



# Transformations In Elementary Classroom Environments Under The Right To Education (RTE) Act, 2009

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The Right to Education (RTE) Act, of 2009, marked a significant milestone in the Indian education system, mandating free and compulsory education for children aged 6 to 14 years. This article examines the changes in classroom environments at the elementary school level following the implementation of the RTE Act. Through a combination of qualitative and quantitative research methods, the study explores the Act's impact on the classroom environment and overall student engagement. The present study was conducted in the Balasore District of Odisha to know the status of the 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 12 Blocks of the District in which the Researchers observed 48 Classes by adopting the Stratified Random Sampling Procedure and observed that; not a single aspect among the three components of Classroom Environment (Physical, Social and Cognitive) was observed as neither excellent nor poor.

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

## I. INTRODUCTION

The Right to Education Act, enacted in 2009, aims to provide equitable and quality education to all children. This legislative measure addresses critical issues such as access, enrollment, retention, and the quality of education. This article delves into how these objectives have transformed classroom environments in elementary schools across India. 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 the 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 Abstract Online International 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 transformations in elementary classroom environments under the RTE Act, of 2009, are driven by the need to provide equitable, inclusive, and quality education to all children. By addressing various dimensions such as access, infrastructure, curriculum, teacher training, and community involvement, the Act aims to create a supportive and effective educational environment that caters to the diverse needs of students. These changes are fundamental to building a more educated and empowered society.

The new concepts like need-based and qualitative initiatives such as neighborhood schooling, quality infrastructure, constructivist curriculum with activity-based approach and participatory approach in the teaching-learning process, CCE as an integral part of the 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 been actualized in letter and spirit because of a lack of adequate resources, teachers' burden of shouldering nonteaching 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, inadequate school infrastructure, lack of substantial improvement in the learning achievement of learners which affects the classroom environment of Elementary Schools.

### **The objective of the Study:**

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

### Hypotheses of the Study:

1. There is a significant change in the Classroom Environment (Physical, Social, and Cognitive) of Elementary Schools consequent upon the implementation of the RTE Act, of 2009.
2. There is a significant change in the Teaching-Learning Process of Elementary Schools from teacher teacher-centered approach to a learner-centered approach consequent upon the implementation of the 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 the sample, the Researcher 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 stratum for classroom observation and classroom performance of teachers in classes 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 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	Classes Observed	Subject
1	Sadar	Netrananda Nodal UP School,Sahada	2	V	Env. Science
				VIII	Mathematics
		Balipal UGUP,Balipal	2	V	Language
				VIII	Science
2	Remuna	Saraswatipur UGUP	2	V	Mathematics
				VIII	language
		Januganj Nodal	2	V	Env. science
				VIII	Science
3	Basta	Bahadalpur Nodal .U.P. School	2	V	Env. Science
				VIII	Language
		Barungadia UGME School	2	V	Env. Science
				VIII	Mathematics
4	Baliapal	Badakhanpur UGUP,Baliapal	2	V	Language
				VIII	Science
		Hasimpur Nodal UP	2	V	Mathematics
				VIII	Social Science
5	Bhograi	Ranakothea UGUP, Bhograi	2	V	Mathematics
				VIII	Science

