

Gender, Sexuality and Challenges of Inclusive Education in the Teacher Education

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Abstract—Gender and sexuality is a little known and poorly understood area of human experience. Curricular approaches can play an important role in school health promotion. There is currently lack of rigorous evidence to demonstrate the effectiveness of sexuality education. Positive role modeling by all teachers is important in supporting students to improve the quality of their relationships and responsible decision-making with regard to sexual activity.

Many factors impact on the imbalanced involvement of teachers. The specific nature of sexuality education, lying at the intersection between the private and public domains, behavioral issues that are determined culturally and intimate personal decisions are probably at issue. Teaching is strongly linked to the way in which teachers build their professional/personal identities

Evidences show that a focus on gender and sexuality education increases the likelihood of achieving positive sexual health outcomes and international agencies have called for a gender-focused approach. However, questions remain about the implementation of such programmes, including how best to prepare teachers to deliver such curricula in the development of the national school-based gender and sexuality in the teacher training curriculum.

We are committed to the provision of inclusive education to all children irrespective of their gender, age, and the physical and mental ability, especially the girl child and children with special needs and those with disabilities. The teachers and community members still have negative attitudes towards inclusion though the reasons are different.

The objective of this paper is to make the younger generation aware of gender roles, to promote healthy relationships to maintain social balance, to transfer the gained knowledge to the students, to understand the key concepts in gender, to understand the social construction of gender at different levels and their functioning, to understand the role of school in the society and its related issues. Research methodology is the systematic way to solve the problem. The study under taken by me includes secondary data. I followed descriptive method in this Paper. The methodology used in the study is analytical and descriptive.

This study suggest that serious investments in teacher training and support can enhance teachers' capacity in regard to gender equality and human rights, and that these gains can carry over to their teaching practice and teaching career both within and possibly beyond the formal sexuality curriculum. In this way, the training may

provide a concrete opportunity for preparing teachers for the work of 'un-doing gender' and follow inclusion.

Keywords: Sex education, Gender, Sexuality, education, curriculum, Inclusive education, Teacher education, Challenges.

INTRODUCTION

Aspiring school and pre-school teachers will get a lesson in gender and inclusion. Gender studies has been introduced in the curriculum for Bachelors of Education (B.Ed.) and Diploma in Education (D.Ed.) that has been recently modified by the National Council for Teacher Education (NCTE). The NCTE has decided to make gender an integral part of the curriculum, among other changes. This will be done by including courses on gender in the context of school education and society in the theory courses for bachelors and diploma programmes. The need for including gender studies in teacher education programmes was felt in the wake of the rising crimes against women. Gender studies is usually a popular course among students of humanities and journalism, but was so far not part of any teacher education programmes. Academicians said that exposing aspiring teachers to the subject will help them in overcoming gender stereotypes, appreciating gender differences and teaching students to respect women. The new curriculum will also include topics on yoga, information and communication technology and inclusive education.

Programmes that explicitly address gender have been described as offering these elements: (1) provide young people with 'information about human rights, gender norms, and power in relationships (including consent and decision making, sexual coercion, intimate partner and gender-based violence, and sexual diversity)'; (2) strengthen young people's skills, including their critical thinking; (3) empower learners beyond the curriculum, as agents in their own lives and leaders in their communities; and (4) deliver such education in 'a safe and healthy learning environment' (5) Provide the knowledge of section 377 of the IPC and latest verdict on it.

Inclusive education acknowledges that all children can learn. It acknowledges and respects differences in children: age, gender, ethnicity, language, disability, etc. It enables

education structures, systems and methodologies to meet the needs of all children. It is a part of a wider strategy to promote an inclusive society. It is a dynamic process which is constantly evolving. Inclusive education need not be restricted by large class sizes or a shortage of material resources. Individual differences should be recognized and celebrated as part of the inclusion process.

