

# INCLUSIVE EDUCATION: A BOON TO EMPOWER TRANSGENDERS

\* Sreedevi.M.

\*\* Dr. Deepa. R.P. & Dr. C. Bright

## INTRODUCTION

Transgenders are people who have a gender identity that differs from their assigned sex. These people are not completely masculine or feminine. They belong to a third gender. These people face discrimination in all walks of their lives. Being a transgender is a biological and psychological factor and not a mistake created by the individual. At present there is a transphobia inherent in our society. It happens because there is no proper education and understanding amidst our people regarding gender identity. Therefore, the community unleashes hatred and violence towards these people. They often feel insecure and threatened. Of the transgender youths surveyed, 79% of people have reported feeling unsafe at school; 74% of them have reported being verbally harassed because of their gender expression; 49% of them have reported being sexually harassed at school at least once in a year; and 37% of them have reported being physically harassed or assaulted in their schools. The 2010 report on The State of Higher Education for Lesbian, Gay, Bisexual, and Transgender People found that campus climates played a significant obstacle to transgender and gender fluid students across the nation (Rankin, et al, 2010). The study found that 31% of respondents that identified as gender non-conforming reported having experienced harassment on campus whereas only 20% of cisgender men and 19% of cisgender women reported

experiencing harassment. Amongst those surveyed, transfeminine respondents were the most likely to feel deliberately ignored or excluded on campus and transmasculine respondents were most likely to feel stared at or singled out because of their identity. Transgender and gender non-conforming respondents of color were even more likely to experience harassment. 7 Transgender and gender non-conforming respondents felt significantly less comfortable with the overall campus climate, with transmasculine respondents being the least likely of all respondents to feel comfortable on campus. (Rankin, et al, 2012).

Therefore, there is an urgent need to give basic information about gender identity and about the transgenders in schools and higher educational institutions. Thus, our institutional campuses should be made fully inclusive. It is mainly because the transgenders also have the right to education and the right to live as that of the other two genders.

## INCLUSIVE EDUCATION

Inclusive Education means that all students irrespective of their gender bias, disabled and normal attend the regular classes and supported to learn, contribute and participate in all aspects of the life of the school. Inclusive education tells about how we develop and design our schools, classrooms, programs and activities so that all students learn and participate together. Inclusive education brings all students together in one classroom regardless of

---

\* M.Ed. Student N.V.K.S.D. College of Education, Attoor

\*\* Asst. & Asso. Professors N.V.K.S.D. College of Education, Attoor

their strength or weakness in any area and seeks to maximize the potential of all students. This inclusion is not just a physical inclusion, i.e., students sharing the same physical space, but also a mindset. As Kathie Snow (2001), an inclusion points out, "Being included is not a privilege to be earned, nor a right that is given to individuals. Inclusion is—first and foremost—a state of mind. The importance of feeling of oneness is an important element in an inclusive classroom. The main feature of Inclusive Education is accepting unconditionally all children into regular classes and help children learn and achieve to their fullest potential. It provides opportunities to learn about and accept individual differences, lessening the impact of harassment and bullying.

### **CREATING AN INCLUSIVE LEARNING ENVIRONMENT**

The best way to create an inclusive classroom is to use cooperative learning techniques. Under this system, the teacher provides clearly structured small-group activities that encourage everyone to participate. These techniques incorporate varied learning preferences and styles of participation and help to create learning environment accessible to all students.

Rankin, et al (2010) suggested that inclusive policies create spaces where transgender and gender fluid students feel free to be themselves and develop procedures that adequately respond to acts of intolerance or harassment toward transgender and gender fluid students. Also it creates conducive environment for gender identity and improves recruitment and retention efforts, directed at transgender and gender fluid students.

#### ***Inclusive school climate and education empowers the transgender students in the following ways***

- Avoids making assumptions about gender identity or sexual orientation.
- Respects person's identity and self-label, and respects a person's chosen name and pronouns.

- Engages them in conversation and get to know them about themselves.
- Promotes peer to peer interactions, classroom and co-curricular experiences, employed by the interactions.
- Educates that transgender is not a sexual orientation and clears the distinctions between sexual orientation and gender identity/expression.
- Provides age-appropriate education around understanding one's gender identity and how gender roles and norms play out in our society.

### **CONCLUSION**

Inclusive Education is largely based on attitude towards educating students with special needs. Essentially it is about educating all students with same age peers and peers with varying abilities, in a general education classroom. To ensure success for students with disabilities in general education classrooms, teachers must plan collaboratively, clear structured classrooms with clear rules and expectations and teach content in the meaningful ways.

### **REFERENCES**

- Inclusive Education and its Benefits. Retrieved from ([http://techterms.com/definition/meaning/inclusive\\_education](http://techterms.com/definition/meaning/inclusive_education))
- Creating an Inclusive Classroom Environment Centre for teaching excellence. Retrieved from [http://www.org/fileadmin/creatingan\\_inclusiveclassroomenvironment.pdf](http://www.org/fileadmin/creatingan_inclusiveclassroomenvironment.pdf)
- Rankin, S., Weber, G., Blumfeld, W., & Frazer, S. (2010) *Sate of Higher Education for Lesbian, Gay, Bisexual and Transgendered people*. Charlotte. Campus Pride.
- Spade, D. (2011). Some very basic tips for making higher education more accessible to trans students and rethinking how we talk about gendered bodies. *RadicalTeacher*, 92 (2), 57–62.