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- ❖ **Regime Change in Nepal**
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Third Concept aims at providing a platform where a meaningful exchange of ideas can take place among the people of the Third World. The attempt will be to communicate, debate and disseminate information, ideas and alternatives for the resolution of the common problems facing humankind. We welcome contributions from academics, journalists and even from those who may never have published anything before. The only requirement is a concern for and desire to understand and take the issue of our time. Contributions may be descriptive, analytical or theoretical. They may be in the form of original articles, reactions to previous contributions, or even a comment on a prevailing situation. All contributions, neatly typed in double space, may be addressed to:

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Appraising Educational Rights of Differently Abled Children

Dr Sambit K. Padhi* & Subrat K. Padhi**

[The Persons with Disabilities has been recognised as one of the largest minority groups all over the world. The debate and dialogue regarding their rights in general and their educational rights, in particular, is very common in recent years because of disturbing patterns of treatment, discrimination, and disparity. The government of India mandated that every child has the right to avail free and compulsory education through the Right to Education Act 2009. The present paper explores certain issues and raises concern over the prevailing education for disabled children and evolves an appropriate approach to educate them. The paper also attempts to understand the real picture and missing link between human rights and disability. It would also try to locate the areas of misunderstanding of disability and its impact on different practices and disability. Finally, the paper suggests to provide need-based education, training, employment, and suitable rehabilitation for empowering the livelihood and life of disabled children.]

The human race has always been witnessing the struggle for certain basic rights. The struggle for human rights is a part of human quest for collective happiness. From a legal standpoint, human rights can be defined as the sum of individual and collective rights recognized by sovereign States and enshrined in their constitutions and in international law. Since the Second World War, the United Nations has played a leading role in defining and advancing human rights, which until then had developed mainly within the nation-State.

As a result, human rights have been codified in various international and regional treaties and instruments that have been ratified by most countries, and represent today the only universally recognized value system. The expression 'Human Rights' has become popular after the formation of United Nations in 1945. According to Article- 1 of the United Nations Universal Declaration of Human Rights, *All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.* Human rights cover all aspects of life. Their exercise enables women and men to shape and determine their own lives in liberty, equality, and respect for human dignity.

Human rights comprise civil and political rights, social, economic and cultural rights and the collective rights of peoples to self-determination, equality, development, peace, and a clean environment.

Human Rights Education

Human rights education is a path to create a peace, progressive, tolerant and non-violence society. According to the United Nations decade document for human rights education (1995-2004), human rights Education means "A lifelong process by which people at all levels of the development and in all strata of society learn respect for the dignity of others and the means and methods of ensuring that respect in all societies". From this definition, it is clear that people living in any society have to discharge their duties with utmost sincerity without any deviation.

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Human rights education will help to establish peace, prosperity and security. It further enables us to achieve an all round socio-economic, political and cultural sustainability.

In recent years human rights education is felt quite essential among all because a large number of people across the country are still unaware of their basic rights. The keystone of human rights education is that education should not only aim at producing trained professional workers but also inculcate in them a sense of higher purpose. Human rights education aims at providing people and students with the abilities to accomplish and produce societal changes. It is highly and widely acknowledged and seen as a way to empower people to their quality of life and increase their capacity to participate in the decision-making process, leading to desired transformation in the social, cultural, and economic policies. It teaches us the practice of various values to be adhered to.

The knowledge of human rights would also lead us to establish an orderly, peaceful, and friendly society both at the international and national spheres. It helps people and policymakers to evolve the ways and means to overcome the problems of each nation and that of the international community. It helps to foster understanding, tolerance, and gender equality and develops friendship among all nations and eliminates racial, ethnic, religious, and linguistic differences.

Rights of Disabled Children

The Persons with Disabilities have been recognised as one of the largest minority groups which have been vulnerable to neglect, deprivation, segregation and exclusion all over the world. The disabled are deprived of all opportunities for social and economic development. The basic facilities like health, education and employment are denied to them. The State infrastructure is inadequate and ill-functioning where the disabled are concerned. The disabled are also not a homogenous group.

Each disabled person's problems and needs are different from one another and each one has to be treated and cared for on an individual basis. Human rights perspective on disability means viewing people with disabilities as subjects and not as objects. The debate and dialogue regarding the rights of the disabled (differently abled) person in general and their educational rights, in particular, is very common in recent times. The government of