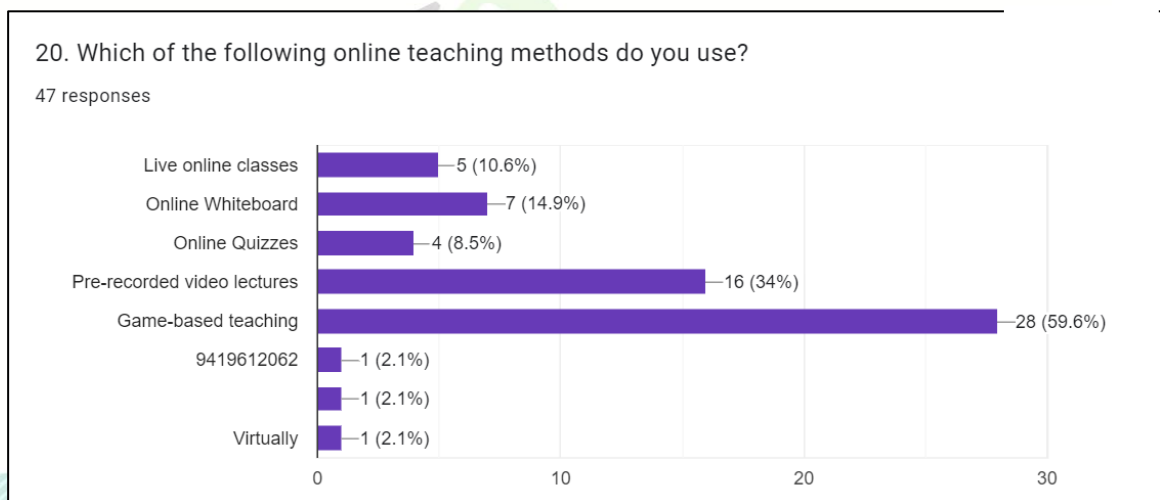| Method	Count (Percentage)
Live online classes	5 (10.6%)
Online Whiteboard	7 (14.9%)
Online Quizzes	4 (8.5%)
Pre-recorded video lectures	16 (34%)
Game-based teaching	28 (59.6%)
9419612062	1 (2.1%)
	1 (2.1%)
Virtually	1 (2.1%)

Figure 11.11 Data showing the online methods used by teachers.
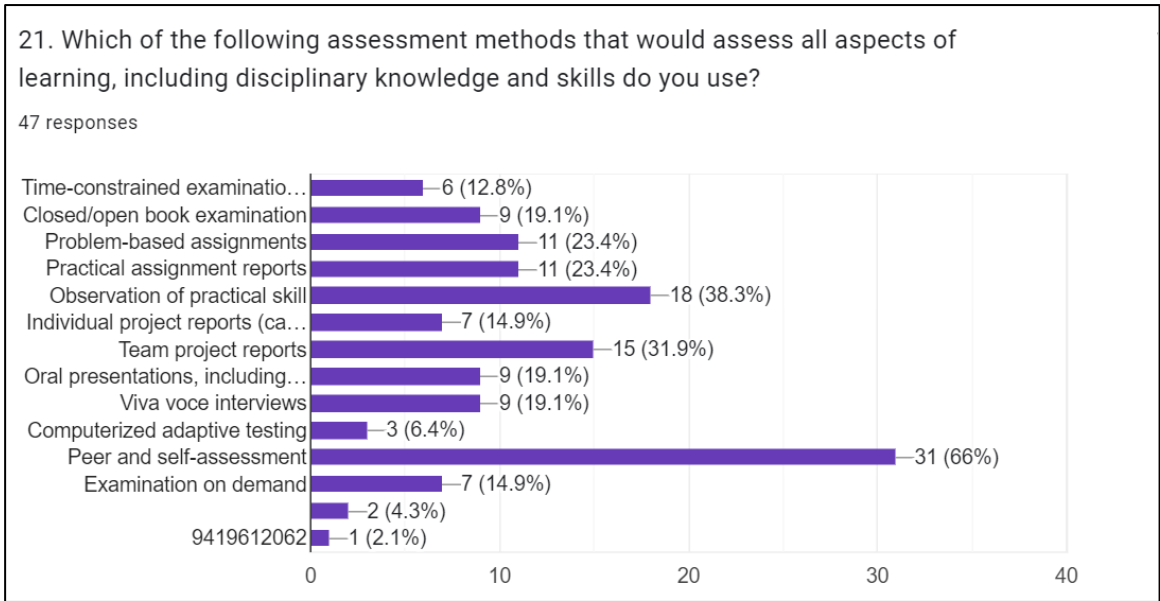
Figure 11.12 Data showing the assessment methods used by teachers.

