

PEDAGOGICAL APPROACHES FOR NEW AGE INCLUSIVE CLASSROOMS

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ABSTRACT

The education system of India is altering; inclusive education is lightened in the present scenario. All children learn together in the same classroom. They are painted constantly with each other. They develop tolerance, collaboration, motivation, and cooperation toward each other. It affects their development, e.g., socially, emotionally, mentally, and spiritually. It should be ensured that the learners with disabilities should not be celebrated in any activities in school or classroom. They should provide exceptional support for whatever they need. To make inclusive education effective and fruitful and to achieve our goals effectively, it is necessary to use some pedagogical strategies in our inclusive classroom. The pedagogical approach will help cater to the diverse needs of learners. As we are discussing an inclusive classroom, thus there will be considerable diversity among the learners in the school. By following effective strategies, we can quickly get the diverse needs of learners.

Keywords: Pedagogical strategies, Inclusive, School, Education, Disabled, Non-disabled.

Introduction

As we know, education is the fundamental right of every child. The term inclusive education also came into effect to provide education to special children and average students under a single roof. Nevertheless, to teach in an inclusive classroom, we must require some pedagogical strategies or approaches to cater to the unique needs of exceptional students from different backgrounds, abilities, disadvantages, etc. Pedagogical strategies are made with two words **pedagogy** and **design**; pedagogy means **all the methods** and approach implies **the way of doing things and performing activities** by the teacher that will be helpful for the teacher to deal with and teach the learners. An inclusive classroom is a way of doing things and dealing with differently-abled or average learners.

Pedagogical approaches are nothing but the method, strategies, devices, and practices evolved by the educationalist for the teaching-learning of differently disabled. Pedagogical strategies are an ideal or abstruse teaching method in which the instructor design different teaching-learning approaches /strategies to make the teaching-learning process more relevant and effective by using various teaching strategies and form, and it is designed in such a way that every student in an inclusive classroom will be benefited from it. Pedagogical strategies will help us to know our students and students to know each other. It establishes a healthy and safe relationship among students and also with teachers. The students learn

to collaborate and help each other. In this paper, we focus our discussion on a few popular pedagogical approaches used for the teaching-learning of differently disabled.

The Pedagogical strategies for an inclusive classroom

1. Collaborative or cooperative learning
2. Peer tutoring
3. Social learning
4. Buddy system
5. Reflecting on teaching
6. Multi-sensory teaching

We are discussing the inclusive classroom; an inclusive classroom is a classroom where great diversity occurs. Disabled and non-disabled students learn together under a single roof.

1. Collaborative Or Cooperative Learning

Collaborative and cooperative learning is a learning strategy and process in which a group is formed. Every student is allowed to learn by themselves, in a group, helping one another and sharing their knowledge and understanding to enhance their learning. A particular topic can be shared as a common to all the students, or separate tasks can be provided to each student, which can be merged for an expected outcome or result.

In an inclusive setup where every student is different from each other, they work together as a group regardless of their different abilities or disabilities in a class without competing. They are working together and making all possible efforts to achieve their learning objectives. It helps and gives

opportunities to utilize their abilities and potential to achieve excellence in their performance.

How To Proceed With Collaboration

In an inclusive classroom, when a teacher is forming a group, the teachers should make a group in which disabled and non-disabled students, according to their ability and disability. After that, the teacher asked the student to work collaboratively on a particular topic assigned to them with a common motive of outcomes. So that they can learn from each other and help them achieve common and individual learning goals without competition, jealousy, envy, etc., and can quickly reach their learning objective.

In an inclusive classroom, if we are forming a group of 4, there should be four students of different abilities or disabilities. The Teachers should ask them to do work collaboratively in a particular group. A group should include one student who is unable to see and another who cannot hear, and two students who are non-disabled (average). Then, while doing group work on a particular topic, one can help the other like the one who cannot see, hear the concept from the other students, and give ideas to enhance each other's knowledge. The one who cannot attend can do the writing work. Every individual will share their efforts and contribution according to their abilities to make that group work assignment excellent.

