

## STUDY MATERIAL FOR BA (HONS.) IN EDUCATION SEMESTER-IV

### PAPER: CC10 (INCLUSIVE EDUCATION)

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- **The Scheduled Caste (SCs) and Scheduled Tribes (STs):** The Scheduled Caste (SCs) and Scheduled Tribes (STs) are officially designated groups of people in India. The terms are known in the Constitution of India and the groups are chosen in one or other of the categories. For much of the period of British rule in the Indian subcontinent, they were known as the Depressed Classes.
- ❖ **Scheduled Caste (SCs):** In modern literature, the *Scheduled Castes* are sometimes referred to as Dalit, meaning "broken/scattered" in Sanskrit, having been popularised by Dr. B. R. Ambedkar (1891–1956), the economist, reformer, member of the Constitution assembly of India. In September 2018, the Government of India issued an advisory to all private satellite channels asking them to use the nomenclature '*Dalit*'.
- ❖ **Scheduled Tribes (STs):** The term 'Scheduled Tribes' first appeared in the Constitution of India. Article 366 (25) defined scheduled tribes as "such tribes or tribal communities or parts of or groups within such tribes or tribal communities as are deemed under Article 342 to be Scheduled Tribes for the purposes of this constitution". Article 342, which is reproduced below, prescribes procedure to be followed in the matter of specification of scheduled tribes. They are also known as *adivasis*.

The list of Scheduled Tribes is State/UT specific and a community declared as a Scheduled Tribe in a State need not be so in another State. The inclusion of a community as a Scheduled Tribe is an ongoing process.

The essential characteristics of these communities are:

- Primitive Traits
- Geographical isolation
- Distinct culture
- Shy of contact with community at large
- Economically backward

Tribal communities live, in various ecological and geo-climatic conditions ranging from plains and forests to hills and inaccessible areas. Tribal groups are at different stages of social, economic and educational development. While some tribal communities have adopted a mainstream way of life, at the other end of the spectrum, there are certain Scheduled Tribes, 75 in number known as Particularly Vulnerable Tribal Groups (PVTGs), who are characterised by

- pre-agriculture level of technology
- stagnant or declining population
- extremely low literacy
- subsistence level of economy

The Scheduled Castes and Scheduled Tribes comprise about 16.6% and 8.6%, respectively, of India's population (according to the 2011 census). The *Constitution (Scheduled Castes) Order, 1950* lists 1,108 castes across 29 states in its First Schedule, and the *Constitution (Scheduled Tribes) Order, 1950* lists 744 tribes across 22 states in its First Schedule.

Since the independence of India, the Scheduled Castes and Scheduled Tribes were given Reservation status, guaranteeing political representation. The Constitution lays down the general principles of positive discrimination for SCs and STs.

- **Other Backward Classes (OBCs):** Other Backward Class (OBC) is a collective term used by the Government of India to classify castes which are educationally or socially disadvantaged. It is one of several official classifications of the population of India, along with Scheduled Castes and Scheduled Tribes (SCs and STs). The OBCs were found to comprise 52% of the country's population by the Mandal Commission report of 1980, and were determined to be 41% in 2006 when the National Sample Survey Organisation took place. The OBCs are entitled to 27% reservations in public sector employment and higher education.

- **Sex and Gender:**

- ❖ **Sex:** The term sex refers to biological characteristics, namely chromosomes, internal and external sex organs, and the hormonal activities within the body. Essentially, when we use the term sex, what we are really commenting on is “male” vs. “female”, scientifically speaking. The sex of an individual is based on genetics, making it much more difficult to change. For those who need a quick recap on human genetics, men

and women both possess 46 chromosomes, as well as two sex chromosomes. Women have two X chromosomes, whereas men possess 1 X chromosome and 1 Y chromosome.

Women, for example, have much higher levels of estrogen and progesterone, which stimulate the body to develop primary and secondary sex characteristics (breasts, menstruation, etc.). Men, on the other hand, have much higher levels of testosterone than women, which help their body to develop and maintain male sexual characteristics (deep voice, body hair, muscle size and strength, etc) alongside sperm production.. These genetically controlled factors result in the physiological and biological differences between the sexes, but that isn't where the story ends.

Although many people look at sex as “natural” and a fundamental difference between men and women, there is actually quite a bit of gray area in between, making this issue far from a dichotomy between “male and female”. Due to the endlessly unpredictable nature of life, some women are born with a Y chromosome, and men can have 2 or even 3 X chromosomes. Intersex humans have sexual characteristics of both men and women, and this includes a number of more specific conditions, including hermaphroditism.

