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CENTRE FOR DISTANCE EDUCATION

GENDER, SCHOOL, SOCIETY AND INCLUSIVE SCHOOL

B.Ed. II YEAR

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The Syllabus adopted from 2015-16 onwards

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1.1. INTRODUCTION

Gender is a social construct that impacts attitudes, roles, responsibilities and behavior patterns of boys and girls, men and women in all societies. Increasing attention has been given to the importance of achieving gender equality in education. To date, however, most efforts have focused on addressing gender parity - an equal number or proportion of girls and boys accessing educational opportunities. Although simple gender parity may be easier to measure, gender equality encompasses a wider concept, of which gender parity is only a part. Gender equality moves beyond access and requires that girls and boys also experience the same levels of quality and outcomes of education. One of the key impediments to achieving gender equality in education is that it cannot be addressed in a vacuum; rather, educational institutions are products of the inequalities that exist in larger

society. Educational institutions are shaped by the societal forces that perpetuate gender-based discrimination; yet, they can also be essential tools to effect great change throughout a community or social context. Behaviours and beliefs formed in schools and educational institutions can have a lasting impact on gender relations in society. Education systems are both a result of external forces and instrumental to perpetuating or alleviating gender disparity around the world.

This units emphasis the concept of gender, types of gender roles, attitude towards gender and social construction of gender. This unit creates a lot of inputs for the prospective teachers about the gender issues, gender dynamics and gender roles.

1.2.   OBJECTIVES

After going through this unit, you will be able to:

- describe the concept of gender and sex
- recognize the difference between gender and sex
- explain the terms gender dynamics
- describe the social construction of gender
- understand different types of gender roles
- analysis the gender relationship matrix
- identify the division of gender and valuation of work based on gender
- describe the gender roles and development

1.3.   GENDER CONCEPTS AND TERMINOLOGY

Gender refers to the roles and responsibilities of men and women that are created in our families, our societies and our cultures. The concept of gender also includes the expectations held about the characteristics, aptitudes and likely behaviours of both women and men (femininity and masculinity). Gender roles and expectations are learned. They can change over time and they vary within and between cultures. Systems of social differentiation such as political status, class, ethnicity, physical and mental disability, age and more, modify gender roles. The concept of gender is vital because, applied to social analysis, it reveals how women's subordination (or men's domination) is socially constructed. As such, the subordination can be changed or ended. It is not biologically predetermined nor is it fixed forever.

The concept of gender needs to be understood clearly as a cross-cutting socio-cultural variable. It is an overarching variable in the sense that gender can also be applied to all other cross-cutting variables such as race, class, age, ethnic group, etc. Gender systems are established in different socio-cultural contexts which determine what is expected, allowed and valued in a woman/man and girl/boy in these specific contexts. Gender roles are learned through socialization processes; they are not fixed but are changeable. Gender systems are institutionalized through education systems, political and economic systems, legislation, and culture and traditions. In utilizing a gender approach the focus is not on individual women and men but on the system which determines gender roles / responsibilities, access to and control over resources, and decision-making potentials.

The gender concept implies:

- A rejection of the underlying biological distinction in the word "sex" and in the expression "sexual inequality", which appears as "an ideological alibi for maintaining domination, the alibi of nature". Women are no more part of nature and no less part of culture than men;

- Grouping together all the differences identified between men and women, be they individual differences, differences in social roles or cultural representations, i.e., the grouping together of all that is variable and socially determined;

- The non-homogenous nature of the category of women, which is transcended by differences of class, ethnicity and age;

- The basic asymmetry and hierarchy between both groups, sexes and genders - one of them dominating and the other dominated - which is the basis of male power;

Related terminology and concepts include:

- **Gender roles**: The particular economic, political and social roles and responsibilities that are considered appropriate for men and women in a culture.

- **Gender equality**: The absence of discrimination on the basis of a person's sex in authority, opportunities, allocation of resources or benefits, and access to services.

- **Gender equity**: The process of being fair to women and men. Sometimes this involves measures to redress historical disadvantages that have prevented men and women from having equal access to rights and privileges. Equity leads to equality. Gender equity also implies that health needs, which are specific to each gender, receive appropriate resources.

- **Gender awareness**: Understanding that there are socially determined differences between men and women, and that these influence access to and control of resources.
- **Gender Sensitivity:** The ability to perceive existing gender differences and issues, and to incorporate these into strategies and actions. Contrast with gender blindness.
- **Gender analysis**: Identifies the inequalities that arise from the different roles of men and women, and analyzes the consequences of these inequalities for their lives, health and well-being.
- **Gender Mainstreaming:** The process used to ensure that women's and men's concerns and experiences are integral to the design, implementation, monitoring and evaluation of all legislation, policies and programmes.
- **Gender Parity:** A numerical concept concerned with the relative equality in terms of numbers and proportions of women, men, girls and boys. In education, this means that the same number of boys and girls receive educational services at different levels and in diverse forms.

1.3.1. Definition of Gender

Gender is defined by FAO as 'the relations between men and women, both perceptual and material. Gender is not determined biologically, as a result of sexual characteristics of either women or men, but is constructed socially. It is a central organizing principle of societies, and often governs the processes of production and reproduction, consumption and distribution' (FAO, 1997).

Gender has been defined as: "The commonly shared expectations and norms within a society about appropriate male and female behavior, characteristics and roles. Gender can be considered a social and cultural construct that differentiates females from males and thus defines the ways in which females and males interact with each other. These roles and expectations are learned and they can change over time as well as vary within and between cultures."

1.3.2. Difference between Gender and Sex

The terms 'sex' and 'gender' are closely linked, yet they are not synonyms. Robert Stoller, in the 1960s, has drawn the distinction between them. He suggested that the word 'sex'' be used to refer to the physical differences between men and women, while the term 'gender' be used in connection to the behaviour and cultural practices of men and women.

Sex: 'Sex' refers to the biological characteristics or natural biological differences between men and women, for example, the differences in the organs related to reproduction. A person's sex is biologically determined as female or male according to certain identifiable physical features which are fixed. Women's marginalisation has often been seen as 'natural' and a fact of their biology.

Gender: Gender refers to the cultural, socially constructed differences between the two sexes. It refers to the way society encourages and teaches the two sexes to behave in different through socialization. 'Gender' and the hierarchical power relations between women and men based on this are socially constructed, and not derived directly from biology. Gender identities and associated expectations of roles and responsibilities are therefore changeable between and within cultures. Gendered power relations permeate social institutions so that gender is never absent. The following are difference between sex and gender with respects to some attributes.

Difference between Sex and Gender

Attributes	Sex (Biological Difference)	Gender (Social Difference)
Definition	Biological or cosmological difference	Social not natural difference
Meaning	Refers to physiological characteristics	Refers social, cultural expectations and actions.
Aspect of Change	Difficult to change the sex when born as male or female	Can be changed since gender identity is determined by society
Aspect of role	Throughout history and across cultures, sex differences exist.	At different times in history and in different societies, gender roles are different.
Aspect of policy	Policies respond to sex differences in areas to do with the physical body.	Policies can respond to gender stereotype and traditional gender roles.

1.3.3. The concept of Gender, Sexuality and Development

Gender is a culture-specific construct - there are significant differences in what women and men can or cannot do in one culture as compared to another. But what is fairly consistent across cultures is that there is always a distinct difference between women's and

men's roles, access to productive resources, and decision-making authority. Typically, men are seen as being responsible for the productive activities outside the home while women.

Sexuality is distinct from gender yet intimately linked to it. It is the social construction of a biological drive. An individual's sexuality is defined by whom one has sex with, in what ways, why, under what circumstances, and with what outcomes. It is more than sexual behavior, it is a multidimensional and dynamic concept."

An overview Historically, four main gender narratives can be identified in the development discourse: the Women in Development (WID) approach, the Gender in Development (GAD) approach, post- structuralism theory, and the human rights-based approach (HRBA). It must be noted that elements of all narratives coexist and each narrative builds on the next, rather than replacing it.

Women in Development Approach: In the late 1970s and early 1980s, the WID approach became popular in the development field as a result of the concern that women were being left out of economic development processes. The approach focused on the inclusion of women in development as a tool to increase the economic and social efficiency of development processes. When applied to education, the WID approach is marked by an emphasis on expansion of education for girls and women, which is linked to economic growth and social efficiency. For example, WID advocates for investments in girls' education, citing increased societal benefits such as reduced child mortality rates, reduced fertility rates and increased gross domestic product per capita. The WID approach is prominently featured in the concept of gender parity, the notion that an equal proportion of girls and boys should be enrolled in and complete schooling.

Gender in Development Approach: By the late 1980s, the GAD approach came to the forefront. This approach sought to challenge root causes of gender inequality and increase women's access to resources and decision-making (DFID, 2002). The GAD approach focused on 'empowerment', or increasing the agency of women and giving them the power to take control of their own lives (UNESCO, 2009), often through targeted trainings and workshops. This approach also emphasizes gender equity as an objective, which refers to the process of being fair to women and men and challenging policies that unfairly bias men or women.

Post-structuralism and development: Post-structuralism theories critique a number of development practices and methodologies, particularly the power relations perpetuated by concepts such as 'development', 'development- assistance' and 'women' in the

developing world. These theories draw from post-colonial literary and cultural studies and assess the influence of colonialism on the development and conceptions of gender. Post-structuralist theories are concerned with questions of identity and view gender as a malleable form of identification rather than a fixed definition present in conventional development discourse. From the post-structural perspective, schooling is, in part, a process that should serve to acknowledge and critique set notions of identity, including gender and marginalized identities. While post-structuralist theory is influential within academia and in various political movements that focus on the rights of marginalized populations, it has not greatly influenced government and non-governmental organization (NGO) policies or practices.

Human rights-based approach: An overarching development approach that has been applied to education is the HRBA. It is based on the belief that education is a universal, inalienable human right that is interdependent with other basic human rights. This approach aims to ensure that all traditionally marginalized groups, including but not limited to girls and women, indigenous people, persons with disabilities and linguistic and/or cultural minorities, have access to education (UNICEF, 2007). After the adoption of the Beijing Platform for Action at the 1995 United Nations International Conference on Women, the concept of gender mainstreaming was also widely adopted by the development community. Gender mainstreaming is a "commitment to ensure that women's as well as men's concerns and experiences are integral to the design, implementation, monitoring and evaluation of all legislation, policies and programmes so that women and men benefit equally and inequality is not perpetuated".

1.3.4. Gender Dynamics

Gender dynamics include the relationships and interactions between and among boys, girls, women, and men. Gender dynamics are informed by socio-cultural ideas about gender and the power relationships that define them. Depending upon how they are manifested, gender dynamics can reinforce or challenge existing norms. Gender dynamics is nothing but the way in which men and women are treated or behave differently in society, either with their own gender or with each other. The changes in gender dynamics and roles in society for an individual or group can be changed by either economic standing, age or other factors.

A handful of behaviors are sometimes considered negative by a portion of society whom believes it makes men and women unequal. Feminist being the most popular example of this. Though most feminists tend to ignore how gender dynamics tend to treat men unfairly as well or how they're ultimately inescapable but can be reversed or changed in a way to become different from their original form. Other than that gender dynamics are an important part in the human experience and have been found in every society throughout history. Including our own, and will continue to be relevant in the societies our future descendants make.

Before the 21st century parents dressed young boys in frilly, typically feminine dresses and it was difficult to distinguish between boys and girls. Today a boy would be socially segregated for having long hair, proving that gender dynamics are still relevant in the hip 21st century.

Gender dynamics can impact on the ability of learners to access and fully participate in quality education. Barriers to learning will often be different for male and female learners, who face different risks and have different needs. Sometimes the gender dynamics are clearly visible, but at other times they might be less obvious, or even hidden. Using a gender lens to analyze access to and full participation in education is critical.

1.3.5. Social Construction of Gender

The idea that gender difference is socially constructed is a view present in many philosophical and sociological theories about gender. According to this view, society and culture create gender roles, and these roles are prescribed as ideal or appropriate behavior for a person of that specific gender. Some argue that the differences in behavior between men and women are entirely social conventions, whereas others believe that behavior is influenced by biological universal factors to some extent, with social conventions having a major effect on gendered behavior. The following are the some of the social constructions of gender.

Gender-based harassment: Girls are expected to conform to stereotypical gendered appearances, as are boys. Both male and female students regularly take part in policing gender boundaries through bullying. Male students frequently harass male and female students, while female students generally only harass other female students. The practice of male students bullying other male students is explicitly linked to machismo that boys are expected to subscribe to in order to be constructed and related to as 'normal' boys. Many

girls report that boys tease and ridicule them on the basis of their appearance, which is linked to boys asserting masculine power through sexist practices of denigrating girls. This also serves to perpetuate the idea that appearance is a female's most important asset. The way in which girls harass other girls is through gossiping, instead of confronting the other girls directly. Unique appearances and attempts to stand out among girls are regarded very negatively. This type of female on female bullying sets the standard for appearance norms and the importance of appearance for females.

Adolescent view of adulthood: Gender is a cultural construction which creates an environment where an adolescent's performance in high school is related to their life goals and expectations. Because most young women know they want to be mothers and wives, the choice of professions and future goals can be inherently flawed by the gender constraints. Because a girl may want to be a mother later, her academics in high school can create clear gender differences because "higher occupational expectations, educational expectations, and academic grades were more strongly associated with the expected age of parenthood for girls than for boys".

Depression: High school continues to become a higher-pressure environment with academic and social triggers increasing the expectations of adolescents. High school is a large transitional period for teenagers causing them to "cope with these various transitions in different ways; some negotiate the passages easily whereas others develop serious behavioral and psychological problems". One of these psychological problems is depression. While the environment of high school can be stressful biological functions also play a large role is psychological well-being. Depression can be isolating, and without proper academics and societal support, high school can be challenging. Along with higher rates of self-esteem issues in adolescents, this can adversely affect girls' academics and social life in high school.

Body image: There are many different factors that affect body image, "including sex, media, parental relationship, and puberty as well as weight and popularity". The intersectionality of these factors causes unique experiences for adolescents during this period within their lives. As their body changes, so does the environment in which they live in. Body image is closely linked to psychological during adolescence and can cause harmful effects when a child has body dissatisfaction.

Education: Due to the amount of time that children spend in school, "teachers are influential role models for many aspects of children's educational experiences, including

gender socialization". Teachers who endorse the culturally dominant gender-role stereotype regarding the distribution of talent between males and females distort their perception of their students' mathematical abilities and effort resources in mathematics, in a manner that is consistent with their gender-role stereotype and to a greater extent than teachers who do not endorse the stereotype.

Check Your Progress - 1

Note:

    a) Write your answer in the space given below

    b) Compare your answer with those given at the end of the unit.

(i) What are the differences between gender and sex?

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(ii) List out the various social constructions of gender

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(iii) What do you mean by Gender Dynamics?

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1.4. GENDER ROLES

A gender role is a set of societal norms dictating the types of behaviors which are generally considered acceptable, appropriate, or desirable for people based on their actual or perceived sex or sexuality. Gender roles are usually centered on conceptions of femininity and masculinity, although there are exceptions and variations. The specifics regarding these gendered expectations may vary substantially among cultures, while other characteristics may be common throughout a range of cultures.

The term gender role was first coined by John Money in 1955, during the course of his study of intersex individuals, to describe the manners in which these individuals expressed their status as a male or female in a situation where no clear biological assignment existed. The term gender role refers to society's concept of how men and women are expected to act and how they should behave. These roles are based on norms, or standards, created by society.

1.4.1. Types of Gender Roles

Gender roles are a specific set of social and behavioral actions which are considered to be appropriate for the given gender. The concept of gender roles has been developed from the work of Caroline Moser. She explains this concept as follows:

Gender planning recognises that in most societies low-income women have a triple role: women undertake reproductive, productive, and community managing activities, while men primarily undertake productive and community politics activities.

Reproductive Role	Childbearing/rearing responsibilities, and domestic tasks done by women, required to guarantee the maintenance and reproduction of the labour force. It includes not only biological reproduction but also the care and maintenance of the work force (male partner and working children) and the future work force (infants and school-going children).
Productive Role	Work done by both men and women for pay in cash or kind. It includes both market production with an exchange-value, and subsistence/home production with actual use-value, and also potential exchange-value. For women in agricultural production, this includes work as independent farmers, peasant wives and wage workers.
Community Managing Role	Activities undertaken primarily by women at the community level, as an extension of their reproductive role, to ensure the provision and

	maintenance of scarce resources of collective consumption, such as water, health care and education. This is voluntary unpaid work, undertaken in 'free' time.
Community Politics Role	Activities undertaken primarily by men at the community level, organising at the formal political level, often within the framework of national politics. This is usually paid work, either directly or indirectly, through status or power.
Multiple Roles	Both men and women play multiple roles. The major difference, however, is that • Men: typically play their roles sequentially, focusing on a single productive role • Women: must usually play their roles simultaneously, balancing the demands of each within their limited time constraints

The gender-based division of labour ascribed in a given socio-economic setting determines the roles that men and women actually perform. Since men and women play different roles, they often face very different cultural, institutional, physical and economic constraints, many of which are rooted in systematic biases and discrimination.

1.4.2. Gender Roles and Relationships Matrix

The Gender Relationship Matrix is an analytical tool that uses participatory methodology to facilitate the definition and analysis of gender issues by the communities that are affected by them. Using the Gender Relationship Matrix will provide a unique articulation of issues as well as develop gender analysis capacity from the grassroots level up. The main aims of the Gender Relationship Matrix are as follows.

• Helps determine the differing impacts of development interventions on women & men.

• Provides a community based technique for identification and analysis

• Initiates a process of analysis that identifies and challenges gender roles within the community in a constructive manner.

The Gender Relationship Matrix is consist of two parts of analysis namely level of analysis and category of analysis.

Level of Analysis

- Women - all ages in the community
- Men - all ages in the community
- Household - All men, women, children residing together extended, nuclear family.
- Community - Everyone in the project area as a whole.

Category of Analysis

- Labor – This refers to Changes in tasks, level of skill required (skilled versus unskilled, formal education, training) and labour capacity (how many people and how much then can do; do people need to be hired or can members of the household do it.)
- Time – This refers to changes in the amount of time (3 hours, 4 days, and so on) it takes to carry out the task associated with the project or activity.
- Resource – This refers to the changes in access to capital (income, land, etc) as a consequence of the project, and the extend of control over changes in resources (more or less) for each level of analysis.
- Cultural – Cultural factors refer to changes in social aspects of the participants lives (changes in gender roles or status) as the result of the project.

Gender Roles and Relationships Matrix Format

Levels of Analysis	Categories of Analysis			
	Labour	**Time**	**Resource**	**Culture**
Women				
Men				
Household				
Community				

1.4.3. Gender Based Division and Valuation of Work

Families provide love and support to adults and children, but homes are also workplaces, and households are important parts of the larger economy. Even when families do not directly produce or market goods and services, they keep the economy running by supporting and maintaining adult workers, buying and consuming products, and reproducing the workforce by having babies and socializing children. These domestic activities require labor. The total amount of time and effort put into feeding, clothing, and caring for family members rivals that spent in all other forms of work.

Every home is a combination of hotel, restaurant, laundry, and often childcare and entertainment center. The mundane work that goes into these activities is usually invisible to the people who benefit from it, especially children and husbands, who are the equivalent of nonpaying customers. Cleaning and cooking obviously require work, but even fun activities like parties or holiday gatherings require planning, preparation, service, clean-up, and other behind-the-scenes effort. Women perform most of this family labor, even though men do the same sorts of things outside the home for pay as chefs, waiters, or janitors. Although people tend to think of domestic activities as "naturally" being women's work, there is enormous variation in who does what both inside and outside the home. Every society has restrictions on what kinds of work men and women do, but there is no global content to these roles, and studies show that divisions of labor are influenced by specific environmental and social conditions. Activities often associated with women, such as nurturance, domestic chores, and childcare, are sometimes performed by men, and activities often associated with men, such as warfare, hunting, and politics, are sometimes performed by women. Thus, although gender is often used to divide labor, there is no universal set of tasks that can be defined as "women's work" or "men's work."

1.4.4. Exploring Attitudes towards Gender

Attitudes towards Gender (also referred to as sex role attitudes) have been defined as "an individual's beliefs about appropriate behavior for men and women". One's gender role attitudes are likely to indicate her or his adherence to socially accepted and culturally based norms that dictate behavioral standards in cross - sex relationships. Gender role attitudes indicate the degree to which a person accepts or rejects socially accepted and culturally based norms that dictate appropriate behavior that is gender specific. Social Attitudes surveys have included attitudinal questions asking about the roles of men and women within the family, in particular around providing an income from work versus playing a caring role in the home.

Examples of gender role attitudes include such statements as "men should open the door for women," "fathers and mothers should participate equally in nurturing and caring for their children," "men are primarily responsible for earning money and providing for their family," and "women should adopt their husband's surname upon marriage."

Gender role attitudes and ideas about traits or tasks that are specific or inherent to a particular gender encourage us to stereotype or pigeonhole individuals according to their gender. Obviously, this practice has negative implications for both males and females.

However, gender biases in language, traditions, and the work place have tended to historically favor men and produce undesirable consequences for women.

Check Your Progress - 2

Note:

a) Tick mark the right answer in case of question (i) and write your answer in the space given below in the question (ii) & (iii)

b) Compare your answers with those given at the end of the units.

(i) Which of the following is not a part of categorical analysis of Gender Relationship Matrix?

    A.   Labor

    B.   Time

    C.   Resource

    D.   Men

(ii) What do you mean by Gender Role?

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(iii) List out the various types of Gender Role.

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1.5. LET US SUM UP

Human rights are for all human beings, men as well as women. This means that women are entitled to the same human rights as men. However, all over the world women have historically often been discriminated against in many ways, due to the fact that they are born as female and not male. Even though there have been some improvements, unfortunately, this kind of discrimination still exist in our societies. Ideas about gender roles represent a social norm that is currently changing and evolving. This unit proposes the basic concepts and Terminologies of Gender.

1.6.   UNIT END ACTIVITIES

1.   Debate and discussion on violation of rights of girls and women

2.   Collect thoughts of eminent men and women of India on girls education and women's empowerment

3.   Conducting poster competition on gender equality and empowerment for your students

4.   Visit nearer schools of your native and study the sexual abuse and sexual harassment cases.

5.   Identifying the gender issues and gender bias in India

1.7.   ANSWERS AS CHECK YOUR PROGRESS

1.   (i)   Difference between gender and sex

Attributes	Sex (Biological Difference)	Gender (Social Difference)
Definition	Biological or cosmological difference	Social not natural difference
Meaning	Refers to physiological characteristics	Refers social, cultural expectations and actions.
Aspect of Change	Difficult to change the sex when born as male or female	Can be changed since gender identity is determined by society
Aspect of role	Throughout history and across cultures, sex differences exist.	At different times in history and in different societies, gender roles are different.

(ii)   Social Construction of Gender

- Gender based harassment
- Adolescent view of adulthood
- Depression
- Body image
- Education

(iii) **Gender Dynamics:**

Gender dynamics include the relationships and interactions between and among boys, girls, women, and men. Gender dynamics are informed by socio-cultural ideas about gender and the power relationships that define them.

2. (i)   D

(ii)   **Gender Role:**

A gender role is a set of societal norms dictating the types of behaviors which are generally considered acceptable, appropriate, or desirable for people based on their actual or perceived sex or sexuality. Gender roles are usually centered on conceptions of femininity and masculinity, although there are exceptions and variations.

(iii) **Types of Gender Role:**

- Reproductive role
- Productive role
- Community Managing Role
- Community Politics Role

1.8.   SUGGESTED READINGS

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UNIT II

GENDER AND SCHOOL

2.1. INTRODUCTION

As one of the most fundamental aspects of self, gender impacts everybody. All of us can point to a time in our lives when we were burdened by unfair limitations or expectations because of others' beliefs about our gender. Regardless of a student's age, gender impacts a child's experience at school across the grades. As a primary socializing agent, schools have

a tremendous opportunity and responsibility to be inclusive of all students, regardless of their Gender identity or expression. School is the place where our children should be exploring ideas and discovering new skills. It is inexcusable that any child might be prevented from pursuing their passions simply based on others' perceptions of their gender. By sending a message that certain pursuits are off limits simply because of a person's gender, we lose access to an incredible source of human potential. This unit discusses herewith the gender bias in school environment, dropouts and household responsibilities. This unit also explores the issues related to gender in school, importance of vocational training and income generation for women and also discuss the role of school, peers, teachers, curriculum and textbooks in reinforcing gender parity.

2.2. OBJECTIVES

After going through this unit, you will be able to:

- define and explain gender bias in school enrollments, dropouts and household responsibilities
- discuss the social attitude towards Girl's education
- understand and discuss the issues related to Gender in School
- recognize the difference between the sexual abuse and sexual harassment
- explain the current women development via adult and non-formal education
- describe the importance of vocational training and income generation for women.
- discuss the role of various stockholders in reinforcing gender equality.

2.3. GENDER BIAS

Gender bias is a preference or prejudice toward one gender over the other. Bias can be conscious or unconscious, and may manifest in many ways, both subtle and obvious. It is the unequal treatment in employment opportunity such as promotion, pay, benefits and privileges and expectations due to attitudes based on the sex of an employee or group of employees. Gender bias can be subtle or overt, and can result in small or large consequences. Most countries have laws eliminating gender bias in work places. Gender bias can be a legitimate basis for a lawsuit under anti-discrimination statutes. Gender bias is behavior that shows favoritism toward one gender over another. Most often, gender bias is the act of favoring men and/or boys over women and/or girls. Gender bias occurs when people make assumptions regarding behaviors, abilities or preferences of others based upon

their gender. Because there are strong gender role stereotypes for masculinity and femininity, students who do not match them can encounter problems with teachers and with their peers.

2.3.1. Gender Bias in School Enrollments

Discrimination based on gender is one of the primary impediments to education. And it affects boys and girls. In some regions, boys' educational opportunities are limited by gender roles that force them to work rather than attend school. These financial responsibilities are often increased in boys' adolescent years, making it difficult for them to complete secondary school in some regions. However, in many parts of the world, girls are most often the victims of gender discrimination as they pursue an education. Education is the only key to bring Gender equality. Increase in literacy rate should bring equality based on gender but in Indian society gender equality is not yet achieved upto the expected level. Because the roles of gender are taken from the society that plays a root cause for inequality though women are educated.

While the past few decades have seen an improvement in the treatment of females in classroom methods and curricular materials, it would be premature to declare victory and dismiss issues of gender bias. Today, our girls and boys remain the victims of gender stereotypes in text and resource materials. They are also victims of unintended or sexist behaviors by educators. Often teachers reflect varied expectations for children, based on a student's gender, class, race and ethnicity. Most teachers care deeply about the youngsters in their rooms. They are confident that they treat all their students the same. However, many teachers who analyze their own attitudes and behaviors discover the subtle and pervasive nature of gender inequity in the classroom.

A common response from teachers when asked about gender inequity in classrooms is that they treat all their students the same. There are two problems with this statement. First, students are diverse and have different learning issues, thus treating all students in the same way means that some students will have a better learning experience than their peers. Second, teachers may be ignoring their unconscious gender biases towards their students, their schools and themselves. If ignored, these gender biases, which may have developed from cultural norms, may lead to bias in the classroom.

2.3.2. Gender Bias in Dropouts

There is a gap in enrolment in schools of girl students when compared to boys. The social barriers standing in the way of girls attending schools - poverty, compulsions of older girls in families having to look after the home and siblings, the conception or misconception that girls do not need education and/or that what is taught in schools is irrelevant to them, parents seeing limited (economic) benefits in educating daughters, lack of women teachers and separate schools for girls, supportive facilities (like adequate and clean toilets in schools) and transport facilities to travel to school and back, all these inhibit parents from getting their girls enrolled. Girls have to stay at home once they attain puberty and must be protected till they are married. And they become part of another family, leaving the parental home. Add to this, the commonly held belief that marriage is the be-all and end-all for girls, leading to early marriage and pregnancy. So naturally the son is sent to the school, not the daughter which we call it as gender bias in school enrollment. The school alone cannot be blamed for this pity condition of enrolment.

The above reasons also result in high dropout rates at (upper) primary stage. So there is a gap in retention of girls in schools, even if they enroll at the primary stage. In many places in the rural areas where there are primary schools, there is no scope for studying further as there are no schools having upper primary and secondary sections and girls are not sent to far away schools because of this. Fear of the girl child and vulnerability is often the only reason given. The other factor to be taken into account is that are there enough opportunities for girls to achieve their full potential in the way boys do in the education system. Often there are unrecognized, unintended and unknown biases in the minds of the teachers, administrators and peers in schools, which inhibit girls. For girls in rural areas and from deprived castes, communities and tribes and for handicapped girls, all the above problems are accentuated much more than in the case of boys because of dual or multiple disadvantages. It is well-known that two thirds or more of our women are illiterate and less than half of them are educated up to the primary level.

2.3.3. Gender bias in Household responsibilities

The gender discrimination in schools is an extension of what we think in the family, in society and in the community in which we live. Unless there is camaraderie, dignity and partnership among the members of and within the family, it is difficult to expect the school to create it artificially in the school environment, and to pursue it without reference to what

is happening in society. There has to be a democratic environment in the home for the child to be democratic in his/her lifestyle. Any programme of gender discrimination elimination in educational institutions must take into confidence, the parents and guardians and undoubtedly the teachers (both men and women), for whom there must be continuous programmes orienting them to equality in thought and deed. Persons in the community and the media have to be involved, for the programme touches the lives of children outside of schools. It cannot succeed if pursued in the school alone.

Male and female are two wings of the society. Development of the society is not possible without balance (equal growth, equal development, equal opportunity etc.) between them. Continuous neglect of one is the silent killer of another. Most of the parents do not give equal opportunity to their female child. Though, equal opportunity to all is one of the fundamental rights in India. However, till now females are not getting equal opportunity within the family. Therefore there is a reason behind intrahousehold gender discrimination. The reason is, purely, "selfishness" of the parents.

