

A STUDY ON THE ROLE OF INCLUSIVE CLASSROOMS AND ITS IMPACT ON DIVERSE LEARNERS IN INDIA

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ABSTRACT-

This study aims to review the effectiveness of inclusive classrooms and its impact on children with diversified needs in the context of Indian education. This study explores the necessity of inclusive classrooms, emphasizes the variety of student needs, and talks about methods for addressing these needs. which educators can utilize to foster a fair and encouraging learning environment. To everyone's advantage, inclusive education enables students from all backgrounds to study and develop alongside one another. Including students of diverse backgrounds, skill levels, and learning preferences in general education classes is known as inclusive education. This research study is based on secondary data obtained through a review of recent literatures.

Keywords – Inclusive Classrooms, Diverse Learners, Special Education , Learning Disabilities , Education Policy

INTRODUCTION:

The idea and practice of teaching students from varied backgrounds—such as those with disabilities, ethnic backgrounds, or learning styles—in the same classroom is known as inclusive education. In line with the global movement for educational fairness, inclusive classrooms guarantee that every student has an equal chance to succeed while also advancing social justice and equity. Inclusive education, which advocates providing all students with equal access to education regardless of their circumstances, backgrounds, or ability levels, is one of the cornerstones of modern educational philosophy. This introduction sets the stage for analyzing inclusive education practices designed to meet the diverse needs of students in the classroom.

In recent years, the importance of creating inclusive learning environments that foster academic success, social-emotional development, and the principles of equality and social justice has been increasingly apparent. In addition to providing access to physical spaces, inclusive education encompasses a mindset and a set of behaviors that prioritize inclusion, diversity, and accessibility. the various approaches and strategies for implementing inclusive education, including Universal Design for Learning (UDL), collaborative teaching models, and individualized instruction.

In order to meet the needs of all students, it examines how educators, administrators, and support staff can establish inclusive classrooms. It highlights the importance of developing close relationships between educators and students, providing specialized help and accommodations, and promoting collaboration among stakeholders. Removing structural barriers, providing adequate resources and opportunities for professional development, and

promoting a diverse and inclusive school climate are some of the challenges and elements associated with implementing inclusive education practices.

Ensuring that every student has access to excellent instruction and opportunities for academic and social-emotional growth is the ultimate goal of inclusive education. By embracing diversity, promoting accessibility, and using inclusive teaching approaches, schools may establish inclusive learning environments where all students can thrive.

LITERATURE REVIEWS

Kaur, J., & Bhatia, R. (2024): In this study, the author explains that by engaging all learners regardless of their financial situation, abilities, native language, cultural background, religion, gender, racial background, disabilities, etc., inclusive pedagogy supports everyone's equality, equity, and worth. Everyone who participates in a classroom is supported and valued, and it recognizes that everyone can learn from everyone else, including the teacher. Diverse cultures are welcomed, appropriate environments are created for the exchange of differing viewpoints, and students are given a variety of assignments that call for careful reflection on multicultural and equitable concerns. The nation's best practices are found in government policies and projects.

Webster, T. (2014): In this study, the author explains that inclusion is visible in classrooms now on a number of levels. Teachers have access to professional development opportunities on how to create inclusive classrooms that value and celebrate diversity, and they are becoming more confident in their abilities to use varied instruction to get all children involved in their education. Differentiated instruction helps students feel at ease in their learning environment and confident in their skills. Parents are being educated on the value of inclusion and how it benefits their children, with or without a disability, in addition to giving educators the chance to witness the advantages of inclusion.

Gould, A., & Vaughn, S. (2000): In this study, the author explains that inclusive classrooms, teaching students with behavioral issues can be extremely taxing. It can be difficult for even the most seasoned teachers to use behavior intervention tactics that help students attain their full potential. Creating a positive classroom environment is likely the most crucial part of teaching adolescents with behavioral issues, according to research.

Mampane, S. T. (2017): This study argues that the successful realization of an inclusive system requires not only the implementation of new policies but also ongoing inclusive development assistance, in-service training, and planning for diverse learning techniques. Teachers must be exposed to inclusive teaching in order to coordinate efforts and comprehend the demands of the classroom with regard to lesson planning and skill development.

Kaur, et al. (2016): In higher education, inclusive evaluation for students from linguistically diverse backgrounds. *Evaluation & Assessment in Higher Education*, 42(5), 756-771. A more inclusive approach to evaluation is also becoming more and more necessary in order to account for accessibility, opportunity, relevance, and engagement. In order to create, develop, implement, and analyze a contextually sensitive assessment protocol that is inclusive and equitable, this study collaborated with teachers and students and followed design-based research principles.

OBJECTIVES OF THE STUDY:

1. To analysis the relation between inclusive classroom and diverse learner,
2. To identify key principles and strategies to supports the diverse leaning needs,
3. To examine the advantages of inclusive classroom,

4. To investigate the present status of inclusive classroom in India,
5. To evaluate different types of acts, policies and programmes related to inclusive classroom.

