

Changes in Classroom Environment at the Elementary School Level Consequent upon the Implementation of the RTE Act, 2009

^aRam Chandra Majhi, ^bPradipta Kumar Mishra

^aResearch Scholar (Education), Fakir Mohan University, Vyasa Vihar, Balasore, Odisha, India

^bProfessor-cum-Principal, Y.S. Palpara Mahavidyalaya, Palpara (NAAC Accredited-B) Palpara, Purba Medinipur, West Bengal

Abstract

The present study was conducted in the Balasore District of Odisha to know the status of Classroom Environment of Elementary Schools consequent upon the implementation of the RTE Act, 2009. This Research Study was conducted in 24 Elementary Schools covering all the 12 Blocks of the District in which the Researchers observed 48 Classes by adopting Stratified Random Sampling Procedure observed that; not a single aspect among the three components of Classroom Environment (Physical, Social and Cognitive) was observed as neither excellent nor poor where poor doesn't matter. But the aspects like; Painting, Moral Quotations, and Pictures are available in the classroom; the teacher clarifies the doubts of students; follows different strategies for different students; translates his/her training inputs into the classroom and uses reinforcement to inspire students need to be highly focused in making the classroom environment an excellent one which has been mandated in the RTE Act, 2009 adhering to the quality interventions of the RTE-SSA Scheme.

Keywords: Elementary Education, Classroom Environment, Teaching-Learning Process, RTE Act, 2009

I. INTRODUCTION

The Right to Education became law of the land in India as a fundamental right after getting the assent of the President of India on 26th August, 2009 and came into force with effect from 1st April 2010. This legal document provides to all children of 6-14 years of age the Education with Equity, Equality, Quality and Inclusiveness with non-discrimination. Along with access and equity aspects of Elementary Education, curriculum and evaluation reforms as per NCF 2005, Revision in the Syllabus and production of new activity-based Text Books, use of Teaching-Learning Materials (TLMs), strengthening academic and professional support of BRCCs and CRCCs at the Block and Cluster level, Learning Enhancement Programmes, use of appropriate and innovative pedagogies for various levels of Elementary Education, maintaining appropriate Pupil Teacher Ratio (PTR) as per RTE Act, 2009 etc are the quality interventions under RTE-SSA Scheme. Among the quality interventions under RTE-SSA Scheme, the classroom environment related factors like classroom management, morale of the classroom, use of appropriate and innovative pedagogies, use of TLMs, inclusive approach of the teachers, facilitating students for active participation in the

classroom activities, teaching by the teacher as per proper planning of lesson or lesson note are highly essential which have been focused in the RTE Act, 2009.

II. RATIONALE OF THE STUDY

The new concepts like need based and the qualitative initiatives such as neighborhood schooling ,quality infrastructure ,constructivist curriculum with activity based approach and participatory approach in the teaching-learning process, CCE as integral part of teaching-learning process for holistic development of children, ban on corporal punishment, institutionalization of community participation through creation of School Management Committee (SMC) for monitoring, management and development of school with community ownership and appropriate pupil-teacher ratio etc were founded as the initiatives of RTE-SSA Scheme. These initiatives could have not be actualized in letter and spirit because of lack of adequate resources, teachers' burden of shouldering non-teaching duties ,lack of academic support, lack of community participation through SMCs ,lack of professional preparation of teachers , implementation of CCE, lack of training and orientation of BRCCs and CRCCs to provide academic support, in adequate school infrastructure, lack of substantial improvement in the learning achievement of learners which affects the classroom environment of Elementary Schools as reported by Reddy & Sinha(2010), Soni(2011), Rekha (2012),Behera & Nath (2012),Yadav(2012), Sing & Kumar (2013) , Singh(2014), Ahuja (2014), Das(2014),Tripathy (2015), Fatima(2015) ,Sanghai(2015),Shehla(2015), Mishra(2015), Paikray(2015), Pradhan & Bagarti(2016), Zadeng(2017), Singh & Kurian (2018) and Mishra & Pattanaik (2019). In view of this, there is the urgency of a comprehensive right based approach to be dynamic and accounting for different learning environments including classroom environment and different learners by bringing necessary modifications in the educational policy reported by Singh(2010), Panigrahi (2014).

