



INTERNATIONAL LAW
JOURNAL

**WHITE BLACK
LEGAL LAW
JOURNAL**
**ISSN: 2581-
8503**

Peer - Reviewed & Refereed Journal

The Law Journal strives to provide a platform for discussion of International as well as National Developments in the Field of Law.

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WHITE BLACK LEGAL is an open access, peer-reviewed and refereed journal provided dedicated to express views on topical legal issues, thereby generating a cross current of ideas on emerging matters. This platform shall also ignite the initiative and desire of young law students to contribute in the field of law. The erudite response of legal luminaries shall be solicited to enable readers to explore challenges that lie before law makers, lawyers and the society at large, in the event of the ever changing social, economic and technological scenario.

With this thought, we hereby present to you

A STUDY ON EXAMINING THE LEGAL RIGHTS OF A DISABLED CHILDREN IN INDIA

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ABSTRACT

Children with disabilities are one of the most marginalised and excluded groups in society. Facing daily discrimination in the form of negative attitudes, lack of adequate policies and legislation, they are effectively barred from realising their rights to healthcare, education, and even survival. Evaluation is an essential beginning step in the special education process for a child with a disability. To advocate the rights, freedoms and interests of persons with disabilities and the objectives is to implement various preventative programs aimed at disability prevention and Aim of this paper is to know about rights to disabled children. The study deals with descriptive research. The research is being done in a qualitative method by providing evidence through surveys. The sample was selected by convenience. It deals with both primary as well as secondary sources of data and various secondary sources books, articles, research papers etc which are used as reference. Nearly 200 members were surveyed for the analysis. The study deals with survey methods and the main tool for calculating or analysing the results. The method of collecting is through an online survey method by getting people's opinion and answers to the questionnaires. The independent variables included age, gender, educational qualifications, marital status and occupational qualifications. The dependent variables are people's awareness about the rights to disabled children that occurs through online and know whether disability are affected more through rights to disabled children that occurs through online in day to day life. Statistics used are graphs. The finding of this paper is that there is no significant difference between the awareness of the public towards disability through online and the age group of the respondents and there is no significant relationship between reasons for the rights to disability that occurs through in day to day life and

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gender of the respondents. From all the analysis, it is satisfying that rights to disabled children not effectively implemented because the people in the society are not aware about it.

KEYWORDS: Education, disabilities, negative attitudes, special education, disability prevention.

INTRODUCTION

Children with disabilities are one of the most marginalised and excluded groups in society. Facing daily discrimination in the form of negative attitudes, lack of adequate policies and legislation, they are effectively barred from realising their rights to healthcare, education, and even survival. Evaluation is an essential beginning step in the process for a child with a disability. Before a child can receive special education and related services for the first time, a full and individual initial evaluation of the child must be conducted to see if the child has a disability and is eligible for special education. Informed parent consent must be obtained before this evaluation may be conducted. The evaluation process is guided by requirements in our nation's special education law, the Individuals with Disabilities Education Act (IDEA). In 2008, the government reformed the Scheme of Integrated Education for Disabled Children (IEDC) and created the Inclusive Education of the Disabled at the Secondary Stage (IEDSS). IEDC was reformed to take into account the resources provided for students with disabilities ages 6-14 under Sarva Shiksha Abhiyan. A number of factors that influence the accessibility of education for children with disabilities are presented including: perceptions of parents of children with disabilities and their difficulties in helping their children with disabilities, the general attitude of society, government officials, school staff. The good news is that the United Nations Convention on the Rights of Persons with Disabilities is moving disabilities up on the international agenda. In fact, one of UNICEF's main goals is to enhance the development and inclusion of children with disabilities, allowing for their increased access to health and education services. In Convention on the rights of persons with disabilities (2006), disabled persons should be able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others through reasonable accommodation of their disabilities. This research examines the new international trends occurring regarding the education of children with disabilities and finally results that the new trends show a movement from special education to inclusive education and moving from seclusion to inclusion and provide that solutions must focus on prevention, cure and steps to make these children as normal as possible. Aim of this paper is to know about rights to disabled children.

OBJECTIVES

- To advocate the rights, freedoms and interests of persons with disabilities.
- To implement various preventative programs aimed at disability prevention.
- To Organise various seminars and conferences on topical issues for persons with disabilities.

