

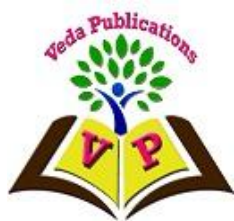
AN INVOLVEMENT AND SUPPORT OF HIGHER EDUCATIONAL INSTITUTIONS IN EDUCATING MARGINALIZED: A CASE STUDY IN BANGALORE URBAN.

Mary Merline Rani C

(Asst. Professor, Department of Computer Science, St. Joseph's College (Autonomous))

doi: <https://doi.org/10.33329/IJREP.2019.25>

ABSTRACT



In developing countries like India, there is a need of education that improves life standards to sustain in this society. The education is the most important key that can be transformed from youths to marginalized primary and secondary education system. This research study suggests a transformation of education from higher educated students to the primary and secondary marginalized students. In a metropolitan city like Bangalore the increasing number of higher education institutions can take a greater participation to reach the marginalized in the field of education. Teaching and motivating the school students is not only the role of employed teachers, but as a citizen the youths of colleges can part take to reach the marginalized to improve the educational qualities. It is familiar that youths of society are more responsible to develop, improve and change our country from level of developing to developed. It is usual process and common goal in which higher education can provide employment, but the support and motivation to the marginalized in education can also be one the most important effort and responsibility in the life time of the youths. The institutions involved in reaching the marginalized through student can be the most responsible duty to contribute their service to the society and country. Therefore this research paper studies the number of higher educational institutions in Bangalore urban involved in reaching marginalized in the field of education.

Keywords: *Higher Education, Youths, Transformation, Marginalized, Society, Responsibility, Contribution.*

INTRODUCTION

Education is not only the process of learning but it is also important for a social and economic empowerment. The improvement of education in a large-scale of young children is most required for motivation, classroom organization and pedagogies implemented in the schools do not establish a high level of percentage to encourage their abilities. The challenge for early literacy program in India is to articulate conceptions of basic building blocks for language, reading and writing development but now more than these requirements the support is needed to sharpen the brain development that can motivate and improve skills.

The issues that exist with the approaches and strategies for teaching does not competence to recognize the transformation of life or encounter a growth in social and economical aspect of our country. The lack of technical capacity to design the curriculum causes insufficient to bridge the gap between modern mechanism and the teaching protocols used in the education system.

The marginalized still grow up in a non-print environment with less access to teaching pedagogical tool. The classroom and infrastructure still does not acknowledge and appreciate the the need for teaching.

The following strategies can be adopted to develop the educational system that promotes the marginalized students to achieve their social and economical needs.

Modern teaching methods: The methods of modern teaching should promote in motivating all the students. The educational institutions should be sensitive to social and cultural difference and provide an opportunity that enhances the students' confident level and self-image for stimulating their potentials.

Involvement of the teacher: The involvement capacities of the teacher should be enhanced in creating and enable the resources in the teaching system. The resources should recognize the need to improve stages of development of educational system in our country.

Measurement of development level: There should be parameter that can continuously assess the

quality and processes adopted that improve the effective teaching methods.

LITERATURE REVIEW

Jos Mooij (Erasmus University Rotterdam) Manabi Majumdar (Centre for Studies in Social Sciences, Calcutta). "Empowerment of the Marginalized - 2011"

The above paper focuses on how education can contribute to empowerment of the marginalized.

It also emphasis on Education as Control and Education as Freedom, diversities and hierarchies within the Indian Schooling System, interactions in the classrooms, educational inequality challenged and contested. Here the drawback is that they have done fieldwork only in states like Andhra Pradesh and West Bengal to find out how social inequalities are reproduced in Indian schools. ^[1]

Kevin Watkins, "Reaching the marginalized-the key to Education for All" (2000)

The above paper focuses on sustaining progress in basic education.

It also emphasis on Identifying and measuring marginalization, marginalization in education is driven by social inequalities, reaching and teaching the marginalized.

The main drawback is that the papers approach regarding reaching and teaching marginalized is not effective. ^[2]

Dr. K. Ramesh Associate Professor of Economics Presidency College "Levels Of Education Of The Marginalized People In India" (2013)

The above paper mainly focuses on Rural-Urban educational levels in India, literacy rates in major states of India, educational levels among social groups. It also presents analysis pertaining to educational levels.