Objective of the Study:

1. To study the changes in Classroom Environment and Teaching-Learning Process following implementation of RTE-SSA.

Hypotheses of the Study:

1. There is significant change in the Classroom Environment (Physical, Social and Cognitive) of Elementary Schools consequent upon the implementation of RTE Act,2009.
2. There is significant change in the Teaching –Learning Process of Elementary Schools from teacher centred approach to learner-centred approach consequent upon implementation of RTE Act,2009.

III. METHODOLOGY OF THE STUDY

The study was conducted in the Balasore district of Odisha to observe the perception of teachers on the change in the Classroom environment and their performance in the teaching-learning process consequent upon the implementation of the RTE Act,2009.

For selection of sample, the Researcher has followed the Simple Random Sampling Procedure in selecting the schools and teachers and adopted the stratified random sampling where each Block was taken as the strata for classroom observation and classroom performance of teachers in class V and VIII in any 02 schools in each Block.

Two schools in each Block were selected to observe the Classroom performance of teachers in Class V and Class VIII, the distribution of Schools Block wise for classroom observation has been extended in the Table-1.

Table-1: Distribution of Schools Block wise for Classroom Observation of Teachers

Sl.No	Name Of The Block	Name of the School	No. of Classes Observed	Classes Observed	Subject
1	Bahanaga	Narayan Prasad U.P. School	02	V	Mathematics
		Narayan Prasad U.P. School		VIII	Science
		Maharudrapur Nodal U.P. School	02	V	Social science
		Maharudrapur Nodal U.P. School School		VIII	Language
2	Basta	Dandika U.G.U.P. School	02	V	Environmental Science
		Dandika U.G.U.P. School		VIII	Language
		Jamunia U.G.U.P. School	02	V	Environmental Science
		Jamunia U.G.U.P.School		VIII	Mathematics
3	Baliapal	Bhanupur U.G. Upper Primary School	02	V	Language
		Bhanupur U.G. Upper Primary School		VIII	Science
		Ranikhudi U.G. Upper Primary School	02	V	Mathematics
		Ranikhudi U.G. Upper Primary School		VIII	Social Science
4	Bhogorai	Kandambini Nodal U.P. School	02	V	Mathematics
		Kandambini Nodal U.P. School		VIII	Science
		B.C.U.P School,Baulisahi	02	V	Environmental Science
		B.C.U.P School,Baulisahi		VIII	Language
5	Khaira	B.J.Nodal School	02	V	Social Science
				B.J.Nodal School	VIII
		Garasang Govt. U.P. School	02	V	Language
				Garasang Govt. U.P. School	VIII
6	Soro	D.K.Nodal U.P.	02	V	Mathematics

		School		VIII	Science
		R.N.U.P. School, Soro	02	V	Social science
				VIII	Mathematics
7	Sadar	Municipal Nodal High School	02	V	Mathematics
				VIII	Science
		Nuapur Sindhia U.G.U.P. School	02	V	Social science
				VIII	Language
8	Remuna	G.C. Nodal School	02	V	Mathematics
				VIII	Science
		Sasanbad Upgraded High School	02	V	Language
				VIII	Social Science
9	Nilagiri	Tentulia U.G.U.P. School	02	V	Social science
				VIII	Mathematics
		Naranpur U.P. School	02	V	Language
				VIII	Science
10	Oupada	Rama Chandra .U.P. School	02	V	Social Science
				VIII	Mathematics
		Banguru U.G.U.P. School	02	V	Language
				VIII	Science
11	Simulia	Bana Nodal School	02	V	Mathematics
				VIII	Social Science
		R.R.Nodal,Bouripada School	02	V	Environmental Science
				VIII	Language
12	Jaleswar	Pascimabad Nodal U.P. School	02	V	Mathematics
				VIII	Social Science
		Patharpura U.P. School	02	V	Environmental Science
				VIII	Language

The Observation Schedule entitled, “ Classroom Environment and Teaching-Learning Process following RTE Act,2009” has been adopted as a self-developed tool by the Researchers for the purpose of data collection in this study. This tool developed by the Researchers to examine the Classroom Environment (Physical, Social and Cognitive) aspects of Elementary Schools consequent upon the implementation of RTE Act,2009 . The respondents were asked to put a tick mark in

the relevant box in the rating scale followed by Excellent, Very Good, Good, Average and Poor provided against each statement. Altogether ‘42’ statements have been incorporated in this tool out of which ‘07’ statements under Physical , ‘13’ statements under Social and ‘22’ Statements under Cognitive aspects of the Classroom Environment and Teaching-Learning Process have been included in this tool. Statement wise analysis has been done in the form of number and percentage basis in order to know the achievability of the statements relating to Classroom Environment and Teaching-Learning Process.