REVIEW OF LITERATURE

1. The government also highlighted within its white paper on learning disabilities, Valuing People, the principles of rights, independence, choice and inclusion, promoting the use of both advocacy and person-centred approaches for planning with people with learning disabilities (Department of Health, 2001). Valuing People Now (2009) set out a three year strategy to implement the above principles. **(Switzer 2003)**
2. Aiming High for Disabled Children considered access and empowerment as a priority area to improve outcomes for disabled children. It introduced a core offer for disabled children and their families, including standards for local authorities regarding the level of involvement of disabled children and young people in decision making about the services they receive **(Spellun et al. 2022)**
3. For disabled children, guidance and regulations within the 1989 Children Act make it clear that, if a child has complex needs, communication needs or severe learning disabilities, arrangements must be made to establish their views and that a disabled child cannot be assumed to be incapable of sharing in decision-making. **(Fleischer and Zames 2012)**
4. Cavet and Sloper (2004) concluded that the participation of disabled children needs further development with evidence that good practice is not widespread. Subsequently, Franklin and Sloper reported that practice within social care services was patchy and limited. Small numbers of disabled children and young people were participating and these were in the main considered to be the most articulate, confident and most able to communicate (2007, 2009). **(Lawson and Gooding 2005; Clements and Read 2008)**
5. Sloper et al (2010) carried out a study of multi-agency transition services for disabled young people and identified that their involvement in planning and overseeing services was less developed than that of parent participation. Fifteen services out of 34 stated that they involved disabled young people in planning services and 12 of them stated that they involved disabled young people in overseeing the service. **(McSherry and Simon-Butler 2022)**

6. These proposals were set out in Support and Aspirations: A new approach to Special Educational Needs and Disability Green Paper (2012) and would create a single assessment process for an education, health and social care plan to cover children from birth until 25 years old, they also include further development of personal budgets. **(Spellun et al. 2022; Kanter 2014)**
7. Every effort was made to ensure that this review presents an accurate picture of the available evidence of disabled children and young people's participation in strategic decision making in England. However, this report does not purport to be a systematic review of all evidence and therefore does have some limitations. For example, because of the limited evidence. available, none of the evidence has been systematically assessed for quality, although where pertinent any limitations are noted.**(Pyaneandee 2018)**
8. A new approach to Special Educational Needs and Disability Green Paper (2012) and would create a single assessment process for an education, health and social care plan to cover children from birth until 25 years old, they also include further development of personal budgets. Although these proposals are still in discussion at the time of writing, it is expected that they will be introduced into parliament under The Children and Families Bill in 2013.**(Maurier et al. 2022)**
9. Knight et al (2006) undertook a review of consultations undertaken with children and young people with learning disabilities about the support they receive. They identified relatively small numbers of studies which had focused on this issue. Those consultations which had taken place had usually centred on a particular service children and young people were attending or receiving..**(Shing et al. 2022)**
10. Evidence suggests a steady rise in the number of structural mechanisms to enable children and young people to participate, and a cultural change in the value children and adults are placing on participation. Yet this was by no means universal across all sectors or afforded to all children and young people; the report highlights that disabled children and young people are one group missing out on developing practice **(Lawson and Gooding 2005)**
11. Although the United Nations Convention on the Rights of the Child (UNCRC) is often seen as the starting point and impetus for the development of participation; prior to this there were key requirements for children and young people's participation within the Children Act 1989 This requires local authorities to ascertain the wishes and feelings of children they look after or are about to look after, and to give these due consideration,

subject to practicability such as the child's age and understanding.(**Clements and Read 2008**)

12. The participation of children, young people and parents continued to be at the centre of government policy and initiatives. For example, within the development of The Children's Fund (established in 2001), participation was one of the guiding principles of the initiative. Guidance stated that children, young people and parents should be actively involved in the design, delivery and evaluation of services.(**Gulati et al. 2022**)
13. Children and young people's participation was at the heart of the ten year youth strategy which set out a series of commitments to transform opportunities for young people, including empowering them to have greater influence over the services they receive.(**Getahun, Kassie, and Bunare 2022**)
14. Working Together sets out how schools should give young people a say in how decisions that affect them are made. The guidance stated that this should include, for example, the strategic planning and governance of the school, the recruitment and selection of staff, and developments such as peer support. (**Switzer 2003; Degener and Koster-Dreese 2021**)
15. The search terms consisted of words associated with participation and service provision; involvement, consultation, decision-making and evaluation and service provision such as education, health, social care, environment, transport and policy. The searches and call for evidence were undertaken at the beginning of 2011.(**Rioux et al. 2011**)
16. The act requires local authorities to establish complaints procedures for children in need and looked after children. In addition, the 1990 NHS and Community Care Act (The Stationery Office, 1990) established a duty on the part of service providers to provide complaints procedures, and the 2002 Adoption and Children Act places a duty on local authorities to provide advocacy services to children who wish to make a complaint under the Children Act 1989.(**Heumann and Joiner 2021**)
17. In 2010, the coalition government announced a fundamental reform of the NHS. Equality and Excellence: Liberating the NHS included proposals to give patients a greater say about the services they receive.(**Switzer 2003; Degener and Koster-Dreese 2021; McSherry and Simon-Butler 2022**)
18. This concern led to an interest in more effective ways of empowering young people as a protective strategy, thus ensuring that children and young people have opportunities to make their concerns heard and that these concerns are taken seriously through avenues

