

# **RESPONSIBILITIES AND CHALLENGES OF PROVIDING EDUCATION FOR CHILDREN WITH DISABILITIES IN THE INCLUSIVE EDUCATION PROGRAM**

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**Abstract:** A right based approach to education for children with disabilities needs to raise the levels of responsibility by identifying rights holders and corresponding duty bearers and to enhance the capacity of those duty bearers to meet their obligations. The purpose of educating pupils with special educational needs is to help a pupil develop and learn according to his abilities and to acquire an education and a qualification by recognising and developing their abilities and capacities. The adaption of United Nations Convention on Rights of Persons with Disabilities (UNCRPD) and in particular Article 24,31 and 33 that directs the countries to develop an inclusive education system for all children as well oblige them to implement and monitor the process presenting both challenges and opportunity to the countries of the world. This article identifies and discuss the various stakeholders and their responsibilities for planning and implementation of inclusive education program for people with disabilities. The challenges and opportunities to provide inclusive education for children with disabilities are identifies and discussed.

**Keywords:** Responsibility, Challenges, Inclusive Education, Children With Disabilities.

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**Introduction:** The adaption of UNCRPD and in particular Article 24,31 and 33 that directs the countries to develop an inclusive education system for all children as well oblige them to implement and monitor the process presenting both challenges and opportunity to the countries of the world. This article discuss the advantage that have been made in terms of the implementation of inclusive education program for people with disabilities as well the challenges that are still ahead in our country.

From the past twenty years, the Special Education Needs (SEN) has become synonymous with inclusive education and the elimination of barriers for all children (Wapling, 2016,). In the course of the development of special needs education the concept of inclusion substituted other terminologies, such as “mainstreaming”. The term “integration” has also been used for a long period of time. This process of mainstreaming urges children “to fit in” to the classroom setting and school environment.

Unlike integration, the emergence of inclusion or inclusive education concentrates on the transformation of profoundly rooted structural obstacles. In other words, it implies a shift from seeing the child as the problem to seeing the education system as the problem (UNESCO, 2009 a). Providing education to students with special needs requires certain considerations which include curriculum adaptation, adapted teaching.

“The purpose of educating pupils with special educational needs is to help a pupil develop and learn according to his abilities and to acquire an education and a qualification by recognising and developing their abilities and capacities.

The groups of pupils with special educational requirements shall be defined and their special educational needs shall be divided into low, medium, high and very high in accordance with the procedure prescribed by the Minister of Education and Science, Minister of Health and Minister of Social Security and Labour.” In certain country.

In India we provide the education program for children with special needs in the classroom of general education program and education in the resource room and in the home based program based on the children's severity and not on identifying exactly their educational needs

The responsibility of providing inclusive education in India is become part of general or public education program through various schemes. The ministry of human resource development is holding the responsibilities of providing inclusive education and the ministry of social justice and empowerment holds the key responsibilities of providing equal opportunity, protecting their rights and create opportunity for ensuring full participation of children with special needs at all levels.

The responsibilities of Creating barrier free environment, developing accessible features to ensure the participation of children with disabilities at all level such as infrastructure , education , communication , transportation are become the liabilities to the public and it become very challenges to the public on Implementing those responsibilities by the respective ministries in country.

**Aim and Objectives:**

- To review the legal frameworks that directs to provide inclusive education for children with special needs.
- To present the practice of inclusive education for children with disabilities in India
- To understand the aspects of supports available for promoting inclusive education program in India
- To understand the challenges to provide inclusive education for people with disabilities

**Review of Literature:** V.Mrunalini, Premavthi Vijayan (2014 c) Reported that the teacher education focuses of some government program is in the right direction. However, the apparently slight regard for content and methodology of the courses, which do not reconceptualise IE or address attitudes towards disability, demonstrates the need for further change in this context. Also, teachers are not the only stakeholders involved. Students, parents, administrators and local government officials are affected too, all of whom will see any innovation or new concept in a different light.

A.Balu and P.Rajkumar (2015 d) Reported that the Government of India is trying to improve its education system focussing on the inclusive approach. Disabled children have equal right to get education as per their needs and capability. Every stakeholder of the society has to understand their role and responsibilities to work with cooperation and coherence to ensure that not a single child is left without school education. Differently abled children should be treated equally as the normal children and instead of looking them in sympathy their talents and abilities should be recognised for their self-respect and welfare of the society.

Aruna ., Kuldeep Singh ., Mangi Lal (2016 e).Reported that the system of reliable monitoring is imperative for evaluating the success or failures of a policy or scheme. Training teachers in teaching methods that include students of all ability levels, as well as spreading awareness to teachers about the importance and benefits of inclusion, is one of the most important parts of implementing a system of inclusive education, because the teachers are the people on-the-ground who are going to accommodate the students. Building accessibility is absolutely imperative for students with disabilities to be included as an equal member in their school. But what is typically more challenging for mainstream schools who are trying to become inclusive is converting their curriculum to fit students of all ability level

**The National and Inter National Legal Frameworks to Provide Inclusive Education for Children with Disabilities:** The laws and policies adopted to provide inclusive education are The Millennium Development Goal (MDG) , Biwako Millennium Framework , United Nations Convention on Rights of Persons with Disabilities (UNCRPD b) at the International Level and at the National level the National Policy on Education - POA, Right to Education Act , Rights of Persons with Disabilities Act 2016 to guarantee the right to education "to all", "to everyone", "to every citizen", "without any discrimination", or "regardless of differences of an individual"

**Responsibilities of Providing Inclusive Education in India:** The RTE Act and Rights of Persons with Disabilities Act in our country mandate to provide the program of Inclusive Education for children with disabilities. The responsibilities of planning, implementing and evaluating the inclusive education program need to get an appropriate working direction from the departments to the professionals to create and or provide appropriate services to persons with disabilities.

