



INNOVATION TEACHING LEARNING PRACTICES FOR STUDENTS IN INCLUSIVE CLASSROOM

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Abstract

Inclusive practice is an approach to teaching that recognizes the diversity of students, enabling all students to access course content, fully participate in learning activities and demonstrate their knowledge and strengths at assessment. The present research is to study the Innovative Teaching-Learning practices for Students in Inclusive Classroom with prime aims (i) To understand the concept of Inclusion Education. (ii) To discuss the concept of Inclusion Classroom and the Innovative Teaching-Learning practices for Students in Inclusive Classroom. (iii) To discuss the Inclusive Classroom management for Students in Inclusive Classroom. The present theoretical paper based on Innovative Teaching-Learning practices for Students in Inclusive Classroom. The present paper focuses on to develop the individual strengths and gifts, with high and appropriate expectations for each child. Inclusive students work on individual goals while participating in the life of the classroom with other students their own age. Also involve their parents in their education and in the activities of their local schools. Develop friendships with a wide variety of other children, each with their own individual needs and abilities. Positively affect both their school and community to appreciate diversity and inclusion on a broader level.

The student teacher interaction is very significant for the Inclusive classroom. The inclusive classroom based on Interactive teaching-learning, Alternative teaching-learning, Parallel teaching-learning, Station teaching-learning, Co-teaching model etc.

Key words: *Innovative teaching-learning, Inclusive Classroom.*

Introduction:

In today's diverse educational landscape, inclusive classrooms—where students of varying abilities, backgrounds, and learning needs learn together—have become increasingly common. This inclusive approach reflects a broader commitment to equity, access, and

quality education for all. However, it also brings new challenges that demand innovative teaching and learning practices.

Innovation in education is not just about using new technologies; it involves rethinking instructional strategies, adapting curriculum content, personalizing learning experiences, and creating supportive environments where every student can thrive. For inclusive classrooms, innovation means developing methods that recognize and celebrate differences, address individual learning needs, and foster collaboration among students with and without disabilities.

From Universal Design for Learning (UDL) frameworks and assistive technologies to project-based learning and differentiated instruction, educators are finding creative ways to engage all learners. These innovations aim to bridge gaps, empower students, and create classrooms where diversity is not just accommodated but embraced.

This discussion explores the evolving landscape of innovative teaching and learning practices that support inclusivity, examining tools, strategies, and mindsets that transform challenges into opportunities for every learner.

Meaning of Innovative Teaching-Learning:

Innovative teaching –learning is a proactive approach to integrate new teaching –learning strategies and methods into a classroom. Research on education supports the benefits that certain processes, tools and methods have on learning. Innovative teachers implement new methods before they appeal to mainstream educators.

Innovative teaching learning also involves creativity on the part of the education. Innovative teachers sometimes reorganize the educational process. "Flipped classrooms" are a popular example of innovative teaching learning as of 2014. In a flipped classroom, the teacher offers students a conventional lecture or knowledge-building experience out of class, such as a video-taped lecture. Students then complete activities, case studies and more lab-based projects in the classroom. The teacher serves as a guide or consultant as students participate.

Process of Teaching-Learning in Inclusive Classroom:

Following steps that should be followed as you create and implement in Inclusive Classroom.

1. To understand the Students Psychology:

Teacher should understand the Students Psychology before teaching –learning activity then interact with students. For example, Students age, mental capacity, sex etc.

2. Give clear instructions for the activity.

Students need to have a very clear understanding of the activity that they are working on. Your presentation of information needs to include background knowledge, job descriptions for team members, specific steps and instructions to be followed, and expectations for completed work. Students also need to understand that they will not only be graded on their overall product, but also on their individual contribution to the team.

3. Assign students to a group equal to the number of topics available.

Since students need to be assessed individually, there needs to be enough jobs for each person on the team to have some type of responsibility towards the overall project. Therefore, the first step in designing the project is figuring out what jobs can be assigned and then designing the teams around this.

4. Identifying students by team.

Students are identified with one another and they have to work as a team.

5. Review, reinforce, and monitor learning procedures.

Students need to understand the procedures that they and you will be following as they work cooperatively. Examples of procedures that you need to develop include:

- What to do if a student has a question about their work.
- What to do if a student has an issue with another team member
- How you will hold individual students accountable for their work.

6. Teach students how to evaluate themselves and their group.

There are a number of ways to assess learning activities. Typically, a group grade is assigned along with an individual grade for each student based on their contribution to the team. As part of the activity, provide students with a means to evaluate their own and the other members of their group's achievements. This evaluation should be based on the skills that are necessary to succeed in a learning environment. The first time this type of evaluation is used, the teacher should walk through each question with the students, helping them understand what is being asked.

Objectives of Study:

1. To understand the concept of Inclusion Education.
2. To discuss the concept of Inclusion Classroom and the Innovative Teaching- Learning practices for Students in Inclusive Classroom.
3. To discuss the Inclusive Classroom management for Students in Inclusive Classroom.