IV. RESULTS AND DISCUSSION

To study the changes in Classroom Environment and Teaching-Learning Process following implementation of RTE –SSA, the Researchers observed the Classroom Environment (Physical, Social and Cognitive) and the Classroom Teaching – Learning Process delivered at Elementary level. For this, the Researcher observed 48 Classes of 24 Schools covering 2 schools with 4 Classes in each Block of Balasore district (12 Blocks) of Odisha. The Observation Schedule used for this purpose comprised 42 Statements. The Statement wise analysis has been extended in **Table-2**.

Table-2: Observation of Classroom Environment and Teaching - Learning Process following RTE Act, 2009.

		<i>Rating Scale</i>				
PHYSICAL						
Sl. No.	Statement	Excellent	Very Good	Good	Average	Poor
1.	Proper ventilation with windows and lights are available in the Classroom.		48 (100%)			
2.	Furniture available in the Classroom are in good condition.			48 (100%)		
3.	Seating arrangements in the Classroom is appropriate.		9 (18.8%)	39 (81.2%)		
4.	Blackboard available in the Classroom is in good and usable condition.		11 (22.9%)	37 (77.1%)		
5.	Classroom Environment is neat and clean.			48 (100%)		
6.	TLMSs are available and used in the Class.			48 (100%)		
7.	Painting, Moral Quotations and Pictures are available in the Classroom.			38 (79.2%)	10 (20.8%)	
SOCIAL						
8.	The Teacher; calls students by name.		17 (35.4%)	31 (64.6%)		

9.	gives attention to the weaker and disadvantaged group of students in the Classroom.			48 (100%)		
10	does not distinguish between boys and girls.			48 (100%)		
11	involves all students in the discussion.		8 (16.7%)	40 (83.3%)		
12	gives individual attention to the Children with Special Needs (CWSN) while teaching.			48 (100%)		
13	shows gender sensitivity in the Classroom.		11 (23%)	37 (77%)		
14	does group work in the Class.			48 (100%)		
15	clarifies the doubts of students.		20 (42%)	28 (58%)		
16	maintains a student friendly Class.		11 (22.9%)	37 (77.1%)		
17	tries to adopt inclusive approach in his or her approach to teaching.			48 (100%)		
18	uses the language of the community.			48 (100%)		
19	gives example from social context.		17 (35.4%)	31 (64.6%)		
20	tries to use local resources (material and manpower).			48 (100%)		
COGNITIVE						
	The teacher:					
21	comes to the class with a lesson plan/note and follows it.		28 (58%)	20 (42%)		
22	motivates the students.			48 (100%)		
23	adopts child centred approach in teaching.			48 (100%)		
24	uses Blackboard properly while teaching.		20 (41.7%)	28 (58.3%)		
25	encourages students to ask questions during teaching.			48 (100%)		
26	follows different strategies for different students.			37 (77.1%)	11 (22.9%)	
27	uses appropriate TLMs during teaching in the Classroom.		28 (58%)	20 (42%)		
28	illustrates the concepts with examples.			48 (100%)		
29	facilitates discussion through interaction while		9	39		

	teaching in the classroom.		(18.8%)	(81.2%)		
30	conducts activities in the Class such as;			48 (100%)		
31	Individual activity			48 (100%)		
32	Group activity		17 (35.4%)	31 (64.6%)		
33	Material-based activity			48 (100%)		
34	Oral activity			48 (100%)		
35	Written activity			48 (100%)		
36	Translates his/her training inputs into the Classroom.		26 (54%)	11 (23%)	11 (23%)	
37	summarizes his lesson			48 (100%)		
38	goes beyond the prescribed textbook..			48 (100%)		
39	uses reinforcement to inspire students		11 (23%)	26 (54%)	11 (23%)	
40	promotes self learning.		17 (35.4%)	31 (64.6%)		
41	promotes peer learning			48 (100%)		
42	completes teaching in stipulated time		17 (35%)	31 (65%)		