		Manunagar Nodal UP	2	V	Env. Science
				VIII	Language
6	Jaleswar	NPS Nodal UP, Sekhasarai	2	V	Env. Science
				VIII	Science
			2	V	Language
				VIII	Mathematics
7	Simulia	B.C.Nodal UP School	2	V	Language
				VIII	Science
		K.R.UP School	2	V	Env. Science
				VIII	Mathematics
8	Soro	Achyutananda U.P. School	2	V	Language
				VIII	Social Science
		Govt. Upper Primary School, Maharudrapur	2	V	Mathematics
				VIII	Language
9	Khaira	Garasang Govt. U.P. School	2	V	Env. Science
				VIII	Mathematics
		Sarkona Nodal UP	2	V	Language
				VIII	Science
10	Nilagiri	Chandi UP Sajanagerh	2	V	Language
				VIII	Science
		Jodibali Nodal UP	2	V	Social science
				VIII	mathematics
11	Oupada	Maguni UP School Jagannathpur	2	V	Social Science
				VIII	Mathematics
			2	V	Language
				VIII	Science
12	Bahanaga	Maharudrapur Nodal U.P. School	2	V	Mathematics
				VIII	Science
		Narayan Prasad U.P. School	2	V	Social 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 data collection in this study. This tool was developed by the Researchers to examine the Classroom Environment (Physical, Social, and Cognitive) aspects of Elementary Schools consequent upon the implementation of the RTE Act, of 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 a number and

percentage basis to know the achievability of the statements relating to the Classroom Environment and Teaching-Learning Process.

#### IV. RESULTS AND DISCUSSION

To study the changes in the Classroom Environment and Teaching-Learning Process following the implementation of RTE, the Researchers observed the Classroom Environment (Physical, Social, and Cognitive) and the Classroom Teaching-teaching-learning process delivered at the 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.

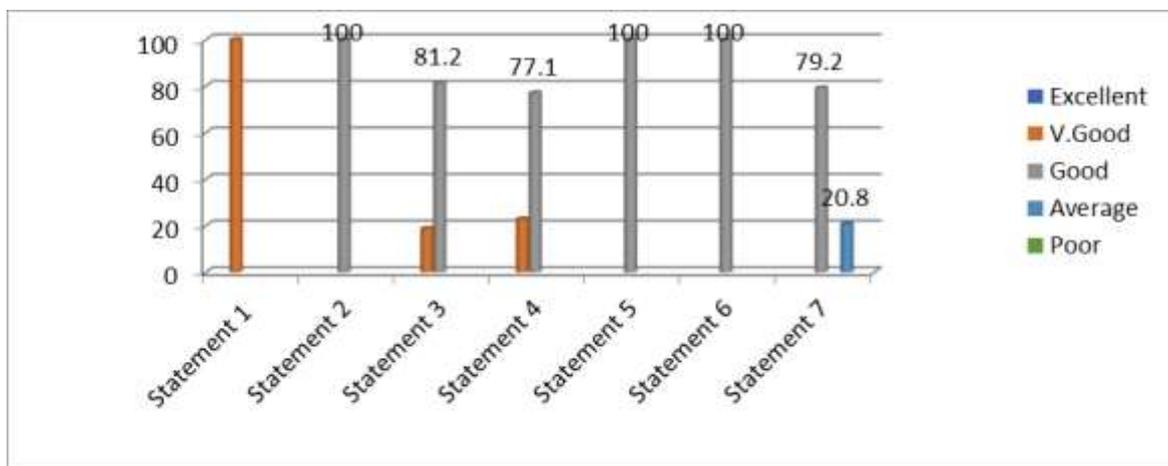
**Table 2: Observation of Classroom Environment and Teaching - Learning Process following RTE Act, 2009.**

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	The furniture available in the Classroom is in good condition.			48 (100%)		
3	Seating arrangements in the Classroom are appropriate.		9 (18.8%)	39 (81.2%)		
4	The blackboard available in the Classroom is in good and usable condition.		11(22.9%)	37 (77.1%)		
5	The 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%)	

COGNITIVE						
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 a child-centered approach to 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%)		

(PHYSICAL COMPONENT)

