



## **CHALLENGES FOR IMPLEMENTATION OF RIGHT TO EDUCATION ACT (RTE) FOR CHILDREN WITH HEARING IMPAIRMENT IN INCLUSIVE EDUCATION- A SURVEY**

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### ***Abstract***

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*'Everyone has the right to education.'* This UN recommendation has been reinforced in the provision of the Right of Children to Free and Compulsory Education (RTE) Act 2009, which came into effect in India on 1<sup>st</sup> April 2010, enshrining in law for the first time the rights of all India children aged between six and 14 years. The RTE Act, though deserves due credit for laying down in fairly specific terms states responsibility towards education, it would be appropriate to examine the challenges faced by the principles and concern authority to provide fess elementary education to the children aging between six to fourteen years to old. Present research study has tried to explore the challenges faced by the principles for implantating RTE Act for Children with hearing impairment in Zila Parishad regarding access to education and infrastructure.

**Keywords:** *Right to education, children with hearing impairment, access to education and infrastructure facilities*

**Introduction:** Right to Free and Compulsory Education (RTE) Act was enacted in August 2009. The new act has made impressive progress in terms of educational growth for the children. The Act has provisions for a free and compulsory education between the ages of 6-14 years up to their elementary education.

Currently the SSA is implemented as one of India's flagship programme for elementary education. This implementation had given a new thrust to the education of Children with Special Needs (CWSN), without their inclusion the objectives of universalition of elementary education could not have achieved. According to RTE each and every child with disability has to have access to education in their neighborhood schools. Hence, universal access to schooling requires

schooling facilities within the reasonable reach of all the children including children with hearing impairment. For this, in every state of our country, SSA has promoted these practices in every school so as to make an effective implementation of RTE.

### **Implementation Highlights of RTE Act:**

Following are the implementation highlights of Right to Education Act, 2009.

1. Only 13 out of 35 states of India implement RTE act.
2. Lack of awareness about RTE Act among head teachers and teachers.
3. Need to be harmonizing various other departments to make the implementation of the RTE act more effective.
4. Faced various challenges for unaided schools for implementation RTE Act.
5. Shortage of trained teachers in many districts in India.

Ojha Seema (2013) studied the status of the implementation, awareness and understanding of RTE act in Haryana state. It was found that there has been some progress only in enrollment but not much has been achieved towards quality education in terms of student learning.

**Significance of the study:** The RTE Act is a path breaking Act in the history of Indian Education towards providing quality elementary education to all, it is not without loopholes. This study is very significant as this provides an insight into challenges raised in the schools while implementing RTE for children with hearing impairment. Hence the study will help all the stakeholders to become aware of their rights, take an active role in the enforcement of these rights and implement this Act more effectively and fruitfully to have a better quality education for the students for whom this act is meant.

**Objectives of the study:** Following are the objectives of the study:

1. To study challenges faced by the principals for implementation of RTE in Zila Parishad schools regarding access to education.
2. To study challenges faced by the principals for implementation of RTE in Zila Parishad schools regarding infrastructure

### **Research Questions:**

1. What is the percentage of challenges that are faced by the principals for implementation of RTE in Zila Parishad schools regarding access to education to CWHI?
2. What is the percentage of challenges that are faced by the principals for implementation of RTE in Zila Parishad schools regarding infrastructure providing to CWHI?

**Methodology:**

**Research Method:** A survey

**Sample Size** : 15 principals (working in ZP schools from 10 years).

**Sample Technique:** Random sampling

**Tool** : The Researcher made questionnaire

**Validity** : Content validity done from judges (i.e. Principals, teachers  
Special teachers (working with SSA) and researches)

**Development of Tool:** The experience of working in special education field, review of literature pertaining to RTE act and discussions with the experts gave key inputs to the present researcher for developing a tool for data collection.

**Data collection:** Firstly, the researcher developed the questionnaire then it was validated. After validation the researcher personally visited the ZP schools for data collection. Principals of schools were informed about the purpose and the objectives of the study. They were also guided to indicate their responses. Thus in all 15 responses from schools principals were analyzed.

