

INFANTICIDE INTER-SEX AND POLICY MANAGEMENT OF INCLUSIVE EDUCATION

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ABSTRACT

Infanticide inter-sex is the leading concern of recent practices on the inclusive education. It is to meet the desire requirement of policy management that guides for the fair use of educational means towards the inter-sex community. In view of the underlying concern, the paper attempt to manage the understanding of infanticide on the inter-sex community by providing the opportunity of inclusive education. The inclusive education is supported by the Atkinson and Shiffrin Model with Behaviorism-Based Intersex Theory to extend the desire for significant management of stereotypes, quality teaching, parental beliefs, expressions, physique, and attribution of infanticide inter-sex. The qualitative research method, using semi-structure interview instrument from ministry of human rights, educational institutions, and inter-sex representatives to reflect the policy management for inclusive education. The results provided that inter-sex stereotypes, quality teaching, parental beliefs, expressions, physique, and attribution of infanticide inter-sex are major influencers of inclusive education. It maintains the practical knowledge for managing director, heads of educational institutions to manage the policy of inclusive education for integrating inter-sex while administering better facilities than leading to infanticide prosecutions.

Keywords: Infanticide, Inter-sex, Policy Management, Inclusive Education

INTRODUCTION

Policy management is the practice of creating, communicating, and managing policy procedures with effective management (Smith, 2020). The policy management of the inclusive education for inter-sex is referred to the engagement of learning needs associated with the marginalizing factors (Shulika, 2018). Inter-sex person (s) are the individuals having natural reproductive organs that don't fit into male or female binary sex. These aspects drive the inter-sex education as a challenging part of the inclusive education system (Uppara et al., 2021). The education system for the inter-sex requires with the key understanding of meeting the medical and social norms of the male and female bodies (Garland et al., 2021). The variation in the inter-sex reflects are heterogenous with varied bodies

structure. The sexual and the gender identities are traits of inter-sex having comprises of different entities containing more than 40 elements with the determination of limited diagnosis (Schnell & Kisamore, 2021). The medical practitioners are providing from 10/80% of the fail diagnosis that is lacking in different cases of inter-sex person (Nanda et al., 2022). The genetically determined disclosure of the hypogonadism is the indetermined sex. The traits of the inter-sex are due to diagnostic challenge may limit the stigma for having an inclusive education. Consequences of the stigma for being inter-sex retracts the profound characteristics (Sterling, 2018). The patterns of the being born with the growing challenges of birth for inter-sex is connected as the hermaphrodites.

The educational inclusiveness for the hermaphrodites retreats the learning needs of the inter-sex to be transformed into policy management (Mukhopadhyay & Chakraborty, 2018). The challenges of the learning are addressing the inter-sex intervention through the policy engagement which requires a systematic management (Srivastava et al., 2022). Key policies for the inclusive education system for low-income countries are moving from a segregated system towards the meeting of resources required for inter-sex inclusive education (Preston, 2020). Inter-sex disability is the contemporary issue for many states, and organization stressing for the inclusive education. The gender, sexual orientation, and the ethnicity is facing similar issue of inter-sex categories (Bennett & Gates, 2021). Infanticide children are experiencing abusive and lower-income ratios of education that formed disabilities with the trends of using education as the ultimate source of support and outcome for pragmatic access to education (Zanoli et al., 2022). These children are required to be adjusted without stereotyping the specific names mentioned with them and the intersectional education with the normal expression to show common treatment.

Infanticide is the extermination of social, physical and personal values of a person having abnormal birth with specific chromosomal changes in their bodies. This provide for the specific name of inter-sex used for the class of society or community (Dubreuil, 2019). The aspects of inclusivity through education may support the nature of behaviour and the attitude change in children before infanticide options used by the guardians (Khatun & Samaddar, 2021). The education for the inter-sex is facing a format of disability that signifies a paradigm shift from seeing disability as a clinical and issue of social welfare (Pettitt, 2021). The infanticide inter-sex is not an idea that reflect the intersection of conventional belief for the inter-sex policy management (Evêque, 2020). The neonaticide and the infanticide is a phenomenon that observed for the child homicide with the cultural practice of establishing a proper policy framework to limit or restrict the infanticide attempts for inter-sex gender (Johnson, 2018). The paper under consideration provides the objectives of a comprehensive framework for the restriction of infanticide inter-sex by offering the inclusive education through the

policy management. It enables the idea and tendency of curbing the prostitution of children having not accepted by the parents and community around the globe.

