

**Reimagining Visual Narratives through Technology:
A Study on The Blend of Digital Tactics with Traditional Pedagogy
Inclusivity for Sustained and Constructive Learning of Students**

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Abstract

The paper focuses on evoking the concern of how learner's profile with regards to their interests, pace, environment, interpretation, needs etc. are overlooked and expected to perform in accordance to a general expectation of students at the specific grade and terming them excellent and poor is not in line with best practices for inclusivity in terms of foundational practice of feeling included and belonged in the educational setting. The research is to bring the need to pause and reflect on educational journeys all through the years and as facilitators think how the objective of education is met and as businesspeople to ponder upon what limitations the job roles and fields set on the emerging generation who shall pave the way for the sustainable knowledge acquisition. Every other child coming out of one's threshold with lots of zeal and questions to explore shall find shackles binding them in the name of disciplines and the set roles which have qualifications need to be met. For all the recipients of knowledge, facilitators and further opportunity providers, this paper is a discussion to find what is of utmost necessity whether only bringing inclusivity amidst people from different background, gender, status, class, culture, etc. or align the focus on encouraging every single learner to flourish in their own accord with mentors guiding. The need to bring it out for readers to look into is to make everyone aware about the evolving world and staying traditional in terms of approach with limited exposure calls for better thinking for greater benefits and wider branching of

education to sustain through the years without letting any learner lose one's competence. For example, we shall see kids learning and developing by understanding their environment and how everyone stands in it. Their personality and identity they set for oneself is a completely individualistic process with the rest of the people and environment being medium to draw connection and understand its logic. And as they grow in their own way shall deal with every single problem or concept and give examples to validate the situation. But when brought to educational setup with set streams or disciplines, kids get to follow along and their natural logic gets challenged making one either set out to meet the normal for the inclusivity or demean oneself as poor for not being up to mark. Through this paper the attempt is to build a medium where diverse learners come together, network, share each other's exclusive perspectives, differences and build a common forum to collaborate for a better goal to be achieved which need not be one, it can be wider, multiple, branched where every other learner has their requirement without which the goal shall remain unattended or incomplete. This way of provocation should be given importance where learners inquire, create, collaborate, manage and lead with no room for expiry of any idea or skill.

Key words: inclusivity, competence, learner's profile, constructive, sustained learning

Inclusivity for Sustained and Constructive Learning of Students

Education sprouting from morals, values, later logic, information, etc keeps growing to make an individual- subject matter expertise, to bring about one's own potential to better use for individual progress in their own fields of interest. But given the current structure of education and the opportunities that narrows the learner's zeal to explore beyond the structure and define one's limit of competence. In the present day, given the need to prove the intellectual capacity before presenting the idea is somewhat discouraging as it binds the learner to focus on meeting the standard instead of working on the idea which might turn out independent yet rewarding solutions to society and employment.

Currently, despite the motivation, discipline, we see courses shutting down from college, at times many courses aren't even provided as students aren't opting. Does that mean the course or the field has run outdated and is no longer in need? Given the job descriptions and career options, learners get forced to suit their competence and get lost at times from their undiscovered skills or the ones never encouraged to be used. Across the fields the zeal when choosing the particular field or job after years fades, why? Is it just the age and stress or burnout

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due to expectation beyond one's limit and constant pressure to fulfill it unless to be found in a threatened position.

Despite growing acceptance and generalization of differences and being friendly in a group, the chase makes it difficult as the means to give equal opportunity on its own make it challenging to take down the competitors to create a stage for oneself. Even from a young age kids are encouraged to do the most they can, not what they are curious about. In return, much logic remains unanswered and they would have gone long ahead in grasping many complex pieces of information and experience but got stuck when they couldn't comprehend and tackle it.

Provided the theories by many scholars on the importance of focus shifted from evaluation, scores, etc to fruitful and sustainable learning, we shall discuss the problems and how it's rotting the root of the system where inclusivity is often overlooked and mainly the acceptance of diverse learners.