**Results and Discussion:**

In order to study the challenges faced by the principals for implementation RTE regarding access to education, the research question 1 was formed. Research question 1 was what percentage of challenges faced by the principles for implementation RTE regarding access to education. The challenges to access were studied under two sections. 1. Admission procedure 2. Placing CWHI in age appropriate classrooms. The obtained results are provided in table no.1 shows the detail Table 1. Show the challenges faced by the principles for implementation RTE regarding access to education

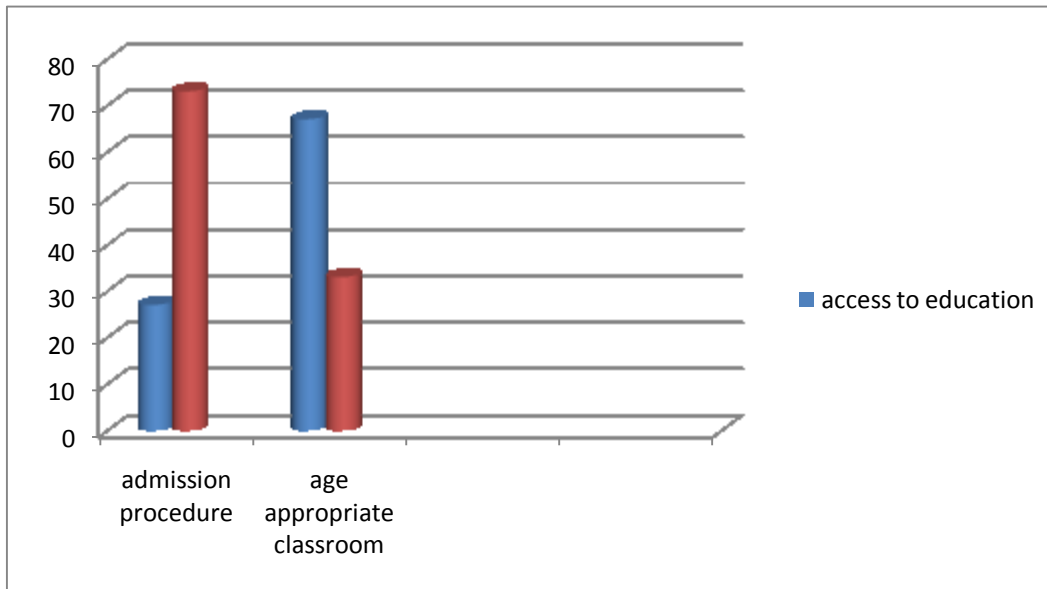
| <b>Parameter</b>                                | <b>n</b> | <b>Responses of Principals</b> |           |
|---|----------|--------------------------------|-----------|
|   |          | <b>Yes</b>                     | <b>No</b> |
| <b>Challenges regarding access to education</b> | 15       | 4                              | 11        |
| <b>Admission procedure</b>                      |          | (27%)                          | (73%)     |
| <b>Age appropriate classroom</b>                | 10       | 5                              | 5         |
|   |          | (67%)                          | (33%)     |

From the Table 1, it is observed that 27% of principals are having challenges regarding admission procedure and 73% are not having challenges regarding admission procedure. It is also observed that 67% of principals face challenges regarding placing CWHI in age appropriate

classroom and 33% are not facing challenges regarding placing CWHI in age appropriate classroom.

Hence, the above table shows that the principals had more challenges in placing CWHI in age appropriate classroom than admission procedure.

**Figure: 1. Show the challenges in access to education for the CWHI as per RTE**



### **Discussion**

The objectives of SSA focus on increasing access and enrollment of all children including CWHI under a zero rejected policy for improving quality of education. The above result also show that the principals are not having challenges in admission procedure of CWHI in Zila Parishad schools of thane district. However the principals seem to have more challenges in placing CWHI in age appropriate classroom. It is observed that as per RTE Act, children above six years of age are admitted to a school in a class appropriate to his/her age for completing elementary education. Further the Act facilitates a special child admitted to an age appropriate class to be given special training to enable him/her to be a par with other children. The RTE Rules also states that special children admitted after six months of the beginning of the academic session may be provided special training as determine by the principals of the schools to enable him/her to complete studies. The principals of the investigated schools were not aware of the special training for CWHI. All these might have influenced the results. However, it is very important to note that the principals have more challenges in placing the CWHI in their age appropriate classroom as per RTE Act.

In order to study the challenges faced by the principals for implementation RTE regarding infrastructure, the research question 2 was formed. Research question 2 was what percentage of challenges faced by the principals for implementation RTE regarding infrastructure to CWHI. The challenges to infrastructure were studied under two sections: 1. Special Facilities (Pertaining to disability and Barrier Free Environment) 2. Basic Facilities ( Pertaining to physical facilities like drinking water, toilet and library etc.)