LITERATURE REVIEW

The existing literature invites multiple interventions for the policy management of the inter-sex variations and the increase critical scrutiny for the evaluation of educational inclusiveness. It includes the dignity, safety, and the supporting role of quality teaching for the students is to drive the challenges which are specific for the inter-sex (Ansara, 2023). Any form of discrimination to the children with inter-sex characteristics highlight the variation and role of body features for their representation in educational sector (Endres et al., 2022). This lead to the expectations which are generally involved for the hormones and chromosomes, which includes the traits of associated male and female person. Based on the visible sex characteristics, the parental beliefs provide for the intentional changes which may occur during the developmental stages (Bates et al., 2022). It is the identification of the gender that allows for the format of discrimination. The bullying, harassment and the discrimination is related to the confidentiality of the information related to the personal health.

The authors pointed out educational issues of policy management for the inter-sex expressions and potential role of social isolation which leads to infanticide attempts of inter-sex guardians (Harmon, 2020). It is the exclusion of specific activities that are separated based on the healthy needs and welfare attempts of the complications for the obtaining of education (Nachman et al., 2020). The stereotypes and the dynamics of inclusive language is also a missing feature for many studies provided for the effective use and policy management of the inter-sex education (Çeliköz et al., 2019). The adoption of the policies is aligning the identities respect and the relevant diversity of human body to formulate advance gender neutral practices (Niraula, 2021). The alphabetical lining of the student examination is influenced by the disclosure of gender identity. This facilitates the opportunities for the students to get involved in the support that reflects the supportive measures for the professional development opportunities.

The policy management refers to effective inclusion of the congenital body variations for the chromosomal or gonadal fitting of binary character (Garland & Travis, 2018). At different forums of the policy management for educational innovation and refinement, the inclusivity of inter-sex supports the decrease ratio of infanticide attempts for inter-sex. These are the unexpected and general perspectives of the identified roles at the time of birth (Jones, 2018). These roles of physique for inter-sex are mitigated with the support of the educational inclusivity which determines the equal opportunities be given to the inter-sex people for their specific and general intrusion into the society (Hamilton et al., 2021). Educational inclusivity and attribution of infanticide inter-sex may guide to the lesser or limited application of infanticide as the ultimate solution over inter-sex generation. It may not be possible to determine the positive and negative outcomes of the inter-sex generation given free access to their life (Chaudhary, 2021).

The trend of inter-sex rights is the provisional status for the education of inter-sex as a potential to lead their productive life (Arya et al., 2022). There are specialized services and support in the form of inclusive education in a separate classroom, after following a counselling session for the leading role of inclusive education. The concept of the inter-sex is relatively new to the academia for investigating this vulnerable community through the offers of inclusive education (Kefallinou et al., 2020). The use of policy management is to manage the policy for the implementation of educational category which provides for the inter-sex education. The paper incorporates the use of two theories for inter-sex behaviour and sensory working of mental capacities for the learning of desire lesson or the topic of interest (Nilholm, 2021). The establishment of the policy framework is underline using the two theories and key aspects of the inter-sex for inclusive education and policy management of infanticide inter-sex.

Atkinson and Shiffrin Model of Memory in Inclusive Education

The inter-sex inclusive education refers for the adequate learning for the storage of information processing by the instructor in an educational setting. This requires adopting Atkinson and Shiffrin model for the adoption of inter-sex to smoothly learn their

educational assignment and given tasks (Florian, 2019). It reflects their support for living and retreats the guardian from infantilizing inter-sex based on their identity. The working of the inter-sex brains is to recall their memories for the learning from limited learning towards comprehensive learning which reflects the efficient inclusivity in the education (Pitten Cate et al., 2018). The model of Shiffrin and Atkinson retreats the emotional support to hesitant inter-sex children for the confidence required to learn educational practices (Slee, 2018). This ensures the sensory store of inter-sex to receive the attention while short-term store (lost information) is transfer of long-term store in the memory for educational inclusivity and inter-sex learning with effective policy management (Boyle & Anderson, 2020). The less stress on the unconscious processes is the inter-sex missing memory with absence of subsystem because of the determine practices and imagery representation for the efficient working of identities. The missing attribution of the active thinking is the major flaws of the inter-sex to determine the learning for the inclusive education (Pozo-Armentia et al., 2020). The connection of memory with the behaviour of the inter-sex is determined by the flow of information from the senses that reflect in the behaviour of learning environment of the inclusive education.