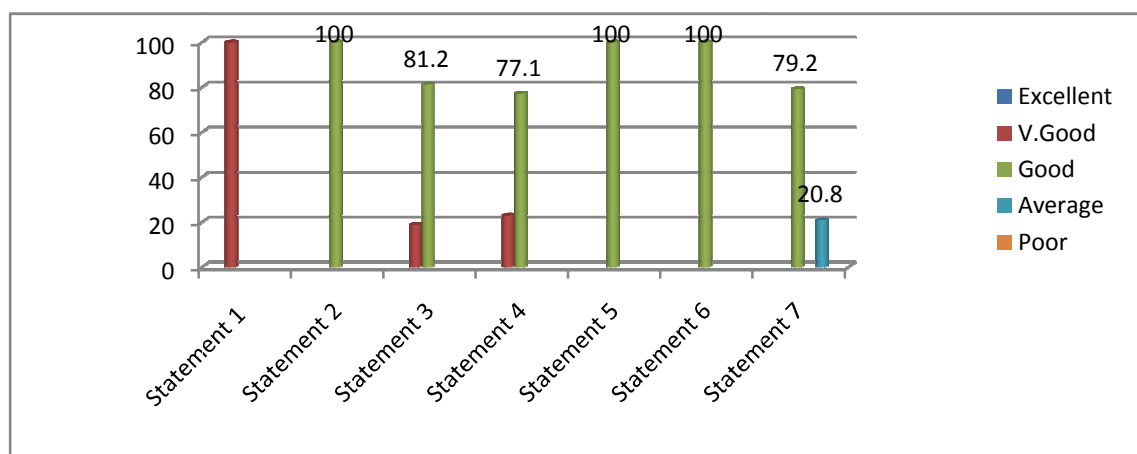


Figure-1: Observation of Classroom Environment (Physical) and Teaching-Learning Process following RTE Act, 2009

The above presented figure reveals that the Statements: Proper ventilation with windows and lights are available in the classroom” was observed 100% as Very Good; the statements-Furniture available in the classroom are in good condition; Classroom environment is neat and clean; TLMs are available and used in the classroom were observed 100% as Good by the Researcher. Whereas, the Statements like seating arrangement in the classroom is appropriate was observed 18.8% as Very Good and 81.2% as Good; Blackboard available in the Classroom is in good and usable condition was observed 22.9% as Very Good and 77.1 % Good and Painting, Moral Quotations and Pictures are available in the Classroom was observed 79.2% as Good and 20.8% as Average by the Researcher.