2.3.4. Social Attitudes towards Girl's Education

The social barriers and social attitudes standing in the way of girls attending schools - poverty, compulsions of older girls in families having to look after the home and siblings, the conception or misconception that girls do not need education and/or that what is taught in schools is irrelevant to them, parents seeing limited (economic) benefits in educating daughters, lack of women teachers and separate schools for girls, supportive facilities (like adequate and clean toilets in schools) and transport facilities to travel to school and back, all these inhibit parents from getting their girls enrolled. Girls have to stay at home once they attain puberty and must be protected till they are married. And they become part of another family, leaving the parental home. Add to this, the commonly held belief that marriage is the e-all and end-all for girls, leading to early marriage and pregnancy. So naturally the son is sent to the school, not the daughter.

There are two extreme types of parental and social attitude / behavior- perfect altruistic and perfect capitalistic (or selfishness). If parents are perfectly altruistic about their child then both the types of child are equally welcome in the family. The share of the family cake will be identically equal for both male and female child. Investment for human capital accumulation will be same for both the types of child. If parents are altruistic then social norm has no influence on behavior of the parents towards their child. On the other hand, if

parents are perfectly capitalistic then they try to get what can give maximum returns. Then they always try to invest on that very project from where they can get maximum returns. In India social norm sets male child remain with the parents when female child goes to second home (husband home) after marriage. Therefore parents (when child matures) can get the returns from male child but not from the female child, due to social norm. Therefore as a rational capitalist, parents welcome only male child. As human capital is the potential of earning, parents invest only on the male child for human capital accumulation. They do not spend anything on their girl child rather they assign some duties so she herself covers spending on her food. Therefore if parents are perfectly capitalistic then ex-anti outcome is- parents welcome only male child in the family. However sex of the new born child is determined by the invisible hand. Therefore ex-post outcome is girl child labour and education to male.

2.3.5. Value accorded to Women's Education

Women of present is much liberated than the past. The statue of woman has undergone a great change today. They are making sincere efforts to rise in all spheres of life. Women have proved to be more responsible and work with great dedication. No country can achieve development without educating her women. The education of women is as important as that of men. It can even be said that educating women is of greater importance. If we educate a woman, we educate a family. An educated woman can perform her duties with great efficiency. She can run her family in a better manner and can help her children in their studies also. Moreover, if a woman is educated she is treated with respect. She has not to lead a life of dependence on men, since she can earn her own living (bread and butter). Education fills her with confidence and she is able to win her due place in society.

Today, government has become aware that female education is as important as that of men. A Sanskrit shaloka says that "a woman is under the guardianship of her father before marriage dependent on her husband after her marriage and on her son after the death of her husband." But this attitude of treating a woman as a ward or a dependent has been in existence for centuries. But now all these have changed. With the spread of education women have now begun to claim equality with men.

Women education has given a number of opportunities. Today, more and more woman is taking up jobs. The time has come when they are working for their enlistment.

They are now making sincere efforts to rise themselves in all spheres of life. The Indian constitution has also granted full equality to women with men. A women of present is much liberated than a women of past. Many male bastions have been broken by women who are now pilots, scientists, engineers, astronauts and so on. Besides holding various vital posts in offices, women are even today known for their gentleness, pleasing manners and docility. The statue of woman has undergone a great change today. Earlier women were confined to the houses only, but now they do work shoulder to shoulder with men in every sphere of human activity.

Today, women have proved to be more responsible and work with great dedication. They do more work than men though they have a physical weakness which is god given. Today, they are raising their voice for reservation of seats not only in colleges and offices, but also in the parliament.

Check Your Progress - 1
Note:

a. Tick mark the right answer in case of questions (i) and write your answer in the space given below in the question (ii) & (iii)

b. Compare your answers with those given at the end of the units.

(i) Male and female are ……………. of the society

        A. Two Wings

        B. Two Fires

        C. Two Fate

        D. Two Fact

(ii) What do you mean by Gender Bias?

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……………………………………………………………………………………………………
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(ii) What do you mean by Dropout?

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2.4. ISSUES RELATED TO GENDER IN SCHOOL

The socialization of gender within our schools assures that girls are made aware that they are unequal to boys. Every time students are seated or lined up by gender, teachers are affirming that girls and boys should be treated differently. When an administrator ignores an act of sexual harassment, he or she is allowing the degradation of girls. When different behaviors are tolerated for boys than for girls because 'boys will be boys', schools are perpetuating the oppression of females. There is some evidence that girls are becoming more academically successful than boys, however examination of the classroom shows that girls and boys continue to be socialized in ways that work against gender equity. Teachers socialize girls towards a feminine ideal. Girls are praised for being neat, quiet, and calm, whereas boys are encouraged to think independently, be active and speak up. Girls are socialized in schools to recognize popularity as being important, and learn that educational performance and ability are not as important. In this way lot of issue creating a gender bias in schools. In this section focuses on some of the issues related to gender in school.

2.4.1. Sexual Abuse

Abuse is defined as "to ill-use, to misuse, or to insult." Adults use children to meet their own sexual needs and gratification this includes intercourse, oral sex, fondling. Also the showing of or taking part in pornographic pictures or videos. Sexual abuse or assault, as defined in the Sexual Assault Prevention and Response Program Manual, is intentional sexual contact, characterized by use of force, threats, intimidation, abuse of authority or when the victim does not or cannot consent. Sexual abuse or assault includes rape, forcible sodomy and other unwanted indecent contact (e.g., kissing against another person's will) that is aggravated, abusive or wrongful (to include unwanted and inappropriate sexual contact), or attempts to commit these acts.

Physical Indicators	Behavioral Indicators
• Itching or pain in the genital area	• Eating disorders
• Vaginal discharge	• Fear of someone
• Infection	• Changes in attitude
• Anal bleeding	• Self-harm or suicide attempts
· Pregnancy	· Becomes aggressive

Child sexual abuse is a form of child abuse in which a child is abused for the sexual gratification of an adult or older adolescent. It includes direct sexual contact, the adult or otherwise older person engaging indecent exposure (of the genitals, female nipples, etc.) to a child with intent to gratify their own sexual desires or to intimidate or groom the child, asking or pressuring a child to engage in sexual activities, displaying pornography to a child, or using a child to produce child pornography. Effects of child sexual abuse include shame and self-blame, depression, anxiety, post-traumatic stress disorder, self-esteem issues, sexual dysfunction, chronic pelvic pain, addiction, self-injury, suicidal ideation, borderline personality disorder, and propensity to re-victimization in adulthood. Child sexual abuse is a risk factor for attempting suicide. Much of the harm caused to victims becomes apparent years after the abuse happens. Sexual abuse by a family member is a form of incest, and results in more serious and long-term psychological trauma, especially in the case of parental incest.

2.4.2. Sexual Harassment

Harassment is conduct, gestures or comments which are insulting, intimidating, humiliating, hurtful, malicious, degrading or otherwise offensive to an individual or group of individuals, and which create a hostile or intimidating environment for work or sports activities, or which negatively affect performance or work conditions.

` Sexual harassment is a form of prohibited harassment. It is defined as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when: Submission to such conduct is made either implicitly or explicitly a term or condition of employment. Submission to or rejection of such conduct is used as a basis for employment decisions. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment. This definition also encompasses unwelcome display or communication of sexually offensive materials.

Examples of Sexual Harassment

- Verbal comments
- Obscene or sexually explicit media contact
- Non-verbal actions
- Physical touching
- Unwanted requests to perform sexual acts or sexual favors

Sexual harassment may occur in a variety of circumstances in workplaces as varied as factories, school and academia. Often, but not always, the perpetrator is in a position of power or authority over the victim (due to differences in age, or social, political, educational or employment relationships) or expecting to receive such power or authority in form of promotion. Forms of harassment relationships include:

- The perpetrator can be anyone, such as a client, a co-worker, a parent or legal guardian, relative, a teacher or professor, a student, a friend, or a stranger.
- The victim does not have to be the person directly harassed but can be a witness of such behavior who finds the behavior offensive and is affected by it.
- The place of harassment occurrence may vary from school, university, workplace and other.
- There may or may not be other witnesses or attendances.
- The perpetrator may be completely unaware that his or her behavior is offensive or constitutes sexual harassment or may be completely unaware that his or her actions could be unlawful.
- The incident can take place in situations in which the harassed person may not be aware of or understand what is happening.
- The incident may be one time occurrence but more often it has a type of repetitiveness.
- Adverse effects on the target are common in the form of stress and social withdrawal, sleep and eating difficulties, overall health impairment, etc.
- The victim and perpetrator can be any gender.
- The perpetrator does not have to be of the opposite sex.

2.4.3. Perception of safety at School, Home and Community

Schools: Schools are at the frontline of child protection since they have the potential to both teach protective behaviors effectively and to a greater number of children than any other system, including parental instructions. This is because a large part of the truly "awake" time of a child's waking hours are spent at school. Besides educators have a special role in combating child sexual abuse, as they possess the knowledge, training and opportunity to observe and respond to children's behaviour and physical conditions over a period of time. Additionally, because of the close daily contact they are in a unique position

to identify these children who need help and protection. The following way schools should prevent the child abuse in their circumstances.

- Ensure teachers, volunteers and anyone else with access to children is properly screened and trained
- Implement and enforce a policy for reporting child sexual abuse and handling disclosures from children
- Establish protocols and screening for school computer use. Provide training to students and teachers on acceptable use of computers
- Assess your environmental structure and take every possible step to make it safer for children
- Make certain campus security is in place so that all visitors are screened through the office and the unusual incidents/visitors are handled.
- Provide programmes and roles for parents to make them a part of their children's safety and security at school and while going to and from school
- Choose or develop child-safety programs for the school that are based on accepted educational theories, are appropriate for the child's age and levels of education and development, and are designed to offer concepts that will help children build self-confidence in order to better handle and protect themselves in all types of situations. Use multiple program components that are repeated several years and use qualified presenters who include role-playing, behavioral rehearsal, feedback and active participation in presentations
- Safety planning and design for women and girls is important because it creates public spaces where women and all users have equal opportunity to be healthy, secure and happy. This kind of planning is based on the fact that the physical design of urban spaces affects women's use and enjoyment of the public realm.
- Safety planning and design for
- For girls around the world, exercising their right to education can be full of risk. They are at risk from violence on the journey to and from school and in the classroom itself. This violence may take the form of aggressive sexual behaviour, intimidation and physical assault by boys, sexual advances by male students and teachers, corporal punishment and verbal abuse.

Home: As a parent, you are the most important adult in your child's life and to whom your child looks up. We understand that you care for your children and while concerned about their safety, unfortunately cannot always ensure it. But you can equip them with information and skills to build self-protective behavior. The most important factor for your children's protection is a strong self-esteem. Let them know how important they are to you. Be available when they need to talk. Be honest and open with them when they ask difficult questions. And always believe what your child tells you, no matter how unbelievable or difficult to believe it is. Talking about child sexual abuse with your child may seem difficult, but the possible consequences of not talking with your child are even worse - that they may be sexually abused and not know where to turn for help. The following are some of the preventive safety in our children life.

- **Encourage kids to talk about their day:** Children cannot be expected to understand when it is okay to say "no" to or run away from an adult. This would be too confusing. Instead, build trust by regularly talking to them about their day. Make them feel comfortable raising any topic. Then, if your kids report any unacceptable behavior by others to you, it is your responsibility to take action.

- **Become educated on sexual abuse:** Get familiar with the facts. It is vital for you to educate yourself about sexual abuse.

- **Look for "Red Flags.":** Sex offenders often "groom" parents and children to gain their trust. They can be very slick and fool you into thinking they are trustworthy, but there is always a "red flag" that is just a little bit unusual. For instance, if an adult has many toys and video games in his house and several local kids go there every day, this is a possible red flag. If he doesn't seem to have any adult friends or activities, this is a bigger red flag. Check this person out. Have a conversation with him, if possible. If he is on the sex offender registry, report him to the authorities.

- **Know where your children are and who they are with at all times:** Know your children's friends and their parents. Make sure they are reliable before you allow your child to spend time at their house.

- **Teach children that the danger may come from someone they trust:** Tell your kids, "Bad touch is bad touch and no one gets to do it to our bodies. If anyone does bad touch, you go to a grown up for help. When you are not sure about whether something a grown up is doing is okay, ask another grown up to help you."

Community: Community also influences lot the development of surrounding children's growth. The following are some of roles of community to prevent the child abuse.

- **Know.** Learning more about child rights and child sexual abuse can help you ensure the safety of children in your family, your neighborhood and your community

- **Talk.** Talk to your colleagues, friends, relatives and family about the problem. Help break the silence around child sexual abuse.

- **Observe.** Be alert to the behavioral and physical indicators of sexual abuse in children. Don't just hear children's voices Listen to them.

- **Help.** If you suspect a child of being abused, assist the child.

- **Advocate.** Ask your child's school to incorporate personal safety curriculum and to implement a school child protection policy.

- **Involve.** Volunteer your time and resources to organizations working against child sexual abuse.

2.4.4. Adult and Non-Formal Education for Women's development

Adult education is a practice in which adults engage in systematic and sustained self–educating activities in order to gain new forms of knowledge, skills, attitudes, or values. It can mean any form of learning adults engage in beyond traditional schooling, encompassing basic literacy to personal fulfillment as a lifelong learner. In particular, adult education reflects a specific philosophy about learning and teaching based on the assumption that adults can and want to learn, that they are able and willing to take responsibility for that learning, and that the learning itself should respond to their needs. Driven by what one needs or wants to learn, the available opportunities, and the manner in which one learns, adult learning is affected by demographics, globalization and technology. The learning happens in many ways and in many contexts just as all adults' lives differ. Adult learning can be in any of the three contexts, i.e.

- **Formal:** Structured learning that typically takes place in an education or training institution, usually with a set curriculum and carries credentials;

- **Non-formal:** Learning that is organized by educational institutions but non credential. Non-formal learning opportunities may be provided in the workplace and through the activities of civil society organizations and groups;

- **Informal Education:** Learning that goes on all the time, resulting from daily life activities related to work, family, community or leisure (e.g. community baking class).

Non-formal Education is organized (even if it is only loosely organized), may or may not be guided by a formal curriculum. This type of education may be led by a qualified teacher or by a leader with more experience. Though it doesn't result in a formal degree or diploma, non-formal education is highly enriching and builds an individual's skills and capacities. Continuing education courses are an example for adults. Girl guides and boy scouts are an example for children. It is often considered more engaging, as the learner's interest is a driving force behind their participation. Non-formal learning activities are frequently based on private initiatives by non-governmental organisations (NGOs). Non-formal adult education comprises:

- Independent non-formal educational activity: evening schools and voluntary activity in associations
- University extension courses
- Day folk high schools
- Private independent boarding schools (folk high schools, home economics schools, arts and crafts schools, and continuation schools)

In many developing and underdeveloped countries, education of women and girls poses a serious problem. At the primary level more drop-outs are girls because of superstition (a belief in supernatural influences) and the belief that girls need no education as boys, a discriminatory attitude. Both factors all go to add to the seriousness of the problem. In India it is believed that the place of a woman is at home and even if they work outside in fields, in factories or in offices, their work is lowly paid. Though the attitude is changing of late, it has not eradicated the problem of literacy, which is greater among girls and women when compared to boys and men. So this is another area which falls within the scope of Adult Education and Non-Formal Education (N.F.E.). Only Adult Education and Non-Formal Education system can meet these challenges.

Government of India, through five year plans has made special efforts to improve literacy, adult education, women's education particularly in rural areas. The plan observed that adult education is an integral part of the revised Minimum Need Programmes which is (a) to reach the poor directly, (b) to implement it through co-ordination with other departments and (c) to make it as an essential facet of planning. Illiteracy, ignorance and

superstition are very high among women. Non-Formal Education removing these and widen their mental horizon and to develop social and productive skills, through better use of their leisure leading to self-employment or some gainful employment outside the home. Social desirability is seen in developing correct social values, attitudes and habits. Condemning exploitation of children and women and promoting literacy are also socially desirable virtues. Non-Formal Education contents for self-development promote socially desirable values, attitudes and practices.

2.4.5. Importance of vocational training and income generation for women

Education and training are essential components of any strategy to improve agricultural and non-farm productivity and rural incomes. Learning about improved production technologies and methods, new products and markets, business skills, as well as life skills (such as health management, decision-making, self confidence, or conflict management) can make a big difference for many of the rural poor, particularly the women folk. Women often have different training needs than men since they are more likely to work as contributing family workers, subsistence farmers, home-based micro-entrepreneurs, or low-paid seasonal labourers, in addition to handling their domestic work and care responsibilities.

Even within agriculture, the gender division of labour for managing or undertaking specific tasks in crop, livestock or fish production and processing, generates different technical and managerial training needs for men and women. Self-employed women are not regarded as entrepreneurs in many rural communities and thus have difficulty accessing entrepreneurship development training and services. Environmental degradation and climate change pose threats to subsistence farming and call for new technologies, alternative crops or growing processes – which demand new skills. It is said that climate change affects women and men differently and their skills needs may thus also differ. Skills development is a key to improving household productivity, employability and income-earning opportunities for women and also for enhancing food security and promoting environmentally sustainable rural development and livelihoods. Vocational Education and Training (VET) is important as it enriches a person for life and it provides the competencies which are necessary in a democratic society. Rural women are more benefitted if they can make use of the available opportunities in vocational education and training. A few examples to mention are:

- The women will get more employment opportunities and improve their daily lives.

- It promotes income generation and employment opportunities for disadvantaged women and men by providing them with skills and knowledge they can use in their communities. Its strategy involves planning with local partner institutions;

- It also generated greater respect for women in the community.

- It is an opportunities to adopt new technologies and production practices.

Rural women's access to education and training can have a major impact on their potential to access and benefit from income-generating opportunities and improve their overall well-being. A variety of approaches, including non-formal education, technical and vocational training, agricultural extension services, workplace training, training in new technologies and literacy and numeracy training are needed to address the various challenges rural women face. In addition, information and communication technologies supported by the right policies and institutional frameworks, can provide rural women with alternative avenues to access information related to their rights, services and resources, and social protection.

Check Your Progress - 2
Note:

    a. Tick mark the right answer in case of questions (i) and write your answer in the space given below in the question (ii)

    b. Compare your answers with those given at the end of the units.

(i) What is the expansion of NGO?

        A. Non-Genuine Organisations

        B. Non-Governmental Organisations

        C. Nil-Governmental Organisations

        D. Non-Governmental Option

(ii) What do you mean by Sexual Harassment?

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2.5.   GENDER EQUALITY

Gender equality, also known as sex equality, gender egalitarianism, sexual equality, or equality of the genders, is the view that everyone should receive equal treatment and not be discriminated against based on their gender. Gender equality is achieved when women and men enjoy the same rights and opportunities across all sectors of society, including economic participation and decision making, and when the different behaviours, aspirations and needs of women and men are equally valued and favoured. The following sections deals about the roles of various stakeholders in reinforcing gender equality in the school environment.

2.5.1. Role of Schools in reinforcing gender equality

The gender inequities pervading society are carried into the school environment. This is evidenced in school processes such as teaching, teacher–student interaction, school management, and the plan and design of the physical infrastructure. Teaching and learning materials, for example, may contain gender stereotypes. Teachers are not always aware of the gender specific needs of both girls and boys. School management systems may not sufficiently address gender constraints such as sexual harassment, and many schools do not have adequate or separate toilets for girls and boys. As a result, the schools do not provide a gender responsive environment for effective teaching and learning to take place. In order to arrive at such a school, a holistic approach involving various interventions is required. The holistic intervention package can include the following elements:

- Undertaking gender sensitization of parents, community leaders and members, teachers, girls and boys in order to raise their awareness and understanding of the need to support girls' education.
- Training teachers in the skills for making teaching and learning processes responsive to the specific needs of girls and boys.
- Empowering girls with skills for self-confidence, assertiveness, speaking out, decision making and negotiation in order for them to overcome gender-based constraints to their education.
- Empowering boys with skills to de-link from gender oppressive attitudes and practices such as macho-ism, bullying and sexual affronts and to develop the self-confidence needed to accept gender equality positively.

- Training the school community to manage sexual maturation issues of both girls and boys with particular emphasis on menstruation management.
- Training teachers and students in guidance and counselling skills.
- Establishing guidance and counselling desks in order to provide services for the social and psychological development of girls and boys.

The following are some of ideas to promoting gender equity in schools.

- Establish an award to recognize children who promote equity
- Do a play about gender equity in school
- Write an equity column or article in the paper
- Organize a walk, race, or athletic event for equity
- Honor people who foster gender equity in their work and life spirit
- Develop posters that promote equity
- Create a videotape on gender equity
- Reformulate or construct an equitable workplace
- Monitor a school or district for equity
- Award a gender equity scholarship
- Present an equity workshop at a conference
- Observe classrooms to detect bias in interactions
- Manage an equity booth at a toy, computer, or grocery store

2.5.2. Role of Peers in reinforcing gender equality

Like teachers, peers contribute to the socialization of gender difference via multiple Pathways. Upon entering school, children encounter large numbers of peers, many of whom model traditional gender behaviour, producing and reinforcing the content of gender stereotypes. In addition, schools are characterized by gender segregation. When many peers are available, children tend to select same-sex playmates. Children's gender segregation, in turn, affects their play experiences, leading them to spend more time in stereotypic play. Furthermore, gender segregation predicts children's future conformity to gender stereotypes. Peers also contribute to gender differentiation by teaching their classmates stereotypes (e.g. "Short hair is for boys not girls") and punishing them for failing to conform to stereotypes via verbal harassment and physical aggression. Importantly, intervention programs can teach young children to recognize and challenge their peers' sexist remarks (e.g., "You can't say girls can't play!"). Peer group influence begins in

preschool and continues as children progress through school and expand their social world. This influence reinforces activities involved in play, academic success, popularity, body image, and dress and continues throughout the life cycle.

2.5.3. Role of Teachers in reinforcing gender equality

Teachers play a crucial role in every classroom. They are the actors who shape the success or failure of their students. Their interpretation of the curriculum, interaction with learners, and way they assign duties and homework, are important factors in a child's schooling. The following are some of the role of teachers to reinforcing gender equality

- Teachers and teacher educators should examine their syllabuses with the view of incorporating a gender dimension by: including the introductory themes on gender; and by exploring gender issues within some of the topics of existing syllabus.

- Teacher educators themselves be gender sensitive through gender awareness and sensitization programmes.

- Teacher educators and teachers should employ engendered patterns of classroom organisation and interaction, and

- Teacher educators and teachers should engendered teaching approaches be employed.

- Capacity building centres should be established in all educational regions intended to train teachers and teacher educators in gender-laden education.

- Teachers and teacher educators should : a) conducting workshops, b) introducing engendered classroom organisation and interaction; c) introductory lessons on gender; d) focus on gender issues within the existing syllabus topics; e) introducing gender issues career guidance; f) analysing gender issues in instructional materials and g) conducting research projects on gender issues.

2.5.4. Role of curriculum and textbooks in reinforcing gender equality

In schools and colleges, the curriculum is usually full, which means it is not easy to integrate a gender equity perspective in the design, content and teaching approaches of the many subjects that teachers may have to cope with. Moreover, curricula are often developed by experts and owned' by the state, so it is difficult to lobby for change where this might be seen to challenge governmental control. But, where diversity is recognized and participatory processes are employed, women and girls from different backgrounds can participate in

discussions about curricula decisions and how they are represented — considering that they are diverse groups. When considering how teaching and the curriculum can be made gender- equitable, the following areas need attention.

- **Curriculum Content:** There is need to consider what girls from poor, and marginalized environments, are offered by their schooling, and to provide, for example, literacy learning in a way that enhances their confidence, so that they can begin to transform theft lives.

- **Learning Methods:** Often, images in textbooks are simply 'check-listed for their portrayal of gender images. Children do not necessarily have simplistic, preconditioned responses to images in textbooks, and need a more sophisticated understanding of and response to how children learn about gender textbooks.

- **Language of Instruction and Literacy:** Children who are geographically or culturally marginalized from mainstream education may find themselves being taught in a language that they do not use. Girls and women often have less access to, and use of national "prestige" language than men.

- **Methods of Evaluation and Assessment:** Examinations tend to dominate assessment, but other methods should be used, such as continuous assessment. In addition, "girls could have more equal opportunities in school if teachers talk to them more and encourage them, for instance by giving them more prizes for participating in different classroom activities". For teaching and the curricula to be gender equitable in schools, it is important to properly educate teachers on gender quality teaching through the courses and practical materials that are provided.

The curriculum, and ways of teaching and learning, can reproduce ideas and practices marked by gender inequality. Gender inequalities and wider social, political and economic inequalities, can influence the access that girls and boys have to different parts of the curriculum. Teachers' awareness of, and approaches to gender issues in teaching and learning, are crucial if gender-equitable education is to be achieved. Curriculum content, the relationship between teachers and students, and teacher-education, require special attention and policy development if gender-equitable education is to be achieved. Government and other relevant stakeholders:

- Ensure that curriculum development involves consultation at all levels of society about gender equality, and what decisions mean for women and girls, especially

those who may be marginalized because of language, social practice or environmental degradation.

- Develop and implement government-agreed standards for quality and equality in education.

- Ensure that there are strong legal measures to outlaw sexual violence and harassment in schools, with clear procedures for dealing with abuse, winch are widely communicated.

- Ensure that training in gender equality is included in the teacher- education programme, both in preservice training and in-service school-.based, college-based training or university-based training.

- Develop capacity and role of the inspectorate and gender units to support gender equality in the classroom at all levels of educational institutions

- Assess the planning and budgeting processes, and ensure that officials at all levels of education have the capacity to implement them. Put in place any necessary training required to achieve this.

Check Your Progress - 3

Note:

   c) Write your answer in the space given below

   d) Compare your answer with those given at the end of the unit.

(iv) What do you mean by Gender Equality?

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(v) List out the any five ways to promoting gender equality in schools.

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2.6. LET US SUM UP

While the past few decades have seen an improvement in the treatment of females in classroom methods and curricular materials, it would be premature to declare victory and dismiss issues of gender bias. Today, our girls and boys remain the victims of gender stereotypes in text and resource materials. They are also victims of unintended or sexist behaviors by educators. Often teachers reflect varied expectations for children, based on a student's gender, class, race and ethnicity. Most teachers care deeply about the youngsters in their rooms. They are confident that they treat all their students the same. However, many teachers who analyze their own attitudes and behaviors discover the subtle and pervasive nature of gender inequity in the classroom. As a writer of this unity, I hope this unit very much beneficial for the prospective teachers to understand the gender bias in the classroom setting.

2.7.   UNIT-END ACTIVITIES

1.   Define: Gender bias and discuss its impact on school enrollments, dropouts and household responsibilities.

2.   Write short notes on issues related to gender in school

3.   Describe the importance of vocational training and income generation for women

4.   Describe the role of schools, peers, teachers and curriculum in challenging gender inequalities

5.   Write an essay on empowerment of women's through adult education and non-formal education.

2.8.   ANSWERS AS CHECK YOUR PROGRESS

1.   (i)   A

(ii)   **Gender Bias:**

Gender bias is a preference or prejudice toward one gender over the other. Gender bias can be subtle or overt, and can result in small or large consequences. Gender bias can be a legitimate basis for a lawsuit under anti-discrimination statutes. Gender bias is behavior that shows favoritism toward one gender over another. Gender bias occurs when people make assumptions

regarding behaviors, abilities or preferences of others based upon their gender.

(iii) **School Dropout:**

Dropping out means leaving a school, college, university or group for practical reasons, necessities, or disillusionment with the system from which the individual in question leaves.

2. (i) B

(ii) **Sexual Harassment:**

Sexual harassment is a form of prohibited harassment. It is defined as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when: Submission to such conduct is made either implicitly or explicitly a term or condition of employment. Submission to or rejection of such conduct is used as a basis for employment decisions.

3. (i) **Gender Equality:**

Gender equality is achieved when women and men enjoy the same rights and opportunities across all sectors of society, including economic participation and decision making, and when the different behaviours, aspirations and needs of women and men are equally valued and favoured. The following sections deals about the roles of various stakeholders in reinforcing gender equality in the school environment.

(ii) **Ways to promoting gender equality in schools**:
- Establish an award to recognize children who promote equity
- Do a play about gender equity in school
- Write an equity column or article in the paper
- Organize a walk, race, or athletic event for equity
- Honor people who foster gender equity in their work and life spirit
- Develop posters that promote equity

2.9. SUGGESTED READINGS

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UNIT III

GENDER AND SOCIETY

Structure

3.1.   Introduction

3.2.   Objectives

3.3.   History and Current Scenario of Indian Women

    3.3.1.   Concept of Patriarchy and Matriarchy

    3.3.2.   Issues related to Indian Women

    3.3.3.   Gender roles in society through variety of institutions

- Family
- Caste
- Religion
- Culture
- Media and popular culture (films, advertisements etc)
- Law and State

3.4.   Issue related to women/girl child

    3.4.1.   Female foeticide and infanticide

    3.4.2.   Sex Ratio

    3.4.3.   Sexual Harassment of women at work place

    3.4.4.   Honour Killing

    3.4.5.   Dowry

    3.4.6.   Child Marriage

    3.4.7.   Property Rights

    3.4.8.   Divorce

    3.4.9.   Widowhood

    3.4.10.   Identification of Sexual abuse / violence and its verbalization

3.5.   Let Us Sum Up

3.6.   Unit- End Activities

3.7.   Answers as check your progress

3.8.   Suggested Readings

"If you educate a man you educate an individual,
however, if you educate a woman you educate a whole family.
Women empowered means mother India empowered".
PT. Jawaharlal Nehru

3.1. INTRODUCTION

The status of women in the Indian society has been a complicated one. It passed through fluctuations through the ages. While it was high during the Vedic period, it slumped in the Post -Vedic period. Again, in the modern period, it rose. During the Vedic period, the women enjoyed a high position and equal status with men. But in the Post- Vedic period their status deteriorated and their position improved so as to be equal to that of men in the society. Women education in India has also been a major preoccupation of both the government and civil society as educated women can play a very important role in the development of the country. Education is milestone of women empowerment because it enables them to responds to the challenges, to confront their traditional role and change their life. Women Education is the only way to remove the gender discrimination in the society. This unit deals the history and current scenario of Indian Women. This unit provides a lot of input related to various issues of women and girl child.