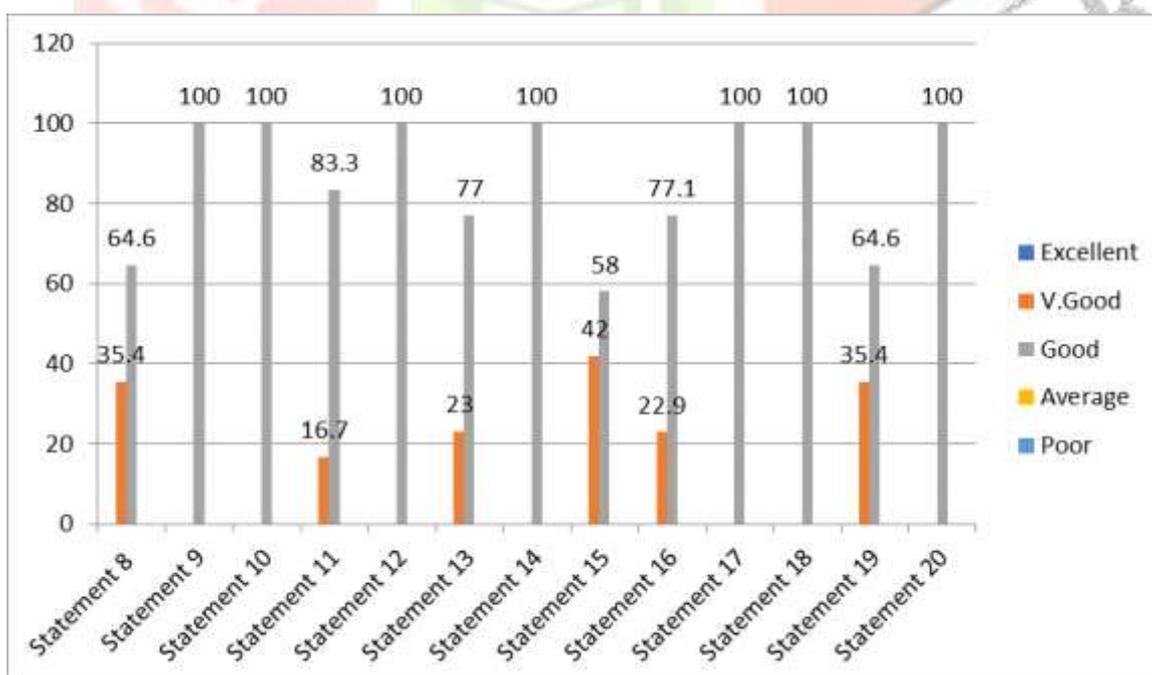
SOCIAL						
8	calls students by name.			17(35.4%)	31(64.6%)	
9	gives attention to the weaker and disadvantaged group of students in the Classroom.				48(100%)	
10	does not distinguish between boys and girls.				48(100%)	
11	involves all students in the discussion.			8(16.7%)	40(83.3%)	
12	gives individual 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 examples from social context.			17(35.4%)	31(64.6%)	
20	tries to use local resources (material and manpower).				48(100%)	
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 teaching in the classroom.			9(18.8%)	39(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 Statement: 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 Statement seating arrangement in the classroom is appropriate was observed by 18.8% as Very Good and 81.2% as Good; the Blackboard available in the Classroom is in good and usable condition was observed by 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.