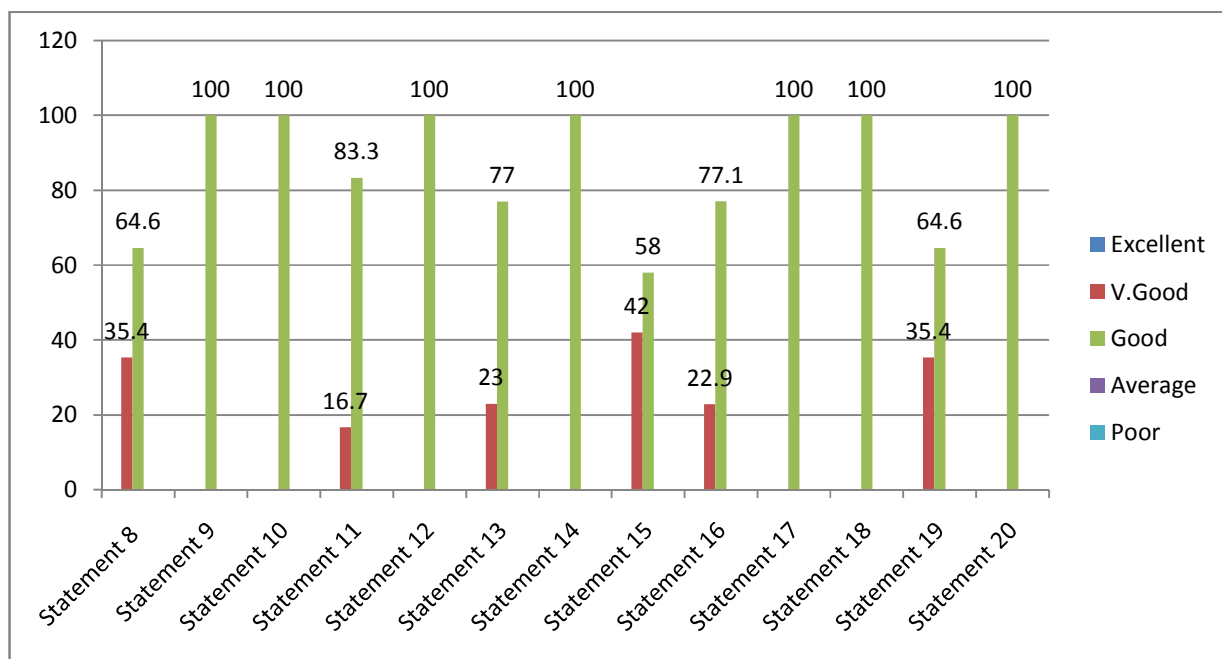


Figure 2: Observation of Classroom Environment (Social) and Teaching-Learning Process following RTE Act, 2009

The above presented figure reveals that the Statements like the Teacher; gives attention to the weaker and disadvantaged group of students in the classroom ; does not distinguish between boys and girls ; gives individual attention to the Children with Special Needs (CWSN) while teaching ; does group work in the class; tries to adopt Inclusive Approach in his or her approach to teaching; uses language of the community and tries to use local resources (Material and Man Power) was observed by the Researcher as 100% Good. Whereas, the Statements like the Teacher; calls students by name observed 35.4% as Very Good and 64.6% as Good; involves all students in the discussion was observed 16.7% as Very Good and 83.3% as Good ; shows gender sensitivity in the classroom observed 23% as Very Good and 77% as Good ;clarify the doubts of students observed 42% as Very Good and 58% as Good ;maintains a student friendly class observed 22.9% as Very Good and 77.1% as Good and gives example from social context was observed 35.4% as Very Good and 64.6% as Good by the Researcher.

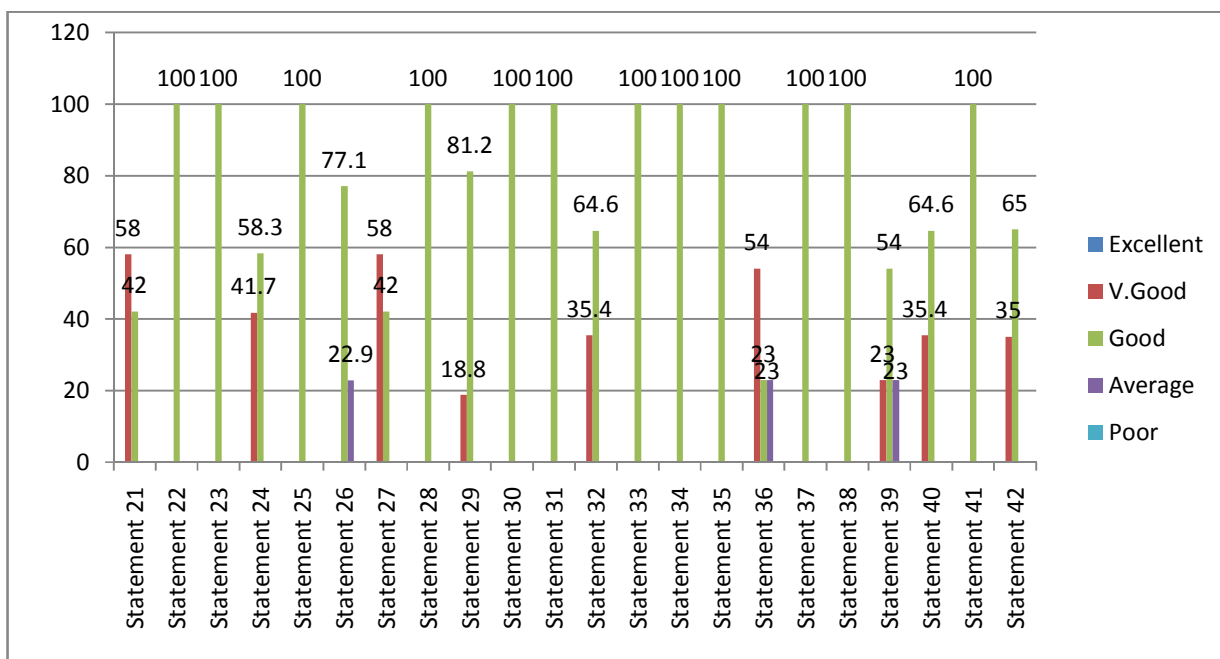


Figure 3: Observation of Classroom Environment (Cognitive) and Teaching-Learning Process following RTE Act, 2009

