Transforming Skyline in Education to Reduce Marginalisation

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Abstract

An Action research was conducted on transforming skyline in education to reduce marginalisation. It was found that tools of transforming skyline like real life presentations, cartoons, dioramas, posters and teaching aids help a lot in transforming skyline in education, especially to create awareness about marginalisation and to reduce it by transforming classrooms into inclusive classrooms. Study was conducted on B.ed students. Positive results were found through percentage analysis. Present era of globalisation and multiculturalism demands the development of tools and techniques for inclusive setting, this study is a step towards inclusion.

KEYWORDS: Marginalisation, Transforming Skyline in Education, Gender Inequalities, Inclusive Education.

Skyline represents a form of graphic representation that makes use of symbolism, explanation and caricature to catch and hold our attention in order to convey a message or a point of view as quickly as possible regarding current news and events of society.

These are mostly humorous and aesthetically pleasing. They can have reference to people, news, events or situations. Many times they acquaint the viewers with hard realities and naked truths and this may work as a source of behaviour modification.

Marginalisation refers to reduce power and importance of certain people in our country such as tribles or adivasi, OBC, religious minorities and women. It is the process whereby something or someone is pushed to edge of a group. It is an experience that effects millions of people throughout the world. This complex and serious problem needs to be addressed.

Marginalisation inhibits a person, a group, a section or a community to enjoy rights, privileges, opportunities and resources that are normally available to other members of a society. Therefore, it may be considered as a discordant relationship between those who marginalise as compared to those who are being marginalised.

Meaning of marginalisation:

It is a process, in which individuals or communities are socially excluded, systematically blocked from or are denied access to participate in social and political processes.

According to EFA, Global Monitoring report 2010,reaching the marginalised defines marginalisation as a form of acute and persistent disadvantage rooted in underlying social inequalities.

Social exclusion has been defined by the Department of International Development(DFID)as a process by which certain groups are systematically

disadvantaged because they are discriminated against on the basis or their ethnicity, race, religion, sexual orientation, caste, decent, gender, age, disability, HIV status, migrant status or where they live. Discrimination occurs in public institutions, such as the legal system or education and health services as well as social institutions like the household.

Concept of Marginalisation:

Marginalisation is a multidimensional process of progressive social rupture, detaching groups and individuals from social relationships and institutions and preventing them from full participation in the normal, normatively prescribed activities of the society in which they live. One model to conceptualise marginalisation and inclusion is that they are on a continuum on a vertical plane below and above the social horizon. According to this model, there are ten social structures that impact exclusion and can fluctuate over time: race, geographic location, class structure, globalisation, social issues, personal habits, appearances, education, religion, economics and politics.

In an alternative conceptualisation, Marginalisation theoretically emerges at the individual or group level on four correlated dimensions : Insufficient access to social rights, material depreciation, limited social participation and a lack of normative integration.

There are various types of Marginalisation:

Community Exclusion: Many communities experience social exclusion such as tribal races, untouchables , low caste and economic communities.

Professional exclusion: Some intellectuals and thinkers are marginalised because of their dissenting carreer, climate change and third world politics.

Global and Structural: Globalisation, immigration, social welfare and policies are broader as social structures that have the potential to contribute negatively to one's access and resources and services.

Economic exclusion: The distribution of resources and the accumulation of wealth is an unequal process which is based on power relations.

Race: Few studies provide careful examination of the role of a person's race is accounting for social exclusion, poverty and inequality.

Ethnicity and culture: The literature on ethnicity and exclusion notes that ethnic differences can result in reduced access to and accumulation of assets of goods.

Disability: Disabled people often have limited access to education, employment and public services.

H.I.V./A.I.D.S: Social exclusion can increase the risk factors leading to H.I.V. infection, making the disease much harder to prevent.

Religious Exclusion: Religion related exclusion can come in two forms. The first is the denial of right and second is the exclusion of people from the wider legal or religious identity.

Gender: Discrimination against woman is widespread and systematic and they are subject to exclusion in various spheres.