3.2. OBJECTIVES

After going through this unit, you will be able to:

- discuss the history and current scenario of Indian women
- define and discuss the concept of Patriarchy and Matriarchy
- analysis the various issues related to Indian women
- describe the gender roles in society through variety of institutions
- explain the issues related to female infanticide and foeticide
- describe the problems related to sex ratio and sexual harassment
- discuss the women issues related to honour killing, dowry and child marriage
- debate the property rights, sexual abuse, widowhood against women.

3.3. HISTORY AND CURRENT SCENARIO OF INDIAN WOMEN

Medieval India was considered the "Dark Ages" for Indian women. Medieval India saw many foreign conquests, which resulted in the decline in women's status. When foreign conquerors like the Mughals and the British invaded India they brought with them their own culture, which in some cases adversely affected the condition of women and in some cases emancipated them. Over the ages in India women have been treated as the sole property of her father, brother or husband, not been given any choice or freedom of her own. All this gave rise to some new evils such as Child Marriage, Sati, Jauhar and restriction on girl education.

Sati: The ritual of dying on the funeral pyre of the husband is known as "Sati" or "Sahagaman". According to some of the Hindu scriptures women dying on the funeral pyre of her husband go straight to heaven so it's good to practice this ritual. Initially it was not obligatory for the women but if she practiced such a custom she was highly respected by the society.

Jauhar: It is also more or less similar to Sati but it is a mass suicide. Jauhar was prevalent in ancient Rajput societies. In this custom wives immolated themselves while their husbands went to perform Saka, i.e face the larger army of the enemy knowing that they will be killed since they are outnumbered. When people of the Rajput clan became sure that they were going to die at the hands of their enemy then all the women arrange a large pyre and set themselves afire, while their husband used to fight the last decisive battle with the enemy. Thus protecting the honour of the women and the whole clan.

Child Marriage: It was a norm in medieval India to get girls married at the age of 8-10. They were not allowed access to education and were trained in house work instead. Child marriage had its own share of problems such as increased birth rate, poor health of women due to repeated child bearing and high mortality rate of women and children.

Restriction on Widow Remarriage: The condition of widows in medieval India was very poor. They were not treated as equals and were subjected to a lot of restrictions. They were supposed to live pious life after their husband died and were not allowed entry in any celebration. Their presence in any good work was considered to be a bad omen. Many widows also had to have their hair shaved off as a mark of mourning. They were not allowed to remarry.

Purdah System: The veil or the 'Purdah' system was widely prevalent in medieval Indian society. It was used to protect the women folk from the eyes of foreign rulers who invaded India in medieval period. But this system curtailed the freedom of women.

Female Education: The girls of medieval India and especially Hindu society were not given formal education. They were given education related to household chores.

Devadasis: It was a custom prevalent in Southern India. In this system girls were dedicated to temples in the name of gods and goddesses. The girls were then onwards known as 'Devadasis' meaning servant of god. These Devadasis were supposed to live the life of celibacy. All the requirements of Devadasis were fulfilled by the grants given to the temples. In temple they used to spend their time in worship of god and by singing and dancing for the god.

Current / Modern Indian Women

The status of women in modern India is a sort of a paradox. If on one hand she is at the peak of ladder of success, on the other hand she is mutely suffering the violence afflicted on her by her own family members. As compared with past women in modern times have achieved a lot but in reality they have to still travel a long way. Women have left the secured domain of their home and are now in the battlefield of life, fully armored with their talent. They had proven themselves. But in India they are yet to get their dues. The sex ratio of India shows that the Indian society is still prejudiced against female. There are 917 females per thousand males in India according to the census of 2011, which is much below the world average of 990 females. There are many problems which women in India have to go through daily, some of which are:

Malnutrition: On of the major causes of mal nutrition among Indian women is gender inequality. In many parts of India, especially rural India, women are the ones who eat last and least in the whole family. This means they eat whatever is left after the men folk are satiated. As a result most of the times their food intake does not contain the nutritional value required in maintaining the healthy body. In villages, sometimes women do not get to eat a whole meal due to poverty.

Poor Health: Malnutrition results in poor health of women. The women of India are prejudiced from birth itself. They are not breastfed for long. In the want of a son get pregnant as soon as possible which decreases the caring period to the girl child, whereas male members get adequate care and nutrition. Women are not given the right to free movement that means that they cannot go anywhere on their own if they want and they have to take the permission of male member of family or have to take them along. This means that women miss visiting doctors even when they should, which adds to their poor health.

Maternal Mortality: The maternal mortality rate in India is among highest in the world. As females are not given proper attention, which results in the malnutrition and then they are married at an early age which leads to pregnancies at younger age when the body is not ready to bear the burden of a child. All this results in complications, which may lead to gynecological problems, which may become serious with time and may ultimately, lead to death.

Lack of Education: In India women's education never got its due share of attention. From medieval India women were debarred from the educational field. According to medieval perception women need just household education and this perception of medieval

India still persists in villages of India even today. Girls are supposed to fulfill domestic duties and education becomes secondary for them whereas it is considered to be important for boys. Although scenario in urban areas has changed a lot and women are opting for higher education but majority of Indian population residing in villages still live in medieval times. The people of villages consider girls to be curse and they do not want to waste money and time on them as they think that women should be wedded off as soon as possible.

The main reason for not sending girls to school is the poor economic condition. Another reason is far off location of schools. In Indian society virginity and purity is given utmost importance during marriage and people are afraid to send their girl child to far off schools were male teacher teach them along with boys. The lack of education is the root cause for many other problems. An uneducated mother cannot look after her children properly and she is not aware of the deadly diseases and their cure, which leads to the poor health of the children. An uneducated person does not know about hygiene this lack of knowledge of hygiene may lead to poor health of the whole family.

Mistreatment: In India violence against women is a common evil. Not just in remote parts but even in cities women bear the brunt. They are subjected to physical and mental violence. They are the one who work most but are not given their due. Every hour a woman is raped in India and every 93 minutes a woman is burnt to death due to dowry problem.

Overworked: Indian women work more than men of India but their work is hardly recognized as they mainly do unskilled work. Their household chores is never counted as a work, if a woman is working in a field to help her husband it will also be not counted as a work.

Lack of power: In India a large percentage of women do not have power. They cannot take decisions independently not even related to their own life. They have to take permission of male members for each and every issue. They don't have any say in important household matters and not in matter of their own marriage.

Marriage: The family mainly fixes the marriages in India. The scenario in villages is very bad. The girl is not consulted but is told to marry a groom whom her family has chosen for him. They are taught to abide by the whims and fancies of their husbands. Going against the wishes of husband is considered to be a sin. In marriage husband always has the upper hand. The groom and his parents show as if they are obliging the girl by marrying her and in return they demand hefty dowry.

Dowry: Another serious issue in modern India. Courts are flooded with cases related to death due to dowry harassment by husband and in laws. Nowadays parents have to give hefty amount in dowry, the in laws of their girl are not concerned whether they can afford it or not. If a girl brings large amount of dowry she is given respect and is treated well in her new home and if she does not bring dowry according to expectations of her in laws then she has to suffer harassment. Due to this evil practice many newly wed women of India have to lose their lives.

Female infanticide/foeticide: Today with the help of technology the sex of the unborn baby is determined and if it is a girl child then it is aborted. In all this procedure women do not have any say they have to do according to the wish of their husbands even if she does not want an abortion, she has no choice.

Divorce: The divorce rate in India is not so high compared to western countries but that does not mean that marriages are more successful here.

Though there are problems in the lives of Indian women but they are always ready to fight all the odds and enjoy their life to the full they have their own talent, hobbies, and they socialize according to Indian customs.

3.3.1. Concept of Patriarchy and Matriarchy
Patriarchy

Patriarchy is a social system in which males hold primary power and predominate in roles of political leadership, moral authority, social privilege, and control of property. In the domain of the family, fathers hold authority over the women and children.

A patriarchal system is a social system in which the father is the head of the household. This, however, is not confined to the household alone. It can be extended to the entire society where males dominate in all social, political, economical, legal and cultural roles. For instance, in most patriarchal societies women were very much confined to the domestic sphere, where they were completely cut off from the realities of the society.

Let us take some examples to clarify the way in which patriarchy is evident in our daily life.

- When a man raises his voice in the course of an argument and insects on his point of view, without letting others especially women get to utter a single word, his actions are likely to be described as "aggressively patriarchal".

- If a women complains of sexual harassment at her work place, and all the men in her office deny that this could ever happen. The reasoning of men can be described as being "typically patriarchal".

Matriarchy

Matriarchy is a social system in which females hold primary power, predominate in roles of political leadership, moral authority, social privilege and control of property at the specific exclusion of men, at least to a large degree.

A matriarchal system is a social system in which the mother is the head of the household. In a matriarchal society, the governance of the society is also in the hands of women. When examining the human history, there is very little evidence of matriarchal societies, because most confuse an egalitarian society or matrilineal society to a matriarchal society.

Characters	Patriarchy	Matriarchy
House Hold	Father is the head of the household	Mother is the head of the household
Power	The father has more power and control over others	The mother has more power and control over others
Property	The ownership of property goes to males.	The ownership of property goes to females
Governance	The society is governed by Males	The society is governed by females

3.3.2. Issues related to Indian Women

There are various issues and problems which women generally face in the society in India. Some of the problems are mentioned and described below:

- **Selective abortion and female infanticide:** It is the most common practice for years in India in which abortion of female fetus is performed in the womb of mother after the fetal sex determination and sex selective abortion by the medical professionals.

- **Sexual harassment:** It is the form of sexual exploitation of a girl child at home, streets, public places, transports, offices, etc by the family members, neighbors, friends or relatives.

- **Dowry and Bride burning:** It is another problem generally faced by women of low or middle class family during or after the marriage. Parents of boys demand a lot of

money from the bride's family to be rich in one time. Groom's family perform bride burning in case of lack of fulfilled dowry demand. In 2005, around 6787 dowry death cases was registered in India according to the Indian National Crime Bureau reports.

- **Disparity in education:** The level of women education is less than men still in the modern age. Female illiteracy id higher in the rural areas. Where over 63% or more women remain unlettered.

- **Domestic violence:** It is like endemic and widespread disease affects almost 70% of Indian women according to the women and child development official. It is performed by the husband, relative or other family member.

- **No property Rights:** Girls have no property rights like boys forever.

- **Child Marriages:** Early marriage of the girls by heir parents in order to be escaped from dowry. It is highly practiced in the rural India.

- **Inadequate Nutrition:** Inadequate nutrition in the childhood affects women in their later life especially women belonging to the lower middle class and poor families.

- **Domestic violence and status in the family:** It is the abuse or violence against women.

- **No Military Service:** Women are considered as inferior to men so they are not allowed to join military services.

- **Status of widows:** Widows are considered as worthless in the Indian society. They are treated poorly and forced to wear white clothes.

3.3.3. Gender roles in society through variety of institutions

The behaviors of men and women that are considered socially appropriate are called gender roles. A gender role is a set of societal norms dictating the types of behaviors which are generally considered acceptable, appropriate, or desirable for people based on their actual or perceived sex or sexuality. Gender roles are usually centered on conceptions of femininity and masculinity, although there are exceptions and variations. The specifics regarding these gendered expectations may vary substantially among cultures, while other characteristics may be common throughout a range of cultures.

In the early and mid-20th century, men were considered responsible for taking care of the family financially. They took their jobs as sole providers very seriously. They also had the responsibility for guiding the family. While they may listen to what their wives had

to say, they made the final decisions. Men did not do household duties or childcare. They felt the need to be strong and refrained from showing too much emotion or sharing too many personal feelings, especially with those outside of the family.

Women were expected to be in charge of running the household. Mothers did the laundry, cooked the meals, and cleaned the rooms. They also took care of the children, giving them the care and attention that was required. The wealthier families might hire a nanny, and childcare became more widely used in the later 20th century. But the women were often in charge of directing the nannies and dropping off or picking up from daycare. Women were seen as more emotional than men, more likely and more encouraged to open up about their feelings. While there are many differences today, these patterns of behavior have left an indelible impact on society and our thoughts about men and women.

Family: Gender roles are defined by the socio-cultural norms of any society. In most of the societies the family systems are based on the gender roles and it is the pre-designed gender roles that help members of the family to run the family with bound responsibilities. Even when parents set gender equality as a goal, there may be underlying indications of inequality. For example, when dividing up household chores, boys may be asked to take out the garbage or perform other tasks that require strength or toughness, while girls may be asked to fold laundry or perform duties that require neatness and care. It has been found that fathers are firmer in their expectations for gender conformity than are mothers, and their expectations are stronger for sons than they are for daughters. This is true in many types of activities, including preference of toys, play styles, discipline, chores, and personal achievements. As a result, boys tend to be particularly attuned to their father's disapproval when engaging in an activity that might be considered feminine, like dancing or singing.

Caste: Caste refers to a traditional Hindu model of social stratification, which defines people by descent and occupation. 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 women. They experience multiple levels of discrimination and exploitation, much of which is barbaric, degrading, appallingly violent and totally inhumane.

Religion: The main religions of the world all contain certain ideas about the appropriate roles for men and women in society, and traditionally, this has placed women in the home and men in the 'outside' world. This holds true even nowadays, where much change is occurring in societies with increasing female labour market participation and changes in attitudes accompanying this. Religions differ to some extent in this regard, but similar normative claims about men's and women's roles are present across all denominations. The cultural and religious activities that negatively impacted against the education of the girl child were most found.

Culture: Expectations about attributes and behaviours appropriate to women or men and about the relations between women and men – in other words, gender – are shaped by culture. Gender (like race or ethnicity) functions as an organizing principle for society because of the cultural meanings given to being male or female. Culturally determined gender ideologies define rights and responsibilities and what is 'appropriate' behaviour for women and men. They also influence access to and control over resources, and participation in decision-making. These gender ideologies often reinforce male power and the idea of women's inferiority. Culture is sometimes interpreted narrowly as 'custom' or 'tradition', and assumed to be natural and unchangeable. Despite these assumptions, culture is fluid and enduring. Dominant cultures reinforce the position of those with economic, political and social power, and therefore tend to reinforce male power. Globalisation also has implications for the diffusion of culture, particularly of western culture.

Media: The main aim of mass media is to be universal and suitable for everyone, in order to gather the largest possible audience. Thus television, responsible for providing the central social discourse, is supposed to be "a mirror of the society". However, because of stereotypical way of explaining the reality, some groups are underrepresented or ignored, and therefore the society image is incomplete. For instance, the way in which male and female roles are presented in commercials reflects the traditional notions of gender, where women are dominated by men. The attempts to break down the stereotypes are emancipation of women, growing role of individualism, globalization and revaluation of patterns and social roles. Mass media not only gives people information and entertainment, but it also affects people's lives by shaping their opinions, attitudes and beliefs. Nowadays the differences between male and female roles are smaller, however mass media still perpetuates traditional gender stereotypes. Moreover, due to their great influence on people's attitudes, they can depict certain social groups in negative and unrealistic manner.

They can be a very useful tool for those remaining power. By manipulating the message, media can create a certain image of reality, which is consistent with the policy of the dominant group. As a result, the reflection of a real world is incomplete and distorted. Although people are aware of the unequal representation of certain social groups in mass media, it is hard to remain objective and insensitive to its influence.

Advertisement: Women are more often presented in commercials, because they are seen as responsible for making everyday purchases. Men generally advertise cars, cigarettes, business products or investments, whereas women are shown rather in the commercials with cosmetics and domestic products. They are also more likely portrayed in the home environment, unlike men, who are shown outdoors. Another important distinction is the face-ism phenomenon in the commercials, which consists in showing the entire figure in case of women and close-up shots in case of men. In advertisements, man plays as athletic, successful, professional, seducer with a beautiful woman by his side. He also has a branded car and a Smartphone. The other type is less popular and presents men devoted to their families who can save enough time for them. Men are very rarely presented during housecleaning. And if they are, it is rather a satirical imager they appear as the experts and they advise women, for instance, how to do laundry properly. Advertising specialists also use the stereotype of male friendship, which can be called "buddy narratives"; men are presented as acting together, for instance by going to a football match or to the pub.

Films: Most people would be surprised to learn that gender segregation plays out at different levels of the film industry, where behind-the-scenes and onscreen inequality runs rampant. The bollywood films have well portrayed the changes happening in the society the films has always been criticized for its almost ignoring the issues of gender. In most of the films, women are given a second tier status; they are characterized as inferior and weaker parts of the society always seeking help from their male counterpart. The only importance they are given is as an item girl or a one-dimensional catalyst for the hero's journey. The heroines are harassed and embarrassed in the name of courtship and issues like sexual assault and rape have been shown regularly in films. The treatment of women in films are either as domestic dolls pandering to the whims and fancies of the dominating husband and in-laws is another cliché that we come across. Women are generally shown as mere adornments to the house. Most mainstream movies portray the man-woman relationship in the mould of one social activity, namely, falling in love and either getting married of jilted for money or family prestige bestowed by birth.

Law and State: "The state sets the framework within which couples lives in a legal relationship called marriage, it determines the age of consent to sexual intercourse, it makes certain kinds of intercourse criminal acts, it forbids or regulates the grounds on which abortions can be undertaken legally. The courts set precedents and rules which determine what happens when a marriage breaks up. All of these functions profoundly affect the quality of people's lives and are part of social policy". Law is pervasive and affects many aspects of people's lives, women and men alike. Inequalities in endowments, access to resources and rights, social (and household) status, voice and agency are perpetuated, codified, contested and redressed through norms and the institutions established or resulting from such norms, be they social or legal. Although these inequalities can affect both women and men, women are lagging behind men in many fields.

Check Your Progress - 1

Note:

e) Write your answer in the space given below

f) Compare your answer with those given at the end of the unit.

(vi) What are the differences between Patriarchy and Matriarchy?

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(vii) List out the various issues related to Indian women.

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(viii) What are the problems faced by women in the Medieval India?

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3.4. Issues related to women or girl child

Taking birth as a woman in the society can be said as curse for the women. Women face lots of social issues and problems all through the life which are big struggle for them right from their beginning of life. Female infanticide is the most common practice of killing girl child in mother's womb in the Indian society. Women are considered as burden for their parents and husbands as they think that women are here only to consume money whole life without earning a little bit. Another common problem for women is sex discrimination which they face from their birth and continues till their death. Illiteracy, lack of proper education, responsible for household works, rape, sexual harassment at workplace, etc are some big issues for the women. However, a lot of positive changes has occurred in the women status as the number of educated people is increasing in the country. In this section deals about some of issues related to women or girl child.

3.4.1. Female Foeticide and Infanticide

Female Foeticide: Female foeticide is a practice of selective elimination of the female foetus after prenatal sex determination or sex pre-selection, thus, avoiding the birth of a girl child. Sex of the baby could be detected through pre-conception and post-conception methods. The pre-conception methods include Ericsson method (X and Y chromosome separation), and preimplantation genetic diagnosis. However, it is the post-conception methods that are in much wide use, namely: amniocentesis, chronic villus sampling and ultra-sonography. Female foeticide in India is the abortion of a female foetus outside of legal channels. It occurs in India for assumed cultural reasons that span centuries.

Female Infanticide: Discrimination does not end with the sex-selective abortion of female foetus. In most cases, it continues beyond birth. Female infanticide is a deliberate and intentional act of killing a female child within one year of its birth either directly by using poisonous organic and inorganic chemicals or indirectly by deliberate neglect to feed the infant by either the parents or other family members. It is unfortunate that the parents also view her as a liability. Female infanticide is the deliberate killing of newborn female children. The important causes of female foeticide and infanticide are as follows:

Son mania: Indian society is patrilineal, patriarchal and patrilocal. Among the Hindus, the reproduction and heredity beliefs are governed by the laws of Manu. Besides religious consideration, economic, social and emotional desires favour males, as parents expect sons but non daughters to provide financial support, especially in their old age.

Girl as a "burden": The evil of dowry system has led to a belief that daughters have to be protected and sufficient financial resources have to be accumulated to support the marriage of the girl. Boys on the other hand are considered as assets, who fetch a fabulous dowry for the parents. This has created a stereo-type notion of girl as a "burden" on the household.

Education and the gender skew: The more educated a women is, the more likely she is to actively choose a boy, assuming that she decides to have one child. The only educated women likely to keep daughters are the very independent minded. Educated men, especially in the business class, also want to have sons to carry on their business.

Marginalisation of women in agriculture: Although women contribute far more to the agricultural production, they are by far largest group of landless labourers with little real security. Modernisation of agriculture alleviates the burden of tasks that are traditionally mens responsibility leaving womens burden unrelieved.

Misuse of technology: The tests like Amniocentesis and ultrasonography, which were originally designed for detection of congenital abnormalities of the foetus, are being misused for knowing the sex of the foetus with the intention of aborting it if it happens to be that of a female. Thus, female foeticide and infanticide is receiving fillip through misuse of technology, done surreptitiously with the active connivance of the service providers.

Weak implementation of laws: The Pre-natal Diagnostic Techniques (Regulation and Prevention of Misuse) Act, 1994, prohibits determination of sex of the foetus. It also provides for mandatory registration of genetic counselling centres, clinics, hospitals, nursing homes, etc. However, the implementation of the law is weak and it has not been used to the fullest. The focus has been only on the registration of the number of ultrasound machines and not on the actual act of abortions of female foetuses.

3.4.2. Sex Ratio

Sex is an easily identifiable characteristic and its dichotomous nature presents few problems of classification. The sex structure of any population can be measured through the percentage of males in the population or masculinity proportion or the sex ratio. The sex ratio of the population thus may either be expressed as the number of males per thousand females or as the number of females per thousand males. The former definition is followed all over the world but the Indian census followed the later definition. The sex ratio above thousand indicates a high sex ratio while that below thousand indicates a low sex ratio.

Factors affecting overall sex ratio:

The overall sex ratio is the result of the factors such as, the sex ratio of the new born babies are sex ratio at birth, the sex ratio of the deceased persons and the sex ratio of the net migrants.

Sex ratio at Birth: There is no 1:1 ratio of male and female births. The number of male babies is always slightly higher. Sex ratio of birth is above thousand. There are 105 male babies per thousand female babies. Sex ratio of birth is determined biologically. Nature is slightly more favourable to male at birth. The sex ratio at birth depends upon the sex ratios of two biological antecedent events that is sex ratio at the time conception and sex ratio of fetal losses of deaths. The sex of fetus is determined at the time of fertilization but there is no direct means of observing this ratio at conception.

Sex Ratio of Deceased persons: Differential mortality of the males and females is an important factor affecting the overall sex ratio and the sex ratio at various wages. In other words more than thousand males per thousand females. The male fetus is biologically, more delicate than the female fetus. It means that even after the birth the male baby continues to be biologically disadvantaged. The fact is reflected in the higher male mortality rates not only in the first day, in the first week and in the first month and in the first year but throughout life. In fact, in most countries the crude death rates for males are higher than those of females.

Sex Ratio at Net Migrants: The third factor affecting the overall sex ratio of any population is sex ratio of the net migrants which essentially socio economic in nature. Migration is ordinarily sex selective but it cannot have significant impact on the sex structure of the population. In India, the sex ratio in urban areas is favourable to males because of male domination in internal migration.

3.4.3. Sexual harassment of women at Work Place

"Sexual Harassment" includes anyone or more of the following unwelcome acts or behaviour (whether directly or by implication), namely:

- Physical contact or advances;
- A demand or request for sexual favours;
- Making sexually coloured remarks;
- Showing pornography;
- Any other unwelcome physical, verbal or non-verbal conduct of a sexual nature

A workplace is defined as "any place visited by the employee arising out of or during the course of employment, including transportation provided by the employer for undertaking such a journey."

Workplace sexual harassment is sexual, unwelcome and the experience is subjective. It is the impact and not the intent that matters and it almost always occurs in a matrix of power. It is possible that a woman may experience a single instance of sexual harassment or a series of incidents over a period of time. It is important also to remember that each case is unique and should be examined in its own context and according to the surrounding circumstances as a whole.

Below are examples of behaviour that may or may not constitute workplace sexual harassment in isolation. At the same time, it is important to remember that more often than not, such behaviour occurs in cluster. Distinguishing between these different possibilities is not an easy task and requires essential training and skill building. Some examples of behaviour that constitute sexual harassment at the workplace:

- Making sexually suggestive remarks or innuendos.
- Serious or repeated offensive remarks, such as teasing related to a person's body or appearance.
- Offensive comments or jokes.
- Inappropriate questions, suggestions or remarks about a person's sex life.
- Displaying sexist or other offensive pictures, posters, MMS, SMS, WhatsApp, or e-mails.
- Intimidation, threats, blackmail around sexual favours.
- Threats, intimidation or retaliation against an employee who speaks up about unwelcome behaviour with sexual overtones.
- Unwelcome social invitations, with sexual overtones commonly understood as flirting.
- Unwelcome sexual advances which may or may not be accompanied by promises or threats, explicit or implicit
- Physical contact such as touching or pinching.
- Caressing, kissing or fondling someone against her will (could be considered assault).

- Invasion of personal space (getting too close for no reason, brushing against or cornering someone).

- Persistently asking someone out, despite being turned down.

- Stalking an individual.

- Abuse of authority or power to threaten a person's job or undermine her performance against sexual favours.

- Falsely accusing and undermining a person behind closed doors for sexual favours.

- Controlling a person's reputation by rumour-mongering about her private life.

3.4.4. Honour Killing

An honor killing or shame killing is the homicide of a member of a family by other members, due to the perpetrators' belief that the victim has brought shame or dishonor upon the family, or has violated the principles of a community or a religion, usually for reasons such as refusing to enter an arranged marriage, being in a relationship that is disapproved by their family, having sex outside marriage, becoming the victim of rape, dressing in ways which are deemed inappropriate, engaging in non-heterosexual relations or renouncing a faith.

Honor killings are acts of vengeance, usually death, committed by male family members against female family members, who are held to have brought dishonor upon the family. A woman can be targeted by (individuals within) her family for a variety of reasons, including: refusing to enter into an arranged marriage, being the victim of a sexual assault, seeking a divorce - even from an abusive husband - or (allegedly) committing adultery. The mere perception that a woman has behaved in a way that "dishonors" her family is sufficient to trigger an attack on her life.

Methods of killing include stoning, stabbing, beating, burning, beheading, hanging, throat slashing, lethal acid attacks, shooting and strangulation. The murders are sometimes performed in public to warn the other women within the community of possible consequences of engaging in what is seen as illicit behavior.

The following are some of the Specific triggers of Honor killings

- **Refusal of an arranged marriage:** Refusal of an arranged marriage is often a cause of an honor killing. The family which has prearranged the marriage risks disgrace if the marriage does not proceed.

- **Seeking a divorce:** A woman attempting to obtain a divorce or separation without the consent of the husband/extended family can also be a trigger for honor killings. In cultures where marriages are arranged and goods are often exchanged between families, a woman's desire to seek a divorce is often viewed as an insult to the men who negotiated the deal. By making their marital problems known outside the family, the women are seen as exposing the family to public dishonor. Allegations and rumors about a family member. In certain cultures, an allegation against a woman can be enough to tarnish her family's reputation, and to trigger an honor killing: the family's fear of being ostracized by the community is enormous.

- **Victims of rape:** In many cultures, victims of rape face severe violence, including honor killings, from their families and relatives. In many parts of the world, women who have been raped are considered to have brought 'dishonour' or 'disgrace' to their families. This is especially the case if the victim becomes pregnant.

- **Homosexuality:** There is evidence that homosexuality can also be perceived as grounds for honor killing by relatives. It is not only same-sex sexual acts that trigger violence - behaviors that are regarded as inappropriate gender expression (e.g. a male acting or dressing in a "feminine way") can also raise suspicion and lead to honor violence.

- **Views on women:** Honor killings are often a result of strongly patriarchal views on women, and the position of women in society. In these traditional male-dominated societies women are dependent first on their father and then on their husband, whom they are expected to obey. Women are viewed as property and not as individuals with their own agency. As such, they must submit to male authority figures in the family – failure to do so can result in extreme violence as punishment.

3.4.5. Dowry

Dowry refers to the property, movable and or immovable, that is received by the bridegroom or his parents from the bride's parents.

The Dowry system refers to the durable goods, cash, and real or movable property that the bride's family gives to the bridegroom, his parents, or his relatives as a condition of the marriage. It is essentially in the nature of a payment in cash or some kind of gifts given to the bridegroom's family along with the bride and includes cash, jewellery, electrical

appliances, furniture, bedding, crockery, utensils and other household items that help the newlyweds set up their home.

The Dowry Prohibition Act, 1961 defines dowry as 'any property or valuable security given or agreed to be given either directly or indirectly

(a) By one party a marriage to the marriage; or

(b) By the parents of either party to marriage or by any other person to either party of the marriage or to any other person; at or before or after the marriage as consideration for the marriage of the said parties.

In ancient times the parents sent their daughter to her husband's home by paying a dowry in the form of certain material gifts and the daughter entrusted it to her husband. The dowry came as a boon to the girls in those days. In those days, the girls were not literate. They were not earning. They were financially helpless and so they depended solely on their husbands. The dowry safeguarded and helped them to support themselves in times of calamities like widowhood or some sudden misfortune and thus it acted as a security against contingencies of life.

Determinants of Dowry system has happened to our India in the following ways.

- **Educational qualification and Profession of the boy:** The size of dowry paid depends on the educational qualifications and profession of the boy. The amount of cash paid in dowry scales up as the educational qualification rises. The boy with a professional degree ordinarily fetches a higher sum of dowry than an ordinary graduate. The financial status of the boy's family also acts as an important consideration in the stipulation of the amount of dowry.

- **Economic status of boy's family:** When the family of the boy is propertied and economically well-off, it puts up a demand for a high rate of dowry 'to maintain its prestige and status'. When the educational qualification, profession and property combine together, the sky becomes the limit for the dowry demanded.

- **Social Status of the boy's family:** The social status of the family of the boy also plays a role in determining the rate of dowry.

