



## INCLUSIVE PEDAGOGY: TEACHING STRATEGIES FOR DIVERSE LEARNERS

**Dr. Chetna P. Sonkamble**

Head of Department, Department of Education, Shivaji University, Kolhapur.

Email- [yaadni6@gmail.com](mailto:yaadni6@gmail.com)

**Paper Received On:** 21 December 2024

**Peer Reviewed On:** 25 January 2025

**Published On:** 01 February 2025

### Abstract

*The landscape of education has seen tremendous development over the years, following the innovations led by technology and digitization. In a nutshell, it can simply be put that teaching methods have now become largely student-centered. In the Indian scenario, several examples have shown how conventional teaching methods have only produced a literate population that has strived to meet up with parents' expectations, higher grades and reverence for curriculum activities. In other words, students have passed out, however with minimal understanding of their own preferences, career-paths, skills, forte and so on. As time passed, new teaching models have come into effect. For instance, on a college and university level, event-based and personalized learning programmes were implemented to form interdisciplinary curriculums, altogether broadening the scope for the learner. The details about academic advancements, both in curriculum and teaching methods are vast and would take several discussions to fully understand the scope of such developments. However, in this paper, we shall place an effort to understand the effectiveness of inclusive pedagogy, or inclusive teaching methods that have improved several situations for the student, altogether preparing a well-integrated classroom environment.*

**Keywords:** Student-centered-teaching, Inclusive pedagogy, Personalized learning, Interdisciplinary curriculum.

### Introduction

In this new educational model, there's an in-depth understanding of a classroom's composition. There's a consideration of various features, including the nature of any student's disability, diversity of one's language and other cultural backgrounds that may manifest distinguished traits in students. These analytics provide a sensible and factual reflection of the classroom's composition, with regard to every student's unique profile. However, the challenges are evident, and due to the differentiation of everyone's learning abilities, it becomes quite a task to teach diverse groups of youngsters under the same roof,

Copyright@2025 Scholarly Research Journal for Humanity Science & English Language

especially through superficial or conventional approaches. To counter the hindrances of old-school teaching methods, which only favoured the capable or privileged individuals in the learning environment, new models of education have implemented “inclusive pedagogy” or “inclusive teaching methods”, in an effort to acknowledge diversity. “Diversity means to the entirety that people are unique and varied, i.e. the distinctions and variances noticed amongst humans” (Bhatia, 2021). To understand inclusive pedagogy, we must first know the premise upon which such a model of teaching has been forwarded. It gets often mistaken with the theory that inclusive pedagogy is aimed at “targeting excluded portion of societies or children, but the true meaning of the approach would be that it ‘welcomes variety’, benefits all students, provides equitable opportunity for education, and makes feasible plans for groups to participate without marginalizing them” (Kaur and Bhatia, 2024).

### **Context and understanding**

The premise of inclusive pedagogy breaks the barriers or boundaries that limit students from learning in a well-suited and holistic fashion. “It involves recognizing and eliminating roadblocks that limit students, especially disadvantaged ones, from participating and flourishing in their endeavors” (Massouti, 2023). Inclusive pedagogy basically sets the stage for students to prepare for the actualities of the real-world (society), where a massively diverse and fascinating composition of people exists as a collective. The inclusive setting would prepare students to understand such dynamic and intricate features of society/communities and hence develop a holistic worldview at an early age. If implemented with effective manners, adequate resources and trained professionals, at the elementary levels itself, inclusive pedagogy can actually deem the hindrances of discrimination and prejudice away, ones that go on to affect the operational processes of professional workplaces.

The fundamental principle of inclusive education is to embrace diversity and welcome every pupil. Educators have also preferred using personalized methods, in an effort to better understand the students’ needs and teach in a better way. In this new educational model, teachers and parents (both) become active participants in the students’ developmental journey. Inclusive pedagogy is also formed on the basis of recognizing every student’s potential, emphasizing individuality and glorifying every individual presence in the institution, so as to deem away the possibilities of creating hierarchies within the classroom-setting. Every student enjoys equal and complete accessibility of educational resources. “The utmost prime drivers for establishing an effective system of inclusive education depend upon dedicated and collective efforts of educators, family and members of the community. Positive

*Copyright@2025 Scholarly Research Journal for Humanity Science & English Language*

perspective is a prerequisite for successful execution for a welcoming educational system” (Kaur and Bhatia, 2024).

