Quadrant-I   E-Text
Details of Module and its structure

Module Detail	
Subject Name	**Education**
Course Name	**Understanding the learner**
Course Code	**EDU502**
Module Name/Title	*Learner in different learning environment: concept of marginalization with emphasis on gender inequalities, inclusive setting, multi-culturalism*
Module Code	**UTL005**
Pre-requisites	....
Learning Outcome	After going through this lesson, learner will be able to: • relate learning and uniqueness of the growing child in diverse socio-cultural contexts • act keeping in mind multiculturalism in Indian classroom • embed the classroom discussions, perspective building and practicum tasks in inclusive education • demonstrate the knowledge of different perspectives in the area of education of girls and marginalized groups • analyses the inter-linkages between student's diversity and uniqueness in learning process • develop sensitivity and positive attitudes towards disadvantaged and identify the needs of children with diversities • plan need-based educational programmes for children having diversities in the classroom • design a projects on inclusive setting classroom where all diversities are recognized • create the appropriate learner-friendly evaluation procedures
Keywords	Learning Environment, Marginalization, Gender Inequalities, Inclusive Setting, Multi-culturalism

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Contents

1. Learner in different Learning Environments

Learning environment is consisted of physical locations, different types of contexts, and cultures responsible for learning and development. Since a child learns in a variety of settings, such as in school campus inside and outside the classroom and, in home environment which we call an alternative classroom. The concept of learning environment is denoted by the social, psychological or conceptual environment instead of the physical learning environment (Cleveland 2009). Students need to engage, stimulate and enrich to grow and, get success through learning environment. Today, the physical learning environment has studied as pedagogies, curriculum, assessment and organizational forms which are necessary to develop the capacities of students for the 21st-century scenario. Other issues that have brought the built learning environment to the foreground include environmental sustainability, the integration of ICT to enhance learning, educational inequality, and neighborhood regeneration in high poverty regions along with inclusion of the students of diverse needs. This type of rich and conducive environment can be created and maintained by the effective teachers and teaching. Positive learning environment is only possible to develop and share the guidelines for expected behavior, monitor student behavior, engage on task, and add humor, care, and respect into the classroom interactions by recognizing the diverse needs of students. Even the researches showed that a student's outcome in cognitive, motivational, emotional, and behavioral domains can shape through the positive learning environment. Well-designed schools can positively affect learning by focusing on the components like location, building materials, size of classrooms, furniture, lighting, temperature, ventilation, noise level, sanitation, and the inclusion of all those needs which are required for each student. Beyond the basic school infrastructure, the built environment can also become a powerful support for learning and inclusion of all students with diverse needs.

1.1. Learner in school

1.1.1. Learner in the classroom

The foundation statement for the effective classroom or class with addressing all the diversity of students so there is a need to engage actively in learning. A teacher must ensure that each and every student should engage in the classroom to enhance his / her learning. Cognitive Engagement Model (Himmele and Himmele, 2017) and analysis to investigate the effect of collaborative activities and total participation of students along with the revision of their courses results increase the level of cognitive engagement. It is further observed that the teachers teach more convincingly spread common thread through their teaching and ensure the students engagement in terms of cognitive and emotion. A classroom community is a place where students feel safe physically and emotionally. They feel supported in the system and find enthusiastic. The classroom community, properly constructed, is also a house of belonging and students succeed when exposed to sense of security. In classroom community each member has equal importance and has a significant role to play. Skill and talent of each student is necessary for the survival and function of whole group. Student should be a visible learner in the classroom, not passive one. Because the visible learning makes it clear that what they learn, how they learn or whether they are capable to follow their teacher. The visible learner exhibits self- regulatory attributes for their learning (Hattie, 2009). Students in the classrooms today are more diverse than ever. They represent different races, ethnicities, cultures and socioeconomic backgrounds, and have different languages along with their different academic, physical, and social abilities or skills.