Back in time, education was provided in terms of skills for the learners to be equipped with every other skill needed for life according to their background as it defines their career ahead. Later it got institutionalized where the subjects deemed necessary for smooth functioning of the ruling authority were taught which was in favour of the one in authority. Soon after, education was made accessible and mandatory for everyone. As the time went by, the prominence of education, need for education and opportunities through the education was solid as the concepts were in depth. Imagine even with 10th or 12th if one can get into jobs which in present requires double degrees, then we shall understand the coverage of concepts by the 10th and 12th was vast and that candidates were wise and flexible enough to step into jobs.

Nowadays no degree is sufficient to qualify a candidate for a career which delays one settling and this journey tests candidates mentally more than seen. The qualifying exams and high standards being content oriented which is purely theoretical and to blindly chase it to qualify takes up most of the time and by the time they reach the level many would have burned out, lost their resilience and many would lack practical experience to survive in the job. And the result is reflected in the performance which directly and indirectly impacts the nation's growth.

A generation's growth and development becomes a guiding path which opens the door to many vast opportunities for the forthcoming generations. What is found now is many paths shutting down letting the next generation to first make their space and then work on placing themselves which delays the progress given the current growing world which demands catching up in its own accord. With this situation it seems like all are in a race to reach a mark which is not chosen by them or is one of their goals. It would rather be mostly which is in greater demand, highest paying, in scope etc. This impacts the candidates in the long run as the problems will be diverse and candidates without interest and just theoretical knowledge with no wisdom to find solutions by seeing the wider picture shall find solutions which are just patch works to solve it momentarily. This leads to decline of quality and the quantity taking over makes it hard for the candidates to make their way as the limitations are too dense. Limited opportunities, more candidates, increased unemployment a mirage that all the necessary jobs are occupied yet many loop holes in different systems. Change in focus and approach shall make it clear for the candidates to clearly see more space to occupy which are essential but not observed so.

If we see a classroom where learners of a different language speaking family, culture, native, practices, beliefs, circumstances, interests, learning style, pace, knowledge, experiences will come. When learners of such diversity in large numbers are put in the same class, facility or institution, the whole set up is diverse with curious minds, passionate hearts striving to be guided and encouraged to develop into a greater and wiser version of themselves with wide networking and collaborating opportunities in hand. But it isn't happening. Why?

We try to group them based on the common criterias and pile them to study the same syllabus in the same way as expected at that age. It is like a class of animals of different habitats asked to take up climbing the tree as a qualifying test, where it is no where fair for fish, birds, etc who fly and swim. This tells learners capacity, capability, talent, interest are often treated as something not of prominence and only performance to match set standard is crucial. This pressure overwhelms them and drives them to attain the qualification. But are not competent enough for life to live. As life is all about recognising, analysing, defining, finding, applying, failing/ succeeding, experiencing and overcoming. This isn't achieved with theoretical knowledge.

In olden times learning writing, singing, dancing, cooking, hunting, swimming, fishing, carpentry, jewelry making, utensils making, pottery, weaving, sword fighting, sculpting, handling finances, astronomy, etc. were all taught and scriptures were taught as knowledge, skills bestowed by historians, ancestors, for gaining wisdom, mastery and using it at the times in need for livelihood.

It was holistic whereas now the weightage is more towards only theoretical and this takes away the chances of applying and practicing the learnt knowledge. This scenario is the root cause as the learners are not aware of how to use the acquired knowledge and mainly what is its purpose. When this gap is not filled the foundation laid is weak and only is built on a said role. Nowadays the job experience is different from learning in a set up. Despite training, industrial visits, etc. unless one is in the set up can never learn the challenges and skills needed. The inclusivity works here. The place where the learner spends most of the time should be an environment where one is aware, who one is and should understand the fellow learners around them, how things work differently for all and why, then how everyone expresses themselves to understand the peer. This initiates the clear understanding of self and others in an environment. Then one should see the subjects and how it is relevant to certain problems, how it helps to find new necessities, makes way for opportunities, etc.