### **Creating the appropriate classroom**

Institutions would require a vast amount of resources to execute the demands of an (unhindered) inclusive educational environment, “which include the use of a range of educational resources, the integration of the latest technology, and the provision of varying levels of encouragement or difficulty depending upon the requirements of each student” (Bhatia, 2021). There’s an emphasis on creating an “Universal Design for Learning”, which basically means that institutions are creating course-structures/curriculums that are completely and conveniently accessible or “approachable” by every individual. Technology has aided greatly towards this goal. For instance, through the advent of smartphones, mobile apps and information technology, services like google classrooms have been used by institutions, where learning material, resources, ideas, interactions and everything related to the classroom or course is shared without hassle. Whatsapp groups have become a common thing nowadays, to get students under one (common) conversational setting, altogether boosting the learning experience and creating a sense of community amongst students during the initial days.

The universal design for learning is aimed at eliminating the hindrances posed by conventional teaching methods. It “suggests a structure of educational tools resources and activities which enables educational objectives to be feasible by learners who have broader variances in their capacity regarding their ability to sense, communicate, move, comprehend written material, grasp knowledge, participate, manage, interact, and recall their learning experiences inside and outside the classroom” (Voltz and Nelson, 2010). In simpler words, it makes students aware of what they are learning and gives them the flexibility of choosing their own theme, topics or ideas. As diversity expands in the classroom, interdisciplinary curricula are able to broaden the scope of the core subject by incorporating sociological, political, economical and even literary aspects to suit the student’s academic, linguistic and cultural background.

While acknowledging cultural differences, it is also necessary for educators to include indigenous understandings of topics/subjects, so that students may not feel culturally alienated while learning something. Let us consider the topic of food consumption, or eating-habits. It is indeed a diverse and (oftentimes) controversial topic for many. Through inclusive pedagogy, teachers can convey their common understanding, along with the perspective of

*Copyright@2025 Scholarly Research Journal for Humanity Science & English Language*

diverse traditions and cultures. In this manner, one would not immediately take offense to someone else, within the classroom environment, when the topic of consumption gets discussed. In India, several food eating habits in India have led to discriminatory phenomena and altogether the segregation of under-privileged communities. Such dynamics may pose a significant challenge for the creation of an inclusive environment, which is why indigenous representation and teaching methods can communicate better understandings or explanations of topics.

### **Scaffolding and personalized methods**

While interdisciplinary methods or curriculums motivate students to work in collectives and collaborate with one another, the whole point of implementing such a strategy is to improve the student's skill-set. And it's safe to say that it has done so, because through research, significant improvements have been observed in the analytical abilities of students, derived from primary-source based learning and field-work in groups. However, outside the collaborative circle, there may be challenges in learning new topics. To ensure the stress-free status of students, the instruction of “scaffolding” has been recommended. This is where the student-teacher relation is put to effective test, because it involves guiding the student at specific stress-points to make the learning process (of specific topics/subjects) easier. “Scaffolding can involve reducing down difficult tasks into smaller steps, providing examples, hints and cues in order to make them walk on the path of learning and participating in various tasks” (Singh, 2020). Peer reviewed tutoring has also proven itself to be an effective teaching method. This involves forming groups/collectives where every student has different levels of learning and comprehension. In this regard, a specific head or team-lead is chosen to assist the others and accomplish their goal. The process would ultimately prepare the student to perform cohesively in real-word tasks.

To further clarify doubts, teachers also engage in personalized methods to make communications transparent and comprehensive. Some may confuse personalized teaching with home-tuition, but that is not the case. “It is a way of teaching that focuses on making lessons meet the needs, interests, and skills of each student. It includes using technologies, information, and periodic evaluations to figure out each student’s learning background and develop educational activities that cater to their individual needs” (Bhatia, 2021). In this context, teachers must narrow down their understanding of individual students, through cultural and scholastic variables. In other words, based on how a student has been performing academically, along with his cultural and linguistic backgrounds, teachers can apply different

*Copyright@2025 Scholarly Research Journal for Humanity Science & English Language*

methods to teach a similar topic. In a conventional setting, students may refrain from asking something in the classroom, because the majority had already understood it. The personalized experience would boost the students' confidence, altogether creating a dialogue in the classroom and leading to a broader understanding of topics. For instance, a student may not understand the context of urbanization if he/she belongs to a rural background or environment, when it is taught only through the context of urban lifestyle or the city's context. However, with relation to urban-rural developments, such students would understand the context of urbanization in a better and holistic sense, because they would be able to relate to their homes and villages. So, in essence, personalized teaching methods add towards the process of meaning-construction, altogether enhancing the learning experience and establishing lesser-known narratives of popular subjects..