This paper has complete statistics but lacks in providing solution for marginalized. And this would be the drawback. ^[3]

OBJECTIVE

The main objective of the research paper is that the level of literacy can be improved by proactive role of youth in the higher education system to empower and develop the marginalized in the field of education. The initiatives are

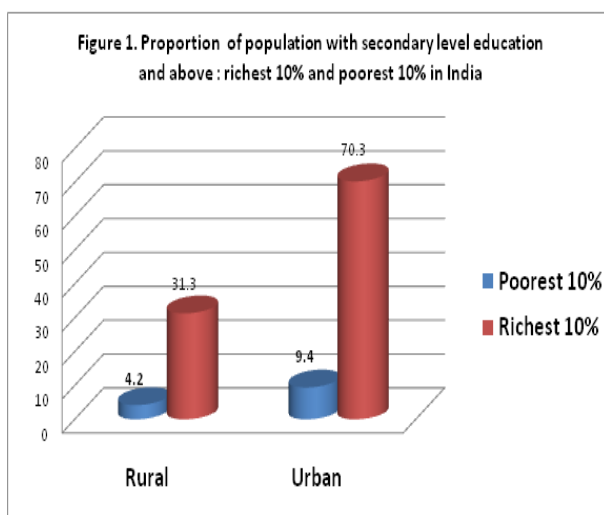
- Emphasis on empowering the marginalized in an educational system by involving the youths as an agent.
- Encouraging youths in part taking for the benefit of society in the field of education.
- Building a social concern synergy that can improve and increase the level of education

system between youths and marginalized students.

- Opportunity for the youths to contribute a service to society and recognize their major responsibilities to serve our society in the field of education.

METHODOLOGY

For the methodology data is collected using reference like website. The collected data are of two types: primary and secondary. The secondary data is obtained by referring websites. Details of secondary data are described below.



This is the analysis regarding secondary level education and above. This analysis clearly shows that secondary level education in Rural is low when compared to urban. And in terms of economic status, in both Rural and Urban, Richest acquires education in higher percentage when compared to marginalized people.

TOP FIVE AND BOTTOM FIVE STATES/UT'S BY LITERACY RATE: 2011

RANK	PERSONS		MALES		FEMALES	
	NAME OF STATE/UT	LITERACY RATE	NAME OF STATE/UT	LITERACY RATE	NAME OF STATE/UT	LITERACY RATE
Top five states/UTs						
	INDIA	74.0	INDIA	82.1	INDIA	65.5
1	Kerala	93.9	Kerala	96.1	Kerala	92.0
2	Lakshadweep	92.3	Lakshadweep	96.0	Lakshadweep	89.4
3	Mizoram	91.6	Mizoram	93.7	Mizoram	88.2
4	Tripura	87.8	Tripura	92.8	Tripura	83.1
5	Goa	87.4	Goa	92.2	Goa	81.8
Bottom five states/UTs						
	INDIA	74.0	INDIA	82.1	INDIA	65.5
1	Bihar	63.8	Bihar	73.4	Bihar	52.7
2	Arunachal Pradesh	67.0	Arunachal Pradesh	73.7	Arunachal Pradesh	53.3
3	Rajasthan	67.1	Rajasthan	75.6	Rajasthan	56.2
4	Jharkhand	67.6	Jharkhand	77.2	Jharkhand	58.0
5	Andhra Pradesh	67.7	Andhra Pradesh	78.3	Andhra Pradesh	59.3

Source- http://censusindia.gov.in/2011-prov-results/data_files/mp/07Literacy.pdf

This survey shows top 5 and bottom 5 states with respect to Literacy rate in India. Among top 5 states male literacy rate is high when compared to female. And it's the same situation in bottom 5 states.

Primary data

Primary data is originated from a survey. The population considered for conducting the survey is 700 Under Graduate students belonging to different streams. And the random sample number is 40. Students were given few questions with 3 categories to answer and the final data was analyzed using SPSS (software package for data analysis)

Questionnaire of higher educational institution and marginalized education empowerment is shown below:

Questionnaire Survey On

An involvement and support of higher educational Institutions in educating

Marginalized: A case study in Bangalore urban.

Name:

Gender: Qualification:

This information will be used only for academic purpose. Please answer all the following questions.