In this data it can be clearly seen that peer and self- assessment are widely used.
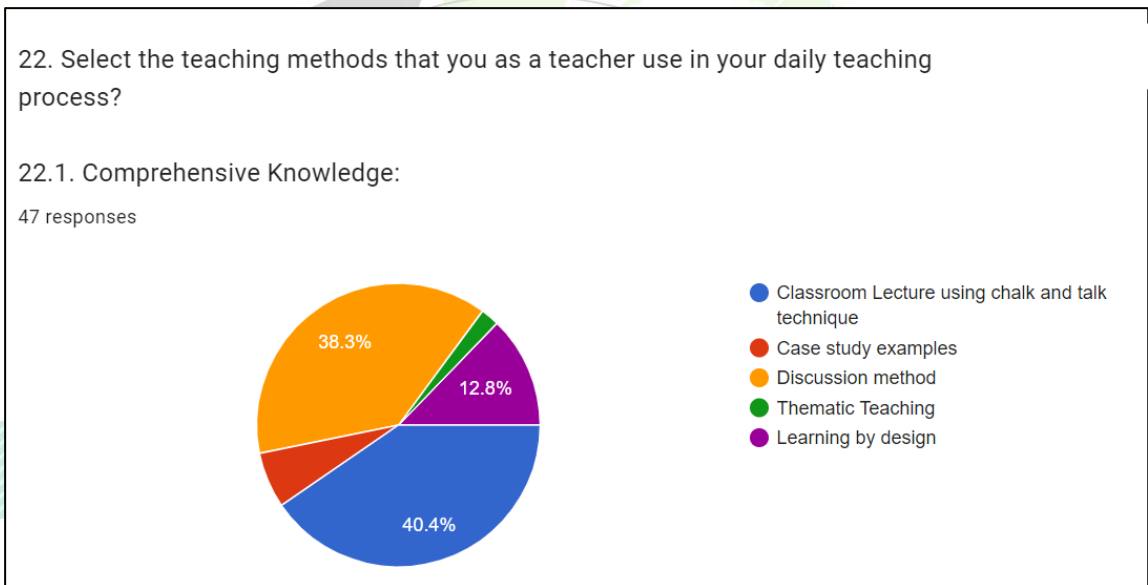

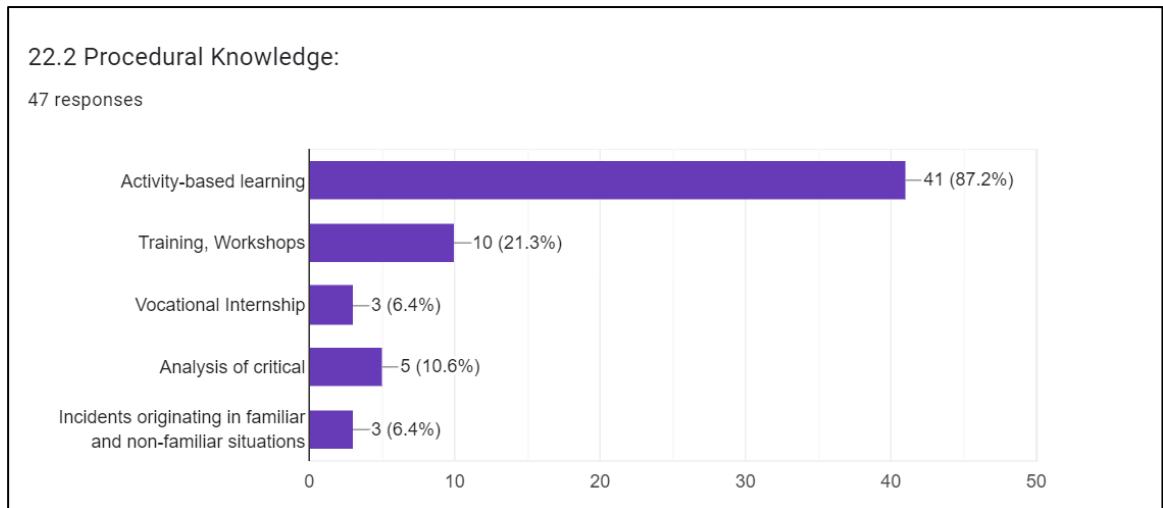Figure 11.13 Data showing the teaching methods used by teachers regarding comprehensive knowledge.

