Status of Implementation of RTE Act-2009 in Context of Disadvantaged Children at Elementary Stage

A Report

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DEPARTMENT OF ELEMENTARY EDUCATION
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
SRI AURBINDO MARG, NEW DELHI-110016
2013
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2013
Acknowledgement

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R. B. L. Soni

Professor & Project Coordinator
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<td>Table 10.2</td>
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**Executive Summary**

The Right of children to Free and Compulsory Education (RTE) Act 2009 passed by the Indian Parliament in 2009 mandates free and compulsory education of all children of 6-14 years age until they complete elementary education in a neighbourhood school. There is also a reference of children with disabilities who are to be given elementary education in the age range of 6-18 year of age as defined in clause (i) of section 2 of the Persons with Disabilities (Equal Opportunities, Protection and Full Participation) Act, 1996 in accordance with the provisions of Chapter V of the said Act.

The Act also has a provision for every child, who is above six years of age and has not yet been admitted to any school or could not complete his/ her elementary education due to any reason, to be admitted in a class appropriate to his or her age. The child admitted under age appropriate admission has a right to receive special training or additional instruction in order to be at par with other children of the class.

Current study was taken up to find out the status of implementation of various provisions of RTE Act 2009 in states and UTs for children with disabilities and disadvantaged children, and also concerns and problems of states/UTs to implement the Act. The study has explored the steps taken by states/UTs for implementation of RTE Act, 2009 so far and their difficulties in proper implementation of the Act.

**The specific objectives of the study were:**

To find out the status of implementation of various provisions of RTE Act 2009 in States and UTs; steps taken for age appropriate admission of out of school disadvantaged children; preparation of teaching learning material for them; assess the awareness level of stakeholders in the states and UTs to implement RTE Act 2009; concerns and challenges of the states and UTs for effective implementation of RTE Act 2009 for disadvantaged children; strategic plans of action prepared by states/UTs for providing free and compulsory Elementary Education to implement RTE to children of SCs/STs/Weaker sections, and children with various disabilities; specific steps taken by states/UTs to inspire parents and community to admit these children into schools; and arrangements being made for providing free Pre-School Education to these children below 6 year of age.
Method

Based on the objectives of the study and information supplied by states/UTs in response to the questionnaire, normative survey followed by in-depth study research design was most appropriate. Purposive sampling was used in selection of states, UTs, districts and schools. However, stratified random sampling was used in selection of respondents. Total sample of 84 schools from states/UTs and 402 respondents from different groups was selected. One state in each region (Uttarakhand in North, Andhra Pradesh in South, Orissa in East and Gujarat in West) was selected. Besides, two UTs were selected for the study. Two non-responding states were also selected for the study on the recommendation of experts.

Data collected through interviews and observations were analysed using mixed methods, i.e., qualitative and quantitative.

Findings

• The sample States/ UTs have implemented provisions of RTE Act, 2009 to a great extent.
• There were very few cases of age appropriate admissions of disadvantage and children with disabilities.
• In most of the places, materials for training of children admitted under age appropriate placement in different classes were not available.
• State, district, block level functionaries and Teachers were aware of provisions of RTE Act, 2009.
• Efforts were being made to implement various provisions of the Act.

TOOLS/INSTRUMENTS

- A Questionnaire for Preliminary Information about Implementation of RTE Act, 2009 in States/ UTs
- Interview Schedule for Functionaries
- Interview Schedule for Head teachers/Teachers
- Interview Schedule for Disadvantaged Students
- Interview Schedule for Students with Disabilities
- Interview Schedule for Parents of Disadvantaged and Disabled Children
- Observation Checklist
- School Information Sheet
• Parents were not aware of various provisions of RTE Act.
• Shortage of teachers, alarming pupil-teacher ratio, other official duties assigned to teachers, busyness in training programmes, duties in block level office, making Aadhar cards and voter ID Cards etc, no training of regular teachers in education of children with disabilities and non-availability of special teacher support on daily basis are challenges in the implementation of RTE.
• States/UTs have plans to increase scholarship amount for disadvantaged and children with disabilities, to implement various provisions of RTE Act and to carry out infrastructural modifications in school buildings for children with disabilities.
• States/UTs have very limited vision of arranging different types of educational materials for children with various disabilities.
• All states/UTs have taken initiatives in conducting community awareness programmes to bring all children, including children with disabilities, to schools.
• All states/UTs encourage parents of children with disabilities to bring them to Anganwadi centres.
Chapter I
Introduction
Introduction

1.1 Right of Children to Free and Compulsory Education Act 2009 (RTE)

The Right of children to Free and Compulsory Education (RTE) Act, 2009 passed by the Indian Parliament mandates free and compulsory education of all children of 6-14 years age until they complete elementary education in a neighbourhood school. There is also a reference of children with disabilities in the Act, who are to be given elementary education in the age range of 6-18 year. The Act also has a provision for every child, who is above six years of age and has not yet been admitted to any school or could not complete his/her elementary education due to any reason, to be admitted in a class appropriate to his or her age. The child admitted under age-appropriate admission has a right to receive special training or additional instruction in order to be at par with other children of the class.

However, there is an important concern over implementation of RTE Act in the school system with reference to the special training or instruction, its modalities and execution. The states are expected to respond to the situation arising out of the implementation of the Act. States and UTs are required to pay special attention to cope with the situation in terms of appointment of qualified teachers, development of special training programmes for out-of-school children admitted to age appropriate classes and preparation of relevant teaching learning materials for them. Various important provisions in the Act are:

- Right of disabled child to receive free and compulsory elementary education in a neighbourhood school up to the age of 18 years
- Completion of elementary education for children even after fourteen years of age
- Right of child to seek transfer to any other school
- Prohibition of holding back and expulsion of child
- No child is denied admission because of lack of proof of age
- Formulating standards and norms for school management committees
- Qualification, terms and conditions of services of teachers
- Filling of vacancies of teachers
- Pre-school education (states/UTs may provide for this)
- Duties of teachers, redress of grievances
• Duties of parents
• Prohibition of deployment of teachers for non-educational purposes
• Maintaining pupil teacher ratio as specified
• Prohibition of capitation fee and screening procedures
• Prohibition of physical punishment and mental harassment
• Norms and standards for schools
• Preparing school development plan
• Laying down the curriculum and evaluation procedures
• Monitoring child’s right to education
• Constitution of State Advisory Council

Vacancy positions of teachers in schools (State/UT-wise until September 30, 2013), as per information supplied by EdCIL is critical and is a major constraint in ensuring RTE to children. The following table gives state/UT-wise vacancy positions of teachers.

**Table 1.1 Teachers Vacancy Position as on 30-09-2013- under SSA**

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>State</th>
<th>Target (Cumulative up to 13-14)</th>
<th>Ach. up to 30.09.2013</th>
<th>Percentage Ach.</th>
<th>In 2nd Qtr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>And. &amp; N Island</td>
<td>215</td>
<td>198</td>
<td>92%</td>
<td>0</td>
</tr>
<tr>
<td>2.</td>
<td>Andhra Pradesh</td>
<td>39354</td>
<td>38319</td>
<td>97%</td>
<td>0</td>
</tr>
<tr>
<td>3.</td>
<td>Arunachal Pd.</td>
<td>7262</td>
<td>6334</td>
<td>87%</td>
<td>0</td>
</tr>
<tr>
<td>4.</td>
<td>Assam</td>
<td>48808</td>
<td>41052</td>
<td>84%</td>
<td>0</td>
</tr>
<tr>
<td>5.</td>
<td>Bihar</td>
<td>403413</td>
<td>201536</td>
<td>50%</td>
<td>0</td>
</tr>
<tr>
<td>6.</td>
<td>Chandigarh</td>
<td>1390</td>
<td>1390</td>
<td>100%</td>
<td>0</td>
</tr>
<tr>
<td>7.</td>
<td>Chhattisgarh</td>
<td>67507</td>
<td>57193</td>
<td>85%</td>
<td>0</td>
</tr>
<tr>
<td>8.</td>
<td>D. &amp; Nagar Haveli</td>
<td>958</td>
<td>427</td>
<td>45%</td>
<td>0</td>
</tr>
<tr>
<td>9.</td>
<td>Daman &amp; Diu</td>
<td>119</td>
<td>92</td>
<td>77%</td>
<td>0</td>
</tr>
<tr>
<td>10.</td>
<td>Delhi</td>
<td>7104</td>
<td>3834</td>
<td>54%</td>
<td>0</td>
</tr>
<tr>
<td>11.</td>
<td>Goa</td>
<td>169</td>
<td>169</td>
<td>100%</td>
<td>0</td>
</tr>
<tr>
<td>12.</td>
<td>Gujarat</td>
<td>58770</td>
<td>31430</td>
<td>53%</td>
<td>0</td>
</tr>
<tr>
<td>13.</td>
<td>Haryana</td>
<td>13435</td>
<td>13399</td>
<td>100%</td>
<td>0</td>
</tr>
<tr>
<td>14.</td>
<td>Himachal Pd.</td>
<td>6087</td>
<td>3663</td>
<td>60%</td>
<td>10</td>
</tr>
<tr>
<td>15.</td>
<td>J. &amp; Kashmir</td>
<td>43471</td>
<td>42316</td>
<td>97%</td>
<td>48</td>
</tr>
<tr>
<td>16.</td>
<td>Jharkhand</td>
<td>120396</td>
<td>80857</td>
<td>67%</td>
<td>0</td>
</tr>
<tr>
<td>17.</td>
<td>Karnataka</td>
<td>29055</td>
<td>24407</td>
<td>84%</td>
<td>129</td>
</tr>
<tr>
<td>18.</td>
<td>Kerala</td>
<td>2925</td>
<td>2783</td>
<td>95%</td>
<td>0</td>
</tr>
<tr>
<td>19.</td>
<td>Lakshadweep</td>
<td>38</td>
<td>17</td>
<td>45%</td>
<td>0</td>
</tr>
<tr>
<td>20.</td>
<td>Madhya Pradesh</td>
<td>173855</td>
<td>169591</td>
<td>98%</td>
<td>34</td>
</tr>
<tr>
<td>21.</td>
<td>Maharashtra</td>
<td>42091</td>
<td>15484</td>
<td>37%</td>
<td>97</td>
</tr>
<tr>
<td>Sl.No.</td>
<td>State</td>
<td>Target (Cumulative up to 13-14)</td>
<td>Ach. up to 30.09.2013</td>
<td>Percentage Ach.</td>
<td>In 2nd Qtr.</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
<td>---------------------------------</td>
<td>-----------------------</td>
<td>-----------------</td>
<td>-------------</td>
</tr>
<tr>
<td>22</td>
<td>Manipur</td>
<td>2871</td>
<td>2719</td>
<td>95%</td>
<td>0</td>
</tr>
<tr>
<td>23</td>
<td>Meghalaya</td>
<td>13354</td>
<td>9050</td>
<td>68%</td>
<td>0</td>
</tr>
<tr>
<td>24</td>
<td>Mizoram</td>
<td>2502</td>
<td>2175</td>
<td>87%</td>
<td>0</td>
</tr>
<tr>
<td>25</td>
<td>Nagaland</td>
<td>3270</td>
<td>3147</td>
<td>96%</td>
<td>0</td>
</tr>
<tr>
<td>26</td>
<td>Orissa</td>
<td>89901</td>
<td>84277</td>
<td>94%</td>
<td>634</td>
</tr>
<tr>
<td>27</td>
<td>Puducherry</td>
<td>48</td>
<td>37</td>
<td>77%</td>
<td>0</td>
</tr>
<tr>
<td>28</td>
<td>Punjab</td>
<td>14090</td>
<td>10661</td>
<td>76%</td>
<td>0</td>
</tr>
<tr>
<td>29</td>
<td>Rajasthan</td>
<td>114132</td>
<td>100889</td>
<td>88%</td>
<td>0</td>
</tr>
<tr>
<td>30</td>
<td>Sikkim</td>
<td>726</td>
<td>405</td>
<td>56%</td>
<td>0</td>
</tr>
<tr>
<td>31</td>
<td>Tamil Nadu</td>
<td>45876</td>
<td>33214</td>
<td>72%</td>
<td>12662</td>
</tr>
<tr>
<td>32</td>
<td>Tripura</td>
<td>6980</td>
<td>5711</td>
<td>82%</td>
<td>0</td>
</tr>
<tr>
<td>33</td>
<td>Uttar Pradesh*</td>
<td>423553</td>
<td>292898</td>
<td>69%</td>
<td>5443</td>
</tr>
<tr>
<td>34</td>
<td>Uttarakhand</td>
<td>14316</td>
<td>5046</td>
<td>35%</td>
<td>0</td>
</tr>
<tr>
<td>35</td>
<td>West Bengal</td>
<td>199107</td>
<td>136895</td>
<td>69%</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1984486</td>
<td>1434277</td>
<td>72%</td>
<td>19057</td>
</tr>
</tbody>
</table>

1.2 Need and Justification of the Study

Current study was taken up to find out the status of implementation of various provisions of RTE Act 2009 in states and UTs for children with disabilities and disadvantaged children, and also concerns and problems of states/UTs to implement the Act. As the act was implemented with effect from 1st April 2010, states and UTs were supposed to take up preparatory activities in this regard. The study has explored the steps taken by states/UTs for implementation of RTE Act, 2009 so far and their difficulties in proper implementation of the Act. It was important to assess the level of preparedness of states and UTs to take effective steps for the implementation of the ACT at various levels. It was also important to assess their readiness in implementing RTE in states/UTs. The readiness of states means awareness of stakeholders to take advantage of the act. Community awareness is a very important factor in making a programme a success. As such, the study also tried to explore steps taken up by states/UTs in this direction.

Children belonging to disadvantaged groups, e.g. SC/ST/BPL, have specific economic and social problems and special focus is needed to ensure RTE to the children of these categories. Various categories of children with disabilities have special needs depending on the nature of disability. Therefore, special aids and appliances, educational materials, special teacher support and infrastructural modifications are required to ensure RTE to these children.
Awareness of inclusive education at all levels - functionaries, head teachers/teachers, parents and community - is of paramount importance and urgent steps in this direction are indispensable. The study explored all these aspects.

1.3 Review of literature

*Times of India New Delhi dated June 30, 2012* brought out interesting facts. It reported that only 5% of the schools were following RTE guidelines as stated by the convener of RTE Forum. Additionally, there were problems, such as shortage of 10,00,000 teachers, untrained teachers in some places, Para-teachers and student-teacher ratio.

*Times of India New Delhi, dated July 2, 2012* reported an interview with Shri Ambrish Rai, National Convener of RTE Forum. Three questions were placed before him. These questions were 1. Where do we stand in terms of deadline for the implementation of the RTE Act? 2. What concrete steps were being taken by the RTE Forum in terms of mobilisation of people? 3. What about 25% reservation in private schools? In response to the first question, Mr. Rai said that the Forum was struggling with problems in implementation of the Act at gross root level. He added that 95% of schools were not complying with the RTE laws. Lack of teachers, infrastructural deficiencies for children with disabilities, violation of age-appropriate admissions were other issues that need urgent attention. Replying to the second question, Mr. Rai said that concrete steps were being taken to mobilise people through NGOs, teacher organisations and through campaigns at village and block levels. In response to the third question, he said that education is a social tool beyond the boundaries of rich and poor and private schools should fulfil their responsibilities.

*Indian express Hyderabad, Sep 21, 2013* reported the speech by Union HRD minister M Pallam Raju at the inauguration of the Aga Khan Academy on the outskirts of the city who said that the government aims to provide quality education and capacity building in the years to come. He claimed that 230 million children had been enrolled in schools ever since the Right to Education Act came into force. He said "Ever since the introduction of the Right to Education Act, which gives a fundamental right to every child in this country, in the last three years, we have enrolled a substantial number of children, brought them back to school. As a result, we have 230 million in schools today".
In a press release, as was reported by Times of India New Delhi, dated August 12, 2013, Union minister of state for human resource development Shashi Tharoor said that duties other than stated in the RTE Act for teachers, should be shared among a wider range of public employees or even those hired specifically for the purpose, and the burden of such work on teachers must be reduced. The minister also said the National Knowledge Commission has noted that the imposition of a wide range of non-teaching duties, such as that of manning poll booths and collecting data for surveys, cuts into the available teaching time and undermines the professional status of teachers.

Hindustan Times Mumbai, August 08, 2013 brought out facts where with over 90% of city schools still to meet infrastructure norms required under the Right to Education Act (2009), the blacklisted schools have been given a second chance. The school education department has given the institutions two months to comply with these norms or else face de-recognition. As per the RTE act, schools were supposed to comply with ten infrastructure norms stipulated in the act by August 31, 2013. However, considering that 1,600 schools out of 1,703 in the city have not fulfilled the norms, the department gave them some extra time. “Majority of the schools have not fulfilled these norms. It would be impractical to derecognize them all. Hence the extension has been given,” said Mahavir Mane, state director of primary education. Hindustan Times Mumbai, July 20 reported that only 103 schools in the city had fulfilled the norms. Majority of the schools have missed implementing two to three norms like kitchen sheds, ramps, and pupil-teacher ratio, which schools say are difficult to follow practically. Mane added that individual schools will be given time depending on which infrastructure they need to build. Though relieved, some schools fear, the time given might not be sufficient. Even schools that have been pulled up for not having big classrooms will not be able to meet this deadline. The RTE requires classrooms to be at least 400 square feet, but most city schools have only 300 to 350 square feet. “The BMC is not giving permission to expand the classrooms. Most of the classrooms are built according to the rules before RTE,” said Prashant Redij, vice president of the association of private schools. Schools that do not upgrade their infrastructure in the time given will have to pay a fine up to Rs. 10,000 per day and could lose their recognition.

Hindustan Times New Delhi, January 17, 2011 reported the plea of Central Government before the Supreme Court that the Right to Education Act (RTE) applied to private unaided schools, including minority schools and it did not violate any rulings of the top court. "The
provisions... regarding grant of admission by private unaided schools, to the extent of at least 25% of the strength of class-I to children belonging to weaker section and disadvantaged group in the neighbourhood and provide free and compulsory elementary education till its completion, in no way curtails the right or autonomy of the private unaided institutions," the HRD ministry said in an affidavit. The affidavit has been filed in response to a petition filed by Independent Schools' Federation of India challenging the Constitutional validity of inclusion of unaided schools in RTE on the ground that it violated their right to practise any profession, or to carry on any occupation, trade or business under Article 19(1)(g). Minority schools are also opposing their inclusion in the Act on the ground that it violated their right to establish and administer educational institutions under Article 30 of the Constitution. "The Act is anchored in the belief that values of equality, social justice and democracy and the creation of a just society can be achieved only through provision of inclusive elementary education to all," the affidavit sworn by department of school education and literacy director Vikram Sahay said. The government said even before the enactment of the RTE, unaided schools had been providing free education to children belonging to economically weaker section. It gave the example of Delhi, where all unaided schools were required to admit 15% children from the economically weaker section and provide them free education. The Delhi HC had upheld the provision, it added. The government said in the original RTE Bill, private unaided schools were not included but the government reversed it to include them on the recommendations of a parliamentary standing committee and the Law Commission.

The Indian Express Ahmedabad, Wed Jun 05 2013 stated that Three years after the implementation of Right to Education (RTE) Act, the state government passed a resolution to reserve 25 per cent seats for economically weaker section (EWS) and disadvantaged groups in unaided private schools. Planned to be implemented in phases from the academic session 2013-14, the government has roped in eight municipal corporations and reserved 5,300 seats for children from EWS and disadvantaged groups. The implementation is expected to begin from cities. Though the number of seats per district has been divided, the municipal commissioners along with district education officers (DEO) and administrative officers and chairman of municipal school boards have also been directed to identify and divide these seats among private schools where these children will be provided free education."In the initial phase, schools in south Gujarat and Saurashtra regions will be covered. Eight municipal corporations including Ahmedabad, Surat, Vadodara, Rajkot, Bhavnagar,
Jamnagar, Junagadh and Gandhinagar has been given the responsibility for the implementation of this clause," said Principal Secretary (Primary Education) Sangeeta Singh. The state, that implemented the RTE Act April 1, 2010, has already received a lot of flak for its failure to implement 25 per cent reservation in private unaided schools while all other provisions for the RTE Act were already notified. As per the notification, put out on May 23, a copy of which is with this paper, not only reservation has been made for 25 per cent of total seats in Class-I in private schools, the state government have also elaborately defined EWS and disadvantaged groups, both in order of priority. While, after BPL families, children whose guardians' annual income is Rs 36,000 and Rs 27,000 for rural and urban areas, will be given first preference under EWS category. This will be followed by children with family annual income of less than Rs 2 lakh. Similarly, not limiting itself to the EWS category, the state government has made an attempt to provide an equal chance to mainstream children from a wide section of disadvantaged groups by divided it into eight categories. These include (in order of preference) orphans, child in need of care and protection, children from child care institutes, child labours/migrated children, mentally challenged/cerebral palsy children, children with special needs, HIV patients, SC/ST and OBC.

The Hindu Bangalore of October 19, 2013 reported Father Edward Thomas's call for action against Block Education Officers and officials of the Education Department who do not attend to complaints against managements of schools. Member of the Karnataka State Child Rights Commission, Speaking at a conference that discussed the implementation of the Right of Children to Free and Compulsory Education Act 2009, Fr. Edward Thomas said that parents and children were victims of various private unaided schools that were obligated to admit 25 per cent children belonging to “weaker sections of society and disadvantaged groups”. During the conference that was organised by a group of non-governmental organisations, representatives of the School Development Monitoring Committees (SDMCs), parents and activists raised issues about the “grey areas” in the Act that needed to be addressed. Suma S.R., whose child studies at VLS International School in Basaveswarnagar, pointed out that while the Act aims at providing free and compulsory education and makes the government accountable, there is a need for the government to regulate the fees charged by private schools. “Private schools make tall claims and state that they provide good quality education but there are discrepancies between the school managements’ justification for the fee that they charge and the quality of education imparted,” she
added. According to her, the government should fix a ceiling and issue guidelines about what is the “permissible” level of fee hike per annum. Yet another parent, who did not want to be identified, said that her child was admitted to a private school in Nayandahalli under the RTE quota. But the school in question was demanding “extra fees” under various heads including, hall ticket, books, bag and uniform. “Though we know that schools are not supposed to collect extra fees from us, we pay the fee that they demand, as teachers warn us that our child will not be allowed to appear for the examination if we do not pay the fee demanded by them,” the parent added. Kathyayini Chamaraj of Civic Bangalore, an intervenor in the suo moto case regarding Out of School children (OOSC), said that there is a need for convergence of various departments to ensure that the number of dropouts was reduced to zero. “This is a unique case and there is a need to make use of the opportunity as the judiciary is involved in the cause. We can reduce the number of dropouts and set a model for the entire country”. At the end of the conference, recommendations would be sent to the Education Department, CBSE Board, and Karnataka State Commission for Protection of Child Rights and the National Commission for the Protection of Child Rights.

Indian Express New Delhi, Fri Jan 18 2013 pointed out that school-level enrolment rates continue to rise. The Right to Education Act (RTE) seems to be helping develop better school infrastructure and there are more toilets for girls in schools. These are the few encouraging findings during 2012. However, Annual Status of Education Report (ASER) findings, published by NGO Pratham, underscore the declining reading levels and learning outcomes across states, with indications that the trend worsened last year. More than half of all children in class 5 are at least three grade levels behind where they should be in terms of learning levels, says the report. And the blame must partly be attributed to the UPA’s flagship Right to Education Act, ASER 2012 seems to suggest. Pratham CEO Madhav Chavan blamed this on relaxed classroom rigour and the no-exam format ushered in by the RTE Act. Only 30 per cent of class 3 students could read a class 1 textbook in 2012, down from 50 per cent in 2008. The number of children in government schools who can correctly recognise numbers up to 100 has dropped to 50 per cent from 70 per cent over the last four years, with the real downward turn distinctly visible after 2010, the year RTE came into force, Chavan said.

“There has been a feeling that RTE may have led to relaxation of classroom teaching since all exams and assessments are scrapped and no child is kept back. Continuous Comprehensive Evaluation is now a part of the law and several states are attempting to
implement some form of CCE as they understand it," Chavan has written in ASER 2012. "Does CCE catch this decline? Are teachers equipped to take corrective action as the law prescribes...? Given the magnitude of the problem, it will be a good idea to focus just on basics at every standard and not treat it as a ‘remedial’ measure. At this stage, teaching-learning of basic foundational skills should be the main agenda for primary education in India," he has said. Human Resource Development Minister Pallam Raju, who released the report Thursday, however, said he would not attribute the declining learning levels to CCE. But at the same time, he admitted that ever since he has taken over the ministry, parents have been coming to him requesting that CCE be scrapped. Aimed at reducing stress levels of students, the CCE replaces marks with grades and evaluates a student's performance on co-curricular activities besides academics. The no-detention policy up to class 8 under RTE and CCE was attacked last year by several state governments and a Central Advisory Board of Education (CABE) committee is looking into the issue.

ASER 2012 shows that school enrolment stands at over 96 per cent for the fourth consecutive year but the proportion of out-of-school children is slightly up from 3.3 per cent to 3.5 per cent, and it is more for girls (11-14 years) at 6 per cent from 5.2 per cent in 2011. Private schools are clearly becoming more preferred with an enrolment of 28.3 per cent in 2012 from 18.7 per cent in 2006. ASER predicts that India is likely to have 50 per cent children studying in private schools if this trend continues. The core problem remains poor learning levels. In 2010, 46 per cent of class 5 students could not read a class 2 text. This has risen to 53.2 per cent in 2012. Understanding of arithmetic remains dismal - 46.5 per cent of class 5 students could not solve a simple subtraction sum of two digits without borrowing in 2012, up from 29.1 per cent in 2010. In fact, barring Andhra Pradesh, Karnataka and Kerala, every state registered a drop in arithmetic learning levels, ASER 2012 says. ASER 2006 conducted a similar survey in Himachal Pradesh and claimed that children did not develop skills to read simple texts at class II or III levels. Only 23 % of the children at class IV level could recognise numbers. Aadhar Quality Initiative was launched by Pratham in collaboration with Himachal Pradesh government in 2006 claiming that this programme improved learning levels of students significantly. However, Programme Evaluation Report (Dec. 2011) of Aadhar Quality Initiative Himachal Pradesh conducted by NCERT found that the impact of Aadhar on student achievement was not seen over and above regular teaching in Hindi and Arithmetic. Rather, two hour
Aadhar teaching for all students appears to be unjustified, particularly for those who did not need Aadhar teaching.

Indian Express Ahmedabad, Mon Jan 16 2012 reported a survey in schools and an interview with the chairperson of school board about RTE Act hitting student-teacher ratio after the introduction of Right to Education (RTE) Act. The student-teacher ratio disturbed the equilibrium in municipal corporation-run schools in Ahmedabad leading to a shortage of nearly 500 teachers, he said. “Nearly 100 teachers are required in Urdu medium schools because many from Urdu schools, despite existing shortage, have been moved to Gujarati medium schools. The situation is precarious particularly in Urdu and other language mediums because of the special nature of language skills of their staff. Again, their appointments in Gujarati medium schools are also of no use because they do not possess necessary teaching skills in that language,” pointed out teachers teaching in those schools.

School Board chairperson Dr Jagdish Bhavsar agreed about the existence of the problem and emphasised the need of urgent solution for the sake of educational prospects of children in schools. According to him, it would take minimum six months to solve the matter, that is, in the next academic session only when new recruitment would be started with fresh establishment schedules as per the student-teacher ratio requirement prescribed under the RTE Act. “I have written a letter to the Director of Primary Education wherein I have sought special permission to the School Board to recruit teachers beforehand ahead of the onset of new recruitment season,” Bhavsar said. As the Board is waiting for a response, but even after getting the permission, it will not be before six months, he said. He said he was aware of the adverse situation in schools where a number of teachers had been moved out while the number of children increased for several reasons like migration to other areas due to shifting of residential colonies coming under other major projects like riverfront development. "The special permission we have asked for also includes teachers for new schools to be or being set up in these new locations," he said.

Hindustan Times Mumbai, May 16, 2011 reported a survey of 600 teachers across 60 SSC schools (30 aided and 30 unaided) by a non-profit group, Parent-Teacher Association United Forum, and found that only 60% of unaided school teachers and 50% of aided school teachers were aware of their duties and responsibilities as enlisted under this Act. There are different
sections of the RTE Act, each of which deals with different roles and responsibilities of teachers, schools and local authorities. Teachers are responsible for completing the syllabi, providing additional help if the child needs it, ensuring attendance and punctuality and staying in touch with a child’s parents to appraise them of his/her performance. While 71% aided schoolteachers were aware of what the Act says about children’s rights, only 54% of unaided schoolteachers knew about this. Further, only 45% of aided schoolteachers and 52% of unaided schoolteachers were aware of the school’s duties and responsibilities. “I was surprised by these results; awareness levels were very low among teachers”, said Arundhati Chavan, president of the Forum, who conducted the survey across the city’s four zones through a multiple-choice questionnaire. “It appears that since unaided schools are not under the control of the education department, they are not exposed to the Act enough. We found that unaided school teachers in particular had a very casual attitude towards the Act”. The Maharashtra government is yet to notify the rules necessary for the implementation of the Act. “You can’t entirely blame the teachers for their ignorance, even the government has been slow about the implementation,” said Chavan.

Unaided school groups, including the city’s ‘Unaided Schools’ Forum, are in the midst of fighting a case in the Supreme Court against clauses in the Act that they claim violate their rights as private schools. This too, has perhaps negatively impacted awareness levels of teachers. “In unaided schools especially, teachers are dominated by the management, and know only what the management wants them to know,” said Pratima Sharma, who teaches at St Xavier’s School, Nerul. “Unless the department makes such training programmes compulsory, teachers are not sent”.

Hindustan Times Mumbai, September 01, 2013 Empowered by the Right to Education (RTE) Act, a child with special needs can study in any mainstream school today. But unless class teachers are specially trained in handling and teaching such children, they will not be sensitive to their needs, say experts. Though a special educator is needed for autistic, visually challenged and hearing-impaired children, even regular teachers need to be able to identify, involve and teach them in a way that they understand, say experts. However, the government has not yet introduced training for teachers in special education. Currently, teachers learn about special education through one module while studying for Bachelors of Education (BEd) or Diploma in Education (DEd). This module neither teaches how to handle specific disabilities nor has any practical element, said Arundhati Chavan, principal of Swayam
Siddhi College of Education, Kalyan. “Teachers are not given any hands-on experience, they only learn about theories. This will not help a teacher in her class,” said Chavan.

A proposal to introduce mandatory regular training on inclusive education for regular teachers was submitted to the Central Advisory Board of Education (CABE) by its member Dr Mithu Alur, founder-chairperson of non-government organisation Able Disabled All People Together (ADAPT). However, no step was taken to implement it, said Alur. “We require short in-service courses for regular teachers. These courses will look at disabilities in detail and equip teachers to include such students in the classroom,” said Alur.

Experts feel that such courses might also create a positive mindset among schools and teachers towards special children. Right now, schools are weary of admitting such children, especially autistic children. This is because they lack skilled teachers, said Alur.

The Hindu New Delhi, July 25, 2012 Wednesday, wrote “Even as enrolment in schools remain high, statistics concerning disadvantaged children dip With not much time left for the full roll-out in the implementation of the Right of Children to Free and Compulsory Education (RTE) Act, 2009, weaker sections and minorities continue to be at a disadvantage. Enrolment figures show a slight slump over last year, even as only less than one child in hundred of entry-level school going age remains out of formal schooling, according to the latest District Information for School Education (DISE). The latest DISE figures suggest that the number of children enrolled in government primary schools has dropped by 21 lakh between 2009-10 and 2010-11, while there has been an increase of 11 lakh in enrolment in private schools. The biggest decline in government primary school enrolment has been reported in Jammu & Kashmir, Jharkhand, Kerala, Maharashtra, Rajasthan, Uttarakhand, Uttar Pradesh and Tamil Nadu. On the other hand, States like Punjab have shown an increase of 70,000 students in government primary schools. Manipur and Mizoram also show an increase”.

Even in Delhi, which saw a rise in enrolment in both government and private primary schools, the preference was clearly for the private. While enrolment in government schools increased by about 14,000, the increase in private school enrolment was about 30,000. This decline in enrolment in government schools could partly be explained by the decline in the percentage share of government schools in the total schools—from 80.37 per cent in 2009-10 to 78.15 per cent in 2010-11, even though roughly 16,000 new government schools have been
set up in the year. Interestingly, the share of private schools in the total schools continues to hold steady at 19.4 per cent. The DISE statistics for year 2010-11, released by the National University of Educational Planning and Administration (NUEPA), shows that while enrolment of students belonging to the Scheduled Castes has been stagnant, the enrolment of students from Scheduled Tribes declined from 11 per cent last year, to 10 per cent in 2010-11; and that of Other Backward Classes from 42 per cent to 40 per cent, reported Hindu.

In what could be a setback to the UPA Government’s claims in implementing the recommendations of the Sachchar Committee Report on Social and Educational Status of Muslims, DISE statistics reveal a decline in enrolment of Muslim children from 13.02 per cent to 12.50 per cent in 2010-11 over 2009-2010. Taken together, the increase in total enrolment in elementary education from 98.28 per cent in 2009-10 to 98.89 per cent in 2010-11 on the one hand, and the decline in enrolment of children belonging to the weaker sections and minorities on the other, could mean that the benefits of RTE are not reaching the educationally backward sections of society to the extent they ought to.

On the infrastructure front, however, there are noteworthy achievements in most respects, barring a few, perhaps due to the continuous monitoring by the Apex Court. For instance, availability of drinking water facility in primary schools has increased from 87.77 per cent in 2008-09 to 92.71 per cent of schools in 2010-11; and for all schools up to elementary level from 85.33 per cent to 91.12 per cent in the same period. Similarly, the number of schools with common functional toilets has come down from 66.84 per cent to 43.21 per cent of primary schools and 62.81 per cent to 45.21 per cent of all schools, the decline being attributed to segregation of girls’ and boys’ toilets. Similarly, the number of un-electrified schools and schools without playgrounds has also declined over the period.

One glaring lacunae in schooling efforts continues to be in respect of ‘Children with Special Needs’; only 5.02 lakh of whom are enrolled which constitutes a meagre 0.26 per cent of the total enrolment and what is more, according to DISE, only half of the 1.5 million elementary schools have provided barrier free access through ramps for these children. “Having ramps does not make a school accessible by itself, as it does not help a child with hearing and visual impairment. The HRD ministry officials need to sit together to make all schools barrier-free for all kinds of disabilities and special needs”, says Javed Abidi, convenor of Disabled Rights Group.
The retention rate at primary level has dropped from 74.01 to 73.42 per cent even as transition from primary to upper primary level has increased from 83.53 to 85 per cent. This needs introspection as to why efforts at enrolment are wasted by preventing drop out at primary level when there is no detention policy under RTE.

Indian Express Lucknow, Wed Jan 30, 2013 reported “Encephalitis has not only killed thousands of children in around 20 districts of eastern Uttar Pradesh in the last one decade, it has also left several of them — who survive the disease — mentally retarded”. For the first time in Uttar Pradesh, the state directorate of Sarva Siksha Abhiyan (SSA) is planning a 10 months pre-integration course for such mentally retarded children in order to promote them to mainstream education.

Being proposed for the 2013-14 financial year, these will be residential camps where border line cases of mental retardation will be given basic daily living activity as well as educational training by special educators. Apart from the camps, the directorate is also mulling over a door-to-door facility of pre-integration course for those children who need parenting and are unable to stay at the camps. "The proposal is still at a planning stage. If implemented, Uttar Pradesh will be the first state to provide the door-to-door training facilities for such children who are unable to stay in camps," said SSA project director Atul Kumar. The above highlighted statement clearly demonstrates lack of knowledge on the part of officials and misuse of expertise by so-called specialists to spend funds where it is not needed. Borderline cases of children with mental disability do not need training in daily living skills in residential camps, because these children are near normal and very difficult to identify.

The Right of Children to free and compulsory Education Act 2009 promises every child in the age group of six to 14 years, including differently abled children, the right to free and compulsory education. To be implemented by the states by 2013, the Act also has provisions for providing home-based services to those children who are unable to go to schools. Uttar Pradesh was the first state in the country, along with Andhra Pradesh, to start bridge courses and pre-integration courses for visually and hearing impaired children. Around 60 students in the age group of six and 14 years and five special educators for training these children are part of the camp held each year for 10 months in each district.
The Right to Education Act made sure, that children with disabilities and special needs get a shot at mainstream schools. But city schools are yet to make sure they are equipped to accommodate them, say experts. Many schools do not have facilities such as ramps or toilets for children in a wheelchair. Nor do they have counsellors to enable students with special needs to study alongside a regular student. The state government has now given schools a deadline to set their house in order. The government has said it would be forced to take strict action such as levying a monetary penalty against schools if they do not build ramps by October. “Only schools that have a ground floor and no other stories are exempted from building ramps. Other schools have to build it, not having space cannot be cited as an excuse,” said M D Kamble, assistant deputy director of education, Mumbai division.

Perhaps, Deputy Director of Education is not aware of the problems of wheelchair users. If the school is situated one foot above the ground level, there is a need of ramp for wheelchair users. Therefore, an exemption to single-storied schools from construction of ramps is unjustified.

Installation of ramps is one of the 10 infrastructure norms listed in the schedule of the RTE Act (2009). However, according to the latest District Information System for Education (DISE) report 2011-12, only 64% schools in the state have installed ramps for physically disabled students. Maharashtra is lagging behind states such as Gujarat, Uttar Pradesh and Delhi in offering the facility in schools. While 81.98% schools in Gujarat have ramps, the figure stands at 73.32% in Uttar Pradesh and 65.40% in Delhi. The schools in state that do not have ramps, majority are from big cities, says a senior education official from Sarva Shiksha Abhiyaan — the main vehicle for implementation of the RTE Act. “In cities such as Mumbai, schools are built in such cramped spaces that there is often no space to build ramps alongside the staircase,” said the official.

