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Shastri-Indo Canadian Mobility Award Fellow, SICI (2022)

Short profile of the presenter

Santoshi Halder, Ph.D., a Board-Certified Behaviour Analyst (BACB, USA) is a Professor Department of Education, University of Calcutta, India. She has a Post-graduation in Education and Ph.D. in Applied psychology and a B.Ed. in Special Education (Rehabilitation Council of India, RCI). She has been actively involved internationally and nationally in multifarious ways for the inclusion of people with diversities primarily through various academic and research endeavors since 2000.

She has been an international fellow and recipient of various prestigious competitive International awards/ fellowships; *Shastri-Indo-Canadian Award (2020-22)*, *Fulbright Academic and Professional Excellence Fellow, USA (2020)*, *Rockefeller Fellow, Italy (2019)*, *Japan Society for Promotion of Science/ JSPS fellow, (2019)*, *Endeavour Australia-India Education Council Research Fellow, Honorary Visiting Fellow at Olga Tennison Autism Research Centre (OTARC), La Trobe University, Australia (2015-2016)*, *Endeavour Awards Ambassador (2018)* and *Fulbright Nehru Senior Research Fellow, USA (2011–2012)*. She received the *Governor's Medal (West Bengal, India)* in 2001 for her contribution towards the community and people as a National Cadet Corps (N.C.C). Nine Ph.D.'s and eighteen M. Phil Dissertations have been successfully awarded under her supervision. She is passionate about the inclusion of people with diverse needs. She has edited and authored international books on inclusion/ inclusive pedagogy (*Springer International, Palgrave Macmillan pub., Routledge*), and Education Technology (*Routledge pub.*). She is currently working on multiple international book projects on areas such as Educational Technology, Inclusion, and diversity with contributors from all over the world with international reputed publishers.

She has completed ten major research projects; 6 International and 4 National on various areas funded by UGC, ICSSR, SICI, NIHSS, USIEF, IIE, JSPS, Rockefeller, etc. Dr. Halder has authored twenty book chapters in international books and published more than eighty papers in peer-reviewed national and international peer-reviewed journals. She teaches BACB approved behaviour analysis courses to students from various countries. Dr. Halder provides behaviour intervention services, especially to people with autism spectrum disorder including training the parents and practitioners. She has delivered more than ninety lectures/ invited presentations/ talks in various Institutions/ Universities in low-middle-high income countries that include; viz., India, South Africa, USA, Austria, Italy, Singapore, Japan, Canada, etc.

She has been engaged in multiple adventurous activities as an N.C.C cadet and is a nationally trained mountaineer; Basic and Advanced from leading mountaineering Institutes (NIM, Uttarkashi and WHMI, Manali) of the country. She has been selected for the All-India Women Mountaineering expedition in the year 2002.

The links to the two of the earlier books of international standards are:

<https://www.springer.com/gp/book/9783319552231>

<https://link.springer.com/book/10.1007/978-981-13-5962-0>

Click to a forthcoming book on educational technology:

<https://doi.org/10.4324/9781003293545>

Link to her academic profile:

<https://www.caluniv.ac.in/academic/department/Education/Santoshi-Halder.pdf>

Title of presentation: Understanding the socio-cultural bases of the challenges of people with disabilities through an ecological lens

Highlights of the presentation;

- ✓ **Huge Gap:** Inclusion as a theory and practice for various reasons.
- ✓ **Current status of participation and inclusion of people with disabilities (PwD)**
- ✓ **Developing country perspective highlighting India**
 - ❖ **The historical trajectory of legislation and Policy in India and its differential effects in the implementation due to socio-cultural factors**
- ✓ Case studies/ excerpts of the **actual practices and the challenges** (extracts from own research)
 - ❖ **Highlighting Women with disabilities and the socio-cultural factors**
- ✓ Concludes with **key priority areas for Future directions**

Abstract/ Summary

The wider and broader connotation of the term inclusion is to address any sort of seclusion and minority experiences be it due to background, identity, and ability (i.e., gender, sexual orientation, race, ethnicity, age, culture, and social class) or a combination of one or more of these together. Historically societies have witnessed different grounds of discrimination such as race, gender, religion, ethnicity, sexual orientation, age, and disability, based on the social and historical processes that shaped the constitutional traditions of each country and context or region.

Categorization based on abilities or disabilities has influenced to a greater extent the well-being of human beings. Since the second half of the twentieth century, international and regional human rights movements have fostered a strong cosmopolitan culture against the exclusion of people with disabilities (PwD) and have voiced for the participation and independent living of all irrespective of any discrimination. It is interesting to see how the socio-cultural factors have impacted positively or negatively in adapting to their ingenious differences or atypicality. However, it goes without saying that discrimination is a structural feature of our societies and the path to equality seems to be a path of continuous challenge. Inclusion is a process rather than just a term and manifestation of full inclusion is possible only when the philosophy behind inclusion is deeply and rationally understood by the common masses at all hierarchies existing in any society. Important is to understand the ecological context and the way the ecological factors intertwine together and impact the person concerned in nurturing and facilitating the abilities with appropriate environment or approaches. There is wide diversity across countries and important is to understand how the socio-cultural factors impact inclusion in order to ameliorate an effective intervention and support system.

Keywords: Inclusion, participation, challenges, diverse learners, ecological context, socio-cultural factors, inclusive pedagogies, etc.