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Paper-1

Diversity, Discrimination and Inclusion

PART -A

UNIT -1– Different But Equal – Introduction to Diversity

Unit 1.1-LINGUISTIC NATURE OF DIFFERENT LINGUISTIC GROUPS DIVERSITY

Language is a systematic form of communication that can take a variety of forms. Systematic refers to the fact that language is composed of rules. Language is an important part of culture, elements of knowledge, ideas, beliefs, etc., that are passed along from one generation to the next. Language is a great vehicle for knowledge. . Every living creature expresses himself in some form or other using combination of actions and sounds. Humans, the most evolved species, have eventually developed a very sophisticated way of verbal communication through the use of words. Thus language is the most advanced form of communication. Humans are often considered unique in their creation and use of language to communicate with one another.

As every group started developing their own set of vocabulary and grammar, each language became specific and unique to a group of people or civilization. India is a Land of Diversity. There is no single language that the whole of the nation speaks or a single language that has been declared as the "National Language." India has a total of 122 major languages and 1599 other languages (Office of the Registrar General & Census Commissioner, India). A total of twenty two languages have been declared as the scheduled languages.

1.1. Nature of Linguistic Groups:

There are four families in which the Indian languages can be divided into: Indo-European, Dravidian, Mon-Khmer, and Sino-Tibetan. Indo-European and Dravidian languages are used by a large majority of India's population. The language families divide roughly into geographic groups.

The Indo-Aryan family – This is the dominant language family and its languages are being spoken by more than 70% of the population mainly in northern, western and central India. Speakers of 54 different languages of the Indo-European family make up about three-quarters of India's population.

The Dravidian family – The languages in this language family are being spoken by more than 20% of the population in southern India and parts of eastern and central India. . Twenty Dravidian languages are spoken by nearly a quarter of the people.

Some ethnic groups in Assam and other parts of eastern India speak languages of the Mon-Khmer group. People in the northern Himalayan region and near the Burmese border speak Sino-Tibetan languages. Speakers of 20 Mon-Khmer languages and 98 Sino-Tibetan languages together make up about 2 percent of the population.

Some Indian languages have a long literary history - Sanskrit literature is more than 5,000 years old and Tamil 3,000. India also has some languages that do not have written forms.

The languages of the Indo-European family also share similar morphological and syntactic properties that support a distant historical relationship. The Indo-European languages can be decisively show to be related.

Figure : 1
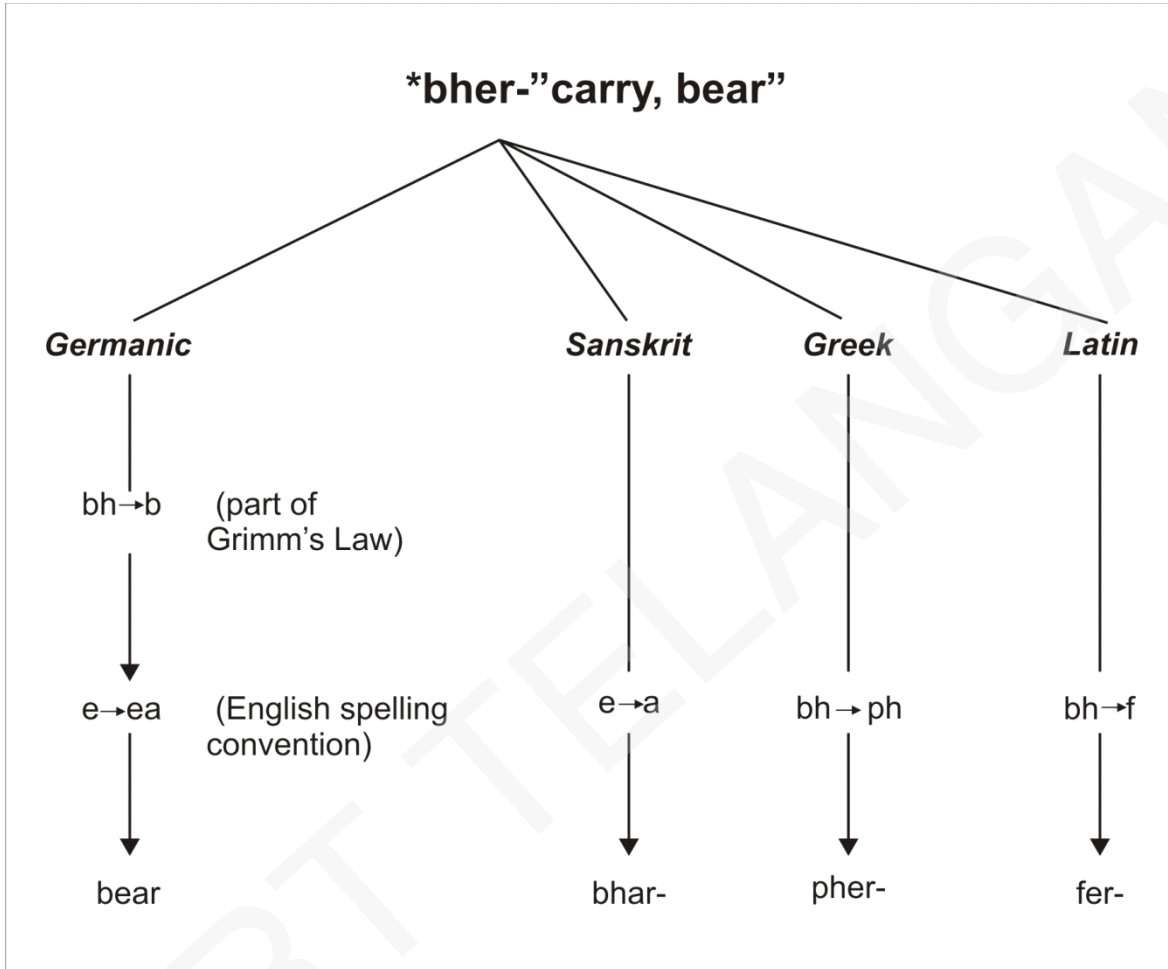
The descendant forms from a reconstructed (hypothesized) Indo European & bher-"carry, bear." Each of the "daughter" languages has changed from the "parent" form in a different way, and thus their common ancestry has been obscured.

Sanskrit turns out to be more conservative in terms of preserving the original consonants, whereas the other three languages have undergone changes in the consonants, but have maintained the original e vowel.

Language reconstruction and the establishment of language relatedness involve many additional complications beyond those discussed here. Much has been learned about the Indo-European language family in the more than two centuries of research that has been devoted to it. Most of the languages in Europe, for example, have been shown to be related to each other historically. Many of these languages are displayed in Figure 2. Languages on the same "Branch" of the tree in the figure share certain features (or changes) not shared by languages on the other branches of the tree.

Figure : 2Figure : 2
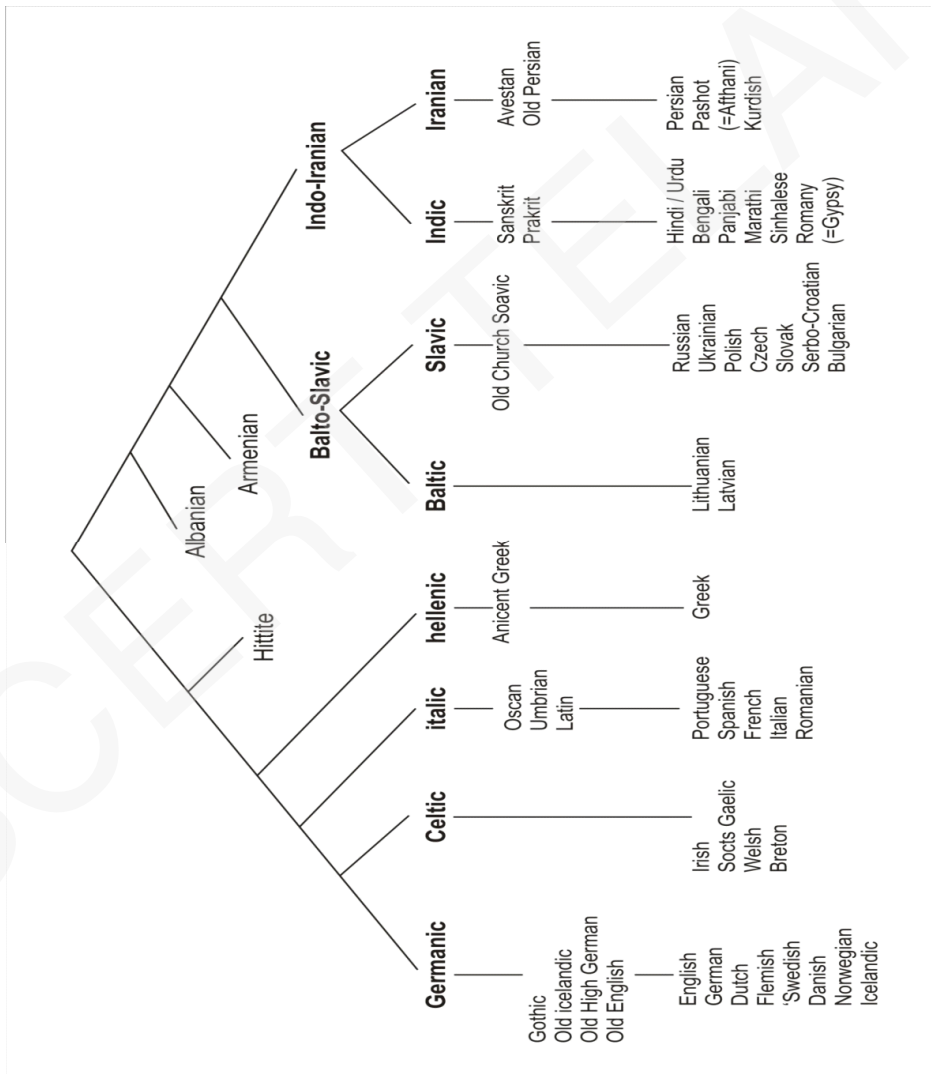
Whatever the pattern of settlement of the Indo-Europeans, the migrations occurred before millennia age. The Indo-Europeans community of speakers had already split into many different languages more than 4,500 years ago. Thus the original language could not have been a single language (or group of dialects) fewer than 5,000 to 6,000 years ago.

1. 2 RELIGIOUS TENETS AND PRACTICES

Religion Universal to Man

Religion is the chief differentiating characteristic of man.

Religion has been one of the most powerful factors in human history. Other aspects of human life have indeed been important, yet the pre-eminently noble characteristic of man throughout his entire history has been his religion.

1.2.1 The function of Religion

Religion gives to a person what he can obtain from no other source,- a confidence in the outcome of life's struggles through a personal connection with the superior Power or powers in the world. Every religion does many things for the religious individual and also usually for society.

The distinguishing function of religion, in contrast with that of philosophy or ethics, or any of the idealizing or cultural activities, is to give to a human being the supreme satisfaction of his life through vital relationship with what he recognizes as the superhuman Power, or powers in the world.

1.2.2.An Analysis of Religion

From a psychological point of view, religion is partly intellectual, partly emotional and partly an act of the will. But religion involves more than merely a subjective experience. It always has some reference to an object of faith and of worship. What constitutes a person's religion is his belief in some god, or gods, and his experience of that God, or gods. What differentiates one particular religion from another is the kind of deity in which its adherents believe and the kind of human experience which appropriately follows from that belief.

1.2.3.JAINISM

THE RELIGION OF ASCETICISM

I Introduction: Among the World's Living Religions.

Jainism is one of the Oriental religions which is little known. Yet it holds a certain notable place among the religious systems and philosophies of its native land, and even of the whole world.

The language of the Jain scriptures is one of the Prakrit vernaculars which was current in north-central India at the time of Mahavira. The early important commentaries on the Prakrit canon and much of the later religious literature of Jainism were written in Sanskrit. Neither language is known to the bulk of the Jains now living.

Mahavira did teach the doctrine of Karma (the law of the deed)which administers moral retribution in a future life. This is an impersonal cosmic power which is active, knowable, and inescapable. Jainism's conception of the Supreme Being is quite

different from Hinduism's doctrine of the Supreme Being, Brahma, which is unknowable, non-moral, and merely metaphysical.

The History of Jainism

During their twenty-five centuries of existence the Jains have sometimes been active, and have won the favor of kings in India. They have produced some notable religious literature and architecture.

1.2.4CONFUCIANISM

Its emphasis on morality, obligatory on all persons.

They will even sacrifice their lives to preserve their virtues complete (15:8)

Its confidence in the moral supervision of the world.

Its confidence in the fundamental divine goodness of human nature.

Its teaching of the invincible human will.

The Elements of Weakness in Confucianism

Is lack of a supreme personal deity accessible for all people, instead of to the emperor alone.

Its actual polytheism, despite its one "Supreme Ruler."

1.2.5.TAOISM

The Religion of the Divine Way

I Introduction: Among the World's Living Way

Taoism is the oldest personally founded religion in China. Its sacred scripture was quoted in Japan by 600 A.D. and was expounded there before 797 A.D. . But it has been little known outside of China. The standards of its followers have degenerated markedly.

Perhaps, as another eminent European sinologist has declared, Taoism did not become organized as a religion until the Han dynasty in China, shortly before the Christian era (DeGroot, "The Religion of the Chinese, " 132).

Among the religions of China it is one of the officially recognized "San Chiao", or "Three Religions," Confucianism, Taoism, and Buddhism. The last was introduced into China about 71 A.D.

THE WORLD'S LIVING RELIGIONS

The Sacred Scriptures of Taoism

The chief literary treasure of Taoism is a document which is usually attributed to the founder himself. The title, "Toa-The-King" has been treated variously by more than a dozen English translators.

1.2.6.SHINTO

THE RELIGION OF NATURE-WORSHIP, EMPEROR-WORSHIP AND PURITY

1. Among the Religions of the World.

Shinto, the immemorial national religion of Japan, would rank as the third oldest among the religions of the world, if its own traditional chronology is followed back to 660 B.C.

Shinto is unique among the religions of the world for the contribution which it has made to the political theory and the national stability of its own adherents. According to its sacred scriptures, the islands of Japan were the first divine creation and the first Mikado was a literal descendant to earth from the Sun-goddess in heaven.

Shinto is almost unique for its active tolerance toward other religions. According to its own record (Nihon-gi, 2 : 195), an emperor of Japan "despised the Way of the Gods" and formally adopted the Buddhist religion. Japanese, European and American who have denied that Shinto may properly be classified as a religion, and who instead interpreted it simply as a patriotic cult.

2. The Sacred Scriptures of Shinto.

3. The most valuable and influential documents in the indigenous literature of Japan have been two, which set forth a story of the deeds and conversations in "The Age of the Gods" before there were any men and then the creation of Japan and then the reigns of the sovereigns of Japan for somewhat more than a thousand years. These two are the Ko-ji-ki, meaning "Records of Ancient Matters" and the Nihon-gi meaning "Chronicles of Japan"

1.2.7. ISLAM OR MUHAMMADANISM

THE RELIGION OF SUBMISSION TO THE WORLD-POTENTATE

1. Introduction : Among the World's living Religions.

   Islam stands to Confucianism as the largest non-Christian religion. And next to Christianity it is the fastest growing in the whole family of religions.

   Chronologically, Islam is the latest among the world's religions- with the exception of Sikhism, whose followers form a relatively small community confined within the land of India. Among the larger historic religions Islam, with its 1,300 years of history, is the only one which originated later than the Christian era. It is only one now which is an active rival of Christianity in more than one continent. It is the only religion which started in conscious opposition to Christianity. Yet it has not contributed a single new germinal idea to the religious thought of the world. The name which the founder himself used for designating this faith expresses exactly the central principle –'Islam" meaning "submission" to god (3:17;3:70;5:5;6:125;39:23) . Another word arrived from the same Arabic verbal root is the participle, "Muslim", or in the more common form , "Moslem" which is used as a technical term to designate "those who submit" (22;7;33;35;49;14).

   The religious ideals of a supreme ruler as exercising absolute authority and of a devout religionist as yielding humble submission have naturally tended toward an autocratic form of government. Moslems in the   course of their history have set up some notable dominions in various countries. However, at the present time, nowhere in the world is there a notably successful self-governing national administration which has been started by Moslems. The largest and most flourishing group is the 68,000,000 in India.

1.2.9.MUHAMMADANISs

Hell for the wicked unbelievers is presented repeatedly with vivid gruesome pictures.

In hell shall they broil, and an ill resting-place shall it be. (14 :34)

Variety, we have prepared for the evil-doers a fire, sheets of which shall encompass them. And if they cry for help, they shall be helped with water like molten brass, which shall roast their faces. (18:28;SBE,9:17)

A sinner – verily for him is hell. He shall not de therein and he shall not live. (20;76;SBE,9:39)

Unit: 1.3 TRIBAL DIVERSITY: TRIBES OF INDIA

Introduction:

Herbert Risely, Lele, Grigson, Sobert, Tallents, Selznick, Martin and A.B. Thakkar used the term 'Aborigines' for tribal people. Sir Baines referred to them as 'Hill tribes' Nadel designated them as a society which is complete by itself, which has its own rules and regulations and these rules and regulations control the behavior of its members, similar definitions were given by some other thinkers who tried to identify the socio-cultural and economic features of the tribal society. Most of the tribal people are well known for their rules and regulations and their social organization. However, there are scholars who have attached greater significance to the cultural characteristics of the tribal groups. According to Rivers, a tribe is a social group whose members peak a common dialect and work collectively for common objectives like war and aggression. Rivers did not include common habitation in his definition because several tribal groups lead a nomadic life also. Although it is well established fact that a tribal community has its particular dialect, culture, social and economic system and

recial characteristics etc. generally, a tribal group has a particular territory where its members reside. In many cases the tribal people, because of the fear of outsides and also from a safety point of view, used to reside at unapproachable places, owing to which these people had to remain cut off from the outside world for a long time.

Some scholars consider tribal people at a particular stage of development of human society. Various studies have proved the contention that the tribal economy was much undeveloped. They used primitive means of production. Their kinship network was very strong, covering almost all aspects of their life. However at present these characteristics have changed in a majority of the tribal groups.

Tribal People have an important place in Indian society. They can be placed among the most backward people in Indian society. During the pre-independence period, the British Administration in India collected information about Tribal people for the first time. In the Census Report of 1891, J.A. Bains, the commissioner of Census classified the castes according to their traditional occupations. Under the category of 'Agricultural and Pastoral castes', he formed a sub-heading called 'Forest Tribes'. The Census report of 1921, they were specified as 'Hill and Forest Tribes'. The Census of 1931 described them as 'Primitive Tribes'. The Government of India Act, 1935 specified the Tribal population as 'Backward Tribes'. However, in the Census Report of 1941, they were classified as 'tribes' only.

1.3.1.Definition of 'Tribe'

Oxford Dictionary defined Tribe as a 'group of people in a primitive or barbarious stage of development acknowledge the authority of a chief and usually regarding themselves as having a common ancestor'. Lucy Mair defined a tribe as an independent political division of a population with a common culture. Huntingford maintained that a tribe is

a group united by a common name in which members take pride, a common language, a common territory, and by a feeling that all who do not share that commonality are outsiders and foes.

T.B. Nail proposed the following seven criteria by which a tribe can be recognized:

1. A tribe has the least functional interdependence within the community.
2. It is economically backward.
3. It is geographically isolated from other peoples.
4. It speaks a common dialect which may however be subject to regional variations;
5. A tribe is politically a unit under a common tribal authority;
6. A tribe's members are averse to change; and
7. A tribe has its own traditional laws which differ from those of the majority communities. To be a 'tribe', a community must have all these attributes.

At present the term, according to western writers, generally means an ethnic group, geographically isolated or semi-isolated, identified with one particular territory and having distinct social, economic and cultural traditions and practices. In the Indian context the term has undergone further change, particularly in the post-independence period.

Under the constitution of India, certain tribes have been listed as the Schedule Tribes and those listed; have been certain facilities in terms of social and economic benefits and other benefits under the constitution. The President of the Indian Union, under article 342 of the constitution specified a particular group of people as Scheduled tribe

irrespective of its religion whereas only those groups are scheduled castes who follow the Hindu or Sikh religion.

Various criteria were adopted for specifying communities as scheduled tribes. Most important of these were:

(a) Traditional occupation of the people

(b) Distinctive culture dealing with the tribal way of life.

(c) Primitive traits depicting occupational pattern, economy etc., and

(d) Lack of educational and techno-economic development.

Thus, initially 212 communities were listed as schedule tribes under the Indian constitution. Since then there has been a continuous increase in the number of tribal groups listed as scheduled tribes. At present there are about 700 scheduled tribes.

The term 'scheduled tribe' can be better understood in contrast with the term, 'scheduled castes'. Whereas scheduled tribes have, for a long period remained in isolation with distinctive socio-economic and cultural mode living, the scheduled castes, though at the bottom of the social hierarchy have always lives as part and parcel of the so-called civilized society. While tracing the historical background of the term scheduled tribes, some members of India's Constituent Assembly favoured the term 'Adivasi' in place of 'Scheduled Tribes'. However, the Committee Chairman, B.R. Ambedkar opposed the term 'Adivasi' and professed the word 'Scheduled Tribes', as widely supported by several distinguished scholars and other experts. To make the concept more clear, it seems necessary to mention Majumdar's contention who stated the following facts.

1. In India a tribe is definitely a territorial group i.e. a tribe has a traditional territory.

2. All members of a tribe may not be kin of each other, but within every Indian tribe, kinship operates as a strong, associative, regulative and integrating principle.

3. Members of an Indian tribe speak a common language of their own and that of their neighbours.

4. The other distinguishing features of Indian tribes are their dormitory institutions, absence of institutional schooling for boys and girls, distinctive customs, peculiarities of religious beliefs and rituals which may distinguish tribes men from low caste Hindus.

However, the concept of a tribe in modern times has undergone a change from being a political entity consisting of a group of people to being a group of people identified with poverty and backwardness..

The famous Indian scholar A.R. Desai has tried to highlight the general characteristics of those tribes which at one time had been opposing sanskritization and assimilation. According to him, these characteristics are generally found in almost all the tribal groups. These are as follows.

1. They live away from the civilized world, in mountains, hills and forests and at times in unapproachable places.

2. They are associated with any one of the Nigrito, Astroloid or Mongoloid racial group.

3. They speak a common tribal dialect.

4. They believe in a primitive religion which follows the principles of animism and which has a special place for evil and ancestral/soul worship.

5. They are engaged in tribal occupations e.g. collection of useful natural/forest produce, hunting etc.

6. Mostly they are non-vegetarians.

7. A few of these tribes are at the naked or semi-naked stage.

8. They have nomadic habits and take special interest in dancing and drinking.

According to Desai, at present in India, only one-fifth of the tribal population bears these characteristics. Usually the size of the tribal groups is limited. Their technological knowledge is quite unrefined, economic system is simple, backward and based on exchange of goods. These people can be identified on the basis of geographical separation. The kinship relationship is deep and full of significance.

1.3.2.Classification of Indian Tribes:

Tribes of India can be classified on the basis of geographical region, language, race, religion and culture contact. Yet a multiplicity of factors leads complexity to the effort of classification of these tribal groups. These factors and inter-racial mingling, geographical mobility owing to several reasons and the development process which began prior to independence in some of the tribal regions and was accelerated by the keen interest taken in these tribal groups by the British Administrators in India in the pre-independence period.

Geographical Classifications:

The Indian Anthropologist, B.C. Guha classified Indian tribes into 3 zones:

1. North and North-eastern zone
2. Central zone
3. Southern zone.

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1. North and North-eastern zone: This zone consists of the sub-Himalayan region and mountains and hilly tracts of the eastern region. Thus, this region, includes the Himalayan region right from Kashmir, Himachal Pradesh, hills of Uttar Pradesh, and all the north-eastern states of former Assam.

2. The Central zone : The largest concentration of tribal population is in this zone. The tribes of M.P., U.P., Bihar, Southern Rajasthan, Orissa, Southern Maharashtra fall in this category. In other words, the zone consists of the Plateau and mountaneous belt between the Indo-gangetic plain in the north and Krishna river in the south.

3. The Southern zone : This zone falls to the south of the Krishna river. The tribes of Andrhra Pradesh, Karnataka, Tamil Nadu and Kerala come under this zone.

The classification of B.C. Guha does not mention Tribal people residing in the islands of Andaman and Nicobar. The main tribes living in these islands are Aarava, Onge, North Sentilese, Andamanese and Nikobari.

(a) North and North-Eastern Region: This region consists of tribes and Uttar Pradesh, Himachal Pradesh, Eastern part of Kashmir, East Punjab, Assam (old province) and Sikkim. The important tribes of the region of North-east and Lepcha, Dafla, Pirmi, Garo, Naga, Khasi, Chakura, Gurung, Kuki, Apatani, etc. as these Tribal people reside in border areas of India they have got special significance. For example, the Bhotieas of Kumaon and Garhwal are known for being traders. Besides business and trade they are experts in handicrafts. The Tharus of Tarai region of Uttar Pradesh also have distinguishing characteristics of their own were women have a special place. The Khas tribe of jonsar Bhaver was once well known for polyandry. Nagas of eastern region had a special significance in Indian politics. Also, these people were known for their famous custom of Head hunting and war dance. Kukis, Lusai, Lakher and Cheri etc. used Tibetan-Chinese dialects. The Khasis and Garos are tribes which still follow matriarchy. Most of the tribes of the eastern region practice axe or shifting cultivation and have terraced farming. Handicraft is another important occupation after agriculture.

(b) Western and North-western Region: This region consists of Tribal people residing in Gujrat, Maharashtra and Rajasthan. Major tribes of Rajasthan are Bhils, Meenas, Garasias, Banjaras, etc. while the main tribes of Gujrat are Mahadev Koli, Katkari and Dabla.

(c) Central Region: Maximum number of tribes reside in this region. The main tribes of Bihar (which fall in this region) are Santhal, Munda, Oraon and Birhor. In Orissa the important tribes are Bondo, Khond, Soara and Juang. In Madhya Pradesh the major tribes and Gonds, Baigas, marias and Murias, Guha stated that the Tribal people residing in this region in this region are relatively better off than those from the southern region. They have adopted organized cultivation from the civilized Hindus and are much more influenced by the Hindu way of living. Almost all the Tribal people residing in this region fellow patriarchy. Some of them are completely Hinduised and their triabal patriarchy. Some of them are completely Hinduised and their tribal identity is present in name only. This shows how rapid has been the process of sanskritization. In some cases tribal identity has been maintained by these people only with a view to avail of the constitutional benefits on account of the Reservation policy.

(d) Southern Region: This region falls below the Krishna river. The tribes of Travancore-Cochin, Karnataka, Andhra Pradesh and Tamil Nadu come under this category. The important tribes of this region are: Toda and Kota of Nilagiri region, Chenchu and Kurovan of Andhra etc. Besides, Kada, Durula, Chelli, Kurumba, Keni etc. are some of the important tribes of this region. Todas are famous for their polyandrous system, Nayars are known for Matriarchy.

classification of Indian Tribal people, the Tribal people residing in Andaman, Nikobar and Lakshyadeep also have special significance. Thus, we find that the geographical conditions of the various regions of the country have affected the tribal groups in terms of customs, culture, economy and way of living. The tribal groups residing in different parts of the country have been able to maintain their distinct social and cultural identity owing to geographical and climatic variations. Besides, their economic activities have been affected by geographical conditions.

Racial Composition:

Much research is needed to comp-up with a reliable racial history of India. There have been streams of migration to this country from time to time in the past but actual

routes of immigration were not known. Moreover, there has been so much of racial intermingling that the racial identity of a particular group was difficult to ascertain. Yet anthropological evidence shows that in each cultural region, some distinct traits of a particular race to exist. In this context the attempt made by B.S. Guha given in the Census of India in 1931 is quite significant. However, Stephen Fuchs, on the basis of Guha's classification, tried to give a slightly revised version and classified tribes into following racial categories:

.   The Negritos: According to anthropologists, Negritos were the earliest race in India. Guha believed that Kada, Palayans of South India had a Negrite strain, through he admitted that they were, however, not the pure Negritos D.N. Majumdar and S.S. Sarkar, however, denied the contention of Guha. According to them, some of the Negrito racial elements are found in other races also. Hutton believes in theirs existence in the Assam Region and gives the example of Konyak Nagas.

    S.S. Sarkar traced Negrito strains among the primitive males and among small vagrant tribal groups which depend on the collection (foord gathering) economy.

.   The Proto-Australoids: They are the second oldest racial group. This category of tribal groups can be found in some of the tribes of Central and South India. Guha compared these tribes with Veddas of Sri Lanka dna the aborigines of Australia and finds these groups essentially alike. Thus, Indian Tribes have to a great extent retained the characteristics of this face. Guha considered the term 'Proto-Austroloid' as most suitable for these Indian Tribes.

3. The Mongoloid Type: In the sub-Himalayan region, north, north-eastern belt, the instances of Mongoloid race can be traced. Examples of these could be Bhotias of Kumaonand Garhwal Himalayas. Ladakhis and Baltesi, Lahoulis, the Limalbaus, the Lepchas and Rangpas who have the Mongoloid element. In Nepal such tribes are Gurung, Murmi and Gurkhas (having a Mongoloid element). Besides, In N.E. states the Bodo group comprising of the Garos, Kacharis, Tipperalis, Lalungs, Rabhas Mache 'Nagas' can be placed in this category.

Besides, B.S. Guha and E. Fischer talked of the oriental type of race in north-east India. The Aryans and Orientals were followed in the subsequent centuries by various invades on a smaller scale. Between 500 B.C. and the beginning of the Christian era, north India was first invaded by Persians and Greeks, and later on by sakas and Kushans (from Central India). Again during the 5th century B.C, another horde of nomads from central Asia-the Huns came to India and permanently settled in northern India. Then there were Muslim invasions in the 8th century A.D. such invasions continued until the sixteenth century when the Mughals established their empire. Late on, small scale invasions took place on the west cost of India. Portuguese and later on the Dutch landed on India's western coast. Late, after the Britishers settled in India, a new clan of Anglo-Indians came into existence, who are considered as the progeny of British settlers and Indian women of various castes. There has been a lot of intermingling between various races in India. This was prevalent to such an extent that even isolated tribal groups have not been able to maintain their racial characteristics.

1.3.3.Linguistic Classification:

The people of India may be divided into four speech families. These are

- (a) Indo-European (Aryans)
- (b) Dravidian
- (c) Austrian (Kolor Munda) and
- (d) Tebetan Chinese (Sino-Tebetan)

Majumdar (1985) believed that Aryan speech came into existence only as a consequence of cultural contact. In the context of tribal people a majority of experts believe that the most important groups is that of the Gonds who speak the Dravidian language. These Gonds are scattered throughout Madhya Pradesh and Andra Pradesh. Another important language of this group is Koi which is spoken by the Kandhs of Orissa, the Oraons of Chhota Nagpur and the Maltas of Rajmahal hills. The speeches of Toda, Paliyan, Chenchu, Erula and Kadar are also included in the Dravidian family. The Adivasis who speak these languages are far less advanced than their other linguistic kinsmen.

Austric: The Austric speech family is also known as the Munda speech family i.e. the language of the Kol or Munda group; the Santalis are found in Bihar, Orissa, Bengal and Assam; Mundari, Ho, Kharia, Bhumij and a few others which belong to Bihar. Besides, Austric speech family includes Korku in Madhya Pradesh, Savara and Gadaba in Orissa, Khasi in Assam and the language of the Nikobarese.

Mongoloid: This language is confined to the Tribal people residing in southern slope of the Himalayas and its north Bengal, Tripurea, Assam, Nepal, Sikkim and the Darjeeling district of west Bengal. This is divided into two branches (i) Tibetans-Burmese and (ii) Siamese-Chinese. The Tribal people in Assam, Meghalaya and in other north-eastern parts of India speak this language. In Assam the Bodo, Abors, Miris, Daflas, Mikirs fall in this speech group. Besides, Nagas, Meithei or Manipuris, the (LUSHAIS) belong to this speech family.

India has been a melting pot of races, therefore, it is difficult to put Indian tribes under any particular category. Yet the efforts made by Anthropologists and other scholars in this context are worth appreciating.

Economic Classification of Indian Tribes:

The classification made by Adams Smith, Thurnwals and Herskovits to classify the tribal people on the basis of their economic life is well known all over the world. The scheme presented by Thurnwald is taken as the most acceptable in the Indian context and it is as follows:

1. Homogeneous communities of men as hunters and trappers, women as collectors e.g. Kadars, Chenchus, Kharia, and Korwa etc.

2. Homogeneous communities of hunters, trappers and agriculturists viz. Kamars, and Birhors are examples of this type from tribal India.

3. Graded society of hunters, trappers, agriculturists and artisans. Most of the Indian tribes fall under this category. The Cheros and the Agarias are some of the famous artisan tribes.

4. The herdsmen-Todas and some sections of the Bhil tribe are its examples.

5. Homogeneous hunters and herdsmen. This category is not represented among Indian tribes.

6. Ethnically stratified cattle breeders and traders, the Bhotias of the sub-Himalayan region of U.P. hills i.e. Kumaonand Garhwal breed yaks and are itinerant traders.

7. Socially graded herdsmen with hunting, agricultural and artisan population.

D.N. Majumdar did not fully agree with the above classification. Taking into consideration mainly the technological achievements, a more lucid classification of the economic life of the Indian tribes may be attempted as follows:

1. Tribes hunting in forests.

2. Tribes engaged in axe/shifting cultivation.

3. Tribes engaged in cultivation on leveled land.

4. Simple Artisan tribes.

5. Pastoral tribes.

6. Tribal people living as folk artists.

7. Agricultural and non-agricultural labour oriented tribes.

8. Tribes engaged in service and trade.

Broadly speaking the Tribal people in India can be grouped as food gatherers and agriculturists. Among agriculturists there are primitive cultivators and the plough cultivators. Animal keeping, handicrafts etc. are by and large the subsidiary

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occupations of most of the tribes. However, a few of them are exclusively artisans or herdsmen.

Classification According to Culture Contact:

To classify Indian tribes on the basis of their cultural development is a really difficult task. Owing to rapid means of transport and communication various Tribal people came into contact with out siders and there was the process of culture contact which resulted into acculturation, enculturation and assimilation. Verrier Elwin has tried to classify Indian tribes into four categories on the basis of culture contact.

(a) In the first category are those tribes who are tribes in the real sense of the term. These people are at the earliest stage of development. Numerically they are present in smaller numbers at present and live in unapproachable places.

(b) The second category of peopld consists of those who are partially attached to their tradition, culture and other modes of living, yet more used to outside life and generally less simple and honest than the first category.

(c) Third category consists of those tribes who are numerically maximum in number, whose tribal characteristics in terms of religion, culture, policies and social organization are on the way to decline.

(d) Examples of another category are Tribal people like Bhils and Nagas who are side to be representatives of the old aristocracy of the country, who retain much of their oriental tribal life and who have won the battle of cultural contact.

In the opinion of D.N. Majumdar, tribal culture may be placed into following three groups:

(i)   Those who are culturally most distant from the rural-urban groups i.e. more or less away from outside contact. Some of the Tribal people living at isolated places can be placed in this category.

(ii)   Those who are under the influence of the culture of rural-urban groups and have developed discomforts and problems consequently.

(iii)   Those who in spite of their being in outside-rural-urban contact have not suffered the problems of the second group, or in other words, they are acculturated into rural or urban culture.

The Indian Conference of Social Work in the year 1952 appointed a Tribal Welfare Committee which suggested the below classifications:

(i)   Tribal communities

(ii)   Semi-tribal communities

(iii)   Acculturated tribal communities

(iv)   Totally assimilated tribal communities.

(v)   These tribal communities are those who reside in hilly, mountaineous or dense forest regions-in places which are unapproachable and are even nor maintaining their tribal way of life to a great extent.

(vi)   Semi-tribal communities-These have started living nearer to the village communities and have adopted agriculture and other related occupations.

(vii)   Acculturated tribal communities-These people have started residing in or near rural or urban communities and have started living in villages and towns/cities. These people have also started adopting occupational and other socio-cultural traits of the outside world.

(viii)   Fully assimilated tribal groups- These people have remained Tribal people only for name sake and have totally adopted socio-cultural and other traits of the so-called / civilized people.

Professor G.S. Ghurye has divided Indian Tribal people into following three categories:

1. In the first category he placed those Tribal people who had succeeded in attaining a respectable position in Hindu society and have successfully faced their problems.
2. In the second category are those tribal communities who have partially become members of the Hindu community. These people by initating the Hindu culture and its way of living (after close contact) have tried to become like the Hindu community.
3. Ghurye put in the third category those tribal communities who lived in hilly and mountaineous regions and resisted the invasion of cultural and other social practices of the outside world in their tribal life.

It was natural to have problems and resistance in the beginning but ultimately the Tribal people (after culture-contact) gradually gave up their traditional cultural practices. The process of sanskritization began rapidly. And no doubt, at present tribal identity has remained only for name sake. In fact had there been no provision for reservation the caste identity would have also disappeared. This would have been similar to the way in which British administrators (during pre-independence days) recruited some of the Tribal people or lower caste Hindus (who were fit for an army job) for the 'British-Indian army', only after changing their surname or after adding the

Rajput sir name 'Singh' after their first name. it si important to mention here the Britishers in India during their initial period, ruled this country according to the prevailing practices. During that period only 'Rajputs' by their surname 'Singh' in short, the contention here is that as the process of culture contact became faster, there was rapid loss of tribal cultural and social practices almost all over the country and the Tribal people had little to gain and much to loose in this process.

1.3.4. Classification of Indian Tribal people on the Basis of Religion:

The process of culture contact affected the sphere of religion also and the ribals tried to assimilate themselves with various religious communities or various religions of the civilized people in India. Because majority of the Tribal people came in contact with the Hindus, therefore, they adopted Hindu religion, in this connection some information was collected in the 1961 Census which classified the religion of the tribes who were residing in rural areas at the time. Here it is necessary to point out that in the year 1961 about 97 percent of the Tribal people were residing in rural and their percentage was as follows:

Classification of Tribal people on the Basis of Religious Affiliations

Religion	Percentage of total rural tribal population.
Hindu	89.40
Christian	5.53
Buddhism	0.34
Muslim	0.20
Others	4.53

This makes it clear that by and large the Tribal people have adopted Hindu religion. Those who have accepted Christianity are also quite considerable in number, and in number are next to those who have adopted Hinduism. An important point to be kept in mind is that even those tribes who have embraced any of the major religions, have not necessarily shed their beliefs and rituals and many of them practice their faith along with their newly acquired faith.

1.4. Regional Geographical Diversity in lifestyles

Regional geography is a branch of geography that studies the world's regions. A region itself is defined as a part of the Earth's surface with one or many similar characteristics that make it unique from other areas. Regional geography studies the specific unique characteristics of places related to their culture, economy, topography, climate, politics and environmental factors such as their different species of flora and fauna.

Also, regional geography also studies the specific boundaries between places. Often these are called transition zones which represent the start and end of a specific region and can be large or small. For example, the transition zone between Sub-Saharan Africa and North Africa is rather large because there is mixing between the two regions. Regional geographers study this zone as well as the distinct characteristics of Sub-Saharan Africa and North Africa.

History and Development of Regional Geography

Although people had been studying specific regions for decades, regional geography as a branch in geography has its roots in Europe, specifically with the French and geographer Paul Vidal de la Blanche. In the late 19th century, de la Blanche developed his ideas of the milieu, pays, and possibilisme (or possibilism). The milieu was the natural environment and pays was the country or local region. Possibilism was the theory that said the environment sets constraints and limitations on humans but human actions in response to these constraints are what develops a culture and in this case aids in defining a region. Possibilism later led to the development of <u>environmental determinism</u> which says the environment (and thus physical regions) is solely responsible for the development of human culture and societal development.

Regional geography began to develop in the United States specifically and parts of Europe in the period between World Wars I and II. During this time, geography was criticized for its descriptive nature with environmental determinism and lack of a specific focus. As a result, geographers were seeking ways to keep geography as a credible university-level subject. In the 1920s and 1930s, geography became a regional science concerned with why certain places are similar and/or different and what enables people to separate one region from another. This practice became known as areal differentiation.

India presents endless varieties of physical features and cultural patterns. It is a land of diversity in race, religion, caste, language, landforms, flora, fauna and so on. In short, India is **"the epitome of the world"**. Some of the important forms of diversity in India are:

Geographical Diversity:

Spanning an area of 3,287,263 square kilometers, India is a vast country with great diversity of physical features like dry deserts, evergreen forests, snowy Himalayas, a long coast and fertile plains. Certain parts in India are so fertile that they are counted amongst the most fertile regions of the world, while other are so unproductive and barren that hardly anything can be grown there.

The region of Indo-Gangetic valley belongs to the first category, while certain areas of Rajasthan fall under the latter category. From the point of climate, there is a sharp contrast; India has every variety of climates from the blazing heat of the plains, as hot in places as hottest Africa to freezing points of the Himalayas as in the Arctic.

The Himalayan ranges which are always covered with snow are very cold while the deserts of Rajasthan are well known for their heat. As India is dependent on Monsoons, the rainfall is not uniform across the country. While the places like Mawsynram and Cherapunji in Meghalaya, which are considered to be the places which receives highest amount of rainfall in the world gets rainfall almost all the year, places like Sindh and Rajasthan gets hardly any rainfall in an year.

This variation in the climate has also contributed to a variety of flora and fauna in India. In fact, India possesses the richest variety of plants and animals known in the world. The unique geographic demographics also host a unique eco-system rich with vegetation, wildlife, rare herbs, and a large variety of birds.

Geography does have some **effect** on **culture** of **India**. Most rivers flowing through **India** have their source in the Himalayas. During summer, melting ice from

the glaciers prevent the river from going dry. During winter, these regions get their water from rains.

UNIT : 1.5 CULTURE (CUISINE, ATTIRE & CUSTOMS)

Introduction

The Indian society is not a uniform one. This is a natural corollary to the fact that diversity is a part of Indian way of life. From region to region, diversity in the social structure is prominently seen. The north Indian social traditions and customs are markedly different and so those of the eastern India from those of other parts of the country. And here lies the tantalizing element of mystery associated with India.

The diversity factor notwithstanding, there is a common thread running through the Indians, Unity in diversity is best seen in India in a maze of seemingly disparate peoples. One social unifier is the Indian system of caste-ism adhered to by all racial groups belonging to the Hindu religion fold. Lambasted by many as a retrogressive social tradition, this system has also given the Indians a sense of belongingness to a shared way of life. Through caste rigidity was prevalent in the olden times, now it has become flexible to a large extent. It is not an uncommon to come across families of so called incompatible castes entering into matrimonial alliance.

The gender inequality is a phenomenon causing concern in the Indian society. The Indian society is highly prejudiced against the female gender. Basically a male dominated society, decision making at family and political level is almost single handedly handled by the men. Customs such as dowry are worsening the process of subjugating women in the society. Of late, with social awareness about women's vital

role in the development of a community or the country, there has been a change in the perception of gender equations in favor of women. Education of women, giving the women a greater say in decision making in the family and the governance are emphasized. With the liberalization of economy women are in top managerial position at par with the best men.'

In spite of significant leaps made by India in the economic front, poverty is still a dominant social reality. A majority of the population of India lives in utter poverty without access to health care, housing, drinking water and education. Major policy change has to be enforced to better the lives of these millions souls if India is to become a truly desirable place to live in.

Education is still a privilege in this country of over one billion people. Providing primary education has been the motto of the government. So far the government has not live up to its promises with the results that there are more illiterate people than functionally literate people in India. Lack of education is the primary obstacle to the nation's development. India should educate the masses if its hope of becoming the global knowledge superpower is to became a reality.

India has a rich cultural and artistic heritage. The fact that India was invaded and ruled by various kings down the ages is already reflected by its impact on India culture. The Gupta dynasty the Mughal dynasty and many other dynasties influenced and contributed to the Indian culture.

Music, inspired perhaps by the whistles of the wind or the splash of the waves, chirping of the birds or may be falling of the rain, exists on this land since the existence of humanity. They designed many musical instruments and innumerable regas. Then developed different notes for different times, seasons and feelings.

Different regions developed their own styles of singing, not following the ragas but their own tunes and taking the lyrics in their own languages and themes from their day-to-day life. One of the powerful attractions in India is the colourful and diversified attire of its people. The silk saris, brightly mirrored cholis, colourful lehangas and the traditional salwar-kameez have fascinated many a traveler over the centuries.

For a single length of material, the sari must be the most versatile garment in existence. It is only one of the many traditional garments worn by women, yet it has somehow become the national dress of Indian women. A sari is a rectangular piece of cloth which is five to six yards in length. The style, color and texture of this cloth vary and it might be made from cotton, silk or one of th several man-made materials. The sari has an ageless charm since it is not cut or tailored for a particular size. This garment can fit any size and if worn properly can accentuate of conceal. This supremely graceful attire can also be worn in several ways and its manner of wearing as well as its color and texture are indicative of the status, age, occupation, region and religion of a women.

Another popular attire of women in India is the salwar-kameez. This dress evolved as a comfortable and respectable garment for women in Kashmir and Punjab, but is now immensely popular in all regions of India. Salwars are pyjama like trousers drawn tightly in at the waist and the ankles. Over the salwars, women wear a long and lose tunic known as a kameez. Though the majority of Indian women wear traditional costumes, the men in India can be found in more conventional western clothing. Men from all regions in India wear shirts and trousers. However, men in villages are still more comfortable in traditional attire like kurtas, lungis, dhotis and pyjamas.

The traditional lungi originated in the south and today men and women wear it alike. It is simply a short length of material worn around the thighs rather like a strong. A dhoti is a longer lungi but with an additional length of material pulled up between the legs. Pyjama-like trousers worn by the villagers are known as the lenga.

Indian dressing styles are marked by many variations, both religious and regional and one is likely to witness a plethora of colours, textures and styles in garments worn by the Indians, Indian dance is a bland of nritta – the rhythmic elements, nrithy-the combination of rhythm with expression and natya-the dramatic element. Most Indian dances take their themes from India's rich mythology and folk legends. Hindu gods and goddesses like Vishnu and Lakshmi, Rama and Sita, Krishan and Radha are all depicted in classical Indian dances. Each dance form also draws inspiration from stories depicting the life, ethics and beliefs of the Indian people.

The genesis of the contemporary styles of classical dances can be traced to the period between 1300-1400 A.D. India offers a number of classical dance forms, each of which can be traced to different parts of the country. Each from represents the culture and ethos of a particular region or a group of people.

Bharatnatyam-Tamil Nadu; Kathak – Uttar Pradesh; Kathakali – Kerala; Kuchipudi – Andra Pradesh; Manipuri – Manipur; Mohiniyattam – Kerala; Odissi – Orissa.

There is a multiplicity of festivals in India, Most of the festivals owe their origin to legends, gods and goddesses and mythology. As many communities there are, there are as many festivals unique to them. Color, gaiety, enthusiasm, festivals here. There are number festivals celebrated in India too numerous to count. Some important festivals are: Deepawali, Krishna Janmashtami, Onam, Dussehra, Pongal, Ramzan Id,

Baisakhi Easter, Ganesha Chaturthi Holi, Raksha Bandhan, Ram Navmi, Christmas, Good Friday, Makar Sankranti, Moharrum Shivratri, Durga Puja and many others.

The diversity of India is unique. India has retained its diversity from an ancient time to till

1.5.1 Cultural Diversity in India

India is a popular destination and boasts a cultural heritage that is worth exploring. As a tourist you have many choice to explore from cuisine to dances of India. Very few countries in the world have such an ancient and diverse culture as India's. dating back to over 5000 years old civilization, India's culture has been enriched by successive waves of migration which were absorbed into the Indian way of life. The Indian culture comprises of Indian music, Indian Dance, Indian cuisines, costumes and Indian Festivals.

Indian Dances

Indian dances are popular all over the world for their unique style and lucid expression portrayed by the artiste. Indian dances have the potential to recreate the magic of past era as well as represent the present with their futuristic style.

It is believed that classical dance in India originated 2BC when the ancient treatise on dance, Natya Shastra, was compiled. Guided by the elaborate codes in the Natya Shastra and by mythology, legend and classical literature, Indian classical dance attracts many tourist all across the world. Classical dance forms have rigid rules for presentation. A Some of the leading dance classical dance form are Bharata Natyam, Kathakali, Kathak, Manipuri, Odissi, Kuchipudi and Mohini Attam.

Kathak

Originating from North India, Kathak is derived from the word Katha (story). The dance was intiated by the devotional recitation of the story tellers or Kathakars who were attached to the temples. It was essentially peformed in the temples, in the praise of the lord. One can easily see the influence of Mughals on the costume designed for the performer.

Kathakali

Originated in 17th century, Kathak is a typical dance drama that comes from Kerala and has its roots in Indian mythology. The artiste performs a well written incidence from the Hindu epics or scriptures by suing facial expression and specific hand gestures. With an elaborate costumes. Kathakali dancers use make up that takes several hours to apply.

Much of the story that accompanies that dance is told by singers accompanied by precussion instruments.

Mohiniattam

Dance of Mohini is quite popular in Indian mythology. Mohini according to legends was a very beautiful woman who attracted people instantly and was an enchantress, thus Mohiniattam is the dance of the enchantress. It is also believed that Lord Vishnu had disguised himself as 'Mohini' with an intention to slay Bhasmasura and also during the churning of nectar from the ocean. But the basis of this dance is not seduction alone. Not many knows that it also signifies transformation of Lord Vishnu into a female form and also the concept of 'Ardhnareeshwara' i.e. male and female as one. Like many other dance forms, this was also restricted to the Devadasis. Love and devotion to god is the major theme behind the dance. Vishnu or Krishna is more often the hero. The spectators could feel his invisible presence when the heroine or her maid

details dreams and ambitions through the circular movements, delicate footsteps and subtle expression.

Indian Music

The history of Indian Music goes back to much earlier times. Indian music originated with the early inhabitants of Indian Subcontinent. The Aryans, Mongols, and Dravidians later influenced it. Each intrusion influenced the cultural patterns in India. The tribal people in various parts of the country contributed. There were many forms of music that later amalgamated into one another.

Basically the Indian music is divided into two major subheads – Carnatic and Hindustani Music.

Carnatic Music

Originating from southern India, Carnatic music is a monophonic song with improvised variations. Right singing, and the voice as an instrument, is very important in this classical form. Indian music is based on relative positioning and thus, notes are not a fixed pitch. It generally uses 22 note scale, whereas the Western system uses a 12 note scale. Western music is based on a scale that is log rhythmically divided; this is known as the equally tempered scale. Western music previously used the rational division system, which is known as the natural scale. Indian music uses rational division. Benefits of rational division are that tuning is usually done by ear and the swara (notes) are not fixed positions.

Hindustani music

Hindustani music is an Indian classical music tradition originating in the North of the Indian subcontinent circa the 13th and 14th centuries EC. Developing a strong and diverse tradition over several centuries, it has contemporary traditions established primarily in India, Pakistan and Bangladesh. In contrast to Carnatic music, the other main Indian classical music tradition originating from the South Hindustani music was not only influenced by ancient Hindu musical traditions, Vedic philosophy and native Indian sounds but also by the Persiam performance practices of the Afghan mughals.

Indian Instruments

The instruments that are mainly used in Indian music are stringed instruments (Sitar, Tamboora, etc. that are plucked and sarangi and the Dilurba that are bowed), wind instruments (the Flute, shehnai, Naferi, and Nagasvaram, all types of Indian oboes), and the percussion instruments (Tabla, Pakhawaj).

Cuisine of India

Most Indian cuisines are related by similar usage of spices. Often, Indian cooking is distinguished by the use of a larger variety of vegetables than many other well-known cuisines. Within these recognizable similarities, there is an enormous variety of local styles.

In the north and the west, Kashmiri and Mughlai cuisines show strong central Asian influences. Through the medium of Mughlai food, this influence has propagated into many regional kitchens. To the east, the Bengali and Assamese styles shade off into the cuisines of East Asia.

Indian food presents a range of flavors, intense and subtle, as vast as the country itself. Regional influences range from climate and elevation to history and religion. They define cuisines that differ widely-no surprise in a country of 884 million people occupying an area of 1,226,595 square miles.

Regional Cuisine

A simple breakdown of regional Indian cuisine could be as follows.

Bengali: On the eastern coast, Bengali cuisine offers spicy fish dishes. Its "Burnt milk" sweets are reknowed across the country.

Goan: On the western coast, Goa state is famous for its coconut fish curries and pork vindaloo. The starch of choice in Goa is rice.

Gujarati: Gujarati cuisine excels in vegetarian fare. The use of dal (Indian lentils and beans) and vegetables is taken to a high art. Yogurt and butter enrich dishes.

Kashmiri: At the foot of the Himalayas, the Kashmiris dine on lamb, goat, chicken and dried fruits. A side dish similar to cottage cheese, called chaman, will often accompany meals.

Southern India : The tropical, humid south produces the spiciest of Indian food. Rice, vegetables, peanuts and coconut are cooked with very little fat and served on a fresh green banana leaf.

Maharashtran : Maharashra is the home state of Bombay, now known as Mumbai. Meat dishes are very popular, and Bombay street food is considered some of the best.

Punjabi: This northern province presents the world with the miraculous offerings of the tandoor oven. Tandoori chicken an dnaan bread are two dishes to emerge from this firey clay roasting vessel. The cheese curd called paneer is common in Punjabi recipes.

Mughlai : The royal cuisine of India's moghul past. The Mongols swept down from Asia in the middle ages and installed a regime in India that affected Indian cookery indelibly. Mughlai cooking is what you are most likely to encounter in fine Indian restaurants. It is sumptuous, buttery and rich. A wide variety of meat dishes predominate. And servings are sometimes garnished with silver leaf and flower petals.

Rajasthani; This "state of princes" hones close to its royal past with its rich, lavish fare. Meat dishes are a specialty.

Indian Festivals

India and festival are synonym to each other. Being a vibrant state, India has evolved over centuries as the mystic land of festivals. Every small and big occasions is celebrated with gaiety, pomp and fervor. These festival are of significant value and helps in binding the people all across the nation. There is an underlying similarity in many of the festivals as are the stark differences in the styles and forms of celebrations observed by different religions. What is unfailingly common and the joyous reason to celebrate is the various gastronomic and aesthetic delights that mark all such celebrations.

Though there are many similarties yet these festivals have stark differences in the styles and forms of celebrations observed by different religions. The common part and the joyous reason is to celebrate is the various gastronomic and aesthetic delights that

mark all such celebration. Unravel the mythological tales behind many of the popular festivals, unrestricted by any one religion, caste or belief.

Diwali: This Diwali which leads us into Truth and Light is celebrated on a nation-wide scale on Naraka Chathurthasi day just on the dawn of Ammavaasa, (September/October) every year. It symbolises that age-old culture of our country which teaches us to vanquish ignorance that subdues humanity and to drive away darkness that engulfs the light of knowledge. Diwali, the festival of lights even today in this modern world projects the rich and glorious past of our country and teaches us to uphold the ture values of life. This festival is celebrated on a grand scale in almost all the regions of India and is looked upon mainly as the beginning of New Year. As such the blessings of Lakshmi, the celestial consort of Lord Vishnu are invoked with prayers. Even countries like Kenya, Thailand, Trinided, Siam and Malaya celebrate this festival but in their own ways.

Holi: The festival of Holi is celebrated on the day after the full moon in early March every year. Originally a festival to celebrate good harvests and fertility of the land, Holi is now a symbolic commemoration of a legend from Hindu Mythology.

Christians: Christmas observe as a religious holiday by the Christians in India when families will go to church and then gather for a Christmas dinner. Christmas decorations are found inside the home, but there are no lights decorating the yards.

Bakirid: Bakrid is a important festival of Muslims falling in the last month of Islamic Calendar. It is also called as Id-Ul-Zuha, which coincides with th eHaj pilgrimage at Mecca. The significance of the festival is the commemoration of the ordeals of Prophet Ibrahim.

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Significance of Id-Ul-Zuha or Bakrid lies in the offering of an animal in celebration of the festival Bakrid. As per the doctrine of Islam, sacrifice of animals signifies the sacrifice of the follower himself and his readiness to lay down his life, his interests and desires in the cause of the truth

The British influence from the days before India gained independence has resulted in gift-giving during the Christmas season and dispensing bakshees (charitable handouts) to poor people of the country.

Art and Culture of India

India is the motherland of art, culture and architecture all across the globe wher each historical monument in the country like the forts, palaces, caves, temples, mosques and churches reflect the glory of the era to which they belonged. The Art and Culture Tour of India unravels an unforgettable journey of the monuments of the olden times in India like the Taj Mahal in Agra, Uttar Pradesh; Ajanta Ellora caves near Aurangabad in Maharashtra; the mesmerizing temples of Khajuraho and South India along with many more structures portray the enriched architecture of India in the olden times.

Indian traditional art forms are the most evolved and cultured systems in the world where carnatic music, classical dance styles like Bharathanatyam, Kuchipudi, Kathakali, kathak, Manipuri etc., theatre and various drama forms including Harikatha and folk arts are amongst the traditional and ancient art and entertainment forms today. Indian films of today were based on the traditional arts in their formative years during 1930's and 40's. Indian cinema especially Hindi and Tamil cinema have evolved as the largest film industries in the world next only to Hollywood. Indian classical arts like classical music, classical dance, theatre and drama possesses

traditions and history dating back to several centuries and Carnatic and Hindustani music have their roots in "Sama Veda" one of the four Vedas which are the eternal and timeless scriptures from which the religious and social ethos of the sub-continent evolved. Bharatnatyam, a celebrated dance form too is based on authoritative sources like "Natya Sastra" by the sage Bharata Muni and "Abhinaya Darpana" by Nandi Kesava dating back to centuries before Christ.

Culture of India:

Indian culture is rich, diverse and unique in the whole world as the people in the country belong to different religions, castes, creed; speak different languages; enjoy different kind of cuisines. People belonging to different religions celebrate different festivals with great enthusiasm and zeal.

The major religious followed within India are Hinduism (80%), Islam (14%), Christianity (2.4%), Sikhism (2%), Buddhism (0.7%), Jainism (0.5%). The people belonging to different ethnic groups are Indo-Aryans (72%), Dravidians (25%) and others (3%). There are hundreds of tribal communities. There are about 1600 languages spoken throughout the country.

Indian culture is so diverse that it is very difficult to explain it. Every region and every state has a culture and tradition of its own. Even in one single state different communities follow different customs. Every region has its own cuisine, clothing, language, etc. the appearances of the people too differ from one another depending on the region one belongs to. The diverse climate and the diverse landscape too plays a major role in the diverse culture of India.

People belonging to different regions celebrate different festivals all round the year. Some of the important Hindu festivals celebrated are Holi, Diwali, Dussehra, Ganesh Utsav; Muslim festivals celebrated are Iid and Bakriid and the Christian festivals celebrated are Christmas, and Easter.

Unit 1.6 --OCCUPATIONAL DIVERSITY

Definitions and distinctions

During the adult years work is rivaled only by sleep as a routine activity. Much of the time before and after the working period of life is related to work. The pre-occupational period is typically spent in acquiring skills that can be used in the occupational world. Post occupational life or retirement is related to work by income received through pension plans or national old-age-insurance plans. More importantly, perhaps, this period is also one in which an individual looks back to his work as a major reference point for his retirement. Thus, regardless of the level of satisfaction or intrinsic interest a person has in his job, work is a central part of life. These remarks apply to both men and women, since the latter are, of course, employed outside the home, and the work performed inside the home can legitimately be called an occupation.

The definition problem

In the case of occupations many definitions are available, but Nels Anderson's point, that "definitions of work tell us little about it, and apparently the making of such definitions has never given man much concern," is probably close to the truth.

Definitions that stress only the financial rewards to the individual would appear to be too limited. Robert Dubin, for example in defining work states, "By work we mean

continuous employment, in the production [*sic*] of goods and services, for remuneration."

A slightly broader perspective is offered by Arthur Salz, who notes that "occupation may be defined as that specific activity with a market value which an individual continually pursues for the purpose of obtaining a steady flow of income. This activity also determines the social position of the individual." While the emphasis on remuneration remains, the inclusion of the additional idea of determining social position suggests the centrality of occupations for both the individual and the social structure. This is especially true when social position is taken to mean more than position in an organizational hierarchy or stratification system. Thus the occupation determines the individual's relationships with and to other individuals in the same and other occupations because the positions themselves are related.

Everett Hughes also sees the meaning of occupation in broad terms; he states that "an occupation, in essence, is not some particular set of activities; it is the part of an individual in any ongoing set of activities. The system may be large or small, simple or complex." Hughes emphasizes the social relationships surrounding an occupation, not in order to minimize the financial side, but to keep it in perspective as part of a more inclusive set of social relationships. Similarly, Anne Roe defines an occupation as "whatever an adult spends most of his time doing . . . the major focus of a person's activities and usually of his thoughts." This definition suggests the importance of an occupation to the individual. It also, therefore, suggests that this major focus is transmitted into the social process and thus means that occupations are a major component of the social structure.

With these considerations in mind, a definition of occupations can be offered that encompasses the variety of activities and out-comes that must be taken into account in the analysis of occupations. An occupation is the social role performed by adult members of society that directly and/or indirectly yields social and financial consequences and that constitutes a major focus in the life of an adult.

The limitation to the adult years in the definition is in recognition of the fact that schooling and occupational experiences prior to this period are essentially preparations for the occupational role of an adult. Delbert Miller and William Form have suggested that the work career can be separated into five parts: the preparatory, initial, trial, stable, and retirement periods." For the purposes of this definition the preparatory and initial periods are not included in what is being labelled on occupation. The initial period includes summer and part-time jobs that a person may have as he passes through adolescence. While these jobs may be important in developing work habits and attitudes, they are not truly an occupational since they are recognized as temporary.

Occupations and the individual

Work Motivation

The simplest answer to the question of why people work is that they generally both have to and want to work. While this is a simple answer, it is also rather correct, even though not specific enough for utilization in any careful analysis.

Table 3.1 Reasons for continuing work

Question : "Why do you feel that you would work?"		
	Number	Per Cent
Positive Reasons		
Enjoy the kind of work	27	9
To be associated with people	4	1
To keep occupied (interested)	93	32
Justifies my existence	14	5
Gives feeling of self-respect	13	5
Keeps individual healthy,		
Good for person	30	10
Other	4	1
Total Positive Reasons	185	63
Negative Reasons; Without work, Would		
Feel lost, go crazy	42	14
Feel useless	5	2
Feel bored	11	4
Not know what to do with my time,		
Can't be idle	29	10
Habit, inertia	17	6
To keep out of trouble	3	1
Other	2	0
Total Negative Reasons	109	37
Total responding	294	100

Not ascertained	20	
Total would work	314	
Total would not work	79	
Not ascertained	8	
Total Sample	401	

The professions

Profession is probably the most widely used and commonly known occupational category and refers to the occupational class most readily identified as a type of occupation by the public at large.

The professional model

A.M. Carr-Saunders and P.A. Wilson suggest that the major criterion for professional status is the presence of an intellectual technique, acquired by special training, which performs a service for society and is unavailable to the laity. Ernest Greenwood has suggested five major professional attributes. First, is the presence of systematic theory. Ernest Greenwood also notes that this can be intellectual as well as practical, and adds that it is based on research.

A second professional attribute, according to Greenwood, is professional authority. The professional can dictate what is good or bad for his client, who gives him this authority in the belief that the professional's knowledge will enable him to make the correct judgement in matters affecting the client's life.

Greenwood's third attribute is formal and informal community sanction of the profession, its powers and privileges. Formal approval can be seen in the manner in

which the profession itself is given the power to determine the appropriate character and curriculum of the training process. While state accreditation and licensing procedures may follow the training period, the standards are set by the profession itself, since the state or its functionaries do not have the knowledge to set standards. Another aspect of the sanctions given to professions is in the area of professional confidence; the information given to a professional by his client is privileged communication, thus protecting the rights of the client but also reaffirming the authority of the professional.

Another attribute is a regulative code of ethics, in the form of codified statements of the appropriate behaviour of the professional toward his clients and toward fellow professionals. These ethical codes are both formally and informally enforced, through censure, removal from the professional association, of ostracism from interaction systems. There is some indication that increased specialization within professions leads to difficulties in the enforcement of ethical codes and that these codes are violated in practice. It is clear, however, that occupations which are aspiring to be known as professionals usually develop ethical codes as part of what they envision as the process of professionalization.

Greenwood's final attribute is a professional culture, which involves norms governing membership in professional associations, organizations which are qualified to provide training and appropriate sites for professional practice. In addition, the professional culture contains the language and symbols of the profession. A professional culture is a means of differentiating between professionals and outsiders, since only insiders are privy to the meanings of the symbolic system of the profession. It could be

hypothesized that the greater the development of the professional culture, the greater the social distance between the profession and the laity.

Another sociologist, William J. Goode, has suggested some additional characteristics of professions, which provide further insights into the nature of this occupational type. In addition to some of the points already noted, Goode suggests that the student of a profession undergoes a more far-reaching adult socialization process than the person learning other occupations. By this, Goode suggests that professional training not only consumes more time in the formal school setting but also involves socialization into appropriate attitudes and behaviors. While Howard S Becker and Blanche Geer suggest that the major impact on the medical student is from his peers, with the faculty having a lesser role in the formation of professional attitudes, the crucial point is that an attitudinal consensus is achieved. Such a consensus is a hallmark of professionalism, regardless of its source.

Goode also suggests that the profession is a powerful force in society and over the individual, in that most legislation concerning the profession is generated by the profession itself. This relates to Gross's point about the ignorance of the general public, including legislators, of the work of the professional, so that legislative efforts must be turned over to the profession in the absence of alternative sources of knowledge. Goode also suggests that the norms developed by professional groups to govern their conduct are more stringent than those with a legal basis. Thus the real source of control over an individual professional lies in the hands of the profession, with society's (legal) control being weaker. This mechanism allows the profession to maintain its autonomy.

A final point made by Goode is that a profession is typically the terminal occupation for members. The trained professional does not leave the profession in contrast to many occupations in which a change in jobs is quite normal. The professional has both a financial and temporal investment in the occupation. Additionally, the long socialization has made him, in many ways, incapable of changing occupations, since both his skills and his attitudes are relatively fixed.

The settings of professional work

The work of the occupations we are considering is carried out in three basic settings. The first is that of the individual practitioner. This setting often serves as the major model in discussions of the nature of professions. In this setting the professional is seen as a free, autonomous individual. The country doctor heeding the call of the sick or working in his client's position, or the architect developing original and controversial designs have been discussed and celebrated in fact and fiction.

A second basic setting is the professional organization, such as the law firm, medical clinic, social work agency, or library. This type of setting is probably that of the majority of the occupational groups being considered. It should be divided into two subtypes, on the basis of W. Richard Scott's suggestion. He notes that, on the one hand, there are autonomous professional organizations, in which the members of the profession determine the norms governing their behaviour, with administrative tasks, which are of course necessary for the operation of any organization, essentially separate from professional tasks. The architectural firm, law firm, or medical clinic are examples of this subtype. The second subtype, according to Scott, is the "heteronomous" professional organization, in which the professional employees are at least partially subordinated to an externally imposed administrative framework.

Examples are public schools, libraries and social work agencies. These externally imposed norms, which often have a legislative origin, serve as a set of general or specific guidelines within which the professionals must operate, thereby lessening the amount of professional autonomy. /obvious examples of reduction of autonomy are the legal stipulations of welfare eligibility of the statewide selection of textbooks for schools. In both cases , the individual professional or the professional group as a whole has greatly diminished authority to determine their own clients or work materials.

The third basic setting is the professional department within a larger organization, such as engineering, legal or research and development department. In their setting the professional and his department are merely a part of a larger organization.

Managers, proprietors, and officials

The discussion of the professions proceeded from the relatively simple professional model to the conclusion that neither professions as a whole nor the individual professions are homogeneous. The discussion of managers, proprietors, and officials will begin with the same conclusion. The very name of the category suggests the heterogeneity of this group of occupations. Perhaps the only truly common characteristic within this category is the relatively high socio-economic status the members of the category enjoy. Another characteristic, but one which is not unique to this or most of the other categories, is that the members of the category occupy positions in organizations. The term "manager" refers to business executives, itself a very broad category. Proprietors are owners of businesses, and in the majority of the cases, proprietors are also managers, performing the same kinds of functions and occupy the same positions as top executives. They also perform a wide variety of other

nonmanagerial roles. Officials are in many ways identical to managers, the major difference being the fact that officials are employed in non-profit organizations, such as governmental agencies, school systems, hospitals, business and professional associations etc.,.; They are administrators in nonbusiness organizations. The simplest description of this category is that managers, proprietors and officials occupy *middle to high positions in organizations of all types.*

Executives

Many writers suggest that an important difference exists between managers and executives. Executives are those near or at the top of their organizations, while managers occupy lower positions in the hierarchy.

An important statement on the functions of the executive was provided by Chester I. Barnard, a former president of the New Jersey Bell Telephone Company in this book The Functions of the Executive. A major contribution to organizational theory, the book views the organization as a decision -making system and also provides an overview of the work of executives. According to Barnard, executives perform three major functions. The first is the maintenance of communities within the organization, which involves the establishment of positions in the organization to form a communications system and the filling of these positions with personnel who are capable of performing the required communications functions.

The second major function of the executive is the securing of essential services from individuals which involves bringing people into cooperative relationships with the organization by promotional techniques and propaganda and eliciting the required services from the individuals once they are willing to cooperate. The services are

elicited by maintaining morale and inducements, developing norms and sanctions, supervision, and socialization into the jobs.

The third executive function is the formulation and definition of the purposes, objectives and goals of the organization.

Proprietors

The category of proprietors (owners of business) has undergone significant changes during the twentieth century. With very few few exceptions, proprietorship today is limited to small businesses.

Walter L. Slocum suggests that most proprietorships have the characteristics of a family farm in that most of the necessary work is done by the proprietor and members of his family.

Another similarity between business proprietorship and contemporary farming is that there is a high rate occupation inheritance. Most farmers are sons of farmers. The easiest means of entering small business is also through the family, either by blood or marriage.

The description thus far has suggested that proprietorship is in many ways a marginal occupation. This conclusion is strengthened when evidence regarding occupation. This conclusion is strengthened when evidence regarding some personality and attitudinal characteristics of small businessmen is examined. In Bonjean's study of a Texas community, it was found that the independent businessmen, unlike the managers discussed above, exhibited relatively high degree of alienation in terms of feeling powerless, normless, isolated from society, and low self-esteem. The business-men also tended to rank higher on scales measuring social isolation, which involves

membership in organized groups, visiting neighbours and relatives, attending religious services and general social participation. Part of this can, of course, be explained by the long work hours that do not allow time for such social participation.

Officials

In general, the functions, orientations, aspirations and conflicts of the executives and managers are applicable to the officials. They work at various levels in organizations of varying sizes. The distinctions made between executives and managers hold for the officials, also since the areas of responsibility and authority vary similarly. Like the executive or manager, they may work in specialities where their training is particularly relevant.

In sum, the work that officials perform is almost identical to that of the executives and managers.

Despite these strong similarities, the category of officials remains as something distinct. Mills suggests that the government official suffers from a lack of income and prestige when compared with the business executive. Without considering for the moment whether or not officials are worth as much as business executives, the important implication is that such officials are given a lower position in the social-stratification system, with correspondingly less power and privilege.

White-collar workers

The settings for white-collar work are the same as those for the managers and officials. For many white-collar workers, much of the interaction is with the managerial hierarchy. For many white-collar workers, much of the interaction is with the managerial hierarchy. Despite the similarity in work environment, a major difference

in the occupations is evident. The difference involves not only the work performed but also the total role of the people involved.

Specific groups included in this category are secretaries, stenographers, typists, telephone operators, receptionists and airline stewardesses, predominantly women's occupations. More sexually mixed groups in this category are bookkeepers and cashiers, shipping and receiving clerks, office machine operators and mail carriers. The latter are called clerical and kindred workers in the census. Another major group in the white-collar category is the retail sales worker. The sales worker operates at the individual customer level rather than at the corporate sales level as do sales executives.

White-collar occupations are the first occupational category where women form a significant segment of the labor force. In 1960, women comprised over 50 per cent of white-collar employees." With the exception of teaching, nursing, social work, etc. in the professional category, white-collar work is the domain of women in the labor force. As will be seen, this has an impact on the white-collar workers as a whole.

Conclusion

In a number of ways white-collar work is similar to the occupations which have been discussed under the headings of professionals and managers, proprietors and officials. Similarities exist in the occupational setting, organizations and officials; in the fact that the work is generally clean and carried out in pleasant surroundings; and in common orientations, white collar workers identifying with management and believing in the possibility of upward mobility. These similarities have important consequences for the worker himself as he reacts to his job and its setting.

At the same time, white-collar occupations have significantly less power within the employing organizations than those occupations previously discussed. White-collar workers work for the members of the higher raked groups. They do not participate in the decisions-making process, even though they are an important part of it in terms of their role as information transcribers and handlers. The White-collar worker is rather easily replaced, since the skills involved are available in a wide segment of the population.

Craftsmen and foremen

Despite the socio-economic ranking implied in the order of presentation, craftsmen and foremen are often viewed as occupying equal or higher strata than the white-collar workers just discussed. Even though blue-collar work implies manual, rather than mental, work and dirty, as opposed to clean, working conditions, craftsmen and foremen rank higher than white-collar workers on many relevant socio-economic criteria. With regard to income and power within the organization, craftsmen and foremen rank ahead of the lower-level white-collar occupations. At the same time, the prestige accorded these blue-collar workers as somewhat lower than that accorded the white-collar worker.

Regardless of their position in the over-all stratification system, craftsmen and foremen are the elite of manual, or blue-collar workers. The reasons are quite simple. The craftsman has skills, which are marketable and relatively scares, while the foreman is in a position of some power within the work organization. At the same time, the foreman is expected to utilize interpersonal skills in his work, a component not necessarily required from those being supervised. Both the craftsman and the foreman generally receiver higher incomes than the balance of manual workers.

The combination of craftsmen and foremen into the same category by the census and other occupational analyses reflects the relative homogeneity of the two basic occupation types included in this category are distinctly different in terms of the types of work performed, the manner in which membership in the occupation is achieved, and usually the setting of the work.

Summary and conclusions

Foremen and craftsmen comprise the elite of manual workers. Their status derives from their hierarchical position and use of mental and interpersonal skills in the ease of foremen and the possession of highly developed and scarce skills in the case of craftsmen. Both groups continue to be affected by the technological changes and the effects appear to be adverse for the traditional foreman and some of the traditional crafts. New crafts have emerged in response to technological and social changes, which accounts for the relative stability of this group within the labor force.

Semiskilled and unskilled workers.

The semiskilled

The term "semiskilled" implies one of the important characteristic of this segment of the labor force. These workers do not posses the skills of the craftsman. Their skills are more easily learned in shorter periods of time. Caplow states that for semiskilled workers. Their common characteristic is that no lengthy experience is required to perform the work, and that movement from one occupation to another is easy and frequent. Indeed, the mark of a semiskilled occupation is its vagueness . . . Lifetime involvement in a job is rare. Men and women perform comparable work under comparable conditions. Job titles do not correspond to organized social groupings; and each occupation merges into many others.

The Unskilled

Like the semiskilled, the unskilled being affected by technological change but in a very different way. The nature of the work of the unskilled has changed very much but the number of jobs available to this category has been drastically affected.

1.7 PHYSICAL DIVERSITY

(Refer in child development paper)

UNIT – 1.8 MENTAL AND EMOTIONAL DIVERSITY

At some point in everyone's life, emotions can spin out of control. Whether provoked by an argument, professional or personal failure, or concern about a loved one, unchecked emotions can lead to regret for things said and done in the heat of the moment. And it's not even "negative" emotions that have the ability to harm— "positive" emotions like excitement and triumph can be negative in the wrong context, unless those emotions are regulated.

Definition:Emotional diversity, or "emo diversity," was **defined** by the investigators as the variety and relative abundance of discreet **emotions** experienced.

Types of Emotions:

This says that the eight basic emotions (feelings) are:seven universal emotions, what they look like, and why we're biologically hardwired to express them this way

- Fear → feeling afraid. Other words are terror (strong fear), shock, phobia.
- Anger → feeling angry.
- Sadness → feeling sad.
- Joy → feeling happy.
- Disgust → feeling something is wrong or dirty.

- Trust → a positive emotion; admiration is stronger.
  contentment – State of happiness and satisfaction

What is emotional regulation?

Although it sounds like a complex psychological technique, emotional regulation is actually a simple mental and behavioural process that many of us already do, consciously and unconsciously. For example, many people take walks or listen to music to calm down, or stifle a laugh when something unintentionally funny happens in a serious setting. Emotional regulation can also involve the emotions of other people, such as soothing an over-excited child or softening criticism of someone known to be sensitive.

What is the difference between emotions and moods?

Emotions are easier to regulate than moods because they are directed at something specific and they don't last as long. It only takes our brains about a half a second to identify an emotional trigger and release the chemicals that form an emotional reaction. Moods, on the other hand, are influenced by a collection of inputs in addition to outside factors such as the environment (weather, people), physiology (diet, exercise, sleep, sickness), thinking (where attention is focused), and of course by current emotions as well. While emotions last seconds or minutes, moods can last for days.

How easy is it to regulate emotions?

Emotional regulation is a highly individualized endeavor. Some people were raised with excellent coping skills as children, while others had little to no behavioural guidance growing up. Still, emotional regulation is a skill, and like any skill it can be

learned and improved with practice. Meditation is one of several methods that work for certain people, along with breathing techniques and self-awareness strategies.

Why is emotional regulation so important?

Aside from the more obvious benefits, such as feeling better in the immediate term, strong emotional regulation skills can also enhance long-term wellbeing, improve performance at work, enrich personal relationships, and even lead to better overall health.

Additionally, regulating emotions through problem solving, asserting oneself, reappraisal of the situation, and so on, makes those emotions much less likely to escalate and lead to regrettable situations. And while moods aren't the same as emotions, emotions do affect moods. This means emotional regulation can lead to mood improvement, which in the long run can increase compassion and empathy for others.

But for anyone looking to improve their regulation skills, it's important to not be ashamed of uncomfortable or unwanted emotions. Everyone has them—its what people do with them that counts.

Cultivating emotional self-awareness – also known as "emotional intelligence" – is like any skill. It takes time to master. Try these tips:

• Start by really tuning in to what you feel moment by moment. Dig deep and try to identify all your feelings, including smaller emotions that may underlie larger ones. For example, generic feelings like happiness may be a combination of more nuanced

emotions such as enthusiasm, wonder and appreciation (see the graphic above). Learn to tease them all out and experience each separately.

• Don't push away uncomfortable or painful emotions, like envy, guilt or grief. Instead allow yourself to experience them in full.

• For inspiration, watch a child. Kids aren't afraid to feel their many emotions completely and purely.

• Try new things outside your comfort zone and pay attention to unfamiliar feelings that surface. By embracing everything that comes up, you begin to expand your emotional repertoire.

• Keep a journal of feelings. The act of writing down what you feel each day can add dimension and shape to your emotional landscape.

Mental Diversity:

Defining Mental Diversity

Mental diversity is the idea that minds can differ from one another. Sometimes it is referred to as "Neurodiversity" or being "wired" differently. Each one of our brains and behaviour develops differently and can depend on the environment or our genetics.

Neurodiversity, as defined by the National Symposium on Neurodiversity "is a concept where neurological differences are to be recognized and respected as any other human variation. These differences can include those labelled with Dyspraxia, Dyslexia, Attention Deficit Hyperactivity Disorder, Dyscalculia, Autistic Spectrum, Tourette Syndrome, and others."

While there may be certain stereotypes and stigmas around neurodiverse individuals, research has found that some conditions, like autism and dyslexia, enhance an individual's ability to recognize patterns, retain information and excel in math — all critical skills for any job.

We also recognize that it's not easy to be different and that in extreme cases it can be debilitating. It's not always easy to value mental diversity, when a disorder keeps us from achieving goals or connecting with important people in our life. Many people never experienced what it's like to have a severe mental disorder and in many ways people with mental disorders are a minority.

We believe more understanding and less stigma toward disorders would make being different easier. People experience unpleasant or intrusive experiences such as anxiety, hallucinations, and delusions, but these are all experiences that occur in many humans. Having these experiences does not equate to having a disorder. When they become so severe that they impede life performance it does.

How can mental health affect a child's development?

Mental health problems affect about 1 in 10 children and young people. ... The emotional wellbeing of children is just as important as their physical health. Good mental health allows children and young people to develop the resilience to cope with whatever life throws at them and grow into well-rounded, healthy adults.

Significant mental health problems can and do occur in young children. Children can show clear characteristics of anxiety disorders, attention-deficit/hyperactivity disorder, conduct disorder, depression, posttraumatic stress disorder, and

neurodevelopmental disabilities, such as autism, at a very early age. That said, young children respond to and process emotional experiences and traumatic events in ways that are very different from adults and older children. Consequently, diagnosis in early childhood can be much more difficult than it is in adults.
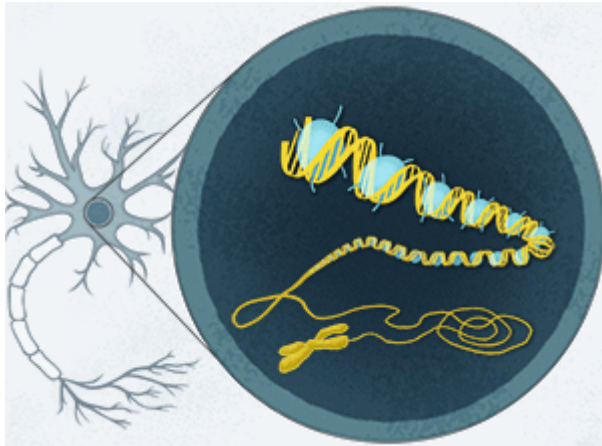
The interaction of genes and experience affects childhood mental health. Genes are not destiny. Our genes contain instructions that tell our bodies how to work, but the chemical "signature" of our environment can authorize or prevent those instructions from being carried out. The interaction between genetic predispositions and sustained, stress-inducing experiences early in life can lay an unstable foundation for mental health that endures well into the adult years.

Toxic stress can damage brain architecture and increase the likelihood that significant mental health problems will emerge either quickly or years later. Because of its enduring effects on brain development and other organ systems, toxic stress can impair school readiness, academic achievement, and both physical and mental health throughout the lifespan. Circumstances associated with family stress, such as persistent poverty, may elevate the risk of serious mental health problems. Young children who experience recurrent abuse or chronic neglect,

domestic violence, or parental mental health or substance abuse problems are particularly vulnerable.