Concept of Inclusive Education:

Inclusive education is educating ALL students in age-appropriate general education classes in their neighborhood schools, with high quality instruction, interventions and supports so all students can be successful in the core curriculum. Inclusive schools have a collaborative and respectful school culture where students with disabilities are presumed to be competent, develop positive social relationships with peers, and are fully participating members of the school community. Inclusive education is a relatively controversial topic for many parents and educators. The idea behind inclusive education is that students with special needs will be placed in the same classroom environment as other students their age who do not have special needs.

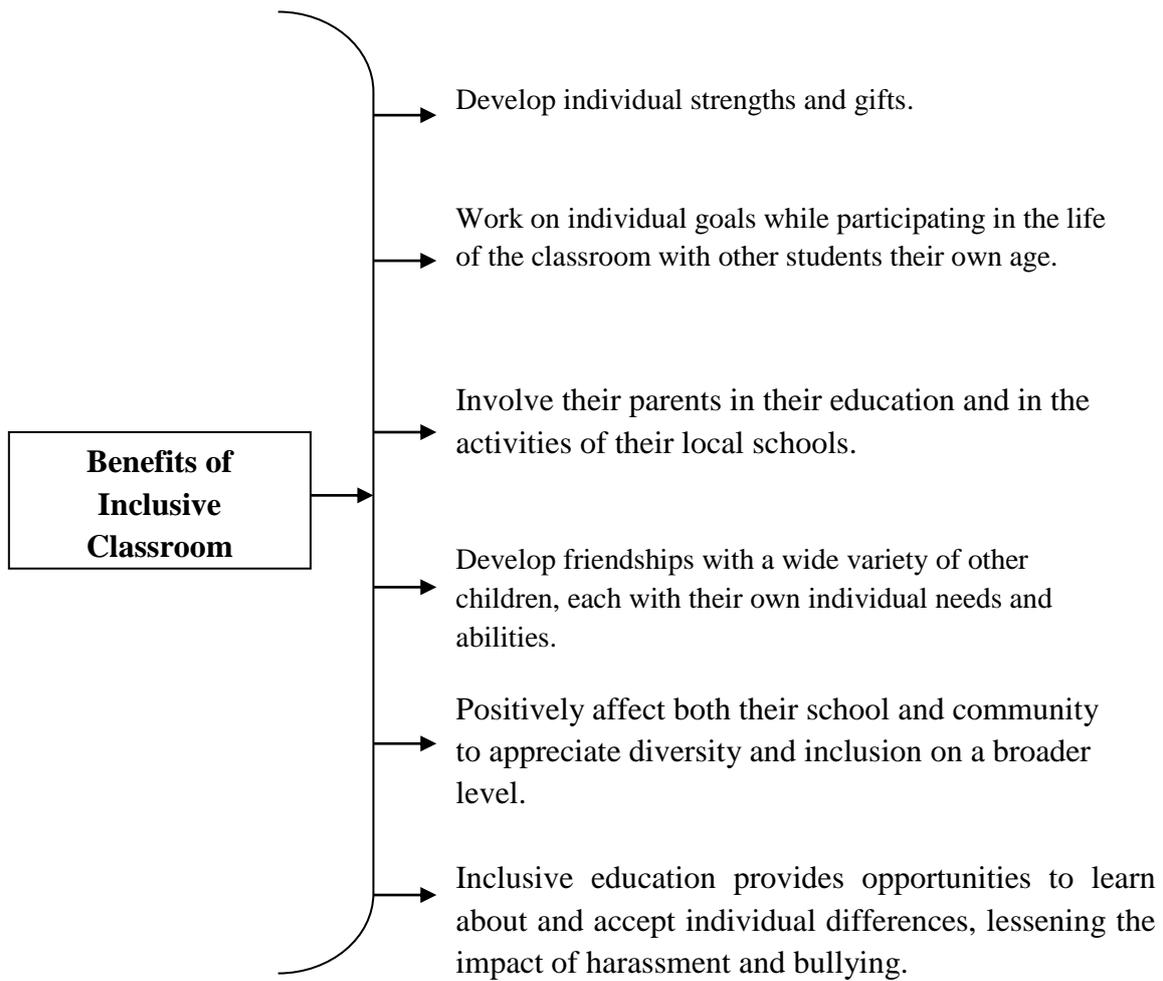
Inclusive education means that all students attend and are welcomed by their neighborhood schools in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school. Inclusive education is about how we develop and design our schools, classrooms, programs and activities so that all students learn and participate together.

Within inclusive education, there are two main branches of thinking: mainstreaming and full inclusion. Mainstreaming is a process that allows children with special needs to enter certain standard classrooms after they show the ability to keep up with the rest of their peers. Other studies show that children with special needs actually learn more in regular classroom environments, provided they get the help and support they need in and out of the classroom when it comes to academic subjects. Groups that oppose inclusive education often maintain the position that children without special need will be forced to learn at a slower pace, but in practice, this is easily avoided by qualified teachers.