The above presented figure reveals that the Statements like the Teacher; motivates the students ; adopts child centered approach in teaching; encourages students to ask questions during teaching; illustrates the concepts with examples; conducts activities in the class-Individual activity ,material-based activity, oral activity ,summarizes his/her lesson; goes beyond the prescribed text books; promotes peer learning were observed by the Researcher 100% as Good. Whereas, the Statements like the Teacher; comes to the class with a lesson plan/note and follows it was observed 58% as Very Good and 42% as Good; uses Blackboard properly while teaching was observed 41.7% as Very Good and 58.3% as Good; follows different strategies for different students was observed 77.1% as Good and 22.9% as Average; uses appropriate TLMs during teaching in the classroom was observed 58% as Very Good and 42% as Good; facilitates discussion through interaction while teaching in the Classroom was observed 18.8% as Very Good and 81.2% as Good; conducts activities in the classroom such as group activity was observed 35.4% as Very Good and 64.6% as Good; translates his or her training inputs into the Classroom was observed 54% as Very Good ,23% Good and 23% as Average; uses reinforcement to inspire students was observed as 22.9% as Very Good ,54.1% as Good and 22.9% as Average; promotes self- learning was observed 35.4% as Very Good and 64.6 % as Good and completes teaching in stipulated time was observed 35% as Very Good and 65% as Good by the Researcher.

Major Findings:

Through observation of classroom environment and teaching learning process following the RTE Act,2009, it has ben found by the Researcher that;

- I. Neither a single statement as Excellent nor as Poor under the components- Physical, Social and Cognitive pertaining to the Classroom Environment has been observed by the Researchers.
- II. The Statements like Proper ventilation with windows and lights are available in the Classroom; Seating arrangements in the Classroom is appropriate; Blackboard available in the Classroom is in good and usable condition under Physical Component were observed as very good whereas the statements; furniture available in the classroom are in good condition observed 100% as good followed by Seating arrangements in the Classroom is appropriate; Blackboard available in the Classroom is in good and usable condition.
- III. The Statements like; the Teacher; calls students by name; involves all students in the discussion; shows gender sensitivity in the Classroom; clarifies the doubts of students; maintains a student friendly Class; gives example from social context under Social Component were observed as very good whereas the statements- the teacher; gives attention to the weaker and disadvantaged group of students in the classroom; does not distinguish between boys and girls; gives individual attention to the children with special needs while teaching; does group work in the class; tries to adopt inclusive approach in his or her approach to teaching, uses the language of the community, gives example from social context, tries to use local resources (material and manpower) were observed as Good by the Researcher.
- IV. The statements like-the teacher; comes to the class with a lesson plan/note and follows it; uses Blackboard properly while teaching; uses appropriate TLMs during teaching in the Classroom; facilitates discussion through interaction while teaching in the classroom; Group activity; Translates his/her training inputs into the Classroom; promotes self-learning; completes teaching in stipulated time under Cognitive Component have been observed by the Researchers as very good whereas the statements like the teacher; motivates the students, adopts child centred approach in teaching, encourages students to ask questions during teaching, illustrates the concepts with examples, conducts activities in the Class such as Individual Activity, Material-based Activity, Oral Activity, Written Activity, summarizes his lesson, goes beyond the prescribed textbook, promotes peer learning has been observed by the Researcher as 100% Good.

