



Chapter 8

Queering the Classroom: LGBTQIA+ Intention of Women Entrepreneurship – An Exploratory Study


Shivansu Sachan

 <http://orcid.org/0000-0002-9893-8018>
CSJM University, Kanpur, India


Amrik S. Singh

 <http://orcid.org/0000-0003-3598-8787>
Lovely Professional University, India

Mayank Mishra

 <http://orcid.org/0009-0006-2117-663X>
CSJM University, Kanpur, India

Sudhanshu Pandiya

 <http://orcid.org/0009-0006-2117-663X>
CSJM University, Kanpur, India

ABSTRACT

This paper critically explores the transformative potential of queering the classroom by centering the lived experiences, epistemologies, and pedagogical practices of LGBTQIA+ educators. Grounded in queer theory, critical pedagogy, and intersectional analysis, the study conceptualizes queer pedagogy not as a supplementary inclusion strategy, but as a fundamental reorientation of educational theory and practice. Through a synthesis of empirical classroom-based research and theoretical inquiry, the paper interrogates the normative structures underpinning conventional schooling—particularly those related to gender, sexuality, authority, and knowledge

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production. The presence of LGBTQIA+ educators in schools is examined as both politically significant and pedagogically generative, offering unique insights into relational, embodied, and justice-centered teaching.

INTRODUCTION

The presence of lesbian, gay, bisexual, transgender, queer, intersex, and asexual-plus (LGBTQIA+) educators in schools carries profound implications, both symbolically and practically. For students marginalized by societal gender and sexuality norms, these educators serve as powerful symbols of belonging, demonstrating that diverse identities can thrive in academic spaces. Their visibility challenges the deeply ingrained heteronormative and cisgender biases often embedded in educational systems, pushing institutions to rethink policies and practices that perpetuate exclusion. However, the influence of LGBTQIA+ educators extends far beyond their presence. Through intentional pedagogical choices rooted in queer theory and critical pedagogy, they actively reshape teaching methods, classroom dynamics, and assessment practices to foster environments that celebrate diversity and encourage critical thinking.

This chapter positions LGBTQIA+ educators as key drivers of educational transformation, exploring how their unique perspectives and approaches disrupt traditional teaching frameworks. It draws on queer theory to examine how these educators challenge binary notions of gender and sexuality, while also reviewing the barriers they face—such as institutional resistance or societal prejudice—and the factors that enable their success, such as supportive policies or allyship. The chapter outlines practical strategies for creating inclusive classrooms, such as integrating queer perspectives into curricula and fostering open dialogue about identity. It also proposes directions for future research and policy to support inclusive pedagogies that align with the needs of a diverse, democratic society. Education has long been recognized as a site of identity formation, socialization, and the reproduction of cultural norms. Schools and universities not only transmit knowledge but also reinforce values, hierarchies, and categories of belonging. For decades, LGBTQIA+ individuals have been marginalized within these institutional settings, both as learners and as educators. The classroom has historically been a contested space, where heteronormativity and cisnormativity are normalized through curricula, language, and power relations. However, as global conversations around equity, diversity, and social justice gain traction, LGBTQIA+ educators are actively reimagining pedagogical practices. By queering the classroom, they challenge the reproduction of dominant norms and propose radical reconfigurations of teaching and learning. The concept of “queering” is not limited to sexual identity but refers to a critical stance

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