It's never too late, but earlier is better. Some individuals demonstrate remarkable capacities to overcome the severe challenges of early, persistent maltreatment, trauma, and emotional harm, yet there are limits to the ability of young children to recover psychologically from adversity.

"Most potential mental health problems will not become mental health problems if we respond to them early."

Even when children have been removed from traumatizing circumstances and placed in exceptionally nurturing homes, developmental improvements are often accompanied by continuing problems in self-regulation, emotional adaptability, relating to others, and self-understanding. When children overcome these burdens, they have typically been the beneficiaries of exceptional efforts on the part of supportive adults. These findings underscore the importance of prevention and timely intervention in circumstances that put young children at serious psychological risk.

It is essential to treat young children's mental health problems within the context of their families, homes, and communities. The emotional well-being of young children is directly tied to the functioning of their caregivers and the families in which they live. When these relationships are abusive, threatening, chronically neglectful, or otherwise psychologically harmful, they are a potent risk factor for the development of early mental health problems. In contrast, when relationships are reliably responsive and supportive, they can actually buffer young children from the adverse effects of other stressors. Therefore, reducing the stressors affecting children requires addressing the stresses on their families.

Unit End Exercises

1.What is meant by Emotional Diversity?

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_____

2.Why is emotional regulation so important?

_____

_____

_____

1.9. GENDER DIVERSITY

"**Gender** refers to the socially constructed **characteristics** of women and men, such as norms, roles, and relationships of and between groups of women and men. It varies from society to society and can be changed." **Gender** roles in some societies are more rigid than those in others.

Gender diversity is an umbrella term that is used to describe gender identities that demonstrate a diversity of expression beyond the binary framework. For many gender

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diverse people, the concept of *binary* gender – having to choose to express yourself as male or female – is constraining. Some people would prefer to have the freedom to change from one gender to another, or not have a gender identity at all. Others just want to be able to openly defy or challenge more normalised concepts of gender. For gender diverse people, their identity is about presenting something more outwardly authentic to the world, whether they understand themselves to be differently gendered, or have no gender at all is important to recognise that many cultures throughout history have recognised gender diversity beyond masculine and feminine. Today the internet has provided a platform where people can explore common experiences with gender diversity and a lot of the language used to describe these experiences is still evolving. There are often misunderstandings that report of there being hundreds of genders, each with unique rules, language and pronouns. A lot of these claims are exaggerated, taking into account very niche and specialised terms, or very personal explorations of gender.

Umbrella terms such as non-binary, genderqueer or X gender are adequately broad descriptors for gender diverse people. Individuals, however, may use more specialised personal terms to describe themselves within their own peer group and safe spaces. There is a lot of debate around what pronouns are acceptable, or should be used to describe gender diverse people. The singular '*they*' (e.g. "*they* are taking their dog for a walk") is widely recognised as an existing pronoun structure that is courteous of gender diversity, if not always considered ideal. There are many other gender-neutral pronouns that people may use (such as fae and eir), but ultimately it is best to use the pronoun the gender diverse person asks for.

A change of name and/or a change of pronoun can appear to be be difficult for some people to accept and respect. However, socially, we learn to accept and respect changes people make to their names all the time – think about people changing names when they marry! Many people, regardless of their gender identity, expect nicknames to be respected, and some cis-gender people (someone whose gender identity correlates to their birth sex) can be offended when they are misgendered (for example if a woman is called "*he*"). The same principles apply to people who are gender diverse. While it is okay to make a mistake when someone has recently shared their new name and/or pronoun, it is important to practice and work towards getting it right all the time.

Gender diversity is equitable or fair representation of people of different genders. It most commonly refers to an equitable ratio of men and women, but may also include people of <u>non-binary</u> genders. A **gender**-**diverse** workforce provides easier access to resources, such as various sources of credit, multiple sources of information, and wider industry knowledge.

What is gender equality and diversity?

The **gender equality** workstream comprises men and women who are passionate about levelling the playing field for women in the investment and savings industry. It believes that both men and women should be able to be themselves at work, and achieve their full potential and personal goals.

How to Create Gender Diversity in the Workplace

1. Build an inclusive workplace.
2. Write better job descriptions.
3. Proactively source a diverse pipeline.
4. Provide your team with unconscious bias training.
5. Set a diverse group of interviewers.
6. Implement fair compensation practices.
7. Learn from exit interviews.
8. Final thoughts.

Key Points

- Gender diversity is about acknowledging and respecting that there are many ways to identify outside of the binary of male and female.

- Presenting as gender diverse is not about attention seeking or receiving special treatment, it is about being one's authentic self.

- There is not a need for people to know about every gender identity out there. What is more important is that people respect those who are gender diverse and the choices they make about their life.

- Using the correct names and pronouns for gender diverse people, as well as gender neutral language are reasonable expectations that is inclusive to gender diverse people.

- Inclusivity not only benefits gender diverse people – it benefits everyone!

- **Gender Diversity** can help your school provide a supportive, non-discriminatory environment for all students, including **gender**-nonconforming and transgender children. We help administrators, teachers, and staff gently move from awareness to action in order to create more inclusive learning and social environments.

- How does gender affect the classroom?

-
- Academic and cognitive differences in **gender**. On average, girls are more motivated than boys to perform well in school, at least during elementary school. … By the

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end of high school, this difference in course selection makes a measurable difference in boys' and girls' academic performance in these subjects.

Gender Diversity in the Classroom

, There are still obstacles to female students that carry through the classroom—and can manifest themselves later in the workplace. The same Center for Teaching Excellence study cites several other studies that examine classrooms, ranging from kindergarten through graduate school, and how teachers relate to male and female students. The studies found the following:

- Teachers are more likely to call on male students

- Teachers give male students longer to formulate an answer

- Teachers provide more eye contact to male students

- Teachers remember the names of male students better

- Teachers call on male students more often for questions that require "higher order" critical thinking

Classroom teachers can find creative ways to help make everyone feel included. For example, Gender Spectrum offers some unique ideas for educators to break down some traditional barriers. Skip lining up by boys and girls—instead, line up kids by odd and even birthdates or something equally creative. new and creative ways to talk to kids and turn challenges into something positive—always seek out new learning opportunities. The challenges of gender diversity in the classroom can lead to challengesthat we see in the workplace

6 Ways You Can Promote Gender Equality In Your Classroom

- Be Reflective and Be Objective. First, pay attention to the trends above and do your best to offer more **gender**-neutral responses to **students**.
- Get Feedback from Colleagues and **Students**.
- Use **Gender**-Neutral Language When Appropriate.
- Explain the Context.
- Seat and Group **Students** Intentionally.
- Use Project-Based Learning

_____

UNIT END EXERCISES

1. Explain different tribes in India

    _____

    _____

2. Explain occupational Diversity   in India

    _____

3. Explain the nature of the language .

    _____

4. What is meant by Gender Diversity?

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4. Write the ways to promote gender equity in class room?

_____

_____

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Unit 2: Hierarchy,Bias,Prejudice and Stereotyping-Undersatnding Discrimination
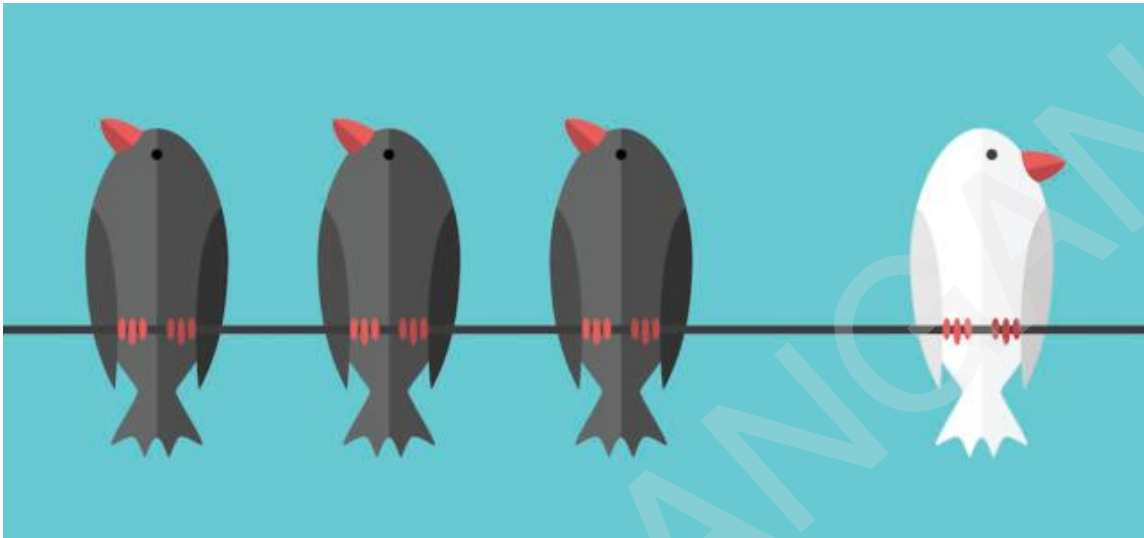
Sub Topics

- *Discrimination*
- *Hierarchical*
- *Self*
- *Prejudice and Bias*
- *Behavior attributes of Discrimination*

Learning Objective:

To understand discrimination, hierarchy, prejudice and bias

To know about the root causes and ways of addressing prejudice

To understand the different behavior attributes of discrimination

Introduction

Discrimination in human social behavior is prejudiced treatment or consideration of, or making a distinction towards, a being based on the group, class, or category to which they are perceived to belong. It consists of treating an individual or group based on their actual or perceived membership in certain group or social category (these include age, height, gender, color, race, religion, ethnicity, nationality, caste, family status, social class etc.) in way that is worse than the way people are usually treated. It involves the group's initial reaction or interaction going on to influence the individual's actual behavior towards the group, restricting opportunities or privileges of members of one group from that are available to another group. This leads to the exclusion of the individual or entities based on illogical or irrational decision making. Understanding when discrimination is likely to occur suggests ways that we can overcome it. In this chapter, we begin by discussing the meaning of discrimination and how it is different form diversity.

2.1 Discrimination and Diversity

Discrimination refers to unjustifiable negative behaviour towards a group or its members, where behaviour is adjudged to include both actions towards, and judgements/decisions about, group members. Correll(2010) defined discrimination as behaviour directed towards category members that is consequential for their outcomes and that is directed towards them not because of any particular deserving ness or reciprocity, but simply because they happen to be members of that category. The expression of discrimination can broadly be classified into two types: overt or direct, and subtle, unconscious or automatic. Manifestations include verbal and non verbal hostility avoidance of contact aggressive approach behaviours and the denial of opportunities and access or equal treatment.

Diversity is the product of different geography, culture, and history. Diversity mean variety and being different, it is respecting and understanding the varying differences among individuals in society. Diversity in India is the main source of prejudice and discrimination.Lack of tolerance to differences lead to conflict in society and thus diversity is not always celebrated.When our opinions about certain people are always negative, these become prejudices. Discrimination is when someone is treated worse because of gender, race, disability, color, nationality, religion, and age. Economic disparities between rich and poor results in exploitation and discrimination against poor.

Diversity as seen in <u>sociology</u> and <u>political studies</u> is the degree of differences in identifying features among the members of a purposefully defined group, such as any group differences in racial or <u>ethnic classifications</u>, age, <u>gender</u>, <u>religion</u>, philosophy, <u>physicalabilities</u>, <u>socioeconomic</u> background, <u>sexual orientation</u>, <u>gender identity</u>, <u>intelligence</u>, <u>mental health</u>, physical <u>health</u>, <u>genetic</u> attributes, <u>personality</u>, <u>behavior</u> or <u>attractiveness</u>.

2.2 Hierarchy

This is section we will learn about hierarchy, difference being perceived as hierarchical.

Hierarchy, in the social sciences, a ranking of positions of authority, often associated with a chain of command and control. The term is derived from the Greek words *hieros* ("sacred") and *archein* ("rule" or "order"). In modern societies, hierarchical organizations pervade all aspects of life. People in general belong to many social categories that could either be achieved, such as one's profession, or inherited, such as one's gender. The consequences of social categorizations are often not only seen in the dynamics of social interactions, but also in the way social status is represented. For example the Indian/Hindu caste system is of interest, which is an integral feature of the Indian societal structure. The caste system provides a hierarchy of social roles that hold inherent characteristics and, more importantly, remain stable throughout life. The Indian caste system is a complex social structure wherein social roles like one's profession became 'hereditary,' resulting in restricted social mobility and fixed status hierarchies.

An implicit status is attached to one's caste which historically changed from the social roles to hereditary roles. This, created status hierarchies on hereditary basis with limited social mobility. For instance, individuals born into the highest caste, that is, the *Brahmin* caste have usually been priests and scholars. Individuals born into the *Kshatriya* caste have been warriors and kings. Individuals born into the *Vaishya* caste have been merchants. Finally, individuals born into the *Shudra* caste have been laborers. Besides, there was an additional 'out-casted' group called the *Dalits* or the 'untouchables' who occupied the lowest step of the social In modern India, the Indian government introduced a categorization scheme in which the untouchable castes were categorized as scheduled castes (SC), the backward tribes were categorized as scheduled tribes (ST) and the disadvantaged

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castes as other backward castes (OBC). The Forward caste (FC) community generally constitute the high caste group. The FC has historically been and, continues to be, in a strong socioeconomic position with the highest status in society

Gender division, is a form of hierarchical social division seen everywhere, but is rarely recognized. The gender division tends to be understood as natural and unchangeable. However, it is not based on biology but on social expectations and stereotypes. Boys and girls are brought up to believe that the main responsibility of women is housework and bringing up children. This is reflected in a gender division of labor in most families: women do all work inside the home such as cooking, cleaning, washing clothes, tailoring, looking after children, etc., and men do all the work outside the home. It is not that men cannot do housework; they simply think that it is for women to attend to these things.

Discrimination based on skin color, also known as colorism or shadeism, is a form of prejudice or discrimination usually from members of the same race in which people are treated differently based on the social implications from cultural meanings attached to skin color.

When people think of racism it is usually against people outside of their ethnicity. Colorism is discrimination against people because they have a darker complexion. The idea of racism and colorism are similar. Someone with a lighter complexion is considered to be more beautiful or valuable than someone with dark skin.

2.3 Self as Superior

In social life, individuals navigate status hierarchies by considering their own abilities, their opponents' likely abilities, and the costs and benefits of competition. On this basis, they decide whether or not to enter a contest, and whether or not to persist in it. People generally adopt the strategy of engaging in contests they expect to win and avoiding contests they expect to lose. That is, individuals, based on their best reckonings, either *escalate* (i.e., intensify) contests or *de-escalate* (i.e., defuse) contests. In humans, escalation requires more *assertive* behavior, whether in attack or defense; de-escalation, in contrast, requires more *acquiescent* behavior, whether in surrender or withdrawal. These alternative behavioral strategies have also been

termed *hawk* and *dove*. The former offers higher reward at greater risk, the latter lower reward at lesser risk. Both can be adaptive, depending on the circumstances.

Hierometer theory proposes that higher self-regard prompts the adoption of more hawkish strategies, and lower self-regard the adoption of more dovish ones. As such, self-regard is part of a dedicated system that evolved to regulate behavior adaptively when navigating status hierarchies. To be adaptive, self-regard must predict the relative success of hawkish strategies when higher, and of dovish strategies when lower. Self-regard does indeed track some characteristic that predicts the relative success of those strategies of which *Social status* is a leading contender.

> Social status:the respect, admiration, and importance that society at large confers upon an individual

Higher-status individuals can afford to adopt more hawkish strategies. This is because, in order for them to have attained higher status in the first place, several factors would have had to operate in their favor. Higher-status individuals would hold a good hand," making it more adaptive for them to "raise." When such factors are absent, as they often are among lower-status individuals, a dovish strategy, de-escalating contests through acquiescent behavior would work better. That is, lower-status individuals would hold a "poor hand," making it more adaptive for them to "fold."

Dominance theory, states that self-esteem tracks, not levels of social acceptance or relational value, but instead levels of "dominance" or "prestige," by which some social or psychological, rather than behavioral, construct is meant.

> To evaluate the self as higher than others is to maintain self-esteem. Approbation and respect permit the self to evaluate itself as being of *higher standing* than others, thereby maintaining self-esteem

Barkow(1980) proposes that people pursue various "prestige strategies" to maintain their standing, and draws analogies with social rank in other species. Dominance theory states that higher social status promotes higher self-esteem. As dominance theory emphasizes the critical importance of social status for reproductive

success, it can be interpreted as proposing that self-regard operates *homeostatically*, motivating individuals to attain and maintain sufficient levels of social status.

In brief, hierometer theory proposes that self-regard acts as a crucial psychological mediator: it bridges the gap between social status and assertive behavior by tracking the former and regulating the latter, thereby enabling individuals to navigate status hierarchies, as their status best allows.

A superiority complex is a behavior that suggests a person believes they're somehow superior to others. People with this often have exaggerated opinions of themselves. They believe their abilities and achievements surpass those of others. According to sociometry theory, the function of self regard as a part of adaptive psychological system that fitted ancestral human beings to social living. Sociometer theory starts from the premise that human beings have a fundamental *need to belong.* Satisfying this need has advantage to group members, when cooperating, afford one another significant opportunities for mutual gain. Accordingly, if individuals are excluded from key social networks, their prospects for surviving and reproducing are effected.

The indicative function would be to *monitor individual's level of social acceptance* and to enjoy the benefits that come from mutually supportive relationships, some level of social acceptance is required. To the extent that individuals achieve such social acceptance, they will enjoy higher *relational value*, defined as the extent to which (they believe that) other group members consider it worthwhile to associate with them. If social acceptance diverged from this minimum, then the system would seek to reduce this divergence, by prompting an individual to engage in remedial prosocial behaviors.

Indicative function of Sociometer monitors levels of social acceptance, by rising and falling in conjunction with each other. A fall in self-esteem sends an intrapsychic signal that one's social acceptance has dropped, perhaps critically. Imperative function motivates individuals to act in ways that restore or reinforce social acceptance. Fundamentally, then, sociometer theory is a theory of *insiders and outsiders.*

Hierometer theory proposes that self-regard serves an evolutionary function. Unlike sociometer theory, it proposes that this function is to *navigate status hierarchies.* Specifically, hierometer theory proposes that self-regard operates both indicatively by monitoring levels of social status and imperatively by regulating levels of status pursuit

Status hierarchies are pervasive and exist in both humans and animals, in simple and complex societies, and in formal and informal groups. These hierarchies matter as higher status individuals enjoy better health and well-being and greater success.

In social life, people generally adopt the strategy of engaging in contests they expect to win and avoiding contests they expect to lose. That is, individuals, based on their
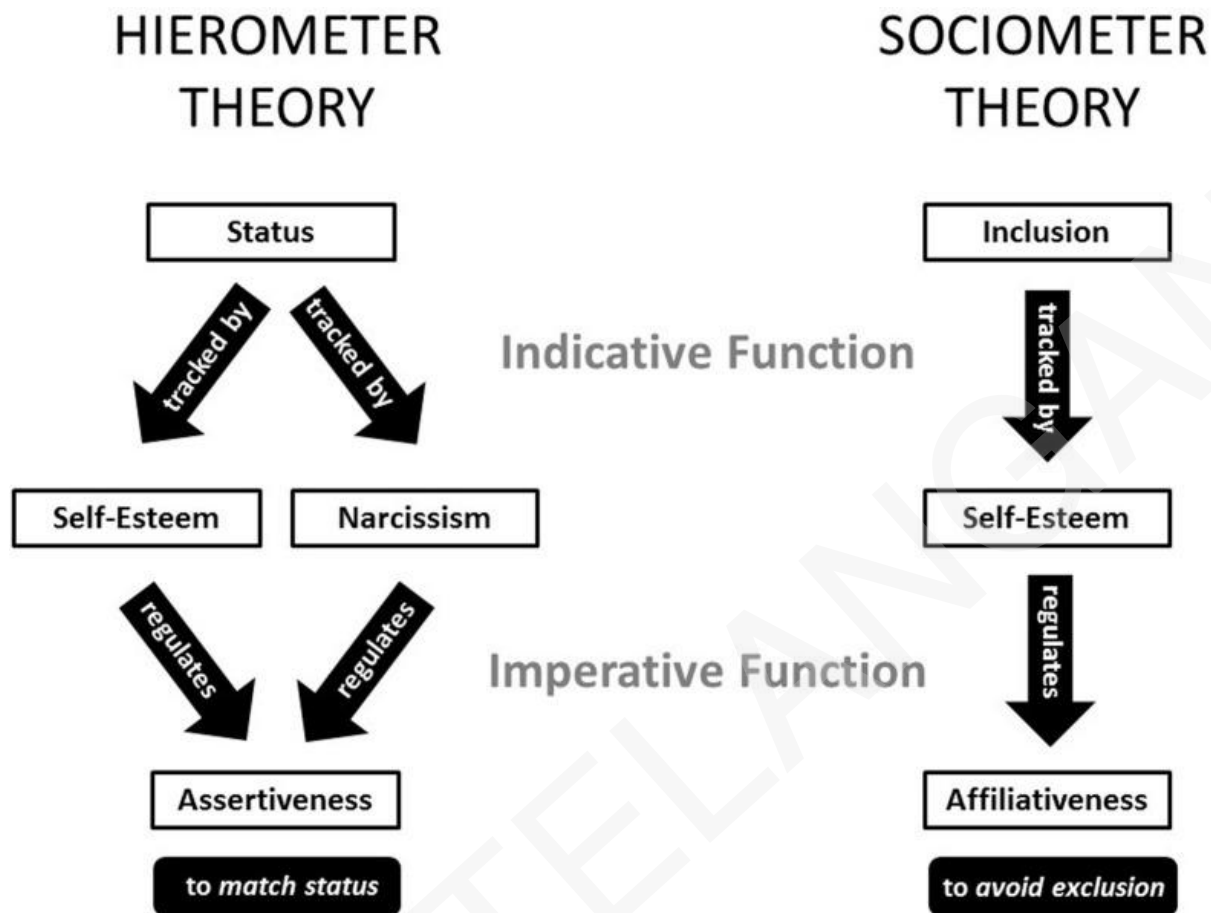
estimates, either they *escalate* / intensify contests or *de-escalate* or defuse contests. In humans, escalation requires more *assertive* behavior, whether in attack or defense; de-escalation, in contrast, requires more *acquiescent* behavior, whether in surrender or withdrawal. These alternative behavioral strategies have also been termed *hawk* and *dove* . The former offers higher reward at greater risk, the latter lower reward at lesser risk. Both can be adaptive, depending on the circumstances.

Hierometer theory proposes that higher self-regard prompts the adoption of more hawkish strategies, and lower self-regard the adoption of more dovish ones. As such, self-regard is part of a dedicated system that evolved to regulate behavior adaptively when navigating status hierarchies. To be adaptive, self-regard must predict the relative success of hawkish strategies when higher, and of dovish strategies when lower. Therefore social status , defined as the respect, admiration, and importance that society at large confers upon an individual . Higher-status individuals can afford to adopt more hawkish strategies.

Dominance theory, states that self-esteem does not track levels of social acceptance or relational value, but instead levels of dominance or prestige, by which some social or psychological, rather than behavioral, construct is meant. Dominance theory emphasizes the critical importance of social status for reproductive success, it can be interpreted as proposing that self-regard operates *homeostatically*, motivating individuals to attain and maintain sufficient levels of social status with respect to levels of social inclusion.

In brief, hierometer theory proposes that self-regard acts as a crucial psychological mediator: it bridges the gap between social status and assertive behavior by tracking the former and regulating the latter, thereby enabling individuals to navigate status hierarchies, as their status best allows.

Hierometer theory ground by specifying precisely how (social) status, (psychological) self-esteem, and (behavioral) assertiveness might interact as part of an evolutionarily adaptive system. Sociometer theory can be plausibly interpreted as specifying precisely how (social) inclusion, (psychological) self-esteem, and (behavioral) affiliativeness might interact as part of evolutionarily adaptive system.

HIEROMETER THEORY

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┌──────────┐
│  Status  │
└──────────┘
 tracked by    tracked by

┌────────────┐  ┌────────────┐
│ Self-Esteem│  │ Narcissism │
└────────────┘  └────────────┘
  regulates      regulates

┌─────────────┐
│Assertiveness│
└─────────────┘
┌─────────────────┐
│ to match status │
└─────────────────┘
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SOCIOMETER THEORY

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┌───────────┐
│ Inclusion │
└───────────┘
 tracked by

┌─────────────┐
│ Self-Esteem │
└─────────────┘
  regulates

┌────────────────┐
│ Affiliativeness│
└────────────────┘
┌──────────────────┐
│ to avoid exclusion│
└──────────────────┘
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Indicative Function

Imperative Function

2.4 Prejudice and biasPrejudice and bias

Prejudice (prae=previous; judicum=judgment) can be defined as a preconceived judgment or opinion or leaning without sufficient knowledge. It is an irrational attitude of hostility directed against an individual, group, a race, or their supposed characteristics**.** Prejudice is an unjustified or incorrect attitude (usually negative) towards an individual based solely on the individual's membership of a social group.

Bias can be defined as an inclination of temperament or outlook, especially a personal and sometimes unreasoned judgment i.e., prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair like an overgeneralization.**Bias** is the inclination or prejudice for (or against) one person or group or concept, especially in a way considered to be unfair.

Examples of prejudiced statements:

•   Because Ben is Jewish, he's greedy with money.

•   Lee should be put on the math team instead of Darius because Asians are smarter than whites.

•   Hosea's probably here illegally; he should be sent back to where ever he came from.

•   Because Latonya is black, she can play basketball but can't swim.

•   Donna is much too old to be hired as a bartender; she wouldn't make as many sales as the younger women.

Social scientists have also identified some common social factors that may contribute to the presence of prejudice and discrimination:

1. *Socialization:* Many prejudices seem to be passed along from parents to children. The media, including television, movies, and advertising perpetuate demeaning images and stereotypes about assorted groups.

2. *Conforming behaviors:* Prejudices may bring support from significant others, so rejecting prejudices may lead to losing social support. The pressures to conform to the views of families, friends, and associates can be formidable.

3. *Economic benefits:* Social studies have confirmed that prejudice especially rises when groups are in direct competition for jobs.

4. *Authoritarian personality*: In response to early socialization, some people are especially prone to stereotypical thinking and projection based on unconscious fears. People with an authoritarian personality rigidly conform, submit without question to their superiors, reject those they consider to be inferiors, and express intolerant sexual and religious opinions.

5. *Ethnocentrism*: It is the tendency to evaluate others' cultures by one's own cultural norms and values. It also includes a suspicion of outsiders. Most cultures have their ethnocentric tendencies, which usually involve stereotypical thinking.

6. *Group closure*: Itis the process whereby groups keep clear boundaries between themselves and others. Refusing to marry outside an ethnic group is an example of how group closure is accomplished.

7. *Conflict theory*: Under **conflict theory**, in order to hold onto their distinctive social status, power, and possessions, privileged groups are invested in seeing that no competition for resources arises from minority groups. The powerful may even be ready to resort to extreme acts of violence against others to protect their interests. As a result, members of underprivileged groups may retaliate with violence in an attempt to improve their circumstances.

Solutions to prejudice

For decades, sociologists have looked to ways of reducing and eliminating conflicts and prejudices between groups:

- One theory, the **self-esteem hypothesis**, is that when people have an appropriate education and higher self-esteem, their prejudices will go away.

- Another theory is the **contact hypothesis**, which states that the best answer to prejudice is to bring together members of different groups so they can learn to appreciate their common experiences and backgrounds.

- A third theory, the **cooperation hypothesis**, holds that conflicting groups need to cooperate by laying aside their individual interests and learning to work together for shared goals.

- A fourth theory, the **legal hypothesis**, is that prejudice can be eliminated by enforcing laws against discriminative behavior.

2.5 Behavioral attributes of discrimination

Bullying and Harassment

Unacceptable behaviour may involve actions, words or physical gestures that could reasonably be perceived to be the cause of another person's distress or discomfort.   Bullying or harassment may be by an individual against an individual or involve groups of people.While bullying and harassment will always be deemed to be forms of unacceptable behaviour, the two terms have distinct and separate legal meanings.Harassment is connected to anti-discrimination legislation. Therefore if an individual is on the receiving end of unacceptable behaviour which relates to their sex, race, sexual orientation, age, disability, religion or belief or gender reassignment (collectively known as 'the protected characteristics'), this will be deemed to be harassment. Harassment may be established from a single event and a series or pattern of behaviour is not necessary in order to establish that an individual has suffered harassment.

According to Equality Act 2010, Harrassment defined as **unwanted conduct related to a relevant protected characteristic which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual.**Bullying is a broader concept which may generally be characterised as: **offensive, intimidating, malicious or insulting behaviour, an abuse or misuse of power through means that undermine, humiliate, denigrate or injure the recipient.** With regards to both harassment and bullying, the unacceptable behaviour may be overt, for example, verbal abuse/threats/physical violence.

Victimisation

Victimisation is unfavourable treatment of a person to a detriment because they have:

▪   brought discrimination (including harassment) proceedings or given evidence or information in connection with such proceedings

▪   done anything other thing in connection with discrimination (including harassment) proceedings

▪   made an allegation (whether expressly or otherwise) of discrimination or harassment

Teasing has multiple meanings and uses. In human interactions, teasing exists in three major forms: *playful*, *hurtful*, and *educative*. Teasing can have a variety of effects, depending on how it is utilized and its intended effect. When teasing is unwelcome, it may be regarded as harassment especially in the work place and school,

or as a form of bullying or emotional abuse. If done in public, it may be regarded as humiliation.People may be teased on matters such as their appearance, weight, behavior, family, gender, Faith, health/medical issues, abilities, clothing, and intelligence.From the victim's point of view, this kind of teasing is often hurtful, irrespective of the intention of the teaser.

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Check your progress

From your observations make a presentation on how women are discriminated at work and home

How prejudice effects discrimination

Substitute single word for the sentences given below

1. Unjustifiable negative behaviour towards a group or its members.
2. Preconceived judgment or opinion or leaning without sufficient knowledge.
3. Evaluate the self as higher than others is unacceptable behaviour may involve actions, words or physical gestures that could reasonably be perceived to be the cause of another person's distress or discomfort.
4. Ranking of positions of authority, often associated with a chain of command and control.

Unit -3 understanding various forms of discrimination economic, social, cultural and regional

Introduction:

The term discriminate appeared in the early 17th century in the English language. The word "discrimination" derives from Latin, where the verb discrimire means "to separate, to distinguish, to make a distinction ".Everywhere we look, we see differences in wealth, power, and status. Some groups have higher status and greater privilege than others. This inequality in the system is what we call social stratification. In this unequal social system, there is often unfair treatment directed against certain individuals or social groups. This is referred to as discrimination. Discrimination can be based on many different characteristics—age, gender, weight, ethnicity, religion, or even politics. For example, prejudice and discrimination based on race is called racism. Discrimination is often the outcome of prejudice—a pre-formed negative judgment or attitude. Prejudice leads people to view certain individuals or groups as inferior.

Certain groups in society are less powerful than others. Sociologists refer to those who do the discriminating as the dominant group. This dominant group is the group with the most power, greatest privilege, and highest social status. This does not mean that the dominant group is the majority group in terms of numbers. A small dominant group can still hold power over the majority. On the other hand, minority groups are people who are singled out for unequal treatment and who see themselves as objects of collective discrimination. These minority groups are often marginalized. This means they are confined to an unimportant or powerless position within a society. Marginalized groups are socially excluded, disadvantaged, and often at the fringe of society. Many social groups are marginalized, but it does not mean that they stay at the edge of society. These groups and individuals are constantly fighting for their rights, for the power to make positive changes for their groups. There are many examples of minority movements and stories of success.

Our Indian Society consist of a variety of people that differ in Cast, Religion, Economic status and Gender. For this society a different kind of Social Justice required. According to article 14 of Indian constitution social justice provides commitment for equality and equal protection before law. Sociologically the word gender refers gender to the socio-cultural definition of man and woman. The way in which societies distinguish men and women and assign them social roles. The distinction between sex and gender was introduced to deal with the general tendency to attribute women subordination to their anatomy. Gender inequality is therefore a form of inequality which is distinct from other forms of economic and social inequalities. It dwells not only outside the household but also centrally within it. It stems not only from pre-existing differences in economic endowment between women and men but also from pre-existing gendered social norms and social perceptions. India will be democratic, socialist and secular country. According to this policy there is a separation between religion and state. Practicing untouchability or discriminating a person based on his caste is legally forbidden Along with this law the government allows positive discrimination of the depressed classes of India. Gender based discrimination is rooted in all aspects of social, economical and political existence. Women's subordination is

all round - economic, social, religious, cultural, political, and ideological, each of which reinforce to other one. Low representation in governance and decision making process, low educational and economic status and social exclusion are the crucial challenges to social inclusion. A caste was a group with a separate arrangement for meeting out justice to its members apart from that of the community as a whole, within which the caste was included as only one of the group. This means that, in this caste bound society the amount of community feeling must have been restricted and that the citizens owed moral allegiance to their caste first, rather than to the community as a whole.

The study aims to examine the concept of discrimination from the sociologist's point of view; that does not mean that the economic, social, cultural and regional aspects are excluded but when examining the concept it focuses first of all on the social science and on its wider or narrower elements.

DEFINITIONS OF DISCRIMINATION:

When interpreting discrimination we can start with some of the definitions:

1. Smith and Mackie (2002). According to the authors „The terminology of discrimination refers to the positive or negative behavior towards a social group and its members. Naturally people think generally of negative behavior –, however a discrimination against one certain group means positive discrimination for others."

2. According to Sociological Encyclopedia, discrimination in social life is an act of distinction that happens by offending the social norms and the principle of equality in the eye of law against certain groups of people, which is considered unacceptable by the majority and is approved by some sub-groups of the population.

3. Giddens (2008) presents the content of discrimination from the social science point of view. In his opinion prejudice includes behaviours and opinions, while discrimination is the actual behaviour towards another group or person. Discrimination manifests itself in activities that deprive a person or a group of possibilities being open for others.

OBJECTIVES OF THE STUDY:

The objectives of this study are:

1.To understand various forms of discrimination in india
2.To conceptualize the various forms of discrimination
3.To study the various types of discrimination.
4.To know the causes of various forms of discrimination in india.

After reading the concept of discrimination we understood what is discrimination now we will see the various forms of discriminations:

ACTIVITY:1. Prepare seminar paper on discrimination and discuss in class room.

3.1 ECONOMIC DISPARITY AND ITS ROOTS:

Economic inequality one of the important concept in India. after independence we started to remove economic inequality through five year plans. Economic inequality seems to be related to the influence of inherited social-economic stratification. A 1995 study notes that the caste system in India is a system of exploitation of poor low-ranking groups by more prosperous high-ranking groups. A report published in 2001 note that in India 36.3% of people own no land at all, 60.6% own about 15% of the land, with a very wealthy 3.1% owning 15% of the land. A study by Haque reports that India contains both the largest number of rural poor, and the largest number of landless households on the planet. Haque also reports that over 90 percent of both scheduled castes (low-ranking groups) and all other castes (high-ranking groups) either do not own land or own land area capable of producing less than $1000 per year of food and income per household. However, over 99 percent of India's farms are less than 10 hectares, and 99.9 percent of the farms are less than 20 hectares, regardless of the farmer or landowner's caste. Indian government has, in addition, vigorously pursued agricultural land ceiling laws which prohibit anyone from owning land greater than mandated limits. India has used this law to forcibly acquire land from some, then redistribute tens of millions of acres to the landless and poor of the low-caste. Haque suggests that Indian lawmakers need to reform and modernise the nation's land laws and rely less on blind adherence to land ceilings and tenancy reform.

In a 2011 study, Aiyar too notes that such qualitative theories of economic exploitation and consequent land redistribution within India between 1950 and 1990 had no effect on the quality of life and poverty reduction. Instead, economic reforms since the 1990s and resultant opportunities for non-agricultural jobs have reduced poverty and increased per capita income for all segments of Indian society. For specific evidence, Aiyar mentions the following

Critics believe that the economic liberalisation has benefited just a small elite and left behind the poor, especially weaker sections of the society.But a recent authoritative survey revealed striking improvements in living standards of weaker sections in the last two decades. Television ownership was up from zero to 45 percent; cellphone ownership up from zero to 36 percent; two-wheeler ownership (of motorcycles, scooters, mopeds) up from zero to 12.3 percent; children eating yesterday's leftovers down from 95.9 percent to 16.2 percent ... weaker sections are running their own businesses up from 6 percent to 37 percent; and proportion working as agricultural labourers down from 46.1 percent to 20.5 percent.

Cassan has studied the differential effect within two segments of India's scheduled caste community. He finds India's overall economic growth has produced the fastest and more significant socio-economic changes. Cassan further concludes that legal and social program initiatives are no longer India's primary constraint in further

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advancement of India's historically discriminated castes; further advancement are likely to come from improvements in the supply of quality schools in rural and urban India, along with India's economic growth.

Income inequality is an extreme disparity of income distributions with a high concentration of income usually in the hands of a small percentage of a population. When income inequality occurs there is a large gap between the wealth of one population segment compared to another. Recent years have seen a rise in interest in understanding trends and dimensions of inequality across countries as well as within countries (Atkinson 2015; Milanovic 2016; Piketty 2014; Stiglitz 2012). Multilateral institutions such as the World Bank (2016; Lange et al. 2018), International Monetary Fund (IMF 2017), and Asian Development Bank (Kanbur et al. 2014) have raised flags regarding the nature and consequences of rising inequality across and within countries for growth and poverty reduction. The United Nations has also included inequality reduction as one of the Sustainable Development Goals.

While much of the discussion of inequality has revolved around trends in inequality across nations and within industrialized countries, it has also changed its focus, from inequality as a purely empirical and distributional issue to the changing nature of inequality and its impact on growth and mobility. Some of these questions are also relevant for emerging countries such as India and China, where rapid growth in per-capita incomes has been accompanied not only by rising income inequality, but also by rising disparities between social and economic groups, and between labour and capital. The relationships between labour market outcomes, fiscal policies and tax structures, redistributive transfers, and capital market regulations are not just outcomes of economic policy, but are also driven by existing social and political structures. This is even more so in a society where access to health, education, nutrition, and other public services is not universal but governed by race, caste, religion, gender, and residence.

Some of these issues have found resonance in India, with the issue of inequality becoming important in academic and public debates. However, compared with debates on poverty, inequality in India has received less attention from academics as well as policymakers. This is partly because, in a developing country, poverty—particularly extreme poverty—commands more attention than inequality, in policy circles and academic debates alike. But it is also because of a lack of appropriate data on income distribution in the country. Even though India has a long history of data collection on consumption expenditure, which has formed the basis of poverty estimations, inequality has continued to be underestimated, or at least to be seen as less of a problem. However, there is now strong evidence to suggest that inequality in India is not only very high but has also increased during a period of accelerating income growth, particularly since 1991. Despite the limitations on data availability, a number of studies have analysed the trends in inequality.

The literature on inequality has not only looked at various issues related to the measurement of inequality using different data sources, but has also been

instrumental in developing an understanding of the nature and causes of inequality in India (Chancel and Piketty 2017; Himanshu 2007, 2015; Mazumdar et al. 2017a, 2017b; Sarkar and Mehta 2010; Sen and Himanshu 2004; Subramaniam and Jayaraj 2006). Based on data available up until 2011–12, the overwhelming consensus is that not only is inequality very high in India compared with other countries at similar levels of economic development, but it has also shown a rising trend over time, particularly since the early 1990s. While the rate of rise in inequality seems to have slowed down after 2004–05, it continues to show a rising trend. Existing literature has also highlighted the role of caste, gender, region, and religion in perpetuating inequality.

Much of the analysis of inequality in recent years has focused on trends in inequality in recent decades, particularly after 1991, which suggests that the trend break of liberalization in 1991 contributed to a trend of rising inequality. This is further obvious when compared with the trend in inequality in the decade before 1991, which shows not only an acceleration in growth rates but also a decline in inequality and poverty. Unlike the 1980s, which saw growth accelerate in the economy alongside declining inequality, the period after 1991 clearly shows inequalities rising throughout. While there is some moderation in the rise in inequality after 2004–05—which is also the period of fastest decline in poverty in the last three decades—this does not suggest a break in the structure and pattern of growth that contributed to the rise in inequality after 1991.

The rise in inequality not just in terms of its impact on future economic growth and distribution, but also in terms of social and political stability in a country such as India, which has a high level of horizontal inequalities based on caste, class, religion, race, gender, and location. Horizontal inequalities are embedded in social and political structures and affect citizens' access to basic services. Inequality in India is about education, health, nutrition, sanitation, and opportunities as much as it is about rising income inequality. It is difficult to quantify these aspects of horizontal inequality. Nonetheless, available evidence suggests similar rises in inequality in these dimensions. The burden of these disparities is not borne uniformly across groups or across different generations. some sections of the people in the society are disadvantaged not only as regards access to wealth and employment opportunities, but also regarding access to basic services, which then leads to lower levels of health, nutrition, and education. Even within these disadvantaged groups, patriarchal norms and social structures have led to women being further excluded from access to basic services.

 Inequality in several dimensions in India in recent decades. While the focus is on examining trends based on the standard economic indicators of income, consumption, and wealth, we also extend the analysis to examine them by social group, residence, region, religion, and gender. Although we examine these trends in detail for the last three decades, we extend the analysis to earlier decades wherever data permits. Section 2 presents trends in inequality based on the standard indicators. We also

provide some evidence on inequality from micro-surveys at the level of villages. While these more or less confirm the trend observed in nationally representative data, we present some aspects of inequality based on stand-alone and longitudinal village surveys. Using tax data from the World Inequality Database, we present the nature and extent of income/wealth concentration at the top of the income distribution.

Section 3 presents trends in inequality in other dimensions, including inequality in human development indicators. We look at different dimensions of access and achievement on indicators of health, education, and nutrition to examine trends in inequality in human development indicators. Most of the analysis in this section is based on large-scale surveys and official statistics. Section 4 presents some preliminary analysis of the changes in inequality measured in the last three decades. Although the attempt in this section is preliminary, we take the opportunity to highlight some of the proximate factors that have contributed to rising inequality in recent decades. Section 5 presents some concluding reflections.

ACTIVITY:2. Conduct a project on economic inequalities in your region.

3. 2. poverty and its impact on nutrition access and learning:

INTRODUCATION:

In the simplest term, poverty may be defined as a social condition where individuals do not have financial means to meet the most basic standards of life that is acceptable by the society. Individuals experiencing poverty do not have the means to pay for basic needs of daily life like food, clothes and shelter.

Poverty is not new word to Indian ears. Indian literature of all genres is full of plots woven around the dehumanizing existence and misery of the poor.1 The problem of poverty and unemployment is considered as the biggest challenge to development planning in India. High poverty levels are synonymous with poor quality of life, deprivation, malnutrition, illiteracy and low human resource development.2 The problem of poverty has continued to remain the central challenge of development at the global level.3 Poverty is a state of an individual, a family or a society where people are unable to fulfill even their basic necessities of life. When a substantial segment of a society is deprived of the minimum level of living and continues at a bare subsistence level, that society is said to be plagued with mass poverty.4 Poverty is a stark reality in India, and therefore poverty reduction was always given a top priority by the Government right from the beginning of the plan period.5 The Present chapter is related with Poverty. It elaborates the concept of Poverty and Poverty line. It also

explains Absolute and Relative Poverty. Rural and Urban Poverty is explained in this chapter. This chapter also focuses on various Programmes on Poverty Alleviation.

Poverty can be defined as a social phenomenon in which a section of the society is unable to fulfill even its basic necessities of life. In India the generally accepted definition of poverty emphasizes minimum level of living rather than a reasonable level of living.7 Poverty is defined as a lack of income to acquire minimum necessities of life; per capita income, per capita consumption expenditure, per capita calorie intake and availability of the size of land holding are the main indicators of poverty in different definitions.

Definitions of poverty:

Poverty is defined in many different ways and using many different standards. The definitions of poverty are as follow:

"Poverty is humiliation, the sense of being dependent on them, and of being forced to accept rudeness, insults, and indifference when we seek help." —Latvia 1998

The oxford Dictionary defines poverty as "The state of being extremely poor ".where in one lacks the basic human needs such as food, water, sanitation, clothing, shelter healthcare and education.

According to the **World Bank,** Poverty is pronounced deprivation in well-being and comprises many dimensions. It includes low incomes and the inability to acquire the basic goods and services necessary for survival with dignity

AMARTY SEN: "Poverty as consisting of a deprivation of a capabilities", So that the poor have inadequate resources (financial, information, and so on) to participate fully in society in short, they are socially excluded.

GODDARD : "Poverty is insufficient supply of those things which are requisite for an individual to maintain himself and those dependent upon him in health and vigor."

Causes of Poverty in India

Factors contributing to the persistent problem of poverty in the country are many and they need to be identified in order to be addressed properly. They can be categorized under the following heads.

1. Demographic – the main factor that contributes to poverty-ridden state of the country from a demographical point of view is the problem of over population. The growth of population in the country has so far exceeded the growth in economy and the gross result is that the poverty figures have remained more or less consistent. In

rural areas, size of the families is bigger and that translates into lowering the per capita income values and ultimately lowering of standard of living. Population growth spurt also leads to generation of unemployment and that means diluting out of wages for jobs further lowering income.

2. Economic –there are a host of economic reasons behind persistence of the poverty problems which are outlined hereunder:-

a. Poor Agricultural Infrastructure –Agriculture is the backbone of Indian economy. But outdated farming practices, lack of proper irrigation infrastructure and even lack of formal knowledge of crop handling has affected the productivity in this sector tremendously. As a consequence there is redundancy and sometimes complete lack of work leading to decreased wages that is insufficient for meeting daily needs of a labourer's family plunging them into poverty.

b. Unequal distribution of assets – with the economy changing directions rapidly, the earning structure evolves differently in different economic income groups. Upper and middle income groups see a faster increase in earnings than lower income groups. Also assets like land, cattle as well as realty are distributed disproportionately among the population with certain people owning majority shares than other sectors of the society and their profits from these assets are also unequally distributed. In India it is said that 80% wealth in the country is controlled by just 20% of the population.

c. Unemployment – another major economic factor that is causative of poverty in the country is the rising unemployment rate. Unemployment rates is high in India and according to a 2015 survey data, at the all-India level, 77% of families do not have a regular source of income.

d. Inflation and Price hike – the term Inflation may be defined as an increase in prices of commodities coinciding with the fall in the purchasing value of money. As a direct consequence of inflation, effective price of food, clothing items as well as real estate rises. The salaries and wages do not rise as much in keeping up with the inflated prices of commodities leading to effective decrease of the per capita income.

e.   Faulty   economic   liberalization –   the   LPG   (Liberalization-Privatization-Globalization) attempts initiated by the Indian Government in 1991 were directed towards making the economy more suited to international market-trends to invite foreign investments. Successful to certain extent in reviving the economy, the economic reforms had detrimental effects on increasing the wealth distribution scenario. Rich became richer, while the poor remained poor.

3. Social – The various social issues plaguing the country that contributes towards poverty are:-

a. Education and illiteracy – Education, rather its lack thereof and poverty form a vicious cycle that plagues the nation. Not having enough resources to feed their children, the poor consider education to be frivolous, preferring children to start contributing to the family's income rather than draining them. On the other hand, lack of education and illiteracy prevent individuals from getting better paying jobs and

they get stuck at jobs offering minimum wages. Improvement of quality of life gets hindered and the cycle once again comes into action.

b. Outdated Social Customs – Social customs like the caste system cause segregation and marginalization of certain sections of the society. Certain castes are considered untouchables still and are not employed by upper caste, leaving very specific and low paying jobs that they can live off. Economist K. V. Verghese put forth the problem in a very lucid language, "Caste system acted as a springboard for class exploitation with the result that the counterpart of the poverty of the many is the opulence of the few. The second is the cause of the first."

c. Lack of skilled labour – lack of adequate vocational training makes the huge labour force available in India largely unskilled, which is unsuitable for offering maximum economic value. Lack of education, much less higher education, is also a contributing factor towards this.

d. Gender inequality–the weak status attached with women, deep-rooted social marginalization and long embedded perceptions of domesticity renders about 50% of the country's population unable to work. As a result the women of the family add to the number of dependents that need to be fed instead of being able to contribute considerably in the family income which might assuage the poverty situation of the family.

e. Corruption – despite considerable efforts from the government in the forms of various schemes to mollify the poverty situation, allegedly only 30-35% actually reaches the beneficiaries due to wide-spread practices of corruption in the country. Wealthy people with privileged connection are able to acquire more wealth simply by bribing government officials to maximize their profits from such schemes while the poor remain in a state of neglect for not being able to assert such connections.

4. Individual – individual lack of efforts also contribute towards generating poverty. Some people are unwilling to work hard or even not willing to work altogether, leaving their families in the darkness of poverty. Personal demons like drinking and gambling also leads to draining of the family income inciting poverty.

5. Political – in India, socio-economic reform strategies has been largely directed by political interest and are implemented to serve a choice section of the society that is potentially a deciding factor in the elections. As a result, the issue is not addressed in its entirety leaving much scope of improvements.

6. Climatic – maximum portion of India experiences a tropical climate throughout the year that is not conducive to hard manual labour leading to lowering of productivity and the wages suffer consequently.

Effects of Poverty

The resounding effect of poverty echoes through various layers of an India citizen's life. If we try to have a systematic look at them, we should proceed under the three following heads:-

1. Effect on Health – one of the most devastating effects that poverty has is on the overall health of the nation. The most prominent health issue stemming from poverty is malnutrition. The problem of malnutrition is widespread in all age-groups of the country but children are most adversely affected by this. Limited income in larger families leads to lack of access to sufficient nutritious food for their children. These children over time suffer from severe health problems like low body weight, mental, physical disabilities and a general poor state of immunity making them susceptible to diseases. Children from poor backgrounds are twice as susceptible to suffer from anemia, nutrient deficiencies, impaired vision, and even cardiac problems. Malnutrition is a gross contributor of infant mortality in the country and 38 out of every 1,000 babies born in India die before their first birthday. Malnutrition among adult also leads to poor health in adults that leaches their capacity for manual labour leading to a decrease in income due to weakness and diseases. Poverty also causes definite decline in the sanitary practices among poor who cannot afford proper bathrooms and disinfectants. As a result susceptibility to waterborne diseases peak among the poor. Lack of access to as well as means to procure appropriate treatment also affects overall mortality of the population which is lower in poor countries than developed nations like the USA.

2. Effects on Society – poverty exerts some gravely concerning effects over the overall societal health as well. These may be discussed along the following lines:-

a. Violence and crime rate – incidence of violence and crime have been found to be geographically coincident. In a backdrop of unemployment and marginalization, the poor resort to criminal activities to earn money. Coupled with lack of education and properly formed moral conscience, a poverty ridden society is more susceptible to violence by its people against its own people from a sense of deep-seated discontent and rage.

b. Homelessness – apart from a definite drop in the esthetic representation of the country, homelessness affects child health, women safety and overall increase in criminal tendencies.

c. Stress – lack of money is a major cause of stress among the middle-class and the poor and leads to decline in productivity of individuals.

d. Child labour – one of the hallmarks of a poverty-ridden society is the widespread practices of exploitation and the worst of it comes in the form of child labour. Large families fail to meet the monetary needs of the members and children as young as 5 years are made to start earning in order to contribute to the family income.

3. Effect on Economy –poverty is a direct index indicating success of the economy of the country. The number of people living under the poverty threshold indicates whether the economy is powerful enough to generate adequate jobs and amenities for its people. Schemes providing subsidies for the poor of the country again impose a drain on the economy.

Solutions:

The measures that should be taken to fight the demon of poverty in India are outlined below:-

1. Growth of population at the current rate should be checked by implementation of policies and awareness promoting birth control.

2. All efforts should be made to increase the employment opportunities in the country, either by inviting more foreign investments or by encouraging self-employment schemes.

3. Measures should be taken to bridge the immense gap that remains in distribution in wealth among different levels of the society.

4. Certain Indian states are more poverty stricken than others like Odhisha and the North East states. Government should seek to encourage investment in these states by offering special concessions on taxes.

5. Primary needs of people for attaining a satisfactory quality of life like food items, clean drinking water should be available more readily. Improvement of the Subsidy rates on commodities and Public Distribution system should be made. Free high school education and an increased number of functioning health centers should be provided by the government.

Poverty and its impact on nutrition access and learning:

India is often thought of as a development paradox with relatively high economic growth rates in the past few years, but with lower progress in areas of life expectancy, education and standard of living. While serious inequalities in growth, development and opportunity explain the illusion of the paradox at the country level, still, a significant proportion of the world's poor live in India, as do a significant proportion of the world's malnourished children. Poverty and under nutrition coexist, and poor dietary quality is associated with poor childhood growth, as well as significant micronutrient deficiencies. Food security is particularly vulnerable to changes in the economic scenario and to inequities in wealth distribution. Migration from rural to urban settings with a large informal employment sector also ensures that migrants continue to live in food insecure situations. While food production has for the most part kept pace with the increasing population, it has been with regard to cereal rather than of pulses and millet production. Oil seeds, sugar cane and horticultural crops, along with non-food crops are also being promoted, which do not address nutrition security, and, coupled with the increase in the consumption of prepared food, may indeed predispose towards the double burden of malnutrition. Access to food is also particularly susceptible to poverty and inequality. Many strategies and policies have been proposed to counter under nutrition in India, but their implementation has not been uniform, and it is still too early to assess their lasting impact at scale.

The concept of poverty is a multi-faceted concept. poverty can be said as the state of being poor in other words the lack of means of providing material needs and comforts. But poverty is not only about lack of material goods but also lack of denial of opportunities for a certain sector of the society. poverty has large and consistent associations with negative outcomes in child nutrition in india.. Poverty adversely affects the nutrition of children, and this issue has been a significant and growing social problem, even before the occurrence of the global economic downturn. Poverty is a major factor that negatively affects children's nutrition, and hence their development. This is especially so in cases where there is deep, long-term poverty.

Poverty leads to substandard nutrition and poor motor skills in children. This substandard nutrition is also associated with 'wasting' (low weight-for-age) and stunted growth (low height-for-age) in children in india. ' Reduced health and safety standards are a major factor in the lives of children who experience long term poverty. For instance, growth differences between poor and non-poor children are much more evident when using a long-term measure of poverty, even when adjustments are made to accommodate family characteristics.

A recent study suggests that family poverty and malnutrition causes chronic stress; thereby leading to an undermining of a child's working memory. Poverty and malnutrition also lead to poorer healthcare for children and cause inadequate social behavior in children, which can undermine the educational achievement of these children. Malnutrition as a result of poverty also causes poor social and emotional development in children, as children in poverty are at a greater risk of displaying emotional and behavioral problems like impulsiveness, disobedience, and difficulty in relating properly with their peers.

Children who grow up in Poverty and malnutrition tend to show less compliance and positive behaviors than other children who do not live in an impoverished situation. Family poverty is also associated with a higher risk for teen childbearing, less positive peer relations, and lower self- esteem compared with children who have never experienced poverty.

Poverty influences a child's social, emotional, and behavioral outcomes because poor children are more likely to be raised by single parents and to live in households where there is less parental supervision and more parental distress. 'Research finds that poor children are more likely to experience frequent moves and changes in family structure than more affluent children. In turn, children with such turbulent lives are more likely to have negative social and emotional outcomes than children whose lives are relatively stable. Another explanation for the influence of poverty on children's social, emotional, and behavioral outcomes is that children in low-income families and neighborhoods may be less likely than children who grow up in more economically comfortable circumstances to be exposed to positive social norms in their lives and neighborhoods.' (Case A, Lubotsky D and Paxson C 2002)

The aim of child nutrition legislation and strategies is the provision of opportunities for children and young people to succeed in life, and to address the causes and effects of disadvantage as a result of poverty and inadequate nutrition. It is important for the executive to advocate for the proper level on income resources on behalf of the

children and their families. Families should also be given support in accessing these benefits.

Poverty also staves people off from accessing much needed social tools of well-being like education and health requirements. The direct consequences stemming from this problem are hunger, malnutrition and susceptibility to diseases which have been identified as major problems across the world. It impacts individuals in a socio-psychological way with them not being able to afford simple recreational activities and getting progressively marginalized in the society.

The term poverty is interconnected with the notion of the poverty line/ threshold that may be defined as the minimum figure of income that is required in a particular country for maintaining the socially acceptable quality of life in terms of nutritional, clothing and sheltering needs. The World Bank has updated its international poverty line figures to 1.90 USD (Rs. 123.5) per day on October 2015 (based on prices of commodities in year 2011-2012), from 1.5 USD(Rs. 81) as a response to the changes in the cost of living across the world as per current economy. The organization estimates that – "Just over 900 million people globally lived under this line in 2012 (based on the latest available data), and we project that in 2015, just over 700 million are living in extreme poverty."

Poverty is a worldwide cause of concern even in economically stable countries like the USA. Current statistics state that over half the populations in the world, about 3 billion people, are forced to live on less than 2.5 dollars per day. In India, as per 2014 government reports, monthly per capita consumption expenditure is Rs. 972 per person in rural areas and Rs. 1407 per person in urban areas. This data is currently being accepted as the poverty threshold of the country. As of 2015, 21.9% of the total population lives below the national poverty threshold, as per the data of Asian Development Bank, that's a whopping 269.7 million individuals not having enough money.

Poverty, food insecurity, and poor nutrition have serious consequences for the health and well-being of children, adults, and older adults, including a greater risk for chronic disease and poor mental health. Beyond the consequences for individuals and families, these consequences also have costly implications for the economy and health care system. Fortunately, solutions exist to tackle these challenging issues, including increased utilization of the federal nutrition programs. SNAP and the Child Nutrition Programs are important, effective, and widely available interventions to improve the health and well-being of vulnerable. Research demonstrates that these programs can reduce food insecurity, alleviate poverty, support economic stability, improve dietary intake and health, protect against obesity, and boost learning and development. Connecting people to the federal nutrition programs is a critical way to support and improve the nation's health.

ACTIVITY.3 Present seminar paper on poverty in your classroom.

 ACTIVITY.4. **Discuss and write a report how poverty influences a child's social emotional behavior.**

3.3. Measures to compensate for poverty :

 A common method used to estimate poverty in India is based on the income or consumption levels and if the income or consumption falls below a given minimum level, then the household is said to be Below the Poverty Line (BPL). The percentage of the population living below the poverty line in India decreased to 22% in 2011-12 from 37% in 2004-05, according to data released by the Planning Commission in July 2013. This blog presents data on recent poverty estimates and goes on to provide a brief history of poverty estimation in the country. **National and state-wise poverty estimates** The Planning Commission estimates levels of poverty in the country on the basis of consumer expenditure surveys conducted by the National Sample Survey Office (NSSO) of the Ministry of Statistics and Programme Implementation.

Poverty estimation in India:

The current methodology for poverty estimation is based on the recommendations of an Expert Group to Review the Methodology for Estimation of Poverty (Tendulkar Committee) established in 2005. The Committee calculated poverty levels for the year 2004- 05. Poverty levels for subsequent years were calculated on the basis of the same methodology, after adjusting for the difference in prices due to inflation. Table 1 shows national poverty levels for the last twenty years, using methodology suggested by the Tendulkar Committee. According to these estimates, poverty declined at an average rate of 0.74 percentage points per year between 1993-94 and 2004-05, and at 2.18 percentage points per year between 2004-05 and 2011-12.

Table 1: National poverty estimates (% below poverty line) (1993 - 2012)

Year	Rural	Urban	Total
1993 – 94	50.1	31.8	45.3
2004 – 05	41.8	25.7	37.2
2009 – 10	33.8	20.9	29.8
2011 – 12	25.7	13.7	21.9

Source: Press Note on Poverty Estimates, 2011 – 12, Planning Commission; Report of the Expert Group to Review the Methodology for Estimation of Poverty (2009) Planning Commission; PRS.

State-wise data is also released by the NSSO. Table 2 shows state-wise poverty estimates for 2004-05 and 2011-12. It shows that while there is a decrease in poverty for almost all states, there are wide inter-state disparities in the percentage of poor below the poverty line and the rate at which poverty levels are declining.

Table2: State-wise poverty estimates (% below poverty line) (2004-05, 2011-12)

State	2004-05	2011-12	Decrease
Andhra Pradesh	29.9	9.2	20.7
Arunachal Pradesh	31.1	34.7	-3.6
Assam	34.4	32	2.4
Bihar	54.4	33.7	20.7
Chhattisgarh	49.4	39.9	9.5
Delhi	13.1	9.9	3.2
Goa	25	5.1	19.9
Gujarat	31.8	16.6	15.2
Haryana	24.1	11.2	12.9
Himachal Pradesh	22.9	8.1	14.8
Jammu and Kashmir	13.2	10.4	2.8
Jharkhand	45.3	37	8.3
Karnataka	33.4	20.9	12.5
Kerala	19.7	7.1	12.6
Madhya Pradesh	48.6	31.7	16.9
Maharashtra	38.1	17.4	20.7
Manipur	38	36.9	1.1
Meghalaya	16.1	11.9	4.2
Mizoram	15.3	20.4	-5.1

Nagaland	9	18.9	-9.9
Odisha	57.2	32.6	24.6
Puducherry	14.1	9.7	4.4
Punjab	20.9	8.3	12.6
Rajasthan	34.4	14.7	19.7
Sikkim	31.1	8.2	22.9
Tamil Nadu	28.9	11.3	17.6
Tripura	40.6	14.1	26.5
Uttar Pradesh	40.9	29.4	11.5
Uttarakhand	32.7	11.3	21.4
West Bengal	34.3	20	14.3
All Inda	**37.2**	**21.9**	**15.3**

Source: Review of Expert Group to Review the Methodology for Estimation of Poverty (2009) Planning Commission, Government of India; Press Note on Poverty Estimates, 2011 – 12 (2013)

History of poverty estimation in India -**Pre independence poverty estimates**:

One of the earliest estimations of poverty was done by Dadabhai Naoroji in his book, 'Poverty and the Un-British Rule in India'. He formulated a poverty line ranging from Rs 16 to Rs 35 per capita per year, based on 1867-68 prices. The poverty line proposed by him was based on the cost of a subsistence diet consisting of 'rice or flour, dhal, mutton, vegetables, ghee, vegetable oil and salt'. Next, in 1938, the National Planning Committee (NPC) estimated a poverty line ranging from Rs 15 to Rs 20 per capita per month. Like the earlier method, the NPC also formulated its poverty line based on 'a minimum standard of living perspective in which nutritional requirements are implicit'. In 1944, the authors of the 'Bombay Plan' (Thakurdas et al 1944) suggested a poverty line of Rs 75 per capita per year.

Post independence poverty estimates:

 In 1962, the Planning Commission constituted a working group to estimate poverty nationally, and it formulated separate poverty lines for rural and urban areas – of Rs 20 and Rs 25 per capita per year respectively. VM Dandekar and N Rath made the first systematic assessment of poverty in India in 1971, based on National Sample Survey (NSS) data from 1960-61. They argued that the poverty line must be derived from the expenditure that was adequate to provide 2250 calories per day in both rural and

urban areas. This generated debate on minimum calorie consumption norms while estimating poverty and variations in these norms based on age and sex.

Alagh Committee (1979):   In 1979, a task force constituted by the Planning Commission for the purpose of poverty estimation, chaired by YK Alagh, constructed a poverty line for rural and urban areas on the basis of nutritional requirements. Table 3 shows the nutritional requirements and related consumption expenditure based on 1973-74 price levels recommended by the task force. Poverty estimates for subsequent years were to be calculated by adjusting the price level for inflation.

Table 3: Minimum calorie consumption and per capita consumption expenditure as per the 1979 Planning Commission task force on poverty estimation

Area	Calories	Minimum consumption expenditure (Rs per capita per month)
Rural	2400	49.1
Urban	2100	56.7

Source: Report of the Expert Group on Estimation of Proportion and Number of Poor, 1993, Perspective Planning Division, Planning Commission;

Lakdawala Committee (1993): In 1993, an expert group constituted to review methodology for poverty estimation, chaired by DT Lakdawala, made the following suggestions: (i) consumption expenditure should be calculated based on calorie consumption as earlier; (ii) state specific poverty lines should be constructed and these should be updated using the Consumer Price Index of Industrial Workers (CPI-IW) in urban areas and Consumer Price Index of Agricultural Labour (CPI-AL) in rural areas; and (iii) discontinuation of 'scaling' of poverty estimates based on National Accounts Statistics. This assumes that the basket of goods and services used to calculate CPI-IW and CPI-AL reflect the consumption patterns of the poor.

Tendulkar Committee (2009): In 2005, another expert group to review methodology for poverty estimation, chaired by Suresh Tendulkar, was constituted by the Planning Commission to address the following three shortcomings of the previous methods: (i) consumption patterns were linked to the 1973-74 poverty line baskets (PLBs) of goods and services, whereas there were significant changes in the consumption patterns of the poor since that time, which were not reflected in the poverty estimates; (ii) there were issues with the adjustment of prices for inflation, both spatially (across regions) and temporally (across time); and (iii) earlier poverty lines assumed that health and education would be provided by the State and formulated poverty lines accordingly. It recommended four major changes: (i) a shift away from calorie consumption based poverty estimation; (ii) a uniform poverty line basket (PLB) across rural and urban India; (iii) a change in the price adjustment procedure to correct spatial and temporal issues with price adjustment; and (iv) incorporation of private expenditure on health and education while estimating poverty. The Committee recommended using Mixed Reference Period (MRP) based estimates, as opposed to Uniform Reference Period (URP) based estimates that were used in earlier methods for estimating poverty. It based its calculations on the consumption of the following items: cereal, pulses, milk,

edible oil, non-vegetarian items, vegetables, fresh fruits, dry fruits, sugar, salt & spices, other food, intoxicants, fuel, clothing, footwear, education, medical (non-institutional and institutional), entertainment, personal & toilet goods, other goods, other services and durables. The Committee computed new poverty lines for rural and urban areas of each state. To do this, it used data on value and quantity consumed of the items mentioned above by the population that was classified as poor by the previous urban poverty line. It concluded that the all India poverty line was Rs 446.68 per capita per month in rural areas and Rs 578.80 per capita per month in urban areas in 2004-05. The following table outlines the manner in which the percentage of population below the poverty line changed after the application of the Tendulkar Committee's methodology.

Table 4: Percentage of population below poverty line calculated by the Lakdawala Committee and the Tendulkar Committee for the year 2004-05

Committee	Rural	Urban	Total
Lakdawala Committee	28.3	25.7	27.5
Tendulkar Committee	41.8	27.5	37.2

Source: Report of the Expert Group on Estimation of Proportion and Number of Poor, 1993, Perspective Planning Division, Planning Commission; Report of the Expert Group to Review the Methodology for Estimation of Poverty, 2009, Planning Commission; ; PRS.

The Committee also recommended a new method of updating poverty lines, adjusting for changes in prices and patterns of consumption, using the consumption basket of people close to the poverty line. Thus, the estimates released in 2009-10 and 2011-12 use this method instead of using indices derived from the CPI-AL for rural areas and CPI-IW for urban areas as was done earlier. Table 5 outlines the poverty lines computed using the Tendulkar Committee methodology for the years 2004-05, 2009-10 and 2011-12.

Table 5: National poverty lines (in Rs per capita per month) for the years 2004-05, 2009-10 and 2011-12

Year	Rural	Urban
2004-05	446.7	578.8
2009-10	672.8	859.6
2011-12	816.0	1000.0

Source: Report of the Expert Group to Review the Methodology for Estimation of Poverty (2009) Planning Commission; Poverty Estimates 2009-10 and Poverty Estimates 2011-12, Planning Commission; PRS

Rangarajan Committee:(2012) the Planning Commission constituted a new expert panel on poverty estimation, chaired by C Rangarajan with the following key objectives: (i) to provide an alternate method to estimate poverty levels and examine

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whether poverty lines should be fixed solely in terms of a consumption basket or if other criteria are also relevant; (ii) to examine divergence between the consumption estimates based on the NSSO methodology and those emerging from the National Accounts aggregates; (iii) to review international poverty estimation methods and indicate whether based on these, a particular method for empirical poverty estimation can be developed in India, and (iv) to recommend how these estimates of poverty can be linked to eligibility and entitlements under the various schemes of the Government of India.

Expert group submitted its report in 2014 giving "per capita monthly expenditure ; as rupees 972 in rural areas and rupees 1407 in urban areas as poverty line it preferred to use monthly expenditure of house hold of five for the poverty line purpose which came out to be rupees 4860 in rural areas and rupees 7035 in urban areas. It argued that considering expenditure of house hold is more appropriate than that of individuals. Living together brings down expenditure and as expenses such as house rent, electricity etc. gets divided into 5 members.

According to the report of the committee, the new poverty line should be Rs.32. in rural areas and rupees 47 in urban areas the earlier poverty line figure was Rs.27 in rural India and rupees 33 for urban India.

Other major recommendations were:

1. It reverted to old system of separate poverty line baskets for Rural and urban areas, which was unified by Tendulkar group.
2. Instead of 'Mixed reference Period' it recommended "Modified Mixed reference period" in which reference periods for different items were taken as –
   - 365-days for clothing, footwear, education institutional medical care, and durable goods.
   - 7-days for edible oil, egg, fish and meat, vegetables, fruits, spices, beverages, refreshments, processed food, pan, tobacco and intoxicants, and
   - 30-days for the remaining food items, fuel and light, miscellaneous goods and services including non-institutional medical; rents and taxes.
3. Report says that poverty line should be based on
   - Certain normative levels of 'adequate nourishment' plus clothing, house rent, conveyance, education and
   - A behaviorally determined level of other non-food expenses.
     Normative means – what is ideal and desirable?
     Behavioral means – what people use or consume as per general behavior
4. For normative levels of adequate nutrition – average requirements of calories, proteins and fats based on ICMR norms, differentiated by age, gender and activity for all-India rural and urban regions is considered.
   - Calories requirement – 2090 kcal in urban areas and 2155 Kcal in rural areas
   - Proteins – for rural areas 48 gm and for urban areas 50 gm
   - Fat – for urban areas 28 gm and for rural areas 26 gm
     Normative levels for fat and protein have been introduced for the first time and those for calories are reduces from earlier stands of 2100 kcal and 2400 kcal for urban and rural areas respectively. This was in lines with

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recommendations of Indian Council of medical research. It was found by council that due to change in lifestyle, more automation in industries, growing use of automobiles etc. minimum calorific consumptions required has fallen.

5. Poverty line by the group is also based on independent survey conducted by 'Center for monitoring Indian Economy' (CMIE). The results under this survey are remarkably close to those we get through NSSO survey. Confirming adequacy of NSSO data and group's methodologies.   CMIE considers maximum income required to meet consumption expenses of a household. If income is above consumption expenses, then household is above poverty line otherwise (if not able to save anything it is below poverty line. CMIE conducted survey on 150000 households.

6.   Again National Urban and Rural poverty lines were converted to state specific poverty lines by using Fisher Index. This gave us poverty 'ratios' in states and state's poverty ratios was weighted average of rural and urban state poverty ratios.

As per these estimates the 30.9% of the rural population and 26.4% of the urban population was below the poverty line in 2011-12. The all-India ratio was 29.5%. In rural India, 260.5 million individuals were below poverty and in urban India 102.5 million were under poverty. Totally, 363 million were below poverty in 2011-12. It also noted that there was substantial drop in poverty ratio from 2009 levels.

The estimate of poverty ratio for the years 2009-10 and 2011-12 derived from the Expert Group (Rangarajan) methodology and Tendulkar methodology are summarized in Table.

Table: Poverty Estimates in 2009-10 and 2011-12

Year	Poverty Ratio			No. of Poor (million)		
	Rural	Urban	Total	Rural	Urban	Total
Expert Group (Rangarajan)						
1. 2009-10	39.6	35.1	38.2	325.9	128.7	454.6
2. 2011-12	30.9	26.4	29.5	260.5	102.5	363
3. Reduction(%age points)	8.7	8.7	8.7	65.4	26.2	91.6
Expert group (Tendulkar)						
1. 2009-10	33.8	20.9	29.8	278.2	76.5	354.7
2. 2011-12	25.7	13.7	21.9	216.7	53.1	269.8
3. Reduction(%age points)	8.1	7.2	7.9	61.5	23.4	84.9

One of the principal objectives of post-independence Indian development planning has been to eradicate poverty, thus improving the lives of those battered by deprivation and suffering. This goal is important in itself and also in turn strengthens social, political, and economic outcomes. Although this objective has remained constant, the mechanisms for addressing it have evolved. To improve the effectiveness and timeliness of policy, recent attention has focused both on direct deprivations and on income poverty. In some cases, this is because data on deprivations can be gathered more quickly than income data and at lower cost; in other cases, this arises from a direct interest in deprivations for which income poverty is an insufficient proxy. This paper explores how the measurement of multiple deprivations may be strengthened and made more relevant for policy.

Initially, Indian poverty measures were unidimensional and based on income or expenditure. From 2002, India identified rural households as 'below the poverty line' (BPL) according to a thirteen-item census questionnaire. The 2002 census process was subsequently accused of corruption and low data quality and coverage. The methodology was subject to criticisms because of the weighting and aggregation processes, and the content of the thirteen-item survey was challenged.

Informed by such criticisms, this paper draws on the 2005/6 National Family Health Survey (NFHS). First, it explores concerns over BPL data quality. Next, we use the NFHS dataset, which is arguably of better quality, to match the dimensions in the rural BPL census and find ten plausible matching indicators. We construct a pseudo-BPL score using the current methodology, and compare this with the identification and aggregation methodology proposed by Alkire and Foster (2007). Their identification strategy addresses some weaknesses of BPL. Also, it goes beyond the BPL, because it can be disaggregated and therefore provide policy guidance at the village, block, or district level as to the components of deprivation. Using a decomposable measure would make much better use of BPL census data at minimal extra cost. For example, poverty in Orissa is driven more by deprivations in the quality of air the household members breathe in and nutrition, whereas deprivation in assets figures more strongly in Rajasthan. In both states, a lack of women empowerment, lack of access to sanitation, and lack of education is widespread. Comparing the BPL and Alkire and Foster methodologies leads to different results. If all else were equal, according to our measure, as many as 33 per cent of extremely poor rural Indians would not have received a BPL card using the 2002 BPL method.

The nine important measures which should be taken to reduce poverty in India are as follows:
1. Accelerating Economic Growth
2. Agricultural Growth and Poverty Alleviation
3. Speedy Development of Infrastructure
4. Accelerating Human Resource Development
5. Growth of Non-Farm Employment
6. Access to Assets

7. Access to Credit

8. Public Distribution System (PDS)

9. Direct Attack on Poverty: Special Employment Schemes for the Poor.

1. Accelerating Economic Growth:

In the fifties and sixties it was generally thought that poverty in India can be significantly reduced by accelerating economic growth. According to this view, benefits of economic growth will trickle down to the poor in the form of more employment opportunities, greater productivity and higher wages. With this it was expected that the poor will be raised above the poverty line. Various growth models put forward in the fifties and sixties such as Harrod-Domar growth model, Mahalanobis growth model, Lewis' model of economic development with unlimited supplies of labour suggested rapid growth of the modern industrial sector to tackle the problem of poverty in the long sun. For this purpose they suggested for increasing the rate of capital formation so as to generate more employment opportunities and increase productivity of labour. Though this is correct that higher rate of capital formation is necessary for accelerating economic growth and thereby for solving the problem of poverty, but this will not generate sufficient employment opportunities if labour – saving capital-intensive techniques of production are used in the process of growth. This has been clearly brought out by the actual experience in India in the eighties and nineties whereas in the two decades of development, rate of growth in GDP achieved is in the range of 5.5 per cent to 6 per cent per annum there has been only little increase in employment opportunities, especially in the organised industrial sector.Therefore, while efforts should be made to accelerate economic growth but if it has to make a significant dent on the problem of poverty the use of capital-intensive technologies imported from the Western Countries should be avoided. In fact, we should pursuer labour-intensive path of economic growth. Such monetary and fiscal policies should be adopted that provide incentives for using labour-intensive techniques.

2. Agricultural Growth and Poverty Alleviation:

Agricultural growth has been recognized as an important factor that contributes to marked reduction in poverty. A study made by Montek Ahuluwalia, former member of Planning Commission, brought clearly that agricultural growth and poverty are inversely related; the higher agricultural growth leads to lower poverty ratio. The experience of Punjab and Haryana in the late sixties and in the seventies confirmed this inverse relation between agriculture growth and poverty.

The growth in agricultural output in these states propelled by the adoption of new-high yielding technology caused a marked reduction in poverty in these states. Rural poverty ratio in Punjab and Haryana was 6.4 and 8.3 per cent respectively in 1999-2000.Therefore, other states have been urged to follow the path of Punjab and Haryana for reduction of rural poverty. Thus, Late Prof. S. Chakravarty states, "the solution to the problem of rural poverty requires that small farmers must also be given access to land-augmenting innovations". By land augmenting innovations he means the new high-yielding technology represented by green revolution that occurred first in Punjab and Haryana.

However, in the recent years relationship between agricultural growth and poverty reduction seems to have weakened. For example, at all India level, employment elasticity of growth in agricultural output has been found to be zero during 1993-94-1999-2000 whereas it was 0.45 during 1977-78-1983. It appears that at the all India level employment generated by new green revolution technology has been cancelled out by increasing mechanisation of agricultural operations in various parts of a

country. Thus, even in the light of the finding of zero employment elasticity of agricultural output at the all India level, positive impact of agricultural growth on the incomes of small farmers and, more particularly on the wage income of agricultural labourors, cannot be denied.

To ensure marked decline in rural poverty through agricultural growth, rate of agricultural growth should be accelerated by increasing public investment in irrigation and other infrastructure. In recent years since 1980, rate of capital formation in agriculture has been declining. This trend has to be reversed by increasing public investment in agriculture, especially irrigation. Besides, higher agricultural growth can be achieved in semi-arid and rain-fed areas by increasing public investment in infrastructure and ensuring adequate access to credit to the small farmers.

3.Speedy Development of Infrastructure:
An important measure to generate employment opportunities for the poor and to raise their productivity is the speedy development of infrastructure. Since private sector is not attracted to make adequate investment in infrastructure, public investment needs to be stepped up for its development. Infrastructure development consists of building of roads, highways, ports, telecommunication, power and irrigation. They involve mainly construction work which is highly labour intensive. Besides, the availability of infrastructure such as power and irrigation greatly raise productivity of labour. C.H. Hanumantha Rao in his study of East and South East Asian Countries finds that reduction in rural poverty in them achieved through economic growth occurred due to the fact that physical infrastructure in them were already highly developed.
To quote him, "The experience of East and South East Asian Countries shows that the impact of development on rural poverty reduction has been greatest in situations where land reforms have been implemented effectively and a high priority has been accorded to infrastructure development, agriculture and human resource development within a liberalised economic policy framework. These facts suggest, in the first place, that in a country like India where the physical and social infrastructure is inherited from the pre-liberalisation period is not strong and redistribution of land on a significant scale is not feasible, public investment needs to be stepped up for expending physical infrastructure in the less developed areas.

4. Accelerating Human Resource Development:
Besides physical infrastructure development, poverty can also be reduced through human resource development. Human resource development requires greater investment in educational facilities such as schools to promote literacy, technical training institutes and vocational colleges to import skills to the people. Further, human resource development requires health care by public investment in Primary Health Centre's, dispensaries and hospitals. This human resource development not only generates a good deal of employment opportunities but also raises productivity and income of the poor. Further, people equipped with skills, education and good health can easily get wage employment or self-employment with higher productivity.
In this way human resource development helps in reducing poverty. The experience of East and South-East Asian Countries, referred to above and Kerala in our country shows that poverty can be significantly reduced through investment guided as it is by profit motive, will not adequately invest in the human resource development. in human resource development. However, private sector,

5. Growth of Non-Farm Employment:

For reduction of poverty growth of non-farm employment in the rural areas is of special importance. Non-farm employment is created in marketing (i.e., petty trade), transportation, handicrafts, dairying, and forestry, processing of food and other agricultural products, repair workshops.

A study of poverty alleviation in Haryana brings out that significant reduction in rural poverty in Haryana in spite of a reduction in employment opportunities in agriculture was due to the remarkable increase in non-farm employment. Similarly, a study of Andhra Pradesh also shows that poverty declined more rapidly in the districts adjoining Hyderabad city due to large increase in non-farm employment.

6. Access to Assets:

Rapid growth of population after independence has led to greater sub- division and fragmentation of agricultural holdings and lack of employment opportunities in industries and other non-farm sectors has worsened the conditions of agricultural labour and self-employed small farmers.With no land or little land they can not engage themselves in self-employment activities for earning adequate income to meet their basic needs. Redistribution of land through effective redistribution, implementation of tenancy reforms so as to ensure security of tenure and fixation of fair rent would be an important measure of reducing rural poverty. Except in case of West Bengal and Kerala land reforms have not been implemented to reduce rural poverty.

However, abolition of Zamindari system is the only land reform measure which has been faithfully implemented in several parts of the country. Other land reform measures, namely, ceilings on land holdings, protection of tenants against eviction, and regulation of fair rent by the Government have remained unimplemented except in case of West Bengal and Kerala.

But without land reform?, a significant dent on the problem of rural poverty cannot be made. On small farms labour employment per hectare, output per hectare and double cropping are greater as compared to those of large farmers.Tenants who enjoy no security of tenure do not invest adequately in yield-increasing inputs to raise their productivity. The effective implementation of land reforms to ensure access to land and security of tenure are essential for the reduction of poverty.But, unfortunately, the present Planning Commission and the Government do not attach much importance to these much awaited land reforms. Citing the experience of East and South East Asia in which both rate of growth and poverty reduction have been remarkable Prof. C.H. Hanumanth Rao states, "their experience shows that the impact of development on rural poverty reduction has been greatest in situation where land reforms have been implemented effectively.

7. Access to Credit:

Availability of credit to the poor on easy terms can create the conditions for small farmers gaining access to productive resources such as HYV seeds fertilizers, construction of minor irrigation such as wells and tubewells. This will enable the small farmers to adopt high- yielding technology to raise their productivity.

The new technology is size-neutral, that is, it can be adopted equally well by small farmers. But the adoption of new technology requires financial resources which are lacking with the small farmers. Besides, the non-farmer poor need credit for

marketing, food processing, dairying, forestry, development of handicrafts which can provide them gainful employment.

