

A Study on Significant Contribution by Edification Institution in Instigating Inclusive Pedagogy Among Teachers

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Abstract:

Inclusive teaching supports diversity by creating inclusive spaces for sharing cultural views and assigning writing tasks that prompt students to think critically about diversity and equality issues. All learners are supported by inclusive pedagogy. Inclusive pedagogy is a teaching method that addresses the diverse needs of learners without excluding anyone in the Classroom community. Around the globe, schools and classrooms are becoming more varied in terms of their student populations. Educators who are thoughtful understand that when all diverse student populations are taken into account (talented and gifted, multicultural, learning disability and speakers of other language) they actually make up a majority rather than a minority of the students in their classrooms. This paper explored the role of the educational institutions in implementing the Inclusive Pedagogy in Education Industry. Through data collection and observation it is analysed that inclusive pedagogy has to be encouraged and made a course of action in every classroom for which the teachers are to be trained and provided with opportunities to execute the same. The study also provides for the methodologies that can be adopted in this process by the educational institutions and general problems faced by the teaching fraternity in implementing inclusivity in education.

Keywords: Behaviour, Education Industry, Encouragement. Inclusive Pedagogy and Learners.

Introduction:

The method of delivering a particular concept in the classroom differs from one individual to another. Inclusive Pedagogy implemented from the organisation can bring in uniformity to a significant level in the teaching methodologies which can be beneficial to larger group of students. It results in investment of efforts to engage all students in learning that is meaningful, relevant and accessible.

¹Inclusion of community participation an attempt has been made to develop conscious awareness of roles and duties and inclusion of community participation which would minimize the exclusion of students on the basis of language and disability. This will motivate students to learn more about the diverse culture of India, its knowledge system and tradition and also to sensitize them on human values, empathy, tolerance, human rights, gender equality, inclusion, and equity which will develop respect for diversity.

¹<https://timesofindia.indiatimes.com/blogs/voices/nep-2020-making-education-more-inclusive/>

²Tuitt, Frank, Chayla Haynes, and Saran Stewart, eds. in the year 2016- conceived five components to inclusive pedagogy: 1) faculty-student interaction, 2) sharing power, 3) dialogical professor-student interaction, 4) activation of student voice, and 5) utilization of personal narratives (2003).

Inclusive pedagogy is a student-centred approach wherein the teaching is based on the learning styles and abilities of all the learners and their varied background. It provides an opportunity to work together to create a supportive and open environment that fosters social justice and allows each individual to feel the essence of learning.

It is observed from a large body of research that learning outcomes are enriched for everyone when teachers attend to student differences and³ take thoughtful steps to ensure that all students, across differences in educational and societal background as well as physical and intellectual abilities, feel welcomed, appreciated, challenged, and reinforced in their academic work.

Inclusive pedagogy involves the way in which the content is delivered and its impact on the students. The success of inclusive pedagogy depends on the successful deliberation of lecture and the grasping power of the students.

Objectives of the study

1. To study the impact of Inclusive pedagogy on the behavioural patterns of the students.
2. To analyse the support provided by the educational institutions in implementing Inclusive Pedagogy.
3. To study the changes to be made in the Teaching Methodology and its impact on teachers.
4. To provide suggestions based on the current study.

Research Methodology:

Primary data: Data is collected through a well-constructed questionnaire and personal interview.

Sample Size: Random Sampling Methodology (Convenience Sampling) was adopted and the sample size is 50.

Limitations of the Study

1. The percentage of error is expected to be only 5%.
2. The study is restricted to assess the encouragement provided by the educational institution to incorporate inclusive pedagogy.

Hypothesis:

H1: The Encouragement for the implementation of inclusive pedagogy by the institution has significant and direct relationship with the success of the program.

H2: The Training provided by the institution for the implementation of inclusive pedagogy has a positive impact on the attitude of the teachers.

Review of Literature

⁴Catherine Shea Sanger (2020) in his research titled “Inclusive Pedagogy and Universal Design Approaches for Diverse Learning Environments” has suggested various strategies to be adopted for

²<https://acrl.ala.org/IS/wp-content/uploads/5-Things-to-Read-About...Inclusive-Pedagogy.pdf>

⁴https://scholar.google.com/citations?view_op=view_citation&hl=en&user=JK3Y7s8AAAAJ&citation_for_view=JK3Y7s8AAAAJ:d1gkVwhDpl0C

successful implementation of Inclusive Education. Learning about the environment proactively, signalling confidence in the potential of each student, transparency, practicing inclusive assessment techniques, avoiding projecting of professional goals and learning preferences on students, representing diversity in syllabi and course content are few strategies suggested by the researcher.

⁵Sharples, Webster, and Blatchford Citation (2018) As a result of a growing number of students with special educational needs and disabilities being placed in mainstream school (Webster et al .', In England, the number of teaching assistant (TA) roles has been increasing and now makes up more than 25% of the total school staff.