2. Peer Tutoring

Peer tutoring is an approach in which a weak/ low performing or disabled student is paired with a high-performing student. In which high performing students teach academic material to the low performing students to achieve their learning goals. In this approach, both the higher and low performing students enhance their knowledge, complete mastery of content, and develop self-

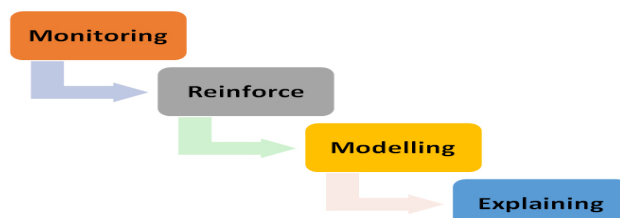


Figure 1- Four steps in Peer tutoring

In an inclusive classroom, high-performing and low-performing students (without discriminating on their disability) who have a better performing level or have excellent academic knowledge will tutor

confidence. As in peer tutoring, the tutor is of the same age group; they easily share and ask questions and clear their doubts without any hesitation and communicate comfortably and build a rapport with one another, which helps them achieve their academic goals. It can be implemented with all the ages, groups, and levels and in all the subjects. In an inclusive setup, this approach can be helpful for the student who is disabled because the peer tutor will use all the possible effective ways to boost the peer's academic achievement. In this approach, peer tutoring help one or more fellow students achieve their academic education as they are of the same age and level, so they are closer. And a little more skilled student is teaching to the little less capable student, so they accept one another more easily than a teacher. Famous Russian psychologist Vygotsky has conveyed this through the concept of ZPD (Zone of Proximal Development) that a child quickly gets closer to the person near him in respect and possession of experience and knowledge. Peer tutoring has been accepted in an inclusive setup. It helps realize the dream of individualized instruction in a better life.

In peer tutoring, the non-disabled student helps the disabled students in the task or activity and, clears his concept, explanation, illustration, and helps them perform their job by working as a model. So that he can achieve his academic goals, only non-disabled students do not need to help the disabled students, but it can be vice-versa. The disabled students can also play the role of a model and help non-disabled students. Peer tutoring role can be played by anyone who has achieved a better performance in an inclusive classroom.

According to Vygotsky(1978), the four-step which should be followed in peer tutoring in an inclusive setup:

the little fewer performing students and help them achieve their educational goals.

3. Social Learning

Social learning is the type of learning where a learner learns through observation, experience, and imitating or copying the behavior of others; it can be learned from our elder or other knowledgeable or experienced person.

Such imitating, copying, or practicing through observation is very helpful for children who are disabled or non-disabled. Because the children who are disabled observe the non-disabled children and can learn new behavior and knowledge, a non-disabled child will get motivation and inspiration from the disabled children who are being disabled but putting all their effort to achieve their goals. So social learning means learning something from others through observation and imitating or copying the behavior of others.

The social learning approach/theory of learning was first developed by social psychologist Albert

Bandura in 1977. According to Bandura(1977), social learning theory states that we learn most things through observation and experience. We acquire knowledge and behavior by listening and observing others. He doesn't know anything when a child is born, but he learns by watching his parents and family members. Further, he learns by observing his peers, teachers, society, etc.

In an inclusive setup, the social learning approach is efficient for the differently-abled students. Disabled and non-disabled children work together as a model and help each other achieve their learning needs or goals.

Albert Bandura has given us steps that can be used to make the social learning approach more effective in an inclusive setup:

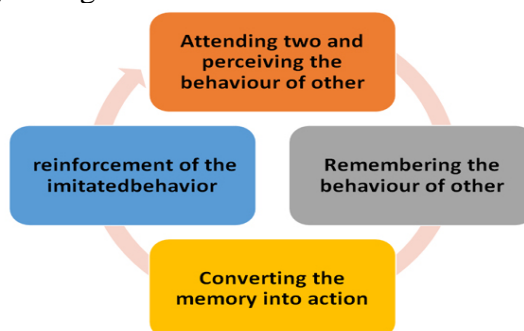


Figure 1 Steps of social learning

According to Bandura(1977), by following the above step in social learning, the child will learn and develop many skills and acquire, which will help their educational development in an inclusive setup.

It has been observed that the child learns many things through observation from society by watching the television. Children learn to use some words and actions. They imitate and acquire the statement of others and start doing that action or applying that word in their lives.

4. Buddy System

The body system is another approach that is very useful in inclusive classrooms. These are the student volunteers of the same age and excellently selected from disabled and non-disabled students and for the trained to understand the need of disabled learners and help them accordingly. A disabled child can learn along with his non-disabled friend. A child with visually impaired needs audio description and translation of the learning events in the classroom and the necessary assistance; we will

help them translate and give an audio description of the event at the school.

The buddies help the student who requires special needs for learning in the classroom. The non-disabled child helps the disabled child to adjust his learning. They do regular and co-curricular activities together and motivate each other. It is a very effective way of teaching in an inclusive classroom.