Important changes have been introduced in the credit delivery system in India. Expansion of network of rural branches of commercial banks after nationalisation and fixation of limits for compulsory lending to the priority sectors (which include agriculture, small-scale industries) and fixation of lower interest rates to be charged from the poor farmers and artisans some progress has been made in this regard.However, banks and other financial institutions have not shown adequate response to provide adequate credit to them as they consider the poor to be non-creditworthy. Unless the banks and other financial institutions change their attitude toward supplying credit to the poor much success cannot be achieved to ensure adequate credit to the poor farmers and artisans. What they do need is short-term loan for working capital such as for purchasing raw materials, fertilizers, pesticides.An important step in credit delivery system for the poor has been setting up of regional rural banks (RRB). Regional rural banks are primarily meant to meet the credit needs of the poor. The Government should take effective steps to improve the functioning of these financial institutions so as to ensure availability of adequate credit to the poor.

8. Public Distribution System (PDS):

Poor households spend nearly 80 per cent of their income on food. Therefore, an effective way of raising rural incomes and ensuring food security to the poor households is an assured supply of adequate quantity of food-grains and other essential commodities at subsidised prices, that is, at prices which are lower than the market prices.

A properly functioning public distribution system which is targeted to the poor households is an important element of the strategy for poverty reduction. The Central Government Organisation 'Food Corporation of India' procures the food-grains from the farmers at the minimum support prices (MSP) and store them in their warehouses located throughout the country.

The food-grains so procured are allotted to the state governments to be sold through the public distribution systems (i.e., ration shops) at subsidised prices which are below market prices. The difference between the two prices is paid by the Central Government as subsidy. The expenditure on food subsidy has greatly increased in recent years. The ratio of release of food-grains through PDS to total food-grains is around 10 to 13 per cent. Some economists have suggested lowering of subsidies. What is needed is to ensure subsidised food-grains supply through PDS be made only to the targeted group of households living below the poverty line and not to all households. In this way the expenditure on food subsidy can be reduced significantly and only the poor will get the benefits of the subsidy. It is worth minting that Andhra Pradesh is a shining example of using PDS to help the poor under Rs. 2 per kilogram of rice supplied through ration shops.

9. Direct Attack on Poverty: Special Employment Schemes for the Poor:

It was realised in the early seventies that it would take a very long time for economic growth to generate enough employment opportunities to provide productive employment to all the unemployed and poor in the country. Therefore, a strategy of providing employment to the poor in the short run, special schemes of employing poor on rural public works was proposed by Dandekar and Rath in their now famous work "Poverty in India".

The special employment scheme of rural public works which was launched by the Government in 5th Five Year Plan constitutes a direct attack on poverty as it does not depend on the trickledown effect of economic growth on the poor. There are mainly two types of such special anti-poverty schemes launched by the Government from time to time. First, there are several special schemes of providing wage employment to the poor. These include Jawahar Rozgar Yojana (JRY), now named as Jawahar Gram Stimridhi Yojana after restructuring it. It is centrally sponsored scheme implemented by Gram Panchayats to generate wage employment for the rural poor.

The approach of this scheme is to employ the poor on building durable and productive community assets such as roads, small irrigation facilities, school buildings, rural electrification. These durable productive assets after completion would create employment opportunities on sustained basis. The second special employment scheme is IRDP (Integrated Rural Development Scheme) under which self-employment of rural people is promoted by building their capacity in such activities as dairying, poultry, handicrafts, forestry. Financial assistance to them is arranged through banks for this purpose. Similarly, a third such special employment scheme is TRYSEM (Training of Rural Youth for Self-Employment) under which rural youth are given training and equipped with skills so that they can start some self-employment activity. Bank credit is arranged to financially support them.With effect from April 1999, IRDP and TRYSEM schemes along with the schemes of Development of Women and Children in Rural Areas (DWCRA) and Million Wells Scheme (MWS) have been merged into a single scheme called Swaran Jayanti Gram Swarozgar Yojana (SGSY) which aim at promoting micro-enterprises by helping the poor to form self-help groups with the assistance from the centre and states.If implemented in a right spirit, these schemes can make useful contribution to poverty reduction in the rural areas. However, the actual performance of these schemes has not been satisfactory. While a large amount of money is spent by the Government on payment of wages, durable productive assets to be used for future use are not generally created. Similarly, schemes for self-employment such as IRDP, TRYSEM are merely used to get loans from the banks and financial assistance from the states. They are not generally used for investment for viable schemes of productive self employment. This highlights the need for making reforms in these schemes so that they lead to the expansion of productive types of wage-employment and self-employment.

ACTIVITY: 5. Compare the poverty level with the cost of meeting basic needs in their community.

3.4. Caste, Religious, linguistic, economic, regional, gender discriminaton .status of states and the nation on human development indicators.

Discrimination is when someone is treated unfairly or differently. Discrimination is when a person is treated unfairly or badly because the person is one of a particular group. The Universal Declaration of Human Rights affirms that all persons must be protected against any kind of discrimination, or even its inciting. Social justice is aimed at promoting a society which is just and equitable, valuing diversity, providing equal opportunities to all its members, irrespective of their disability, ethnicities, gender, age, sexual orientation or religion, and ensuring fair allocation of resources and support for their human rights. Any number of diverse factors, including those mentioned above, but also education, social class, political affiliation, beliefs, or other characteristics can lead to discriminatory behaviors, especially by those who may have a degree of power in their hands.

Promotion of equality presumes an understanding of the nature of inequality. Indian society has been characterized by inequality for centuries. This inequality is both nature created and society contrived. Regional disparities in developmental levels are largely due to asymmetrical distribution of natural resource as well as apathy of organized society towards the same. However, there are several inequalities created and perpetuated by human society. They are related to caste and class. The belief that human beings and groups are hierarchically endowed in regard to their abilities, that those who have superior abilities should enjoy status and wield power over the rest has led to inequalities. Discrimination in regard to sanction/deprivation privileges, special facilities, access to natural and other resources is borne out of such a belief. Sanctions/deprivations in regard to ownership of property, control of administration, acquisition of learning, marriage relationships, and participation in civic/public life have led to unfair and unjust treatment of several groups of human beings in preference to others. It has, in sum, led to injustice in societal organization and treatment of individual groups. This is the society that we inherited at the time of Independence and adoption of the Constitution. There is a conscious, deliberate, planned effort on the part of the Indian State to regulate, rechannelise and reform this in-egalitarian social structure and lead it towards 'Democratic Socialism.

Discrimination The term discrimination refers to differential treatment taken against a person or group because they belong to certain class, caste, gender, etc which is considered as lower in the society. Discrimination is the differential behaviour towards another group. It involves excluding or restricting members of one group from accessing opportunities that are available to other groups. Discriminatory behaviour takes many forms and involves in social, political and economic exclusion. This disadvantages lead to different kinds of discrimination and injustice. The economic disadvantage may be seen as one of the root causes of discrimination. Unequal distribution of income gives advantages to the working classes than others. Apart from economic causes people with socially despised sexualities as well as people suffering from different types of illness are also discriminated. In this scenario, the gender discrimination is more predominant. Gender encompasses elements of injustice which stems from the dominant value of the society.

The devaluation of women in the society leads to their discrimination. This discrimination manifests in the form of dowry, son preference, sex trafficking, unpaid labour, abuse, nutritional deprivation, lack of education, lack of opportunities in the labour market, domestic violence, other economic, social and political disadvantages. This discrimination takes different forms in different context. In US, race structures plays an important role that too women from disadvantaged race are paid low, have low status, do menial jobs and they are mostly in domestic occupation.

In Indian context, caste is also associated with this discrimination. The lower caste women have triple burden of being a woman, hailing from lower caste and being poor. Contact of any kind through touching, having sexual relation, dinning, drinking from the same well and so on between institutionally upper caste and lower caste is socially not accepted. According to Arjan De Haan these discriminations and deprivations are multi dimensional. For example, a landless female daily labourer of Scheduled Caste is very likely to be poor, illiterate, with poor health status, have little social capital and she finds it difficult to exercise her constitutional rights. Her quality of life is less because of discrimination. The lower castes are segregated on space and they are confined to the margins of village. This distance and social disadvantage make them socially, economically and culturally disadvantaged.

The Constitution of India guarantees to all Indian women equality (Article 14), no discrimination by the State (Article 15(1)), equality of opportunity (Article 16), and equal pay for equal work (Article 39(d)). In addition, it allows special provisions to be made by the State in favour of women and children (Article 15(3)), renounces practices derogatory to the dignity of women (Article 51(A) (e), and also allows for provisions to be made by the State for securing just and humane conditions of work and for maternity relief (Article 42). In spite of these measures, women discrimination in India continues. Social commitment and political will has a significant role in uprooting the discriminatory practice against women.

Caste System in India:

The system of caste is said to have originated in India though the exact origin of caste system cannot be traced. The records of Indo Aryan Culture contain its first mention. According to Dr. Muzumdar, the caste system took its birth after the arrival of Aryans in India. In order to maintain their separate existence the Indo-Aryans used for certain groups and orders of people the favourite word 'Varna' and 'Colour'. Of the relation subsisting between four classes —Brahmin, Kshatriya, Vis and Sudra— Brahmin is definitely said to be superior to Kshatriya.

In fact the entire Hindu social organization is based on two fundamental notions—one regarding the natural endowment of man and the other regarding his nature and upbringing. These two are called Varma Ashram Vyavastha, the organization based on differences in caste and differences in stages of life.

According to Ashrama Dharma, a man has to go through four stages of life –

(i) The Brahmacharya—student stage when he acquires knowledge and prepare himself of future duties,

(ii) Grihastha Ashram—householder stage in which he marries and brings up his family and takes up an occupation in order to fulfill his economic obligations to his family as well as to society,

(iii) Vanprastha Ashrama—when he gives up his household duties, occupation and retires into a forest hermitage to devote time for the development of his personality,

(iv) Sanyasa Ashrama – when he renounces the world and devotes himself fully to the achievement of final aim of his existence — Moksha or liberation.

The other aspect of Hindu social organization consists of the concept of natural endowment that fixes the position of man in the society of Varnadharma. According to Varnadharma, there are some people who devote themselves to the performance of sacrificial rites, study and teaching. They are Brahmins who constitute the intellectual elite. Secondly there are Kshatriyas whose duty is to protect the people. These are the rulers and warriors of the olden days and statesman and politicians of modern days.

The third group is of those people who have a peculiar endowment to produce wealth and to engage themselves trade, commerce, banking etc. Right from agriculturists to the industrialists and bankers all the people who are engaged in the task of production and distribution of wealth constitute the third group, the Vaishya. Finally, all the rest of the members of the society who are workers constitute the Sudra group.

The first three groups are the elite groups—the intellectual, the political and productions groups and the fourth group comprises the working class. In this way the origin of caste system can be found in the nature and quality of social work performed by the various groups of people. Those professions which were regarded as better and respectable made the persons who performed them superior to those who were engaged in dirty professions.

According to the Evolutionary theory, the caste system did not come into existence all of a sudden or at particular date. It is the result of a long process of social evolution. A number of factors played their part in the development of the present caste system.

Some of the important factors are as under:

1. Hereditary occupations

2. The desire of the Brahmin to keep themselves pure

3. The lack of rigid unitary control of the state.

4. The unwilling of rulers to enforce a uniform standard of law and customs and their readiness to recognise the varying customs of different groups as valid.

5. Beliefs in re-incarnation and the doctrine of Karma.

6. Clash of races, colour prejudices and conquest.

7.Deliberate economic and administrative policies followed by the various conquerors particularly by the British.

8. Geographical isolation of Indiana peninsula.

9. Static nature of Hindu society.

10. Foreign invasions.

11. Rural social structure.

All the above factors conspired to encourage the formation of small groups based on petty distinctions from time to time which promoted the spirit of solidarity and community feeling in every group. Caste system is not a monopoly of India. It existed and still exists in many parts of the world. The feudal system of medieval Europe was a species of caste system. Certain ethnic group such as Jews and Negroes are still treated as castes in many civilised countries including the U. S. A. What is unique in Hindu caste system is that it alone classified some groups as untouchables and unapproachable.

Indian Constitution-special provisions:

Though the spirit of factionalism stands clearly affirmed in the constitution, yet the constitution in a limited and indirect way recognises the caste system in the form of providing for the reservation of seats for Scheduled Castes and Scheduled Tribes in the Union Parliament and the State Legislative Assemblies. It also provides for the office of commissioner of Scheduled Castes and Scheduled Tribes with the responsibility to investigate into matters relating to the various safeguards provided by the constitution to these castes and tribes.

The provision for the appointment of minister in charge for looking after the welfare of Scheduled Castes, Scheduled Tribes and other backward classes in the States of Bihar, Madhya Pradesh and Orissa also reflects indirect recognition of caste factor. Article 331 and 333 provides for the reservation of seats and jobs in government offices, schools, colleges, universities and other public sector undertakings also reflects this feature. The emergence of strong pro-reservation and anti-reservation groups in India has been the direct consequence of these provisions of the constitution.

Modern Trends in the Caste System in India:

(i) Reformist Movement:

Many Indian writers who studied western literature in details were impressed by progressive ideas of English writers and they started a movement to promote brotherhood of mankind. Indian writers like Raja Ram Mohan Roy, Rabindra Nath Tagore, Swami Dayanand, and Mahatma Gandhiji put in their efforts to make it clear that it is not only birth or caste of a person which determines one's position in society but his own capabilities and worth is all that matters.

(ii) Legislation during British Rule:

British courts were established which made uniform laws for all the people. The Caste Disability Removal Act of 1850 recognised all castes to be equal. According to Special Marriage Act in 1872 and Hindu Special Marriage Act 1954, inter-caste marriages were considered valid. Indian constitution through its articles allows all castes to be treated equal and removes the concept of untouchability.

(iii) Industrialisation:

Social structure of a society is affected by industrial revolution to a great extent. In an industrialised society people from all spheres of life, of all castes, creed and colour come together and work. People work according to their qualification, talent and experience. Preference is given to skill and qualification of a person and not the caste he belongs to. So industrialisation has helped in removing the inequalities based on caste, creed or colour to a great extent.

(iv) Urbanisation:

Urbanisation has brought people from different places and caste together. In cities people of different castes are adopting one another's way of life and the economic factor is playing a great role in making categories of people like Rich, Poor and Middle Class.

Caste is significant factor for determining access to resources like education, income, health valued by individuals. India's upper caste households earned nearly 47% more than the national average annual household income, the top 10% within these castes owned 60% of the wealth within the group in 2012, as per the World Inequality Database.

ACTIVITY.5. Conduct a drama on caste system in India.

2.Religion

Religion has historically influenced Indian society on a political, cultural and economic level. Religious identities are significant for an individual's ability to mobilize resources. Religious identities can cause prejudices which may lead to economic exclusion and other forms of discrimination which can impact jobs and livelihood opportunities. There is a sense of pride associated with the country's rich religious history as the traditions of Hinduism, Buddhism, Sikhism and Jainism all emerged out of India. Moreover, while a majority of people in India identify as Hindu (79.8%), the medley of religions that exist within the country continually impact contemporary society.

The 2011 Indian census indicated that 79.8% of Indians identified as Hindu, 14.2% identified as Muslim and 2.3% identified as Christian. A further 1.7% of the population identified as Sikh, 0.7% identified as Buddhist and 0.37% identified as Jain. Due to the massive population size of India, religious minorities still represent a significant number of people. For example, although only 0.37% of India may identify with Jainism, that still equates to over 4 million people. While not all religions in India can be discussed in detail, the following provides an overview of the major religions in the country as well as sizable religions that originated in India.

Religious discrimination is treating a person or group differently because of the particular beliefs which they hold about a religion. This includes instances when adherents of different religions, denominations or non-religions are treated unequally due to their particular beliefs, either before the law or in institutional settings, such as employment or housing. Religious discrimination is related to religious persecution, the most extreme forms of which would include instances in which people have been executed for beliefs perceived to be heretical. Laws which only carry light punishments are described as mild forms of religious persecution or as religious discrimination. Even in societies where freedom of religion is a constitutional right, adherents of religious minorities sometimes voice concerns about religious discrimination against them. Insofar as legal policies are concerned, cases that are perceived as religious discrimination might be the result of an interference of the religious sphere with other spheres of the public that are regulated by law (and not aimed specifically against a religious minority).

Religious discrimination has been a persistent and pressing problem in many parts of the world since ancient times. It is especially so in countries where one religion has a clear advantage over the others with the largest following. Religious discrimination is a subtle form of cultural, religious and even racial violence in which people are discriminated because of their religious beliefs, race or nationality and subjected to social and economic disabilities. It is a common practice in those religions which tend to discriminate between believers and nonbelievers and subject the latter to unfair, unequal and unjustified treatment.

India is a democratic and secular country. The country does not discriminate against the followers of a particular religion. According to Vinoba Bhave, "The days of religion and nationalism are gone ,the days of science and spirituality have come". Spirituality and good conduct must be taught in the centers of learning because of our multiracial and multireligious society.

Secularism "The realization of Fatherhood of God and The Brotherhood of Mankind" The real concept of secularism is that the sate shall not impose any religion on people and it should pay equal respect to all religions.

George Jacob Holyoake (13 April 1817 – 22 January 1906), was a British secularist, co-operator, and newspaper editor. He was the first man to use the term 'secularism' to restructure a pluralistic society based on democracy and tolerance where equal opportunities were to be given to all, irrespective of caste ,creed, colour ,race or culture.

The term secularism has been derived from the Latin word ,Seculum meaning "this present age" or "this present generation". Secularism. According to Holyoake, "Secularism is a system which seeks the development of physical ,moral and intellectual nature of man to the highest possible point as the immediate duty of life, which inculcates the practical sufficiency of natural moralty apart from atheism, theism or the Bible, which selects as its methods of promotion of human improvement by material means"

History of Secularism in India Emperor Ashoka was the first great emperor to announce, as early as third century B.C. that, the state would not prosecute any religious sect. In his 12th Rock Edit, Ashoka made an appeal not only for the toleration of all religion sects but also to develop a spirit of great respect toward them. He pleaded for restrain of criticism of other religious sects. He asked people to become perfect in the scriptures of other religions. The religious tolerance expressed by Ashoka more than 2,300 years ago has been one of the cherished Indian Social Value. Ashoka's secular outlook is one of the landmarks not only of Indian civilisation but also of the human civilisation itself (Yerankar, 2006). Even after the advent of Jainism, Buddhism and later Islam and Christianity into the Indian soil, the quest for religious toleration and coexistence of different faiths continued.

The spirit of secularism was strengthened and enriched through the Indian freedom movement too. In the initial part of the Indian freedom movement, the liberals like Sir Feroz Shah Mehta, Govind Ranade, Gopal Krishna Gokhale by and large pursued a secular approach to politics. The Mughal emperor the great Akbar also to a great extent promoted the policy of toleration of different religions. His propagation of Din-e-Illahi (Divine faith) and Sulh-e-kul (Peace with all) were highly inspired by the spirit of secularism.

B.R.Ambedkar: "All that secular state means is that this parliament shall not be competent to impose any particular religion upon the rest of the people".

S.Radhakrishnan: "Secularism does not mean anything irreligious or atheism or even stress on materials comforts, rather it lays stress on the universality of spiritual values which may be obtained by a variety of ways".

Mahatma Gandhi: " The soul of religion is one but it is engaged in a multitude of forms. Wise men will ignore the outward crust and see the same soul living under a variety of crusts".

Indian Constitution Concept of Secularism

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens: JUSTICE, social, economic and political; LIBERTY of thought, expression, belief, faith and worship; EQUALITY of status and of opportunity; and to promote among them all FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation; These are the opening words of the preamble to the Indian Constitution The preamble has been amended only once so far. On 18 December 1976, during the Emergency in India, the Indira Gandhi government pushed through several changes in the Forty-second Amendment of the constitution. A committee under the chairmanship of Sardar Swaran Singh recommended that this amendment be enacted after being constituted to study the question of amending the constitution in the light of past experience. Through this amendment the words "socialist" and "secular" were added between the words "sovereign" and "democratic" and the words "unity of the Nation" were changed to "unity and integrity of the Nation" Forty-second Amendment.

Article 28 states that, " No person attending any educational institution recognized by the state or receiving state funds shall be required to take part in any religious instruction that may be imparted in such institution or to attend any religious worship that may be conducted in such situation or any premises attached thereto unless such person is a minor or his guardian has given his consent thereto". Article 25, 28 and 30 of the Indian Constitution emphasise the concept of secularism. The idea Secularism is one of the fundamental aspect of the Indian has no national religion and it provides all religions with equal opportunities.

What is the need of Secular Education in India?

- Equality, Fanaticism, communalism and regionalism are on the increase.
- India is a multi religious and culturally varied society.
- Need of Secular Education In India To fulfill the requirements of democratic India.
- To strengthen secularism and human relationship in India.

- To inculcate in the youth social, moral and cultural values.
- To train the youth to be good citizens.
- equality, liberty, fraternity, national outlook and international understanding need to be propagated.

Education, therefore, shall endeavour for the promotion and inculcation of secularism as one of its aims. John Dewey sees school as a miniature society. Thus, foundation of a secular society can be laid down in the school. It, thus, becomes a crucial concern for schools to view education as a process of 'becoming'. Education shall take into account all round development of children including engaged citizenship. It shall not be viewed as an end in itself, rather as a means to an end. Principle of Secular Education Unity in Diversity Diversity in Unity Secular Education.

ACTIVITY.6.Celebrate religious festivals in your class room and discuss about secularism.

Linguistic (Language)

Language is a communication bridge between people, built through an arbitrary system of sound symbols a definite sequence representing a definite semantic field. Though arbitrary, the indigenous systems, developed through the ages in individual groups are intimately related to the life of the people. Thus any child receives his non-formal initial education through his mother tongue or the language spoken by the people around the small world of the child. This language has tremendous significance in the life of an individual.

According spoken by Several such mother tongues exist in India. to 1971 census, there are at least 105 more than 10,000 people. The 1961 languages census has recorded 1652 mother tongues in India, coming under the four language families already mentioned.

Among these, only 12 major literary languages were recognised as official languages of the Union of India apart 53 from Sindhi and Urdu as non-state languages. language of intellection and Sanskrit English is the the classicral language. The twelve major languages are Hindi, Oriya, Assamese, Bengali, Marathi, Gujarati, Punjabi, Kashmiri, (Indio Aryan Languages) Tamil, Telugu, Kannada and Malayalam (Dravidian Languages). None of the Munda and Tibeto Burman languages have either the numerical strength or a strong literary tradition so as to dictate recognition as a major language. (CIIL, 1973 : vi)

There are nearly 400 tribal languages which are non-literary, spoken by more than 60 million people. These people are found scattered among the dominant language

groups. They are invariably economically and educationally backward when compared to others.

 The Indian Constitution, through articles 343-351 deals with the language situation in India. Articles 29, 30 and 347 are devised to safeguard the interests of minority language groups. Article 343 makes Hindi in Devanagari script as the official language of India. It stands on purely empirical grounds, being spoken by 33 percent of the total population.

 From time to time people exert pressure for the inclusion of their language in the VIII schedule of the constitution. In view of such legitimate demands, our Government has amended some of the Constitutional provisions. Thus the official languages Act of 1967 came 54 into existence. The Twenty first Amendment - 1967 added Sindhi to the list of official languages. Konkani was recognised as one of the official languages of Goa under the official Language Act passed in 1987.

At all stages, diversity of languages has been considered the starting point of Language Planning in India. This is in line with the linguistic thinking of the eighteenth and nineteenth and early twentieth centuries, the leading advocates being William Adam, Grierson and others.

 In spite of our very flexible official language policy, tensions between language groups are always on the rise. The language tensions became manifest nearly 15 years after independence in Tamilnadu and Bengal. This was sparked off by the decision of the government to implement Article 343 of the Constitution - bringing into effect the use of Hindi as the Lingua-franca or the Official National Language of India. The newly growing Hindi language proved a misfit for official purposes and a poor contender to replace the English monolith. Moreover, in a democatic set up the imposition of one language on other language groups or propagating one language in preference to others invited resistance. Realising the folly and accepting the fact that Indian Languages are mutually unintelligible, the government immediately withdrew its stand and the subsequent prime ministers have time and again stressed that Hindi will not be imposed on non-Hindi speaking people. The would-be link 55 language will be propagated not through coercion, but through persuasion.

 We cannot always shift the blame for language tension on vested interests and political motivation, blinding ourselves to the bare facts of the real world people are living in. The facts of Tamilnadu remain that the state had never come under Moghul rule and the propagation of Persian or Arabic was historically nonexistent except through Muslim settlers who used the local language as the literary medium to propagate their religion. There is a wide gap between the Tamil people and the HindiUrdu language amalgam. Hence, the people equated language imposition with historical sequence in India - the Hindu India, the Moghul Empire, the British Raj, viewing it as Aryan imperialism!

The reason was quite different in Bengal. Bengali was the forerunner of a national renaissance with the acceptance and active implementation of Bengali as the Court Language and medium of education even in early nineteenth century.

Since then, language tension raises its ugly head in many different forms and in many places. The Karnataka State Government in 1982, made Kannada compulsory at primary stage even for non-Kannada speaking children which created tension. The idyllic union territory of Goa became a vortex of linguistic violence early in 1987 as the agitation to 56 make Konkani the official language went out of hand.

Cause for Language Problems:

What is the root-cause of tension between the language groups and language problems? Geographic division on linguistic grounds became a historical necessity after independence.

These language divisions invariably coincide with other divisions. Thus in Punjab, Hindus called it Hindi when Sikhs called it Punjabi. The Muslims called it Urdu while Hindus named it Hindi. The other factors that lay the seeds of division, geographic, religious, social or otherwise are fostered by another decisive step taken by the people - that of devising a new script. Thus the language in Arabic script became Urdu and the one in Nagari became Hindi. The gap widens as time passes, triggering a process of mitosis, culminating in the development of two language entities.

Thus the separation of Punjabi through the years became marked by the introduction of Gurmukhi script. Now as recently as 1989, the Darjeeling Hill Development Council leader Subhas Gheising has given.a call to change the word 'Nepali' to 'Gorkhali'. (The Statesman, Jan 31, 1989). Such calls are the starting point for language mitosis and the process becomes complete with the formation of a script that will eventually become manifest in the formation of two languages -Nepali and Gorkhali. Such a language phenomenon has become manifest before our very eyes, in the span of one generation. But there is no reason to be alarmed at the effect a seemingly innocent divising of a script can have on people, setting in division. The same reason - divising a script, apart from being the source of division can very well be the fountain head of unification and standardisation.

India approximately has 30 languages that are spoken by a million people across the country. Additional languages cross over 122 in number, spoken by around 10,000 people, inclusive of about 1599 dialects. As the country has such a huge plethora of languages, many are now on the verge of extinction. These languages should be put to educational, cultural and administrative purposes in order to save them.

Tulu is a Dravidian language spoken by people around the coastal areas of Karnataka and Kerala. The Kasargod district in Kerala is at the confluence of seven languages. It is important to know that 22 languages are protected under the Schedule VIII of the Indian Constitution. However, many languages are still struggling to get this favoured position even when they are on the verge of extinction. The question that arises is

whose burden is it to bear the pain of conserving a language, promoting it at a national or state level? Further, how the state or citizens are to be held responsible in such situations? Tulu is not an official language in the country and is confined to the cities of Mangaluru, Udupi, and Kasaragod. If Tulu is included within Section VIII of the Indian Constitution, it would get major benefits like the civil-services exams could be conducted in it and Parliament debates could take place in the regional language, along with recognition in the Sahitya Academy. It could be preserved and awareness about the same could be spread across the nation. Thus, placing regional languages at an equal level would lead to social inclusion and national solidarity. Moreover, such a step would promote the power of the Constitution of India that promises equality and opportunity to all.

Constitutional provisions on official language during the Independence:

India is a multilingual country. Thus the famers of Indian Constitution felt the need to specify the languages to be used in the state functions. Therefore, Part XVII of the Indian Constitution came into existence which contains the following provisions:

- **Article 343:** It mentions that the **official language of the Union shall be Hindi** in Devanagari script. The form of numerals to be used for the official purposes of the Union shall be the international form of Indian numerals.
- **Article 346:** It mentions the **official language for communication between the states and between a state and the Union**. The Article also states that the "authorized" language will be used. However, if two or more states agree that their communications shall be in Hindi, then Hindi may be used.
- **Article 348:** it mentions the **language to be used in the courts** and in legislative processes.
- **Article 349:** It mentions **Special procedure for enactment of certain laws relating to language.**
- **Article 351:** It mentions **directive for development of the Hindi language** accordingly, It shall be the **duty of the Union to promote the spread of the Hindi language,** to develop it so that it may serve as a medium of expression for all the elements of the composite culture of India and to secure its enrichment by assimilating without interfering with its genius, the forms, style and expressions used in Hindustani and in the other languages of India specified in the Eighth Schedule.

Official languages commission:

It is constituted by the President of India in as per the provisions stated in the article 343 of of the Indian constitution. It was constituted in 1995. As defined in the Article-344 of the Constitution, it shall be the duty of the Commission to make recommendations to the President as to:

1. The progressive use of the Hindi language for the official purposes of the Union.

2. Restrictions on the use of the English language for all or any of the official purposes of the Union.

3. The language to be used for all or any of the purposes mentioned in Article 348.

4. The form of numerals to be used for any one or more specified purposes of the Union.

The official language act of 1963

Accordingly, the Official Languages Act, 1963 (amended in 1967) provides for continuing the use of English in official work even after 25 January 1965. The Act also lays down that both Hindi and English shall compulsorily be used for certain specified purposes such as Resolutions, General Orders, Rules, Notifications, Administrative and other Reports, Press Communiqués; Administrative and other Reports and Official Papers to be laid before a House or the Houses of Parliament; Contracts, Agreements, Licences, Permits, Tender Notices and Forms of Tender, etc.

The three language formulae of education curriculum Background

In 1968 the Ministry of Education of the Government of India in consultation with the states formulated the three-language formula for language learning. The formula as enunciated in the 1968 National Policy Resolution which provided for the study of Hindi, English and modern Indian language (preferably one of the southern languages) in the Hindi speaking states and Hindi, English and Regional language in the non-Hindi speaking States.
The formula was formulated in response to demands from non-Hindi speaking states of the South,such as Karnataka, Andhra Pradesh and mainly Tamil Nadu.

Revised Draft National Education Policy

- Recently the Ministry of Human Resource Development (MHRD) has come up with the revised draft of National Education Policy (NEP) 2019, which suggests giving flexibility over choice of language under the three language model in schools after protests over Hindi imposition in non-Hindi speaking states.
- The revised draft mentions that since the modular Board examinations for language proficiency will indeed test only for basic proficiency in each language, such a change in choice in Grade 6 would certainly be feasible if the student so desires and would in such cases be supported by teachers and the schooling system.
- The revised draft further added, the additional choices of languages would therefore be offered in middle school for this purpose of choice and flexibility.
- This revised draft comes after much hue and cry over Hindi imposition in schools in the non-Hindi speaking states, Tamil Nadu being one.

ACTIVITY.7.Conduct a case study on Language discrimination.

Economic inequality

Global income inequality is probably greater than it has ever been in human history. The economic inequality, largely, viewed as comprising all forms of disparities in the distribution of economic assets and income. There is a debate about whether the income inequality is getting worse or getting better. Currently, the richest 1 per cent of people in the world receives as much as the bottom 57 per cent. The ratio between the average income of the top 5 per cent in the world to the bottom 5 per cent increased from 78:1 in 1988 to 114:1 in 1993 (Milanovic 1999). One pole represents the 2.4 billion people whose mean income is less than $1000 year and includes people living in India, Indonesia and rural China. With 42 per cent of the world's population, this group received just 9 per cent of the world Purchasing Power Parity (PPP) income. The other pole is the group of 500 million people whose income exceeds $11,500. This group includes the US, Japan, Germany, France and the UK. Combined, they account for 13 per cent of the world's population, yet garner 45 per cent of the world PPP income. The gap between these two poles is so large that it comprises the major component of the world's income inequality. The richest 25 per cent of the world's population receives 75 per cent of the world's income, even when adjusting for purchasing power parity. The poorest 75 per cent of the population share just 25 per cent. This occurs because a large proportion of the world's population lives in the poorest countries, and within the poorest regions of those countries, particularly in the rural areas of China, rural and urban India and Africa.

The 2019 report by Oxfam, titled "Public good or Private Wealth?" showed that India's top 10% holds 77.4% of the total national wealth, while the top 1% holds 51.53% of the wealth. The bottom 60% population holds only 4.8% of the national wealth.13.6 crore Indians, who make up the poorest 10% of the country, have continued to remain in debt for the past 15 years. The Gini coefficient of wealth in India in 2017 is at 0.83, which puts India among the countries with highest inequality countries.

CAUSES OF ECONOMIC INEQUALITY:

The income distribution pattern shows that there are glaring inequalities in India. The main causes of income inequality in India are as follows.

i) Differential Regional Growth: the post reform period is characterized by widening regional inequality. Regional disparity is the major reason for income inequality. The economic disparity has a geographical facet. A large majority of poor people live in backward regions/states of the country. The rich are more in percentage in the advanced states and regions. There is also intra state income inequality. But that income inequality is still sharper in poor states. It is because the advanced states grow rapidly. They have performed well, both in agriculture and industries. Their per capita income also rises very fast. On the contrary the poor states lag behind. Due to slow economic growth, the poor states continue to be inhabited by poor people with low per capita income. Statistical convergence among states in terms of inequality, poverty, and real mean consumption is weak.

ii) Unequal Asset Distribution: income flows from wealth. Assets like land, cattle, labour, training, education, and shares represent the wealth of households. Asset

distribution is very uneven, both in rural and urban areas of India. Few people are land owners, but a majority are land tillers. Therefore, income distribution is highly skewed. Asset formation in different regions has been very asymmetric. The accumulated assets pass on from generation to generation. This inequality in wealth enables few people to get income in the form of rent, interest, and profit. But the majority of people in the villages and urban areas do not possess any income generating assets. Private ownership of property has no limit. It is the cause of the concentration of economic power.

iii) Technological Dualism. There is technological dualism in India. Very advanced technology, high technology, and nano technology are proudly adopted in different sectors and industries. But the old bullock cart and hand pulled rickshaw are widely used in different parts of India. High tech users maintain their high economic status, while the agricultural workers toil in the field with primitive technology and drudgery–ridden practices. As a result of the rise in technological dualism, income inequality increases.

iv) Educational Disparity: the educational system in the country is inefficient and defective. It does not help in skill formation of the weaker section. It is not effective enough to build human capital. It also discriminates against the poor. The high dropout rate is associated with high push out rates in primary schools in remote villages. There are two types of education: education through English medium schooling, and education through the medium of regional languages. The former education is very expensive. It is an investment which is not affordable by the majority of the people. The latter is an expenditure for households. The poor villagers and labour class consider education, and, particularly, a girl's education as wasteful, having no return. There is inequality in training and skill building.

v) Inadequate Welfare Measures: the problem of unemployment is becoming very severe. The country is adopting capital intensive technology in the name of the modernization process. Welfare measures of the government are treated as relief measures. This promotes a dole culture which maintains inequality. Welfare measures are not adequate for the lower class and to eradicate inequality. They do not help to create jobs, or provide training in skills among the deprived classes.

vi) Inappropriate Government Policy: the policy of the government lacks any perspective. It does not discourage the profit–seeking business class and rent-seeking groups in their habit of accumulating wealth. The tax authority is ineffective in curbing this trend. The credit policy and the laws governing inheritance are also defective. The government needs to follow appropriate income–policy, which keeps the ratio between the highest income and lowest income at a socially acceptable figure. The government's topdown approach to development is the main reason for the low trickle-down effect. Rising prices reduce the purchasing power of poor people. The poor are left with nothing to save and reinvest, and are also not in a position to

provide education to their children. The poor fall into a vicious circle, so, the rich becomes richer, and the poor get poorer.

vii) Lack of Skills: unskilled labour in India is mainly engaged in the manufacturing and the agricultural sector. The daily wages offered to the labourers in eastern India is substantially lower compared to what is offered in the northern parts of India. The agro-based industries are not growing in India. The average income of an agriculturalist in Punjab or Haryana is more than that of any state. The privatization process in India is accompanied with lucrative salaries for the few, and increases in the price index which reduces the standard of living of the majority. Employment opportunities are shrinking. The real income of the majority in the rural areas is falling.

viii) Growth of the Informal Sector: inequality arises out of the differences in the capabilities and ownership of assets. There is growth of the informal sector in India. The informal sector is unregistered, unregulated, and unprotected. India's labour force is about 390 million. Out of this, only 7 per cent work on regular salaries. About half are unionized. During the 1990s, the unregistered workforce increased from 89 per cent to 93 per cent. The informal economy, comprise 60 per cent of net domestic product, 68 per cent of income, 60 per cent of savings, 31 per cent of agricultural exports, and, even 41 per cent of manufactured exports. However, the informal sector is viewed as a shock absorber, but it has become the source of exploitation, too. Exploitation of women and children is very common in this sector. ix) Level of Corruption: corruption is one of the important causes of inequality. India suffers from high levels of corruption in different spheres. People misuse their office and power to make money and assets by illegal means. There is less punishment for larger corruption. The legal procedure takes a Inequality very long time to punish wrongdoing. Gradually, illegal activities are finding permissiveness. Therefore, illegal accumulation of money in one generation results in wealth for succeeding generations. Thus, inequality of income and wealth prevails in the long run.

EFFECTS OF ECONOMIC INEQUALITY:

Inequality affects society as well as the economy. Some of the effects of inequality are given below

i) Social cohesion: The prevalence of economy inequality affects the social cohesiveness. In a more equal society, people are more likely to trust each other. Erse Uslaner and Mitchell Brown, in their study, have found that there is a high correlation between the amount of trust in society and the amount of income equality. Inequality leads to crime and theft in society. Society which is more unequal, the marginalized section will adopt to crime bring economic egalitarianism in the society. The Neapolitan (1999) cross national research on homicide found positive association between income inequality and homicides.

ii) Effect on Health: income has a positive association with health. The country with a high degree of income inequality would experience more mortality and morbidity as income enables an individual to have access to qualitative health care services. In the Indian context, studies have shown that in the poorer states, like Orissa and Bihar, a large proportion of people use public healthcare facilities while in Punjab, a high percentage of people use private health care services which is efficient and better quality services. Richard Wilkinson, J Lynch and GA Kaplan have found that socio-economic status strongly effects health.

iii) Effect on education: there is a strong correlation between economic status and education. Wealthy people can offer higher education to their children. Globalization, which has enhanced income inequality, enables only the economically well-off to acquire higher educational qualification from private educational institutions. In the Indian context, one of the educationists has remarked that 'education is a luxury for the poor'. This income inequality affects educational opportunities in general and higher education in particular.

iv) Economic welfare and distributive effectivity: economic inequalities may reduce distributive effectivity within society. It is a fact that the marginal utility of a rupee or a dollar is high for the poor as compared to the rich. An additional, a rupee earned by a poor labourer is likely to be spent on the basic necessities like food, clothing, shelter, healthcare, etc. This may not be in the case of a rich person. This economic inequality affects economic welfare, as also distributive justice. According to Pigou, a welfare economist, income generally benefits the rich by making them wealthier than other people, whereas the poor benefit in absolute terms.

v) Economic growth: the relationship between growth and inequality is a complex one. A number of researchers have derived conflicting results. Some are of the view that inequality has a positive effect on growth, while others are of the opinion that inequality produces a positive impact on growth. Robert Barrow in his paper argued that inequality reduces growth in poor countries and promotes growth in rich countries. G.A. Cornia and J. Court (2000) have concluded that too much equality negatively impacts growth due to incentive traps, free-riding, labour shirking, and high supervision cost. On the other hand, lush levels of inequality negatively impacts growth due to incentive traps, erosion of social cohesion, social conflicts, and uncertain property rights.

REMEDIES FOR ECONOMIC INEQUALITY:

Measures for curbing inequality of income are as follows.

i) Curbing the concentration of income and wealth: inequality in income can be reduced by curing the process of wealth accumulation.

ii) Land reforms: land reforms are warranted to redistribute the land from the rich landlord to the actual land tillers and poor peasants.

iii) Redistribution of assets: inequality can be reduced by making redistribution of other productive assets.

iv) Employment opportunities: creation of employment opportunities for the majority and poorer class can reduce income inequality.

v) Small scale industries: promotion of small scale industries and village level industries can generate jobs for the village people. Agro-based industries can generate income employment for the unskilled people.

vi) Social security measures: government should devise appropriate social security measures to reduce income inequality.

vii) Tax reforms: appropriate taxation system of the government can bring redistribution of the income from the rich to the poor.

viii) Educational reforms: the educational system should be efficient and fair. It should give equal opportunity to all. It should be accessible and affordable. It should be meaningful for the livelihoods of the people.

ix) Inheritance laws: changing the inheritance laws of the country is necessary. The son and daughter difference in practice of inheritance of property of the parents should be fought with morality and legality.

x) Public sector reforms: the public sector should be revitalized and modified to reduce inefficiency and corruption. It can increase the production and income level of the poor people. Good performance by the public sector can reduce income inequality in India.

You have read about the effects and remedies for economic inequality, apart from the concept, measurement and causes of economic inequality.

ACITIVITY.8. Conduct mock parliament and discuss about economic inequalities in the house.

Gender discriminaton

Gender refers to the social attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys. These attributes, opportunities and relationships are socially constructed and are learned through socialization processes. They are time-specific and changeable. Gender determines what is expected, allowed and valued in a woman , or a man in a given context. In most societies there are differences and inequalities between women and men in responsibilities assigned, activities undertaken, access to and control over resources, as well as decision making opportunities. Gender is part of the broader socio-cultural context. Gender roles are closely linked with gender stereotypes.

Stereotypes are over generalized beliefs about people based on their membership in one of many social categories.

Gender is a common term where as gender discrimination is meant only for women, because females are the only victims of gender discrimination. Gender discrimination is not biologically determined but it is determined by socially and the discrimination can be changed by the proper and perpetuate efforts. Denial of equality, rights and opportunity and suppresment in any form on the basis of gender is gender discrimination. India is a male dominant society and gender discrimination is customised habitually.

Causes of Gender Discrimination:

The causes of gender discrimination are

1. Educational backwardness

2. Religious beliefs

3. Culture

4. On the name of family history

5. Races

6.Low income

7. Unemployment

8. Society

9. Family situation and

10. Attitudes

Recognising women's rights and believing their ability are essential for women's empowerment and development. Females should realize their own capabilities and potentials which will strengthen their self image and foster them with confidence to take action in life. Political empowerment does not imply just a right to role silently but to discuss, share and empower politics by knowing its pros and cons and thereby to influence policies and decision making.

Empowering women is the basic to the basics of human rights where she wants neither to beg for power nor search for power hierarchy to exercise power against others. On the contrary she demands to be accepted as human first of all. She as a person in command of herself and for that necessarily all the resources physical, social, economical, political, cultural and spiritual to be equally accessible to her, are pre-requites for considering the whole question of empowerment.

The society has started to realize women's importance and has being accepted women's empowerment, women as an active agent for development, participation in and guiding their own development.

Legal Status of a Woman in India

Women in India are being provided with the legal security to secure their economic, social and cultural lives. These are few acts which show the efforts made by Indian Government in interest of women's life safeguard. Dowry Prohibition Act 1961, Maternity Benefit Act 1861, Births, Deaths & Marriages Registration Act 1886, Medical Termination of Pregnancy Act 1971, National Commission for Women Act 1990, Pre-natal Diagnostic Techniques (Regulation and Prevention of Misuse) Act 1999, Protection of Women from Domestic Violence Act 2005, Sexual Harassment of Women at Work Place (Prevention, Prohibition & Redressal) Act 2013, Hindu Widows Remarriage Act 1856, Muslim women (protection of rights on divorce) Act 1986, Guardians and Wards Act 1890, Indian Penal Code 1860, Christian Marriages Act 1872, etc.

After Independence, there have been important changes in legislation and litigation which have facilitated the increased participation of women in political activities as well as in the socio-economic development activities and the increase appear to be more likely at the lower level than at the highest centres of decision making.

Article 14 of Indian Constitution says that the state shall not deny to any person equality before or equal protection of the law, Article 15 says that no women can be discriminated against on the ground of sex, Article 15 (3) emphasis that the state shall make special provisions for women and children and Article 16 provides equality of opportunity in matters relating to employment by the state.

In Article 39(a) emphasis that the citizens men and women equally, have the right to an adequate means of livelihood, in Article 39(d) it says that the state should secure equal pay for equal work for both men and women and in Article 34 it provides that the state shall make provision for securing just and humor humane for work and for maternity relief.

The 73rd and 74th Amendments of Indian Constitution in 1993 are the milestone in the history of India, which provides lot of powers for the local bodies. It paves the way for decentralization, empowers the poor people as well as women. According to these amendments not less than one third of the seats, meant for direct election of members at each tier of Panchayats are to be reserved for women and not less than one-third of the seats of chairperson at any level reserved for women.

Women in Family

Family is a cooperative unit based on the common interest and mutual support. A woman is the key role of a family. The support of husband, children and in-laws is must to make a happy family. Earlier woman was just treated as a house keeper. She needs to serve her children, in-laws and her husband. But the scenario has changed now, woman enjoys the equal status in the family and contributes more than her

husband as she earns for the family and performs all their so moves away from women's issue only within the framework of violence and reproductive rights. ESCR attempts to look at the broader issues facing women namely poverty, housing, unemployment, education, water, food security, trade, etc. While the human rights movement at ESCR is largely contained at the international policy level, there are emerging social movements around the world. In the Indian context, projects like the, Programme on Women's Economic, Social and Cultural Rights (PWESCR) aims to build the women rights movement in India to create equality in all the sphere of women's lives. Women's economic opportunity in India is a rapidly changing landscape as women are not less than any man in every sector whether it may be organized or unorganized. The exposure is needed for the women in unorganized sector.

Women Reservation

In India women were considered to be kept inside the house for the service of their in-laws, children and husband. Their rights were not secure and they were not given equal opportunity in any of the aspect whether it may be social, economical, political or cultural. Reservation for women started to give exposure to them and to make Indian society feel that women are not less than man in any aspect. In 1993 the constitutional amendment called for random one third village council leader or pradhan position in gram panchayat to be reserved for women. Recent researches on quota system has revealed that it has changed perception on women's abilities, improved women electoral chances, and raised aspirations and educational attainment for adolescent girls. There is a long term plan to extend this reservation to parliament as well as legislative assemblies. For instance some law schools in India have 30% reservation for females. Progressive political opinion in India is strongly in favour of providing preferential treatment to women to create a level playing field for all the citizens. The Women's Reservation Bill was passed by the Rajya Sabha on 9 March 2010 by a majority vote of 186 members in favour and 1 against. As of March 2013, the Lok Sabha has not voted on the bill. Critics say gender cannot be held as a basis for reservation alone other factors should also be considered e.g. economic, social conditions of woman candidate especially when applying reservation for educated women. There also is a growing demand for women reservation in pre-existing reservations like OBC, SC/ST, Physically handicapped etc. Some feminist groups still demand that reservation for women should be at least 50% as they comprise 50% of the population.

State initiatives for women

National Commission for Woman - In January 1992 the Government set up this statutory body to study and monitor all the matters relating to the safeguard of women and reviews the existing legislation to make and suggest amendments wherever necessary. Reservation of women in local self-government - The 73 rd constitutional amendment act passed in 1992 ensures one-third of total seats to women in all elected bodies in local bodies whether in rural or urban areas. The national plan of action for

the girl child (1991-2000) – this plan action was to ensure survival, existence and still not secure completely. Inequality between men and women runs around every sphere of the country whether it may be education, governance or economic opportunities. Some recent statistics on women include:

- One bride was murdered every hour over dowry demands in 2010 (National Crime Records Bureau).

- Almost 45% of Indian girls are married before they turn 18 (International Centre for Research on Women).
- One in five Indian women, many child mothers, dies during pregnancy or child birth (the United Nations).

- Upto 50 million of girls are missing over due to female infanticide and female foeticide.

- 66% of women who have experienced physical violence in their lifetimes are divorced, widowed or deserted.

- 85.3% of women reporting violence claim that their husbands are perpetrators.

- Particularly women and girls from the northeast region in India living in urban centre have reported experiencing social discrimination and marginalization and many times physical violence.

Solutions for Gender Discrimination:

Various movements, programmes are being carried out by the Government, voluntary organizations and by lot of social activities for women's development and against the gender discrimination

To solve the gender discrimination problem the E4SD factor would be very useful. They E4SD factors are :

1. Education :

Education develops the skills, imparts knowledge, changes the attitude and improves the self confidence. It provides employment opportunity and increases income. Hence educating women is the prime factor to combat gender discriminate and for the upliftment of women. Not only the female, the society must be educated to give equal right for female.

2. Employment:

Employment gives the income and improves the economic position of the women. Employed women are given importance by the family members. Employment gives the economic independence for the women.

3. Economic Independence :

In India, mostly, women in the young age – depends her father, in the middle age- she depends on her husband and in the older age –depends on her son. Woman always depends on somebody for her livelihoods hence, independent in economical aspects are imperative for women's development. Economic independence will free the women from the slavery position and boost the self confidence. Economic independence of women also helps in the national economic development.

4. Empowerment :

Empowering women with the help of laws, education and employment will make the society to accept the women as an equal gender like male. Female also has all the potential and empowering women will help to use her full capability and mitigate the economic dependency of women.

5. Self-confidence :

Due to prolonged suppresment, Indian women, an especially uneducated and unemployed woman hasn't had the self-confidence. Women need self confidence to fight against all the atrocities against her and to live self esteemed life. Hence, boosting the morale and self-confidence of the women, is the key to eliminate the inferior complex of her.

6. Decision Making :

Even in the family as well as in the society the decision making power of women is denied. Mostly males make the importance decision in the family and in the society. This makes women as voice less and destroys herself confidence and she feels less important in the family as well as in the society. So, to end gender discrimination women must empower with decision making power.

Conclusion

Women - a human being with all the spheres in her which are considered to be the weak part of the society but actually are the strongest one. We see in the history of our country women were ill-treated, were not given any exposure or recognition, but even after such a discrimination there were females like Rani Lakshmi Bai, Razia Sultan and Meera Bai who even after living in such a man, society and culture dominating environment, fought for themselves and their countries. By this I simply mean to say that Government can make laws, rules and policies for our security but we do need to

remove all the fear and hesitation and step out ourselves for our recognition. Nothing can help a woman until she helps herself. Instead of sitting in pardah women should remove her pardah and see the world around and her. As we can from past to present there is a drastic change in the lives of women, now women with their household work also contributes in the earning of her family and economy of the country. She lacks nowhere behind the man. Everything has its merits and demerits both, some women make proper utilization of legal securities provided to them, some misuse it and some are still unaware of the legal provisions for women. Things will take time to get in systematic manner as I already mentioned government can make laws but its utilization is in our hand. Women must never be considered the weak part of the society as their household work is more difficult than a man's office work. Men for 8-10 hours a day with a weekly leave but a woman work whole day without any leave. Struggle of a women's life is more than a man. Respect woman respect world. One who abuses a lady is the biggest coward. Women are not weak, they devote themselves to their families but it does not means that they cannot work outside the house, sometimes they proved to be better than in academic or official performances.

"Women are the largest untapped reservoir of talent in this world", Hillary Rodham Clinton.

GII (Gender Inequality Index)

The introduction in 1995 of the Gender-related Development Index (GDI) and the Gender Empowerment Measure (GEM) coincided with growing international recognition of the importance of monitoring progress in the elimination of gender gaps in all aspects of life. While the GDI and the GEM have contributed immensely to the gender debate, they have conceptual and methodological limitations. In the 20th anniversary edition of the Human Development Report, the Gender Inequality Index has been introduced as an experimental index. It is not a perfect measure. Just as the HDI continues to evolve, the Gender Inequality Index will also be refined.

Gender Inequality Index (GII) is a measure that captures the loss in achievements due to gender disparities in the dimensions of reproductive health, empowerment and labour force participation. Values range from 0 (perfect equality) to 1 (total inequality). The GII, introduced as another experimental series, is unique in including educational attainment, economic and political participation and female specific health issues and in accounting for overlapping inequalities at the national level. It is thus an important advance on existing global measures of gender equity. In this section you have studied gender and development, gender planning, gender budgeting, gender auditing, GDI,GEM, gender blind approach, rights based approach, strategic gender needs and practical gender needs, gender analysis, gender gap index , gender policy and GII

The **Global Gender Gap Report, 2018,** ranks India at **142** among 149 countries.Four parameters for measuring gender inequality are economic participation and opportunity, health and survival, educational attainment and political empowerment. Gender wage gap is highest in India according International Labor Organization women are **paid 34% less than men**. Women comprise over 42 per cent of the

agricultural labour force in the country, yet they **own less than 2 percent of its farm land** according to the India Human Development Survey (IHDS).

A nation or society, without the participation of women cannot achieve development. If we eliminate gender discrimination, women will deliver all the potentials, skills, knowledge to develop the family, the nation and the whole world.

Consequences of Inequalities:

1. Inequalities tend to **produce social conflict** among the social groups e.g. caste groups like Jaats, Maratha, Patels are demanding reservations but this demand is opposed by caste groups already claiming the benefits of reservations, such clash of interest due to perceived inequality tend to produce violent conflicts between opposing caste groups.
2. Inequalities among ethnic groups have led to various **ethnic movements** demanding separate states or autonomous regions or even outright secession from India. North East has been rocked by numerous such ethnic movement e.g. by Nagas for greater Nagalim etc.
3. Religious inequality tends to generate **feeling of exclusion among religious minority groups**. This reduces their participation in mainstream, in India religious minorities have large population their economic exclusion compromises the GDP growth of nation as whole.
4. Poor development indicators like IMR, MMR, low per capita income, lower education and learning outcomes at schools, high rate of population growth can be traced to existing socio-economic inequalities.
5. High economic inequality is **detrimental to public healthcare and education**. Upper and Middle classes do not have vested interest in well functioning public healthcare and education as they have means to access private healthcare and education.

Measures to Deal with Inequalities-Constitutional Provisions

Enforcement of Constitutional Guarantee of equality as enshrined in fundamental rights. **Articles 14, 15 and 16** form part of a scheme of the Constitutional Right to Equality. Article 15 and 16 are incidents of guarantees of Equality, and gives effect to Article 14.

Promoting Civil Society

Provide a greater voice to traditionally oppressed and suppressed groups, including by enabling civil society groups like unions and association with in these groups.

Scheduled castes and Scheduled tribes should be motivated to become entrepreneurs, schemes like Stand up India need to be expanded to widen its reach by increasing funding.

Women Empowerment

For gender equality policies like affirmative action by reserving seats in legislatures, increasing reservation at Local self government both at Urban and village level to 50% in all states, strict implementation of The Equal Remuneration act,1976 to remove wage gap, making education curriculum gender sensitive, raising awareness about women right, changing social norms through schemes like Beti Bachao Beti Padhao etc.

Inclusion of Religious Minorities

Religious minority groups need special attention through representation in government jobs, provision of institutional credit, improvement of their education access, protection of their human rights by empowering National commission for Minority, strengthening rule of law etc.

Progressive Taxes

Additional public resources for public services by progressive taxes on wealthy more and by increasing the effective taxation on corporations, more importantly broadening the tax base through better monitoring of financial transactions.

Economic Policies

By ensuring universal access to public funded high quality services like Public health and education, social security benefits, employment guarantee schemes; inequality can be reduced to great extent.

Employment Generation

The failure to grow manufacturing sectors like Textile, Clothing, automobiles, consumer goods etc. is the important reason of rising inequalities.The Labor-intensive manufacturing has the potential to absorb millions of people who are leaving farming while service sector tend to benefit majorly urban middle class.

Trend analysis by Indian National Development Reports

The United Nations Development Programme (UNDP) released the 2019 Human Development Report (HDR), entitled "Beyond income, beyond averages, beyond today: inequalities in human development in the 21st Century".India was ranked 129 out of

189 countries on the 2019 Human Development Index (HDI) up one position from the 130th rank in 2018.

Human Development Index:

- HDI emphasizes that rather than evaluating a country by GDO, it is much better to evaluate its human development.
- The HDI measures average achievement in three basic dimensions of human development —
- life expectancy
- education and
- per capita income

The rankings:

- Norway, Switzerland and Ireland occupied the top three positions in that order.
- Among India's neighbors, Sri Lanka (71) and China (85) are higher up the rank scale.
- Bhutan (134), Bangladesh (135), Myanmar (145), Nepal (147), Pakistan (152) and Afghanistan (170) were ranked lower on the list.

Region Wise Performance:

- South Asia was the fastest growing region in human development progress witnessing a 46% growth over 1990-2018.
- It is followed by East Asia and the Pacific at 43%.

Inequality-adjusted Human Development Index:

- The IHDI indicates percentage loss in HDI due to inequality.
- India's HDI value increased by 50% (from 0.431 to 0.647), which places it above the average for other South Asian countries (0.642).
- However, for inequality-adjusted HDI (IHDI), India's position drops by one position to 130, losing nearly half the progress (.647 to .477) made in the past 30 years.

Gender Inequality Index (GII):

- GII presents a composite measure of gender inequality using three dimensions:
- Reproductive health
- Empowerment and
- The labour market
- In the Gender Inequality Index (GII), India is at 122 out of 162 countries.
- Neighboring countries China (39), Sri Lanka (86), Bhutan (99), Myanmar (106) are above India.
- The world is not on track to achieve gender equality by 2030 as per the UN's Sustainable Development Goals. It may take 202 years to close the gender gap in economic opportunity — one of the three indicators of the GII.

This is a list of Indian states and union territories by Human Development Index as of 2018.

Rank	State/Union Territory	HDI (2018)	Comparable country
High human development			
1	Kerala	0.779	Sri Lanka
2	Chandigarh	0.775	Cuba
3	Goa	0.761	Brazil
4	Lakshadweep	0.750	Ukraine
5	Delhi	0.746	Dominican Republic
6	Andaman and Nicobar Islands	0.739	Tunisia
7	Puducherry	0.738	
8	Himachal Pradesh	0.725	Jamaica
9	Punjab	0.723	Jordan
10	Sikkim	0.716	Tonga
11	Daman and Diu	0.708	Libya

Rank	State/Union Territory	HDI (2018)	Comparable country
	High human development		
	Haryana		
	Tamil Nadu		
14	Mizoram	0.705	South Africa
	Medium human development		
15	Maharashtra	0.696	Marshall Islands
	Manipur		
17	Jammu and Kashmir	0.688	
18	Uttarakhand	0.684	Iraq
19	Karnataka	0.682	
20	Nagaland	0.679	Morocco
21	Gujarat	0.672	Kyrgyzstan
22	Telangana	0.669	Guyana

Rank	State/Union Territory	HDI (2018)	Comparable country
High human development			
23	*Dadra and Nagar Haveli*	0.663	El Salvador
24	Arunachal Pradesh	0.660	
25	Tripura	0.658	Tajikistan
26	Meghalaya	0.656	
27	Andhra Pradesh	0.650	Cape Verde
–	**India** (average)	**0.647**	Nicaragua
28	West Bengal	0.641	Namibia
29	Rajasthan	0.629	East Timor
30	Assam	0.614	Bangladesh
31	Chhattisgarh	0.613	Federated States of Micronesia
32	Odisha	0.606	Republic of the Congo

Rank	State/Union Territory	HDI (2018)	Comparable country
High human development			
33	Madhya Pradesh	0.606	🇸🇿 Eswatini
34	Jharkhand	0.599	🇻🇺 Vanuatu
35	Uttar Pradesh	0.596	🇬🇭 Ghana
36	Bihar	0.576	🇦🇴 Angola

Trends by UNDP reportsHuman Development Index (by UN Method) of Indian states since 1990 (2018 revision).

State	HDI 1990	HDI 1995	HDI 2000	HDI 2005	HDI 2010	HDI 2015	HDI 2018
Northern India							
Chandigarh	0.633	0.641	0.638	0.663	0.648	0.734	0.775
New Delhi	0.577	0.620	0.664	0.690	0.709	0.730	0.746
Haryana	0.467	0.506	0.549	0.591	0.634	0.686	0.708
Himachal Pradesh	0.479	0.530	0.589	0.644	0.667	0.704	0.725

State	HDI 1990	HDI 1995	HDI 2000	HDI 2005	HDI 2010	HDI 2015	HDI 2018
Jammu and Kashmir	0.493	0.511	0.528	0.587	0.640	0.674	0.688
Madhya Pradesh	0.406	0.433	0.460	0.501	0.538	0.585	0.606
Punjab	0.496	0.536	0.578	0.615	0.657	0.703	0.723
Uttar Pradesh	0.397	0.429	0.463	0.504	0.535	0.577	0.596
Uttarakhand	0.629	0.635	0.630	0.656	0.641	0.664	0.684
Western India							
Dadra and Nagar Haveli	0.672	0.683	0.684	0.709	0.696	0.663	0.663
Daman and Diu	0.651	0.662	0.664	0.688	0.677	0.690	0.708
Goa	0.552	0.581	0.614	0.671	0.737	0.754	0.761
Gujarat	0.470	0.498	0.527	0.573	0.606	0.651	0.672
Maharashtra	0.493	0.525	0.558	0.602	0.644	0.680	0.696
Rajasthan	0.403	0.436	0.469	0.510	0.548	0.605	0.629

State	HDI 1990	HDI 1995	HDI 2000	HDI 2005	HDI 2010	HDI 2015	HDI 2018
Eastern India							
Andaman and Nicobar Islands	0.683	0.693	0.694	0.720	0.707	0.721	0.739
West Bengal	0.440	0.473	0.505	0.539	0.572	0.619	0.641
Bihar	0.378	0.407	0.436	0.470	0.514	0.557	0.576
Chhattisgarh	0.562	0.569	0.564	0.588	0.574	0.594	0.613
Jharkhand	0.562	0.568	0.564	0.588	0.574	0.584	0.599
Odisha	0.400	0.429	0.458	0.494	0.535	0.585	0.606
Northeastern India							
Assam	0.411	0.447	0.488	0.531	0.567	0.598	0.614
Arunachal Pradesh	0.437	0.471	0.502	0.535	0.641	0.661	0.660
Manipur	0.495	0.526	0.559	0.598	0.681	0.694	0.696
Meghalaya	0.456	0.469	0.477	0.533	0.620	0.648	0.656

State	HDI 1990	HDI 1995	HDI 2000	HDI 2005	HDI 2010	HDI 2015	HDI 2018
Mizoram	0.525	0.547	0.569	0.630	0.686	0.698	0.705
Nagaland	0.531	0.533	0.522	0.557	0.661	0.679	0.679
Sikkim	0.541	0.548	0.548	0.590	0.633	0.691	0.716
Tripura	0.447	0.488	0.531	0.561	0.608	0.643	0.658
Southern India							
Andhra Pradesh	0.424	0.450	0.478	0.530	0.580	0.629	0.650
Karnataka	0.444	0.479	0.518	0.565	0.605	0.659	0.682
Kerala	0.544	0.568	0.598	0.678	0.714	0.757	0.779
Lakshadweep	0.693	0.704	0.705	0.731	0.717	0.732	0.750
Puducherry	0.717	0.730	0.730	0.757	0.743	0.730	0.738
Tamil Nadu	0.471	0.504	0.542	0.599	0.646	0.689	0.708
Telangana	0.622	0.630	0.627	0.652	0.638	0.651	0.669
India	**0.431**	**0.463**	**0.498**	**0.539**	**0.582**	**0.627**	**0.647**

Conclusion

India has committed to attaining the Sustainable Development Goals by 2030, and to end extreme poverty by that year. According to Oxfam if India stops inequality from rising further, it could end extreme poverty for 90 million people by 2019. If it goes further and reduces inequality by 36%, it could virtually eliminate extreme poverty.

ACTIVITY.9 Arrange group discussion on HDI in your class.

3.5. The caste system in india and untouchability Gandhi,Ambedkar,modern writers.

In 16th century the word caste was derived from the Spanish and Portuguese word Casta, which means race or lineage. Caste system is an example of rigid social inequality from the perspective of social organization and system of values. So far as social organization of caste is concerned, there is division of society into groups ranking in a different hierarchy and in a system of values, caste provide legitimacy to the concept of social inequality among the masses as well as give importance to the idea of purity and pollution. The roots of Hindu caste system were already in place between 1000 and 1500 B.C. When the Aryans settled near the Indus river valley. The Rig Veda a sacred text from the period describe four main Varna in traditional Hindu society : Brahmanas ; the class of priests and teachers ; Kshatriyas, the warrior class who were the rulers and soldiers ; Vaishyas, the commercial class of artisans, traders and cultivators and Shudras; the servant and peasant class.

The word caste signifies breed, race and rank which came into use for the first time in 1563 A.D. by Gracia De Orta wrote – no one can changes from his father's trade and all those of the same caste of the shoe maker are the same. To Hindu, however, the concept of caste has a narrower and more precise meaning, referring to the smaller sub-groups defined by subtle distinction of birth, intermarriage and occupation. The four Varna's described in Rig Veda comprises more than 2000 sub castes .Beneath these caste is a fifth population group- those without any caste, literally, outcastes. They are treated as Untouchables. The Indian Constitution of 1950 made untouchability illegal.

In India Caste System consists of two different concepts that is Varna and Jati, the real concept of Varna has almost disappeared in the present context and has changed into Jati. The former was based on color of the skin and later on birth. It is the religious and social institution of Hindu peoples who comprised about 80% of India's population. The rest of India is Muslim, Christian, Sikh, Jain or Buddhist. Caste is such a deep rooted and pervasive concept, it is a rigid form of stratification system, in which mobility of rank and status is not allowed. However, that it has also influenced Muslims, Christians and Sikhs, for instance, they have separate churches for dalits

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and non dalits Christians. The 50 million Indians who live in tribal community predate the Aryan and Dravidian civilization. They are members of backward classes, they are not the part of Hindu society even then, they have started observing untouchability towards Dalits- who themselves have a caste hierarchy.

The Indian society is socio-politically stratified. Caste system has prevailed for ages and arranges the people into social strata or classes. Though this system is similar to the concept of racism that prevails in western countries where people are discriminated on the basis of their skin color, in India, people are socially differentiated on the basis of tribe, region, class, and religion. This means that when a child is born their status on the social hierarchy gets fixed on the basis of the caste he/she is born into. Caste system becomes an obstruction in the growth of the people and nation.

Meaning of Caste

Caste, which is also known as 'Jati' or 'Varna,' can be defined as the hereditary classes of Hindu society or the classification of individuals into hierarchically ranked classes that becomes the identity of an individual at the time of his/her birth. Going by the Hindu shastras, four hereditary castes exist in India, namely Brahmin, Kshatriya, Vaisya and Sudra. The Brahmins are at the top of the caste hierarchy and comprise of scholars and priests. The next in line are Kshatriyas who are regarded to be soldiers and political leaders. These are followed by Vaishyas or merchants. The last in the hierarchy are Sudras who are usually servants, labourers, artisans or peasants. There are also the untouchables who are considered as outcaste and perform occupations like skinning dead animals and scavenging. The untouchables do not fall in the ranked castes.

The people of these classes derive their livelihood from specific occupations and the children born in their families follow the suit, acquiring the appropriate occupation as per their caste or jati, thus, maintaining the hierarchical ranking of occupations and hereditary occupational specialization. Proper rituals, rules, and regulations govern the occupational pursuits and appropriate social behaviour of the people of these classes, including rules related to marriage as well.

Origin and History of Caste System in India

There are many theories relating to the origin of caste system in the country. While a few of these theories are historical, some are religious or biological. There is no universally accepted theory on caste system. Going by the ancient Hindu book, the 'Rig Veda,' human body was created by 'Purush' by destroying himself. The different castes or varnas have been created from different parts of his body. It is said that the Brahmans were created from his head, Kshatriyas originated from his hands, Vaishias from his thighs and his feet created Sudras.

There is another theory pertaining to the origin of the caste system that states castes originated from the different body parts of 'Brahma', the Hindu deity referred to as the 'Creator of the World.' Going by this theory, inter-caste marriages, mixture of blood or contact of members of different races is regarded as a heinous crime. Historically, it is

believed that the caste system began in India around 1500 B.C during the arrival of Aryans in the country. It is believed that the Aryans, who possessed fair skin, came from northern Asia and southern Europe that contrasted with the indigenous natives of India. They started conquering regions all over north India and the locals were driven south towards jungles of mountains in northern part of the country at the same time. Aryans followed a specific social ordering called Varna Vyavastha which eventually resulted in four hierarchical divisions of the society.

Source: *Wikimedia Commons*

Code of Conduct

Besides the stratification of people in different castes, these castes also followed some strict rules and regulations which were followed by the members of the caste religiously. Rules especially pertaining to religious worship, meals and marriage dominated their lives. However, the least amount of restrictions and regulations were implemented on Brahmins and Vaishyas. The most suffered ones were the Sudras as most of the society laws were applicable on them. Some of them were –

- Sudras were not allowed to enter the temples or other places of worship whereas the other three classes had full rights to worship.
- Sudras were not allowed to take water from ponds or wells as their touch would pollute the water.
- Inter-caste marriages were forbidden. In many cases even marriages within one's own sub-caste or jati was not allowed.
- Sudras were also pushed towards the outskirts of the city and were not allowed to live anywhere near the Brahmins, Kshtriyas and Vaishias.

Negative Effects of the Caste System On the Society

- It hinders the choice of occupation as per one's preferences and individuals are forced to take up the occupation of the family. This resuls in debarring mobility of labour that hindered the growth if the nation.
- Higher classes look down upon the lower classes due to the rigidity of the caste system. This results in hindering the national unity. National interests are overlooked in the course of giving importance to caste interests.
- Cast system stands against the norms of democracy. It works towards suppressing the lower classes resulting in the exploitation of people belonging to the lower caste.

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- National development and advancement gets hindered due to the deep rooted caste system.
- Caste system is also held responsible for some religious conversions. The dominance of Brahmins drove Sudras to take up Christianity, Islam and other religions as they were allured by the philosophy and ideology of these communities.

Reforms and Constitutional Provisions:

The upper castes treated the lower castes as their slaves. The social stratification resulted in the exploitation of sudras and untouchables. The so-called upper castes held the leadership positions in society, religion, and economy of the nation. However, a number of social reformers like Raja Ram Mohan Roy and various others gave their entire life working towards opposing evil practices and educating masses. Thus, when India broke the shackles of slavery and the Constitution was framed, the founding fathers of the constitution added provisions in order to reduce the ill-effects of prevailing caste system in the country.

Constitutional Provisions: The Preamble of the Indian Constitution ideates India as a country that practises political, economical and social justice; a nation where the dignity and equality of status of the citizens is secured.

Discrimination on the basis of caste has been declared illegal by the independent India's constitution. In 1950, in an attempt to rectify historical injustices, the authorities introduced reservations or quotas in educational institutions and government jobs for the lower castes referred to as scheduled tribes and schedule castes. The reservation was extended to a group of people who fall between the traditional upper castes and the lowest, referring to then as other backward classes (OBCs) in 1989.

Article 14 of the constitution guarantees equality before law.

Article 15 (1) of the constitution enjoins the State not to make any discrimination on the grounds of caste against any citizen. **Article 15 (2)** of the constitution mandates that no citizen shall be subjected to any disability and restriction on grounds of race or caste.

Article 17 abolishes the practice of untouchability in any form.

Article 15 (4) and **(5)** empowers the state to make provisions for reservation in educational institutions. **Article 16 (4), 16 (4A), 16 (4B) and Article 335** empowers to State to make reservations in appointments for posts in favour of Schedule Castes.

Article 330 provides for reservation of seats in Lok Sabha for Schedule Castes. The same is applied under **Article 332** in state assemblies and **Article 243D and Article 340T** in the local self-government bodies.

The purpose of these reservations were to improve the situation of the underprivileged classes as a temporary affirmative, but over the years, it has become a vote-grabbing

exercise for politicians who woe caste groups for their electoral gains in the name of reservation.

Article 46 of the constitutions makes sure that they are protected from social injustice and exploitation of all forms.

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Article 17 abolishes the practice of untouchability in any form.

Article 15 (4) and **(5)** empowers the state to make provisions for reservation in educational institutions. **Article 16 (4), 16 (4A), 16 (4B) and Article 335** empowers to State to make reservations in appointments for posts in favour of Schedule Castes.

Article 330 provides for reservation of seats in Lok Sabha for Schedule Castes. The same is applied under **Article 332** in state assemblies and **Article 243D and Article 340T** in the local self-government bodies.

The purpose of these reservations were to improve the situation of the underprivileged classes as a temporary affirmative, but over the years, it has become a vote-grabbing exercise for politicians who woe caste groups for their electoral gains in the name of reservation.

Article 46 of the constitutions makes sure that they are protected from social injustice and exploitation of all forms.

Acts That Ban Caste System

In order to make sure that the mandates laid by the constitution are fulfilled, a number of other acts were also passed in order to put an end to the discriminatory and exploitive practices against the lower classes. Following are some of those acts that ensure social justice for all.

- The Prohibition of Employment as Manual Scavengers and Their Rehabilitation Bill 2013.
- The Untouchability (Offenses) Act 1955. In 1976, it was renamed as Protection of Civil Rights Act.
- Prevention of Atrocities Act 1989.

Contemporary India

The scenario within the country has undergone a lot of change with the progress in technology, education, social outlook, urbanisation, and modernization. With the spread of urbanization and rowing secular education, influence of caste has

decreased. This has occurred especially in cities where inter-caste marriages and people of different castes living side-by-side in societies have become common.

However, despite the growing changes the caste identity still holds a lot of importance in the society. The last name of an individual strongly indicates the caste to which a person belongs. Caste-related violence has also been witnessed by the country after independence.

Only the political parties cannot be blamed for this, the prejudice lies in the minds of the citizens of the country. The country still struggles with the problem of the caste system. A lot of work needs to be done in order to uproot the evils of the caste system from the country. The laws and acts can only provide protection, but the change in perception and attitude has to be brought by the society.

3.5. Mahatma Gandhi Views on Caste System:

Mohandas Karamchand Gandhi, who was also known as Mahatma, "Great Soul" Gandhi, was a hero, as well as a political and spiritual leader of India. He was of the Hindu faith, of which I am too. Mohandas brought India to independence by using non-violent resistance. He thought that there was injustice being served to the Indians, especially to the immigrants by the South Africans. Gandhi was born on October 2, 1869 in Porbandar, Kathiawar, now known as Gujarat. Gandhi passed away at the age of 78 on January 30, 1948. Mahatma Gandhi was brought up in India near Rajkot, where he did most of his studies. In 1888, Gandhi went to London, leaving his wife and son behind, to pursue his degree in law. Later in 1893, Gandhi went to South Africa to work and found that there was a lot of prejudice towards Indians. That was the reason Gandhi began protesting and eventually he became an inspiring hero for millions. The three main qualities that define Gandhi as a hero are his strong leadership, simplicity and bravery.

Leadership was one of Gandhi's heroic qualities. One way he demonstrated leadership was by encouraging people in his village to start using homespun clothing. Homespun was one of Gandhi's favorite hobbies. Introducing homespun to his village promised the growth of the village's economy. The poor became employed to make homespun clothes for others in the village and outside of their own village. This drastically diminished the poverty in Gandhi's village. Moreover, Gandhi ended the issue of discrimination against untouchables. Back in those days, the Hindus used to discriminate against the untouchables, who were their own kind but just low in the caste system. The untouchables are just another word to describe poor, less educated people who really didn't fit in with the middle class people. Gandhi made the Hindus realize that what British people were doing to them is the same thing that they were doing to the untouchables. This made the Hindus realize what they were doing to the untouchables. Last but not least, the Indian Independence Movement was the all-time heroic deed led by Gandhi.

Gandhi believed that Hindu society in its pristine state – during the Vedic times – was based on Varnashramadharma, or the law of varna and ashrama. According to Gandhi, this was society's "predominant characteristic". This implied two things – that

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dharma or "social conduct" (as he termed it) varied, firstly, according to each class of society and, secondly, according to the four stages in the life of the individual. The former is called Varnadharma and the latter, Ashramadharma. Gandhi believed that this form of social classification was purely functional and did not have any hierarchical or iniquitous connotations. But the law of the ashrama was a "dead letter today", he said.
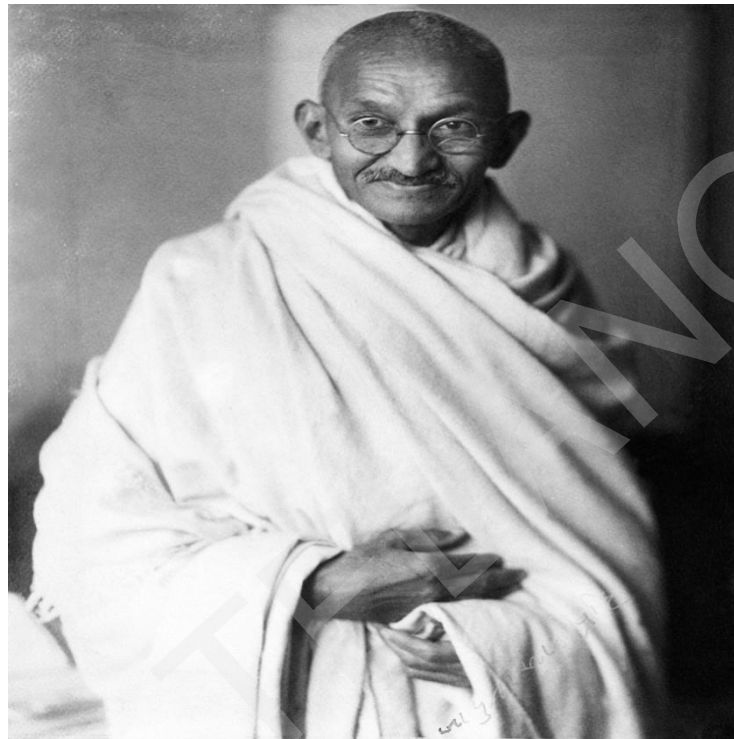
Studio photograph of Mohandas K. Gandhi, London, 1931.

Each of the varnas, which he referred to as social classes (while also using the term, castes, for them elsewhere), was determined by birth and to each was assigned a particular hereditary calling with no implication of superiority or inferiority. In this form, Gandhi did not consider varna to be a manmade institution, but "the law of life universally governing the human family".

He believed that it provided the basis of an egalitarian society. One important attribute of varna, writes Gandhi, is that while it is determined by birth, it can be retained only by observing its obligations. One who fails to do so loses his title to that varna. On the other hand, a person, though born in one varna, but displaying the predominant characteristics of another, is regarded as belonging to the second varna.

There is ambiguity in this analysis because Gandhi talks of varna being determined by birth, even as he recognizes the possibility of a person being born in one varna and belonging to another by virtue of his qualities. What is important, perhaps, is his conviction that the social structure delineated in ancient times was true in conception and that the blemishes seen now were a result of faulty practice. This pristine law, in Gandhi's opinion, fell into disrepute because it became distorted by rigidity in its observance by high class, orthodox Hindus. The four original varnas became subdivided into innumerable groups called jatis, or castes, and they began to represent

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gradations of high and low. Self-control, which was the hallmark of the original law, was now replaced by selfishness and exploitation.

"We have made ourselves the laughing stock of the world," says Gandhi. "No wonder that we have today amongst the Hindus a section, which is bending its energies to a destruction of the institution, which, in their opinion, spells the ruin of the Hindus."
He was of the opinion that in the existing state of Hindu society, there was only one varna left and that was the Shudra. This was because the Shudras were those who served and who were dependent upon others. "India is a dependency," wrote Gandhi, "therefore, every Indian is a Shudra. The cultivator does not own his land, the merchant his merchandise. There is hardly a Kshatriya or a Brahmin who possesses the virtues which the Shastras attribute to his varna." The decay in the Varnadharma had corrupted the social structure and a rot seemed to have set in, which was all too visible in Hindu society.

Gandhi wrote extensively about the excrescences of the caste system as it operated in India. For the most part, it signified bondage and disgrace for those affected by it. It had led to the ultimate fragmentation of society, as there were rigid rules governing inter-dining and intermarriage even between members of a sub-caste. What dismayed him most was that these customs were common even among the intelligentsia in the country.

Gandhi had attended the annual Congress session held in Calcutta (now Kolkata) in 1901. There were many blocks of camps to house the thousands of delegates and volunteers. Observing the goings on there, he wrote with some exasperation: "Even here, I was face to face with untouchability in a fair measure. The Tamilian kitchen was far away from the rest. To the Tamil delegates, even the sight of others whilst they were dining meant pollution. So, a special kitchen had to be made for them in the college compound, walled in by wickerwork. It was full of smoke which choked you. It was a kitchen, dining room, washroom, all in one, a close safe with no outlet. To me, this looked like a travesty of Varnadharma. If, I said to myself, there was such untouchability between the delegates of the Congress one could well imagine the extent to which it existed among the constituents." The caste segregation led to other ills such as dirty water collecting in pools in the camps and dirty latrines, with nobody willing to clean the filth, which was traditionally considered to be the work of scavengers. Gandhi perceived all caste divisions and the resultant ills as a distortion of the ideal of Varnadharma.

In 1917, when Gandhi was engaged in the campaign at Champaran, he was shocked by the caste consciousness of his lawyer friends. "Each of the vakils," he writes, "had a servant and a cook, and therefore a separate kitchen." Under his persuasion, they agreed to dispense with their servants and amalgamate their kitchens. Besides the factors of simplicity and convenience, the change led to a great saving of time and energy. However, some changes were visible and Gandhi was happy that mixed public dinners were being arranged by people at various places. He exhorted forward looking youths to destroy such caste traditions and challenge all irksome and irreligious restrictions on marriage and inter-dining. Gandhi looked upon untouchability as a contemptible abnormal outgrowth in the Hindu social structure, which spelt inequality and exploitation. Even while in South Africa, Gandhi condemned it roundly. He felt that poetic justice was done in the cruel treatment Indians received at the hands of

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the whites there. Gandhi believed that the class of untouchables arose as a result of the decline of the valued traditions of Hindu society. The four varnas forsook their traditional occupations and became engaged in worldly pursuits. Thus, the social and economic order degenerated.

This, writes Gandhi, "gave rise, against the spirit of religion, to a fifth one and this came to be looked upon as a class of untouchables. Having created this fifth class, the four castes kept it in suppression and, in consequence, they themselves came to be suppressed and fell."

Gandhi found that the supporters of untouchability defended the foul practice on the grounds of religion and cited scriptures in their favour, but he believed that everything passing in the name of religion was not of eternal value – some might not have any value at all.