### **Technological assistance**

While we have already skimmed over how technology has been playing a vital role in shaping the inclusive dynamics of a classroom, let us explore two noteworthy steps considered under the larger paradigm of inclusive pedagogy and technology. Firstly, there has been a larger preference for "Assistive Technology", which basically "includes tools and applications allowing individuals with challenges to carry out tasks more smoothly, productively" (Voltz and Nelson, 2010). This has been a huge upgrade for educational institutes and universities worldwide, as it not only reduces time-consumption and effort, but also introduces students to a variety of digital or online tools, ones that have been widely implemented in the corporate, medical, social, finance, academic and other sectors. In short, it simultaneously prepares students to get acquainted with technologies that have become essential elements of work processes scattered across every working sector. It's also worth noting that assistive technologies aren't limited to computing systems only, but includes the broader spectrum of mobile phones, hearing aids, feeding tools, mobility equipment and so on.

Secondly, multisensory teaching has become an essential element of inclusive pedagogical practices. While it may sound complicated, the term simply means using all the five senses to enhance the learning experience. This has been widely used to address the issues of disability. For instance, those who face trouble with visual or auditory processing, may have a better chance at learning something by using another sense, like smell or touch. In the simplest sense, if one were to learn about the impact of air pollution, while being audibly or visually impaired, he/she may do so by experiencing the situation live, by feeling the polluted

*Copyright@2025 Scholarly Research Journal for Humanity Science & English Language*

environment in contrast to a non-polluted environment, and ultimately understand the ramifications of air pollution. “Visual, auditory, kinesthetic (tactile), and sometimes olfactory and gustatory are the most common senses used in multisensory instruction” (Bhatia, 2021). With the advent of technology, and through large scale-implementation of mobility devices, auditory aids and so on, educational spaces have made tremendous upgrades and are now able to provide specially-abled students a better chance at achieving his/her academic goals.

### **Conclusion**

In this paper, we have briefly gone through some approaches/methods, ones that have been widely favoured in the academic realm, to manifest an inclusive environment for diverse and capable individuals. We have looked at interdisciplinary approaches that have been adopted by higher educational institutions. We also skimmed through methods like multisensory teaching, universal design for learning (UDL), collaborative learning, indigenous perspectives, culturally responsive and personalized teaching. It can very well be concluded that inclusive pedagogy is aimed at creating accessible learning environments for students, including those with disabilities. A vast amount of resources have been collected to ensure that a wide range of learners can suffice their academic needs at any given time and place. Collaborative and personalized learning programmes have made the process much-more participatory and interesting, as it involves students in the process of team-building as well. While technology has assisted tremendously, other facets like cultural assessment and flexible assessment methods have also made it easier for students to understand where they belong in the current business or occupational landscape. Inclusive pedagogy is also aimed at creating a self-sustaining environment for students, where resources are readily available and no sense of hierarchy or discrimination may impede the learning process.

### **Bibliography**

- Baker, Wang and Walberg. “The effects of inclusion on learning. *Educational Leadership*”. 1994, 52(4), 33-35.
- Bhatia and Rinkey. “Inclusion: Historical perspectives, inclusive education and current status”. *Elementary Education Online*, 2021, 20(1).
- Bhatia and Kaur. “Preparing future educators: A study of pre-service teachers’ attitudes towards inclusive education”. *Educational Beacon*. 2024. 13, 98-109.
- Daunarummo. “Necessary Supports for Effective High School Inclusion Classrooms: Perceptions of Administration, General Education Teachers, and Special Education Teachers”. *Seton Hall University*. 2010.
- Massouti, Shaya and Abukhait. “Revisiting leadership in schools: Investigating the adoption of the Dubai inclusive education policy framework”. *Sustainability*. 2023. 15(5).

*Singh and Kumar. "A Study of Attitude of Teachers towards Inclusive Education. Shanlax International Journal of Education." 2020. 9(1), 189-197.*

*Voltz, Sims and Nelson. "Connecting Teachers, Students, and Standards: Strategies for Success in Diverse and Inclusive Classrooms". ASCD Publishing. 2010.*