This year, two special schools that inspired the Aamir Khan’s film Taare Zameen Par Bandra’s Tulip school and Dadar’s Saraswati Mandir — are on the verge of closing down because children from Class 1 to Class 8 have to be integrated into mainstream schools under the RTE. Currently, students use the elevator in schools that don’t have ramps. But often, elevators are not wide enough to accommodate a wheelchair. In such situations, children are either carried to their classroom by the parent or school peon to allotted classrooms only on the ground floor. “It is humiliating for children to face such inconvenience every day,” added Kamble. Experts suggest that schools should install wheel-chair friendly elevators if
they do not have space to build ramps. “Many malls and multiplexes in the city have such spacious elevators, so why not schools?” said Arundhati Chavan, president of the PTA United Forum. “Schools should be built according to a universal design so that it is accessible to everyone. Even though RTE act has not stipulated it, schools should also have disabled-friendly toilets, wider entrances to classrooms and wider corridors,” Chavan added.

1.4 Specific Objectives

The following objectives were set forth for the study:

- To find out the status of implementation of various provisions of RTE Act 2009 in States and UTs.
- To study the steps taken for age-appropriate admission of out of school disadvantaged children.
- To find out if teaching learning materials have been prepared for children admitted under age appropriate admission.
- To assess the awareness level of stakeholders in states and UTs to implement RTE Act 2009.
- To find out concerns and challenges of states and UTs for effective implementation of RTE Act 2009 for disadvantaged children.
- To find out strategic plans of action prepared by states/UTs for providing free and compulsory Elementary Education to implement RTE to children of SC/ST/Weaker sections, and children with various disabilities.
- To find out specific steps taken by states/UTs to inspire parents and community to admit these children into schools.
- To find out arrangements being made for providing free Pre-School Education to these children below 6 year of age.
Chapter II
Design of the Study and Development of Tools
Design of the Study and Development of Tools

2.1 Background

This chapter describes design of the study, sample, development of tools, procedures of the study and methods of data analysis in the following sections and subsections.

2.2 Design of the Study

Design of the study is significance, as it provides clear guidelines for selection of research design, sample, development/selection of tools, collection of data, analysis of data, reaching the results and conclusion. Based on the objectives of the study, normative survey followed by in-depth study research design was most appropriate. The study was conducted in two phases:

**Phase I:** in this phase, Right of Children to Free and Compulsory Education Act 2009 (RTE) was studied. Based on provisions of the Act, a questionnaire was developed and sent to states/UTs to seek preliminary information on the status of implementation of RTE Act, 2009 for disadvantaged and disabled (challenged) children.

**Phase II:** Based on information supplied by states/UTs, one state in each region (North, South, East and West) was selected for in-depth study. Two non-responding states, one from academically advance states and another from academically less advance states, were also selected for in-depth study on the recommendation of experts. Two UTs were selected for in-depth study based on information they supplied about implementation of RTE Act for these children. **Instruments, such as Interview Schedules for different categories of respondents, Observation Checklist and School Information Sheet were developed by the researcher and finalised in a workshop by experts.** In-depth study was conducted using interview schedules and observation checklist and school information sheet in selected states/UTs. Interviews with functionaries at district level, headmasters/teachers in schools, Scheduled Caste (SC), Scheduled Tribe (ST) and below poverty line (BPL) students, children with disabilities and parents of SC/ST/BPL/disabled children were conducted. Observations were also made to verify the information supplied by respondents.
2.3 Sample of the Study

Based on information provided by states/ UTs about the status of implementation of RTE Act, 2009 for disadvantaged and challenged children, two SC/ST/children with disabilities dominated districts in each state were selected through purposive sampling. Schools from rural and urban areas were also selected through purposive sampling. However, stratified random sampling was used in selection of respondents. The samples comprised district functionaries, head teachers/teachers, children from SC/ST/BPL and disabilities categories studying in primary and upper primary classes and parents of these children. Sample respondents have been shown in table 2.1

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<td></td>
<td>Junagadh</td>
<td>04</td>
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<tr>
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<td>04</td>
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<td>07</td>
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<td>04</td>
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<td>02</td>
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<tr>
<td>Uttarakhand</td>
<td>Nainital</td>
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<td>01</td>
<td>08</td>
<td>07</td>
<td>01</td>
<td>05</td>
</tr>
<tr>
<td></td>
<td>Almora</td>
<td>05</td>
<td>01</td>
<td>07</td>
<td>04</td>
<td>03</td>
<td>04</td>
</tr>
<tr>
<td>Andaman &amp; Nicobar Islands</td>
<td></td>
<td>10</td>
<td>03</td>
<td>16</td>
<td>06</td>
<td>08</td>
<td>09</td>
</tr>
<tr>
<td>Puducherry</td>
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<td>02</td>
<td>05</td>
<td>05</td>
<td>03</td>
<td>02</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>84</td>
<td>19</td>
<td>120</td>
<td>89</td>
<td>67</td>
<td>107</td>
</tr>
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</table>
2.4 Tools

Various standardised interview schedules were examined in the existing literature and none of them was found suitable for this study. Therefore, five interview schedules (instruments) were developed in accordance with the specific needs of the study. An observation checklist and school information sheet was also developed. The instruments developed for this study were:

1. A Questionnaire for Preliminary Information about Implementation of RTE Act, 2009 in States/ UTs
2. Interview Schedule for Functionaries
3. Interview Schedule for Head teachers/Teachers
4. Interview Schedule for Disadvantaged Students
5. Interview Schedule for Students with Disabilities
6. Interview Schedule for Parents of Disadvantaged and Disabled Children
7. Observation Checklist
8. School Information Sheet

2.4.1 A Questionnaire for Preliminary Information about Implementation of RTE Act, 2009 in States/ UTs

A questionnaire was designed to collect preliminary information about steps taken for implementation of RTE for disadvantaged and disabled children in states/UTs. There were two sections in the questionnaire: Section I sought general information, such as Name of the State/Union Territory, Name of the Respondent, Designation of the Respondent and Full Office Address. Section II had five items seeking information on strategic plan of action prepared to implement RTE in state/UT for providing free and compulsory elementary education to children (SC/ST/BPL/children with disabilities). It also sought information on specific steps taken to inspire parents and community to admit children into neighbourhood schools; arrangements made for providing free pre-school education to disadvantaged and children with disabilities below six year of age; major initiatives and interventions taken since inception of RTE, especially for children with special needs; and other steps taken to ensure RTE for disadvantaged and children with disabilities.
2.4.2 Interview Schedule for Functionaries

Interview schedule for functionaries (SF 01) had two sections: Section I required general information, such as name, gender, designation, name of the state/UT, full office address and contact number with STD code. Section II was concerned with detail information about various steps taken for implementation of RTE Act, 2009 for different categories of disadvantaged and challenged children. There were six open-ended items seeking in-depth information about:

- Specific steps taken for SC/ST/BPL/children with disabilities.
- Specific steps taken for non-enrolled and dropout children with disabilities.
- Various facilities available for children with disabilities.
- Arrangements for special teachers, educational materials and infrastructure modifications.
- Future plans for additional facilities to children with disabilities.
- Arrangements for pre-school education of children with disabilities.

2.4.3 Interview Schedule for Head teacher/Teachers

The interview schedule (HT 02) was designed to obtain information from head teacher/teachers about the status of implementation of RTE in schools. It had three sections:

Section I required general information, such as name, gender, designation, contact number with STD code, category (SC/ST/OBC/Handicapped), name of the school, location: rural/urban, name of the village/town, name of the block, district and state/UT. Section II sought information about implementation of various provisions of RTE for SC/ST/BPL children. These items were related to:

- Information about disadvantaged children during the orientation of RTE.
- Provisions and facilities for disadvantaged children in the school.
- Steps taken for age appropriate admission of disadvantaged children.
- Steps taken for the training of non-enrolled and dropout children for age appropriate placement in different classes.
- Assessment procedures being used for evaluation of children’s progress.
- Steps taken to provide supplementary instructions to educationally weak children.
- Cooperation from parents of disadvantaged children.
• Constraints and challenges in the implementation of RTE for these children.
• Suggestions for proper implementation or RTE for these children.

Section III of this schedule was concerned with children with disabilities and items inquired about:
• Information about children with disabilities in the orientation of RTE.
• Special provisions/ facilities for children with disabilities in the school.
• Steps taken for special teacher, educational materials and infrastructural modification.
• Steps taken for age appropriate admission of children with disabilities into different classes.
• Assessment procedures being used for different categories of children with disabilities.
• Cooperation from the parents of children with disabilities.
• Difficulties encountered in teaching different categories of children with disabilities.
• Constraints and challenges in the implementation of RTE to children with disabilities.
• Suggestions for proper implementation of RTE to these children.

2.4.4 Interview Schedule for Disadvantaged Students

The interview schedule for disadvantaged students (DS 03) was designed to collect information if they were receiving various educational facilities and positive social environment in the school. This interview schedule had two sections:

Section I required general information, such as name, gender, class, category (SC/ST/OBC/Handicapped), status of student, name of the school, location: rural/urban, Name of the village/town, name of the block, district and state/UT. Section II was concerned with specific information. Items sought information from students was related to:
• Educational materials received from school free of cost.
• Regularity in attending the school. If not regular, reasons for being absent.
• Training or help received from school if admitted under age appropriate admission.
• Additional academic help from teachers.
• Behaviour of teachers and classmates.
2.4.5 Interview Schedule for Students with Disabilities

Interview schedule for Students with Disabilities (SD 04) had two sections: Section I required general information, such as name, gender, class, category (SC/ST/OBC/Handicapped), type of disability, status of student, name of the school, location: rural/urban, name of the village/town, district and state/UT. Section II was concerned with specific information about facilities, difficulties, help from school and behavior of teachers and classmates. Various items in the schedule sought information about:

- Specific educational materials received from school free of cost.
- Difficulties faced in coming to the school.
- Difficulties encountered in moving in and around the school.
- Aids and appliances received.
- Training received for the use of aids and appliances.
- Additional help from teachers.
- Special training received if admitted under age appropriate admission.
- Behaviour of teachers and classmates.

2.4.6 Interview Schedule for Parents of Disadvantaged and Disabled Children

Interview schedule for parents of disadvantaged and disabled children (PDD 05) had two sections:

Section I required general information, such as name, gender, occupation, educational qualifications, category (SC/ST/OBC/Handicapped), name of the child, gender, type of disability, status of student, name of the school, residential address, location: rural/urban, name of the village/town, name of the block, district, state/UT, contact number with STD code. Section II was concerned with specific information, the items of which were concerned with:

- Difficulties faced in the admission of child.
- Information about RTE Act 2009.
- Special facilities provided to the child in the school.
- Additional help to the child in the school.
• Kind of special training to the child, if enrolled late.
• Problems faced by the child in the school.
• Last PTA meeting attended and its outcomes.
• Suggestions for improvement of education.

2.4.7 Observation Checklist

The purpose of observation checklist was to verify existing facilities and safety measures in the school. There were five sections in the observation checklist. The first section of observation checklist required general information, such as Name of the school, location: rural/urban, name of the village/town, name of the block, district and state/UT. Second section sought information about teachers and students, e.g., number of various categories of children and teacher-pupil ratio. Third section sought information about infrastructural modification and safety measures for children. Fourth section inquired about availability of educational materials for different categories of children with disabilities and fifth section sought comments of the observer.

2.4.8 School Information Sheet

School Information Sheet was developed to obtain elaborate information about infrastructure, such as number of rooms, separate toilets for boys and girls, disabled friendly toilets, ramps with railings, safe drinking water, safety precautions for children, playground etc. It also sought information about number of teachers, number of students, category-wise number of children (SC, ST, various categories of children with disabilities), number of boys and girls in each category, teacher-pupil ratio.

2.5 Procedure

A questionnaire was developed and sent to states/UTs to seek preliminary information on the status of implementation of RTE Act, 2009 for disadvantaged and disabled (challenged) children. One state in each region (North, South, East and West) was selected for in-depth study. Two non-responding states, one from academically advance states and another from
academically less advance states, were also selected for in-depth study on the recommendation of experts. Two UTs were selected for in-depth study based on information they supplied about implementation of RTE Act for these children. Letters were written to states/UT authorities requesting them to provide necessary support in conducting in-depth study on the status of implementation of RTE for disadvantaged and children with disabilities. Follow-up letters were sent to state/UT authorities to persuade them for their cooperation in the study and, wherever necessary, issues were discussed telephonically. Dates for the study were finalised with each state/UT and two districts in each state were selected for the study in consultation with the authorities. In-depth study in each state was conducted for a period of six-eight days, which included interviews with respondents, observations and home visits of children suffering from multiple-disabilities and severe mental disability.

2.6 Analysis of Data

Data collected through interviews, observations and school information sheet were tabulated, analysed using mix methods, i.e., qualitative and quantitative, and interpreted to present in a succinct format. Data collected through interviews were of a qualitative nature; therefore, it required enormous time and effort to go through each interview and select specific verbatim for presentation in the report.
Chapter III

Jharkhand

Implementation of Right to Education (RTE) Act 2009 for Disadvantaged Children
3.1 Background

A questionnaire was sent to all states and union territories (UTs) seeking basic information on the status of implementation of Right to Education Act 2009 (RTE) for disadvantaged and disabled (challenged) children. Jharkhand did not respond to the questionnaire even after repeated reminders, despite the fact that this study was extremely important from the point of view of needed improvements for proper implementation of the Act. Consequently, the experts advised to take one educationally low performing state and one educationally high performing state from the group of non-responding states for in-depth study besides the states/UTs that had responded to the questionnaire sent to them. Based on the recommendations of experts, Jharkhand was selected for in-depth study from the group of educationally low performing states.

Two districts: Ranchi and Bokaro were selected for in-depth study based on high population of ST/SC and children with disabilities. The following table shows samples of the study in both the districts.

**Table 3.1 Respondents (Samples) in Ranchi and Bokaro Districts**

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Ranchi</th>
<th>Bokaro</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
</tr>
<tr>
<td>Functionaries</td>
<td>01</td>
<td>01</td>
<td>02</td>
</tr>
<tr>
<td>Head Teachers/Teachers</td>
<td>02</td>
<td>04</td>
<td>06</td>
</tr>
<tr>
<td>SC/ST/BPL Students</td>
<td>02</td>
<td>02</td>
<td>04</td>
</tr>
<tr>
<td>Children with Disabilities</td>
<td>00</td>
<td>02</td>
<td>02</td>
</tr>
<tr>
<td>Guardians</td>
<td>03</td>
<td>02</td>
<td>05</td>
</tr>
<tr>
<td>Total</td>
<td>08</td>
<td>11</td>
<td>19</td>
</tr>
</tbody>
</table>
The table clearly shows that there were more number of females (11) compared with males (08) in Ranchi district, while it was opposite in Bokaro district (females 07 and males 23). The number of female respondents in each group differed, though the total number of males was more than the total number of females in the sample.

Table 3.2  Area-wise Sample Schools and Respondents in Ranchi and Bokaro Districts

<table>
<thead>
<tr>
<th>Sample Schools and Respondents</th>
<th>Ranchi</th>
<th>Bokaro</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rural</td>
<td>Urban</td>
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<tr>
<td>Schools</td>
<td>01</td>
<td>02</td>
</tr>
<tr>
<td>Head Teachers/ Teachers</td>
<td>02</td>
<td>04</td>
</tr>
<tr>
<td>SC/ST/BPL Children</td>
<td>02</td>
<td>02</td>
</tr>
<tr>
<td>Children with Disabilities</td>
<td>00</td>
<td>02</td>
</tr>
<tr>
<td>Guardians</td>
<td>01</td>
<td>04</td>
</tr>
</tbody>
</table>

The sample schools in Ranchi district were one rural and two urban, and in Bokaro district two rural and two urban. There were eight respondents from four schools (04 in rural and 04 in urban) in the head teacher/teacher group in Bokaro district compared with six respondents (02 in rural and 04 in urban areas) from three schools in Ranchi district. The number of SC/ST/BPL children in Ranchi district was four (02 in rural and 02 in urban) whereas there were seven (04 in rural and 03 in urban) children in Bokaro district. No child with disability could be interviewed in rural area in Ranchi district, because the school had no child with disability. However, two children with disabilities in urban area of Ranchi district were interviewed. Four children with disabilities in rural schools and three children with disabilities in urban school were interviewed in Bokaro districts. The sample of guardians also differed (01 rural and 04 urban in Ranchi district; and 04 rural and 03 urban in Bokaro district).

3.2 Interviews with Functionaries

Only three functionaries - two from Ranchi district and one from Bokaro district could be interviewed. They were asked about the steps taken by the state for SC/ST/BPL/children with disabilities in the light of Right to Education Act 2009. The functionaries in both the district
told that SC/ST/BPL and children with disabilities receive free textbooks, uniform and stipend. The functionary in Ranchi told that teachers had been trained in providing instruction in different tribal languages to children of different tribes. There are 32 tribal languages and these teachers were given multi-lingual training to facilitate learning of children in their mother tongue. Special drives for community awareness of RTE are being undertaken in both the districts.

The State Coordinator for inclusive education in Ranchi claimed that “seven-days training programme in Braille for professionals in low vision” was organised. Escorts are provided to children with complete loss of vision. The functionary in Bokaro told that assessment camps had been organised to assess children’ disabilities. He also informed that Braille books, Braille kit containing Braille slate, abacus, Taylor frame, geometry kit, and folding sticks were provided to resource centre. Low vision kit containing magnifying glasses, eyeglasses, special toys, large print pictures and charts, large print books were also given to resource centre. It was not clarified whether these kits were also given to individuals with vision loss. It appeared from the conversation that these items were placed in the resource centres and individuals could use them in the centre only. If individuals did not receive kits for use at home, they would not developed efficiency in the use of different materials and consequently, there is no use of keeping these items in the resource centres. The pictures of resource room showing various materials are given here:

The state coordinator further added that children with hearing impairments are given hearing aids along with Battery cells. Under the agreement with a private company, 20% of the hearing aids are provided by the company, while remaining 80 % of the hearing aids are
purchased by the state. Trainings in the use and care of hearing aid were provided at block levels and speech trainers were provided at block levels to help develop language of hearing impaired children. Translated instruction in Hindi and regional languages were distributed in different blocks.

The state coordinator in Ranchi looking after inclusive education claimed that ramps with railings and special toilets were available in schools. Training programmes were conducted for officials regarding specifications of infrastructural changes for children with locomotors disabilities. Some of the ramps and special toilets had been constructed out of SSA funds, while others had been constructed by the district administration. The district coordinator in Bokaro told that Based on availability of majority of children with locomotors disability, one special toilet for each block had been sanctioned. He also claimed that ramps with railings were available in every school. However, these ramps were not constructed as per specifications. The state coordinator in Ranchi told that aids and appliances for children with locomotors disabilities had been purchased, while the coordinator of Bokaro district said that callipers, crutches and wheel chairs had been provided to needy children as per their requirements. The facilities such as home education and escort allowance were available for children suffering from multiple-disabilities and severe mental challenges. The interviewee informed that there were 148 escorts and 65 caregivers in Bokaro district.

The state coordinator in Ranchi informed that assessment of children with mental challenges was conducted and certificates were issued to them. Printed materials on behaviour modifications and additional daily living (ADL) skills were procured from National Institute of mentally handicapped and were given to guardians/trainers. The coordinator of Bokaro district reported of providing escort facility to children with mental challenges.

As far as children with multiple disabilities are concerned, the state coordinator in Ranchi told that aids and appliances are provided to such children based types and severity of disabilities, while the coordinator of Bokaro district said that caregiver and escort facilities are provided.

Another item for functionaries was concerned with steps about non-enrolled and dropout special needs children’s admission and training for age-appropriate placement in different classes. The state coordinator in Ranchi claimed that work had been initiated for age-
appropriate admission of special needs children and the materials for age-appropriate classes were ready. Training of resource persons for age-appropriate admission of special needs children would start from September 2012. The district coordinator of Bokaro reported that school level survey had been completed and Bal Panji programme helps identify out of or never enrolled children for age-appropriate admission. Training is provided to head teachers by block education extension officer for admission of these children and monitoring is carried out by the block education extension officer.

The functionaries were requested to tell about the steps taken for special teachers, educational materials, and infrastructural modifications to meet varying needs of disabled children. The state coordinator for inclusive education in Ranchi told that 312 special teachers had been trained and Block Resource Centres (BRCs) would be strengthened to run special education courses for teachers. It was proposed that all teachers would be oriented in the area of inclusive education. The district coordinator of Bokaro told that the posts of three special teachers and one physiotherapist for each block had been sanctioned. Against 36 sanctioned posts of special teachers, there were only 16 special teachers working for these children at the time of conducting this study. State coordinator for inclusive education claimed that educational materials for specific needs of children with disabilities were available. The district coordinator of Bokaro told that teaching-learning materials for children with disabilities had been developed. Both the coordinators claimed earlier also that necessary modification had been made in school buildings for accessibility of different categories of children with disabilities.

When asked about the strategy of state to implement inclusive education, the state coordinator in Ranchi said, “Necessary infrastructure support would be completed by March 2013”. The district coordinator in Bokaro informed that model resource centre for one district had been sanctioned for inclusive education related courses and its affiliation would be with Indira Gandhi National Open University (IGNOU). He also added that the model resource centre would become functional within a period of one year. The state coordinator told that all teachers would be oriented in the area of inclusive education and special teachers would be appointed in the areas where children with disabilities are available. In Bokaro, however, the coordinator reported of having completed the orientation in inclusive education for all teachers. Teachers share their experiences in written and verbal form in the monthly meetings, added the state coordinator in Ranchi. This follow-up mechanism helps improving
services to children with disabilities. The district coordinator of Bokaro informed that
counselling to parents is done by teachers to deal with their children with disabilities. As far
as monitoring and on-site support to teachers is concerned, quarterly visit by state coordinator
to every district helps monitoring of the programme. Trained professionals monitor and
provide on-site support to teachers. The district coordinator of Bokaro told that interaction
and discussions with resource persons solve their problems.

The functionaries were asked about the arrangement of pre-school education for children,
including children with disabilities. The state coordinator in Ranchi reported of availability of
Anganwadi centres under ICDS, which work as pre-school centres. Early identification of
children with disabilities is done in these centres. The district coordinator of Bokaro told that
the training of Sevikas is done in these centres and resource teachers come to these centres to
help children with disabilities.

3.3 Interviews with Head Teachers/Teachers

Head teachers/teachers were asked if they had been told about Scheduled Caste (SC),
Scheduled Tribes (ST), Below Poverty Line (BPL) children and children with disabilities in
the orientation programme for Right to Education Act (RTE) 2009. None of the six
respondents in Ranchi District reported of being told about SC/ST/BPL/children with
disabilities in the orientation programme for RTE. However, one respondent seemed to be
aware of non-discriminatory practices against children with disabilities. All respondents (08)
in Bokaro district also informed of no specific reference to these sections of children in
the orientation programme for RTE. However, teachers admitted that RTE provisions
were explained in the BRC meetings.

The second item in the interview schedule for head teachers/teachers inquired about special
provisions for different categories of children. All respondents (six in Ranchi District and
eight in Bokaro district) told that all students get free textbooks. The respondents in both the
districts also told that students from SC/ST/BPL/OBC categories receive stipend of Rs.
180.00 per year up to class 4, Rs. 360.00 for classes 5 and 6, and Rs. 660.00 for classes 7th
and 8th. Free uniform are provided to girl students of classes 5-8 of the above categories in
both the districts. As far as age-appropriate admissions were concerned, no child was
refused admission to the school in Ranchi district; however, there was no training for
these children for age-appropriate placement in different classes when this study was conducted. These children were place into the age-appropriate classes and they were seated with high performing children so that they could pick up fast. Bokaro district did not have any problem of age-appropriate admission. Usually there are negligible cases of non-enrolled and dropout children; however, if any child comes to school for admission late, she/he is given special attention, added two respondents in Bokaro district.

When inquired about assessment procedures used for educational evaluation of children, all six head teachers/teachers in Ranchi district told that assessments of students are done through monthly written and oral tests and sports activities. Eight head teachers/teachers in Bokaro district said that, besides monthly written and oral tests, children are observed on daily basis for cleanliness, discipline and sports activities.

Head teachers and teachers were asked to tell about the steps they take for providing supplementary instruction to educationally weak children. Out of six respondents in Ranchi district, two maintained that special attention was given to educationally weak children, while the other two claimed that mixed ability grouping was done to help educationally weak children. Only one respondent informed that one hour extra class for supplementary instruction was taken daily, while the remaining one said that no steps were taken for educationally weak children. In Bokaro district, three respondents claimed that mixed ability grouping of children was being practised, while the other three maintained that special attention was given to educationally weak children. One teacher also claimed that he gives free coaching to weak children at his residence. One respondent told that he takes extra class for teaching English and mathematics on every Saturday after school hours.

The head teachers/teachers were asked if they face difficulties in seeking cooperation from the parents of children of various categories. Three of the respondents in Ranchi district told that parents of SC/ST/BPL categories cooperate with the school and participate in meetings. The remaining three respondents maintained that parents do not cooperate with the school, because they are poor and they have to go for their work in order to earn livelihood. Three of the respondents in Bokaro district told that parents of SC/ST/BPL categories cooperate with the school and participate in various activities whenever they are called for; while five of the respondents (majority) said that parents are poor and they go to seek labour work to earn livelihood and they do not come to the school for attending various meetings.
The respondents were asked to narrate challenges, if any, in the implementation of RTE, 2009 and give suggestions for improvements. A majority of respondents in both the districts said that there were no challenges in the implementation of RTE. **Two of the respondents in Ranchi district felt that insufficient number of teachers is a major hurdle in the implementation of RTE, because it is difficult to manage classes when there are insufficient numbers of teachers. One teacher in Ranchi district told that some children do not come to school due to poverty and they help their parents in earning livelihood. Two of the respondents maintained that extra duties, such as election duty, census duties, block level office duties and mid-day meal management should not be part of the teachers’ job so that they could perform teaching as their major duty.** **Two of the teachers in Bokaro strongly maintained that proper orientation of RTE should be conducted to explain each provision of the Act. One teacher said that programmes should be organised to create awareness for RTE in the community. One teacher said that many of the teachers are not trained, which affects the quality of education. Additional works, such as supervising building construction, report writing and deputations adversely affect the teaching work.**

Section III of the interview schedule for head teachers/teachers was related to children with disabilities and the respondents were requested to provide information. The first item in section III inquired if the respondents had received any orientation in the RTE about children with disabilities. Out of six respondents in Ranchi district, two admitted of receiving information about various facilities to children with disabilities in the orientation of RTE. Another teacher said that she could not attend the orientation programme under RTE due to her personal problems. Remaining three respondents said that no specific instructions were given about children with disabilities during the orientation of RTE. As far as eight respondents in Bokaro district were concerned, none of them had received orientation under RTE about children with disabilities. None of the respondents in both the districts had undergone any training in the area of teaching children with disabilities and they did not know the use of aids and appliances for them. Since there was no training for teachers in the area of education of children with disabilities, there was no on-site support system for teachers.
Contrary to the claims made by the state coordinator looking after inclusive education for children with disabilities, only two schools in Ranchi had ramps (one ramp had no railing) and two schools in Bokaro district has ramps and special toilets. Since there was no training of teachers in the area of inclusive education, they did not find themselves competent to deal with children with disabilities. Only two schools in Bokaro district received weekly visit by a special teacher, while educational materials for children with disabilities were non-existent in all the sample schools of Ranchi and Bokaro districts. When inquired about age-appropriate admission of children with disabilities, only one school in Bokaro district reported of giving admission to a mentally challenged child into class 8.

The respondents were requested to tell about assessment procedures they used for children with disabilities. One respondent reported of using sign language to assess the child with hearing loss and using picture to assess a child with mental challenge in Ranchi district. One respondent in Bokaro district told that assessment of children with disabilities was carried out based on their day-to-day performance. All other respondents reported of using same assessment procedures for children with disabilities that they use for others.

Teachers were asked about difficulties they encounter in teaching different categories of children with disabilities. One respondent in Ranchi and three respondents in Bokaro district reported of serious problems from mentally challenged children in the classroom. One respondent said that if she pays more attention to this child, the education of other children is affected adversely. She added that parents of mentally challenged child do not bring him to school regularly. Another respondent said that a child suffering from multi-disabilities does not benefit from the education in the regular classroom, because he cannot understand anything.

The respondents were asked about the cooperation of parents of children with disabilities with the school. Except for two respondents of one school in Bokaro district, others said that they receive cooperation of parents of children with disabilities. The respondents were asked to tell about challenges in the implementation of RTE Act for these children and give their suggestions for its proper implementation. Three major challenges in the implementation of RTE were pointed out by the respondents in Ranchi district. These were (a) there were no special teachers at school level to help children with disabilities; (b) teachers have not been trained to teach children with disabilities; and (c) parents do not bring their children with disabilities to school regularly. The suggestions were to take
immediate steps to overcome all these problems and make school environment child friendly so that all children could study together. Necessary facilities, such as medicines, infrastructural modifications and required furniture may be made available. In Bokaro district respondents said that they had not been oriented about RTE to children with disabilities. Therefore, all teachers should be oriented about the provisions of RTE for children with disabilities. Furthermore, the schools do not have special teachers to help children with disabilities in their education and there are no aids and appliance for these children. The suggestions were that proper educational and infrastructural facilities should be made available to these children. Sufficient number of special teachers should be appointed to ensure RTE to these children.

3.4 Interviews with Disadvantaged Children

Interviews with SC/ST students were conducted to have first-hand information about various facilities and educational help they receive. Three SC and one ST students in Ranchi district and four SC and Three ST students in Bokaro district were interviewed. The first item in the interview schedule related to various facilities, such as free textbooks, scholarship and uniform. All eleven respondents in Ranchi and Bokaro districts confirmed having received free textbooks and scholarships (classes I-IV Rs. 180, Classes V-VI Rs. 360 and Classes VII-VIII Rs. 660). Free uniform were provided to girls only.

Another item inquired if these students were attending schools regularly. All eleven students in both the districts told that they attend their schools regularly except when they are sick. Out of eleven students in Ranchi and Bokaro districts, only three students said that whenever they encounter any difficulty, teachers explain even outside the classroom. One student of class VI in Bokaro district said: “नहीं
school having 453 students and 11 teachers. The maintenance of the school was very poor and there was no security and safety of students. Teachers and students appeared to be dissatisfied.

3.5 Interviews with Children with Disabilities

Eight children with disabilities (one locomotors challenged and one hearing impaired in Ranchi district; and four locomotors challenged, one hearing impaired and one low vision children in Bokaro district) were interviewed. The help of parents/teachers was taken in communicating with children whose hearing loss was severe. Children were asked to tell what educational materials did they received free of cost. All children in both the districts received free textbooks that are given to non-disabled children. Low vision child did not get large print or Braille books. Children with various disabilities did not receive scholarship amounts except for those who belonged to SC/ST categories.

Children with disabilities were asked to tell about their difficulties in coming to the school. One locomotors challenged child in Bokaro had received wheelchair and another received crutches. When inquired about different aids and appliances provided to these children in Ranchi and Bokaro districts, only two children had received aids and appliances in the sample schools of Ranchi district. In Bokaro district, one locomotors challenged received a wheelchair, another received crutches and a child with low vision received eyeglasses. No training was given to these children to use aids and appliances properly. It is amazing that children with disabilities in the sample schools of Ranchi district did not receive aids and appliances even though the state coordinator of inclusive education claimed that aids and appliances had been distributed.

Children with disabilities were asked if they encounter problems in moving around the school. One child suffering from spinal bifida in Ranchi district used to be brought to the school by her mother and senior students used to help her. She, however, found it extremely difficult to sit on regular furniture due to her nature of disability. One child in Bokaro district suffering from severe physical disability told that he did not come to the school regularly, because there was no furniture in the school and he could not sit on the floor. In most of the cases, classmates help children with disabilities.
Children with disabilities were asked if they were receiving additional help from teachers. All children with disabilities in both the districts told that teachers seat them in the front row and provide help whenever needed. They also told that their classmates and teachers behaved with them nicely. There were no cases of late admission or dropout of children with disabilities.

3.6 Interviews with Parents of Disadvantaged and Children with Disabilities

Interviews with parents of SC/ST/BPL/children with disabilities were conducted in Ranchi and Bokaro districts to find out their awareness of RTE, various facilities to their children, additional educational help to their children and any difficulty faced by their children. Five parents of SC/ST/BPL/children with disabilities in Ranchi district and seven parents of SC/ST/BPL/children with disabilities in Bokaro district were interviewed. The parents were asked if they had encountered any difficulty in the admission of their children. None of the parents in both the district faced any difficulty in the admission of their children. None of the parents knew about right to education act, nor were they told about it by the school in both the districts. It was told by the parents of children with disabilities that SC/ST children received all those facilities that were applicable to these categories. The children with disabilities, who did not fall in the categories of SC/ST, did not receive any facility except free textbooks in both the districts. No additional educational help to the above categories of children was reported by the parents in both the districts. Parents did not report any major difficulties in schools for their children. However, one parent of low vision child in Bokaro told that the child found it very difficult to read the blackboard. This problem could be overcome to a great extent if teachers are trained to use total communication method in the classroom in which the teacher uses verbal, written and other teaching skills, e.g. facial expressions, dramatization etc.

The parents were asked to tell if they participate in the PTA meetings of the schools and give suggestions for further improvement of education to their children. All parents, who were interviewed, informed of participating in various meetings of school. They said that regularity and punctuality of school attendance, cleanliness and attention to the education of children were stressed in Ranchi district. Parents of children with disabilities were asked to take educational care of their children. Majority of parents in Bokaro district belong to very poor category and they do not participate in PTA meetings. A minority of parents told that
regularity and punctuality of children to school was stressed. One parent of hearing impaired child told that he did not receive any information about meetings. Therefore, he did not attend PTA meetings. The parents gave the following suggestions:

- Scholarship amount should be enhanced (3/5 in Ranchi district and 5/7 in Bokaro district).
- School uniform should be provided to all children (2/5 in Ranchi district and 2/7 in Bokaro district).
- Trained special teachers should be appointed (2/5 in Ranchi district).
- Urdu teachers should be appointed in school (1/5 in Ranchi district).
- Aids and appliances in accordance with specific needs of children with disabilities should be provided (1/5 in Ranchi district and 3/7 in Bokaro district).
- Escort facility to needy children with disabilities should be provided (2/7 in Bokaro district).
- Regular medical check-ups should be organized for children with disabilities (2/7 in Bokaro district).

3.7 Observation Results in Ranchi and Bokaro Districts

The facilities available in schools have been shown in the following table:

<table>
<thead>
<tr>
<th>Facilities in Schools</th>
<th>Ranchi Available in schools</th>
<th>Ranchi Not available in schools</th>
<th>Total Schools</th>
<th>Bokaro Available in schools</th>
<th>Bokaro Not available in schools</th>
<th>Total Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe drinking water</td>
<td>03</td>
<td>00</td>
<td>03</td>
<td>04</td>
<td>00</td>
<td>04</td>
</tr>
<tr>
<td>Separate toilets for boys and girls</td>
<td>03</td>
<td>00</td>
<td>03</td>
<td>04*</td>
<td>00</td>
<td>04</td>
</tr>
<tr>
<td>Disabled friendly toilets</td>
<td>02</td>
<td>01</td>
<td>03</td>
<td>02</td>
<td>02</td>
<td>04</td>
</tr>
<tr>
<td>Ramps with railings</td>
<td>03*</td>
<td>00</td>
<td>03</td>
<td>03*</td>
<td>01</td>
<td>04</td>
</tr>
<tr>
<td>Railing/other safety measures (Railing on stairs, boundary walls) in the building</td>
<td>02</td>
<td>01*</td>
<td>03</td>
<td>03</td>
<td>01</td>
<td>04</td>
</tr>
<tr>
<td>Playground</td>
<td>03</td>
<td>00</td>
<td>03</td>
<td>02</td>
<td>02</td>
<td>04</td>
</tr>
<tr>
<td>Approach road to the school for wheel chair</td>
<td>00</td>
<td>03</td>
<td>03</td>
<td>00</td>
<td>04</td>
<td>04</td>
</tr>
</tbody>
</table>

Safe drinking water was available in all sample schools of Ranchi and Bokaro districts, while separate toilets for boys and girls were available in all three sample schools of Ranchi district
and four sample schools of Bokaro district. In two of the sample schools in Bokaro district, though separate toilets were available, they were extremely unhygienic. Disabled friendly toilets were available in two out of three sample schools in Ranchi district, while Bokaro district had special disabled friendly toilets in two out of four sample schools.

**Although ramps for wheelchair were available in all three-sample schools of Ranchi district, none of them was as per specifications. One of the ramps had no railings. In Bokaro district, three sample schools had ramps, which were not as per specifications and one school did not have any ramp. Out of these three ramps, one did not have any railings.**

Out of three sample schools in Ranchi district, one school did not have boundary walls and there was an electric transformer outside the school without safety precautions posing serious threat to children’s security. In one of the sample schools of Bokaro district, safety precautions were inadequate. The school was on the roadside and there was no compound in school. Playgrounds were not available in two of the sample schools of Bokaro district. None of the sample schools in both the districts had suitable approach path for wheelchair users.

### 3.8 Spotlight

- Orientation for RTE did not include information about disadvantaged and children with disabilities.
- Safety and security of children was at high risk in some sample schools.
- Very few sample schools had disabled friendly toilets.
- Ramps were defective, without railings and unsuitable for wheelchair users.
- Approach path to school was not suitable for wheelchair users in many schools.
- There was no training for children admitted under age-appropriate admissions.
- These children were seated with high performing children so that they could pick up fast.
- Insufficient number of teachers is a major hurdle in the implementation of RTE.
- Awareness of RTE should be created in community.
- Untrained teachers affect the quality of education.
- Additional works, e.g., supervising building construction, report writing and deputations to other offices adversely affect the teaching work.
- Special teachers visited children with disabilities weekly due to heavy workload.
• Educational materials for children with disabilities were non-existent in all sample schools.
• Three major challenges in the implementation of RTE were (a) no special teachers at school level; (b) teachers are not trained to teach children with disabilities; and (c) parents do not bring their children with disabilities to school regularly.
• Low vision children did not receive large print or Braille books.
• Children with various disabilities did not receive scholarship amounts except for those who belonged to SC/ST categories.
• Not all children with disabilities received required aids and appliances.
• Children with no vision were not found in sample schools and it was informed that they are sent to special schools.
Chapter IV

Kerala

Implementation of Right to Education (RTE) Act 2009 for Disadvantaged Children
Kerala

Implementation of Right to Education (RTE) Act 2009 for Disadvantaged Children

4.1 Background

A questionnaire was sent to all states and union territories (UTs) seeking basic information on the status of implementation of Right to Education Act 2009 (RTE) for disadvantaged children. Kerala did not respond to the questionnaire even after repeated reminders, despite the fact that this study was extremely important from the point of view of needed improvements for proper implementation of the Act. Consequently, the experts advised to take one educationally low performing state and one educationally high performing state from the group of non-responding states for in-depth study besides the states/UTs that had responded to the questionnaire. Based on the recommendations of experts, Kerala was selected for in-depth study from the group of educationally high performing states.