- **Demerits of the girl:** The size of dowry scales up and down not only the merits of the boy, but also according to the disqualifications and demerits of the girl. For instance if the bride is dark-skinned or if she is short or squint-eyed or has anything negative, she pays more.

The following ways we try to eradicate the dowry systems.

- **Education:** By imparting Education the practice of dowry could be minimized but cannot be solved by educating them.

- **Refuse to Marry:** It is also suggested that the girls must refuse to marry the boys who demand dowry. But the girls feel that if they do so they may be left as maids and their prospects of marriage may come to an end once and for all.

- **Registration of Marriages:** Compulsory registration of marriages is also suggested to put down this evil. At the time of registration, the parents of both the bride and bridegroom must be asked to take an oath, 'not offered' and 'not accepted' dowry in cash or kind and to sign a prescribed form to that effect. This will help gradual elimination of this evil.

- **Political parties and service organizations:** Political parties and service organisatins like the clubs must also take up the programmes of propagation of the evil of dowry and ordain its members not to give or to take dowry.

3.4.6. Child Marriage

Child marriage is a formal marriage or informal union entered into by an individual before reaching the age of 18. The legally prescribed marriageable age in some jurisdictions is below 18 years, especially in the case of girls; and even when the age is set at 18 years, many jurisdictions permit earlier marriage with parental consent or in special circumstances, such as teenage pregnancy. In certain countries, even when the legal marriage age is 18, cultural traditions take priority over legislative law. Child marriage affects both boys and girls, though the overwhelming majority of those affected are girls, most of whom are in poor socioeconomic situations. Child marriage in India, according to the Indian law, is a marriage where either the woman is below age 18 or the man is below age 21. Most child marriages involve underage women, many of whom are in poor socio-economic conditions. Many factors have been responsible for child marriages. The causes of child marriage are explained below

- **Illiteracy:** India is an agricultural country. Here peasants generally like to marry their sons in an early age so that an additional member may be available to assist in domestic and agricultural work.

- **Low status of woman:** It was recognized that a woman should always remain under control. Before marriage, father is her guardian, after marriage, husband is

considered her guardian and after death of husband, her sons or any other male member of the family is her guardian.

- **Opposition to Inter-caste Marriage:** Opposition to the inter-caste marriages is another factor that has encouraged child marriages. To avoid nothing is left to attract inter-caste marriage, parents marry their daughter and sons in an early age of ignorance.

- **Joint Family System:** In patriarchal family there is no place for women's voice. In order to avoid the burden of a daughter or to bring an additional member for work by marrying his sons they marry their daughters in an early age.

- **Religious Factors:** It is a general belief among all uneducated and orthodox religious people that a daughter should be married before her menstruation.

3.4.7. Property Rights

Women's property rights are property and inheritance rights enjoyed by women as a category within society at any point in time. The patterns and rights of property ownership vary between societies and are influenced by cultural, racial, political, and legal factors. The lack of control over both productive and non-productive resources that is apparent in both rural and urban settings places women at a reduced level of advantage in areas of security of home, maintaining a basis for survival, and accessing economic opportunities. Development-related problems faced across the globe have been increasingly linked to women's lack of property and inheritance rights, especially in regards to land and property ownership, encompassing areas such as low levels of education, hunger, and poor health.

In India, Women's access and rights of ownership over family property (both moveable and immovable), in the absence of a will, is governed by succession laws based on religion. Under Hindu law prior to 1937, a woman did not have the right to own any property at all, except what she received from her parents at the time of her wedding. The Hindu succession Act, 1956 was a breakthrough interms of giving Hindu women a full and equal share of their husbands' property as the children; yet, the male bias persisted. An amendment to this Act in 2005 took the progressive step of making daughters coparceners at par with sons, such that they receive an equal birthright to a share in the natal family's ancestral property, i.e. parents' property. Laws are giving importance to the woman's rights. But still women not get the equal property rights because of some of the social believes and not changes people attitude towards the women.

3.4.8. Divorce

Divorce (or dissolution of marriage) is the termination of a marriage or marital union, the canceling and/or reorganizing of the legal duties and responsibilities of marriage, thus dissolving the bonds of matrimony between a married couple under the rule of law of the particular country and/or state. Divorce laws vary considerably around the world, but in most countries divorce requires the sanction of a court or other authority in a legal process, which may involve issues of alimony (spousal support), child custody, child visitation / access, parenting time, child support, distribution of property, and division of debt. A divorce happens after a husband and wife decide not to live together anymore and that they no longer want to be married to each other. They agree to sign legal papers that make them each single again and allow them to marry other people if they want to. Relationships have become complex in the modern days. The following are some of the reasons for divorce in modern days.

Infidelity: Mutual trust is the base of most of the relationships. Relationships do break up when either of the partners deceive to other. Infidelity is the important reason for divorce. When partners become unfaithful to one another the relationship will end up and divorce become the solution to enjoy legal freedom.

Communication Breakdown: Lack of communication creates lot of gaps among couples. Such gaps lead to lot of misunderstandings between them. Communication problem is not because they can't express their feelings to one another. The 'ego' stops them to be open up to one other. If they don't speak for a longer time that stops two ways communication then there is a danger of ending their relationship.

Physical, Emotional or Psychological Abuse: Any abuse brings lot of pain in all the relationships. Marriage is the bond which is completely made up of mutual dependencies and expectations. Physical abuse, including bullying, manhandling, or violence is quite unbearable and has clear grounds for divorce. Emotional or psychological abuse hurts the emotions of a partner and the chances are very less to stay back with an abusive person.

Marital Financial Issues: Financial strains are often the biggest reasons for the collapse of a marriage. Possible causes for the disagreement over unequal monetary status or financial responsibilities can cause so much of stress in their relationship that leads to their divorce.

Sexual Incompatibility: Sexual act contributes a lot to the successful marital life. Physical bond is necessary to build a strong emotional bond with the respective partner. Feel of satisfaction brings each other's closer and avoids lot of complexities. Sexual dissatisfaction often leads to frustration leading to separation and divorce. Sexual and reproductive incompatibility could be the top of the reasons for divorce. But if the sexual drives of both partners are totally out of synchronization then it is better take any psychological or medical help.

Religious and Cultural Strains: Marriage between different religion, culture and ethnicity is a common trend in these days. Living with a different cultural background is not an easy thing at all. There has to be lot of adjustments and sacrifices from both the sides. The Couples of a different religion, culture or ethnicity sometimes do not take up the expectations of their partner's religion and often cause resentment among them. The differences are mainly due to the several taboos posed by a culture. Mutual compromise can only solve this issue and save partners too.

Child Rearing: Child rearing is one of the sensitive issues causing rifts in the marriages and contributing as one of the major reasons for splitting or divorce. If one of the partners is totally reluctant towards child-rearing issues, then the reason can be enough to provoke the petition of divorce by the parent. It's not fair to blame only the mother since her role has been extending and responsibility should be felt equally from both the parents.

Addiction: Over use of alcohol, drug or gambling are usually all forms of addiction, which can ruin relationships. The problem becomes worst when combined with physical or verbal abuse, and can leave devastating emotional scars on the whole family, including children also. Addiction will definitely make you to lose your interests in the family affairs. It's better to be conscious about our habits before getting addict.

Differences in Expectations and Priorities: It's difficult to get reflexive partner in the life. Each person thinks differently since each one have unique backgrounds. As everyone has got different personality traits, the different priorities, perceptions and expectations towards life are also found to be alike. Sometimes the couples are so drastically different that they cannot cope up living together and wish their marriage to an end. One can avoid it by understanding each other's differences over a course of time and there will be ways to solve such differences. Divorce is not the only solution for all couples problems. It can relieve the individuals from the suffocative state but not from the suffering.

3.4.9. Widowhood

A widow is a woman whose spouse has died, while a widower is a man in that situation. The state of having lost one's spouse to death is termed widowhood. These terms are not applied to a person after he or she becomes divorced from their former spouse, though they may sometimes be used after the former spouse has died. This term "widowhood" can be used for either sex. Widowhood is one of the normal stages in the life cycle of women. It is a natural occurrence. But the Hindus believe that the widowhood of woman is the result of sins, she committed in her previous life. Even the widows themselves entertain such a notion and bear with their status. Widowhood is considered as an inauspicious thing and therefore a widow faces a miserable and inhuman existence. Being economically dependent on the members of her husband's family, she has to live at their mercy for her subsistence. She is ill-treated, abused and sometimes blamed and cursed for any unhappy occurrence in the family. For the very death of her husband, she is held responsible and abused. She is considered as a woman of ill. Consequently she has to keep herself away or at a distance on the occasions of family festivities including the occasions of marriage of her own children.

3.4.10. Identification of sexual abuse/violence and its verbalization.

Sexual abuse is any type of sexual activity that you do not agree to, including:

- inappropriate touching
- vaginal, anal, or oral penetration
- sexual intercourse that you say no to
- rape
- attempted rape
- child molestation

Sexual assault can be verbal, visual, or anything that forces a person to join in unwanted sexual contact or attention. Examples of this are voyeurism (when someone watches private sexual acts), exhibitionism (when someone exposes him/herself in public), incest (sexual contact between family members), and sexual harassment. It can happen in different situations, by a stranger in an isolated place, on a date, or in the home by someone you know. Women who are sexually abused may suffer serious health problems, such as sexually transmitted infections, stomach problems, and ongoing pain. They also are at risk for emotional problems, like depression, anxiety, and post-traumatic stress disorder.

The following are the some of the identification signs for sexual abuse women.

- Self-injury (cutting, burning)
- Inadequate personal hygiene
- Drug and alcohol abuse
- Sexual promiscuity
- Running away from home
- Depression, anxiety
- Suicide attempts
- Fear of intimacy or closeness
- Compulsive eating or dieting

Check Your Progress - 2

Note:

a) Write your answer in the space given below

b) Compare your answer with those given at the end of the unit.

(i) What do you mean by Female Foeticide?

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(ii) How to eradicating the dowry systems in India?

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(iii) List out the reasons for divorce in modern days.

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3.5.   LET US SUM UP

Now the women in India enjoy a unique status of equality with the men as per constitutional and legal provision. But the Indian women have come a long way to achieve the present positions. To sum up, women empowerment cannot be possible unless women come with and help to self-empower themselves. There is a need to formulate reducing feminized poverty, promoting education of women, and prevention and elimination of violence against women. This unit discusses about current scenario of Indian woman, concept of Patriarchy and Matriarchy, issues related to Indian women, gender roles in society through variety of institutions such as family, state, religion, culture, the media, and issues related to girl child.

3.6.   UNIT-END ACTIVITIES

- Discuss the current scenario of Indian women
- Define gender role. What are the impacts before women through variety of institutions?
- Give an account of various issues related to girl child.
- Bring out the identification of sexual abuse and its verbalization.
- How to prevent the issues related to women and girl child in India?
- Differentiate between the patriarchy and matriarchy.

3.7.   ANSWERS AS CHECK YOUR PROGRESS

1.   (i)   Difference between Patriarchy and Matriarchy

Characters	Patriarchy	Matriarchy
House Hold	Father is the head of the household	Mother is the head of the household
Power	The father has more power and control over others	The mother has more power and control over others
Property	The ownership of property goes to males.	The ownership of property goes to females
Governance	The society is governed by Males	The society is governed by females

(ii)   Issues related to Indian Women

- Selective abortion and female infanticide
- Sexual harassment
- Dowry and Bride burning
- Disparity in education
- Domestic violence
- No property Rights.
- Child Marriages

(iii)   **Problems faced by women in the Medieval India**

- Sati
- Jauhar
- Child Marriage
- Restriction on Widow Remarriage
- Purdah System
- Not to promote Female Education
- Devadasis

2.   (i)   Female Foeticide:

Female foeticide is a practice of selective elimination of the female foetus after prenatal sex determination or sex pre-selection, thus, avoiding the birth of a girl child.

(ii)   Ways to eradicate the dowry systems:

- Education: By imparting Education the practice of dowry could be minimized but cannot be solved by educating them.
- Refuse to Marry: It is also suggested that the girls must refuse to marry the boys who demand dowry.
- Registration of Marriages: Compulsory registration of marriages is also suggested to put down this evil.
- Political parties and service organizations: Political parties and service organizations like the clubs must also take up the programmes of

propagation of the evil of dowry and ordain its members not to give or to take dowry.

(iii)   Reasons for divorce in modern days:

- Infidelity

- Communication Breakdown

- Physical, Emotional or Psychological Abuse

- Marital Financial Issues

- Sexual Incompatibility

- Religious and Cultural Strains

- Child Rearing

- Addiction

- Differences in Expectations and Priorities

3.8.   SUGGESTED READINGS

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UNIT IV
GENDER AND LAW

Structure

4.1.   Introduction

4.2.   Objectives

4.3.   Introduction to laws related to women

    4.3.1. Laws related to Rape

    4.3.2. Laws related to Dowry

    4.3.3. Laws related to Remarriage

    4.3.4. Laws related to Divorce

    4.3.5. Laws related to Property inheritance

    4.3.6. Laws related to Trafficking

4.4.   Indian Constitutions - Introduction

    4.4.1. Women's Reservation Bill - History and Current Status

    4.4.2. The Indian constitution and provisions according to women

    4.4.3. Human Rights and Women's Right

4.5.   Legal aspects related to Women

    4.5.1. Declining sex ratio

    4.5.2. PNDT (Pre Natal Diagnostic Techniques) Act

    4.5.3. Female Feticide

    4.5.4. Violence against Women

    4.5.5. Domestic Violence Act

    4.5.6. Sexual Harassment at Work Place

    4.5.7. Indecent Representation of Women (Prohibition Act)

    4.5.8. Cybercrime

4.6.   Let us Sum Up

4.7.   Unit – end Activities

4.8.   Answers as check your progress

4.9.   Suggested Readings

4.1. INTRODUCTION

Women, a girl, a wife, a mother, a grandmother, overall woman is a key of a family. World can never be complete without a woman. Law is the set of rules enforced to govern the behavior of people. From the beginning of this world women is treated as a weaker section of the society and they are the victims of the crimes like rape, eve teasing, female infanticide, dowry, domestic violence, child marriage and acid throwing. They were only allowed to live beneath the shoes of their husbands and fathers. Laws are being made to secure the lives of the women from the violence of their families and societies, and to provide them with their rights of which they are the owners. This lesson aims to build candidates knowledge and understanding of constitution and provision of women and legal aspects related to women.

4.2. OBJECTIVES

After going through this unit, you will be able to:
- describe the laws related to women (Rape, Dowry, Remarriage, Divorce etc)
- explain the women's reservation bill act
- discuss the human rights and women's right
- aware of the Indian constitutions and provision according to women
- consciousness of legal aspects related to women
- aware of PNDT Act, Domestic Violence Act etc
- apply and evaluate approaches or modes of inquiry used to analyze women's rights

4.3. INTRODUCTION TO LAWS RELATED TO WOMEN

Women's rights are the rights and entitlements claimed for women and girls of many societies worldwide, and formed the basis to the women's rights movement in the nineteenth century and feminist movement during the 20th century. In some countries, these rights are institutionalized or supported by law, local custom, and behavior, whereas in others they may be ignored or suppressed. They differ from broader notions of human rights through claims of an inherent historical and traditional bias against the exercise of rights by women and girls, in favour of men and boys. Issues commonly associated with notions of women's rights include, though are not limited to, the right: to bodily integrity and autonomy; to be free from sexual violence; to vote; to hold public office; to enter into legal contracts; to have equal rights in family law; to work; to fair wages or equal pay; to have reproductive rights; to own property; to education. In this section deals about the laws related to women issues.

4.3.1. Laws related to Rape

Rape means an unlawful intercourse done by a man with a woman without her valid consent. (Section 375 of the Indian Penal Code, 1860). Indian Panel Code, 1860, As per Section 375 of IPC a man is said to commit the offence of rape with a women under the following six circumstances.

- Sexual intercourse against the victims will.
- without her victims consent.
- with her consent, when her consent has been obtained by putting her or any person in whom she is interested in fear of death or of hurt.
- with her consent, when the man knows that he is not her husband, and that her consent is given because she believes that he is another man to whom she is or believes herself to be lawfully married.
- with her consent, when, at the time of giving such consent, by reason of unsoundness of mind or intoxication or the administration by him personally or through another of any stupefying or unwholesome substance, she is unable to understand the nature and consequences of that to which she gives consent.
- with or without her consent, when she is under sixteen years of age.

Rape is a stigma which exists in the society from a long time. Rape in India is a cognizable offence. There are many provisions in various Acts. The word rape is legally defined u/s 375 of Indian Penal Code, 1860. It defines the rape and also prescribes its punishment. Whenever a man penetrates or does sexual intercourse with a woman without her consent or will it amounts to rape. Penetration here means that only a slightest of the touch of penis to vagina amounts to rape, unruptured hymen of woman does not prove that rape was not committed. There are exceptions to it also i.e. when a man does sexual intercourse with his wife who is above 15 years of age.

The rape law under Indian Penal Code had gone through a lot of amendments.

- In 1983, amendment was made and S.376 (2) i.e. Custodial rape, S. 376(A) i.e. marital rape & S. 376(B to D) i.e. Sexual Intercourse not amounting to rape were added.
- U/s 228A of Indian Penal Code, No person can disclose the name of the rape victim and if anybody discloses the name, he shall be punished with either description for a term which may extend to two years and shall also be liable for fine.

- U/s 114-A of Indian Evidence Act, presumption can be made as to the absence of consent in certain prosecutions for rape.
- U/s 164A of Code of Criminal Procedure, provisions for medical examination of rape victim are given.
- U/s 327(2) of Code of Criminal Procedure, there should be in camera trial for all rape victims.

The Judiciary in India is burdened with a lot of work and therefore judgment of the rape cases comes very late. Sometimes it comes so late that either of the parties had died. So, there should be speedy trials in rape cases so that the victim gets justice as it is rightly stated that "Justice delayed is justice denied." As every coin has two sides, in this case also there are two sides. Many a times girls also make fake complaints just to ruin the life of a boy, sometimes the parents of girl compels her to file a complaint against the boy she loves, as the law shows a lot of sympathy towards the girl. The accused is left with nothing, when the complaint is made his life is ruined irrespective of the fact that he was proved guilty or not. So, in my views there must come an amendment which equalizes the burden of proof on both the sides and the law works smoothly. It should be such that is contradicts the statement i.e. "Law is there for vigilant."

4.3.2. Laws Related to Dowry

Section 2 of the Dowry Prohibition Act, 1961 as amended by the Dowry (Prohibition) Amendment Act, 1984 & 1986 defines dowry as follows: "Dowry", means any property or valuable security given or agreed to be given either directly or indirectly,

- by one party to a marriage to the other party to the marriage; or
- by the parents of either party to a marriage; or
- by any other person, to either party to the marriage or to any other person;

at, or before, or any time after the marriage, in connection with the marriage of the said parties.

Dowry Prohibition Act, 1961: The punishment for giving and taking dowry or abetting the give and take of dowry was earlier punishable by imprisonment up to 6 months, or a fine up to Rs. 5,000. Demanding dowry directly or indirectly from the parents or guardian of a bride was also liable for similar punishment. This punishment was later enhanced by the amendment act and now these offences are punishable with a minimum of six months and maximum ten years of imprisonment. The fine limit has been enhanced to

Rs 10,000 or to an amount equivalent to the dowry given, taken or demanded whichever is more. The court has been given the discretion to reduce the minimum punishment though in doing so the court is required to record in writing adequate and special reasons for doing so. (Sec 3 and 4 of the Dowry Prohibition Act, 1961).

Amendments have been brought about in the Dowry Prohibition Act to remove the defects which existed in the main legislation. The ministry of women and child development (MWCD) is seeking further amendments in the existing provisions of the Dowry Prohibition Act, 1961 in order to provide more teeth to dowry prohibition laws. In 2009 the National Commission for Women proposed some changes to this act. These recommendations were discussed in an Inter-Ministerial meeting and the Dowry Prohibition (Amendment) Bill 2010 was drafted in consultation with the Ministry of Law and Justice.

Table 1: Offences against Women

Type of Offences	Penal Sections	Ingredients of the Sections	Punishment
Dowry torture	498-A/34 IPC 4 & 6 D.P. Act	Subjected cruelty by the husband and relation of the Husband (i)There must be marriage, (ii)Torture within 7 years of marriage and demand of dowry before, during and after marriage	
Dowry torture with attempt to murder	498A/34/307 IPC & 4 DP Act	-do- & attempt to commit murder by burning, hanging or poisoning, throttling, stabbing	
Dowry death	304-B/34 IPC	Death of bride within 7 years of marriage	Death sentence/imprisonment for life and fine
Dowry Death (i)Murder	498-A/304-B/302/34 IPC	-do-	Death sentence/imprisonment for life and fine
(ii)Abetment to commit suicide	498-A/306/34 IPC & 4 DP Act	-do-	Imprisonment extend to 10 years and fine

4.3.3. Laws Related to Remarriage

Remarriage is allowing the women to remarry after the death of the spouse or divorced the spouse on proper legal grounds. The Hindu Widows' Remarriage Act, 1856, also Act XV, 1856, enacted on 26 July 1856, legalized the remarriage of Hindu widows in all jurisdictions of India under East India Company rule. To protect what it considered family honour and family property, upper-caste Hindu society had long disallowed the

remarriage of widows, even child and adolescent ones, all of whom were expected to live a life of austerity and abnegation. The Hindu Widows' Remarriage Act of 1856, enacted in response to the campaign of Pandit Ishwar Chandra Vidyasagar, provided legal safeguards against loss of certain forms of inheritance for a remarrying Hindu widow, though, under the Act, the widow forsook any inheritance due her from her deceased husband. Especially targeted in the act were Hindu child widows whose husbands had died before consummation of marriage.

The Hindu widow re-marriage Act of 1856 validated on widow's remarriage. Given below are the features of this Act:

- Widow re-marriage and the children born of such a marriage have been declared valid.

- After re-marriage, the widow loses right over the property of her deceased husband.

- There are two views in regard to the rights of widow over the property of her deceased husband, if she changes her religion before her re-marriage. The views of the various high courts are conflicting in this regard.

- In case a widow is a minor, she will have to obtain permission from her parents or guardians for remarriage.

- In addition to these provisions, The Hindu Succession Act 1956 and the Hindu Marriage Act 1955, also contain provisions relating to widow remarriage.

4.3.4. Laws Related to Divorce

Divorce (or dissolution of marriage) is the termination of a marriage or marital union, the canceling and/or reorganizing of the legal duties and responsibilities of marriage, thus dissolving the bonds of matrimony between a married couple under the rule of law of the particular country and/or state. A wife can obtain divorce on the following grounds:

- The husband has been guilty of rape, sodomy or bestiality

- In a suit under section 18 of the Hindu Adoptions and Maintenance Act, 1956 or in proceeding under section 125 of the Cr. P.C. 1973, a decree or order has been passed against the husband awarding separate residence and maintenance to her after the passing of such a decree or order there is no resumption on cohabitation for one year on upwards.

Under this Act, there is a provision for divorce by mutual consent of both parties as in under the Hindu Marriage Act 1955. (Section 28, Special Marriage Act, 1954). With the passing of the Hindu Marriage Act in 1955 dissolution of marriage was provided for on an all India scale. A wife can seek divorce on the ground of the following:

- **Adultery:** Where the husband "has after the solemnization of the marriage had voluntary sexual intercourse with any person other than his spouse", the wife can petition for divorce.

- **Cruelty:** Where the husband "has after the solemnization of the marriage, treated the petitioner with cruelty", the wife is entitled to get a degree of divorce.
    - Continually used abusive and insulting words which bring shame and mental agony to her
    - Indulged in excessive sexual intercourse or in unnatural sexual behavior against her wishes
    - Unreasonably refused and persisted in the refusal for long time
    - Indulged in drunkenness or intoxicating drugs
    - Forced her to have intercourse with a stranger
    - Brought into the house another woman for his carnal satisfaction and indulged in sexual orgy with her
    - Deliberately ill-treated the children in her presence with a view to give her mental pain.

- **Desertion:** Where the husband "has deserted the petitioner for a continuous period of not less than two years immediately presentation of the petition" the wife can obtain divorce.

- **Conversion:** Where the husband "has ceased to be a Hindu by conversion to another religion" the wife can seek divorce.

- **Unsound Mind:** Where the husband "has been incurably of unsound mind or has been suffering continuously or intermittently form mental disorder of such a kind and to such an extent that the petitioner cannot reasonably be expected to live with the respondent", the wife can obtain divorce.

- **Leprosy:** Where the husband "has been suffering from a virulaent and incurable form of leprosy", the wife can obtain divorce.

- **Venereal Disease:** Where the husband "has been suffering from venereal disease in a communicable form", the wife can obtain divorce.

- **Renunciation of the World:** Where the husband "has renounced the world by entering any religious order", the wife can obtain divorce.

- **Presumed Death:** Where the husband "has not been heard of as being alive for a period of seven years or more by those persons who would naturally have heard of it, had that part been alive", the wife can obtain divorce.

- **Judicial Separation:** Where there "has been no resumption of cohabitation as between the parties to the marriage for a period of one year or upwards after passing of a decree for judicial separation in a proceeding to which they were parties" , wife can seek divorce.

- **Bigamy:** A wife can seek divorce from her husband if he had married again before the commencement of this Act.

- **Rape and unnatural offence:** If the husband has since the solemnization of the marriage been guilty or rape, sodomy or bestiality, the wife may seek divorce.

- **Marriage while being a Minor:** Where "her marriage was solemnized before she attained the age of fifteen years and she has repudiated the marriage after attaining that age but before attaining the age of 18 years, the wife may seek divorce.

4.3.5. Laws Related to Property Inheritance

The general law relating to the inheritance and succession can easily be referred to The Indian Succession Act, 1925. Under this Act every Indian is entitled to equal shares on inheriting the property on the death of a person. In India, Women's access and rights of ownership over family property (both moveable and immovable), in the absence of a will, is governed by succession laws based on religion. Under Hindu law prior to 1937, a woman did not have the right to own any property at all, except what she received from her parents at the time of her wedding. The Hindu succession Act, 1956 was a breakthrough in terms of giving Hindu women a full and equal share of their husbands' property as the children; yet, the male bias persisted. An amendment to this Act in 2005 took the progressive step of making daughters coparceners at par with sons, such that they receive an equal birthright to a share in the natal family's ancestral property, i.e. parents' property. Laws are giving importance to the woman's rights. But still women not get the equal property rights because of some of the social believes and not changes people attitude towards the women.

4.3.6. Laws Related to Trafficking

Human trafficking is a crime of crimes. It is a basket of crimes. In this basket one can dig out the elements of abduction, kidnapping, illegal detainment, illegal confinement, criminal intimidation, hurt, grievous hurt, sexual assault, outraging modesty, rape, unnatural offences, selling and buying of human beings, servitude, criminal conspiracy, abetment etc. Therefore, multiple abuse and abusers located at different points of time and place together constitute the organized crime of trafficking. A host of human rights violations like denial of privacy, denial of justice, denial of access to justice, deprivation of basis rights and dignity etc constitute other part of the exploitation. Therefore, there is no doubt that trafficking is an organized crime.

In the existing scenario, trafficking is usually confused with prostitution and therefore, there is no proper understanding of the seriousness of trafficking. It would be appropriate here to list out the wrongs, violations, harms and crimes that are committed by various persons on a trafficked victim. These violations can be realized only during a careful interview of a trafficked person. Once the victim is allowed, facilitated and promoted to speak, the unheard story will reveal a long list of violating acts perpetrated on her. Displaced from her community, which tantamount to kidnapping/ abduction (Sections 361, 362, 365, 366 IPC may apply)

- Procured illegally (S.366 A IPC)
- Sold by somebody (S.372 IPC)
- Bought by somebody (S.373 IPC)
- Imported from a foreign country (if she hails from a foreign country, or even from J & K State, and is under 21 years of age – S.366 B IPC)
- Wrongfully restrained (S.339 IPC)
- Wrongfully confined (S 340 IPC)
- Physically tortured/injured (S.327, 329 IPC)
- Subjected to criminal force (S. 350 IPC)
- Mentally tortured/harassed/assaulted (S. 351 IPC)
- Criminally intimidated (S.506 IPC)
- Outraged of her modesty (S 354 IPC)
- Raped/gang raped/repeatedly raped (S 375 IPC)
- Subjected to perverse sexual exploitation ('unnatural offences') (S.377 IPC).
- Subjected to unlawful compulsory labor (S.374 IPC)

Check Your Progress - 1

Note:

   g) Write your answer in the space given below

   h) Compare your answer with those given at the end of the unit.

   (ix)List out the features of Hindu Widow Re-Marriage Act of 1856

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   (x) What do you mean by Humane Trafficking?

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4.4.   INDIAN CONSTITUTIONS – INTRODUCTION

The rights available to woman (ladies) in India can be classified into two categories, namely as constitutional rights and legal rights. The constitutional rights are those which are provided in the various provisions of the constitution. The legal rights, on the other hand, are those which are provided in the various laws (acts) of the Parliament and the State Legislatures. The following section deals about the Indian constitutions and legal rights of women.

4.4. 1. Women's Reservation Bill –History and Current Status

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.

"Reservation for women is needed to compensate for the social barriers that have prevented women from participating in politics and thus making their voices heard. It is of the opinion that this Bill is a crucial affirmative step in the right direction of enhancing the participation of women in the State legislatures and Parliament and increasing the role of women in democratization of the country".

Parliamentary Standing Committee Report on the Constitutional (108th Amendment) Bill "Achieving the goal of equal participation of women and men in decision making will provide a balance that more accurately reflects the composition of society and is needed in order to strengthen democracy and promote its proper functioning. Without the active participation of women and the incorporation of women's perspectives at all levels of decision-making, the goals of equality, development and peace cannot be achieved."

A Brief History of Women's Reservation Bill

- 1996: Women's reservation bill is introduced as 81st Constitutional Amendment Bill by Deve Gowda government.
- 1998: The bill is re-introduced as the 84th Constitutional Amendment Bill by the Atal Bihari Vajpayee headed - National Democratic Alliance (NDA) government.
- 1999: The NDA government re-introduces the bill
- 2002: The bill fails to get clearance in the house.
- 2003: Bill is introduced twice in parliament.
- 2008: The UPA government tables the Bill in the Rajya Sabha to save from getting lapsed.
- 2010: The cabinet clears the bill and the Bill is passed by the Rajya Sabha also.