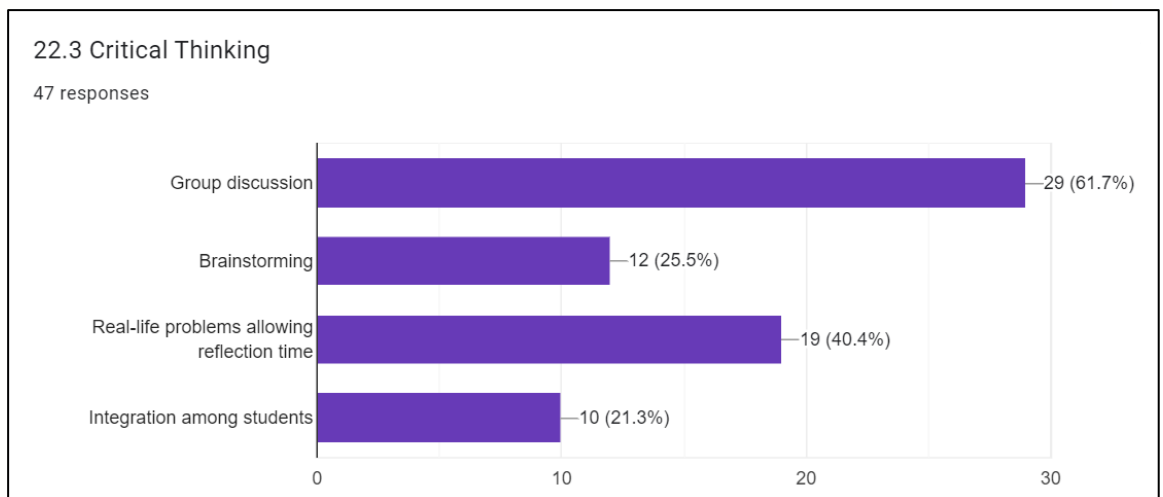Figure 11.14 Data showing the teaching methods used by teachers regarding procedural knowledge.

Figure 11.15 Data showing the teaching methods used by the teachers regarding critical thinking.

23. In what ways do you collaborate with colleagues, community partners to enhance learning opportunities beyond the classroom?