1.2. Learner out of classroom but in school

Learning outside the classroom can be understood through learning behavior of student in playground, school campus projects, environmental education, recreational, service learning and co-curricular activities that help in personal and social development. Outdoor learning cannot be restricted in a boundary but it provides a platform to practice his learning in classroom. A comparison may be done with indoor classroom. Outdoor is more motivated and has great impact on the behavior of the students. A teacher can play an important role in the learning of the students' out-side the

classroom. Through a skilled teaching, interpretation or facilitation can stimulate the personal growth and all round development of students. If a student is actively engaged in the learning, the learning skills of enquiry, experiment, feedback, reflection, review, communication, problem solving is enhanced. Learning outside the classroom can make many school subjects alive which the students can realize in their life and society. The outdoor learning has great impact on areas of the curriculum as the fulfillment of the diverse need of learners. Learning outside the classroom not only provides experiential opportunities but also allowing pupils to respond positively to opportunities, challenges and responsibilities, to manage risk and to cope. There are the different groups of people within a given culture and context and subjected to multiple discrimination due to the interplay of different personal characteristics or grounds (sex, gender, age, ethnicity, religion or belief, health status, disability, gender identity, education or income, or living in various geographic localities). Marginalization is existed in every country whereas more developed countries have the more categories of the population in which marginalized are found in different forms. Even if poverty is not always single factor but other factors (such as sex, gender, age, ethnicity, religion or belief, health status, disability, gender identity, particularities) can be sources of marginalization and underachievement. Inequality generates the marginalization in different forms.
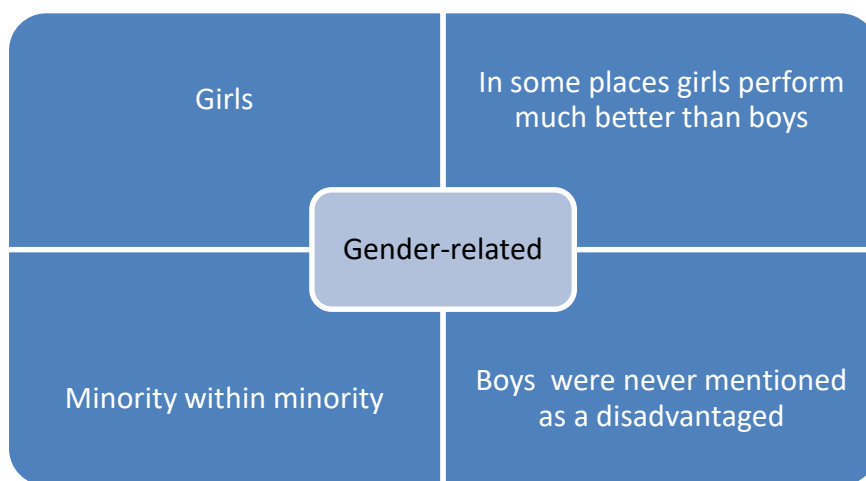
2. Concept of Marginalization

The term marginalization generally describes the over actions or tendencies of human societies where people perceive to be under reliable. People, who are marginalized, are outside the existing system of protection and integration. This limits their opportunities and means for their survival. The term 'marginalization' resembles to 'social exclusion', and relate to the political and economic positioning of marginalized people. Leonard states as "Marginality as being outside the mainstream of productive activity." Oxford English dictionary defines marginalization as treatment of a person, group, or concept as insignificant or peripheral. Black's law dictionary defines marginalization as "The process of according less importance to something or someone moved away from the inner workings of the group. Marginalization is a social phenomenon of excluding a minority, subgroup, or undesirables by ignoring their needs, desires, and expectations".

It is also defined as, "a process by which a group or individual is denied access to important positions and symbols of economic, religious, or political power within any society...a marginal group may actually constitute a numerical majority...and should perhaps be distinguished from a minority group, which may be small in numbers, but has access to political or economic power". (Marshall,1998). People from marginalized groups can have negative beliefs, behaviors, or judgment from others. Marginalization may be raised due to social class division, educational status of a section, differences in living standards, fulfillment of personal choices, types of disability and its effect on personal development along with gender bases inequality. Regardless of the reasons causing social exclusion or inequality and the outcome is always that these groups and individuals find themselves prevented from full participation in all spheres of social life. Gender development does not end with childhood or adolescence / adulthood. Gender continues to be transformed as we move into the school, marketplace or office – as we learn to act as and the act is also assign on the basis of gender in sphere of life. Journey starts from birth of the child and it continues to be transformed as our family status changes – as we learn to be wives and husbands, mothers and fathers, aunts and uncles, sisters and brothers, grandmothers and grandfathers.