DISCUSSION:

This observation clearly indicates that although the Classroom Environment and teaching learning process covering the above stated components following RTE Act,2009 have been observed Good but the statements- Painting, Moral Quotations and Pictures are available in the Classroom, clarifies the doubts of students, maintains a student friendly Class, comes to the class with a lesson plan/note and follows it, uses Blackboard properly while teaching, follows different strategies for different students, uses appropriate TLMs during teaching in the Classroom, Group activity, Translates his/her training inputs into the Classroom, uses reinforcement to inspire students, completes teaching in stipulated time need improvement for improvement of the classroom environment and teaching-learning process which is in line with the

study reported by Reddy & Sinha(2010), Soni(2011), Rekha (2012),Behera & Nath (2012), , Sing & Kumar (2013), Singh(2014), Ahuja (2014), Das(2014),Tripathy (2015), Fatima(2015) ,Sanghai(2015),Shehla(2015), Mishra(2015), Paikray(2015), Pradhan & Bagarti(2016), yadav(2012), Zadeng(2017), Singh & Kurian (2018) and Mishra & Pattanaik (2019). In view of this, there is the urgency of a comprehensive right based approach to be dynamic and accounting for different learning environments and different learners by bringing necessary modification in the Educational Policy reported by Singh(2010) and Panigrahi (2014). For this, the Teachers should be attentive and careful and it is the responsibility of School Head to monitor and supervise which is also applicable in case of the BRCCs and CRCCs in the form of providing academic support, supervision and training in a decentralized manner is in line with the study reported by Yadav(2012), Singh(2010), Panigrahi(2014), Pradhan & Bagarti(2016); Singh & Kurian (2018). As a result, the promises of the RTE Act,2009 will be realized in this regard properly.

V. EDUCATIONAL IMPLICATIONS:

1. This study although conducted in the Balasore District of Odisha will help to the other Research Scholars to know the existing practices prevailing in the classroom environment at the Elementary Education leading to total development of students consequent upon the implementation of the RTE Act, 2009.
2. All the stakeholders of Elementary Education should be attentive to the components of classroom environment (Physical, Social and Cognitive) to make it excellent as the RTE Act, 2009 provides all the facilities for ensuring an effective and qualitative classroom environment.
3. This study highlighted the morale of the classroom and the availability of Teaching-Learning Materials (TLMs) in the classroom which makes the classroom environment healthy and resourceful.
4. This study was focused on the Gender and Social Equity to be treated properly in the classroom environment.
5. Focus on Children With Special Needs (CWSN) accelerated the spirit of adopting inclusive approach in the classroom transaction activities.
6. This study highlighted on active participation of students in classroom activities.
7. It enhanced participatory approach in the educational process by emphasizing on Individual Activity, Group Activity, Material Based Activity, Oral Activity etc.
8. The present study strongly focused on the learner-centered approach in the classroom activities which has been a matter of reality consequent upon the implementation of the RTE Act, 2009.
9. The study emphasized on collaboration with the community through the use of the language used in the community.
10. It stressed on the competency, efficiency and resourcefulness of a classroom teacher.
11. The study will help the policy makers, Planners and the Educational Administrators to know the real condition like in the classroom environment as observed by the Researchers after implementation of the RTE Act, 2009 which will enable them to modify in their policies, plans, programmes and strategies.

12. This research study will not only bring the implications of the RTE Act, 2009 into the spotlight of discussion but will provide a suitable path to know the best practices and challenges the teachers are using and facing in doing their duties.

VI. CONCLUSION:

The RTE-SSA Scheme has been implemented with effect from 2010-11 to provide inclusive, equitable and quality education for all in the Elementary Education. Classroom Environment as a regular and quality interventions should be effective from the standpoint of its physical, Social and Cognitive components which has been focused in the implementation of the RTE Act, 2009. On the basis of findings of the study, it can be concluded that these three components of classroom environment must be focused to make the classroom environment excellent in every respect. For this, some of the factors coming under these components of classroom environment need to be highly focused in order to enable the teacher to have his/her activities in a conducive environment with healthy atmosphere by facilitating the students to act as the active participants in the transaction of classroom activities and the teacher himself/herself needs to be efficient, proficient and resourceful by creating a socially acceptable community based situation in the classroom. No doubt, although a lot of improvements have been observed by the researcher in the classroom environment and in the Teaching-Learning Process but still it needs a lot of improvements in order to make the classroom environment an excellent one in its entirety.