Behaviourism-Based Intersex Theory of Inclusive Education

The theoretical intervention for the inter-sex inclusive education is to recognize their learning for the better outcome (Bell, 2021). It is not to restrict the predominant model of education where gender segregation could be a challenge for learner knowledge and to accept the realities (De Bruin, 2019). Inclusive education with the behaviour of child or learner encouragement from the instructional approaches those are generating the step-by-step educational instructions. The point of effective enforcement is determination of arrange practices for the natural setting of environmental conditions for educational process (Paseka & Schwab, 2020). The use of behaviourism approach is to align the policy management with the acceptable response from the student. It is to inform the child or the guardian that effective policy management may support for the resources which are required to stop the infanticide practices and to support the inclusive education for

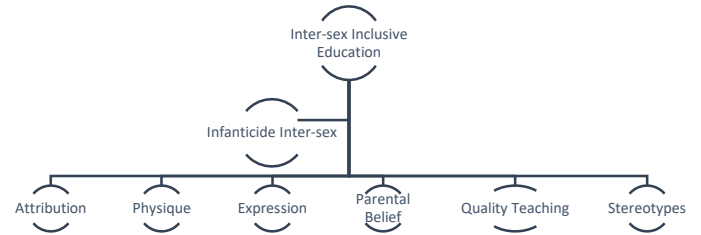
inter-sex learners (Dico, 2018). The conditions of the inter-sex can be treated well with the use of behaviourism and formative assessment for the analysis of learner progress in the inclusive education environment (Alves et al., 2020). Educational practices are the electric approach for the meeting of affective needs those are inclusive towards the education where learning served as the acquisition of stimulus response. It is the learner knowledge of reality for the consideration of scientific enterprises with the learning of inter-sex with the changed behaviour (Krischler et al., 2019). The cues that can better respond by learner desires are arranged practices for the prompt target of natural setting. It is the functional behavioural analysis that is commonly treated for quality teaching.

Relationship of Atkinson and Shiffrin Model with Behaviourism-Based Intersex Theory

The infanticide intersex and the policy management of inclusive education engage sensory store item for inter-sex learning. It includes the sensory engagement with behavioural support for the inter-sex inclusive education (Sharma et al., 2019). The memory or the learning of inter-sex in an inclusive educational environment may predict the behaviour as a reward of active functions. These are interested in the motivation of action those referred to the behaviours of perceived values in learning atmosphere (Spandagou, 2021). The effective relationship between the model and theory is inclusiveness received by inter-sex using the sensory store memory while retaining the behaviour as an output. It is the incorporation of stereotypes, quality teaching, parental beliefs, expressions, physique, and attribution of infanticide inter-sex to lead the inclusive education (Van et al., 2020). The lost information of sensory store can be identified through the behaviour of inter-sex for early retaining and interaction of the inclusive education (Stepaniuk, 2019). The special educational needs of the learners under the inclusive education are paramount for the determining of appropriate practices those are optimized for the instructional practices. The learner behaviour and the performance are processed for the explicit role of direct instructions from the special educational and inclusive needs of the inter-sex (Harrison, 2022).

Figure 1

Conceptual Framework; Source (Saloviita, 2020; Devaki, 2021)



METHODOLOGY

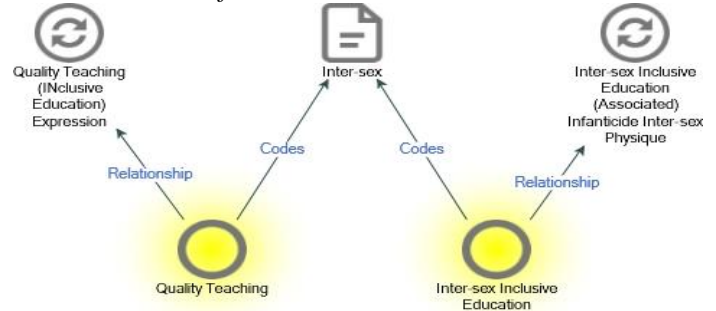
The qualitative research method using the primary resources are employed for the inter-sex inclusive education using the policy management (Zou et al., 2021). It is the examination of intervention for the effectiveness of policy with management of inter-sex integration in education (Daniela & Lytras, 2019). This drives the research to use secondary sources from the recent literature available from scholarly insights. It is followed by the primary research tools which include the semi-structure interviews conducted with the relevant participants (Sepp et al., 2019). The selection of participants for the interview research instrument is based on the qualification of education, experience in the education sector and age with gender status (Malmberg et al., 2019). It is to maintain the originality of research for the inter-sex inclusive education and potential issues of infanticide threats. Various studies on the qualitative method developed a model and framework for the social issues of inter-sex and their special inclusion in the education (Stewart, 2021). The number of interviews is continued over key issues of infanticide inter-sex while incorporating the stereotypes, quality teaching, parental beliefs, expressions, physique, and attribution as part of the questions developed for the interview guide (Sepp et al., 2020). It shows the valid use of interview as a source of data collection from the experts in Ministry of Human rights, NADRA, three senior members of the Parliament, inter-sex person (s) and academic scholars in Islamabad, Pakistan on the subject of inter-sex education (Commodore & Hayfron-Acquah, 2020). The respondents are facilitated by explaining each question for the relevant and original record of interview to be transcribed and categorized for the

thematic analysis. This shares the role of coding from the use of (NVivo software version 12) as a suitable source which may provide a clear picture of inter-sex inclusive education with policy management for the infanticide sex (Al-Faris & Jasim, 2021). During the process of data collection, there is strict attention for the questions asked from the participants with interesting considerations of inter-sex.