47 responses

Organizing field trips to local m... — 26 (55.3%)
Inviting guest speakers from co... — 10 (21.3%)
Exposing students to diverse p... — 21 (44.7%)
— 2 (4.3%)
9419612062 — 1 (2.1%)
Visit other schools. — 1 (2.1%)
Visit another school — 1 (2.1%)
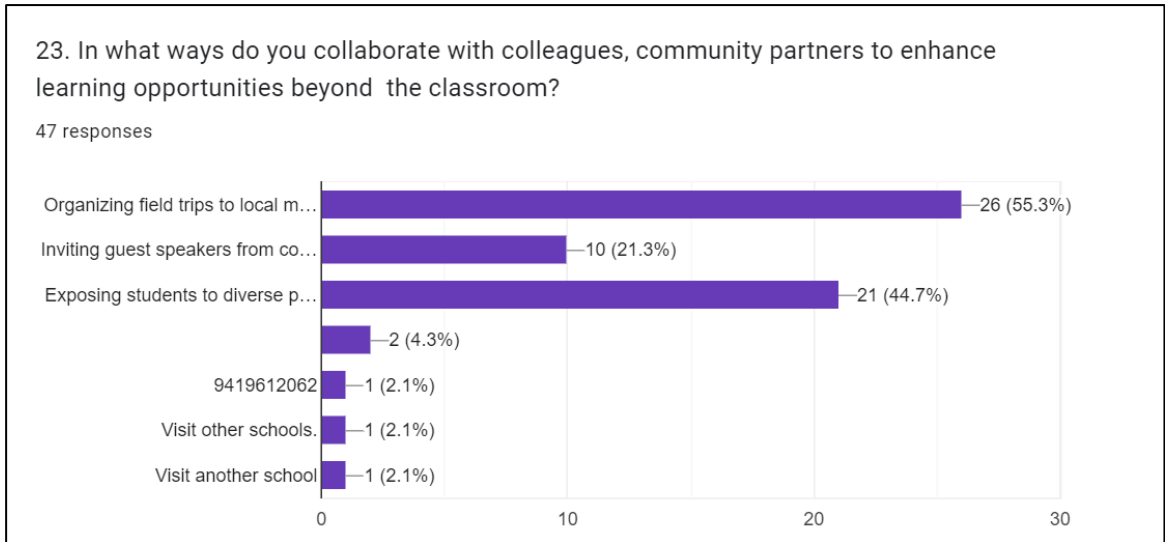
Figure 11.16 Data showing the community collaboration.

24. How do you assess student learning and progress when they are engaged in activities outside the classroom and what methods have you found to be most effective?

