



RABINDRANATH TAGORE CENTRE FOR HUMAN DEVELOPMENT STUDIES



A joint initiative of
University of Calcutta & Institute of Development Studies Kolkata
(Sponsored by UGC)

Seminar

Dr. Justin P. Jose, Post-Doctoral Research Fellow at RTCHDS,
IDSK, will present a paper on

TRIADIC INTERACTIONS WITHIN SCHOOL INTERACTIONAL MILIEU: *Implications for Inclusive Education*

Date: **October 7, 2015 Wednesday**

Time: **3:15PM**

Venue: **IDSK Seminar Room, 5th Floor, Salt Lake**

(All are welcome to participate in the seminar)

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Abstract

Tribal and non-tribal children and teachers form key actors within school interactional milieu. Rural-tribal children form a dyad with a channel of inequitable social interactions, since tribal children are at the lowest-end. The school authority authenticates this inequity through universalization of the dominant value systems while ignoring inclusiveness, equity and participation. In tribal students-teachers in the triad, schoolteachers are from dominant social groups, who tend to favour the exploitative social system that accord more benefits to them. Thus, there is a likely pattern of social interactions between tribal children and teachers within school interactional milieu, characterized by inequity and social exclusion of tribal children. The non-tribal students-teachers interaction in the triad characterizes through increased socio-cultural intimacy, acceptance and understanding between them. As triadic interactions progress, tribal children find it increasingly safe, secure and comfortable of being the part of one's own community (self-enhancing experience) through engaging with one's own community.