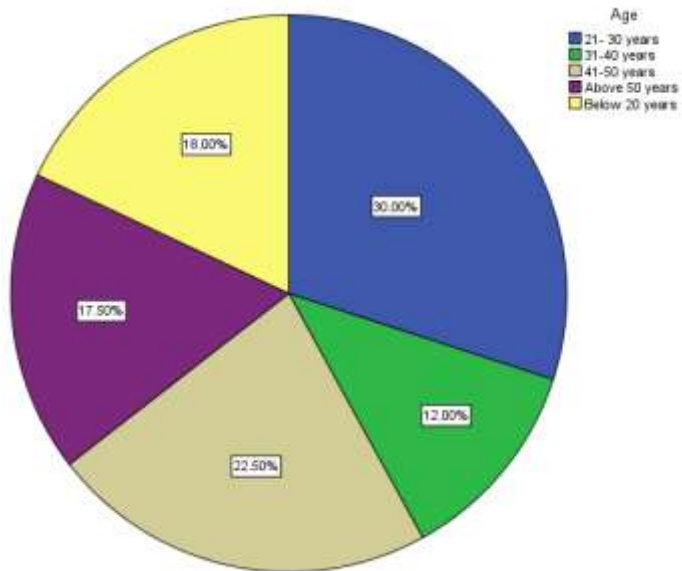
- of the complaints procedure and access to independent advocacy.(**Heumann and Joiner 2021; Lawson and Gooding 2005**)
19. Willow et al (2004) survey of 100 consultation initiatives involving primary school age children found that despite a large amount of energy and goodwill, there was little to show in return for the time and effort expended. Analysis of the 2006 Children and Young People's Plans illustrated that although consultation had taken place, the level, depth and quality of engagement varied considerably.(**Degener and Koster-Dreese 2021**)
 20. This notion was central to the government's Quality Protects initiative (1998) which aimed to transform both the management and delivery of social services for children and required mechanisms for children and young people's views to be heard (Department of Health, 1999) Developing a culture of, and good practice in, children's participation was fundamental to achieving the overall aim of Quality Protects. However, ring fenced funding for Quality Protects ended in 2004 and practice was mainstreamed.(**Heumann and Joiner 2021; Lawson and Gooding 2005; Shing et al. 2022**)

METHODOLOGY

The research method followed here is an empirical research. A total of 200 samples have been taken out of which is taken through a convenient sampling method. The sample frame taken by the researcher in Aravind eye hospital and Bus Stand. The independent variable taken here is age, occupational qualifications, educational qualifications and marital status. The dependent variable are with disabilities shall have the right to free books scholarships uniforms and other learning materials, the right of children guaranteed under the constitution of India also includes disabled children, no disabled persons can be compelled to pay any taxes for the promotion and maintenance of any particular religion or religious groups, with disabilities or one of the most marginalised and excluded groups in society, children with disabilities or one of the most marginalised and excluded groups in the society, right of persons with disabilities act recognises the right of Disabled children's in India, rate the level of effectiveness of common initiative is taken for the disabled children. The responses were represented in graphical representation.

ANALYSIS

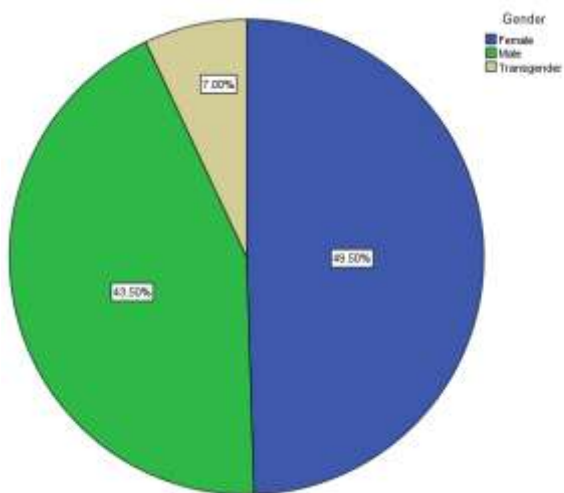
FIGURE 1



LEGEND:

Figure 1 shows the age wise distribution of the respondents

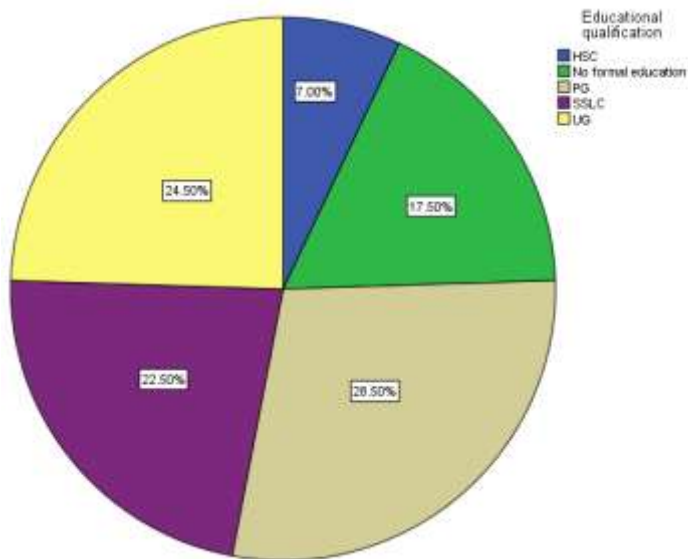
FIGURE 2



LEGEND:

Figure 2 shows the gender wise distribution of the respondents.