Two districts: Thiruvananthapuram and Kollam were selected for in-depth study based on high population of ST/SC and children with disabilities. The following table shows samples of the study in both the districts.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Thiruvananthapuram</th>
<th>Kollam</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Functionaries</td>
<td>01</td>
<td>00</td>
</tr>
<tr>
<td>Head Teachers/Teachers</td>
<td>02</td>
<td>04</td>
</tr>
<tr>
<td>SC/ST Students</td>
<td>04</td>
<td>01</td>
</tr>
<tr>
<td>Children with Disabilities</td>
<td>03</td>
<td>03</td>
</tr>
<tr>
<td>Guardians</td>
<td>03</td>
<td>05</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>13</td>
</tr>
</tbody>
</table>

The table clearly shows that there were an equal numbers of females and males (13 each) in Thiruvananthapuram district; while there were 21 males and 19 females in Kollam district. The number of female respondents in each group differed, (except for functionaries), though the total number of males was more than the total number of females in the sample.
Table 4.2 Area-wise Sample Schools and Respondents in Thiruvananthapuram and Kollam Districts

<table>
<thead>
<tr>
<th>Schools and Respondents</th>
<th>Thiruvananthapuram</th>
<th>Kollam</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rural</td>
<td>Urban</td>
</tr>
<tr>
<td>Schools</td>
<td>02</td>
<td>02</td>
</tr>
<tr>
<td>Head Teachers/Teachers</td>
<td>04</td>
<td>02</td>
</tr>
<tr>
<td>SC/ST Children</td>
<td>02</td>
<td>03</td>
</tr>
<tr>
<td>Children with Disabilities</td>
<td>03</td>
<td>03</td>
</tr>
<tr>
<td>Guardians</td>
<td>04</td>
<td>04</td>
</tr>
</tbody>
</table>

The sample schools in Thiruvananthapuram district were two rural and two urban, and in Kollam district four rural and one urban. Most of the sample schools in Kerala were primary and upper primary combined. There were six respondents (04 rural and 02 urban) in the head teacher/teacher group in Thiruvananthapuram district and eight respondents (06 rural and 02 urban) in Kollam district. The number of SC children interviewed in Thiruvananthapuram district were five (02 rural and 03 urban) and SC children interviewed in Kollam district were eleven (08 rural and 03 urban). Children with different disabilities interviewed in Thiruvananthapuram were six (03 rural and 03 urban) and ten (08 rural and 02 urban) in Kollam district. The numbers of guardians interviewed in Thiruvananthapuram district were eight (04 rural and 04 urban) and ten (08 rural and 02 urban) in Kollam district.

4.2 Interviews with Functionaries

Only two functionaries - one in Thiruvananthapuram district and one in Kollam district could be interviewed. They were asked about the steps taken by the state for SC/ST/BPL/various categories of disabled children in the light of Right to Education Act 2009. The functionary in Thiruvananthapuram had joined his duties a few months back and he was not very clear about steps taken in the light of Right to Education Act, 2009 (RTE). He told that all children were being brought to schools for their education with the help of their parents. The functionary in Kollam district claimed that he himself conducts monitoring work and ensures facilities to children in accordance with their needs. ‘Sahavasa’ programme is conducted in each block for SC/ST children for personality development and provide coaching in the subjects in accordance with their needs. Teachers and parents participate in this programme in order to provide coaching. The facilities, e.g., free textbooks, uniform, scholarship are
given to these children. ‘Sahavasa’ programme is conducted in Panchayat Bhawan, where children from their respective homes come for various activities. School Management Committees (SMCs) also discuss about various facilities to be provided to SC/ST children. The functionary in Thiruvananthapuram told that below poverty line (BPL) children had been provided textbooks, uniform and school bags. The functionary in Kollam informed that ‘Padhnavedu’ programme was going on for below poverty line (BPL) and above poverty line (APL) children. ‘Padhana Vedu’ programme is coaching classes that are organised everyday from 5:30 p.m. to 7:30 p.m. Teacher provides coaching to children in the subject areas where these children are weak. One centre in each Panchayat has been opened to run this programme and there are 30 centres in Kollam district. Parents and villagers fully support this programme. A photograph of the programme is shown here:

District Project Officer (DPO) of Thiruvananthapuram was not aware of the steps taken by the state for children with disabilities, because he had joined his official position recently. However, DPO of Kollam told that spectacles and large print picture charts were provided to children with low vision.

Since children with total loss of vision were not found in the survey conducted by the DPO office in Kollam, Braille books were not supplied to schools. Hearing-impaired children were provided hearing aids after assessments. These hearing aids were prescribed by the audiologists. The DPOs in Thiruvananthapuram and Kollam informed that disabled friendly toilets and ramps with railing had been constructed in all schools to facilitate easy access to wheelchair users (children with locomotors disabilities). When deficiencies in construction of ramps were pointed out, the DPOs said that they would incorporate necessary changes in the ramps. The DPO of Kollam also told that wheelchairs, walking sticks as per need are being provided to children with locomotors disabilities after assessment. Scholarships to children with disabilities are given and suitable furniture for seating children with locomotors disabilities are also provided in the classrooms. There is a provision of Rs. 5000.00 per child per year for corrective surgery for children with disabilities.
DPOs in both the districts informed that home-based education is given to children with mental disability and children with multiple disabilities. The DPO in Kollam also told that parent counselling is done to train them in handling these children. In twelve block resource centres (BRCs), 132 resource teachers had been appointed to help children with disabilities in their education. Education volunteers had been appointed to visit children with multiple-disabilities at home and provide counselling and basic lessons in language and arithmetic.

Another item for functionaries was concerned with steps about non-enrolled and dropout special needs children’s admission and training for age-appropriate placement in different classes. DPOs of Thiruvananthapuram and Kollam reported that they did not find any non-enrolled and dropout special needs children during their survey.

The functionaries were requested to tell about various facilities available to different categories of children with disabilities. The DPO in Thiruvananthapuram told that educational material for visually impaired children was available at BRC, but it was not fully accessible to these children. The DPO in Kollam, however, told that these children were being seated in front rows, and spectacles, large print picture cards and chart boards were provided to them. In Thiruvananthapuram district, children with hearing impairments were assessed for hearing loss and suitable hearing aids were provided. Speech therapy was provided to these children for improvements in language. In Kollam district, these children were seated in the front row in the classroom and teacher paid individual attention to these children. She used various teaching strategies and modified them in accordance with the specific needs of these children.

DPOs in both the districts said that wheelchairs, walking sticks (crutches) and callipers were provided to children with locomotors disabilities as per their needs. Ramps with railings and disabled friendly toilets had been constructed in schools. Inclusive education centre (IEC) provides physiotherapy to children with locomotors disabilities and all necessary equipment for this purpose is available in such centres. There is a provision of Rs. 5000.00 per child per year for corrective surgery. The provisions for home-based education for mentally challenged and children with multiple-disabilities were available in both the districts, but parent counselling was a special feature for such children in Kollam district.
The functionaries were requested to tell about the steps taken for special teachers, educational materials, and infrastructural modifications to meet varying needs of disabled children. Both the DPOs told that resource teachers had been appointed to help children with disabilities in their education and training of these teachers is organised at state level. Adapted educational materials, such as adapted textbooks, educational toys, picture charts are available in BRCs, said DPO of Thiruvananthapuram. The DPO of Kollam added that these items are supplied to schools as per the subject and needs of children. Both the DPOs claimed that infrastructural modifications, such as construction of ramps with railings, disabled friendly toilets had been done.

When asked about the future strategy of state to implement inclusive education, they said that defective ramps would be reconstructed to meet specifications laid down for construction of ramps. Special sitting furniture for CP children and others would be arranged and classrooms would be made disabled friendly. Groups consisting of general teachers, parents of children with disabilities and resource teachers are formed to share and discuss their problems and find solutions. BRCs carry out monitoring work and provide on-site support to teachers.

The functionaries were asked about the arrangement of pre-school education for children, including children with disabilities. The functionaries informed that government is planning to start pre-primary school with every primary school. Anganwadi centres are already there, but parents of children with disabilities do not send them to these centres.

4.3 Interviews with Head Teachers/Teachers

Head teachers/teachers were asked if they had been told about Scheduled Caste (SC), Scheduled Tribes (ST), Below Poverty Line (BPL) children in the orientation programme for Right to Education Act (RTE) 2009. All fourteen respondents (6 in Thiruvananthapuram and 8 in Kollam) told that general instruction like no discrimination, age-appropriate admission were given; but no specific instruction were given about SC/ST/BPL children. The second item in the interview schedule for head teachers/teachers inquired about special provisions for different categories of children. All respondents in Thiruvananthapuram and Kollam informed that SC/ST/BPL children receive scholarship (Rs. 250 per year from class I-IV and Rs. 700 per year from class V-VIII). Free textbooks and free uniform are provided to all children (general, SC/ST/BPL). They also informed that educationally weak SC/ST/BPL
children receive free coaching everyday either before the school starts or after school hours. Head teachers/teachers were asked about the steps taken for non-enrolled, dropout and age-appropriate admission belonging to above categories and their training for placement in different classes. Since all children come for admission at the prescribed age, there is no problem of non-enrolled, dropout and age-appropriate admission and their training for placement in different classes, said 13 respondents.

When inquired about assessment procedures used for educational evaluation of children, all respondents in both the districts said that they maintain individual profile of daily activities of children in the school for which marks are given, and these marks are converted into grades. Children are also given monthly, half-yearly and annual tests and marks are awarded. These marks are later converted into grade. Head teachers and teachers were asked to tell about the steps they take for providing supplementary instruction to educationally weak children. All respondents in both the districts informed that extra classes are organised to impart instruction to educationally weak children either before the school starts or after the classes are over. One head teacher added that SSA appoints additional teacher to provide instruction in extra classes, and monthly salary of Rs 750 is paid to such teachers.

The head teachers/teachers were asked if they face difficulties in seeking cooperation from the parents of children of various categories, except four respondents in Thiruvananthapuram, all head teachers and teachers in both the districts reported of receiving full cooperation from parents of children. Four respondents, who told of not receiving cooperation from parents, explained that these parents belong to BPL category and they do not pay attention to the education of their children.

The respondents were asked to narrate constraint and challenges, if any, in the implementation of RTE, 2009. Out of fourteen respondents in both the district, one head teacher in Thiruvananthapuram said that there are constraint and challenges in the implementation of RTE in the real sense. The pupil-teacher ratio is 1:50, which is not as per RTE norms. There are no supporting staffs for library and Lab, and one staff was appointed by Parent-Teacher Association (PTA) to look after library at monthly salary of Rs 2000. Mid-day meal also consumes a lot of time, because head teacher and teacher have to go to store to collect grain and complete all formalities. He further added that children of migrant labourers from Hindi speaking states, Gujarat, Kanada and Assam
come for admission and leave school because of inadequate arrangements for age-appropriate training for placement in different classes.

Head teachers and teachers were requested to give suggestions for proper implementation of RTE 2009. One head teacher in Thiruvananthapuram said that recurrent training programmes should be conducted in the area of RTE, so that teachers are made fully aware of various provisions of RTE. One respondent in Thiruvananthapuram and four respondents in Kollam maintained that awareness campaigns for parents and society should be conducted to create awareness for RTE. Two respondents in Thiruvananthapuram and three respondents in Kollam said that scholarship amount to children from classes I-VIII should be enhanced to Rs. 5000 per year, while one teacher in Kollam stressed that children should receive scholarship amount monthly, not at the end of the year. One respondent in Thiruvananthapuram and two respondents in Kollam told that transport arrangements should be made to bring children to school and drop them back home, particularly for those who come from a far-flung areas.

Section III of the interview schedule for head teachers/teachers was related to children with disabilities and the respondents were requested to provide information. The first item in section III inquired if the respondents had received any orientation about RTE for children with disabilities. One respondent in Thiruvananthapuram and four respondents in Kollam informed of receiving general orientation about children with disabilities during the orientation of RTE. However, a majority of respondents (05 in Thiruvananthapuram and 04 in Kollam) denied having received any information about RTE to children with disabilities during the orientation for RTE.

When inquired about provisions/facilities in the school for children with disabilities, all respondents in both the districts told that ramps with railings and disabled friendly toilets were available at school level. Children with disabilities receive aids and appliances as per their needs. BRC provides special educational materials and special teachers visit schools once in a week to provide guidance to these children. Head teachers/teachers were asked to tell about the steps taken for special teachers, educational materials, infrastructure etc to meet varying needs of different categories of children with disabilities. Almost all respondents told that special teacher visits the school once or twice a week, which is inadequate. Daily visit of special teacher to every school should be ensured so that...
children with disabilities could benefit in improving their learning. Further, special teachers have specialisation in one disability, while they deal with all types of disabilities. It is difficult to understand how much justice they may be doing to children with other disabilities when they have no expertise in different disabilities. As far as educational materials are concerned, special teachers bring such materials with them and take it back with them. If teachers take special materials back with them, how children with disabilities will learn? In most of the schools, ramps with railings were not made as per specification making it extremely difficult for wheelchair users to use them. One head teacher in Thiruvananthapuram and one head teacher in Kollam districts claimed that their schools had special furniture to meet specific seating needs of CP children.

The respondents were asked about steps taken for age-appropriate admission of children with disabilities. All respondents in both the districts said that they did not have problem of over age children coming for admission. The head teachers/teachers were asked to tell about assessment procedures they use for different categories of children with disabilities. A majority of respondents claimed that CCE was being used in the assessment of children with disabilities. In case of children with low vision, teachers used oral assessment procedures. A minority of respondents, however, told that assessment of children with disabilities was being done by the special teachers. One teacher in Kollam district informed of assessing mentally challenged children through picture charts and toys.

When asked about cooperation of parents of children with disabilities with school, all respondents expressed their satisfaction over cooperation of parents of children with disabilities with the school. The teachers were asked about difficulties that they encounter in teaching different categories of children with disabilities. Almost all respondents in both the districts said that they encountered difficulties in teaching different categories of children with disabilities. They said that behaviour problem of children with mental disabilities (challenges) makes it difficult to manage classroom teaching. These teachers do not have any special training and they find themselves helpless in dealing with children with mental challenges. Two of the teachers said that in a class of 50 children, it is extremely difficult to pay attention to children with mental challenge and they try to help these children by explaining them personally.
The respondents were asked about constraints and challenges in the implementation of RTE for these children and give their suggestions for the same. A majority of respondents (3/6 50% in Thiruvananthapuram and 6/8 75% in Kollam districts) maintained that handling children with serious mental disabilities in the classroom is a major challenge, particularly, when teachers are not trained in dealing with such children. Remaining respondents in both the districts did not have any problem in dealing with these children. It is possible that these teachers may not be teaching children with mental disability or they may not have children with disabilities in their classrooms. The following suggestions were given by the respondents for proper implementation of RTE:

- Special teacher should be appointed at school level to help children with disabilities, said 4/6 respondents in Thiruvananthapuram and 8/8 in Kollam districts.
- One respondent in Thiruvananthapuram and two respondents in Kollam districts suggested that general teachers should be provided training in dealing with children with disabilities.
- Two respondents in Thiruvananthapuram and four respondents in Kollam districts told that relevant materials for teaching children with disabilities were not available in schools. These materials should be supplied to schools urgently.
- Three respondents in Thiruvananthapuram said that aids and appliances should be made available to schools to ensure RTE to children with disabilities.
- One respondent in Thiruvananthapuram maintained that children with mental disability should be sent to special school.
- Two of the respondents in Kollam district suggested that suitable modifications should be made in the classroom by providing appropriate furniture to children with disabilities in accordance with their specific needs.

4.4 Interviews with Disadvantaged Children

Interviews with SC students were conducted to have first-hand information about various facilities and educational help they receive. ST students were not available in the sample schools. Five SC students in Thiruvananthapuram district and eleven SC students in Kollam district were interviewed. The first item in the interview schedule related to various facilities, such as free textbooks, scholarship and uniform. All sixteen respondents in both the districts confirmed having received free textbooks, uniform and scholarships (classes I-IV Rs.250,
Classes V-VIII Rs. 700). Four SC students in Kollam district informed that they had received teaching-learning materials, such as sketch pens, charts and markers.

Another item inquired if these students were attending schools regularly. All sixteen students in both the districts told that they attend their schools regularly except when they are sick. Out of sixteen SC students in Thiruvananthapuram and Kollam districts, thirteen students said that their teachers helped them in overcoming academic difficulties. They take extra remedial classes also to help educationally weak children. However, three students in Kollam district told that no extra classes were being organised for educationally weak children, but teachers do help children during the class teaching. SC students were asked to tell their experiences about behavior of classmates and teachers towards them. All students in both the districts expressed full satisfaction over the behavior of classmates and teachers.

### 4.5 Interviews with Children with Disabilities

Six children with disabilities (two low vision, two no vision and two mentally challenged) were interviewed in Thiruvananthapuram district and ten children with disabilities (Three locomotors, two cerebral Palsy (CP), one low vision, three mentally challenged and one suffering from multiple-disabilities) were interviewed in Kollam district. The help of teachers was taken in interviewing children because of language problem. Children were asked to tell what educational materials they received free of cost. All children in Thiruvananthapuram and Kollam districts received free textbooks and uniform, which are given to non-disabled children. All six children suffering from various types of disabilities received Rs. 1100.00 under the scheme of Integrated Education for Disabled Children (IEDC). One mentally challenged child told that he had also received Rs. 500 per year from state government in addition to Rs. 1100. As far as aids and appliance and other teaching materials were concerned, special teachers brought materials with them from the resource centre and took it back with them. **Children have not been provided teaching-learning materials individually despite the fact that SSA has a provision for Rs. 3000 per disabled child per year. One child with total loss of vision in Thiruvananthapuram reported of receiving Braille kit from Kerala Federation of the Blind. Two low vision children did not get large print or Braille books; but one low vision child received eyeglasses after assessment. In Kollam district too, low vision child did not receive TLM or large print materials in accordance with her specific needs. Out of ten children with various**
disabilities in Kollam district, only four children (two locomotors and two mentally challenged) received TLMs. It is difficult to understand why other children were not provided TLMs.

Children with disabilities were asked to tell about their difficulties in coming to the school. Some schools in Thiruvananthapuram and Kollam districts have been provided buses to bring children to schools and take them back home, while other schools did not have this facility. Some children with disabilities were being accompanied by their mothers or any other family member. Thus, there was no major problem for children with disabilities in coming to the school in both the districts. Children with disabilities were asked if they encounter problems in moving around the school. Although ramps were not made properly, children with disabilities did not encounter serious problems, because they received help from people in the school in both the districts. Most of these children remained in classrooms during recess.

The children with disabilities were asked to tell about the aids and appliances they received. It was obvious from the interviews with children suffering from total loss of vision that they did not receive individual educational aids and appliances in Thiruvananthapuram and Kollam districts. However, some children received Braille kits from Kerala Federation of the Blind. Children suffering from locomotors disabilities received crutches, wheelchairs, calipers etc from SSA. Children who received aids and appliance were given training in the use of these items in Block Resource Centers once a week.

Children with disabilities were asked if they were receiving additional help from teachers. All children with disabilities in Thiruvananthapuram and Kollam districts told that teachers pay special attention to them and take special care of them. Teachers seat them in the front row and provide help whenever needed. They also told that their classmates and teachers behave with them nicely. There were no cases of late admission or dropout of children with disabilities.

4.6 Interviews with parents of disadvantaged and disabled children

Interviews with parents of SC/disabled children were conducted in Thiruvananthapuram and Kollam districts to find out their awareness of RTE, various facilities to their children, additional educational help to their children and any difficulty faced by their children. Eight
parents of SC /disabled children in Thiruvananthapuram district and ten parents of SC /disabled children in Kollam district were interviewed. The parents were asked if they had encountered any difficulty in the admission of their children. None of the parents in both the district faced any difficulty in admission of their children. Half of the parents (4/8) in Thiruvananthapuram and less than half of the parents (4/10) in Kollam had some knowledge of RTE. These parents came to know about RTE either through acquaintance or through school meetings.

In response to the question what special facilities are provided to your child, all parents in Thiruvananthapuram and Kollam districts told that their children had received free textbooks, uniform and scholarship. Six of the ten parents in Kollam district told that their children with disabilities had received Wheelchair, special shoes and TLMs besides free textbooks, uniform and scholarship. One parent of a child with disability in Thiruvananthapuram told that her child had received special shoes after one year of assessment resulting in acute pain in wearing these shoes. Therefore, the child could not use those shoes. When this matter was reported to the concerned authorities, she was told that assessment would be done again and new special shoes would be provided.

The parents were asked if their children had received additional help from the school. Except three parents in both the districts, all other reported of receiving help from schools. The help was in the form of extra coaching to educationally weak children and special attention to children with disabilities. However, out of these three parents, the child of one parent in Thiruvananthapuram did not receive any aids and appliances, while child of one parent in Kollam was receiving home-based education. One SC parent in Kollam reported of no additional help from the school. When asked about problems faced by their children, no parent reported of any problem faced by their children. They said that other children help their disabled children in day-to-day activities, including taking them to toilet.

The parents were asked to tell if they participate in the PTA meetings of the schools and give suggestions for further improvement of education to their children. All parents in both the districts, who were interviewed, informed of participating in various meetings of school. They said that educational progress and health issues of children are discussed in meetings. Parents gave the following suggestions:
• Three parents wanted scholarship amount to be enhanced.
• Trained special teachers should be appointed in every school (02 in Thiruvananthapuram district and 08 in Kollam district).
• Aids and appliances in accordance with specific needs of children with disabilities should be provided (02 in Thiruvananthapuram district and 01 in Kollam district).
• Escort facility should be provided to needy children with disabilities (01 in Thiruvananthapuram district).
• Regular medical checkups should be organized for children with disabilities (02 in Thiruvananthapuram district).
• Two parents in Thiruvananthapuram and one parent in Kollam districts demanded that transport facilities should be provided to bring their children to schools and back. These parents were from the schools where transport facilities were not available.
• Suitable infrastructural changes in school buildings should be made to ensure accessibility and safety of children with disabilities. Furniture, including special furniture in accordance with needs of children with disabilities should be provided (02 in Thiruvananthapuram and 01 in Kollam).

4.7 Observation Results in Thiruvananthapuram and Kollam Districts
The facilities available in schools have been shown in the following table:

Table 4.3 Facilities in Schools

<table>
<thead>
<tr>
<th>Items</th>
<th>Thiruvananthapuram</th>
<th>Kollam</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Available in schools</td>
<td>Not available in schools</td>
</tr>
<tr>
<td>Safe drinking water</td>
<td>04</td>
<td>00</td>
</tr>
<tr>
<td>Separate toilets for boys and girls</td>
<td>04</td>
<td>00</td>
</tr>
<tr>
<td>Disabled friendly toilets</td>
<td>03</td>
<td>01</td>
</tr>
<tr>
<td>Ramps with railings</td>
<td>04*</td>
<td>00</td>
</tr>
<tr>
<td>Railing/other safety measures (Railing on stairs, boundary walls) in the building</td>
<td>02</td>
<td>02*</td>
</tr>
<tr>
<td>Playground</td>
<td>02</td>
<td>02</td>
</tr>
<tr>
<td>Approach road to the school for wheelchair</td>
<td>00</td>
<td>04*</td>
</tr>
</tbody>
</table>
Safe drinking water and separate toilets for boys and girls were available in all sample schools of Thiruvananthapuram and Kollam districts. Disabled friendly toilets were available in three out of four sample schools in Thiruvananthapuram district and four out of five sample schools in Kollam district.

Although ramps for wheelchair were available in all sample schools of both the districts, none of them were constructed as per specifications making it extremely difficult for wheelchair users to use them. The photographs of ramps are shown here.

Two out of four sample schools in Thiruvananthapuram and in three out of five sample schools in Kollam district had safety measures, such as railings on staircase, balcony and veranda. Playgrounds were not available in two of the sample schools in Thiruvananthapuram district and three of the sample schools in Kollam district. As far as suitable approach roads to schools for wheelchair users were concerned, only four sample schools in Kollam had this facility.
4.8  **Spotlight**

- Orientation for RTE did not include information about disadvantaged and children with disabilities.
- The pupil-teacher ratio is 1:50, which is not as per RTE norms.
- Mid-day meal consumes a lot of time, because head teacher and teacher have to go to store to collect grain and complete all formalities.
- Children of migrant labourers from Hindi speaking states, Gujarat, Kanada and Assam leave school because of inadequate arrangements for age-appropriate training for placement in different classes.
- Weekly visit by special teacher to children with disabilities.
- Teachers experience difficulties in teaching different categories of children with disabilities.
- Teachers have not been trained in the area of disabilities.
- Children with disabilities, especially visually impaired, have not been provided teaching-learning materials individually.
Chapter V
Orissa
Implementation of Right to Education (RTE) Act 2009 for Disadvantaged Children
Orissa

Implementation of Right to Education (RTE) Act 2009 for Disadvantaged Children

5.1 Background

A questionnaire was sent to all states and union territories (UTs) seeking basic information on the status of implementation of Right to Education Act 2009 (RTE) for disadvantaged and disabled (challenged) children. One state from each region was selected for in-depth study from amongst the responding states based on their work on implementation of RTE for disadvantaged and disabled children. Orissa from East Region was selected for in-depth study based on information they supplied about their work in the area of disadvantaged and disabled children.

Two districts: Cuttack and Puri were selected for in-depth study based on high population of SC/ST and children with disabilities (challenged children). The following table shows samples of the study in both the districts.

### Table 5.1 Respondents (Samples) in Cuttack and Puri Districts

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Cuttack</th>
<th></th>
<th>Puri</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
<td>Male</td>
</tr>
<tr>
<td>Functionaries</td>
<td>01</td>
<td>00</td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td>Head Teachers/Teachers</td>
<td>03</td>
<td>04</td>
<td>07</td>
<td>01</td>
</tr>
<tr>
<td>SC/STBPL Students</td>
<td>03</td>
<td>03</td>
<td>06</td>
<td>02</td>
</tr>
<tr>
<td>Children with Disabilities</td>
<td>03</td>
<td>01</td>
<td>04</td>
<td>01</td>
</tr>
<tr>
<td>Guardians</td>
<td>09</td>
<td>02</td>
<td>11</td>
<td>04</td>
</tr>
<tr>
<td>Total</td>
<td>19</td>
<td>10</td>
<td>29</td>
<td>09</td>
</tr>
</tbody>
</table>

The table shows that the number of male in Cuttack district was almost double (19) compared with females (10). On the other hand, there were almost equal numbers of males and females (males 09 and females 11) in Puri district. The number of female respondents in each group differed, (except for functionaries), though the total number of males was more than the total number of females in the sample.
Table 5.2 Area-wise Sample Schools and Respondents in Cuttack and Puri Districts

<table>
<thead>
<tr>
<th>Schools and Respondents</th>
<th>Cuttack</th>
<th></th>
<th></th>
<th>Puri</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rural</td>
<td>Urban</td>
<td>Total</td>
<td>Rural</td>
<td>Urban</td>
<td>Total</td>
</tr>
<tr>
<td>Schools</td>
<td>02</td>
<td>04</td>
<td>06</td>
<td>03</td>
<td>01</td>
<td>04</td>
</tr>
<tr>
<td>Head Teachers/Teachers</td>
<td>02</td>
<td>05</td>
<td>07</td>
<td>03</td>
<td>01</td>
<td>04</td>
</tr>
<tr>
<td>SC/ST BPL Children</td>
<td>02</td>
<td>04</td>
<td>06</td>
<td>03</td>
<td>01</td>
<td>04</td>
</tr>
<tr>
<td>Children with Disabilities</td>
<td>02</td>
<td>02</td>
<td>04</td>
<td>03</td>
<td>01</td>
<td>04</td>
</tr>
<tr>
<td>Guardians</td>
<td>07</td>
<td>04</td>
<td>11</td>
<td>05</td>
<td>02</td>
<td>07</td>
</tr>
</tbody>
</table>

The sample schools in Cuttack district were 02 rural and 04 urban, and 03 rural and 01 urban in Puri district. There were 07 respondents (02 rural and 05 urban) in the head teacher/teacher group in Cuttack district and 04 (03 rural and 01 urban) in Puri district. The numbers of SC/ST children interviewed in Cuttack district were six (02 rural and 04 urban) and four (03 rural and 01 urban) in Puri district. Children with disabilities interviewed in Cuttack district were four (02 rural and 02 urban) and four (03 rural and 01 urban) in Puri district. The number of guardians interviewed in Cuttack district were eleven (07 rural and 04 urban) and seven (05 rural and 02 urban) in Puri district.

5.2 Interviews with Functionaries

Two functionaries - one in Cuttack district and one in Puri district could be interviewed. They were asked about the steps taken by the state for SC/ST/BPL/various categories of children with disabilities in the light of Right to Education Act 2009. The functionary of Cuttack district informed that various steps had been taken to sensitise SC/ST parents towards provisions of RTE Act. Hundred per cent attendance of SC/ST children is ensured through monitoring report presented by coordinators, and wherever the attendance of these children is less, steps are taken to improve it. Coordinators carry out monitoring in 200 schools every month and reports of monitoring are collected after 25th of each month. Major problems relating to SC/ST children are identified and suitable steps are taken for their solutions. Private schools were ordered to admit 25 % Below Poverty Line (BPL) children into their schools as per RTE norms. The functionary of Puri district told about various facilities to SC/ST children, but he did not mention specific steps about it. As far as admission of BPL children into private schools was concerned, 25 % quota of admission was achieved and there was no resistance by private schools against admission of BPL children.
Functionaries in both the districts told of various steps taken for children with disabilities. Elaborating about steps, they claimed that assessments were being done to identify disabilities of children and provide suitable educational aids and appliances. Braille kits were provided to children with visual impairments and hearing aids to Hearing impaired children. Children with locomotors disabilities were provided wheelchairs, crutches, callipers, tricycles etc. Children with multiple disabilities were being provided home-based education. All schools had been instructed not to discriminate children with disabilities and pay special attention to them. The functionary of Cuttack district told about additional steps the district had taken for education of visually impaired children. According to him, all Braille books had been printed and audio recording of books had been completed.

Another item for functionaries was concerned with steps about non-enrolled and dropout special needs children’s admission and training for age appropriate placement in different classes. The functionary of Cuttack district told that SSA was taking suitable steps for age appropriate admission of children with disabilities required under RTE Act. Surveys had been carried out to identify such children and 89 non-enrolled and dropout children with disabilities were found. Training had been imparted to teachers for age appropriate admission of such children. However, this training was not sufficient. Materials for age appropriate training of these children were being designed by SCERT. Block resource teachers (BRTs) were being appointed to help children with disabilities. Two resource persons had been appointed to bring out-of-school children with disabilities to schools. The functionary of Puri district told that about 80 non-enrolled children with disabilities were receiving home-based education. He further added that 163 children, including children with disabilities, were identified under the category of age appropriate admission.

The functionaries were requested to tell about various facilities available to different categories of children with disabilities. Functionaries in Cuttack and Puri districts told that assessment camps were organised to assess children with disabilities. Children suffering from low vision were provided eyeglasses, total loss of vision Braille kits, hearing loss hearing aids and children with locomotors disabilities crutches, callipers, wheelchairs and tricycles depending on their nature and extent of disabilities. The functionary of Cuttack district expressed his unhappiness over bad quality of the material of wheelchairs supplied by ALIMCO. He further added that Braille aids and appliances were not supplied by
NIVH, Dehradun despite repeated reminders. The parents of mentally challenged children were receiving counselling service in Cuttack district, while home-based education services were delivered to children with multiple-disabilities in both the districts. Under Vani Shree scheme, every child, whose disability was 40 % or more, received Rs. 3600 per year in addition to escort allowance of Rs. 3000 per year.

The functionaries were requested to tell about the steps taken for special teachers, educational materials, and infrastructural modifications to meet varying needs of children with disabilities. Functionaries of Cuttack and Puri districts told that five block resource teachers for each block, one inclusive education volunteer (IEV) for two Gram Panchayat and one IEV for two municipalities had been appointed. Educational materials, such as Braille kits to visually impaired children, picture cards to hearing impaired and mentally challenged children were supplied. The functionary of Cuttack district claimed that ramps with railings and disabled friendly toilets had been constructed in all schools. The functionary of Puri district told that 60 % of the schools had ramps with railings and disabled friendly toilets. In 1726 schools ramps and disabled friendly toilets would be constructed by March 2013.

When asked about the future strategy of state to implement inclusive education, the functionaries of Cuttack and Puri districts informed that disabled friendly toilets and ramps with railings were being constructed. He added that all schools would have facilities of ramps with railings and disabled friendly toilets by March 2013. The functionary in Puri district told that the progress of infrastructure was being reviewed bimonthly and this work was being done by the Civil Section. As far as orientation of teachers was concerned, the functionary of Cuttack district said that 30 days orientation to teachers in the area of special needs children (children with disabilities) would be given. The functionary of Puri district informed that intensive training for teachers in the area of special needs children would be given. The functionary of Cuttack district told that Cluster Resource Coordinators (CRCs) carry out monitoring work in schools and present report to the Block Resource Coordinator (BRC). Being specialist in this work, the BRC provides onsite support to teachers. Thus, follow-up mechanism operates through CRC and BRC. The functionary of Puri district informed of slightly different mechanism. He said that monitoring tools had been developed to monitor progress of children with disabilities. These tools are used by IE volunteers and BRTs, and IE Coordinator monitors the work of IEV and BRTs. IEVs and BRTs provide support to
classroom teachers. Thus, follow-up and monitoring mechanism operates through IEV, BRT and IE Coordinator.

The functionaries were asked about the arrangement of pre-school education for children, including children with disabilities. The functionaries of both the districts said that pre-school programme is being looked after by Anganwadi, which is under the Department of Social Welfare. Anganwadi Centres are situated in every village and city. “There is no special preschool policy for children with disabilities”, said the functionary of Cuttack district.

5.3 Interviews with Head Teachers/Teachers

Head teachers/teachers were asked if they had been told about Scheduled Caste (SC), Scheduled Tribes (ST), Below Poverty Line (BPL) children in the orientation programme for Right to Education Act (RTE) 2009. All 11 respondents (07 in Cuttack and 04 in Puri districts) told that in an orientation programme for five days, General information about various provisions of RTE, such as free and compulsory education to children between 6-14 years, admission of BPL children to private schools, was given. It was also told that there should be no discrimination based on caste or tribe of children.

The second item in the interview schedule for head teachers/teachers inquired about special provisions for different categories of children. All respondents in Cuttack and Puri districts informed that SC/ST/BPL children receive free textbooks and two pairs of uniform. SC/ST children receive scholarship also (Rs. 150 for boys and Rs. 200 for girls per year) from classes VI-VIII. Free textbooks are provided to all children (general, SC/ST/BPL). Four respondents in Cuttack claimed that extra coaching classes for educationally weak children were being organised twice or thrice a week after school hours. One respondent in Cuttack also informed that SSA appoints a teacher to teach craft, sewing, Rakhi-making, embroidery and knitting.

Head teachers/teachers were asked about the steps taken for non-enrolled, dropout and age appropriate admission belonging to above categories of children and their training for placement in different classes. Only three out of seven respondents in Cuttack district told that three children - one mentally challenged and other two non-disabled children were admitted under the category of age appropriate admission. One of these
respondent told that a special teacher was appointed by School Management Committee (SMC) to help the child admitted under age appropriate admission. The respondents told that they did not receive any training or special materials to teach children under age appropriate admission; however, they try to help these children by taking extra classes.

When inquired about assessment procedures used for educational evaluation of children, all respondents in both the districts said that they maintain individual profile of daily activities of children in the school for which marks are given, and these marks are converted into grades. Children are also given monthly, half-yearly and annual tests and marks are awarded and converted into grade. Head teachers and teachers were asked to tell about the steps they take for providing supplementary instruction to educationally weak children. Five out of seven respondents in Cuttack district and two out of four respondents in Puri district said the one-hour extra classes are organised for educationally weak children twice a week. Remaining respondents in both the districts do not do anything for these children.

The head teachers/teachers were asked if they face difficulties in seeking cooperation from the parents of children of various categories. All 11 respondents in both the districts told that parents fully cooperate with schools and they participate in meetings. They also give suggestions on various matters.

The respondents were asked to narrate constraint and challenges, if any, in the implementation of RTE, 2009. The following constraint and challenges were told by respondents in the implementation of RTE:

- One respondent in Cuttack and one respondent in Puri districts told that teacher-pupil ratio was not as per RTE norms.
- Assigning other duties to teachers, such as official work, is a challenge in ensuring RTE to children, said two respondents.
- “Infrastructure is poor and the roof of almost all classrooms leak during the rain. Consequently, there is no teaching for about one month, which is clearly hindrance to RTE of these children. There is a loss of teaching because of all children sitting together. There are no boundary walls and drinking water facilities. The amount given for repair of tube well is too little. Thus, children
have to depend on supplied water, which is insufficient. Children use village tube well to drink water”, said one respondent in Puri district.

- “There is only one toilet for boys and girls of primary and upper primary classes. There is no railings on balcony and stair case endangering the safety of children”, said one respondent.

The following suggestions were put forward by respondents for proper implementation of RTE:

- There should be more teachers in schools to ensure RTE provisions, said two respondents.
- Two respondents maintained that teachers should be freed from other official responsibilities to teach children.
- Infrastructure, such as roof treatment, fixing railings on balcony and staircase, construction of separate toilets for boys and girls and arrangement of safe drinking water should be undertaken on priority basis.