DISCUSSION

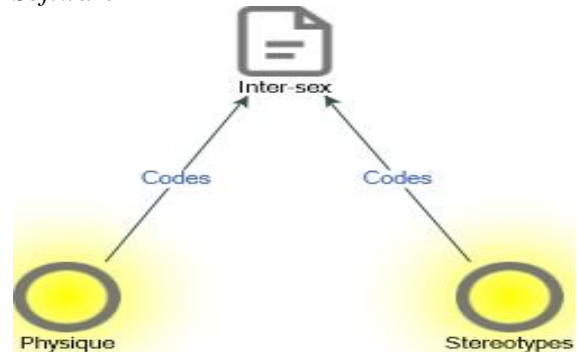
The qualitative outcomes of the respondents in original phrase provided the use of coding with demographic understanding of the participants involved. These participants are experts in inter-sex education, academic scholars, and the officers from the different departments. The age range of the respondents are between the 30 years – 55 years with major experience in the inter-sex educational issues. The data collected from the respondents is well-noted and transcribed against the collected responses from 11 participants which restrict from the saturation point. This demonstrates the development of codes and themes presented below with the relationship of each variable towards the infanticide inter-sex. The development of the themes from the codes are redirected from the available literature on inter-sex and possible use of inclusive education. It is the performance of the individual having potential changes and direct sharing of the variable towards the policy management of inter-sex education. Infanticide reflects the killing of inter-sex individuals by the guardians to limit their access to the fundamental rights of their life. The outcome of this research challenges such initiatives for oppressing inter-sex with the offer of inclusive education that can be beneficial for the vulnerable community of the society.

Figure 2
Quality Teaching and Inter-sex Inclusive Education;
 Source: NVivo Software 12



The quality relationship is the inclusive expression of the inter-sex which reflects the relationship for the inter-sex education in a useful manner. It is influenced by the association of the physique with effective relationship of the inter-sex inclusivity of the education to avoid the potential threat of infanticide inter-sex. For that matter, the alarming shift in the examination of inter-sex is absolute and reflective of the quality teaching through the training. These codes and the relationship are demonstrating the viable role of education for limiting the inter-sex which refers towards the expression and presentation of specific physique. This reflect the use of quality teaching as an element from the primary as well as secondary sources is to provide the effective policy management for the inter-sex inclusive education. The use of Atkinson and Shiffrin model for the quality teaching is supportive feature of the learning by the inter-sex individuals.

Figure 3
Physique and Stereotypes; Source: NVivo Software 12



are leading towards the inclusive education and policy management. The use of inter-sex memory through the proper use of inclusive education is influenced by the policy management which contributes for the activity performed by inter-sex. The inter-sex individuals are sharing the motivated factors those are valuing the effective linking between the inter-sex behaviourism. Similar is the intervention for the model development which supports the potential consideration of retaining the memory through sensory functions of expression. The physique and the attribution of infanticide is retaining the paramount role of parental beliefs. These beliefs are the driving forces for the guardians to admit inter-sex inclusive education as a contributory function. For that matter, there is the efficient role of quality teaching as per the development of inter-sex behaviour with the support of Atkinson and Shiffrin model.

For the policy management of the inclusive education, there is determined conditions which are leading towards the effective relationship of infanticide inter-sex with the inclusive education. The research based on the Atkinson and Shiffrin Model with Behaviourism-Based Intersex Theory provide key aspects of inter-sex education for practical implementation. The practical knowledge is attributive for the principals, heads of the educational institutions, with managing directors to manage the policy for inclusive education. This helps in overcoming the dilemma of infanticide inter-sex. Similar studies can be attributed towards the future academic investigations to provide the fundamental privileges to the inter-sex individuals for meeting the desire requirements of inclusive education. Certain limitations of the research are to extend the infanticide use of inter-sex individuals because of the cultural and societal pressure from the community. It may include the economic burden on the guardian to place influence on the inter-sex for the variations those are leading to severe violation of human rights.

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