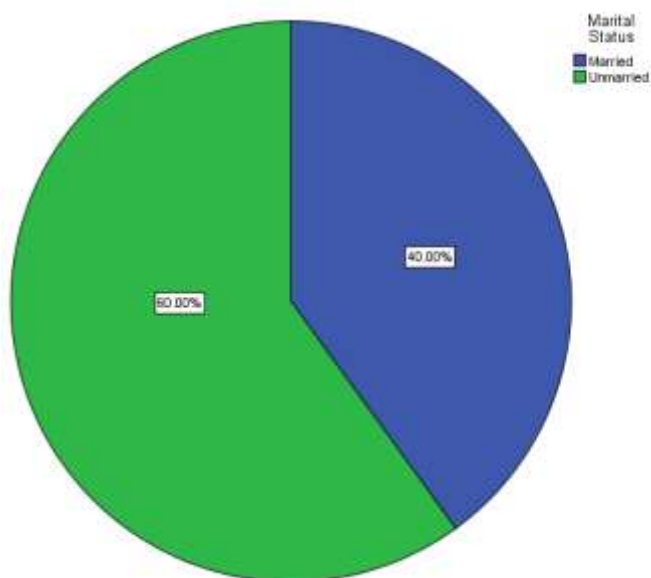
FIGURE 3



LEGEND:

Figure 3 shows the educational qualification of the respondents

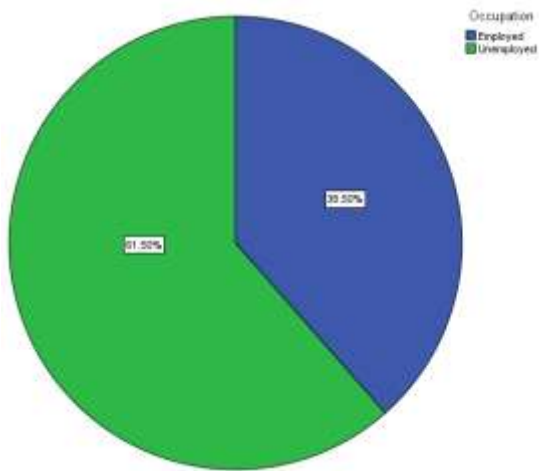
FIGURE 4



LEGEND:

Figure 4 shows the marital status of the respondents

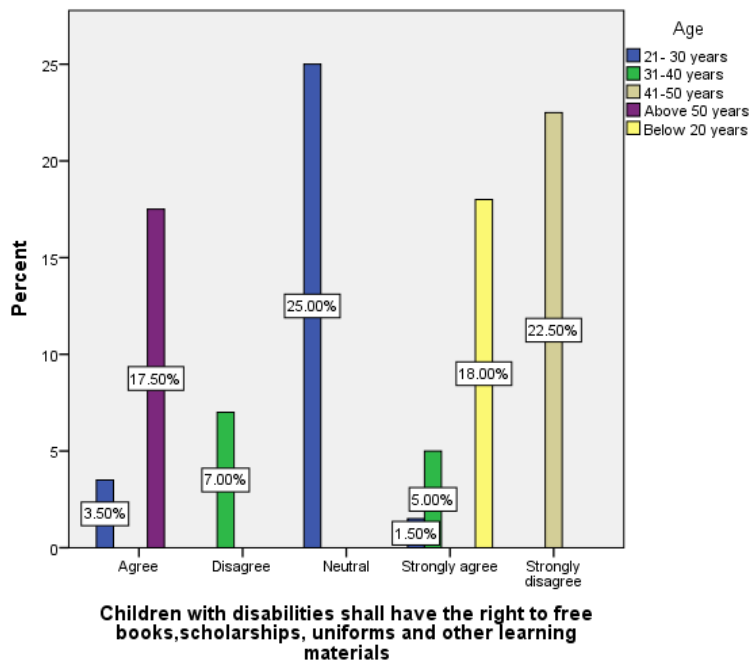
FIGURE 5



LEGEND:

Figure 5 shows the occupation of the respondents.