⁶Beth S. Fornauf and Joy Dangora Erickson in their paper (2018) "Toward an Inclusive Pedagogy Through Universal Design for Learning in Higher Education: A Review of the Literature" have studied research papers and descriptive articles from 38 publications that spanned around the years 2006 to 2018. They identified that many researchers have explicitly linked Universal Design for Learning to the pedagogy and learning practices of students with disabilities while others perceived as a way adhere to the unique needs of a diverse population of students who are diverse in cultural backgrounds, demographics and learning preferences.

⁷Lani Florian (2015) in the paper "Inclusive Pedagogy: A transformative approach to individual differences but can it help reduce educational inequalities?" has studied the different teaching strategies that help to increase the participation and achievement of all children, including those identified as having special educational needs and how different examples of inclusive pedagogy in action be articulated in ways that are useful to other teachers. The researcher has concluded that inclusive educational practices compared to those of traditional approaches to teaching children are identified as having special educational needs that are based upon the argument that such children necessarily require something 'different from' or 'additional to' that which is ordinarily available.

⁸Florian (2010) inclusive pedagogy urges teachers to create environments which do not limit the expectations of both teacher and pupils. Specifically inclusive pedagogy is opposed to practices which address education for all by offering provision for most with additional or different experiences for some. Instead it demands that teachers extend what is ordinarily available so that it is accessible to all.

⁹TM Makoelle (2014) in his research "Pedagogy of Inclusion: A Quest for Inclusive Teaching and Learning" has brought out that Inclusive Pedagogy is not a universal term but later depends on individuals' perspectives that are derived through their varied and unique experiences and perspectives. He observed that the sustainability depends on the specific approach to the operationalization of pedagogy, the inclusive pedagogy is constructivist in approach, influences the participation of both learners and teachers in the process of learning, and thus makes learning an inclusive process.

¹⁰Ferguson, Hanreddy and Draxton (2007) suggest that teachers need not find the prospect of taking seriously pupil voice threatening, though it is not always comfortable. They report on the responses of

⁵ <https://discovery.ucl.ac.uk/id/eprint/10068445/>

⁶ <https://files.eric.ed.gov/fulltext/EJ1273677.pdf>

⁷ https://brill.com/downloadpdf/journals/ser/47/1/article-p5_3.pdf

⁸ <https://www.tandfonline.com/doi/abs/10.1080/0305764X.2010.526588>

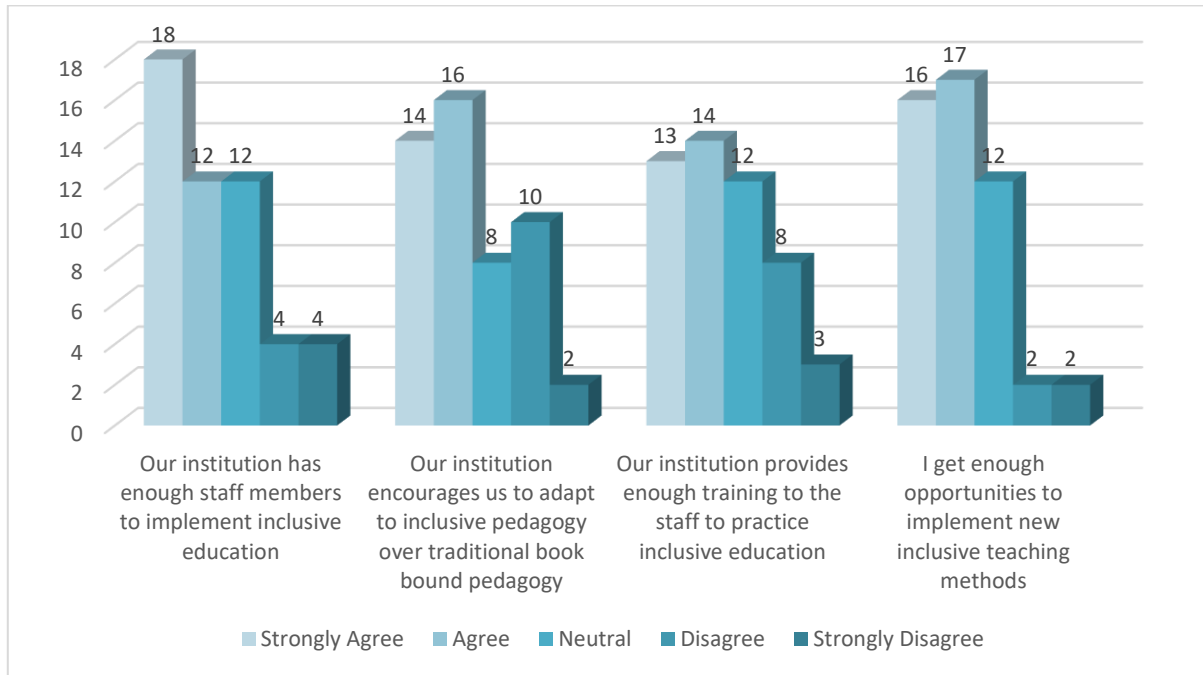
⁹ https://www.researchgate.net/publication/263565343_Pedagogy_of_Inclusion_A_Quest_for_Inclusive_Teaching_and_Learning