Section III of the interview schedule for head teachers/teachers was related to children with disabilities and the respondents were requested to provide information. The first item in section III inquired if the respondents had received any orientation about RTE for children with disabilities. Both in Cuttack and Puri districts head teachers and teachers were given information about the education of children with disabilities in the orientation programme of RTE. Information about equal opportunity, various facilities, classroom management, teaching-learning methods, special care and attention to children with disabilities in the inclusive set-up was given. The respondents told about various facilities, such as disabled friendly toilets, ramps and other aids and appliances that were discussed in the orientation of RTE.

When inquired about provisions/facilities in the school for children with disabilities, the respondents in Cuttack district gave varying responses. Two respondents claimed that their schools had ramps with railings and disabled friendly toilets, while four claimed that there were ramps with railings only. One respondent told that the school had only disabled friendly toilet. Two respondents reported of having hearing aids and scholarship facilities, while other two reported of low vision kit, magnifying glasses, abacus, and Taylor Frame in their schools.
One respondent told that her school had facilities for children with disabilities, such as wheelchair and escort. Out of four schools selected as sample in Puri district, two schools were Cluster Resource Centres (CRC) where all materials and equipment were available for children with disabilities. Two respondents from these schools told that their schools had various facilities, such as ramps with railings, low vision kit containing magnifying glasses, bold line notebooks; Braille kit containing Braille writing slate, Taylor frame, abacus, geometry kit; hearing aids, wheelchairs etc. One of these centres had disabled friendly toilet, while the other did not have it. Two respondents said that special teacher carries with her kits whenever she visits these schools and take them back after her schoolwork. One respondent reported of no infrastructural facilities in the school.

Head teachers/teachers were asked to tell about the steps taken for special teachers, educational materials, infrastructure etc to meet varying needs of different categories of children with disabilities. **All 11 respondents in both the district told that special teachers visit their schools twice or thrice a week to help children with disabilities and there was no provision for school-based appointment of special teachers.** Five out of seven respondents in Cuttack district and two out of four respondents in Puri districts claimed that their schools had various types of educational materials for children with disabilities. These materials were for visually impaired, hearing impaired, mentally challenged and others. Two respondents in Cuttack and two respondents in Puri districts said that their schools did not have any educational materials for children with disabilities. The two schools in Puri district, whose teachers claimed that educational materials were available, were CRC centres. Infrastructural facilities in the schools of Cuttack and Puri districts have already been mentioned above.

Respondents were asked about steps taken for age appropriate admission of children with disabilities. All respondents in both the districts said that they did not have the problem of over age children coming for admission. The head teachers/teachers were asked to tell about assessment procedures they use for different categories of children with disabilities. All respondents in Cuttack district and three respondents in Puri district told that they use same assessment procedures for assessing the learning levels of children with disabilities that are used for non-disabled children. One respondent in Puri district, however, claimed that low vision students are given large print question papers and, if necessary, verbal assessment is
done. Pictures are used in case of assessment of hearing impaired children. As far as other activities are concerned, same CCE pattern is used applicable to other children.

When asked about cooperation of parents of children with disabilities with school, all respondents, except one in Cuttack district, expressed their satisfaction over cooperation of parents of children with disabilities with the school. One respondent in Cuttack district told that the parent of the child with disability does not bring child to the school regularly.

The teachers were asked about difficulties that they encounter in teaching different categories of children with disabilities. **All seven respondents in Cuttack district told that they find it difficult to teach children with mental disability (Mental challenges). One of these respondents also found it difficult to teach children with low vision because of limited time in a period of 45 minutes.** Two respondents in Puri district reported of no problem in teaching different categories of children with disabilities, while one said there were problems in teaching hearing impaired and mentally challenged children. Another respondent in Puri told that the behaviour of non-disabled children in the classroom was not good and therefore, he could not pay enough attention to children with disabilities.

The respondents were asked about challenges in the implementation of RTE for children with disabilities and they were asked to give their suggestions for the same. **In Cuttack district, all seven respondents felt that poor infrastructure, non-availability of appropriate furniture for children with disabilities, non-availability of special aids and appliances for children with disabilities, poor quality of aids and appliances for children with locomotors disabilities are major challenges in fulfilment of RTE to these children. All respondents in Puri maintained that non-availability of full time special teacher is a major hurdle in ensuring RTE to children with disabilities. If all these hurdles are overcome, it will be possible to ensure RTE to these children.**

5.4 Interviews with Disadvantaged Children

Interviews with SC/ST/BPL students were conducted to have first-hand information about various facilities and educational help they receive. Six SC/ST students in Cuttack district and four SC students in Puri district were interviewed. The first item in the interview schedule related to various facilities, such as free textbooks, scholarship and uniform. In
Orissa, there is no policy of giving scholarship to SC/ST children of class I-V. Three students of class V in Cuttack district and two students of class V in Puri district received free textbooks and uniform. Remaining three students of class VII in Cuttack district and one student of class VII and one student of class VIII in Puri district received free textbooks, uniform and scholarship. SC/ST girl students receive scholarship Rs. 200 per year, while SC/ST boys receive Rs. 150 per year.

Another item inquired if these students were attending schools regularly. All ten students in both the districts told that they attend schools regularly except when they are sick. When asked about additional academic help their teachers provide, all four students in Puri told that no extra classes were being taken. However, if they encountered any difficulty and asked for help, teachers would provide them helped in the classroom. In Cuttack district, three students reported of extra classes, while other three reported of no extra help. SC/ST students were asked to tell their experiences about behavior of classmates and teachers towards them. All students in both the districts expressed full satisfaction over the behavior of classmates and teachers.

5.5 Interviews with Children with Disabilities

Eight students with disabilities (four in Cuttack and four in Puri districts) were selected for interview in order to have first-hand information about various facilities they receive. Three students with locomotors disabilities and one student with vision impairment in Cuttack district and one student with locomotors disabilities and three students with no vision were selected in Puri district. Children were asked to tell what educational materials did they received free of cost. Three children with locomotors disabilities in Cuttack district received various aids and appliances in accordance with their specific needs, which included wheelchair, crutches and artificial limb. Other facilities they received were free textbooks, uniform and escort allowance Rs. 3000 per year. The child with vision impairment received Braille kit containing various items, thick papers and folding cane in addition to free textbooks and uniform. The child with locomotors disability in Puri district had problem in one hand only and, therefore, he did not need any aids and appliances. However, he received disability certificate for other benefits. This boy did not receive any other facility except free textbook and uniform. Other three low vision children received magnifying glasses. In Orissa, children suffering from more than 75 % visual or mental or locomotors disabilities
receive escort allowance of Rs. 3000 per year and Orissa Disability Pension of Rs. 300 per month. Out of these three children with low vision in Puri district, two children received escort allowance Rs. 3000 per year and one child with low vision received Orissa disability pension Rs. 300 per month in addition to escort allowance Rs. 3000 per year.

Children with disabilities were asked to tell about their difficulties in coming to the school. Some of the children with disabilities were accompanied by their mothers or sisters to schools, while others came with their friends. Children with disabilities were asked if they encounter problems in moving around the school. None of the children in both the districts encountered any difficulty in moving around the schools. They said that their friends help them in the schools.

Children with disabilities were asked about aids and appliances they received. All children with disabilities in both the districts reported of receiving aids and appliances in accordance with their specific needs. When asked about training in using aids and appliances, all children told that they were trained in using aids and appliances.

Children with disabilities were asked if they were receiving additional help from teachers. All children with disabilities in Cuttack and Puri districts told that teachers pay special attention to them and take special care of them. Teachers seat them in the front row and provide help whenever needed. They also told that their classmates and teachers behave with them nicely. There were no cases of late admission or dropout of children with disabilities.

5.6 Interviews with parents of disadvantaged and disabled children

Interviews with parents of SC/ST/BPL children and children with disabilities were conducted in Cuttack and Puri districts to find out their awareness of RTE, various facilities available, additional educational help to their children, and any difficulty faced by their children. Eleven parents in Cuttack district and seven parents in Puri district were interviewed. The parents were asked if they had encountered any difficulty in the admission of their children. None of the parents in both the district faced any difficulty in the admission of their children.

Parents were asked if they knew anything about RTE. Only four out of eleven parents in Cuttack district and one out of seven in Puri district had some knowledge of RTE. This
necessitates incessant effort to create awareness for RTE in society. In response to the question what special facilities are provided to your child, all parents in Cuttack and Puri districts told that their children had received free textbooks, uniform and scholarship. Guardians of children with disabilities reported of receiving aids and appliances, escort allowance and Orissa disability pension depending on their nature, extent and needs of disability, in addition to free textbooks and uniform.

The parents were asked if their children received additional educational help from the school. Five out of eleven parents in Cuttack district told that extra classes were being organized in schools to help their children, while three said that special teachers and inclusive education volunteers (IEV) had provided extra educational help. Other three parents denied any kind of additional educational help. In Puri district, all seven parents denied any kind of additional help to their children in schools. When asked about problems faced by their children, except two parents in Cuttack district, other parents in both the districts reported that their children had no problem in schools. One parent of a child with locomotors disability in Cuttack told that his child encounters difficulties in going to the toilet when his classmates do not help him. Another parent of mentally challenged child in Cuttack district informed that her child is teased by other classmates.

The parents were asked to tell if they participate in PTA meetings of the school and give suggestions for further improvement of education to their children. Except one parent in Puri district, other parents in both the districts informed of participating in various PTA meetings of school. They said that educational progress, building construction and health issues of children were discussed in meetings. One parent, who did not participate in PTA meetings, informed that he had never received any information from the school. Parents gave the following suggestions for further improvements in the education:

- Two parent in Cuttack district demanded extra classes to help their children in education.
- One parent in Cuttack and one parent in Puri districts wanted regular medical checkup of their children and medical treatment, if needed.
- Four parents in Cuttack district demanded that scholarship should be enhanced.
- Four parents in Cuttack district demanded appointment of music teachers for teaching dance and singing.
Four parents in Cuttack district demanded other miscellaneous facilities, such as transport, computer, winter uniform and cycle.

5.7 Observation Results in Cuttack and Puri Districts

The facilities available in schools have been shown in the following table:

<table>
<thead>
<tr>
<th>Items</th>
<th>Cuttack</th>
<th>Puri</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Available in schools</td>
<td>Not available in schools</td>
</tr>
<tr>
<td>Safe drinking water</td>
<td>06</td>
<td>00</td>
</tr>
<tr>
<td>Separate toilets for boys and girls</td>
<td>04</td>
<td>02</td>
</tr>
<tr>
<td>Disabled friendly toilets</td>
<td>02</td>
<td>04</td>
</tr>
<tr>
<td>Ramps with railings</td>
<td>05</td>
<td>01</td>
</tr>
<tr>
<td>Railing/other safety measures (Railing on stairs, boundary walls) in the building</td>
<td>02*</td>
<td>04*</td>
</tr>
<tr>
<td>Playground</td>
<td>03</td>
<td>03</td>
</tr>
<tr>
<td>Approach road to the school for wheel chair</td>
<td>06</td>
<td>00</td>
</tr>
</tbody>
</table>

Safe drinking water was available in all sample schools of Cuttack and Puri districts, except one school in Puri district where this facility was not available and children were drinking water in highly unhygienic condition. The photograph shown here is self-explanatory of the condition. Separate toilets for boys and girls were...
available in only four schools of Cuttack district, while it was not available in other sample schools of Cuttack and Puri districts. Disabled friendly toilets were available only in two schools in Cuttack district and one school in Puri district. Ramps with railings for wheelchair were available in five sample schools in Cuttack district and three sample schools in Puri district.

Two out of six sample schools in Cuttack district and one out of four sample schools in Puri district had railings on staircase, balcony, veranda and other safety measures. Playgrounds were available in three out of six sample schools in Cuttack district and three out of the four sample schools in Puri district. The playground of one school in Puri district was unsafe for children due to construction materials scattered all over the place. The photograph shown here is self-explanatory.

As far as suitable approach roads to schools for wheelchair users were concerned, all six sample schools of Cuttack district and three out of four samples schools in Puri district had this facility. However, approach road to one school of Puri district was dangerous for wheelchair users. The photograph of approach road is shown here:
5.8 Home-based Education

The researcher visited children suffering from multiple-disabilities at home and talked to parents about facilities they received and their difficulties, if any in the light of RTE Act 2009. There is also a provision of home-based education for children suffering from multiple-disabilities in the Disability Act 1995. The following home visits were made in two districts of Orissa to interact with parents of children suffering from multiple-disabilities.

1. Sumriti Lipsa Das, a fifteen-year-old girl, resident of Puri district, is a child suffering from severe cerebral Palsy (CP) condition. Parents came to know about her disability when she was four months old. The child was taken to doctors for treatment and she underwent a surgery after which her disabling condition deteriorated. Earlier she could sit on the floor, but now she is completely bed-ridden. The girl was assessed for her disability and various facilities, such as scholarship, wheelchair etc. Were provided to her. She receives home-based education under which the resource teacher visits her at home and gives exercise to strengthen her muscles. Parents told that there were some improvements in her condition. Parents take their daughter to various social functions to socialise her.

2. Madhusmita Sahu, an eight-year-old girl, daughter of Shri Rajkishor Sahu, resident of Puri district, is a child suffering from cerebral Palsy (CP) condition. The child received medical treatment before the survey for identification of children with disabilities. After the survey, the child was assessed for her disability and various facilities, including tricycle, scholarship etc were given to her under home-based education. Inclusive education volunteer (IEV) visits her at home once a week and provides exercise to strengthen her muscle. The Block Resource Teacher visits her once a month to monitor improvements.

3. Rakesh Barik, an eight-year-old boy, son of Shri Antaryami Barik, resident of Puri district, is a child suffering from cerebral Palsy (CP) condition. Parents came to know about the disability of the child when he was four month old. The growth of the child stopped and they could not visit the doctor, because they were extremely poor. They continued to do massaging, which did not improve the condition of the child. During the survey for identification of children with disabilities, IEV and Block Resource
Teacher (BRT) told the parents that they should enrol their child into the school after which various facilities would be given to him. Initially, parents were reluctant to enrol the child into the school thinking that it would be difficult for them to take the child to school and bring him back. However, when IEV and BRT told them that various facilities would be provided to their child after assessment and home-based education would be given to their child, they agreed to enrol their child into the school. After assessment, the child receives scholarship, escort allowance, uniform, wheelchair and books. IEV visits the child weekly and BRT monitors his progress monthly.

4. Kuresh Nayak, an eleven-year-old boy, son of Mrs. Usha Nayak, resident of Cuttack district, is a child suffering from severe spinal injury. The boy fell down from the tree and received serious spinal injury. He was taken to the hospital, but his injury was incurable and he is completely bed-ridden. The child was assessed for his disability condition and various facilities, such as escort allowance Rs. 1800 per year in addition to uniform and books were being given. IEV visits him weekly and provides guidance to parents to handle the child.

5.9 Spotlight

- Teacher-pupil ratio was not as per RTE norms.
- Assigning other duties to teachers, such as official work, is a challenge in ensuring RTE to children.
- Infrastructure in one school was awful and the roof of almost all classrooms leak during the rain. Consequently, there is no teaching for about one month, which is clearly hindrance to RTE of these children. There is a loss of teaching because of all children sitting together. There are no boundary walls and drinking water facilities. The amount given for repair of tube well is too little. Thus, children have to depend on supplied water, which is insufficient. Children use village tube well to drink water.
- Training had been imparted to some teachers for age-appropriate admission of non-enrolled and dropout children.
• Many teachers did not receive training or special materials to teach children admitted under age-appropriate admission; however, they try to help these children by taking extra classes.
• Materials for training of children admitted under age-appropriate admission were being developed in SCERT.
• A majority of teachers received information about education of children with disabilities in the orientation programme of RTE.
• Surveys identified 89 non-enrolled and dropout children with disabilities.
• About 80 non-enrolled children with disabilities in Puri district were receiving home-based education.
• The quality of material used in wheelchairs supplied by ALIMCO was very bad.
• Braille aids and appliances were not supplied by NIVH, Dehradun despite repeated reminders.
• Special teachers visited their schools twice or thrice a week to help children with disabilities and there was no provision for school-based appointment of special teachers.
• Poor infrastructure, non-availability of appropriate furniture for children with disabilities, non-availability of special aids and appliances for children with disabilities, poor quality of aids and appliances for children with locomotors disabilities are major challenges in fulfilment of RTE to these children. Non-availability of full time special teacher is a major hurdle in ensuring RTE to children with disabilities.
Chapter VI

Gujarat

Implementation of Right to Education (RTE) Act 2009 for Disadvantaged Children
Gujarat

Implementation of Right to Education (RTE) Act 2009 for Disadvantaged Children

6.1 Background

A questionnaire was sent to all states and union territories (UTs) seeking basic information on the status of implementation of Right to Education Act 2009 (RTE) for disadvantaged and disabled (challenged) children. One state from each region was selected for in-depth study from amongst the responding states based on their work on implementation of RTE for disadvantaged and disabled (challenged) children. Gujarat from West Region was selected for in-depth study to ascertain the status of implementation of RTE for these children.

Four districts: Ahmedabad, Kheda, Rajkot and Junagadh were selected for in-depth study based on high population of SC/ST/BPL and children with disabilities (challenged children). The following table shows samples of the study in four districts.

Table 6.1 Respondents (Samples) in Ahmedabad, Kheda, Rajkot and Junagadh

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Ahmedabad</th>
<th>Kheda</th>
<th>Rajkot</th>
<th>Junagadh</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
<td>Male</td>
</tr>
<tr>
<td>Functionaries</td>
<td>00</td>
<td>01</td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td>Head Teachers/Teachers</td>
<td>04</td>
<td>03</td>
<td>07</td>
<td>05</td>
</tr>
<tr>
<td>SC/ST/BPL Students</td>
<td>04</td>
<td>02</td>
<td>06</td>
<td>03</td>
</tr>
<tr>
<td>Children with Disabilities</td>
<td>02</td>
<td>03</td>
<td>05</td>
<td>04</td>
</tr>
<tr>
<td>Guardians</td>
<td>03</td>
<td>06</td>
<td>09</td>
<td>05</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>15</td>
<td>28</td>
<td>18</td>
</tr>
</tbody>
</table>

The table shows that the number of male respondents (13) was slightly less compared with female respondents (13) in Ahmedabad district. However, there were more male respondents (18) than female respondents (14) in Kheda district were. The number of female respondents
in Rajkot was more (14) than the male respondents (09), while an equal number of male (07) and female (07) respondents were in Junagadh district. The number of female respondents in each group differed, (except for SC/ST/BPL students), though the total number of females was more than the total number of males in the sample.

Table 6.2 Area-wise Sample Schools and Respondents in Ahmedabad, Kheda, Rajkot and Junagadh Districts

<table>
<thead>
<tr>
<th>Schools and Respondents</th>
<th>Ahmedabad</th>
<th>Kheda</th>
<th>Rajkot</th>
<th>Junagadh</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rural</td>
<td>Urban</td>
<td>Total</td>
<td>Rural</td>
</tr>
<tr>
<td>Schools</td>
<td>03</td>
<td>02</td>
<td>05</td>
<td>03</td>
</tr>
<tr>
<td>Head Teachers/Teachers</td>
<td>04</td>
<td>03</td>
<td>07</td>
<td>04</td>
</tr>
<tr>
<td>SC/ST/BPL Children</td>
<td>03</td>
<td>03</td>
<td>06</td>
<td>03</td>
</tr>
<tr>
<td>Children with Disabilities</td>
<td>03</td>
<td>02</td>
<td>05</td>
<td>03</td>
</tr>
<tr>
<td>Guardians</td>
<td>05</td>
<td>04</td>
<td>09</td>
<td>04</td>
</tr>
</tbody>
</table>

Both rural and urban sample schools totalling 21 from four districts in Gujarat were selected for the study. There were more rural schools (12) than urban (09) schools. There were 14 respondents in the head teacher/teacher group in rural schools and 11 in urban schools. SC/ST/BPL students interviewed were 12 in rural schools and 10 in urban schools, while the number of students with disabilities was 10 in rural schools and 07 in urban schools. The guardians interviewed were 15 in rural areas and 15 in urban areas.

6.2 Interview with Functionaries

Three functionaries – one in Ahmedabad, one in Kheda, and one in Rajkot districts were interviewed. The functionary of Junagadh could not be interviewed due to his preoccupation with other official work in Ahmedabad. The functionaries were asked about the steps taken by the state for SC/ST/BPL/various categories of children with disabilities in the light of Right to Education Act 2009 and facilities made available to them. The functionary of Ahmedabad district informed that various steps had been taken to sensitise SC/ST parents towards provisions of RTE Act 2009. Community awareness programmes were being
organised to sensitise people about RTE Act. The functionary of Kheda district told about various facilities to SC/ST children, such as scholarship by Social Security (Samaj Suraksha), free textbooks, free uniform, life skill training, Kishori Mela, exposure visits and Ashrama Shala for SC/ST students for which the grant is given by SSA. Steps were being planned to ensure 25% admission of BPL children into private schools. The functionary of Rajkot district said that the state has taken various steps, such as a special drive to identify school age children, including SC/ST/BPL, in each village and city for enrolment in schools, provide educational kit containing textbooks, slate, pen, compass box, sketch pen, notebook, drawing book, eraser and pencils. Steps had also been taken to persuade leaders of minority community to send Muslim girls to school for education, and success in this work was achieved.

As far as children with disabilities were concerned, the functionary of Ahmedabad told that general teachers had been provided training in the area of inclusive education, and resource teachers and caregiver had been appointed to help children with disabilities in their education. Visually impaired children were provided Braille kit, cane and eyeglasses. Approximately 500 children with vision impairments had received eyeglasses after assessment. Children with hearing impairments received hearing aids after assessment of their hearing loss. Special teacher for these children are appointed to help them in their education. Children suffering from locomotors disabilities received callipers, tricycles, walkers, wheelchairs after assessment depending on their nature and needs of disabilities. Escort allowance Rs. 300 per month is provided by SSA to children whose disability is of a serious nature. Children with multiple disabilities and mental challenges receive home-based education. They are given escort allowance and educational kit containing storybook, large print picture, coloured balls and toys.

The functionary of Kheda district informed that 720 low vision children and 109 children suffering from total loss of vision were in inclusive education in 2011-2012. Children suffering from low vision received eye glasses, large print textbooks and children with total loss of vision received Braille kit. Children suffering from total loss of vision received Rs. 300 escort/transport allowance per month and Rs. 300 reader allowance per month. Braille textbooks were in the process of being printed. Any damaged or faulty aids and appliances are replaced in the following year. Isn’t it amazing that broken/faulty aids and appliances are replaced after a period of one year hindering educational progress of the child? The
broken aids and appliances should be replaced at once so that education of children with disabilities is not hindered. The number of children with hearing impairments in 2011-2012 in inclusive education was 466 and they received hearing aids in accordance with their hearing loss after assessment. Children with locomotors disabilities in inclusive education in the same year were 1058 and they received wheelchairs, tricycles, callipers and crutches after assessment. Escort allowance Rs. 300 and transport allowance Rs. 300 per month was given to children whose disabilities were 70% and above. Children suffering from mental challenges in the same year were 2285 and they received educational kit, escort allowance and home-based education. There is a provision of one resource teacher for 10 children and one caregiver for 20 children. The number of children with multi-disabilities was 166 and they received facilities depending on the nature and needs of disability.

The functionary of Rajkot informed that 325 visually impaired children were surveyed and enrolled in different schools under inclusive education and they were provided appropriate reading and writing materials, including Braille books and large print books after assessment. Special teacher visits these children to help them in education. Resource room facilities are also available for children with disabilities. Children with hearing impairments are provided hearing aids after assessment. Children with hearing loss of 80db are given digital hearing aids, while children with hearing loss of below 80db are provided pocket hearing aids. Group hearing aid is available at block resource centre (BRC) level. Children with locomotors disabilities are assessed and provided aids and appliance in accordance with their needs. Ramps with railings and disabled friendly toilets were to be constructed. A kit containing puzzles, drawing book, colour pencils, soft ball etc. is given to each mentally challenged child after assessment. Children suffering from multi-disabilities conditions are provided aids and appliances as per recommendations of experts, and home-based education is provided to these children. Rs. 300 per month are given as escort allowance to bring these children to school from time to time.

Another item for functionaries was concerned with steps taken about non-enrolled and dropout special needs children’s admission and training for age-appropriate placement in different classes. The functionary of Ahmedabad told that survey of non-enrolled and dropout children with disabilities had been carried out by teachers and resource teachers. These children were admitted in Alternative Learning Schools (ALS) being run by SSA where they
were trained for six months and they were placed in different classes. The functionary of Kheda district informed that non-enrolled and dropout children with disabilities are trained using bridge course materials for age-appropriate classes through six-month special training programme (STP) in the school where these children are admitted, and 332 such children were trained in the year 2011-2012. In Rajkot district, the functionary told that out-of-school children with disabilities are given bridge courses by non-governmental organisations (NGOs) with the help of special educators to bring them up to the level of appropriate classes. The duration of this course is three months after which the child is mainstreamed.

Materials for training of children for age-appropriate placement in different classes were supplied by SSA office in Gandhi Nagar. Cursory glance of supplied materials revealed that different methods were used in different subjects. In Mathematics, circles, squares, triangles, star etc have been used to teach number concept, addition and subtraction for preparing children to join class III and class IV. In case of students joining class V and class VI, numbers have been used. In teaching of languages (Hindi, Gujarati, Urdu and English), pictures of objects have been shown followed by details of the objects. After recognising and reading the object, children have to write the first letter of the word. It is difficult to pass a judgment on appropriateness of materials for children admitted under age-appropriate admissions. NCERT may develop indicators for appropriateness of materials for children admitted under age-appropriate placement in different classes.

The functionaries were requested to tell about the steps taken for special teachers, educational materials, and infrastructural modifications to meet varying needs of children with disabilities. Functionaries in Ahmedabad and Kheda districts informed that disability-wise separate resource teachers are appointed by the state to help these children in their education. The functionary of Kheda district told that SSA provides multi-category training to all resource teachers. In ten blocks of Kheda district, there were 49 resource teachers, 6 caregivers and 15 block resource persons at the time of this study. The functionary in Rajkot district said that resource teachers pay visits to schools according to the time schedule and usually, each child receives the help of the resource teacher twice a week (one visit to school by the resource teacher and another visit to resource room by the child). Resource teachers also pay visits to children suffering from severe and multi-disability conditions at home.
All three functionaries in Ahmedabad, Kheda and Rajkot districts told that appropriate educational materials in accordance with the needs of children with disabilities are supplied. The functionary in Ahmedabad district claimed that 878 schools had ramps with railings; about 100 schools had disabled friendly toilets, besides resource rooms at block levels. In Kheda district, as was informed by the functionary, all schools had ramps with railings, 95 schools had disabled friendly toilets and one resource room in every block. The functionary of Rajkot district said that construction work of separate building for resource room in every block, ramps with railings and disabled friendly toilets were in progress.

When asked about future strategy of state to implement inclusive education, the functionary of Ahmedabad district told that there was no plan for infrastructural modifications. The functionary of Kheda district, however, informed that 200 disabled friendly toilets would be constructed by March 2013 and Braille labelling of classrooms etc would be done. In Rajkot district, the functionary said that separate building for resource room, ramps with railings and disabled friendly toilets would be constructed. Braille labelling of rooms, office, toilets and tactual maps showing directions would be placed. All three functionaries informed that foundation course in different disabilities would be completed by all general teachers, which may be of the duration of two-three weeks. All three functionaries reported of monitoring of schools by the inclusive education coordinators, District Project Officers, Block Resource Persons and Resource Teachers where inclusive education had been implemented. Resource teachers provide on-site support to regular teachers in dealing with different categories of children with disabilities.

The functionaries were asked about the arrangement of pre-school education for children, including children with disabilities. All functionaries of three districts said that pre-school programme is being looked after by Anganwadi centres and facilities for children with disabilities are available in these centres.

6.3 Interviews with Head Teachers/Teachers

Head teachers/teachers were asked if they had been told about Scheduled Caste (SC), Scheduled Tribes (ST), Below Poverty Line (BPL) children in the orientation programme for Right to Education Act (RTE) 2009. In an orientation programme, General information about various provisions of RTE, such as free and compulsory education to children between
the age of 6-14 years, admission of BPL children to private schools, was given. It was also
told in the orientation programme that there should be no discrimination based on caste or
tribe of children.

The second item in the interview schedule for head teachers/teachers inquired about special
provisions for different categories of children. Out of 25 respondents, 20 gave elaborate
information about various facilities available to SC/ST/BPL children. Seven head
teachers/teachers were interviewed in Ahmedabad district and all the respondents informed
that SC/ST/BPL children receive free textbooks, Rs. 300 for uniform and Rs. 250 scholarship
per year from Samaj Suraksha Department. Two respondents from one school told that
SC/ST/BPL children are given shoes and school bag (kit) at the time of admission containing
stationery items, compass, Tiffin box and water bottle. Shoes and kit are purchased from the
funds collected from the public or contributed by teachers. One respondent said that Balmiki
girls and boys receive scholarship Rs. 650 from Social Welfare (Samaj Kalyan) per year,
while another respondent told that if a child belonging to SC/ST dies due to an accident
during the school hours, his/her guardians receive Rs. 50,000 as compensation. She further
added that SC/ST girls of class VI-VIII receive training in cooking and tailoring. Free
medical checkups are also available for SC/ST children. One respondent from another
school in Ahmedabad told that scholarship scheme is not applicable to SC/ST/BPL
children coming from other states.

The respondents in Kheda, Rajkot and Junagadh districts reported that SC/ST children
belonging to Asvaccha (untouchables) category receive scholarship Rs. 650 + Rs. 300 for
uniform (Rs. 950 per year) from class I-VI and Rs. 1850 + Rs. 300 for uniform (total Rs.
2150 per year) from class VII-VIII, in addition to free textbooks for all children. One
head teacher who is associated with Sain Seva Trust Hairo, London, told that he
arranges school bag, uniform, winter uniform and all stationery items for all children
through the trust. In Junagadh district, one respondent said that there are three
categories in SC community who receive different scholarship amounts. These
categories are Hadi, Balmiki and Bunkar. The first two, i.e., Hadis and Balmikis receive
Rs. 1850 scholarship per year, while Bunkar category children receive Rs. 250 per year.
Other SC students receive Rs. 650 per year. All these SC/ST students also receive Rs.
300 per year for uniform. Another respondent in Junagadh district informed of oral
orders from authorities to collect funds from public to provide educational kit to each
child (school bag containing compass, pen, pencils, eraser, lunch box and water bottle), but teachers decided to contribute themselves for the purchase of kit instead of approaching to the public for funds.

Head teachers/teachers were asked about the steps taken for non-enrolled, dropout and age-appropriate admission belonging to above categories of children and their training for placement in different classes. Out of 25 respondents in four districts, only six told about age-appropriate placement of children in different classes after special training programme. Only two respondents had children coming for age-appropriate admission into their schools. One respondent in Kheda district told that after special training programme (STP) for a period of ten months, a 10-year old child was admitted into class III. Another respondent in Junagadh district said that seven children (three boys and four girls) were admitted under age-appropriate admissions in 2010. These children were admitted in class III, IV and V and special training programme for these children was conducted by the teacher appointed for this purpose. The training programme was carried out for a period of ten months after which these children were placed in different classes according to their ages. Similarly, age-appropriate admissions were given to five children in class III, IV and V in 2011-2012 and STP was arranged for these children.

When inquired about assessment procedures used for educational evaluation of children, all respondents in four districts said that weekly, monthly, half-yearly and annual tests are given to children, and marks are awarded. These marks are converted into grades. Oral assessment tests are conducted for students of class I, II and III, and oral and written tests are conducted for students of class IV, V, VI, VII and VIII. They maintain individual profile of each child, which includes cultural and sport activities, attitudes and values, cleanliness and relationship between them. Marks are also given for homework and project work. After annual assessment, these marks are converted into grades. The respondents in Rajkot and Junagadh informed that assessment forms are supplied by the state and they have to fill in and send them back. One respondent in Junagadh said, “For assessment, no daily diary is maintained and Pragna (like ABL in Tamil Nadu) is being used for classes I-IV. When Pragna was introduced, it was experimented on a very small sample; but when it is used with a large number of students, it is not so effective”. Pictures of Pragna used in two schools of Ahmedabad are shown here.
A respondent in Rajkot said, “CCE is being used for assessment of children and progress of each child is reported. Student profile and portfolio under advancement of educational performance through teacher support (ADEPTS) are to be maintained. However, this is unrealistic, because it takes a lot of time to do this work. This is possible only when teacher-pupil ratio is 1:20”.

Head teachers and teachers were asked to tell about the steps they take for providing supplementary instruction to educationally weak children. Respondents in all four districts reported of using peer tutoring and cooperative learning methods for educationally weak children in which high performing and low performing children were grouped. The respondents of Ahmedabad, Kheda and Rajkot districts said that they give extra coaching to educationally weak children either before school hours or after school hours or during the recess. Some respondents claimed that they pay special attention to educationally weak children, while other respondents in Kheda district said that monthly coaching is given to educationally weak children. Respondent in Junagadh said that they give weekly remediation to such children.

The head teachers/teachers were asked if they face difficulties in seeking cooperation from the parents of children of various categories. Only seven respondents (03 in Ahmedabad, 01 in Kheda, 01 in Rajkot and 02 in Junagadh districts) said that some parents do not come to PTA meetings due to their poverty and preoccupation with labour work. Remaining respondents told that parents cooperate with their schools fully.
respondents were asked to narrate constraint and challenges, if any, in the implementation of RTE, 2009. The following constraint and challenges were told by respondents in the implementation of RTE:

- **Assigning other duties to teachers, such as official work, and lack of appropriate number of teachers, is a challenge in ensuring RTE to children, said one respondents.**
- Many of the parents move from one place to another in search of work or they go back to villages for agricultural work. Children remain absent for this period, which affects their learning adversely, said three respondents.
- Some of the parents do not send their children to school regularly and engage them in small jobs to supplement their family income due to poverty. They send their children to school for collecting scholarship, said three respondents.
- Since there is no pass-fail system, some children remain absent for a long time, which affects their learning. This is clearly a great challenge in ensuring quality education and RTE to these children, said two respondents.
- Thirteen out of 25 respondents did not experience any constraint and challenges in the implementation of RTE.
- The major constraint in the implementation of RTE is that about 5% of children remain absent frequently, because they know that the school cannot fail them or rusticate them. The parents also know that school has no power to do anything, resulting in poor learning achievements of children, said two respondents.

The following suggestions were put forward by respondents for proper implementation of RTE:

- Parent awareness and community awareness programmes should be organised to sensitise them for RTE Act to ensure education to all children, said three respondents.
- Scholarship should be increased from Rs. 250 per year to Rs. 1000 and uniform amount should be increased from Rs. 300 to Rs. 600 per year, said two respondents.
- More classrooms and playgrounds should be made available in accordance with the needs of schools, said one respondent.
- Examination system to declare a student **pass or fail** based on their learning should be reintroduced, said three respondents.
There should be modifications in RTE rules to make parents accountable if the child remains absent frequently, and provide them less financial benefits for children's frequent absence, said two respondents.

Section III of the interview schedule for head teachers/teachers was related to children with disabilities and the respondents were requested to provide information. The first item in section III inquired if the respondents had received any orientation about RTE for children with disabilities. Except four respondents, others in Ahmedabad, Kheda, Rajkot and Junagadh districts admitted of receiving information about children with disabilities in the orientation programme of RTE. They were told about no discrimination between children with disabilities and general children, taking special care of children with disabilities, and making various facilities available to them including educational and infrastructural facilities. The facilities also included special teacher, escort allowance, scholarship, aids and appliances and medical checkups.

When inquired about provisions/facilities in the school for children with disabilities, 25 head teachers/teachers from 21 schools in Ahmedabad, Kheda, Rajkot and Junagadh districts claimed that these schools had ramps with railings and special teacher visited each school once a week to help children with disabilities in their education. Only two respondents (one in Kheda district and one in Junagadh district) reported of disabled friendly toilets under construction. Four respondents (one in Kheda district, one in Rajkot district and two in Junagadh district) said that their schools had teaching-learning materials for visually impaired and mentally challenged children. One in Kheda district and two respondents in Junagadh districts said that children with disabilities receive Rs. 1000 scholarship per year from Samaj Suraksha and Rs. 300 escort allowance per month from SSA.

Head teachers/teachers were asked to tell about the steps taken for special teachers, educational materials, infrastructure etc to meet varying needs of different categories of children with disabilities. The respondents said that no other steps, except for those that have been mentioned earlier, taken about special teachers, educational materials and infrastructural modifications.

The respondents were asked about steps taken for age-appropriate admission of children with disabilities. Only two respondents in Junagadh district told that they had two cases of age-
appropriate admissions and they admitted two children with disabilities. One Head teacher said that older children with disabilities come for admission and they are admitted. **The principal of one school in Junagadh admitted severely hearing-impaired girl into the school and contacted Viraval Taluka Education Inspector to find out about special teacher for this child. No reply was received. However, she remained in the school until class X. Teachers tried to help this hearing-impaired girl in their own way.** Another respondent informed that a 13-year-old child with severe mental challenges was admitted under age-appropriate admissions. He is violent and attacks teachers and children.

The head teachers/teachers were asked to tell about assessment procedures they use for different categories of children with disabilities. The respondents in Ahmedabad and Kheda district said that they use same CCE procedures for evaluating children with disabilities that are used for other children. However, one respondent in Kheda district, and other respondents in Rajkot and Junagadh districts informed that they evaluate children with visual impairments orally. One teacher in Junagadh district said that special teacher evaluates children with disabilities.

When asked about cooperation of parents of children with disabilities with school, all respondents in Ahmedabad, Kheda and Rajkot districts, expressed their satisfaction over cooperation of parents of children with disabilities with the school.