"This religion," he says, "if it can be called such, stinks in my nostrils. This certainly cannot be the Hindu religion. It was through the Hindu religion that I learnt to respect Christianity and Islam ,.." He went on to say that the Sanatana Dharma (literally 'the eternal way of life', used for Hinduism) would not be saved by defending every verse printed in the scriptures. It would be saved only by putting into action the principles enunciated in them – principles that were eternal.

Gandhi also found that education, whether indigenous or western, made little dent in the prevalence of the practice of untouchability. The educated were expected to have their mental horizons widened and to reject the institutionalization of inequality. But the educated in India were disappointingly insensitive and thoughtless.

In the course of his campaign against untouchability, Gandhi attracted the bitter opposition of the Hindu pundits, who were respected as both priests and educators. It pained him to discover that even after five years of continuous propaganda against untouchability, there were enough learned people to support such an "immoral and evil custom". Even western education, which was looked upon as a liberating and emancipating influence, did not undermine the strength of the belief in the custom of untouchability. Those educated in the west felt no contradiction between the human-istic values taught by their education and the oppression they heaped on the untouchables.

In 1933, at the height of his campaign against untouchability. Gandhi received letters from Trivandrum (now Thiruvananthapuram) from persons claiming to be MAs, BAs and lawyers, who, he observed, resorted "to sublimities of argument for defending the obviously indefensible".

In Gandhi's view, the social structure in India had become so diseased that hypocritical and anomalous attitudes were to be found everywhere. On the one hand, he saw caste Hindus unwilling to associate with untouchables in any way, but on the other, they mingled freely with them in places such as factories, workshops and trains. And the caste Hindu deemed it a privilege to shake hands with Englishmen, even though untouchables were welcome in the latter's homes. Moreover, once the untouchables converted to Christianity, caste Hindus ceased to maltreat them, though there were exceptions here, too. The picture which emerges of the condition of untouchables in Gandhi's writings is extremely distressing. In Bhal district of Gujarat, the untouchables were reduced to a deplorable condition when they found most

avenues of employment closed to them. They picked out undigested grain from the dung of cattle, washed, dried and ground them and made chapattis.

Gandhi was aghast at the insensitivity of the caste Hindus who forced such degradation on them. In western Rajasthan, he was informed, the Harijans had to take their drinking water from troughs kept for cattle, in which caste Hindus washed their clothes. Some of the untouchables who converted to Christianity were treated just as badly. A Malabar Christian wrote to Gandhi that the condition of his community was absolutely the same as that of Harijan Hindus: "... public institutions, roads, inns, rest houses, temples, churches, court houses, business houses, shops, streets and even taverns that are unapproachable by the one are exactly to the same extent unapproachable by the other. To both, caste men like Namboodiris are unseeable to this day. Allow us to add that we, being agricultural serfs mostly, have been and are dependent on the caste Hindus and Christian masters and that, owing to increasing poverty and fragmentation of land, we are day by day reduced to greater and greater economic plight." Gandhi observed that "this state of things is no doubt a disgrace to Hinduism, but it is no less so to Christianity, if not more so". But at the same time, such instances made him all the more conscious of the extent of social degradation and the enormity of the task ahead. Contrary to expectations, the plight of the untouchables was equally dismal in Punjab. Gandhi quotes from letters from the Adi Dharma Mandal of Jalandhar and the Balmic Ad Dharma Mandal of Lahore: "The high class proud Hindus of the Punjab province have degraded and lowered our position in society to an 'unbreakable' extent. They think themselves to be polluted if we happen to touch them.

Our entry at public places and getting water from public wells and tanks is thought objectionable. Hindu washermen and barbers are not prepared to serve us in their respective occupations. We are not allowed to dine at Hindu hotels. We are not 'privileged' to use bands, palanquins on the occasions of our marriage celebrations. We are forced to carry the palanquins of Hindu brides at their marriage. If we happen to put on good clothes, it irritates them …. Even the houses in which the (Harijans) live are not considered their property." On a visit to Almora in 1929, Gandhi was dismayed to find that even in such a beautiful place and among such hospitable people, the "evil custom" of untouchability prevailed. He discovered that there was no necessary connection between untouchability and a person's occupation.

A class of cultivators, locally described as shilpi, were traditionally considered untouchable, although their occupation, even according to classical Hinduism, did not warrant such treatment. Another class of people, the Boras, suffered a similar fate. Neither the shilpi nor the Boras ate carrion or consumed liquor and they followed all the orthodox rules of sanitation, yet they were rejected by the "upper caste" Hindus. Gandhi also took note of the rigid custom of chokha (fastidious concern for purity at mealtimes), about which he wrote: "In Almora, the chokha – untouchability at the time of dining – has worked its insidious way even among castes and sub-castes till at last, every man makes himself an untouchable. This chokha exercises its evil sway even in national institutions like the Prem Vidyalaya." When Gandhi enquired about this, he was told that though the trustees did not believe in the custom, they tolerated it "so as not to scare the parents of the boys attending the institution". In fact, Gandhi found untouchability being justified on the grounds of high ideals, custom and interpretation of ancient law.

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Gandhi observed that in southern India, the rules of purity and pollution were followed with greater rigidity than in the north. A peculiar phenomenon there which did not escape his notice was that very often, the economic status of the untouchables was such as to make them indistinguishable from those who did not allow them into their fold.

He writes particularly about the Ezhavas of Tamil Nadu, whose leaders he met while on a tour. He found that their economic status, educational qualifications and personal cleanliness were infinitely superior to that of a lot of Brahmins he had met all over India. Yet, they were treated as untouchables and denied entry to public roads, temples and public schools.

Gandhi writes that while, on the one hand, they were denied access to civic amenities, on the other they were liable to pay the same amount of civic taxes. The consciousness of such double standards had led many of them, says Gandhi, to adopt the very extreme position of denying the existence of God. In some parts of south India, there was an additional imposition on the untouchables – they were required to give warning of their approach so that high caste Hindus could leave in time and not have to see them. When Gandhi came to know of this, he made a public declaration: "I am a touchable by birth but an untouchable by choice …. I have endeavoured to qualify myself to represent not the upper ten even among the untouchables … but my ambition is to represent and identify myself with as far as possible, the lowest strata of untouchables, namely, the 'invisibles' and 'unapproachables', whom I have always before my mind's eye wherever I go." The abhorrence of any kind of contact with the untouchables was so widespread that on one occasion, Gandhi was almost completely ostracized by society at large. He had permitted an untouchable family to join his Sabarmati Ashram within a few months of its coming into existence. About the public outcry against this action, Gandhi recalls: "All monetary help was stopped. .. (then) came rumours of proposed social boycott. We were prepared for all this." He had prepared to go with his companions to the untouchables' slums, where they would live and earn money through manual labour. At that time, "as if by heavenly intervention", he writes, "a big industrialist of Ahmedabad (whom he had met only once) donated a large sum of money to the ashram." It was enough to see the inmates through a year. This incident greatly strengthened Gandhi's confidence in his cause.

Through his extensive writings, Gandhi hoped to rouse the country's conscience against the crimes that were committed in the name of tradition and religion. The several statements on untouchability Gandhi made during his imprisonment in 1932 are of considerable importance in this regard. In his second statement, he drew a graphic picture of the state of the untouchables. "Socially, they were lepers," he said, "economically, they were worse than slaves, religiously they were denied entrance to places that were miscalled 'houses of God'." In these circumstances, he wondered over their powers of endurance and their unquestioning acceptance of the Hindu faith. He concluded that they were too downtrodden to rise in revolt against their oppressors.

In 1918, at the Second Depressed Classes Mission Conference at Bijapur, Gandhi saw the irony of the situation when he saw that there were no untouchables at a meeting called for them. He declared that the organizers were wasting their time because it was evident that they had no genuine feeling for the untouchables. It is a principle in law, he said, that he who seeks justice should render it to others. It would be useful at this

juncture to examine Gandhi's perceptions of the ongoing changes in social practices, particularly with regard to untouchability. In fact, they could largely be attributed to his own efforts. In 1924, he wrote, "The removal of untouchability has been brought within the range of possibility in the near future because of the incessant propaganda by the Congress Hindus. No doubt a great deal still remains to be done. It is not an easy feat to root out prejudices which have acquired an undeserved sanctity because of their age, but the barrier is breaking down." The untouchables themselves were making conscious efforts to improve their lot. In Kutch, many gave up eating meat and drinking liquor in an attempt to set high moral standards for themselves. At crowded meetings in Andhra Pradesh in 1929, Gandhi found that 'touchables' and untouchables mingled freely and sat together.

Gandhiji helped the untouchables who were working independently for the upliftment of their own people. This was the period when the untouchables themselves were on a warpath. They too were engaged in offering their civic and social rights. This was the period during which the untouchables of Bombay Presidency had launched their Satyagraha at Mahad for establishing their right to takewater from the public tank and at Nasik for establishing their right to enter a Hindu temple. How did Gandhi look upon this Satyagraha movement started by the untouchables against the caste Hindus? The attitude of Gandhiji, to say the least, was extremely queer.

In the first place Gandhiji condemned this Satyagraha started by the untouchables against the caste Hindus. He would not support it. In this controversy the untouchables were perfectly logical. They argued that the Civil Disobedience was the weapon advocated by Gandhiji to use legitimately against the British for securing their freedom. In the same manner, the untouchables must be allowed to use the same weapon against the caste Hindus for securing their emancipation. However good this logic be, Gandhiji could not bring it. He tried to meet their logic by his logic. He argued that untoucbability was the sin of the Hindus. It is the Hindus who must, therefore, do penance. It is they who must start Satyagraha for the removal of untochability. Satyagraha was not the business of the untouchables because they were not sinners of it.

Gandhiji showed two different attitudes regarding the Satyagarhas started by the untouchables against caste Hindus at Mahad and Nasik and at Vaikom. Gandhiji was in favor of the Satyagraha at Vaikom. He blessed it and encouraged it. The Vaikom Satyagraha was carried on by the untouchables under the auspices of the congress. The other two were launched by the untouchables independently of the congress. Gandhiji refused to give his blessings to the Satyagraha started by the untouchables. It was a foregone conclusion that no congressmen would or could come and help the untouchables in their struggle against the orthodox Hindus. 25 This was the mistake Gandhiji did by his most illogical attitude. He came out openly against all non-Hindus and prohibited them from helping the untouchables in their Satyagraha struggle against the cast Hindus. He was not only against Mohammedan, Christians, Parsis and Jews rendering any help, but he went to the length of objecting to the Sikhs who came to help the untouchables.

Gandhiji was questioned when he went to Dandi in March 1930 to make the historic Salt Satyagraha against the British law. Some untouchables went to Dandi and questioned him. They asked him regarding his declaration about the removal of untouchability. Gandhiji's reply was this: "The untouchables are a part of a whole. I am working for the whole and I therefore believe that I am therefore working for the untouchables who are a part of the whole." 27 Gandhiji considered India to be one nation, of which the congress was legitimate spokesperson. He worked hard to recognize the Muslims and Sikhs as separate entities and to grant their own representatives. He could not do much work for the Dalits for two basic reasons. First, it would create a division in Hinduism that he was not ready to look forward with any satisfaction whatsoever. Secondly, it would perpetuate rather than the removal of untouchability. The Hindu social organization is based on four- fold caste system. The untouchables don't belong to any of these castes. They are the most unprivileged people in India. In the next chapter, we shall study how the untouchables revolted against the Hindu social structure.

Gandhi visiting Madras (now Chennai) in 1933 on an India-wide tour for Dalit (he used Harijan) causes. His speeches during such tours and writings discussed the discriminated-against castes of India.

He even asked the crowds if they had any objections and got stout denials in reply. He noted in Young India that the suppressed classes were daily growing more and more restive and resentful of the terrible treatment meted them by the higher classes. He considered it a positive sign and was heartened to see this discontent, which he thought would be a prelude to progress. Gandhi found that there were many Brahmins, too, who were working very hard for the uplift of the untouchables. Giving the example of Govind Krishna Gokhale, Gandhi writes, "It is possible to make out a

long list of Brahmins who have stood up for equality between man and man. To decry the Brahmins as a class is to deny ourselves the benefit of the selfless service for which many of them have specially fitted themselves. They stand in no need of certificates. Their service is its own reward." Thirteen students of Trichy National College in Tiruchirapalli wrote to Gandhi that they desired to work on welfare schemes for Harijans and children in their leisure hours. He was overjoyed and replied that if they simply visited Harijan habitations and made them feel that they were their brothers and sisters, they would find "the right word and right action". A piquant situation arose on one occasion. At the Jaipur Rajya Sammelan held on 25 December 1934, a khadi exhibition was held on the first floor of a building overlooking the main market centre. A Harijan boy was in charge of the sales there and he could be seen by the caste Hindus who were gathered below in the market centre. The latter were outraged by the fact that a Harijan sat at a level higher than them.

They called a panchayat meeting and resolved that:

1. No one from the village should attend the khadi exhibition on pain of excommunication.
2. No one should send his girls to the local Kanya Pathshala, as it was connected with the Rajya Sammelan people.
3. No one should permit teachers of the Harijan Pathshala to enter his home.But the winds of change were already gathering strength. Twenty-eight young men defied the panchayat's decision and participated in the Sammelan. They were asked to pay a fine of Re 1 each, but they refused to do so. Some 300-400 people dined together in the Sammelan kitchen, without any caste distinctions being observed. The orthodox raised the cry of 'Religion in Danger'. Gandhi wrote, "The fact that the savarna (upper caste) reformers have remained undaunted by the threat of the boycott must be regarded as a happy augury .... The reformers must proceed with their work with patient, silent determination, unaffected by anger or fear."

The path of change was not altogether smooth and many took it for selfish ends. The state of Wadhawan in Gujarat decided to constitute an elected municipality, which was seemingly a progressive step, but a clause in its constitution required untouchable voters to elect a representative from the upper castes. Gandhi was outraged when he came to know of this. He asked the people to oppose this clause and, if it was not expunged, he advised them to boycott the elections. Since the elections of 1919, the power of the people, even if limited, began to be felt and, with this, the potential of the suppressed classes as a docile but powerful electorate began to emerge. The politicians were quick to notice this and a trend arose to woo them for political gains. Gandhi condemned this roundly and warned the Hindus against this tendency. "To remove untouchability," he wrote, "is a penance that caste Hindus owe to Hinduism and themselves. The purification required is not of untouchables, but of the so-called superior castes." Gandhi's reaction and perception rested on humane grounds and an anxiety to regenerate a decaying social structure.

3.5.Ambedkar and his Experience of Untouchability :

Dr. Bhimrao Ramji Ambedkar, popularly known as Babasaheb Ambedkar, was a jurist, social reformer and politician. He is also known as the Father of Indian Constitution. A well-known politician and an eminent jurist, his efforts to eradicate social evils like untouchablity and caste restrictions were remarkable. Throughout his life, he fought for the rights of the dalits and other socially backward classes. Ambedkar was appointed as India's first Law Minister in the Cabinet of Jawaharlal Nehru. He was posthumously awarded the Bharat Ratna, India's highest civilian honor, in 1990.

Childhood & Early Life

Bhimrao Ambedkar was born to Bhimabai and Ramji on 14 April 1891 in Mhow Army Cantonment, Central Provinces (Madhya Pradesh). Ambedkar's father was a Subedar in the Indian Army and after his retirement in 1894, the family moved to Satara, also in Central Provinces. Shortly after this, Bhimrao's mother passed away. Four years later, his father remarried and the family shifted to Bombay. In 1906, 15 year old Bhimrao married Ramabai, a 9 year old girl. His father Ramji Sakpal died in Bombay, in 1912. Throughout his childhood, Ambedkar faced the stigmas of caste discrimination. Hailing from the Hindu Mahar caste, his family was viewed as "untouchable" by the upper classes. The discrimination and humiliation haunted Ambedkar at the Army school. Fearing social outcry, the teachers would segregate the students of lower class from that of Brahmins and other upper classes. The untouchable students were often asked by the teacher to sit outside the class. After shifting to Satara, he was enrolled at a local school but the change of school did not change the fate of young Bhimrao. Discrimination followed wherever he went. After coming back from the US, Ambedkar was appointed as the Defence secretary to the King of Baroda but there also he had to face the humiliation for being an 'Untouchable'.

Ambedkar was brought up in the surrounding of an orthodox and rigid Hindu family that was divided on religious, casteist, communal, and regional lines. He complained that the Hindu society was just like a tower, which had several storeys without a ladder or an entrance. One was to die in the storeys in which one was born.

There are several instances, which would show the kind of humiliation and injustice Ambedkar, being an untouchable, suffered in his early life. Once he and his nephews were going to meet his father at Goregoan in Satara district on a hot summer day. They had to disembark at Masur railway station and from there they had to go to Geregaon, which was at a far off distance. The two children sat on a bullock cart and started their journey. But as soon as the owner of the cart came to know that they were Mahars, they were ordered to get down from the cart. The children offered double fare. Since they were untouchables, the owner of the bullock cart did not take their money. In the scorching heat the children were denied food and even water though the cart had all the facilities to get these essentials in the course of the journey. 29 We can imagine what scars might have been left on the sensitive heart of a young, intelligent

and precious child. Yet another shock was growing in the mind of Ambedkar. It was indeed a touching scene when he came to know that his hair defiled the purity of the barbar who regarded the shaving of a buffalo a better and holier affair than a human being. What a terrible impression these cruel disabilities might have made upon the young mind. But he was quite strong, sensitive and yet very resolute.

Under the circumstances of such disabilities and maltreatment, Ambedkar cultivated a spirit of patience. All such insulting refusals and ill treatments engendered in him a burning hatred for Hinduism.

DR.BR.AMBEDKAR

FATHER OF INDIAN CONSTITUTION

The untouchables were prohibited to learn Sanskrit. Being an untouchable, Ambedkar also was compelled to take Persian as the second language in the high school, though he was interested in learning Sanskrit. Sanskrit was the key to the study of the Vedas. The Vedas were neither to be heard nor to be read by the Shudras and the untouchables. The teacher never touched the notebooks of the untouchable students. Some of them did not even ask them to recite poems or put any question to them for fear of being polluted. But at the same time, there was a Brahmin teacher in the high school who loved this boy very much and even dropped daily a part of his meal of boiled rice, bread, and vegetables into the hands of Ambedkar. Students from the socially backward communities especially untouchables were segregated and made to sit separately from the other people in schools. They were given gunny bags as mat to sit upon, unlike the others who were provided with wooden planks. The upper caste students and teachers hardly communicated with the students coming from the depressed classes. A blind and foolish tradition made the high caste students believe that even talking to children of the depressed classes would pollute them.

The hardships undergone by Ambedkar in Baroda are well known. The caste Hindus tried their best to prevent him from occupying a rented house renting a house. His

peons would not hand over files to him, because he would lose his caste status in the eyes of his colleagues. He would throw official papers on the table of the learned doctor from a distance. He would pour drinking water from the jug without touching him. Life became unbearable for a self-respecting, foreign educated man like Ambedkar. 33 It was divine grace, which saved Ambedkar's life, which he was to spend in the emancipation of the untouchables from the thralldom of caste tyranny. Ambedkar had come to the conclusion that the social problems of the country required a political solution. He decided to fight the evil of untouchability all alone.

Dr. Ambedkar's initiative for the abolition of caste system Dr. B R Ambedkar throughout his lifetime was considered to be a controversial personality. He was a great nationalist who was less understood and more misunderstood by his own countrymen. But his worth could not be hidden for a long time, he began to be hailed by the people of the India as a great patriot throughout his life. There were various initiatives taken by him for the course of the memorandum that he submitted jointly with Roa Bahadur K. Srinivasan of the minority committee of the round table conference he had outlined the terms and conditions on which the depressed classes will consent to place themselves under a majority rule in a self governing India as follow:

• Equal citizenship and fundamental rights declaring the practice of untouchability as illegal.
• Free enjoyment of equal rights protected by adequate constitutional remedies.
•   Protection   against   discrimination.
• Adequate representation to the depressed classes in the legislature. They must have the   right   to   elect   their   representative   by   Universal   Adult   Suffrage.
•   Adequate   representation   in   the   services.
• Redress against pre judicial action or neglect of interest and obligation should be imposed on the legislation and the executive to make adequate provision for the education, sanitation, recruitment and other matters of social and political advancement of the depressed classes.

Ambedkar was called upon to play a stupendous role in his capacity as chairman of the drafting committee of the constituent assembly and as a minister of Law in the Nehru Cabinet. He was entrusted with the responsibility of safeguarding the rights of every Indian, especially for depressed sections. A quick glance at the provisions enumerated in part III, IV and XVI of the Indian Constitution.

On his return to India in 1923, he founded, Bahishkrit Hitakarini Sabha with a main object of spreading education and improving the economic conditions of the oppressed classes. With a slogan of Educate-Agitate-Organized the social movement led by Dr. Ambedkar aimed at annihilation of the caste and the reconstruction of the Indian society on the basis of equality of human beings.In 1927 he led the march at Mahad, Maharashtra to establish the rights of the untouchables to take water from the public Chawdar Lake. This marked the beginning of anti-caste and anti-priest movement.

The temple entry movement launched by B.R. Ambedkar in 1930 at the Kalaram temple is another landmark in the struggle of human rights, political and social justice.

One of the greatest contributions of Dr. Ambedkar was in respect of fundamental rights and directive principles of state policy enshrined in the constitution of India. The fundamental rights provide for freedom, equality and abolition of untouchability and remedies to ensure the evolution of rights. The directive principles mentioned fair distribution of wealth and better living conditions for all. It was he, who forsook his high pedestal, lying down to their level, gives them a helping hand and raised them to human stature. For Indians, Ambedkar is no more a historical personality named Bhimrao Ramji Ambedkar. He is already metamorphosed into a symbol-a symbol for their collective aspiration and an icon for the thesis of their emancipation. Human history is replete with such icons; rather it is largely made of them.

3.6 Recognizing Discrimination in the Community
(Please Refer Unit -6 , 6.3)

CONCLUSION

Caste system was very much stringent and rigid institution of early society which was responsible for the pathetic condition of different groups of the community and they were treated as suppressed and untouchables class. Various successful steps were taken by different social reformers to eradicate this evil from the mind of the people, because every individuals mind were responsible to generate this evils into once mind. This paper emphasized the annihilation of caste system in the light of the views if Dr. B R Ambedkar. He made valuable contribution to the social and political thinking and denounced the outrageous attitude of the Brahmanical Hinduism towards the untouchables and worked for the liberation of oppressed class from the high caste Hindus. Through his writing and speeches he made the people conscious of the political, economic and social problem of the untouchables and impressed the need of paying special attention to the conditions of untouchables. The influence of Ambedkar idea is evident from the fact that the new constitution not only assured equality to all the citizens but also took definite steps to abolish untouchablity and made its factors in any form an offence punishable under law.

Answer the following questions:

1. Define discrimination and discuss various forms of discriminations?

2. Define poverty and what are the factors influence of learning?

3. Discuss poverty estimation in India?

4. How can you reduce poverty in India-discuss ?

5. What are the main causes of inequality in India?

6. Define caste and explain caste system in India?

7. Define secular and discuss secularism in India?

8. Mention the constitutional provisions regarding linguistic discrimination?

9. At what time in history did the caste system dominate the society of India?

10. Explain causes of Economic Inequalities in India?

11. Write an essay on Gender Discrimination?

12. Explain about HDI?

13. **What impact does the caste system create in society?**

14. Briefly Discuss Gandhi views on caste System in India?

15. Discuss Ambedkar experience of untouchability?

20.5 KEYWORDS :

Endogamy: It is the custom of marrying within one's own social group such as the caste group. Hereditary: Anything, like name, status or property, which has been transmitted from one generation to the other genealogically.

Hierarchy: It is one of the most essential aspects of caste stratification in India. It seeks to place one caste above or below another caste on the criteria of ritual purity and pollution.

Hypergamy : The practice of giving a woman in marriage to a clan, which is higher in social status than the status of the clan to which the woman belongs, within the same caste group.

Normative System : It is the body of norms, values, beliefs and ideas, which guide social behaviour in a society.

Permutations : The number of ways in which a social group, like a caste group, can be arranged.

Purity and Pollution: It is an abstract notion which considers certain activities, objects and occupations ritually pure or polluting in the caste society. For example, vegetarianism is considered ritually purer than nonvegetarianism. Both these concepts are necessarily relative to each other.

Twice-Born: The castes belonging to the first three varna, i.e., Brahmans, Kshatriya and Vaishya, whose male members undergo the thread ceremony called the "Upanayan samskara" are called the twice-born or 'dvija'

Introduction

Gender is a very dynamic concept. Understanding Gender issues involves understanding socially defined roles, Identities, societal structures and various other concepts related to gender. It is important to understand the following concepts.

Learning Objectives

> - After studying this unit the Student will be able to
> - Differentiates the concept of gender and Sex
> - Understand s the effect of patriarchy in society
> - know the gender Identity
> - Identify the factors influencing gender roles

4.1. Difference between Gender and Sex

Sex and Gender

Sex is biological that distinguishes men and women. Sex is determined at birth.   By gender, we mean the socially constructed and culturally determined characteristics associated with women and men.

Gender refers to the assumptions made about the skills and abilities of male and female. Gender discriminates the conditions in which women and men live and work the relations that exist between men and women.

According to World Health Organization(WHO,2011) "The word gender is used to describe the characteristics, roles and responsibilities of women and men, boys and girls, which are socially constructed.

Gender is related to how we are perceived and expected to think and act as women and men because of the way society is organized, not because of our biological differences"

'Sex' identifies the biological differences between men and women while 'gender' identifies the social relations between men and women.

Gender stereotyping

Gender stereotyping is defined as over generalization of characteristics, differences and attributes of a certain group based on their gender. Gender Stereotyping limit the development of natural talents and abilities of boys and girls.

Gender Equality

Gender Equality implies that the rights, responsibilities and opportunities of men and women will not depend on whether they are born male or female. This refers to the equal rights, responsibilities and opportunities of women and men.

Gender Equity

Gender Equity refers to treatment for women and men, according to their respective needs. Gender Equity recognizes that both men and women have different needs, preferences and interests and equality of outcomes may necessitate different treatment for men and women.

Gender main Streaming

Gender Mainstreaming is a strategy for making the concerns and experiences of women as well as of men an integral part of the design, implementation monitoring and evaluation of policies and programmes in all aspects that both women and men benefit equally.

4.2. **Emergence of the Idea of gender and main discourses on gender**

What does gender discourse mean?

Discourse in terms of **gender** refers to "a whole range of different symbolic activities, including style of dress, patterns of consumption, ways of moving, as well as talking" (Edley, 2001, p. 191). **Gender** identity **is** constructed and reproduced through these symbolic activities in a very broad sense.

Gender as discourse Discursive psychologists insist that gender is constructed in and through discourse. Gender is "the activity of managing situated conduct in light of

normative conceptions of attitudes and activities appropriate for one's sex category. Gender activities emerge from and bolster claims to membership in a sex category" (Lorber & Farrell, 1991, p.7). Discourse in terms of gender refers to "a whole range of different symbolic activities, including style of dress, patterns of consumption, ways of moving, as well as talking" (Edley, 2001, p.191). Gender identity is constructed and reproduced through these symbolic activities in a very broad sense. For example, within modern Chinese culture, masculinity is considered as something like being tough, drinking alcohol, smoking, having good sense of direction, having power and money. All these things are accepted and naturalized characteristics of male within the culture. In Goffman's (1976) terminology, 'gender display' focuses on behavioral aspects of being men or woman. Gender is expressed or exhibited through interaction and become normalized and recognized as a social organized achievement. Butler (1990) uses the concept of performativity to reveal gender as norms that require continual maintenance. Butler (1990) argues that performativity is the discursive mode (like vehicle) by which ontological effects are installed. Discourse is productive and performativity is considered as that aspect of discourse that has the capacity to produce what it specifies. According to Butler's (1990) theory of performativity, gender is not inscribed onto a biological body. On the contrary, gender is discursively constructed and sustained. Gender is performed by individuals on a daily basis and the everyday performance constructs gender within social and cultural discourse. In other words, she insists that gender identity is constructed within regulative discourses. Though Goff man and Butler adopt different terms of 'gender display' and 'performativity' respectively from gender as discourse by discursive psychologists, they actually provide support for discursive psychologists who maintain that gender is constructed in and through discourse with symbolic interaction within social and

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cultural norms. According to discursive psychology, gender identity is not permanent, but in the course of being remade and reconstructed. However, reconstructing identities is not a simple matter of voluntary action (Eagleton, 1991, cited in Edley, 2001).

4.3 Understanding Patriarchy and its strong Influence on and correlation with gender socialization

Patriarchy is a social system in which men hold primary power and predominate in roles of political leadership, moral authority, social privilege and control of property. Some patriarchal societies are also patrilineal, meaning that property and title are inherited by the male lineage.

Patriarchy is associated with a set of ideas, a patriarchal ideology that acts to explain and justify this dominance and attributes it to inherent natural differences between men and women. Sociologists tend to see patriarchy as a social product and not as an outcome of innate differences between the sexes and they focus attention on the way that gender roles in a society affect power differentials between men and women.

Historically, patriarchy has manifested itself in the social, legal, political, religious, and economic organization of a range of different cultures. Even if not explicitly defined to be by their own constitutions and laws, most contemporary societies are, in practice, patriarchal.

Patriarchy is a socially-constructed system where males have primary power. It **affects** many aspects of life, from political leadership, business management, religious institutions, economic systems and property ownership, right down to the family home where men are considered to be the head of the household

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Lerner views the establishment of **patriarchy** as a historical process that developed from 3100 B.C. to 600 B.C. in the Near East. **Patriarchy**, she believes, arose partly from the practice of intertribal exchanges of women for marriage "in which women acquiesced because it was functional for the tribe

4.3.1. Contribution of Patriarchy   towards gender in equality

Gender   inequality in   the   public   sector   is   a   political   enterprise, with **patriarchal** institutional mechanisms bestowing power and privilege to groups of men in organizations, which results in women's disadvantage.

Patriarchy is a social system in which the role of male as the primary authority is central. It refers to a system where men have authority over women, children and property. As an institution of male rule and privilege, patriarchy is dependent on female subordination. Historically, it has manifested itself in the social, legal, political, and economic institutions of different cultures. Patriarchy also has had a strong influence on modem civilization, notwithstanding the fact that many cultures have moved towards a more egalitarian social system over the past century (MaltiDouglas). Literally meaning "rule of fathers," (Ferguson 1048), the term 'patriarchy' was initially used to refer to autocratic rule by the male head of a family. However, in modem times, it more generally refers to social systems in which power is primarily held by adult men. (Meagher 441-42)

Women must constantly fight for their rights and at times even struggle just to survive without power. Majority of the world leaders are a living testimony to the fact that

patriarchy reigns supreme. Nevertheless, given an opportunity, women can be as powerful as men are. For average women, on the contrary, it would be a distant dream to be on par with men simply because men have the advantage of a culturally conditioned mindset. Majority of religions have contributed their bit to perpetuate patriarchal norms. With such beliefs instilled into cultural mindset, women scarcely stand a chance of gaining strength in this male-dominated world. Patriarchy is also manifest in family traditions and gets reinforced through practices such as women adopting the surname of their husbands and children too carrying their father's last name. This practice is gradually on the wane as more women are now choosing to keep their maiden names, or hyphenate it via prefixing it with their married name, so that they can retain their individual identity. In majority of families, the man financially supports a family while the woman stays at home taking care of children. There is considerable ambiguity about the status of women in Indian society. Some sacred texts accord them an exalted status by stating that gods live where women are worshipped. In her various manifestations as Mother Goddess (namely Durga, Kali, Chandi, etc.), woman is believed to represent power (Shakti), and evoke both fear and reverence. She can protect and at the same time can also wreak vengeance. If pleased, she can fulfill every wish, but when annoyed, she can unleash unimaginable terror. Male gods at times find themselves helpless before her and cannot dare to intervene especially when she has decided to act as power incarnate. Most of her attributes are

believed to be embedded in every woman. However, there is yet another profile of woman sanctified by religious writings and folklore wherein she is believed to be fickle and fragile. She is represented as sensuous, tempting, given to falsehood, folly, greed, trickery, impurity, and also thoughtless action. She is also regarded as the root of all evil. It is because of her supposedly inconsistent character that she has to be kept under strict control. Being fragile, she needs protection at all stages of her life, for instance, in childhood by her father, in youth by her husband, and in old age (after husband's death), by her sons. As evident, these two images are contradictory—the tilt in the accepted stereotypes being toward the negative and derogatory aspect. Tulsidas, the well known poet, in one of his oft-quoted stanzas, lumps women with the dumb, the unlettered, the shudras (outcastes) and cattle, who deserve persecution. Being allegedly the inferior sex, women have had to forego privileges and rights that are regarded as exclusively the male prerogative. The ideology of subordination, linked to Hinduism, Islam and Christianity, is pervasive and has invaded the worldview and ethos of almost the entire Indian society. There are, of course, some exceptions which permit a greater measure of equality and freedom to women. There are certain areas in which control is exercised on women. First of all their sexuality is controlled much more strictly than men's. Women are defined homogeneously as well as reductively and are attributed certain attitudes which bring disgrace both to the family in which they are born and the one into which they are married. Moreover, restrictions are

imposed on woman's movement and the contact that she maintains/wants to maintain with the outside world. Implicit in this are the attempts to ensure that woman should not yield to any temptation and must not transgress sexual norms. Women, at the lower rung of society have to take up all kinds of work to meet their family needs and this necessitates their movement outside the precincts and their home. They are vulnerable and are subjected to various types of discrimination and exploitation by the society steeped in patriarchal ethos. Women from middle and upper middle class families are not spared by the patriarchal set-up

They may outwardly seem to accept male superiority but enjoy more freedom compared to their urban counterparts. India has small pockets of matrilineality. In matrilineal communities, descent is traced through women, but political power generally rests with men. Land alongside other property is inherited through female lineage; but its management rests with men. The matrilineal system does endow women with special sense of dignity and status; however, male and female spheres of activity and control continue to be separately demarcated. There is a Khasi saying: "War and politics are for men while property and children are for women" (Dube 109). Among them, the rulers, the chiefs, and power-wielding "elders" are all male, but women have important economic roles to perform. Khasi women, for example, run small shops and engage in local trade. The Nayar women, who form part of the Hindu society of Kerala landlords or non-cultivating tenants, were home-bound whereas their men took up military service. In their Tarawad (matrilineal joint household among Nayars of Kerala), property was owned and inherited by women, but it was looked after by the Kctrnovor (the manager) who would always be a male. This practice is much the

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same among the matrilineal Muslim families of Lakshadweep Islands. Only in some matrilineal socities in Kerala and Kamataka where women were entitled to headship of the family. Matrilineality is under stress as contemporary social practices have been effecting certain changes in its functioning. The market economy, modern education, increased geographical mobility and new employment opportunities are some of the major factors for change. In units comprising husband, wife and children especially located in alien settings, matrilineality cannot work in quite the same way as it did in a traditional setting. Even the Nayar Tarawads are disintegrating because new legislation has altered the underlying principle of marriage and has conferred on individuals the right to a share in ancestral property. Taking into account self-earned property, the Khasis have also been initiating changes in their law. However, matrilineal ideology is not likely to be totally eroded because women who will continue to perpetuate the line, will have a share in ancestral property, and will demand the status and respect that was conferred on them by their traditional norms and values. In respect of role allocation, distinction is made between "men's work" and "women's work" (Dube 110). The management of the household invariably remains within women's sphere. If they cannot hire domestic help (as only a few can afford it), women must handle the domestic chores like drawing water, cooking, cleaning the house, washing the clothes of men and children as well as their own, and looking after the children. A man may do so only when the wife is away or ill and if there is no other woman to take charge. This notion is so deeply ingrained that even working women are expected to continue looking after household affairs in addition to their jobs. Notably, many women have a sense of inadequacy, if not of guilt, when they cannot attend to their domestic responsibilities. Men, on the other hand, are supposed to look

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after the affairs of the world outside the home. They are expected to provide for the family and to function as arbiters of its discontents and conflicts.

4.3.2.SOCIALIZATION OF GENDER ROLES

Socialization is a process in which children, teenagers and adults learn what others expect in reciprocal action with them. This process helps people to adapt with the group (Doyle and Paluti, 1998:73). Values teaching process, attitudes formation and learning appropriate behaviors with accepted norms of a society is called socialization. With realization of this process, individual would find identity or social self. Socialization factors have important role in transferring gender roles and gender stereotype beliefs. Sociologists basically divide socialization factors to several fundamental parts: families, schools, media etc. In patriarchal society, these factors usually make obedience, passive, emotional and dependent picture from women and an independent, firm, deserve, capable and decisive picture of men. And choose toys in two years old which are suitable for their gender.. In about five years old children start to learn abstractive psychological related to the gender stereotypes. In their opinion boys are adult, too noisy, aggressive, and capable and girls are little, silent, obedient and emotional. So the socialization process reinforces the gender inequality in a patriarchal society. Jefri Rubin and his coworkers in a research in 1974 found that parents behave with their children based on their gender role traits. Several studies showed that the way in which adults behave with their children is completely affected by their classifying in boys and girls groups (Doyle and Paludi, 1998:74). According to parents' stereotype expectations from sons and daughters often are shown that gender roles socialization of children are simplified using toys and clichés clothes choice. In another way, parents enhance gender roles of their children with choosing method of children's overall participation in doing house work. For example

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girls are used for works such as cleaning up, setting the table and washing and boys are used in objects transporting, gardening and ... So the adults as a socialization factor transfer gender inequality to their children. In another way, mass media such as books, magazines, radio, TV, internet, cinema... have important role in socialization. In most Medias women should act in a separate way in comparison to men. Usually in children stories, men perform amazing activities and active roles while girls are generally limited and act passive. Usually in children stories, men perform amazing activities and active roles while girls are generally limited and act passive. School and friends also directly and indirectly produce and reproduce gender roles in children. Definitely women gender behaviours are completely distinguishable and different from men that affect interactions of two genders. Always in social interactions and communications, definitions of roles, activities and emotions related to each gender are represented which are the basis of gender identity of a person. People's thoughts about themselves are never performed in the void but are formed in the interactions (Wood, 1999:57). In the patriarchal cultures, women's roles are considered so much lower than men's and this consideration is produced and reproduced through social relations, therefore there is a mutual relation between patriarchal society and gender role socialization. It means both patriarchal society and gender role socialization reinforce each other. In social role theory, men and women learn femininity and masculinity through social conditions and even learn gender roles related to their biological gender through different actions with social structures (Alsop, et al ,2002:66). Surveys show that behavioral differences are mostly based on gender stereotype beliefs and caused women act as feminine style and also men act men's fashion. Gender role theory, is one of the most effective explanations for reasons of "consolidation and intensification of stereotype beliefs". Eagly believes that one of

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the reasons which men and women enhance gender stereotype beliefs is the way of their performance based on social roles. Men and women act based on type of gender classification because roles which they play need different skills and include different expectations. For example since women have been seen in educational roles and roles combined with human relations traditionally, they are expected to look after children and olds of a family, while men are expected to have instrumental and active roles. According to this theory, men and women enhance gender stereotype beliefs because different roles that they play and create different social demands for them and their roles.

4.3.3.ROLE OF MEN IN DECLINING OF THE PATRIARCHY:

Men need to learn more about women's problems and find the way to use their existing power and authority, to change the culture in a more equal direction, for instance changing gender stereotypes in educational materials and change workplace cultures Labor, child rearing and family-care have to be addressed. This will necessitate further rethinking of men's roles in the child- and family-care arenas (marinova, 2003: 9). A more gender equal society would be one that would leave men with more options in terms of careers, life styles and general ways of being. This could not be good for their emotional, physical and mental health. At the individual level they would not have to prove their masculinity by dominating other men and women, by adopting a hyper-masculine façade and in consequence engaging in life-threatening life-style activities(ibid: 9). Research on attitudes toward gender roles and gender equality reveals that majority of men, especially young men support gender equality. Most egalitarian attitudes are found among men from the educated middle classes…But there is a huge gap between egalitarian attitudes and social practice.

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More and more men express the wish to be involved actively in parenthood, not limiting fatherhood to being the economic provider; but only two percent of fathers make use of the possibilities of parental leave.

Patriarchal setup in our Indian Society: Men dominate societal and family life in India; this has been the case in the past ages and still continues to be practiced in majority of the households. Though this mindset is changing with urbanization and education, still there is long way to go for a permanent change in the scenario.

Gender based discrimination across India can only be checked when girls are not denied their chance to learn and grow in life. Girls like boys should get a great start in life in terms of education opportunities.

This will help them attain economic independence and will also help them to be rightly equipped to make a contribution towards their upliftment as well as that of the society they are part of.
NGOs like Save the Children are doing what it takes to uplift the status of the girl child in the society through a number of programmes across India.

4.3.4.Exploitation and Patriarchal Power

The power play of patriarchy saturates every area of Indian society and gives rise to a variety of discriminatory practices, such as female infanticide, discrimination against girls and dowry-related deaths.

It is a major cause of exploitation and abuse of women, with a great deal of sexual violence being perpetrated by men in positions of power.

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These range from higher caste men violating lower caste women, specifically Dalits; policemen mistreating women from poor households; and military men abusing Dalit and Adivasi women in insurgency states such as Kashmir, Chhatisgarh, Jharkhand, Orissa and Manipur.

Security personnel are protected by the widely criticized Armed Forces Special Powers Act, which grants impunity to police and members of the military carrying out criminal acts of rape and indeed murder; it was promulgated by the British in 1942 as an emergency measure, to suppress the Quit India Movement. It is an unjust law, which needs abolishing.

The Indian constitution makes clear the "principle of non-discrimination on the basis of caste or gender". It guarantees the "right to life and to security of life".

Article 46 specifically "protects Dalits from social injustice and all forms of exploitation". Add to this the important Scheduled Castes and Tribes (Prevention of Atrocities) Act of 1989, and a well-armed legislative army is formed.

However, because of "low levels of implementation", the UN states, "the provisions that protect women's rights have to be considered empty of meaning". It is a familiar Indian story: judicial indifference (as well as cost, lack of access to legal representation, endless red-tape and obstructive staff), police corruption, and government collusion, plus media indifference causing the major obstacles to justice and the observation and enforcement of the law.

The cities are dangerous places for women, but it is in the countryside, where most people live (70 per cent) that the greatest levels of abuse occur. Many living in rural

areas live in extreme poverty (800 million people in India live on less than 2.50 dollars a day), with little or no access to health care, poor education and appalling or non-existent sanitation.

Half of men don't want to see gender equality, 80 per cent regard changing nappies, feeding and bathing children to be "women's work", and a mere 16 per cent play any part in household duties.

4.4. EMERGENCE OF GENDER IDENTITY

Introduction

Gender identity is **defined** as a personal conception of oneself as male or female (or rarely, both or neither). This concept is intimately related to the concept of **gender** role, which is **defined** as the outward manifestations of personality that reflect the **gender identity**.

"**Gender** refers to the socially constructed characteristics of women and men, such as norms, roles, and relationships of and between groups of women and men.

"Gender" is more difficult to define, but it can refer to the role of a male or female in society, known as a gender role, or an individual's concept of them, or gender identity.

Gender Identity

▶ Gender identity is usually formed by age three. After age three, it is extremely difficult to change and attempts to reassign it can result in gender dysphoria. Both biological and social factors have been suggested to influence its formation.

‣ Our gender identity is how we feel in relation to being male or female - and there are different terms, descriptions and labels for different types of gender identities. We describe some of these terms.

Gender Identity Terms

Gender identity is an extremely personal part of who we are, and how we perceive and express ourselves in the world. It is a separate issue entirely from sex, our biological makeup; or sexual orientation, who we are attracted to. There are dozens of dynamic and evolving terms related to how people identify.

‣ **A gender**

‣ **Bigender**

‣ **Cisgender**

‣ **Gender Expression**

‣ **Gender Fluid**

‣ **Genderqueer**

‣ **Intersex**

‣ **Gender Variant**

Agender

‣ Not having a gender or identifying with a gender. They may describe themselves as being gender neutral or genderless.

‣ Bi-gender

A person who fluctuates between traditionally "male" and "female" gender-based behaviours and identities.

‣ Cisgender

A person whose gender identity and biological sex assigned at birth are the same. For example they were born biologically as a male, and express their gender as male.

Gender Expression

▸ The external display of one's gender, through a combination of how they dress, how they act and other factors, generally measured on scales of masculinity and femininity.

▸ Gender Fluid

▸ A mix of boy and girl. A person who is gender fluid may always feel like a mix of the two traditional genders, but may feel more man some days, and more woman other days.

Gender queer

▸ A gender identity label often used by people who do not identify with being a man or a woman, or as an umbrella term for many gender non-conforming or non-binary identities.

▸ Intersex

A person born with a reproductive or sexual anatomy that doesn't seem to fit the typical definitions of female or male. For example, a person might be born appearing to be female on the outside, but having mostly male-typical anatomy on the inside.

Gender Variant

Someone who either by nature or by choice does not conform to gender-based expectations of society☐

▸ **Mx**

Is a title (e.g. Mr., Ms., etc.) that is gender neutral. Pronounced☐miks, (similar to Ms)☐it is often the option of choice for folks who do not identify as cisgender.

▸ Third Gender

A term for a person who does not identify with either man or woman, but identifies with another gender. This gender category is used by societies that recognise three or more genders, both contemporary and historic, and is also a conceptual term meaning different things to different people who use it.

▸ Ze / Hir☐

Alternate pronouns that are gender neutral.☐Pronounced /zee/ and /here/ they replace "he" and "she" and "his" and "hers" respectively.☐Alternatively some people who are not comfortable/do not embrace he/she use the plural pronoun "they/their" as a gender neutral

Transgender

   A person who lives as a member of a gender other than that expected based on sex assigned at birth.

               All societies have a set of gender categories that can serve as the basis of a person's self-identity in relation to other members of society. In most societies, there is a basic division between gender attributes assigned to males and females, some people do not identify with some, or all, of the aspects of gender assigned to their biological sex. John Money suggested children might have awareness of, and attach some significance to gender, as early as 18 months to two years. Lawrence Kohlberg argues that gender identity does not form until age three .It is widely agreed that core gender identity is firmly formed by age three.

At this point, children can make firm statements about their gender.Choose activities and toys which are considered appropriate for their gender (Such as dolls and painting for girls, and tools and rough-housing for boys),

Barbara Newmann breaks it down into four parts:

(1) Understanding the concept of gender,

(2) Learning gender role standards and

   Stereotypes,

 (3) Identifying with parents, and

(4) Forming gender preference.

Gender Role

Gender roles are **influenced** by the media, family, environment, and **society**. A child's understanding of **gender roles** impacts how they socialize with their peers and form relationships. Many children have a firm sense of their **gender** identity, while some children can experience **gender** identity confusion.

 Gender roles are based on the different expectations that individuals, groups, and societies have of individuals based on their sex and based on each society's values and beliefs about gender. Gender roles are the product of the interactions between

individuals and their environments, and they give individuals cues about what sort of behavior is believed to be appropriate for what sex. Appropriate gender roles are defined according to a society's beliefs about differences between the sexes.

Gender is a concept that humans create socially, through their interactions with one another and their environments, yet it relies heavily upon biological differences between males and females. Because humans create the concept of gender socially, gender is referred to as a social construction. The social construction of gender is demonstrated by the fact that individuals, groups, and societies ascribe particular traits, statuses, or values to individuals purely because of their sex, yet these ascriptions differ across societies and cultures, and over time within the same society.

Gender roles are the roles that men and women are expected to occupy based on their sex. Traditionally, many Western societies have believed that women are more nurturing than men. Therefore, the traditional view of the feminine gender role prescribes that women should behave in ways that are nurturing. One way that a woman might engage in the traditional feminine gender role would be to nurture her family by working full-time within the horne rather than taking employment outside of the home. Men, on the other hand, are presumed by traditional views of gender roles to be leaders. The traditional view of the masculine gender role, therefore, suggests that men should be the heads of their households by providing financially for the family and making important family decisions. While these views remain dominant in many spheres of society, alternative perspectives on traditional beliefs about gender roles have gained increasing support in the twenty-first century. Different disciplines offer a range of perspectives on gender roles. An ecological perspective on gender roles suggests that gender roles are created by the interactions between individuals,

communities, and their environments. That is, while individual people play a role in constructing gender roles, so too do the physical and social environments within which people operate. A biological perspective on gender roles suggests that women have a natural affinity toward the feminine gender role and that men have a natural affinity toward the masculine gender role. The biological perspective does not, however, suggest that one role holds any inherently greater value than another role. A sociological perspective toward gender roles suggests that masculine and feminine roles are learned and that masculine and feminine gender roles are not necessarily connected to males' and females' biological traits. Sociologists study the different meanings and values that masculine and feminine gender roles hold in society. Related to the sociological perspective, a feminist perspective on gender roles might assert that because gender roles are learned, they can also be unlearned, and that new and different roles can be created. The feminist perspective points out those gender roles are not simply ideas about appropriate behavior for males and females but are also linked to the different levels of power that males and females hold in society. Because men are expected to be the primary breadwinners for their families, women often find themselves to be in poverty if their marriages dissolve. In this example, a feminist perspective would assert that men tend to hold more power in their marriages than women since men are less likely to lose power or social status if their marriages dissolve.

Gender roles can be linked to expectations of males and females in realms outside of the family as well, such as work (Williams 1995).In the workplace, men and women are often expected to perform different tasks and occupy different roles based on their sex (Kanter 1977). Even in the early twenty-first century, many corporations operate from a perspective that favors traditional beliefs about gender roles by, for example,

offering parental leave benefits only to mothers and denying such benefits to fathers. In addition, because the traditional perspective toward gender roles remains predominant in many corporations, the positions that women and men hold within corporations are often segregated by sex. Women are more likely to be expected to work as secretaries, and men are more likely to be expected to work as managers and executives. Also, men are presumed to be more ambitious and task-oriented in their work, while women are presumed to be more interested in and concerned about their relationships with others at work. As these examples demonstrate, gender roles are sometimes created on the basis of stereotypes about gender. Gender stereotypes are oversimplified understandings of males and females and the differences between them. Individuals sometimes base their perceptions about appropriate gender roles upon gender stereotypes. Gender stereotypes tend to include exaggerated or erroneous assertions about the nature of males and females. For example, a common gender stereotype about males is that they are not emotional. Females, on the other hand, are commonly stereotyped as being irrational or overly emotional. Political movements such as the feminist movement continue to work to deconstruct gender stereotypes and offer alternative visions of gender roles that emphasize equality between women and men

‣ Gender roles in society means how we're expected to act, speak, dress, groom, and conduct ourselves based upon our assigned sex.

‣ For example, girls and women are generally expected to dress in typically feminine ways and be polite, accommodating, and nurturing.

‣ Men are generally expected to be strong, aggressive, and bold.

‣ Every society, ethnic group, and culture has gender role expectations, but they can be very different from group to group. They can also change in the same society over time.

- For example, pink used to be considered a masculine color in the U.S. while blue was considered feminine.

Factors Influencing Formation of gender roles

- Gender roles are influenced by the media, family, environment, and society.

- A child's understanding of gender roles impacts how they socialize with their peers and form relationships.

- Many children have a firm sense of their gender identity, while some children can experience gender identity confusion.

- Social factors which may influence gender identity include ideas regarding gender roles conveyed by family, authority figures, mass media, and other influential people in a child's life.

Language also Plays a Role

- Children, while learning a language, learn to separate masculine and feminine

- Characteristics subconsciously adjust their own behaviour and to these predetermined roles.

Biological Factors

- Several prenatal, biological factors, including genes and hormones, may affect gender identity.

- **Social and environmental factors**

- Social scientists tend to assume that gender identities arise from social factors.

- It has been suggested that the attitudes of the child's parents may affect the child's gender identity, although evidence is minimal.

Parental Establishment of Gender Roles

- Parents who do not support gender nonconformity are more likely to have children with firmer and stricter views on gender identity and gender roles

- Many parents form gendered expectations for their child before it is even born, after determining the child's sex through technology such as ultrasound.

The child thus is born to a gender-specific name, games, and even ambitions.

Gender Stereotypes Affect People

There are four basic kinds of gender stereotypes:

▶ Personality traits

▶ For example, women are often expected to be accommodating and emotional, while men are usually expected to be self-confident and aggressive.

▶ Domestic behaviours

▶ For example, some people expect that women will take care of the children, cook, and clean the home, while men take care of finances, work on the car, and do the home repairs.

▶ Occupations

▶ Some people are quick to assume that teachers and nurses are women, and that pilots, doctors, and engineers are men

▶ Physical appearance

▶ For example, women are expected to be thin and graceful, while men are expected to be tall and muscular.

▶ Men and women are also expected to dress and groom in ways that are stereotypical to their gender (men wearing pants and short hairstyles, women wearing dresses and make-up.

▶ Gender roles are influenced both by our genes (a part of our biology) and our environment.

▶ Children often copy adult role models such as their parents or teachers.

▶ So if a boy sees his father mostly doing jobs like fixing the car, or a girl sees her mother doing most of the cooking, the child may think these are 'men's jobs' and 'women's jobs'.

▶ However, it's important that children know that girls can do well at games, sports and school subjects like maths, which society has typically associated with boys.

▶ Likewise, it's important for boys to have the freedom to follow their interests, regardless of whether it fits what people have traditionally thought is appropriate for boys.

Prevention of gender stereotypes when children are young.

- Give them games, media, books and puzzles that are gender-neutral or show men and women in non-stereotypical roles, e.g. a female fire fighter or male nurse.

- Give both girls and boys a wide range of toys to play with, e.g. trucks, dolls, action figures and blocks.

- Allow children to choose the <u>sports or activities</u> that interest them.

- Let your child see you doing a variety of tasks that may not be 'typical' of their gender. For example, dad could do the laundry and mum could mow the lawn.

- Praise both girls and boys for the same behaviour. For example, if they are neat, courageous, kind or physically active.

- Encourage children to make friends with both girls and boys.

- Try to use gender-neutral terms such as 'fire fighter' rather than 'fireman'.

Unit end Exercise

1. What are all the gender identities?

_____

_____

2. How many different types of genders are there?

_____

_____

3.How does patriarchy affect society?

_____

_____

4.How does patriarchy contribute to gender inequality?

_____

_____

UNIT – 5: GENDER SOCIALIZATION AND DISCRIMINATION IN DIFFERENT CULTURES

Objectives

➢ After studying this unit the Student will be able to

➢ understand the different cultures in gender inequity

➢ Understand s gender in pre school curriculum , Activities to implement in pre school curriculum

➢ Know about discrimination of gender , Gender and caste , Gender and religion , gender and disability

5.1. Understanding social practice s in different Indian Cultures

Introduction

India has 29 states with different culture and the second most populated country in the world. The Indian culture, often labeled as an amalgamation of several various cultures, spans across the Indian subcontinent and has been influenced and shaped by a history that is **several thousand** years old.

Social practices, rituals and festive events are strongly affected by the changes communities undergo in modern societies because they depend so much on the broad participation of practitioners and others in the communities themselves. Processes such as migration, individualization, the general introduction of formal education, the growing influence Social practices, rituals and festive events are strongly affected by the changes communities Processes such as of major world religions and other effects of globalization have a particularly marked effect on these practices.

5.1.1.Present scenario in India

Firstly, the reality of gender inequality in India is very complex and diversified, because it is present in many ways, many fields and many classes. Fields like education, employment opportunities, where men are always preferred over women. Clearly, then gender gaps that are widespread in access to basic rights, access to and control of resources, in economic opportunities and also in power and political voice are an impediment to development. In many parts of India, women are viewed as an economic liability despite contribution in several ways to our society and economy. The crime graph against women is increasing at an alarming rate. The condition of an Indian widow is quite deplorable. At home, the woman's contribution towards home as a housewife is not recognized. Domestic Violence, Rape, Sexual Exploitation, molestation, eve-teasing, forced prostitution, sexual harassment at work places etc are a common affair today and in some cases it's too tragic that it gets the global attention. The major reasons for this inequality are identified as the need of a male heir for the family, huge dowry, continued financial support to girl child, poverty, domestic violence, farming as major job for poor and the caste system. Poor health care is another attitude towards women which makes them neglected during illness, recognition of illness by her, health services as a last resort and reluctance to be examined by male doctors. Lack of education among women has lead to poor literacy leading to gender gap in literacy rate and no higher education. Economic constraints are also imposed on women in India by keeping them as dependents, no equal property rights (as against law) , loans of men are paid back by women , economic uncertainty. Major contributing factor in maintaining gender hierarchy has been the nature of household system generating and sharing resources. Joint family system is a

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major structural arrangement that ensures the male domination within the household through traditional gender based household patterns of behavior.

The condition of women deteriorated in later Vedic period. It was during this period that upper caste women were preoccupied with rituals. Many religious scriptures mentions about the declining status of women. The status of women deteriorated considerably during the post-Vedic period (c. 500 BC-500 AD) when Puranic Hinduism gained momentum in an effort to reinstate Hinduism over Buddhism. Upon marriage a wife effectively became part of her husband's property and caste laws were rigidly enforced (Thomas, 1964: 218). Child marriage started gaining prominence which resulted in the decline of female education as girls married so early.

5.2. Gender in Pre school curriculum

It is important to start coming up with age appropriate ways to explain the concept of gender to children and teach preschool children about acceptance of differences in One another as well as themselves.

- Pre school age is between 3 – 5 years and the curriculum will be based on the child's needs and interests i.e. play way method.

- Both boys and girls were equally given preference during teaching learning processes

- No gender disparity will be shown

- More physical activities may be entrusted to boys than girls

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■ More indoor games and activities need to be planned for girls and outdoor games for boys as naturally boys tend to show more physical strength than girls.

Preschool as an institution in which the formal education environment takes place, guarantees Safety and ensure children's health and taking into account the psychological characteristics of child development involves both the family and the community in learning process.

The preschool teachers in their whole teaching approach go through several concrete stages both in designing activities and in carrying out them properly, having as a starting point curriculum for pre-school which outlines four main areas for change, namely: diversification of teaching strategies –learning -evaluation; educational environment; role of the family; global child development perspective with a focus on areas of development (the motor area, cognitive-sensory, language and communication, autonomy and self-service skills). Thus, gender education at preschool age can be an important tool in the process of installing a civic equality in children, in which cooperation and mutual respect represent basic dimensions.

To achieve education on gender issues, teachers have as a starting point the study of materials with themes of gender and completion of school documents according to preschool curriculum, respectively:

□ Explanation and selection of themes and annual study correlate with specific topics ofGender education;

□ Consultation legislation / study official documents / study specific preschool documents;

□ Correct identification of curriculum elements -types of curricular projecting , the annual

Study program, the annual study theme, thematic project with weekly themed, weekly Topic of interest outside the thematically project;

☐ planning a consistent teaching approach based on the age of preschool children both during the courses and during holidays in and between the semesters;

5.2.1. Implementation of gender education in Pre School

Implementation of gender education in preschool is achieved by:

☐ Activities on disciplines - integrated activities:

☐ Experiential activities on areas

☐ The activities on experiential disciplines are integrated activities or on subjects carried out with children in projects planned by major themes proposed by curriculum, as well as the age and needs and interests of children in the group.

☐ The number of these indicates mainly the maximum number of subjects which may be Completed in a week (and we mean subjects / fields of learning that can be as a component Of those experiential domains).

☐ Thus, it can carry up to 5 integrated activities per week, regardless of the age of the Children

☐ So, the preschool teacher can plan independent activities, namely on subjects (language of Education activities, mathematical activities, learning environment, education for society, Physical education, practical activities, musical education or artistic activities) or integrated Activities (the knowledge from several subjects can be harmoniously combined during an Entire day and, on this occasion, the activity integrated into and games and activities Chosen or interdisciplinary knowledge are

focused on certain experiential areas, and the Games and activities selected are placed outside of it)

- the integrated activities proposed by teaching plan are of 4 types according to the duration and content elements:

> Integrated activity which includes all activities of one day and which takes place throughout the day;

Gender role in Childhood

Gender roles are stereotypes that are culturally biased which create expectations for appropriate behavior for males versus females. An understanding of these roles is evident in children as young as age and are extremely important for their social development. Gender roles are influenced by the media, family, environment, and society. A child's understanding of gender roles impacts how they socialize with their peers and form relationships. Many children have a firm sense of their gender identity, while some children can experience gender identity confusion. In addition to biological maturation, children develop within a set of gender-specific social and behavioral norms embedded in family structure, natural play patterns, close friendships, and the teeming social jungle of school life. The gender roles encountered in childhood play a large part in shaping an individual's self-concept and influence the way an individual forms relationships later on in life.

School

By the time children are entering preschool or kindergarten, they have a general understanding of the two genders and have internalized some basic schemas regarding the roles and appearances of each. These schemas have been mostly furnished by parental interaction, media exposure, and underlying biological

factors (e.g. inherent aggressiveness, sexual orientation), though some children may also learn from limited social interaction with individuals outside the family. However, these early conceptions of gender roles undergo radical change when the child enters school. Here, the child will encounter a wide variety of approaches to gender, assimilating new information into their existing structures and accommodating their own outlook to fit new individuals, institutional demands, and novel social situations. This process of socialization is differentiated between gender, and general trends in the social constructs of elementary age children reflect the organization of gender within the family and society at large. One way of evaluating gender roles in school children is to dissect the popular hierarchies that they construct and inhabit. Many studies have done just this, and significant differences are evident between genders. Athletic prowess is by far the most significant factor in popularity among boys, and one study even reported that the most popular male at each school they observed was the best athlete.Those who are not athletically inclined can still attain moderate levels of popularity by merely adopting an interest in sports, while boys who are neither athletically inclined nor interested in sports are commonly harassed and victimized by their more popular peers. This might be seen as an extension of the rough and aggressive play that boys seek at a young age. Boys can also become popular by wearing "cool" clothes and possessing trendy gadgets, although this is a much more important factor among girls. Socioeconomic status, which contributes greatly to a child's ability to obtain cool products, is considered one of the most important factors in a girl's popularity at school. Daughters of affluent parents are able to afford the expensive makeup and accessories that allow them to mimic societal standards of superficial beauty, making them more attractive to boys and more popular.

The role of academic achievement in determining popularity also differs considerably between genders; in the first few years of school, scholastic success correlates positively with the popularity of boys. However, as boys near adolescence, doing well in school is often viewed as a source of shame and an indication of femininity. Additionally, disregard for authority and an attitude of disobedience is common among popular boys. Among girls, academic achievement has little correlation with popularity at all. Girls are more likely to value effort over inherent ability, while the opposite is true for boys. Both genders place a value on social intelligence, with children more skilled at mature interaction with peers and adults generally being more popular.[

The independent hierarchical popularity structures for boys and girls act as mechanisms that mediate the interaction of the two genders. At first, cross-gender interaction is discouraged as the boys and girls divide themselves and create mostly separate social spheres. Especially among boys, behavior and habits associated with the opposite gender are deemed undesirable and punishable traits. Although most young boys exhibit curiosity regarding the opposite sex while in a private setting, such curiosity displayed in public is socially unacceptable. Members of each gender strive to attain their actively constructed, somewhat shared, ideal of masculinity or femininity, at the same time harboring a secret interest in the mysteries of the opposite gender. As children mature and refine their ideas about what it means to be a man or a woman, it gradually becomes acceptable to approach individuals of the other sex. Cross gender relationships generally improve social status only to the extent that they are romantically oriented, as mere friendships that do not involve kissing or dating are often viewed with suspicion. Early on, interaction with the opposite gender is reserved for only the most popular boys and girls, and couples tend to match themselves roughly according to popularity through junior high and beyond.

Parental influences

Expectations for children's future adult lives, like financial success or future care giving, may lead parents to encourage certain behaviors in children. However, most parental behaviors remain uninfluenced by the gender of the child, including speaking to, playing, teaching, and caretaking.

Family dynamics can especially influence gender specialization. Parents of sons are more likely to express conservative gender role views than parents of daughters, with fathers emphasizing the paternal breadwinning role for males. The effects of parental expectations of gender roles can especially be seen in the role children play in household duties. Girls generally do more housework than boys and the type of housework assigned to children largely depends on gender. Thus, household dynamics further advance gender role expectations on children.

Children's toy preferences are significantly related to parental sex-typing, such as girls playing with dolls and boys participating in sports While both fathers and mothers encourage traditional gender roles in their children, fathers tend to encourage these roles more frequently than mothers.

Parents choose activities that they believe their children will enjoy and value. By choosing their children's activities, parents are directly influencing their gender role views and preferences onto their children and shaping expectations.

Patterns of play[

In early childhood, gender roles become apparent in patterns of play. Until 1983, these play differences were ignored in studies of the differences between boys and girls but recent research has shed light on these sex differences.

One of the earliest signs of gender differences in play patterns is the appearance of gender-segregated play groups and toy preferences. Boys tend to be more "rough and tumble" in their play while girls shy away from this aggressive behavior, leading to the formation of separate play groups. In addition, boys tend to gravitate more towards toys such as trucks while girls tend to gravitate towards dolls, but these preferences are not absolutes. A study by Alexander, Wilcox, and Woods showed that female infants showed more visual interest in a doll over a toy truck while male infants showed more visual interest in a toy truck over a doll, but these differences were more pronounced in the females. This study suggests that preferences for feminine or masculine toys precede any sex differences in the perceptual features of such toys, leading to the assumption that gender-based toy preference is innate.

One of the most compelling theories in regards to biologically determined gender differences is the idea that male-preference and female-preference for toys are mediated by inequities in visual processing. The central claim is that males and females are preprogrammed to specialize in certain forms of perception: specifically, perception of motion and perception of form and color, respectively. Alexander (2003)] makes a particularly strong case

Besides play patterns being an indication of sexual orientation, the presence of homosexual or heterosexual relationships in the family may in turn influence play patterns in children. It has been suggested that children of same-sex couples are raised differently, resulting in gender roles different from those of heterosexual parents. This viewpoint is validated in a recent study by Goldberg, Kashy, and Smith, which showed that sons of lesbian mothers were less masculine in the way in which they played than those of gay fathers or heterosexual parents.[24] While this study

supports one viewpoint on the effects of same-sex parenting, further research is required to validate the long-term consequences of homosexual parenting.

In a 2015 study, it was found that children over the age of two show a stronger preference for the color of an object, as opposed to what the object was. The child was more interested in toys that were gender-traditionally colored, regardless if that toy was a toy typical for their gender. Due to the separation of toys advertised, or colored, for certain genders, it can hinder cognitive and social skills. Boy oriented toys focus on spatial skills, and girl oriented toys focus on social or verbal skills.[25] In solitary play, both girls and boys are more likely to play with gender typical toys, but as found by Signorella (2012), but in group play, gender neutral activities were more likely.[26]

Friendships

Gender roles can also be seen in friendships and peer interactions at a young age. Studies have found that boys and girls interact with same-sex peers more frequently than with opposite-sex peers. One study found that during early childhood (3-5-year olds) boys affiliate more than girls with a familiar same-sex peer and that boys visited the peer more often than girls did and more boys than girls spent a significant amount of time with the peer. A different study found boys and girls were found to engage in highly similar frequencies of dyadic interaction. However, girls engaged in more extended dyadic interaction and boys in greater number of episodes. This study found this to be true at both 4 and 6 years, indicating that sex differences in patterns of dyadic interaction emerge before 5 years. In terms of group activity, boys were found to engage in more coordinated group activity after 5 years of age than before. This study provides evidence that groups interaction emerges at a specific time period in male peer culture.

Studies with preschool children yield large effects indicating that boys have more integrated social networks than girls in that their friends or playmates are more likely to be friends or playmates with one another. Likewise, a particular study looking at friendship patterns of youth in middle childhood and early adolescence at summer camp found a large effect for social network density favoring boys toward the end of summer camp, suggesting that over time, friends of boys but not girls are increasingly likely to become friends with one another.

5.3. Discrimination- Gender and Caste, Gender and Poverty, Gender and Religion, Gender and Disability

Gender Discrimination

According to the civil society report, gender inequalities have curbed the progress of women in India, while caste has played an important role in the exclusion of a community which consists of more than 201 million people in the country. The report said religious minorities, differently abled, elderly and people with different sexual orientation have also faced similar discrimination in socio-economic and political aspects of life.

All United Nations member states are committed to achieving Sustainable Developmental Goals(SDG)s Agenda 2030 consisting of 17 goals and 169 targets, relating to economic, social and environmental development.

Each country, through the government and other stakeholders, including local governments, business and the civil society, is expected to identify, implement and report on specific actions that lead to their achievement.

The government finally has to translate these goals and targets into national policies, to implement these policies and to measure their implementation.

The government, which has formed a task force with different concerned ministries and agencies to prepare the report, will be presenting this Voluntary National Review in New York on 12 July.

The report says close attention needs to be paid to inequities in health indicators as well as provision of services, especially along lines of caste, class, religion and geographical location.

Specific concerns of marginalized groups especially Dalits, Tribals, religious minorities and women must be taken into account in the designing and provisioning of health services, it says.

Gender disparity still exists in India. Being born as women in the Indian society one has to face gender discrimination at all levels.

At the household level

Females are confined to the bounds of their household chores, raising children and looking after families, irrespective of her education degrees or her job profile.

At her workplace:

Women have limited access to job opportunities and are paid less for the same work.

Education and learning opportunities:

Gender-wise literacy rates in India showcase the wide gap that exists between men and women. As per 2011 census data, effective literacy rates (age 7 and above) were 82.14% for men and 65.46% for women.

The main reason behind parents unwilling to spend on girl's education is the mindset that educating women is of no value as in the future they   will only serve their husbands and the in-laws.

The Indian constitution provides equal rights and privileges for both men and women but still majority of women across India doesn't enjoy these rights and opportunities guaranteed to them. This is because of a number of reasons.

Some of them are:

Poverty: This is the root cause of gender discrimination in the patriarchal Indian society as the economic dependence on the male counterpart is itself a cause of gender disparity. A total of 30 percent people live below the poverty line and out of this 70 percent are women.

Illiteracy: Gender discrimination In India had led to educational backwardness for girls. It's a sad reality that despite educational reforms in the country girls in India are still denied a chance at learning. The mindset needs to be changed and people need to understand the benefits of educating girls. An educated, well-read woman ensures that other members especially the children of the house get quality education.

Gender inequality

Gender inequality has been a social issue in India for centuries. It is a known fact that in many parts of India, birth of a girl child is not welcomed.

It is a known fact too, that discrimination starts from even before the girl child is born and sometimes she is killed as a fetus, and if she manages to see the light of the day, she is killed as an infant. For every 1000 boys in India, there are only 908 girls.

In such a scenario, it is but obvious that for various reasons, many girls across the country are forced to drop out of school.

Patriarchal norms have marked women as inferior to men. A girl child is considered a burden and is often not even allowed to see the light of the world. It is hard to imagine this state of affairs in the 21st Century when women have proved to be strong leaders in every field possible.

From wrestling to business, the world has been revolutionized by exceptional women leaders in fields that were until recently completely dominated by men.

But in spite of such progress, even today, the girl child is discriminated against in most Indian households. Birth of a baby boy is celebrated with great pomp   but the same in case of a girl child is received with dismay.

The practice of female foeticide through sex selective abortion continues to be practiced in spite of the Prenatal Diagnostic Technique Act of 1994. In India the child sex ratio is at the lowest it has ever been with just 914 girls for every 1000 boys (Census, 2011).

And this discrimination continues in every aspect. Be it education, health, protection or participation, the girl child is always treated unequally.

Indian society still hasn't been awakened to the importance of empowering women. Statistics still narrate a grim story of female foeticide, girl child discrimination and gender bias.

- 42% of married women in India were married as children (District Information System for Education (DISE)
- 1 in every 3 child brides in the world is a girl in India (UNICEF)
- India has more than 45 lakh girls under 15 years of age who are married with children. Out of these, 70% of the girls have 2 children (Census 2011)

The need of the hour is to make a change in the mindset of the society and destroy the prejudices that damage the future of the girl child.

What is required is a concerted effort to sensitize the society in eradicating this issue of gender inequality. It is high time that every child is treated equally and given every opportunity required to grow to his/her full potential.

Gender – Religion

Gender differences in religion can be classified as either "internal" or "external". Internal religious issues are studied from the perspective of a given religion, and might include religious beliefs and practices about the roles and rights of men and women in government, education and worship; beliefs about the sex or gender of deities and religious figures; and beliefs about the origin and meaning of human gender. External religious issues can be broadly defined as an examination of a given religion from an

outsider's perspective, including possible clashes between religious leaders and laity;[1] and the influence of, and differences between, religious perspectives on social issues.

The subtle patterns and dynamic of gender pervade all areas of religion, both explicitly and implicitly, whether fully recognized or unacknowledged. Widely debated and often misunderstood, gender concerns have immense significance in contemporary culture as they are part of the international political and social agenda of most countries in the world. The Gender Development Index has recorded the global monitoring of existing gender gaps since 1996, and it provides clear evidence of how much still needs to be done before a truly equitable gender balance is reached. Critical gender perspectives have made a significant difference to most academic fields, including the study of religion. Yet many scholarly publications on religion still seem to give little or no recognition to the profound epistemological, methodological, and substantive changes that contemporary gender studies, especially women's scholarship and feminist theories but also the growing field of men's studies in religion, have produced over the last thirty years. Sometimes seen as profoundly threatening, or disdainfully dismissed because of ignorance, misunderstanding, or other factors of personal and institutional resistance, the engendering of religions and their study provides a great challenge to contemporary scholarship.

The symbolic order and institutional structures created by religions have deeply affected and inspired human existence over millennia; they continue to do so for countless people in today's postmodern world. Their abiding importance is too great not to be affected by the transformations caused by the emergence of critical gender awareness as a genuinely new development in the history of human consciousness.

This entry provides a general introduction to the most frequently debated issues and complex patterns that pertain between gender and religion, followed by a series of articles dealing with area- or tradition-specific discussions of gender.

Gender Studies and Religion

Gender studies have arrived rather later in the study of religion than in most other fields. At present there still obtains a harmful "double blindness" in which most contemporary gender studies, whether in the humanities, social sciences, or natural sciences, remain extraordinarily "religion blind," whereas far too many studies in religion are still quite "gender blind." It can be legitimately asked, however, what relevance contemporary gender insights may possibly have for the age-old beliefs of religion? To what extent can the study of religion benefit from the nuanced and highly sophisticated theoretical arguments of current gender debates? To give a satisfactory answer to such questions requires much conscious effort and many practical changes. Neither gender nor religion are stable, transhistorical categories; both function within specific sociohistorical contexts and large semantic fields. The complex controversies surrounding the meaning of both prove that we are dealing here not only with definitional minefields or merely academic matters but with issues of advocacy, personal commitment, ethical engagement, and fundamental choices about the nature of one's life and society.

Many religious teachings and practices, especially scriptural statements, religious rites, beliefs, theological doctrines, institutional offices, and authority structures, are closely intertwined with and patterned by gender differences, even when gender remains officially unacknowledged and is deemed invisible (to untrained eyes). The

existing social and religious arrangements are considered "natural" or normatively prescribed by sacred scriptures and other religious teachings, handed down by tradition from the ancestors or "God-given," and thus unalterable. It is only since the Enlightenment and the onset of modernity that the existing gender arrangements of traditional societies and religious institutions have been radically called into question, leading to the emergence of the modern women's movement.

The first wave of this women's movement, from the late eighteenth through the nineteenth and early twentieth century's, forms an essential part of the great transformations of modernity. Increasingly, historical studies provide new evidence that the motivation for women seeking greater freedom, equality, and participation in all areas of society, including religion, did not stem from secular philosophical and political developments alone but was also rooted in biblical teaching, shared by Jews and Christians, that women and men are created in the image of God. This was reinterpreted in a new, strongly egalitarian way, never understood in this manner in the past (Børresen, 1995). The second wave of the women's movement, which emerged during the latter part of the twentieth century, took a strongly self-reflexive, theoretical, and critical turn, expressing itself in militant feminist theory and politics and celebrating "global sisterhood." Feminism aims to overcome the universal oppression of women and to achieve their full humanity, so that women can speak with their own voices, from their own experience, their own subjectivity, agency, and autonomy—all terms that by now have become thoroughly theorized but also further problematized. Some argue that these concepts of autonomous subjectivity are themselves derived from the inherently androcentric, liberal worldview of post-Enlightenment Western thought and that they cannot be applied universally across boundaries of gender, culture, race, and class, but always function pluralistically.

There also exists a third wave feminism, sometimes referred to as "post feminism," not meaning the end of feminism but accepting a multiplicity of feminisms, linked to theoretical reflections on femininities as well as masculinities. A more self-critical theorizing developed under the influence of psychoanalysis, post structuralism, postmodernism, and post colonialism, which also affected the development of gender studies that, in turn, had evolved out of women's and feminist studies. Feminist epistemology and theory as well as practical feminist strategies have opened up new experiences and questions that bear on gender relations in terms of both women and men. To work for greater gender justice, however understood, requires profound social, political, economic, religious, and cultural transformation for both sexes. At a practical level, therefore, gender studies impact on education and politics, on [social work](#) and care, on development work, on ecological and peace issues, on the media, and on academic scholarship. Like religious studies, gender studies are characterized by a pluralistic methodology and complex multidisciplinary. It might even be more appropriate to speak of *transdisciplinarity*, because gender patterns are so pervasive in their potential implications that they transcend traditional disciplinary boundaries. Gender studies have also a strong international orientation, and while recognizing existing social, racial, ethnic, and sexual diversities as well as many individual nuances, their central insights are immensely important and relevant across traditional national, cultural, and religious boundaries. The basic ideas of women, feminist, and gender studies first emerged in Western societies; by now they have become globally diffused and have also been considerably transformed in their intellectual and practical applications to a wide range of social and religious issues within very diverse local contexts around the world.

Central Concepts and Concerns

Much of the feminist critique of society and culture focuses on patriarchy and androcentrism. Although the word *patriarchy* often refers to diverse theories of history and society, now often discredited, in the widest sense patriarchy means an all-male power structure that privileges men over women. Most religions still conform to this pattern in terms of their institutional organization and official representation. Moreover, most religions were founded by men, although there also exist a few women-led religions, especially among marginal, small-scale, and tribal groups . In most religions male religious figures (whether ascetics, monastics or yogins) and male religious communities are normally given more public recognition, respect, authority, and power than women's religious groups, however numerous and large. Similarly, traditional religious texts are almost exclusively the creation of men, and male interpretations of these texts hold authoritative status. The experience of men has been taken as normative without taking into account the experiences and thoughts of women, who are relegated to subordinate roles or, at worst, are completely suppressed in many foundational religious texts and excluded from significant religious rites. It is worth mentioning that the word *patriarchy* itself is of religious provenance, since it originally described "the dignity, see, or jurisdiction of an ecclesiastical patriarch" and "the government of the church by a patriarch or patriarchs" before it came to mean "a patriarchal system of society or government by the father or the eldest male of the family; a family, a tribe or community so organized" (*Oxford English Dictionary*). Patriarchy can also be understood as the structuring of society around descending hierarchies of fatherhood, whether understood as Father God, the supreme authority of a king, a lord, or *paterfamilias.* In recent theoretical debates, especially those influenced by Freudian psychoanalysis and French feminist theorists, much use is

made of the concept of "phallocentrism," referring to the structuring of society around the values of the phallus as the ultimate symbol of power and activity, so that women represent absence, lack, and passivity. Another term is "phallogocentrism," that is to say the *logos*, word and thought, is centered on phallic male categories. Other debates have contrasted the historically dominant patriarchies across the world with earlier social structures of matriarchies, probably largely hypothetical, symbolizing alternative values and power structures linked to the authority of the mother rather than that of the father and centered on the worship of the Goddess. Today's feminist scholars generally regard the term *matriarchy* as misleading while discussing with renewed interest whether *prepatriarchal* societies ever existed and to what extent Goddess worship correlates with women's religious and social leadership (Gross, 1996; Raphael, 1996).

Religious beliefs, thoughts, and practices are not only profoundly patriarchal but often also thoroughly *androcentric*, that is to say predominantly, if not exclusively, shaped by male perspectives and experiences. Androcentrism, a term first introduced by the American sociologist Lester F. Ward in 1903, not only refers to the privileging of the human male, especially in language and thought, but also means that male experience has been one-sidedly equated with all human experience and taken as a universal norm by men and women alike, without giving full and equal recognition to women's knowledge and experience. The use of *man*, the male and masculine, as a universal category for the generically "human," is exclusionary since it erases women as subjects. The opposite of androcentrism is *gynocentrism*, the privileging of female experience and perspective, which is comparatively rare. Another widely used term is *sexism*, referring to the organization of social life and attitudes that not only sharply differentiates between different gender roles but also privileges and values one sex over

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the other. Whereas sex is usually understood in a binary way, as consisting of two mutually exclusive categories of male and female, feminists have used gender in association with difference and diversity, in terms of multiple, rather than single, versions of femininities and masculinities that call into question general claims about women and men. Thus "the concept of gender has served as a flexible container for difference.... Lacking any stable content, the categories 'women' and 'men' acquire meaning through their use in particular contexts" (Bondi and Davidson, 2002, p. 336). As gender is not a stable essence but a fluid category linked to identity creation, world building, and boundary maintenance of social roles, it may be preferable to use an active, dynamic verb rather than a noun. "Engendering" is an action linked to perceiving, performing, reflecting, and enacting, and it is therefore more appropriate to speak about "(en)gendering religion" (Warne, 2001) or "doing gender in religion" than to speak about gender *and* religion in an additive manner. Religion and gender are not simply two parallel categories that function independently of each other; they are mutually *embedded* within each other in all religions, suffusing all religious worlds and experiences. It is because of this deep hidden embeddedness that gender is sometimes so difficult to identify and separate out from other aspects of religion until one's consciousness is trained into making a "gender-critical turn."

In terms of intellectual developments, a double paradigm shift has occurred. The first happened when women's studies—descriptive, phenomenological and empirically oriented—developed into more critical, self-reflexive, and theoretically oriented feminist studies. The second paradigm shift has taken place with the further development of feminist studies into gender studies. But "paradigm shift" is too tame an expression for what is really happening, which is a shaking of foundations, a radical remapping of our intellectual, academic, and social landscapes. It has become

increasingly obvious that it is not simply a question of bringing women's experience and knowledge into view but of radically restructuring the existing balance between genders. As in many other fields, we are not simply dealing with a reinterpretation of texts and traditions but with a complete repositioning of bodies of knowledge, a rearrangement and remapping of everything that relates to religion, society, and culture. As women's studies and feminist studies of religion have gained more institutional recognition over recent decades, some women scholars feel resistant toward gender studies because their development may mean the loss of some of the recent gains made. But feminist separatism apart, many female, and some male, scholars now work within a gender-critical framework and use gender-inclusive rather than exclusive models in their thinking. Strongly articulated gender theories possess considerable explanatory power and potential for the study of religion. theoretical insights into account. Gender studies in religion thus represent a complex field of many contradictory parts still in need of much further development, but they also hold much promise for new creative perspectives and approaches in religious scholarship.