OBJECTIVES:

The current existing program of sexual education incorporate in the Indian curriculum is termed adolescent FLE and was proposed by National AIDS Control Organization and the Ministry of Human Resources and Development. The major objectives of family life/sex education (FLE) can be broadly described as follows:

- To develop emotionally stable children and adolescents who feel sufficiently secure and adequate to make decisions regarding their conduct without being carried away by their emotions
- To provide sound knowledge not only of the physical aspects of sex behaviour but also its psychological and sociological aspects, so that sexual experience will be viewed as a part of the total personality of the individual.
- To develop attitudes and standards of conduct that will ensure that young people and adults will determine their sexual and other behavior by considering its long-range effects on their own personal development, the good of other individuals, and welfare of society as a whole.

METHODOLOGY: Research methodology is the systematic way to solve the problem. The study under taken by me includes secondary data. I followed descriptive method in this Paper.

ADVANCING TOWARDS GENDER-EQUITABLE NORMS

The pathway by which curricula focused on gender, aim to achieve their sexual health goals is by changing learners' attitudes and behaviors regarding gender and power, i.e., creating more gender-equitable norms. Schools can effectively deliver gender-equitable programmes.

GENDER-FOCUSED SEXUALITY EDUCATION

In many countries, the implementations of gender- and rights-based sexuality programmes have been conducted primarily by non-governmental organizations on a small scale, outside the formal educational system. Some countries have made attempts to integrate gender and rights into sexuality education programmes within formal education systems, but with mixed results at best. Gender-focused sexuality education not yet widely implemented in our schools. Boys and girls must feel welcome in a safe and secure learning environment. Governments, schools, teachers and students all have a part to

play in ensuring that schools are free of violence and discrimination.

TEACHERS' COMPETENCIES TO DELIVER GENDER-FOCUSED SEXUALITY EDUCATION

Effective teaching about topics related to sexuality, gender, and power in relationships requires facility with participatory pedagogic approaches, as well as personal comfort with the content. All of these interventions, however, focused on gender-equitable pedagogic methods. None addressed teaching of content directly related to gender and sexual health. There remains a dearth of evidence about whether it is realistic to expect teachers to deliver gender-focused sexuality education in schools, and in particular, what might be involved in preparing them to do so effectively.

DELIVERY OF THE TEACHER TRAINING AT THE STATE LEVEL

Teacher-training plan must include some content on gender and rights. We make gender and human rights cross-cutting. We must look at the gender and rights issues in all the topics taught. We must build on the content on female genital mutilation in the curriculum, to explore a wider range of harmful practices, such as payment of bride price. They must spend time reflecting on the importance of a safe learning environment, including the problem of teachers sexually harassing female students. Help teachers understand more deeply how gender norms operate in their own lives, in the lives of their students, and in society at large. Provide young people with 'information about human rights, gender norms, and power in relationships.

TRAINING ABOUT GENDER EQUALITY, SEXUALITY AND RIGHTS

The student must learn about the difference between sex and gender. We talk to students about roles and not feeling confined. Now we have been able to tell them that anything you are good at, you can achieve. The girls find that so interesting. They like to learn about self-esteem negotiation, assertiveness, communication. The male teacher must know the proper terms for the female anatomy. The formal curriculum must reinforce the importance of learning about one's body and sexuality. The training provided to the teachers with concrete tools to reinforce messages about body awareness and comfort beyond the formal curriculum.

ADDRESSING THE CLASSROOM AND SCHOOL ENVIRONMENT

Gender equality and sexual rights, along with the subsequent experience of being a Family Life and Education teacher, might be spilling over to the broader learning environment. It is observed that 'Before, only boys cleaned the blackboards, the girls swept the floors. Now, boys also sweep floors and girls also clean blackboards.