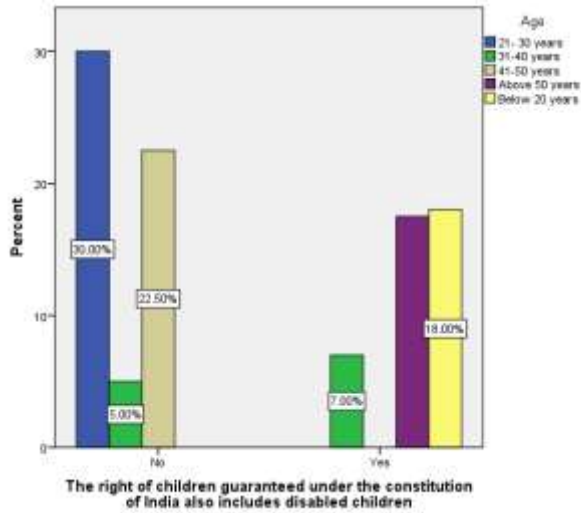
FIGURE 6



LEGEND:

Figure 6 shows whether children with disabilities shall have the right to free books, scholarsh, uniforms and other learning materials compare with age of the respondents.

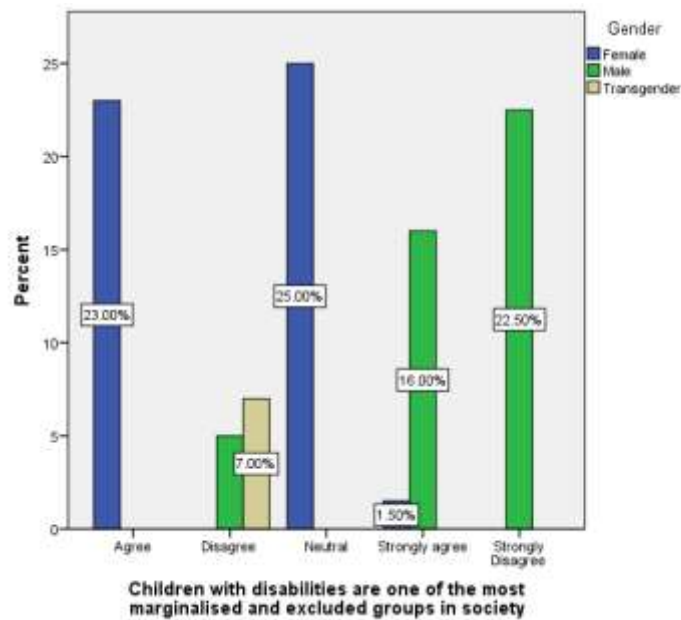
FIGURE 7



LEGEND:

Figure 7 shows the independent variable age and the dependent variable the right of children guaranteed under the Constitution of India also includes disabled children

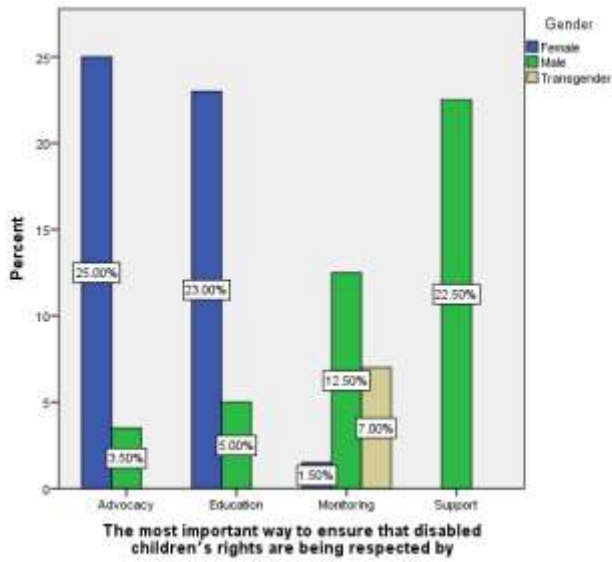
FIGURE 8



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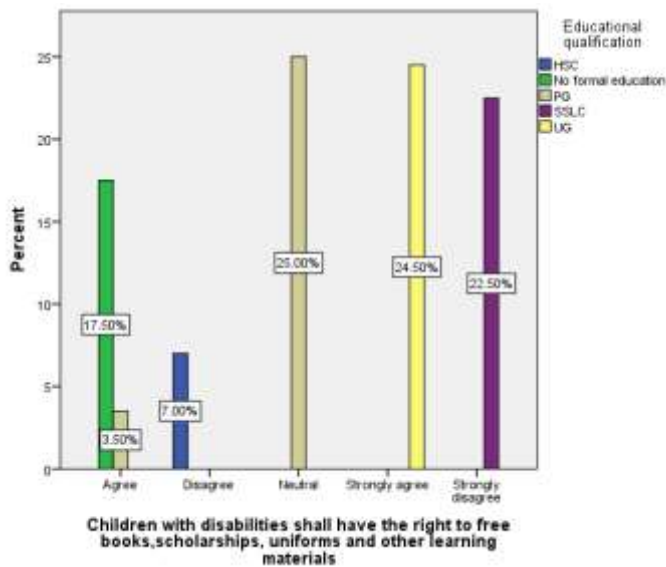
Figure 8 shows the independent variable gender and the dependent variable the dependent variable children with disability are one of the most marginalized and excluded group in the society.