Gender and Caste Discrimination

A suffocating patriarchal shadow hangs over the lives of women throughout India. From all sections, castes and classes of society, women are victim of its repressive, controlling effects. Those subjected to the heaviest burden of discrimination are from the Dalit or "Scheduled Castes", known in less liberal democratic times as the "Untouchables".

 The name may have been banned but pervasive negative attitudes of mind remain, as do the extreme levels of abuse and servitude experienced by Dalit women. They

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experience multiple levels of discrimination and exploitation, much of which is barbaric, degrading, appallingly violent and totally inhumane.

Women and "Untouchables"

The divisive caste system – in operation throughout India, "Old" and "New" – together with inequitable gender attitudes, sits at the heart of the wide-ranging human rights abuses experienced by Dalit or "outcaste" women.

"Discriminatory and cruel, inhuman, and degrading treatment of over 165 million people in India has been justified on the basis of caste," according to Human Rights Watch (HRW).

Caste refers to a traditional Hindu model of social stratification, which defines people by descent and occupation.

These women live under a form of apartheid: discrimination, and social exclusion is a major factor, denying them access "to common property resources like land, water and livelihood sources, [causing] exclusion from schools, places of worship, common dining, inter-caste marriages".

The lower castes are segregated from other members of the community, prohibited from eating with "higher" castes, from using village wells and ponds, entering village temples and higher caste houses, wearing sandals or even holding umbrellas in front of higher castes; they are forced to sit alone and use different crockery in restaurants, prohibited from cycling a bicycle inside their village and are made to bury their dead in a separate burial ground.

They frequently face eviction from their land by higher "dominant" castes, forcing them to live on the outskirts of villages often on barren land.

This plethora of prejudice amounts to apartheid, and it is time – long overdue – that the "democratic" government of India enforced existing legislation and purged the country of the criminality of caste- and gender-based discrimination and exploitation.

Gender and Disability

The gendered experience of disability reveals sustained patterns of difference between men and women. For people with disabilities gendering is conditional (Gerschick 2000).Age of onset combined with the type of impairment leads to gender expectations. Gendered studies of disability in western industrial nations reveal the following patterns of public and private dimensions.

In the public arena :

- More women than men are classified as disabled, particularly as ageing populations mean that larger proportions of the elderly are women with impairments; while disabled people are much more likely to live in poverty, women are likely to be poorer than men; especially in developing countries where women are often heads of households.

- Younger disabled women achieve lower educational outcomes than men.

- Disabled women are less likely to be in the paid workforce than either men with disabilities for non disabled women, and in general have lower incomes from employment.

- Women are less likely to have access to rehabilitation, and to employment outcomes when they do receive rehabilitation.

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- The type of impairments are different for women and men, with women more likely to experience degenerative conditions, while men are more likely to experience injury-related events, women are more likely to experience public spaces as intimidating and dangerous.

In the private and familial arena

- Disabled women are more likely to be living on their own, or in their parental family than men; disabled women are more likely to be divorced and less likely to marry than men with disabilities.
- Women are more likely to face medical interventions to control their fertility
- Women are more likely to experience sexual violence in relationships and in institutions.
- Women experience more extreme social categorization than men, being more likely to be seen either as hypersexual and uncontrollable, or de-sexualized and inert.

Moreover in the developing world, gender patterns in relation to disability indicate that:

- Poverty hits harder on women and girls due to patriarchal property ownership structures aid is less likely to reach women and girls who are less able to compete in situations of scarcity disabled women are more vulnerable to domestic violence.
- Disabled girls are likely to find their access to education even more limited than girls in general.
- Women disabled by war have few resources to survive.

- Disabled women who are sexually abused are likely to have few if any social supports or options.
- Disabled women are less likely to be accepted as refugees by industrially-advanced countries (eg Australia prohibits the immigration of people with disabilities).

Efforts to bring about a change in this situation include:

• Education that helps create attitudinal shifts towards gender bias and activities to spread awareness

• Continuous efforts towards breaking myths and stereotypes around gender

• Ensuring State accountability to implement various schemes, policies, laws, constitutional guarantees and international commitments

• Institutionalizing gender sensitive processes within various systems such as law and programs

• Encouraging community ownership in preventing violations based on gender discrimination

Sustainable Development Goals

According to civil society group reports- Gender inequalities have curbed the progress of women, while caste has played an important role in the exclusion of a community which consists of more than 201million people in India.

Caste, gender and religion continue to be reasons for discriminating against minorities in the country, according to a report assessing India's 10 sustainable development goals, released by a civil society group.

Wada Na TodoAbhiyan

Agenda 2030, coordinated by citizen's collective Wada Na TodoAbhiyan, was released ahead of the government's presentation of its report on Sustainable Development Goals at a high level forum in New York.

Wada Na TodoAbhiyan (Don't break your promise) is a national campaign of 3500 Civil Service Organizations (CSOs) to hold the government accountable for its promise to end Poverty, SocialExclusion & Discrimination.

Wada Na TodoAbhiyan emerged from the consensus among human rights activists and social action groups who were part of the World Social Forum 2004 (Mumbai), aimed to create an environment through forceful, focused and concerted effort and try to make a difference in India where one-fourth of the world poor exist and they continuously experience intense deprivation from opportunities to learn, live and work in dignity.

WNTA actively monitors the promises made by the government to meet the objectives set in the UN Millennium Declaration (2000), the National Development Goals and now the Sustainable Development Goals-2030 with a special focus on the Right to Livelihood, Health & Education. We work to ensure that the concerns and aspirations of the socially excluded communities (SECs) Dalits, Adivasis, Nomadic Tribes, Women,

Children, Youth and the Persons with Disabilities are mainstreamed across programmes, policies and development goals of the central and state governments. It also reviews the performance of the government and prepares people's manifesto.

# UNIT-6 : OVERCOMING INEQUALITY AND DISCRIMINATION

Objectives:

After going through this unit you will be able

- To understand the concepts of Diversity, Deprivation and Discrimination
- To gain knowledge about different constitutional provisions in India regarding discrimination
- To gain a detailed impression on the available constitutional remedies for eliminating Discrimination of all forms
- To have an idea on Rights and bills for Equality
- To Assess Government of India's commitments and efforts to ensure Rights to Women of the country.
- To develop knowledge on Legal issues related to Gender and Caste discrimination.

1.0 INTRODUCTION

- The Government of India decided to bring social change immediately after independence.
- In order to achieve this, the Indian constitution was formulated on January, 26, 1950. The constitution of a country is a basic document which may be regarded as the source of legislations. The Indian constitution provided a large number of clauses and articles which have a direct or indirect bearing on administration.
- Constitutional provisions are framed based on our country's social, economic, political and cultural needs. Constitution has given special attention to needs of people to exercise their rights. Because of the constitutional provisions all citizens are given equal opportunities for growth and development and no discrimination takes place on the basis of race, religion, caste, sex etc.

Signature of the artist Beohar Rammanohar Sinha as 'Ram'
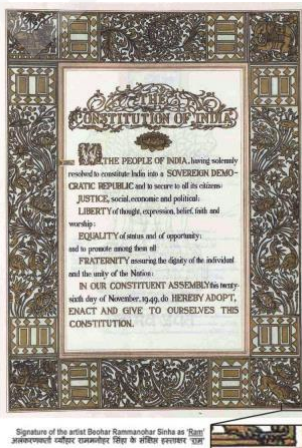
- The Constitution of India is the supreme law of India. ● The document lays down the framework demarcating fundamental political code, structure, procedures, powers, and duties of government institutions and sets out fundamental rights, directive principles, and the duties of citizens.

- It is the longest written constitution of any country on earth.B. R. Ambedkar, chairman of the drafting committee, is widely considered to be its chief architect.

1.1 Constitutional

Provision:

The Constitution of India not only grants equality to citizens but also empowers the State to adopt measures of positive discrimination in favour of citizens for neutralizing the cumulative socio economic, education and political disadvantages faced by some of them.

Fundamental Rights, among others, ensure equality before the law and equal protection of law; prohibits discrimination against any citizen on grounds of religion, race, caste, sex or place of birth, and guarantee equality of opportunity to all citizens in matters relating to employment. Articles 14, 15, 15(3), 16, 39(a), 39(b), 39(c) and 42 of the Constitution are of specific importance in this regard.

1.2 Constitutional Privileges for women:

1) Equality before law for women (Article 14)
2) The State not to discriminate against any citizen on grounds only of religion, race, caste, sex, place of birth or any of them (Article 15 (i))
3) The State to make any special provision in favour of women and children (Article 15 (3))
4) Equality of opportunity for all citizens in matters relating to employment or appointment to any office under the State (Article 16)
5) The State to direct its policy towards securing for men and women equally the right to an adequate means of livelihood (Article 39(a)); and equal pay for equal work for both men and women (Article 39(d))
6) To promote justice, on a basis of equal opportunity and to provide free legal aid by suitable legislation or scheme or in any other way to ensure that opportunities for securing justice are not denied to any citizen by reason of economic or other disabilities (Article 39 A)
7) The State to make provision for securing just and humane conditions of work and for maternity relief (Article 42)
8) The State to promote with special care the educational and economic interests of the weaker sections of the people and to protect them from social injustice and all forms of exploitation (Article 46)
9) The State to raise the level of nutrition and the standard of living of its people (Article 47)
10) To promote harmony and the spirit of common brotherhood amongst all the people of India and to renounce practices derogatory to the dignity of women (Article 51(A) (e))
11) Not less than one-third (including the number of seats reserved for women belonging to the Scheduled Castes and the Scheduled Tribes) of the total number of seats to be filled by direct election in every Panchayat to be reserved for women and such seats to be allotted by rotation to different constituencies in a Panchayat (Article 243 D(3))
12) Not less than one- third of the total number of offices of Chairpersons in the Panchayats at each level to be reserved for women (Article 243 D (4))
13) Not less than one-third (including the number of seats reserved for women belonging to the Scheduled Castes and the Scheduled Tribes) of the total

number of seats to be filled by direct election in every Municipality to be reserved for women and such seats to be allotted by rotation to different constituencies in a Municipality (Article 243 T (3))

14) Reservation of offices of Chairpersons in Municipalities for the Scheduled Castes, the Scheduled Tribes and women in such manner as the legislature of a State may by law provide (Article 243 T (4))

http://www.legalserviceindia.com/helpline/woman_rights.htm

We have discussed about constitutional provisions till now. Let us understand the meanings of Diversity, Deprivation and discrimination to have an idea on constitutional remedies for eliminating these.

2.1 RECOGNITION OF DIVERSITY, DEPRIVATION AND DISCRIMINATION:

2.1.1 Diversity:

The diversity in India is unique. Being a large country with a large population, India presents endless varieties of physical features and cultural patterns. It is the land of many languages. It is only in India people professes all the major religions of the world. In short,

India is "the epitome of the world". The vast population is composed of people having diverse creeds, customs and colours. Some of the important forms of diversity in India are discussed below.

A. Diversity of Physical Features:

The unique feature about India is the extreme largest mountains covered with snow throughout the year. The Himalayas or the abode of snow is the source of the

mighty rivers like Indus. Ganga and Yamuna. These perennial rivers irrigate extensive areas in the North to sustain the huge population of the country. At the same time Northern India contains zones and the desert of Rajasthan where nothing grows except a few shrubs.

B. Racial Diversity:

A race is a group of people with a set of distinctive physical features such set skin, colour, type of nose, form of hair etc. A.W. Green says, "A race is a large biological human grouping with a number of distinctive, inherited characteristics which vary within a certain range."

The Indian sub-continent received a large number of migratory races mostly from the Western and the Eastern directions. Majority of the people of India are descendants of immigrants from across the Himalayas. Their dispersal into sub-continent has resulted in the consequent regional concentration of a variety of ethnic elements. India is an ethnological museum Dr B.S Guha identifies the population of India into six main ethnic groups, namely (1) the Negrito' (2) the Proto-Australoids, (3) the Mongoloids (4) the Mediterranean or Dravidian (5) the Western Brachycephals and (6) the Nordic. People belonging to these different racial stocks have little in common either in physical appearance or food habits. The racial diversity is very perplexing.

C. Linguistic Diversity:

The census of 1961 listed as many as 1,652 languages and dialects. Since most of these languages are spoken by very few people, the subsequent census regarded them as spurious but the 8′h Schedule of the Constitution of India recognizes 22 languages. These are (1) Assamese, (2) Bengali, (3) Gujarati, (4) Hindi, (5) Kannada, (6) Kashmir.
(7) zKonkani. (8) Malayalam. (9) Manipuri, (10) Marathi, (11) Nepali. (12) Oriya, (13)

Punjabi, (14) Sanskrit. (15) Tamil, (16) Telugu, (17) Urdu, and (18) Sindhi, (19) Santhali,

(20) Boro, (21) Maithili and (22) Dogri. But four of these languages namely Sanskrit,

Kashmiri, Nepali and Sindhi are not official languages in any State of the Indian Union. But all these languages are rich in literature Hindi in Devanagari script is recognized as the official language of the Indian Union by the Constitution.

The second largest language, Telugu, is spoken by about 60 million people, mostly in Andhra Pradesh. Most of the languages spoken in North India belong to the Indo- Aryan family, while the languages of the South namely Telugu, Tamil, Malayalam and Kannada belong to the Dravidian family.

It is said that India is a "Veritable tower of babel". In the words of A.R. Desai "India presents a spectacle of a museum of tongues".

This linguistic diversity notwithstanding, there was always a sort of link language, though it has varied from age to age. In ancient times, it was Sanskrit, in medieval age it was Arabic or Persian and in modern times there are Hindi and English as official languages.

D. <u>Religious Diversity:</u>

India is not a religiously homogeneous State even though nearly 80 percent of the population profess Hinduism. India is a land of multiple religions. We find here followers of various faiths, particularly of Hinduism, Islam, Christianity, Sikhism, Buddhism, Jainism and Zoroastrianism. Religious diversity refers to the fact that there are different religions and the religious beliefs of people vary. If we look at the figures, there are roughly four thousand plus religions all over the world. Yet, people live peacefully with each other to an extent because of religious diversity. This comes in the list of characteristics of diversity that makes diversity a successful concept. As there is more and more awareness being spread all over, people are becoming religiously diverse.

For example, India's religious diversity is quite famous worldwide. The main religions of the country are Hinduism, Buddhism, Islam, Christianity, Sikhism and more. Thus, religious diversity helps people in making them aware of other people's religious beliefs and practices. It makes people more tolerant and open-minded.

E. Caste Diversity:

India is a country of castes. Caste or Jati refers to a hereditary, endogamous status group practicing a specific traditional occupation. It is surprising to know that there are more than 3,000 Jatis in India.

It may also be noted that the practice of caste system is not confined to Hindus alone. We find castes among the Muslims, Christians, Sikhs as well as other communities. We have heard of the hierarchy of Shaikh, Saiyed, Mughal, Pathan among the Muslims, Furthermore, there are castes like Teli (oil pressure). Dhobi (washerman), Darjee (tailor) etc. among the Muslims. Similarly, caste consciousness among the Christians in India is not unknown.

In addition to the above described major forms of diversity, we have diversity of many other sorts like settlement pattern – tribal, rural, urban; marriage and kinship pattern along religious and regional lines and so on.

2.2 Deprivation:

Deprivation is the consequence of socioeconomic disparity due to the caste-system that is peculiarly fitted in the Indian society; to hand on cultural patterns and particular items of the culture.

The traditional Hindu society that is compartmentalized into various caste-groups is a social institution dictating superior and lesser beings among its members.

This system that places the untouchables at the bottom of the caste-pyramid is one of the obvious institutions of caste-inequality, a system of legalized inequality, a

variant of an ascriptive system of stratification, wherein, the allocation of roles and status is governed by its own principles, determining the social, economic, political, and ritualistic structure of individuals in relation to each other.

The essence of the caste is the arrangement of hereditary groups in a hierarchy, as a necessary corollary the caste confines the individual in the occupation handed down from father to the son and governed by precise rules regarding the acceptance or rejection of food or water from the members of the other caste.

Caste-system in India has had its impact on all aspects of life; on the past, present, and future, based on purity and pollution basis.

Birth only determines the individual's social status throughout his life and also his access to various resources.

The deprived masses described compendiously as Scheduled castes and Scheduled tribes in the constitution of India are in fact low castes and tribes in the Hindu social order, treated as 'caste-less', outcastes or untouchables and have been subjected to deprivation and discrimination for centuries. Historically, they spring from the aboriginal inhabitants, conquered and enslaved by Aryan invaders.

The early developmental process is considered to be largely epigenetic, but the biological material blossoms only in the psycho-social milieu, which has its influence on the development.

2.3 Discrimination:

➔ Discrimination is the act of making an unfavourable distinction for a being based on the group, class, or category to which they are perceived to belong.

➔ Discrimination can be justified or prejudicial. Serious criminals may be discriminated against by

sending them to jail while other groups may be unjustly discriminated against through bias and prejudice.

➔ People may discriminate on age,caste,criminal record,height,disability,family status,gender identity,gender expression,generation,genetic characteristics,marital status,nationality,color,raceand ethnicity,religion,sexand sex characteristics,sexual orientation,social class,species, as well as other categories.

➔ Discrimination consists of treatment of an individual or group, based on their actual or perceived membership in a certain group or social category, "in a way that is worse than the way people are usually treated".

➔ It involves the group's initial reaction or interaction going on to influence the individual's actual behavior towards the group leader or the group, restricting members of one group from opportunities or privileges that are available to another group, leading to the exclusionof the individual or entities based on illogical or irrational decision making.

➔ Discriminatory traditions, policies, ideas, practices and laws exist in many countries and institutionsin every part of the world, including in territories where discrimination is generally looked down upon.

➔ In some places, controversial attempts such as quotas have been used to benefit those who are believed to be current or past victims of discrimination—but they have sometimes been called reverse discrimination.

Direct discrimination:

- An employer refuses to interview a candidate because he belongs to a Scheduled Caste. This is direct discrimination in relation to caste.
- An employer fires a female employee after her marriage because he makes the assumption that married women do not make efficient workers. This is prima facie direct discrimination in relation to sex.
- A hospital hires only female nurses based on the assumption that women are more caring than men. This is prima facie direct discrimination in relation to sex.
- A housing society advertisement offers apartments on rent to married couples. This is prima facie direct discrimination in relation to marital status.
- A university has a policy of conducting random security checks of student hostel rooms. In practice, this policy is only invoked to check rooms of Kashmiri students. This is prima facie direct discrimination in relation to ethnicity, descent and linguistic identity.

Indirect Discrimination:

- An employer pays part-time workers at a lower hourly rate than full-time workers for doing the same work. A majority of part-time workers in his establishment are women but a majority of full-time workers are men. This is prima facie indirect discrimination in relation to sex.
- A housing society only rents out apartments to persons with a Master's degree. In the relevant geographical area, persons belonging to the Scheduled Castes are substantially less likely to have Master's degrees compared with others. This is prima facie indirect discrimination in relation to caste.
- A milk delivery company has a policy of not supplying milk to butchers. Most butchers in that locality are Muslims. This is prima facie indirect discrimination in relation to religion.

Harassment:

- A schoolboy, who refuses to play sports, is called a 'sissy' by his teacher. This is harassment in relation to gender identity.
- A co-worker sprinkles 'holy water' on a machine previously operated by a colleague belonging to a scheduled caste to 'purify' it. This is harassment in relation to caste. **Boycott:**
- A khap panchayat orders villagers to stop all interaction with the families of a couple who belong to different religions. This is a boycott in relation to religion-cum-marital status.

Segregation:

- An employer operates separate canteens for upper-caste Hindus and all others.
- A Hindu boy is threatened with violence unless he breaks off his romantic relationship with a Muslim girl.
- An adult consenting couple, walking hand in hand in a park, is set upon by a mob which, on discovering that they are not married, forces the woman to tie a rakhi on the man's wrist.
- A young woman has her movements restricted and monitored by her family because she is seen at a cinema hall in the company of a young man belonging to the same *gotra* as herself.

Discriminatory violence:

- A woman belonging to a Scheduled Caste is stripped and paraded around a village. This is an act of discriminatory violence in relation to caste and sex.

We discussed about deprivation and Discrimination. Now we will see how Fundamental Rights support to eliminate all forms of Discrimination through constitutional remedies

2.4 Fundamental Rights – Right to Constitutional Remedies

Fundamental Rights:

The Fundamental Rights as assured under the Constitution of India guarantees to protect the basic human rights of all citizens of India and are put into effect by the courts, subject to some limitations. One of such fundamental rights is the Right to Equality. Right to Equality means that every person, who lives within the territory of India, has an equal right before the law and there shall be no discrimination based on religion, race, caste, sex and place of birth. It is not only the right of Indian citizens but also a right of noncitizens. It also includes equality of prospects in matters of employment, abolition of untouchability and abolition of titles. Articles 14, 15, 16, 17 and 18 of the Constitution of India highlight the Right to

Equality in detail. This Fundamental Right is the major foundation of all other rights and privileges granted to Indian citizens.

Thus, it is imperative that every citizen of India has easy access to the courts to exercise his/her Right to Equality. It ensures the guarantee to every person the right to equality before law and equal protection of the laws and prohibits the discrimination.

Article 14 emphatically says that "the State shall not deny to any person equality before the law or the equal protection of the laws" and Article 15 says that the State shall not discriminate against a person only on **the basis of religion, race, sex, place of birth or any of them.**

There are just 6 Fundamental Rights in force. They are;

1.Rights to equality (Article 14-18)

2. Rights to freedom (Article 19-22)
3. Right against exploitation (Article 23-24)
4. Right to freedom of religion (Article 25-28)
5. Cultural and educational rights (Article 29-30)
6. Rights to constitutional remedies (Article 32)

Features and Provisions of article 15 are;

The Article 15 states that the state shall not discriminate against any citizen on grounds only of race, religion, caste, sex and place of birth.

Fundamental Dutiesof the Citizens of India

Te second provision of the article 15 says that no citizen shall be subjected to any disability, liability,, restriction or condition on grounds of any religion, caste, race, sex, place of birth with regard to;

i. Access to shops, public restaurants, hotels and place of public entertainments.
ii. The use of wells, tanks, bathing Ghats, roads and places of public resorts maintained wholly or partly by state fund or dedicated to use of general public.

Worth to mention that this provision prohibits the discrimination by both state and private individuals while the former provision prohibits discrimination only by the state.

There are three exceptions to this general rule of non discrimination;

a. The state is permitted to make any special provisions to women and children. **Example:** Reservation of seats for women in the local bodies and provision of free education to children.

b. The state is free to make special arrangements for socially and economically backward peoples or for Schedule Castes and Schedule Tribes.
Example: reservation of seats or fee concession in the public educational institutes.

c. State can make special provisions for the betterment of the socially and economically backward sections of the society or for the SCs and STs.
Example: Provisions regarding admission in the educational institutions in the private institutes, whether aided or unaided by the state.

2.5 CONSTITUTIONAL PROVISIONS FOR WOMEN:

- **Article 14** ensures to women the right to equality.
- **Article 15(1)** specifically prohibits discrimination on the basis of sex.
- **Article 15(3)** empowers the State to take affirmative actions in favour of women.
- **Article 16** provides for equality of opportunity for all citizens in matters relating to employment or appointment to any office.

Article 14 guarantees equality before law and equal protection of law to all persons. The

Citizenship Amendment Bill proposes to give non-Muslim illegal migrants from Bangladesh, Pakistan and Afghanistan concession in acquiring citizenship.

- ❖ Citizenship Amendment Bill in Parliament stokes fresh controversy
- ❖ Questions are being asked arguing Citizenship Amendment Bill violates Article 14
- ❖ Article 14 ensures equality before law and equal protection of law to all persons

India recognises a person as its citizen on the basis of birth, descent, registration and naturalisation in accordance with the Citizenship Act of 1955 that draws validity from Part-II of the Constitution, namely, Articles 5-9.

The Citizenship Act has been amended five times before (1986, 1992, 2003, 2005 and 2015) - three times under the Congress-led governments and twice under the BJP-led governments.

2.6 PROVISION FOR CONSTITUTIONAL REMEDIES FOR GENDERDISCRIMINATION:

2.6.1 NATIONAL POLICY FOR WOMEN:

Draft National Policy for Women, 2016 was released by women and child development Minister. The Policy is being revised after 15 years and is expected to guide
Government actionon Women's issues over the next 15-20 years. It was stated that several things have changed since the last Policy of 2001 especially women's attitude towards themselves and their expectations from life.
The new draft Policy shifts the focus from entitlements to rights and from empowerment to creating an enabling environment.

The **Salient features of the policy** are as follows:

✝ The policy aims to create sustainable socio-economic, political empowerment of women to claim their rights and entitlements, control over resources and formulation of strategic choices in realization of the principles of gender equality and justice.

✝ The policy envisions a society in which, women attain their full potential and are able to participate as equal partners in all spheres of life. It also emphasizes the role of an effective framework to enable the process of developing policies, programmes and practices which will ensure equal rights and opportunities for women.

✝ The broad objective of the policy is to create a conducive socio-cultural, economic and political environment to enable women enjoy fundamental rights and realize their full potential.

PRIORITY AREAS

I. **Health including food security and nutrition:** Focus on recognizingwomen's reproductive rights, shift of family planning focus also to males, addressing health issues in a life cycle continuum such as psychological and general well-being, health care challenges related to nutrition/ hygiene of adolescents, geriatric health care, expansion of health insurance schemes and addressing the intergenerational cycle of under-nutrition

II. **Education:** Improve access to pre-primary education, enrolment and retention of adolescent girls, implement innovative transportation models for better schooling outcomes, advocate gender champions and address disparities with regard to ICTs.

III. **Economy:** Raising visibility, engendering macro-economic policies and trade agreements, generate gender-disaggregated land ownership database, skill development and training for women, entrepreneurial development, review of labour laws and policies, equal employment opportunities with appropriate benefits related to maternity and child care services, address technological needs of women.

IV. **Governance and Decision Making:** Increasing women's participation in the political arena, administration, civil services and corporate boardrooms,

III. **Violence Against Women:** Address all forms of violence against women through a life cycle approach, Legislations affecting /relating to women will be reviewed/harmonized to enhance effectiveness, Improve Child Sex Ratio (CSR), strict implementation of advisories, guidelines, Standard Operating Procedures (SoPs) and protocols, prevention of trafficking at source, transit and destination areas for effective monitoring of the networks.

IV. **Enabling Environment:** Gender perspective in housing and infrastructure, ensuring safe drinking water and sanitation, gender parity in the mass

media & sports, concerted efforts towards strengthening social security and support services for all women especially the vulnerable, marginalized, migrant and single women.

V. **Environment and Climate Change:** addressing gender concerns during distress migration and displacement in times of natural calamities due to climate change and environmental degradation. Promotion of **e**nvironmental friendly, renewable, non–conventional energy, green energy sources for women in rural households.

The policy also describes emerging issues such as making cyber spaces safe place for women, redistribution of gender roles, for reducing unpaid care work, review of personal and customary laws in accordance with the Constitutional provisions, Review of criminalization of marital rape within the framework women's human rights etc. relevant in the developmental paradigms.

Facilitating women in workplace was also advocated through gender friendly work place, flexi timings, increased maternity leave, provision of child care / creches at workplace, life cycle health care facilities.

2.6.2 NATIONAL COMMISSION FOR WOMEN(NCW)

The National Commission for Women (NCW) is a statutory body for women established in 1992 by the Government of India. In 1990, the National Commission for Women Act was passed by the Indian Parliament. The basic objective of the NCW is to protect the rights of the Indian women and to launch campaigns to ensure equality to the women right from the labour market to the Parliament. The NCW has no doubt played a catalyst role in protecting the interests and rights of the women and echoing their voice in the national forum. Prototype Commissions have been instituted at the state level to reach the women and to safeguard their rights.

3.1 OTHER RIGHTS AND BILLS FOR EQUALITY

3.1.1 **Dalit Rights**: India's Dalits (formerly known as Untouchables) number over 167 million people, around one sixth of India's population. Dalit, a term of self-identification meaning crushed or broken in Marathi (a regional language of south-west India) refers to those people at the very bottom of India's social hierarchy.

 According to orthodox Hindu creation mythology, society is divided into four broad hierarchical categories or *varnas* traditionally linked to occupation or social function - Brahmins (priests), Kshatriyas (warriors and rulers), Vaisyas (traders

and artisans) and Shudras (serfs and labourers).[1]Outside and below the *varna* framework is a fifth group, the Dalits. Alongside the *varna* system, Indian society is divided into approximately three thousand *jatis* – geographically-based, hierarchically-ranked kinship

Dalits in 19TH Century in India also experienced stigmatization, disadvantage, discrimination and violence on grounds of their ascribed hereditary status as

'Untouchable', despite constitutional prohibitions of Untouchability and discrimination on grounds of caste.

LEGAL PROVISIONS FOR ELIMINATING CASTE DISCRIMINATION

The scheduled castes and Tribes(prevention of Atrocities) Act, 1989

And revised same recently SC/ST Amendment Act, 2018

3.1.2: **Disability Rights and Bills:**

Disability discrimination occurs when an employer or an entity treats a qualified individual with disability who is an applicant or employee unfavourably due to that person being disabled. This unfavourable behaviour can be experienced during hiring, pay, promotion, etc.

India, being a party to U.N convention on the Rights of Persons with disabilities made an International commitment for promoting, protecting and ensuring the rights recognised in that convention. In furtherance of this commitment India has legislated The Persons with disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 for **safeguarding** and **protecting** the disabled in India.

Under the Act, only the following categories of '**disabilities**' are protected – (i) Blindness; (ii) Low vision; (iii) Leprosy-cured; (iv) Hearing impairment; (v) Loco motor disability; (vi) Mental retardation and (vii) Mental illness

'The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation)Act, 1995 made it compulsory for all government establishment to reserve not less than six percent of vacancies arising against all posts and in promotion of all persons with disabilities.

Moreover, **Section 24A** of the Act guarantees no discrimination in employment, **Section
24C** provides an environment free from discrimination in promotion by reason of

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[1]*See* G. Flood, *An Introduction to Hinduism* (CUP, Cambridge, 1998) pp. 11-12, 48-49, 58-61.

disability **, Section 24D** is focussed towards an equal opportunity policy and **Section 24F** provides for no removal or reduction in rank on acquiring disability.

ACTS FOR THE WELFARE OF DISABLED PERSONS:

1. Persons with Disability Act, 1995

2. Rights of persons with Disabilities Act 2016

3. 1.3: Gender equality Bills:

> India has also ratified various international conventions and human rights instruments committing to secure equal rights of women. Key among them is the ratification of the Convention on Elimination of All Forms of Discrimination against Women (CEDAW) in 1993.

> **The National Policy for the Empowerment of Women (2001) spells out to make maximum efforts to** eliminate discriminations and all forms of violence against women and the girl child As the policy states "All forms of violence against women, physical and mental, whether at domestic or societal levels, including those arising from customs, traditions or accepted practices shall be dealt with effectively with a view to eliminate its incidence. Institutions and mechanisms/schemes for assistance will be created and strengthened for prevention of such violence, including sexual harassment at work place and customs like dowry; for the rehabilitation of the victims of violence and for taking effective action against the perpetrators of such violence. A special emphasis will also be laid on programmes and measures to deal with trafficking in women and girls."

> The Government of India passed the, **Domestic Violence Bill** in 2001, "To protect the rights of women who are victims of violence of any kind occurring within the family and to provide for matters connected therewith or incidental thereto."

> However the most promising legislative measure formulated in the country to end domestic violence is the **Protection of Women from Domestic Violence Act 2005.** The act aims at protecting the women

The salient features of the Protection from Domestic Violence Act, 2005 are as follows:

- The Act seeks to cover those women who are or have been in a relationship with the abuser where both parties have lived together in a shared household and are related by consanguinity, marriage or a relationship in the nature of marriage, or adoption; in addition relationship with family members living together as a joint family are also included. Even those women who are sisters, widows, mothers, single women, or living with are entitled to get legal protection under the proposed Act.

- "Domestic violence" includes actual abuse or the threat of abuse that is physical, sexual, verbal, emotional and economic. Harassment by way of unlawful dowry demands to the woman or her relatives would also be covered under this definition.

- One of the most important features of the Act is the woman's right to secure housing. The Act provides for the woman's right to reside in the matrimonial or shared household, whether or not she has any title or rights in the household. This right is secured by a residence order, which is passed by a court. These residence orders cannot be passed against anyone who is a woman.

- The other relief envisaged under the Act is that of the power of the court to pass protection orders that prevent the abuser from aiding or committing an act of domestic violence or any other specified act, entering a workplace or any other place frequented by the abused, attempting to communicate with the abused, isolating any assets used by both the parties and causing violence to the abused, her relatives and others who provide her assistance from the domestic violence.

- The Act provides for appointment of Protection Officers andNGOsto provide assistance to the woman for medical examination, legal aid, safe shelter, etc.

- The Act provides for breach of protection order or interim protection order by the respondent as a cognizable and and non-bailable offence punishable with imprisonment for a term which may extend to one year or with fine which may extend to twenty thousand rupees or with both. Similarly, non-compliance or discharge of duties by the Protection

Officer is also sought to be made an offence under the Act with similar punishment.

Thus the provisions made by the Protection of Women from Domestic Violence Act 2005 are quite stringent in their spirit.

3.2 Introduction to Inequality

The Indian Constitution recognizes all Indians as equals before the law such that no citizen discriminated against because of their religion, sex, caste, or whether rich or poor. All kinds of citizens have the right to vote for their desired representative during the elections. However, the feeling of equality on the basis of 'one vote one person' in reality does not extend to all. Poor people feel neglected due to their socioeconomic status.
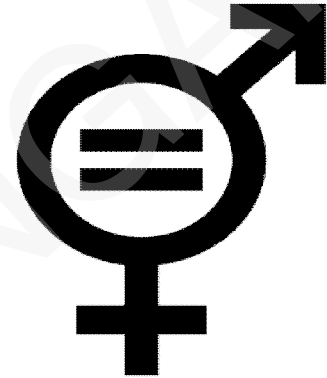
They are forced to work in hardships due to poverty and shortage of resources. These people do not get justice in matters of health, education, etc. People also face inequality on grounds of religion, caste, and gender in India.People from lower castes are still considered as untouchables in the rural areas of India. And people from such cases are not encouraged to pursue education and if they get educated they are denied jobs due to their caste.

There is a lot of discrimination on the basis of caste. Discrimination against religions creates communal tension which gives rise to wars between different religious communities. Women are also discriminated against on the basis of gender. There is no equal pay for women.

A lot of young girls are not sent to school because people think that education should only be exclusive for boys. Women are harassed physically and sexually. Many social problems like dowry, domestic abuse, sexual abuse, female foeticide are happening to the discrimination against women.

3.3 Struggles For Equality

Throughout the world, people are fighting for their rights and equality, trying to end the discrimination which they face. Women's movement is one such example. The Tawa Matsya Sangh in Madhya Pradesh is also an example of people coming together to fight for an issue. Other struggles such as those of beedi workers, fisherfolk, agricultural labourers, slum dwellers, etc. who have been fighting for equality and justice.

3.3. 1Caste System ANDstruggles in India

The caste system is the bane for the Indian society. It divides the Indian society into sectarian groups and classes. Even today, it plays a predominant role in our society despite the growth of culture and civilisation.

- The terms 'Scheduled Castes and Scheduled Tribes' (SC/ST) are the official terms used in government documents to identify former untouchables and tribes. However, in 2008 the National Commission for Scheduled Castes, noticing that the word 'Dalit' was used interchangeably with the official term 'Scheduled Castes', asked the State Governments to end the use of the word 'Dalit' in official documents by calling the term 'unconstitutional' and to replace it with the term

'Scheduled Caste' instead.

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- The roots of the caste system are traced back to the ancient ages. While one view discriminates between the castes as upper and lower castes on the basis of their origin, another view traces the origin of the castes to varnas which classifies the caste system on the basis of their functions. Since then, it was found that undue advantage was taken by the section of people having an upper hand and a say in the community, leading to discrimination and exploitation of the weaker sections of community.

- The people from Scheduled Castes and Scheduled Tribes, referred to as 'untouchables' form one-sixth of India's population or 160 million; they endure discrimination and segregation.

3.4 Equality Before Law

Equality before law is well defined under Article 14 of the Constitution which ensures that every citizen shall be likewise protected by the laws of the country. It means that the State will not distinguish any of the Indian citizens on the basis of their gender, caste, creed, religion or even the place of birth. The state cannot refuse equality before the law and equal defense of the law to any person within the territory of India. In other words, this means that no person or groups of people can demand for any special privileges. This right not only applies to the citizens of India but also to all the people within the territory of India.

Social Equality and Equal Access to Public Areas

The right of Social Equality and Equal Access to Public Areas is clearly mentioned under Article 15 of the Constitution of India stating that no person shall be shown favoritism on the basis of color, caste, creed language, etc. Every person shall have equal admittance to public places like public wells, bathing ghats, museums, temples etc. However, the State has the right to make any special arrangement for women and children or for the development of any socially or educationally

backward class or scheduled castes or scheduled tribes. This article applies only to citizens of India.

3.5 Gender Equality: Discrimination against women and girls is a pervasive and longrunning phenomenon that characterizes Indian society at every level.

India's progress towards gender equality,measured by its position and rankings such asthe gender development index has been disappointing ,despite fairly rapid rates ofeconomic growth.in the past decade while Indian GDP has grown by arounf 6% ,therehas been a large decline in female labour force participation from 34% to 27%.

The male-female wage gap has been stagnant at 50% (a recent survey finds a 27%gender pay gap in white collar jobs).

Crimes against women show an upward trend in particular brutal crimes such asrapes,dowry deaths and honour killings.These trends are disturbing,as a natural

4.1 PositiveDiscrimination:

- The need to discriminate positively in favour

of the socially underprivileged was felt for the first time during the nationalist movement.

● It was Mahatma

Gandhi, himself a devout Hindu and a staunch believer in the caste system, who was the first leader to realise the importance of the subject and to invoke the conscience of the upper castes to this age-old social malady of relegating whole

communities to the degrading position of "untouchables".

● He also understood the political logic of inducting this large body of people into the political mainstream in order to make the freedom movement more broad based.

● By renaming these untouchables as "Harijans" (people of God) he tried to give this policy a religious sanction so as not to disturb the traditional sensitivities of the caste Hindus more than was really necessary.

● The Constitution of independent India which largely followed the pattern of the Government of India Act, 1935, made provisions for positive discrimination in favour of the Scheduled Castes and Scheduled Tribes (SCs & STs) which

constituted about 23% of the divided India's population.

● Besides reserving parliamentary seats for them they were given advantages in terms of admission to schools and colleges, jobs in the public sector, various pecuniary benefits for their overall development, and so on.

● The constitution indeed guaranteed the fundamental right of equality of all citizens before the law but it also categorically laid down that nothing in the constitution "shall prevent the State from making any special provision for the advancement of any socially and educationally backward classes of citizens or

for the Scheduled Castes and the Scheduled Tribes".

- The policy of reservation pursued by the state to bring about social transformation of the scheduled castes is also known as "Protective discrimination". For various socio-cultural reasons, the Scheduled Castes popularly called (Harijans) could not even think of occupational mobility which could give them a better status in society.

- Positive discrimination is achieved through Affirmative action

- **affirmative action** is intended to promote the opportunities of defined minority groups within a society to give them equal access to that of the majority population.

- Describes policies that support members of a disadvantaged group that has previously suffereddiscrimination(and may continue to) in such areas as education, employment, or housing. Historically and internationally, support for affirmative action has sought to achieve goals such as bridging inequalities in employment and pay, increasing access to education, promoting diversity, and redressing apparent past wrongs, harms, or hindrances.

4.1.1 Positive Gender discrimination measures taken by the Government for gender equality/socio-economic development/empowerment of women

The Ministry of Women and Child Development is administering following schemes for gender equality/socio-economic development/empowerment of women:

i. **Swadhar and Short Stay Homes** to provide relief and rehabilitation to destitute women and women in distress.

ii. **Working Women Hostels** for ensuring safe accommodation for working women away from their place of residence.

iii. **Support to Training and Employment Program for Women (STEP)** to ensure sustainable employment and income generation for marginalised and asset-less rural and urban poor women across the country. iv. **Rashtriya Mahila Kosh (RMK)** to provide micro-finance services to bring about the socio-economic upliftment of poor women.

V. **National Mission for Empowerment of Women (NMEW)** to strengthen the overall processes that promote all-round Development of Women

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vi. **Rajiv Gandhi National Creche Scheme for Children of Working Mothers** (including single mother) to provide day care facilities for running a crèche of 25 children in the age group 0-6 years

vii. **One Stop Centre** to provide integrated support and assistance to women affected by violence.

viii. **Scheme for Universalisation of Women Helpline** intended to provide 24 hours immediate and emergency response to women affected by violence.

ix. **Sabla** Scheme for holistic development of adolescent girls in the age group of
11-18   years.

x. In order to improve employability a separate **Ministry of Skill Development** and
Entrepreneurship   has   been   created.

Equal Remuneration Act, 1973 provides for payment of equal remuneration to men and women workers for the same work of similar nature without any discrimination. In order to ensure social security to the workers including women in the unorganised sector, the Government has enacted the Unorganised Workers'
Social   Security   Act   2008.

The Maternity Benefit Act, 1961 regulates employment of women in certain establishments for a certain period (12 weeks) before and after childbirth and **provides for maternity and other benefits.**

Indira Gandhi Matritva Sahyog Yojana (IGMSY) Scheme is being implemented as Conditional Maternity Benefit for pregnant and lactating women to improve health and nutrition status to better enabling environment by providing cash incentives to pregnant and nursing mothers to partly compensate wage loss both prior to and after delivery.

The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 has been enacted, which covers all women, irrespective of their age or employment status and protect them against sexual harassment at all workplaces both in public and private sector, whether organised or unorganized.

4.1.2 SOME IMPORTANT SUPPORTIVE SCHEMES FOR WOMEN AND GIRL CHILDREN:

5.1.2.1 JANANI SURAKSHA YOJANA

  Janani Suraksha Yojana (JSY) is a safe motherhood intervention under the National Health Mission. It is being implemented with the objective of reducing maternal and neonatal mortality by promoting institutional delivery among poor pregnant women. The scheme, launched on 12 April 2005 by the Hon'ble Prime Mi nonister, is under implementation in all states and Union Territories (UTs), with a special focus on Low Performing States (LPS).

JSY is a centrally sponsored scheme, which integrates cash assistance with delivery and post-delivery care. The Yojana has identified Accredited Social Health Activist

(ASHA) as an effective link between the government and pregnant women.

4.1.2.2 DWCRA:

Development of Women and Children in Rural Areas (DWCRA)   Scheme, as a subscheme of IRDP was introduced in 1983 – 84. The programme is meant for the development of women and children in rural areas by providing a revolving fund of Rs. 25,000/- to a group of 10 – 15 women belonging to poverty group for undertaking economic activities and ancillary services like nutrition, health, child care, family welfare, immunization, literacy, adult education facilities which are covered for the beneficiary family.

  The DWCRA scheme is implemented by the District Rural Development Agencies (DRDA) through Mandal Praja Parishads. For implementation of the scheme a women Project Officer was appointed.

The objectives of this programme are:

1. To strengthen the economic base for rural women by providing them credit and subsidies.
2. To train them in productive skills and group dynamics.

3. To provide support and help to the Rural Women for enhancing their productive skills and capabilities.
4. To enable rural women to improve their economic capacity.
5. To orient the development functionaries to respond positively to the needs and constraints of poor women.

4.1.2.3 BETI BACHAO, BETI PADHAO

The objectives of the Scheme are as under:

- **To prevent gender biased sex selective elimination**
- **To ensure survival and protection of the girl child**
- **To ensure education and participation of the girl child**

The objective of 'Beti Bachao, Beti Padhao' campaign launched in the year 2015 by Prime Minister Shri Narendra Modi is not only to generate awareness about saving the girl child and the importance of girls' education but also to ensure that the welfare services meant for girls are being delivered in an efficient manner.

Beti Bachao Beti Padhao is a Government of India initiative. The aim of the programme is to promote girls' education and to improve the efficiency of welfare services intended for girls.

The scheme mainly targets the states that are low in child gender ratio. This includes the states of Punjab, Bihar, Uttar Pradesh, Delhi, Uttar Pradesh and Uttarakhand.

According to census data, the child gender ratio between the age group of 0-6 years was 927 girl child per 1,000 boys in 2001 but there was a steep drop in the ratio to 919 girls for every 1,000 boys in 2011. Therefore, the scheme was launched in January
2015 by the honourable Prime Minister Narendra Modi. The three main objectives of Beti Bachao Beti Padhao Yojana are following:

- Focus on the prevention of gender-biased sex-selective elimination
- Protecting the girl child
- Promoting women education and participation of the girl child

Main Features of Beti Bachao Beti Padhao Yojana

Protection of Girl Child
In a country like India, we often read about female infanticide and foeticide. Beti Bachao Beti Padhao scheme is a great step taken by the Govt. of India to stop such inhumane practices and ensure the safety of the girl child.

Promote Women Participation in Education

One of the most important features of Beti Bachao Beti Padhao is to ensure that every girl in the country has access to education. A country can only develop and be prosperous if both its men and women are educated.

Improve the Gender Ratio

The scheme was launched with an aim to improve the child gender ratio in the states of Delhi, Haryana, Punjab, Uttar Pradesh and Uttarakhand. Female infanticide and foeticide are considered illegal and strict actions are taken against those who practice the same. The scheme helps to keep a check on such practices as the success of a country is measured by the quality of life of its female citizens.

To Prevent Child Marriages

Child marriages are one of the brutal practices against girls in India and are something that should be washed out of society completely. A girl as young as 10 is forced to marry a man who is way older to her. Child marriages lead to mental and physical harassment and such girls are often victims of domestic violence as well. Beti Bachao Beti Padhao has helped prevent child marriages and promote gender equality to a great extent.

Promote Gender Equality

Beti Bachao Beti Padhao promotes gender equality. Since many decades, women in India have been facing a lot of discrimination both at personal and professional front. Through this initiative, the number of such cases has gone down.

Benefits Under Beti Bachao Beti Padhao

Under this scheme, a girl child can open an account to become financially secure. This account is exempted under the Act 1961 u / s 80C. The account of the girl child will be tax-free, which means that no money shall be deducted from the account in the form of tax.

How to Apply for Beti Bachao Beti Padhao

To apply for Beti Bachao Beti Padhao, the first step is to open a bank account in the name of the girl. It is necessary to open a bank account to be able to get the scheme's benefits.

Age Limit for Beti Bachao Beti Padhao

Girl child up to 10 years of age are eligible for this scheme. The most important step is to open a bank account in their name to avail the benefits. Eligibility for the Scheme.

In order to be eligible for the Beti Bachao Beti Padhao scheme, following conditions are to be fulfilled:

- A family with a girl child below the age of 10 years
- There should be a Sukanya Samriddhi Account (SSA) in any bank, opened in the name of the girl child
- The Girl child should be an Indian. NRIs are not eligible for this scheme

  Here is a list of documents required to apply for Beti Bachao Beti

  Padhao:

- Birth Certificate issued by the hospital or a recognized government body
- Proof of Identity of the Parents- Aadhaar Card, Ration Card, etc.
- Proof of Address- Passport, Driving license, Utility bills like water, telephone, electricity etc
- Passport size photograph

How to Apply for the scheme?

Follow the given steps to get enrolled under the Beti Bachao Beti Padhao benefits:

- Visit the bank or post office wherever the scheme is available
- Obtain and Fill the application form for BBBP/SSA
- The form is to be filled manually and attached with all the required documents
- Submit the documents to the same bank/post office. The account must be opened in the name of the girl child

Note: This account can be easily transferred from one bank/post office account to another bank/post office account

Sukanya Samridhhi Yojana

- This scheme offers a savings bank account for a girl-child below 10 years of age where she gets to be the primary account holder with the parent(s)/legal guardian as joint holder(s).
- Regular deposits can be made in the account for 15 years since opening to finance the girl's education and other future needs.
- The account can be opened at the nearest PSU bank, post-office and select private banks with a minimum initial deposit amount of Rs 1,000. Deposits up to Rs 1.5 lakh annually is permitted.
- A lucrative interest rate (8.4 per cent at present) is available to the beneficiaries. The annual deposit (contributions) also qualifies for Section 80C of tax deduction benefit, with the maturity amount and earned interest being non-taxable.

4.2 POSITIVE DISCRIMINATION DEBATES:

| Positive Discrimination | |

Important	Not Important
1) In the past women were considered slaves in a patriarchal society. Presently they are still dominated by men in a lot of social environments, family, work , and other environments.	1) Discrimination is never positive. In a civilized society, it is not acceptable to treat people differently, on the basis of gender.
2) Women should certainly be granted positive discrimination, and men should provide every advantage to them.	2) If men and women are truly equal, there shouldn't be a need for a particular legislation to classify them.
3) Positive discrimination enhances motivation among women and girls.	3) It is men, not women who are becoming disadvantaged in our society.
4) If the women are of today are given jobs on the basis of positive discrimination, their daughters will have greater motivation and probability for getting jobs.	4) The measures for positive discrimination will not address future generation issues.
5) Positive discrimination is nerarly a 'stop-gap-measure' it helps women in the end result that is getting a job.	5) Positive discrimination is seen as saviouring one over the other, the other side will harbour resentments and jealous.

PART "B"

UNIT –I : UNDERSTANDING SPECIAL NEEDS-NATURE AND CHARACTERISTICS

1.0 INTRODUCTION

Before the world can change its perception of 'special needs' and 'disabilities', one needs to understand what the terms mean and how children with special needs are also like us having equal rights. In theory, the term 'special needs is used to clinically diagnose mental, physical or psychological disabilities that give rise to functional difficulties. However, in lay terms, 'special needs' becomes an umbrella term for a staggering array of conditions. Children who are diagnosed with having special needs may be suffering from a mild learning condition to a terminal, degenerative condition.

While the term 'special needs' is helpful in identifying and providing necessary services to such children or in addressing the difficulties of a stressed out family, it also comes with its own set of limitations.

It mainly refers to the limited abilities of the child and most people associate it with something tragic. Some parents spend their entire life bemoaning the fact that their child has to struggle to accomplish what others achieve easily.

Although the term 'special needs' is used often, there is very little understanding about what it really means. Special needs" is a term with many definitions, ranging from mild learning disabilities to severe cognitive disability (Intellectual Disabilities), or developmental delays. When children need help, outside of the ordinary, they have different needs that have to be met by setting specific goals to meet the need.

LEARNING OBJECTIVES:

After Studying this Unit, you will be able to

- ➢ Explain the meaning of Children with Special Needs
- ➢ Identify different types of Disabilities (Cognitive Disability, Hearing Impaired, Locomotors, Speech Impairment, Learning Difficulties and Multiple Disabilities
- ➢ Justify the needs for Early Identification, intervention and assessment in each category of disability.
- ➢ Demonstrate understanding of Atypical Development

1.1.Detecting and Understanding Children with Special Educational Needs Disabilities and Developmental Delays in Multiple Contexts

Concept Of Impairment , Disability , Handicap According to World Health Organization(WHO, 1980)the term disability should be changed to difficulties – difficulty in seeing, listening, communication, moving, learning, In order to understand children with special needs we must know the different adjectives or terms by which they are often described. Impairment, Disability and Handicaps are terms, which are frequently, used interchangeably. However, there are conceptual differences among the terms. The difference has been clearly outlined in the definition of each of the terms) in the International classification of Impairment, Disability and Handicaps by (WHO1980). Impairment is any structural loss, disability is functional incapability and handicap is a social disadvantage experienced by a person. Now, let us discuss the meaning, causes and probable effects of disability on the person affected.

The Rights of persons with disabilities Act (**RPWD Act**,) **2016** provides that "the appropriate Government shall ensure that the Persons with Disabilities (**PWD)** enjoy the right to equality, life with dignity, and respect for his or her own integrity equally with others." The Government is to take steps to utilize the capacity of the **PWD** by providing appropriate environment. The types of disabilities have been increased from existing 7 to 21 and the Central Government will have the power to add more types of disabilities. The 21 disabilities are given below:-

1. Blindness
2. Low-vision
3. Leprosy Cured persons
4. Hearing Impairment (deaf and hard of hearing)
5. Locomotor Disability
6. Dwarfism
7. Intellectual Disability
8. Mental Illness
9. Autism Spectrum Disorder
10. Cerebral Palsy
11. Muscular Dystrophy
12. Chronic Neurological conditions
13. Specific Learning Disabilities
14. Multiple Sclerosis
15. Speech and Language disability
16. Thalassemia
17. Hemophilia
18. Sickle Cell diseaand se
19. Multiple Disabilities including deaf blindness
20. Acid Attack victim
21. Parkinson's disease

1.1.1 Intellectual Disability (ID)

Definition –As per the New RPWD Act -2016(Gazzete Of India Extraordinary Page 96) Intellectual disability, a condition characterized by significant limitation both in intellectual functioning (reasoning, learning, problem solving) and in adaptive behavior which covers a range of every day, social and practical skills. Until recently intellectual disability was known in the name of mental retardation. Considering the derogatory nature of that nomenclature, it is now changed to intellectual disability (ID) which is more acceptable.

Screening: Many of these children are on follow-up with pediatricians as developmental delay.
Hence, they can be assessed by pediatricians and screened for associated co-morbidities, viz. hearing/ vision/ loco motor impairments/ epilepsy. Then these children are referred for detailed assessment. **Diagnosis:** The screened children will be referred to Child/ clinical psychologists for Adaptive functioning and IQ testing. The tools that can be used for the same include:

- (i) Adaptive functioning: VSMS(Vineland Social Maturity Scale)
- (ii) IQ testing: Based on the assessment using standardized intellectual assessment tools, the

diagnosis of ID will be confirmed. Based on adaptive functioning assessment, severity scoring will be done and disability for ID charted.

Disability calculation: The disability calculation will be done based on VSMS score. The following will be used for disability calculation:

- (i) VSMS score 0-20: Profound Disability-100%
- (ii) VSMS score 21-35: Severe Disability-90%
- (iii) VSMS score 36-54: Moderate Disability-75%
- (iv) VSMS score 55-69: Mild Disability-50%
- (v) VSMS score 70-84: Borderline Disability-25%

Age for certification: The minimum age for certification will be one (01) completed year. Children above one year and up to the age of 5 years shall be given a diagnosis as Global Developmental Delay (GDD). Children above the age of 5 years shall be given a diagnosis and certificate as Intellectual Disability.

Medical Authority: The Medical Superintendent or Chief Medical Officer or Civil Surgeon or any other equivalent authority as notified by the State Government shall be the head of the Medical Board. The Authority shall comprise of:

(a) The Medical Superintendent or Chief Medical Officer or Civil Surgeon or any other equivalent authority as notified by the State Government

(b) Pediatrician or Pediatric Neurologist (where available)/ Psychiatrist or Physician (if age >18years)

(c) Clinical or Rehabilitation Psychologist

(d) Psychiatrist

Validity of Certificate:

Temporary certificate for children less than 5 years: The certificate will be valid for maximum 3 years/ 5 years of age (whichever is earlier).

(ii) For children more than 5 years: The certificate will mention a renewal age. The certificate will have to be renewed at age of 5 years, 10 years and 18 years. The certificate issued at 18 years age will be valid lifelong.

Causes of Intellectual Disability

Some of the important and known causes of intellectual disabilities can be

a. Infections and intoxication (For ex rubella, syphilis in mothers,)
b. Encephalitis, meningitis
c. Disorders in metabolism and nutrition (for ex phenyl keutoneuria)
d. Gross brain disease (such as tumors)
e. Prenatal influence (for exp. Hydrocephalus, micro cephalous)
f. Chromosomal abnormality (such as Down's syndrome)
g. Psychiatric disorders (seldom cited as a cause till today).

- Brain injury or infection before, during or after birth;
- Growth or nutrition problems (prenatally, perinatally, or postnatal);
- Abnormalities of chromosomes and genes;
- Birth long before the expected birth date - also called extreme prematurity;
- Poor maternal diet and absent or minimal health care;
- Drug abuse during pregnancy, including alcohol intake and smoking;
- Drug-related prenatal developmental insult, such as thalidomide;
- Severe physical maltreatment (child abuse), which may have caused
- Brain injury and which can adversely affect a child's learning abilities and socio-

emotional development;

Characteristics and Educational Implications

With the appropriate supports in place, students with intellectual disabilities can achieve a high quality of life in many different aspects. Curriculum and instruction must be carefully modified to help these students reach their potential in both academics and other functional areas such as independent living. While these students will have limitations in many adaptive behaviors, these limitations will co-exist alongside strengths in other areas within the individual. Independence and self-reliance should always be primary goals of all instructional strategies employed with students with intellectual disabilities.

However, a child with a significant intellectual deficit will not be able to cognitively "catch up" to his peers in terms of intelligence and academic performance. In fact, the opposite is more often true and the child will fall further behind as he gets older, particularly if no appropriate academic supports are implemented. Even with a good program in place, the cognitive and academic gap between these students and their

typically functioning peers often widens with age. The child with developmental delays will learn and understand far fewer things at a much slower pace than the average child, and intellectual development will always be significantly impaired.

With appropriate educational support using the suitable strategies by developing an Individualised educational Programme (IEP), many children with ID can study up to high schools. With the examination provisions made such as reduced curriculum content and scribe to write the exam when the students with ID give oral responses, it is reported many with ID have completed class x examination of different Boards of examination. Many children also learn through the National Institute of Open schooling (NIOS)where they can learn and write exam at their own pace.

Teaching Strategies

To fully address the limitations in intellectual functioning and adaptive behavior often experienced by individuals with intellectual disabilities, teachers need to provide direct instruction in a number of skill areas outside of the general curriculum. These skills are more functional in nature but are absolutely essential for the future independence of the individual. Additional skill areas include money concepts, time concepts, independent living skills, self-care and hygiene, community access, leisure activities, and vocational training. Students with intellectual disabilities learn these skills most effectively in the settings or activities in which they will be asked to apply these skills. Once the skills are mastered, then additional environments can be added to work towards generalization.

General curriculum areas should not be neglected however, and there are some promising practices to help support these students in a number of academic areas. One effective early literacy strategy with these students is pre linguistic milieu teaching (Fey, et.al, 2006), a technique that ties instruction to the specific interests and abilities of the individual child. This language acquisition instructional strategy also helps support effective self-determination, as a key component of the training is frequent requesting behavior from the student.

Breaking down larger tasks into their specific component parts can be an effective technique for teaching any number of skills to students with intellectual disabilities. More complex concepts or activities can then be taught over time, and as the student master's one component of the task, another is added to the routine. This type of task analysis can be taught using a variety of instructional supports, from physical and verbal prompting to observational learning. As always, the specific instructional strategies and materials used with the student should be aligned to the student's own interests and strengths.

1.1.2 Hearing Impairment

As per the new RPWD Act 2016 Hearing Impairment means (*a*) "deaf" means persons having 70 DB hearing loss in speech frequencies in both ears;(*b*) "hard of hearing" means person having 60 DB to 70 DB hearing loss in speech frequencies in both ears;

Guidelines for Assessment: Measurement Air Conduction Thresholds (ACT): (a) ACT is to be measured using standard Pure Tone Audiometry by an Audiologist for Right Ear and Left Ear separately. (b) In case of non-reliable ACT, additional tests are recommended such as Immittance, and Speech audiometry or Auditory Brainstem Response (ABR) Testing. (c) Measuring ACT may be difficult in children aged 3-5 years. In such cases, Conditioned Pure Tone audiometry/Visual Reinforcement Audiometry (VRA) shall be conducted. ABR or Auditory Steady State Response (ASSR) testing can be advised for the estimation of ACT in infant and young children.

Computation of Percentage of Hearing Disability:

(a) Monaural Percentage of Hearing Disability

> (i) Calculate Pure tone average of ACT for 500 Hz, 1000 Hz, 2000 Hz, 4000 Hz for Right Ear and Left ear separately (whenever there is no response at any frequency ACT is to be considered as 95dB).

> (ii) Monaural percentage of hearing disability is to be calculated as per the ready reckoner given below separately for Right Ear and Left Ear.

Monaural PTA In dB	% of of Disability	Monaural PTA In dB	% of of Disability
0-25	0	61	41.71
26	1	62	43.42
27	1	63	45.13
28	1	64	46.84
29	1	65	48.55
30	1	66	50.26
31	1	67	51.97
32	1	68	53.68
33	1	69	55.39
34	2	70	57.1
35	3	71	58.81
36	4	72	60.52
37	5	73	62.23
38	6	74	63.94
39	7	75	65.65
40	8	76	67.36

41	9	77	69.07
42	10	78	70.78
43	11	79	72.49
44	12	80	74.2
45	13	81	75.91
46	14	82	77.62
47	15	83	79.33
48	16	84	81.04
49	17	85	82.75
50	18	86	84.46
51	19	87	86.17
52	20	88	87.88
53	21	89	89.59
54	22	90	91.3
55	23	91	93.01
56	24	92	94.72
57	25	93	96.43
58	26	94	98.14
59	27	95	100
60	40		
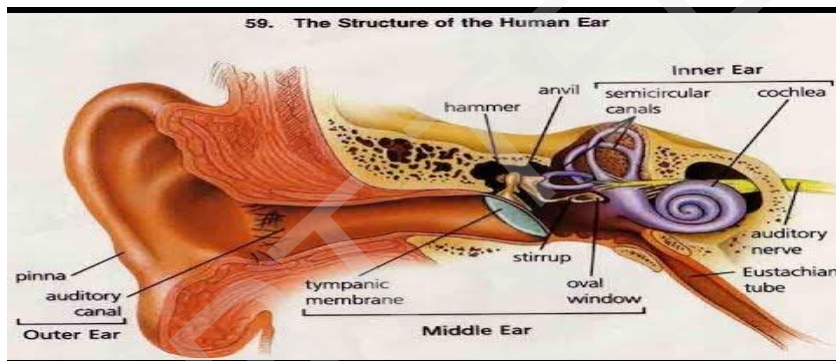
DIAGRAM OF EAR

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Causes:

The main causes of deafness are heredity, accident and illness. In about50% of all cases of deafness, genetic factors/heredity are probable cause of deafness.

Environmental factors (such as accidents, illness, auto toxic drugs.) are responsible for deafness in many cases.

Rubella or other viral infections contracted by the pregnant mother may deafen an unborn child. Hazards associated with process of birth,e.g. a cut-off in the oxygen supply may affect hearing. Illness or infection may cause deafness in young children.

Constant high noise level can cause progressive and eventually severe sensori-neural hearing loss. Similarly, tumors, exposure to explosive sound, injury to skull or ear could lead to deafness.

Implications of Hearing Impairment
Hearing impaired child (mainly who suffers from severe to profound hearing loss) needs to spend considerable time on learning language and speech and communication skills that will help him to
Gain education and develop social skills.

1.1.3 Speech Impairment

Speech Impairment may range from problems with expression or voice strength to complete voicelessness, chronic hoarseness andstuttering. Speech difficulties can also be associated with cerebral palsy, hearing impairment, Autism spectrum disorders, intellectual disability and brain injury. Children with speech difficulties may have difficulty to understand and have difficulty in expressing ideas.

Causes of Speech Impairment
Intellectual disability,Hearing Impairment and behavioral disorders may cause delayed speech.

Cleft Palate which is a structural defect in the palate, mouth and lip cause speech disabilities.

Speech defects also may have emotional and psychological origin. Lack of stimulation, at home maladaptive behaviors such as hyperactivity, problems in motor in coordination and general behavioral disorders and hereditary conditions leads to Speech Impairment .

Suffering from a speech disorder can have negative social effects, especially among young children. Those with a speech disorder can be targets of bullying because of their disorder. The bullying can result in decreased self-esteem.

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1.1.4 Visual Impairment

Definition.- Visual impairment (a) "blindness" means a condition where a person has any of the following conditions, after best correction— (i) total absence of sight; or (ii) visual acuity less than 3/60 or less than 10/200 (Snellen) in the better eye with best possible correction; or (iii) limitation of the field of vision subtending an angle of less than 10 degree. (b) "low-vision" means a condition where a person has any of the following conditions, namely:— (i) visual acuity not exceeding 6/18 or less than 20/60 upto 3/60 or upto 10/200 (Snellen) in the better eye with best possible corrections; or (ii) limitation of the field of vision subtending an angle of less than 40 degree up to 10 degree. (RPWD -2016)

Characteristics and Implications
Students with visual limitations must use their other senses in the learning process. To help facilitate their learning, faculty should consider the following: Students who are blind or visually impaired may use adaptive equipment. It is not necessary⌉ for

faculty to have an in depth knowledge of this equipment as the student is the expert. Common pieces of equipment include: portable brailler; braille equipment; talking calculators and watches; thermo graphic pen and paper; screen readers; digital recorder; scanning and text-to-speech devices; large print and Braille dictionary and magnifying devices If in doubt about protocol or issues of etiquette, ask the student. For example, never pet a dog without the permission of the owner. Make reference readings and texts available to Accessibility Services prior to the] commencement of classes, so they can be audio-taped, scanned or brailled (Preparing materials in alternative format may take several months.)

Instructional Strategies

Minimize classroom and/or hallway distractions and noise.   Outline lesson at the beginning of class and provide sequential instructions; repeat importantϖ information Use familiar objects when making comparisons and drawing analogies; use specificϖ descriptions rather than words such as "here, there, it, this" Read aloud any print material being presented to the class, such as handouts, over heads, black and/or white board work Verbally describe visuals such as slides or overheadsϖ Respond to non-verbal signs of confusionϖ   During classroom discussions ensure that only one person speaks at a timeϖ   Encourage teaming with a peer (e.g., during a YouTube video, film etc.) to describe what is happening Work closely with Access Ability Services to ensure a successful learning experience for the student

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1.1.5 Loco Motor Impairment

Definition.- "Loco motor disability" means a person's inability to execute distinctive activities associated with movement of self and objects resulting from affliction of musculoskeletal or nervous system or both.**(** RPWD Act-2016)

The disability related to bones, joint or muscles that causes movement restrictions in the limbs is Loco motor Disability.

- Causes of Loco motor Disability :Some common conditions that can cause locomotor disability are

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- Polio
- Cerebral Palsy
- Amputation
- Spinal Injuries
- Injuries of Head
- Soft Tissues
- Fractures
- Muscular Dystrophies
- Paralysis
- Dwarfism
- Neurological conditions
- Arthritis

Types of Loco motor Impairment as per new RPWD ACT 2016

There are various degrees and types of Loco motor Disability. Some main categories of Loco motor Disability are as follows.

- Loco motor Disability of Upper Limb
- Loco motor Disability of Lower Limb
- Loco motor Disability of Trunk (Spine)
- Loco motor Disability in case Short Stature/ Dwarfism
- Loco motor Disability in Amputees
- Longitudinal deficiencies- Radial and Ulna are most common

Depending on the type of Loco motor Disability treatment, rehabilitation and therapy can be undertaken.

Many children with locomotor disabilities can study in regular schools with assistive devices provided to them. Adapted furniture and writing tools help them to carry our their class room activities. Accessible environment with adapted toilets, ramps instead of steps and such other facilities for smooth movement of wheel chair or other mobility supports will help them be part of the regular schools. Technological advances help those with locomotor disabilities access the environment smoothly.

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1.1.6 Multiple Impairments

Multiple impairment refers to a combination of two or more disabilities as per the

RPWD 2016 Act.

Causes of Multiple Impairments:

The cause of multiple disabilities is as varied as the diagnosis itself. The condition may be the result of a traumatic brain injury or a genetic disorder, or chromosomal abnormalities, or premature birth, developmental delays,or causes as mentioned in other disabilities discussed in this chapter..

1.7.2. Educational Characteristics of Multiple Disabilities:

Depending on the combination of disabilities, educational support to Children with multiple Disabilitiesvaaries.IEP is to be developed taking into account their abilities and needs and individual support is to be given. It is very important to understand the nature of the child's disabilities (to the fullest extent possible), and plan the interventions accordingly. A student with intellectual disability and autism, for instance, will need a very different set of educational planning and implementation when compared to a student with cerebral palsy and deafness.

Early intervention is crucial, and early intervention services are available in most communities. Many schools offer pre-kindergarten child development resources to help students with disabilities. These service centers help children with mobility, adaptive learning methods, and more. The earlier the intervention, the better the outcome. Usually, a team of professionals is necessary to adequately address the student's needs.

The team will include a special educator/early childhood educator, speech pathologists, physical and occupational therapists, music and art therapists, and more based on the condition of the child. The teacher should communicate regularly with this team to assess the student's progress and strategize effective teaching methods. Inclusion in general education classrooms is very important for social and cognitive development. Many students are able to receive instruction in a general classroom with some assistance, but the majority of students need to be placed in a special education classroom with limited integration into general education classrooms. Integration into the general education classrooms is helpful not just for the disabled student, but for the other students as well. Integration of disabled students into general classrooms provides a valuable lesson in diversity and respect. As a teacher, it is your responsibility to ensure that all students treat the disabled child with respect.

Students with multiple disabilities--especially those with medical issues affecting mobility--often need special equipment in the classroom. This equipment may include standers, wheelchairs, gait trainers, and changing tables.

Special education teachers, working together with the team of professionals mentioned above, need to prepare an Individual Education Plan (IEP) for students with multiple disabilities. IEPs take into account the abilities of the student, and map out a series of goals to work toward throughout the school year. These goals may fall into the categories of academic performance or adaptive life skills, such as attending, basic yes/no communication, or hygiene. The IEP is a guide for best supporting the student's individual needs, and must be carefully designed as such.

Depending on the severity of the disabilities, these students may need help in literally every aspect of their life. Special education teachers may need to help the student eat, move, or use the toilet.

Students with multiple disabilities benefit greatly from adaptive technologies, such as computerized talkers or tablets. Choice boards, which allow the student to choose from a small number of pictures on a board, are another effective means of communication.

Safety is a concern for these students, especially those students with medical issues or mobility problems.. The issues should be carefully outlined in the student's IEP, and the teacher should be constantly on the lookout for any warning signs, ready to call for assistance if necessary.

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1.1.7 Specific Learning Disability Specific Learning disability (SLD) is one of a diverse group of conditions, believed to be of neurological origin, that cause significant difficulties in perceiving and /or processing auditory, visual or spatial information, or any combination of these information forms. Learning Difficulties often occur in children with average or above average intelligence and they involve one or more of the basic processes used in understanding or using spoken or written language. They include disorders that impair functions such as reading (dyslexia) writing (dysgraphia) and mathematical calculation (dyscalculia). They vary widely within each category in the patterns they exhibit. The marked discrepancy between intellectual capacity, and achievement and output (expressing information and responding) is what characterizes a learning difficulty.

Dyscalculia

Disability	Disability Area of	Symptoms including trouble with s	Examples
Dyslexia	Processing language	Reading • Writing • Spelling	Confusing letter names and sounds, difficulties blending sounds into words, slow rate of reading, trouble remembering after reading text
Dyscalculia	Math skills	Computation • Remembering math facts • Concepts of time and Money	Difficulty learning to count by 2s, 3s, 4s, poor mental math skills, problems with spatial directions
Dysgraphia	Written expression	Handwriting • Spelling • Composition	Illegible handwriting, difficulty organizing ideas for writing

http://www.cdc.gov/ncbddd/autism/signs.html
http://socialjustice.nic.in/pwd2011.php
www.rehabcouncil.nic.in
http://socialjustice.nic.i-

Causes for specific learning disability.

- The causes for learning disabilities are not well understood, and sometimes there is no apparent cause for a learning disability. However, some causes of neurological impairments include
  □Heredity - Learning disabilities often run in the family.
- Problems during pregnancy and birth - Learning disabilities can result from anomalies in the developing brain, illness or injury, fetal exposure to alcohol or drugs, low birth weight, oxygen deprivation, or by premature or prolonged labor.
- Accidents after birth - Learning disabilities can also be caused by head injuries, malnutrition, or by toxic exposure (such as heavy metals or pesticides).

Prevention of SLD

The identification and prevention of learning disabilities and subsequent intervention are prime objectives for those concerned with early childhood.

- Primary Prevention (keeping the disability from occurring in the first place)

- Secondary Prevention (correcting the disability after it occurs, or at least keeping it from getting worse)

- Tertiary Prevention (keeping the effects of the problem or disability from spreading to other areas of functioning)

Primary Prevention : Primary prevention in learning disabilities might involve reducing the chances of brain injury, improving teachers' skills in instruction and behavior management, or teaching parents child- rearing skills. • For primary prevention to work, the strategy must be aimed at reducing or eliminating the cause(s) of learning disabilities or protecting against causal factors.

Primary prevention may reduce the number of children who have learning disabilities or lessen the severity of the disabilities, but it will not eliminate learning disabilities. • Thus, primary prevention is important in keeping the prevalence of learning disabilities as low as possible. However, it is a mistake to assume that it will reduce the prevalence to zero.

Secondary Prevention : Most of the interventions for learning disabilities involve secondary prevention, because the child's learning problems have been noticed and the aim is to correct the problems or prevent them from getting worse.

If a special education teacher works not only with students already identified as having learning disabilities but also with others who are struggling academically but have not yet been identified, the teacher may be practicing secondary prevention, both with labeled students and those not labeled as having learning disabilities.

It is impossible to practice secondary prevention without a word (label) designating the need for special attention or instruction

Tertiary Prevention: When remedial interventions are initiated long after a learning disability has developed, the primary goal may be tertiary prevention. • For example, if a student has had learning disabilities in reading that have existed since the early grades and these have not been corrected, tertiary prevention at the high school level may involve teaching the student skills that will prevent failure in finding and holding a job.

It is possible to practice secondary and tertiary prevention at the same time and in essentially the same way. • Secondary prevention addresses existing problems. Tertiary prevention addresses complications or the development of additional problem

Characteristics and implications

Many children with disabilities experience in almost everyday situations feelings such as shame, anxiety, frustration, social isolation, melancholy and lack of self-confidence. Such situations have serious psychological effects on a child and contribute to creating a negative self-image and low self-esteem. Children with SLD have average or above average intelligence and hence they are capable of learning if taught the way they learn. Their problem is in the processing of information and hence finds the academic learning difficult. If their learning style is identified and the programmes are planned and delivered in the way they learn, they can be successful. The curricular adaptations and examination provisions such as scribe for writing the exam, extra time to do the examination, substituting second language and such other provisions ease their problems. A competent and understanding teacher can help a child with SLD learn academics.

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1.2. Studying the need for Early Identification and Intervention for Young Children

The need for Early Childhood Care and Development is recognized by both Central and State governments in India. Early Intervention is also recognized for its effectiveness in preparing the child for schooling as well as in preventing primary and secondary handicaps. It is also intrinsically important to make optimum use of the residual potential in every child as it lays the foundation for the child's future and promotes the overall development of children.

1.2.1 Benefits of Early Identification and Intervention .

The benefits of early identification and intervention have been acknowledged and documented by experts in the field of rehabilitation. Integrated Child Developmental services ICDS, started as a comprehensive child development program, laid special emphasis on nutrition. This program later expanded to reach out to adolescent girls, pre and post-natal care and pre-school education up to 6 years. As a training component for the grassroots level worker (Anganwadi worker), an awareness module on disabilities was included. However, children with disabilities were not included by design in the Anganwadi centers. Early Identification, Intervention and Stimulation of children with disabilities, of age under five years, using appropriate techniques and skills will help prevent development of secondary handicaps and minimize severity of the problems.In this effort, parents are partners with the teachers and they need to be educated as many parents worry that by labeling their child with a special need, their child will be stigmatized.

 They are concerned that identifying a special need may pose a risk to the child, such as excluding the child from regular schedule of programs and activities for children of that age. So it is very important for practical purposes that children who have special

needs be identified as early as possible and given support at school and home, so that they can receive the special help they need in order to lead a life as independent as possible like their nondisabled peers.

1.2.2 Role of Teacher

The role of the teacher here is very crucial as they are the first contact to the child out side home and in school where they spend long hours. The teacher has to be alert to look for symptoms in a child as mentioned in this unit. The teacher may use a screening checklist and if the child is found to have some of the symptoms, send the child to the professional for assessment. Every district government hospital has a team of expert in our country to assess and diagnose disabilities

Some of the **warning signs** of early childhood developmental delay:

• No reaction to loud noises
• Has not discovered their hands, and they don't put their hands in their mouth.
• Does not follow objects with their eyes or turn their head towards a sound.
• Cannot reach for toys or grasp them
• Have either very stiff or very floppy limbs
• Prefers one side of their body more than the other.
• Cannot pick up small objects
• Is clumsy, and falls often
• Continuous drooling
• Is not interested in playing with other children
• Cannot follow simple instructions
• Suffers from separation anxiety, when taken away from mother
• Is scared of strangers
• Cannot throw a ball, run or jump
• Loses interest in an activity very quickly.

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1.2.3.Early Identification of disabilities

Timely identification of impairments, a secondary prevention, can reduce the impact of the impairment on the functional level of the individual and also in checking the impairments from becoming a disabling condition. Initially they need to be identified as soon as possible at home by the parents and outside (in the anganwadi centres/schools/sub-health centers/through camps), and then they need to be

assessed by a team of specialists in order toplan necessary interventions. Teachers in all the primary, upper primary and secondary government schools have a responsibility to identify children with disabilities. Check list for identification of children with special needs (School teachers and parents should use this check list):(nios.ac.in › media › documents › dled › Block3)

Impairment Symptoms

Visual

n(a) Watering of eyes.
(b) Recurrent redness.
(c) Frequent irritation.
(d) Frequent blinking.
(e) Squint.
(f) Inappropriate stumbling upon objects or bumping into other people.
(g) Titling of the head or closure of one eye.
(h) Difficulty in counting the fingers of an outstretched hand at a distance of one meter.
(i) Moving head side to side while reading.
(j) Difficulty in recognizing distant objects.
(k) Difficulty in doing fine work requiring perfect vision.
(l) Holding books too close or too far from the eyes.
(m) Frequently ask other children when taking down notes from the blackboard.
(n) Exhibit difficulty in reading from the blackboard.

(o) Hitting against the objects on the side

Hearing

(a) Malformation of the ear.
(b) Discharge from ear.
(c) Pain in ear.
(d) Irritation in ear.
(e) Trying to listen from a closer distance.
(f) Ask for the instructions repeatedly.
(g) Not able to write properly.
(h) Trying to listen to the echo reflection rather than tothe speaker.
(i) Make errors while copying from blackboard.
(j) Frequently ask a colleague to show his workbook.
(k) Problems in paying attention in the class.
(l) Favour one ear for listening purposes.
(m) Problems when anyone speaks from behind.

(n) Child speaks loudly or too softly.

(o) Exhibit voice problem and mispronunciation.

(p) Tune the TV/Radio too loud.

(q) Irrelevant answers.

(r) The child keeps away from his age mates.

(s) The child is unable to respond when called from theother room.

(t) The child understands only after few repetitions

Identification of Speech Problems

(a) Inappropriate sounds in speech.

(b) Stammering.

(c) Baby speech.

(d) Inability to learn correct sound, and use incorrectspeech.

(e) Incomprehensible speech.

Locomotor Impairment (a) Deformity in the neck, hand, finger,
Disabilities waist or legs.

(b) Difficulty in sitting, standing or walking.

(c) Difficulty in lifting, holding or keeping things onfloor.

(d) Difficulty in moving or using any part of body.

(e) Difficulty in holding a pen.

(f) Using a stick to walk.

(g) Jerks during walking.

(h) Lack bodily coordination.

(i) Epileptic movements of tremors.

(j) Joint pains.

(k) Any part of the body is amputated.

Intellectual Disability

- ➢ If the child does not sit unassisted even after 12-15months.
- ➢ Or does not walk even after 2½ years.
- ➢ Or does not talk even after 2 ½ years.
- ➢ If a child has undue problems in doing independently
- ➢ Any of the following activities by the age of 6 years:
    — Eating
    — Dressing
    — Toilet activity
- ➢ Problems in holding a pencil/or using a pair of scissors.
- ➢ Unable to play with a ball or play 'guilli-danda' with the peers.
- ➢ Frequent tantrums, while playing with the peers.
- ➢ Usual inattentiveness to the spoken speech or addressable.
- ➢ Requires too many repetitions to remember simple things.
- ➢ Problems in naming even five fruits, vegetables or plants.
- ➢ Problems in naming the days of the week.

- ➢ Exhibit problems in expressing the needs in a clear language unlike the other peers.
- ➢ Unable to concentrate on tasks even for a short period of time.
- ➢ Inappropriate oral responses.
- ➢ Difficulty in learning new things.
- ➢ Poor comprehension of lessons taught in the school class.
- ➢ Difficulty in learning new things.
- ➢ Difficulty in conceptualization.
- ➢ Does not get well along with the children of same age group.
- ➢ More efforts are required in learning or practicing ascomparetothe peers.
- ➢ Takes an unreasonable amount of time in perfecting any work.
- ➢ Poor academic achievements.
- ➢ Show an undue dependency on visual clues or material for learning

Learning Disabilities

(a) Difficulty in counting.

(b) Lack of concentration, or easily distracted by the Surroundings, either at home or school.

(c) Difficulty in sitting quietly in the classroom.

(d) Does not write down the spoken words correctly.

(e) Inappropriate additions to the right word, e.g., 'ischool'in place of school.

(f) Always confused between right and left.

(g) Unreasonable difficulty in remembering the verbal instructions.

(h) General difficulty in memorizing the things.

(i) Extreme restlessness in a child which significantly interferes with the timely completion of various tasks.(j) Reverses letters or symbols too frequently while reading for example, b as d, saw as was, etc.

(k) Reverses numbers too frequently while reading, forexample,31 as 13, 6 as 9, etc.

(l) Excessive errors during reading like looses place/repeat/insert/substitute/omit words.

(m) Poor in mathematical calculations.

(n) Problems in accurate copying from the common sources

Like a book or a blackboard, even though the vision is normal.

(o) Write letters or words either too close or too far (spacing problems).

(p) The child appears to comprehend satisfactorily but is notable to answer the relevant questions.