IMPROVE THE GENDER AND SEXUAL DIVERSITY CLIMATE IN OUR COMMUNITY AND/OR SCHOOL

1. Parent: call your school or school district and ask what sort of training and workshops are provided to educational staff to prepare them to address anti-gay bullying, include and support children of gay and lesbian parents, and promote diversity and acceptance of all children and families. Volunteer to be on a working group to address these issues in your community.
2. Teachers or school counselor: use the summertime to plan a curricular unit or collaborate with colleagues on a school project that will educate your students and school community on these issues.
3. Student: talk to your family or another trusted adult about what is going on at your school and what you'd like to see changed: more books about gender and sexual diversity in the school or town library.
4. Administrator or member of a governing board: initiate talks to invite an expert to offer a full or half-day training to your school or school board personnel about these issues. Include a plan to have this topic revisited in school-wide in-service days at least every two years.
5. Extend our own knowledge on these issues by reading books, watching videos, or attending local workshops and events.
6. Volunteer to be on a working group to address these issues in your community.
7. Plan a curricular unit or collaborate with colleagues on a school project that will educate your students and school community on these issues.
8. Teaching about gender and sexual diversity is controversial
9. Sexual diversity as it may violate some students' religion or cultural beliefs.

Challenges Facing Inclusive Education

Inclusive education is about the integration approach of the disabled learners in schools. It is under this inclusion model that learners with special needs spend most or all of their time with non-disabled learners. While inclusive education has its benefits, there are enormous challenges hindering its effective implementation especially in India.

Challenge for Classroom Teachers

A classroom teacher is expected to select educational methodology to best suit each student. This is a challenging goal for one teacher who potentially has more than 30 students in each of five to seven classes. Most students can be grouped with other students whose educational needs are similar. This may reduce the planning required to two or three groups. If you add special needs students who have severe learning delays, developmental issues, or who speak little this task can

feel almost insurmountable – especially if the inclusive classroom does not include a co-teacher.

Challenge for Students

Special education and mainstream students both benefit from being in a classroom together. After all, work and life are not segregated by intelligence or ability. However, there are still some challenges that need to be recognized. In a classroom of 30, with one or two special education students, it can be difficult for the classroom teacher to give the individual time and attention the students require and deserve. If the teacher is focusing on the special needs students, the students who need a more challenging environment may be overlooked because they are able to succeed with minimal assistance. While the students will likely succeed in the class, they may not feel challenged and may become bored and disinterested in the class.

Inadequate Educational Facilities as a challenge

In most of the schools there are no adequate educational facilities. These range from lack of adequate reading materials, to desks, classrooms among others. Inclusive education has led to an increased number of learners in the learning institutions. This leads to a decrement in the available resources in the schools. A shortage of teaching and learning materials has a negative impact on the learners especially the disabled ones with less knowledge about a subject. This forces most of the parents to remove their children from the schools and take them to special schools.

Lack of adequate resources to meet the educational needs of the disabled learners in the regular schools cause most of the parents to have doubt as to whether the needs of their children are adequately met in these schools. Thus, most parents prefer to take their children to the special schools as compared to the inclusive schools. This affects negatively the success of inclusive education.

Challenges in the Inclusiveness in Teacher Education:

UNESCO (2013) shows light into the various barriers in the implementation of the Inclusive atmosphere in the Teacher education settings. The following barriers we can identify when thinking in the Indian context. These are taken from school and teacher education institutions.

1. Lack of experienced teacher faculty
2. Lack of Flexibility in lesson plans, curriculum
3. Dealing with syllabus and textbooks with false priority
4. Lack of Precise knowledge about the individual differences
5. Using fear as a tool for discipline and completion of work in time
6. Lack of proper mentality and platform to share the experiences and knowledge

7. Poor inclusive education policy implementation

Towards inclusive education

1. Inclusion through school improvement. The strategies must be used are as follows:

- Integrated education must be in practice
- The UNESCO Resource Pack must be used as a basis for the training of teachers
- Major changes must be made to the teacher-training curriculum
- Classroom methodology must be child, rather than teacher-centered

2. Exposure for Teacher Educators and teacher trainees in general school, special school and Inclusive school settings through

- Understanding the basic cry from the learning disabled child “ If I cannot learn the way you teach, will you teach the way I can learn
- Create high involvement of the parents, siblings, teachers, peers, other grade peers, other professionals, alumni and digital resources in the learning.
- Researches with real intention to social change:
- Proactive Assessments to reflect and introspect for a good change.
- Availability of Add-on courses and student exchange schemes.

