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ELUCIDATING THE DESOLATION: CAUSING SPECIAL CHILDREN'S RIGHTS

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INTRODUCTION

Various groups and divisions of people have experienced various types of benefits as well as drawbacks in the modern progressive ways chosen by various governments of nations to increase the developmental mechanism over multiple decades. When we look at the ratio of benefits received, we can see that disabled persons are one of the most disadvantaged groups. But, most critically, our viewpoint in this research analysis will be limited to deprivation of rights and benefits, particularly for impaired children.

In broad sense, deliberations on the question of social rights available to disabled children primarily focus around the instructional knowledge, with the vision that even if a child suffers from some other type of disability, he/she should not be denied any of the educational rights made available to normal children. With the vision in place, India, like other developing countries, hasn't adopted much of a liberal ideals for the upliftment of children with disabilities. Not only are disabled children denied educational rights, but they are also considered a non-deserving section of society, and they are denied basic human rights that are available to similar children who do not have any kind of disability.

HISTORICAL AND CURRENT CONDITIONS

Many times, when one group of people feels disadvantaged in society due to the lack of access to other rights and advantages, the government is singled out as the lone perpetrator of the lack of equality. People's core thinking is constrained to the belief that the government and those in positions of greater authority are solely responsible for the well-being of the society. Impaired children are deemed a disadvantaged group not only as a result of laws that are not designed to aid them, but also as a result of the disabled children's refusal to accept their place in society alongside other normal individuals.

When the general public perceives them to be different from the rest, the disabled group only falls into the disadvantaged category. To begin with, the government of India has established a special department under the Ministry of Social Justice and Empowerment known as the Department of

Empowerment of Persons with Disabilities to ensure that the disabled do not feel excluded from the rest of society (Divyangjan). This government-created department ensures that all acts and legal provisions enacted by the government are properly enforced, in addition to organising various schemes, programmes, and events aimed at improving the hospitable conditions of the disabled in society. Specifically, although the department's existence previous to the government's effort, its operations were enhanced by the government by improving the status quo from "Disabled to Divyang."

The constitutional reference could also be used to justify the applicability of impaired rights in the system, as there are both general and specialised laws in force. All general provisions, such as Article 14, Article 19, Article 21, and so on, state that the provision is applicable to both normal and impaired people. Furthermore, in the case of impaired children, Article 21A particularly states the right to education for children aged 6 to 14, including those with disabilities.

DISABLED CHILDREN EXPERIENCE UGLY FORMS OF DISCRIMINATION.

Families face oppression and violations of human rights as a result of the stigma associated with a disability. When deprivation, physical abandonment, and societal marginalisation all come together, the consequences for the differently-abled can be disastrous. Disabled children are confined in their homes, denying them equal opportunities for movement, education, and employment. They are viewed as vulnerable people. In some cases, prejudice starts with family members and progresses to decision-makers and state officials. As a result of such inequity, disabled children face ongoing health issues, socioeconomic pressures, and neglect.

According to Indian law, all family members, including friends and relatives, are entitled to a share of ancestral property; however, the differently abled are denied these benefits. The siblings undertake the responsibility of providing protection and benefit from the properties set aside for the disabled person. Family members are concerned that differently-abled children will be ineffectual in managing their land, and that they will be stripped of their ownership rights and forced to rely on their more capable siblings. Worst of all would be if the families ensured the disability's continued state by refusing to provide care or any help so that the siblings might benefit from the properties.

REPERCUSSIONS ON A DISABLED PERSON'S SEXUALITY

Sexual orientation is an important component of the general development and self-esteem that

occurs during puberty. Differently abled children are frequently at a disadvantage in this regard. There is a distinct overprotective attitude toward differently-abled children. Parents indoctrinate differently-abled children, implying that sex is only for the competent and has no meaning for the disabled. These parental viewpoints are implicitly passed down to the child, making him/her feel inadequate and incapable of affection. Parents of CWDs encourage dependency and share the public perception of people with disabilities as inherently childlike, naive, and asexual.

STATE PROGRAM DISCREPANCIES

The "Ministry of Social Justice and Empowerment" is responsible for children with special needs. The Ministry of Health is in charge of several issues, such as preventative and revitalizing forms. Nonetheless, no single ministry was given responsibility for meeting the full needs of CWDs. In the "community service" sector, disability is on the decline. While efforts are being made to place this in a "rights" framework, the thought mechanism behind providing care to people with disabilities continues to be driven by the charity model. Because disability is a state issue, each state has its own policy, but neither state will consider the full needs of people with disabilities. Just several states have been successful in raising awareness among differently-abled people about their rights and responsibilities (Tamil Nadu, Karnataka, and New Delhi), while others have tends to lag in trying to enforce several of the vital social assistance embodied in the "PWD Act of 1995" (Bihar, Maharashtra, Orissa, and Uttar Pradesh). The disability well-being division in Karnataka established working population at panchayat raj such as Village Recovery Employees and Multifunctional Recovery Employees to cater to the requirement of differently-abled individuals in their respective regions. [5] Other states have adopted a similar framework.

ACTION PLAN FOR THE FUTURE

As we go into the current era of a globally competitive globe, it is critical to first enhance internal standards through effective manpower development. In order for the nation's future to be brighter, it is critical to consider not only normal children, but also disabled children's issues. In the future, it will be necessary to not only establish a survival mechanism for the disabled in a competitive society, but also to create an environment that does not discriminate between the normal and disabled classes of children. We must recognise that a person's ability or intellectual quotient are not harmed solely because of his or her impairment.

CONCLUSION

Despite the fact that the government-created system contains a number of legal provisions and acts, what is now required is public acceptance of the disabled. Furthermore, exaggeration of sympathy sometimes worsens the situation, as they develop an impression of being a victimised segment of society. Children with disabilities require a different type of behaviour to be dealt with. At such a young age, they should not feel like an underprivileged section of society, nor should they develop a sense of rejection by society.

Academic institutions could play a vital role in setting the groundwork for this effort. With disability rights on concurrent lists, it is critical for both states and the federal government to establish different educational establishments for the disabled, as well as to restructure the curriculum to include disabled children alongside the rest of the children, in order to keep a semblance of equality.