The 18 year-journey of the Women's Reservation Bill was marked by high drama and hit roadblocks in each of its outings in Parliament before the historic measure cleared the first legislative hurdle in 2010. Sadly enough, a number of male parliamentarians over the years have opposed the passing of the Bill, leaving it in its current state.

4.4.2. The Indian constitution and provisions according to women

The principle of gender equality is enshrined in the Indian Constitution in its Preamble, Fundamental Rights, Fundamental Duties and Directive Principles. The Constitution not only grants equality to women, but also empowers the State to adopt measures of positive discrimination in favour of women. The Constitution of India not only grants equality to women but also empowers the State to adopt measures of positive discrimination in favour of women for neutralizing the cumulative socio economic, education and political disadvantages faced by 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.

Constitutional Privileges

- Equality before law for women (Article 14)
- 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))
- The State to make any special provision in favour of women and children (Article 15 (3))
- Equality of opportunity for all citizens in matters relating to employment or appointment to any office under the State (Article 16)
- 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))
- 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)
- The State to make provision for securing just and humane conditions of work and for maternity relief (Article 42)
- 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)

- The State to raise the level of nutrition and the standard of living of its people (Article 47)

- 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))

- 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))

- 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))

- 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))

Legal Provisions

To uphold the Constitutional mandate, the State has enacted various legislative measures intended to ensure equal rights, to counter social discrimination and various forms of violence and atrocities and to provide support services especially to working women. Although women may be victims of any of the crimes such as 'Murder', 'Robbery', 'Cheating' etc, the crimes, which are directed specifically against women, are characterized as 'Crime against Women'. These are broadly classified under two categories.

A) **The Crimes Identified Under the Indian Penal Code (IPC)**
- Rape (Sec. 376 IPC)
- Kidnapping & Abduction for different purposes (Sec. 363-373)
- Homicide for Dowry, Dowry Deaths or their attempts (Sec. 302/304-B IPC)
- Torture, both mental and physical (Sec. 498-A IPC)
- Molestation (Sec. 354 IPC)
- Sexual Harassment (Sec. 509 IPC)
- Importation of girls (up to 21 years of age).

B) The Crimes identified under the Special Laws (SLL)

Although all laws are not gender specific, the provisions of law affecting women significantly have been reviewed periodically and amendments carried out to keep pace with the emerging requirements. Some acts which have special provisions to safeguard women and their interests are:

- The Employees State Insurance Act, 1948
- The Plantation Labour Act, 1951
- The Family Courts Act, 1954
- The Special Marriage Act, 1954
- The Hindu Marriage Act, 1955
- The Hindu Succession Act, 1956 with amendment in 2005
- Immoral Traffic (Prevention) Act, 1956
- The Maternity Benefit Act, 1961 (Amended in 1995)
- Dowry Prohibition Act, 1961
- The Medical Termination of Pregnancy Act, 1971
- The Contract Labour (Regulation and Abolition) Act, 1976
- The Equal Remuneration Act, 1976
- The Prohibition of Child Marriage Act, 2006
- The Criminal Law (Amendment) Act, 1983
- The Factories (Amendment) Act, 1986
- Indecent Representation of Women (Prohibition) Act, 1986
- Commission of Sati (Prevention) Act, 1987
- The Protection of Women from Domestic Violence Act, 2005

4.4.3. Human Rights and Women's Right

India's Constitution makers and our founding fathers were very determined to provide equal rights to both women and men. The Constitution of India is one of the finest equality documents in the world. It provides provisions to secure equality in general and gender equality in particular. Various articles in the Constitution safeguard women's rights by putting them at par with men socially, politically and economically. The Preamble, the Fundamental Rights, DPSPs and other constitutional provisions provide several general and special safeguards to secure women's human rights.

Preamble: The Preamble to the Constitution of India assures justice, social, economic and political; equality of status and opportunity and dignity to the individual. Thus it treats both men and women equal.

Fundamental Rights: The policy of women empowerment is well entrenched in the Fundamental Rights enshrined in our Constitution. For instance:

- 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.

These rights being fundamental rights are justiciable in court and the Government is obliged to follow the same.

Check Your Progress - 2

Note:

c) Tick mark the right answer in case of question (i) and write your answer in the space given below in the question (ii) & (iii)

d) Compare your answers with those given at the end of the units.

(i) What is the expansion of IPC?

        E.   Indian Plastic Code

        F.   Indian Penal Code

        G.   International Penal Code

        H.   Indian Practice Code

(ii) Briefly describe the history of Women's Reservation Bill

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(iii) List out the Fundamental Rights related to Women Rights

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4.5. LEGAL ASPECTS RELATED TO WOMEN

Women in India have faced significant violations of their human rights for centuries. From rape and domestic violence to forced labor and denial of educational opportunities, the struggle for rights and empowerment is a daunting one for Indian women. In the world's second-largest country, hundreds of millions of women are still affected by some of these issues. The following are the essential Legal Rights Every Indian Women Should Know

- **Right to equal pay:** According to provisions under the Equal Remuneration Act, one cannot be discriminated on the basis of sex when it comes to salary or wages.

- **Right against harassment at work:** The enactment of the Sexual Harassment of Women at Workplace Act gives you the right to file a complaint against sexual harassment.

- **Right to anonymity:** Victims of sexual assault have a right to anonymity. To ensure that her privacy is protected, a woman who has been sexually assaulted may record her statement alone before the district magistrate when the case is under trial, or in the presence of a female police officer.

- **Right against domestic violence:** The act primarily looks to protect a wife, a female live-in partner or a woman living in a household like a mother or a sister from domestic violence at the hands of a husband, male live-in partner or relatives.

- **Right to maternity-related benefits:** Maternity benefits are not merely a privilege of the working woman, they are a right. The Maternity Benefit Act ensures that the new mother does not suffer any loss of earnings following a period of twelve weeks after her delivery, allowing her to rejoin the workforce.

- **Right against female foeticide:** It is a duty imposed on every citizen of India to allow a woman to experience the most basic of all rights - the right to life. The Conception and Pre-Natal Diagnostic Techniques (Prohibition of Sex Selection) Act (PCPNDT) ensures her right against female foeticide.

- **Right to free legal aid:** All female rape victims have the right to free legal aid, under the Legal Services Authorities Act. It is mandatory for the Station House Officer (SHO) to inform the Legal Services Authority, who arranges for the lawyer.

- **Right to dignity and decency:** In the event that an accused is a woman, any medical examination procedure on her must be performed by or in the presence of another woman.

- **Right to property:** The Hindu Succession Act allows women and men equal share in inheritance, thereby setting new rules and regulations.
- **Right not to be arrested at night:** A woman cannot be arrested after sunset and before sunrise, except in an exceptional case on the orders of a first class magistrate.

4.5.1. Declining sex ratio

Sex ratio is an important parameter that reflects the status of women in society. Some of the worst gender ratios, indicating gross violation of women's rights are found in south and East Asian countries such as India and China. In India sex-ratio is declining it is a fact, but more important and serious thing is that with social, educational, economic development, it is declining. In 2015, the sex ratio in India was 943 females for 1000 males. Sex ratio varies from region to region. In the latest census, Kerala has 1084 females per 1000 males, making it the best state to have a good sex ratio. With a ratio of 877 females per 1000 males, the state of Haryana suffers from the lowest sex ratio. There has been a great improvement in the sex ratio of India. In 2012, India had a ratio of 940 females per 1000 males.

List of Laws/Constitutional guarantees that are relevant declining sex ratio:

- Pre-Natal Diagnostic Techniques(Regulation and Prevention of Misuse) Act,1994
- Pre-Conception And Pre-Natal Diagnostic Techniques (Prohibition of sex selection) Act 2002
- Medical Termination of pregnancy Act, 1971
- Article 21 of the Constitution - right to live
- Article 14 of the Constitution - right to equality

4.5.2. PNDT (Pre Natal Diagnostic Techniques) Act

Pre-Conception and Pre-Natal Diagnostic Techniques (PCPNDT) Act, 1994 is an Act of the Parliament of India enacted to stop female foeticides and arrest the declining sex ratio in India. The act banned prenatal sex determination. Offences under this act include conducting or helping in the conduct of prenatal diagnostic technique in the unregistered units, sex selection on a man or woman, conducting PND test for any purpose other than the one mentioned in the act, sale, distribution, supply, renting etc. of any ultra sound machine or any other equipment capable of detecting sex of the foetus. Main provisions in the act are

1. The Act provides for the prohibition of sex selection, before or after conception.

2. It regulates the use of pre-natal diagnostic techniques, like ultrasound and amniocentesis by allowing them their use only to detect :

    - genetic abnormalities
    - metabolic disorders
    - chromosomal abnormalities
    - certain congenital malformations
    - haemoglobinopathies
    - Sex linked disorders.

3. No laboratory or Centre or clinic will conduct any test including ultrasonography for the purpose of determining the sex of the foetus.

4. No person, including the one who is conducting the procedure as per the law, will communicate the sex of the foetus to the pregnant woman or her relatives by words, signs or any other method.

5. Any person who puts an advertisement for pre-natal and pre-conception sex determination facilities in the form of a notice, circular, label, wrapper or any document, or advertises through interior or other media in electronic or print form or engages in any visible representation made by means of hoarding, wall painting, signal, light, sound, smoke or gas, can be imprisoned for up to three years and fined Rs. 10,000.

Pre-Natal Diagnostic Techniques (Regulation and Prevention of Misuse) Act, 1994 (PNDT), was amended in 2003 to The Pre-Conception and Pre-Natal Diagnostic Techniques (Prohibition Of Sex Selection) Act (PCPNDT Act) to improve the regulation of the technology used in sex selection. Implications of the amendment are

- Amendment of the act mainly covered bringing the technique of pre conception sex selection within the ambit of the act

- Bringing ultrasound within its ambit

- Empowering the central supervisory board, constitution of state level supervisory board / Provision for more stringent punishments

- Empowering appropriate authorities with the power of civil court for search, seizure and sealing the machines and equipments of the violators

- Regulating the sale of the ultrasound machines only to registered bodies

4.5.3. Female Feticide

Female foeticide in India is the abortion of a female foetus outside of legal channels. It occurs in India for assumed cultural reasons that span centuries. Female foeticide has been linked to the arrival, in the early 1990s, of affordable ultrasound technology and its widespread adoption in India. Obstetric ultrasonography, either transvaginally or transabdominally, checks for various markers of fetal sex. It can be performed at or after week 12 of pregnancy. At this point, ¾ of fetal sexes can be correctly determined, according to a 2001 study. Accuracy for males is approximately 50% and for females almost 100%. When performed after week 13 of pregnancy, ultrasonography gives an accurate result in almost 100% of cases.

The Medical Termination of Pregnancy (MTP) Act, 1971, legalizes abortion – however, under certain conditions. It states that pregnancy can be terminated by at least one registered medical practitioner (if the length of the pregnancy does not exceed 12 weeks) and by at least two registered medical practitioners (if the length of the pregnancy is between 12 and 20 weeks) who are of the opinion, formed in good faith, that

- the continuation of the pregnancy shall expose the woman to risk to her life or of grave physical or mental health
- (this includes women subjected to rape, and pregnancy induced by the failure of any contraceptive device or technique used by a married couple)
- There is substantial risk that if the child is born s/he shall suffer from severe physical or mental abnormalities

4.5.4. Violence against Women

Violence against Women (VAW), also known as gender-based violence, is, collectively, violent acts that are primarily or exclusively committed against women. Sometimes considered a hate crime, this type of violence targets a specific group with the victim's gender as a primary motive. This type of violence is gender-based, meaning that the acts of violence are committed against women expressly because they are women.

4.5.5 Domestic Violence Act

The Protection of Women from Domestic Violence Act 2005 differs from the provision of the Penal Code - section 498A of the Indian Penal Code - in that it provides a broader definition of domestic violence. Domestic violence is defined by Section 3 of the

Act as "any act, omission or commission or conduct of the respondent shall constitute domestic violence in case it:

- harms or injures or endangers the health, safety, life, limb or well-being, whether mental or physical, of the aggrieved person or tends to do so and includes causing physical abuse, sexual abuse, verbal and emotional abuse and economic abuse; or

- harasses, harms, injures or endangers the aggrieved person with a view to coerce her or any other person related to her to meet any unlawful demand for any dowry or other property or valuable security; or

- has the effect of threatening the aggrieved person or any person related to her by any conduct mentioned in clause (a) or clause (b); or

- Otherwise injures or causes harm, whether physical or mental, to the aggrieved person."

The Protection of Women from Domestic Violence Act 2005 is an Act of the Parliament of India enacted to protect women from domestic violence. It was brought into force by the Indian government from 26 October 2006. The Act provides for the first time in Indian law a definition of "domestic violence", with this definition being broad and including not only physical violence, but also other forms of violence such as emotional/verbal, sexual, and economic abuse. It is a civil law meant primarily for protection orders and not meant to penalize criminally.

4.5.6. Sexual Harassment at Work Place

The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 is a legislative act in India that seeks to protect women from sexual harassment at their place of work. It was passed by the Lok Sabha (the lower house of the Indian) on 3 September 2012. It was passed by the Rajya Sabha (the upper house of the Indian Parliament) on 26 February 2013. The Bill got the assent of the President on 23 April 2013. The Act came into force from 9 December 2013. This statute superseded the Vishakha Guidelines for prevention of sexual harassment introduced by the Supreme Court of India. It was reported by the International Labour Organization that very few Indian employers were compliant to this statute. Indian employer's have not implemented the law despite the legal requirement that any workplace with more than 10 employees need to implement it. According to a FICCI-EY November 2015 report, 36% of Indian companies

and 25% among MNCs are not compliant with the Sexual Harassment Act, 2013. The introductory text of the Act is:

- An Act to provide protection against sexual harassment of women at workplace and for the prevention and redressal of complaints of sexual harassment and for matters connected therewith or incidental thereto.

- WHEREAS sexual harassment results in violation of the fundamental rights of a woman to equality under articles 14 and 15 of the Constitution of India and her right to life and to live with dignity under article 21 of the Constitution and right to practice any profession or to carry on any occupation, trade or business which includes a right to a safe environment free from sexual harassment;

- AND WHEREAS the protection against sexual harassment and the right to work with dignity are universally recognised human rights by international conventions and instruments such as Convention on the Elimination of all Forms of Discrimination against Women, which has been ratified on the 25th June, 1993 by the Government of India;

- AND WHEREAS it is expedient to make provisions for giving effect to the said Convention for protection of women against sexual harassment at workplace.

- The Act defines sexual harassment at the work place and creates a mechanism for redressal of complaints. It also provides safeguards against false or malicious charges.

- The Act also covers concepts of 'quid pro quo harassment' and 'hostile work environment' as forms of sexual harassment if it occurs in connection with an act or behaviour of sexual harassment.

4.5.7. Indecent Representation of Women (Prohibition Act)

The Indecent Representation Of Women (Prohibition) Act, 1986 (NO. 60 OF 1986): An Act to prohibit indecent representation of women through advertisements or in publications, writings, paintings, figures or in any other manner and for matters connected therewith or incidental thereto. In this Act, unless the context otherwise requires,-

- "advertisement" includes any notice, circular, label, wrapper or other document and also includes any visible representation made by means of any light, sound, smoke or gas;

- "distribution" includes distribution by way of samples whether free or otherwise;

- "indecent representation of women" means the depiction in any manner of the figure of a woman; her form or body or any part thereof in such way as to have the effect of being indecent, or derogatory to, or denigrating women, or is likely to deprave, corrupt or injure the public morality or morals;

- "label" means any written, marked, stamped, printed or graphic matter, affixed to, or appearing upon, any package;

- "package" includes a box, a carton, tin or other container;

- "prescribed" means prescribed by rules made under this Act.

Prohibition of advertisements containing indecent representation of Women: No person shall publish, or cause to be published, or arrange or take part in the publication or exhibition of, any advertisement which contains indecent representation of women in any form.

Prohibition of publication or sending by post of books, pamphlets, etc; containing indecent representation of women: No person shall produce or cause to be produced, sell , let to hire, distribute, circulate or send by post any book, pamphlet, paper, slide, film, writing, drawing, painting, photograph, representation or figure which contains indecent representation of women in any form

4.5.8. Cybercrime

Cybercrimes are any crimes that involve a computer and a network. In some cases, the computer may have been used in order to commit the crime, and in other cases, the computer may have been the target of the crime. Internet crime is crime committed on the Internet, using the Internet and by means of the Internet. Computer crime is a general term that embraces such crimes as phishing, credit card frauds, bank robbery, illegal downloading, industrial espionage, child pornography, kidnapping children via chat rooms, scams, cyberterrorism, creation and/or distribution of viruses, Spam and so on. All such crimes are computer related and facilitated crimes.

Cyber-Crime against Females With advancement of technology, the type and methods of crime are also changing. One such offensive is the increase in cyber-crime in India. One such crime is known as 'Cyberstalking'. The Delhi Police had recently registered India's First Case of Cyber-stalking." One Mrs. Ritu Kohli complained to the police against a person who was using her identity to chat over the Internet at the website. Mrs. Kohli further complained that the person was chatting on the Net, using her name and giving her

address and was talking obscene language. The same person was also deliberately giving her telephone number to other chatters encouraging them to call Ritu Kohli at odd hours. Consequently, Mrs. Kohli received almost 40 calls in three days mostly at odd hours from as far away as Kuwait, Cochin, Bombay and Ahmedabad. The said calls created havoc in the personal life and mental peace of Ritu Kohli who decided to report the matter. Consequently, the IP addresses were traced and the police investigated the entire matter and ultimately arrested Manish Kathuria on the said complaint. Manish apparently pleaded guilty and was arrested. A case was registered under section 509, of the Indian Penal Code (IPC).

Cyber stalking does not have any one definition but it can be defined to mean threatening, unwarranted behavior or advances directed by one net user to another user using the medium of Internet and other forms of online communication. It is a recent phenomenon and women generally are the main targets of this crime.

Check Your Progress - 3

Note:

    a) Tick mark the right answer in case of question (i) and write your answer in the space given below in the question (ii)

    b) Compare your answers with those given at the end of the units.

(i) What is the expansion of PNDT?

       A.   Pre Natal Diagnostic Techniques

       B.   Post Natal Diagnostic Techniques

       C.   Pre Night Discussion Test

       D.   Post Night Discussion Test

(ii) Briefly describe the Indecent Representation of Women (Prohibition) Act.

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4.6. LET US SUM UP

In Sum up, it can be said that women in India, through their own unrelenting efforts and with the help of Constitutional and other legal provisions and also with the aid of Government's various welfare schemes, are trying to find their own place under the sun. However, we are still far behind in achieving the equality and justice which the Preamble of our Constitution talks about. The real problem lies in the patriarchal and male-dominated system of our society which considers women as subordinate to men and creates different types of methods to subjugate them. For this to happen apart from Government, the efforts are needed from various NGOs and from enlightened citizens of the country. And first of all efforts should begin from our homes where we must empower female members of our family by providing them equal opportunities of education, health, nutrition and decision making without any discrimination. Because India can become a powerful nation only if it truly empowers its women. This unit describes laws related to women in various issues, history and current status of women's reservation bill, constitutional provisions according to women, human rights and women's rights, legal aspects related to women in declining sex ratio, Pre natal diagnostic techniques, female feticide, violence against women, harassment at work place and cybercrime.

4.7. UNIT END ACTIVITIES

- Mention the legal aspects launched to uplift the women in Indian society.
- Is female gender disappearing? What influence has been charged by the impact of Indian constitution and provisions according to women?
- Is Human rights are women's rights? Discuss
- Suggest some of the ways to develop the women's empowerment in India.
- List out the laws related to rape, dowry, remarriage, and divorce.

4.8. ANSWERS AS CHECK YOUR PROGRESS

1. (i) **Features of Hindu widow re-marriage Act of 1856:**
    - Widow re-marriage and the children born of such a marriage have been declared valid.
    - After re-marriage, the widow loses right over the property of her deceased husband.

- There are two views in regard to the rights of widow over the property of her deceased husband, if she changes her religion before her re-marriage. The views of the various high courts are conflicting in this regard.

- In case a widow is a minor, she will have to obtain permission from her parents or guardians for remarriage.

- In addition to these provisions, The Hindu Succession Act 1956 and the Hindu Marriage Act 1955, also contain provisions relating to widow remarriage.

(ii)   Human Trafficking:

Human trafficking is a crime of crimes. It is a basket of crimes. In this basket one can dig out the elements of abduction, kidnapping, illegal detainment, illegal confinement, criminal intimidation, hurt, grievous hurt, sexual assault, outraging modesty, rape, unnatural offences, selling and buying of human beings, servitude, criminal conspiracy, abetment etc. Therefore, multiple abuse and abusers located at different points of time and place together constitute the organized crime of trafficking. A host of human rights violations like denial of privacy, denial of justice, denial of access to justice, deprivation of basis rights and dignity etc constitute other part of the exploitation. Therefore, there is no doubt that trafficking is an organized crime.

2.   (i)   B

   (ii)   **A Brief History of Women's Reservation Bill**

- 1996: Women's reservation bill is introduced as 81st Constitutional Amendment Bill by Deve Gowda government.

- 1998: The bill is re-introduced as the 84th Constitutional Amendment Bill by the Atal Bihari   Vajpayee headed - National Democratic Alliance (NDA) government.

- 1999: The NDA government re-introduces the bill

- 2002: The bill fails to get clearance in the house.

- 2003: Bill is introduced twice in parliament.

- 2008: The UPA government tables the Bill in the Rajya Sabha to save from getting lapsed.
- 2010: The cabinet clears the bill and the Bill is passed by the Rajya Sabha also.

(iii)   **Fundamental Rights:**

The policy of women empowerment is well entrenched in the Fundamental Rights enshrined in our Constitution. For instance:

- 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.

3.   (i)   A

(ii)   **The Indecent Representation of Women (Prohibition) Act:**

The Indecent Representation of Women (Prohibition) Act, 1986 (NO. 60 OF 1986): An Act to prohibit indecent representation of women through advertisements or in publications, writings, paintings, figures or in any other manner and for matters connected therewith or incidental thereto.

4.9. SUGGESTED READINGS

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UNIT V
CONCEPT OF INCLUSIVE EDUCATION

5.1.   INTRODUCTION

Around the world, children are excluded from schools where they belong because of disability, race, language, religion, gender, and poverty. But every child has the right to be supported by their parents and community to grow, learn, and develop in the early years, and, upon reaching school age, to go to school and be welcomed and included by teachers and peers alike. When all children, regardless of their differences, are educated together, everyone benefits. This is the cornerstone of inclusive education.

This unit provides an input for the learners about the inclusive education, special education, integrated education and mainstream education. This unit also offer an

opportunity to the learners to understand the difference of impairment, disability and handicap. After learning this unit, surely you will understand the difference of integrated, mainstream and inclusive education.

5.2. OBJECTIVES

After going through this unit, you will be able to:

- acquire the concept, meaning and importance about inclusive education
- describe the factors affecting inclusive education
- elucidate the needs of inclusive education in India
- recognize and categorize the differences of impairment, disability and handicap
- explain the concept of special education and its features
- describe the concept of integrated education and its features
- enlighten the concept of mainstream education and its practicability
- discuss the difference between mainstream education and inclusive education

5.3. INCLUSIVE EDUCATION

Inclusive education is educating ALL students in age-appropriate general education classes in their neighborhood schools, with high quality instruction, interventions and supports so all students can be successful in the core curriculum. Inclusive schools have a collaborative and respectful school culture where students with disabilities are presumed to be competent, develop positive social relationships with peers, and are fully participating members of the school community.

Inclusive education has grown from the belief that education is a basic human right and that it provides the foundation for a more just society. All learners have a right to education, regardless of their individual characteristics or difficulties. Inclusive education initiatives often have a particular focus on those groups, which, in the past, have been excluded from educational opportunities. These groups include children living in poverty, those from ethnic and linguistic minorities, girls (in some societies), children from remote areas and those with disabilities or other special educational needs. The latter are often the most marginalized both within education and in society in general. Traditionally, disabled children and those with other special educational needs have experienced exclusion, discrimination and segregation from mainstream education and their peers. Some are placed in separate classes or schools; many have been denied access to education of any sort.

Inclusive education is not only concerned with disabled children, or with finding an alternative to segregated special schooling. Inclusive education encourages policy-makers and managers to look at the barriers within the education system, how they arise and how they can be removed.

5.3.1. Concept

Inclusion is an educational approach and philosophy that provides all students with community membership and greater opportunities for academic and social achievement. Inclusion is about making sure that each and every student feels welcome and that their unique needs and learning styles are attended to and valued.

Inclusive education values diversity and the unique contributions each student brings to the classroom. In a truly inclusive setting, every child feels safe and has a sense of belonging. Students and their parents participate in setting learning goals and take part in decisions that affect them. And school staff have the training, support, flexibility, and resources to nurture, encourage, and respond to the needs of all students. Inclusive education means different and diverse students learning side by side in the same classroom. They enjoy field trips and after-school activities together. They participate in student government together. And they attend the same sports meets and plays. The concept of inclusive education evident in a variety of sources situated firmly in this key features category.

These features include:

- All children attend their neighbourhood school.
- Schools and districts have a 'zero-rejection' policy when it comes to registering and teaching children in their region.
- All children are welcomed and valued.
- All children learn in regular, heterogeneous classrooms with same-age peers.
- All children follow substantively similar programs of study, with curriculum that can be adapted and modified if needed.
- Modes of instruction are varied and responsive to the needs of all.
- All children contribute to regular school and classroom learning activities and events.
- All children are supported to make friends and to be socially successful with their peers.

- Adequate resources and staff training are provided within the school and district to support inclusion.

5.3.2. Meaning

Inclusion in education is an approach to educating students with special educational needs. Under the inclusion model, students with special needs spend most or all of their time with non-disabled students. Inclusion rejects the use of special schools or classrooms to separate students with disabilities from students without disabilities.

Inclusive education is about looking at the ways our schools, classrooms, programs and lessons are designed so that all children can participate and learn. Inclusion is also about finding different ways of teaching so that classrooms actively involve all children. It also means finding ways to develop friendships, relationships and mutual respect between all children, and between children and teachers in the school. Inclusive education is not just for some children. Being included is not something that a child must be ready for. All children are at all times ready to attend regular schools and classrooms. Their participation is not something that must be earned. Inclusive education is a way of thinking about how to be creative to make our schools a place where all children can participate. Creativity may mean teachers learning to teach in different ways or designing their lessons so that all children can be involved. As a value, inclusive education reflects the expectation that we want all of our children to be appreciated and accepted throughout life.

Inclusive education differs from the 'integration' or 'mainstreaming' model of education, which tended to be concerned principally with disability and special educational needs, and learners changing or becoming 'ready for' or deserving of accommodation by the mainstream. By contrast, inclusion is about the child's right to participate and the school's duty to accept the child. A premium is placed upon full participation by students with disabilities and upon respect for their social, civil, and educational rights. Feeling included is not limited to physical and cognitive disabilities, but also includes the full range of human diversity with respect to ability, language, culture, gender, age and of other forms of human differences.

5.3.3. Definition

Inclusive education has been defined by Dukes & Lamar-Dukes as "all students being educated where they would be educated if they did not have a disability (i.e., in age-appropriate general education classes in their neighborhood school) with necessary supports provided to students, educators, and families so that all can be successful". Paul Collins, of the University of Rochester, has defined, "The inclusion model has gained a wide prominence in the field of education very quickly, yet the model remains ill-defined in its implementation and practice". These are the principles that guide quality inclusive education:

- **All children belong:** Inclusive education is based on the simple idea that every child and family is valued equally and deserves the same opportunities and experiences. Inclusive education is about children with disabilities – whether the disability is mild or severe, hidden or obvious – participating in everyday activities, just like they would if their disability were not present. It's about building friendships, membership and having opportunities just like everyone else.

- **All children learn in different ways:** Inclusion is about providing the help children need to learn and participate in meaningful ways. Sometimes, help from friends or teachers works best. Other times, specially designed materials or technology can help. The key is to give only as much help as needed.

- **It is every child's right to be included:** Inclusive education is a child's right, not a privilege. The Individuals with Disabilities Education Act clearly states that all children with disabilities should be educated with non-disabled children their own age and have access to the general education curriculum.

5.3.4. Importance

Inclusive systems provide a better quality education for all children and are instrumental in changing discriminatory attitudes. Schools provide the context for a child's first relationship with the world outside their families, enabling the development of social relationships and interactions. Respect and understanding grow when students of diverse abilities and backgrounds play, socialize, and learn together. Education that excludes and segregates perpetuates discrimination against traditionally marginalized groups. When education is more inclusive, so are concepts of civic participation, employment, and community life. Inclusive education (when practiced well) is very important because:

- All children are able to be part of their community and develop a sense of belonging and become better prepared for life in the community as children and adults.

- It provides better opportunities for learning. Children with varying abilities are often better motivated when they learn in classes surrounded by other children.

- The expectations of all the children are higher. Successful inclusion attempts to develop an individual's strengths and gifts.

- It allows children to work on individual goals while being with other students their own age.

- It encourages the involvement of parents in the education of their children and the activities of their local schools.

- It fosters a culture of respect and belonging. It also provides the opportunity to learn about and accept individual differences.

- It provides all children with opportunities to develop friendships with one another. Friendships provide role models and opportunities for growth.

5.3.5. Factors affecting Inclusion

The following factors are affecting the inclusion in the classroom

Expense: Funding is a major constraint to the practice of inclusion. Teaching students with disabilities in general education classrooms takes specialists and additional staff to support students' needs. Coordinating services and offering individual supports to children requires additional money that many school districts do not have, particularly in a tight economy. Inadequate funding can hinder ongoing professional development that keeps both specialists and classroom teachers updated on the best practices of inclusion.