3. Building on an integrated education policy:

A progressive policy on the integration must be followed. The main strategies are as follows:

- Awareness-raising at all levels: administrators, teachers, parents, disabled people's organizations, the community, ministry of health personnel, and the setting up of a cross-spectral committee comprising all the key players;
- An initial three-week in-service training course in the school holidays for all teachers
- Follow-up training, both centrally and in schools;
- Production of curriculum materials for teacher training giving basic information about disabled children;
- Minimal use of additional resources in order to promote sustainability.
- Peer support - seating disabled children next to pupils who could help them;

4. Inclusion through democracy and human rights:

There are undoubtedly enormous benefits to integration through CBR. The strategies which have been used to democratize classroom practice are as follows:

- Introducing children to their rights and responsibilities;
- Co-operative group learning and problem-solving;
- Pupils must be encouraged to question traditional sources of knowledge;

- Evaluation of the learning process by both pupils and teachers;
- Pupils must be involved in decision-making;
- A strong emphasis on gender equality;
- Parents participate in their children's learning.

SUGGESTIONS

- There is a need to shift to gender-focused sexuality education, and recognition of the central importance of teacher competency through training and other teacher support in teacher attitudes and practices. Gender equality is not an explicit goal of the sexual Education programme. The curriculum addresses gender rather superficially. However, the duration and scope of training established by the government and the involvement of non-governmental organizations provided an opportunity for those non-governmental organizations to infuse a gender and rights perspective in a meaningful way that appears to have helped transform teachers' attitudes.
- The more gender-egalitarian attitudes among teachers and their new teaching methods may also have exerted a positive effect on school connectedness among girls. Teachers' reports of increases in girls' participation, attendance and their likelihood of confiding in teachers or seeking their help are particularly notable in this respect, given possible links, discussed above, between school connectedness and sexual health outcomes.
- Human body is complex, where every minute thing are complex, it is difficult to understand and also we just go through the outward appearance of an individual, where we remain deaf for the internal fear, struggles, anxieties, struggles and changes of the individual. So don't be an out ward judge. But place your foot in the shoe of others and get the knowledge or experience what goes on with them, or else give a helping hand or else to hear for their plea. Whereas we are not so we become egoist, adamant, were we restrain we listen to others and play as a boss of knowing the whole world were as we are ignorant of several aspects. so
- Make every one learn about human body.
- Make students understand what is Sex and Gender.
- Be open to express about the feelings.
- Opening of counselling centres.
- Educating about the sexual behaviours.
- Human physic has to be known to everyone.
- Developing respect for each and every individual for whatever they are.
- Accept the changes on scientific facts/grounds.
- Science can also prove many facts than that is of religion.

CONCLUSION

This study suggests that serious investments in teacher training and support can enhance teachers' capacity in regard to gender equality and human rights, and that these gains can carry over to their teaching practice – both within and possibly beyond the formal sexuality curriculum. In this way, the training may provide a concrete opportunity for preparing teachers for the work of 'un-doing gender'. Notably, this study also offers evidence that such effects on teachers may be achieved even in large education systems in resource-poor, socially conservative settings. This study also contributes to discussions of the role of schools in changing gender norms and reducing related human rights abuses. A sexuality education curriculum may be an opportune strategy for reaching young people with messages about the right to stay in school and the right to live free of abuse. Finally, I suggest a need for research about additional potential outcomes of comprehensive sexuality education. Strengthening curricula and teaching alone is not enough, of course. Important steps need to be made across and beyond schools, especially beyond the primary grades.

Inclusive education in most of the countries still remains in the theory and far from practice; it is still with problems of policy implementation, an environment that is not conducive for practice. The success of inclusive education is hindered by other factors like community's attitude towards disability, lack of adequate involvement of all stakeholders among others. As such, more still needs to be done in order to ensure that the best is achieved from the objectives of inclusive education.

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