
Deprived Children, Types of Deprivation and the Measures to Overcome

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Abstract

The various impairments and disabilities may alter or hamper physical, mental, social, psychological and spiritual development of the children thereby affecting the personality of children which makes them seriously handicapped in their educational progress, welfare and development. Long-term intellectual, social and emotional damage follows the deprivation of an attachment during a critical period in the child's development. Deprivation results in developmental delay, mental illness and subsequent suicide. Relationships within the community and other individuals can create a better quality of life that decreases the chance of becoming mentally ill and of committing suicide.

Introduction

The evidences have shown that the extreme deprivation experience in any sphere has apparently resulted in a quasi-constitutional fixation on the most primitive levels of conceptual and emotional behavior in children. These conclusions are based on the effects of environmental stimulation on children's growth. In the main, the studies have concentrated on the effects of schooling, socio-economic status, and foster home status on children's test I. Q. The experimenters have also tended to consider personality and motivational factors, and both factors in relation to the intelligent act. The experimental studies of deprivation in infancy confirm conspicuous lack of development in emotional organization, social relationship and the ability to conceptualize concrete things. In addition, the generalized passivity of personality is so dominant that the child is no longer in a position to assimilate new sources of stimulation and new relationships as these may be found in the personal and material worlds. Paucity of emotional and intellectual reactions is consequently characteristically maintained. Under such circumstances, it seems unlikely that marked improvement in personality and intellect can result from the

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introduction of a relatively superficial experience, such as the nursery school, in which, for example, the key problem of adequate parental identifications is not met.

Review shows that aspects of poverty include a 'lack of voice, disrespect, humiliation and an assault on dignity and self esteem; shame and stigma; powerlessness, denials of rights and diminished citizenship' (Lister, 2004:). Collard et al. (2001) used focus groups to explore financial circumstances and perceptions of financial services. Children's concern about the adequacy of income coming into the family for their own and their families' needs is evident across a range of studies (including Roker, 1998, Crowley and Vulliamy, 2002; Ridge, 2002; and Ridge and Millar, 2008). Children can also lack toys that other children enjoy like computers and games consoles, or have difficulties replacing items like bicycles if they are stolen or broken (Willow, 2001). Towner examined children's exposure to risk, and reported that children from more deprived backgrounds were more likely to walk to school (rather than travel by car) and were less likely to be accompanied by adults than children from more affluent homes (Towner et al., 1994) The range of possible strategies to reduce inequalities in health have been set out by Whitehead (Whitehead, 1995).

Types of Deprivation: The Deprivation could be assigned to various types

1. Maternal deprivation: "The infant and young child should experience a warm, intimate, and continuous relationship with his mother in whom both find satisfaction and enjoyment" and that not to do so might have significant and irreversible mental health consequences. Mothering care is essential for development and parental deficiencies are seen as a vulnerable factor for, rather than a direct cause of, later difficulties.

2. Socio-Economic Deprivation:::The most seriously damaged children are not just those who are physically abused or neglected. Rather, they include the children who are psychologically neglected, the victims of mothers who are emotionally unresponsive to their children's needs. Such mothers tend to ignore their children when the youngsters are uncomfortable, hurt or unhappy and fail to share in the children's pleasures.

3. Socio-Cultural Deprivation When a child is deprived of the company of other children for playing or utilizing his leisure time, he is said to be the victim of social deprivation. In the single family, when the grand parents do not have the company of their beloveds, they are said to be socially deprived. The children studying in hostels or boarding's stay away from their families are also socially deprived. They are uprooted from their cultural values and this result in their maladjustment with the family members and the society.

Socio-cultural values are also significantly related to perceptions of organizational performance effectiveness. Much of the work related to discontent among individuals and groups in Indian organizations have its origin in the socio-cultural values.

4. Social Deprivation: Social deprivation is the reduction or prevention of culturally normal interaction between an individual and the rest of society. Social deprivation may be correlated with or contribute to social exclusion, which is when a member in a particular society is ostracized by other members of the society. The excluded member is denied access to the resources that allow for healthy social, economic, and political interaction. Pierson has identified five key factors that set social exclusion in motion – poverty; lack of access to jobs; denial of social supports or peer networks; exclusion from services; and negative attitude of the local neighborhood.

5. Educational Deprivation: The term educational deficiencies stand for all those deficiencies and obstacles which are responsible for depriving the individuals, families or communities or depriving the opportunities of getting education or having a feeling that some injustice or disfavor is being done to them in comparison to other families or communities. The National Sample Survey in 2004/05 showed that the most cited reason for never-attended school among 5 to 14 year-old children is “Education is not considered as necessary at National level” While parental perception is a dominant reason for never-attended school in India as a whole, the cost of education is an obstacle to attending school in slum areas, followed by parental understanding of age for admission and importance of education and moreover children have to supplement household income”,

As a child progressed to the upper standards, the expenditure increased. In particular to two reasons viz:

a) Stationery, books and notebooks, and b) coaching and private tuition account for a large proportion of the total cost. The reason why stationery, textbooks and book costs are high can be related to the practice of memorizing what students learn at school and tuition. As far as private tuition is concerned, 17.4% of school-going-children aged 5 to 14 take private tuition. The higher grade students are more likely to be sent to private tuition, such as 68.2% (7th standard), 81.8% (8th standard) and 100% (9th and 10th standard). In other words, private tuition is essential to continue schooling among slum children and only those who take private tuition survive till upper standard.