Mis-Information: Some of the greatest factors associated with inclusion in education are negative attitudes. As with society in general, these attitudes and stereotypes are often caused by a lack of knowledge and understanding. The attitudes and abilities of general education teachers and paraeducators in particular can be major limitations in inclusive education. Training teachers and paraeducators to understand and work with children with disabilities is often inadequate, or it may be fragmented and uncoordinated. If educators have negative attitudes toward students with special needs or have low expectations of them, children will unlikely receive a satisfactory, inclusive education.

Accessibility: Obviously, a student with a disability cannot learn in an inclusive classroom if he cannot enter the room, let alone the school building. Some schools are still

inaccessible to students in wheelchairs or to those other mobility aides and need elevators, ramps, paved pathways and lifts to get in and around buildings. Accessibility can go beyond passageways, stairs, and ramps to recreational areas, paved pathways, and door handles. A student with cerebral palsy, for instance, may not have the ability to grasp and turn a traditional doorknob. Classrooms must be able to accommodate a student's assistive technology devices, as well as other furniture to meet individual needs.

Educational Modifications: Just as the environment must be accessible to students with disabilities, the curriculum must facilitate inclusive education, too. General educators must be willing to work with inclusion specialists to make modifications and accommodations in both teaching methods and classroom and homework assignments. Teachers should be flexible in how students learn and demonstrate knowledge and understanding. Written work, for example, should be limited if a student cannot write and can accomplish the same or similar learning objective through a different method.

Cooperation: One of the final factors associated with inclusion education is a lack of communication among administrators, teachers, specialists, staff, parents, and students. Open communication and coordinated planning between general education teachers and special education staff are essential for inclusion to work. Time is needed for teachers and specialists to meet and create well-constructed plans to identify and implement modifications the, accommodations, and specific goals for individual students. Collaboration must also exist among teachers, staff, and parents to meet a student's needs and facilitate learning at home.

These are just five factors that can affect students with disabilities in a general education classroom. Only a deep understanding of these factors, and other issues that hinder inclusion, and the elimination of them will make true inclusion a reality for all children to learn together.

5.3.6. Need for Inclusive Education in India for children with special needs

Children with disabilities and special needs also have the right to education just as normal children do. Inclusive education strives to address the learning needs of children with special needs, with a particular focus on those who are subject to being isolated and excluded. The philosophy behind inclusive education is to promote opportunities for all children to participate, learn and have equal treatment, irrespective of their mental or physical abilities. While the awareness on inclusive education in schools throughout the

country is still at an infancy stage, educational institutions are somewhat skeptical about having both normal and special children studying in the same classroom. And in circumstances, where a former excluded child is given admission into a mainstream classroom, the outcome of the action is questionable. Lack of flexibility in curriculum, inability to fend for themselves and thus being bullied by others in the class and not getting adequate attention from the teacher are common issues. All these may result in the child not getting a fair inclusive education. As a result, the number of children with special needs receiving higher education is on the decline.

In India, a majority of children with special needs do not receive any formal education, in spite of the practice of inclusive education in some schools. This is because children with disabilities and learning deficiencies are segregated from mainstream schools and other regular routines and social activities of normal children. Other contributing factors to this situation are lack of affordability and awareness on the kind of education choices available to children with special needs. Hence, inclusive education becomes a key reason for integrating a special child with the mainstream. Inclusive schools have to be well-equipped in all aspects to cater and deliver quality education for all children. This includes having a balanced curriculum that is appropriate for all categories of children, teachers who have the ability to handle the individual needs within the classroom and thereby promote an environment where personal development, social skills and student participation are strongly encouraged.

Another critical aspect of inclusive education for a special needs child is in having the acceptance and friendship of classmates. This kind of support also aids in the progress of special children and helps them gain confidence within the school environment. Further, parents have a vital role as partners to make inclusive education successful within the classroom. This is possible when the children with special needs continue to live at home and attend school, just like normal children. Parents should also be involved with the teachers and administrative staff at the school to coordinate travel arrangements, school activities and learning materials for their special child.

The Heritage School located in Kolkata is well-known for its inclusive education philosophy where in children special needs are combined with the mainstream children to encourage overall improved student learning. The school has created a need-based programme with its educators to focus on its special students to allow them to discover their own skills and work on them to catch up with their peers. The Indian government continues

to include children special needs under several of their education initiatives, including the Sarva Shiksha Abhiyan (SSA). This is a government programme that aims at improving and providing quality primary education for all children. There are several national and local NGOs that champion the cause of children with disabilities and provide specific resource centres in support of inclusive education.

For instance, the Spastics Society of India has a division that aims at promoting the right of children with cerebral palsy to inclusive education. There are also private schools in the country such as The Heritage School, Akshar School, Vydehi School of Excellence, Chettinad Srihari Vikasam etc. that offer individualised learning programmes for children with special needs.

Check Your Progress - 1

Note:

    i)   Write your answer in the space given below

    j)   Compare your answer with those given at the end of the unit.

   (xi) List out the factors affecting the inclusion in the classroom.

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   (xii)   What are the features of Inclusive Education?

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5.4. INCLUSION

The term inclusion captures, in one word, an all-embracing societal ideology. Regarding individuals with disabilities and special education, inclusion secures opportunities for students with disabilities to learn alongside their non-disabled peers in general education classrooms. Honestly establishing a successful inclusive classroom varies in complexity, based upon the challenges created by the disability at hand. However a knowledgeable approach and positive attitudes on the parts of parents and teachers proves vital to triumphing over any obstacles which may emerge.

Inclusive education differs from separate education in special schools. It is where all children, regardless of differences have the opportunity to learn with and from each other. In inclusive settings differences are valued but the focus is on similarities which are common to all children. An inclusive school defines differences as an ordinary part of human experience, to be valued and organised for. In settings like these the modellingprovided by peers reduces the amount of input required by the class teacher. Inclusion should not be the sole responsibility of the specific class teacher. Everybody should be involved and take responsibility. However teachers make all the difference. Training for teachers should be sustained and ongoing. It should most importantly focus on attitudinal change. They need to understand and accommodate the concept of learner diversity. They also need to be trained to be innovative and flexible with regards to multi-level curriculum instruction and classroom management styles. A school-based support team should develop strategies for the whole school to meet the needs of learners with special educational needs. This team should also be a resource for teachers experiencing problems in their classrooms. All children benefit when all students are made to feel they belong and education is sensitive and responsive to individual differences. Inclusive education is one of the most effective ways in which to promote an inclusive and tolerant society.

In this section discussing about the concept of impairment, disability and handicap. And also this section deals about the concept of special education, integrated education and mainstream education.

5.4.1. Impairment, Disability and Handicap

The terms disability, impairment, and handicap have been used synonymously within the education, counseling, and health literature. Although, each of these three terminology can be used when discussing disabling conditions, they convey three different meanings. To promote the appropriate use of these terms the World Health Organization (WHO) provided the following definitions in their International Classification of Impairments, Disabilities, and Handicaps (ICIDH) (1980):

- **Impairment:** In the context of health experience an impairment is any loss or abnormality of psychological, physiological or anatomical structure or function.

- **Disability:** In the context of health experience a disability is any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being.

- **Handicap:** In the context of health experience a handicap is a disadvantage for a given individual, resulting from an impairment or a disability, that limits or prevents the fulfilment of a role that is normal (depending on age, sex, and social and cultural factors) for that individual.

Based on these definitions, it should be understood a handicap is not a characteristic of a person, rather a description of the relationship between the person and the environment. Consider the following. A person who is born blind (the impairment) is unable to read printed material, which is how most information is widely disseminated (the disability). If this person is prevented from attending school or applying for a job because of this impairment and disability, this is a handicap. This person may be able to perform the daily activity (reading) using some type of assistive technology to overcome this handicap. By attributing the handicap to the environment as opposed to an individual, the emphasis is placed on using AT to produce functional outcomes as opposed to focusing on functional limitations.

Impairment is considered to occur at the level of organ or system function. Assessment of impairment requires judgement of mental and physical functioning of the body and its component parts according to accepted standards. The classification of impairment is hierarchical, allowing considerable specificity for those needing to record such detail. Disability is concerned with functional performance or activity, and limitations therein, affecting the whole person. The disability codes attempt to encompass those activities considered important in daily life. Like impairment, the classification of disability is hierarchical but allows for an additional parameter to record the severity of disability.

Handicap focuses on the person as a social being and reflects the interaction with and adaptation to the person's surroundings. The handicap codes attempt to classify those consequences which place that individual at a disadvantage in relation to their peers. The classification system for handicap is not hierarchical, but comprises a group of 'survival roles', with each survival role having an associated scaling factor to indicate impact on the individual's life.

As traditionally used, impairment refers to a problem with a structure or organ of the body; disability is a functional limitation with regard to a particular activity; and handicap refers to a disadvantage in filling a role in life relative to a peer group. Examples to illustrate the differences among the terms "impairment," "disability," and "handicap."

CP example: Ravi is a 5 year old who has a form of cerebral palsy (CP) called spastic diplegia. Ravi's CP causes his legs to be stiff, tight, and difficult to move. He cannot stand or walk.

- **Impairment:** The inability to move the legs easily at the joints and inability to bear weight on the feet is an impairment. Without orthotics and surgery to release abnormally contracted muscles, Ravi's level of impairment may increase as imbalanced muscle contraction over a period of time can cause hip dislocation and deformed bone growth. No treatment may be currently available to lessen Ravi's impairment.

- **Disability:** Ravi's inability to walk is a disability. His level of disability can be improved with physical therapy and special equipment. For example, if he learns to use a walker, with braces, his level of disability will improve considerably.

- **Handicap:** Ravi's cerebral palsy is handicapping to the extent that it prevents him from fulfilling a normal role at home, in preschool, and in the community. His level of handicap has been only very mild in the early years as he has been well-supported to be able to play with other children, interact normally with family members and participate fully in family and community activities. As he gets older, his handicap will increase where certain sports and physical activities are considered "normal" activities for children of the same age. He has little handicap in his preschool classroom, though he needs some assistance to move about the classroom and from one activity to another outside the classroom. Appropriate services and equipment can reduce the extent to which cerebral palsy prevents Ravi from fulfilling a normal role in the home, school and community as he grows.

5.4.2. Special Education

Special education refers to a range of educational and social services provided by the public school system and other educational institutions to individuals with disabilities who are between three and 21 years of age. Special education is designed to ensure that students with disabilities are provided with an environment that allows them to be educated effectively. Disabilities that qualify for special education include physical disabilities, such as deafness or blindness; mental disabilities, such as Down's syndrome and autism; medical conditions, such as oxygen dependence or traumatic brain injury; learning deficits, such as dyslexia; and behavioral disorders, such as attention deficit hyperactivity disorder (ADHD) and conduct disorders.

Special education (also known as special needs education, aided education, vocational education, and limb care authority education) is the practice of educating students with special educational needs in a way that addresses their individual differences and needs. Ideally, this process involves the individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, and accessible settings. These interventions are designed to help learners with special needs achieve a higher level of personal self-sufficiency and success in school and their community, than may be available if the student were only given access to a typical classroom education.

Common special needs include learning disabilities, communication disorders, emotional and behavioral disorders, physical disabilities, and developmental disabilities. Students with these kinds of special needs are likely to benefit from additional educational services such as different approaches to teaching, the use of technology, a specifically adapted teaching area, or a resource room. Intellectual giftedness is a difference in learning and can also benefit from specialized teaching techniques or different educational programs, but the term "special education" is generally used to specifically indicate instruction of students with disabilities. Gifted education is handled separately. Whereas special education is designed specifically for students with special needs, remedial education can be designed for any students, with or without special needs; the defining trait is simply that they have reached a point of under preparedness, regardless of why. The opposite of special education is general education. General education is the standard curriculum presented without special teaching methods or supports.

In 1975, the Education for All Handicapped Children Act (EHCA) mandated that states provide a "free and appropriate public education" (FAPE) to all students, including those with physical, mental, or behavioral disabilities. This special education must include a comprehensive screening and diagnosis by a multi-disciplinary team and the development of an annual Individualized Education Plan (IEP) for each student, outlining academic and behavioral goals, services to be provided, and methods of evaluation. The student's parents must consent to initial screening and must be invited to participate in all phases of the process. In 1997, the Individuals with Disabilities Education Act (IDEA) expanded special education services by mandating that all children with disabilities regardless of the type or severity of their disability between the ages of three and 21 years.

5.4.3. Integrated Education

Integrated education traditionally refers to the education children with special needs in mainstream settings. Disabled people of all ages and/or those learners with 'Special Educational Needs' labels being placed in mainstream education settings with some adaptations and resources, but on condition that the disabled person and/or the learner with 'Special Educational Needs' labels can fit in with pre-existing structures, attitudes and an unaltered environment. For example: the child is required to "fit in" to what already exists in the school. With the release of the Salamanca Statement in 1994 (UNESCO), a large number of developing countries started reformulating their policies to promote the inclusion of students with disabilities into mainstream schools. While a large number of developed now have policies or laws promoting "inclusive education," a number of developing countries continue to provide educational services to students with disabilities in "segregated" schools. Typically, inclusive education means "that students with disabilities are served primarily in the general education settings, under the responsibility of regular classroom teacher. When necessary and justifiable, students with disabilities may also receive some of their instruction in another setting, such as resource room". Historically, many educational systems have adopted an integrated education model as an interim approach in the move towards inclusive education. In the "integrated education" model "whenever possible, students with disabilities attend a regular school".

With the passage of The Persons with Disabilities Act in 1996, India has joined the few countries that have legislation to promote integrated education. This is a landmark step as India has now overcome a major legislative hurdle. A number of unique challenges still

needs to be overcome in order to implement the key objectives enshrined in the legislation. Attitudinal barriers engrained as part of India's historical response to disability must be changed through education programs for both teachers and the general populace. These programs require financial and collaborative commitment from key national and state education stakeholders, and partnership with universities to support research-based initiatives. Success in achieving integrated education will ultimately depend on how Indian educators and educational systems can collaborate to deal with difference in India's culturally charged context.

5.4.4. Mainstreaming Education

Mainstreaming is an educational method that includes many different kinds of learners in the same classroom, instead of separating students according to their learning abilities. The term mainstreaming was first used in the 1970s and describes classrooms where students with disabilities and students who do not have disabilities are together. The purpose of mainstreaming is to give every student a typical classroom experience. In any classroom setting, the teacher needs to be able to meet every student's needs. In a mainstreamed classroom, meeting every student's needs is more challenging because there are many different types of learners. Teachers who have mainstreamed classes are trained to provide different things for different students, making sure there is something for everyone. The aim of mainstreaming is to give special education students the opportunity to gain appropriate socialization skills and access to the same education as regular education students while still allowing them access to resource rooms and special education classrooms.

Mainstreaming, in the context of education, is the practice of educating students with special needs in regular classes during specific time periods based on their skills. This means regular education classes are combined with special education classes. Schools that practice mainstream believe that students with special needs who cannot function in a regular classroom to a certain extent "belong" to the special education environment. Access to a special education classroom, often called a "self-contained classroom or resource room", is valuable to the student with a disability. Students have the ability to work one-on-one with special education teachers, addressing any need for remediation during the school day. Many researchers, educators and parents have advocated the importance of these classrooms amongst political environments that favor their elimination.

5.4.5. Mainstreaming vs Inclusion

        "Mainstreaming" and "inclusions" are two different academic programs meant for IEP students. "IEP" stands for "Individualized Education Program." It is a legal document which describes a particular educational program required and designed specifically for a child's unique requirements and needs. Although the terms "mainstreaming" and "inclusion" may be used interchangeably at times, they are in fact two very different movements. The controversy of mainstreaming vs. inclusion stems from a difference in understanding why a student with disabilities should join a general education classroom when possible.

Mainstreaming	Inclusion
Expectations from a child:	**Expectations from a child:**
"Mainstreaming" refers to children with an IEP attending a regular classroom for their social and academic benefit. These students are expected to learn the same material as the rest of the class but with modifications in the course and adjustments in the assessment. (Mainstreaming requires the IEP students to attend a regular classroom and they are expected to show improvement in social skills and academic performance)	Inclusion refers to children with an IEP attending a regular classroom for their social and academic benefit, but these children are not expected to learn the same material as the rest of the class. They have their own individualized material, and they are not expected to show improvement as per the class. They are basically "included" in the class so that they have the opportunity to be with the students of their same age and have the chance to get the same education. (inclusion requires IEP students to attend regular classrooms for their own benefit not necessarily showing any improvement)
Support in teaching:	**Support In teaching:**
A mainstreamed child does not have any other help in the classroom except for the teacher. The support they get is in the form of modifications in the course. For example, if a child is dyslexic and has problems in reading or writing, they	The students in inclusion classrooms have a team supporting them. The regular teacher is given tips on how to help the child with special needs. There are specialists like speech therapists and physical therapists who help the teacher understand the needs of the child. The

are occasionally given individualized reading sessions. Their reading material is simplified, and they are given simplified writing assignments. (Mainstreaming requires a child to deal and adjust in the class on his own)	teacher is advised to know how to handle technologies and equipment which assist a special needs child. (Inclusion classrooms have a team of specialists supporting the child.)

Check Your Progress - 2

Note:

    a) Write your answer in the space given below

    b) Compare your answer with those given at the end of the unit.

  (i) Debate the level of impairment, disability and handicap of the following case:

Sindhu is an 8-year-old who has extreme difficulty with reading (severe dyslexia). She has good vision and hearing and scores well on tests of intelligence. She went to an excellent preschool and several different special reading programs have been tried since early in kindergarten.

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  (ii) Discuss the differences between mainstream and inclusive education.

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5.5. LET US SUM UP

The world is made up of many different kinds of people. There are people with different skin colors, different religions, different hairstyles, different accents, and different learning abilities, just to name a few. Yet, despite all their differences, most people somehow manage to work together successfully. Learning to get along with all different kinds of people is one of the keys to being successful in life. School helps you do this. Mainstreaming and inclusion in classrooms allows you to work with and get to know all different types of kids.

In conclusion, children with special needs have a distinctive experience undergoing inclusive education along with normal, non-disabled classmates. There are several barriers for providing education to special children in a regular classroom. We can overcome these obstacles by creating more awareness on inclusive education, by schools having the resources and the ability to re-structure their curriculum to cater to all types of students, by recruiting teachers who have the skills and proficiency to meet varying demands within the classroom and by having the support of family. If these changes are implemented, it will increase the confidence of a number of special children to aspire for a valuable education like their normal peers.

5.6. UNIT END ACTIVITIES

1. Discuss the factors affecting inclusion in the classroom.
2. Visit the inclusive schools and to observer classroom transaction of any one of such school and make a report of the same.
3. Preparing of teaching aids, toys, charts, flash cards for children having any one type of disability.
4. Preparing lesson plan, instruction materials for teaching students with disability in inclusive school.
5. Select any one of the disabled student and make it a case study record.
6. Discuss the current status and initiatives in inclusive education in India.
7. Suggest some of ways to enhance the inclusive education system in India.

5.7. ANSWERS AS CHECK YOUR PROGRESS

1.   **(i) Factors affecting Inclusion**

- Expense

- Mis-Information

- Accessibility

- Educational Modifications

- Cooperation

(ii) Features of Inclusive Education

- All children attend their neighbourhood school.

- Schools and districts have a 'zero-rejection' policy when it comes to registering and teaching children in their region.

- All children are welcomed and valued.

- All children learn in regular, heterogeneous classrooms with same-age peers.

- All children follow substantively similar programs of study, with curriculum that can be adapted and modified if needed.

- Modes of instruction are varied and responsive to the needs of all.

- All children contribute to regular school and classroom learning activities and events.

- All children are supported to make friends and to be socially successful with their peers.

- Adequate resources and staff training are provided within the school and district to support inclusion.

2.   **(i) Debate:**

- **Impairment:** While no brain injury or malformation has been identified, some impairment is presumed to exist in how Sindhu's brain puts together visual and auditory information. The impairment may be inability to associate sounds with symbols, for example.

- **Disability:** In Sindhu's case, the inability to read is a disability. The disability can probably be improved by trying different teaching methods and using those that seem most effective with Sindhu. If the impairment can be explained, it may be possible to dramatically improve the

disability by using a method of teaching that does not require skills that are impaired (That is, if the difficulty involves learning sounds for letters, a sight-reading approach can improve her level of disability).

- **Handicap:** Sindhu already experiences a handicap as compared with other children in her class at school, and she may fail third grade. Her condition will become more handicapping as she gets older if an effective approach is not found to improve her reading or to teach her to compensate for her reading difficulties. Even if the level of disability stays severe (that is, she never learns to read well), this will be less handicapping if she learns to tape lectures and "read" books on audiotapes. Using such approaches, even in elementary school, can prevent her reading disability from interfering with her progress in other academic areas (increasing her handicap).

(ii) Mainstream Vs Inclusion

- Mainstreaming requires the IEP students to attend a regular classroom and they are expected to show improvement in social skills and academic performance. Mainstreaming requires a child to deal and adjust in the class on his own.

- Inclusion requires IEP students to attend regular classrooms for their own benefit not necessarily showing any improvement. Inclusion classrooms have a team of specialists supporting the child.

5.8. SUGGESTED READING

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UNIT VI

TYPES AND CHARACTERISTICS OF CHILDREN WITH SPECIAL NEEDS

<u>**Structure**</u>

6.1.   Introduction

6.2.   Objectives

6.3.   Children with Physical challenges

   Visual, Hearing, Loco-motor and Neurological

6.4.   Children with Intellectual challenges

   Gifted, Mentally Challenged, Autism & Learning Difficulties

6.5.   Children with Emotional and Behavioural deviations

   ADHD and Juvenile Delinquency;

6.6.   Children with Socio-cultural deviations

   SC, ST, Minorities and Linguistic Minorities.

6.7.   Let us Sum Up

6.8.   Unit End Activities

6.9.   Answers as check your progress

6.10.   Suggested Reading

6.1.   INTRODUCTION

Children with special educational needs are children first and have much in common with other children of the same age. There are many aspects to a child's development that make up the whole child, including − personality, the ability to communicate (verbal and non-verbal), resilience and strength, the ability to appreciate and enjoy life and the desire to learn. Each child has individual strengths, personality and experiences so particular disabilities will impact differently on individual children. A child's special educational need should not define the whole child.   Children with disabilities are one of the most marginalized and excluded groups in society.

This unit provides the lot of inputs about children with disabilities.   This units describes the concept, types and characteristics of Children with Physical challenges, Children with Intellectual challenges, Children with Emotional - Behavioural deviations and Children with Socio-cultural deviations.

6.2. OBJECTIVES

After going through this unit, you will be able to:

- describe the various types of Children with Physical challenges
- explain the concept of Visual, Hearing, Loco-motor and Neurological impairments
- recognize and categorize the differences of various intellectual challenges of children
- enlighten the characteristics of Gifted, Mentally Challenged, ASD and LD children
- explain the types of Children with Emotional and Behavioural deviations
- describe the symptoms and characteristics of ADHD and Juvenile Delinquent children
- explain the issues and challenges of Children with Socio-cultural deviations
- describe the educational status of SC, ST, Minorities and Linguistic Minorities

6.3. CHILDREN WITH PHYSICAL CHALLENGES

Many causes and conditions can impair mobility and movement. The inability to use legs, arms, or the body trunk effectively because of paralysis, stiffness, pain, or other impairments is common. It may be the result of birth defects, disease, age, or accidents. These disabilities may change from day to day. They may also contribute to other disabilities such as impaired speech, memory loss, short stature, and hearing loss. People with mobility and movement impairments may find it difficult to participate when facing social and physical barriers. Quite often they are individuals of courage and independence who have a desire to contribute to the fullest level of their ability. Some are totally independent, while others may need part- or full-time assistance.

A physical disability is any condition that permanently prevents normal body movement and/or control. The term physical disabilities is broad and covers a range of disabilities and health issues, including both congenital and acquired disabilities. Students with congenital conditions either are born with physical difficulties or develop them soon after birth. Acquired disabilities are those developed through injury or disease while the child is developing normally. The age at which a condition develops often determines its impact on the child. Within that range are physical disabilities or impairments that interfere with a child's ability to attain the same developmental milestones as his or her age-mates. This section focus on the visual, hearing, loco-motor and neurological challenges of children.

Visual Impairment

The term visual impairments describes a wide variety of conditions that affect vision abilities. We use the term to denote mild to most severe vision loss, rather than to defects in the eye itself. According to the Individuals with Disabilities Education Act (IDEA) of 1997, a visual impairment refers to "an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness." Sight impairment terminology can sometimes be confusing. Most people classified as "blind" have a visual sense of lightness or darkness, as well as an ability to see some shapes and images. To avoid confusion, you should know the following terms commonly used to designate degrees of visual impairment:

- **Totally blind**: This term usually implies little or no visual sensitivity to light at any level. This condition is rare, and people who are totally blind typically have severe physical damage to the eyes themselves or to the visual nerves.
- **Legally blind**: A legally blind person has a visual acuity of 20/200 or less in the better eye, after correction. This means that what an individual with normal (20/20) vision sees at two hundred feet, the legally blind person cannot see until he or she is within twenty feet. In addition, a person can be classified as legally blind if she has a field of vision no greater than twenty degrees at the widest diameter. (A normal field of vision is close to 180 degrees.) Only about 20 percent of legally blind people are totally blind. Legally blind individuals typically use Braille and visual aids.
- **Low vision**: People with low vision can read with the help of large-print reading materials and magnifying objects. They may also use Braille.
- **Partially sighted**: Partially sighted individuals have less severe loss of vision than people in the other three categories. A person with partial sight may be able to see objects up close or far away and with corrective lenses may be able to function at normal levels.

Hearing Impairment

Hearing impairment is hearing loss, in one or both ears, that may be permanent or fluctuating, that adversely affect educational performance. The Individuals with Disabilities Education Act (IDEA) offers the following definitions: A hearing impairment is a hearing loss, whether permanent or not, that affects a child's educational performance. This definition includes children who have the capacity to receive some auditory stimuli, including speech and language; this capacity is known as residual hearing, which can be

supported by the use of a hearing aid. Deafness is a severe hearing impairment that impedes the child's processing of linguistic information through hearing, with or without amplification. A student with this condition cannot receive sound in all or most of its forms.

Hearing loss can vary from slight loss to complete deafness. Some individuals may wear hearing aids. Some persons with hearing loss use sign language to communicate, others read lips and are able to speak, and some use a combination of both methods. People with hearing loss face challenges in communicating, particularly in crowds. This difficulty may result in feelings of loneliness, frustration, anger, low self-worth, hopelessness, and depression. Hearing loss affects a student's ability to speak and to understand spoken language. A person with deafness cannot process any linguistic information, and a "hard of hearing" person can process some linguistic information. Hearing losses can be more precisely described in terms of the degree to which hearing (the ability to receive sound) is impaired. Sound is measured in two ways: Intensity (loudness) of the sound, measured in decibels (dB) / Frequency (pitch) of the sound, measured in hertz (Hz)

Typically classify degrees of hearing disabilities as follows:

- Slight: 15–25 dB of hearing loss
- Mild: 20–40 dB of loss
- Moderate: 40–65 dB of loss
- Severe: 65–95 dB of loss
- Profound: more than 95 dB of loss

A child who cannot hear sounds at less than 90 decibels is considered deaf for the purposes of educational placement. Hearing loss is further categorized into four types:

- Conductive hearing loss is caused by disease or obstruction in the outer or middle ear. An individual with this condition can usually use a hearing aid.
- Sensorineural hearing loss is the result of damage to the delicate sensory hair cells of the inner ear.
- Mixed hearing loss combines both conductive and sensorineural losses, meaning that a problem exists in the outer or middle ear as well as in the inner ear.
- Central hearing loss results from damage to the central nervous system, either in the nerves that occupy the pathways to the brain or in the brain itself.

Locomotor Impairment

A person with locomotor disability will have limited movement of body parts. The main causes could be injuries, diseases or disfigurations in the bones or muscles or any injuries of the brain, spinal codes or the nerves. Disability of the bones, joint or muscles leading to substantial restriction of the movement of the limbs or a usual form of cerebral palsy. Some common conditions giving raise to locomotor disability could be poliomyelitis, cerebral palsy, amputation, injuries of spine, head, soft tissues, fractures, muscular dystrophies etc. The general characteristics of locomotor disability are:

- The child is not able to raise both the arms fully without any difficulties.
- The child is not able to grasp objects without any difficulty.
- The child has absence of any part of the limb.
- The child has a difficulty in walking.

A person's inability to execute distinctive activities associated with moving, both personally and objects, from place to place, and such inability resulting from afflictions of musculoskeletal and, or nervous system, has been defined as the Locomotor Disability. Locomotor disability can be classified as: congenital and acquired. The common causes of these two forms of affliction can be classified as: congenital and developmental. Common examples being: cerebral palsy, CTEV, meningocele, meningo myelocele, phocomelias, congenital dislocation of hip. Causes of the acquired disability can be put within the following jackets: Infective and Traumatic. The infective ones are: tuberculosis of spine or other joints, chronic osteomyelitis, septic arthritis, acute poliomyelitis, G.B. syndrome, leprosy, encephalitis, AIDS etc. Traumatic ones are: traffic accidents (air, water, road), domestic accidents, industrial accidents, agricultural accidents, fall from height, bullet injuries, explosions, violence, sports injuries, natural catastrophies like earthquakes, floods etc. Then there can be other causes as well, such as vascular. Common examples are: cerebro vascular disease, peripheral vascular disease, perthe's disease. Neoplastic conditions are yet another cause of locomotor disability. For example, brain tumors like astrocytoma, meningioma, spinal tumors like meningioma, astrocytoma, and osteo sarcoma etc.

Neurological Impairment

Neurological impairment refers to a broad group of disorders in which the central nervous system does not function properly and leads to some form of physical or mental problems. The central nervous system is made up of the brain and the spinal cord. This type

of impairment, which affects the brain or spinal cord, can have affect a wide range of different capabilities, from motor skills to memory. Cerebral palsy and Tourette's syndrome are two common examples of neurological impairment; the first affects motor skills and the second involves both motor skills and speech skills. Not all neurological impairments are present from birth. A neurological impairment can be acquired as a result of some form of brain or spinal cord injury. Often, the results are very similar; the only difference is the way in which a given part of the brain becomes damaged. A neurological impairment or disability may affect an individual's speech, motor skills, vision, memory, muscle actions and learning abilities. Because of its various forms, neurological impairment can be classified in many different ways.