While this portion of the population has often been excluded or alienated in the past that is thankfully beginning to change in certain parts of the world. Experts believe that approximately 0.1% of the population is actually born as an intersex individual, equivalent to roughly 7.5 million people around the world.

- ❖ **A working definition of Gender:** People are born female or male or transgender, but are forced to learn to be girls and boys who grow into women and men. They are taught appropriate behaviour and attitudes according to defined gender roles and activities. This learned behaviour is what makes up gender identity, and determines gender roles.
- ❖ **Transgender (TG)** is generally described as an umbrella term for persons whose gender identity, gender expression or behavior does not conform to their biological sex. TG may also take in persons who do not identify with their sex assigned at birth, which include Eunuchs who describe themselves as - "third gender" and they do not identify as either male or female.

- **Causes and Various Types of Social Exclusion:** Exclusionary processes can have various dimensions with have different causes:
- **Political exclusion** can include the denial of citizenship rights such as political participation and the right to organise, and also of personal security, the rule of law, freedom of expression and equality of opportunity. Bhalla and Lapeyre (1997: 420) argue that political exclusion also involves the notion that the state, which grants basic rights and civil liberties, is not a neutral agency but a vehicle of a society's dominant classes, and may thus discriminate between social groups.
  - **Economic exclusion** includes lack of access to labour markets, credit and other forms of 'capital assets'.
  - **Social exclusion** may take the form of discrimination along a number of dimensions including gender, ethnicity and age, which reduce the opportunity for such groups to gain access to social services and limits their participation in the labour market.
  - **Cultural exclusion** refers to the extent to which diverse values, norms and ways of living are accepted and respected.

These relationships are interconnected and overlapping, and given the complexity of influences on individuals, it is impossible to identify a single specific cause in the context of social exclusion. People may be excluded because of deliberate action on the part of others (e.g. discrimination by employers); as a result of processes in society which do not involve deliberate action; or even by choice. However, more generally, the causes of social exclusion that lead to poverty, suffering and sometimes death can be attributed to the operations of unequal power relations.

➤ **Understanding Social Inclusion: Role of Education:**

Exclusion starts very early in life. A holistic vision of education is imperative. Comprehensive early childhood care and education programmes improve children's well being, prepare them for primary school and give them a better chance of succeeding once they are in school. All evidence shows that the most disadvantaged and vulnerable children benefit most from such programmes. Ensuring that adults, particularly mothers, are literate has an impact on whether their children and especially their daughters attend school. Linking inclusion to broader development goals will contribute to the reform of education systems, to poverty alleviation and to the achievement of all the Millennium Development Goals. An

inclusive system benefits all learners without any discrimination towards any individual or group. It is founded on values of democracy, tolerance and respect for difference. It is inefficient to have school systems where children are not learning because of poor quality. Schools with high repetition rates often fail to work in preventive ways. The expenditure incurred by schools when students repeat a grade would be better used to provide additional support to those who encounter difficulties. Several cost-effective measures to promote inclusive quality education have been developed in countries with scarce resources. These include training-of-trainer models for professional development, linking students in pre-service teacher training with schools and converting special needs schools into resource centres that provide expertise and support to clusters of regular schools. Inclusion in education involves (Booth and Ainscow, 2011):

- Putting inclusive values into action.
- Viewing every life and every death as of equal worth.
- Supporting everyone to feel that they belong.
- Increasing participation for children and adults in learning and teaching activities, relationships and communities of local schools.
- Reducing exclusion, discrimination, barriers to learning and participation.
- Restructuring cultures, policies and practices to respond to diversity in ways that value everyone equally.
- Linking education to local and global realities.
- Learning from the reduction of barriers for some children to benefit children more widely.
- Viewing differences between children and between adults as resources for learning.
- Acknowledging the right of children to an education of high quality in their locality.
- Improving schools for staff and parents/carers as well as children.
- Emphasising the development of school communities and values, as well as achievements.
- Fostering mutually sustaining relationships between schools and surrounding communities.
- Recognising that inclusion in education is one aspect of inclusion in society.

Why inclusion? Because the world is changing, because moral values are being re-examined as stereotypical thinking is increasingly exposed, because national and international guidance advocates inclusion and, quite simply, because any alternative seems unacceptable, if not morally flawed. Education need to change to accommodate everyone. The overall goal is to ensure that school is a place where all children participate and are treated equally. This involves a change in how we think about education. Inclusive education is an approach that looks into how to transform education systems in order to respond to the diversity of learners. It means enhancing the quality of education by improving the effectiveness of teachers, promoting learning - centred methodologies, developing appropriate textbooks and learning materials and ensuring that schools are safe and healthy for all children. Strengthening links with the community is also vital: relationship between teachers, students, parents and society at large are crucial for developing inclusive learning environments.

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