47 responses

48.9%
17%
29.8%

● Students reflect on their own performance and set goals for improvement
● Students provide feedback to their peers based on predefined criteria
● Encouraging students to reflect on their learning experiences
● Online quizzes or surveys to gather feedback from students
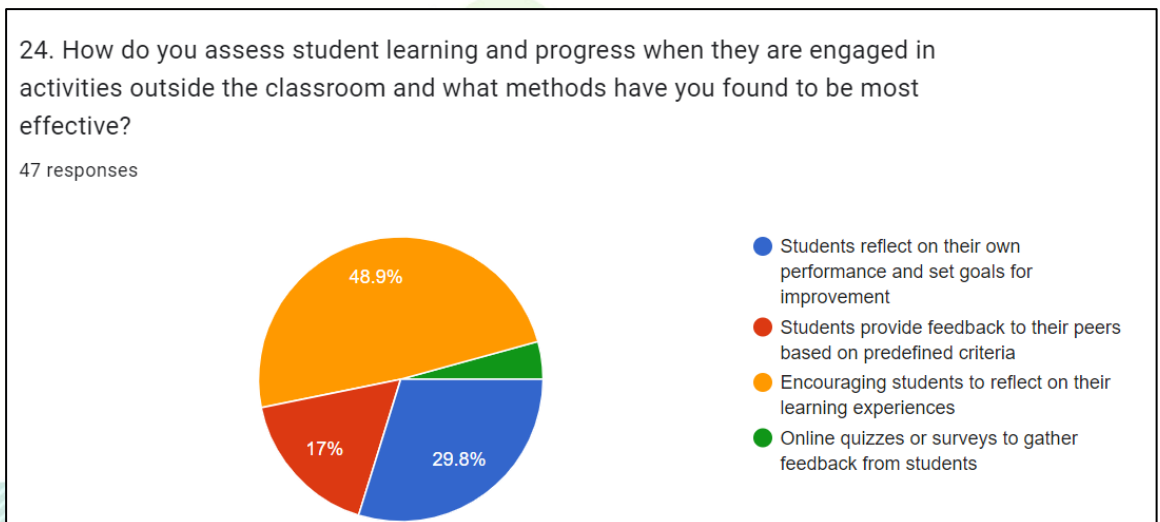
Figure 11.17 Data showing the most effective method of assessment for activities beyond classroom boundaries.
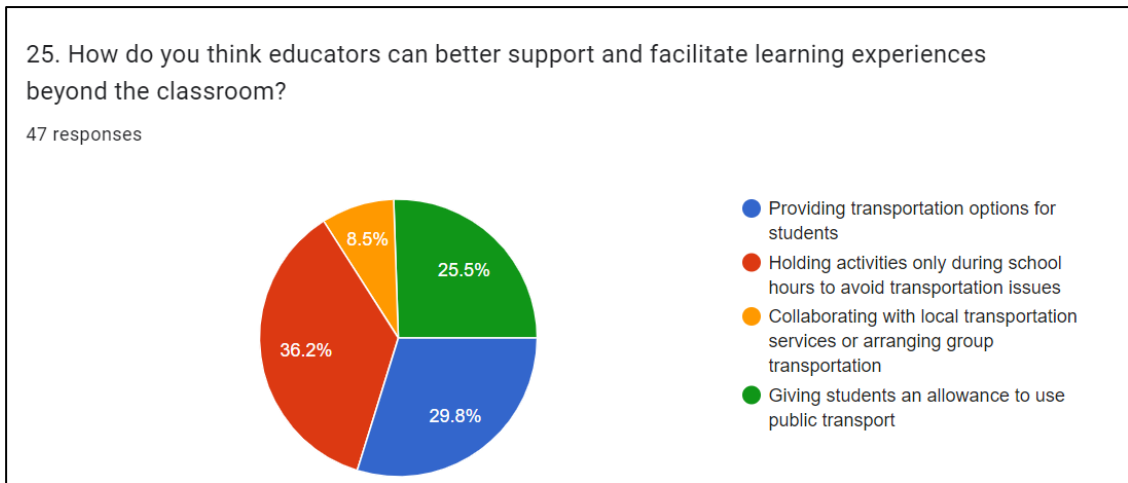
Figure 11.18 Data showing perception of teachers about the ways in which learners can be encouraged to learn beyond the classroom.
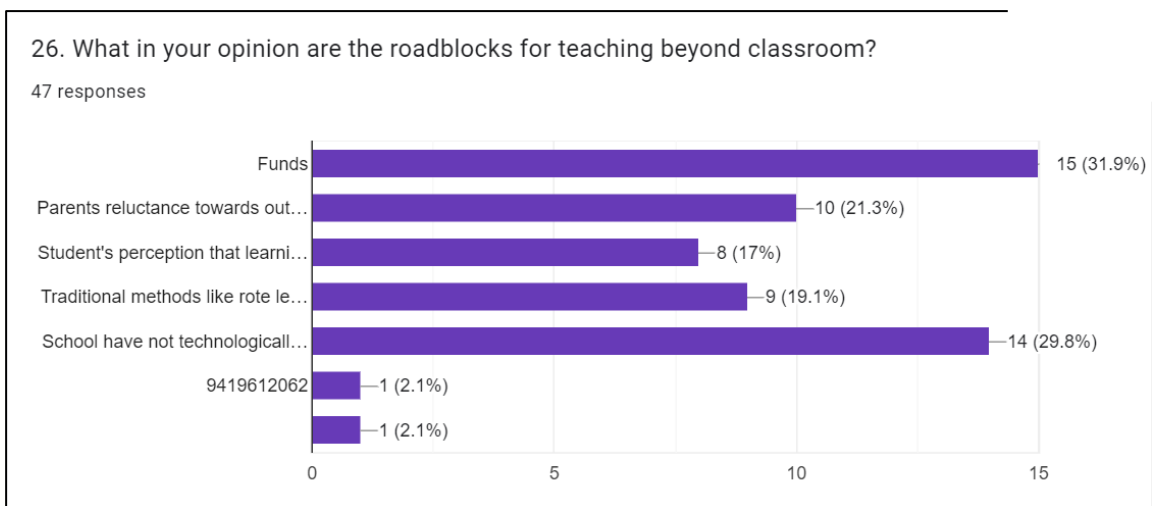
Figure 11.19 Data showing the roadblocks in teaching beyond classroom according to the teachers.