FIGURE 9



LEGEND:Figure 9 shows the independent variable is gender and the dependent variable are the most important ways to ensure that disabled children's rights are being respected

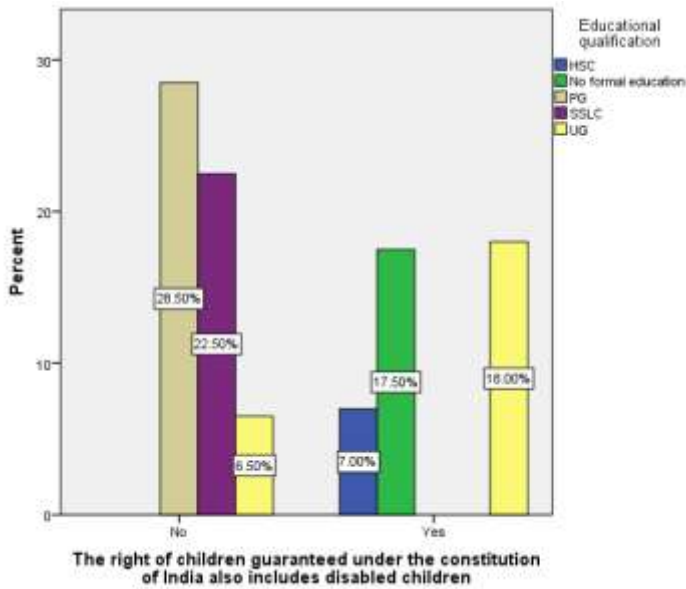
FIGURE 10



LEGEND:

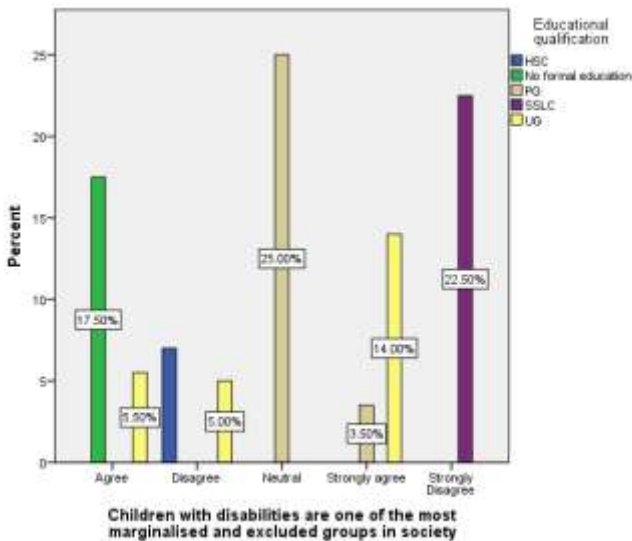
Figure 10 shows the independent variable educational qualifications and the dependent variable children with disabilities shall have the right to free books scholarship uniform and other learning materials

FIGURE 11



LEGEND:Figure 11 shows the independent variable educational qualifications and the dependent variable the right of children guaranteed

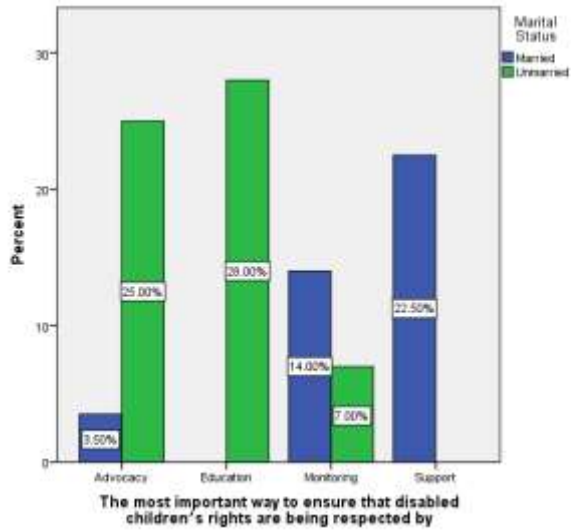
FIGURE 12



LEGEND:

Figure 12 shows the independent variable education qualification and the dependent variable children with disability are one of the most marginized and excluded group in the society.