GENDER INEQUALITIES:

The unequal position of men and women that is being maintained and further intensified in independent India is due to faulty approach in implementing laws and policies. Also, this sex based inequality cannot in reality be differentiated from variety of social, economic and cultural inequalities that existed in Indian society for generations.

Further,modernisation,industrialisation,development,urbanisation and globalisation in independent India has effected women from different background in different degrees resulting in egalitarian distribution of opportunities and resources and non uniform pattern of social change not only among men but also women.

According to Nelson Mandela: Freedom cannot be achieved unless woman have been emancipated from all forms of appression.

Extreme poverty and lack of education is also the reason for women's low status in society.

FORMS OF GENDER INEQUALITY:

Employment and earning inequalities: Men have greater participation in work and outside home than women. But women share unequally household duties in addition to economic production, thus they work longer than males. This kind of division of labour may be seen as the accumulation of labour on women as described by Amartya Sen.

Ownership inequality: Another kind of inequality exists in society due to ownership of property and means of production and it rests mainly on male members.

Survival Inequality: Crudest form of gender disparity is the unusually high mortality rates of women through biologically related reasons and health reasons.

Distribution of Education and Health: Health and education are the two major forms of human capital investment related to economic development. Human capital gets accumulated as society advances in education.

Freedom expression: Women are not only subject to income or assets inequality but also in terms of freedom and power deprivation of women goes beyond one's imagination.

Gender inequality in respect of violence and victimisation: Anti female bias starts before the girl child is born and this attitude of the society a female member carries throughout her life.

WAYS TO REDUCE MARGINALISATION AND INEQUALITY:

Special facilities for girls: Special incentives may be provided to girls like scholarship, free text book, free uniforms etc.

Special Assistance to backward areas: Necessary programs for upliftment of backward areas should be there in government policies regarding education.

Vocational training and technical education to generate employment: More stress should be given on vocational and technical education so that education can help in providing self employment.

Awareness Programmes: Creating awareness among people about their constitutional rights can help in reducing marginalisation.

In the present scenario ,to reduce marginalisation transforming skyline can play an important role by making the people aware of inclusion through various modes of education.

Acc. To Good's dictionary: -

"An interpretive picture, usually a drawing, intended to convey a message or point of view about things, events or situations; may make free use of exaggeration and symbolism."

Acc. To K.K. Verma :-

"A cartoon tells its story metaphorically which carries great weight as compared with a direct statement. The symbolism of the cartoon tells its message."

Cartoons are interesting, Motivational ,Valuable,Concentration,Teaching device .

It can be defined as a graphical representation of some strong emotional appeal that is carried through a combination of graphic aids like pictures, cartoons etc. They can be used to spread awareness about marginalization.

"A poster is a pictorial device designed to attract attention and communicate a story, a fact, an idea, an image rapidly and clearly."

Acc. To Dictionary of Education:

A poster is a "placard usually pictorial or decorative, utilizing an emotional appeal to convey a message aimed at reinforcing an attitude or urging a course of action" It is characterized by brevity, idea, simplicity of idea, efficient use of colour , to present a single idea, to publicize important school and community events and projects, to add atmosphere to the class-room, to capture attention by some attractive feature, to convey the message attractively and quickly, decide the theme, decide the most suitable words to provide title or slogan, sketch some layouts and decide on the best, gather all needed material to prepare the poster, prepare the lettering, add desired objectives, give the finishing touches and erase the smudge marks . These are three dimensional visual aids. These are the ways and means to exhibit the reality in miniature. These are useful for the fulfillment of desire for realism i.e., to observe and learn from the actual things and real situations in a large number of the students.

Acc. To Michaells :" A diorama is a scene in perspective , using three dimensional models to depict the activity, e.g., activities at the airport, life in Sahara desert, etc."