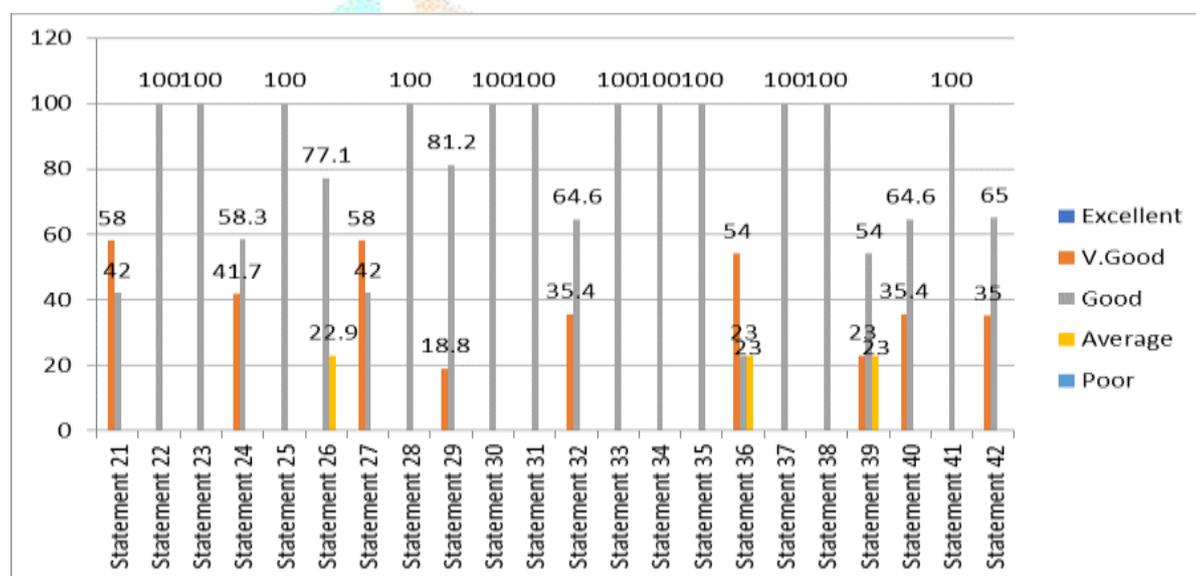
(SOCIAL COMPONENT)



**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 with 35.4% as Very Good and 64.6% as Good; involving all students in the discussion was observed with 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.

### COGNITIVE COMPONENT



**Figure 3: Following the RTE Act of 2009, observations of the classroom environment (cognitive) and the teaching-learning process.**

The above-presented figure reveals that the Statements like the Teacher; motivates the students; adopts a 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 textbooks; promotes peer learning was 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.

## V. MAJOR FINDINGS:

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

- I. Neither a single statement as Excellent nor as Poor under the components of Physical, Social, and Cognitive about 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 are appropriate; Blackboard available in the Classroom is in good and usable condition under Physical Components 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; and gives examples 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 a teacher; comes to the class with a lesson plan/note and follows it; uses Blackboard properly while teaching; uses appropriate TLMs during a 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-centered 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.

## VI. DISCUSSION

This observation indicates that although the Classroom Environment and teaching-learning process covering the above-stated components following the RTE Act, 2009 have been observed to Good the statements- Painting, Moral Quotations, and Pictures are available in the Classroom, clarify the doubts of students, maintain 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.

### EDUCATIONAL IMPLICATIONS:

1. This study although conducted in the Balasore District of Odisha will help other Research Scholars to know the existing practices prevailing in the classroom environment at the Elementary Education leading to the total development of students.
2. All the stakeholders of Elementary Education should be attentive to the components of the 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 the inclusive approach in classroom transaction activities.
6. This study highlighted on active participation of students in classroom activities.
7. It enhanced the participatory approach in the educational process by emphasizing Individual Activity, Group Activity, Material 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 collaboration with the community through the use of the language used in the community.
10. It stressed the competency, efficiency, and resourcefulness of a classroom teacher.
11. The study will help the policymakers, Planners, and Educational Administrators to know the real condition in the classroom environment as observed by the Researchers after the implementation of the RTE Act, 2009 which will enable them to modify their policies, plans, programs, 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.

## VII. CONCLUSION:

The RTE-SSA Scheme has been implemented with effect from 2010-11 to provide inclusive, equitable, and quality education for all in Elementary Education. Classroom Environment as a regular and quality intervention should be effective from the standpoint of its physical, Social, and Cognitive components which have been focused on in the implementation of the RTE Act, of 2009. Based on the findings of the study, it can be concluded that these three components of the classroom environment must be focused on 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 to enable the teacher to have his/her activities in a conducive environment with a healthy atmosphere by facilitating the students to act as 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 the Teaching-Learning Process still needs a lot of improvements to make the classroom environment an excellent one in its entirety.

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