2.1.Types of Marginalization

Marginalization can be grouped as: Gender-related: girls, transgender and boys

Girls	In some places girls perform much better than boys
Gender-related	
Minority within minority	Boys were never mentioned as a disadvantaged

Culture: Children from different castes and religions, indigenous groups or tribes and language spoken
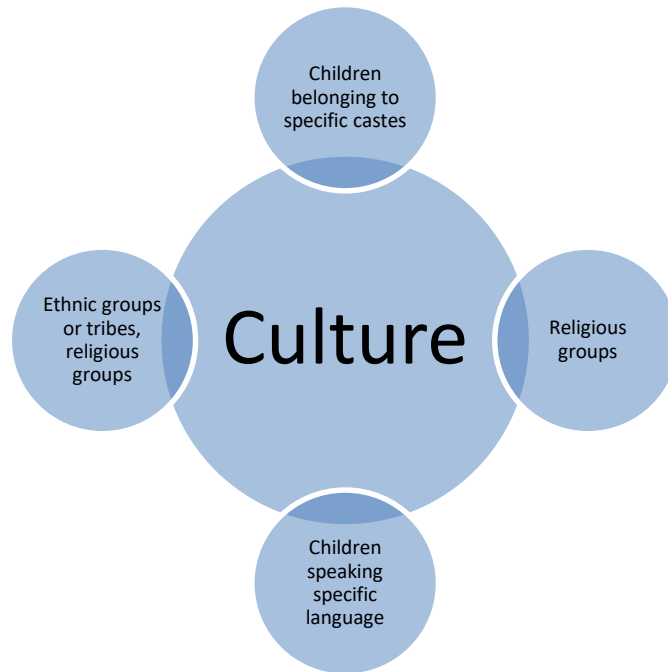
Location: Children are affected from location and location leads towards marginalization.

Location-related: Children living in conflict-affected areas, Street children, Refugees and displaced persons, Rural area children, Nomads, Children in urban slum area, Child soldiers

• **Poverty**: Working children, over-aged children, poor/vulnerable children, single mothers and labour groups that have low income.

• **Special group children**: Children with disabilities, gifted children, children living with HIV and Aids, acid attack affected, orphans and other factor that restrict the child socially, physically, emotionally, economically and politically to avail the resources they are eligible to. This phenomenon having its trans-geographical and temporal existence, the pattern of marginalization and exclusion are premised on social, economic, political, gender, regional, linguistic, racial, cultural and political domains. Such patterns of marginalization take place in India too with intense and frequent capacity.

2.2. Marginalization based on gender inequality in India

Female constitute approximately half of the population of human society. Since the origin of human society on earth they are sharing equal contribution in maintenance and sustenance of the human society through the means of the production and reproduction. A woman is a social being who, from social and cultural point of view, is expected to behave in a certain manner which make them look inferior to men. Among all the marginalized sections of the society woman is considered as the most vulnerable.

She is refused to access the power and status which is specifically given to man. She is expected to do work in kitchen instead of education, economic and social activities. In all over the world the government has committed to provide women the equal opportunities in education. The international human rights conventions also emphasize on equality in education. Yet most of the governments are failing to address extreme and persistent education of disadvantages that leave large sections of society marginalized. Gender disparities remain deeply deep-seated in social, economic and educational sphere of life which is clearly indicated that 28 countries across the developing world having nine or fewer girls in primary school for every ten boys (Global Monitoring Report). Every year, millions of girl children are shut out of the classroom. Although India has experienced a decline in its overall Global Gender Gap Index ranking, largely attributable to a widening of its gender gaps in Political Empowerment as well as in healthy life expectancy and basic literacy, India has got success in filling gender gaps in the primary and secondary education enrolment for the second year running. Political Empowerment sub index indicates that India requires motivating new generation of female political leaders so that it can maintain the place in top 20 ranking countries (The Global Gender Gap Report 2017). Gender inequality can be observed in the daily life of women. In India, women are worshiped as Devi but still deprived of on the basis of human rights. The life of woman faces inequality in economy, health, education and politics. Gender inequality in India is multi-facet issue that not only affects the role of women in society but also the sex-ratio of society. The gender inequality in Indian society is due to patriarchy social system where the preference is given to the son. Sylvia Walby defines the patriarchy 'A system of social structure and practice in which men dominates and oppress and exploit women'. There are so many factors which are responsible for gender inequality in India which include social factors in terms of education, health, patriarchy structure, dowry system, gender-based violence and inequality in decision making. As per the census of 2011, there is wide gap between the men and women in terms of literacy rate. Even in different level of education girls are less enrolled than boys. Dropout rate of the girls are more than boys at higher level. Gender is associated with behavior, lifestyle and life experience which determines access to health care, use of the health care system and the behavioral attitudes of medical personnel. Usually gender differences in health care include