As a result a person "can easily display some real life actual scene with the help of the appropriate diorama by making use of small objects, modeled figures and

backgrounds in perspective, against an appropriate setting". Material used includes : cardboard ,wooden pieces, paper, colors, brushes , scissor, taps, stapling tools etc. It is important as it depicts reality in miniature, useful in depicting scenes,useful for depicting historical, geographic , social aspects ,concepts related to physical surroundings and economic aspects. It is the piece of cardboard or hard paper on which some words are written or some picture is drawn. It carries brief and to the point message and may be used for a large number of instructional purposes. It is written or script, freehand printing ,stencils, rough draft, guidelines, layout and tracing, use speedball pen, size of writing, color of ink ,tracing paper ,prepare students, present flash cards, discussion and application of information, testing students grasp, review, brevity, simplicity of layout, simple lettering, proper use of colour ,word recognition, training in speaking, teaching writing, language teaching, basic arithmetic, team competitions,match cards,order cards, industrial organization, human relations, instruction and   job training.

GLOBES: A globe is the three dimensional representation of the surface of the earth on a very small scale. Political, Physical political, Slated outline,Knowledge of areas, distances, directions and shapes, Knowledge of concepts, Knowledge of colors and symbols, Oneness of the world, Medians and Parallels, Differences in time of places, Phenomenons, Earth and water, Location, Accuracy, Clarity, Longitude and Latitude, Metal globes.

These are 'replicas or copies of real objects' with a suitable change in size, complexity, timing, safety and cost factors. These are the three dimensional representations of real things.

These are designed in order to match real objects and suited to desire suitable instructions. Simplified, Scale, Working, Cross-sectional, Mock ups ,Plaster of paris, Plastic materials, Card Boards, Thermocole, Wood, Model ,Simplicity, Accuracy, Utility, Ingenuity, Solidity, Workability, Size, Maturity level, Arrangement, Visibility, Functionality, When to use, Encouragement, Supplement, No division of attention, No misinterpretation ,Arousal of interest, Concrete experiences, Simplify reality, Manageable dimension, Observable size, Demonstration, Creative activity, Past and future, Use for teaching inaccessible objects and places, Wrong notions, Non-availability, Difficulty in safeguarding .Above mentioned are the few of the non projected techniques that are used to assist teaching learning process and more effective, efficient use of information i.e. long lasting to the learner and improve his/her understanding.

ROLE OF TEACHER:

Democratic leader: The teacher's role as a democratic leader should ensure that all students get equal opportunities of participation and special attention should be paid to SC,ST ,OBC girls.

Facilitator: Teacher should not merely be a dispenser of knowledge rather should provide learning as a facilitator to students according to their diverse needs.

Inclusive education: Inclusive Education is about ensuring access to quality education for all students by effectively meeting their needs in a way that is responsible for responsive, accepting, respectful and supportive students participation in education

program in common learning environment with support to diminish and remove barriers and obstacles that may lead to exclusion.

LEARNER IN INCLUSIVE SETTINGS:

Inclusion includes all children irrespective of gender, language, religion etc. Inclusion promotes learning, participation and equal opportunities for all. Inclusion is always both a physical placement and a question of community and equal opportunities. Inclusion is accepting the reality that we are both similar and different, it is a process in which diversity is seen as a resource .An inclusive school includes all pupils, the teaching and the curriculum.

Several factors are shown to influence the development of an individual in inclusive climate in the classroom, including interpersonal relationships, personal development of each individual and attitudes of teachers and other adults in school and physical and organisational dimensions.

CONCLUSION:

In this study of inequality and declining sex ratios in north India it was found that India's social structure, social norms, caste system, tradition etc. have made women vulnerable for centuries. They have been subjected to discrimination, oppression and depriviation which leads to considerable violence against women in the form of rape, molestation, harassment, bride burning etc. Violence against the girl child has been practiced for a long time in India, the practice of female infanticide is known to have been there among many castes and in many regions of North India.

Inspite of all the changes taking place in India large section of Indian Society in North India in particular still considers girl child or daughter as a liability. The practice of female foeticide has to be replaced which is still a serious problem in many parts of North India.

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