Inclusive Classroom:

Inclusive classrooms are a general education classroom in which students with and without disabilities learn together. It is essentially the opposite of a special education classroom, where students with disabilities learn with only other students with disabilities.

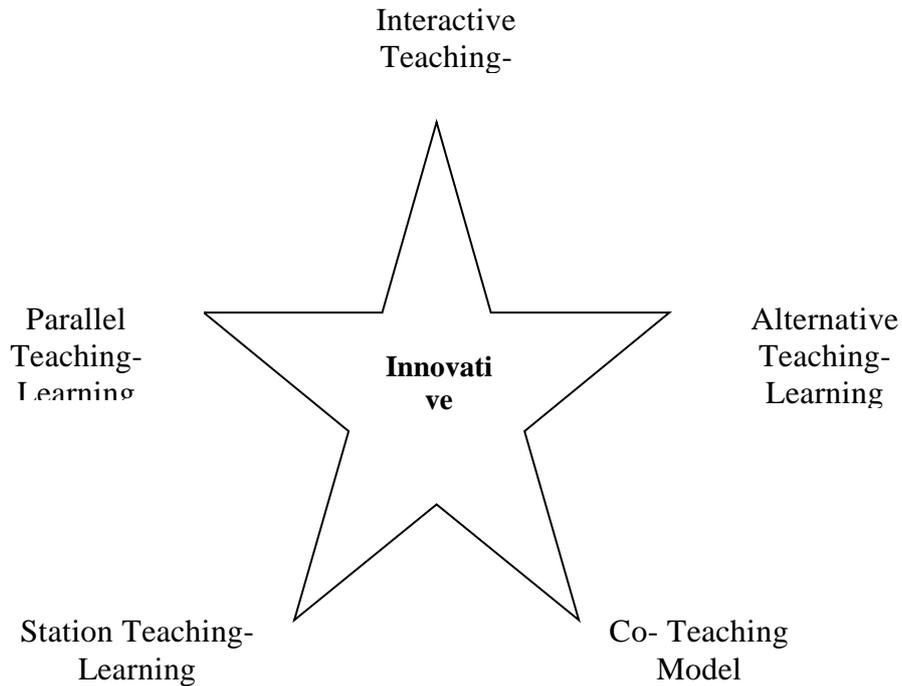
Benefits of Inclusive Classroom: All children benefit from inclusive Classroom. It allows them to:



Innovative Teaching-Learning Practices:

Inclusive practice is an approach to teaching that recognizes the diversity of students, enabling all students to access course content, fully participate in learning activities and demonstrate their knowledge and strengths at assessment.

- Collaborate with special education teachers, related service providers, and paraprofessionals on a regular basis.
- If you are co-teaching, commit to planning at least once a week with your co-teaching partner and determine your respective teaching responsibilities. Write your plans down and share the work load.
- Use a variety of co-teaching methods, including.



1. Interactive Teaching - Teachers alternate roles of presenting, reviewing, and monitoring instruction.
2. Alternative Teaching - One person teaches, reteaches, or enriches a concept for a small group, while the other monitors or teaches the remaining students.
3. Parallel Teaching - Students are divided into mixed-ability groups, and each co-teaching partner teaches the same material to one of the groups.
4. Station Teaching - Small groups of students rotate to various stations for instruction, review, and/or practice.
5. Co-teaching Model: Co-teaching Model is a great way to create an inclusive environment in the general education classroom. Since there are two teachers, can focus on providing every student with the services and assistance they need to succeed. For example, one teacher might teach a lesson while her partner moves around the room and provides assistance to individual students.

Inclusive Classroom Management:

Inclusive Classroom Management is very significant for teaching –learning and also all educational activity. The following points are important for Inclusion Classroom.

- Create a structured classroom. This may include designating separate areas for group and individual work and centers for reading or art, as well as creating a daily class schedule.
- Display classroom rules.
- Post the daily schedule incorporating color.
- Provide opportunities for purposeful movement.
- Develop classroom cues for settling down to work, getting out materials, and quieting down.
- Plan for transition times (between subjects or tasks, before and after lunch, changing classes).
- Help students organize their materials by using checklists, folders, and containers to keep materials organized in desks.
- Visually monitor student activity.

Conclusion:

Innovation in teaching and learning is a vital key to unlocking the full potential of inclusive classrooms. By embracing diverse instructional methods, integrating technology, and adopting flexible approaches like Universal Design for Learning and differentiated instruction, educators can create more responsive and engaging learning environments for all students regardless of ability, background, or learning style.

Inclusive education is not a one-size-fits-all model; it thrives on creativity, adaptability, and a deep understanding of each student's unique needs. Innovative practices empower teachers to go beyond traditional methods, fostering equity, participation, and achievement for every learner.

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