METHODOLOGY OF THE STUDY:

This study work uses secondary data & information and Methodology of the study is descriptive in nature. The necessary secondary data and information has been gathered from a variety of books, journals, articles, and publications. The researchers has followed the method of Documents Analysis Method. Documents analysis is a systematic procedure for reviewing or evaluating documents- both printed and electronic (computer-based and Internet-transmitted). The researchers have also taken help of reports & journals of various committees/commissions of India and Census report 2011 of India.

THE NEED FOR INCLUSIVE CLASSROOMS:

Increasing numbers of students with disabilities and culturally diverse backgrounds are being integrated into general education classrooms. Legislation like the Individuals with Disabilities Education Act (IDEA) in the U.S. and similar global initiatives have pushed for more inclusive practices.

- Inclusive education is a response to historical inequalities that have marginalized students, especially those with disabilities, ethnic minorities, or those from disadvantaged socioeconomic backgrounds.
- Students learn to interact with peers from different backgrounds and abilities. inclusive education can positively affect the academic outcomes of both students with disabilities and their typically developing peers. Inclusion fosters respect for diversity, promoting tolerance and understanding.
- Students have different ways of processing and retaining information. Some may be visual learners, others auditory .An inclusive classroom must accommodate these various learning preferences.
- Students come from diverse cultural and linguistic backgrounds, which can affect their learning styles, communication preferences, and social behaviour.
- Students with disabilities, whether physical, intellectual, or emotional, require specific support strategies. Learning disabilities like dyslexia, ADHD, and autism spectrum disorder (ASD) require differentiated instruction and classroom accommodations.
- English Language Learners (ELLs) face unique challenges in an inclusive classroom, often requiring modified instruction and support in language development.
- Teachers may lack sufficient training in differentiated instruction, special education techniques, or culturally responsive teaching practices.
- Limited resources, such as specialized staff, adaptive technology, or materials, can impede the implementation of inclusive practices.
- Managing a diverse classroom where students have various needs and behaviours requires strong classroom management strategies and additional time for individualized support.
- There may be social stigma attached to certain learners, particularly those with disabilities, leading to exclusion or discrimination in the classroom.

Policy Changes in Inclusive Education:

- University Education Commission or Radhakrishnan Commission (Dr. Sarvepalli Radhakrishnan), 1948-49
- Secondary Education Commission (Dr. Lakshmanaswami Mudaliar), 1952-53
- Education Commission (Dr. D.S. Kothari), 1964-66 • Education in Concurrent List, 1976 (42nd Constitutional Amendment)
- National Policy on Education (NPE), 1986 - Child-Centred Approach
- Program of Action (POA), National Policy on Education (revised) -1992
- National Policy on Education 2016 (draft) -T.S.R. Subramaniam Committee Report (2016)
- National Education Policy 2019 (draft)- Dr. K. Kasturirangan Committee Report (2019).

Practices of Inclusive education in India- Initiatives for Inclusion Education Practices:

- The Integrated Education for Disabled Children Scheme (1974)
- The District Education Program (1985)
- The National Policy on Education (1986)
- The Project Integrated Education for the Disabled (1987)
- The Persons with Disabilities Act (1995) • The Sarva Shiksha Abhiyan (2000)
- The Rights of Persons with Disabilities Act, 2016
- Samagra Shiksha Abhiyan aims to make all schools “disabled-friendly” (2018)

Future Directions for Inclusive Education:

- **Teacher Training and Professional**

In order to give teachers the tools they need to work in diverse classrooms, inclusive education practices must be emphasized in teacher training programs and continuous professional development should be offered.

- **Policy and Legislation:**

Governments ought to keep advocating for laws that support inclusive education, such as providing funds for required supplies and guaranteeing that every student has access to trained teachers.

- **Technology Integration:**

Supporting diverse learners—especially those with disabilities—will become more and more dependent on the ongoing integration of technology.

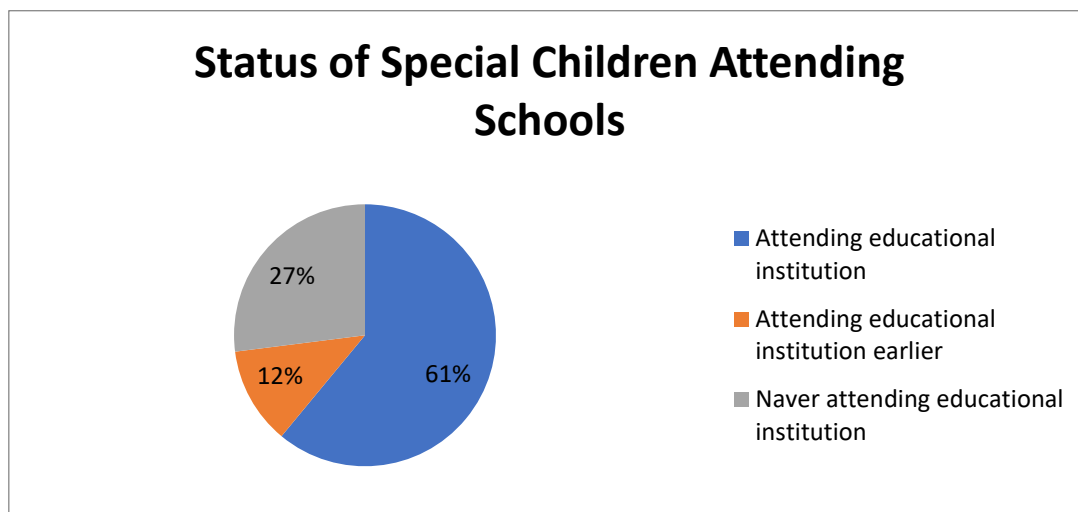
- **Collaboration with Families and Communities:**

Involving communities and families in the educational process guarantees that students receive the same level of assistance at home and at school.