The two main roadblocks that the teachers face are the lack of funding and the schools not being technologically developed. Even parents reluctance towards outdoor activities and the idea of traditional teaching methods being effective have hindered the incorporation of learning beyond the classroom.

28. How many times in a year do you take students for a field trip, outing, seminars, inter-school competitions, etc.

47 responses

- Not very often
- Often
- We want students to only stay in the school and learn
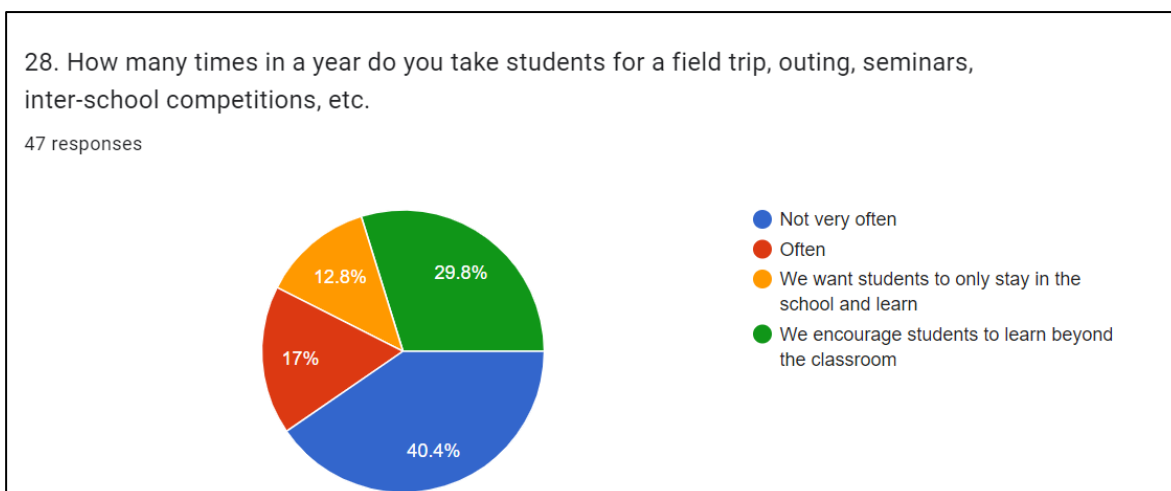- We encourage students to learn beyond the classroom

Figure 11.20 Data showing the frequency of activities beyond the classroom boundaries in schools.

This data shows the dire need for the school curriculums to incorporate leaning beyond the classroom boundaries. Mostly in the schools it is the teachers' individual initiative for outdoor activities. Though the teachers and the school is supportive towards the concept of learning beyond the classroom, they have many roadblocks which deter them from fully incorporating those innovative methods.

12. DISCUSSION

The FLN training session was found to be highly beneficial for the teachers. The teachers are very enthusiastic about learning new teaching methods and are willing to incorporate the same in their schools. There are teachers who still feel that traditional methods are beneficial. They have a perception that rote learning and traditional methods should still be used.

A significant number of teachers are using innovative methods. A widely used innovative assessment methods is found to be peer and self-assessment method.

It can be seen that even though innovative teaching and learning methods are being encouraged but there are many roadblocks. The first and the most pertinent one is technology. The schools not being technologically developed and having no internet connectivity is a major deterrent. The lack of funding for the outdoor activities is seen to be another area of concern. The parents' reluctance towards sending their children for outdoor activities is another concern that should be taken into account and appropriate measures should be in place.

13. CONCLUSION

In conclusion, the action research undertaken to explore enriching the teaching-learning process beyond classroom boundaries has yielded significant insights and outcomes. Through collaborative efforts and innovative methodologies, this research has demonstrated the potential to transcend traditional educational confines and enhance student engagement, motivation, and learning outcomes.

By leveraging various resources and technologies, including online platforms, educational apps, community resources, and experiential learning opportunities, educators can create dynamic learning experiences that resonate with diverse student needs and interests. The findings underscore the importance of incorporating real-world connections, interactive activities, and practical applications into the curriculum to foster deeper understanding and retention of content.