Every learner has one's own way of perceiving the concepts and valuing it. Unless they are encouraged to present it one finds it difficult to figure out what's the difference and why the difficulty in finding a space which doesn't make one feel alien. The sense of inclusion starts when one's identity doesn't seem questioned or out of ordinary and should be assured the difference isn't a gap but uniqueness which falls right at the missing space completing the puzzle. By the time candidates step out of institution and get experience their lens start shifting, then by the time they realize and understand, a feeling crawls of how if guided in a path to inquire from long back, would have been more fruitful and time conserving.

Hence facilitating a programme and a learner based on the job scale is binding the learners with limitations and handful of opportunities, instead every learner's profile to be kept in mind and mentored in a way so as to invoke them to see the possibilities in the world and how what they hold shall create new space and work well for everyone with their networking supporting them instead of them chasing behind established and limited institutions. Learners should be encouraged to be problem solvers and risk takers as their idea might be needed

anywhere around the world and should be skilled enough to express and market their own ideas so as to bring it to the field.

Why is it important to encourage diversity in class? A place where people of different backgrounds get to assemble, sit, interact, discuss, express and make space for themselves. This is like a small world where they establish their identity and build upon as an individual in the space while making way for themselves and building a network which is their resource and this is not encouraged in our educational structure. We mainly think about inclusion in social categories be it gender, sex, orientation, rural or urban, culture, language, caste, religion, minority or marginalized, etc. A sense of just individual with rest of the social categories being their story where they are - the emerging new personality with what all they have experienced in their environment amidst the peers of diverse backgrounds and what wisdom they get to share is the least focus in a classroom. Probably a fellow learner with wonderful narrating skill could come out and be the voice for all his peer with learned knowledge of who they are individually and together as a class, other one might be of rural background could become representation of the rural setting to his fellow urbanites, other learner who is artistic can teach how all could express themselves in terms of art be it sketching, painting, pottery, weaving, embroidery, attire, etc., another learner who is skillful in designing and engineering could build a space where his fellow peer can build a home which hold both their background and new setting blended to represent their hybrid identity still unique, other classmate who is wonderful in listening can let every other learner to share their insights and ensure their voices are heard, other learner who is great in writing can piece their stories as different pieces of puzzle getting assembled in their own terms yet together to build a new picture for themselves collectively, another learner who is more responsible and good in communication can be the leader who leads the class as one entity, a learner who is observant and more analytic can find patterns in one's peers behaviours, dressing, speaking, etc. to learn the pros and cons and create a layout of what roles they can suit and all discussing it in their own way to teach each other the ideas and together learn from each other to make a strong network of well informed and wise class who shall know the prominence of each other and can always collaborate or partner up to contribute their workforce in their own ways and build new platforms for themselves. This with a facilitator who is imparting them knowledge while guiding with one's personal experience, an insight shall equip the class. Hence most group activities with them learning soft skills and

individually learning life skills is holistic and what is always overlooked in present educational structure or framework.

As learners share how they find too much information piled with no understating of how to make use of it and finding it difficult to store and recollect from, while also seeing where they stand in present job fields and how to make use of their individuality to fit in and make the most can be guided wisely through the inclusivity between diverse learners in the environment they share for a longer time, learning together.

This understanding comes with learning who they are, how the world around them works, how different things come to be invented and why? How it's expressed and where they stand in the world. This is sustainable learning as this approach makes them inquirers, who learn the changing world while focusing on shifting the presence of self-based on the time, requirement and environment around them. If one has a sense of self that is incomplete or restrictive it can impact the vision of the learner and their learning journey.