(Source: nios.ac.in › media › documents › dled › Block3)

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1.2.4 Early Intervention

What is Early Intervention?

Early Intervention is giving support to your child as early as possible to enhance his skills and overcome his difficulties thus leading to holistic development of the child. It

gives support to the child as well as his family, thereby forming the base for his future years.

The term early intervention (EI) , refers to services given to very young children with special needs, with the purpose of lessening the effects of the condition.

Services may include speech, physical or occupational therapy, and can be provided in the home or at Developmental centers The hope is that these services, provided early, will help in arresting any delays in development so that the child will function as independently as possible. If, however, when the child reaches a school going age and still needs therapy, there are support systems catering for a variety of special needs.

In regular government schools, therapies are worked into the child's day as part of the remedial curriculum as an effort of Samagrah Siksha scheme of Government of India..

1.2.5 **Benefits of Early Intervention**

1. It enhances child's development enabling the child to overcome his difficulties and helping in over all development.

2. It reverses many of the symptoms as it provides appropriate support to the child at the right age.

3. It arrests development delays.

4. It helps your child make maximum use of his skills and abilities.

5. It provides support to the family as the parents face a lot of stress at the later stage if child is not able to cope.

6. It helps the child in developing social skills.

7. The child integrates much better in school with friends and teachers as well as in society.

8. It increases the child's ability to cope with studies at the same time help in emotional regulation.

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1.2.6 Importance of Early Intervention

There are three main reasons why early intervention is so important and needs to begin as early as possible;

It helps to promote the child's development, it is a support system not only for the child, but also for the family, and finally it gives the child the abilities to become a contributing member of the society.

The intervention process will include the following team activities:

- Identify the strengths and needs of the child.
    - Design an intervention plan
    - Consult and partner with parents.
    - Create and/or locate appropriate teaching learning material (TLM)
    - Create and/or locate appropriate material (both commercial and "locally "developed)

> • Create and/or locate other appropriate Assistive Technology (e.g., switch toys)
> • Implement the plan on a daily basis for a minimum of 4-weeks
> • Teach the parents to carry out the programme in home environment
> > • Evaluate the student learning outcomes, and
> > • propose "next steps"

Interventions may be school-based interventions and/or home-based interventions that are integrated with a system for positive behavioral support intended to enable children's success in school. The long-term outcome of this program will be an array of tools and strategies (e.g., assessments tools, preschool curricula) that have been documented to be effective for improving the cognitive, linguistic, social, and emotional needs of young children with disabilities or at high risk for specific learning disabilities from pre-kindergarten through kindergarten. The learning requirements for each child differ individually according to their impairment, and abilities. Individual Education Plan can be used. The activities should be simple to complex. The teacher plays a very important role in planning the curriculum for each child. Observation is the only way she can plan a perfect curriculum based on the needs of the child.

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1.3.Recognizing Atypical Development

Child development exists on a continuum. The development of most children falls somewhere in the "middle" of that continuum. A child is described as developing atypically when one of two situations arises:

1. A child reaches developmental milestones earlier than other children his/her age.
2. A child does not attain the developmental mile stones age appropriately and is delayed in the development.

There are some children who have mild developmental delays or atypical development in any one area of development such as language, motor or other areas. It is very important to pay attention to children whose development is just a little bit different. They are referred to as "gray area" children because for the most part, their development is typical. This is why they may not receive services in the developmental areas in which they may be struggling, especially during their school years. It is important to monitor their progress and especially watch those areas in which they may be developing typically, but lagging a bit behind their peers. Here are a few examples:

A child may have many words in his vocabulary, but may still struggle with articulation or pragmatics.(Linguistics dealing with language in use and the contexts in which it is used)

A child may walk to get to where he/she needs to get, but he/she may still take much longer than other children to get to his/her destination.

It is also important to pay attention to children with moderate to severe delays, or who have multiple disabilities. These children are usually identified quite early in life and end up receiving a wide variety of services. Intervention should be focused on

providing as much support as possible to both the child *and* his/her family, so that the child can be active and participate in his/her community.

The focus of intervention for children with <u>severe developmental delays</u> may be different from intervention for other children. A child with profound disability may not learn how to read, but with proper intervention, he/she may learn how to eat or use the toilet on his/her own. This will make a huge difference in his/her life and the lives of those who care for him/her.

After the family has received information about intervention support, parents make a decision on what types of services to provide to the child. They should be supported in any decision they make. If they have unreasonable demands, they need to be counseled to understand the condition of the child. For example a parent of a child aged ten with profound intellectual disability and dependent on personal care needs, may expect the child to complete class 10 examination. In such occasions, parents need to be counseled without hurting their sentiments. After all, parents expect the best for their child. It is the duty of the professionals to help them get the best.

1.3.1 **Communication Development**

Being aware of language and communication milestones is important for parents and other caregivers. We often hear statements like the ones listed below from parents whose children are not speaking "like other children", or from professionals, including family physicians: Nevertheless, the speech and language patterns of these children seem to be different than those of others their age. These differences show both in the way they talk, or the *quality* of their expression, and in *quantity,* or how many words they know and can put together into sentences.

It may be that some physicians are not aware of the early signs of speech and language delay in young children. They may want to avoid worry for parents so they reassure parents that their children will develop language at their own pace.

It is also true that some children talk earlier than others. These children usually fall within the typical range of speech and language development. At the same time, a parent's concerns about their child's speech and language development are always valid and need to be heard. Parents need to consult with speech and language pathologist.

LET US SUM UP:

A child with special needs is a child who, because of his or her unique medical or developmental difficulties, has needs in addition to those of his or her peers. Special needs may range from mild to more severe. Most special needs can be addressed by treatment or special programs and services.Role of the teacher is very crucial while dealing with CWSN.

S/he has to understand the meaning and concept of each disability, identify the child and refer the child to a professional for assessment and once the assessment is done, she can plan for further intervention jointly working with professionals, parents.

Unit end questions

1. Why Early Intervention is so important?

2. What are the warning signs to suspect disability in children in the class? Elaborate

in 100 words .

3. List the disabilities covered under the RPwD Act (2016)? Define any two disabilities

and describe the educational implications.

UNIT 2: UNDERSTANDING DEVELOPMENTAL PROBLEMS AND DELAYS IN INFANCY AND TODDLERHOOD (0-2 years)

Introduction

An Individual is in the process of constant change right from the moment of conception until death. Child development is the study of these changes in the child. In infancy, a baby develops extremely rapidly in various ways. The first few years of life are fundamentally important in building the foundation for their growth, development, health, social skills and emotional skills. Developmental Delay is when the child does not reach the developmental milestones at the expected times. If the child is temporarily lagging behind, that is not called developmental delay. In this unit we will discuss about the importance of toddlerhood, developmental delays and emotional problems.

LEARNING OBJECTIVES

After Studying this Unit, you will be able to
  ➢ Understand Developmental Delays

  ➢ Differentiate between developmental delays and delayed development

  ➢ Understand the developmental milestones in Toddlerhood
  ➢ Discuss Attachment Difficulties and Disorders like autism and down syndrome
  ➢ Narrate different-parenting styles.
  ➢ Explain what Atypical Motor Development means.
  ➢ Apply the knowledge on how to deal with the children with Behavior problems

2.0. DEVELOPMENTAL DELAY AND THE EARLY SIGNS

From birth onwards, children learn important skills such as sitting up, rolling over, crawling, walking, babbling (making basic speech sounds), talking and becoming toilet trained as they grow up. These skills are known as developmental milestones and usually occur in a predictable order at a predictable age. Developmental delay can be observed in the way a child moves, communicates, thinks and learns, or behaves with others. While all children develop at different rates, and reach these milestones at different times, a child considered to have developmental delay will reach these much later, and have significant limitation in one or more areas of the following key developmental areas.

  ➢ Gross motor skill development – use of large muscles to sit, stand, walk, run, keep balance and change positions.

- Fine motor skill development – use of small muscles (specifically hands and fingers) to eat, draw, play and write.
- Cognitive development – the ability to perform mental activities mostly related to thinking, learning, and understanding, problem solving, reasoning and remembering.
- Social and emotional development – ability to interact with others, to cooperate and respond to the feelings of others, e.g. with family, friends and teachers.
- Speech and language development – speaking, using body language and gestures, communicating with others and understanding what others say.
- A child may be described as having **global developmental delay (GDD)** when s/he has not reached two or more milestones in all five of these developmental areas.

Developmental delay can be short-term, long term or permanent. There are many different reasons a child may develop more slowly than expected.

Short-term delays can occur for babies born prematurely; or because of physical illness prolonged hospitalization; or because of mental illness, family stress or lack of learning opportunities. Children with short term developmental delays may have a learning disability, but are unlikely to be intellectually disabled.

Permanent delays are also called 'developmental disabilities'. These delays could be the first early signs of other conditions, for example:

- Cerebral palsy
- Down syndrome
- Language delay
- Hearing or vision impairment
- Intellectual disability
- Learning Disabilities, such as, dyslexia, dyspraxia, dyscalculia, dysgraphia
- Attention Deficit Hyperactivity Disorder/Attention Deficit Disorder (ADHD/ADD)
- Autism Spectrum Disorder (ASD)
- Fetal Alcohol Spectrum Disorder (FASD)
- Brain trauma/injury

2.0.1. **Causes of Developmental Delays :**

The most common causes of *developmental delay* include:

- Problems with genes or chromosomes.
- The structure or development of the brain or spinal cord.
- Prematurity (born too early).
- Childhood infection (e.g. meningitis) or metabolic diseases, such as having an underactive thyroid gland (hypothyroidism);
- Other issues affecting babies before they are born, such as toxins (poisonous substances), e.g. alcohol in the case of fetal alcohol syndrome.

- For some children, the cause of the GDD is never identified. Though with advancements, for instance, in genetic testing, this is much less likely than in past generations.
- There is no one cause of *developmental delays*, but some risk factors include:
- Complications at birth, e.g. low birth weight or lack of oxygen.
- Environmental issues, e.g. lead poisoning, poor nutrition, exposure to alcohol or drugs before birth, difficult family situations, and trauma.
- Medical conditions, e.g. chronic ear infections, vision problems, illnesses, conditions, or injuries that have a significant long-term effect on a child's day to day activities.

2.0.2 .Child concerns and diagnosis:

- If the child is developmentally **delayed**, need to get   diagnosis and who are concerned about the Child's preschool development   , it is a good to talk to the child and family member and Doctor .
- Developmental delay can be diagnosed after a child's health and development have been assessed by qualified health professionals, e.g. developmental pediatricians and clinical psychologists; and could include specialist assessments from a multidisciplinary team of experts, e.g. genetic services, education, and other professionals working in specialized fields such as speech and language. Neurologically, there are four main reasons to investigate developmental delays further, 1) to identify a treatable condition or cause, 2) to initiate specific early intervention, 3) to expect and manage future , and 4) to identify genetic counseling needs.
- Health professionals usually use the term 'developmental delay' only until further assessments have been completed and a cause or a more fitting diagnosis has been identified. When professionals find the cause, they will then use a name that better explains the child's condition, e.g. a diagnosis of cerebral palsy.

2.0.3 .Living with developmental delay and implications for early intervention

- Children with developmental delay like other children keep learning. This may be a slower process with them, taking more time to develop new skills and they may learn in slightly different or alternative ways. For example, instead of learning a skill quickly by example, a child with developmental delay may need to be shown skills in smaller, simpler steps. They may not be able to transfer learned skills from one environment to another with ease. They might need more opportunities to practice, and in a variety of settings and contexts.
- The following professionals may be involved in support and interventions planning for children:

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> ➤ Child and family health nurse (if available)
> ➤ Pediatrician
> ➤ Audiologist, deaf advisors
> ➤ Occupational therapist
> ➤ Speech pathologist
> ➤ Psychologist
> ➤ Psychiatrist
> ➤ Social worker
> ➤ Therapists, e.g. speech-language, physiotherapist
> ➤ Special education teachers and support workers.

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2.0.4.Difference between Developmental Delay and Developmental Disability

The terms developmental delay and developmental disability are sometimes used to mean the same thing. They are not the same thing, though.

Developmental disabilities are issues that kids do not outgrow or catch up from, though they can make progress. They are not the same as learning disabilities, but they can make learning more difficult. Some of the conditions that can cause developmental disabilities include cerebral palsy, intellectual disability, Down syndrome, Angel man syndrome, autism spectrum disorders, fetal alcohol spectrum disorders (FASD), and brain injuries.

Even when it is not clear what is causing the delay, early intervention often helps kids improve. However, in some cases, kids still have delays in skills when they reach school age.

In young kids, delays can be an early sign of learning differences. Nevertheless, it can be hard to make the link until kids start school. That is when teachers see how kids do in areas like math, reading, and spelling. They can also see how well kids focus in class. Some schools have early screening programs that look at all kids. This allows schools to help more children at an earlier age. Schools can also do testing to learn more about kids' skills and how they think and solve problems. The results can help to determine if kids need extra support.

Conversations about meeting milestones are common among proud parents and caregivers. It's exciting to see your child learn new things and explore the world. As your child develops, you want to share the news with people. It is also common to compare what your child can do with other kids—or even compare them with what your older kids did around the same age.

2.0.5 .Toddlerhood (0- 2years)

Toddler is a child between the ages of One and two The toddler years are a time of great cognitive, emotional and social development. The word is derived from "to toddle", which means to walk unsteadily, like a child of this age.This stage marks the physical growth during the first two years. It is also considered as one of the most remarkable and busiest times of Development. Rapid changes in the **infant's** body and brain support learning, motor skills, and perpetual capacities.

2.0.6 Developmental mile stones -Physical Milestones

Milestones for one-year-olds include gross motor skills using big muscles to move the whole body—and fine motor skills—using smaller muscles for little things.

ttps://www.understood.org › signs-symptoms › developmental-milestones...

Gross Motor Skills	➢ **Between 12 and 24 months, children typically can:**
➢ **Most one-year-olds can:** ➢ **Sit without leaning on anything or being held up** ➢ **Belly crawl, scoot or creep on hands and knees** ➢ **Pull to standing and move, holding on to furniture**	➢ **Stand alone and walk, holding on to your hands** ➢ **Stick out their arms, legs and feet to help get dressed and undressed** ➢ **Walk without help** ➢ **Begin walking up stairs**
Fine Motor Skills	**As they approach age 2, children are typically able to:** ➢ **Drink from a sippy cup (or regular cup with help)** ➢ **Use a spoon—clumsily—to eat** ➢ **Pick up objects like Cheerios or raisins with thumb and one finger (known as "pincer grasp")** ➢ **Point, poke and maybe even pinch** ➢ **Put things into a bucket and take them out again** ➢ **Scribble with a thick crayon or marker**
Cognitive Milestones	**The child's cognitive milestones are the ways he learns to think, explore, learn and solve new problems. A child between 12 and 24 months will typically:** ➢ **Know the use of everyday objects, such as a spoon, a toothbrush or phone** ➢ **Start following simple directions such**

	as "blow me a kiss" or "sit down" ➢ **Start simple pretend play, like feeding a stuffed animal** ➢ **Point to his own head, eyes, ears, nose or mouth** ➢ **Make the connection between a word you say and a picture in a book** ➢ **Show a reaction to familiar songs and stories** ➢ **Start testing cause and effect, such as what happens when he throws his cup on the floor**
Language Milestones; Language at this age is not only about the sounds your child makes. It's also about how w ell the child understands what you say to him. And it's about how he tells you what he wants and needs	**. Sometime between 12 and 24 months, a child can typically:** ➢ **Babble in a way that sounds like talking and try to "talk" with you** ➢ **Recognize family members' names and the words for common items (cup, ball, shoe)** ➢ **Raise his arms when he wants to be picked up, point at things he wants and shake his head *no*** ➢ **Understand basic commands like *stop*** ➢ **Say *no, mama* and several other words** ➢ **Express happiness, sadness and frustration with different sounds or cries**
Social and Emotional Milestones	**One-year-olds have limited social interactions with other children. But your child may learn many social skills and ways to express emotion this year. Most 1-year-olds can do these things:** ➢ **Smile and laugh in reaction to somebody else or when playing** ➢ **Cry when someone nearby is upset** ➢ **Feel comfortable exploring the room when a caregiver is nearby** ➢ **Show affection to familiar people** ➢ **Have mild temper tantrums when frustrated** ➢ **Be nervous around new people and clingy with caregivers.**

Keep in mind that kids develop at different rates. Your child might meet some of these milestones a little earlier or a little later.

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2.0.7. DEVELOPMENTAL MILE STONES IN 2 YEARS CHILD

a. Physical Milestones

During this period, children may not only grow by leaps and bounds, but also learn to leap and bound! Expect to see big things happening with the big muscles (gross motor skills), as well as development in small muscle movement (fine motor skills).

Most -year-olds learn to do things like these by the end of their third year:

➢ **Gross Motor skills** ➢ **Walk, run, and start learning to jump with both feet** ➢ **Pull or carry toys while walking** ➢ **Throw and kick a ball; try to catch with both hands** ➢ **Stand on tiptoes and balance on one foot** ➢ **Climb on furniture and playground equipment** ➢ **Walk up stairs while holding the railing; may alternate feet** ➢ **At-home connection: Balloons, bubbles, and bouncing! Try some ways to help build gross motor skills.**	➢ ***Fine Motor Skills*** ➢ **Start brushing own teeth and hair** ➢ **May pull pants up and down** ➢ **Turn on the faucet and wash hands** ➢ **Build a block tower of at least four blocks** ➢ **Start practicing snaps and zipping up (if you start the zip)** ➢ **Hold utensils and crayons with fingers instead of a fist, although at this age the grasp still may not be quite right**
➢ **Cognitive Milestones:** ➢ **Toddlers start thinking in new ways, learning new skills, finding new techniques to solve problems, and showing their independence. By the end of this year, kids typically:** ➢ **Enjoy more complicated pretend play, like pretending that a box is a spaceship or assigning people characters when playing** ➢ **Remember and talk about things that happened in the past, using phrases like "the other day" or "a long time ago"** ➢ **Do three- to four-piece puzzles**	➢ **Language Milestones** ➢ **By the end of the third year, children usually understand much of what you say to them. They are also talking more. At this age, children can typically:** ➢ **Understand the words for familiar people, everyday objects, and body parts** ➢ **Use a variety of single words by 18 months and speak in sentences of two to four words by 24 months (may combine nouns and verbs, like "mommy eat"); have a vocabulary of 200+ words by 36 months**

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➢ **Group toys by type, size, or color**	➢ **Repeat words they hear**
➢ **Recite favorite books and nursery rhymes with you**	➢ **Start asking "what's that?" and "why?"**
➢ **May follow two-step directions, such as "take off your coat and hang it up"**	➢ **Begin using plurals (*dogs*) and basic pronouns (*me, you*)**
	➢ At-home connection: **What's a *'puter*? Learn why some young kids have <u>trouble pronouncing words</u>.**

Social and Emotional Milestones

Two-year-olds typically start to be more independent and more interested in other kids. But not having the words to express themselves can be frustrating. By the end of this year, kids will likely do things like this:

- Mimic what other kids and adults do and say, as well as *how* they say it

- Be happy to play near, if not with, other kids

- Start to realize they can do things without your help

- Disobey more than before, doing things they're told not to do, just to test what happens

- <u>Have tantrums when frustrated</u>

- Show increasing separation anxiety by 18 months, which typically eases a lot by 24 months; become increasingly independent and aware of themselves as their own person between 24 and 36 months.

2.2 .ATTACHMENT DIFFICULTIES AND DISORDERS

John Bowl first conceptualized attachment theory in the 1950's. It was first a clinical theory based upon the observation that   the delinquent boys he was working with all suffered severe traumatic losses. His inquiry led him to explore the effects of early separation, evolutionary biology, etiology, cognitive neuroscience and information processing theory.

An attachment may be defined as affection tie that one person or animal forms between himself and another specific one – a tie that binds them together in space and endures over time. (Vaughn et al, 1992)The emphasis on attachment to the mother has shifted to an emphasis on the primary caregiver (which may not be the mother) and it is now recognized that children can form multiple attachments. An important development in challenging the assumption that mothers needed to be at home full-

time was the discovery that quality was more important than quantity in forming secure attachments between caregivers and their children. Both the primary caregiver and the infant are active participants in this process. The key factor for the caregiver is sensitive responsiveness – the ability to attune to the child and respond to their signals. The child's responsiveness is also an important contributor to the process. When the parent/primary care giver and the child are coordinated with each other, then the child develops a *secure attachment*.

2.2.1 .Children with Down syndrome

Bowlbyused the term "secure attachment" as a system of child's behavior, when the child uses his/her mother as a secure base to explore the environment and after each survey returns to her to receive the necessary physical and emotional contact.
He establishes two types of mad behavior, i.e.:– Secure behavior, which serves the child to call her mother. Such behaviors are crying, laughing and gesture like the spread of arms.
Accessible behavior: when the child goes to the mother or located in its vicinity. These include walking and running.

2.2.2 What is Autism Spectrum Disorder

Autism spectrum disorder (ASD) is a developmental disorder that affects communication and behavior. Although autism can be diagnosed at any age, it is said to be a "developmental disorder" because symptoms generally appear in the first two years of life.

According to the *Diagnostic and Statistical Manual of Mental Disorders* (*DSM-5*), a guide created by the American Psychiatric Association used to diagnose mental disorders, people with ASD have:

- Difficulty with communication and interaction with other people
- Restricted interests and repetitive behaviors
- Symptoms that hurt the person's ability to function properly in school, work, and other areas of life.
- Educational Programmes :

These programs are typically highly structured and intensive and may involve parents, siblings, and other family members. Programs may help people with ASD:

- Learn life-skills necessary to live independently
- Reduce challenging behaviors
- Increase or build upon strengths
- Learn social, communication, and language skills

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2.2.3. EMOTIONAL TIES – CHILDREN WITH AUTISM AND DOWN SYNDROME

Children with autism show difficulties not only in the creation of emotional ties, but also in expressing their emotions. When they were compared to mentally healthy children, they showed greater lack of emotion and a lot less need for sharing emotions and interactions with other people.

Autism has been found to disrupt mother-child interaction generally and specifically maternal responsibility. (van IJzendoorn et al,2007).

During free play, children with autism compared to other children from the same age group, played with a fewer toys and were less focused on entering the game and rarely interacted with their peers. When the game was more structured, children with autism had more contact with their teammates and they were not distinguishable from their peers.

Based on this fact, we can conclude that children with autism do not miss the ability to express their emotions, but have reduced social skills that affect their opportunity for emotional expression.

Children with Down syndrome also exhibit behavior problems. Affective development is important for social and behavioral competence. Findings suggest that children with Down syndrome may use a limited repertoire of strategies for coping with frustration.

Children with autism showed greater capacity for emotional expression than is expected of them, in terms of their mental abilities. Children with autism showed less positive emotions toward their mothers during the game than children with Down syndrome. These children showed negative effects in their feedback of emotional requests by their mother and existence of hostility and fast irritability.

The biggest difference between these two groups was in the field of self-regulation (self-control). Self-control includes the emotional reactions during the game, the attention of the child, the child exploring experience, focusing on toys, this includes the possibility of the child to solve a problem and to determine the function of toys.

2.2.4. NON-ORGANIC FAILURE TO THRIVE (NOFT):

__The word 'thrive' is defined by New Webster's Dictionary as to grow and function well; to have good health. The term 'failure to thrive' was mentioned as early as 1915 by a distinguished American Pediatrician, Dr Henry Dwight Chapin of New York who was a pioneer in alerting paediatricians to failure of growth and development associated with poverty and with contemporary institutional care of infants and young children . Failure to thrive is the term applied to a condition where a child's growth rate fails to meet the potential expected for a child of that age. It is simply a descriptive term rather than a diagnostic label, which collectively describes the end results of a great number of different conditions.

Nonorganic failure to thrive (NOFTT) is also known as psychosocial failure to thrive. Unlike organic failure to thrive, NOFTT occurs when an infant who is usually younger than 2 years old and has no known medical condition that causes poor growth.This essentially generic term refers to children whose attained weight or rate of weight gain is significantly below that of other children of similar age and same Gender. Several defining criteria have been proposed and help to differentiate true failure to thrive from other conditions causing apparent growth failure. There are numerous organic causes of failure to thrive, but non-organic failure to thrive is also an important entity and is caused by social, psychological and environmental factors. The clinical features are those of malnutrition, signs of underlying organic cause and specific manifestations of environmental/psychosocial deprivation

2.2.5 Causes of non organic failure to thrive

Psychological, social, or economic problems within the family almost always play a role in the cause of NOFTT. Emotional or maternal withdrawal is often related to the nutritional deprivation. The mother or primary caregiver may neglect proper feeding of the infant because of preoccupation with the demands or care of others, her own emotional problems, substance abuse, lack of knowledge about proper feeding, or lack of understanding of the infant's needs.1

2.2.6. Factors that may contribute to NOFT include:
- live in poverty
- lack the knowledge of caretaking
- have an addiction to alcohol or drugs
- have an eating disorder
- Young age of parent (teenage parents)
- Unplanned or unwanted pregnancy
- Lower levels of education (especially failure to complete high school)
- Lower socioeconomic status
- Absence of the father
- Absence of a support network (family, close friends, or other support)
- Mental illness, including severe postpartum depression

2.2.7. Prevention of NOFT

Parents need to be educated and truly understand how to take care of their baby. This is an important part of prenatal care. Therefore, parenting classes and support groups are strongly encouraged. Early intervention programs are specifically designed to bring together the necessary resources to assist children with failure to thrive. The earlier high-risk parents become involved with such programs, the better the child does.

NOFTT has a lot to do with the parent-child relationships. If the parents do not have a positive relationship with their child, and the child does not feel secure with their caregiver, th n this can have a huge impact on the child's growth. The parent-child relationship is something to consider when noticing your child isnot gaining weight appropriately. Secure attachments result when the children have caregivers who are consistently sensitive and responsive to their needs. Conversely, insecure attachments result if children have had insensitive or nonresponsive caregivers.

2.2.8.Separation Anxiety Disorder

A child who has separation anxiety disorder experiences such extreme distress when away from a parent or caregiver that she is unable to tolerate periods of separation that are expected at that age. We will discuss below, information on how to recognize separation anxiety, how it i's diagnosed and how treated.

A disorder in which a child becomes excessively anxious when separated from parents. Children are especially prone to separation anxiety during times of stress. Separation anxiety differs from normal clinginess. Children with the disorder can't think about anything but the present fear of separation. They may be reluctant to go to school or other places. Treatment includes talk therapy and possibly anti-anxiety medication. Symptoms of separation anxiety disorder commonly become noticeable in pre-school and early primary school, but in rare cases, it becomes problematic later, in early adolescence

Child may have separation anxiety disorder are extreme over attachment to parents and when a child is separated from his / her family the condition of the child will be prolonged .A child might have a hard time saying goodbye to parents, being alone on one floor of the house, or going to sleep in a darkened room, because s/he is terrified that something will happen to self or family. She might also have physical symptoms that manifest in anticipation of separation, including stomachaches, headaches, and dizziness. If she is at school, she may feel an overwhelming need to know where parents are, and to be in touch with them by phoning or texting.

These symptoms, combined with the fear, can lead to extended absences from school; children with this disorder may also avoid playing and birthday parties. At home, they often "shadow" one parent constantly; as one clinician puts it, parents can begin to feel like "prisoners." Vivid nightmares about family tragedy are also possible signs, as are tantrums and apparently defiant behavior when faced with separation. Younger children are mostly anxious at the time of separation, while older kids develop anxiety that is more anticipatory.

2.2.9. SEPARATION ANXIETY: RISK FACTORS

Separation anxiety appears to be transmissible from parent to offspring. However, it is often triggered by stress, trauma, or changes in environment—a move to a new home or school, a death or divorce in the family.

2.2.10 .SEPARATION ANXIETY: DIAGNOSIS

For a diagnosis of separation anxiety disorder, a clinician looks for distress in being separated from—or anticipating separation from—parents or caregivers that's excessive for a child's age and prevents him from participating in age-appropriate activities. Symptoms include: worry about losing parents or other attachment figures though illness or death; unreasonable fear of an event that causes separation (getting lost, say, or being kidnapped); reluctance or refusal to leave home for school; undue fear of sleeping or being alone; persistent nightmares about separation; and physical symptoms (headaches, stomachaches) in conjunction with separation or anticipation of separation.

To meet the criteria for separation anxiety disorder, the child must have the symptoms for at least 4 weeks. Treatment for the majority of separation anxiety cases is psychotherapy; cognitive behavioral therapy in particular is used with great success on mild to moderate cases. In more severe cases and with kids who do not respond well to Cognitive Behavioural therapy CBT or other psychotherapeutic approaches, a course of medication may be indicated.

2.2.11. OVER PROTECTIVE PARENTING

Dene Garvin Klinzing (2017)   mentioned in his article   explained   different parenting Styles .There are different parenting styles

- **The authoritarian parent.** This is the "because I told you so" parent who is likely to degrade a child and ignore the child's point of view.
- **The authoritative parent.** This is a mom or dad who sets carefully defined limits for children, the one who is a good role model and praises children for their efforts.
- **The permissive parent.** This is the parent who is afraid to set limits on children or believes a child has to be true to his or her own nature.
- **The overprotective parent.** This is the parent who wants to protect their children from harm, hurt and pain, unhappiness, bad experiences and rejection, hurt feelings, failure and disappointments.

. When the parent is fearful of many things, the child becomes overly scared as well.

The greatest drawback of the overprotective parenting style is underprepared children. Parents in this category are fearful of everything when it comes to their children and expect bad things to happen. When we rescue too quickly and overindulge our children with "assistance," we remove the need for them to navigate hardships and solve problems on their own. This prohibits them from becoming competent adults.

This parenting style involves:

- Comforting a child quickly after a simple fall that produces no distress.
- Strict rules that do not allow a child to get dirty or creative.
- Punishment that does not fit the crime. Discipline is overly harsh for minor offenses.
- Over-emphasis on being successful in school.
- Rely heavily on a system of rewards and punishments.

Parents may love their children very much. They are fearful their child will grow up to be destructive or uncontrollable.

The negative side effects to this parenting style include the following:

- Overprotective parenting will frequently encourage a child to lie. When expectations are too high or unreasonable, a child will lie to avoid getting in trouble.
- When the parent is fearful of many things, the child becomes overly scared as well. Normal, healthy risk-taking is discouraged and children grow up to be teenagers who take risks that come with a much higher price than a bruised knee or ego if things go wrong.
- Kids experience a reward/punishment system for their behavior and can grow up to be adults who are materialistic and manipulative. They do not do the right thing just because it is the right thing to do.
- Finally, and most importantly, parents may not be able to communicate with their children as they mature. Parents have demanded compliance, not communication, which again leads to more lying.

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2.3. ATYPICAL MOTOR DEVELOPMENT

While most children follow the same general pattern and rate of motor development, some children demonstrate very different patterns of development. Such children develop atypical movement patterns, muscle tone, and achieve major motor milestones at a much slower rate than other children do. There are many reasons for atypical motor development including environmental factors. Delayed physical maturation and development, sensory or perceptual deficits, orthopedic impairments, and brain

damage affecting motor areas of the brain (Bunker, 1978). Environmental limitations restrict the types of motor experiences available to children. For example, a child who is kept in a crib most of the time may develop motor skills more slowly than a child who is placed in a variety of different positions and settings. Overprotective parents may fail to provide the children with opportunities to develop more abilities by not allowing them to explore their surroundings, such children often catch up in their motor development if changes occur in their environments.

Children who are blind or deaf receive inadequate or distorted stimuli from their environments and are unable to produce appropriate motor responses (Healy and Stainback, 1980). Visually Impaired children are particularly affected because they are not usually stimulated to move and lack the visual feedback necessary for them to steer themselves within their environments (Bunker, 1978). Studies of visually impaired children have indicated that neuromuscular maturation and postural achievements appear within normal age ranges, while mobility and locomotion are most often delayed (Adelson and Fraiberg, 1975). Orthopedic impairments such as spina bifida, absence of limbs, and polio will often cause delays or absences in the development of motor skills. Children with such conditions require intervention in the forms of physical therapy, adaptive devices, and sometimes surgery to maximize motor development. Children who are brain-damaged either before birth or in early childhood may display atypical or delayed motor development. Cerebral palsy is an example of such brain damage. In normally developing children, the higher centers of the bruin gradually impose control over the lower centers, allowing children to acquire motor skills in a orderly sequence. Damage to the immature brain can prevent higher brain centers from developing; therefore, movement patterns and muscle tone will develop atypically (Connor, 1978). Brain-damaged babies may display reflexive behaviors that are exaggerated, and they may be unable to break out of these reflexes on their own. Such reflexes also tend to persist longer in children with than in other children and prevent the development of advanced motor skills. For example, the asymmetrical tonic neck reflex can be seen in most children at about 1 month of age, but may persist much longer in children with brain damage. However, in brain damaged children, this reflex and other reflexes are sometimes obligatory (children cannot move out of them on their own) and often persist well beyond 6 months of age. Children with a persistent asymmetrical tonic neck reflex will have difficulty bringing their hands or objects to their mouths. Many other reflexes can persist in brain-damaged children and can greatly affect the development of more advanced motor skills (dealy & Stainbaen, 1980). Because brain-damaged children do not know other movement patterns, they use those movements they have. Continuous use of atypical patterns can further strengthen those patterns, causing additional problems such as contractures (muscles becoming tight and fixed in a certain position) and deformities, and limit the development of normal motor skills (Connor,1978),

2.3.1.Spina Bifida

Spina bifida is a condition that affects the spine and is usually apparent at birth. It is a type of neural tube defect .This often results in damage to the spinal cord and nerves. Spina bifida might cause physical and intellectual disabilities that range from mild to severe.

Atypical development is when development 'does not follow the normal course. It could include things like learning and social disabilities and disorders.

Children with spina bifida higher on the spine (near the head) might have paralyzed legs and use wheelchairs. Regular physical activity is important for all children, but especially for those with conditions that affect movement, such as spina bifida. **Spina bifida can cause a wide range of symptoms, including problems with bladder and bowel problems, and problems associated with** hydrocephalus **(excess fluid on the brain).**

The severity of the symptoms of Spina bifida varies considerably, largely depending on the location of the gap in the spine. A gap higher up the spine is more likely to cause paralysis of the legs and mobility difficulties compared with gaps in the middle or at the base of the spine, which may only cause continence issues. A baby is more likely to have learning difficulties if they develop hydrocephalus.

2.3.2 .MOVEMENT PROBLEMS

The brain controls all the muscles in the body with the nerves that run through the spinal cord. Any damage to the nerves can result in problems controlling the muscles. Most children with spina bifida have some degree of weakness or paralysis in their lower limbs. They may need to use ankle supports or crutches to help them move around. If they have severe paralysis, they will need a wheelchair. Paralysis can also cause other, associated problems. For example, as the muscles in the legs aren't being used regularly, they can become very weak. As the muscles support the bones, muscle weakness can affect bone development. This can cause dislocated or deformed joints, bone fractures, misshapen bones and an abnormal curvature of the spine .

2.3.3. Bladder problems

Many people with Spina bifida have problems storing and passing urine. This is caused by the nerves that control the bladder not forming properly. It can lead to problems such as:

- urinary incontinence
- urinary tract infections (UTIs)

- hydro nephrosis – where one or both kidneys become stretched and swollen due to a build-up of urine inside them

- kidney scarring

- kidney stones

Due to the risk of infection, the bladder and kidneys will need to be regularly monitored. Ultrasound scans may be needed, as well as tests to measure the bladder's volume and the pressure inside it.

2.3.4.. Bowel problems

The nerves that run through the spinal cord also control the bowel and the sphincter muscles that keep stools in the bowel.Many children with spina bifida have limited or no control over their sphincter muscles and have bowel incontinence.Bowel incontinence often leads to periods of constipation followed by episodes of diarrhoea or soiling.If a child in the school is found to be lacking toilet control, it is important that the teachers do not jump to conclusion that he is not toilet trained or that it is due to delayed development as in intellectual disability. There can be conditions such as spina bifida as mentioned above and the teacher may talk to the parents regarding medical help.

They may also have problems with visual and physical co-ordination – for example, tasks such as tying shoelaces or fastening buttons.

2.3.5. Other problems associated with Spina bifida include:

- Skin problems – reduced sensation can make it difficult to tell when the skin on the legs has been damaged – for example, if the skin gets burnt on a radiator; if a person with spina bifida injures their legs without realizing, the skin could become infected or an ulcer could develop; it's important to check the skin regularly for signs of injury

- latex allergy – people with spina bifida can develop an allergy to latex; symptoms can range from a mild allergic reaction – watery eyes and skin rashes – to a severe allergic reaction, known as anaphylactic shock, which requires an immediate injection of adrenalin; tell medical staff if you or your child is allergic to latex.

2.3.6. ATYPICAL MOTOR DEVELOPMENT IN DOWN SYNDROME:

Children with Down syndrome often face physical challenges. This is because of the way their genetic condition affects their physiological development. One of the common hurdles for those with Down Syndrome is learning and mastering motor movements. Things that we take for granted—like balance, spatial awareness, or gripping a pen can be challenging tasks for someone with Down's Syndrome. Here we outline the common delays in motor development.

Right off the bat, it is important to stress that many children with Down Syndrome will only experience delays in motor development. This means that they will eventually learn basic motor skills, just at an older age.

PHYSIOLOGICAL FACTORS:

Children and adults with Down syndrome have marked physical differences, some of which have been used to explain why these children develop motor skills later than their peers. For example, a child with Down Syndrome will start walking between 13-48 months, which is later than the 9-17 months range for a typically-developing child.

Hypotonia (low muscle tone) ligaments are present from birth and can contribute to motor development delays, however there is currently little research that completely validates this claim. Case in point: many adults with Down's syndrome who also exhibit hypotoniaand lax ligaments have mastered motor skills, with some becoming professional athletes.

One possibility is that because these children take longer to learn to walk and master coordination and balance, they simply are not as active as their peers early-on. Some research points to the conditions noted symptoms of hypotonia and loose ligaments as causes.

Because children with Down's syndrome display delays in mastering motor movement, early intervention can help them get a jumpstart on standard movement milestones like crawling and walking. Motor development practice should start as soon as possible, even during infancy, to help ingrain spatial awareness, the proper use of mouth muscles, and dexterity. Repetition seems to be key, making the age-old adage of "Practice Makes Perfect" applicable. In the end, it is necessary to stress that children with Down syndrome do eventually learn motor movement skills; the process is delayed rather than different. Practice that begins during infancy produces the best results for improved motor development. Despite the physical challenges Down syndrome poses, there is not yet definitive proof that they are the sole source of motor development delays.

Strategies for Teaching and learning

- Students with Down syndrome have strong visual learning modalities. Teaching reading to students with Down syndrome should be characterized by a strong emphasis on visual learning. Visual demonstrations, pictures and illustrations can also be successfully used to assist in providing effective instruction in other subject areas of the curriculum.
- The teaching of phonics and phonological awareness should not be neglected.(Bentley et al., 2016)
- The use of manipulative and activity learning can be beneficially employed in the development of number concepts. visually-based mathematic materials have been developed with particular reference to the learning strengths and needs of the student with Down syndrome.(Bentley et al., 2016)
- It is important that high expectations and predictability characterize all learning and teaching opportunities.
- Students with Down syndrome generally demonstrate good social skills, which can be constructively utilized to increase learning and teaching opportunities.
- Tactile demonstrations and activities also appeal to many students with Down syndrome.
- Directly teach timetables, routines and school rules to students.
- Speak directly to the student, using clear language and short sentences, and use appropriate and unambiguous facial expressions.
- Allow adequate time for the student to process language and respond.
- Structure learning and teaching opportunities to enable the student to engage in tasks with other students, who can act as appropriate role models.
- Be aware that the student may become unnecessarily dependent through the availability of excessive one-to-one support.

2.4. BEHAVIOUR PROBLEMS IN DEVELOPMENTAL DELAYED CHILDREN AT INFANCY

Toilet Training in Children with Special Needs

As mentioned earlier, suggest to the parents to rule out organicity if any, before starting with toilet training. The issue of when and how to begin toilet training can be particularly challenging for parents of children with special needs. While no parent wants to push an already challenged child to perform in ways that are impossible, the sense of accomplishment experienced when he does succeed in this important aspect of self-care can make an enormous difference in his level of esteem. Perhaps more than other parents, those who have children with physical, intellectual, or developmental disabilities can appreciate the toilet-training process as a way to follow and celebrate a child's overall growth. Rather than focusing on their child's

mistakes, they can use this opportunity to discover how he learns best and to demonstrate to him that he is able to progress.

Toilet training works best when parents of children with special needs have access to the guidance, instruction, and encouragement of their pediatrician, other trained professionals, or support groups. The first step you must take is to determine whether your child is ready to begin.

. Children with special needs often begin toilet training later than other children, frequently completing the process at age five or even later. (Of course, children with severe physical disabilities may always need help with clothing and accessing the bathroom). Learning to use the toilet can be physically painful to some, initially incomprehensible to others. Accidents will happen, of course, and you will need to draw on an extra dose of patience and humor when they occur. Lining up help from your spouse, relatives, or friends before you begin training—to spell you periodically as well as to help boost your morale—is a wise move for your child's sake as well as your own.Accessible toilets with adapted toilet seats, water source and door ways are helpful in training independent toileting skills in children having motor disabilities. Under Sarva Siksha Abhiyan (now Samagrah Siksha Abhiyan) all the government schools in the country have built accessible toilets.

2.4.1.Physical Challenges

A number of physical disabilities and illnesses can hinder a child's ability to become fully toilet-trained or easily adjust to bathroom use. If your child faces such a situation, you will need to think about how her disability affects each stage of toilet training and how you can compensate for this disadvantage. Whether your child is unable to sense the need to urinate, has difficulty getting onto or staying on a standard potty or toilet, or must adjust or readjust to toilet use after having used an stormy device, she will need extra support from you and her other caregivers as she learns to master this new skill.

2.4.2 Cerebral Palsy

Children with cerebral palsy not only tend to be slow in developing bladder control, but may not have enough bladder awareness to begin toilet training at age two or three. If your child has cerebral palsy, she will need to be helped to develop an awareness that she needs to go (which may be signaled to you when you see her clutching her genitals or fidgeting anxiously) before she can begin toilet training. She will have to be able to delay urination until she is in position on the potty. She will need to remove her clothing and then hold herself on the potty (with supports) long

enough to achieve success. Again, these challenges mean that it is usually best to wait to toilet-train until she is older.

Chances are that limited physical activity, undeveloped muscle tone, or medications tend to cause constipation for your child with cerebral palsy, so pay special attention to her diet as you initiate the toilet-training process. Be sure that she is drinking plenty of fluids and ingesting lots of fiber. As she begins to practice removing her clothes before getting onto the potty, make it easier by providing clothes with Velcro fasteners or loose elastic waistbands. (She may find it easier to remove her clothes while lying down.) Since she will have trouble supporting her back, you will need to provide a special potty with back and side supports. (Potties designed to fit in a corner work especially well, since the right-angle back support holds the child in position with shoulders forward, hips bent, and knees parted.) If the child is severe disabilities, you might begin by sitting in a chair with the pot from a potty wedged between your knees. Place your child on the potty with her back against you and hold her in position until she urinates or has a bowel movement. Later, you may be able to graduate to a potty with adequate supports.

2.4.3 Spina Bifida and Spinal Cord Injury-toilet Training

Spina bifida, spinal cord injury, or spinal tumors create toilet-training problems for young children similar to those of cerebral palsy, but since most children with this condition never develop an awareness of when they need to go, few can ever fully use a toilet. You can, however, teach your child to remove urine through a catheter on a regular basis, and to visit the bathroom for bowel movements on a regular schedule. (A high-fiber diet with plenty of liquids and meals served on a regular schedule will make this process easier. Sometimes a stool softener or even a suppository or enema is required.) Since your child will find it difficult to remove her clothing, be sure to provide her with Velcro fastened clothes and allow her to lie down to undress if necessary.

Parents of children with physical disabilities such as cerebral palsy or spina bifida may become so distracted by the need for special equipment or physical support that they neglect the necessary cognitive and emotional input that all children need to succeed at toilet training. Don't forget, while installing that special potty in the bathroom, to talk the child about bathroom use and why it's important, to let her observe you and others using the bathroom, and to praise and reward her when she succeeds even a little bit. Resist the temptation to let things go when she resists or protests a little, and remain firm about the schedule or routine you have created— unless the experience becomes negative and your child becomes very resistant. Remember, her progress in this arena is especially significant if it increases her self-confidence and prepares her for more challenges. Give her all the information, attention, and support she needs to succeed.

2.4.4 Intellectual Disabilities and Developmental Disorders

Most children with a <u>developmental delay</u>, an intellectual disability, or a pervasive developmental disorder (for example, autism) can be toilet-trained, though the time it takes to achieve success ranges from a few months to a year or more. The process becomes easier as your child achieves at least a minimal level of verbal ability, is able to manage his clothes (perhaps with some help from you), and shows awareness of the need to go. As you introduce to the child about the concept of potty use, be sure to keep your explanations very simple. Start by checking the state of his diaper or pants every hour or so and offering a one-word, nonjudgmental comment when he is wet ("Wet!"). Shake your head and then, after you change him, smile and say "Dry!" If his verbal skills are very limited, you might substitute a special gesture or sign for the words *wet, dry, potty, need to go,* and so on. Begin bringing him to the bathroom with you when you need to use it. Smile and say "Dry!" after you've finished and pulled your pants up. If at all possible, have your child observe other children using the bathroom, too. He may make the connection between himself and another child more easily than between himself and you. After you've finished and are dressed, show him how happy you are and tell him "Dry!" If he has a favorite doll or stuffed animal, use it to play "potty," demonstrating again how the potty is used.

When he is ready to begin using the potty, begin setting him on it at regular times— quite frequently at first (as frequently as you checked him for wetness earlier) and then gradually settling down to the times when he usually voids. Try to keep him on the potty for five or ten minutes at a time—keeping him company, reading to him, playing tapes of children's music, and otherwise ensuring that he stays in place long enough to succeed. Once he does urinate into the potty, give him a big smile and say "Pee!" (Or whatever word you have chosen for this event). Help him wipe off, then praise him with a happy "Dry!", and give him a treat. Food treats are often very effective and can be phased out once he has been trained. Eventually, with enough repetition, he will understand the connection.

Children with an intellectual disability or developmental delay are best toilet-trained one step at a time. Do not expect the child to learn to signal or announce his need to go, pull down his pants, use the potty, wipe his bottom, and wash his hands all at once, the way his peers might. Toilet training will work best if you focus on the actual act of elimination first and address the other skills later. It is more important to keep him motivated than to achieve instant success.

2.4.5. OPPOSITONAL BEHAVIOUR

Oppositional defiant disorder (ODD) is a type of behavior disorder. It is mostly diagnosed in childhood. Children with ODD are uncooperative, defiant, and hostile toward peers, parents, teachers, and other authority figures. They are more troubling to others than they are to themselves.

2.4.6. CAUSES OF ODD IN CHILD

The causes for ODD are not yet well documented with research support. But there are 2 main theories for why it occurs:

- **Developmental theory.** This theory suggests that the problems start when children are toddlers. Children and teens with ODD may have had trouble learning to become independent from a parent or other main person to whom they were emotionally attached. Their behavior may be normal developmental issues that are lasting beyond the toddler years.
- **Learning theory.** This theory suggests that the negative symptoms of ODD are learned attitudes. They mirror the effects of negative reinforcement methods used by parents and others in power. The use of negative reinforcement increases the child's ODD behaviors. That's because these behaviors allow the child to get what he or she wants: attention and reaction from parents or others.

Which children are at risk for ODD?

ODD is more common in boys than in girls. Children with the following mental health problems are also more likely to have ODD:

- Mood or anxiety disorders
- Conduct disorder
- Attention-deficit/hyperactivity disorder (ADHD)

2.4.7.Symptoms of ODD in a child

Most symptoms seen in children and teens with ODD also happen at times in other children without it. This is especially true for children around ages 2 or 3, or during the teen years. Many children tend to disobey, argue with parents, or defy authority. They may often behave this way when they are tired, hungry, or upset. They also interfere with learning and school adjustment. And in some cases, they disrupt the child's relationships with others.

Symptoms of ODD may include:

- Having frequent temper tantrums
- Arguing a lot with adults
- Refusing to do what an adult tells to do
- Always questioning rules and refusing to follow rules
- Doing things to annoy or upset others, including adults
- Blaming others for the child's own misbehaviors or mistakes
- Being easily annoyed by others
- Often having an angry attitude
- Speaking harshly or unkindly
- Seeking revenge or being vindictive

These symptoms may look like other mental health problems. Make sure your child sees his or her healthcare provider for a diagnosis.

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2.4.8 .Diagnosis of ODD:

The symptoms of ODD in your child or teen, you can help by seeking a diagnosis right away. Early treatment can often prevent future problems.

A child psychiatrist or qualified mental health expert can diagnose ODD. He or she will talk with the parents and teachers about the child's behavior and may observe the child. In some cases, the child may need mental health testing.

2.4. 9 Treatment of ODD:

Early treatment can often prevent future problems. Treatment will depend on your child's symptoms, age, and health. It will also depend on how bad the ODD is Children with ODD may need to try different therapists and types of therapies before they find what works for them. Treatment may include:

- **Cognitive-behavioral therapy**. A child learns to better solve problems and communicate. He or she also learns how to control impulses and anger.
- **Family therapy.** This therapy helps make changes in the family. It improves communication skills and family interactions. Having a child with ODD can be very hard for parents. It can also cause problems for siblings. Parents and siblings need support and understanding.
- **Peer group therapy.** A child develops better social and interpersonal skills.
- **Medicines.** These are not often used to treat ODD. But a child may need them for other symptoms or disorders, such as ADHD.

2.4. 10. Prevention of ODD:

Certain approaches can help prevent the disorder. Young children be helped by early intervention programs that teach them social skills and how to deal with anger. For teens, talk therapy (psychotherapy), learning social skills, and getting help with schoolwork can all help reduce problem behaviors. School-based programs can also help to stop bullying and improve relationships among teens. Parent-management training programs are also important. These programs teach parents how to manage their child's behavior. Parents learn positive reinforcement methods, and how to discipline their child.

- Keep all appointments with the child's therapist
- Take part in family therapy as needed.
- Talk with the child's healthcare provider about other providers who will be involved in child's care. The child may get care from a team that may include counselors, therapists, social workers, psychologists, and psychiatrists. The child's care team will depend on his or her needs and how serious the disorder is.
- Work with the child's healthcare provider and school to develop a treatment plan.
- Reach out for support. Being in touch with other parents who have a child with ODD may be helpful. If you feel overwhelmed or stressed out, talk with the child's healthcare provider. He or she may direct you to a support group for caregivers of children with ODD.

2.4.11 . **Strategies for Teachers:**

ODD; experts say that somewhere between 1 and 16 percent of students are affected, but many are undiagnosed. Defiance can be a part of normal development.) Here are some strategies for keeping the peace and creating a happier, healthier classroom community.
Establish realistic behavior targets.
Praise positive behavior.
➢ Wait before reacting.
➢ Conduct parent teacher meeting to discuss the child s behavior
➢ Establish a system of emotional communication with the student
➢ Make connect with the child, teacher develop a relationship with the child," she continues once the kids start to trust their teachers and really believe their teachers are there for them, these children will start to work with them.
➢ Take specific and measured action. Create specific action plans that detail the steps students need to take, supports, and scheduled check-ins.Understand students' challenges.

LET US SUM UP

Developmental delay can be short-term, long term or permanent. There are many different reasons a child may develop more slowly than expected. Short-term delays can occur for babies born prematurely; or because of physical. Outside of developmental and behavioral features, there are numerous physical symptoms we can see in children. need to give proper theratical techniques and control the behaviors .

UNIT END EXERCISES

1. How does Spina bifida affect a child's development?
2. What is oppositional defiant disorder (ODD) in children? Write about strategies to teach ODD children in Class room .
3. Explain different parenting styles.
4. What is nonorganic failure to thrive?

UNIT – 3 UNDERSTANDING DEVELOPMENTAL PROBLEMS AND DELAYS IN PRE SCHOOL YEAR(2 – 6 Years)

Introduction

A developmental delay is more than just being "Slower to develop" or "a little behind." It means a child is continually behind in gaining the skills expected by a certain age. A developmental delay can happen in just one area or in a few. A global developmental delay is when kids have delays in at least two areas. Many parents and caregivers worry that their child's delays are somehow their fault. However, developmental delays are typically caused by things beyond your control. For example, teaching a child more than one language doesn't lead to speech or language problems. But a speech delay can be caused by temporary hearing loss from multiple ear infections, which aren't uncommon in babies and toddlers.

There is no one cause of developmental delays, but there are some risk factors to consider. They include:

Complications at birth: Being born too early (prematurely); low birth weight; not getting enough oxygen at birth

Environmental issues: Lead poisoning; poor nutrition; exposure to alcohol or drugs before birth; difficult family situations; trauma

Other medical conditions: Chronic ear infections; vision problems; illnesses, conditions, or injuries that have a significant and long-term effect on a child's day-to-day activities

If the child is not meeting multiple milestones as quickly as expected, the doctor may suggest doing an early intervention evaluation to get a better sense of what's going on. The results can guide the types of services and supports that could help the child if your child needs them.

OBJECTIVES

➢ After studying this unit the Student able to understand the Importance of malnutrition

➢ Differentiates between Developmental Delay & Developmental Disorder

➢ Understand Different symptoms of Aggression and hyperactivity

➢ Know about speech Interaction problems

3.1. Developmental Delay vs. Developmental Disability

Sometimes we use the terms *developmental delay* and d*evelopmental disability* to mean the same thing. They are not the same thing, though developmental disabilities are issues that kids don't outgrow or catch up from, though they can make progress. They aren't the same as learning disabilities, but they can make learning more difficult. Conditions that can cause developmental disabilities include Down's syndrome, autism, fetal alcohol spectrum disorders (FASD), and brain injuries.

Sometimes it is hard to determine if a young child has a delay or a disability that's one reason doctors may use the words interchangeably. Even when it is not clear what's causing the delay, early intervention often helps kids catch up. But in some cases, kids still have delays in skills when they reach school age.

In children can be an early sign of learning differences. But it can be hard to make the link until kids start school. That's when teachers see how kids do in areas like math, reading, and spelling. They can also see how well kids focus in class.

Some schools have early screening programs that look at all kids. This allows schools to help more children at an earlier age. Schools can also do testing to learn more about kids' skills and how they think and solve problems. The results can help to determine if the kids need extra support.

3.2. Developmental Delays in Children

Every child grows and learns at his own pace, and the range of what is normal is pretty wide. It is s helpful, though, to know the signs that your child might not have the skills most other kids have at his age. Medical professionals mentions these problems as developmental delays.

Many delays are not serious, and most kids can catch up, especially when they get early treatment. The key is to get your child the help he needs as soon as you think there is a problem. If you wonder whether the little one is falling behind in emotional, mental, or physical growth, do not wait to find out. Talk to his doctor right away.

There are many different types. Children might have problems with:
- Language or speech
- Movement or motor skills
- Emotional and social skills
- Cognitive skills

3.2.1.Language and Speech Delays

These problems are the most common type of developmental delay. They sound similar, but they are different types of issues. Speech means the sounds that come out of a person's mouth. Children who have a speech delay may stutter or have trouble saying words the right way.

Language refers to the meanings of sounds and gestures. Kids with language problems may have trouble expressing them or understanding others. There is no deadline for a child to start talking or using full sentences. But most kids reach speech and language milestones by a certain age. Let the child's teacher know if he can't do some of the following. Also, take note if the child loses skills s/he has already learned.

Child's age	Mile stones
3 years	Talk in short sentences, can identify body parts, and make words plural.
By 4 years, kids usually:	Can tell a simple story and recall short nursery rhymes Use sentences of about five words Use "me" and "you" correctly.
5 years child usually	Can understand two-part commands with prepositions ("under" or "on") Can give their first and last names Can use plurals or past tense the right way Ask questions like "Why?" or "Who?" Talk about what they did that day.

3.2.2. Motor Skill Delays

Some children can have trouble with movements that use a lot of muscles, such as playing ball, or with smaller movements, like coloring. Sometimes the problem isn't with their strength, but with their coordination. Teacher may notice that the child seems clumsier than other kids his age.

Possible causes. Most of the time, doctors can't find a specific cause or diagnosis for delays in motor skills or coordination, but some children have medical issues that cause them or make them worse. They include:

- ➢ Vision problems
- ➢ A lack of muscle control, called ataxia
- ➢ Trouble with how the brain coordinates and plans movements, called dyspraxia
- ➢ Muscle diseases
- ➢ Cerebral palsy
- ➢ Normal Motor skills:

Kids usually get stronger and more coordinated as they grow up. Let the teacher know if your child isn't meeting some of the following milestones or seems to be losing any motor skills he's already learned.

Age	Milestones
By 3 years, kids usually can	Keep their balance and go up and down stairs Work with small objects Stack more than one block Use both sides of their body

By 4 years, kids usually can:	Throw a ball overhead or catch a large ball Jump in place or hop on one foot Ride a tricycle Grasp a crayon between their thumb and fingers and scribble Stack four blocks
5 years, kids usually can:	Build a tower of six to eight blocks Gallop or skip Use a child-friendly scissors Hold a crayon comfortably Take off their clothing easily Stand on one foot for 10 seconds Walk up or down stairs alternating steps without using the handrail Brush their teeth Wash and dry their hands

3.2.3 .Social and Emotional Delays

These problems can mean children have trouble getting along with adults or other children. Most of the time, the issues show up before kids start school. One common cause of social and emotional delays is called autism spectrum disorder, or ASD. It can affect how a child expresses himself, interacts, behaves, and learns.

Social and emotional development in a child

Child is learning about relationships, and can sometimes imagine how other people feel (empathy). They know what they want and may appear bossy. 'No' may be one of their favorite words. Other characteristics include:

- ➢ Temper tantrums are common in this age group.
- ➢ They may play with other children for a short time, but aren't yet capable of true sharing.
- ➢ They find it hard to wait or make choices.
- ➢ They can't understand reason or control their impulses.
- ➢ They love to copy adults, in both appearance and activity.

3.2.4. Problems of growth and feeding problems

Feeding disorders in infancy are common and, when severe, can be life-threatening. The child needs adequate nutrition to satisfy the demands of growth and permit brain development. For feeding to succeed, the parent and infant need to be supported adequately, both socially and emotionally. As the infant develops, he or she needs to assume more physical and emotional independence.

Even though many children experience feeding difficulties that are not diagnosable by the DSM-IV (American Psychiatric Association, 1994), their parents are nonetheless concerned about these problems. Feeding difficulties presumably make mealtimes more difficult and frustrating for caregivers. Suggestive of this is the finding that parents of children with feeding disorders use more negative and coercive verbalizations with their children during meals when compared to parents of children without feeding disorders (Sanders, Patel, LeGrice, & Shepherd, 1993). Additionally, parents of children with feeding problems are more likely to have negative feelings about their children (Hagekull & Dahl, 1987), presumably because of their frustration with the feeding situation. Such negative experiences associated with persistent feeding difficulties have been hypothesized to affect children's psychosocial development and their subsequent interactions with others (Hufton & Oates, 1977; Oates, Peacock, & Forrest, 1985).

3.2.5.Malnutrition

Children who are undernourished are more likely to be short in adulthood, have lower educational achievement and economic status, and give birth to smaller infants. **Children** often face **malnutrition** during the age of rapid development, which can have long-lasting impacts on health. **Malnutrition** (**under nutrition**) is caused by a lack of nutrients in diet, either due to a poor diet or problems absorbing nutrients from food. Certain things can increase a person's risk of becoming malnourished.

3.2.6.Symptoms of malnutrition in children
- Other signs of malnutrition include:
- Reduced appetite.
- Lack of interest in food and drinks.
- Feeling tired all the time.
- Feeling weaker.
- Getting ill often and taking a long time to recover.
- Wounds taking a long time to heal.
- Poor concentration.
- Feeling cold most of the time.

3.2.7 Typical adverse effects of malnutrition include:
- Reduced muscle and tissue mass,
- Decreased mobility and stamina as a result of muscle wasting,
- Breathing difficulties, and an increased risk of chest infection and respiratory failure,
- Wounds take longer to heal and illnesses take longer to recover from,Chronic malnourishment can have lasting negative effects on children's physical and mental development. However, not the case in all circumstances, children's obesity or malnutrition is frequently associated with lifestyle factors including

poor diet and inadequate exercise. To the extent that these lifestyle factors can be corrected, children will tend to lose or gain weight to move towards the 'normal' weight Body mass Index category.

Recent studies have demonstrated that nutrition affects student's thinking skills, behavior, and health, all factors that impact academic performance. Poor nutrition can leave students' susceptible to illness or lead to headaches and stomachaches, resulting in school absences (Brown, Beardslee, & Prothrow-Stith, 2008).

3.2.8. OBESITY

Childhood obesity is a serious medical condition that affects children and adolescents. Children who are obese are above the normal weight for their age and height. Childhood obesity is particularly troubling because the extra pounds often start children on the path to health problems that were once considered adult problems — diabetes, high blood pressure and high cholesterol. Many obese children become obese adults, especially if one or both parents are obese. Childhood obesity can also lead to poor self-esteem and depression.

One of the best strategies to reduce childhood obesity is to improve the eating and exercise habits of the entire family. Treating and preventing childhood obesity helps protect child's health now and in the future.

3.2.9. Symptoms

Not all children carrying extra pounds are overweight or obese. Some children have larger than average body frames. And children normally carry different amounts of body fat at the various stages of development. So you might not know by how your child looks if weight is a health concern.

The body mass index (BMI), which provides a guideline of weight in relation to height, is the accepted measure of overweight and obesity. Your child's doctor can use growth charts, the BMI and, if necessary, other tests to help you figure out if your child's weight could pose health problems.

3.2.10. Causes of Obesity

Various causes leads to obsesity as mentioned below ;

Lifestyle issues — too little activity and too many calories from food and drinks — are the main contributors to childhood obesity. But genetic and hormonal factors might play a role as well. Many factors — usually working in combination — increase your child's risk of becoming overweight:

Diet. Regularly eating high-calorie foods, such as fast foods, baked goods and vending machine snacks, can cause your child to gain weight. Candy and desserts also can cause weight gain, and more and more evidence points to sugary drinks, including fruit juices, as culprits in obesity in some people.

Lack of exercise. Children who don't exercise much are more likely to gain weight because they don't burn as many calories. Too much time spent in sedentary activities, such as watching television or playing video games, also contributes to the problem.

Family factors. If your child comes from a family of overweight people, he or she may be more likely to put on weight. This is especially true in an environment where high-calorie foods are always available and physical activity isn't encouraged.

Psychological factors. Personal, parental and family stress can increase a child's risk of obesity. Some children overeat to cope with problems or to deal with emotions, such as stress, or to fight boredom. Their parents might have similar tendencies.

Socioeconomic factors. People in some communities have limited resources and limited access to supermarkets. As a result, they might buy convenience foods that don't spoil quickly, such as frozen meals, crackers and cookies. Also, people who live in lower income neighborhoods might not have access to a safe place to exercise.

3.2.11.Complications:

Childhood obesity can have complications for your child's physical, social and emotional well-being.

Physical complications

> **Type 2 diabetes.** This chronic condition affects the child's body uses sugar (glucose). Obesity and a sedentary lifestyle increase the risk of type 2 diabetes.

> **Metabolic syndrome.** This cluster of conditions can put the child at risk of heart disease, diabetes or other health problems. Conditions include high blood pressure, high blood sugar, high triglycerides, low HDL ("good") cholesterol and excess abdominal fat.

> **High cholesterol and high blood pressure.** A poor diet can cause the child to develop one or both of these conditions. These factors can contribute to the buildup of plaques in the arteries, which can cause arteries to narrow and harden, possibly leading to a heart attack or stroke later in life.

> **Asthma.** Children who are overweight or obese might be more likely to have asthma.

> **Sleep disorders.** Obstructive sleep apnea is a potentially serious disorder in which a child's breathing repeatedly stops and starts during sleep.

> **Nonalcoholic fatty liver disease (NAFLD).** This disorder, which usually causes no symptoms, causes fatty deposits to build up in the liver. NAFLD can lead to scarring and liver damage.

> **Bone fractures.** Obese children are more likely to break bones than are children of normal weight.

Social and emotional complications:

> **Low self-esteem and being bullied.** Children often tease or bully their overweight peers, who suffer a loss of self-esteem and an increased risk of depression as a result.
>
> **Behavior and learning problems.** Overweight children tend to have more anxiety and poorer social skills than normal-weight children do. These problems might lead children who are overweight either to act out and disrupt their classrooms or to withdraw socially.
>
> **Depression.** Low self-esteem can create overwhelming feelings of hopelessness, which can lead to depression in some children who are overweight.

3.2.12. Prevention of Obesity

Whether the child is at risk of becoming overweight or is currently at a healthy weight, the teacher suggest to take the following measures to get or keep things on the right track.

➢ Limit your child's consumption of sugar-sweetened beverages or avoid them
➢ Provide plenty of fruits and vegetables
➢ Eat meals as a family as often as possible
➢ Limit eating out, especially at fast-food restaurants, and when you do eat out, teach your child how to make healthier choices
➢ Adjust portion sizes appropriately for age
➢ Be sure your child gets enough sleep

Childhood obesity has reached epidemic levels in developed as well as in developing countries. Childhood obesity can profoundly affect children's physical health, social, and emotional well-being, and self esteem. It is also associated with poor academic performance and a lower quality of life experienced by the child.

3.2.13. Impact of Obesity and Malnutrition on cognitive and motor Development

Obesity is the over accumulation of fat which has aversive effects on health. The World Health Organization (WHO) defines overweight and obesity as body mass index (BMI) ≥ 25 and BMI ≥ 30, respectively .Around the world, obesity has become a worrying health and social issue, threatening lives of thousands of people. According to the world health organization over 1.9 billion adults (39% adults) were overweight among which more than 600 million (13% adults) were obese. Childhood obesity is also common that 42 million children were overweight or obese in 2013 .Considering its high prevalence, it is pressing to study the pathogenesis, manifestations, and prevention of obesity.

In addition to health problems, obesity is associated with poorer cognition and motor control, and altered brain plasticity. In this review, we first look into the behavioral manifestations of obese individuals' cognition and motor control capabilities. Next, obesity-related changes in brain plasticity will be discussed. Following this, the effects of physical exercise to combat obesity and obesity-related deficits in cognition and motor control will also be described. Finally, implications and future research directions are raised.

3.2.14.   IMPACT OF OBESITY ON COGNITION

Overweight and obesity are usually related to poorer cognition across lifespan. However, the association between BMI and cognitive function is weaker in old age .partly due to inaccurate adiposity measurement in the aged people.

.Based on BMI data, individuals who are overweight or obese fall in the lowest quartile of global cognition, verbal fluency, delayed recall, immediate logical memory, and intelligence.

Other than BMI, other adiposity measures are also related to cognitive performance and brain changes. Visceral adiposity is inversely correlated with verbal memory and attention. High visceral adiposity is associated with smaller hippocampus and larger ventricular volume. There is also a negative correlation between waist-to-hip ratio and hippocampus volume and a positive correlation between waist-to-hip ratio and white matter hyper intensities. Compared to BMI, central adiposity has a stronger association with the risk of developing cognitive impairment and dementia in women .Hence, studies using BMI as the only indicator of obesity may not be sensitive enough to capture obesity-induced cognitive dysfunctions.

Childhood obesity is related to the reduced executive function, attention, mental rotation, mathematics, and reading achievement..Thus, early exposure to high fat diet may be particularly deleterious to cognition.

3.2.15.IMPACT OF OBESITY ON MOTOR CONTROL

Besides cognition, obesity also affects motor control capabilities, degrading daily functions and health .Children who are obese or overweight are poorer in gross and fine motor control and have delayed motor development Obese boys have poorer motor skills and a reduced activity of daily living.. Children with high BMI have lower level of run which is a fundamental motor skill based on which complex motor skills are learned. Cliff et al. observe that the prevalence of mastery of all fundamental motor skills is lower in overweight/obese children, especially for run, slide, hop, dribble, and kick. In addition to BMI, waist circumference is also related to children and adolescents' ability to perform fundamental motor skills. There is an inverse relationship of BMI with fine motor precision, balance, running speed and agility, and strength in the first graders. Obese children also have difficulty in postural coordination and a heightened dependency on vision during locomotion, which is rather automatic in no obese children.

Adiposity is related to muscle quality ratio that is associated with motor conduction velocity and finger tapping speed. Obesity is related to greater fluctuation in handgrip force production. Subcutaneous fatness can account for a significant variance of health-related and motor fitness.

3.3. Speech, Communication and Interaction problems

Definition

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with speech language communication needs is different and its needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

3.3.1. Different forms of communication and interaction difficulties in preschool children -

Preschoolers are able and ready communicators. They communicate primarily through language, but they also rely on gestures, facial expressions, and behaviors.

Language and communication develop with extraordinary speed during the early childhood years. Most children babble around 6 months, say their first words at about 1 year, use combined words around the end of their second year, and by the time they are 4 and 5-year-olds, they have elaborate vocabularies and know basic grammar rules. During the preschool years, children increase their vocabulary, use longer and more complex sentences, engage in problem solving, and talk about more than just what is happening at the moment. They talk about things that happened in the past as well as things that will happen in the future. Think of how exciting it is to watch a 3-year-old grow from stringing a few words together to holding elaborate conversations.

Preschoolers communication skills as they grow. Keep in mind that individual differences exist when it comes to the specific age at which preschoolers meet these milestones and that each child is unique. By knowing the language and communication developmental mile stones the teacher can provide experiences and create environment   for preschool children.

Source

from: http://www.cdc.gov/NCBDDD/actearly/pdf/checklists/All_Checklists.pdf

Age	Mile stones
Age 3	Follows instructions with 2 or 3 steps Can name most familiar things Understands words like "in," "on," and "under" Says first name, age, and sex Names a friend

	Talks well enough for strangers to understand most of the time Says words like, "I," "me," "we," and "you" and some plurals (cars, dogs, cats) Carries on a conversation using 2 to 3 sentences
Age 4	Tells stories Sings a song or says a poem from memory, such as the "Itsy Bitsy Spider" or the "Wheels on the Bus" Knows some basic rules of grammar, such as correctly using "he" and "she" Can say first and last name Asks questions and provides explanations
Age 5	Speaks very clearly Tells a simple story using full sentences Uses future tense; for example, "Grandma will be here." Says name and address Knows and may misapply rules of grammar (i.e., says "goed" instead of "went") Begins using "private speech"; you might hear the child's inner monologue Can define common items by use (i.e., a fork is a thing you eat with)

Possible Warning Signs of Language & Communication Delays in Preschoolers
(http://www.cdc.gov/ncbddd/actearly/milestones/index.html)
The table below highlights possible warning signs for preschoolers:

Three Year Olds	Four Year Olds	Five Year Olds
Drools or has very unclear speech Doesn't speak in sentences Doesn't understand simple instructions	Can't retell a favorite story Doesn't follow 3-part command Doesn't use "me" and "you" correctly Speaks unclearly Ignores other children or doesn't respond to people outside of the family	Can't give first and last name Doesn't use plurals or past tense properly Doesn't talk about daily activities or experiences Doesn't respond to people or responds only superficially

Role of preschool teacher:

It is understood that some milestones are associated with children's ability to understand and comprehend language or what others say (receptive communication), others with children's ability to use words and speak (expressive communication), and others with their ability to engage in language exchanges with peers or adults (social engagement). Let's take a look at how these aspects of communication unfold as part

of the remarkable development of young children during from three to five years of age.

Receptive communication refers to a child's ability to listen and understand language. Children begin to understand more words, longer sentences, and more elaborate questions. They understand the names of most things in their daily environment and actions they see or engage in each day. Children also begin to understand new descriptive words such as "soft," "hard," or "smooth", and emotion words such as "mad," "sad," "happy," "scary").

Understanding language is closely related to young children's cognitive development. For example, 3-year-olds begin to use and understand "why," "when," and "how" questions. By the time they are 4, children understand many words for colors, shapes, and sizes. Understanding language is also closely related to literacy and early math development. During the fourth year, children are learning to understand letter names and sounds and number names and meaning. Receptive language is essential for success in preschool as children need to understand how to follow directions, and listen to what teachers, other significant adults in their lives, or peers have to say.

Expressive communication: refers to children's ability to express themselves through words, gestures, and expressions. They communicate about their actions, emotions, needs, and ideas. They also respond to what others are saying. This is clear when you watch children playing with each other they talk about play, describe their actions and ideas, and respond to what their friends are saying and doing. Preschool children may also talk to themselves when they are engaged in difficult tasks, to think out loud, or when they are excited. For example, a child may talk to herself while she is building a high tower with blocks, saying things like "one more, don't fall!," or when she completes a new or challenging activity: "I finished the big puzzle all by myself!"

Social engagement involves the understanding and use of communication rules such as listening, taking turns and appropriate ways to use sounds and facial expressions. Conversations involve both understanding (receptive communication) and expressing (expressive communication). Preschoolers learn the ways to use sounds, gestures, facial expressions and words of their family's language(s) when adults interact, talk, read and sing with them.

Supporting Communication, Language, and Literacy, effective communication skills are integral to children's self-expression, their development of social relationships, and to their learning. The foundations for these skills begin at birth and are built throughout the early childhood years. Communication and language development happen best in the context of consistent, caring and responsive relationships.

As a preschool teacher offers opportunities to support these skills throughout the day. Teacher can use knowledge about communication and language development alongside observations of the children in your care. Together, this information can create opportunities to partner with children to maintain their interest through communication. For example, during mealtime with preschoolers, teacher can maintain eye contact, smile, repeat and add context to the preschoolers' communication attempts, or follow a preschooler's eyes as they look at the green

vegetables on their plate and then say, "You're looking at your green peas. What else is green?" Or, talk about who is sitting next to a child. "Who is going to sit beside you today at lunch, Tommy? Oh, look, Rama is going to sit beside you."

As a preschool teacher also offers an opportunity to create an environment that provides what young children need to become good communicators early in life. A communication-rich environment is characterized by intentional and frequent use of such strategies as:

Learning about communication and language development in preschool children

Talking with and learning from families, as well as observing and identifying the developmental stage of individual preschoolers, and offering experiences and activities that can best support their development and learning.

> Adding words and ideas to best describe preschoolers' understanding of experiences
> Responding to children's communication attempts and building on what children are saying
> Using new, complex, and interesting words in conversations

Following children's leads, cues, and preferences

> Talking with children throughout the day about the events of the day
> Embedding language games, songs, and rhymes into daily routines and experiences
> Asking children meaningful questions about their actions, interests, events, or feelings
> Reading to children frequently and providing opportunities for children to engage with books and printed materials
> Incorporating alternative ways and systems of communication based on children's individual needs (e.g., using pictures or visual cues to foster communication)

Providing daily opportunities to participate in activities that help them learn new skills or practice existing skills in fun, stimulating, and supportive environments

Understanding developmental milestones is an important aspect of working with young children. Learning about and understanding how preschoolers communicate will help you know how to support them in developing language and communication skills, and what kinds of learning experiences to plan in your classroom and program. Consider the following in your daily work with children in preschool:

Plan meaningfully: In daily interactions with children, teacher can purposefully plan activities that will enable you to generate information about children and how they develop and refine their communication skills. For example, teacher can observe how children communicate with peers or express themselves as they engage in daily work in your classroom interest areas, how they follow directions as you lead them through activities such as circle time, or how they communicate during free play with peers. Teacher should use this valuable observational information to plan activities that promote further development in children or to adapt goals and activities to meet the unique learning needs of individual children.

Be Sensitive to individual children's needs, it is to observe that each child is different and that sometimes children may not reach milestones as expected. However, if you are concerned with a child's development, talk with a trainer. This may be difficult, but it can make the difference in meeting a child's needs. Trainers can share information with families about typical development and let them know your program is available to help. If your program provides developmental screening tools, these can help begin a conversation about your concerns. Teacher should always talk to a trainer, coach, or supervisor about ways to help the child progress in your classroom.

Be responsive to families' needs and preferences: If family members approach the teacher and share concerns about their child's development, direct them to discuss their concerns with a trainer. The trainer is responsible when dealing with developmental concerns and he or she will begin the process for identifying or referring the child. Families of children older than age 3 could also contact their local school district. The school district can arrange a free evaluation of the child's development for the child to receive services and support that meet his or her individual needs. Additionally, a pediatrician can perform developmental screenings and possibly refer the child to a specialist.

3.4 .Cognition and learning Problems –Down Syndrome

Definition:

The chromosomal disorder **Down syndrome** (Down's syndrome, trisomy 21, trisomy G) is caused by the presence of part or all of a 21 st chromosome. Named after the British physician John Langdon Down who discovered the syndrome in 1866, the disorder has been identified by Jerome Lejeune in 1959 as a chromosome 21 trisomy. Characterized by a combination of minor and major changes in structure Down syndrome is concerned with impairment of cognitive ability and physical growth, as well as a particular set of facial characteristics.

Assessment and Diagnosis:

Down syndrome is a genetic condition caused by the presence of an extra chromosome 21.   A baby born with Down syndrome thus has three copies of chromosome 21 instead of the usual two. Children with Down syndrome are not just developmentally delayed but have a specific learning profile with characteristic strengths and weakness. It is vital that this is recognized in order that the most appropriate strategies are used so that children with Down syndrome are able to develop their knowledge, learn new skills and be included into school as effectively as possible.

Characteristics seen in the classroom:
 ➢ Strong visual learning skills
 ➢ Ability to learn to read and write and use written word
 ➢ Speech and language impairment and weak comprehension skills
 ➢ Hearing difficulties, hearing can fluctuate, may have difficulty with phonics
 ➢ Weak short term auditory/working memory – difficulty memorizing sequences, retaining instructions

- ➢ Fine and gross motor difficulties – low muscle tone – affects ability to record work, self help skills delayed
- ➢ Short concentration span – difficulty staying on task, distractible, tire easily
- ➢ Visual difficulties – reading small fonts, texts too busy or too little contrast

Frequently used Interventions:
- ➢ Seat near front of class to support hearing
- ➢ Gain pupil attention by using their name
- ➢ Use visual cues – pictures, signs, facial expressions to support speech
- ➢ Early reading – match pictures, match words, play reading games
- ➢ To support writing – enable stability, use hand exercises, activities to develop perceptual skills and hand-eye co-ordination
- ➢ Developing Maths skills – use structured, concrete materials for classifying, rote counting,1:1 correspondence
- ➢ ICT – develop keyboards skills, use talking books, software e.g Clicker,

3.5 Sensory and Physical Impairments

Sensory impairment is the common term used to describe visual impairment, and hearing and deaf blindness.

It does not include however the sense of smell or touch which are often included when 'sensory rooms' are created to help stimulate people with learning difficulties or people with MSI (Multi-Sensory Impairments-. (For multi sensory impairment   pl.   Refer in unit- 4)

3.5.1. Hearing Impairment

Definition: As per new **RPWD act 2016 Hearing Impairment**—(*a*) "deaf" means persons having 70 DB hearing loss in speech frequencies in both ears;

(*b*) "Hard of hearing" means person having 60 DB to 70 DB hearing loss in speech frequencies in both ears;

3.5.2 Causes of Hearing loss

Pre-natal hearing loss: Natal means birth and so pre-natal refers to before birth. So hearing loss happening in the womb of the mother is called pre-natal hearing loss. Why does it happen? The vital organs of hearing and brain are formed of the embryo in the mothers' womb during the first trimester (first 3 months of pregnancy). Hence mothers contracting infection such as German measles (Rubella), tuberculosis, meningitis etc. or use of drugs or medicines which are ototoxic may lead to pre-natal hearing loss in the babies.

Implications, characteristics and management: Children having pre-natal hearing loss will be congenitally born deaf. They will not hear spoken language naturally; hence all those efforts taken for a congenital or pre-lingual hearing loss will be applicable to these children also.

Post-natal hearing loss: Post-natal means after birth, hence hearing loss occurring after birth is termed as post-natal hearing loss. Why does it happen? The vital organs of hearing and brain if damaged or injured after the birth causes post-natal hearing loss. This may be caused due to infantile jaundice or fever etc. It is also caused sometimes due to fire crackers bursting aloud near the babies or may also result due to fall or accidents.

Implications, characteristics and management: Children having post-natal hearing loss are also termed as acquired hearing loss children. If they acquire a severe or profound degree of loss before language acquisition, it becomes detrimental to language development impacting academics. So depending upon the severity of degree and type of post-natal hearing loss appropriate measures mentioned above could be undertaken.

Noise induced hearing loss Noise has become a part and parcel of our daily leaving. So much so that people living near airports or railway tracts do not even notice it. Very loud sound of 4000 Hertz or more from an explosion may cause temporary loss of hearing. However, constant exposure such noise could make it permanent. People living near airports, industries, looms where cloth is woven are known to cause hearing loss to children and adults. Excessive use of mobile phones, loud music for more than 85 to 90 dB is injurious to hearing health.

Implications, characteristics and management: Temporary hearing loss will be disappears after proper rest and avoiding excessive exposure noise, so that is the only thing that teachers could do. If loss is of a permanent nature, then depending upon the degree and site of lesion as specified above, appropriate measures as could be undertaken **- (source :Module -5 ,** Toolkit for Master Trainers in Preparing Teachers for Inclusive Education for Children with Special Needs **pp-66)**

3.5.3.Prevention
Prevention of Hearing Impairments In according with the modem ideas of epidemiologists about prevention we must consider three levels.

In the primary prevention the objective is to avoid a disease as it happens with the immunization against many infectious diseases.

Secondary prevention implies early detection, diagnosis and intervention, to diminish the prevalence and severity of disabilities as consequences of HI (i.e. Genetic Counseling and Early Identification).

Tertiary prevention is closely related to (re)habilitation and so, with diminution of handicap (i.e. Hearing Aids (HA) prescription, Cochlear Implants (CI) provision and (re)habilitation programs..

3.5.4. Visual Impairment
Definition :. As per New Rpwd Act (2016)Visual impairment—(*a*) "blindness" means a condition where a person has any of the following conditions, after best correction—(*i*) total absence of sight; or(*ii*) visual acuity less than 3/60 or less than 10/200

(Snellen) in the better eye with best possible correction; or(*iii*) limitation of the field of vision subtending an angle of less than10 degree.