6. Emotional deprivation: Culture plays a complex role in the natural history and psycho-social development of human behavior comprising of customs, beliefs, values, knowledge, skills, art, history, folklore, and institutions of a group of people. Social norms, the shared

rules that specify appropriate and inappropriate behaviors that people consider vital to their well-being and to their most cherished values, and sanctions, the socially imposed rewards and punishments that compel people to comply with norms, constitute important ingredients of a culture.

Deprivation and its effects: Rationalized behavior is reflected only when the mind, body, and spirit synchronize with each other. It is determined by physiological, psychological, socio-cultural, spiritual, and developmental well being. The various hazardous effects of deprivation are:

1. Deprivation and Mental health: Mental Health is described as an appropriate balance between the individual, his social group, and the larger environment. These three components combine to promote psychological and social harmony, a sense of well being, self-actualization, and environmental mastery. In the Indian context, where social diversity, stratification, reservations, social mobility, contempt, deprivation, discrimination prejudice, rejection and socio-technological change are operating in such a complex manner, mental health assumes great significance. When the individual is unable to cope with the changes, it not only affects his social role, but also disturbs the psycho-social homeostasis

2. Deprivation and Cognitive Development: Early environmental influences of stimulation or isolation have a marked effect on measurable cognitive functions. Social class differences affecting language development emerge during the first year of life. Early environmental influences have a marked effect on the measurable functioning of vocabulary, and social class differences affecting the language development

3. Scholastic development in deprived children: The process of education begins in the family where the child spends most of his time and receives informal learning, which gradually prepares him for the formal education. The gap in educational achievement in low caste children and children from privileged castes increases significantly during the elementary and secondary grades. This gap can be primarily attributed to, (a) inadequate educational facilities (b) lack of motivation, and (c) socio-economic status of parents. Parental illiteracy, low economic status, large size of the family, and impoverished home environment are the contributing factors for low educational achievement.

Capacity to respond to and benefit from education depends upon a child's intellect, language, and emotional maturity. As the children from the traditionally deprived communities carry low aspiration for money, material things, and occupational status, It is observed that they have very low self-concept, low self-esteem, and lower need to achieve.

5. Reaction to Discrimination, Rejection: Human-beings are acutely responsive to how and what other people perceive, evaluate, and feel about them. Positive and negative reactions from others often affect the quality of interpersonal relationship. Behavioral scientists have documented that positive responses from others foster a psychological and physical well-being, whereas, long-term exposure to negative reactions is associated with psychological difficulties and poor physical health.

Anger and aggression are common responses to rejection and often lead to long-lasting break in social bonds. Studies have shown aggressive behavior among rejected school children by their peer group. Anger and aggression in rejected children occurs as a result of pain or frustration associated with rejection and results in negative emotional and behavioral outcomes in the future.

6. Stigmatization: Social stigma refers to a 'defect' in a person's social identity-negative information about a person that is known by others. In the traditional Hindu social hierarchy an untouchable is evaluated so low that the depth of degradation accords him a sub-human status. Negative reactions from others may take many forms – ranging from disinterest, criticism, prejudice, avoidance, rejection, betrayal, stigmatization, ostracism, abandonment, and abuse to bullying. On account of the stigmatized existence, a deprived caste student is highly self-conscious, sensitive to others' comments and criticism, has real or imagined evaluation, and is likely to feel socially anxious, especially when under observation. The psychological core of all instances is the stigma in which a person is the recipient of negative reactions.

Remedial Measures and Educational Provisions: Causes of deprivation have almost all the potential for suggesting its prevention, control and treatment. The same is also true for the deprived children. There are no genetic or chromosomal defects associated with the deprived children. However they are themselves .the victims of deprived environments characterized by a cycle of powerlessness, poverty, vulnerability, isolation, maladjustment, illiteracy and ignorance. Even the well to do families lag behind in children rearing practices. Therefore the root cause of deprivation among the children lies with their families and parents, their socio-economic status, social and cultural disadvantages, educational, social and cultural and psychological handicaps etc. These categories can be further measured via:

- 1. Measures for helping the parent and families**
- 2. Measures to help the deprived children**

1. Measures for helping the parent and families

A. Mass drive against Illiteracy- Education is one of the surest means of helping the deprived masses in this venture; therefore earnest efforts should be made to spread education among underprivileged sections of society. The measures like Adult Literacy, functional literacy, non-formal and informal measures should be applied for achieving the well desired objectives.