The teachers were asked about difficulties that they encounter in teaching different categories of children with disabilities. Except for six respondents in Ahmedabad, Kheda and Rajkot districts, who did not have children with disabilities in their schools, others told that they face serious difficulties in teaching children with severe mental challenges and multi-disabilities in the regular classrooms. One teacher in Junagadh district said, “**Children with mental challenges should be taught in a separate class, because they disturb the entire class**”. Another vice principal said, “**One mental challenged girl was admitted in class I and she is now in class V. When she was admitted, she had no bowel control and the cooperation of her mother was taken. I took special care of this girl and persuaded teachers to educate this girl, despite her serious handicap. Now, she is in class V, and almost 75 % improvements in personal and social behaviour have taken place. However, she has improved educationally up to the level of class I**”. 
The respondents were asked about constraint and challenges in the implementation of RTE for children with disabilities and give suggestions for the same. The following constraint and challenges were told by the respondents:

- Sixteen out of 25 head teachers/teachers from four districts maintained that it is extremely difficult to teach children with severe mental challenges and multiple-disabilities in the classroom, which is a big challenge in ensuring RTE to these children.
- Three respondents (two in Ahmedabad and one in Kheda districts) felt that there are difficulties in teaching children with no vision.
- Six respondents said that educational materials in accordance with specific needs of different categories of children with disabilities are not available in schools, which is a constraint in fulfilment of RTE to these children.
- Lack of proper infrastructure, e.g., non-availability of disabled friendly toilets, discourages many of the wheelchair-bound children to come to the school. This is equivalent to denying RTE to these children, said six respondents.

The following suggestions were put forward by the respondents:

- Sixteen respondents from four districts strongly maintained that resource teachers should be appointed in every school where children with disabilities are studying.
- Three respondents in Kheda district said that general teachers should be given training in the area of children with disabilities so that they could deal with them more effectively.
- Educational materials in accordance with specific needs of children with disabilities should be made available at school level, said six respondents.
- Two respondents in Ahmedabad felt that parent awareness programmes should be conducted for parents of children with disabilities.
- Infrastructural modifications, including construction of disabled friendly toilets, should be undertaken on priority basis, said seven respondents.
- One respondent in Junagadh said that children suffering from severe mental challenges and multiple-disabilities could be taught better in special schools than in regular schools, because these children cannot benefit from regular school system.
“Trusts like Somnath Trust, which receives enormous wealth from devotees, could take initiative in serving children with disabilities by opening special schools and serving them in other ways. This will be a greater service to humanity than simply performing devotional activities”.

- One respondent in Ahmedabad said that special furniture in accordance with specific needs of children with disabilities (proper chair for CP child) should be provided.

6.4 An interview with Resource Teacher

The interview with one resource teacher in Gujarat is an example of hardships and uncertainties that resource teachers face in all states and consequences for children with disabilities.

Alpesh, a resource teacher in Junagadh, is a hard working person and committed to his duties. His specialization is in the area of mentally challenged, but he works for all categories of challenged children. He accompanied the researcher to different schools and filled in the first part of the interview schedules, which required information about name, school, etc. He also completed observation checklist with the help of researcher. Nowhere was it felt that he was getting bored. He is a hard working and sincere person. His sincerity is obvious from the fact that, more often than not he missed his lunch during the research work. Since two schools had to be completed every day where number of interviews of teachers, head teachers, students (SC, ST, challenged children) and parents were conducted, besides observations, the researcher and accompanying resource teacher missed their lunch. During the interview he told that he gets less than Rs. 10,000 per month for carrying out his duties in different schools for different categories of challenged children.

Almost all resource teachers have to cover approximately ten schools per week catering for educational needs of different categories of challenged children besides four home visits to help parents take care of their challenged children. They have to carry out official works assigned from time to time and complete paper work. Further, this job is contractual and there is no security of job. The contract is given for a period of one year and resource teachers are always worried about their jobs. This kind of uncertainty compels these teachers to look for a permanent job elsewhere. Ultimately, it is the challenged child who suffers, because if the system looses an expert teacher, challenged child has to pay for it. The education system also
suffers losses, because the expertise that a teacher acquires through her/his work is not utilized by the system when these teachers leave their jobs. Almost all resource teachers face similar hardships in all states and they are appointed on contractual basis for a specified period. There is a need to rethink over contractual appointments of special teachers for children with disabilities.

6.5 Interviews with Disadvantaged Children

Interviews with SC/ST/BPL children were conducted to have first-hand information about various facilities and educational help they receive. Six SC/ST/BPL children in Ahmedabad district, six in Kheda district, six in Rajkot district and four in Junagadh district totalling 22 were interviewed. The first item in the interview schedule related to various facilities, such as free textbooks, scholarship and uniform. All 22 respondents in Ahmedabad, Kheda, Rajkot and Junagadh districts told that they had received scholarships applicable to different categories of Scheduled Cast and Schedule Tribe children. Three categories in SC community receive different scholarship amounts. These categories are Hadi, Balmiki and Bunkar. The first two, i.e., Hadis and Balmikis receive Rs. 1850 scholarship per year, while Bunkar category children receive Rs. 250 per year, Other SC students receive Rs. 650 per year. All these students also receive Rs. 300 per year for school uniform in addition to scholarship. However, one SC girl student of class IV informed that she had not received uniform amount for that year. Besides, free textbooks are also given to children. Educational kit (school bag) containing various stationery items were also given to children at the time of admission, they added.

Another item inquired if these children were attending schools regularly. All 22 children in four districts told that they attend schools regularly except when they are sick or when there are special functions in family. When asked about additional academic help their teachers provide, Except for one child in Ahmedabad and one child in Rajkot districts, other 20 children in four districts told that no extra classes were being taken. However, if they encountered any difficulty and asked for help, teachers helped them in the classroom. One child in Ahmedabad said that half an hour extra class was taken during the lunch hour, while another child in Rajkot said that extra classes were organised whenever children encountered difficulties. SC/ST children were asked to tell their experiences about behaviour of
classmates and teachers towards them. All 22 children in four districts expressed their full satisfaction over the behaviours of teachers and students toward them.

### 6.6 Interviews with Children with Disabilities

Seventeen children with disabilities (05 in Ahmedabad, 06 in Kheda, 03 in Rajkot and 03 in Junagadh districts) were selected for interview in order to have first-hand information about various facilities they receive. Children were asked to tell what educational materials did they received free of cost. Four low vision children and one mentally challenged child were interviewed in Ahmedabad district. Two children with low vision did not receive any aids and appliances or special educational materials, because they were not assessed for such facilities. Out of these two low vision children, one child belonged to SC category, had received Rs. 250 scholarship per year in addition to uniform allowance Rs. 300, free textbooks and free notebooks. Two low vision children, who were assessed for their disability, received low vision kit, scholarship Rs. 1000 per year from Samaj Suraksha, escort allowance Rs. 300 per month in addition to uniform allowance Rs. 300 per year. The child suffering from mental challenges received educational kit, scholarship Rs. 1000 per year from Samaj Suraksha and escort allowance Rs. 300 per month in addition to uniform allowance Rs 300 per year.

In Kheda district two low vision, two locomotors and two mentally challenged children were interviewed. One low vision child belonged to Asvaccha SC category and his disability was 40 % only, received vision glasses after assessment, regular textbooks, scholarship Rs. 1850 per year applicable to Asvaccha SC category and Rs. 300 per year uniform allowance. Another low vision child received low vision kit containing magnifying glasses, large print books, bold line notebooks, scholarship Rs. 1000 in addition to Rs. 300 uniform allowance. One SC child suffering from poliomyelitis received armguard, scholarship Rs. 250 applicable to SC children, free textbooks, school bag, stationery items in addition to Rs. 300 uniform allowance and shoes. Another child suffering from locomotors disability in Kheda district received Rs. 1000 from Samaj Suraksha, tricycle from Ratna Nidhi Trust, free textbooks, notebooks and Rs. 300 uniform allowance. Two mentally challenged children, whose disability was 50 %, received educational kit containing various items for mentally challenged children, scholarship Rs. 1000 per year, free textbooks and uniform allowance Rs. 300 to one child and Rs. 150 to another mentally challenged child studying in class IV.
In Rajkot district, three children with disabilities – one low vision, one no vision and one multi-disabilities (visual loss associated with moderate mental challenges) were interviewed. One low vision child, who belonged to OBC/BPL category, received Rs.250 scholarship per year, spectacles, free textbooks and uniform allowance Rs. 300 per year. Another child suffering from total loss of vision reported of receiving transport allowance Rs. 3000 per year from SSA, scholarship Rs. 1500 per year from Social Welfare, free textbooks that are given to other children, Braille textbooks, a Braille kit containing writing slate, abacus, Taylor Frame and a folding cane. A child suffering from multi-disabilities told that he had received free textbooks, school bag, uniform and scholarship.

In Junagadh district, two low vision children and one child with locomotors disability were interviewed. One low vision girl, who belonged to other SC category, received free textbooks, large print storybooks, scholarship Rs. 650 applicable for other SC category, besides Rs. 300 for uniform allowance. A low vision boy belonging to Asvachchha SC category received free textbooks, scholarship Rs.1850 per year in addition to uniform allowance Rs.300 per year. He also received spectacles after assessment. He could read normal textbooks with the help of spectacles. A child suffering from locomotors disability told that he had received free textbooks, wheelchair, and scholarship Rs. 1000 per year.

Children with disabilities were asked to tell about their difficulties in coming to the school. Some of the children with disabilities were accompanied by one of the family members to schools, while others came with their friends in all four districts. Children with disabilities were asked if they encounter problems in moving around the school. One child with locomotors disability in Kheda district told that he remained seated on wheelchair full time, and he did not go to the toilet due to non-availability of disabled friendly toilet in the school. This is a very serious matter both from legal and humanitarian angles, and it is cruel not to provide _necessary_ facilities to children with disabilities.

Children with disabilities were asked about aids and appliances they received. Two low vision children in Ahmedabad did not receive aids and appliances, because they were not assessed for severity of low vision. One girl suffering from low vision in Junagadh was advised to visit hospital for vision treatment. When asked about training in using aids and appliances, all children told that they were trained in using aids and appliances.
Children with disabilities were asked if they were receiving additional help from teachers. All children with disabilities in four districts told that teachers provide help when they request for it. Teachers seat them in the front row and provide help whenever needed. They also told that their classmates and teachers behave with them nicely. There were no cases of late admission or dropout of children with disabilities.

6.7 Interviews with parents of disadvantaged and disabled children

Interviews with parents of SC/ST/BPL and children with disabilities were conducted in Ahmedabad, Kheda, Rajkot and Junagadh districts to find out their awareness of RTE, various facilities to their children, additional educational help to their children and any difficulty faced by their children. Nine parents of SC/ST/BPL and children with disabilities in Ahmedabad, eleven in Kheda, seven in Rajkot and three in Junagadh districts were interviewed. The parents were asked if they had encountered any difficulty in the admission of their children. One parent in Kheda district reported of facing problems in admission of his child with locomotors disability. The school refused admission to him on the ground that the school would not be able to provide various facilities to him. However, the school gave him admission in the following year when his younger brother took admission in the same school and the child with disability was provided tricycle after assessment. Other parents in all four districts did not face any difficulty in admission of their children into schools.

Parents were asked if they knew anything about RTE. Only one parent in Rajkot district had some knowledge of RTE. She said that there were some facilities for children in the school, which have been enhanced and ensured through RTE now. Vigorous effort are needed to create awareness in community for RTE. In response to the question about special facilities to children in schools, a big majority of parents reported of receiving various facilities in schools. These facilities were free textbooks, scholarship, uniform allowance and school bag containing various stationery items for SC/ST/BPL children. Children with low vision received low vision kit and large print materials, children with no vision Braille kit, children with mental challenges special educational kit, and children with locomotors disabilities received tricycles, wheelchairs etc. They also received scholarship, escort/transport allowance in addition to facilities available for other children. One parent of a low vision child in Ahmedabad and one parent of a low vision child in Junagadh said
that their children did not receive any of the facilities except free textbooks, uniform allowance and school bag.

The parents were asked if their children had received additional educational help from the school. Two parents in Ahmedabad, one parent in Kheda and one parent in Junagadh districts reported of special care and attention to their children by special teachers and other teachers in schools. Other parents told that teachers provide academic help in the classroom only. When asked about problems faced by their children in the school, except one parent of a low vision girl in Ahmedabad district, other parents reported that their children had no problem in schools. One parent of a low vision girl in Ahmedabad said that her daughter encountered problems in reading and writing in the classroom due to her visual impairment.

The parents were asked to tell if they participate in PTA meetings of the schools and give suggestions for further improvement of education to their children. Two parents in Ahmedabad, two in Kheda and one parent in Junagadh districts said that they did not attend PTA meetings due to their labour work. One parent in Junagadh district, however, reported that no PTA meetings were conducted in the school. Other parents reported of attending PTA meetings in which issues concerning health, daily activities and educational progress of children were discussed. Parents gave the following suggestions for further improvements in education:

- Better facilities should be provided to their children in the school, said five parents.
- One parent demanded daily visit of resource teacher to the school where her child with disability was studying.
- Two parents demanded introduction of computer education in school.
- Two parents wanted vocational education to be introduced in schools.
- Uniform amount should be enhanced from Rs. 300 to Rs. 600 per year, said one parent.
- One parent felt that the school should concentrate on education, not on other activities.
- More classrooms should be constructed and playground should be made available in the school, said one parent.
• One parent demanded availability of equipment for games and sports.
• Thirteen out of 30 parents did not give any suggestions

6.8 Observation Results in Ahmedabad, Kheda, Rajkot and Junagadh Districts

The facilities available in schools have been shown in the following table:

Table 6.3 Facilities in Schools

Safe drinking water was not available in three out of six sample schools in Rajkot district and one out of four sample schools in Junagadh district, which is a matter of serious concern.

<table>
<thead>
<tr>
<th>Items</th>
<th>Ahmedabad</th>
<th>Kheda</th>
<th>Rajkot</th>
<th>Junagadh</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe drinking water</td>
<td>05</td>
<td>00</td>
<td>05</td>
<td>06</td>
</tr>
<tr>
<td>Separate toilets for boys and girls</td>
<td>05</td>
<td>00</td>
<td>05</td>
<td>06</td>
</tr>
<tr>
<td>Disabled friendly toilets</td>
<td>01</td>
<td>04</td>
<td>05</td>
<td>06</td>
</tr>
<tr>
<td>Ramps with railings</td>
<td>05</td>
<td>00</td>
<td>05</td>
<td>06</td>
</tr>
<tr>
<td>Railing/other safety measures (Railing on stairs, boundary walls) in the building</td>
<td>04</td>
<td>01</td>
<td>05</td>
<td>03</td>
</tr>
<tr>
<td>Playground</td>
<td>05</td>
<td>00</td>
<td>05</td>
<td>06</td>
</tr>
<tr>
<td>Approach road to the school for wheel chair</td>
<td>05</td>
<td>00</td>
<td>05</td>
<td>06</td>
</tr>
</tbody>
</table>

Separate toilets for boys and girls were not available in one sample school of Junagadh district.Disabled friendly toilet was available only in one sample school of Ahmedabad district. Isn’t it surprising that despite provisions in the Disability Act 95 for suitable modifications in buildings, Schools do not have disabled friendly toilets? Ramps with railings for wheelchair users were available in all sample schools except for one school in Rajkot district.
Four out of five sample schools in Ahmedabad district, three out of six in Kheda district, four out of six in Rajkot district and three out of four sample schools in Junagadh district had railings on staircase, balcony, veranda and other safety measures. Playgrounds were available in all sample schools except for one in Kheda district, two in Rajkot district and one in Junagadh district. As far as suitable approach roads to schools for wheelchair users were concerned, all sample schools had this facility except for two sample schools in Kheda district.

6.9 Home-based Education

The researcher visited children suffering from multiple-disabilities at home and talked to parents about facilities they received and their difficulties, if any in the light of RTE Act 2009. There is also a provision of home-based education for children suffering from multiple-disabilities in the Disability Act 1995. The following home visits were made in four districts of Gujarat to interact with parents of children suffering from multiple-disabilities.

1. Mehul, an eight-year-old boy, son of Shri Maheshbhai Solanki, resident of Ahmedabad, suffers from multiple-disabilities, including mental disability. Parents came to know about his disabilities when the child was one year old. The caregiver provides training in daily living skill once a week, which improved muscles of the child. A teacher told parents of this child that he could be admitted into the school, which would entitle him to receive various facilities, such as scholarship, school bag, kit containing materials for education of mentally challenged child. The child receives Rs. 4800 per year from the government.

2. Riddhi, a six-year-old girl, daughter of Shri Manish, resident of Ahmedabad, is a child suffering from multiple-disabilities (CP associated with severe mental disability). Parents came to know about her disabilities when she was six month old. The parents approached the school for her admission, but the school refused admission on the ground that she had not been assessed for her disabilities and she had no medical certificate. However, when the resource teacher approached the school and explained about provisions of RTE, the school admitted the girl into the school for the purpose of various facilities that may be provided after assessment.
3. Kalp, a ten year old boy, son of Shri Shati Afel, resident of Kheda district, is a child suffering from severe mental disability. Parents came to know about the disability of child at the time of birth and spent a huge amount of money in his treatment. Later they realised that the disability of the child is irreversible and they stopped visiting the doctor. Father and mother work as a tailor and thought that they would have to do everything for their child suffering from mental disability. When the survey for identification of children with disabilities was carried out, the resource teacher told them that the child should be enrolled in the school and he would receive various facilities after assessment, such as scholarship, therapy at home and training in daily living skills. The child receives home-based education and Rs. 1500 per year as scholarship. The parents had lost all hopes for betterment of the child, but after regular exercise and training in daily living skills by the resource teacher, they hope that the child will improve gradually.

4. Rafeekbhai, a father of five children in Virabal Taluka of Junagadh district, had one 11-year-old boy and 8-year-old girl suffering from multiple-disabilities, including severe mental disability. Rafeekbhai works as a lorry driver and helps his wife looking after children when she carries out domestic work. He is always worried about his children suffering from multiple-disabilities. He took his children to different places (Bhavanagar and Junagadh) for treatment and spent all his savings, but there were little improvements in strengthening muscles of children. Money was demanded everywhere for further treatment, which he could not afford. He, therefore, decided to stay in Virabal where Block Resource Centre provides physiotherapy free of cost on every Saturday. Transport fare is given to all parents who bring their children with disabilities to BRC for physiotherapy. Rafeekbhai told that he receives Rs. 1000 per year from Samaj Suraksha and Rs. 300 per month from SSA as escort allowance for each of his children with disabilities. He also told that escort allowance would not continue in coming year, because the budget of the district is limited and other children with disabilities will receive escort allowance next year. In this way, children who did not receive escort allowance this year will receive it next year. During the discussion it was revealed that Rafeekbhai marriage was in close relations, and in such cases, there are greater chances of having children with disabilities.
Therefore, Rafeekbhai was advised by the researcher to spread the message in his community that marriages should not take place in close relations.

5. Ahmedbhai, a father of nine children in Vidivistar village of Somnath Block, Virabal Taluka of Junagadh district, had three daughters suffering from multiple-disabilities. Taslim Bano 19-year-old, Razia Bano 14-year-old and Tahida Bano 11-year-old were totally dependent on others for their daily living activities due to their severe multiple disabilities including severe mental disability. Both of the parents work as a labourer and 5-year-old son of Ahmedbhai looks after his three sister in the absence of father and mother. Parents spent their savings in the treatment of three daughters without any improvement. M other is under serious stress and she takes medicines to overcome stress. Since both of the parents work as labourers, the responsibility of looking after these girls goes to 5-year-old son, who is very sensitive to the needs of his sisters suffering from multiple-disabilities. These three girls had been assessed for providing educational and other facilities and they were receiving permissible facilities from the government. These girls receive all the facilities under home-based education and caregiver visits home to provide exercise and training in daily living skills.

6. Sofia, an eight-year-old girl, daughter of Smt. Kausharben, resident of Junagadh, is a child suffering from multiple-disabilities (mental and physical disabilities in addition to epilepsy). She also suffers from heart problem besides very weak muscles. A nother younger daughter (one-year-old) is normal and she does not have any problem. It is worth mentioning here that the marriage of Kausharben took place in close relations, where there are greater chances of giving birth to a child who may be disabled. Parents who are poor, spent more than a lakh Rupees in the treatment of Sofia, but there was no improvement. The father of the child, who sells Samosa and popcorns, used to blame mother for disabilities of the child and used to beat mother and child quite often. When the caregiver visited Sofia, father refused to permit the caregiver to enter the house and said that he himself would take care of his daughter. The caregiver, who herself is a mother of child with mental disability, tried to explain how her help would improve the condition of his child. During the visits of caregiver, the mother-in-law blamed the caregiver for creating family problems. Gradually, the family was persuaded to get Sofia assessed by the team of experts so that various facilities, such as scholarship, escort allowance and wheelchair could be received. The
mother-in-law and husband did not want Sofia’s mother, Kausharben, to go to BRC for physiotherapy treatment. However, after various facilities were given to Sofia, they were persuaded to take Sofia to BRC for her exercise. Now, father himself takes Sofia to BRC every Saturday for exercise.

Although the government have taken steps to ensure right of every child to free and compulsory elementary education, much remains to be done to educate society to understand problems of children with disabilities and accept them as an integral part of society. Whenever Sofia’s mother took her to social functions, negative attitudes were obvious from people. Although they did not say anything on the face, they were of the opinion that such children should be kept at home. The caregiver, who also has a daughter suffering from multiple-disabilities, faces enormous difficulties in persuading parents of such children to treat these children with love and affection. She also faces resistance from parents and, in many cases, it is not safe for her to visit homes in certain areas. Therefore, she requests parents to bring children to a house where all parents and children could be given training in skill development. One caregiver has to take care of 20 children in a month and due to negative attitudes of society and parents, and safety issues involved for caregiver, it may be more appropriate to organise group counselling sessions for parents to discuss and share their problems with one another and with the caregiver. Additionally, more caregivers may be appointed to provide better services to children with multiple-disabilities.

7. Parmar, Shivam, son of Shri Mansukhbhai, an auto driver, resident of Rajkot, is a child suffering from multiple-disabilities, including Cerebral Palsy (CP) and hearing impairment. Shivam is bed-ridden and he cannot speak, but he understands when parents and other family members tell him something. The child cannot eat by himself and he has to be fed by someone. The child is dependent for toileting and other daily living activities on others. The doctor told parents at the time of birth that the child had some developmental problems, but he did not tell that the child was suffering from Cerebral Palsy (CP). The parents came to know about this specific problem when the child was one year old. The child was taken to a hospital for physiotherapy, which helped the child to straighten his legs and hands. The lags have not improved much, but hands have been straightened.
Shivam has been assessed for his disability conditions and he has been enrolled in a Primary School, No. 43, Rajkot for receiving financial and other benefits under home-based education. The caregiver visits home once a week and gives exercise to shivam resulting in little improvement in his condition. The caregiver has to take care of 20 students and she spends time with each student with disabilities depending on the need of the child. She receives 9750 rupee per month. As far as financial benefits to Shivam are concerned, he receives 2400 per year as social security and 3600 per year as transport allowance. The child has applied for the scholarship. Interestingly, Shivam’s 21-year-old brother, currently doing CA, takes care of his younger brother, said his mother. She believes that elder son will take care of CP child even after death of parents. Even now, she added, he takes care of his CP brother. The researcher asked Shivam’s elder brother “How will you take care of your younger brother if your wife does not cooperate with you?” He boldly replied, “I will do my duties and she will do whatever she wants”. Mother thinks that Shivam should have some security in the form of property or some regular income so that his security could be ensured even when no one takes care of him.

6.10 Spotlight

- Broken/faulty aids and appliances are replaced after a period of one year hindering educational progress of the child.
- Resource teachers pay weekly visit to schools.
- Scholarship scheme is not applicable to SC/ST/BPL children coming from other states.
- For assessment, no daily diary is maintained.
- Assigning other duties to teachers, such as official work, and lack of appropriate number of teachers, is a challenge in ensuring RTE to children.
- One principal admitted a girl with severe mental disability and persuaded teachers to help educating her. Notable 75% improvement in social skills was achieved by her in five year; but academic improvement was up to class I.
- “Trusts like Somnath Trust, which receives enormous wealth from devotees, could take initiative in serving children with disabilities by opening special schools and
serving them in other ways. This will be a greater service to humanity than simply performing devotional activities”.

- One child with locomotors disability in Kheda district told that he remained seated on wheelchair full time, and he did not go to the toilet due to non-availability of disabled friendly toilet in the school. This is a very serious matter both from legal and humanitarian angles, and it is cruel not to provide necessary facilities to children with disabilities.

- Vigorous effort are needed to create awareness in parents and society for RTE.

- One parent of a low vision child in Ahmedabad and one parent of a low vision child in Junagadh said that their children did not receive any of the facilities except free textbooks, uniform allowance and school bag.

- Safe drinking water was not available in three out of six sample schools in Rajkot district and one out of four sample schools in Junagadh district.

- Separate toilets for boys and girls were not available in one sample school of Junagadh district.

- Disabled friendly toilet was available only in one sample school of Ahmedabad district. Isn't it surprising that despite provisions in the Disability Act 95 for suitable modifications in buildings, Schools do not have disabled friendly toilets?
Chapter VII

Andhra Pradesh

Implementation of Right to Education (RTE) Act 2009 for Disadvantaged Children
Andhra Pradesh

Implementation of Right to Education (RTE) Act 2009 for Disadvantaged Children

7.1 Background

A questionnaire was sent to all states and union territories (UTs) seeking basic information on the status of implementation of Right to Education Act 2009 (RTE) for disadvantaged and disabled (challenged) children. One state from each region was selected for in-depth study from amongst the responding states based on their work on implementation of RTE for disadvantaged and disabled children. Andhra Pradesh from South Region was selected for in-depth study to ascertain the status of implementation of RTE for these children.

Two districts: Visakhapatnam and East Godavari were selected for in-depth study based on high population of SC/ST and children with disabilities (challenged children). The following table shows samples of the study in both the districts.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Visakhapatnam</th>
<th>East Godavari</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Functionaries</td>
<td>01</td>
<td>00</td>
</tr>
<tr>
<td>Head Teachers/Teachers</td>
<td>02</td>
<td>13*</td>
</tr>
<tr>
<td>SC/ST BPL Students</td>
<td>02</td>
<td>02</td>
</tr>
<tr>
<td>Children with Disabilities</td>
<td>00</td>
<td>01</td>
</tr>
<tr>
<td>Guardians</td>
<td>01</td>
<td>06</td>
</tr>
<tr>
<td>Total</td>
<td>06</td>
<td>22</td>
</tr>
</tbody>
</table>

(*In focus group discussion of Head teacher/teachers in one school of Visakhapatnam district, one male and ten females actively discussed issues relating to RTE. Similarly, in one school of East Godavari district, two males (one head teacher and one teacher) provided information about RTE as a group.

The table shows that the number of female respondents in Visakhapatnam district was three times more (22) than males respondents (06). On the other hand, the number of male respondents was more (10) than females respondents (03) in East Godavari district. There
were only male respondents in functionary group in both the districts, while only female respondents were available in the group of children with disabilities. The total number of females was more than the total number of males in the sample.

Table 7.2 Area-wise Sample Schools and Respondents in Visakhapatnam and East Godavari Districts

<table>
<thead>
<tr>
<th>Sample Schools and Respondents</th>
<th>Visakhapatnam</th>
<th>East Godavari</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rural</td>
<td>Urban</td>
</tr>
<tr>
<td>Schools</td>
<td>03</td>
<td>03</td>
</tr>
<tr>
<td>Head Teachers/Teachers</td>
<td>02</td>
<td>13</td>
</tr>
<tr>
<td>SC/ST/BPL Children</td>
<td>01</td>
<td>03</td>
</tr>
<tr>
<td>Children with Disabilities</td>
<td>00</td>
<td>01</td>
</tr>
<tr>
<td>Guardians</td>
<td>02</td>
<td>05</td>
</tr>
</tbody>
</table>

The sample schools in Visakhapatnam district in rural and urban areas were equal (03 rural and 03 urban), and more rural than urban schools (03 rural and 01 urban) in East Godavari district. There were 15 respondents (02 rural and 13 urban) in the head teacher/teacher group in Visakhapatnam district and 05 (04 rural and 01 urban) in East Godavari district. The numbers of SC/ST children interviewed in Visakhapatnam district were four (01 rural and 03 urban) and four (03 rural and 01 urban) in East Godavari district. Only one child with locomotors disability in Visakhapatnam district and one hearing impaired child in East Godavari district could be interviewed. The number of guardians interviewed in Visakhapatnam district were seven (02 rural and 05 urban) and two (all rural) in East Godavari district.

7.2 Interviews with Functionaries

Only two inclusive education functionaries – one in Visakhapatnam district and one in East Godavari district could be interviewed. They were asked about the steps taken by the state for SC/ST/BPL/various categories of children with disabilities in the light of Right to Education Act 2009. The functionaries informed that residential schools and hostels run by Andhra Pradesh Government have to admit SC and ST children without any entrance test. Survey had already been completed to identify out-of-school SC/ST children. ‘Punadi’ programme
‘special coaching for ST students in tribal areas’ was launched in 2012 to improve minimum competency level of these children and this coaching is given for a period of three months from June-August in the beginning of academic session. The private schools, according to RTE Act, have to give admission to children belonging to BPL category and the quota for such admission is 25%.

Functionaries in both the districts told of various steps taken for children with disabilities. Both the functionaries told that inclusive education resource teacher (IERT) and inclusive education volunteer (IEV) are there to identify children with disabilities. Anganwadi workers are also trained to identify children with disabilities. The functionary of Visakhapatnam informed that scholarship, pension, escort allowance and transport allowance are provided to children with disabilities, subject to relevant conditions laid by the government. These facilities are available to all children with disabilities. A child suffering from total loss of vision receives escort allowance, Braille books and other materials. Transport allowance is provided to children with disabilities and their parents to bring their children to assessment camps and physiotherapy centres. Hearing impaired children receive hearing aids and speech training, in addition to the support of IEV for remedial teaching. Children with locomotors disabilities receive aids and appliances in accordance with their specific needs, and training is imparted to them in making effective use of these aids and appliances. Three month training is provided by Shreya Foundation, an NGO, to children suffering from mental disability to enable them for inclusive education. For children suffering from severe and profound mental disability, two inclusive education resource teachers (IERTs) in each Mandal take care of home-based education and visit schools. Children suffering from multi-disabilities conditions receive not only skill development training, but also physiotherapy.

The functionary in East Godavari district reported that universal eye screening had been done through ‘Chinnari Chupu’ programme meaning ‘child sight’ to identify visual problems in school-age children. IERTs screen children for their visual problems with the help of E-chart, and suspected cases are referred to optometrists for further checkups. Optometrists examine referred children and provide spectacles if their vision could be improved to a satisfactory level. The children who need treatment for visual problems are referred to the ophthalmologist for further checkups and action. SSA provides financial support for surgery. Children, who require magnifying glasses to read books, are provided by SSA. Other visually impaired children are also provided aids and appliances as per their needs. Children suffering
from hearing loss receive hearing aids, speech therapy and treatment as per their needs. Similar is the case for children with locomotors disabilities.

Another item for functionaries was concerned with steps about non-enrolled and dropout special needs children’s admission and training for age-appropriate placement in different classes. The functionary of Visakhapatnam district told that age-appropriate admissions are given to some categories of children with disabilities and special training is organised using special materials prepared for this purpose. Vidya volunteers and inclusive education volunteers provide training to children admitted under age-appropriate admissions. The training to these children is given before and after school hours and, sometimes, even during the school hours through peer group learning sessions. Remedial support is also given to these children as per need. Counselling and guidance are given to parents to encourage their children cope up with demands of learning. The functionary of East Godavari district informed that never enrolled and dropout children with disabilities are identified and training is given to them in the special centre. In this training programme, basic competencies of class I and II are given and then they are admitted into inclusive education system under age-appropriate classes.

The functionaries were requested to tell about various facilities available to different categories of children with disabilities. The functionary of Visakhapatnam said that visually impaired children are provided Braille books, writing slate, mobility training, cane and spectacles depending on their needs. Corrective surgeries are also performed to restore vision if required. Hearing aids and speech therapy are provided to children with hearing disabilities and appropriate aids and appliances are given to children with locomotors disabilities after assessment. Children with mental disabilities receive physiotherapy and other required support. Appropriate support is also available to children with multiple-disabilities. The functionary of East Godavari district said that About 115 Braille slates and folding canes were provided to visually impaired children. NGOs had also provided Braille kits to visually impaired children. Low vision children had been provided large print materials. He further informed that children with hearing disabilities had been provided hearing aids after assessments. Similarly, children with locomotors disabilities had been provided callipers, wheelchairs and other aids and appliances as per their needs after proper assessments.
The functionaries were requested to tell about the steps taken for special teachers, educational materials, and infrastructural modifications to meet varying needs of children with disabilities. The functionaries of Visakhapatnam and East Godavari districts told that inclusive education resource teachers (IERTs) are appointed on contract basis and they are given multi-category training to deal with all types of disabilities. Educational materials provided to students with disabilities include Braille books and pictorial materials. Educational kits for children with mental disabilities contain adapted games in addition to other materials. Infrastructural modifications include ramps with railings and construction of disabled friendly toilets, which had been done. Inclusive education resource centre (IERC) buildings had been constructed at Mandal levels where various activities, including physiotherapy, are conducted. The functionary of East Godavari district told that inclusive education resource teachers and inclusive itinerant teachers had been appointed under SSA project and each teacher covers three schools per week. These teachers were trained in multi-category training in Coimbatore. About 50% of the schools have ramps with railings and about 100 schools had disabled friendly toilets. Disabled friendly toilets in other schools are under construction, he added.

When asked about the future strategy of state to implement inclusive education, the functionaries of Visakhapatnam district explained about plans and said that the procedure of identification of children with disabilities would be streamlined. There would be permanent setup in every block and elsewhere depending on needs and feasibility. Convergence with various departments had to be worked out to facilitate smooth functioning of the system. Strengthening of inclusive education resource centres is also in the future plans, said the functionary. Psychologists, speech therapists, physiotherapists and inclusive education resource teachers would be hired, he added. The functionary of East Godavari district told that there was a plan to equip all schools with infrastructural support, all children would be assessed category-wise for their medical and academic needs and they would be provided required support in inclusive education resource centres at Mandal headquarter. These centres would be fully equipped with necessary facilities. These centres would have professional counsellors for parent counselling.

The functionaries were asked about the arrangement of pre-school education for children, including children with disabilities. The functionary of Visakhapatnam district said that the focus is on early intervention after identification. Anganwadi workers had been trained to
create awareness in parents to deal with children with disabilities. These workers motivate parents to bring their children with disabilities to inclusive education resource centre (IERC) for physiotherapy. The functionary of East Godavari district told that children with disabilities are identified by Anganwadi workers and they are brought to Anganwadi centres. Early interventions, like speech therapy, sensory training to children below five year, is given.

7.3 Interviews with Head Teachers/Teachers

Head teachers/teachers were asked if they had been told about Scheduled Caste (SC), Scheduled Tribes (ST), Below Poverty Line (BPL) children in the orientation programme for Right to Education Act (RTE) 2009. Out of 20 head teachers/teachers in Vishakhapatnam and East Godavari districts, which also included one focus group discussion consisting of 11 head teachers/teachers in Visakhapatnam and one focus group discussion consisting of one head teacher and one teacher in East Godavari district, told that no specific information was given about SC/ST/BPL children during the orientation of RTE. They also informed of receiving instruction to ensure that all children in the age group of 6-14 years should be in schools and they should be treated equally. Two respondents reported of being told that awareness in parents and community should be created to send their children to schools. One respondent in East Godavari district said, "Importance of education for children was emphasised in the orientation of RTE. RTE awareness programmes for community are conducted in the school by volunteers. This is one way of creating awareness".

The second item in the interview schedule for head teachers/teachers inquired about special provisions for different categories of children. All 15 respondents in Visakhapatnam and 5 in East Godavari districts told that SC/ST/BPL children receive free textbooks, two pairs of uniform and mid-day meal. No scholarship provision is there for SC/ST/BPL children. One respondent in Visakhapatnam district and three respondents in East Godavari district reported of teachers providing free notebooks and pencils to needy students. Researcher went to a residential school for tribal children ‘Government Tribal Welfare Ashram High School’ in Musurumilli, situated in remote tribal area. The head teacher of this school told that, in addition to free textbooks and two pairs of uniform, the ST students of this school also receive 19 notebooks from class III-VII, pencils and geometry box. They also receive one
pair of chappal. One respondent in Visakhapatnam said that there is a hostel for ST students in which 34 boys and 13 girls live. All facilities are provided to these children free of cost.

Head teachers/teachers were asked about the steps taken for non-enrolled and dropout SC/ST children for age-appropriate admission and their training for placement in different classes. Only one respondent in East Godavari district informed that about ten over-age children came to school and they were admitted into different classes. **No specific training materials had been provided by the state to teach children admitted under age-appropriate admissions. However, teachers teach these children based on their experience.** The school developed action plan in three spells. Other respondents in Visakhapatnam and East Godavari districts said that there was no problem of age-appropriate admission.

When inquired about assessment procedures used for educational evaluation of children, all respondents in both the districts said that they conduct four formative and two summative tests for academic evaluation. However, they use CCE for evaluating cleanliness, discipline, cultural and academic activities and moral values. They also use CCE to evaluate environmental protection and project work. One respondent in Visakhapatnam district said that teachers maintain daily diary of each child. Only one respondent in Visakhapatnam district said that grades are given in place of marks.

Head teachers and teachers were asked to tell about the steps they take for providing supplementary instruction to educationally weak children. Fourteen out of 15 respondents in Visakhapatnam district claimed that they organise extra classes everyday ranging from 30 minutes to 60 minutes for educationally weak children. One respondent, however, said that special materials prepared by teachers are photocopied and given to students, and no extra classes are taken. Two respondents in East Godavari district reported of taking one and half an hour class five days a week for educationally weak children, while the other two respondents said that remedial instructions are given twice a week. The head teacher of Government Tribal Welfare Ashram School in Musurumilli told that extra classes are organised for all students in mornings, evenings and during holidays.

The head teachers/teachers were asked if they face difficulties in seeking cooperation from the parents of children of various categories. Three respondents (one in Visakhapatnam district and two in East Godavari district) said that about 80% of the parents attend PTA
meetings. Twelve respondents in Visakhapatnam and one in East Godavari districts told that parents come to school only when they get some incentives, e.g., uniform, textbooks etc. Three respondents in Visakhapatnam district and one in East Godavari district maintained that less than 30% of the parents cooperate with schools.