differences in the use of preventive measures, the prescription of medicines, health and life insurance reimbursement and referral for or acceptance of particular surgical therapies such as pacemaker implantation or heart transplantation which can be observed in society, the medical facilities that are availed by men than women. It is a custom in Indian society where inheritance passes from father to son (known as *varish*), women move in with the husband and his family upon marriage and marriages include a bride price or dowry. Rape, sexual assault, insult to modesty, kidnapping, abduction, cruelty by intimate partner or relatives, importation or trafficking of girls, persecution for dowry, indecency, honor killing and all other crimes that are practiced on women in India are consequences of gender inequality. Women are not free to take decision inside and outside the home. The Hindu Succession Act of 2005 provides equal inheritance rights to ancestral and jointly owned property, in such way, women have equal rights on the ancestral property under the law, but in reality, women are at a disadvantage at most instances. Both men and women are equal in before the laws as prescribed by Indian constitution, but, unfortunately, legal and political biases are persisted in society. Such inequalities seriously affect the educational status of girls in the society.

2.3. Shortcomings in learning environment that are responsible for marginalization

Inequalities in a society, lack of access to basic educational and other services along with poverty are factors which repel children at risk and exclusion. Inequalities come from discrimination and economic deprivations that have a great impact on the learning of the learners where the learners face the difficulties during their learning are affected severely. There is no accurate data of out of school children who have been excluded in different ways while it is very difficult to identify the special need of students who have enrolled in schools. Government has made provision to educate children who are out of the schools. It is the small percentage of learners who have earlier categorized as having special needs and receive appropriate education in ordinary schools or special settings. Even after that a problem is persisted to bring out of school's children in the school and to retain those who are at risk. Existing provision for education after elementary school is inadequate to meet the needs of children who have special needs. Socio-economic status of the learner along with inadequacies and inequalities in the education system

also exclude him from education. The structure of curriculum is also unable to meet the needs of a wide range of different learners having different learning needs. In addition to problems in access, poor organization of teaching and learning activities, defective curriculum may lead to marginalization and exclusion. We cannot separate language from the culture of the learner because the language is an integral part of any culture. Various aspects of cultures, such as mentality, lifestyle, beliefs and values, play a huge role in the field of intercultural communication. However, whilst the language barrier is obvious, the culture barrier becomes evident only in case of a collision of learner's culture with the one of other people. It affects the learning and learning environment of the learner. Inadequate and in appropriate human resources also leads the learner towards the marginalization so, to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030 as committed in the declaration of United Nations General Assembly in 2015. So, human resources require creating a conductive environment for all students in the classroom and the government should provide such type of training to those who have already appointed and appoints those who are able to understand the needs of diverse group in inclusive setting.

3. Education of marginalized in inclusive setting

International law has been guaranteed the right to education as human right, adopted in 1948 which is asserted in article 26 where everyone has right to education. The right to education has also been reaffirmed in other accords covering all the rear groups of society women and girls, children or person with disabilities, migrants, indigenous people and refugees. Ensuring the quality education for each individual is challenging task. As we have adopted the new agenda (Sustainable Development Goal 4) in September, 2015 with aim, it is committed to supporting the planning and implementation of gender- sensitive policies for creating conducive learning environments; mainstreaming gender issues in teacher training and curricula; and eliminating gender-based discrimination and violence in school. Through this transformative agenda it is committed to ensure the equity and inclusion of all who have excluded or marginalized. All the form of exclusion and marginalization,

disparities and inequalities are needed to be addressed to make changes in educational policies for ensuring equal access, participation and better learning outcomes.