- **Childhood Aphasia:** Childhood Aphasia which primarily affects speech and language abilities. For example, can be developed from birth or acquired because of some form of brain injury and is mostly involved with speech and language skills.

- **Minimal Brain Dysfunction**: Minimal brain dysfunction that affects learning and behavioral abilities;

- **Learning disability:** Learning Disability which primarily affects understanding or the ability to process language. It concerns disorders related to difficulties in general understanding and language comprehension.

Check Your Progress - 1

Note:

a) Tick mark the right answer in case of question (i) and (ii).

b) Compare your answers with those given at the end of the units.

e) **What is the expansion of IDEA?**

     A. Individuals with Disabilities Education Act

     B. Indian Developmental Education Act

     C. Indian Disability Education Act

     D. Individuals with Distance Education Act

f) **Which of the following is not a locomotor impairment?**

     A. Low Vision

     B. Conductive hearing loss

     C. Cerebral Palsy

     D. None of these

6.4.   CHILDREN WITH INTELLECTUAL CHALLENGES

Intellectual disability means significantly sub average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a child's educational performance. Intellectual disability refers to significant limitations in learning, thinking, solving problems, making sense of the world, and developing everyday life skills. All people with intellectual disabilities are capable of learning and can live a worthwhile and happy life.

Do not assume that a person has an intellectual disability because of the presence of another disability. Individuals with intellectual disabilities can still feel the influence of the Spirit. Some people may require support in only a few specific areas, and others require support in almost every area of life. An intellectual disability often affects a person's communication, social, and self-care skills. It also affects a person's ability to learn and remember. Common causes include head injuries, Down syndrome, and fetal alcohol syndrome. Intellectual disability is often associated with other disabilities as well. In this section deals about the concept, characters and types of gifted, mentally retarded, autism and learning difficulty children.

Gifted:

Giftedness, intelligence, and talent are fluid concepts and may look different in different contexts and cultures. Even within schools you will find a range of beliefs about the word "gifted," which has become a term with multiple meanings and much nuance. Gifted children may develop asynchronously: their minds are often ahead of their physical growth, and specific cognitive and social-emotional functions can develop unevenly. Some gifted children with exceptional aptitude may not demonstrate outstanding levels of achievement due to environmental circumstances such as limited opportunities to learn as a result of poverty, discrimination, or cultural barriers; due to physical or learning disabilities; or due to motivational or emotional problems. The term "gifted child" has been defined by different scholars and psychologists in the following words: Telford and Survey (1977): The intellectually gifted can he defined in terms of test scores or demonstrated performance, for instance, Percent of the general population is measured by intelligence and of achievement test. Gifted children are natural learners who often show many of these characteristics:

- Many gifted children learn to read early, with better comprehension of the nuances of language. As much as half the gifted and talented population has learned to read before entering school.

- Gifted children often read widely, quickly, and intensely and have large vocabularies.

- Gifted children commonly learn basic skills better, more quickly, and with less practice.

- They are better able to construct and handle abstractions.

- They may show keen powers of observation and a sense of the significant; they have an eye for important details.

- They may read a great deal on their own, preferring books and magazines written for children older than they are.

- They often take great pleasure in intellectual activity.

- They have well-developed powers of abstraction, conceptualization, and synthesis.

- They readily see cause-effect relationships.

- They often display a questioning attitude and seek information for its own sake as much as for its usefulness.

- They are often skeptical, critical, and evaluative. They are quick to spot inconsistencies.

- They often have a large storehouse of information about a variety of topics, which they can recall quickly.

- They readily grasp underlying principles and can often make valid generalizations about events, people, or objects.

- They quickly perceive similarities, differences, and anomalies.

- They often attack complicated material by separating it into components and analyzing it systematically.

Mentally Challenged/ Mentally Retarded (MR):

In the classification of exceptional children, the mentally retarded children belong to the lower end of the scale of intelligence and scholastic aptitude quite opposite and contrary to the gifted and who lie at the high end of scale. Mental retardation is a developmental disability that first appears in children under the age of 18. It is defined as an intellectual functioning level (as measured by standard tests for intelligence quotient) that is well below average and significant limitations in daily living skills (adaptive functioning).

Children with mental retardation learn more slowly than other children, have more difficulty solving problems, and show language and communication deficits. As a result,

they perform less well in school and have more difficulty making friends and engaging in social activities. The following are some of the characteristics of mentally retarded children.

- They will generally need services at the pervasive level, typically throughout their life;
- They are likely to have multiple disabilities, particularly in the areas of mobility and communication;
- Their communication deficits make it difficult to accurately assess their intellectual functioning;
- In educational settings, they may be placed along with students with moderate to severe MR or in their own classroom;

Mental retardation varies in severity. There are four different degrees of mental retardation: mild, moderate, severe, and profound. These categories are based on the functioning level of the individual.

Mild mental retardation: Approximately 85 percent of the mentally retarded population is in the mildly retarded category. Their IQ score ranges from 50 to 75, and they can often acquire academic skills up to the sixth grade level. They can become fairly self-sufficient and in some cases live independently, with community and social support.

Moderate mental retardation: About 10 percent of the mentally retarded population is considered moderately retarded. Moderately retarded individuals have IQ scores ranging from 35 to 55. They can carry out work and self-care tasks with moderate supervision. They typically acquire communication skills in childhood and are able to live and function successfully within the community in a supervised environment such as a group home.

Severe mental retardation: About 3 to 4 percent of the mentally retarded population is severely retarded. Severely retarded individuals have IQ scores of 20 to 40. They may master very basic self-care skills and some communication skills. Many severely retarded individuals are able to live in a group home.

Profound mental retardation: Only 1 to 2 percent of the mentally retarded population is classified as profoundly retarded. Profoundly retarded individuals have IQ scores under 20 to 25. They may be able to develop basic self-care and communication skills with appropriate support and training. Their retardation is often caused by an

accompanying neurological disorder. The profoundly retarded need a high level of structure and supervision.

Autism / Autism Spectrum Disorders (ASD):

Autism is a complex neurobehavioral condition that includes impairments in social interaction and developmental language and communication skills combined with rigid, repetitive behaviors. Because of the range of symptoms, this condition is now called autism spectrum disorder (ASD). It covers a large spectrum of symptoms, skills, and levels of impairment. ASD ranges in severity from a handicap that somewhat limits an otherwise normal life to a devastating disability that may require institutional care. The name "spectrum" stems from the fact that these disorders affect each child differently. These disorders involve delays in the development of many basic skills, including the abilities to socialize or form relationships with others and to communicate effectively. Children with autism may also have intellectual disabilities and behavioral challenges. Autism is a developmental disability significantly affecting verbal and nonverbal communication, social interaction, and behavior generally evident before age three, adversely affecting a child's educational performance.

Children with autism may exhibit any of the following characteristics:

- Obsessively repetitive activities and stereotyped movements: for instance, a child with autism may rock back and forth repeatedly, or exhibit rhythmic head and foot movements.

- Children with autism can be self-abusive: banging their heads, slapping, pinching, poking, or biting themselves.

- Unusual responses to sensory inputs: for instance, an exaggerated response to sound.

- Children with autism exhibit a wide range of intellectual and behavioral differences.

- Some students with autism are extremely withdrawn and do not communicate at all; others communicate in a bizarre or seemingly meaningless manner. Other students may use assistive technology to communicate.

- Some children with autism may exhibit periodic emotional outbursts.

- May exhibit abnormal or responses to objects, for instance exaggerated fears.

There are three different types of Autism Spectrum Disorders:

- **Autistic Disorder** (also called "classic" autism): This is what most people think of when hearing the word "autism." People with autistic disorder usually have significant language delays, social and communication challenges, and unusual behaviors and interests. Many people with autistic disorder also have intellectual disability.

- **Asperger Syndrome:** People with Asperger syndrome usually have some milder symptoms of autistic disorder. They might have social challenges and unusual behaviors and interests. However, they typically do not have problems with language or intellectual disability.

- **Pervasive Developmental Disorder** (PDD-NOS; also called "atypical autism"): People who meet some of the criteria for autistic disorder or Asperger syndrome, but not all, may be diagnosed with PDD-NOS. People with PDD-NOS usually have fewer and milder symptoms than those with autistic disorder. The symptoms might cause only social and communication challenges.

Learning Difficulties (LD):

Individuals who have learning disabilities may exhibit a variety of difficulties, including problems with reading, spoken language, writing, or reasoning ability. Hyperactivity and inattention may also be associated with learning disabilities. Coordination, behavior, and interactions with others may also be affected. An individual with learning disabilities may have average or above average intelligence. However, he or she may have difficulties in a classroom setting without appropriate support and accommodation.

Learning disabilities, or learning disorders, are an umbrella term for a wide variety of learning problems. A learning disability is not a problem with intelligence or motivation. Kids with learning disabilities aren't lazy or dumb. In fact, most are just as smart as everyone else. Their brains are simply wired differently. This difference affects how they receive and process information. Simply put, children and adults with learning disabilities see, hear, and understand things differently. This can lead to trouble with learning new information and skills, and putting them to use. The most common types of learning disabilities involve problems with reading, writing, math, reasoning, listening, and speaking. Reading, writing, and math aren't the only skills impacted by learning disorders. Other types of learning disabilities involve difficulties with motor skills (movement and

coordination), understanding spoken language, distinguishing between sounds, and interpreting visual information. The following are the types of learning disabilities.

Learning disabilities in reading (dyslexia): There are two types of learning disabilities in reading. Basic reading problems occur when there is difficulty understanding the relationship between sounds, letters and words. Reading comprehension problems occur when there is an inability to grasp the meaning of words, phrases, and paragraphs. Signs of reading difficulty include problems with:

- letter and word recognition
- understanding words and ideas
- reading speed and fluency
- general vocabulary skills

Learning disabilities in math (dyscalculia): Learning disabilities in math vary greatly depending on the child's other strengths and weaknesses. A child's ability to do math will be affected differently by a language learning disability, or a visual disorder or a difficulty with sequencing, memory or organization. A child with a math-based learning disorder may struggle with memorization and organization of numbers, operation signs, and number "facts" (like 5+5=10 or 5x5=25). Children with math learning disorders might also have trouble with counting principles (such as counting by twos or counting by fives) or have difficulty telling time.

Learning disabilities in writing (dysgraphia): Learning disabilities in writing can involve the physical act of writing or the mental activity of comprehending and synthesizing information. Basic writing disorder refers to physical difficulty forming words and letters. Expressive writing disability indicates a struggle to organize thoughts on paper. Symptoms of a written language learning disability revolve around the act of writing. They include problems with:

- neatness and consistency of writing
- accurately copying letters and words
- spelling consistency
- writing organization and coherence

Learning disabilities in motor skills (dyspraxia): Motor difficulty refers to problems with movement and coordination whether it is with fine motor skills (cutting, writing) or gross motor skills (running, jumping). A motor disability is sometimes referred to as an "output" activity meaning that it relates to the output of information from the brain.

In order to run, jump, write or cut something, the brain must be able to communicate with the necessary limbs to complete the action. Signs that your child might have a motor coordination disability include problems with physical abilities that require hand-eye coordination, like holding a pencil or buttoning a shirt.

Learning disabilities in language (aphasia / dysphasia): Language and communication learning disabilities involve the ability to understand or produce spoken language. Signs of a language-based learning disorder involve problems with verbal language skills, such as the ability to retell a story and the fluency of speech, as well as the ability to understand the meaning of words, parts of speech, directions, etc.

Auditory and visual processing problems: The eyes and the ears are the primary means of delivering information to the brain, a process sometimes called "input." If either the eyes or the ears aren't working properly, learning can suffer.

- **Auditory processing disorder** – Professionals may refer to the ability to hear well as "auditory processing skills" or "receptive language." The ability to hear things correctly greatly impacts the ability to read, write and spell. An inability to distinguish subtle differences in sound, or hearing sounds at the wrong speed make it difficult to sound out words and understand the basic concepts of reading and writing.

- **Visual processing disorder** – Problems in visual perception include missing subtle differences in shapes, reversing letters or numbers, skipping words, skipping lines, misperceiving depth or distance, or having problems with eye–hand coordination. Professionals may refer to the work of the eyes as "visual processing." Visual perception can affect gross and fine motor skills, reading comprehension, and math.

Disability	Difficulty	Problems
Dyslexia	Difficulty reading	Problems reading, writing, spelling, speaking
Dyscalculia	Difficulty with math	Problems doing math problems, understanding time, using money
Dysgraphia	Difficulty with writing	Problems with handwriting, spelling, organizing ideas
Dyspraxia (Sensory Integration Disorder)	Difficulty with fine motor skills	Problems with hand–eye coordination, balance, manual dexterity
Dysphasia/Aphasia	Difficulty with language	Problems understanding spoken language, poor reading comprehension
Auditory Processing Disorder	Difficulty hearing differences between sounds	Problems with reading, comprehension, language

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Check Your Progress - 2

Note:

    c. Tick mark the right answer in case of questions (i) and write your answer in the space given below in the question (ii)

    d. Compare your answers with those given at the end of the units.

(i) What is the full form of ASD?

          E.   Auto Spectrum Disease

          F.   Autism Special Disorder

          G.   Automatic Spectrum Disorders

          H.   Autism Spectrum Disorders

(ii) List out the types of learning disabilities.

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6.5.   CHILDREN WITH EMOTIONAL AND BEHAVIOURAL DEVIATIONS

Children with the most serious emotional disturbances may exhibit distorted thinking, excessive anxiety, bizarre motor acts, and mood swings and are sometimes identified as children who have a severe psychosis or schizophrenia. Many children who do not have emotional disturbances may display some of these same behaviors at various times during their development. However, when children have serious emotional disturbances, these behaviors continue over long periods of time. Their behavior thus signals that they are not coping with their environment or peers. Emotional disability means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, that adversely affects a child's educational performance:

- An inability to learn that cannot be explained by intellectual, sensory, or health factors.

- An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- Inappropriate types of behavior or feelings under normal circumstances.
- A general pervasive mood of unhappiness or depression.
- A tendency to develop physical symptoms or fears associated with personal or school problems.
- The term includes schizophrenia

Children with behavioural disorders are not rare and almost everyone has come into contact with one of these children at some time. These are youngsters who are in conflict with themselves and those around them. They fail to establish close and satisfying ties with other people. Some youngsters are withdrawn; the great majority strike out with hostility and aggression. The category of behavioural disorders includes conduct disorders, socialized aggression, anxiety and withdrawal, Attention Deficit Hyperactivity Disorder, and childhood psychoses. Children with behavioural disorders exhibit behaviour that is chronic; violates cultural and social norms; and affects the child's self-esteem, interpersonal relationships, and probably school achievement. In this section describes about the concept and characteristics of attention deficit hyperactivity disorder and Juvenile delinquency.

Attention Deficit Hyperactivity Disorder (ADHD)

Attention deficit hyperactivity disorder (ADHD) affects children and teens and can continue into adulthood. ADHD is the most commonly diagnosed mental disorder of children. Children with ADHD may be hyperactive and unable control their impulses. Or they may have trouble paying attention. These behaviors interfere with school and home life. It's more common in boys than in girls. It's usually discovered during the early school years, when a child begins to have problems paying attention. Adults with ADHD may have trouble managing time, being organized, setting goals, and holding down a job. They may also have problems with relationships, self-esteem, and addiction. ADHD is a condition of the brain that affects a person's ability to pay attention. It is most common in school-age children. ADHD is a chronic disorder, meaning that it affects an individual throughout life. The symptoms are also pervasive, meaning they occur in multiple settings, rather than just one. They are three distinct characteristics and symptoms of ADHD are as follows.

Inattention: A child with ADHD:

- Is easily distracted

- Doesn't follow directions or finish tasks
- Doesn't appear to be listening
- Doesn't pay attention and makes careless mistakes
- Forgets about daily activities
- Has problems organizing daily tasks
- Doesn't like to do things that require sitting still
- Often loses things
- Tends to daydream

Hyperactivity: A child with ADHD:

- Often squirms, fidgets, or bounces when sitting
- Doesn't stay seated
- Has trouble playing quietly
- Is always moving, such as running or climbing on things (In teens and adults, this is more commonly described as restlessness.)
- Talks excessively
- Is always "on the go" as if "driven by a motor"

Impulsivity: A child with ADHD:

- Has trouble waiting for his or her turn
- Blurts out answers
- Interrupts others

Children with attention deficit disorder (ADD) or attention deficit hyperactivity disorder (ADHD) may exhibit some or all of the following characteristics:

- Short attention span
- Difficulty focusing
- Poor memory
- Disorganization
- Poor impulse control
- Restlessness
- Incessant talking
- Incessant activity

Juvenile Delinquency

Juvenile delinquency, also known as "juvenile offending", is participation in illegal behavior by minors (juveniles, i.e. individuals younger than the statutory age of majority). A juvenile delinquent is a person under the age of 18 who has committed a crime and has been taken into custody, charged and adjudicated for that crime. Juveniles can be charged as adults for more serious crimes depending on state laws, prior convictions and the severity of the crimes committed. Adjudication is the equivalent of conviction for the juvenile justice system. Once an offender has been adjudicated, he or she will be given a disposition. However, if the offender has committed a more serious crime, has prior offenses or falls into a statutory exclusion category, then an entirely different set of rules may apply. Juvenile delinquency occurs when a minor violates a criminal statue. When a juvenile commits a crime, the procedures that take place differ from those of an adult offender. In all states, juvenile court systems, and juvenile detention facilities, deal specifically with underage offenders. While it is common for state statutes to consider people under the age of 18 as minors, the justice system can charge minors even younger as adults, if the crime committed is very serious. Predictors of juvenile delinquencies may appear as early as preschool, and often include:

- Abnormal or slow development of basic skills, such as speech and language
- Chronic violation of the rules
- Serious aggressive behavior toward other students or teachers

They are most common risk factors for juvenile delinquency include as follows":

- Authoritarian Parenting: characterized by the use of harsh disciplinary methods, and refusal to justify disciplinary actions, other than by saying "because I said so."
- Peer Association: usually resulting from leaving adolescents unsupervised, encouraging a child to engage in bad behaviors when acting with his peer group.
- Low Socioeconomic Status
- Permissive Parenting: characterized by lack of consequences for bad behavior, permissive parenting can be broken down into two subcategories: (1) neglectful parenting, which is a lack of monitoring a child's activities, and (2) indulgent parenting, which is the enablement of bad behavior.
- Poor School Performance
- Peer Rejection, ADHD and other mental disorders

Check Your Progress - 3

Note:

   a. Tick mark the right answer in case of questions (i) and write your answer in the space given below in the question (ii)

   b. Compare your answers with those given at the end of the units.

(i) What is the expansion of ADHD?

> A. Auto Deficit Hyperactivity Disorder
>
> B. Autism Deficit Hyperactivity Disorder
>
> C. Attention Deficit Hyperactivity Disorder
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> D. Attention Deficit High Disease

(ii) What are the common risk factors for juvenile delinquency children?

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6.6.   CHILDREN WITH SOCIO-CULTURAL DEVIATIONS

Social status is the position or rank of a person or group, within the society. Status can be determined in two ways. One can earn their social status by their own achievements, which is known as achieved status. Alternatively, one can be placed in the stratification system by their inherited position, which is called ascribed status. An *embodied status* is one that is generated by physical characteristics located within our physical selves (such as beauty, physical disability, stature, build). The status that is the most important for an individual at a given time is called master status

A minority is a sociological group that does not constitute a politically dominant voting majority of the total population of a given society. In socio-economics, the term "minority" typically refers to a socially subordinate ethnic group. Physical existence of majority and minority group is an outcome of the differential treatment which the groups are experiencing one enjoying the privileges whereas other being deprived of such privileges. Our country is having lot of socio-cultural deviation. In this section deals about the Schedule Caste, Schedule tribes and linguistic minorities.

Scheduled Castes & Scheduled Tribes (SC & ST) Minorities:

The caste system is a strict hierarchical social system based on underlying notions of purity and pollution. Brahmins are on the top of the hierarchy and Shudras or Dalits constitute the bottom of the hierarchy. The marginalization of Dalits influences all spheres of their life, violating basic human rights such as civil, political, social, economic and cultural rights. A major proportion of the lower castes and Dalits are still dependent on others for their livelihood. Dalits does not refer to a caste, but suggests a group who are in a state of oppression, social disability and who are helpless and poor. Literacy rates among Dalits are very low. They have meager purchasing power and have poor housing conditions as well as have low access to resources and entitlements. Structural discrimination against these groups takes place in the form of physical, psychological, emotional and cultural abuse which receives legitimacy from the social structure and the social system. Physical segregation of their settlements is common in the villages forcing them to live in the most unhygienic and inhabitable conditions. All these factors affect their health status, access to healthcare and quality of life. There are high rates of malnutrition reported among the marginalized groups resulting in mortality, morbidity and anemia. Access to and utilization of healthcare among the marginalized groups is influenced by their socio-economic status within the society. Caste based marginalization is one of the most serious human rights issues in the world today, adversely affecting more than 260 million people mostly reside in India. Caste based discrimination entails social and economic exclusion, segregation in housing, denial and restrictions of access to public and private services and employment, and enforcement of certain types of jobs on Dalits, resulting in a system of modern day slavery or bonded labour.

The Scheduled Tribes like the Scheduled Castes face structural discrimination within the Indian society. Unlike the Scheduled Castes, the Scheduled Tribes are a product of marginalization based on ethnicity. In India, the Scheduled Tribes population is around 84.3 million and is considered to be socially and economically disadvantaged. Their percentages in the population and numbers however vary from State to State. They are mainly landless with little control over resources such as land, forest and water. They constitute a large proportion of agricultural laborers, casual laborers, plantation laborers, industrial laborers etc. This has resulted in poverty among them, low levels of education, poor health and reduced access to healthcare services. They belong to the poorest strata of the society and have severe health problems.

Education of Scheduled Castes & Scheduled Tribes

The following are some of the implementation of National organization for the Education benefit of Scheduled Castes & Scheduled Tribes

Navodaya Vidyalaya (NVs): Reservation of seats in favour of children belonging to SCs and STs is provided in proportion to their population in the concerned district provided that no such reservation will be less than the national average of 22.5 per cent (15 per cent for SCs and 7.50 per cent for STs) and a maximum of 50 per cent for both the categories (SCs & STs) taken together. These reservations are interchangeable and over and above the students selected under open merit.

National Institute of Open Schooling (NIOS): Concession in fee to SC/ST candidates: The SC/ST students are given concession in admission fees to the extent of Rs.450/- for Secondary Courses and Rs.525/- for Senior Secondary Courses. Under the Scheme of strengthening of Boarding and Hostel facilities for girls students of secondary and higher secondary schools cent percent financial assistance is given to Voluntary Organizations to improve enrolment of adolescent girls belonging to rural areas and weaker sections. Preference is given to educationally backward districts particularly those predominately inhabited by SCs/STs and educationally backward minorities. Out of 43,000 scholarships at the secondary stage for talented children from rural areas 13,000 scholarships are awarded to SC/ST students subject to fulfillment of criteria laid down.

National Council for Educational Research and Training (NCERT): NCERT focuses on the development of textbooks, teacher guides, supplementary reading materials, evaluation of textbooks, vocational education, educational technology, examination reforms, support to Sarva Shiksha Abhiyan (SSA), education of educationally disadvantaged groups. NCERT operates the National Talent Search Scheme for pursuing courses in science and social science up to doctoral level and in professional courses like medicine and engineering up to second-degree level subject to fulfillment of the conditions. Out of 1000 scholarships, 150 scholarships are reserved for SC students and 75 scholarships for ST students.

National Institute of Educational Planning and Administration (NIEPA): Educational development of Scheduled Castes and Scheduled Tribes is an area of major concern of NIEPA. It carries out a number of studies relating to educational programmes and schemes for scheduled castes and scheduled tribes. It has also been generating material

relating to educational institutions and development of Scheduled Caste and Scheduled Tribe students.

University Grants Commission (UGC): UGC provides financial assistance to universities/deemed universities for the establishment of SC/ST cells in Universities to ensure effective implementation of reservation policy for SCs and STs. The UGC has established SC/ST Cells in 113 Universities including Central Universities to ensure proper implementation of the reservation policy. The Standing Committee on SCs/STs monitors and reviews the work undertaken by the universities/colleges. As per the reservation policy, UGC has earmarked 15 per cent and 7.50 per cent reservation for SCs and STs respectively in appointments, both in teaching and non-teaching posts, admissions, hostel accommodation, etc., in universities/ colleges, professional and technical educational institutions administered by the Central Government. State universities follow reservation policy as prescribed by respective state governments. The commission has been issuing guidelines/ directives/ instructions from time to time for implementing reservation policy of the Government of India. Apart from reservation, there is also relaxation in the minimum qualifying marks for admission for SC/ST candidates UGC has been implementing the programme of Career Orientation to education (vocationalisation of education) to ensure that the graduates have knowledge, skills and attitudes for gainful employment in the wage sector in general, and self-employment in particular for all including SCs/STs. It also provides financial assistance for Remedial Coaching to SC/ST students. It provides financial assistance to the existing coaching centres to prepare SC/ST candidates for the National Eligibility Test (NET) conducted by UGC/CSIR. The Commission provides financial assistance for extension activities. Under the scheme, all groups of the society are covered including SCs/STs.

Linguistic Minorities:

A linguistic minority is a class of people whose mother tongue is different from that of the majority in the state or part of a state. There are many divisions in Indian Society. Division because of language is one of the division to reckon with. The main reason to consider it seriously is that the territory of country itself has been defined on the basis of language only. This happened in 1956. We should be aware that most of the languages in India belongs to four Major families namely, Dravidian, Indo-Aryan, Austro-Asiatic and Sino-Tibetan. At present around 325 languages are spoken throughout the country. Hindi is our official language. Now, which such a large number of languages, it is logical that we

will have a large number of languages which are spoken only by small groups of the total population. These will evidently be those groups which are called the linguistic minorities. As of now, the language question has been made so sensitive an issue that any consensus regarding the various problems is almost impossible. Even today, it is debated that Hindi should not be the official language of our country. Actually, it is all power politics at play. Leaders for the sake of votes mobilize interest groups of a particular language in such a way that many a time it has become a national problem.

In such a scenario it is but natural for certain sections to feel that their language is been discriminated against. On the other hand there are certain people who feel that this concept of linguistic minorities is very dangerous for those language which are at a developed stage. They argue that giving recognition to such minor language may hamper the further development of their particular grand language. Constitution has provided many safeguards so that any minor language may not get suppressed. But, the sad part of the matter is that many a time the language question has led to riots, destruction of property and deaths. All this in name of language, which is a great binding force.

Check Your Progress - 4

Note:

   a) Tick mark the right answer in case of question (i) and (ii).

   b) Compare your answers with those given at the end of the units.

(i) What is the NIOS?

   A. National Indian Open Schooling

   B. Native Indian Open School

   C. National Institute of Open Shelf

   D. National Institute of Open Schooling

(ii) What is the expansion of NIEPA?

   A. National Indian of Educational Planning and Assessment

   B. National Institute of Educational Planning and Administration

   C. National Institute of Entertainment Planning and Administration

   D. None of these

6.7. LET US SUM UP

For children with disabilities a regular classroom can be a challenging environment. In order to function adequately and make optimal use of their learning abilities and potential, they generally require educational support specifically tailored to their needs. This specialized support can be offered in a variety of settings ranging in restrictiveness, i.e. from a regular classroom to placement in a special school. During the past decades, a considerable body of research has emerged in the field of special education focusing on topics such as the characteristics of children with disabilities in special education, the special educational services used by this population, and the potential benefits of special educational placement and services with regard to behavioral and academic progress and development. This unit creates the positive attitude towards children with disabilities among the prospective teachers.

6.8. UNIT END ACTIVITIES

8. Discuss the types and characteristics of children with physical disability.
9. Suggest the ways to identify the learning disabilities children in the classroom.
10. Making of some of the teaching aids, charts, flash cards for children with learning disability.
11. Discuss the government initiatives for the upliftment of SC/ST and Minorities students in India.
12. How to identify the children with emotional and behaviour deviations?
13. Discuss the various types of children with intellectual challenges.

6.9. ANSWERS AS CHECK YOUR PROGRESS

1. (i) A
   (ii) C

2. (i) D
   (ii) Types of Learning Disabilities:
   - Dyslexia
   - Dyscalculia
   - Dysgraphia
   - Dyspraxia

- Dysphasia
- Auditory processing disorder

3.   (i)   C

   (ii)   Factors for Juvenile delinquency**:**

- Authoritarian Parenting
- Peer Association
- Low Socioeconomic Status
- Permissive Parenting
- Poor School Performance
- Peer Rejection
- ADHD and other mental disorders

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4.   (i)   D

   (ii)   B

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UNIT VII
INCLUSION IN OPERATION

Structure

7.1.   INTRODUCTION

For decades special schools have been the center of learning for the children with special needs. In these schools all the available expertise has been concentrated in an attempt to educate pupils with special needs in the best possible way. However, this view of special education gradually changed. Knowledge, expertise and facilities are still of importance to the education of pupils with special needs, but the segregation of these pupils is now perceived as unacceptable. The prevailing view is that, they should be educated

together with their peers in regular education settings. The consequence is that regular and special education as separate system disappear and are replaced by a single system that includes a wide range of pupils. In such way an inclusive system for all pupils including the children with special needs where all study together.

In this unit discusses on special education versus inclusive education. This unit also focuses on models of Inclusive Education, role of the parent, community, peers, resource person, itinerant teacher, shadow teacher, head master and teacher in inclusive education.

