

DISABLED PEOPLE- RIGHTS TO EDUCATION

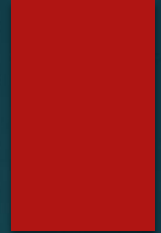
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LAW PROJECT

INTRODUCTION



- ▶ Right to education guaranteed under the Constitution of India extends in its ambit to all persons, but carries a greater significance for those who are physically or mentally 'challenged'.
- ▶ They must, therefore, be the beneficiaries of every action carried out by the state in response to its responsibilities under the relevant constitutional mandate.
- ▶ The basic purpose of the state obligation to provide educational facilities is to make every life meaningful and every person capable of living with human dignity.

GOALS



- ▶ The view is, education is an activity of acquisition, inter-linking and transmission of knowledge and understanding which is indispensable for all, especially the disabled population of the world.
- ▶ Hence, elevating process- broadening the outlook of mind and making one self-reliant or independent through information and training.
- ▶ Sharpens the inner faculties of man, his thinking, feelings and sentiments.
- ▶ The fact is that education can make the life of the 'challenged' persons useful and turn them into an important human resource for the humanity as a whole.

PRINCIPLES

- ▶ The governments have to give the highest policy and budgetary priority to improve their education systems to enable them to include all children regardless of individual differences or difficulties.
- ▶ The governments have to adopt as a matter of law or policy the principle of inclusive education, enrolling disabled children in regular schools unless there are compelling reasons for doing otherwise.
- ▶ All children have access to general education system, to expand the coverage to reach the unreached population and shall be provided free and compulsory education till the age of 18.


STRUCTURE



- ▶ **CONSTITUTIONAL POLICY**-The constitutional policy about the education of disabled children is reflected best in articles 41 and 45 of the Constitution. Article 41 makes it an obligation of the state to "make effective provision for securing right to work, to education and to public assistance in case of unemployment, old age, sickness and disablement, and in other cases of undeserved want." Article 45 makes a general provision for free and compulsory education for all children upto the age of fourteen years.

Under this scheme the handicapped children are provided:

- ▶ Books and stationery allowance of Rs. 400 per annum.
- ▶ Uniform allowance of Rs. 50 per annum.
- ▶ Transport allowance of Rs. 50 per month (not to those residing in hostels).
- ▶ Reader allowance of Rs. 50 per month in case of blind children after class V.
- ▶ Escort allowance of Rs. 75 per month for severely handicapped children with lower extremity disabilities
- ▶ Actual cost of equipment subject to a maximum of Rs. 2000 per student for a period of five years.



As regards the children with learning disabilities due to mental disorders, the key concerns in their "remedial education" may be enumerated as follows:

- ▶ Good personal relationship must be established with the child. If rapport between the teacher and pupil is poor, then even the most enthusiastic effort will fail to bring success. The teacher should seek to convey to the child his or her personal concern and involvement, and genuine desire to help.
- ▶ An open mind must be kept on the methods and procedure used. The teacher must be prepared to modify, supplement or abandon a programme at any time in the light of results and try a new approach. Great care must be exercised in the choice of materials to be used in remedial work, bearing in mind the age, ability, attainment and interest level of the child.

PRACTICAL REALIZATION



- ▶ The programme is designed as to furnish the pupil with immediate opportunities for success. Further, this success should be made clear and obvious to the child. Progress should be measured, not against any external standards, but in the light of his own previous levels of attainment. Keeping of progress charts and a record of timely performances are useful in this context. Treatment should be given individually or in small groups, if progress is to be rapid.

SIGNIFICANCE



- ▶ Both the "normal" children and the disabled children can learn from each other, thus teaching acceptance of one other.
- ▶ Help the disabled children develop socially.
- ▶ Everyone is granted an equal education.
- ▶ Prepare the disabled children for a future that they might otherwise not have.
- ▶ It help the disabled child to develop a sense of pride in their work because they actually fill like they accomplished something.