Furthermore, the research highlights the critical role of teacher professional development and ongoing reflection in refining instructional practices and adapting to evolving educational landscapes. By embracing a holistic approach to teaching and

learning that extends beyond the confines of the classroom, educators can empower students to become active participants in their own learning journey, preparing them for success in an increasingly complex and interconnected world. Ultimately, this action research underscores the transformative potential of expanding the boundaries of traditional education to enrich the teaching-learning process and cultivate lifelong learners.

14. **LIMITATIONS**

- Schools in far flung villages and connectivity problems in the case of telephonic interview.
- The internet connectivity problem in far flung areas posed a problem for the teachers to fill the survey questionnaire.
- Time constraint was another major limitation as the interviews for the research had to be done side- by-side daily DIET schedule.

15. REFERENCES

1. Dewey, J. (1916). Democracy and Education: An Introduction to the Philosophy of Education. New York: Macmillan.

2. Dewey, J. (1938). Experience and Education. New York: Simon & Schuster.

3. Freire, P. (1970). Pedagogy of the Oppressed. New York: Herder and Herder.

4. Johnson, L., Adams Becker, S., Estrada, V., and Freeman, A. (2017). NMC Horizon Report: 2017 Higher Education Edition. Austin, TX: The New Media Consortium.

5. Ke, F., & Kwak, D. (2013). Constructive online learning: A case study of collaboration and creativity in an online multimedia production course. Computers & Education, 68, 360-371.

6. Greenhow, C., & Lewin, C. (2016). Social media and education: Reconceptualizing the boundaries of formal and informal learning. Learning, Media and Technology, 41(1), 6-30.

7. Smith, G. A., & Sobel, D. (2010). Place- and community-based education in schools. New York: Routledge.

8. Sobel, D. (2004). Place-based education: Connecting classrooms and communities. Great Barrington, MA: Orion Society.

9. Jacobs, H. H. (1989). Interdisciplinary curriculum: Design and implementation. Alexandria, VA: Association for Supervision and Curriculum Development.

10. Bowers, C. A. (2006). Revitalizing the commons: Cultural and educational sites of resistance and affirmation. Lexington, KY: University Press of Kentucky.

11. Hansen, D. T. (2012). Exploring the terrain of interdisciplinary studies: An emerging discipline. New York: Routledge.

These references provide a comprehensive foundation for exploring various dimensions of enriching the teaching-learning process beyond the classroom through action research.

16. APPENDIX

The following questionnaire was used during the survey for the action research:

1) Name
2) School Name
3) Contact Number (If extra information is needed on any topic, then only you'd be contacted.)
4) Teaching Experience (in years)
5) Teaching students of
   a. Primary School

    b. Middle School

    c. Secondary School

    d. Higher Secondary School

6) Did you take part in the 5-day training session of FLN at DIET, Leh?

    a. Yes

    b. No

7) Was the training session beneficial for you?

    a. Yes

    b. No

8) Did you incorporate any new methods that you learnt in the sessions?

    a. Yes

    b. No

9) Did you see any change in the leaning process of your students after the incorporation of those new methods?

    a. Yes

    b. No

    c. Did not use any new methods.

10) Would you like to attend other training sessions like this in the future?

    a. Yes

    b. No

    c. Maybe

11) Have you seen any major transition in the teaching methods over the years?

    a. Yes

    b. No

    c. Maybe

12) If you have seen a major change, please mention what it is?

13) Do you think traditional style of teaching i.e., to use a lesson mixture of lecturing, modelling and demonstration, rote learning, and choral repetition beneficial for students?

    a. Yes

    b. No

    c. Maybe

14) Do you think teaching beyond the classroom and school textbooks is essential for the students in their learning process?

    a. Yes

    b. No

    c. Maybe

15) Can you share any successful examples of projects or activities that you have implemented to enrich the teaching -learning process beyond the class?

