

# **DISABLED PEOPLE- RIGHTS TO EDUCATION-2009**

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# 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.

# 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.

# 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.
- 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.

# **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).

**AS REGARDS THE CHILDREN WITH LEARNING  
DISABILITIES DUE TO MENTAL DISORDERS, THE KEY  
CONCERNS IN THEIR "REMEDIATION" 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.
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# 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.