The respondents were asked to narrate constraint and challenges, if any, in the implementation of RTE, 2009. The following constraint and challenges were told by respondents in the implementation of RTE:

- Two respondents in East Godavari district told that teacher-pupil ratio should be examined from time to time to follow RTE norms. There are about 78 students in some classes and extra teachers are needed urgently.
- In a focus group discussion of teachers in one school of Visakhapatnam, very important issues were discussed, and problems faced by teachers in ensuring RTE were highlighted. “A majority of children coming to the school are from broken families. Fathers are alcoholic and mothers have abandoned their families resulting in emotional disturbance of these children. These children are not interested in education. Further, since RTE prohibits punishment for children, there is no fear of teachers”.
- One respondent in Visakhapatnam maintained that one of the major challenges in implementing RTE to children is poverty. Children belonging to such families remain absent very often during festivals and other occasions helping their parents in work.
- One respondent in East Godavari district said that the challenge in the implementation of RTE is that migrant labour move from one village to another village in search of work and they enrol their children in other schools without giving information. The school cannot cancel their admission until one month is complete.

The following suggestions were put forward by respondents for proper implementation of RTE:

- There should be more teachers in schools to ensure RTE provisions, said five respondents.
- Community awareness programmes should be organised to motivate parents and community for education of children (said one respondent).
• Eleven respondents of Visakhapatnam maintained that more facilities should be provided to poor children. These facilities include notebooks, shoes, transport, scholarship etc.

• Three respondents demanded supply of furniture to schools for seating children. They also wanted playgrounds for their schools.

• Appointment of sufficient number of staff in Government Tribal Welfare Ashram High School, Musurumilli should be ensured on priority basis. The school has a shortage of teachers and other staff to look after children in the hostel. Many of the children admitted into the school suffer from chronic diseases, and the schools are not informed about it by parents. When children get ill, school admit them into the hospitals. When parents come to know about it, they go to the hospitals and take away children without giving information to the hospital or teachers. Since teachers are responsible for safety and security of children, they are held responsible for the children admitted into the hospitals. If teachers fail to locate children, they are issued memos and their services could be terminated. Since there is an acute shortage of staff, tribal children run away from the hostel by jumping over the wall and teachers have to go for searching them. This situation is agonising for teachers and many of them get themselves transferred or leave job, said one respondent. It is extremely difficult to control these children, particularly, when punishment is prohibited. This critical situation needs urgent attention of the authorities for the welfare of tribal children and teachers working with them, he added.

Section III of the interview schedule for head teachers/teachers was related to children with disabilities and the respondents were requested to provide information. The first item in section III inquired if the respondents had received any orientation about RTE for children with disabilities. Twelve respondents in Visakhapatnam and three respondents in East Godavari districts informed of no specific instructions for children with disabilities in the orientation programme for RTE. Other three respondents told about instructions given about various facilities, e.g., special teacher, educational aids and appliances, construction of ramps and disabled friendly toilets in schools. They were also told about equality of opportunity and completion of elementary education until the age of 18 year for children with disabilities.
When inquired about provisions/facilities in the school for children with disabilities, only two respondents in Visakhapatnam district reported of children with disabilities receiving Rs. 700 per year scholarship from Welfare Department and Rs. 500 escort allowance from the state government. The participants of focus group discussion told that their school did not have any facility for children with disabilities. However, in another school, where some of the teachers had worked earlier, two children with disabilities were studying. One special teacher visited the school once a month. A majority of sample schools had ramps without railings and they were not constructed as per specifications.

Head teachers/teachers were asked to tell about the steps taken for special teachers, educational materials, infrastructure etc to meet varying needs of different categories of children with disabilities. Only four respondents (two in Visakhapatnam and two in East Godavari districts) reported of special teachers visiting their schools. One respondent in Visakhapatnam district told that special teacher visits school twice a week, while another said once a week. One respondent in East Godavari district told that special teacher visits school once a month, while another told of daily visit by special teacher appointed by an NGO. As far as aids and appliances were concerned, only one respondent in Visakhapatnam informed that hearing impaired child was given hearing aid and a low vision child was given spectacles. Availability of ramps was reported by these respondents in both the districts, which were not constructed as per specifications. None of the respondents reported of the availability of disabled friendly toilet in school. The remaining respondents reported that these facilities were not available in their schools.

The respondents were asked about steps taken for age-appropriate admission of children with disabilities. Only one respondent in Visakhapatnam told that one 8-year-old child with mental disability and another child with hearing disability came to the school for age-appropriate admissions and they were admitted into the school. The head teachers/teachers were asked to tell about assessment procedures they use for different categories of children with disabilities. Out of 20 respondents, 14 in Visakhapatnam and 3 in East Godavari districts informed that same CCE procedures are used for children with locomotors disabilities that are used for non-disabled children. One respondent reported of using oral evaluation method for evaluating learning of children with no vision. As far as children with mental disabilities are concerned, they are evaluated with the help of special teacher.
When asked about cooperation of parents of children with disabilities with school, six respondents expressed their satisfaction over cooperation of parents of children with disabilities with the school. Eleven respondents in Visakhapatnam district told that the parents of children with disability do not come to the school even when they are invited, because they go for labour work.

The teachers were asked about difficulties that they encounter in teaching different categories of children with disabilities. Out of 20 respondents in Visakhapatnam and East Godavari districts, 14 held the opinion that it is extremely difficult to teach children with mental disabilities. Other respondent in both the districts were of the opinion that special teachers should be appointed at school level to help children with disabilities. One respondent in Visakhapatnam said that Braille books, aids and appliance should be made available in the school for visually impaired children and speech therapy arrangements should be made for children with hearing disabilities.

The respondents were asked to tell about constraint and challenges in the implementation of RTE for children with disabilities and give their suggestions. In Visakhapatnam district, 12 respondents told that it is difficult to ensure RTE to children with mental disabilities due to behaviour problem and very limited ability to learn. They maintained that these children should be sent to special schools. One respondent in East Godavari district also said that children with mental disabilities are unable to understand lessons. One respondent in Visakhapatnam and one respondent in East Godavari districts said that there were no Braille books, no assistive devices, no educational materials and no full time special teacher making it extremely difficult to ensure RTE to children with visual impairments. One respondent in Visakhapatnam district informed that infrastructure, such as ramps and disabled friendly toilets etc for children with locomotors disabilities was not appropriate. The following suggestions were given by respondents:

- Seventeen out of 20 respondents in both the districts demanded that special teachers and required materials should be provided to schools.
- One respondent in Visakhapatnam district asked for monthly medical check-up of children with disabilities.
- One respondent in the same district said that regular teachers should be trained in special education and ramps should be constructed in schools.
• One respondent in East Godavari district demanded Rs. 500 monthly escort allowance for children with disabilities.

7.4 Interviews with Disadvantaged Children

Interviews with SC/ST/BPL children were conducted to have first-hand information about various facilities and educational help they receive. Four SC/ST children in Visakhapatnam district and four SC children in East Godavari district were interviewed. The first item in the interview schedule related to various facilities, such as free textbooks, scholarship and uniform. In Andhra Pradesh, there is no policy of giving scholarship to SC/ST children. All 8-sample SC/ST/BPL children in both the districts received free textbooks and two pairs of uniform. Three out of four children in Visakhapatnam district and two out of four children in East Godavari district reported of receiving free notebooks, pen and pencils from their teachers. One child in Visakhapatnam district said that he had received one pair of shoes, tie, belt and socks, which were given by some donors.

Another item inquired if these children were attending schools regularly. All eight children in both the districts told that they attend schools regularly except when they are sick. When asked about additional academic help their teachers provide, two out of four children in Visakhapatnam district and three out of four children in East Godavari district told that teachers provide help in case of difficulties. SC/ST children were asked to tell their experiences about behavior of classmates and teachers towards them. All children in both the districts expressed full satisfaction over the behavior of classmates and teachers.

7.5 Interviews with students with Disabilities

Two children with disabilities (one with hearing impairment in Visakhapatnam district and one with locomotors disability in East Godavari district) were selected for interview in order to have first-hand information about various facilities they receive. Children were asked to tell what educational materials did they received free of cost. Both the children in Visakhapatnam and East Godavari districts reported of receiving free textbooks and two pairs of uniform. Both children did not attend assessment camp and, therefore, they did not receive assistive devices.
Children with disabilities were asked to tell about their difficulties in coming to the school. A child with locomotors disability in East Godavari district informed that she lived two kilometers away from the school and she found it difficult to come to the school. Another item inquired if they encounter problems in moving around the school. The child with locomotors disability in East Godavari district reported of having some problems in moving in and around the school due to infrastructural unsuitability.

One item inquired about aids and appliances they received. Both the girls informed that they did not attend assessment camps and did not receive aids and appliances. When asked about training in using aids and appliances, there was no question of training in the use of aids and appliances, because they did not attend assessment camps and they did not receive any aids and appliances. Children with disabilities were asked if they were receiving additional help from teachers. The child in East Godavari district said that teachers take special care of her and she receives help from teachers in case of difficulties. The children with disabilities were asked to tell their experiences about behavior of teachers and classmates. Both the children said that their teachers and classmates were very nice to them.

7.6 Interviews with parents of disadvantaged and disabled children

Interviews with parents of SC/ST/BPL children and children with disabilities were conducted in Visakhapatnam and East Godavari districts to find out their awareness of RTE, various facilities available, additional educational help to their children, and any difficulty faced by their children. Seven parents in Visakhapatnam district and two parents in East Godavari district were interviewed. The parents were asked if they had encountered any difficulty in the admission of their children. None of the parents in both the district faced any difficulty in admission of their children.

Parents were asked if they knew anything about RTE. Only two parents in Visakhapatnam out of nine parents in both the district had the information that all children are to be enrolled in schools. This necessitates incessant effort to create awareness for RTE in society. In response to the question about special facilities being provided to their children, all parents in both the districts reported of receiving free textbooks and free uniform for their children. Five parents in Visakhapatnam district and one parent in East Godavari district reported that teachers gave notebooks to their children free of cost. The parent of visually impaired child
told that his daughter received Braille writing slate, other educational materials and folding cane. Three parents of children with disabilities (two in Visakhapatnam and one in East Godavari districts) informed that their children received scholarship and escort allowance. One parent said that her child received Rs. 700 scholarship per year and Rs. 500 disability pension per month. Other two parents informed that their children with disabilities received Rs. 700 scholarship per year from the state government and Rs. 250 escort allowance per month from SSA.

The parents were asked if their children received additional educational help from the school. All parents in both the districts admitted that teachers help their children in education. Two of them in Visakhapatnam said that extra classes are taken some times. When asked about problems faced by their children in the school, all parents in both the districts reported that their children had no problem in schools and all teachers and students help their children.

The parents were asked to tell if they participate in PTA meetings of the schools and give suggestions for further improvement of education to their children. Eight out of nine parents in both the districts attended PTA meetings in which importance of sending children to schools regularly was emphasized. Progress of children in study, paying attention to children’s homework etc was discussed. Parents gave the following suggestions for further improvements in the education:

- Two parents in Visakhapatnam district demanded that scholarship should be enhanced.
- One parents in East Godavari district demanded appointment of special teachers for visually impaired child.
- Two parents (one in Visakhapatnam and one in East Godavari districts) demanded other miscellaneous facilities, such as infrastructural improvements, repair work in school buildings, construction of new building within a period of one year, availability of playground for children, construction of boundary wall for safety and security of children. Other facilities include safe drinking water and sitting furniture for students in classrooms.
- Some teachers suggested the mother of a child with mental disability to send her to special school. However, she is not ready to send her child to special school, because
she is very much attached to her child with mental disability. She wants her child to study in the school with other non-handicapped children.

- One parent wanted her two children with mental disability to be sent to special school.
- **One SC parent expressed her resentment over government propagation of various facilities to SC children, e.g., scholarship and bicycles, and her children receiving none of these facilities.**
- One parent said that his child with visual impairment should be provided Braille books and other educational materials in accordance with her educational needs.

### 7.7 Observation Results in Visakhapatnam and East Godavari Districts

The facilities available in schools have been shown in the following table:

**Table 7.3 Facilities in Schools**

<table>
<thead>
<tr>
<th>Items</th>
<th>Visakhapatnam</th>
<th>East Godavari</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe drinking water</td>
<td>03</td>
<td>02</td>
</tr>
<tr>
<td>Separate toilets for boys and girls</td>
<td>05</td>
<td>03</td>
</tr>
<tr>
<td>Disabled friendly toilets</td>
<td>01</td>
<td>00</td>
</tr>
<tr>
<td>Ramps with railings</td>
<td>03</td>
<td>03</td>
</tr>
<tr>
<td>Railing/other safety measures (Railing on stairs, boundary walls) in the building</td>
<td>03</td>
<td>03</td>
</tr>
<tr>
<td>Playground</td>
<td>04</td>
<td>01</td>
</tr>
<tr>
<td>Approach road to the school for wheelchair</td>
<td>04</td>
<td>01</td>
</tr>
</tbody>
</table>

Safe drinking water was available in 50% of the sample schools of Visakhapatnam and East Godavari districts, while remaining 50% sample schools had bore well water, suggesting that urgent efforts are needed to provide safe drinking water facility to remaining schools. Separate toilets for boys and girls were not available in one sample school of Visakhapatnam district and one sample school of East Godavari district. Disabled friendly toilets were not available in five out of six sample schools in Visakhapatnam district and none of the sample schools in East Godavari district. In view of the nature of needs of
children with disabilities and mandate of disability act 1995, urgent steps in construction of disable friendly toilets are needed. Ramps with railings for wheelchair were available in 50% of the sample schools in Visakhapatnam, while three (75%) samples schools had unsuitable ramps without railing in East Godavari district. **Suitable ramps with railings as per specification are needed in schools in addition to other safety measures for children.**

As far as safety measure were concerned, 50% of the sample schools in Visakhapatnam and 75% of the sample schools in East Godavari districts had railings on staircase, balcony, veranda and other safety measures. Playgrounds were available in four out of six sample schools in Visakhapatnam district and one out of the four sample schools in East Godavari district. As far as suitable approach roads to schools for wheelchair users were concerned, most of the sample schools had this facility.

### 7.8 Home-based Education

The researcher visited children suffering from multiple-disabilities at home and talked to parents about facilities they received and their difficulties, if any in the light of RTE Act 2009. There is a provision of home-based education for children suffering from multiple-disabilities in the Disability Act 1995. The following home visits were made in two districts of Andhra Pradesh to interact with parents of children suffering from multiple-disabilities.

1. Venkata Sai, an eight-year-old boy, son of Shri Venkata and Smt. Laxami Rao, resident of a village in Kakinada in East Godavari district, is a child suffering from multiple-disabilities conditions (CP and severe mental disability). The child was born with very big head, which means that there was fluid in the head. At the age of ten months, parents came to know about disabilities of the child. When the child had epilepsy fits at the age of ten month, he was referred to the specialist. Doctor told that there was water in the cerebrum. When the water was drained out, the child nervous system was damaged and the child became CP. The child was MR from the birth and he became CP after the water was drained out of the brain. They have two children. The boy who suffers from MR and CP is the first child of this family and the other girl child is normal. The marriage between mother and father was in close relations.
As far as benefits given by the government are concerned, he has received a wheelchair and special teacher visits home once a month. Disability pension Rs. 500 per month is given by the Andhra Pradesh Government. Father, whose education is primary, works in a photo studio and he earns Rs. 5000 per month. Mother is housewife and she is illiterate. This young couple (father 28-year-old and mother 24-year-old) hope that the child will be O.K. one day. When the researcher told them that disabilities of the child are irreversible, mother told the researcher that she would like to keep her handicapped child with her entire life. “Whatever is in our fate, we will live with it”, she said. The government should provide some financial and other support to poor families who are having child/children suffering from multiple-disabilities. This family is in distress, and social and financial support is needed.

2. Nandini, a four-year-old girl, daughter of Shri Ramakrishna and Smt. Mani, resident of Thegada Village, Mandal Kasimkota, District Vishakhapatnam, is a child suffering from multiple-disabilities conditions from her birth. She was left with her grandmother (mother of Nandani’s mother) when she was two year old. The grandmother says that she will take care of this multi-handicapped child as long as she is alive. Nandini has seven year an old brother, who is normal and he is taken care of by her parents in another village. Nandini suffers from severe MR, CP, maybe she has other disabilities as well. The family recognized her disabilities at the time of birth and they have spent about Rs. 15,000 until now in her treatment, but no improvement is visible. Nandini’s grandmother, who may be about 40-50 year old, stopped going for labour work after she decided to look after her granddaughter. Her grandfather works as a mason. Nandini’s parents visit her twice a week. Nandini’s father, who is an auto driver, visits her almost every day. Grandmother is satisfied with the services of special teacher who teaches her to give exercise to Nandini strengthen her muscles. Grandmother’s expectations are that the child should be able to listen and should be able to sit.
7.9 Spotlight

- Inclusive education resource teachers (IERTs) are appointed on contract basis and they are given multi-category training to deal with all types of disabilities.
- RTE awareness programmes for community are conducted in the school by volunteers.
- No specific training materials had been provided by the state to teach children admitted under age-appropriate admissions.
- Teachers teach these children based on their own experience.
- There is a shortage of staff in Government Tribal Welfare Ashram High School Musurumilli. Urgent attention is needed to appoint required staff.
- No specific instructions were given in the orientation programme of RTE for children with disabilities.
- Weekly visit by special teacher to children with disabilities.
- Urgent steps for construction of disable friendly toilets should be taken.
- Suitable ramps with railings as per specification are needed in schools in addition to other safety measures for children.
- Children with total loss of vision were rarely available in inclusive set-up. They are asked to go to special schools.
Chapter VIII
Uttarakhand
Implementation of Right to Education (RTE) Act 2009 for Disadvantaged Children
Uttarakhand

Implementation of Right to Education (RTE) Act 2009 for Disadvantaged Children

8.1 Background

A questionnaire was sent to all states and union territories (UTs) seeking basic information on the status of implementation of Right to Education Act 2009 (RTE) for disadvantaged and disabled (challenged) children. One state from each region was selected for in-depth study from amongst the responding states based on their work on implementation of RTE for disadvantaged and disabled (challenged) children. Uttarakhand is one of the states that claimed doing significant work in the area of children with disabilities. The information supplied by Uttarakhand also revealed that a lot of work had been done in this area. Therefore, Uttarakhand from North Region was selected for in-depth study to ascertain the status of implementation of RTE for these children.

Two districts: Nainital and Almora were selected for in-depth study based on high population of ST/SC/BPL and children with disabilities (challenged children). The following table shows samples of the study in both the districts.

Table 8.1 Respondents (Samples) in Nainital and Almora Districts

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Nainital</th>
<th></th>
<th>Almora</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
<td>Male</td>
</tr>
<tr>
<td>Functionaries</td>
<td>01</td>
<td>00</td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td>Head Teachers/Teachers</td>
<td>03</td>
<td>05</td>
<td>08</td>
<td>04</td>
</tr>
<tr>
<td>SC/ST/BPL Students</td>
<td>02</td>
<td>05</td>
<td>07</td>
<td>03</td>
</tr>
<tr>
<td>Children with Disabilities</td>
<td>01</td>
<td>00</td>
<td>01</td>
<td>03</td>
</tr>
<tr>
<td>Guardians</td>
<td>04</td>
<td>01</td>
<td>05</td>
<td>00</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>11</td>
<td>22</td>
<td>11</td>
</tr>
</tbody>
</table>

The table shows that there were an equal numbers of females and males (11 each) in Nainital district, while there were 11 males and 08 females in Almora district. The number of female respondents in each group differed, (except for functionaries), though the total number of males was more than the total number of females in the sample.
### Table 8.2 Area-wise Sample Schools and Respondents in Nainital and Almora Districts

<table>
<thead>
<tr>
<th>Schools and Respondents</th>
<th>Nainital</th>
<th></th>
<th>Almora</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rural</td>
<td>Urban</td>
<td>Total</td>
<td>Rural</td>
</tr>
<tr>
<td>Schools</td>
<td>03</td>
<td>04</td>
<td>07</td>
<td>04</td>
</tr>
<tr>
<td>Head Teachers/Teachers</td>
<td>03</td>
<td>05</td>
<td>08</td>
<td>05</td>
</tr>
<tr>
<td>SC/ST/BPL Children</td>
<td>03</td>
<td>04</td>
<td>07</td>
<td>03</td>
</tr>
<tr>
<td>Children with Disabilities</td>
<td>01</td>
<td>00</td>
<td>01</td>
<td>02</td>
</tr>
<tr>
<td>Guardians</td>
<td>02</td>
<td>03</td>
<td>05</td>
<td>02</td>
</tr>
</tbody>
</table>

The sample schools in Nainital district were three rural and four urban, and in Almora district four rural and one urban. There were eight respondents (03 rural and 05 urban) in the head teacher/teacher group in Nainital district and seven (05 rural and 02 urban) in Almora district. Seven SC/BPL children (03 rural and 04 urban) in Nainital district and four (03 rural and 01 urban) in Almora district were interviewed. Children with different disabilities, one in rural area of Nainital district and three (02 rural and 01 urban) in Almora district were interviewed. The numbers of guardians interviewed in Nainital district were five (02 rural and 03 urban) and four (02 rural and 02 urban) in Almora district.

### 8.2 Interviews with Functionaries

Two functionaries – one in Nainital district and one in Almora district could be interviewed. They were asked about the steps taken by the state for SC/ST/BPL/various categories of children with disabilities in the light of Right to Education Act 2009. Children from SC/ST/BPL categories numbering 830 were admitted in schools during the academic year 2011-2012 in Nainital district. In addition to admission of these children, parent counselling and parent awareness camps for sending their children to school regularly were organised. Some parents cooperate with schools, while others do not. The functionary of Almora district told that learning camps for educationally weak SC/ST children were organised for two weeks in every block. Vocational training in basket making, sewing, embroidery and rock climbing is given to students. Rs. 15, 00,000 per year for all these activities are spent. He further added that BPL children were admitted into private schools.

As far as children with disabilities were concerned, assessment camps were conducted in Nainital and Almora districts to assess type, degree and severity of various disabilities and needed aids and appliances were provided. These aids and appliances included hearing aids.
for hearing impaired children, vision glasses for low vision children, escort facility for children with total loss of vision, wheelchairs, tricycles, callipers and crutches to children with locomotors disabilities. Some special teachers (resource persons) to help children with disabilities were already there and more special resource persons (SRPs) were to be appointed in Nainital district. However, special teachers had already been appointed in Almora district. The functionary of Nainital district told that Rs. 1,00,000 were received from the state and the same was distributed in different blocks to conduct awareness camps and workshops.

The functionary of Almora district narrated the truth of existing situation in mountainous region. He said, “Wheelchairs and tricycles are supplied by Artificial Limbs Manufacturing Corporation of India (ALIMCO) to children with locomotors disabilities, even though these cannot be used by them due to difficult terrain in Almora district. Items, such as special shoes, are supplied after one year of assessment resulting in inappropriate size due to growth of feet. Very often, same size of callipers was supplied, which could not be used by children. Complaint was sent to ALIMCO, but no satisfactory action was taken”. Children with mental challenges and multi-disabilities were being given home-based education in both the district by special resource persons (SRPs). In Almora district, home-based education was continuing for mentally challenged children, but it was withdrawn for multi-disability children, because such children were not available there.

Another item for functionaries was concerned with steps about non-enrolled and dropout special needs children’s admission and training for age-appropriate placement in different classes. The functionary of Nainital district told that residential hostel “Avaasiya Bhawan” was being constructed for non-enrolled and dropout children with disabilities. These children would be admitted into schools and they would be provided educational services in the hostel. On the contrary, the functionary of Almora district said that no cases of non-enrolled and dropout children with disabilities were found.

The functionaries were requested to tell about various facilities available to different categories of children with disabilities. Functionaries in Nainital and Almora districts told that assessment camps were organised to assess children with disabilities. Children with low vision were provided glasses and children with total loss of vision were given Braille kits containing Braille slate, scale, Taylor Frame, Abacus and folding canes by National Institute
for the Visually Handicapped (NIVH), Dehradun. **Braille books were not supplied to the districts by NIVH despite repeated reminders, said one functionary.** It is, indeed, a matter of serious concern that NIVH, which was founded to serve persons with visual handicaps, neglected educational needs of children of Uttarakhand. Children with hearing impairments were given hearing aids and children with locomotors disabilities received crutches, callipers, wheelchairs and tricycles depending on their nature and extent of disabilities. The functionary of Nainital informed that children suffering from multiple-disabilities and mentally challenges conditions were being given home-based education and this work was being carried out by SRPs. It was proposed that there should be one SRP for three children suffering from multi-disabilities and mental challenges. The training of SRP would be done in District Institute of Educational Training (DIET) for ten days and then they would be sent to different places for providing services. On the other hand, the functionary of Almora district reported of carrying our assessment and giving certificates to children with multi-disabilities and mental challenges. No other educational facilities were reported by him for multi-disabilities children.

The functionaries were requested to tell about the steps taken for special teachers, educational materials, and infrastructural modifications to meet varying needs of children with disabilities. The functionary in Nainital district told that they had a provision for resource persons, not for special teachers. **“These resource persons were appointed on contract basis for a period of one year by an out sourcing agency DRUSS Yojgar in Dehradun. Most of resource persons possess qualification of B. Ed. Special. The major problem faced by schools was that appropriate resource persons were not being supplied. If they had a requirement of resource persons in the area of visual impairments, they received specialists of mental challenges. There were only nine resource persons in eight blocks out of which only three or four were properly trained. The manpower supplying agency does not verify certificates/degrees and their ability to perform their duties. It is not possible to deliver services to 1126 children with the help of 9 resource persons”, said the functionary.** On the contrary, the functionary of Almora district said that in most cases, resource persons were supplied in accordance with the needs of different disabilities. However, less numbers of resource persons were supplied resulting in one-two visits per month to children with disabilities in different schools.
The functionary of Nainital said that educational materials were supplied to individuals in accordance with their needs, while the functionary of Almora district said that only Braille kits were given to children with visual disabilities. The functionary of Nainital district added that disabled friendly toilets and ramps with railings were constructed in eight schools of eight blocks, and 200 more schools would be equipped with these facilities. The response of the functionary of Almora district was vague. He said that disabled friendly toilets, ramps with railings and boundary walls were constructed in different schools.

When asked about the future strategy of state to implement inclusive education, the functionaries of Nainital and Almora districts informed that disabled friendly toilets and ramps with railings were being constructed. Infrastructural changes would be done in schools where disabled children come for admission. The functionary of Nainital district did not have any plan for orientation of teachers, while the functionary of Almora said that orientation programme for teachers would be organised. As far as follow-up, monitoring and onsite support were concerned, DPO and resource persons do this job, said the functionary in Nainital district. On the other hand, resource persons carry out this job in Almora district, said the functionary of Almora.

The functionaries were asked about the arrangement of pre-school education for children, including children with disabilities. In addition to Anganwadis, many schools have the facility of preschool in Nainital district, while the preschool component is looked after by Anganwadi centres in Almora district.

8.3 Interviews with Head Teachers/Teachers

Head teachers/teachers were asked if they had been told about Scheduled Caste (SC), Scheduled Tribes (ST) and Below Poverty Line (BPL) children in the orientation programme for Right to Education Act (RTE) 2009. All 15 respondents (08 in Nainital district and 07 in Almora district) told that in an orientation programme for ten days, two days were devoted to talk about RTE. General information about various provisions of RTE, such as free and compulsory education to children between 6-14 years, age-appropriate admission to non-enrolled and dropout children, admission of BPL children to private schools were explained. Nothing was told about children belonging to SC/ST categories.
The second item in the interview schedule for head teachers/teachers inquired about special provisions for different categories of children. All respondents in Nainital and Almora districts informed that SC/ST/BPL children receive scholarship (Rs. 600 per year from class I-V and Rs. 960 per year from class VI-VIII). Free textbooks are provided to all children (general, SC/ST/BPL). Free uniforms are provided to all SC/ST children and girls of general category. Two respondents in Nainital district and two respondents in Almora district said that they provide free notebooks, pencils, bags and additional incentives to children of BPL category. One respondent in Ranikhet of Almora district told that additional woollen sweaters are given to BPL children. One in-charge head teacher in Nainital district told that no additional facilities are available for SC/ST/BPL children. Whatever facilities are there in the school, they are for all children. In another school of Nainital district, the head teacher informed of variety of training to SC/ST/BPL children, which include sewing and painting. Only one respondent in Nainital district and one in Ranikhet of Almora district confirmed of giving extra coaching to educationally weak children from SC/ST/BPL categories.

Head teachers/teachers were asked about the steps taken for non-enrolled, dropout and age-appropriate admission belonging to above categories of children and their training for placement in different classes. Only one respondent in Haldawani block of Nainital district told that three children of ten years of age were admitted into class III under age-appropriate admission. One 15-year-old child was admitted in class VIII in Almora district under age-appropriate admission and he was able to complete class VIII by himself. There was no specific material to help this child in the school. When asked about special training of age-appropriate admission of children, the respondent from one school of Haldawani said, “There are no separate arrangements for training of these children in the school. However, extra time is given to these children; but there is a problem in giving extra time to these children. The school is upper-primary and there are only five teachers, out of which one teacher remains outside the school for more than a month performing duties like Adhar Card making and census”.

When inquired about assessment procedures used for educational evaluation of children, all respondents in both the districts said that they maintain individual profile of daily activities of children in the school for which marks are given, and these marks are converted into grades. Children are also given monthly, half-yearly and annual tests and marks are converted into grade. Head teachers and teachers were asked to tell about the steps they take for providing
supplementary instruction to educationally weak children. Except the respondents in five schools of both the districts, others informed that extra classes were organised to impart instruction to educationally weak children either during the interval or after the classes are over. Four respondents (two from Nainital and two from Ranikhet) said, “We do not give separate time to educationally weak children. We teach in the class only”. Another head teacher in Nainital said, “There is a scarcity of teaching staff and infrastructure, and the school is in the rented building. Students of class I-V sit in the same room. Teachers are busier in official work. Therefore, it is not possible for us to give extra time to students”.

The head teachers/teachers were asked if they face difficulties in seeking cooperation from the parents of children of various categories. Six out of fifteen respondents (four in Nainital and two in Almora districts) told that parents fully cooperate with schools and they participate in meetings. They also give suggestions on various matters. Remaining respondents (nine) informed that parents’ cooperation is rare because of their busyness in earning their livelihood. Majority of these parents are very poor and they are engaged in labour work. One of the respondents said: “Out of 465 children's parents, only four or five parents come to Parent-Teacher Association (PTA) meetings”.

The respondents were asked to narrate constraint and challenges, if any, in the implementation of RTE, 2009. The following constraint and challenges were mentioned by respondents in Nainital and Almora districts in the implementation of RTE:

- Parents do not cooperate with the school and take their children to labour work quite often, (said three respondents).
- Insufficient number of teachers had been posted in schools, (said three respondents).
- No training had been conducted and no special materials were supplied to schools for children under age-appropriate admission, (said three respondents).
- Assigning other duties to teachers is a challenge in ensuring RTE to children (said three respondents).
- One respondent maintained that provisions of RTE restricted the power of teachers resulting in indiscipline among the students.
The following suggestions were put forward by respondents for proper implementation of RTE:

- There should be more teachers in schools to ensure RTE provisions, (said three respondents).
- Two respondents maintained that teachers should be freed from other official responsibilities to teach children.
- Two respondents said that teachers should be trained to impart instruction to children admitted under the provision of age-appropriate admission, and special materials for these children should be supplied.
- Three respondents maintained that parent awareness programmes for RTE should be organised frequently.
- One respondent said that School Management Committee (SMC) members should be oriented about RTE.
- Three respondents maintained that extra coaching classes should be conducted for educationally weak children to ensure RTE.

Section III of the interview schedule for head teachers/teachers was related to children with disabilities and the respondents were requested to provide information. The first item in section III inquired if the respondents had received any orientation about RTE for children with disabilities. Five out of eight respondents in Nainital district and five out of seven respondents in Almora district accepted that they had been told about RTE to children with disabilities. The respondents said that they were told about classroom management, e.g., seating visually impaired and hearing impaired children in the front row. They were also told about various facilities to children with disabilities, which included special teacher, escort facilities, ramps with railing etc.

When inquired about provisions/facilities in the school for children with disabilities, only two respondents in Nainital district claimed that there were ramps and disabled friendly toilet in their schools. Another respondent said that there was a ramp without railing in her school. The respondents of Almora district denied having provisions/facilities, e.g., ramps and disabled friendly toilets in their schools. Other respondents in both the districts informed that their schools did not have any provisions/facilities for children with disabilities.
Head teachers/teachers were asked to tell about the steps taken for special teachers, educational materials, infrastructure etc to meet varying needs of different categories of children with disabilities. Only one respondent in Nainital district told that special resource person (SRP) visited her school from Block Resource Centre, while the respondents of Almora district informed that no SRP visited their schools.

However, the researcher met one resource person in Almora who provides home-based instruction to mentally challenged children. None of the sample schools in both the districts had special educational materials for any category of children with disabilities. Infrastructural facilities in both the districts, except in two schools of Nainital district, were non-existent, which is, indeed, a matter of serious concern. One sample school in Bhimtal block of Nainital district is in a rented building, which is situated on the hills.

There is a ditch on side of the ground and there are no boundary walls. This is extremely dangerous for children. Two photographs of school building and its compound have been shown below.

The respondents were asked about steps taken for age-appropriate admission of children with disabilities.

All respondents in both the districts said that they did not have the problem of over age children coming for admission. The head teachers/teachers were asked to tell about assessment procedures they use for different categories of children with disabilities. A majority of respondents claimed that CCE was being used in the assessment of children with disabilities. When asked about cooperation of parents of children with disabilities with schools, all respondents in Nainital district and three out of seven respondents in Almora district expressed their satisfaction over cooperation of parents of children with disabilities.
with schools. Four respondents in Almora district said that parents are very poor and they go for labour work and they do not come to school to attend meetings.

The teachers were asked about difficulties that they encounter in teaching different categories of children with disabilities. Almost all respondents in both the districts said that they have no difficulty in teaching children with disabilities. They would seat low vision and hearing impaired children in the front row.

The respondents were requested to tell about constraint and challenges in the implementation of RTE for these children and give their suggestions for the same. Half of the head teachers/teachers in Nainital district felt that Major constraint in ensuring RTE to children with disabilities is non-availability of special teacher in schools. One of these respondents maintained that these children should be taught in special schools. It is, indeed, surprising that teachers, who are considered as agent for social change, are still far behind in their levels of educational approach to children with disabilities. Almost all respondents in Almora district told that their schools did not have facilities like disabled friendly toilets, ramps with railing etc for children with disabilities and hilly terrain further complicated their movements. Special teachers were also not there to help these children. Additionally, teachers are assigned other official duties making it difficult to carry out their teaching work. The following suggestions were given for effective implementation of RTE to children with disabilities:

- Two respondents in Nainital district and one respondent in Almora district felt that awareness programmes for parents should be conducted to create familiarity with RTE Act.
- Special teachers should be appointed in schools to help children with disabilities (said one respondent).
- The respondents maintained that children with disabilities and their parents should be integrated in society and all facilities required for these children should be made available in schools.
8.4 Interviews with Disadvantaged Children

Interviews with SC students were conducted to have first-hand information about various facilities and educational help they receive. Seven SC students in Nainital district and four SC students in Almora district were interviewed. The first item in the interview schedule related to various facilities, such as free textbooks, scholarship and uniform. All eleven respondents in both the districts confirmed having received free textbooks, uniform and scholarships (classes I-V Rs. 600, Classes VI-VIII Rs. 960). One girl of class VIII in Almora district told that she had received woollen uniform, shoes and notebooks from an NGO.

Another item inquired if these students were attending schools regularly. All eleven students in both the districts told that they attend their schools regularly except when they are sick. When asked about additional academic help their teachers provide, majority (four out of seven in Nainital and three out of four in Almora districts) confirmed of receiving additional academic help from their teachers. SC students were asked to tell their experiences about behavior of classmates and teachers towards them. All students in both the districts expressed full satisfaction over the behavior of classmates and teachers.

8.5 Interviews with Children with Disabilities

One low vision child in Nainital district and three children with disabilities in Almora district (one low vision, one locomotors and one moderate mentally challenged) were interviewed. Children were asked to tell what educational materials did they receive free of cost. All children in Nainital and Almora districts received free textbooks and uniform, which are given to non-disabled children. Two of these children in Almora district told that they had received woolen uniform. None of these children received any scholarship or any other facility under SSA. Special educational materials, e.g., large print books for low vision children, were not given.

Children with disabilities were asked to tell about their difficulties in coming to the school. Some of the children with disabilities were accompanied by their mothers or sisters to schools, while others came with their friends. Children with disabilities were asked if they encounter problems in moving around the school, one child suffering from mental challenges
and locomotors disability in Almora district told that he sits in the classroom because of his serious disability. His friends helped him in going to the toilet, he added.

As far as aids and appliance and other teaching materials were concerned, children had not been provided teaching-learning materials individually despite the fact that SSA has a provision for Rs. 3000 per disabled child per year. One low vision child in Nainital district received eyeglasses after assessment, while another low vision child in Almora district did not receive eyeglasses even after assessments. When this matter was probed, it was revealed that the child was not only low vision, but he was also suffering from night blindness, which is caused due to deficiency of vitamin A. Doctors told the child that he would be O.K. in future. One child suffering for moderate mental challenges and locomotors disability told that he had received wheelchair and calipers. He further added that he did not wear calipers, because the size of the calipers was not accurate and he used to suffer pain while wearing them. Children were further asked if they received any training in using aids and appliances given to them. The parents of the child suffering from locomotors disability were given training in the use of wheelchairs and using calipers.

Children with disabilities were asked if they were receiving additional help from teachers. All children with disabilities in Nainital and Almora districts told that teachers pay special attention to them and take special care of them. Teachers seat them in the front row and provide help whenever needed. They also told that their classmates and teachers behave with them nicely. There were no cases of late admission or dropout of children with disabilities.