Current Status of Inclusive Classrooms in India:

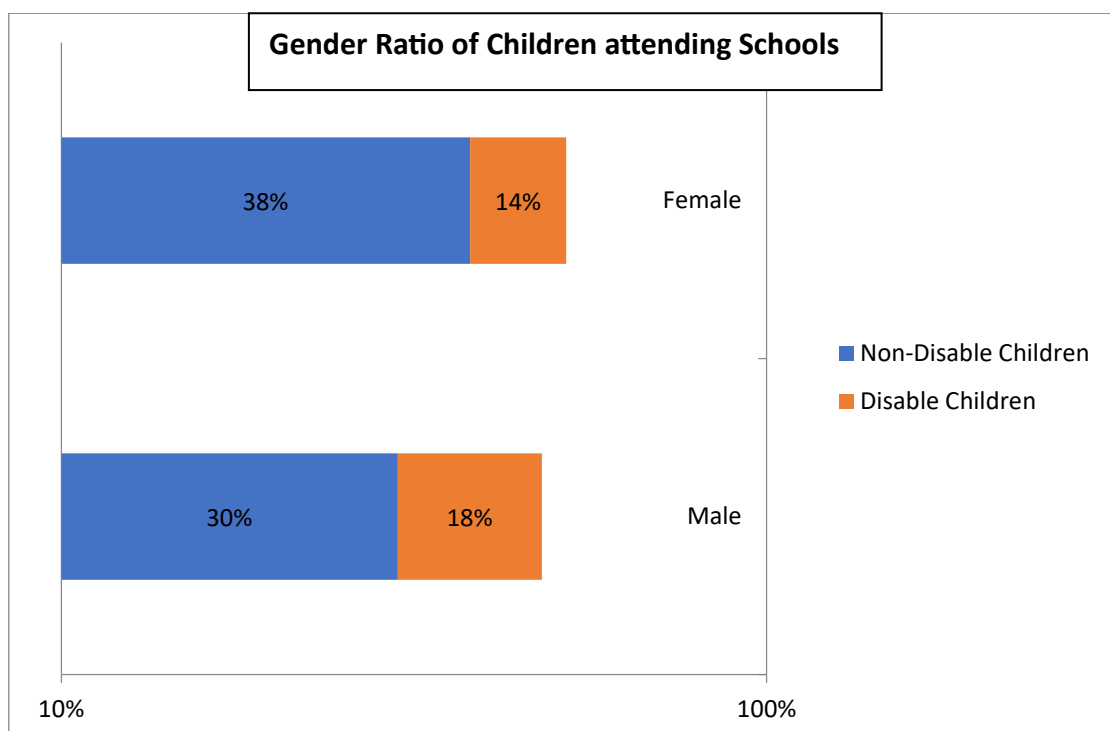
According to Census, 2011 of India, over 61% population of disabled children are attending to educational institutions & 12% of disabled population attended to educational institutions

earlier. But 27% of disabled children have never attended to educational institutions. The country is facing the challenges to be enrolled the absence of disabled children in education and retain them in educational institutions.



Sources: Census, 2011 of India

The gender ratio of children attending Inclusive schools, there are 30% non-disable male children and 18% disable male children in school. On the other side 38% non-disabled female children and 14% disabled female children are attending in Inclusive Schools.



Sources: Census, 2011 of India

CONCLUSION:

Inclusive education approaches are essential for developing learning environments that value student diversity and promote equitable opportunities for all students to succeed. This study has looked at a variety of inclusive education practices to meet the diverse needs of students

in the classroom. The principles of equity, accessibility, diversity, cooperation, and individualization are all part of inclusive education strategies, which aim to create learning environments where every student feels valued, respected, and supported. These strategies include Universal Design for Learning (UDL), differentiated instruction, collaborative teaching styles, and focused support services.

Inclusive classrooms are more than simply a trend; they are crucial for advancing justice and ensuring that all children have access to education. Teachers may create learning environments where all students have the opportunity to succeed by cooperating, utilizing innovative teaching strategies, and being committed to equity, even if serving the diverse needs of kids is a challenging endeavor. Furthermore, inclusive education strategies emphasize the need of forging close relationships between educators and learners, providing individualized support and accommodations, and promoting collaboration among all stakeholders. Teachers, support staff, students, families, and communities may work together to create inclusive schools that meet the unique needs of every individual kid.

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