

Rights Of Persons With Disabilities Act 2016 In Inclusive Education

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Abstract:

According to the Convention on the Rights of Persons with Disabilities (CRPD), inclusive education is essential to realizing the right to education for all without discrimination and on the basis of equal opportunities, including for persons with disabilities. The constitution of India provides Rights of Persons with Disabilities Act 2016 to protect and promotes the rights and dignity of persons with disabilities in different aspects of life. All levels of institution should be properly equipped. Teachers should be properly trained, enthusiastic, driven and highly qualified. Parental awareness is necessary for attaining inclusive education. A number of studies have been conducted on inclusive education. But implementation of studies regarding Rights of Persons with Disabilities Act 2016 is rarely found. A small numbers of studies have conducted in inclusive education with regards to research topics, methods and researchers. This study aims to provide an overview of differently-abled students, teachers / administrators and parents by analyzing literature publish in journals as well as theses. Keywords that are closely related to the study were chosen for the study from conference papers, peer-reviewed journal articles, and theses papers about the implementation of the Rights of Persons with Disabilities Act 2016 that were published from 2013 onwards. 106 articles were retrieved from the database, 27 selected articles were related to the research purpose. The government's strategy for children with disabilities must be thoroughly understood by both administrators and instructors. The study qualitatively analyzed purposes and findings of the study. Having an inclusive education also requires raising parental awareness.

Keywords: *Rights of Persons with Disabilities Act 2016, Inclusive education, Right to Education.*

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I. Introduction:

Education is a right of every child, whether she/he is disabled or non-disabled, as education equips children to meet life's challenges. The constitution of India provides the right to education to all citizens, including the disabled. It ensures equality, freedom, justice and dignity to all people, and it implicitly mandates an inclusive society for all, including persons with disability. The Rights of Persons with Disabilities Act 2016 (RPwD Act 2016) is an Act to give effect to the United Nations Convention on the Rights of Persons with Disabilities and for matters connected in addition to that or incidental to that. The Acts contains 17 chapters with 102 sections. It protects and promotes the rights and dignity of persons with disabilities in different aspects of life such as educational, skill development and employment, social security, health, rehabilitation and recreation, special provisions for persons with benchmark disabilities, duties and responsibilities of appropriate governments, registration of institutions for persons with disabilities and grants, certification of specified disabilities, legal, economic, cultural and political. It applies to government, non-government and private organizations. The disabilities that are included under the Rights of Persons with Disabilities Act 2016 were- Blindness, low vision, leprosy cured persons, Hearing Impairment, Locomotors disability, Dwarfism, Intellectual Disability, Mental illness, Autism Spectrum Disorder, Cerebral Palsy, Muscular Dystrophy, Chronic Neurological Conditions, Specific Learning Disabilities, Multiple Sclerosis, Speech and language Disability, Thalassemia, Hemophilia, Sickle Cell Disease, Multiple Disabilities including deaf-blindness, Acid Attack victims and Parkinson's Diseases.

The Act has been five years as passed by the Parliament. It is truly a milestone for differently-abled persons. According to the Act, the Government and local authorities should endeavour that all educational institutions funded or recognized by the Act should provide inclusive education to children with disabilities. It laid stress on educational institutions' duties like admitting the students without discrimination, providing

opportunities for sports and recreations, making building, campus and various facilities and accommodation accessible according to the individual requirements. The appropriate government and the local authorities should follow the specific measures to promote and facilitate inclusive education regarding surveying school-going children, identify their particular needs, the establishment of teacher training institutes and resource centres to train and employ teachers, promoting the use of appropriate augmentative and alternative modes including means and formats of communication., providing books, learning materials and suitable assistive devices, scholarships etc.

II. Methods:

Articles have been search in the following process. At first, the researchers search the keywords for the studies closely related to the purpose of the study. Keywords were set as: Rights of Persons with Disabilities Act 2016, inclusive education, implementation, right to education. With the keywords, the researchers selected conference papers, peer-reviewed journal articles and theses papers published from 2013 onwards in order to identify the most recent research topics about implementation of Rights of Persons with Disabilities Act 2016. Even though, 106 articles were retrieved from the database, 27 selected articles were related to the research purpose.

III. Findings and discussions:

Through the analysis of selected studies, 27 related articles were selected for the research purpose and they were classified into three sub-groups- students, teachers/ administrators and parents.