B. Community development derives: A full scale derives should be launched for the welfare and development of the underprivileged and socio-cultural deprived rural and urban sections of society. Community development strategies should be integrated for this purpose to improve the health, family planning, living conditions, production in fields and factories and the provision of other basic human needs.

C. Provision of Moral encouragement and legal protection: The deprived and down trodden sections of the population should be given proper safeguard against the economic, social and cultural oppression of the well to do: and privileged sections of the society by enactment of the legal laws. Through the wide spread network of the literacy drive and informal and non-formal education approaches, they should be helped I gaining their lost confidence, self-concept and morale for leading a normal and optimistic life.

D. Provision of adequate guidance services: parents and families should be helped in improving their living conditions, means of earning livelihood and child rearing practices. These should be given proper guidance through community centres, rural and urban development agencies, non-formal and informal education approaches for learning and acquiring proficiency in various vocational areas, helping them to get employed, starting their own enterprise or increasing the proficiency and production of their own occupation.

2. Measures to help the deprived Children:

A. School resources: There is stronger evidence that some targeted increases in specific school inputs can improve student outcomes. Three areas in which increased resources may yield important benefits for poor children are (1) increased investments in early childhood education; (2) class-size reductions in the early grades; and (3) targeted salary bonuses to help disadvantaged schools recruit and retain better teachers.

B. Early childhood education: Studies show that early childhood educational programs can generate learning gains in the short-run and, in some cases, improve the long-run life chances of poor children. Moreover, the benefits generated by these programs are large enough to justify their costs.

C. Bonuses for teaching in high-needs schools or subjects: Teachers who have higher scores on various teaching exams are generally more effective than others. Still, many other observable teacher characteristics, such as whether teachers hold traditional teacher certifications or advanced degrees, are not systematically correlated with student learning. The policy challenge in this domain is to induce more effective teachers to teach in schools serving the most disadvantaged children.

D. Changing school practices: Additional spending is needed to improve the learning outcomes of poor children. This line of reasoning assumes there is good evidence on which practices are most effective, but that school personnel do not have the capacity to identify or implement these programs on their own. Some low-cost changes in school operating practices that seem to improve student outcomes include changes to school organization, classroom instruction, and teacher hiring and promotion.

E. Curricular and instructional interventions: There is a lack of convincing evidence on curricular interventions. A more recent approach to school improvement known as Comprehensive School Reform (CSR) attempts to improve many different aspects of the school at the same time.

F. Teacher labor markets: A key policy challenge for school districts is to induce more effective teachers to teach in high-poverty schools. In practice, public schools typically do not take advantage of the probationary period to obtain additional information about teacher effectiveness and weed out lower-quality teachers. One possible solution is to raise the tenure bar for new teachers, and to deny tenure to those who are not effective at raising student achievement. This type of high-stakes decision should be based on a variety of teacher performance measures that include, but are not limited to, measures of effectiveness at raising student test scores. Principal evaluations should be included as one factor in teacher tenure ratings, both because they may add additional information beyond student test scores, and also because they reduce potential negative effects of relying solely on an output-based measure.

G. Incentives and accountability: An alternative approach to school reform focuses on enhancing both the incentives and flexibility enjoyed by school personnel. While the theories underlying school choice and school accountability differ in important ways, both strategies rely on the core notions of incentives and flexibility. The available evidence to date is probably strongest on behalf of the ability of school accountability systems to change the behavior of teachers and principals, although one lesson from that body of research is the great importance of getting the design of such policies right.

H. Teacher merit pay: Education reformers have suggested that a teacher's compensation should be tied directly to productivity as measured by student performance or supervisor evaluation. Proponents of "pay-for-performance," also known as "merit" or "incentive" pay, argue that it would not only provide incentives for current teachers to work "harder" or "smarter," but also could affect the type of people who enter the teaching force

I. Providing Incentives and concession to the deprived students: for attracting and keeping the deprived children within the educational sphere, due incentives and concession may be given to them:

- Financial support and incentives should be given to the parents for sending their ward to school'
- Fee concession and even making their education free upto a certain stage of schooling.
- Financial support in terms of purchasing books, dresses and other school requirements.
- Scholarships and other prized benefits to the students showing desired progress in their studies.
- Setting the school schedule as per the need of the students as enabling them to help their families in their daily living works e.g. giving them cooperation and helping them in sowing and harvesting season of the major crops.

Conclusion

Children in the most deprived conditions had exceptionally low IQs, but once they were removed to foster homes, improved when tested again at 42 and 54 months. Similarly, the children's ability to express positive emotions also improved markedly when they were moved into a family environment. Human behavior is conceived of as an outcome of genetic and biochemical characteristics, past learning experiences, motivational states, psycho-social antecedents, and the cultural context in which it unfolds. The deprived section of society need a group of people who will guarantee unconditional affection and support, who are prepared to forego, often for many years, the satisfactions that parents normally get from their children and who will bring to their task professional understanding not only of childhood behavior but of their own responses both to the children in their care and to the parents whose inadequacies have brought the children to this plight.

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