16) 16. Till now how have you as a teacher tried to incorporate learning beyond classroom in your pedagogy? (Can choose more than one option.)

    a. Facilitating virtual field trips to distant locations

    b. Providing access to online resources and educational materials

    c. Facilitating collaborative projects and discussions through online platforms

    d. Enabling remote access to experts and guest speakers through video conferencing

    e. Enhancing communication and feedback between students and teachers

    f. Others

17) What do you perceive as the benefits of engaging students in learning experiences outside the classroom?

    a. Practical application of theoretical knowledge

    b. Exposure to real world experience

    c. Enhancement of creativity and innovation

    d. Promotion of lifelong learning habits

    e. Development of critical thinking and problem -solving skills

    f. Others

18) How do you think technology can be used to support learning experiences beyond the classroom?

    a. Facilitating virtual field trips to distant locations

    b. Providing access to online resources and educational materials

    c. Facilitating collaborative projects and discussions through online platforms

    d. Enabling remote access to experts and guest speakers through video conferencing

    e. Enhancing communication and feedback between students and teachers

  f. Others

19) Which of the following offline mode of teaching methods have you used?

  a. Group discussions

  b. Brainstorming

  c. Role-plays

  d. Guided Questioning

  e. Music, Poetry, and Visual art

  f. Fieldwork and Outdoor learning

  g. Talks and presentations

  h. Others

20) Which of the following online teaching methods do you use?

  a. Live online classes

  b. Online Whiteboard

  c. Online Quizzes

  d. Pre-recorded video lectures

  e. Game-based teaching

  f. Others

21) Which of the following assessment methods that would assess all aspects of learning, including disciplinary knowledge and skills do you use?

  a. Time-constrained examinations

  b. Closed/open book examination

  c. Problem-based assignments

  d. Practical assignment reports

  e. Observation of practical skill

  f. Individual project reports (case-study reports)

  g. Team project reports

  h. Oral presentations, including seminar presentations

  i. Viva voce interviews

  j. Computerized adaptive testing

  k. Peer and self-assessment

  l. Examination on demand

  m. Others

22) Select the teaching methods that you as a teacher use in your daily teaching process? 22.1 Comprehensive Knowledge:

a. Classroom Lecture using chalk and talk technique

b. Case study examples

c. Discussion method

d. Thematic Teaching

e. Learning by design

23) 22.2 Procedural Knowledge:

a. Activity-based learning

b. Training, Workshops

c. Vocational Internship

d. Analysis of critical

e. Incidents originating in familiar and non-familiar situations

24) 22.3 Critical Thinking

a. Group discussion

b. Brainstorming

c. Real-life problems allowing reflection time

d. Integration among students

25) In what ways do you collaborate with colleagues, community partners to enhance learning opportunities beyond the classroom?

a. Organizing field trips to local museum

b. Inviting guest speakers from community

c. Exposing students to diverse perspective and experiences

d. Others

26) 24. How do you assess student learning and progress when they are engaged in activities outside the classroom and what methods have you found to be most effective?

a. Students reflect on their own performance and set goals for improvement

b. Students provide feedback to their peers based on predefined criteria

c. Encouraging students to reflect on their learning experiences

d. Online quizzes or surveys to gather feedback from students

e. Others

27) How do you think educators can better support and facilitate learning experiences beyond the classroom?

a. Providing transportation options for students

      b.   Holding activities only during school hours to avoid transportation issues

      c.   Collaborating with local transportation services or arranging group transportation

      d.   Giving students an allowance to use public transport

      e.   Others

28) What in your opinion are the roadblocks for teaching beyond classroom?

      a.   Funds

      b.   Parents reluctance towards outside activities

      c.   Student's perception that learning can only happen inside a classroom

      d.   Traditional methods like rote learning is still given importance rather than holistic development methods

      e.   School have not technologically developed to use ICT tools

      f.   Others

29) What challenges do you encounter when trying to integrate innovative teaching methods, such as experiential learning or real -world application, into your practice?

30) How many times in a year do you take students for a field trip, outing, seminars, inter-school competitions, etc.

      a.   Not very often

      b.   Often

      c.   We want students to only stay in the school and learn

      d.   We encourage students to learn beyond the classroom

-END-