3.1. Overcoming exclusion through inclusive approaches in education

In our country, there is a shortage of both human and physical resources in the schools. Lack of adequate facilities, shortage of trained teachers, learning material and essential support to the teachers and system are the big barriers in the inclusion and quality of education. Although efforts have been made through the various programmes and schemes to address the needs of diverse groups and maintaining the quality of education at all levels of school education yet we are unable to reach the unreached. Attendance of the children with special needs or children from deprived background increases the opportunities to learn with other students and it helps to promote the participation in the life of community. They learn from their families, peers, and friends and communities through the participation in all activities organized in communities. But this attendance in school helps to promote these other forms of learning as well. For the success of inclusion, we need to appoint the teachers who have both knowledge and ability to teach special education students more critical today than ever before. A policy of inclusion need to implement in all schools throughout our education system (NCF 2005). The participants of all children need to be ensured in all sphere of their life in and out-side the school. School and teacher need to become Centre that prepares all children including differently abled, children from marginalized section and children in difficult circumstances for life. Partnership such as that between school-community; school-teacher; teachers-teachers; teachers-children is our strength. In all sphere, teacher is the center for all success, so we need teachers who have both knowledge and ability to identify the needs of all students in general classroom and fulfill the same. Having the students with diverse needs in the classroom often means more work but a teacher needs to manage through recognizing children's strengths and weaknesses and plan the lessons accordingly. If a teacher has confidence on his/her own abilities that can plan for his/her lessons for individuals and adapt the curriculum to suit the needs of all children. A teacher gets help and support from colleagues, parents and other professionals, such as community and health workers to educate the students with diverse needs in inclusive classroom. The curriculum can be more helpful for the

development of inclusive settings when it leaves room for the center of learning or the individual teacher to make adaptations so that it makes better sense in the local context and for the individual learner. So this curriculum should be with well-defined goal and flexible structure to facilitate responding to the diversity and providing diverse opportunities for practice and performance in terms of content, methods and level of participation where cultural, religious and linguistic diversity of learners are acknowledged. A child who comes from deprived environments may be less motivated to learn. Learner who is unable to follow the classmates to the next grade may experience low self-esteem and is likely to develop negative attitudes towards education. It leads to eventual dropout. So, the inclusive curriculum demands a flexible, success oriented means of assessment, examination and evaluation.

4. Learner and Multiculturalism

India has higher cultural diversity and is recognized as one of the most multicultural country in the world. Teachers today find themselves facing an increasingly multicultural classroom where they find some challenges particularly keeping environment of equality and provide the respect to each student within the classroom. In such multicultural classroom teacher finds a variety of experiences and backgrounds within the classroom which creates tolerance and mutual respect among the teacher and student and student and student. These experiences make the teacher better in later life and he finds better academic results. The relationship between culture and education is inseparable because the cultures of both teacher and students affect education processes in the classroom. It is the culture that gives a unique identity to a group or community within a society and distinguishing from another, these identities of differences include language, values, literature, worldview, food, religion, clothing, working style, beliefs, and behavior that construct a specific group's lifestyle (Perso, 2012). Witsel finds the relationship between multiculturalism and education processes through the methods and approaches that he used. There is a positive relationship between education and culture and the culture is an essential part of the education process, the education reflects it, and it must be an appropriate for each student and his / her culture. To fully embrace multiculturalism, there is a need to plan and implement the school-wide education programme where teacher and school can take

plenty of initiatives to regard the culture of each students e.g. celebration of festivals in which duties are assigned to the students, including a variety of books on different cultures and backgrounds that has great impact in introducing multiculturalism into the classroom, organization of food festivals or fair in the classroom, Set presentation projects for students on a culture or nation, organize events with guests and motivational speakers from different cultural backgrounds and celebrate or host the culture day.

5. Summary

Culture is a critical component of any learning environment where students of different cultures are enrolled. It is important for the teachers that they have to be aware of the influence of culture within any particular learning context, and they should try to support the culture of the learner in creating learner friendly environment. The basic school infrastructure can be a powerful support for learning and inclusion of all students with diverse needs. These are the different groups of people within a given culture who are subjected to multiple discrimination due to the interplay of different personal characteristics or grounds such as sex; gender, age, ethnicity, religion or belief, health status, disability, gender identity, education or income, or living in various geographic localities. The educational scene in the country has undergone major change over the years, resulting in better provision of education and better educational practices. Inclusive education attempts to address the learning needs of children of all groups, with a particular focus on those who are subjected to being marginalized, isolated and excluded. The philosophy behind inclusive education is to promote opportunities for all children to participate, learn and have equal treatment, irrespective of their mental or physical abilities. While the awareness on inclusive education in schools throughout the country is still at infancy stage, educational institutions are somewhat doubtful about having both normal and special children studying in the same classroom.