(*b*) "low-vision" means a condition where a person has any of the followingconditions, namely:—

visual acuity not exceeding 6/18 or less than 20/60 up to 3/60 or unto 10/200 (Snellen) in the better eye with best possible corrections; or (*ii*) limitation of the field of vision subtending an angle of less than40 degree up to 10 degree.

3.5.5 Types of Blindness:-

•   Curable blindness: That stage of blindness where the damage is reversible by prompt management e.g. cataract

•   Preventable blindness: The loss of blindness that could have been completely prevented by institution of effective preventive or prophylactic measures e.g. xerophthalmia, trachoma, and glaucoma

•   Avoidable blindness: The sum total of preventable or curable blindness is often referred to as avoidable blindness.

3.5.6. Causes of Visual Impairment

There are many causes of sight loss such as:

> ➢ Injury or infection
> ➢ Genetic or age-related such as age related macular degeneration.
> ➢ Cataracts
> ➢ Diabetic Retinopathy.

Primary eye care is delivered in many different ways. However, it all aims at making eye care services available within reach of the community. In the long run this allows each better penetration of services and reduced cost for the patient. Components of primary eye care Primary Eye care

Secondary care includes acute care: necessary treatment for a short period of time for a brief but serious illness, injury or other eye health condition. Such as management of diseases like cataract, glaucoma, trachoma etc at secondary level i.e. hospitals.Secondary Eye care

A medical teaching hospitals, eye hospitals or eye centers. Centralized at a major health care complex.

Tertiary care is specialized consultative health care, usually for in patients and on referral from a primary or secondary health professional, in a facility that has personnel and facilities for advanced medical investigation and treatment, such as a tertiary referral hospitals. Tertiary Eye Care.

https://www.slideshare.net/NayabFarhana/primary-secindary-and-tertiary-eye-

care

3.6. Behavioral, Social and Emotional Problems

Behaviour problems:
Children differ in their level of activity. Some are more active than the others. However, certain children are obviously much more active than others of the same age. This not only affects the children's learning but also disturbs other classmates or the classroom routines.
These children may:
- Often leave their seats, climb up and down, or move about in the classroom.
- Be restless in seat, such as fidget with their legs, Stretching their bodies, or frequently drop things on the floor.
- Be excessively talkative and not able to work or play quietly.
- Be impatient; dislike taking turns and being unable to wait quietly in queue.
- Have relatively weak self-control, tend to be impulsive; often interrupt a conversation or
- Answer questions in class without raising their hands.

Oppositional Behavior

It is normal for children not following adult's instructions at times. However, some children are often uncooperative and rebellious. They may lose their temper easily and often argue or quarrel with others. Special attention and prompt referral are necessary if children are found to have such problems.
- Lose their temper or be irritated easily even for minor things.
- Refuse to follow instructions or compromise and often argue with others.
- Seldom admit their own mistakes and often blame others.
- Irritate people intentionally, sometimes by doing things such as casting classmate's stationery purposively.

Emotional Problems
Young children have immature self-control which may lead to their frequent tantrums. If the intensity and frequency of tantrums is not high, we can use positive management strategies for the behavior .However, for those children who frequently lose their temper and show destructive and aggressive behavior including hurting them, hurting others or damaging things. During their tantrums, referral may be necessary.

Anxiousness
Some children get anxious easily. Their anxiousness is more than being shy. When they are faced with strangers, in an unfamiliar environment or are the focus of attention in a crowd, they will appear uneasy and restless. These children may Fear of going to school or fail to adapt to school life even after starting school for a period of time. Appear nervous while talking and interacting with others, especially with strangers.

- Fidget and at a loss when they are asked to stand up and answer questions or to perform in front of their classmates.
- Speak in a soft voice and avoid eye contact.
- Only talk to family members or teachers they trust
- While remain quiet at other times.

3.7. Hyperactivity

Hyperactivity is a state of being unusually or abnormally active. It's often difficult to manage for people around the person who's **hyperactive**, such as teachers, employers, and parents. If you have **hyperactivity**, you may become anxious or depressed because of your condition and how people respond to it.

Hyperactivity is a state of being unusually or abnormally active. It's often difficult to manage for people around the person who's hyperactive, such as teachers, employers, and parents.

If you have hyperactivity, become anxious or depressed because of your condition and how people respond to it.

Common characteristics of hyperactivity include:
- Constant movement
- Aggressive behavior
- Impulsive behavior
- Being easily distracted

If you're struggling to stay still or concentrate, you may develop other problems as a result. For example, it may lead to difficulties at school or work strain relationships with friends and family

Lead to accidents and injuries increase the risk of alcohol and drug abuse.

Hyperactivity is often a symptom of an underlying mental or physical health condition. One of the main conditions associated with hyperactivity is attention deficit hyperactivity disorder (ADHD).ADHD causes you to become overactive, inattentive, and impulsive. It's usually diagnosed at a young age. Although, some people may be first diagnosed as hyper active is treatable. For the best results, early detection and treatment are important.

3.6.1. CAUSES OF HYPERACTIVITY

Hyperactivity can be caused by mental or physical conditions. For example, conditions that affect your nervous system or thyroid may contribute to it.

The most common causes are:

ADHD
- Hyperthyroidism
- Brain Disorders
- Nervous System Disorders
- Psychological Disorders
- Use of Stimulant Drugs, Such As Cocaine or Methamphetamine (Meth)

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3.7.2. The Signs of Hyperactivity.

Children with hyperactivity may have trouble concentrating in school. They may also display impulsive behaviors, such as:

- ➢ Talking out of turn
- ➢ Blurting things out
- ➢ Hitting other students
- ➢ Trouble staying in their seat
- ➢ Adults with hyperactivity may experience:
- ➢ Short attention span
- ➢ Difficulty concentrating at work
- ➢ Difficulty in remembering names, numbers, or bits of information.

_____

Unit End Exercise

1. What are the signs of hyperactivity?
2. Write about the impact of Obesity on Motor development
3. What are speech and language problems in children?

UNIT 4 : UNDERSTANDING DEVELOPMENTAL PROBLEMS IN EARLY PRIMARY YEARS (6-8 years)

Structure

Introduction

Learning Objectives

4.1. Behavioral, social and emotional problems associated with transition to Primary school –scool anxiety and school refusal, hyperactivity, aggression, defiance, attention deficit and hyperactivity disorders.

4.1.1 Importance of Social and Emotional Development

4.1.2 Common Emotional Disorders in childhood

4.1.3. Prevention of Internalizing Disorders in early childhood

4.1.4 School Refusal

4.1.5 School Refusal Sign signs and symptoms &causes

4.1.6 School Anxiety

4.1.7 Defiance and Aggression

4.1.8. Strategies for teaching

4.1.9 .Disruptive behavior problems (DBP)

4.1.10 Diagnosis of Disruptive behavior

4.1.11. Strategies   to teach children's with behavioral Disorders

4.2. Speech, Communication and Interaction Problems

4.2. 1Different forms of Communication and Interaction Difficulties

4.2.2 .Classroom teaching strategies

4.2.3 .Stammering/stuttering

4.2.4. Selective Mutism

4.2.5.CommonCharacteristics of children with selective Mutism

4.3   Cognition and learning problems

   4.3.1. Effect of cognition on learning and characteristics of children with Specific learning disabilities including dyslexia, dysgraphia and dyscalculia.

44.5. Pervasive Developmental delays- the autism spectrum ,Asperger's syndrome.

   4.51. Symptoms
   4.5.2. Causes
   4.5.3 .Difference between Asperger's and Pervasive Developmental Disorders .

   4.5.4 .What is Asperger's syndrome?

   4.5.5. What is Pervasive developmental delay ?

4.6 .Sensory Impairments – Multiple Sensory Impairments

   4.6.1 .Multi-sensory Impairment/Deaf blindness

   4.6.2. Characteristics of multi sensory impairment

   4.6.3. Diagnosis and supportive services

Let us sum up
Unit end exercise
Suggested Readings and References

INTRODUCTION

The primary years are very important for children as the social, emotional and cognitive development takes place at this stage .While the child is going through transition from early stage to Primary school stage, s/he may face some difficulties.

In this unit, we discuss about, importance of cognitive, social and emotional development, and problems associated with transition from early stage to primary stage. We also discuss, how to prevent the Internalizing   Disorders, cognition and learning problems, school refusal problems .
In addition   there is also a detailed discussion on different   types of behavioral disorders , speech and communication , related problems, pervasive developmental Disorder, impact of cognition on learning, characteristics of children with specific learning disabilities that include dyslexia & dysgraphia and dyscalculia. Pervasive developmental Disorder.

LEARNING OBJECTIVES
After going through this unit, you will be able to

- Narrate the emotional, behavior, social problems associated with transition to primary school in children
- Discuss the   different types of behavioral disorders
- Describe cognition, learning and specific learning disability
- Understands   about pervasive developmental Disorder

4.1 Behavioural ,Social and Emotional Problems associated with transition to primary school child –school anxiety and school refusal, hyperactivity , aggression,defiance,attention deficit disorders.

Emotional and behavioral problems (EBP) or disorders (EBD) can also be classified as either "Internalizing" (emotional disorders such as depression and anxiety) or "externalizing" (disruptive behaviors such as   Attention Deficit Hyperactive Disorder(ADHD) and Conduct Disorder CD The terminologies of "problems" and "disorders" are interchangeably used. Challenging behaviors and emotional difficulties are more likely to be recognized as "problems" rather than "disorders".

 An emotional and behavioral disorder is characterized by inability to build or maintain satisfactory interpersonal relationships with peers and/or teachers and inappropriate type of behavior or feelings under normal conditions.

4.1.1. Importance of Social and Emotional Development of a chi

- A **child's   social**-**emotional   development** motivates   them   to   learn critical **skills** such as the ability to communicate, connect with others, resolve conflict, self-regulate, display kindness and empathy and cope with challenges. Without **social and emotional** self-control and regulation in the   classroom, learning cannot occur.

4.1.2. Common Emotional Childhood Disorders

All young Children will display some degree of emotional or behavioral disturbance at various stages in their development. different sorts of emotional and behavioral problems   we can   see in children aged from   zero to five   years and need to be distinguished from each other.
The most common childhood mental disorders are anxiety disorders, depression, and attention   deficit   hyperactivity disorder (ADHD).Although   less   common,

developmental disorders and psychotic disorders in children can have a lifelong impact on the child and his or her family.

The common behavioral problems/ Disorders may include:

- Attention deficit hyperactivity disorder (ADHD)
- Oppositional defiant disorder (ODD)
- Autism spectrum disorder (ASD)
- Anxiety Disorder.
- Depression.
- BipolarDisorder.
- Learning Disorders.
- Conduct Disorders

4.1.3. Prevention of Internalizing Disorders in Early Childhood

The two internalizing disorders, anxiety and depression, are recognized as the most common and increasingly prevalent childhood disorders. Some researchers have argued that the high co morbidity and symptoms overlap indicate that the two internalizing disorders are part of a single entity or personality construct (Watson et al., 2005). Anxiety and depression are evident in early childhood and are often associated with significant impairment and interference with a child's interpersonal and academic functioning. While in early childhood education Centers anxiety and depression intervention programs indicate that internalizing disorders in late childhood and early adolescence may be effectively treated (Monshouwer et al., 2012), a significant proportion of children continue to experience difficulties post-intervention (Pössel et al., 2011). Consequently, it is critical that the emphasis is on prevention in dealing with internalizing disorders in children, and for prevention to begin sooner rather than later.

The transition to primary school has been identified as a vulnerable stage for many children due to several factors such as spending a significant period away from their families for the first time; entering a new social environment where the need for social approval and to fit in with peers becomes significant; the

Child being evaluated in terms of how well they perform compared to their peers (McLoone et al., 2006; Goodwin et al., 2012). As such, manifestations of social, separation and performance anxiety may emerge when children enter primary school. School refusal was seen in 3.6% of children. 77.8% of the children had a psychiatric diagnosis, most common being depression (26.7%), followed by anxiety (17.7%). Prevalence of psychiatric disorders was significantly higher in the study population

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than community ($p < 0.05$). A best-fit model of 4 factors: academic difficulties, adjustment problems at school, behavioral problems and parental conflicts is suggested ($p < 0.05$).(Nayak et a..l2018)

4.1.4 . Preventive   Strategies:

➢ Preventive strategies can be effective and reducing the severity of the problem .

➢ Avoid over protectiveness to develop independence in child.

➢ Educate the child towards assertiveness and positive thoughts and moral values in the basic life of children

➢ The behavioral and educational techniques are used to help   families in order to identify and cope up with stress and Difficulties . *books.google.co.in › books*

4.1.5. School Refusal

 School refusal is, as the name suggests, the refusal by a child to go to school   **.** School refusal is not a *Diagnostic and Statistical Manual of Mental Disorders (DSM–5)* diagnosis. It is described as a symptom that can be associated with several other diagnoses, for example, social anxiety disorder, generalized anxiety disorder, specific phobia, major depression, oppositional defiant disorder, post-traumatic stress disorder, adjustment disorder, among others. School refusal is a common problem observed in

children in India and elsewhere. It is a serious problem because it usually poses significant and adverse

Consequences. Unfortunately, it is not often seen as such. Short-term consequences include poor academic performance, family difficulties, and peer relationship problems. The long-term consequences are obvious: reduced opportunities to attend higher education, employment problems, social difficulties, and increased risk for later psychiatric illness.

School refusal – Signs and Symptoms

Children who are experiencing school refusal may demonstrate a number of different symptoms and behaviors, including:

- Refusal to go to school in the morning
- Leaving or running away from school during the school day
- Tantrums and outbursts, especially in the morning
- Threats to harm themselves if they're made to go to school
- Physical symptoms like headaches, stomach aches, panic attacks and diarrhoea
- Extreme clinginess: not wanting to be alone in a room.
- Sleep disturbances.

Prevention of school refusal:

Key components of the management include

- **Psycho education**: The first step is to present the formulation to the family. Education reduces anxiety in all systems including the family and school systems and serves to empower the parties involves. It has a direct effect on reducing helplessness felt in this situation. By modeling confidence instead of helplessness, significant gains are often made at the assessment itself.
- **Cognitive Behavioral Therapy:** A variety of trials support cognitive behavioural therapy approaches in school refusal. Cognitive Behavioral Therapy for school refusal is primarily based on exposure techniques to increase school attendance and reducing avoidance.
- **Medical management:** In younger children, medication is rarely indicated. Presence of other anxiety disorders such as panic disorder or generalised anxiety may require treatment

4.1.6 School Anxiety

There are many different kinds of anxiety, which is one of the reasons it can be hard to detect in the classroom. When a child is feeling nervous before a test at school, anxiety tends to lock up the brain, making school hard for anxious kids. Some children we see have undiagnosed learning disabilities; they have had difficulty with a certain subject, but the teachers may not be aware of their problems or think that the students are not applying themselves. As a result, these kids develop anxieties around school.

Common Symptoms of Generalized Anxiety Disorder for Children at School

According to Sharon Saline (2019) explained child's anxiety may manifest at school in several ways. Keep an eye out for these signs:

- Refusing to go to school or having a hard time at school drop-offs

- Difficulty participating in class and interacting with peers

- Excessive worry about everyday things

- Trouble answering questions when called on by the teacher

- Disruptive behavior

- Squirming

- Frequent trips to the doctor (with complaints of headaches, nausea, stomachaches, or even vomiting)

- Avoiding socializing or group work

- Not turning in homework

Prevention :

Anxiety disorders at school may affect the child's success at school. If an anxiety disorder is causing the child to struggle at school academically or socially, the first step is to talk to the teacher, principal, or counselor about the child concerns. School personnel like teacher / Principal / counselor will likely recognize some symptoms or manifestations of the child's anxiety, but they may not realize they are caused by an anxiety disorder, or how they can help. Use the child's diagnosis to open lines of communication.

4.1.7.**Defiance and Aggression**

Oppositional **defiant** disorder (ODD) is listed in the *Diagnostic and Statistical Manual of Mental Disorders (DSM–5)* under Disruptive, impulse-control, and **conduct** disorders and **defined** as "a pattern of angry/irritable mood, argumentative/**defiant behavior**, There's no known clear **cause** of oppositional **defiant** disorder. The Diagnostic and Statistical Manual of Mental Disorders (DSM-5), published by the American Psychiatric Association, lists criteria for diagnosing ODD. The DSM-5 criteria include emotional and behavioral symptoms that last at least six months.

Angry and irritable mood:

- Often and easily loses temper

- Is frequently touchy and easily annoyed by others

- Is often angry and resentful

Argumentative and defiant behavior:

- Often argues with adults or people in authority

- Often actively defies or refuses to comply with adults' requests or rules

- Often deliberately annoys or upsets people

- Often blames others for his or her mistakes or misbehavior

Vindictiveness:

- Is often spiteful or vindictive

- Has shown spiteful or vindictive behavior at least twice in the past six months

- (Please refer UNIT - 2 of sub unit -4.2.6.)

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Aggression: Aggression is generally defined as a behavioral act that results in hurting or harming others. Berkowitz (1993), defined aggression as a behavior directed toward the goal of harming or injuring another living being, where the other person will be motivated to avoid the harm.

Aggression is also commonly viewed as being proactive or reactive; covert or overt (Werner and crick, 2004). Children engaging in Proactive aggression typically use aggression to meet a goal. For example, if the child wants to have an object that belongs to another child, the proactively aggressive child will simply use aggression to take the object from the other child. These children use aggression to obtain social goals (Dodge, 1991). Reactively aggressive children on the other hand, do not seek to meet goals through aggressive behaviors. Instead they react negatively to perceived or actual threats and are easily irritated. (Lochman et al., 2009). Aggression is related to mental health problems in children, including externalizing disorders as Oppositional Defiant Disorder and Conduct Disorder, along with internalizing problems with Depression and Anxiety (American Psychiatric Association, 1994). Aggression is therefore seen as a dysfunctional aspect of a Childs' development and growth. Aggression is seen as continuity from externalizing behavior problems in childhood to risk taking behaviors in adolescence (Thompson et al., 2011; Nagin et al., 2003). Therefore it becomes very crucial to identify the problem behaviors early in the school age and provide appropriate prevention mechanisms.

Factors of aggression

A wide spectrum of factors has been associated with the development and persistence of aggressive behavior in children. Theoretical models of developmental psychopathology, including the development of aggressive behavior are multi-factorial: Child, parenting, familial and extra-familial variables are related to problem behaviors' in children. Below are the variables which have been studied in the west .

Child Temperament : Temperament has been conceptualized as a set of inherited personality traits that appear in infancy (Buss and Plomin, 1984). A child's temperament usually describes the way in which the child behaves and reacts to others. It is an inbuilt part of a person's nature. Many researchers have revealed the relationship between early temperamental disposition and behaviour problems later in life (Olweus, 1980; Kingston and Prior, 1995). In these studies it was seen that a child with a 'hot-headed' temperament developed into an aggressive youngster compared to a child with a 'quieter' disposition (Olweus, 1980). Temperament Page | 9 predicted the way parents react to the child, their approach and parenting styles. Therefore temperament in childhood was seen as an important predictor for later behaviour problems either directly through uncontrolled behaviour later or indirectly through parental stress and perceived negativity about the child.

Family Factors And Family Functioning :

Family factors play an important role in developing aggression in children. Studies indicate that lack of supervision, parental rejection, parent-child involvement. Also important predictors are marital relations and parental criminality (Loeber and Stouthamer-Loeber, 1986). Research shows that family history of criminality is a strong predictor of aggression in children and antisocial behavior in youths. Farrington (1995) has shown family history of family criminality, that children are more likely to become delinquent if one or both parents have been involved in crime, or if they have a sibling, who is, or was, delinquent.

Parental Stress:

The effect of socio demographic variables such as poverty and unemployment is mediated through, and has its effect on, parent-child interactions through causing increasing levels of parental stress. It is seen that a longitudinal reciprocal effects emerged between parenting stress and externalizing behaviors and there was an indirect effect that suggested that parenting stress both is affected by and affects parent and child behavior (Mackler et al., 2015). This could be so because parenting stress may impair the quality of parenting and lower the threshold of parental reaction to child misbehavior. Studies show that single parenthood, divorce, reconstituted families, poverty, maternal depression, alcohol and substance abuse, all have been positively related to children's aggressive behaviors'

Parental Disciplining Styles:

Studies have identified four major parenting styles: Authoritative, Authoritarian, permissive and neglectful parenting styles. It has been researched that authoritative parenting, which is characterized by parents who are nurturing and responsive, but still hold high expectations for behavior, is the most successful in raising children who are both academically and emotionally strong. Therefore the way the parent approach their child in terms of discipline, communication, negotiation has taken a very important place in the research area

Marital Conflict/Discord:

Marital discord or conflict between parents has been extensively researched to evaluate the impact on children. It has been studied that children from homes who witness domestic violence are more likely to exhibit borderline to severe behavior problems, had low adaptive behavioral skills (Mathias, Mertin, & Murray, 1995). It is also seen that conflict and discord has been studied under various hypotheses like exposure hypothesis, Emotional Security Hypothesis, Spillover Hypothesis, where conflict has been studied to have an indirect impact through parenting styles of the parents and hence affecting the externalizing or internalizing behaviour of children.

Antisocial Parent Attitudes :

One of the contributing factors for aggressive behaviours, conduct disorders or antisocial behaviour in children and adolescent also is seen as antisocial parent attitudes (Farrington, 2005; Smith and Farrington, 2004). The studies show that there is a continuity of antisocial attitudes and behaviours from parents to children and it is mediated by parenting variables.

Poor Parental Supervision

Parental supervision is an aspect of parenting which involves looking after, or monitoring a child's activities. It is about knowing where your children are, what they are doing and who they are with. The authors of parental monitoring and prevention of problem behavior, Dishion & McMohan (1998) in their article propose that parental monitoring or supervision is particularly relevant to prevention science because of its critical role in the behavior change process and the fact that it is a potentially malleable parenting behavior. They say that adequate parental monitoring is necessary but not the sufficient condition for effective parenting and improved adaptation for the child. It serves as a protective factor for children living in high risk settings.

Peers:

Peers, as a factor, influencing aggression in children have been studied extensively by researchers in the West. A study by Dodge et al., (2003) has highlighted the finding that being rejected by peers in early elementary school plays an incremental role in the later development of aggressive behaviour problems. In addition these findings support the say that mere peer rejection does not serve as an early marker of later behavior problems. They also say that social rejection or peer rejection acts as a stressor to exacerbate antisocial development only among children who are initially predisposed towards aggression.

Neighbourhood :

There are many researchers conducted to find a consistent relationship between high risk neighborhoods and children's later conduct problems. In goldsby & Shaw (2002) have in their paper suggested that middle childhood may represent a critical developmental period during which children are at heightened risk for neighborhood based effects on antisocial behavior problems. Vanfossen et al., (2010) in their study have highlighted the findings that the neighbourhood sources of the development of child aggression are independent and different from early childhood experiences. Problems with neighbours were associated with an increased risk for being a bully-victim over and above the socio-environmental factors and children's behavior problems (Bowes et al., 2009).

4.1.8. Strategies for teachers:

Teachers who establish positive communication with children can support children in preventing negative behaviors by creating a classroom environment based on trust in their classrooms. (Ahn, 2005; Pianta, 1997; Şeker, 2000; Uysal et al., 2010).

The majority of the preschool teachers participating in the interview stated that they used "verbal warnings" such as explaining the impropriety of the behavior, trying to persuade and getting angry, and "punishment" methods like exclusion from the game or activity to cope with aggressive behaviors in the classroom. Studies reveal that preschool teachers generally prefer verbal warnings against problem behaviors (Sadık, 2002; Sadık, 2003).

Studies reveal that preschool teachers use the methods such as talking to the child, determining simple and clear classroom rules, supporting positive behaviors, rewarding or punishing, sitting next to the child, ignoring, scolding the child, sending to another classroom, and sending to the school principal to cope with behavioral problems and that they feel inadequate (Acar, 2009; Andrew, Ken, & Stephenson, 1999; Çetin, 2013; Kısa, 2009; Öngören Özdemir & Tepeli, 2016; Turla, Şahin, & Avcı, 2001; Uysal et al., 2010)

https://shodhganga.inflibnet.ac.in/bitstream/10603/184918/8/08.chapter%201.pdf

4.1.9 .Disruptive behavior problems (DBP)

Disruptive Behavior problems include attention deficit hyperactivity disorder (ADHD), oppositional defiant disorder (ODD) and conduct disorder (CD). Recent evidence suggests that disruptive Problems s should be regarded as a complex. Observable characteristics rather than comprising distinct subgroups

ADHD is the commonest neurobehavioral disorder in children and adolescents, with prevalence ranging between 5% and 12% in the developed countries.ADHD is characterized by levels of hyperactivity, impulsivity and inattention that are disproportionately excessive for the child's age and development.

The International Classification of Diseases (ICD-10) does not use the term "ADHD" but "hyperkinetic disorder", which is equivalent to severe ADHD .ADHD as having trouble paying attention. However, for many of them — and their parents — behavior is a big problem, too. Sometimes a bigger problem. They may be quick to lash out, throw a tantrum or be defiant when they are asked to do things they do not want to do.

Subtypes of attention deficit hyperactivity disorder (based on DSM-5)

Subtypes	Predominantly inattentive (ADD)	Predominantly hyperactivity/ impulsivity	Combined ADHD
Criteria	**6 of 9 inattentive symptoms**	**6 of 9 hyperactivity/ impulsivity symptoms**	**Both criteria for (1) and (2)**
Details	**Fails to pay close attention to details or makes careless mistakes**	**Squirms and fidgets**	**""**
	Has difficulty sustaining attention	**Can't stay seated**	**""**
	Does not appear to listen	**Runs/climbs excessively**	**"**
	Struggles to follow through on instructions	**Can't play/work quietly**	**"**
	Has difficulty with organization	**"On the go"/"driven by a motor"**	**"**
	Avoids or dislikes tasks requiring a lot of thinking	**Blurts out answers**	**"**
	Loses things	**Is unable to wait for his turn**	**"**
	Is easily distracted	**Intrudes/interrupts others**	**"**
		Talks excessively	**"**

Disruptive behavior disorders are among the easiest to identify of all coexisting conditions because they involve behaviors that are readily seen such as temper tantrums, physical aggression such as attacking other children, excessive argumentativeness, stealing, and other forms of defiance or resistance to authority. These disorders, which include ODD and CD, often first attract notice when they interfere with school performance or family and peer relationships, and frequently intensify over time.

Behaviors typical of disruptive behavior disorders can closely resemble ADHD—particularly where impulsivity and hyperactivity are involved—but ADHD, ODD, and CD are considered separate conditions that can occur independently. About one third of all children with ADHD have coexisting ODD, and up to one quarter have coexisting CD. Children with both conditions tend to have more difficult lives than those with ADHD alone because their defiant behavior leads to so many conflicts with adults and others with whom they interact. Early identification and treatment may, however, increase the chances that your child can learn to control these behaviors.

4..1.10. DIAGNOSIS OF CHILDREN'S BEHAVIOURAL DISORDERS

Disruptive behavioral disorders are complicated and may include many different factors working in combination. For example, a child who exhibits the delinquent

behaviours of CD may also have ADHD, anxiety, depression, and a difficult home life. Diagnosis methods may include:

- Diagnosis by a specialist service, which may include a pediatrician, psychologist or child psychiatrist
- In-depth interviews with the parents, child and teachers
- Behavior check lists or standardized questionnaires.

A diagnosis is made if the child's behavior meets the criteria for disruptive behavior disorders in the *Diagnostic and Statistical Manual of Mental Disorders* from the American Psychiatric Association. It is important to rule out acute stressors that might be disrupting the child's behavior. For example, a sick parent or victimizing by other children might be responsible for sudden changes in a child's typical behavior and these factors have to be considered initially.

4.1.11.Strategies to improve the classroom Behavior

- ➢ Look for opportunities to praise positive actions.
- ➢ Offer rewards to increase motivation and attention.
- ➢ Offer support and encouragement to boost your students' self-esteem.
- ➢ Give students breaks so that they can learn in manageable chunks of time.
- ➢ Avoid hurting students' feelings when calling on select students.

4.2. Speech, Communication and Interaction Problems – Stammering , Selective Mutism

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and its needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

4.2.1. Different Forms Of Communication And Interaction Difficulties

Children and young people may have difficulty with: www.ican.org.uk

- ➢ Receptive Language
- ➢ Difficulty in understanding and processing language

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- Expressive Language
- Difficulty with the use of spoken language or nonverbal communication
- Pragmatic/social communication
- Difficulty with social interaction, social cognition, and pragmatics.
- Speech sound difficulty
- Difficulty with phonological skills or articulation skills. The difficulty may not be restricted to one area and may be demonstrated at different levels.

The following table provides some indications of difficulties that children and young people may experience. Difficulties children may experience .

Reference

www.wigan.gov.uk › Professionals › SEND › HEFA › Chap-7.aspx communication needs

Difficulty	Child/young person shows difficulty in:	Child/young person may show or have:
Receptive Language Difficulty	Listening Attention skills Understanding spoken language	Lack of interest in lessons Negative/disruptive behaviour
Expressive Language Difficulty	Conveying information in speech Writing Sign language or gestures	Not use correct grammar May produce very short phrases and sentences May have a small vocabulary May have limited eye contact Limited natural gestures Limited facial expressions
Pragmatic/Social Communication Difficulty	Use of social language and social rules of conversation Making and maintaining friendships Understanding of others feelings/emotions Inference Using non-verbal communication such as eye contact or facial expressions Sensory integration Staying on topic in conversations	Lack of interaction in lessons Lack of interest in peers

Speech Sound Difficulty	Co-ordination of the tongue, lips and palate Hearing	A family history of difficulties Delayed language development Additional diagnosed difficulties e.g. Developmental Verbal Dyspraxia, Down Syndrome etc.

The table below gives some more specific suggestions:

Difficulty	Some support
Receptive Language Difficulty	Check communication - friendly classroom Discuss strategies and play memory and listening games
Expressive Language Difficulty	Check communication - friendly classroom Provide scaffolding and models of language structures Visual cues help the child/young person to formulate their responses Vocabulary lists can help with word finding/recall difficulties
Pragmatic/Social Communication Difficulty	Check communication - friendly classroom Provide scaffolding Try to give the child/young person a routine which they can follow – visual time lines and "Now /Next" board can help to give structure to a school day Discuss any changes to the routine prior to it happening – back this up with visuals such as a 1 story Peer group discussion
Speech Sound Difficulty	Check communication - friendly classroom Provide scaffolding Give the child/young person lots of opportunities to hear good roles of the speech sounds they are struggling with Peer group discussion

Children with communication and interaction difficulties will often be identified **through the Receptive and expressive emergent language Scale (REELS)**The Code of Practice stresses the importance of early identification, assessment and intervention. Early language difficulties often lead to difficulties with literacy skills, social communication and emotional development.

The needs of children with severe communication and interaction difficulties can only be identified by a detailed assessment of their speech, language and overall communication, cognitive processing and emotional functioning.

4.2.2 Class room Strategies

The ways a teacher may accommodate a student with communication disabilities differ, depending on whether they have an expressive language disorder or a receptive language disorder.

When Dealing With Expressive Language Disorders:
Repeat back what the student has said, modeling the correct pronunciation, word form or sentence structure. It is unnecessary to ask the student to repeat the correct form after you; what is important is that the student hears the correct form.

- Provide the student with choices of correct grammar, sentence structure or word choice to help them process the correct form or word to use. For example: "Is it a giraffe or an elephant?", "If it's a boy, is it he or she?"
- Be patient when the student is speaking; not rushing a student who has expressive language difficulties will reduce frustration levels.
- Use visuals to support expressive language skills. Pictures or written cues can be used to prompt the student to use a longer utterance or initiate a phrase within a specific situation or activity.
- Help build the student's vocabulary by creating opportunities for focusing on language processing skills, such as sorting and grouping, similarities and differences.
- Help students connect new words and information to pre-existing knowledge.
- Use pre-planning strategies for oral and written tasks. Talk out the student's story or ideas first. Then help the student organize thoughts by creating a task outline. Write out the ideas the student wants to discuss in his or her story. Cue the student to look at the "outline," to verbalize what he or she wants to say, and then to write it down.
- Use visuals, symbols or photos to help students organize and communicate their thoughts.
- To facilitate students' speech intelligibility and expressive language skills, encourage them to slow down while speaking and face their communication partner.

- Focus on content vs delivery
- Prepare students for verbal question-answering (inform them of when they will be called upon; allow preparation time for a response; provide extra time when they are responding)

When Dealing With Receptive Language Disorders:
Reduce auditory and visual distractions in the classroom. Extraneous noises and visual clutter interfere with the student's ability to listen, follow directions and know what information to attend to.

➢ Prepare students so they know when it is time to listen. Cue them (e.g., call their name, give a verbal cue) and encourage them to look at you. You can also give students a nonverbal signal, such as pointing to your ear.

➢ Keep directions short and simple.

➢ Include visuals (e.g., photos, illustrations, symbols) when giving instructions. Visuals provide additional information to the student, assist with memory and processing; visuals remain when the auditory information is gone.

➢ Use natural gestures to give students added cues about what you want them to do.

➢ Speak clearly and slowly. A slower speaking rate with pauses between ideas will help students understand what you want them to do. Emphasize important parts of directions.

➢ Break tasks and assignments into short, easy-to-manage steps. Write down these steps on the board or students' desks so they can use them as a reference.

➢ Check the students' comprehension of directions and information (e.g., retelling instructions in their own words, indicating understanding with different colored cups, re-sequencing instructions on the white board, using manipulative to demonstrate comprehension)

➢ Provide extra response time (10-15 seconds more than their peers)

4.2.3. Stammering / Stuttering

Children with stammering is when someone

➢ Puts extra effort into saying their words

➢ Has tense and jerky speech

➢ Blocks on a sound for several seconds ("... I take the bus every day.")

➢ Stretches sounds in a word ("I went for a wwwwwalk today.")

➢ Repeats parts of words several times ("Hel-hel-hel-hello.")

➢ stops what they are saying half-way through their sentence

➢ Shows visible signs of tension when trying to get a word out

➢ Has particular difficulty saying their name.

➢ A child who stammers may:

➢ become anxious, distressed and reluctant to speak

➢ Try to hide their stammer by changing words, saying less or avoiding speaking altogether in some situations, eg, in front of a group.

4.2.4.Selective Mutism

Selective Mutism (SM) is an <u>anxiety disorder</u> in which a person who is normally capable of <u>speech</u> cannot speak in specific situations or to specific people. Selective mutism usually co-exists with <u>shyness</u> or <u>social anxiety</u>.People with selective mutism stay silent even when the consequences of their silence include shame, social ostracism, or punishment.

The majority of children with Selective Mutism have a genetic predisposition to anxiety. In other words, they have inherited a tendency to be anxious from one or more family members. Very often, these children show signs of severe anxiety, such as separation anxiety, frequent tantrums and crying, moodiness, inflexibility, sleep problems, and extreme shyness from infancy on.

Children with Selective Mutism often have severely inhibited temperaments. Studies show that individuals with inhibited temperaments are more prone to anxiety than those without shy temperaments. Some children with Selective Mutism have Sensory Processing Disorder which means they have trouble processing specific sensory information. They may be sensitive to sounds, lights, touch, taste and smells. Some children have difficulty modulating sensory input, which may affect their emotional responses.

Some children (20-30%) with Selective Mutism have subtle speech and/or language abnormalities such as receptive and/or expressive language abnormalities and language delays. Others may have subtle learning disabilities including auditory processing disorder. In most of these cases, the children have inhibited temperaments (prone to shyness and anxiety). The added stress of the speech/language disorder, learning disability, or processing disorder may cause the child to feel that much more anxious and insecure or uncomfortable in situations where there is an expectation to speak.

More studies are necessary to fully assess speech/language abnormalities and Selective Mutism as well as processing disorders and Selective Mutism. It is important to note that there are many children with Selective Mutism who are early speakers without any speech delays/disorders or processing disorders.

Reasons for Mutism in these children are not proven, but preliminary research from the Smart Center indicates that these children may have other reasons for mutism. For example, years of living mute and therefore have ingrained mute behavior despite their lack of social anxiety symptoms or other developmental/speech problems.

These children are literally stuck in the nonverbal stage of communication. Selective Mutism is therefore a symptom. Children are rarely "just mute." Emphasis needs to be on causes of the mutism and propagating factors of mutism.

4.2.5. Classroom Strategies

- Teacher should not to pressure the child to speak

- Accept the child's non-verbal responses

- Establish a non-verbal way for the child to request the toilet or ask for help. Ex; Gestures can be used forgoing toilet.

- To reduce the child's anxiety and develops confidence to speak ,identify a key person / friend in school
- Ask close ended questions (yes/no) questions instead of open-ended questions so answers can be given non-verbally.
- Continue to create an accepting and rewarding atmosphere.

4.3. Cognition and Learning Problems

The words learning and cognition may seem interchangeable. Learning is defined as the process of acquiring a skill or knowledge. Cognition is defined as the processes involved in gaining skills or knowledge, and may include thinking, knowing, remembering and problem solving.

Cognition   and   learning when   impaired,   can   lead   to   Moderate Learning Difficulties (MLD) Severe Learning Difficulties (SLD) Profound and Multiple Learning Difficulties (PMLD) Specific Learning Difficulties (SpLD)
 The way our brain makes connection as we learn concepts in different ways to remember what we have learned. ... Our ability to reason through logic is a prime example of cognition. People do have different ways of reasoning if we think about why people buy certain things when they shop.

4.4. Cognition and Learning:

The term "cognitive" refers to "cognition," which the Oxford Dictionary defines as "the mental action or process of acquiring knowledge and understanding through thought, experience, and the senses." Webster's Dictionary defines learning as "the acquisition of knowledge or skills through experience, study, or by being taught."

Jean Piaget (1936)• Constructed models of child development and the learning process Identified 4 developmental stages and the cognitive processes associated with each of them Developmental Stages

- Sensory-motor - understands his environment through the basic senses
- Intuitive /Pre-operational - Thoughts more flexible, memory and imagination begin to play a part in learning, capable of more creativity
- Concrete Operational – Can go beyond the basic information given, but still dependent on concrete material and examples to support reasoning
- Formal Operational – Abstract reasoning becomes increasingly possible

4.4.1. How Does Cognition Affect On Learning Characteristics Of children with Learning Disabilities

Cognitive Learning Theory implies that the different processes concerning learning can be explained by analyzing the mental processes first. It posits that with effective cognitive processes, learning is easier and new information can be stored in the memory for a long time.

Dyslexia, dysgraphia and dyscalculia are seen in children because of their processing problems called specific learning disabilities (SLD). SLD is included as a disability in the Rights of Persons with Disabilities (RPwD) Act (2016) in India. Hence the children diagnosed as having SLD have the right to certain provisions in terms of curricular selection, adaptation and examination systems in our country.

Dyslexia primarily affects reading. Dysgraphia mainly affects writing. While they are different issues, the two are easy to confuse. They share symptoms and often occur together. This simple table can help you tell them apart.

4.4.2.Characteristics of Dyslexia and Dysgraphia :

www.understood.org › child-learning-disabilities › the-difference-betweeen dysgraphia and dyslexia ...

	Dysgraphia	Dyslexia
What is it?	An issue that involves difficulty with the physical act of writing. Children may also find it hard to organize and express their thoughts and ideas in written form.	An issue that involves difficulty with reading. It can also affect writing, spelling and speaking. Children may find it hard to isolate sounds, match sounds to letters or blend sounds into words.
Signs you may notice	Illegible handwriting Slow, labored writing Mixing print and cursive letters	Struggling with reading Trouble sounding out words Difficulty memorizing sight words Avoiding reading aloud

	Spacing letters and words oddly	Speling errors and poor in grammar
	Poor spelling and grammar	Not understanding what he's read
	Difficulty gripping a pencil	Confusing the order of letters
	Incorrect punctuation	Trouble following a sequence of directions
	Run-on sentences and lack of paragraph breaks	Difficulty organizing thoughts when speaking
	Trouble organizing information when writing	
Possible emotional and social impact	Messy written work that's full of mistakes may lead kids to hear they're "lazy" or "sloppy." Confusion or frustration at school can make them anxious. They may avoid taking risks and may have low self-esteem.	Not meeting expectations can make kids feel inadequate. Missing verbal jokes, sarcasm and subtle meaning in language can affect them socially. So can struggling to come up with the right word or timely answer to a question.
What can help	Occupational therapy to build fine motor skills and dexterity	Specific instruction on identifying sounds, understanding how letters represent sounds in speech and decoding words
	Having kids take a break before proofreading their work	Specialized instruction, either one-on-one or in a small group
	A checklist for editing their work—spelling, neatness, grammar, syntax, clear progression of ideas, etc.	A reading program that focuses on using all the senses to learn (a number of programs use a multisensory approach)
	Using graphic organizers	
Accommodations	Extended time on tests that involve writing	Extra time for reading and writing
	Access to the teacher's lesson notes	Access to the teacher's notes from the lesson to reduce the amount of note-taking
	Sentence starters showing how to begin a written response	Simplified directions
	Being able to respond in other ways besides writing	Books on tape
	Breaking writing assignments into steps	Shortened assignments
	The use of a word processor in school	
	Instruction in keyboarding skills	
What you can do at home	Work on keyboarding skills.	Read aloud so your child hears stories above his reading level.
	Use speech-to-text tools that allow your child's speech to be translated to text.	Encourage your child to listen to audiobooks.
	Try a handwriting program such as Handwriting	Help your child use spell-check programs designed for people with

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	Without Tears. **Work on correct letter formation using techniques that don't require writing, like finger writing in the air or in shaving cream.**	**dyslexia.** **Use speech-to-text tools.** **For younger kids, recite nursery rhymes and sing memory songs.**

4.4.3. Dyscalculia :

Sharma (1997) defines dyscalculia as "an inability to conceptualize numbers, number relationships (arithmetical facts) and the outcome of numerical operations estimating the answer to numerical problems before actually calculating."

The DSM-IV (2000) Document used by educational psychologists, defines "mathematics disorder in termof the scores and as measured by a standard test that is given individually, the person's mathematical ability is substantially less than would be expected from the person's age, intelligence and education. This deficiency materially impedes academic achievement living."

Dyscalculia: Its Types, Symptoms, Causal Factors, and Remedial Programmes Learning names that include disorder affects an individual's ability to utilize mathematical reasoning to solve problems.

Types of Dyscalculia There are two subtypes of mathematical disorders:

1. Mathematical computation disorder

2. Mathematical reasoning disorder

1. Mathematical computation disorder affects an individual to solve math calculations. A person with dyscalculia may have difficulty in solving simple addition, subtraction, multiplication and division problems. Math problems usually begin in elementary school Signs that may be indicative of mathematics disorders include:

- Writing or printing numbers.

- Counting , Adding and subtracting.

- Working with mathematical signs**.**

2. Mathematical reasoning disorders affect an individual's ability to utilize mathematical reasoning to solve problems. People with dyscalculia have difficulty with abstract concepts of time and direction. Those who suffer from mathematics disorder usually suffer from other learning disorder as well, visual processing difficulty

associated with it. An individual suffer from a visual processing difficulty is unable to see the difference between two similar letters, shapes or objects. A person with dyscalculia may need special education services to treat this neurological disorder.

Remediation of Arithmetic Disorders: (dyscalculia) as mentioned by Bweyhunle Khing(2016)

The following remedial programmes for correcting arithmetical disorders (dyscalculia) are

1. Encourage dyscalculics to have clear conception about basic knowledge of mathematical principles, concepts vocabulary, symbols and formulas sequence of steps for calculation etc. at the lower stage.

2. There should be separate paper for multiplication table and make them to memorize with clear concepts at the lower stage.

3. There should be an intimate relationship between teacher and pupils. The teacher as a motivator should pay special attention to each and every student and create classroom activities in such a way that it enables pupils to share their personal experiences which cause learning difficulties and clarify their doubts freely. Encourage and approach them to feel that they have enough capabilities to solve arithmetical problems.

4. Through manipulation of the locally available low cost, no cost materials, the children should discover the formulas, or the generalization. For example, use of pebbles for addition and use of sticks for subtraction etc.

5. **Self-Study:** children with dyscalculia can be improved through individual's own independent study. Self-study can be maintained by giving homework or assignment. The teacher should encourage them to be self-confident in studies and also make them to cultivate the habit of coaching and guiding themselves and solve every problem without any outside help.

6. **Supervised Study**: It is one of the most effective techniques for dyscalculic children as it may enable them to get direct supervision of the teachers. It may be conducted in regular periods or after school where a teacher may be put on duty to watch and guide them. Through supervised study, mistakes, learning difficulties can be removed on the spot.

7. **Drilling and Practice:** It is one of the most effective techniques, widely used devices and practices in the teaching learning situations of mathematics. It enables even the learning disabled children to learn effectively and resulted self-

improvement, adequate speed and accuracy in solving arithmetic problems. The principles, basic facts, formula of mathematics have to be memorized through sufficient drill and practice, but there should be no mechanical and cramming. Drill should be done with proper understanding and clear ideas of the aims and objectives of materials.

8. Home-work: As the school timing is in sufficient to provide every aspects of curriculum of mathematics. Home work has to be given regularly for practice and to supplement classroom teaching. It may be established the habit of working hard regularly and provide opportunity of independent work among the learning disabled pupils. Home work should be duly and regularly checked and corrected by the concern teacher to prevent the worst habit of evading and copying it.

9. Assignment: Special emphasis should be given on the assignment. It can be effectively used for teaching mathematics as it is a sort of self-study which supplements classroom learning; cultivating study habit and concentration etc. it may be done at home or at school. Assignment should be checked, corrected and evaluated at the end

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4.4.4.Class room strategies for Specific Learning Disabilities

This advice and support includes working with school/setting staff teams to enable the development of their own provision through
- Modeling assessments,
- Signposting to appropriate resources and evidence based interventions,
- Carrying out further assessment of the child or young person's specific needs and strengths
- Curriculum differentiation and personalized learning;
- Modification and structuring of the learning environment and differentiation of the curriculum;
- The physical, emotional, behavioral and educational implications of specific learning difficulties;
- Professional development for mainstream staff, including accredited training;

4.5. Pervasive Developmental Disorder:

Pervasive developmental disorders (PDDs) that include delays in how a child typically develops, problems with socializing and communicating, trouble when a routine changes, and repetitive movements and behaviors. PDD s now are called Autism Spectrum Disorder.(ASD).The name change came in 2013, when the American Psychiatric Association reclassified autistic disorder, Asperser's syndrome, childhood disintegrative disorder,

and [pervasive developmental disorder](#) not otherwise specified (PDD-NOS) as [autism spectrum disorders](#)

4.5.1 . Symptoms

Children on the [autism](#) spectrum have problems with social communication and interactions, and they often repeat certain behaviors. They may also:
- ➤ Avoid [eye](#) contact
- ➤ Not be able to express what they're thinking through language
- ➤ Have a high-pitched or flat voice
- ➤ Find it hard to keep up a conversation
- ➤ Have trouble controlling emotions
- ➤ Perform repetitive behaviors like [hand](#)

Children on the spectrum may repeat certain types of play, have trouble with "make believe," and be more interested in parts of a toy, rather than the toy itself. They need strict schedules and don't like changes to their routines.

The spectrum has a wide range. Some people with an ASD live on their own, go to school, and hold a job. You might not know that they have a condition. Others have severe disabilities. In addition, many are somewhere between those two ends of the spectrum.

4.5.2 . Causes

Finding all the causes of ASDs is a big topic of research. Scientists know that genetics are one of the risk factors. However, they do not have all of the answers yet. There is not one "[autism](#) gene" that is at work. Many things, in addition to genes, may be involved.

4.5.3 Difference Between Pervasive Developmental Disorder &Asperger's Syndrome

Autism can be seen in varying degrees and it may be hard to understand how Pervasive Developmental Disorder (PDD) differs from another type of autism, Asperger's syndrome. These two types are the more

mild forms of autism, so we will be taking an in-depth look at both to help you had better understand them and their difference.

4. 5.4 .What Is Asperger's Syndrome:

This subtype of autism is considered a "high-functioning" form on the spectrum. Children and adults with this form of autism typically have difficulties with social interactions and understanding social norms. Their range of interests is usually

restricted and they may exhibit repetitive behaviors. According to Autism Speaks, people with Asperger's may also have developmental delays, uncoordinated motor movements, and general clumsiness.

When comparing Asperger's syndrome with the more severe forms of autism, these children and adults do not tend to have very significant delays in language or cognitive development. In addition, even though they may have restricted interests, those with this type of autism tend to be very intelligent and specialized within those fields of interest.

The most common behaviors and/or symptoms of Asperger's syndrome are as follows:

- ➢ Repetitive speech
- ➢ Inappropriate or limited social interactions
- ➢ Nonverbal communication challenges (facial expressions, lack of eye contact.)
- ➢ Overall inability to understand social or emotional issues
- ➢ Obsession with very specific topics
- ➢ Tendency to hold one-sided conversations
- ➢ Awkward mannerisms
- ➢ Possible developmental delays, although not significant.

4.5.5 .What is Pervasive Developmental Disorder (PDD)

This subtype of autism may be considered the mildest form on the spectrum. Also known as Pervasive Developmental Disorder-Not Otherwise Specified, this diagnosis became the go-to answer for children and adults who can be classified on the autism spectrum, but do not completely meet the criteria for the other subtypes. According to Autism Speaks, Pervasive Developmental Disorder is "the diagnosis they use for someone who has some but not all characteristics of autism or who has relatively mild symptoms. Like Asperger's, those with Pervasive Developmental Disorder tend to have significant challenges when it comes to social and language development. This diagnosis is typically used for people who meet the basic requirements for autism, but do not exhibit the more severe characteristics, like extreme repetitive behaviors, intellectual limitations, or inappropriate mannerisms.

Usually a person is diagnosed with Pervasive Developmental Disorder if s/he exhibits social and communication challenges, but simply do not exhibit other symptoms of Asperser's, like obsessions over certain topics, developmental delays, or awkward mannerisms. People with Pervasive Developmental Disorder typically live mostly ordinary lives and are considered the highest functioning of all autism subtypes, but can have issues relating to people, understanding language, accepting change in surroundings or routines, and dealing with their own emotion

4.5.6 .Class Room Strategies

Pervasive Developmental Disorders refer to a range of disorders widely considered to be on the spectrum of autistic disorders. Children with PDD bring unique challenges to the classroom that teachers must recognize and mitigate. Difficulties in communication, sensory integration and social interaction are the biggest obstacles standing in the way of a successful education for children with PDD

Know the child's Individualized Education Plan (IEP). An IEP describes how children's diagnosis or disability may affect their ability to learn in a typical classroom and what accommodations are necessary to mitigate those issues. Depending on the child's exact physical, mental and emotional needs, he or she will need certain accommodations that are listed in the IEP.

Use social stories to aid students in social encounters. Social stories employ developmentally appropriate language a teacher or caregiver can use to explain a concept, social interaction, interpretation of a social event, perspectives or social cues. Because children with PDD- often struggle to understand social cues and appropriate social interactions, these stories explain social behavior and give children a plan of action for particular social situations

4.6 .Sensory Impairments – Multiple Impairments

Sight and hearing are often called the distance senses because they give us information about what is happening all around us. Touch, taste and the balance senses are close senses, giving information only about what is happening now, within arm's reach. Smell gives some distance information, but it is much less useful to us than sight and hearing.

Sight and hearing provide most of the information we need to learn and function. Very young babies mainly use touch, taste and smell, but even from birth, they get some information from sight and hearing. Over time, they develop visual and auditory skills that enable them to get better-quality information and use it better.

When one distance sense is impaired, information from the other can be used to Compensate to some degree – for example, a deaf person lip-reading. People with single sensory impairments can also use their more developed sense to keep in contact with the world around them. Children and young people with multi-sensory impairment (MSI), or deaf blindness (db) however, cannot use either of the distance senses to compensate. In addition, many children and young people with MSI have impairments of other senses, as well as sight and hearing. They may have poor balance, limited movement, under- or over-sensitive touch or an impaired sense of smell.

People with multi-sensory impairment (MSI) have a combination of hearing and vision impairments. Most MSI people will have some useful vision and hearing; however,

there are some who are completely deaf and blind. In India, deaf blindness is included in the RPwD Act (2016) as 'multiple disabilities including deaf blindness.' Hence the children diagnosed as having db get various provisions and entitlements provided by the government. Please check the website for RPwD (2016) to get the details on the Act and its components.

There are a number of terms used to describe MSI in the other countries including:

➢ Deaf blindness
➢ Dual-sensory impaired
➢ Dual sensory loss

These can be used interchangeably, denoting the fact that combined losses of sight and hearing are significant for the individual, even where they are not profoundly deaf and totally blind. Not all people with MSI identify as being deaf blind. They may identify as deaf people who canno't see very well, physically disabled people who can't see or hear very well, or as older people who cannot see or hear as well as they used to. In India, the legally accepted term is deaf blindness.

4.6.1 .Multi-Sensory Impairment/Deaf blindness

Children and young people with Deaf Blindness have impairments of both sight and hearing. Many children also face other challenges, such as medical conditions or physical disabilities.

A very small number of children and young people with MSI are totally blind and deaf, but most have some useful vision and/or hearing. It may not be clear at first how well a child. can see or hear, especially if they have other problems.

Children with deaf blindness are estimated to be about 3,50 ,000in India Sense International India 2000).A huge range of conditions can cause deaf blindness. There is no single or main cause. Diagnosis can take time and many parent cares find this very difficult. Understanding how their Child's condition might progress in the future is very important.

4.6.2. Characteristics Of Deaf Blindness

Children and young people with Deaf Blindness are acutely deprived of sensory information. Touch, taste, smell, balance, awareness of pressure, temperature and pain may be affected as well as sight and hearing. They may be impeded in learning to use their residual senses, because it's much harder to learn to understand and use sensory information that is partial or distorted.

• Relationships with others often take a longer time to develop, but children and young people with MSI do develop close relationships, especially with their family, like any

other child or young person. Initially, children with Deaf Blindness may seem unresponsive to parentcarers because they do not see or hear the smiles, looks and speech most babies respond to. They may sometimes seem to be unwilling to be held, especially if they have needed a lot of medical treatment, but they will tune in as contact increases.

• Children and young people with Deaf Blindness cannot learn by watching what happens around them, as sighted hearing children do. Deaf Blindness makes children and young people learn more gradually, because they get information that is of poorer quality. This does not mean that they necessarily have learning difficulties/impairments. Learning through touch is much slower than learning through sight, and understanding visual or auditory information takes more time when you have a sight or hearing impairment.

Nevertheless, children and young people with Deaf Blindness can and do learn effectively.

• Children and young people with Deaf Blindness often take longer to realize that their actions affect what happens to them. This means that they take longer to learn to communicate. As they develop, they may use objects, gestures, signs or pictures to help them understand and make their wishes known.

• Seeing their surroundings plays an important part in motivating most children to learn to move independently. Sight also motivates children to learn to use their hands. This is very important for children with deaf blindness ,who generally need to use their hands much more in exploring, learning and communicating than sighted hearing children do.

• Learning to explore their surroundings helps children and young people to understand and learn to control them. Deaf Blindness reduces children and young people's ability to anticipate events – to know what is likely to happen next – and this makes exploration harder. Children and young people with Deaf Blindness often have difficultiesgeneralising skills and knowledge from one situation to another, because they do not see the similarities and differences between different situations.

4.6.3 .Diagnosis And Supportive Services

Deaf Blindness arises from a wide range of causes. Children may be born with deaf blindness or acquire it following illness or injury Or they may have Deaf Blindness as the result of a progressive condition, the impact of which is felt in later childhood. In every case, in the early days, it is often difficult for doctors to make a diagnosis and for other practitioners to get a clear picture of the child's abilities and needs.The assessment, and the Statement that follows, will establish what kind of human support and physical adaptations will be required to give each child a good start in school. Prior to entry, to school (nursery, primary, secondary) there should be evidence of local authority planning, which involves some or all of these suggestions:

- Opportunities for the child and family to familiarize themselves with the school
- In- service training for the whole staff on Deaf Blindness awareness; the specific needs of the
- Child/young person, specific teaching and learning strategies.
- Specialist advice from an advisory teacher (Qualified Teacher of MSI VI, HI) often
- Working with a trained communication support worker, like an intervener or sign
- Language interpreter who is based with the child in the school.
- Support from therapists.
- A differentiated, or specialist curriculum that includes sensory awareness and skills,
- Communication, mobility, independence skills.
- A physically adapted school environment.
- Aids and equipment appropriate to support learning.

Each child's needs are different but every child with Deaf Blindness should have support from visiting teachers that are specially qualified teachers of sensory impairment. These teachers understand the particular requirements of children with hearing, vision or multi-sensory impairment.

LET US SUM UP

During the developmental period, social Emotional and behavior development play vital role in children.In this unit we have discussed in various Internalizing disorders , pervasive developmental disorder, and multisensory impairment , and speech related issues in children , By the time problems have been detected in children they can be severe in nature and harder to treat. Hence, need to identify these problems at an early stage and as a teacher you can rehabilitate the child by using classroom strategies.

UNIT END EXERCISES

1. How does pervasive developmental disorder differ from Aspergers' syndrome?

2. Differentiate between dyslexia and dysgraphia

3. Characteristics of multi sensory impairment

4. Which emotional disorder is the most common childhood disorder?

5. What are emotional and behavioral problems?

UNIT -5 IDENTIFYING SPECIAL EDUCATIONAL NEEDS OF CHILDREN WITH DEVELOPMENTAL DELYAS AND PROBLEMS IN THE EARLY YEARS

5.0 .Introduction

Kids develop skills at different rates. There are five main areas of development in which kids can have delays. A developmental delay is more than being "a little behind" in one area of development.

Conversations about meeting milestones are common among proud parents and caregivers. It's exciting to see your child learn new things and explore the world. As your child develops, you want to share the news with people. It's also common to compare what your child can do to other kids—or even compare them to what your older kids did around the same age.

But it can be nerve-racking to see or hear about other kids passing milestones before your child does. You may be concerned about developmental delays, and what they mean. In this unit   we are going to discuss Developmental Delay and characteristics of Developmentally Delayed children

Learning Objectives

After Studying this Unit, you will be able to

- Understand different skills required for the child
- Explain how to modify the content based   characteristics on individual needs
- Differentiate the dyslexia and Disgraphic characteristics
- Understand behavior , social , emotional problems , speech , communication & interaction problems
- Describe Sensory and Interaction   Problems

5.0. Brief Description of Development of skills in Children

Children develop skills in five main areas of development:

1. **Cognitive (or thinking) skills:** This is the ability to think, learn and solve problems. It's how kids explore the world around them with their eyes, ears, and hands. In babies, this looks like curiosity. In toddlers, it also includes things like learning to count, naming colors, and learning new words.

2. **Social and emotional skills:** This is the ability to relate to other people. That includes being able to express and control emotions. In babies, it means smiling at others and making sounds to communicate. In toddlers and preschoolers, it means being able to ask for help, show and express feelings, and get along with others.
3. **Speech and language skills:** This is the ability to use and understand language. For babies, this includes cooing and babbling. In older children, it includes understanding what's said and using words correctly and in ways others can understand.
4. **Fine and gross motor skills:** This is the ability to use small muscles (fine motor), particularly in the hands, and large muscles (gross motor) in the body. Babies use fine motor skills to grasp objects. Toddlers and preschoolers use them to do things like hold utensils, work with objects, and draw. Babies use gross motor skills to sit up, roll over, and begin to walk. Older kids use them to do things like jump, run, and climb stairs.

Daily living activities: This is the ability to handle everyday tasks. For children, that includes eating, dressing, and bathing themselves.

Minor differences in these milestones usually aren't cause for concern. For example, a baby who isn't rolling over by 4 months may be just a little behind in that one skill. But babies at that age who, for example, aren't rolling over, can't hold their heads up, don't push up when lying on their tummy, and aren't babbling are behind in more than one area of development. That could be a sign of a developmental delay.

5.1. Working Children with Developmental Disabilities in the Classroom

When working with children with developmental disabilities, teachers can accomplish a great deal by managing the learning environment proactively to prevent behavior problems and promote learning. However, identified students may also experience behavior or learning problems because they lack key skills (e.g., capacity to interact with other children in socially appropriate ways). Children with developmental disabilities should therefore have explicit skills-training in deficit areas as a central component in their curriculum.

Use visual cues to orient student in the classroom (Volmer, 1995). Children with developmental disabilities can be much more independent when they have strong visual cues to guide them through the physical space of the classroom. You can, for example:

Use boundary markers such as barriers (e.g., bookcases or other furniture), rugs, and colored tape on the floor to represent boundaries between spaces that are used for different functions. Marked boundaries make it easier for children to know when they are in a space that is dedicated to play, one that is set aside for study, etc. The reality, of course, is that most classroom space is used for multiple purposes. In multi-use spaces, you can employ signs or other visual cues to mark that the space is being

used for a particular purpose at a specific time. For example, you might create a sign with a picture of children eating snacks along with the words 'Snack time,' and post that sign on a table to signify that snacks are about to be served.

Store common classroom materials (e.g., school supplies, games) on accessible shelves or in see-through storage containers. When needed, provide labels for these materials (using pictures paired with words). Train students in the procedures that you want them to use in accessing the materials (e.g., first raise hand, then request teacher permission, then go to supplies shelf to get a pencil.)

Post a clear and predictable daily schedule (Volmer, 1995). Both typical students and those with developmental disabilities crave structure and predictability in their school day. Special needs children, though, can sometimes react more strongly than their non-disabled peers when faced with an unexpected change in their daily schedule. When creating daily schedules be sure to match the schedule format to the child's skill level:

For a child who cannot read and does not recognize pictures as depictions of actual objects and events, the 'schedule' would consist of objects that represent schedule entries. A wrapped snack bar, for instance, can represent snack time, while a book can represent circle time-when the teacher reads a story to the class.

For a non-reader who recognizes pictures, the schedule can include a picture to represent each scheduled event. A picture of the Occupational Therapist, for instance, might signify a weekly pullout OT session.

For the beginning reader, the schedule can pair pictures with the words describing the events to the day. He fluent reader can use a written schedule, with words selected at the child's reading level.

A classroom schedule lays out the events of the day that affect all children in the room. Teachers can also create individualized schedules for children who receive additional (or alternative) services and supports. But remember-schedules have value only when they are used! Students should preview their schedule at the start of the school day. After each activity is completed, students check off that item on their schedule or otherwise indicate that the event is finished (e.g., by removing the event's picture from the schedule board). When an event in the student's schedule is unexpectedly cancelled, teachers may find that the student will adjust more quickly to the change if the instructor and the child sit down together review the schedule and revise it to reflect the altered plan for the day.

Build student motivation. Motivation is the 'engine' that drives student engagement and learning. Try these ideas to motivate identified students with whom you work:

Alternate preferred and less-preferred activities (Volmer, 1995). Students are likely to put more intense (and more sustained) effort into challenging assignments when they

know that they can take part in a fun or interesting activity at the end of it. (This technique is known as the Premack Principle.)Vary the pace and duration of academic activities (Koegel, Koegel & Carter, 1999).

Provide meaningful choices that give the child some autonomy and control in the classroom. For example, you may encourage the student to select a reading book for an assignment, decide what assignment she or he will work on first, choose a place in the room to study, or pick a peer to help as a study buddy. Make an effort to build choices into school activities whenever possible.

Use verbal prompts ('pre-correction') before the student engage in a task to promote success Koegel, Koegel & Carter, 1999). Phrase your prompt to reflect what you would like to see the child do (e.g., 'Ronald, please get your math journal and a sharpened pencil and join our math group at the back table.') rather than what you would like the student to stop doing. Choose vocabulary and syntax appropriates the child's developmental level. Try not to be wordy!

Use strategies to make directions and learning expectations clearly understood.

Provide directions in language the student can understand. Use visual cues (hands-on demonstrations and modeling, objects, pictures) as needed to help the child to better grasp the directions. Prompt and guide the child through the performance-sequence.

Check to be sure that you have the student's attention before giving directions. (NOTE: Children with disabilities may not always make eye contact, even when they are paying attention to you. Be on the lookout for other signs of attending--e.g., alert posture, orientation toward you, stopping other activities, verbalizations). Also, include essential information in your directions that will answer these four questions for the child (Volmer, 1995):

(1)   How   much   work   is   there   to   do   in   this   task?
(2)   What   exactly   am   I   supposed   to   do?
(3)   When   do   I   do   the   work?   and
(4) What is my payoff for doing the work? .

Provide structured opportunities for student to participate in social interactions (Koegel, Kiegel, & Carter, 1999; Volmer, 1995). Children with disabilities are sometimes excluded from social interactions with their typical peers. While there are a number of reasons why identified students may not be fully included in social groups, you can take steps to foster relationships between special-needs and typical children:

Give the child 'helping roles' such as handing out snacks or distributing work materials to other students. Coach the child to use socially appropriate speech (e.g., "Would you like a snack?") with peers. The more frequently that other students

experience neutral or positive interactions with the identified child, the more that they will feel comfortable with that student and the more positive their perceptions of the child will probably be.

Provide the child with simple strategies to engage others in social interactions. Demonstrate and model these strategies. Then have the child an opportunity to try them out and give him or her feedback and encouragement. For example, train the student to ask a peer "What's that?" whenever he or she sees something unfamiliar in the immediate environment. Or show the student how to approach a group and ask to join a game or other activity (e.g., "Can I join your game?"). A related idea would be to train typical peers as 'social interaction coaches' who can supportively model for the identified child how to initiate social interactions.

If the child is preoccupied with a particular topic that is relevant to class work, the teacher may be able to use the student as a resource for peers. For example, a child with autism who has an encyclopedic knowledge of astronomy or geography may attend a review session and answer questions from other students who are studying for a quiz.

Whenever the teacher forms groups in the classroom, she or he can assign a 'group ambassador' role to one of the typical children. The 'group ambassador' takes responsibility for greeting anyone who joins the group ensures that all members understand how they can participate in the group activities, and gives additional support and guidance to any student who needs it. 'Group ambassadors' should be trained to recognize when a student might need assistance and in how to provide that assistance in supportive, non-intrusive ways.

If the child is assigned a teaching assistant, have that assistant train peers in the room to provide academic support while the assistant observes from the background. 'Sign up' children on a rotating basis to serve as peer learning helpers for the identified child. This strategy will encourage the identified child to see many people in the room as possible supports.

Assign the child with disabilities a peer buddy when moving around the building, playing outside, or attending assemblies or other events out of the room (Saskatchewan Special Education Unit, 1998). Select different children to serve as peer buddies so the identified child has the chance to build friendships and does not depend too much on any one student for support.

Create a plan to help the student to generalize their learning across settings and situations. Children with significant disabilities are likely to need explicit programming to generalize skills that they have learned in a particular classroom setting to other settings or situations (Koegel, Koegel & Carter, 1999, Volmer, 1995).

Teach only a small number of 'key' skills at one time so that you will have enough time to work with the student on generalizing each mastered skill. After the student has

mastered a skill in one setting, list other settings or situations in which you would like the student to show the skill. Then create a training plan to help the student to use the skill in these novel settings. If a child has mastered the task of delivering appropriate social greetings in your classroom, for instance, you might take the child to the school main office or out into the community, prompt them to greet others, and provide praise or rewards for their successful performance.

Keep other members of the child's teaching team (e.g., parent, speech pathologist, regular-education teacher) informed about what skills the identified student has mastered. Provide ideas to them about how they can encourage the student to use the skill in a new setting and/or with different people and how to reinforce the child for doing so.

5. 2 Modifying Program Content Based On The Individual Children Needs Of Children

What is content modification?

In this review, curriculum **modification** is defined as **modified content**, instruction, and/or learning outcomes to meet diverse students needs. Curriculum **modification** is notlimitedto instructional **modification** or **content modification** but includes a continuum of a wide range of **modified** educational components.

Content Areas The goals of education are the same for all children provided that these goals are balanced and brought in harmony with the individual needs of each child. Applebee (1998) stresses the importance of instituting conversational domains in planning curricula. According to him: In schools these domains have been pre established and take the form of disciplines such as language, mathematics, social studies, and science. A more appropriate emphasis might be domains that are culturally specific and imbue a natural facilitation for conversation centred around "living traditions". In order to accomplish this end, participation is key and students are actually "doing" science or social studies instead of simply reading or being told about [them]. Singh (2001) reported differences in the educational needs of children with SEN. She found that all the stakeholders, including children with SEN, opined that the curricula followed were not relevant. There was repetition in the content of the sciences, social sciences, and general knowledge. The excessive textual burden and the bulk of exercises in most of the subjects were also found to be irrelevant. The components of extra-curricular and co-curricular activities, such as, games and sports, drawing and painting, craft and cultural activities should be an essential part of the curriculum. The SEN may emanate from a number of reasons. In this paper, we concentrate on SEN stemming from disability conditions. Not all children with disabilities have SEN at the elementary level. They learn along with their peers with the help of aids such as wheelchairs, hearing aids, optical or non-optical aids,

educational aids like Taylor frames, the abacus, etc. However, there may be students who may require the following:

• Additional time and a suitable mode for the successful completion of tests.

• Modification, substitution, and dis- application of the curriculum because it presents specific difficulties for them.

• Provision of adapted, modified, or alternative activities in different content areas.

• Accessible texts and materials to suit their ages and levels of learning;

• Appropriate management of classrooms (for example, management of noise, glare, etc.)

• Provision of additional support by using ICT or video.

As mentioned earlier, inclusion is all about providing effective learning opportunities to all students. Therefore, it depends on whether teachers modify the National Curriculum programmes of study whenever necessary in order to provide relevant and challenging work to students. It means being flexible and choosing content from a lower level or higher level if necessary. There may be students who may perform below the expected level. For these students a greater degree of differentiation may be necessary. On the other hand, students whose performances exceed those of others within one or more subjects may need suitably challenging work. What is important is that no matter how they learn or perform, they should experience success and not failure. Many suggestions in different domain areas were given when interviewing teachers teaching in classrooms where children with SEN were studying along with other children. They have been broadly summarized as follows:

Mathematics: To overcome access difficulties to learning mathematics, some pupils may require help in interpreting the data in graphs, tables, or bar charts. Some may require access to tactile, and others to specialist, equipment for work related to shape, geometry, calculations, etc. They may also require more time to complete their work. There may be some who may require simpler language or more pictures. There may be children who may need help in interpreting oral directions, while making mental calculations. Use of ICT may be required to overcome difficulties in quantitative and abstract thinking.

Language: Some pupils may have specific difficulties in learning languages and may require help in improving their areas of weaknesses and in devising strategies to overcome their difficulties. There may be some children who may require alternative communication systems to compensate for the difficulties hey face in using spoken language. Lele and Khaledkar (1994) found that children having problems in hearing had difficulty in language comprehension when instructed with the language textbook prescribed for the general class. These children with special needs required a greater

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number of periods to learn the content. Paranjpe (1996) reported significant differences in achievement of language skills between children with and without hearing impairment, the former being deficient in language skills. Children having difficulties in writing may need to make use of ICT, while there may be some who may require opportunities to learn and develop a tactile method of interpreting written information. Content related to real-life situations would benefit all children. Remedial programmes in language would be effective in improving the reading comprehension of all children including those having reading disorders (Umadevi, 1997). The use of computer-based remedial strategies have been reported as having yielded a 5% improvement in the performance of children with specific learning disabilities in Mathematics and a 7% improvement in English (Bose, 1996). 19 Sign language and Braille may find a place in the three language formula in school education, and this would not only help students with SEN in language learning, but also create awareness and sensitivity amongst children without SEN.

Science :In learning science, some students may require support with mobility or manipulation skills to participate in experiments being performed both indoors and outdoors. Students can benefit from adapted or alternative activities, adapted equipment, the use of ICT, adult or peer support, additional time, and support in lessons that may not be accessible to them because of their impairment.

Social Studies: In order to gain access to this subject, some students may require support in the form of prepared tapes to access text; help in writing to communicate their ideas through alternative communication methods such as ICT or speech; adaptation of content and activities; education aids to manage visual information; and/or support to understand various geographical concepts and features and the environment. Group activities such as projects and assignments done through cooperative learning will enable students with SEN to participate actively in all classroom activities.

Art, Craft and Music:Art is a very effective medium of self-expression and communication. It provides a number of media such as dance, drama, music, painting, sculpture, carving, puppetry, etc. for self-expression and communication with the world, and helps in developing self-confidence and self-worth in learners. Art classes may also encourage many students to take up this creative mode of self-expression as their profession in future life. For students with SEN, art education also acts as a healthy leisure activity. To gain access to these areas students may require alternative activities/opportunities, additional time, etc.

Health, Hygiene, Yoga, Sports and Physical Education: These curricular components are important for students with SEN and improve the following:

• Personal health and physical development

• Movement concepts and motor skills

• Mental health including peace

• Relationships with other people

Studies and experiments (Dash, 1997) have indicated that most of the children with disabilities can play a number of games without any support or special effort. Little effort is needed to make the games adapted to children with visual and multiple disabilities. Krejci (1998) reported that children with orthopaedic disabilities could also do the yogasans (yogic postures/ exercises. Available research evidence also reveals that music, dance, and yogasans have a therapeutic effect on children with mental retardation, and have helped improve their attention and concentration Thakur Hari Prasad Institute of Research and Rehabilitation of Mentally Retarded (2001)

Work Education: Work education provides students with SEN studying at the secondary level an opportunity to understand the world of work and readies them for possible future careers. Obviously, everyone has to earn his/her livelihood by employment in appropriate work. The curriculum should provide for proper career counselling and also for training in pre-vocational skills. The prevocational skills include acquisition of work skills, awareness of work ethics, appropriate work habits, and responsibility sharing. Pre-vocational skills training should also include development and inculcation of 20 values such as honesty, punctuality, dignity of labour, respect for teamwork, and productivity consciousness. Students with SEN may take more time to adjust to the work setting, the work environment, their colleagues, and also to the idea of money management. Liaising between the world of work and education will also provide an opportunity to the employer to observe and suggest further improvements. This can also be an opportunity for students with SEN to get absorbed or to get selected for jobs while studying. This interface between the world of work and education will also help in changing the attitude of people in general and in creating awareness in society about students with SEN. In order to bring about effective liaising between the world of work and education, the curriculum should be in proper harmony with the demands and needs of the industry. In other words, the mainstream school curriculum should provide the facility of vocational streaming. Students with SEN at the secondary and senior secondary level of schooling can be properly guided for a particular vocation in accordance with their abilities, aptitudes, and interest. The training required should be arranged as far as possible within the school compound or at a centre near the place of residence. The monitoring, follow-up, funding, and evaluation of the training should be the joint responsibility of the immediate family, the institution, government personnel, the NGOs, and the Panchayats.

5.3. Children With Cognition And Learning Difficulties

The category of Cognition and Learning difficulties is one of the four broad areas of need in the Special educational needs and disability. Learning difficulties maybe required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD) where children are likely to have Specific learning difficulties (SpLD), *affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.*

 Children with cognition and learning difficulties may have: low levels of attainment across the board in all forms of assessment, difficulty in acquiring skills (notably in literacy and numeracy) on which much other learning in school depends; difficulty in dealing with abstract ideas and generalizing from experience and a range of associated difficulties, notably in speech and language (particularly for younger children) and in social and emotional development.

Specific Learning Difficulties (SpLD)

Specific Learning Difficulties (SpLD) is an umbrella term which emphasises the differences that pupils display across their learning. Pupils with SpLD may have a particular difficulty in learning to read, write, spell or manipulate numbers so that their performance in these areas is below their performance in other areas. Pupils may also have difficulties with short-term memory, organizational skills, visual processing and coordination. Pupils with SpLD cover the whole ability range and the severity of their impairment varies widely. The difference in 'Learning Difficulties' and 'Specific Learning Difficulties' is that the term 'Learning Difficulties' is generally applied to people with global (as opposed to specific) difficulties, indicating an overall impairment of intellect and function.

Examples of specific learning difficulties are: Dyslexia, Dyspraxia/DCD, and Dyscalculia.

Dyslexia The description of dyslexia adopted in the report is as follows:

 'Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling.

 Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed.

 Dyslexia occurs across the range of intellectual abilities.

 It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points.

☐ Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal organization, but these are not, by themselves, markers of dyslexia.

☐ A good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual responds or has responded to well founded intervention.'

In addition to these characteristics, the BDA acknowledges the visual and auditory processing difficulties that some individuals with dyslexia can experience, and points out those dyslexic readers can show a combination of abilities and difficulties that affect the learning process. Some also have strengths in other areas, such as design, problem solving, creative skills, interactive skills and oral skills.

As a working definition, The British Psychological Society emphasises the need for a staged assessment process to take place. 'Dyslexia is evident when accurate and fluent word reading and/or spelling develop very incompletely or with great difficulty. This focuses on literacy learning at the 'word level' and implies that the problem is severe and persistent despite appropriate learning opportunities. It provides the basis for a staged process of assessment through teaching.' (BPS 1999)

Pupils with dyslexia may learn readily in some areas of the curriculum but have a marked and persistent difficulty in acquiring accuracy or fluency in learning to read, write and spell. Pupils may have difficulties in concentration and organisation and in remembering sequences of words. They may mispronounce common words or reverse letters and sounds in words.

Dyspraxia

Dyspraxia, a form of developmental coordination disorder (DCD) is a common disorder affecting fine and/or gross motor coordination, in children and adults. While DCD is often regarded as an umbrella term to cover motor coordination difficulties, dyspraxia refers to those people who have additional problems planning, organization and carrying out movements in the right order in everyday situations.

Dyspraxia can also affect articulation and speech, perception and thought. Although Dyspraxia may occur in isolation, it frequently coexists with other conditions such as Attention Deficit Hyperactive Disorder (ADHD), Dyslexia, language disorders and social, emotional and behavioral impairments.

Dyscalculia

Dyscalculia: is a difficulty in understanding maths concepts and symbols. It is characterized by an inability to understand simple number concepts and to master basic numeracy skills. There are likely to be difficulties dealing with numbers at very elementary levels; this includes learning number facts and procedures, telling the time, time keeping, understanding quantity, prices and money.

5.4. Behavioral, Social Emotional Problems

These aspects may include heightened awareness, anxiety, perfectionism, stress, issues with peer relationships, and concerns with identity and fit. Parents, adults, and caregivers in their lives need to stay in tune with their specific child's needs, and help shape a strong framework for social-emotional health.

The mood disorder types are: major depressive, bipolar, seasonal affective, cyclothymic, dysthymic, premenstrual dys phoric, disruptive mood dysregulation and depression caused by a physical illness. Some anxiety disorder types are: panic, social anxiety, phobia and generalized anxiety.

As you talk to your child about his social and emotional challenges, here are some good things to keep in mind.

  ➢ Balance the negative and the positive. ...
  ➢ Be specific about inappropriate behavior. ...
  ➢ Don't be dismissive. .
  ➢ Respond calmly to an explosive child. ...
  ➢ Put anxiety in perspective. ...
  ➢ Put a positive spin on social struggles.

5.5 .Speech Communication and Interaction Problems

Definition

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

5.5.1Different forms of communication and interaction difficulties

Children and young people may have difficulty with:

  ➢ Receptive Language
  ➢ Difficulty in understanding and processing language
  ➢ Expressive Language
  ➢ Difficulty with the use of spoken language or nonverbal communication
  ➢ Pragmatic/social communication
  ➢ Difficulty with social interaction, social cognition, and pragmatics.
  ➢ Speech sound difficulty

> Difficulty with phonological skills or articulation skills. The difficulty may not be restricted to one area and may be demonstrated at different levels.

Difficulties children/young people may experience

Difficulty	Child/young person shows difficulty in:	Child/young person may show or have:
Receptive Language Difficulty	Listening Attention skills Understanding spoken language	Lack of interest in lessons Negative/disruptive behaviour
Expressive Language Difficulty	Conveying information in speech Writing Sign language or gestures	Not use correct grammar May produce very short phrases and sentences May have a small vocabulary May have limited eye contact Limited natural gestures Limited facial expressions
Pragmatic/Social Communication Difficulty	Use of social language and social rules of conversation Making and maintaining friendships Understanding of others feelings/emotions Inference Using non-verbal communication such as eye contact or facial expressions Sensory integration Staying on topic in conversations	Lack of interaction in lessons Lack of interest in peers
Speech Sound Difficulty	Co-ordination of the tongue, lips and palate Hearing	A family history of difficulties Delayed language development

		Additional diagnosed difficulties e.g. Developmental Verbal Dyspraxia, Down Syndrome etc.

5.6 Sensory and Physical Difficulties

Definition

Sensory needs, which can be hearing loss and/or visual impairment or sensory processing difficulties and physical difficulties, can occur for a variety of reasons, e.g. congenital conditions (some progressive), injury or disease. The important consideration in this area is the degree to which the difficulties impact on a child's or young person's ability to access educational opportunities.

5.6.1. Different forms of Sensory and Physical Difficulties

Hearing Loss

Hearing loss can be sensory neural, conductive or mixed. The levels of hearing loss are mild, moderate, severe or profound. (Pl. Refer Unit – 1 of this paper)

Vision Loss

Visual impairment is an eye condition that cannot be fully corrected by glasses or contact lenses

The levels of vision are mild, moderate, severe or profound. For medical definitions see EHC Criteria below.(Pl. Refer unit – 1 of this Paper)

Multisensory Impairment/ Deaf Blindness

Multisensory impairment occurs when there is a hearing loss and visual impairment, which are both educationally significant although they may be at different levels.(pl. Refer in Unit -1 of this paper)

Sensory Processing Difficulty

Our bodies and the environment send our brain information through our senses. We process and organize this information so that we feel comfortable and secure. When a child has difficulty coping with these demands, they may have sensory processing difficulties.

A child may be under-sensitive or over-sensitive in the 5 areas:

- Proprioception
- Vestibular
- Auditory
- Oral Sensory
- Tactile

Physical Difficulty

Physical/medical injures can be for a variety of reasons, eg. congenital conditions (some progressive), injury or disease.

A child with a physical difficulty may have a diagnosed medical condition which affects them physically. There may be an undiagnosed condition where the child presents with delayed development or impairment with their physical ability and/or presentation.

There are some more specific areas that you can look to gather evidence about. The table that follows provides some indications that you might look for that would be helpful to a professional seeking to make a diagnosis of a specific sensory or physical difficulty

Indications of a sensory or physical difficulty

Difficulty	Indications
Hearing loss	**Medical diagnosis of educationally significant hearing loss** **Not making expected progress** **Greater difficulty with language rich subjects, especially phonics** **Social relationships suffer.**
visual impairment	**Medical diagnosis of educationally significant visual impairment** **Not making expected progress** **Social relationships suffer** **Clumsy.**
Sensory processing difficulty	**Not making expected progress** **Sensory processing difficulties may make it difficult for the child to engage in educational, functional and play activities and peer relationship development.**
Physical	**Not making expected progress** **Poor self esteem & independence** **Difficulty recording information**

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	Reluctance to write Behaviour – challenging or withdrawing Frequent trips/falls.