<https://discovery.ucl.ac.uk/id/eprint/10068445/>

¹⁰ https://www.researchgate.net/publication/241731595_Giving_students_voice_as_a_strategy_for_improving_teacher_practice

teachers to pupil feedback about classroom environment and practice. In general, the teachers were of the view that the pupils had engaged seriously with the task. Sellman reports: ‘when given such opportunities students often surprise adults by repaying trust with fair and realistic feedback’ (Sellman, 2009:34). Robinson and Taylor argue for a ‘need to acknowledge the range of institutional and professional issue which prevent dialogue, participation and transformation’

ANALYSIS& INTERPRETATION



		Our institution encouragement to adapt to inclusive pedagogy VAR-02	Training provided by institutions for inclusive education VAR-03	opportunities to implement new inclusive teaching VAR-04
Correlation	VAR-02	1.000	.078	.512
	VAR-03	.078	1.000	-.099
	VAR-04	.512	-.099	1.000
Sig. (1-tailed)	VAR-02		.297	.000
	VAR-03	.297		.249
	VAR-04	.000	.249	
a. Determinant = .714				

When the relationship between the institution’s encouragement and support towards adopting an inclusive pedagogy and the training provided by the management was analysed, it is noted that there is a positive correlation among them. But the degrees of relatedness among the two variables are faint. This might be due to meagreness in the training provided or can also be associated with the below-par encouragement provided by the respective institutions.

An examination of the relationship between Variable 3(Training provided towards inclusive pedagogy) and Variable 4(Opportunities provided to implement inclusive pedagogy) exhibits a pessimistic association. The restricted access to implement creative methods of teaching, lack of required skills to adopt distinct pedagogical methods, inadequate support from the institution are some of the reasons. There is a positive correlation between the encouragement given by the institution to adopt inclusive pedagogical practices and the opportunities to implement new teaching methodologies. It is evident that if the institution shows a favourable and supportive attitude towards implementation of inclusive pedagogical methods, the teachers make better use of the opportunities to upgrade their classroom environment. The teachers are ready to adapt to new methods of teaching if proper training and continuous evaluation is provided. This methodology of training and development will result in creation and utilization of opportunities for effective implementation of inclusive pedagogy.

Strategies for Inclusive Teaching

- To provide a safe learning environment
- Differentiate the study material
- Addressing student's needs
- Equality in opportunities
- Having a good bond with each student

Problems faced by Teachers in Inclusive Education:

- lack of optimistic approach
- non-inclusive syllabus,
- lack of training
- Infrastructural problems,
- Ignorance among parents,
- Asymmetrical plans,
- Inappropriate implementation of plans.

Findings of the study:

- 60% of the respondents agree that the institution has enough staff to implement the inclusive education.
- 60% of the respondents agree that the institution encourages them to adopt inclusive education.
- 54% of the respondents are of the opinion that training is provided by the institutions for inclusive education.
- 66% of the respondents feel that they have the opportunity to implement inclusive teaching methods.
- There is a positive correlation between the institution's encouragement and support towards adopting an inclusive pedagogy and training provided by the management.
- There is a positive correlation between the encouragement given by the institution to adopt inclusive pedagogical practices and the opportunities to implement new teaching methodologies

Suggestions:

It is suggested that inclusive pedagogy will result in the betterment of understanding among the students,

but implementation of the same is a challenging task as it requires an optimistic approach supported by the resources and training to be provided to the teachers. The curriculum also plays an important role as the teachers find it difficult to implement inclusive learning methods due to rigid time frame. Hence the inclusive pedagogy has to be initiated from the syllabus framing and its execution or else the idea of inclusive education may not be practically possible to be implemented by all the educational institution.

Conclusion:

The significance of an inclusive education system has been recognized and adopted by several nations and societies. Under an inclusive education system, each child is provided with the opportunities and tools to cater to their individual needs. Although inclusive pedagogy is recognised as having a prominent role in an inclusive education system, harmonising cultural competencies, augmenting student involvement and achieving academic success have many impediments while practically implementing them. An in-dept evidence-based research is required to elucidate the relationship between inclusive pedagogy and student outcome. The challenges in inclusive pedagogy can be overcome by publicising positive examples of students succeeding in inclusive education and also providing teachers with necessary training and liberty to implement varied pedagogical methods.