Students:

Albin, Gangabhusan and Amlan (2019) in their study found that most societies have not fully integrated youth with disabilities. Government and NGO's lack co-ordination in planning, management of programme, limited competence, non- availability of evidence based facts and capacity of decentralizing services. Studies have also found that there is a variation in the position of identification, enrolment and the satisfaction on the status of monitoring and supervision of IE programs but supply/ distribution, use and maintenance of aids and appliances, mainstreaming and retention of disabled children was not satisfied from the study. Kalita, Mina and Swargiary(2013).Most of the physical facilities were available and half of the respondents participate freely in inclusive schools. Different teaching methods with instructional material were used by the teachers. The study also highlight that some physical facilities in inclusive schools were not accessible for children with special needs. Nizejimana (2016). Visually impaired students faced a number of difficulties like learning geometry, physics, chemistry, biology, laboratory works. The investigator suggested that course of school education should access and support visual impaired students and difficult subjects for the differently-abled student should be removed. Mallik (2021).8 socialization factors were identified, female students have higher social skills as compared to male students, programs for visually impaired students were found to be effective and social skills were positively correlated with socialization. Wadegaonkar, Sameer and Uplane (2018).The study identified that there is a lack of information and education about sexual health concerns, physical and/or infrastructural inaccessibility, attitudes, knowledge about disability issues and individual factors, seeking healthcare and financial barriers. Sharma and Sivakami (2018).

Teachers/administrators:

Chandra and Bhadoria (2017) revealed from their study that educational administrators and PRIs members were involved in achieving quality education. School administrators, local authorities and community members should undergone training on inclusive education. Female educational administrators have higher perception as compared to male educational administrators and educational administrators showed higher perception as compared to PRIs members. Inadequate training of teachers, inadequate infrastructure, inadequate time and insufficient administration were the main hindrance factors in inclusion of students with disabilities. Poonam and Kaur (2019). From the research study, teachers thought that there is a lot of physical and psychological disturbance in the class due to the presence of differently-abled students and it was found from the study that parents of normal students distract normal classes because of the troublesome of differently-abled students. Rajani and Raju (2013).Teachers have average knowledge and a positive attitude towards inclusive education of children with specific learning disabilities. Thomas and Uthaman (2019).Universities covering Inclusive Education in teacher training courses fails in sufficient teachers training due to limited information relating of practical strategies of inclusion. They stressed mainly on the theory part of inclusive education while ignoring practical exercise which can make the teaching inadequate and incomplete. The review of the study recommends that inclusive education should be made compulsory subject for teacher training curriculum and for in-service teachers, need based training should be provided on inclusive education depending on the types of disabilities that is needed to be demonstrated in the classroom. Joshi (2020).Lack of awareness is also the main

hindrances of inclusive education. The teacher as well as the administrator must adopt a student centered in the schools and a barrier free environment. NGO, RCI and both state and central government should work at the basic level for the upliftment of all differently-abled student. Mohapatra (2017). Majority of the teachers have positive attitude towards inclusive education with respect to locality of schools, educational qualifications, marital status, while teacher's gender, age, professional qualification, teacher's experiences and level of teaching did not affect the teachers and majority of the teachers faced difficulties in implementing inclusive education, not satisfied for inclusive environment and support more in-service training programs. Mamgain and Sharma (2017). Majority of the head teachers and teachers are well aware of the policy, education facility and barrier free facility. And the remaining sample shows that they need more training on awareness of special education for children with special needs. Pandya and Upadhyay (2020).

Parents:

Kumar and Nath (2018) found that parents of differently-abled children have different perceptions and most parents possessed average level of perception, no significant difference was found among resource teachers, teachers and peers of differently-abled children with respect to their gender, locale and type of management and teachers with respect to management. Most of the problems were lack of parental awareness, most children comes from families of low annual income and are not interested in schools due to different reasons. Sukumaran & Shimmy (2018) identified that most of the parents have either neutral or unfavorable attitude towards rehabilitation. Parents of male individual have more attitude than that of parents of female individuals. Regarding the attitude of parents of persons with intellectual disability the study found that the age of children is not a significant factor.

IV. Conclusion:

A more practical, aids and appliances should be set up to access the inclusive education for differently-abled children. Curriculum should be analyzed in order to support and access for children with special needs. Awareness should be given to the students for better outcome. Regarding the teachers/administrators perspectives, inadequate training of teachers, inadequate facilities and awareness were the main hindrances of inclusive education. Teachers training courses stressed mainly on the theory part while ignoring practical exercise which makes the teaching inadequate and incomplete. The teachers as well as the administrators must be well aware of the policy prescribe by the government for differently-abled children. Parental awareness is also needed for attaining inclusive education.

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