Let us Sum up :

A developmental delay is more than being "a little behind" in one area of development. The teachers can accomplish a great deal by managing   the learning   environment proactively to prevent behavior problems and   the teachers   need to identify the characteristics, social ,emotional , speech , communication   problems   in   of Developmental delayed Children

Unit End Exercises

1. Explain what the different forms communication and interaction difficulties are.
2. What is content   modification?
3 . Describe the characteristics of Children with specific Learning Disability.

UNIT 6: PREPARING FOR INCLUSION

INTRODUCTION

Every child is the concern of its nation. They are the future citizens of the country. Development of a nation calls for the contribution of individual citizens. For this the nation is concerned with the health, happiness, achievement, contribution, safety and success of all the children. The Right of Children to Free and Compulsory Education Act (RTE Act 2009) is one of the very recent steps towards achieving this goal. Our contribution as teachers is crucial in fulfilling this national

Mission. In this process, our active participation to empower every student irrespective of his or her diversity is important. Diversity among learners could be with reference to their learning abilities, socio economic backgrounds, cultural variations or even emotional behavioral characteristics. The system of education calls for providing equal opportunity to every child for optimal development.

"Inclusive Education "has emerged as a guiding principle to envisage this vision. Very encouraging and positive move indeed! In this unit, first we shall learn what inclusive education is. Once we know this, we shall understand why we are expected to practice this and the factors which affect the process. Let us try to understand our role as teacher in creating such a classroom. Finally let us have a clear idea as to who are the children struggling to adjust in the classroom.

While we go through the unit, at every stage we shall analyze our roles to suit the needs of children with diverse needs. I am sure by the time we go through the unit completely we begin to realize the pleasures of rising to the occasion to contribute to fulfill the national mission.

LEARNING OBJECTIVES

After Studying this Unit, you will be able to
- Explain what is Inclusive Education
- Nature and concept of Inclusive education
- Differentiate between integrated education and inclusive education
- Preparing the Inclusive classroom
- Discuss Role of multiple stake holders in Inclusion
- Learn Preparing Indivividual family service programme.

6.1. What Is Inclusion ,Difference Betwwen Inclusion And Integration____

Inclusion means that all people, regardless of their abilities, disabilities, or health care needs, have the right to: Be respected and appreciated as valuable members of their communities.

Inclusion is seen as a universal human right. The aim of inclusion is to embrace all people irrespective of race, gender, disability, medical or other need. It is about giving equal access and opportunities and getting rid of discrimination and intolerance (removal of barriers). It affects all aspects of public life. Inclusive design is about making places that everyone can use. The way places are designed affects our ability to move, see, hear and communicate effectively.

Inclusive design aims to remove the barriers that create undue effort and separation. It enables everyone to participate equally, confidently and independently in everyday activities.

6.1.1.Concept of Inclusive Education

According to National Commission of special needs in education and training (NCSNET), Inclusive education is define as a learning environment that promotes the full personal, academic and professional development of all learners irrespective of race, class, gender, disability, religion, sexual preference, learning styles and language.

Inclusive education helps the development of children in different ways. Students With specific challenges, make gains in physical, cognitive and social development and motor skills. They do well when the general environment is adjusted to meet their needs. Children in the schools develop higher levels of tolerance for people with diversities in general and those who are disadvantaged. When we exclude children from the education system, there begins a demarcation in the society. It is very difficult to include them in the later stages for any purpose in the community. Thus, inclusive education lays the foundation to an inclusive society accepting, respecting and celebrating diversity *(MHRD, 2005)*.

6.1.2.Differnce Between Inclusive And Integrated Education

• Inclusive education can help break the cycle of poverty and exclusion Over the years the term 'Inclusive Education' has come to replace the term 'Integrated Education'. Many people working in the field of education consider these two terms to be meaning the same thing. They understand it as only a change in terminology. However, the term inclusive education means much more than integrated education. Integration and mainstreaming are the terms used over the years to denote the shift to stop the

segregation of children with disability for the purpose of education. Inclusive education is a very broad term that calls to stop the segregation of children for the purpose of education. Let us understand these terms clearly.

Difference between integrated and inclusive education

Integrated Education	Inclusive Education
Placement for children with disabilities in the regular school.	In addition to children with disabilities, other children who are at risk for education also should find a place in the neighborhood school.
No segregation of children with disabilities	No segregation of children with disabilities, children who are socially, economically, culturally and linguistically disadvantaged
Students are expected to suit the existing education system	The education system will make suitable modifications to suit the needs of children
For additional support the child is placed in a resource room	All the required support will be made available to the students in the regular classroom
The inadequacies of the students are highlighted	Students are never made to feel inadequate as curricular and co curricular activities are modified to the requirement of the specific

The uniqueness of Indian society is its "unity in diversity". Education system of a country functions in line with the social system, in the process of development and progress, the diversity is seen much more than unity. Hierarchies of castes, economic status, gender relations, uneven urban expansion have created an artificial hurdle for access to education to all. Now national international agencies are committed to extending education to the marginalized groups in the society as a matter of right under the broad umbrella of inclusive education. In spite of the growing diversity, we have to prove our unity right from the classroom.

6.2. Preparing An Inclusive Classroom

There are two aspects that school should provide in order to run an inclusive school namely physical characteristics and physiological characteristics. Components include in physical characteristics are facilities and infrastructures; teachers and staff,

schools and classrooms physical setting; and various educational documents such as curriculum and school policies related to the implementation of inclusion at school.

Physiological characteristics associated to the establishment of positive social and emotional atmospheres including creating and maintaining positive interaction between school communities; generating teachers, staff and students' positive attitudes toward students with disabilities and inclusion; and developing school policies related to positive behaviors.

6.2.1. Physical Characteristics:

A) Facilities and Infrastructures

Facilities and infrastructures play an important role in serving special needs students in inclusive school because they give accessibility for special needs students. Facilities and infrastructures provided by the School should be aligned to the needs of the students. For example, students with visual impairment may need guide blocks and specific signs to indicate rooms and other facilities; students with hearing impairment need some visual signs, students with physical disabilities need ramps and spacious room in order to make them move freely. Students with attention deficit disorder may need less distraction and students with autism may need well-organized classroom.

According to Lore man, Deppeler, & Harvey (2005), several things to consider related to facilities and infrastructures in inclusive school are:

- ➢ Ramps where there are steps
- ➢ Width and positioning of door and doorways, opening and closing speed
- ➢ Arrangement of furniture
- ➢ Classroom clutter such as games, bags, rugs, toys, sporting equipment
- ➢ Table, bench and shelf height
- ➢ Lighting
- ➢ Unobscures lines of vision
- ➢ Distraction
- ➢ Access to sinks and other specialized classroom equipment
- ➢ Access to drinking fountains
- ➢ Access to other areas of the school such as other building, sporting fields, playground
- ➢ The visibility of hazards

B.Classroom Physical setting:

The place where we live has to be suitable in all respects. If a child in the school has a problem in moving from one place to another, the places may be changed to suit the need of the child. The classroom from the upstairs has to be changed to the downstairs if a child cannot climb the stairs. The classroom in the distant corner can

be changed close to the main entrance if a child finds it difficult or takes enormous time to reach the room.

The space inside the classroom is another important aspect to pay attention to. The arrangement of the furniture should not obstruct children to move inside. The seating arrangement has to be made considering the requirement of children. A child having hearing impairment can be given the place in the first row preferably in the centre. A child requiring the teacher's attention has to be seated in a place, which is easily accessible to the teacher. The child who has difficulty

seeing in bright light has to be seated in a place where direct light is not falling on the face. The source of noise inside and outside the classroom has to be controlled. A student getting distracted easily must be given a place away from the corridor, window and door. The noise making furniture can be fitted with rubber bush. As much as possible, natural light and air has to be utilized. Fan and light disturb some children. The flipping of charts creates unnecessary noise, which has to be controlled sticking them to the wall.

Above all keeping the surrounding clean and organized is very important. Our role as teachers is vital in maintaining this. On rotation, children can take the responsibility of cleaning and arranging the classroom. Wall hangings / charts must be displayed with good planning and taste. The cleanliness and orderliness of the room prepares the students to learn.

C. Teacher and Staff:

Teacher and staff play significant roles in making the inclusion succeed. In order to be able to work with special needs students, teacher and staff need to be equipped with relevant and professional competencies. Inclusive school may need special needs education teachers and for specifics special needs students, school may need Para educators.

6.2.2curricular Adaptations

A good curriculum should provide knowledge, skills and values that impacts the students at National and International levels of understanding. When we talk of Special Education, it is time to look beyond just ensuring access to education as an end point, and focus on improving the quality of education .A good curriculums the key to achieving quality in education. Educational reforms is not just the concern of the teacher alone, but also the policy makers, media and the citizens as such, because education makes us the kind of citizens that we are.Curriculumdecisions are founded on the beliefs and values regarding the purpose of education and the benefits of its outcome. Every curriculum aims at realizing the fullest potentials of the students and helping them become productive and contributing members of the society. When we look at children with disabilities, their abilities and needs are varied, demanding

adaptation in curricular content and transaction without compromising on the objectives and learning outcomes.

Need for curricular adaptation

"Curriculum development is the deliberate process whereby an individual or a team identifies educational aims and objectives for particular learners, designs an appropriate curriculum, implements curriculum with the learners and improves it in the light of an evaluation of its effects and effectiveness"

Modifications refer to changes in the content or standards itself. For example, modification may mean less content to learn, substitution of content with another, different objectives to achieve or different evaluation pattern. A student who is deaf and is allowed to substitute second language with another work experience or a different course is a modification in curriculum.

Curricular Adaptation - Omission, Substitution, Expansion:

We have discussed that curricular adaptation demands accommodation and modification. This involves various sub steps including modification, substitution or omission of content depending on the need. Let us see this in detail.

Omission refers to removal of certain content areas from the curriculum. For example, the boards of education in central and state levels have made concessions for students with disabilities. As we have the three-language policy in education in our country which includes the medium of instruction, second language and third language in the curriculum, students with hearing impairment and those with specific learning disabilities have difficulty learning all the three languages.

The Boards of secondary education has permitted them to drop a language. Such children need not do the third language.

There are also lessons within the curriculum, which are omitted such as colourconcepts for blind children or music for deaf children.

Substitution of content area is carried out when one content area is replaced by another. In the example under omission, we saw that second language is omitted for deaf children. In some boards of education, a subject involving computer application, work experience and so on replaces it. This is substitution of the content.

For children with motor disabilities, physical education is substituted by physiotherapy or any other suitable co curricular activity like music.

Expansion is elaborating the curriculum content to help the child understand the concept. Let us consider teaching the content area in math that involves money concept to a child with mental retardation. While all other children in the class may do the sum written in their note book, the child with mental retardation may need concrete examples with real money and shopping experience to understand the concept better. Here, the teacher expands the content to give him the real life experience and then follow up with the work sheets involving sums on money
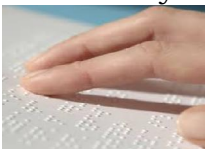
concept.

6.2.3.Special Equipment

The following special equipments are required for children with disabilities in an Inclusive classroom.

Assistive Teaching Aids and Adaptations Other Adaptations

Physical Disabilities

➢ Grip handles. ➢ Modify writing material using paperclips etc. To hold the paper whilewriting. ➢ Broaden space between lines, forwriting. ➢ Large felt-tip pen or modified pens/pencils/ colour pencils. ➢ Weighted bracelets. ➢ Broad spaces between lines. ➢ Reading stand. ➢ Adapt text book to help turn pages	➢ Communication boards. ➢ Audio tapes, adapted computer technology. ➢ Assistive Technology ➢ Proper positioning and eatingarrangement. ➢ Levelling of all areas of schoolwith ramps. ➢ Classrooms library, labs etc. on theground floor. ➢ Raised edges of the tray or the tableCarbon paper.

Visual Impairment

➢ Raised fonts. ➢ Models/ 3D models. ➢ Tactile graph sheet . ➢ Real life objects. ➢ Real life experiences/ practical work ➢ Braille. ➢ Tactile / embossed materials. ➢ Smell, taste, feel. o Abacus, Magnifiers. ➢ Refreshable Braille Displayer. ➢ Provide carbon or Xerox copy of notes. ➢ Bold/ highlight lines for ease of writing. ➢ Assistive Technology ➢ Sign language, lip reading ➢ Use pictures ➢ Sight words/ Flash cards of words/	➢ Demonstrations by 'Hand over hand'. ➢ Electronic text. ➢ Audio formats. ➢ Verbal descriptions ➢ Large Print. ➢ Use contrast. ➢ Books on tape. ➢ Writing Slates, Stylus, Braillers, ➢ Taylor Frame. ➢ Geometrical Kit.

➢ pictures ➢ Real objects, real experiences ➢ Mind mapping ➢ Write key points on the board or chart. ➢ Highlighting text/ key words ➢ Use of visual supplements (projected ➢ materials, whiteboard, charts, ➢ vocabulary lists, lecture outlines) ➢ Amplification & Assistive Devices, ➢ Captioning or scripts for announcements ➢ or videos. ➢ Assistive Technology	

Speech and Language Disorders

➢ Language skills.
➢ Pictures or written cues can be used
➢ to prompt the student to use a longer
➢ Utterance or initiate a phrase within a specific situation or activity.
➢ Sorting and grouping, similarities And differences to increase Vocabulary.
➢ Use pre-planning strategies for oral and written tasks. Talk out the
➢ Student's story or ideas first.
➢ Then help the student organize thoughts by creating a task outline.
➢ Use visuals, symbols or photos to help students organize and
➢ Communicate their thoughts.
➢ Include visuals (e.g., photos,
➢ Illustrations, symbols) when giving Instructions.
➢ Use natural gestures to give students
➢ added cues about what you want them to do.
➢ Cues and routines.
➢ Assistive Technologies

Hearing Impairment

➢ Sign language, lip reading
➢ Use pictures
➢ Sight words/ Flash cards of words/
➢ pictures
➢ Real objects, real experiences
➢ Mind mapping
➢ Write key points on the board or chart.
➢ Highlighting text/ key words
➢ Use of visual supplements (projected
➢ materials, whiteboard, charts,

- vocabulary lists, lecture outlines)
- Amplification & Assistive Devices,
- Captioning or scripts for announcementsor videos.
- Assistive Technology

Intellectual disability	Specific Learning Disabitiy
➢ Objects, pictures. ➢ Sight words/ Flash cards of words/ ➢ pictures. ➢ Colour coding. ➢ Tactile materials. ➢ Adapted worksheets. ➢ Verbal descriptions. ➢ Models. ➢ Real life objects. Mind mapping. ➢ Multisensory approach. ➢ Real life experiences/ practical work. ➢ Provide an outline of what is to be ➢ taught. ➢ Assistive Technology	➢ Visual or multisensory materials. ➢ Real life experiences/ practical work. ➢ Mnemonic aids/devices. ➢ Sight words. ➢ Mind mapping. ➢ Overhead/outline for desk use. ➢ Taped textbooks, highlighted textbooks. ➢ Adapted worksheets. ➢ Bold/ highlight lines for ease of writing. ➢ Colour coding. ➢ Large print material. ➢ Word processor/spell study ➢ sheets/summary sheets/outlines of most ➢ Important facts, vocabulary. Multiplication cards, calculator. Highlight areas where they should write. Assistive Technology (Taped lectures) .

6.3 .Developing Individual Education Plans

Individualized Education Plan (IEP)

Individual education planning (IEP) is the process whereby teachers, support personnel, and parents work together as a team to meet the needs of individual students who require a range of supports. The team develops outcomes or goals based on a student's current needs and skills, and writes the plan for the school year in the student's IEP. The written plan is called an IEP.

Who Needs an IEP

All teachers are encouraged to consider the potential benefits of individual education planning for a wide range of students with very different needs. Most IEPs are written for students who need support for behavioral and learning or cognitive skills. An IEP will be developed when parents and staff together decide that this is the best way to

meet a student's special needs. An IEP must be developed for a student who needs course modifications (M designation) or individualized programming.

Purpose of an IEP:

The purpose of an IEP is to provide a plan to help a student meet individual outcomes or goals beyond his or her current skills. For this reason, an understanding of what a student can and cannot do is essential to the individual education planning process. Each IEP is individual to the student for whom it is designed. As members of the IEP team, parents should be part of the individual planning process and sign the IEP for their child.

Components of an IEP

All IEPs, regardless of the individual needs of a student, contain certain essential components:

- student identification and background information current levels of performance that reflect team
- consensus on the student's abilities and needs
- student-specific outcomes or goals
- performance objectives
- teaching methods, materials, and strategies
- the names of team members who will implement the IEP, and the setting(s)
- where it will be implemented
- plans and timelines for evaluation and review stages

Stages of Developing an IEP

Developing an IEP involves the following four stages:

- gathering and sharing information
- setting direction
- developing and writing the IEP
- implementing and reviewing the IEP

These stages may occur in different sequences or may be worked on simultaneously, depending on the individual needs of the student. As parents and as members of your child's team, you can be actively involved in all stages of the IEP-development process.

Stage 1: Gathering and Sharing Information:

You are a source of valuable information in the initial stages of developing and setting the direction of the IEP for your child. You can provide information about your child in areas such as the following:

- aspirations and goals for your child personality traits
- interests, talents, and desires
- strengths and needs
- family and educational history that affects your child's present
- learning situation
- current medical history and health care needs

Stage 2: Setting Direction: Choosing priorities helps the team focus on what is most important for your child to learn each school year. At this stage, the team establishes these priorities based on all the information that has been gathered so far. To determine priorities, the team needs to do the following:

- List your child's learning needs.
- Rank your child's learning needs in order of importance.
- Select your child's most important learning needs for the school year.

Stage 3: Developing and Writing the IEP:

As part of your child's team, you can offer ideas and information for the development of student- specific outcomes. These outcomes or goals usually indicate what the student might accomplish in a specific area in a determined amount of time during the school year. They are often written according to subject areas (e.g., language arts, mathematics) or planning domains (e.g., communication, self- help, functional, academic, social, behavioural, fine and gross motor skills).

Stage 4: Implementing and Reviewing the IEP:

At this stage of the IEP development process, the team members review the student-specific outcomes and decide how they will know when the student has met the goals. Teaching and assessment strategies are put into practice. At this time the team reviews the content of the IEP in relation to the student's timetable (either classroom or individual) to make sure that the IEP is being carried out daily.

The team will decide how often it is necessary to meet throughout the school year. During review meetings, your child's progress within the IEP is discussed, and possible changes to the plan are considered. It is important for you to attend these

meetings so that you can discuss your child's progress and be part of the planning for next steps. At least once a year, usually in the late spring, the team will review the IEP and plan for the following school year. An IEP is written for the next school year using the information gathered from the current school year.

Promoting Successful IEPs

The IEPs that are most effective in promoting student learning involve parents as active and equal team members in planning and implementation are working documents, linked to daily planning and activities identify clearly who is responsible for teaching a student on a daily basis and for gathering information about progress are 'living' documents, changed to reflect a student's circumstances and progress link clinician and consultant reports and recommendations to daily programming.

6.4 Evolving Peer Support For Children With Special Needs

 Inclusive schools promote respectful and supportive relationships, avoid the bullying epidemic, and build the attributes of positive peer-to-peer interactions. Due to the current state of our national economy and shrinking education budgets, schools and businesses alike are striving for both efficient and effective ways to maximize resources. One very powerful resource that is often over-looked underutilized and perhaps not well understood is literally right in front of us: peers supports. .

Peer support is a strategy that involves placing students in pairs or in small groups to participate in learning activities that support academic instruction and social skills. This instructional approach does not require additional staff or extra funding. It is a research-based methodology that yields positive results related to student achievement and a sense of "belonging" over the course with disabilities in the general education setting. However, each of these models require upfront planning that includes selecting the right type of strategy, utilizing it at the right time with perhaps individualized outcomes all aligned with the lesson goals.

Collaborative Learning – An instructional strategy used to reinforce skills taught by the teacher. This teaching method allows time for practice, review, and opportunities for students of time. Peer supports provide teachers with a learning tool to enhance instruction for students with and without disabilities.

The following are the innovative ways that peer supports can be used to meet the instructional and social needs of students to use higher-level thinking skills.
- **Cross-Age Peer Support** is another strategy that assists with the learning in the general education setting. This approach typically involves older students, usually

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high school age, who provide instructional support for elementary or secondary students.

- **Peer modeling** is another support that can be used to help students learn academic, processes and classroom routines. It also provides the classroom teacher opportunities to use peers to assist with instruction, clarifying directions and give social reminders with little or no disruption to the lesson cycle. It is an excellent way for peers to provide appropriate behavioral models of students who need to improve their social skills.

Benefits of inclusion and peer supports for the student with a disability.

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Benefits for Students with Disabilities

- Friendships
- Increased social initiations, relationships and networks
- Peer role models for academic, social and behavior skills
- Increased achievement of IEP goals
- Greater access to general curriculum
- Enhanced skill acquisition and generalization
- Increased inclusion in future environments
- Greater opportunities for interactions
- Higher expectations
- Increased school staff collaboration
- Increased parent participation
- Families are more integrated into community

Benefits of Inclusion for Students without Disabilities

- Meaningful friendships
- Increased appreciation and acceptance of individual differences
- Increased understanding and acceptance of diversity
- Respect for all people
- Prepares all students for adult life in an inclusive society
- Opportunities to master activities by practicing and teaching others
- Greater academic outcomes
- All students needs are better met, greater resources for everyone.

The power of peers as shown here has a cumulative effect, which makes issues such a bullying incompatible. Rather, we have peers helping peers become more integrated into the school culture.

6.5 Working With Multiple Stake Holders

Stakeholders for disability Inclusion:

In order to include the perspectives of persons with disabilities throughout the Education system it is crucial to understand and involve the stakeholders concerned.

From national to local government, and from private to public spheres, stakeholders for disability inclusion include the following:

Stakeholders are:-

- **Administrators,**
- Students,
- Organization,
- Advocacy Groups, Media Outlets Cultural Institutions ,Parents Teachers Organizations Academic , Local Businessman,Teachers Special Educator,
- Genera lEducator /Resource Teachers
- Shadow Teachers
- Family
- Community
- Parents
- Peers
- Headmaster
- State Representatives

Responsibilitiesofstakeholders
Teachers Responsibilities / Special Educators

Early Identification Using Multiple techniques Developing an Individualized education programs (IEPs)Designing appropriate curriculum Working with regular teachers General Educator Peer collaboration Peer Coaching Team Teaching Teacher Mentors

Family Responsibilities

- Dealing with negative attitude

- The family as a source of love and solidarity.

- The family as a teacher of the disabled

- Responsibility of early identification and intervention .

- Communicating with the child with special needs.

Responsibilities of Parents

- Encourage the child educate their children at home

- Discuss about the child performance with the class teacher .

- Be aware of school policies, programs, rules and routines

- Be informed and involved in education decisions that effect their children..

Responsibilities of Community

Adequate support to families member Motivating to promote girls' access to education Involved in the decision making process Community should motivate the parents for promoting the inclusive education Community should take steps to make an unity in the surrounding..

Responsibilities of Peers

-
  Peer should respect for all people Peers should do the work with groups

- Peer should developed friendly attitude with all

- Peer should be understanding and acceptance of diversities Peer should create a greater opportunities for integration..

Responsibilities of Headmaster/Head of the Institution

Selecting special education staff Ensure that all students benefits from inclusion Recognizing the extra support needs of special needs Supporting the school responsibilities for education of all students.

Responsibilities of State Educational Representatives

National Institutes, NCERT, SCERTs, DIETS, NGOs

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6.6 Providing Individual Family Support Plans
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Children with disabilities are entitled to receive a free, appropriate public education (FAPE) under the Individuals with Disabilities Education Act (IDEA). Part of IDEA is Early Intervention which is a program that each state administers to guarantee children a FAPE. If your child has not yet reached his third birthday and he qualifies for EI services, he will have an individualized family service plan (IFSP).

Individual Family Service Programme(IFSP)

The IFSP is a written treatment plan that maps out the EI services your child will receive, as well as how and when these services will be administered. It details your child's current levels of functioning, specific needs and goals for treatment (referred to as outcomes).

The IFSP takes a family-based approach to services, due to the central concept that supporting a child's family lends itself to supporting the child. This means that the IFSP is developed with input from the child's entire family, and it includes features that are designed to support the entire family.

Although IDEA is a federal law, each state implements its own EI programs. Specific regulations and procedures vary from state to state; the required time frames for implementing the IFSP can differ, for example. Check with the state education agency for more information on state-specific procedures regarding the IFSP.

6.6.1. Devlopment of IFSP

Once your child is deemed eligible for services under your state's EI criteria, an IFSP team will meet to develop the treatment plan. The compositions of IFSP teams vary, depending on the child's specific needs. For example, the team might include a psychiatrist, neurologist, occupational therapist (OT), physical therapist (PT), speech-language pathologist (SLP) or other professionals.

Other family members are important members of the IFSP team because you understand your child and his or her needs best. A family advocate and a service coordinator from the EI program may also be present at the IFSP meeting. The timeline for development for an IFSP is 30 days from the determination of eligibility.

6.6.2.Preparation of IFSP

Before the IFSP can be written, the team must gather all relevant information. The evaluations that your child underwent will be immensely helpful in this process. In addition, you and other family members will likely be questioned about the daily routines of the household, the challenges that the child faces and the family's goals for the child's development.

The family should also communicate the challenges that it faces as a whole. For example, tell the IFSP team about issues such as childcare, a need for transportation to services and any training that might benefit the family.

Throughout the entire Early Intervention process, keep comprehensive written records. Brainstorm with your family members about the child's challenges and goals for his or her development, and take notes during your conversation. Bring these notes and a list of questions to IFSP meetings, and be sure to take plenty of notes or use a voice recorder during these meetings.

Many parents create large binders filled with meeting notes, progress reports and notes about how the IFSP might be improved. For instance, whenever you take a phone call from a member of the IFSP team, make a note of the date, the person you talked to and the subject matter discussed. If a member of the IFSP team suggests that your child might benefit from a certain service or from extended services, have that person put it in writing and provide you with a copy. These records will be critical should a dispute ever arise.

What are the Components of the IFSP?

Every IFSP must contain certain key components. Check with the appropriate education agency for state-specific guidelines. Elements that are found in IFSPs in any state include:

People and Organizations Involved: The IFSP will list the name of the EI service coordinator who is working with the family. It may list the professionals who will provide services, as well as the organizations or people who are responsible for paying for services.

Current Levels of Functioning: The IFSP will spell out child's current levels of functioning. This might include any medical conditions he or she has and the results from vision and hearing exams. It might also include cognitive assessments, and information on the child's communication abilities and social development.

Family Information: Information about the family is an important component of the IFSP. This might include details about family's priorities, concerns and the strengths and needs of the family and child.

Services: The specific services that the child will receive will be listed in detail. For example, the family's IFSP might state that Rohan is to receive speech therapy for aphaxia with Miss XYZ in one-hour sessions twice per week. If the family believe that the child requires additional help, negotiate for additional sessions or longer sessions. If the IFSP team resists this, parent may consider having the child evaluated by an independent professional who can provide a written opinion regarding the child's needs.

Outcomes: Outcomes, or goals, are a critical component of the IFSP. They must be relevant, specific and measurable. These are not achievement goals for the child's entire life; rather, they are short-term goals. The services that are provided will work toward these outcomes. Here are some examples of IFSP outcomes:

- Rohan will grip his sippy cup, raise it to his mouth and drink without assistance.
- Rohan will use his picture exchange communication system (PECS) to communicate his desires for food, drink, potty and naptime.
- Rohan will articulate the "b" sound in the initial position (at the beginning of a word).

The IFSP team must meet to review the treatment plan every six months. The purpose is to determine whether updates, such as new outcomes, are needed. Parent may request an additional review at any time if thay feel the IFSP is not serving the child's best interests, or if there has been a major change or event in the child's life (such as hospitalization).

Prior to child's third birthday, the IFSP team will meet to form a transition plan. It may be determined that the child has progressed to the point at which he or she is no longer eligible for services. If he or she still needs help, a plan will be developed to transition into an individualized education program (IEP) upon the child's third birthday.

6.7. Conclusion

The nation is committed to provide equal opportunity to every child for optimal development. "Inclusive Education" has emerged as a guiding principle to envisage this vision. The focus of the teacher has to be on a practice in school to respond to the diversity of students. The term integration was used to describe the participation of children with disabilities in the educational programmeexisting for all the children. Integration prepares for the implementation of inclusion. Inclusion focuses upon changes within the system than changing a child. Diversity among the learners, preparedness of the teachers, Teachers have to be geared up to take major role in creating an inclusive classroom.

Children with disability, children who are gifted and creative, children belongingto minority community and economic deprivation are the ones who faceproblemsin schools. Their learning needs have to be addressed in the classroom by making use of appropriate materials and with simple management techniques.

Check Your Progress

1. Differentiate between Integrated education, Inclusive education .
2. Explain the importance of curriculum Adaptation .
3. Select one case and prepare Individualized family service plan.

UNIT- 7: INCLUSIVE PRACTICES

INTRODUCTION

"The new challenge to inclusive education is to meet the needs of all children with and without disability in the general classroom. "...one of the determinant factors refers to attitudes of the community towards persons with disabilities and inclusion. A limited understanding of the concept of disability, negative attitude towards persons with disabilities. Generally, according to professor Tirusew, the challenge towards inclusive education could emanate from different directions such as attitudinal factors, resistance to change, rigid school systems and learning environment, lack of clear educational strategies, lack of instructional and learning materials and inadequate budget.

LEARNING OBJECTIVES

After Studying this Unit, you will be able to ...
- Explain what is Inclusion ,Social inclusion, Gender inclusion
- Learn need and importance of inclusive education
- Differentiate between integrated and Inclusive education
- Understands exemplar activities to promote gender Equity.
- Identify the children at risk for inclusive education
- Describe the role of teachers in ensuring inclusiveness in the classroom and school

7.1 Inclusion – Social, Economic and Gender

Inclusive education does away with the practice of segregating students with learning and/or physical challenges from the rest of the student body. While the practice of inclusion places extra demands on students and facility logistics, there are numerous benefits to all students, both disabled and non-disabled.

7.1.1. Gender Inclusion

Definition
Attention to gender is particularly significant in view of the feminization of migration. Gender equality and empowerment of women as well as the active participation of women in political, economic, social and cultural life should be promoted. For women to be able to fully exercise their human rights, gender perspectives have to be mainstreamed in all inclusive urban policies.

Challenges

It is widely recognized that the causes and consequences of international migration differ for men and women depending on gender relations and gender stratification in both the mother and host societies. Norms and values in most societies are still far from being gender neutral and the status of women in general is not yet equal to that of men. International migration often brings to the fore the different ways in which gender differentially determines outcomes for men and women. (United Nations General Assembly, 2006)

Gender mainstreaming is the deliberate consideration of gender in all stages of program and policy planning, implementation and evaluation, with a view to incorporate the impacts of gender at all levels of decision

What we mean by Gender Inclusion

Inclusivity, it, means to be open to everyone, and not limited to certain people. From a gender standpoint, this means that these services, establishments, schools, practitioners, government agencies, etc. are all welcoming of all kids, regardless of their Gender identity and/or expression.

Gender is all around us. It is actually taught to us, from the moment we are born. Gender expectations and messages bombard us constantly. Upbringing, culture, peers, community, media, and religion, are some of the many influences that shape our understanding of this core aspect of identity. How you learned and interacted with gender as a young child directly influences how you view the world today.

Because of its prominence in everyday life, creating gender inclusive environments, in which everyone is welcome, is critical for the success of the children and teens in your lives.

7.1.2. Creation of more gender inclusive environments and communities

To create more gender inclusive environments by providing support, compassion and encouragement to all kids and teens; by teaching them that they matter; by sticking up for them; and by demonstrating support through actively combating gender discrimination.

In order for environments to become truly gender inclusive, it requires all adults and kids of the community to take responsibility for the safety of all children regardless of the clothes they wear, the toys they play with, and other gender expressions.. Moving from the notion of gender as a binary concept to a more expansive understanding of the complex nature of the gender spectrum only occurs with a concerted effort by all adult stakeholders and allies.

7.1.3. Social Inclusion:

Social inclusion is the process of improving the terms on which individuals and groups take part in society—improving the ability, opportunity, and dignity of those disadvantaged on the basis of their identity.

The World Bank Group <u>defines social inclusion</u> as:

1. The process of improving the terms for individuals and groups to take part in society, and

2. The process of improving the ability, opportunity, and dignity of those disadvantaged on the basis of their identity to take part in society.

Social inclusion involves feeling accepted within of our local community and being able to contribute to society in a meaningful way, through participation in mainstream activities and exercising basic rights also played a central role in their relative sense of **social inclusion**. People have opportunities to experience a variety of **social** roles that include friendships, contributing to the community and gaining new skills. Some of the **benefits** of **inclusion** to the person are improved feelings of well-being and self-esteem.

Four main **barriers** were identified: lack of necessary knowledge and skills; role of support staff and service managers; location of house; and community factors such as lack of amenities and attitudes. Participants were able to identify a range of solutions for these **barriers**.

7.1.4. Gender & Social Inclusion related to the Economy

Adam Smith International has long recognized that citizen's needs, rights and roles can differ substantially when it comes to contributing to the economy, society and family livelihoods, whether for gender, class, geographical, ethnicity, (dis)ability or other reasons. If development is to effectively contribute to poverty alleviation, social equality and economic growth, it is fundamental that it is undertaken as inclusively as possible.

Gender and social inclusion is at the heart of all of our economic and governance reform work, as is a commitment to a participatory approach. We recognize that targeting women will not, in itself, address gender equality, but that the views of both men and women must be taken into account. There are inherent dangers stemming from development programmes that reinforce the traditional roles of men and women without harnessing the potential for a transformation of gender relations. This would greatly improve the impact of poverty alleviation programmes, but we also recognize that there are many other forms of social identity beyond gender that influence aperson'scontribution to and experience of economic growth. Our social inclusion and gender experts are renowned for providing fresh, innovative

perspectives that go beyond income to include social risks such as discrimination, unequal distribution of resources and power in households and communities, as well as limited citizenship. They are adept at working in challenging environments and offer a range of services to assist governments and NGOs in turning policy statements on gender and social inclusion into actions that promote equality and inclusive growth.

7.2 NEED AND IMPORTANCE OF INCLUSIVEEDUCATION

Every child has the right to get education. The society needs variety of people for the progress of humanity. Inclusive education becomes important to fulfill this. Let us observe the need for inclusive education from different angles.

Human Rights
  ➢ All children have the right to learn together.
  ➢ No one can discriminate children because of their learning ability and social, economical, cultural and family background.

Education
  ➢ Research shows children do better, academically and socially in inclusive settings.
  ➢ Given commitment and support, inclusive education is a more efficient use of educational resource.

Social
  ➢ All children develop relationships with variety of people around them and this prepares them for life in the mainstream.
  ➢ Inclusion has the potential to reduce fear and build friendship
  ➢ Mutual respect, understanding and compassion increases among the fellow individuals.

Psychological
  ➢ Development of safe and secure feeling in the group
  ➢ Confidence in the individual ability among the diversity

7.3 Exemplar Class Room Activities   For Gender, Caste Class Equity In Different Ecce Programmes

The international development community has placed adolescent girls and secondary schooling at the center of girls' education policy, and has given less attention to gender realities of girls and boys in early childhood.

Policymakers and educators worldwide should not underestimate the importance of early childhood education on the development of deeply engrained gender norms. It is important to consider the cognitive and affective formation of gender identity which develops in early childhood. The types of skills, personality attributes, and career aspirations learned through teacher-child interactions and childhood play can

form [stereotypical masculine and feminine attitudes toward gender roles](#), which develop before adolescence.

Evidence shows that educators need to have gender awareness to [be open to girls' and boys' choices](#) in learning and development, help children explore who they are, and make connections to people around them, as well as gain self-confidence, well-being, peer acceptance, and social support.

Exemplar Gender Equity Activities: (National Council of EducationalResearch and Training, 2013)
a) what is an activity?
Many people believe an activity is a way of learning which involves physical participation of the children, is fun filled like dramatization, rhymes and songs, puppet play, fun games and so on. All these can serve as very good learning activities. The risk is that often these activities get conducted as an activity for activities sake by teachers and therefore, although joyful, may not lead to any learning. It is important to note that a good activity is one which

- Is a part of a well-planned series of experiences identified by the teacher for the child for a particular learning area/areas and not an isolated learning experience.
- Involves participation of each child.
- Leads to 'active thinking' on the part of child.
- May or may not involve physical movement but definitely involves use of mental/cognitive skills, such as solving puzzles or writing one's experiences, reading a book or story and inferring something out of it and referring to a dictionary, etc. are also activities.
- Is challenging enough for the child so as to help him practice and apply his skills and knowledge in a variety of ways, across many situations.
- Enables the child to learn in a joyful and interesting way.

(b) **Cooperative Learning** and Activities based on Cooperative Learning: Cooperative learning is based on the rationale that humans are a group living species and a cohesive group includes both girls and boys. Teachers' role is to essentially equip students with skills to successfully live in their society.
(c) Benefits of cooperative learning:
      • Making and maintaining social interaction between both the genders

,   • Communication competency,

    • Problem solving

,   • Understanding your role as a teacher in cooperative leaning,

    • Students are assigned different roles to play in the group to ensure that they need each other to complete the task,

• Students are encouraged to engage in discussions through oral summarising, exchanging explanations and elaborations,

• Students' contributions are frequently assessed by the teacher to ensure that they are taking responsibility for their own learning (individual accountability)

, • Students are taught appropriate communication, leadership, trust, decision making and conflict 18 Training Material for Teacher Educators on Gender Equality and Empowerment management skills to facilitate group functions,

• Students must be allowed enough time to work through the processes involved in decision making and

• Students will be motivated to engage in cooperative learning when the teacher rewards the product of the group that would not have been achieved by individual effort alone. Given below are some of the cooperative learning activities which provide a scope for gender inclusion in the teaching learning process.

Activity 1: Just a minute

• Take 10-15 small household objects like bangles, tooth paste, shaving cream, knife, one or two rupee coin, lipstick, pencils, socks etc. and place them in a tray

. • Put the tray on a table and keep it on the back side of the classroom.

• Ask each student to go one by one and let him or her observe the articles in the tray for a minute.

• When a student comes back ask him/ her to recall the objects observed and then write down the names of the objects he/she can recall.

• Ask them to share one by one how many articles each of them could recall. Have a discussion on the objects each student could recall, it is quite possible that a girl could recall stationary articles and a boy cosmetics and household articles. Give positive reinforcement for the type of articles they could recall, saying statements like.

• It seems that Ram helps his parents in household chores that is why he could recall more of household articles.

• Sunita has a keen interest in studies that is why she could recall more of stationery articles. Learning Outcomes • Improvement in the skill of observation,

• Improvement in the ability to recall, • Exploration of area of interest of students, • Learning about different types of objects, we come across in our surroundings and what are its uses, • Removal of gender role stereotyping.

Activity 2: Think-Pair-Share

Think pair share starts with the individual and finishes with the whole group. • Provide the group/class a topic like how essential is water or road safety.

• Ask students to recall and write down points about what they already know about the topic. • Ask students to make a pair with another student make sure that the pair includes a girl and a boy.

• Ask each pair to share their current understanding to reach an agreement.

• Finally ask them to share this information with the whole class, make sure that both boy and girls participate in the process of sharing. Learning Outcomes

• Enhancement of thinking,

• Sharing of knowledge,

• Development of communication skills,

• Equal participation of boys, girls,

• Bringing out a boy's and a girl's perspective on different issues and learn from each others' experiences.

Activity 3: Introduce your partner

• For a class of 20, make 20 slips. Take two slips at a time and write opposite words like Black-white, Day-night, Brother-sister, etc. Put each of these slips in a separate container.

• Ask the boys of the class to pick up slips from one container and the girls from another one.

• Ask students to read the word written on the slip and find out the student who is having the slip on which opposite word is written

. • This way you will make 10 pairs of boys and girls. Textbooks, Pedagogy and Gender Concerns

• Tell the pair to ask following questions to each other

.   Your name? Your father's name?

Your mother's name?

Number of siblings you have?

What each of your family member is doing?

Your hobbies, interest, likes, dislikes etc.? Now ask all the pairs to introduce each other on the basis of conversation they had Learning Outcomes of the Activity

• Rapport building,

• Provides concrete learning experiences in Environmental Studies on the topics like My family, A day in my life, My neighbour hood, etc.,

 • Improvement in communication skill,

 • Improvement in social personal qualities like sharing, cooperation and respect for each other

Exempler Activities To Promote Caste Equity In Different ECCE Programmes :

Caste plays an important **role** in access to these **educational** institutions. Primary state **education** even though deemed to be universal, is still ruled by the **caste system**. Dalits and lower **castes** are stuck in the vicious cycle of poverty and one-half of the poorest children belong to the Dalit community. The **effect** of the **caste system** on **education** in India has been detrimental to the advancement of millions of lower-**caste** children. ... One-half of all poor children in India belong to the Dalit **caste**. This further inhibits their opportunities for growth and security, distant from the chokehold of poverty

 Activities to promote caste equity   in classrooms
1. Setting clear rules in regards to how people should be treated.
2. Challenging any negative attitudes.
3. Treating all staff and students fairly and equally.
4. Creating an all-inclusive culture for staff and students.
5. Avoiding stereotypes in examples and resources.

7.4. Collaboration with Parents and Community
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Creating a Culture of Collaboration
 Involving parents and the community is an important principle of quality, both in and out of the classroom. It is even more relevant in the case of inclusive education, which is much broader than formal education and should not only take place within the four walls of a classroom. Parents' collaboration is not only of benefit for children: there are also possible gains for all parties, for instance:
• Parents increase interaction with their children, become more responsive and sensitive to their needs and more confident in their parenting skills.

• Educators acquire a better understanding of families' culture and diversity, feel more comfortable at work and improve their morale.

• Schools, by involving parents and the community, tend to establish better reputations in the community. Creating a climate and sustaining a culture of collaboration is a challenge for schools. However, one pays large dividends through time. However, the recognition that family engagement in education benefits children does not make clear how the involvement becomes a positive force. The first step for families to become involved in a collaborative way with schools is to promote a social and educational atmosphere where parents and partners feel welcomed, respected, trusted, heard and needed. Cultural factors and traditions strongly influence the relationship between schools and the community. In many places throughout the globe, schools are the centre of community life and are used to encourage and achieve social participation. Such cultural environments will ease the process: parents, schools and community leaders know how to work together and find creative solutions for improving learning, responding to economic crisis and disease outbreaks, or assisting populations affected by disasters caused by natural hazards. This is demonstrated in Brazil, a country with a long-standing tradition of social participation.

There is a centre of social action and popular education at the Alexandre de Gusmao School in Rio de Janeiro, which serves as an instrument for stimulating and enabling a future that is inclusive of all children. Transforming society becomes a major goal and a way to develop awareness and promote action, with the potential to triumph over the social and economic determinants and living conditions of the community, which influence everyone. In this way, we see aforementioned societal 'ingredients' intertwined in the production of an effective educational system. Schools such as this, in communities with a profound lack of social policies, can benefit remarkably from participative approaches. The school provides one example of how to operationalize a culture of community participation.3 There are no 'recipes' for creating a culture of collaboration and a school climate that is conducive to inclusive processes in schools and the community. Collaboration is a result of social, institutional and interpersonal dynamics that are characterized by complexity. Because there are no recipes to address such complexities, it is key to think creatively, understand the resources, opportunities and challenges that exist in each case, and be aware of what has worked in similar cases.

Parents can play the key role to promote inclusion for their child.
 * They can encourage the child to participate in activities where he can meet children of same age with different abilities. They can also search the internet for activities or organizations that a child may want to join.
 * Children should be encouraged by them to develop friendship with classmates or other neighborhood children.

* Parents can discuss their goals, expectations and preferences for a child with their teachers, therapists etc, before going to school and deciding upon the education plan for them.

* Parents should also be fully aware of rights of their child to have an inclusive Education.

* Parents can take the help to bring in an expert to share information about benefits of inclusive education. At the school level parents can attempt to facilitate inclusion in many ways including the modification in child's curriculum, helping them in a classroom and can provide materials on their children disability to teachers.

Along with parents, teachers are also important personalities in the Inclusive education. Only through an openhearted teacher, a disabled child could be properly educated.

* True teacher can enable a disabled child to overcome his abilities and make him a productive citizen of society.
* By getting the required support and opportunity from the teachers, the disabled are capable of achieving success in different field.
* Disabled students also need compassion, kindness, love and care from the side of teachers.

To show teacher's importance for Disabled students Gandhi Ji, also had stated that,"Education of heart could only be done through a living touch of a teacher." Thus Inclusive Education becomes effective only with the loving touch of those teachers having capability and aptitude for teaching.

Finally, we can say that, Inclusion is about providing the help, children need to learn and participate in meaningful ways. The key is to give only as much help as needed. Inclusive education is a child's right, not a privilege. All children with disabilities should be educated with non-disabled children of their own age and have access to the general education curriculum,therefore best outcomes occur

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7.4.1. Defining Community

Communities are the overall context in which children live and leam,and in which they apply what we have taught them. The community includes parents and guardians of our students, other members of their families, as well as neighbors and others who live near the school. The values and involvement of families, community leaders, and other community members are vitally important for getting all children in school and helping them to learn successfully. For instance, if families and communities value the education we give their children (and value us, as teachers, as well), then children will also value their opportunity to learn. It will encourage them to respects and their classmates—especially those with various backgrounds and abilities—and encourage them to apply their learning in their daily lives.

Communities also offer a wealth of information and practical knowledge that we can use to improve our teaching and promote children's learning. For instance, we can incorporate traditional stories or songs into language lessons.

Factors in the Community

Besides school and teacher related factors, community characteristics, both structural and functional, determine the extent, nature and quality of the education of the children belonging to a community. The community factors may act as impediments or facilitators in the education process of the children. The understanding of these factors may be helpful in better planning and implementing the education programs/schemes in the school and may maximize the impact of education on the development of community. Some of the important structural and functional characteristics of community that influence education are socio demographic and caste composition, occupational patterns*, belief system, custom and traditions, gender roles, perceptions about the significance of education, attitude towards disabled, underprivileged and marginalized people, and decision-making process in the community.

Community can also play a useful role by providing locally appropriate resources for the education of its children. Thus, it is necessary to understand community for its active involvement. It should be noted that various communities may have different factors operating in similar of different manner indicating that each community should be considered unique and should be understood and dealt with in its specific context.

Community Composition- The structural composition of a community determines education in many ways. Thus a community heterogeneous population with diverse castes, languages, religions and ethnicities either may pose a challenge to education system in that community, or may enrich the system depending on the mutual relationship and harmony between various population subgroups. The hierarchical caste or socioeconomic systems may lead to exclusion of lower castes and poor people from the education system. The attitude towards minority ethnic or religious groups may influence the education of these groups. Languages spoken in the community Should play a deterministic role in the medium of instruction in schools, more so in primary and middle schools.

Occupational and economic factors- Poverty may impede education of many children due to other competing needs for survival; people may not be able to afford to spend on education, or may prefer to send their children for work instead of school.

Customs, traditions, and belief systems- Community traditions and customs based on and shaping its belief system may affect the education process in the community children. Thus a community too having belief those children are disabled as a result of punishment by education of disabled children as interference in Icarma'. These

children and their families may be stigmatized and excluded not only from the education system but from all the aspects of life. Tradition of engaging eldest son in family occupation leads to early drop out of children, as well.

7.4.2. Role Of Community In Inclusive Education

An **Inclusive** approach to **education** recognizes that the **community** have a real contribution to make to children's **learning** and they have the right to be involved in the decision making process. Schools and **communities** need to understand each other and reinforce each other's **role**.

7.5 Developing, Practicing And Reflecting On Inclusive Practices

As a classroom teacher, you play an important role in the lives of your students. One of the many responsibilities you are charged with is to promote a safe and welcoming classroom and school community where individual differences are valued, embraced, and evident. Building an inclusive classroom community means implementing practices where all students, regardless of cognitive or academic level, have opportunities to be included in the general education classroom, participating in standards-based curriculum.

Inclusive school settings are characterized by: • All students belonging and being valued as equal members of the school community

• Intentionally and meaningfully engaging students with disabilities in a wide range of learning opportunities, activities, and environments that are available to all children, including participation in the general education curriculum, nonacademic, and extracurricular activities

• Implementing goals and objectives that are aligned with the state standards, as well as implementing goals that are student specific in the general education classroom with the appropriate supplementary aids and services

• Developing and implementing instructional strategies and methods that increase the participation and progress in the general education curriculum of students with disabilities

Benefits of Inclusive Practices every day, you are faced with the opportunity to meet the diverse learning and behavioral needs of your students. Educating students with and without disabilities together in Components of Inclusive Classrooms and Schools Teachers must have an awareness of the components of inclusive classrooms and schools.

These components provide the building blocks necessary for creating a safe and welcoming school community where individual differences are valued and embraced. These components are: Leadership, School Climate and Structure, Student Placement, Family and Community Involvement, Collaborative Practices, Instructional Practices,

and Supplementary Aids and Services. Inclusive school environments provide many benefits. These benefits extend to students with and without disabilities, as well as their families and teachers.

Benefits for Students •	Benefits for Teachers	Benefits for Families
Developing an appreciation and respect for the unique characteristics and abilities of each individual • Increasing abilities to help and support all classmates, with a sensitivity toward others' differences • Providing opportunities to experience diversity of society in an educational environment • Enabling development of friendships and strengthening a positive self-image by engaging in activities with peers • Promoting opportunities to communicate, self advocate, and be educated with same-age peers	• Exchanging information about instructional activities and teaching strategies, thus expanding the skills of both general and special educators • Developing teamwork and collaborative problem-solving skills to creatively address challenges regarding student learning • Promoting the recognition and appreciation that all students have strengths and are contributing members of the school community	Feeling positive about themselves and their children by seeing their children accepted by others, successful in the inclusive setting, and belonging to the community where they live • Feeling positive about themselves and their children by seeing their children appreciate the value of diversity in others • Extending opportunities beyond the school community by fostering school friendships in neighborhood activities and social events

Components of Inclusive Classrooms and Schools

Teachers must have an awareness of the components of inclusive classrooms and schools. These components provide the building blocks necessary for creating a safe and welcoming school community where individual differences are valued and embraced. These components are: Leadership, School Climate and Structure, Student Placement, Family and Community Involvement, Collaborative Practices, Instructional Practices, and Supplementary Aids and Services.

Leadership

• Administrators must promote a sense of responsibility and shared ownership for the academic, social-emotional growth of every student in the school

• Administrators must ensure that evidence based inclusive practices are implemented effectively • Administrators must ensure collaborative planning time is part of the school structure.

School Climate and Structure

• Educators must ensure that all students are welcome and seen as contributing and valued members of the school community

• Collaborative relationships among staff, families and students are nurtured Student Placement

• Individualized Education Program (IEP) teams first consider the general education classroom with a full range of supplementary aids and services

• General educators expect to teach students with a full range of disabilities in their classrooms for meaningful parts of the day Family and Community Involvement Families, schools, and community agencies are collaborative partners Collaborative Practices Educators collaborate for instructional planning, to minimize curricular barriers, to provide access to the general curriculum, and to proactively problem solve Instructional Practices Educators implement evidenced-based inclusive practices through multi-level instruction, multiple methods of assessment and modified outcomes in general education classrooms, when appropriate Supplementary Aids and Services (SaS) IEP teams use a systematic and individualized approach to the identification of supports and services to students with disabilities in the general education classroom

Tips for Classroom Teachers to Create and Nurture Inclusive Environment: Select textbooks and other materials that support and include students who have a wide range of abilities to see, hear, speak, read, and learn. Use research-based guidelines to select curricula materials for diverse learners' materials that:

• Emphasize "big ideas" (i.e., declarative statements that describe concepts that transcend grade levels).

• Clearly include explicit strategies.

• Provide an adequate range of examples.

• Include scaffolding strategies.

• Include strategic integration of concepts.

• Build prerequisite skills before introducing new ones.

• Include sufficient, distributed, and cumulative review.

When using technology be sure to:

- Provide captions for audio presentations.

- Provide educationally-relevant descriptions for images and graphical layouts and videos.

- Put important course content online, if possible. Permit and encourage the use of assistive technology:

- Word processors

- Special keyboards

- Voice-output devices

- Speech software

- Braille printers

- Translation software

Provide low-tech learning aids:

- Sticky notes

  Highlighter pens

- Calculators

- Digital clocks

- Tape/digital recorders

- Carbon paper note pads

- Book bags to keep track of personal belongings

Provide cognitive supports for content and activities:

- Provide assessments for background knowledge and skill level.

- Summarize "big ideas" (i.e., declarative statements that describe concepts that transcend grade levels).

- Include explicit strategies to make clear the goals and methods of instruction.

- Provide scaffolding for learning and generalization.

- Build fluency through practice.

Good teaching tips:

• Give immediate feedback, clarify instructions, ask for questions, repeat or give additional examples.

• Relate new topics to already learned topics or real-life examples.

• Go from concrete to abstract.

• Use peer mentoring, group discussions, and cooperative learning situations.

• Make content personal.

• Develop study guides.

   Give shorter, more frequent exams.

 • Consider alternative assessment methods.

• Offer multiple ways for students to interact with and respond to curricula and materials. • Offer assignments where students choose method of learning.

 • Offer assignments where students choose method of demonstrating knowledge.

 • Offer assignments where review material is individualized to student's interests or preferred learning style.

• Learn about the cultures of your students and reflect on how that will affect them. • Develop a close collaboration with the special education staff.

 • Don't try to change everything at once. Supplementary Aids and Services Supplementary aids and services (SAS) means aids, services, and other supports that are provided in general education classes, other education-related settings, and in extracurricular and nonacademic settings. The purpose of providing SaS is to support students with disabilities as active participants with nondisabled peers as well as to enable their access to the general curriculum. Supplementary aids and services should be:

 • Available to all students who need them

 • Designed to provide meaningful educational benefit

• Provided in a manner that avoids stigmatizing students There are an infinite number of possible supplementary aids and services to be considered and implemented by IEP teams. Court decisions have required school districts to make a concerted and good faith effort to use SaS to address behavioral issues in the general classroom. The provision of positive behavioral interventions, strategies, and supports is designed to foster increased participation of children with disabilities in general education

environments or other less restrictive environments, not to serve as a basis for placing children with disabilities in more restrictive settings.

Framework for considering the full range of Supplementary Aids and Services (SaS)

Category	Examples
Collaborative Adults working together to support students	• **Scheduled time for co planning and team meetings** • **Instructional arrangements that support collaboration (e.g., co teaching, par educator support)** • **Professional development related to collaboration** • **Coaching and guided support for team members in the use of assistive technology for an individual student** • **Scheduled opportunities for parental collaboration • All school personnel collaborate in the development and delivery of SaS**
Instructional Development and delivery of instruction that addresses diverse learning needs	**Providing modified curricular goals** • **Providing alternate ways for students to demonstrate learning** • **Providing test modification** • **Providing alternate materials and/or assistive technology (e.g., materials on tape, transcribe text into Braille, large**

	print, alternate computer access) • Providing instruction on functional skills in the context of the typical routines in the regular classroom • Changing method of presentation • Using reader services • Providing research-based supplementary materials • Providing instructional adaptations (e.g., preteaching, repeating directions, extra examples and no examples)
Physical Adaptations and modifications to the physical environment	Furniture arrangement in environments • Specific seating arrangements • Individualized desk, chair, etc. • Adaptive equipment • Adjustments to sensory input (e.g., light, sound) • Environmental Aids (e.g., classroom acoustics, heating, ventilation) • Structural Aids (e.g., wheelchair accessibility, trays, grab bars)
Social-Behavioral Supports and services to increase appropriate behavior and reduce disruptive or	Social skills instruction • Counseling supports • Peer supports (e.g., facilitating

interfering behavior	friendships)
	• **Individualized behavior support plans**
	• **Modification of rules and expectations**
	• **Cooperative learning strategies**

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Unit End Exercises:

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1. Differentiate between Integrated and Inclusive education ?
   _____
2. Explain the role of community in Inclusive educational Practices .
   _____

_____

Lets Sum Up

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Inclusive education has been a distant goal, which we have tried to achieve in scattered manner and at a very slow pace at different levels. The real challenge of Inclusive Education is to meet the special needs of all children with and without disabilities. Inclusion is not a soft process. It requires lot of struggle and commitment to overcome all types of barriers mainly attitudinal and social. Inclusive Education can only flourish in a system, which generates inclusive ideology. So people must change their negative attitudes towards inclusive education.

UNIT -8 ACCESSING REFFERAL SERVICES

Introduction

It is understood that parents play a pivotal role in students' readiness for school, their attitudes regarding learning and academic achievement and their continued school performance. The active involvement of parents is particularly important when students and school staff experience challenges in the areas of academics, behavior and health.

Some parents may get angry upon teacher's proposal of a referral. They might even vent out their anger on to the teacher, as they think that teachers should be responsible for the child's problems. In this unit we will discuss about the importance of referral services and how to determine a case needs to be referred, working with the parents and referrals services to the child.

Learning Objectives

After Studying this Unit, you will be able to ..

- ➢ Understand the elements in referral process
- ➢ Learn   how to determine when a case needs to be referred .
- ➢ Identifies the sources of referrals
- ➢ Learn Strategies to Propose Referral to Parents

8.1. Recognizing the Need for Referral   and Further Assessment

Every child is unique. Children have their own strengths and weaknesses. ... With early identification of children's developmental and learning problems and prompt referral for assessment, it helps us understand and support the children's conditions and needs in development and learning.

Assessment is designed to discover what children know, understand, and can do based   on   what   they   make,   write,   draw,   say   and   do. Early childhood professionals assess the progress of children's learning and development, what children are ready to learn and how they can be supported.

8.1.1. Definition of referral services.

Referral service means **one or more of advanced mandatory services, domiciliary services** or sedation services provided by the Contractor to a patient who has, during a course of treatment.

Children are eligible if they have emotional or behavioral problems, developmental or learning problems, or come from environments in which there is considerable risk to their health and development. Formal screening does not have to occur prior to referral.

There are **no exclusion criteria,** other than the specific geographic area served by the Child First program. Child First will serve families with parental mental illness, substance abuse, incarceration, domestic violence, living in shelters, or with undocumented status. It is expected that many of the families will have active involvement with child protective services (in Connecticut, the Department of Children and Families-DCF), including children in foster care.

8.1.2. Sources of Referrals

Child First receives referrals from a wide variety of sources, ranging from self-referrals to community agency referrals. Many of these referral sources are active participants in the Child First Community Advisory Board. It is important that the sources of referrals be tracked to be sure that Child First is reaching the most vulnerable populations. If not, then there is need for increased community outreach.

8.1.3. Referral Process

Key elements of effective referral processes include:

- Referrals may be made by a provider, parent, or other caregiver. However, there must be at least verbal permission granted by the parent/guardian prior to making the referral. The actual written permission will be obtained at the time of the first visit with the family or prior to the visit if the child protective services agency is the guardian.

- Families do not need to come into the Affiliate Agency office prior to beginning Child First intervention. This would eliminate some of our highest risk families from accessing our services.

- If the referral appears to be an emergency, meaning the child must be seen within 24 hours, then the Clinical Director needs to call the referring agency or parent and recommend that an emergency service be contacted (e.g., Emergency Mobile Psychiatric Services in Connecticut).

- A call to the referring source - agency or caregiver - is made within 24 to 48 hours of receipt of referral.

- While generally children are served based on the time of referral (and placed on the waiting list accordingly), when there is an urgent need, these children and families are given priority. The Child First Priority Procedure guides this process. In Connecticut, priority is also given to children and families who have current DCF involvement.

- Notifying Parents of Children's Learning Needs Parents must be informed at all stages of the process. In particular, written parental consent must be obtained before any formal assessment is requested by the school or undertaken. Parent/Teacher/Student Meeting The teacher gathers prior learning history and consults with and/or includes the Learning Resource teacher as appropriate or by the parent's request. Basic physical screening is explored, such as examination by an optometrist, audiologist, or family doctor. Strengths and needs are identified. An action plan is developed which could include:

- Further assessment (informal and/or formal)

- Consultation with other board personnel, partner agencies, SEAC, other medical service providers

- Development of an IEP outlining appropriate accommodations and curriculum modifications

- Timelines

- Next meeting dates

The option to establish a monitoring team for the student which includes district personnel and perhaps outside agencies and/or advocate Referral for Assessment Services. For some students with significant needs, a formal referral for an educational assessment or consultation with special education staff may be required. If a student is being referred to identification, placement and review committee ,an educational assessment is required for consideration by the committee. Further information on assessment strategies and resources is available from the school or by contacting the Superintendent of Education responsible for special education at the centre.

Parent Notification of Consideration for Special Education Programs or Services .Parental notification takes place if a student is being considered for special education programs or services. These services might include referral for assessment, special education staff involvement, or resource programming. This notification takes place through parent interviews, phone calls and/or normal reporting and interview meetings. Several steps for supporting individual needs can be taken prior to considering referral to an identification, placement and review committee (IPRC). .A number of programming strategies is used within the classroom and/or resource program prior to a student being referred to an IPRC.

The following strategies are used as appropriate to individual students:

- Varying the pace of instruction

- Providing accommodations for the method of input or output

- The use of specialized learning materials, equipment and/or technology

- The use of modified learning expectations through an IEP

- Additional programming available through outside agencies supporting young children.

Parent Notification of Referral to an IPRC.

Parents are notified if a child is being considered for IPRC referral. This notification takes place through parent interviews, phone calls and/or normal reporting and interview meetings. A written confirmation of date, time and place for an IPRC meeting is sent to parents prior to an IPRC meeting taking place.

8.1.5. The Special Education Referral Process

The purpose of this module is to provide an overview to the "Special Education Process" so that the learner may understand the global procedures for providing a student with disabilities a free and appropriate education

Recognition

All students begin their educational careers with needs. For many, it is the need for guidance by a professional educator who can expand their knowledge and understanding of the world around them. While each student brings a different level of knowledge and skills to his or her first class, the individual's needs are typically met by a highly-qualified educator. However, there are children who have unique needs that are atypical for children of their age and may not be within the expertise of the general education classroom teacher. It is during this time that the teacher (or parent, administrator, or counselor) recognizes a consistent need or problem exhibited by the student. The recognition of a discrepancy in the student's academic, social/emotional, behavioral, and/or physical ability and his or her age may signal the need for additional academic or behavioral supports.

During this phase, *it is important to call a meeting with the parents or guardians.* The teacher should provide examples of the student's work and/or anecdotal classroom notes regarding the student's needs. In the meeting, the teacher and the parent/guardian should explore the following:

- Is the issue a recurrent problem or new? The parents will be best able to present invaluable insight into the knowledge, skills, and needs of their child. The teacher should document when they recognized an issue.

- Is the issue constant? All children may exhibit unique needs or problems at some point but it may only be an isolated episode for that day. The teacher should document any issue that is constant, providing dates and information about the behavior of concern or skill deficit exhibited by the student.
- Is the issue appropriate for children of this age? How many kindergarten students have been seen crying the first days of school? This behavior is a typical occurrence and should not be confused with an atypical behavior. The teacher should have a strong understanding of the cognitive, behavioral, and physical development levels of typical students they teach.

It is possible that the problems that are being exhibited by the student may be "solved" with the careful execution of a cooperative plan of action between the teacher and the parents. The teacher and the parent should document their plan of action, strategies utilized with the student, and progress. The teacher should continue to collect student work samples and keep assessment data relevant to the student's unique needs. It is critically important that the teacher document all actions and strategies used in the classroom and the impact on the student.

The student's *parents/guardians should be kept informed of any changes in the student's progress*. If the teacher, after a period of time, determines the problem cannot be controlled with simple classroom interventions, then the teacher should notify the parents/guardians that they will be asking for outside help from a school-based pre-referral team.

Pre-referral

The pre-referral step in the special education process is more formal than providing simple and temporary accommodations for students. Pre-referral intervention is to identify, develop, and implement alternative education strategies for students who have recognized problems in the classroom before the student is referred to special education. Pre-referral intervention is typically conducted by a Student Centered Team (also called early intervention team, intervention assistance team, student support team, teacher assistance team, or instructional support team). The pre-referral team usually consists of the teacher, the parents/guardians, an administrator, other general education teachers, nurse, guidance counselor, and any other adult involved in the education of the student. The general education teacher provides background information regarding the problem exhibited by the student and the team works together to develop possible solutions.

"Intervention" addresses the needs of all children through a continuum of services,

whic include:

- High-quality instruction and tiered evidence-based or practice-based intervention strategies aligned with individual student needs;
- Frequent monitoring of progress to make results-based academic or behavioral decisions; and
- Application of child response data to important educational decisions (such as those regarding placement, intervention, curriculum, and instructional goals and methodologies)"

Intervention provides three levels of intervention for students who are experiencing problems. Generally, the first level (sometimes referred to as Tier 1) is focused on utilizing high-quality general education instruction in the core curriculum with all students.. The second level (or Tier 2) provides targeted group instruction or some form of group remediation to improve performance.. If performance does not improve in the second level, then students are moved to the third level which consists of intensive, individualized interventions.

Whether the school uses pre-referral teams or the more formal process, the intent is to provide interventions that will help the student achieve success without entering special education. However, if these interventions do not improve the student's performance, then the student will be referred for an assessment to determine possible eligibility for special education services.

8.1.4. Reasons for Referrals

Many of the children will be referred to Child First because they have an emotional/behavioral problem. However, there are many other reasons for referral which might be "preventive" in nature, e.g., maternal depression or witness to domestic violence. In most families, there are multiple reasons for referral. It is important these reasons be captured on the referral form, or recorded during the intake process.

8.1.5. Referral for Special Education Evaluation

After interventions in the general education classroom, the student continues to experience difficulty; school personnel may refer the child for a special education evaluation. Referrals for determination of eligibility for special education services may be initiated by:

- School personnel (including general education teachers, special education teachers, counselors, administrators, etc.);
- Child's parent(s) or legal guardian(s);
- Any other person involved in the education or care of the child.

The official referral begins the formal process of determining eligibility for special education services. Once a referral is provided, the school must obtain consent from the parent(s) or legal guardian(s) to begin the evaluation phase of the referral process.

Special Education Evaluation/Assessment

IDEA requires that students referred for special education services receive a non discriminatory multi-factored evaluation. The school district is required to complete the evaluation within 60 days of the referral date. The evaluation is to be conducted by a multidisciplinary team that will consist of individuals who can bring different perspectives and expertise to the evaluation. Some examples of team members include:

- Educational Diagnostician (also called Psychometrist) or School Psychologist: These professionals are qualified to conduct all types of educational assessments including intelligence (IQ), achievement, behavior, etc.
- Special Educators: These individuals are qualified to conduct some types of achievement and behavior evaluations as well as informal observations.
- General Educators: These individuals provide documentation of the problems of the specific student.
- Parent(s) or Legal Guardian(s): The parents or legal guardians provide valuable insight into the student's behavior and personality in other environments.*
- Related Service Providers (Physical Therapist, Occupational Therapist, Audiologist, Orientation and Mobility Specialist, etc.): These specialists provide information pertaining to specific areas of concern that have been assessed.
- Medical Doctors (including psychiatrists, ophthalmologists, and optometrists): Depending on the disability of the student, medical records can also be used in the determination of eligibility for special education services.

The evaluation must be comprehensive and use evaluation tools and strategies that are technically sound and accepted. Most students receive a battery of formal evaluations that measure:

- ➢ Intelligence
- ➢ Achievement
- ➢ Behavioral
- ➢ Disability-specific issues
- ➢ Medical

However, informal observations and documentation of the student's past work should also be used during the eligibility determination meetings. Assessments may not be biased in regard to race, culture, language, or disability. The materials and procedures must be administered in the language and form most likely to provide accurate information on what the child knows and can do.

Eligibility

Special education services are one way to accomplish that requirement for some students with disabilities. Within 30 days of the completion of the evaluation, the individuals that took part in the process thus far will meet to determine eligibility. In simple terms, a student is considered eligible for special education services if (1) the child has a disability which negatively impacts his/her educational performance, and (2) the child needs special education services in order to benefit from education.

Not all students are determined to be eligible for special education services. There are multiple reasons why a student may not qualify for special education services including not having a disability that negatively impacts his or her education. However, these students may need help to access the academic curricula. In these situations, the school will need to work out a plan to provide other services for the student.

If the team determines that the student is eligible for special education services, then a formal Individualized Education Program (IEP) team will be formed to develop a plan of special education services for the student.

IEP Meeting

The Individualized Education Program (IEP) is a *legal contract between the parents and the school district* that describes the special education services to be provided by the local education agency which is the local school district. While IEP documents vary, the basic parts of an IEP include:

- A student profile that provides background information about the student. The profile will include strengths and weaknesses of the student, information regarding performance in the classroom and on formal assessments, and the reason he or she is receiving special education services.
- IEP initiation and duration dates: the goals expressly stated in an IEP begin on the date, stated in the IEP meeting, and are in effect until the date stated in the IEP. These IEP goals are reviewed, monitored and updated based on student progress. For most students, IEP goals are in place for one academic year.
- A statement of "special instructional factors" (such as the need for assistive technology, Braille, or transition services). If the student requires any of the special instructional factors, they should be addressed in the IEP.
- A statement of special transportation needs;

- A statement of opportunities to participate in nonacademic and extracurricular activities with their non-disabled peers
- A statement of the frequency and method of reports of goal attainment for parents or guardians.
  - o Benchmark pages are included and focus on specific areas that need special education services (such as reading, math, PE, etc.). The benchmark pages include: Present Levels of Academic Achievement and Functional Performance (PLAAFP) statements,
  - o Measurable Annual Goals,
  - o Evaluations used to measure annual goals,
  - o Benchmarks to be achieved to meet the annual goals,
  - o Special education and related services needed to achieve the annual goal (includes frequency of services, amount of time, location, and responsible agencies).
- A Behavior Intervention Plan (BIP) if the student's behavior is a concern and a functional behavioral assessment has been done or needs to be conducted,
- For students 16 years and older; the plans and activities for the student's transition from high school will be addressed
- The signature page which provides a statement of least restrictive environment (LRE) and has the signatures of all members present at the meeting.

The benchmark pages are the "meat" of most IEPs and can be developed by any member of the team. Typically, these pages are developed by the special education teachers in collaboration with the parents, general education teachers, related service providers, and behavioral specialists.

In some school districts, the IEP meeting may be referred to as the ARD meeting. ARD stands for **Admission, Review, and Dismissal**. The IEP team (also called IEP committee or ARD committee) is formed for the purpose of 1) developing the IEP, the formal plan of special education services; 2) overseeing the implementation of the plan, 3) evaluating the effectiveness of the plan annually, and 4) developing future plans as needed. The IEP team can also meet as needed when unique issues present themselves during the academic year (such as with behavior issues).

The IEP team is composed of the following:

- The **parent(s) or legal guardian(s)** of the student with a disability;
- At least **one general education teacher** of the student if the student is or may be participating in the regular education environment for any classes;

- At least **one special education teacher** of the student or a special education provider of the student;
- **A representative of the local educational agency** (LEA) who is (1) qualified to supervise the needs of the student, (2) is knowledgeable of the general curriculum, (3) is knowledgeable about the availability of resources of the public agency, and (4) has the authority to commit agency resources; This person is frequently a principal or assistant principal of the student's campus.
- **An individual who can interpret the instructional implications of evaluations** (typically an educational diagnostician, school psychologist, or specially-trained special education teacher);
- **The student**, when appropriate; and
- **Other individuals asked to attend at the discretion of the school or the parent** who have knowledge or special expertise regarding the student (such as related service providers and/or family members or family friends maintaining a close relationship with the student). Parents also have the right to invite an advocate if they so desire.

Depending on the age of the student, other individuals may be included in the meeting including rehabilitation or transition service providers or early intervention representatives.

IEP Implementation

Once the IEP is developed and signed by members of the IEP team it is the responsibility of the entire IEP team to ensure that the IEP is implemented. The IEP team may meet as frequently as needed to discuss the implementation of the IEP. School personnel are required to provide documentation of the mastery of benchmarks and annual goals. The IEP document is a "living" document and can be altered during the school term if needed. The IEP goals and benchmarks provide the objectives for the education of the student and prescribe what services will be provided by the local school district and school campus to achieve those objectives. However, it must be understood that school agencies are not required to meet all the goals within the school term, but they must provide evidence of a "good faith effort" toward achieving the goals.

Re evaluation

Each year, the IEP team is required to meet for the dual purpose of evaluating the implementation of the current IEP and to develop the next annual IEP. During these annual meetings, the IEP team should discuss the positive and negative elements of the special education services provided and determine, based on any new assessment data, what services should be provided in the upcoming school year.
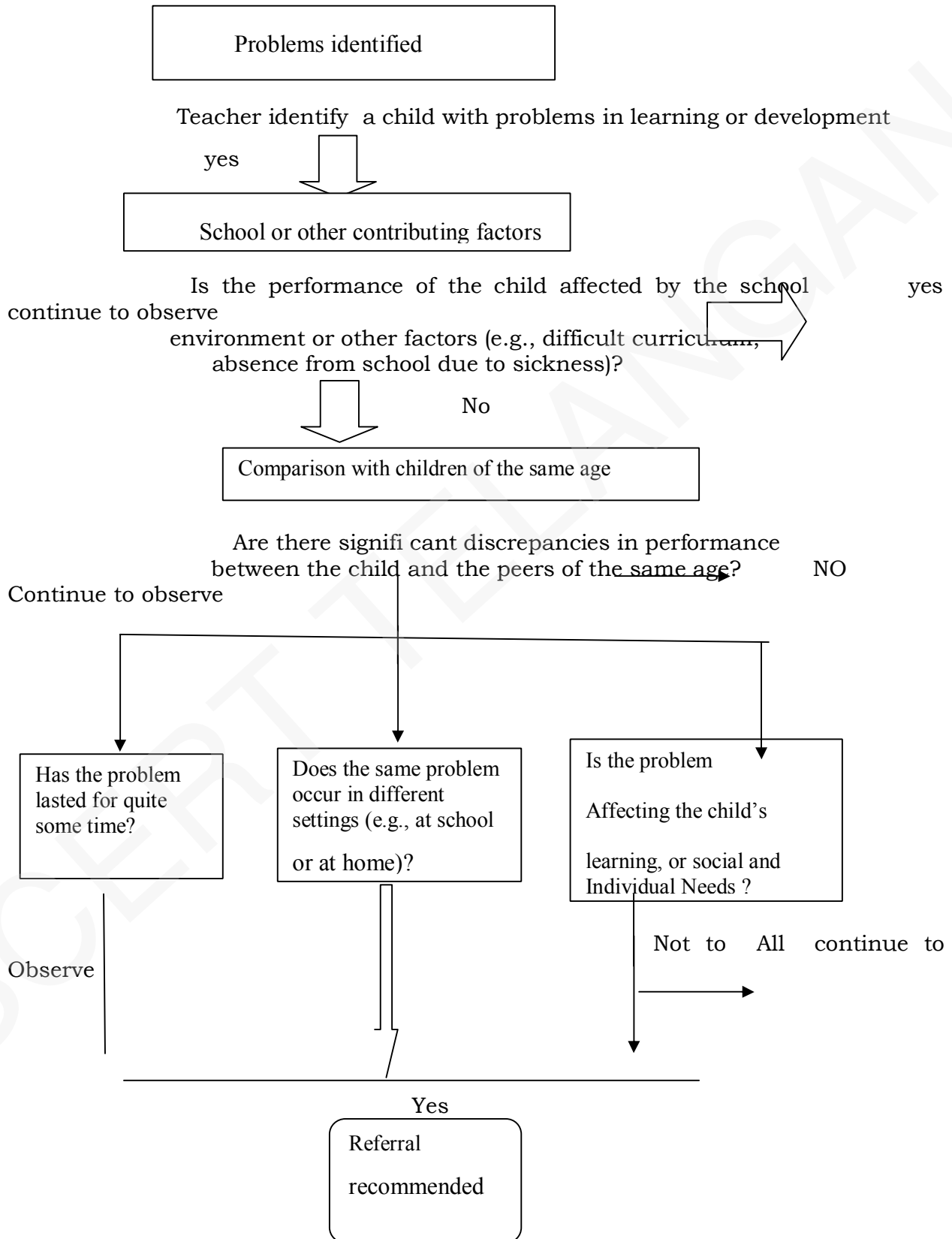
While the IEP is redeveloped each year, the IEP team does not have to conduct the battery of assessments each year. At a minimum, the IEP team is to determine if formal evaluation is required every three years. However, the IEP team can ask that formal evaluations be conducted more frequently if needed.

There are times when, after the reevaluation takes place, it is determined that the student does not need special education services. One example of this might be young children who are provided speech and language services and have developed the ability to speak without problems. In this case, the IEP team will need to file appropriate documentation to support the fact that the student no longer is eligible for services and the IEP team will disband for this student.

8.2. Determining When A Case Needs To Be Referred

If there is a cause for concern about children's development, teachers and parents can observe if the children show improvement after a period of adaptation to school life. If the concern is only transient, or if the children have slightly weaker performance in only one or two developmental domains (e.g. language, cognitive ability, gross and fine motor abilities, etc.), there is no cause for undue alarm. However, if there are noticeable and persistent discrepancies in development compared with that of their peers, teachers and parents should be alert and discuss whether follow-up actions need to be taken.

The flowchart below helps us to consider whether a child needs referral:

Problems identified

Teacher identify a child with problems in learning or development

yes

School or other contributing factors

Is the performance of the child affected by the school   yes
continue to observe
environment or other factors (e.g., difficult curriculum,
absence from school due to sickness)?

No

Comparison with children of the same age

Are there signifi cant discrepancies in performance
between the child and the peers of the same age?   NO
Continue to observe

Has the problem lasted for quite some time?

Does the same problem occur in different settings (e.g., at school or at home)?

Is the problem

Affecting the child's

learning, or social and Individual Needs ?

Not to   All   continue to

Observe

Yes

Referral

recommended

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8.3. Working with Parents and Referral Services on Issues of Children

Parents respond differently when knowing their children need referrals. Depending On the responses of the parents, teachers might need to use different ways to Communicate with them and to help them understand their children's situations. Some parents may be unaware of their children's problems, having overlooked or underestimated the significance. They therefore have never considered the need for referral.

Tips on Communicating with Parents

A.Using Clear and Simple Expressions

Use simple and common words and phrases to avoid misunderstandings. Avoid using medical terms such as 'disorder' when communicating to parents about their children's possible problems as parents are very sensitive to such terms. It is better to use direct description on learning and behavior of the children.
For example: "We suggest referring Rani to the doctor as she might be suffering from 'Attention Deficit Hyperactivity Disorder'."-   Wrong strategy
"We found that Rani often leaves her seat and has difficulty to concentrate during class. We suggest referring her to the Maternal and Child Health Centre for doctor's advice."   Correct strategy .

B. Responding to Parents' Concerns

- Maintain active listening to the parents' views, try to understand and identify their thoughts and feelings on the child's possible difficulties.
- Pay attention to the parents' responses. Clarify any doubts or misunderstandings they might have:

Parent: "You have mentioned that Rani is relatively slow in learning. Do you mean that she is mentally handicapped? Does she need to go to a special School?"
Teacher: "Being slow in learning does not necessarily mean mentally handicapped. There might be various underlying reasons. We suggest referring her for a professional assessment so that we can understand Rani's problem better and help her learn in a more effective way."

C. Emphasizing on a Common Ground

- Emphasize that both teachers and parents are acting for the best interests of the child and hoping to find ways to manage the possible difficulties of the child.

- Try to build a trusting relationship with parents. Let the parents understand that referral is for the benefit of the child and teachers still have a role to help the child:

Parent: "If the doctor confirmed that my child had problems, you could then kick him out of school! That's why you are insisting that I bring him to a doctor."

Teacher: "We suggest referring your child to a doctor simply because we are concerned about his condition. The development of a child has great potential for changes. Timely referral for assessment and early intervention are most beneficial to your child. In fact, we both care about his well-being and hope that he can grow up healthily. Well, how about you take some time to thinka bout my suggestion."

D .Respecting Parents' Thoughts and Decisions

- Do not force parents to accept referral if they are not ready. Give parents more time and relevant information for them to understand the child's situation:
- Parent: "I won't bring my child to the doctor!"

Teacher: "I understand that it is hard for you to make a decision right now.
That's fine. We definitely respect your wishes. Here is some information about young children's development. Try to take a look and do feel free to contact us anytime if you have any questions."

E.Being Aware of Non-Verbal Expressions

- In addition to verbal communication, messages are also conveyed non-verbally through our facial
- Expression, voice, tone of speech and body language. Therefore, by paying more attention to parents' non-verbal expressions, teachers can get a better understanding of their emotional responses.
- Teachers should also be sensitive to their own non-verbal expressions when talking to parents:
  o Choose a quiet place, if possible, for discussion with parents to help both parties concentrate and relax.
  o Sit with your body leaning slightly towards the parents to show your sincerity and kindness.
  o Listen carefully and maintain eye contact.
  o Use a calm tone of voice and maintain an appropriate speed in talking. Pay attention to own facial expressions, such as having a genuine smile; hold it if the parents seem to be distressed; listening carefully and addressing parents by nodding or patting them lightly. Avoid exaggerated gestures and body movements which might be mistakenly seen as overacting to the situation.

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F. Being Aware of Own Emotional Responses

- Be aware of own emotional responses when communicating with parents. Keep calm.
- Emotions can be contagious. When the other party talks in an angry expression with a hostile tone, one's emotions can be stirred up, leading to an argument.
- Teachers need to remind themselves to take deep breaths and relax before expressing their ideas when parents become emotional.
- If teachers feel that they cannot remain calm, it's better to end the meeting with the parents and   find another time to discuss the matter again.

Let Us Sum Up

Identifying children's problems and proposing referrals to parents is only the first step towards helping the children, sometimes Parents may give up partway even if they have accepted the service, before sending to the referral the teachers need to discuss with the parents   and need to give them proper guidance and counseling .

Check your Progress

1. What are the Key elements of effective referral processes?

2. Develop a case study   with a child with special need.Prepare referral services information to the case,.

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