8.6 Interviews with parents of disadvantaged and disabled children

Interviews with parents of SC/BPL and children with disabilities were conducted in Nainital and Almora districts to find out their awareness of RTE, various facilities to their children, additional educational help and any difficulty faced by their children. Five parents of SC/BPL and children with disabilities in Nainital district and four parents of SC/BPL and children with disabilities in Almora district were interviewed. The parents were asked if they had faced any difficulty in the admission of their children. There was no problem in the admission of their children into the schools in both the district except in one case where a child suffering from mental challenges and locomotors disabilities was refused admission on
the ground that it would be difficult for the school to manage him. When the guardians insisted for the admission of that child, school agreed to their request.

Parents were asked if they knew anything about RTE. Only two parents in Almora district had little information about RTE and other parents did not know anything about it. This implies that incessant effort for creating awareness for RTE in society should be made. In response to the question what special facilities are provided to your child, all parents in Nainital and Almora districts told that their children had received free textbooks, uniform and scholarship. The sister of one multiple-disabilities child in Almora district told that her brother received wheelchair and calipers, in addition to textbooks, uniform and scholarship.

The parents were asked if their children received additional help from the school. All parents in both the districts denied any additional help to their children in the school. When asked about problems faced by their children, one parent in Nainital district reported that his child suffering from hearing loss does not use hearing aid in the school, because other children play with his hearing aid. One parent in Almora district informed that her low vision child cannot see blackboard in the classroom and finds it difficult to note down classroom work. This also affects completion of his homework. The sister of a child suffering from multiple-disabilities in Almora district told that her brother encounters difficulties in going to the toilet.

The parents were asked to tell if they participate in PTA meetings of schools and give suggestions for further improvement of education to their children. Almost all parents in both districts, who were interviewed, informed of participating in various PTA meetings of school. They said that educational progress and health issues of children were discussed in meetings.

**Parents gave the following suggestions for further improvements in the education:**

- One parent in Nainital said that special teachers should be appointed in the school.
- Two parents in Almora district said that Aids and appliances in accordance with specific needs of children with disabilities should be provided.
- One parent demanded extra classes to help her child. She also wanted that programmes concerning RTE should be conducted to create awareness in society.
- One parent wanted good education for children so that he could earn livelihood in future.
8.7 Observation Results in Nainital and Almora Districts

The facilities available in schools have been shown in the following table:

**Table 8.3 Facilities in Schools**

<table>
<thead>
<tr>
<th>Items</th>
<th>Nainital Available in schools</th>
<th>Nainital Not available in schools</th>
<th>Total Schools</th>
<th>Almora Available in schools</th>
<th>Almora Not available in schools</th>
<th>Total Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe drinking water</td>
<td>07</td>
<td>00</td>
<td>07</td>
<td>05</td>
<td>00</td>
<td>05</td>
</tr>
<tr>
<td>Separate toilets for boys and girls</td>
<td>06</td>
<td>01</td>
<td>07</td>
<td>04</td>
<td>01</td>
<td>05</td>
</tr>
<tr>
<td>Disabled friendly toilets</td>
<td>06</td>
<td>01</td>
<td>07</td>
<td>00</td>
<td>05</td>
<td>05</td>
</tr>
<tr>
<td>Ramps with railings</td>
<td>04*</td>
<td>03</td>
<td>07</td>
<td>00</td>
<td>05</td>
<td>05</td>
</tr>
<tr>
<td>Railing/other safety measures (Railing on stairs, boundary walls) in the building</td>
<td>01</td>
<td>06*</td>
<td>07</td>
<td>05*</td>
<td>00*</td>
<td>05</td>
</tr>
<tr>
<td>Playground</td>
<td>05</td>
<td>02</td>
<td>07</td>
<td>04</td>
<td>01</td>
<td>05</td>
</tr>
<tr>
<td>Approach road to the school for wheelchair</td>
<td>02</td>
<td>05*</td>
<td>07</td>
<td>00</td>
<td>05</td>
<td>05</td>
</tr>
</tbody>
</table>

Safe drinking water was available in all schools of Nainital and Almora district. However, separate toilets for boys and girls were not available in one sample school in each district. Disabled friendly toilets were available in six out of seven schools in Nainital district, while there was no disabled friendly toilet in sample schools of Almora districts.

Although ramps with railings for wheelchair were available in four out of seven schools in Nainital district, only two schools had proper ramps with railings as per specifications. None of the sample schools in Almora district had ramps with railings. One out of seven sample schools in Nainital district and all five-sample schools in Almora district had railings on staircase, balcony and veranda.

Playgrounds were available in five of the seven sample schools in Nainital district and four of the five sample schools in Almora district. Suitable approach roads for wheelchair users were available in two sample schools in Nainital district.
8.8 Spotlight

- Insufficient number of teachers had been posted in schools.
- No training had been conducted and no special materials were supplied to schools for children under age-appropriate admission.
- Assigning other duties to teachers is a challenge in ensuring RTE to children.
- Wheelchairs and tricycles cannot be used by children with locomotors disabilities due to difficult terrain in Almora district. However, these items are supplied there.
- Different items, such as special shoes, are supplied after one year of assessment resulting in inappropriate size due to growth of feet. Very often, same size of callipers was supplied, which could not be used by children. Complaint was sent to ALIMCO, but no satisfactory action was taken.
- Braille books were not supplied to the districts by NIVH despite repeated reminders.
- Resource persons (special teachers) are appointed on contract basis for a period of one year by an outsourcing agency DRUSS Yojgar in Dehradun. Special teachers supplied were not in accordance with the needs of children with disabilities.
- It is not possible to deliver services to 1126 children with disabilities with the help of 9 resource persons.
- Many schools having children with disabilities do not receive services of special teachers.
- None of the sample schools in both the districts had special educational materials for any category of children with disabilities.
- Infrastructural facilities in both the districts, except in two schools of Nainital district, were non-existent.
- Children with disabilities did not receive teaching-learning materials individually despite the fact that SSA has a provision for Rs. 3000 per disabled child per year.
- Most of the children with disabilities join special schools.
Chapter IX

Andaman and Nicobar Islands

Implementation of Right to Education (RTE) Act 2009 for Disadvantaged Children
Andaman and Nicobar Islands

Implementation of Right to Education (RTE) Act 2009 for Disadvantaged Children

9.1 Background

A questionnaire was sent to all states and union territories (UTs) seeking basic information on the status of implementation of Right to Education Act 2009 (RTE) for disadvantaged and disabled (challenged) children. Andaman and Nicobar Islands, a union territory (UT), was selected for in-depth study based on high population of ST and children with disabilities, and information they supplied about their work on implementation of RTE Act for these children. The following table shows samples of the study in Andaman.

Table 9.1 Respondents (Samples) in Andaman

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Andaman</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
</tr>
<tr>
<td>Functionaries</td>
<td>01</td>
</tr>
<tr>
<td>Head Teachers/Teachers</td>
<td>05</td>
</tr>
<tr>
<td>ST Students</td>
<td>02</td>
</tr>
<tr>
<td>Children with Disabilities</td>
<td>03</td>
</tr>
<tr>
<td>Guardians</td>
<td>02</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
</tr>
</tbody>
</table>

The table shows that total number of female respondents in Andaman was more than double (28) compared with male respondents (13). The same scenario could be seen in all groups of respondents (functionaries 2 females and 1 male, head teachers/teachers 11 females and 5 males, ST students 4 females and 2 males, children with disabilities 5 females and 2 males and guardians 7 females and 2 males).

Table 9.2 Sample Schools and Respondents in Rural and Urban Areas

<table>
<thead>
<tr>
<th>Schools and Respondents</th>
<th>Andaman</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rural</td>
</tr>
<tr>
<td>Schools</td>
<td>06</td>
</tr>
<tr>
<td>Head Teachers/Teachers</td>
<td>09</td>
</tr>
<tr>
<td>ST Children</td>
<td>03</td>
</tr>
<tr>
<td>Children with Disabilities</td>
<td>06</td>
</tr>
<tr>
<td>Guardians</td>
<td>06</td>
</tr>
</tbody>
</table>
The sample rural schools in Andaman were 06 and urban schools 04. There were 09 respondents in rural schools and 07 in urban schools in the head teacher/teacher group. ST children interviewed in rural and urban schools were three in each, while children with disabilities were 06 and 02 respectively. Guardians interviewed in rural schools were 06 and 03 in urban schools.

### 9.2 Interviews with Functionaries

Three functionaries were interviewed to find out steps taken by Andaman for implementation of RTE for disadvantaged children and plans to provide additional facilities to various categories of children. They were asked about the steps taken by UT for SC/ST/BPL/various categories of disabled children in the light of Right to Education Act 2009. The functionaries informed that various steps had been taken to ensure RTE to different categories of disadvantaged children. These include organising puppet shows for community mobilisation and no discrimination in admission of children into schools. A number of facilities are being provided to different categories of disadvantaged children to encourage them for education. These include free textbooks, uniform, bicycles to students of class VIII, exposure visits for ST and below poverty line (BPL) children. As far as children with disabilities were concerned, a circular had been issued to all schools not to deny admission to these children and provide them educational and other facilities. One functionary said that there was no transport facility to bring children with disability to school. Children with multiple disabilities receive home-based education with the help of resource teachers. He/she also guides parents in training their children in daily living activities.

Another item for functionaries was concerned with steps taken for non-enrolled and dropout disabled children’s admission and training for age-appropriate placement in different classes. Three functionaries interviewed gave varying responses. Assistant Project Officer RTE (APO RTE) working for entire Andaman and Nicobar Islands said, “There are no non-enrolled and no dropout disabled children here”, while the BRP said “BRC conduct home hold survey and bring dropout to nearby schools”. Another functionary GTT informed of taking help of Panchayti Raj Institutions (PRIs) to identify and enrol such children. There is a clear contradiction between the information provided by UT level functionary and other two block level functionaries. If there were no cases of non-
enrolled and dropout children, functionaries of block levels would not supply information of non-enrolled and dropout children being brought to schools.

The functionaries were requested to tell about various facilities available to different categories of children with disabilities. APO RTE gave clear-cut information about facilities to different categories of disadvantage children, while one functionary was not sure to provide definite information. APO RTE informed that materials and reader services are provided to visually impaired children as per their requirements. A other functionary, GTT, told that Braille kit and scholarship are given to visually impaired children provided they achieve required percentage of attendance. APO RTE told that hearing aids had been provided to children with hearing impairments and one language formula had been implemented for these children. Sign language training is given to hearing-impaired children by the special teachers. These special teachers also orient regular teachers to modify their instruction as per needs of these children. Wheelchairs, crutches, artificial limbs are provided to children with locomotors disabilities through NGOs. A other functionary, GTT added that scholarship, stationery and uniform allowances are given to these children. Transport allowance is given to children with locomotors and multiple-disabilities. Earlier, Rs. 600 scholarships per year to every child with disability was given, which has been stopped now and Rs. 2000 per month are being given to every person with disability from the age of one year to the age of 60 year.

The functionaries were requested to tell about the steps taken for special teachers, educational materials, and infrastructural modifications to meet varying needs of children with disabilities. APO RTE informed that two inclusive education centres for the disabled had been set up, 22 resource teachers had been appointed and training to all teachers in the area of inclusive education had been planned. GTT, another functionary said that special teacher had been posted in a school of his block. APO RTE told that educational kit, play materials, Braille books, hearing aids, canes, wheelchairs and crutches had been supplied to individual students. GTT also confirmed of making Braille books available to children with visual impairments. None of them said anything about infrastructural changes; however, some schools had ramps and disabled friendly toilets.

When asked about the future strategy of state to implement inclusive education, APORTE told that effort are being made to change attitude of teachers towards children with
disabilities through training programmes. Inclusive education component is being included in all training programmes. GTT reported of generating of funds through sale of scraps to help children of deprived community. None of them talked about infrastructure, follow-up mechanism, monitoring and onsite support to teachers.

The functionaries were asked about the arrangement of pre-school education for children, including children with disabilities. APO RTE informed that Early Childhood Care and Education (ECCE) programme had been started. Anganwadi centres were there and children with disabilities come to these centres.

9.3 Interviews with Head Teachers/Teachers

Head teachers/teachers were asked if they had been told about Scheduled Caste (SC), Scheduled Tribes (ST) and Below Poverty Line (BPL) children in the orientation programme for Right to Education Act (RTE) 2009. Out of 16 head teachers/teachers, only two respondents said that during an orientation of RTE, they were instructed to pay special attention to ST and BPL children. Others said that General information about various provisions of RTE, such as free and compulsory education to children between 6-14 years, was given.

The second item in the interview schedule for head teachers/teachers inquired about special provisions for different categories of children. All respondents told that there were no special provisions for ST/BPL children. However, free textbooks and free uniform were available for all children. Some teachers give free notebooks and shoes to poor children.

Head teachers/teachers were asked about the steps taken for age-appropriate admission of ST/BPL non-enrolled and dropout children, and their training for placement in different classes. Only one respondent told that one case of age-appropriate admission had come to the school and parents wanted admission of their child in class II. School admitted the child in class II. Since no specific material for age-appropriate admissions were supplied to school and since no training to deal with such cases was given, they taught this child using their own experiences.
When inquired about assessment procedures used for educational evaluation of children, only one respondent in Andaman told about CCE in detail. He said that they maintain individual profile of daily activities of children in the school for which marks are given, and these marks are converted into grades. Children are also given monthly, half-yearly and annual tests and marks are awarded. These marks are converted into grade. Another teacher also talked about maintaining daily diary, while other respondents said that they follow CBSE pattern of CCE. In other words, majority of teachers were not clear about the concept of CCE and its use.

Head teachers and teachers were asked to tell about the steps they take for providing supplementary instruction to educationally weak children. Out of sixteen respondents, six claimed that they take extra classes either before or after school hours to help educationally weak children, while eight respondents said that they pay special attention to educationally weak children. Two of the respondents gave vague responses suggesting that they do not do anything for educationally weak children.

The head teachers/teachers were asked if they face difficulties in seeking cooperation from the parents of children of various categories. Out of sixteen head teachers/teachers, only two respondents said that parents do not cooperate with schools and do not pay attention to the education of their children. Remaining 14 respondents claimed that all parents cooperate with schools.

The respondents were asked to narrate constraint and challenges, if any, in the implementation of RTE Act, 2009. Only two respondents talked about constraint and challenges in the implementation of RTE; remaining 14 head teachers/teachers maintained that there are no constraint and challenges in the implementation or RTE. Two respondents reported of inadequate pupil-teacher ratio, less furniture compared with number of students, inadequate infrastructure: (no separate toilets for boys and girls, inappropriate playground, less number of classrooms compared with number of students); non-availability of staff, e.g., sweeper, gardener; non-availability of water tanks for the primary section to meet drinking water needs of children. The following suggestions were made by four respondents:

- Many a times, children move from one school to another without giving information, and children’s names are entered into the registers of more than one school. This happens because of parents movement from one area to another. Further, there is no
requirement of transfer certificate at the time of admission resulting in children’s name being in registers of more than one school. Some corrective measures may be taken to redress this problem.

- **More teachers may be appointed to overcome the problem of pupil-teacher ratio. In one of the schools, there were 57 children in class 4-B.**
- More furniture in accordance with the number of students should be supplied to schools.
- Infrastructure, such as construction of separate toilets for boys and girls may be undertaken on priority basis, more classrooms may be constructed as per needs of schools, playgrounds may be made available in schools and compound walls may be constructed in schools to ensure safety and security of children.

Section III of the interview schedule for head teachers/teachers was related to children with disabilities and the respondents were requested to provide information. The first item in section III inquired if the respondents had received any information about children with disabilities during an orientation of RTE. Less than half of the respondents (6/16) maintained that they had received information about children with disabilities in the orientation programme of RTE. One respondent said that inclusive education was emphasised in the orientation of RTE, while other two reported of being told that children with disabilities should not be denied admission and should not be discriminated in any manner. One respondent informed that home based education has to be given to children with disabilities who cannot come to schools. Another respondent reported of receiving instruction during an orientation to ensure that children with disabilities receive educational materials in accordance with their specific needs. Two of the respondents said that information was given about infrastructural changes in schools to meet specific needs of children with disabilities during RTE orientation.

When inquired about provisions/facilities in the school for children with disabilities, out of 16 head teachers/teachers, three said that their schools had no facilities for children with disabilities and other three gave irrelevant responses. Four of the respondents reported of availability of special teachers to help children with disabilities in their schools, while one claimed that aids and appliances for children with disabilities were available in the school. Three respondents told that financial assistance to children with disabilities was being given by the government, while two respondents reported of infrastructural changes work in
One primary school resource teacher (PSRT) told that a child with severe mental disability was being taught in special class, particularly when such children come to school in the beginning. She further added that initially, all children with disabilities are seated in special class. Either children with severe mental disability are taught in special class or they are placed in home-based education.

Head teachers/teachers were asked to tell about the steps taken for special teachers, educational materials, and infrastructural changes to meet varying needs of different categories of children with disabilities. Eleven respondents told that special teachers were available in schools to help children with disabilities, while five reported of no facilities in their schools. As far as infrastructural modifications were concerned, only two schools had ramps. None of the schools had disabled friendly toilets. Although two respondents said that educational materials were provided to children with disabilities, they could not specify what kind of material it was. They also failed to tell whether it was appropriate in accordance with the needs of children with various disabilities. One PSRT said that special teacher had been appointed to look after five schools, in addition to the school where she was posted. She was also given additional responsibility of home-based education of two children. She said, “The aim of home-based educations is not fulfilled, because two visits a month are not sufficient. More than two visits cannot be made due to the workload of five schools”.

The respondents were asked about steps taken for age-appropriate admission of children with disabilities. Only two respondents told that there were two cases of age-appropriate admission and they were admitted into class I and II. One mentally challenged 12-year-old boy was admitted into class I, but there was no age-appropriate material for training of this boy. The head teachers/teachers were asked to tell about assessment procedures they use for different categories of children with disabilities. All respondents claimed that they use same assessment procedures for assessing the learning levels of children with disabilities that are used for non-disabled children.

When asked about cooperation of parents of children with disabilities with school, except three respondents, others expressed their satisfaction over cooperation of parents of children with disabilities with the school. Three respondents, however, maintained that parents of children with disabilities do not cooperate due to lack of awareness.
The teachers were asked about difficulties that they encounter in teaching different categories of children with disabilities. Out of 16 respondents, ten head teachers/teachers did not give relevant responses. Three of the respondents told that children with severe mental disabilities create enormous problems in the classroom making it difficult to teach. Another respondent pointed out that she had a hyperactive child in her class and she did not know how to deal with that boy. She felt that training should be given to teachers to deal with such cases. One respondent maintained that presence of different categories of children with disabilities makes it difficult to meet their varying needs. One respondent said that he takes the help of special teacher in teaching children with different disabilities.

The respondents were asked to tell about constraint and challenges in the implementation of RTE Act for children with disabilities, and give their suggestions to overcome them to implement RTE smoothly. In Andaman out of 16 respondents, only five admitted of constraint and challenges in the implementation of RTE. Two of the respondents maintained that transport facility should be made available to children with disabilities so that they could come to schools regularly. One of the respondent said that while other categories of children with disabilities could be taught, it is extremely hard to teach children with severe mental challenges making it difficult to ensure RTE to them. One of the respondents talked of infrastructural barriers, while another felt that specially trained teachers should be provided to ensure RTE to children with disabilities. These respondents gave following suggestions to ensure RTE to children with disabilities:

- Trained special teachers should be appointed to help children with disabilities.
- Transport facility should be made available for children with disabilities to bring them to schools and back.
- Infrastructure in schools should be suitably modified to ensure accessibility and safety of children with disabilities.
- All head teachers and teachers should be oriented in the area of the education of children with disabilities.
- Resource rooms should be well equipped to meet varying needs of children with disabilities.
- Children with severe mental challenges should be taught by experts in a separate class.
- More community support is required to ensure RTE to these children.
9.4 Interviews with Disadvantaged Children

Interviews with ST students were conducted to have first-hand information from them about various facilities and educational help they receive. Six ST students in Andaman were interviewed. The first item in the interview schedule related to various facilities, such as free textbooks, scholarship and uniform. All six respondents in Andaman told that they had received free textbooks, Rs. 750 allowance for uniform, free stationery items and free school bag.

Another item inquired if these students were attending schools regularly. Except one student, who suffers from knee pain, other five students told that they attend their schools regularly. They remain absent only when they are sick. When asked about additional academic help their teachers provide, five out of six students said that teachers provide help when they ask for. However, one student told that he was beaten up for not doing his homework. He did not tell his parents about physical punishment, because he had not done his homework. This clearly indicates that physical punishment is continuing and there is a need to abolish this practice through training programmes to teachers. ST students were asked to tell their experiences about behavior of classmates and teachers towards them. All students in Andaman expressed full satisfaction over the behavior of classmates and teachers.

9.5 Interviews with Children with Disabilities

Eight students with disabilities were selected for interview in order to have first-hand information from them about various facilities they receive. All eight children with disabilities told that they receive free textbooks, Rs. 750 for uniform, free stationery items, e.g., notebooks, pen and pencils, free school bag containing geometry items, water bottle and lunch box. The students interviewed included three children with locomotors disabilities, three hearing impaired, one speech disorder and one vision impaired in one eye. One student with severe locomotors disability received Rs. 2500 per year escort allowance and Rs. 600 scholarship. According to latest information from DIET in Portblaire in August 2013, all allowances/scholarships to disabled children have been stopped and every person with disability in the age range of 1-60 year receives disability pension Rs. 2000 per month.

Children with disabilities were asked to tell about their difficulties in coming to the school and moving around the school. Only one student with severe locomotors disability told that
her aunty bring her to schools and takes back home. Other students' disability did not affect their day-to-day life in coming to the school and going back home. The child with severe locomotors disability also told that his classmates and other friends help in moving around the school.

Two items inquired about aids and appliances children with disabilities received and training they received in using them. None of the respondents received any aids and appliances, and consequently, there was no training in using those aids and appliances.

Children with disabilities were asked if they were receiving additional help from teachers. All children with disabilities in Andaman told that teachers pay special attention to them and take special care of them. Teachers seat them in the front row and provide help whenever needed. Children were asked to tell about behavior of their classmates and teachers. They told that their classmates and teachers behave with them nicely. There were no cases of late admission or dropout of children with disabilities.

9.6 Interviews with parents of disadvantaged and disabled children

Interviews with parents of ST children and children with disabilities were conducted in Andaman to find out their awareness of RTE Act, various facilities to their children, additional educational help and any difficulty faced by their children. Nine parents of ST children and children with disabilities were interviewed. The parents were asked if they had encountered any difficulty in the admission of their children. None of the parents faced any difficulty in the admission of their children into schools.

Parents were asked if they knew anything about RTE. Only one out of nine parents had some knowledge of RTE. This necessitates vigorous effort to create awareness for RTE in society. In response to the question what special facilities are provided to your child, all nine parents told that their children had received free textbooks, uniform allowance, school bags and stationery items. Two parents of children with disabilities informed that their children had received Rs. 1000 per month from the Department of Social Welfare and Rs. 2500 per year escort allowance from SSA.
The parents were asked if their children had received additional educational help from the school. Three parents reported of additional help from the school, while six parents that their children were good in study and they did not need additional help. When inquired about problems their children face in school, only two parents reported of problems to their children with disabilities. One child had locomotor problems, while the other had behavioural problems due to mental challenges.

The parents were asked to tell if they participate in PTA meetings of the schools and give suggestions for further improvement of education to their children. Except one parent, others said that they participated in PTA meetings in which problems of teachers, all-round development of children and children’s behavior were discussed. **Parents gave the following suggestions for further improvements in education:**

- Two of the parents of mentally challenged children wanted a servant (Aya) to be appointed in the school to help their children.
- Two of the parents demanded construction of disabled friendly toilets in schools.
- One parent wanted broken hearing aid to be replaced by new one.

### 9.7 Observation Results Andaman

The facilities available in schools have been shown in the following table:

**Table 9.3 Facilities in Schools**

<table>
<thead>
<tr>
<th>Items</th>
<th>Andaman Available schools</th>
<th>Andaman Not available in schools</th>
<th>Total Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe drinking water</td>
<td>10</td>
<td>00</td>
<td>10</td>
</tr>
<tr>
<td>Separate toilets for boys and girls</td>
<td>09</td>
<td>01</td>
<td>10</td>
</tr>
<tr>
<td>Disabled friendly toilets</td>
<td>00</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Ramps with railings</td>
<td>04</td>
<td>06</td>
<td>10</td>
</tr>
<tr>
<td>Railing/other safety measures (Railing on stairs, boundary walls) in the building</td>
<td>03</td>
<td>07*</td>
<td>10</td>
</tr>
<tr>
<td>Playground</td>
<td>09</td>
<td>01</td>
<td>10</td>
</tr>
<tr>
<td>Approach road to the school for wheelchair</td>
<td>03</td>
<td>07</td>
<td>10</td>
</tr>
</tbody>
</table>
Safe drinking water was available in all ten-sample schools of Andaman while separate toilets for boys and girls were available in nine schools. Disabled friendly toilets were not available in any of the sample schools, while ramps with railings for wheelchair were available in four sample schools.

As far as safety measures are concerned, some school buildings were double storied while others were single storied. Three schools had railings and other safety measure on staircase, balcony and veranda. Playgrounds were available in nine out of ten sample schools. As far as suitable approach roads to schools for wheelchair users were concerned, three out of ten sample schools of Andaman had this facility.

9.8 Home-based Education

Sudhir, an eleven-year-old boy, resident of Wimberlygunj, Portblaire, suffers from Cerebral Palsy (CP) condition. He cannot walk by himself and he crawls on the floor to move from one place to another. Sudhir’s mother fell down in the well when she was pregnant and, consequently, unborn Sudhir suffered injury and became CP. Mother used to take him to school and bring him back as long as she was alive. She died of cancer and Sudhir stopped going to school due to his severe disability condition. Whenever his classmates visit him, he feels extremely happy. Father works as a daily wager and he cannot take him to school every day and bring him back, even though he wants him to complete his schooling. Neighbours take care of Sudhir when his father is away. Sudhir’s class teacher, Shri Nagarajan, is an enthusiastic person and he continued to do everything for him whatever he could. He requested Panchayat to construct/repair the road from Sudhir’s house to school, which is in extremely bad condition.

After interaction with Sudhir during the home visit, Prof. Kiran Devendra, then Head of the Department of Elementary Education, NCERT, New Delhi wrote to the Chief Secretary of Andaman and Nicobar Islands requesting him to take necessary steps for Sudhir’s education. As a result of this initiative, Sudhir was assessed for his disability condition and Director of Education, Portblaire arranged facilities of daily wager escort to take him to school and bring back home, scholarship of Rs. 2000 per month in addition to uniform and books. Now Sudhir attends school regularly and he is very happy.
9.9 Spotlight

- SSA authorities were reluctant to cooperate with the study.
- Negligible cooperation was given in the study.
Chapter X

Puducherry

Implementation of Right to Education (RTE) Act 2009 for Disadvantaged Children
Puducherry

Implementation of Right to Education (RTE) Act 2009 for Disadvantaged Children

10.1 Background

A questionnaire was sent to all states and union territories (UTs) seeking basic information on the status of implementation of Right to Education Act 2009 (RTE) for disadvantaged and disabled (challenged) children. Puducherry, a union territory (UT), was selected for in-depth study based on high population of SC/ST and children with disabilities, and their work on implementation of RTE for these children. The following table shows samples of the study in Puducherry.

Table 10.1 Respondents (Samples) in Puducherry

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Puducherry</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
</tr>
<tr>
<td>Functionaries</td>
<td>01</td>
</tr>
<tr>
<td>Head Teachers/Teachers</td>
<td>03</td>
</tr>
<tr>
<td>SC/ST/BPL Students</td>
<td>02</td>
</tr>
<tr>
<td>Children with Disabilities</td>
<td>00</td>
</tr>
<tr>
<td>Guardians</td>
<td>00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>06</strong></td>
</tr>
</tbody>
</table>

The table shows that the total number of female respondents in Puducherry was more (11) than male respondents (06). The same scenario could be seen in all groups, except in functionaries and head teacher/teacher group.

Table 10.2 Sample Schools and Respondents in Rural and Urban Areas

<table>
<thead>
<tr>
<th>Schools and Respondents</th>
<th>Puducherry</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rural</td>
</tr>
<tr>
<td>Schools</td>
<td>02</td>
</tr>
<tr>
<td>Head Teachers/Teachers</td>
<td>02</td>
</tr>
<tr>
<td>SC/ST/BPL Students</td>
<td>02</td>
</tr>
<tr>
<td>Disabled Children</td>
<td>02</td>
</tr>
<tr>
<td>Guardians</td>
<td>02</td>
</tr>
</tbody>
</table>
The sample schools in Puducherry were 02 rural and 03 urban. There were 02 respondents in rural and 03 in urban schools in the head teacher/teacher group. SC/ST/BPL children interviewed in rural and urban schools were 02 and 03 respectively, while children with disabilities were 02 in rural schools and 01 in urban school. The guardians interviewed in rural schools were 02.

10.2 Interviews with Functionaries

Two functionaries were interviewed to find out steps taken by Puducherry for implementation of RTE for disadvantaged children and plans to provide additional facilities to various categories of children. They were asked about the steps taken by UT for SC/ST/BPL/various categories of children with disabilities in the light of Right to Education Act 2009. The functionaries informed that various steps had been taken to ensure RTE to different categories of disadvantaged children. Enrolment of SC/ST/BPL children has increased and it is a matter of satisfaction that hundred per cent enrolment of children of these categories has been reported by schools. Motivation camps are conducted to bring SC/ST/BPL children to schools and counselling services are provided to parents to achieve this objective. Exposure trips to neighbouring states are also organised for these children. Children belonging to mild and moderate categories of different groups of disabilities are studying in regular schools. Children with vision impairments (612), hearing impairments (119), locomotors disabilities (189) and mental challenges (137) are already in inclusive education system. Children suffering from multi-disabilities, severe and profound mental challenges are given home-based education.

Another item for functionaries was concerned with steps about non-enrolled and dropout special needs children’s admission and training for age-appropriate placement in different classes. The functionaries told that survey was conducted to identify non-enrolled and dropout children with disabilities. This survey was conducted by DIET and B.Ed. students. If these children do not come to school for three months, the parents are contacted and they are asked to bring such children back to school. If age-appropriate admissions are given to children with disabilities, special training materials, developed by SCERT Tamil Nadu, are supplied to concerned schools by Puducherry government with the permission of SCERT Tamil Nadu.
The functionaries were requested to tell about various facilities available to different categories of children with disabilities. The functionaries informed that special schools were established for children with total loss of vision and severe hearing loss. Low vision children come to regular schools and Aurobindo Eye Hospital visits schools to identify children with visual problems. Sarva Shiksha Abhiyan (SSA) provides necessary support in activities like identification of visual problems in children. Aids and appliances are provided to needy children at concessional rates. SSA also provides surgery cost to children under permissible limits. Rest of the cost is borne in by Millennium Project of USA. National Institute for Empowerment of Persons with Multiple Disabilities (NIEPMD) carries out assessment of hearing impaired, locomotos and mentally challenged children and provides aids and appliances to them. SSA provides transport allowance to parents and their children to come to assessment camps. If parents wish to buy aids and appliances locally, full payment is made by SSA. NIEPMD also trains teachers in identification of children with disabilities and management of inclusive education. This organisation also covers children with multiple disabilities.

The functionaries were requested to tell about the steps taken for special teachers, educational materials, and infrastructural modifications to meet varying needs of children with disabilities. Both the functionaries said that one special teacher has to be appointed for ten children with disabilities. If there are less than ten children with disabilities in a school, the special teacher has to cater for educational needs of children with disabilities in nearby schools. Special teacher has to prepare a list of materials needed for children with disabilities and send it to SSA through Head teacher. As per UT policy, infrastructural changes have to be made in schools that include construction of ramps with railings and disables friendly toilets.

When asked about the future strategy of state to implement inclusive education, the functionaries told that UT wants to implement inclusive education policy in all schools. However, it will take time until there is a determination on the part of concerned authorities. Infrastructural changes have to be carried out in schools as per the policy. Special teachers are appointed in schools where there are ten children with disabilities. Special teachers are also provided to aided schools under IED Scheme. Block Resource Teachers (BRTs) and Cluster Resource Teachers (CRTs) are supposed to carry out monitoring work and provide feedback to teachers. BRTs and CRTs were given training in this area, but they
were posted back into their respective schools resulting in no monitoring and no feedback to teachers. These BRTs and CRTs may have sought their transfers to their respective schools due to excessive work in inclusive education. Onsite support to general teachers in dealing with children with disabilities is provided by special teacher.

The functionaries were asked about the arrangement of pre-school education for children, including children with disabilities. Every government primary school has a preschool unit where play-way method is used. The preschool education is for a period of two years in Puducherry. Before preschool, all children, including children with disabilities, go to Anganwadi centres. When assessment camps are conducted, children with disabilities come to these camps.

10.3  Interviews with Head Teachers/Teachers

Head teachers/teachers were asked if they had been told about Scheduled Caste (SC) Scheduled Tribes (ST) and Below Poverty Line (BPL) children in the orientation programme for Right to Education Act (RTE) 2009. Out of 05 head teachers/teachers, only 03 respondents said that during an orientation of RTE, they were instructed to pay special attention to ST and SC children. They said that General information about various provisions of RTE, such as free and compulsory education to children between 6-14 years, no denial of admission to children and no denial of admission even when the child comes without TC was given. One respondent said that orientation programme focussed on special attention to SC girls in schools. Other two respondents said that nothing special was told about SC/ST/BPL students.

The second item in the interview schedule for head teachers/teachers inquired about special provisions for different categories of children. All five head teachers/teachers reported of various facilities to SC boys and SC girls. These included free textbooks, two pairs of uniform, eight notebooks, two composition notebooks, dictionary, school bag, one pair of chappals, raincoat, pen, pencil, eraser, scale, atlas, scholarship, and breakfast. Three respondents said that Rs. 1500 to SC boys and Rs. 2500 to 3000 to SC girls per annum are given depending on the income of their parents. Clarifying exact amount of scholarship/financial assistance to SC girls the SPD of Puducherry said that an additional
opportunity cost Rs. 4500 to each SC girls per annum is given by Adi Dravid Welfare Department (ADWD).

Head teachers/teachers were asked about the steps taken for non-enrolled, dropout and age-appropriate admission belonging to above categories of children and their training for placement in different classes. Only two respondents told that out-of-school children were admitted into their schools and special training was provided for age-appropriate placement in different classes, while remaining three respondents said that there were no cases for age-appropriate admission.

When inquired about assessment procedures used for educational evaluation of children, one head teacher said that question papers for class I-VIII are set at district level. Three out of five head teachers/teachers said that three summative and three formative assessment tests are conducted in a year and 60 % marks are for summative tests and 40 % for formative assessments. The marks of formative assessments are further divided into FA (A) and FA (B). Under FA (A), children are given group activities and small projects. For FA (B), simple questions are asked and marks are awarded based on their performances. In class I and class II, oral questions are asked and for other classes question papers are set at district level. Marks are kept in the school record and grades are awarded to children. Other two respondents reported of three summative and four formative assessment tests in a year. Marks are awarded for each assessment test and these marks are converted into grades.

Head teachers and teachers were asked to tell about the steps they take for providing supplementary instruction to educationally weak children. Three out of five respondents claimed that special classes are organised for educationally weak children by Adi Dravid Welfare Department (ADWD) everyday, while the remaining two teachers said that additional coaching is given as and when needed.

The head teachers/teachers were asked if they face difficulties in seeking cooperation from the parents of children of various categories. A majority of respondents (3/5) told that cooperation of parents is negligible. They come only at the time of admission or when some incentives are given. Hardly 30 % of the parents participate in PTA meetings that are organised 6-7 times a year. However, other two respondents claimed that they receive full cooperation from parents.
The respondents were asked to narrate constraint and challenges, if any, in the implementation of RTE, 2009. Two respondents did not have any constraint and challenges in the implementation of RTE for disadvantaged children, while remaining three respondents experienced constraint and challenges in the implementation of RTE. One respondent said that children come for admission any time in a year due to migration of people from one area to another in search of labour work. Another respondent said that children of older age have to be admitted into age-appropriate classes and they have to be given special training for age-appropriate placements into different classes. However, these children fail to meet expected levels of their classes. Another respondent said that Puducherry government had not promulgated amended orders of RTE. The following suggestions were made by the respondents:

- Community awareness programmes regarding RTE should be organised.
- Special coaching classes for SC/ST were being conducted by ADWD and tutors were appointed by the ADWD, which have been stopped now. These coaching classes for educationally weak SC/ST children should be restarted.
- Old examination system should be followed to promote students to the next class.
- Amended RTE orders should be promulgated by Puducherry government.
- Students admitted under age-appropriate provision should continue to receive training in a separate class until they are fully ready for age-appropriate classes.
- Cooperation from all side - parents, teachers and department should be ensured to achieve universal elementary education.

Section III of the interview schedule for head teachers/teachers was related to children with disabilities and the respondents were requested to provide information. Only four schools had children with disabilities. Therefore, four head teachers/teachers gave responses to the items of section III. The first item in section III inquired if respondents had received any information during an orientation of RTE about children with disabilities. Three respondents told that no instructions were given about children with disabilities in the orientation programme of RTE. One respondent of St. Mary’s Higher Secondary School, Karaikal admitted of receiving instructions in the orientation programme of RTE.
When inquired about provisions/facilities in the school for children with disabilities, two of the respondents said that they had special teachers to teach children with disabilities. One respondent said that special teacher was appointed by Village Education Committee (VEC) and the salary of this teacher was funded by SSA. Children with mental challenges and autistic children were taught in a separate class. Materials, such as toys, picture cards, different shapes, balls of different colours and other teaching-learning materials were available in schools. One respondent told that a child with hearing impairment was admitted into the school and the hearing aid was provided by his family. Two children with mild locomotors disabilities and one low vision child were also studying in different classes and all of them receive Rs. 1000 transport allowance from SSA. During the assessment of low vision child, the specialists told that the child would not benefit from eyeglasses and he was provided large print material.