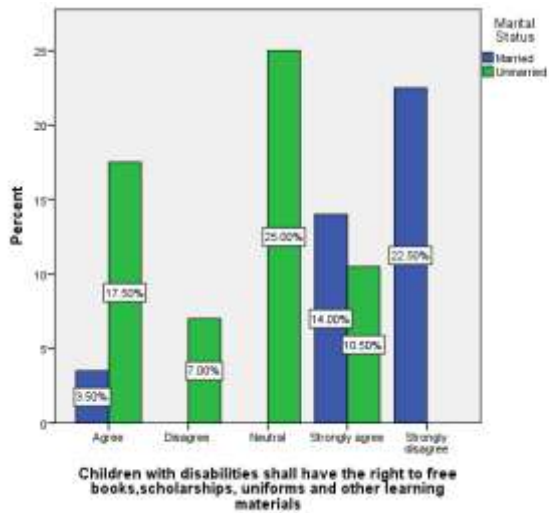
FIGURE 13



LEGEND:

Figure 13 shows the independent variable marital status and the dependent variable are the most important ways to ensure that disabled children’s rights are being respected

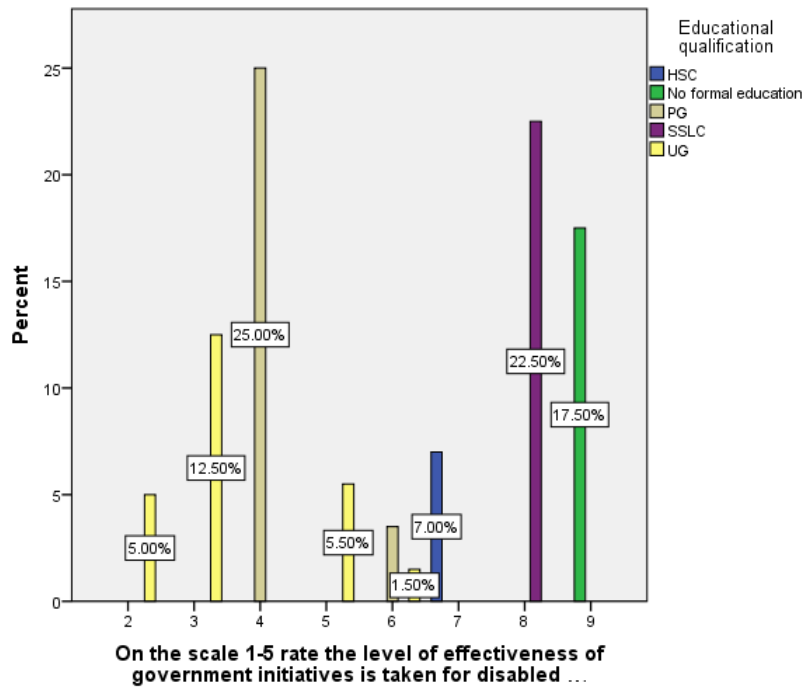
FIGURE 14



LEGEND:

Figure 14 shows the independent variable marital status and the dependent variable children with disabilities shall have the right to free books scholarship uniforms and other learning materials

FIGURE 15



LEGEND:

Figure 15 shows the independent variable educational qualifications and the dependent variable effectiveness of government initiative is taken for the disabled childrens.

RESULT

Figure 1 shows the age wise distribution of the respondents. **Figure 2** shows the gender wise distribution of the respondents. **Figure 3** shows the educational qualification of the respondents. **Figure 4** shows the marital status of the respondents. **Figure 5** shows the occupation of the respondents. **Figure 6** shows the majority of people i.e, 25% have a neutral opinion on children with disabilities, shall have the right to free books, scholarship, uniforms and other learning materials. **Figure 7** shows that the majority of respondents i.e, 30% of 21-30 years olds disagree that the right of children under the constitution of India also includes disabled children. **Figure 8** shows that majority of the female i.e, 23% agreed and 16% male have strongly agreed that children with the disability are one of the most marginalised and and excluded group in the society. **Figure 9** shows that 25% of the female and 3.50% of male thinks the most children’s right are being respected by advocacy. **Figure 10** shows that the majority of PG students i.e, 25% have neutral opinion on children with disabilities, shall have the right to free books, scholarship, uniforms and other learning materials. **Figure 11** shows that majority of respondents i.e, 28.5% PG students,

22.5% SSLC students, 6.50% UG students disagreed that the right of children under the constitution of India also includes disabled children. **Figure 12** shows most of the respondents i.e, 17.5 % of PG students , 25% of UG students, thinks children with the disability are one of the most marginalised and and excluded group in the society. **Figure 13** result shows that most of the respondents i.e, 28% think's that advocacy and education are the most important way to ensure that disabled children rights are being respected. **Figure 14** most of the respondents agreed i.e, 21% agreed and 24.5% strongly agreed that children with disabilities have the right to free books, scholarship, uniforms and other learning materials. **Figure 15** shows that most of the PG students think that the level of effectiveness of government initiatives taken for the disabled children children is 5 on the scale of 10.