College adopting schools (Factor that encourages the marginalized in education system)		
CAS1.	There is an involvement of College in encouraging the marginalized	1.Strongly Disagree 2.Agree 3.Nutral 4.Disagree 5.Strongly Agree <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
CAS2.	Awareness of reaching marginalized by the college students	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
CAS3.	Youngster participate in social service	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
CAS4.	College adopting marginalized for educating	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
Youngsters role in society (Factors further needed to encourage the Youngsters to Serve Society)		
YRS1.	College students dedicating free time to conduct educational programs for the marginalized	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

YRS2.	Youngster need to be a good example for the society	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
YRS3.	Social Activities to be compulsory in colleges	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
YRS4.	Youngsters need to understand their role in society.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Importance of education (Enhancement of social service in Education system)						
IE1.	Marginalized can be benefited through education system	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
IE2.	Education is the only concern to the marginalized	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
IE3.	Education can transform the life of marginalized	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
IE4.	Empowerment of marginalized is only thought education system.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

OUTCOME OF THE STUDY

Descriptive Analysis on Sample

Percentage analysis is one of the statistical measures used to describe the characteristics of the sample or population in totality. Percentage analysis involves computing measures of variables selected of the study and its finding will give easy interpretation for the reader.

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MALE	14	35.0	35.0	35.0
	FEMALE	26	65.0	65.0	100.0

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MALE	14	35.0	35.0	35.0
	FEMALE	26	65.0	65.0	100.0
	Total	40	100.0	100.0	

	Questions		SA	A	N	D	SD
1.	There is an involvement of college e in encouraging the marginalized	Frequency	3.0	8.0	15	0	0
		Percentage	7.5	20.0	37.5*	0.0	0.0
2.	Awareness of reaching marginalized by the college students	Frequency	7.0	25	6.0	2.0	0
		Percentage	17.5	62.5*	15.0	5.0	0.0
3.	Youngster participation in social service	Frequency	20	14.0	5.0	0	0
		Percentage	50.0*	35.0	12.5	0.0	0.0
4.	College adopting marginalized for educating	Frequency	10.0	16.0	7.0	5.0	2.0
		Percentage	25.0	40.0*	17.5	12.5	5.0
5.	College students dedicating free time to conduct educational programs for marginalized.	Frequency	9.0	15	11	3.0	1.0
		Percentage	22.5	37.5*	27.5	7.5	2.5
6.	Youngsters need to be a good example for society	Frequency	20	18	1.0	0	0
		Percentage	50.0*	45.0	2.5	0.0	0.0
7.	Social activities to be compulsory in colleges	Frequency	22	9.0	6.0	2.0	0
		Percentage	55.0*	22.5	15.0	5.0	0.0
8.	Youngsters need to understand their role in society	Frequency	29	8.0	3.0	0	0
		Percentage	72.5*	20.0	7.5	0.0	0.0

9.	Marginalized can be benefited through education system	Frequency	19	17	3.0	0	0
		Percentage	47.5*	42.5	7.5	0.0	0.0
10.	Education is the only concern to the marginalized	Frequency	11	11	9.0	5.0	1.0
		Percentage	27.5*	27.5*	22.5	12.5	2.5
11.	Education can transform the life of marginalized	Frequency	17	13	9.0	0	0
		Percentage	42.5*	32.5	22.5	0.0	0.0
12.	Empowerment of marginalized is the only thought education system	Frequency	13	13	9.0	3.0	1.0
		Percentage	32.5*	32.5*	22.5	7.5	2.5

FACTOR ANALYSIS

Independent factors: Schools and colleges

Dependent factors: Quality Education, Empowering Marginalized, High Literacy Rate.

Here Schools and Colleges are independent variables, they can work independently and still can achieve high literacy rate. But, when they collaborate together quality education can be achieved due to which marginalized can be empowered and finally high literacy rate can be achieved.

Hence Quality Education, Empowering Marginalized, High Literacy Rate are some dependent factors.

CONCLUSION

One of the fundamental responsibilities of higher education is to provide education for marginalized and to make them learn, succeed and positively contribute to their local, national and global societies.

Various supports higher educational institutions can provide in educating marginalized can be:

Higher educational institutions reaching Marginalized for educational support. Involvement of higher educational institutions in encouraging Marginalized.

Higher educational institutions adopting Marginalized for education.

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