Let's take an example of nature which is diverse in species, habitat and resources and how they maintain the balance of every other creature coming into existence and decline with their extinction according to resources, time and environment. Similar to the three habitats, terrestrial, aquatic and aerial with hybridity of amphibians, represent the categories which can be matched with different grades or levels of education, and different species being individuals and their traits and grouping into same genus could be the social categories or background and how they play roles in maintaining the ecosystem is the learners suiting their wisdom and skills to maintain the balance in the world. Now if we go individually, a lion is different in its features, so are elephants, tigers, rhinoceros, giraffes, etc. and similarly with learners with different ability and learning style, now a lion will think about hunting whereas giraffes will think about finding better place with filled greenery and elephants with farm fields. Their needs are different and so are the needs of learners to learn in terms of their interest, pace of learning, style and skills. Now nature is the job world and a stage to place oneself where we find a hierarchy based on their individual characteristics and role in the ecosystem, similarly the learner also falls in a hierarchy of subjects and fields based on their courses pursued or learning and their skills and experiences. Extinct and endangered animals(species) represent courses or subjects no more opted and courses least opted. And the species in majority is almost equally a disadvantage as it creates a huge imbalance creating a huge void which demands the

sustainable measures so does in the present world. The emerging growth of technology and all jobs getting slowly shut down due to technical adaptations calls for the health sector, security system, mental and life skill courses, to balance the pressure felt by an individual in the society.

If a candidate who learnt only curriculum and is an academic scholar with a well-paying job and an occupied work life will feel lost and burnt out in the long run and slight changes too will make one feel threatened and hence resulting in great mental hit. On the other side we also find scarcity, competition, limited seats, etc. with growing expenses makes the livelihood hard and challenging. In all this mess one forgets to slow down, recognize the actual problem keeping aside the anxiety and calmly look for creating new opportunities and getting recognition and a space, while full use of one's acquired wisdom and skills is to be taught mainly, which is the least focus of the educational framework. Inclusivity from the foundational set up that is the educational institution is a strong foundation in a learner's life which is the core argument and objective of the paper.

There shall be new problems arising and new challenges which are probably new to people too, given the changes in the world and adaptation be it in technology or any sector but it shouldn't be the doom of talents and ideas just because it seems unnecessary as it only suggests overlooking of essentials in the illusion of advancement with slow and hidden rotting of the stability in the longer run.



Figure 1

Interdisciplinary Networking of Skills and Career Opportunities

Note. Illustration demonstrating an inclusive learning perspective in which students develop as inquirers and risk-takers while exploring their interests, skills, environment, and peer networks. The example sectors shown—such as fashion, media, engineering, and agriculture—illustrate how interdisciplinary collaboration can create diverse career pathways; however, many additional sectors and roles beyond those depicted may also be interconnected. The figure highlights how awareness, networking, and exploration can help learners move beyond narrow career expectations and discover broader opportunities in a globalized world. Created by the author using elements from Canva.

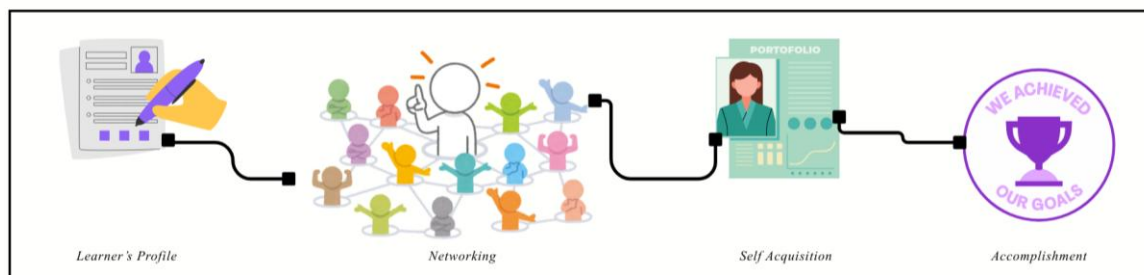


Figure 2

Stepwise Illustration of Constructive and Sustainable Intellectual Growth Through Inclusivity Among Students

Note. The illustration presents a four-stage process of intellectual development: (1) learner's profile creation as the foundation for self-awareness and identity formation; (2) networking and collaborative engagement with diverse learners; (3) self-driven knowledge and skill acquisition and continuous learning; and (4) accomplishment of goals reflecting constructive and sustainable growth. Illustration created by the author using elements from Canva.

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