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Web-links

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Glossary

- **Conducive environment**- Environment that is favorable for each and every student needs.
- **Culture**- Culture includes knowledge, belief, art, morals, law, custom and any other capabilities and habits acquired by child as a member of society. It is a way of thinking, feeling, believing, total way of life of a child, an abstraction from behavior and the social legacy the individual acquires from his group.
- **Diversity** - The presence within the larger national, regional or other context of many different kinds of cultural communities such as those defined by language, religion, region, ethnicity that is associated with student in school and in his learning environment. Each student is unique and recognizing individual differences in the classroom or learning setting.
- **Economic**- Marginality in this case would be defined by the production potential, accessibility, participation, infrastructure, attraction within a space economy.
- **Exclusion**- Exclusion is the social exclusion of children who come from socially and economically deprived backgrounds Scheduled Castes (SCs), Scheduled Tribes (STs), minority and other communities, girls and children with diverse learning needs. Students are educationally disadvantaged due to socio-economic condition of these groups.
- **Gender**-The state of being male or female typically used with reference to social and cultural differences rather than biological ones.
- **Inclusion-** Fulfilling all the needs of a student in education without limiting it to small groups that have divided on the bases race, ethnicity, gender, gender identity, sexual orientation, age, social class, physical ability or attributes, religious or ethical values system and political beliefs. It is an approach to include the excluded.
- **Inclusive education**- It is a process of addressing and responding to the diversity of needs of all learners in classroom through increasing participation in learning, cultures and communities, and reducing exclusion (access to education is denied) of children from education and from within education.
- **Inclusive setting**- A setting in education where all students expect appropriate conduct from all students without any discrimination and difference.

- **Inequality**-A situation in which resource and opportunities are not provided equally among the different groups of society e.g. education, economic, social and political.

- **Learning environment-** It is a setting where the diverse physical locations, contexts, and cultures affects the learning of learner. The learning may in variety of settings, such as inside and outside-of-school (home, community and society). It includes all those factors that create learning environment.

- **Marginalization-** It is a kind of exclusion or isolation of the people from the main education, political, social, economic mainstreams where they are putting or keeping in a powerless or unimportant position within a society or group by the society.

- **Multiculturalism**-It is relating to or containing several cultural or ethnic groups within a society and all cultures are treated equally within the society.

- **Social**- It would focus on minorities and other socially marginal groups, according to various criteria that may be ethnicity, language, religion, gender and disability.

- **Social roles**- These are rights and responsibilities associated with a child's social position or status.

- **Understanding learner**- Understanding social, cultural and linguistic background or any special educational needs of learner.

Quadrant IV   Self-Assessment

Description: In self-assessment Question No. 1 to 12 consist of multiple choice questions in which learners are required to select the correct one out of the four alternatives

Q.1. Which one is most appropriate for conducive learning environment?

  a) Physical, psychological and instructional aspects
  b) Physical and emotional aspects
  c) Emotional and instructional aspect
  d) Instructional and physical aspects

Q.2. What is most important for rich and conducive environment?

  a) Effective teacher and teaching
  b) Books and other instructional material
  c) Well-furnished classrooms
  d) Strict discipline

Q.3.How does the positive learning environment shape student outcomes?

  a) Through cognitive domain
  b) Through emotional domain
  c) Through behavioral domain
  d) All of the above

Q.4 To build positive learning environment what is most important?

  a) Inclusion of all needs of student
  b) Sanitation
  c) Lighting in classroom
  d) Size of classrooms

Q.5 One of the factor that has maximum relationship with the living style of student, what is that

  a) People
  b) Population
  c) Culture
  d) Community

Q.6 What is marginalization?

  a) Child at Centre
  b) Child is forced to occupy other side
  c) Child with according to height
  d) None of the above

Q.7 What is/ are the reason/s for marginalization?

a) Different languages
b) Different religions
c) Gender discrimination
d) All of the above

Q.8 Which one factor is more responsible for gender inequality in India?

a) Status of men
b) Patriarchy structure
c) Less programmes for women
d) Weak law

Q.9. Which of the following factors would come under the term of 'diversity'?

a) Socio-economic
b) Gender
c) Disability
d) All of the above

Q.10. Who get benefit in inclusive setting?

a) Girls
b) Children with disabilities
c) Normal children
d) All of the above

Q. 11 'Integration is managed differently for different groups' this term is suited as

a) Multi-culturalism
b) Segregation
c) Assimilation
d) Integration

Q. 12. Which one is not the benefit of multiculturalism?

a) Enforcement of belief and behavior of dominant group
b) Equal opportunities
c) Reduction of discrimination
d) Considering the diversity in classroom

Answer Key:

(1) A, (2) A, (3) D, (4) A, (5) C, (6) B, (7) D, (8) B, (9) D, (10) D, (11) A, (12) A