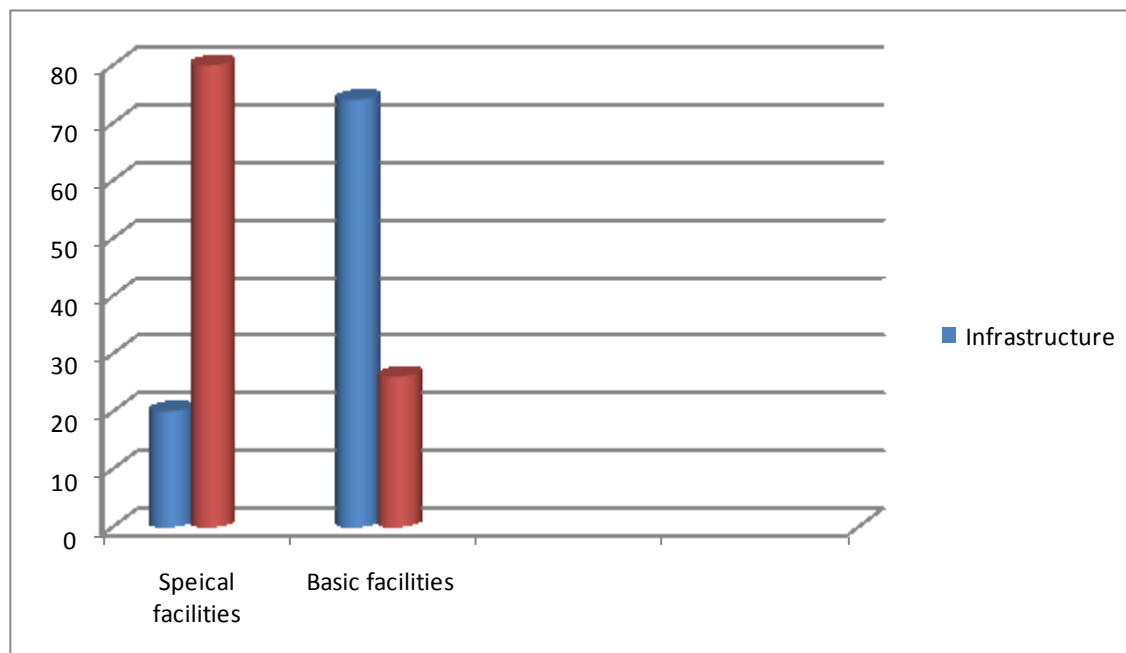
Table 2. Show the challenges faced by the principles for implementation RTE regarding infrastructure

| Parameter   | n  | Responses of Principals |             |
|---|----|-------------------------|-------------|
|   |    | Yes                     | No          |
| <b>Challenges regarding infrastructure to CWHI</b>                |    |                         |             |
| <b>Special Facilities (Barrier free environment)</b>              | 15 | 3<br>(20%)              | 12<br>(80%) |
| <b>Basic Facilities (Drinking Water, Toilet and Library etc.)</b> |    | 11<br>(74%)             | 4<br>(26%)  |

From table 2. it is observed that 20% of principals are having challenges regarding special facilities that mean 80% are not having challenges regarding special facilities. It is also observed that 74% of principals face challenges for providing basic facilities and 26% are not facing challenges for providing basic facilities for CWHI.

Hence, the above table shows that the principals had more challenges in providing basic facilities to CWHI than special facilities.

**Figure: 2 Show the challenges in infrastructure to the CWHI as per RTE**



### **Discussion**

The above figure shows that the principals' are having more challenges in providing basic facilities to the CWHI than special facilities. According to DISE data (2007), 13.78 government elementary schools in rural areas do not have drinking water facilities and 54.57 do not have separate toilets. Also, schools generally do not have appropriate barrier free features for CWSN. The ramps are often too steep and do not allow easy access for CWSN. Hence, it is clear that up gradation of school infrastructure will be an important task .It is also observed that RTE act states that, the school building should have separate toilets for boys and girls, access to safe drinking water, a library and barrier free environment for special children including CWHI. But the principals in this study are facing more challenges in the infrastructure. Saeed (2011) found that availability of physical facilities like safe drinking water; toilets, playgrounds and libraries do affect the performance of the students and their achievement in positive way. Other studies also show that there is a strong correlation between the presence and the use of library resources by students and teachers with better student performance. Thus, it is very important to improve the infrastructure in schools.

### **Conclusion:**

The Government of India has enacted and implemented the RTE Act with a view towards providing quality elementary education to all including CWSN. Most of the schools are able to provide basic infrastructure except a few like drinking water and library related challenges that

they are found to be lagging far behind. The finding of the present study also shows that so far there has been some progress only in terms of enrollment but need to improve in placing CWHI in age appropriate classroom and providing basic facilities for CWHI.

### **Suggestions:**

There is a need to create partnerships among aided schools and unaided schools, voluntary agencies and other stakeholders. Concerted efforts are required at all levels since isolated efforts do not bring the desired results.

### **Limitations of the Study:**

The finding of the study focused on only two challenges relating to the functional part of the RTE ACT. Further, the study was carried out on small sample size of ZP schools of Thane district.

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