7.2.   OBJECTIVES

After going through this unit, you will be able to:

- explain the parameters of Inclusive Education
- discuss the challenges and issues in Special Education and Inclusive Education
- distinguish the differences among special, inclusive and integrated schools.
- recognize the characteristics of Inclusive School
- explain the concept of early detection of disability
- describe the Inclusive Education in the context of EFA
- explain the models of Inclusive Education
- discuss the role of the parent, community, peers, resource person, itinerant teacher, shadow teacher, head master and teacher in Inclusive Education

7.3.   INCLUSIVE EDUCATION VS SPECIAL EDUCATION

Inclusion is an educational approach and philosophy that provides all students with community membership and greater opportunities for academic and social achievement. Inclusion is about making sure that each and every student feels welcome and that their unique needs and learning styles are attended to and valued. Inclusive education happens when children with and without disabilities participate and learn together in the same classes. A Lexicon of Learning defines inclusion as: The practice of educating all children in the same classroom, including children with physical, mental, and developmental disabilities. Inclusion classes often require a special assistant to the classroom teacher. In a fully inclusive school or classroom, all of the children follow the same schedules; everyone is involved in the same field trips, extracurricular activities, and assemblies.

Special education refers to a range of educational and social services provided by the public school system and other educational institutions to individuals with disabilities who

are between three and 21 years of age. Special education is designed to ensure that students with disabilities are provided with an environment that allows them to be educated effectively. The Lexicon defines special education as: Educational programs for students who, because they have a disability of some kind, require special instructional help to reach their potential. This may include specially trained teachers, innovative technology or instructional materials, access to a resource room, or even external placement. The term sometimes (but not usually) includes programs for those considered gifted.

7.3.1. Parameters of Inclusive Education

A critical aspect of inclusive education for a special needs child is having the acceptance and friendship of classmates. This kind of support also aids in the progress of special children and helps them gain confidence within the school environment. There is need to document the number, characteristics and specific geographic location of students required to be in inclusive programs, the number of specialists who will support their instruction, the necessary amount of in-class and out-of-class collaboration between special and general education teachers and guidance counselors, and the optimal type and extent of support from ancillary staff. The following as parameters of a properly planned and fully implemented inclusive education:

- Appropriate age and grade placements;
- No special classes or schools;
- Cooperative learning practiced;
- Special education support given to regular education; and
- Collaborative efforts needed to provide service to all who need them.

The common features of schools where inclusive education is reported to be thriving. These features are:

- collaborative teamwork;
- a shared framework;
- family involvement;
- general educator ownership;
- clear role relationships among professionals;
- effective use of support staff;
- meaningful Individual Education Plans (IEPs) and
- procedures for evaluating effectiveness.

Inclusive schools have to be well-equipped in all aspects to cater and deliver quality education for all children. This includes having a balanced curriculum that is appropriate for all categories of children, teachers who have the ability to handle the individual needs within the classroom and thereby promote an environment where personal development, social skills and student participation are strongly encouraged.

7.3.2. Challenges of Inclusive Education

The new challenge to inclusive education is to meet the needs of all children with and without disability in the general classroom. It is not an easy process and requires a lot of struggle and commitment to overcome attitudinal and social barriers. 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 and a hardened resistance to change are the major barriers impeding inclusive education. The following are the some of the challenges of Inclusive Education.

Identification and Screening: Assessment is a multifaceted process of gathering information by using appropriate tools and techniques in order to make educational decisions about placement and the educational program for a particular child. Appropriate adaptations and modifications must be made available to assure valid and reliable findings. Since children's needs change from month to month and from year to year, regular periodic assessment must be conducted.

Individualized Educational Plan: After the child's needs have been assessed and determination of eligibility for special education services has been made, the staffing team is responsible for the development in writing, and maintenance of an individualized educational plan (IEP). The Individualized Educational Plan is the primary document that outlines specific plans for the eligibility process and any further information collected by multidisciplinary specialists and by both special and regular teachers can assist with the development of the Individualized Educational Plan. Realistically, the special education teacher will have to conduct further curriculum based assessments to gather the types of instructionally useful data to be able to develop appropriate goals and objectives and to know where to begin instruction.

Physical Environment of Learning: The physical environment (classroom layout and appearance, classroom arrangement, furniture arrangement etc) contribute a lot to

promote active-learning method. The physical environment in a classroom can challenge active-learning. There should be adequate well-maintained and furnished classrooms to effectively conduct teaching-learning process. Therefore the place where the child is positioned in the class, the way the classroom materials are arranged, the effects of sound environment and the condition of a building play a vital role in enhancing or retarding the teaching-learning process of visually impaired children.

Teaching Methods and Procedures: Methods are means of conveying ideas and skills to impart and acquire a certain subject matter in more concerted and comprehensive way. Methods describe conceptually the instructional process, that is not only how information gets from the teacher to the learner but also how the learner, use it, interact with it, receives guidance and is given feedback. No learning can occur if the students passively sit. The student must actively respond; must participate. Because education is a human experience acquired in the process of man's interaction with his physical, and social environment. Basically, method in teaching concerns the way teachers organize and use techniques of teaching, subject-matter, teaching tools, and teaching materials to meet teaching objectives.

7.3.3. Issues in Special Education and Inclusive Education

In reality, it is difficult for one general class teacher to find separate time to instruct one student who qualify for special education while instructing the whole class. Even with the help from a para professional to support the student who qualify for special education one-on-one base, without any effort to change instructions for the whole class in more efficient ways, it would be difficult to provide better educational opportunities for students who qualify for special education. Difficulties while implementing inclusive education include 1) lack of understanding from general teachers and administrator leaderships in general schools, and 2) fixation of the dichotomous model between special education and general education. To achieve curriculum inclusion between general students and students who require special education, and improve the quality of the inclusive education, the leadership of general schools should realize the responsibility and accountability of the school to plan the inclusive curriculum for the whole school and for students who require special education. School administrators and teachers of inclusive school must share a mental structure to develop an inclusive curriculum planning for the school as a whole, and for students who require special education.

7.3.4. Special school versus integrated school, Inclusive School

Special School: A special school is a school for children who have some kind of serious physical or mental problem. Special education is designed specifically for students with special needs, remedial education can be designed for any students, with or without special needs; the defining trait is simply that they have reached a point of under preparedness, regardless of why. Special Education is specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability. Special education is in place to provide additional services, support, programs, specialized placements or environments to ensure that all students' educational needs are provided for. Special education is provided to qualifying students at no cost to the parents. There are many students who have special learning needs and these needs are addressed through special education.

Integrated School: Integrated education traditionally refers to the education children with special needs in mainstream settings. Disabled people of all ages and/or those learners with 'Special Educational Needs' labels being placed in mainstream education settings with some adaptations and resources, but on condition that the disabled person and/or the learner with 'Special Educational Needs' labels can fit in with pre-existing structures, attitudes and an unaltered environment. Integrated schools educate children in an environment where self-esteem and independence are developed as priorities. Self-respect and respect for others are strongly encouraged. The integrated ethos is nurtured to ensure inclusion of people from different disabilities, religions, cultures, genders, abilities and socio-economic backgrounds.

Inclusive School: Inclusive schools recognize and respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with their communities. Whilst inclusive beliefs, policies and practices specifically address the needs of students with disabilities and additional learning needs, they are equally beneficial for the full range of students. Schools that are inclusive adopt the belief that wherever possible all children should learn together regardless of differences; that all children can learn and achieve their potential; and that the continuum of students' needs should be matched by a continuum of programs, support and services. All students regardless of their ability or disability benefit from schools adopting inclusive practices.

7.3.5. Characteristics of Inclusive School

The inclusive school characteristics listed below were derived from Lipsky and Gartner's Quality Indicators of an Inclusive Environment (2008):

Characteristics of Inclusive School	
School Climate	- Responsibility for all students is shared among all staff. - The school environment supports teachers in working collaboratively (e.g., common planning time, co-teaching).
Curriculum, instruction, and assessment	- Students with special learning needs may receive instruction in the general education classroom and participate in extracurricular activities with necessary supports. - All students participate in state and district assessments with needed or approved adaptations and modifications and their data are used for accountability purposes and subsequent decision making. - All staff participate in developing and implementing a school-wide behavior plan. - A team approach ensures that each student receives the appropriate help when needed.
Staff development	Professional development activities are aimed at building capacity by enhancing the skills of all staff to promote students' access to the general education curriculum.
Support services	Clinical and support staff are integral members of the school community.
Parent involvement	- School personnel actively involve parents, including those of students with disabilities and those from diverse backgrounds, in all school activities. - Staff use multiple approaches to reach different subsets of parents.
Community involvement	School personnel make a concerted effort to reach out to all community members, leaders, and organizations.
Resources	- Resources are available throughout the school, not just in specialized settings or classrooms. - School personnel collaborate and serve as resources for each other.
School self-evaluation	School personnel measure their school's progress toward addressing the needs of all students.
Comprehensive education plan	School's planning documents and processes address the needs of all students in the areas listed above.

Check Your Progress - 1

Note:

    c. Tick mark the right answer in case of questions (i) and write your answer in the space given below in the question (ii)

    d. Compare your answers with those given at the end of the units.

(i) What is the expansion of IEP?

        E. Individualized Educational Plan

        F. Instructional Educational Plan

        G. Individualized Engage Plan

        H. Indian Educational Plan

(ii) List out the challenging areas in Inclusive Education System

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7.4. EARLY DETECTION OF DISABILITY

Since disability, in a large number of cases, is preventable, there will be strong emphasis on prevention of disabilities. Programme for prevention of diseases, which result in disability and the creation of awareness regarding measures to be taken for prevention of disabilities during the period of pregnancy and thereafter will be intensified and their coverage expanded.

Early Detection of Disability should be an integral part of existing health, education and social system actions for all children. The provision of intervention programmes as early as possible can result in positive outcomes for children with disabilities and their families and can address the multiple factors of exclusion. There is growing evidence that children who receive Early Detection of Disability and other services show gains in a wide range of skills, greatly enhancing their abilities to flourish when they begin formal education and thus justifying the greater costs that such targeted interventions might entail.

In addition to enhancing children's developmental competencies and minimizing secondary complications, Early Detection of Disability programmes can help to build effective support networks for parents, promoting confidence and competence. Early Detection of Disability programmes that coordinate services across different sectors, such as health, education, and social protection/support, are sustainable over time, and support children and families as they move from early childhood into successful primary school experiences are particularly desirable.

7.4.1. Parental Attitude

Parents are expected to play a crucial role in the education of their learners with disabilities by first and foremost accepting their conditions. They have to help the child to learn to be humane, to love, to build his/her unique personality, develop his/her self-concept / image and relate with and to the changing society of which he/she is born. The time that the child spends at school may not be enough for his/her needs, and he/she requires a consistent programme of developmental experiences from working hours to sleeping hours. The home is to continue from where the school leaves and vice versa. Successful collaboration requires effective on-going communication between home and school. Parents are key source of vital information about their children because they have firsthand knowledge of their children's physical, social emotional and cognitive traits. Parental involvement is therefore indispensable to early intervention, and teachers should focus on strengthening such involvement. It is however, necessary for such link to be forged early in the child's life, possibly at pre-school age.

For parents of children with special needs, initially, acceptance becomes the main concern. They go through various emotional phases, which are coping strategies. Parents go through grief, frustration, denial and anger, before the child's condition is accepted. The other concern for parents is the education of the child with special needs. Parents who favour inclusion believe that it would increase their child's learning ability due to higher standards in a regular class, and would provide a stimulating environment for learning. A majority of parents show favourable attitude towards inclusion in terms of promoting positive role models, friendships, facilitating acquisition of pre-academic, social, language, and motor skills. Parents who are not in favour of inclusion feel that teachers would be overburdened with the child's disability and that the classroom would not accept and welcome their child.

7.4.2. Community Awareness

Community awareness programs need to be planned. These community can be supported by collateral like posters and banners that are created. Also, workshops and panel discussions could be planned for the medical fraternity. Regular training sessions need to be conducted for the parents of children detected with disability. As a policy intervention, information collected as part of the program needs to be documented systematically to create a substantial database which could be used in the future.

7.4.3. Rehabilitation of Disabilities

Rehabilitation measures can be classified into three distinct groups:

(i)   Physical rehabilitation, which includes early detection and intervention, counseling & medical interventions and provision of aids & appliances. It will also include the development of rehabilitation professionals.

(ii) Educational rehabilitation including vocational education and

(iii) Economic rehabilitation for a dignified life in society.

(i) Physical Rehabilitation Strategies:

- **Early Detection and Intervention:** Early detection of disability and intervention through drug or non-drug therapies helps in minimization of impact of disability. Therefore, there will be emphasis on early detection and early intervention, and necessary facilities will be created towards this end. Government will take measures to disseminate information regarding availability of such facilities to the people especially in rural areas.

- **Counseling & Medical Rehabilitation:** Physical rehabilitation measures including counseling, strengthening capacities of persons with disabilities and their families, physiotherapy, occupational therapy, psychotherapy, surgical correction and intervention, vision assessment, vision stimulation, speech therapy, audiological rehabilitation and special education shall be extended to cover all the districts in the country by active involvement and participation of State Governments, local level institutions, NGOs including associations of parents and persons with disabilities.

- **Assistive Devices:** The Government of India has been assisting persons with disabilities in procuring durable and scientifically manufactured, modern aids and appliances of ISI standard that can promote their physical, social and psychological independence by reducing the effect of disabilities.

(ii) Education for Persons with Disabilities:

Education is the most effective vehicle of social and economic empowerment. In keeping with the spirit of the Article 21A of the Constitution guaranteeing education as a fundamental right and Section 26 of the Persons with Disabilities Act, 1995, free and compulsory education has to be provided to all children with disabilities up to the minimum age of 18 years. According to the Census, 2001, fifty-one percent persons with disabilities are illiterate. This is a very large percentage. There is a need for mainstreaming of the persons with disabilities in the general education system through Inclusive education.

(iii) Economic Rehabilitation of Persons with Disabilities:

Economic rehabilitation of Persons with disabilities comprise of both wage employment in organized sector and self-employment. Supporting structure of services by way of vocational rehabilitation centres and vocational training centres will be developed to ensure that disabled persons in both urban and rural areas have increased opportunities for productive and gainful employment.

Check Your Progress - 2

Note:

    a. Write your answer in the space given below in the question (i)

    b. Compare your answers with those given at the end of the units.

(i) How can you classified the Rehabilitation measures for Early Detection Disability?

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(ii) What are the uses of early detection of disability?

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7.5. INCLUSIVE EDUCATION IN THE CONTEXT OF EDUCATION FOR ALL (EFA)

Inclusive Education in the context of the goals of EFA is a complex issue unlike health and labor markets, disability includes an array of issues crossing health, education, social welfare, and employment sectors. As a result, policy development faces challenges to avoid fragmented, uneven, and difficult to access services. IE may also be implemented at different levels, embrace different goals, be based on different motives, reflect different classifications of special education needs, and provide services in different contexts. Goals may include integration of SEN students in classrooms or on changing societal attitudes to promote societal integration. Specific goals may focus either on improved educational performance and quality of education, or on autonomy, self-determination, proportionality, consumer satisfaction or parental choice. Some of these goals may conflict and produce tensions. Similarly, motives for Inclusive Education may derive from dissatisfaction with the system, from economic or resource allocation concerns, or from a vision of educational reform. Finally, SEN services may be viewed as a continuum of placement options (multi-track approach), as a distinct education system (two-track approach) or as a continuum of services within one placement—the general education school and classroom (one-track approach).

7.5.1. Models of Inclusive Education

The following are some the models of inclusive education or the special education service models.

Full Inclusion Model: The student is placed in a regular education classroom 100 % of the day. The special education staff provides support to the regular education teacher by team-teaching and collaboration. Support in discovering the comprehensive curriculum is also provided to students through accommodations and assistive technology.

Pull-Out (Resource) Model: Although law requires that students with disabilities be placed in the least restrictive environment, it is not mandated that students be in a full inclusion setting. For example, a full inclusion model may be restrictive for a student that requires intense remediation in reading. It is for this reason that a variety of service options must be made available to a disabled student. The special education staff may provide instruction and support to the student on a one-to-one/small group basis outside the regular education classroom for no more than 40% of the instructional day. This small group would

be directed toward the minutes on the students IEP; regular students may not be included during this time. This model is supported by the inclusion teachers to close the academic gaps presented by the students on her/his class roll. The primary goal is to address the comprehensive curriculum. The parent's must be involved in this decision. It is the school systems responsibility to provide Inclusion opportunities for students with disabilities.

Social Mainstreaming Model: The student is included during regular education classroom instruction to provide him or her with appropriate interaction with non-disabled peers. This student may have shortened assignments. Materials may be adapted for this student. Alternate assessment students are the students that benefit the most from this model.

Non-academic Model: The student participates only in nonacademic class activities such as art, music, physical education, and other electives. This model may be more appropriate for our lower functioning, alternate assessment students.

Self-contained Model: The student stays in the special education classroom for more than 60% of the instructional day. These classrooms are now addressing the comprehensive curriculum through the extended standards.

Home - bound program: A student with a medically diagnosed physical condition that restricts him/her to the home for a significant amount of time and has receive a medical referral form signed by a physician qualifies for a homebound teacher to come to their home and provide instruction.

Community-based program: As a student reaches the age for moving from school to the work force, the transition facilitators will assist with community-based vocational instruction. Upon receiving a written agreement between the community business and the school system, students may begin working at selected businesses in the community. Some work experiences may be unpaid for training purposes.

7.5.2. Role of the parent, community, peers, resource person, itinerant teacher, shadow teacher, head master and teacher.

As a system, inclusive education should be flexible. Its principle should be education in the regular classroom whenever possible. This need for flexibility must be reflected in the methods and materials used to give these children the widest possible access to the regular curriculum. When discussing the kind of service needed, the starting point should always be what is best for the particular child. Emphasising inclusive education does

not rule out special schools or centres. They would still be required to cater to children with profound and complex difficulties in need of more specialised and extensive help, including e.g. many deaf children. This alternative should, however, not be considered, unless classroom placement cannot meet their needs. In line with the new policy of inclusive education, special schools begin to function more and more as resource centres. They involve in outreach programmes, where they draw on their vast experience and knowledge. They link their activities with those of the regular schools, the families, and the communities. For fulfilling the primary objectives of inclusive education system each of the stakeholders should work on it. Each stakeholders having some role and responsibilities for fulfilling the primary objectives of inclusive education system. In this section focus on the role and responsibilities of the parent, community, peers, resource person, itinerant teacher, shadow teacher, head master and teacher in inclusive education.

Role and responsibilities of Parents:

Parents 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 organisations that a child may want to join. Children should be encouraged by them to develop friendship with classmates or other neighbourhood 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. Sometimes schools do not support a family's desire for inclusion, parents as well as family should try to explain that why they believe in inclusive education for their child. 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. Parents can play the key role to promote inclusion for their child. The following are some of the role and responsibilities of parents in the inclusive education setup.

- be consulted about the placement of their children with special needs
- be involved in the planning, development, and implementation of their children's education program
- be informed of a student's attendance, behaviour, and progress in school

- receive annual reports about the effectiveness of educational programs in the school district
- examine all records kept by the school board pertaining to their children
- register their children in an educational program through a school district, independent school, home school, or regional correspondence program
- be informed and involved in education decisions that affect their children
- be consulted, and to give consent, regarding the type and nature of all assessments, and to be informed of their results
- have concerns listened to, and responded to, promptly and respectfully
- have access to personnel such as teachers, teaching assistants, principals, board administrators, and board trustees for information and collaboration
- have concerns treated with confidentiality
- be able to observe their children in the classroom
- receive progress reports that can be understood
- be involved in the planning process and review of their children's Individual Education Plan (IEP)
- educate their children at home
- be aware of school policies, programs, rules, and routines

Role and responsibilities of Community:

Schools and communities cannot be isolated from each other. In order to have sustainable impact and to enable effective policy-level advocacy there is a need to model inclusive thinking and implementation both in schools and communities. Planning for improved schools and developing effective school-community partnerships are the first steps towards inclusion. Schools and communities need to understand each other and reinforce each other's role towards comprehensive school improvement and a more inclusive, diversity-friendly society.

Children belong to families and communities. Communities are as much places of learning as schools. 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. Communities may not be aware of the difficulties schools face and to what extent certain children have education related problems that could be solved

through increased support from families and communities. The following are some of the roles and responsibilities of community towards inclusive education.

- Community motivate to promote girls' access to education
- Community should insist the parents to registration of births
- Community should take initiative to controlling illness and hunger
- Community should motivate the parents for promoting the inclusive education
- Community should take steps to make a unity in the surroundings

Role and responsibilities of Peers:

Partner learning and peer tutoring systems are not new. Think of all of the learning that goes on during informal activities when children are playing games or when they engage in sporting activities. Student interactions will be even more effective with quality peer training and ongoing support. Peer tutor programs can involve same-age or cross-age connections among students. They can involve students in a single class, paired classes or across an entire school. Positive results in school climate have been one of the many benefits. Effective peer tutoring programs require organization and a significant time commitment from teachers. Schools have found that the initial investments are well worth the time and effort. "Student tutors experience benefits similar to those of their partners…they develop interpersonal skills and may enhance self-esteem.

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 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. The following are some of the roles and responsibilities of peers towards the inclusive classroom settings.

- Peer should develop Friendships with all
- Peer should be increased social initiations, relationships and networks
- Peer should create a greater opportunities for interactions

- Peer should be increased their appreciation and acceptance of individual differences
- Peer should be understanding and acceptance of diversity
- Peer should respect for all people
- Peer should do the work with group
- 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.

Role and responsibilities of Resource Person / Resource Teacher:

In some schools certain teaching staff provide valuable support to the classroom teacher. These teachers aren't usually responsible for a classroom of students. They're often referred to as "non-enrolling teachers." The most common support teachers are the learning assistance teacher and resource teacher. They may have distinct roles, or their roles may vary as they share the workload in the school. They may be assigned to a school full-time or parttime, depending on the school's need. Support teachers and resource teachers usually have some specialized training or experience that enables them to provide teacher and student support. Their duties include the following:

- suggesting strategies to school and family to support student learning
- providing service to students with special needs in a particular area of their education
- providing ongoing curriculum adaptation and/or intervention for physical or behavioural needs
- coordinating the team of professionals who work with your child
- assisting classroom teachers
- coordinating release time for staff involved in planning
- coordinating the Individual Education Plans (IEP)

The resource room sometimes functions as a home room for high school students. Some students receive support for specific subjects in the resource room, while the rest of their program is in regular classrooms. The beliefs and skills of the teachers who support students in these classrooms shape the success of an inclusive program.

Role and responsibilities of itinerant teacher:

This is a special education teacher employed by an agency hired to visit various schools in several districts and work with children with disabilities. This provides each child with the required auxiliary services and allows a district to meet requirements without having a program of their own. In this type of setting the special educator may be faced with a variety of responsibilities including but not limited to the following: Roles and Responsibilities of the itinerant teacher or Special Education Teacher:

- Curriculum modification: here the itinerant teacher assists the classroom teacher in modifying the curriculum to meet the learning style and needs of the child with a disability

- Organizing Parent conferences

- Educational evaluator: in some cases the itinerant room teacher is asked to do the educational evaluations. If this is the case the district will usually pay the agency a fee for this service.

- Conducting Pre-and post-testing using group standardized tests

- Involvement at the annual review-an annual meeting held by the IEP Committee to discuss the progress of each child with a disability and to plan the next year's Individual Education Plan

- Involvement in the triennial evaluation process-an evaluation that takes place every three years to determine if the conditions for the original classification are still present or need to be modified. The requirement here would be limited to either discussion of test results or to update the progress of the student and recommendations for the following year.

Role and responsibilities of shadow teacher / Teaching assistants:

Shadow teacher / Teaching assistants work with teachers as part of the classroom team and play key roles in the education of students with special needs. They're usually assigned to work in a specific classroom and may work primarily with one child or they may work with several children. They are responsible for performing duties under the direct supervision of the teacher, principal, or vice-principal. Their duties include the following:

- personal care (personal assistance with toileting, positioning, mobility, feeding, grooming, dressing, etc.)

- safety and supervision

- communication and technical aids

- classroom observation

- assisting individual students or small groups with learning activities

- following behaviour management programs as set out by the teacher or other specialists

- following therapy programs as set out by the therapist

- facilitating social interactions among students

- data collection and record keeping as requested by the classroom teacher and/or principal

Due to the diversity of tasks and student needs, pre-service training for teacher assistants is very desirable. School districts should ensure that appropriate job descriptions are in place for the various functions being performed and that in-service training is provided.

Role and responsibilities of head master:

The Headmaster / principal or vice-principal may be involved with planning for students with special needs. The principal's roles and responsibilities include the following:

- selecting special education staff who embrace the philosophy of inclusion

- recognizing the need for program and staff development

- supporting the school's responsibility for the education of all students

- recognizing that all students benefit from inclusion

- recognizing the extra support needs of special needs students, and advocating for the supports

Role and responsibilities of teacher:

Their roles and responsibilities, which may be shared with a resource teacher or learning assistance teacher, include the following:

- evaluating and reporting on students' progress

- collaborating with students and their parents to plan, create, and sustain a safe learning environment

- collaborating with other professional and auxiliary personnel

- planning instruction for the class and for individual students

- implementing the goals and objectives of the Individual Education Plan and making revisions as necessary

- communicating with parents about their children's education
- coordinating and managing information provided by support personnel (speech therapists, social workers, etc.)
- supervising and coordinating the work of teaching assistants
- adapting their teaching style, activities, and curriculum to facilitate each student's success

7.5.3. Sustainable Practices

The following are some of the sustainable practices of inclusive education settings.

- **High Expectations:** All aspects of a student's educational programming reflect high expectations. To do otherwise results in harm such as fewer educational opportunities, inferior literacy instruction, a segregated education, and fewer choices as an adult.
- **Social Relationships and Natural Supports:** Students are in an environment that fosters friendships and encourages full participation in all activities.
- **Full Participation and Membership in Age** Appropriate General Education Classrooms
- **Quality Augmentative and Alternative Communication (AAC):** Students who are unable to communicate using spoken or sign language have access to accurate and reliable AAC supports and services.
- **Ongoing Performance-Based Assessments:** Assessments identify students' learning and communication styles, preferences and interests, academic strengths and weaknesses, and needs for support.
- **Differentiated Instruction:** The curriculum and instruction are designed to accommodate the full range of student diversity. Individualized supports are provided to students with significant disabilities to enable them to fully participate and make progress within the general education curriculum.
- **Family-School Partnerships:** Families are equipped to be primary advocates for their children and connected to accessible, meaningful resources.
- **Team Collaboration:** General and special education teachers and related service providers work together in the design, implementation, and evaluation of students' educational programs and their IEPs (Individualized Education Programs).

- **Self-determination:** Schools encourage students to identify their own strengths, advocate for the supports they need, and set and pursue meaningful and self-identified goals.
- **Futures Planning:** High school students develop four-year plans of study with their guidance counselors and actively participate in the design and pursuit of plans for the transition from school to post-secondary and adult lives.
- **Ongoing Professional Development for General and Special Education Staff**
- **Special and General Education Reform:** An overarching goal of reform is the creation of a community of learners that is fully inclusive of students with significant disabilities.

Check Your Progress - 3

Note:

a. Tick mark the right answer in case of questions (i) and write your answer in the space given below in the question (ii) & (iii)

b. Compare your answers with those given at the end of the units.

(i) What is mean by EFA?

     A. Educational File Assessment

     B. Education for All

     C. Early File Access

     D. End for Assessment

(ii) List out some of the models of Inclusive Education Systems

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(iii) What are roles and responsibilities of teacher in inclusive classroom settings?

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7.6. LET US SUM UP

Inclusive education must respond to all pupils as individuals, recognizing individuality as something to be appreciated and respected. Inclusive education responding to special needs will thus have positive returns for all pupils." All children and young people of the world, with their individual strengths and weaknesses, with their hopes and expectations, have the right to education. It is not our education systems that have a right to a certain type of children. Therefore, it is the school system of a country that must be adjusted to meet the needs of all its children." That is a big and difficult task, but "where there is a will there is a way!"

7.7. UNIT END ACTIVITIES

14. Discuss the challenges and issues of inclusive education systems.

15. What are the characteristics for the inclusive school?

16. Debate the various models of inclusive education and its strategies.

17. Discuss the roles and responsibilities of various stakeholders for inclusive education system.

18. Suggest some of the sustainable practice for the inclusive education

7.8. ANSWERS AS CHECK YOUR PROGRESS

1. (i)   A

    (ii) Challenging areas in Inclusive Education system

    - Identification and Screening

    - Individualized Educational Plan

    - Physical Environment of Learning

    - Teaching Methods and Procedures

2. (i)   Rehabilitation measures can be classified into three distinct groups:

    - Physical rehabilitation, which includes early detection and intervention, counseling & medical interventions and provision of aids & appliances. It will also include the development of rehabilitation professionals.

    - Educational rehabilitation including vocational education and

    - Economic rehabilitation for a dignified life in society.

(ii) **Uses of Early Detection of Disability:**

Early Detection of Disability should be an integral part of existing health, education and social system actions for all children. The provision of intervention programmes as early as possible can result in positive outcomes for children with disabilities and their families and can address the multiple factors of exclusion. In addition to enhancing children's developmental competencies and minimizing secondary complications, Early Detection of Disability programmes can help to build effective support networks for parents, promoting confidence and competence. Early Detection of Disability programmes that coordinate services across different sectors, such as health, education, and social protection/support, are sustainable over time, and support children and families as they move from early childhood into successful primary school experiences are particularly desirable.

3.   (i)   B

(ii)   Models of Inclusive Education:

- Full Inclusion Model
- Pull-Out (Resource) Model
- Social Mainstreaming Model
- Non-academic Model
- Self-contained Model
- Home - bound program
- Community-based program

(iii)   **Role and responsibilities of teacher:**

- evaluating and reporting on students' progress
- collaborating with students and their parents to plan, create, and sustain a safe learning environment
- implementing the goals and objectives of the Individual Education Plan and making revisions as necessary
- communicating with parents about their children's education

- coordinating and managing information provided by support personnel (speech therapists, social workers, etc.)
- supervising and coordinating the work of teaching assistants
- adapting their teaching style, activities, and curriculum to facilitate each student's success

7.9.   SUGGESTED READING

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