5. Reflective Teaching

In an inclusive classroom, two students have different abilities, potential, capabilities, interests, and needs to learn and develop. It's our responsibility to provide equal access and equal opportunity to all the students to develop according to their place. There are three levels of teaching memory level, understanding level, and reflective level. The teacher should use effective teaching so that the students reflect on their learning. The teacher can create a situation and ask the learners to have a solution to a complex problem. The visually impaired student can try to find out the solution by using his other senses. Same, the hearing impaired can focus on one more observation, knowing and

applying knowledge. Putting them in this situation will help them to self-learning. They can collect data and learn according to their pace. It will build self-confidence among them; they will be able to construct their knowledge.

6. Multi-sensory Teaching

Multi-sensory teaching involves images of multiple senses (sight, hearing, smell, taste, and touch) during the teaching-learning process. The teacher creates an opportunity or situation where a child can learn during his multiple senses. As we know, sensors are the key to acquiring learning experiences; multi-sensory teaching will be very beneficial to learners to learn and retain their learning for a long time.

In the inclusive classroom, diversity occurs because the learners from different backgrounds, abilities, and disabilities learn together. They have other types of needs and capabilities to learn in the classroom. We can use single sensory teaching to average students through lectures, demonstrations, etc. But single sensory education is worthless in an inclusive classroom. Suppose we are using the lecture method in our inclusive classroom, and there is a child with a Hearing Impairment. How can he learn, and if we are using only visual aids in our classroom, how visually impaired students will sense the learning.

- A child will be unable to benefit from their hearing senses, and the visually impaired will be unable to help with their eyesight senses. So in our inclusive classroom, we have to get these things and provide a strategy that will be benefited all. And multi-sensory teaching is the way by which they can help.
- Children with a learning disability may be benefited from multi-sensory experience in the teaching-learning process. Learning disabled children will be unable to understand the abstract thing, then we can give them substantial experience to remember.
- A child with a locomotors disability can be benefited by sensing, smelling, and audiovisual experiences of the things.
- A child with a communication disorder like dumb or deaf can benefit from experience with his other senses.

Thus, in an inclusive classroom, we can use multi-sensory teaching aids like text, image, audio, video, etc. To cater to the diversity among the learners. Multimedia contents are in rests with the

combination of various media contents-text, images, pictures, graphs, animations, videos, etc., which can be used to benefit learners' diverse needs.

Strategies For Online Teaching In An Inclusive Classroom

As we all know, due to the pandemic, we have shifted from a traditional classroom to an online mode. It is a big challenge for a teacher to keep the student engaged throughout the teaching-learning process. The teacher uses different teaching strategies in an inclusive online classroom to make the classroom exciting and engage the student.

We can access many options to instruct the learners in an inclusive online classroom. There are learners with or without disabilities in an inclusive classroom, so we can use different-different multimedia and content during the teaching to cater to the diverse needs of learners, e.g., if there is a visually impaired student, then we can use the audio clip, storytelling for him. If there is a student with a hearing disability, we can display pictures, videos, etc., to cater to the needs.

- A teacher should use multiple and diverse examples.
- A teacher should use multiple resources: text, pictures, images, audio, videos, animations, etc.
- A teacher should establish healthy interaction among the learners.
- A teacher should examine the curriculum, content, and multimedia before delivering.
- A teacher can use **port casting, Braille phones, and Braille slates** for visually impaired students.

Suggestions

To use or utilize, please discuss strategies; the teacher should be well equipped and qualified. Here are a few suggestions:

- Teachers should encourage learners to learn with collaborative and cooperative learning etc.
- Teachers should create an opportunity to develop the feeling of tolerance, cooperation, and sharing among the learners.
- The teacher should use ICT, different methodology, and other modern technology to get the diversity of the students.
- The teacher should completely understand the policies and concept of inclusion.
- The teacher should try to involve the parents in various school activities.

- Suppose the teacher is giving any group project or group assignment. In that case, the teacher should include the learners of different abilities (e.g., non-disabled and disabled children in a group).
- In inclusive classrooms, Teachers should be adequately trained in dealing with them.

Conclusion

In the above paper, we have discussed different pedagogical teaching strategies in an inclusive classroom that we can use for both the regular and special needs children in our classroom. The

Pedagogical approaches described here like peer tutoring, social learning, cooperative learning, the Buddy system, reflective teaching, and multi-Sensory teaching, which the educator can use to make the students understand the subject matter better at their level. These pedagogical approaches will help cater to the needs of standard and disabled children. According to the children's unique needs, we can choose the most appropriate pedagogical strategy which can benefit the student in their learning process. These strategies are helpful in their academics and develop them socially, emotionally, mentally, and spiritually.

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