Head teachers/teachers were asked to tell about the steps taken for special teachers, educational materials, infrastructure etc to meet varying needs of different categories of children with disabilities. Three of the respondents said that they had special teachers in their schools. They claimed that educational materials, such as picture cards, models of different shapes, balls of different colours, Braille books and other TLMs were available in schools. One respondent, however, said that Braille writing equipment and other mathematical devices were not available in her school.

The respondents were asked about steps taken for age-appropriate admission of children with disabilities. There were no cases of age appropriate admission, as was stated by respondents. The head teachers/teachers were asked to tell about assessment procedures they use for different categories of children with disabilities. Three respondents told that the same assessment procedures applicable for non-disabled children are used for assessing the learning levels of children with disabilities. Mentally challenged children, however, are assessed by the special teacher who teaches them in a separate class. When asked about cooperation of parents of children with disabilities with school, three respondents expressed their satisfaction over cooperation of parents of children with disabilities with the school.

The teachers were asked about difficulties that they encounter in teaching different categories of children with disabilities. One respondent maintained that the presence of hyperactive child in the class could create a serious problem in teaching, because he/she would disturb the
entire class. As far as children with mental challenges are concerned, special teacher teaches them in a separate class.

The respondents were asked to tell about constraint and challenges in the implementation of RTE for children with disabilities and give their suggestions for its better implementation. One respondent said that if there are two or three categories of children suffering from severe disabilities in the same class, e.g., mentally challenged and autistic, it is difficult to ensure RTE to them. Other two respondents maintained that there are no constraint and challenges in the implementation of RTE, because parents cooperate with the school. Only two respondents gave the following suggestions for proper implementation of RTE:

- Puducherry government should start vocational training centre for mentally challenged children, which will make RTE more meaningful.
- Teachers having specialisations in different disabilities may be appointed.

10.4 Interviews with Disadvantaged Children

Interviews with SC students were conducted to have first-hand information from them about various facilities and educational help they receive. Three SC students in Puducherry were interviewed. The first item in the interview schedule related to various facilities, such as free textbooks, scholarship and uniform. All three respondents in Puducherry told that they had received free textbooks, two pairs of uniform, free stationery items, free school bag, raincoat, umbrella, one pair of chappals and morning breakfast. SC girls receive Rs. 4500 per year financial assistance. One SC boy told that he could not apply for scholarship and, therefore, he did not receive it.

Another item inquired if these students were attending schools regularly. Two respondents informed that they attend school regularly. However, the boy told that he remains absent when he is sick. He further told that he remained five times absent due to illness, suggesting that regular health checkups are necessary for children. When asked about additional academic help their teachers provide, all three respondents said that teachers provide help when they ask for. SC students were asked to tell their experiences about behavior of
classmates and teachers towards them. All three SC students in Puducherry expressed full satisfaction over the behavior of classmates and teachers.

10.5 Interviews with Frustrated BPL Students

The researcher visited a government girl school situated in slum area of Puducherry. The head teacher told that almost all students in this school belong to BPL categories and most of fathers/guardians of children are alcoholic. Many of the students come from broken families suffering from emotional disturbance combined with extreme poverty. A majority of children in this school was from deprived sections of society and they indulge in criminal activities. Many of them engage themselves in physical fights and inflict injuries to each other to the extent that school has to take them to hospital. The head teacher was extremely worried about these children and wanted guidance for the welfare of these children. The researcher decided to interact with two most problematic girls and discuss their problems. The researcher requested the head teacher to allow the researcher to talk to girls separately so that confidentiality of interviews with them could be ensured. The head teacher happily agreed to the proposal of researcher and two girls, one belonging to Muslim minority and another girl belonging to SC category were interviewed individually. The researcher decided to interact with these students individually and in an informal way so that their actual problems could be identified and they could be advised to work harder for their better future.

Hajiramma, a minority student of class VIII, belongs to BPL family. She does not have mother and is considered a problematic child by the school because of her hostile behaviour to teachers and other children. Hajiramma entered into the room when tea and biscuits were being served to the researcher. The researcher offered biscuits to Hajiramma, which she humbly refused. The researcher requested her to take biscuits and after persuasion, she took one biscuit. After an introduction, the researcher inquired about her hobbies. She was very careful in replying to question. She loves learning computer, but computer classes (45 minutes each) are conducted twice a week, she said. When inquired about teaching in the school, she told that teaching is good in the school. She likes social study teacher, because her teaching method is clearly understandable. When inquired about time spent on study, she told that she spends about 15-20 minutes every day. She knows that she has to work hard to learn computer. The researcher told her to work hard if she wants to achieve her desired goal. She promised that she would start working for three to four hour every day after her
interaction with the researcher. After more than 40 minutes discussion, she agreed to pay more attention to her study. She wants to become computer specialist and she promised to work hard to achieve this goal. Hajiramma appeared to be inspired seeing the work of the researcher who was taking down the details of her discussion on his laptop. She was extremely happy after talking to the researcher and she expressed her thanks to him.

M. Preethi, a SC student of class VIII is considered a problematic child by the school because of her hostile behaviour to teachers and other children. She belongs to BPL category and her father works as a bus conductor and mother a housewife. When Preeythi entered into the room for discussion of her problems with the researcher, he offered her biscuits, which she accepted. After an introduction, researcher asked about hobbies of Preeythi. She said that she wants to become a medical doctor. When inquired about the teaching in the school, she said that teaching is good in school. She likes her class teacher Saraswati, because she is very cordial to her. Preeythi is a hard working student and she studies for three hours at home. She secures grade A+ in the examination. When inquired about students she likes the most and those who she likes the least, she said that some students quarrel with her and she defends herself when they attack her. Arti and Vijaylakshami are her friends, but Sangita is her best friend. She does not like Punni, because she disturbs the class. She expressed her desire to become a medical doctor and she would work hard for this goal. Discussion lasted for about 35 minutes and Preeythi was very happy to talk to the researcher and expressed her thanks for giving her time.

10.6 Interviews with Children with Disabilities

Three students with disabilities were selected for interview in order to have first-hand information from them about various facilities they receive. All three children with disabilities told that they receive free textbooks, two pairs of uniform, free stationery items, free school bag containing geometry box, raincoat, umbrella, one pair of chappals and morning breakfast. They also received transport allowance Rs. 1000 per year from SSA.

Children with disabilities were asked to tell about their difficulties in coming to the school and moving around the school. One student with locomotors disability found it difficult to come to school alone due to her locomotors problems. She found it difficult to cross the road and, therefore, she used to come with her mother. Another student suffering from locomotors
disability of 60% told that she had no problem in coming to the school. The assessment team did not give her any aids and appliances, because, according to them, she does not need them. Another respondent suffering from mental challenges said that she had no problem in coming to the school. As far as movements of these students in the school are concerned, they had no problem.

Two items inquired about aids and appliances children with disabilities received, and training in using them. None of the respondents received any aids and appliances, and consequently, there was no training in using those aids and appliances.

Children with disabilities were asked if they were receiving additional help from teachers. Two respondents reported of receiving help from teachers whenever needed, while one student said that she goes to special class where her teacher takes care of daily living skills and teaches other lessons. Children were asked to tell about behavior of their classmates and teachers. They told that their classmates and teachers behave with them nicely. There were no cases of late admission or dropout of children with disabilities.

10.7 Interviews with parents of disadvantaged and disabled children

Interviews with parents of SC/BPL/disabled children were conducted in Puducherry to find out their awareness of RTE, various facilities, additional educational help and any difficulty faced by their children. Two parents of children with disabilities, who belonged to SC category and were in the BPL List, were interviewed. The parents were asked if they had encountered any difficulty in the admission of their children. None of the parents faced any difficulty in admission of their children into schools.

Parents were asked if they knew anything about RTE. Both of the parents had some information about RTE, but they did not know the details. One respondent said that all children should be enrolled in schools. Both the parents knew that a child should be admitted into the school without transfer certificate. In response to the question what special facilities are provided to your child, one parent told that the special teacher helps the child in many ways, e.g., takes him to hospital for eye checkup, additional teaching if required. Free textbooks, notebooks, two pairs of uniform, one pair of chappals, raincoat, breakfast in the morning and scholarship Rs. 1500 and transport allowance from SSA Rs. 1000 are given.
The parents were asked if their children had received additional educational help from the school. One parent said that special teacher provides help in the education of her boy. Another parent demanded aids and appliances to her child so that she could move independently. When inquired about problems their children face in school, both the parents said that their children had no problem in the school.

The parents were asked to tell if they participate in PTA meetings of the schools and give suggestions for further improvement of education to their children. One parent said that the father of the child attends PTA meeting, while the other parent reported of attending PTA meeting about six months back. She said that adolescent’s problems were discussed in that meeting. They did not give any suggestion for improvement of education.

10.8 Observation Results in Puducherry

The facilities available in schools have been shown in the following table:

<table>
<thead>
<tr>
<th>Items</th>
<th>Available in schools</th>
<th>Not available in schools</th>
<th>Total Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe drinking water</td>
<td>05</td>
<td>00</td>
<td>05</td>
</tr>
<tr>
<td>Separate toilets for boys and girls</td>
<td>04</td>
<td>01</td>
<td>05</td>
</tr>
<tr>
<td>Disabled friendly toilets</td>
<td>01</td>
<td>04</td>
<td>05</td>
</tr>
<tr>
<td>Ramps with railings</td>
<td>02</td>
<td>03</td>
<td>05</td>
</tr>
<tr>
<td>Railing/other safety measures (Railing on stairs, boundary walls) in the building</td>
<td>02</td>
<td>03*</td>
<td>05</td>
</tr>
<tr>
<td>Playground</td>
<td>03</td>
<td>02</td>
<td>05</td>
</tr>
<tr>
<td>Approach road to the school for wheel chair</td>
<td>02</td>
<td>03</td>
<td>05</td>
</tr>
</tbody>
</table>

Safe drinking water was available in all five-sample schools of Puducherry while separate toilets for boys and girls were available in four schools. Disabled friendly toilet was available in one-sample schools only. Ramps with railings for wheelchair were available in two sample schools.

As far as safety measures are concerned, two schools had railings and other safety measure on staircase, balcony and veranda. Playgrounds were available in three schools. As far as
suitable approach roads to schools for wheelchair users were concerned, two out of five sample schools of Puducherry had this facility.

10.9 Spotlight

- BRTs and CRTs were given training for monitoring and feedback, but they were posted back into their respective schools resulting in no monitoring and no feedback to teachers.
- Onsite support to general teachers in dealing with children with disabilities is provided by special teacher.
Chapter XI

Conclusion & Findings
Conclusion and Findings

The Right of children to Free and Compulsory Education (RTE) Act, 2009 passed by the Indian Parliament mandates free and compulsory education of all children of 6-14 years age until they complete elementary education in a neighbourhood school. However, there is an important concern over implementation of RTE Act in the school system with reference to the special training or instruction, its modalities and execution for children admitted under age-appropriate admission. The states are expected to respond to the situation arising out of the implementation of the Act. States and UTs are required to pay special attention to cope with the situation in terms of appointment of qualified teachers, development of special training programmes for out-of-school children admitted to age appropriate classes and preparation of relevant teaching learning materials for them. Similarly, there is an urgent need of taking appropriate steps for inclusive education of children with disabilities by providing teaching-learning materials, aids and appliances in accordance with nature and needs of each disability, suitable infrastructural modifications, training of regular teachers and school-based appointment of special teacher. There is also a need for organising programmes for community awareness and attitude change in order to make school for all children. Home-based education has to be given to children suffering from multi-disabilities, severe and profound disability conditions.

Current study was taken up to find out the status of implementation of various provisions of RTE Act 2009 in states and UTs for children with disabilities and disadvantaged children, and also concerns and problems of states/UTs to implement the Act. As the act was implemented with effect from 1st April 2010, states and UTs were supposed to take up preparatory activities in this regard. The study has explored the steps taken by states/UTs for implementation of RTE Act, 2009 so far and their difficulties in proper implementation of the Act. It was important to assess the level of preparedness of states and UTs to take effective steps for the implementation of the ACT at various levels. It was also important to assess their readiness in implementing RTE in states/UTs.

Children belonging to disadvantaged groups, e.g. SC/ST/BPL, have specific economic and social problems and special focus is needed to ensure RTE to the children of these categories.
Various categories of children with disabilities have special needs depending on the nature of disability. Therefore, special aids and appliances, educational materials, special teacher support and infrastructural modifications are required to ensure RTE to these children. Awareness of inclusive education at all levels - functionaries, head teachers/teachers, parents and community - is of paramount importance and urgent steps in this direction are indispensable. Major findings of the study were:

- The sample States/UTs have started implementing provisions of RTE Act, 2009 largely.
- Functionaries and teachers at state, district and block levels were aware of provisions of RTE Act, 2009 to a great extent.
- Orientation of teachers for RTE (except for Orissa) did not include information about disadvantaged and children with disabilities.
- Parents were not aware of various provisions of RTE Act.
- All states/UTs have taken initiatives in conducting community awareness programmes to bring all children, including children with disabilities, to schools.
- Vigorous efforts are needed to create awareness in society for RTE.
- Volunteers conduct RTE awareness programmes for community in schools of A.P.
- Untrained teachers in Jharkhand affect the quality of education.
- Scholarship scheme is not applicable to SC/ST/BPL children coming from other states to Gujarat. Asvaccha (untouchable) SC students of Gujarat receive good amount of scholarship. Other SC students of Gujarat also receive scholarship.
- SC and ST students in other states (except for Andhra Pradesh) receive scholarship.
- Children with various disabilities in Jharkhand did not receive scholarship amounts except for those who belonged to SC/ST categories.
- States/UTs have plans to increase scholarship amount for disadvantaged and children with disabilities.
- There were very few cases of age appropriate admissions of disadvantage and children with disabilities.
- Orissa and Gujarat carried out systematic surveys for identification of non-enrolled and dropout children with disabilities.
• In most states/UTs, except in few schools of Gujarat and Puducherry, materials for training of children admitted under age appropriate placement in different classes were not available.

• Children of migrant labourers from Hindi speaking states, Gujarat, Kanada and Assam leave school in Kerala because of inadequate arrangements for age-appropriate training for placement in different classes.

• Teachers have not been trained to teach children admitted under age-appropriate admissions. These children were seated with high performing children so that they could pick up fast.

• Inclusive education resource teachers (IERTs) are appointed on contract basis and they are given multi-category training to deal with all types of disabilities in AP.

• Special teachers in various states are appointed on contract basis and special teacher visits children with disabilities once a week.

• Suitable ramps for wheelchair users were not available in most of the schools. Gujarat had better record in constructing ramps, but not all schools had suitable ramps.

• Disabled friendly toilets were available in very few schools of states/UTs.

• Educational materials for children with disabilities were non-existent in most sample schools.

• States/UTs have very limited vision of arranging different types of educational materials for children with various disabilities.

• All states/UTs encourage parents of children with disabilities to bring them to Anganwadi centres.

• Children with no vision were not found in sample schools and it was informed that they are sent to special schools.

• Safety and security of children was at high risk in some sample schools of Jharkhand and Uttarakhand.

• Regular teachers have not been trained in the area of disabilities.

• Children with disabilities, especially visually impaired, have not been provided teaching-learning materials individually.

• Infrastructure in one school of Orissa was awful and the roof of almost all classrooms leaks during the rain. Consequently, there is no teaching for about one month, which is clearly hindrance to RTE of these children. There is a loss of teaching because of all children sitting together. There are no boundary walls and drinking water facilities.
• The quality of material used in wheelchairs was very bad, said respondents in Orissa and Uttarakhand.

• Braille books, aids and appliances were not supplied to Orissa and Uttarakhand by NIVH, Dehradun despite repeated reminders.

• In many states/UTs, broken/faulty aids and appliances are replaced after a period of one year hindering educational progress of the child.

• There are instances of individual initiatives to implement inclusive education in **real sense**. One principal in Gujarat admitted a girl with severe mental disability and persuaded teachers to help educating her. Notable 75% improvement in social skills was achieved by her in a period of five year; but academic improvement was up to class I.

• Somnath Trust, which receives enormous wealth from devotees, could take initiative in serving children with disabilities by opening special schools and serving them in other ways. This will be a greater service to humanity than simply performing devotional activities.

• Wheelchairs and tricycles cannot be used by children with locomotors disabilities due to difficult terrain in Almora district. However, these items are supplied there.

• Different items, such as special shoes, were supplied after one year of assessment in Uttarakhand resulting in inappropriate size due to growth of feet. Very often, same size of callipers was supplied, which could not be used by children. Complaint was sent to ALIMCO, but no satisfactory action was taken.

• Infrastructural facilities in both the districts of Uttarakhand, except in two schools of Nainital district, were non-existent.

• SSA authorities in Andaman and Nicobar Islands were reluctant to cooperate with the researcher and negligible cooperation was given in the study.

• In Puducherry, BRTs and CRTs were given training for monitoring and feedback, but they were posted back into their respective schools resulting in no monitoring and no feedback to teachers.

• Shortage of teachers, alarming pupil-teacher ratio, other official duties assigned to teachers, busyness in training programmes, duties in block level office, making Aadhar cards and voter ID Cards etc, no training of regular teachers in education of children with disabilities and non-availability of special teacher support on daily basis are challenges in the implementation of RTE.
• Poor infrastructure, non-availability of appropriate furniture for children with disabilities, non-availability of special aids and appliances, poor quality of aids and appliances for children with locomotor disabilities are major challenges in fulfilment of RTE to these children.
Reference
References


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APPENDIX A

AN EXPLORATORY STUDY OF IMPLEMENTATION OF THE RIGHT OF CHILDREN TO FREE AND COMPULSORY EDUCATION ACT 2009 IN STATES/UTS

A Supplementary Questionnaire for Secretary Education/SPD/ Director Elementary Education

According to the Right of Children to Free and Compulsory Education Act 2009, every child of the age of six to fourteen years shall have a right to free and compulsory education in a neighbourhood school until completion of elementary education. A child suffering from disability, as defined in clause ( ) of section 2 of the Persons with Disabilities (Equal Opportunities, Protection and Full Participation) Act, 1996, shall have the right to pursue free and compulsory elementary education in accordance with the provisions of Chapter V of the said Act. The Department of Elementary Education of NCERT, New Delhi, has taken up the study to find out the status of implementation of RTE the in states/UTs and the steps taken by states/UTs in this regard. In continuation to the earlier questionnaire of the above-mentioned study, which sought information from states/UTs over the status of implementation of the Act, this questionnaire intends to collect supplementary information about marginalised sections such as Scheduled Caste, Scheduled Tribes, and differently able (handicapped).

This questionnaire has been divided into two sections. Section I requires general information such as name of state/UT, name of the respondent, designation, and office address. Section II contains questions seeking detail information about the steps taken for implementation of RTE for marginalised sections. The blank space provided in the questionnaire may be used for giving question-wise and point-wise information. If needed, additional sheet may be used and the question number and point number should be written at the beginning of the response. No question and no point should be left blank, and clear-cut responses may be written. If there are circulars/orders relating to the information requested in the questionnaire, the same may be supplied along with the questionnaire. It is requested that each state/UT may supply information at the earliest.

Section I: General Information
Section II: Specific Information

1. What strategic plan of action has been prepared to implement RTE in your state/UT for providing free and compulsory elementary education to children of:

(a) Scheduled Caste

(b) Scheduled Tribes

(c) Children belonging to weaker section/other backward classes

(d) Children with sensory handicaps including visual and hearing

(e) Children with physical (locomotors) challenges/handicaps
2. What specific steps have been taken to inspire parents and community to admit the following children to neighbourhood schools?

(a) Scheduled Caste

(b) Scheduled Tribes

(c) Children belonging to weaker section/other backward classes

(d) Sensory handicapped including visual and hearing challenged

(e) Locomotors (physically) challenged/handicapped

(f) Mentally challenged/handicapped
3. What arrangements are being made for providing free pre-school education to children from SC, ST, weaker section/other backward classes, and children with various challenges/handicaps below six yr of age?

4. What major initiatives and interventions have been initiated or introduced since inception of RTE, especially for children with special needs?

5. What are the other steps taken to ensure RTE for each of the above-mentioned marginalised section? Please give detail for each category.
APPENDIX B

(SF 01)

An Exploratory Study of Implementation of the Right of Children to Free and Compulsory Education Act, 2009 in States and UTs

Coordinator: Prof. R.B.L. Soni

An Institutional Research Project 2012-2013

Department of Elementary Education
National Council of Educational Research and Training
Sri Aurobindo Marg, New Delhi - 110016
Dear Respondent,

This study has been taken up to find out the status of implementation of the RTE Act 2009 with special reference to children belonging to Scheduled Caste, Scheduled Tribes, weaker section/other backward classes, children with sensory disabilities, including visual and hearing, children with physical (locomotors) disabilities, and Children with mental disabilities.

The information collected through interviews will remain strictly confidential and no part of the information provided by you will be disclosed to any person or institution. It will be used for research purposes only. This interview schedule has been divided into two sections. Section I requires general information such as name of the State/UT, name of the respondent, gender, designation, and office address. Section II contains specific items seeking detail information about the steps taken for implementation of RTE for marginalised sections.

**Section I**

**General Information**

1. **Name**: ___________________________________

2. **Gender**: Male/Female

3. **Designation**: ___________________________________

4. **Name of the State/UT**: ___________________________________

5. **Full Office Address**: ___________________________________

6. **Contact Number with STD Code (Phone/Mobile)**: ___________________
Section II

Specific Information

7. What specific steps have you taken so far in the light of RTE Act 2009 for the following categories of children?

(a) Scheduled Caste

(b) Scheduled Tribes

(c) Below poverty line/Other Backward Classes

(d) children with sensory disabilities including visual and hearing

(e) children with physical (locomotors) challenges/disabilities

(f) Children with mental challenges/disability

(g) Children with multi-disabilities
8. What steps have been taken for non-enrolled and dropout special needs children regarding their admission and training for age appropriate placement in different classes?

9. What facilities are available to ensure RTE to the following categories of children?
   
   (a) Visually impaired
   
   (b) Hearing Impaired
   
   (c) Locomotors
   
   (d) Mentally challenged
   
   (e) Children with multi-disabilities

10. What steps have you taken with regard to special teacher, educational material, infrastructure modifications in the school building etc. to meet varying needs of different disabilities?

11. What is the strategy of state to implement inclusive education with regard to the following:
a. Infrastructure support

b. Orientation of teachers

c. Follow-up mechanism

d. Monitoring and onsite support to teachers

12. What arrangements have been made to facilitate pre-school education of children?

13. What arrangements have been made to facilitate pre-school education of children with disabilities?
APPENDIX C

(HT/T 02)

An Exploratory Study of Implementation of the Right of Children to
Free and Compulsory Education Act, 2009 in States and UTs

Coordinator: Prof. R.B.L. Soni

An Institutional Research Project 2012-2013

Department of Elementary Education
National Council of Educational Research and Training
Sri Aurobindo Marg, New Delhi - 110016
Interview schedule for Head Teacher/Teacher

Dear Respondent,

This study has been taken up to find out the status of implementation of the RTE Act 2009 with special reference to children belonging to Scheduled Caste, Scheduled Tribes, weaker section/other backward classes, children with sensory disabilities, including visual and hearing, children with physical (locomotors) disabilities, and Children with mental disabilities.

The information collected through interviews will remain strictly confidential and no part of the information provided by you will be disclosed to any person or institution. It will be used for research purposes only. This interview schedule has been divided into three sections. Section I requires general information such as name of the State/UT, name of the respondent, designation, and office address. Section II contains specific items seeking detail information about the steps taken for implementation of RTE for marginalised sections and Section III seeks information about children with disabilities.

Section I

General Information

1. Name : ________________________________
2. Gender : Male/Female
3. Designation : ________________________________
4. Contact Number with STD Code (phone/Mobile) ____________________
5. Category : ________________________________
   (SC/ST/OBC/Below Poverty line/Disabled/Minority)
6. Name of the School : ________________________________
7. Location : Rural/Urban
8. Name of the village/Town : ________________________________
9. Name of the Block : ________________________________
10. District : ________________________________
11. State/UT : ________________________________
Section II

Specific Information about SC, ST and Below Poverty line

13. What kind of orientation/instruction did you receive to ensure RTE to children belonging to:

(a) Scheduled Castes

(b) Scheduled Tribes

(c) Below poverty line and other backward classes

14. What special provisions do you have in the school to help the children belonging to the above categories? (Physical and academic inputs)
15. What steps have you taken for age appropriate admission of the children belonging to above categories to different classes?

16. What steps have you taken for special training of non-enrolled and dropout children admitted under age appropriate placement in different classes?

17. What assessment procedures do you use for evaluation of children’s progress?

18. What steps have you taken to provide supplementary instruction to educationally weak children of these categories?
19. What problems do you face in seeking cooperation from the parents of these children?

20. What are the constraints and challenges in the implementation of RTE Act 2009 for children of these categories?

21. What are your suggestions for proper implementation of RTE Act 2009 for these children?
Section III

Specific Information about Children with Disabilities

22. What kind of orientation/instruction did you receive to ensure RTE to children with disabilities under RTE Act 2009?

23. What kind of training did you receive in the use of different aids and appliances for disabled children?

24. How are follow-up and onsite support organized for teachers after the orientation?

25. What provisions do you have in the school to help children with disabilities?

26. How efficient are teachers in using different aids and appliances for children with disabilities?

27. What steps have you taken to meet varying needs of different disabilities in the following areas:

   (a) special teacher

   (b) educational materials

   (c) infrastructure, etc.
28. What steps have you taken for age-appropriate admission of each category of children with disabilities/special needs to different classes?

29. What assessment procedures do you use for different categories of children with disabilities?

30. What difficulties do you encounter in teaching different categories of children with disabilities?

31. What problems do you face in seeking cooperation from the parents of children with disabilities?

32. What are the constraints and challenges in the implementation of RTE Act 2009 for children with disabilities?

33. What are your suggestions for proper implementation of RTE Act 2009 for inclusive education so as to meet the requirements of children with disabilities?
APPENDIX D

(DS 03)

An Exploratory Study of Implementation of the Right of Children to Free and Compulsory Education Act, 2009 in States and UTs

Coordinator: Prof. R.B.L. Soni

An Institutional Research Project 2012-2013
Dear Respondent,

This study has been taken up to find out the status of implementation of the RTE Act 2009 with special reference to children belonging to Scheduled Caste, Scheduled Tribes, weaker section/other backward classes, children with sensory disabilities, including visual and hearing, children with physical (locomotors) disabilities, and Children with mental disabilities.

The information collected through interviews will remain strictly confidential and no part of the information provided by you will be disclosed to any person or institution. It will be used for research purposes only. This interview schedule has been divided into two sections. Section I requires general information such as name of the State/UT, name of the respondent, gender, class, category and school address. Section II contains specific items seeking detail information about the steps taken for implementation of RTE for marginalised sections.

Section I

General Information

1. Name : ________________________________
2. Gender : Male/Female
3. Class : ________________________________
5. Status of Student : Regular/Age appropriate admission
6. Name of the School : ________________________________
7. Location: Rural/Urban : ________________________________
8. Name of the Village/Town : ________________________________
9. Name of the Block : ________________________________
10. District : ________________________________
11. State/UT : ________________________________
Section II
Specific Information

13. What specific educational material have you received free of cost from school?

14. What help did you receive after your admission to the school?

15. How often have you been absent from the school and for what reasons?

16. What special training did you receive if you were a dropout, or you were admitted into the school late?

17. What additional academic help do you receive from your teachers?

18. Tell your experiences about behaviour of your classmates with you.

19. Tell your experiences about behaviour of your teachers with you.
APPENDIX E

(SD 04)

An Exploratory Study of Implementation of the Right of Children to Free and Compulsory Education Act, 2009 in States and UTs

Coordinator: Prof. R.B.L. Soni

An Institutional Research Project 2012-2013

Department of Elementary Education
National Council of Educational Research and Training
Sri Aurobindo Marg, New Delhi - 110016
Dear Respondent,

This study has been taken up to find out the status of implementation of the RTE Act 2009 with special reference to children belonging to Scheduled Caste, Scheduled Tribes, weaker section/other backward classes, children with sensory disabilities, including visual and hearing, children with physical (locomotors) disabilities, and Children with mental disabilities.

The information collected through interviews will remain strictly confidential and no part of the information provided by you will be disclosed to any person or institution. It will be used for research purposes only. This interview schedule has been divided into two sections. Section I requires general information such as name of the State/UT, name of the respondent, gender, category, class and school address. Section II contains specific items seeking detail information about the steps taken for implementation of RTE for marginalised sections.

Section I
General Information

1. Name : ___________________________________
2. Gender : Male/Female
3. Class : ___________________________________
4. Category : ___________________________________
   (SC/ST/OBC/Below Poverty Line/Disabled/Minority)
5. Type of Disability : ____________________________
6. Status of Student : Regular/Age-appropriate admission
<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>Name of the School</td>
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</tr>
<tr>
<td>8.</td>
<td>Location: Rural/Urban</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>9.</td>
<td>Name of the Village/Town</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>10.</td>
<td>Name of the Block</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>11.</td>
<td>District</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>12.</td>
<td>State/UT</td>
<td>--------------------------------------------</td>
</tr>
</tbody>
</table>
Section II

Specific Information

13. What specific educational material have you received free of cost from school?

14. What difficulties do you face in coming to the school? (Transport, wheelchair, escort facilities etc)

15. What problems do you encounter in moving in and around the school?

16. What aids-appliances did you receive from the school?

17. What training/help for use of appliances did you receive after your admission into the school?

18. What additional help do you receive from your teachers?
19. What special training did you receive if you were a dropout, or you were admitted into the school late?

20. Tell your experiences regarding behaviour of your classmates with you.

21. Tell your experiences regarding behaviour of your teachers with you.
APPENDIX F

(PDD 05)

An Exploratory Study of Implementation of the Right of Children to Free and Compulsory Education Act, 2009 in States and UTs

Coordinator: Prof. R.B.L. Soni

An Institutional Research Project 2012-2013

Department of Elementary Education
National Council of Educational Research and Training
Sri Aurobindo Marg, New Delhi - 110016
Dear Respondent,

This study has been taken up to find out the status of implementation of the RTE Act 2009 with special reference to children belonging to Scheduled Caste, Scheduled Tribes, weaker section/other backward classes, children with sensory disabilities, including visual and hearing, children with physical (locomotors) disabilities, and Children with mental disabilities.

The information collected through interviews will remain strictly confidential and no part of the information provided by you will be disclosed to any person or institution. It will be used for research purposes only. This interview schedule has been divided into two sections. Section I requires general information such as name of the State/UT, name of the respondent, gender, occupation, educational qualifications, category and school/residential address. Section II contains specific items seeking detail information about the steps taken for implementation of RTE for marginalised sections.

Section I

General Information

1. Name : ___________________________________
2. Gender :  Male/Female
3. Occupation : ___________________________________
4. Educational Qualifications : ___________________________________
5. Category : ___________________________________
   (SC/ST/OBC/Below Poverty Line/Disabled/Minority)
6. Name of the Child : ___________________________________
7. Gender :  Male/Female

Interview schedule for Parents of Disadvantaged and Disabled Children
8. Type of disability of the child, if any: _____________________________

9. Status of Student : Regular/Age appropriate admission

10. Name of the School : ___________________________________

11. Residential Address : ___________________________________

12. Location : Rural/Urbn

13. Name of the village/Town : ___________________________________

14. Name of the Block : ___________________________________

15. District : ___________________________________

16. State/UT : ___________________________________

17. Contact No. with STD Code ________________________________
Section II

Specific Information

18. What difficulties did you encounter in the admission of your child into the school?

19. What do you know about Right of Children to Free and Compulsory Education Act 2009

20. What are special facilities provided to your child/children in the school?

21. What additional educational help is given to your child in the school?
22. What kind of special training is provided to your child in school if the child was enrolled late, or rejoined the school after a gap?

23. What problems does your child face in school?

24. When did you attend last PTA/MTA meeting and what happened?

25. What are your suggestions towards further improvements of education of your child?
APPENDIX G

An Exploratory Study of Implementation of the Right of Children to Free and Compulsory Education Act, 2009 in States and UTs

1. Name of the School : ________________________________

2. Location : Rural/Urban

3. Name of the village/Town : ________________________________

4. Name of the Block : ________________________________

5. District : ________________________________

6. State/UT : ________________________________

7. Contact No. with STD Code: ________________________________

Information about Teachers and Students

<table>
<thead>
<tr>
<th>No. of Teachers</th>
<th>Teacher-Pupil Ratio</th>
<th>Total No. of Children</th>
<th>No. of SC Children</th>
<th>No. of ST Children</th>
<th>No. of BPL Children</th>
<th>No. of Disable Children</th>
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<td>M</td>
<td>F</td>
<td>M</td>
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<td>M</td>
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<td></td>
<td>F</td>
</tr>
</tbody>
</table>

VC: Visually Challenged HC: Hearing Challenged PC: Physically Challenged MC: Mentally Challenged

Items to be asked and observed
The observer should objectively observe the items and tick (•) in the box next to the items if it is available and put a cross mark (X) in the box next to the item if not available. In some places, information such as no. of rooms, need to be filled-in.

**Infrastructure**

- No. of rooms [ ]
- Approach road to the school suitable for wheel chair [ ]
- Ramp with railings for wheel chair [ ]
- Structural/audio/visual changes to facilitate movement in the building [ ]
- Railings/other safety measures in the building [ ]
- Railings on stairs [ ]
- Availability of only one toilets for students [ ]
- Separate toilet for boys [ ]
- Separate toilet for girls [ ]
- Disable friendly toilet [ ]
- Availability of safe drinking water [ ]

**Educational**

I. **Visually Challenged**

(a) **Reading:**

- Braille Books [ ]
- Large Print Books [ ]
- Magnifying Glasses [ ]
- Any other …………………..

(b) **Writing Devices:**

- Braille writing slate/Braille writing Frame [ ]
- Brailler [ ]
- Bold lined notebooks for low vision [ ]
• Any other …………………

c) **Computational Devices:**
- Abacus
- Taylor Frame
- Geometry set
- Any other ……………………………..

d) **Mobility aids:**
- Long canes
- Folding canes
- Any other

II. **Hearing Challenged**
- Individual hearing Aids
- Speech trainer/mirror
- Any other ………………………..

III. **Physically Challenged**
- Wheelchair
- Tricycle
- Crutches
- Thick pens
- Grippers/ Pads for holding pens/ pencils
- Specialized sitting furniture
- Any other ………………………..

IV. **Mentally Challenged**:
- Appropriate teaching aids
- Concrete models
• Teaching methods include simple to complex, concrete to abstract

V. Comments by observer on specific items that have not been covered above or that have specific relevance to children with disabilities.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Date: 
Place: 
Signature of the observer
APPENDIX H

1. Number of rooms: ---------------

2. Safe drinking water: -------------

3. Separate toilets for boys and girls: -----------

4. Disabled friendly toilets: ---------------

5. Ramps with railings: -----------------

6. Safety precautions for children: ---------------

7. Playground: ----------------

8. Boundary walls for security: -------------------

9. Number of teachers: ---------------

10. Pupil-teacher ratio: ---------------

11. Number of children: boys girls: ---------------

12. Number of SC children: boys girls:-----------

13. Number of children with disabilities: boys girls: ---------------
Categories of children with disabilities: visual, hearing, locomotors, Metally challenged, multiple disabilities
# APPENDIX I

## DATA COLLECTION TEAM

<table>
<thead>
<tr>
<th>STATE/UT</th>
<th>District</th>
<th>Name &amp; Designation</th>
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<tbody>
<tr>
<td>Jharkhand (03/09/2012 to 09/09/2012)</td>
<td>Ranchi</td>
<td>Dr. RBL Soni, Professor &amp; Coordinator, Dr. Pushpa Mandal, Associate Professor Ms. Shushwi Ke (JPF) Md. Atiqur Rahman (JPF)</td>
</tr>
<tr>
<td></td>
<td>Bokaro:</td>
<td>Dr. Pushpa Mandal, Associate Professor Ms. Shushwi Ke (JPF) Md. Atiqur Rahman (JPF)</td>
</tr>
<tr>
<td>Kerala (18/09/2012 to 25/09/2012)</td>
<td>Thiruvananthapuram</td>
<td>Dr. RBL Soni, Professor &amp; Coordinator Md. Atiqur Rahman (JPF)</td>
</tr>
<tr>
<td></td>
<td>Kollam</td>
<td>Ms. Ritu Chandra, Assistant Professor Md. Atiqur Rahman (JPF)</td>
</tr>
<tr>
<td>Uttarakhand (10/10/2012 to 17/10/2012)</td>
<td>Nainital</td>
<td>Dr. RBL Soni, Professor &amp; Coordinator Md. Atiqur Rahman (JPF)</td>
</tr>
<tr>
<td></td>
<td>Almora</td>
<td>Dr. RBL Soni, Professor &amp; Coordinator Md. Atiqur Rahman (JPF)</td>
</tr>
<tr>
<td>Andaman &amp; Nicobar (19/11/2012 to 22/11/2012)</td>
<td></td>
<td>Dr. Kiran Devendra, Professor Dr. RBL Soni, Professor &amp; Coordinator Dr. Lata Pandey, Associate Professor</td>
</tr>
<tr>
<td>Orissa 29/11/2012 to 05/12/2012</td>
<td>Cuttack</td>
<td>Dr. RBL Soni, Professor &amp; Coordinator Md. Atiqur Rahman (JPF)</td>
</tr>
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<td>Puri</td>
<td>Dr. RBL Soni, Professor &amp; Coordinator Md. Atiqur Rahman (JPF)</td>
</tr>
<tr>
<td>Gujarat 17/01/2013 to 23/01/2013</td>
<td>Rajkot &amp; Junagadh</td>
<td>Dr. RBL Soni, Professor &amp; Coordinator</td>
</tr>
<tr>
<td></td>
<td>Ahmedabad &amp; Kheda</td>
<td>Md. Atiqur Rahman (JPF)</td>
</tr>
<tr>
<td>Andhra Pradesh (4/02/2013 to 09/02/2013)</td>
<td>Visakhapatnam &amp; East Godavari</td>
<td>Dr. RBL Soni, Professor &amp; Coordinator</td>
</tr>
<tr>
<td>Puducherry (11/02/2013 to 15/02/2013)</td>
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<td>Dr. RBL Soni, Professor &amp; Coordinator</td>
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