DISCUSSION

Figure 1 shows the age wise distribution of the respondents majority of the respondents are between 21-30 years i.e, 30% ,22.5% are between 41-50 years, 18% are below 20 years, 17.5% are above 50 years and rest 12% are between 31-40 years. **Figure 2** shows the gender wise distribution of the respondents in which 49.5% are female, 43.5% are male and rest 7% are transgenders. **Figure 3** shows the educational qualification of the respondents 24.5% are UG students,28.5% are PG students, 22.5% are SSLC students, 17.5% are people who have no formal education and the rest 7% are HSC students. **Figure 4** shows the marital status of the respondents in which 60% are unmarried and 40% are married. **Figure 5** shows the occupation of the respondents 61.5% are unemployed and rest 38.5% are employed. **Figure 6** shows the majority of people i.e, 25% have a neutral opinion on children with disabilities, shall have the right to free books, scholarship, uniforms and other learning materials because many people are unaware of the fact and rights given to disabled person. **Figure 7** shows that the majority of respondents i.e, 30% of 21-30 years olds disagree that the right of children under the constitution of India also includes disabled children it's because many people believes the people with disability are not treated properly. **Figure 8** shows that majority of the female i.e, 23% agreed and 16% male have strongly agreed that children with the disability are one of the most marginalised and and excluded group in the society as its evident from what's happening in our society children with disabilities is being seen differently from normalnormal children **Figure 9** shows that 25% of the female and 3.50% of male thinks the most children's right are being respected by advocacy as many people are still unaware of the rights it's necessary to conduct campaigns. **Figure 10** shows that the majority of PG students i.e, 25% have neutral opinion on children with disabilities, shall have the right to free books, scholarship, uniforms and other learning materials because according to the

respondents they feel that disabled children should be encouraged to continue their studies because every educational institutions Will not provide an sit to the children with disabilities only few institutions which was done by the government encourage the children with disabilities to continue their studies and to achieve their goals so it was the duty of every state or central government to provide free books uniform scholarship education to the children with disabilities. **Figure 11** shows that majority of respondents i.e, 28.5% PG students, 22.5% SSLC students, 6.50% UG students disagreed that the right of children under the constitution of India also includes disabled children because according to the respondent as they feel that are they were not aware about the constitutional rights which was available to the children with disabilities but they were aware about the rights of the children free education should be given to the children till age group of 14.**Figure 12** shows most of the respondents i.e, 17.5 % of PG students , 25% of UG students, thinks children with the disability are one of the most marginalised and and excluded group in the society because according to the respondents are they feel that they have visiting a number of places in their day to day life it can be an educational institution or the society which treats children with disabilities as the persons who are not eligible for Leading a day to day life because they need the help of another to lead a normal life so the society treat as they are a marginalised and excluded group and the respondents feel that it should be changed and the person with disabilities should be treated equally without any discrimination. **Figure 13** result shows that most of the respondents i.e, 28% think's that advocacy and education are the most important way to ensure that disabled children rights are being respected as every child in this country have a right to education they also have the right to be treated same as normal children. **Figure 14** most of the respondents agreed i.e, 21% agreed and 24.5% strongly agreed that children with disabilities have the right to free books, scholarship, uniforms and other learning material because according to the respondents they feel that disabled children should be encouraged to continue their studies because every educational institutions Will not provide an sit to the children with disabilities only few institutions which was done by the government encourage the children with disabilities to continue their studies and to achieve their goals so it was the duty of every state or central government to provide free books uniform scholarship education to the children with disabilities. **Figure 15** shows that most of the PG students think that the level of effectiveness of government initiatives taken for the disabled children children is 5 on the scale of 10 even though gover have not taken much steps the steps taken by them are unknown and unaware by the public.

LIMITATION

The major limitation of my study is the sample frame the sample frame is in the Aravind eye hospital , market and the topic is a law related topic sample frame is also general place The survey questions can be answered by the illiterate and literate people have wider knowledge about the Rights of disabilities persons and they were aware about the discrimination inhaled in the disabled children most of the respondents are not much aware as conducted in the general place the illiterate People answer will also be the same in fact they are also experienced they may not have wider knowledge about the rights of disabled persons but They were aware of it.

CONCLUSION

From all the analysis, it is satisfying that rights to disabled children are not effectively implemented because the people in the society are not aware about it. The government has to implement many measures but should execute it properly. Children with disabilities need access to a wide range of quality programs and services that meet their individual needs and support smooth transitions to new and different programs and services across childhood and into adulthood. Disability is a complex social issue and it is increasingly becoming a major concern all over the world. The number of disabled people is increasing across the world due to various reasons. Disabled people comprise a significant minority in most countries and their number also constitutes one of the largest minorities in the world. Traditionally, disability has long been considered to be an index of marginality. They faced direct and indirect discrimination and were not able to enjoy the full spectrum of civil, political, social, cultural and economic rights.

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