The present practice of inclusive education program such as registering, retaining and providing education along with their peer in an ordinary school is holding the responsibility of General Education or Public Education program. The Ministry of Human Resource Development in India is holding the responsibility of providing inclusive education for children with disabilities.

Monitoring plays a dual role in relation to responsibility. First, it provides the information on an ongoing basis that government needs to determine focal areas for reaching its targets for realising the right to education. Second, it provides rights holders with the information they need to claim their rights and to hold government and its agents to the responsibility when obligations have not been fulfilled

The World Bank at international level and the Central, state Governments are responsible for supporting the inclusive education program through funding.

The class room teachers are holding the responsibilities of planning, implementing and monitoring the program of children with disabilities in certain countries where the skill and competencies are updated through training. In India the children with special needs are trained by the class teacher in consultation with special educators working at block level. The skill and the competencies of the teachers are updated through training.

Policies on education, which must comply with laws, are developed by the government and outline its main priorities. They are more flexible than laws and can be changed more easily.

The Central Government shall maintain proper accounts and other relevant records and prepare an annual statement of accounts of the Fund including the income and expenditure accounts in such form as may be prescribed in consultation with the Comptroller and Auditor-General of India.

Accountability mechanisms require duty-bearers, notably governments, to show, explain and justify how they have discharged their obligations toward the right to education of people with disabilities and enable rights-holders to seek violations of their right to be redressed.

**Responsibilities of Teaching:** The school heads and the teacher are responsible for providing education and other therapeutic services for children with special needs. The curriculum and the materials are to be provided in an accessible manner. The teaching strategies and methods are ensured to address the needs diversified learners. The teachers are the key stakeholders to coordinate with, parents, other departments and other organisations to plan and implement the inclusive education program effectively.

**Challenges of teaching children with diverse needs:** Teaching children with diverse needs demands the attention of various resources and supports mobilising various resources and supports requires for teaching children with diverse learner is a challenging task. Framing curriculum and the objectives to meet the learning level of the children with disability is a critical and challengeable task to the teacher. Identifying the suitable teaching strategies, methods of teaching and the learning materials are highly responsible and challengeable task to the teachers. The educational system has the additional responsibility of providing education for persons with disabilities.

**Responsibilities of Assessment and Certification:** Medical board and the district authorities have been directed to conduct the assessment and certification. The assessment for program is the

responsibility of the special educators or the trained teachers in the respective field. Medical council and the rehabilitation council become the monitoring agencies to ensure the non-discrimination of assessment and program for children with disabilities.

**Challenges of Conducting Assessment and Issuing Certificates:** The availability of assessment tools suitable for diagnosing various conditions of persons with disabilities are yet to be established due to diversity of habits and living environments. To establish the conditions based on the limitations of learning by diverse learner conditions are also yet to be established. There is a need to reorganise the existing practice of assessment and issuing certificates limited to certain categories of children with disabilities. The system feels that this is an additional responsibility.

**Involvement of Other Stakeholder As Responsible Persons for the program:** Governments and schools have the responsibility for providing quality education for children with disabilities, organizations of people with disabilities, families and the community have significant roles to play as well. Disabled Peoples' Organizations (DPOs) and families can assist schools and governments in making better decisions in regards to students with disabilities. Parent's organisation and DPOs are having the key role to create accessible environment in consultation with various departments such as transport, town planning and infrastructure, communication and education. Every department involved in creating accessible features are accountable.

**Challenges To Involve Other Stakeholders:** Coordination among the members draws greater attention to involve in the program.

**Responsibilities of Monitoring Quality:** At the national level, two monitoring functions are essential for proper reporting and oversight of education commitments and pledges. The responsibility of monitoring quality is with the local Government and they report periodically to the central government (f).

**Challenges of Monitoring Quality:** Admission is given for all with diverse learning conditions but the evaluation mechanism is similar to all and not in a flexible pattern.

**Responsibilities of Training and Research Activities:** Universities, Educational Councils and National Institutes are expected to conduct the training and research activities. The liability of such activities is upon the ministry of Human Resource Development, Science and Technology, Communication, Social Justice and Empowerment,

**Challenges in Training and Research Activities:** The pre-service and in-service training program did not address the diverse learning group and to provide the training to handle the students of entire class room requires appropriate skills and competency to teach such group.

**Conclusion:** Responsibility of providing education to children with disabilities in the public schools become part of general educational program as directed by UNCRPD and Rights of Persons with Disabilities Act 2016 in India. The educational system is responsible for creating accessible feature to facilitate the learning of children with special educational needs. Teachers are found to be the key stakeholder to coordinate with others to provide education for children with special needs. The other stakeholders like parents, DPOs are become part of the advisory or monitoring agencies of educational program. The other departments like town planning, transport, communication and science and technology are responsible for creating the accessible feature. The challenges of teaching, providing barrier free environment and accessibility features can be carefully studied and provide maximum facilities to the children with special need to maximise their learning.

**Recommendations:** The responsibility of providing education to children with special educational needs requires to be reviewed systematically on the following aspects to provide a meaningful inclusive education.

Developing a comprehensive strategy and plan for inclusion  
Monitoring access of people with disabilities to appropriate service  
Implementation of enforcement mechanism  
Establishment of complaints mechanism  
Support of Advocacy program  
Availability of data in an accessible form  
Development of common definition and standard of inclusive education  
Inclusion of DPO in implementation and monitoring the program at grass root level  
Capacity building program for the family to create support for providing education  
Budget transparency

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