References

- Ahuja,A(2014) The RTE Act Amendments- How Progressive are they? *Journal of Indian Education*,Vol.XXXIX,No.4,PP.22-28.
- Behera, L and Nath, S(2012) Status of Kasturaba Gandhi Balika Vidyalaya: A Study of selected KGBVs of Mayurbhanj District of Odisha; *Anweshan Journal of Education*, Vol. I and II, No. 2 and 1, pp. 107-108.
- Dash, P.C and Swain, A.K (2014) Study on Teachers' Perception towards Continuous and Comprehensive Evaluation; *TEEKA- Retrospect and Prospect: A Journal of Education for Teachers Application*, Vol. 3, No.1and 2, PP.113-120.
- Fatima,R(2015) Why CCE Still a Challenge? *The Primary Teacher*, Vol. XXXX, No. 2 and 3,pp. 29-35.
- Mishra, S & Pattanaik,S(2019) Continuous and comprehensive Evaluation at Elementary School Level in Odisha; *Pedagogy of Learning, International Referred/ Peer Reviewed Journal of Education*, Vol. 5(2), April 2019,p. 01-17.
- Mishra,P(2015) Elementary Education through KGBVs- A Case Study; *The Primary Teacher*,Vol. XL, No. 4,PP. 52-62.
- Paikaray,L(2015) Studies on Effectiveness of Community Participation in Universalisation of Elementary Education in Odisha; *Ph.D Thesis*, Utkal University,Odisha.

- Panigrahi,S and Shah,D(2014) Quality of Elementary Education in Rural Areas of India- Results from Annual Survey Education Report(ASER)2010; *Journal of Educational Planning and Administration*, Vol. XXVIII,No.3,PP.265-280.
- Pradhan,M. & Bagarti,C.(2016) Newly Appointed CRCCs in Koraput District of Odisha; Perception, Problems and Promises; *Journal of Indian Education* ,Vol.XLII No.2(August,2016) p.138-149.
- Reddy,N and Sinha,Raina,V(2002) School dropouts or push outs? Overcoming Barriers for the Right to Education; *Research Monograph*,No.04,NUEPA,New Delhi.
- Rekha,C(2012) Quality Dimensions of Elementary Education under RTE Act-2009; *The Primary Teacher*, Vol. XXXVII, No. 3 and 4,pp. 51-56.
- Sanghai,S(2015) No Detention Policy- Why Do We Need It? *The Primary Teacher*, Vol. XXXX, No. 2 and 3,pp. 23-28.
- Shehla,F(2015) Disabled Children in Inclusive Classrooms: Behavioural Problems and Behaviour Management Strategies; *Journal of Indian Education*,Vol.XXXX,No.4,PP.170-176.
- Singh, P and Kurian, T (2018) Strengthening School Education through Block Resource Centres and Cluster Resource Centres: An Assessment; *Journal of Indian Education*, Vol XLIV, No.3, PP.68-77.
- Singh,J(2010) Learning Achievement of Elementary School Students in Urban Slums of Varanasi City: A Comparative Study; *The Primary Teacher*,Vol. XXXV, No. 3 and 4,PP. 83-95.
- Singh,J(2014) A Study of the Effect of Factors Affecting the Quality of Elementary Education in Urban Slums of Varanasi City; *Journal of Educational Planning and Administration*, Vol. XXVIII,No.3,July,PP.289-297.
- Singh,P and Kumar,R(2013) Effective Implementation of Quality Monitoring Tools: Some Reflections; *The Primary Teacher*, Vol. XXXVIII, No. 1 and 2,pp. 5-15.
- Soni,R.B.L(2011) SSA and the Present Status of Elementary Education of Visually Impaired Children- Enrolment, Special Teachers, Braille Text books, Assistive devices, Accepting Environment; *The Primary Teacher*,Vol. XXXVI, No. 1 and 2,PP. 37-48.
- Tripathy,K.K(2015) Mainstreaming of Out-of-School Children with Community Support- A Study; *The Primary Teacher*,Vol. XL, No. 4,PP. 74-82.
- Yadav, S.K.(2012) Impact of In-service teacher training on classroom transaction,(A set of four books), New Delhi, NCERT.
- Zadeng,S.L and Syiem,I(2017) Infrastructural Facilities of Elementary Schools in Mizoram; *Recent Educational and Psychological Researches*, International Refereed and Blind Peer-Reviewed Research Journal, Vol.6,Issue-2,PP.17-26.