

CHALLENGES OF  
**INCLUSIVE**  
AND  
**ADAPTIVE**  
**PEDAGOGY**



**Dr. Nita Mitra**  
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# CHALLENGES OF INCLUSIVE AND ADAPTIVE PEDAGOGY

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### *Challenges of Inclusive and Adaptive Pedagogy*

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## THE INCLUSIVE PEDAGOGY: NEED, CHALLENGES AND METHODOLOGY

*Dr. Arpita Chatterjee*

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Inclusive education is defined by UNESCO as the process of addressing and responding to the diverse needs of all learners by increasing participation in learning and reducing exclusion within and from education (UNESCO, 2005). Inclusion in education refers to a model wherein students with special needs spend most or all of their time with non-special (general education) needs students. This means that all children have the right to a quality education that caters to the extent possible to their individual needs. Inclusive education has been internationally recognized as a philosophy for attaining equity, justice and quality education for all children (Pushpa et al, 2018).

Inclusion is a process that is ongoing and dynamic (Giangreco, 2003; Rose and Meyer, 2008). In other words, inclusion is a process of enhancing the participation of all students, regardless of disability labels, in the educational activities of a general group of their peers. The engagement of all the students should be similarly high. Likewise, the learning outcomes for each student should be shared, as well as the appropriate and optimal level for that individual (Glass et al, 2010). Nowadays' classrooms are rapidly becoming more inclusive with increasing learning, cultural, and linguistic diversity. As teachers and school administrators take on the challenge of meeting this demand, knowledge and practices from special education are finding expanding application in general education classrooms (Glass et al, 2010).

Inclusion is an effort to improve the quality in education in the fields of disability. It is a common theme in educational reform for decades (Racino, 1999), and is supported by the UN Convention on the Rights of Persons with

### ABOUT THE BOOK

Inclusive education is a philosophy of education and at the same time, it is a way of implementing education in reality. This makes inclusive education one of the greatest challenges for mankind in the contemporary world. However, the philosophical basis is so sound that one cannot come back from taking up the challenges. To perceive the challenges and to find out the means of overcoming those, this peer-reviewed book has been published with the editorship of Dr. Nita Mitra and Dr. Ratula Mukherjee. The book has included twenty-eight articles from professors, teachers, and scholars of the different parts of India covering areas like Meaning and concept of Inclusive Education, Policy Perspectives of Inclusive Education, Methods and Approaches for Inclusive Education, Role of the stakeholders in implementing Inclusive Education: Management, Teachers, Parents and Others, Role of Govt. and Non-Govt. Authorities / Organizations in implementing Inclusive Education, Research on Teaching-Learning of CWSNs, Use of Technology for teaching CWSNs, Teacher preparation in inclusive education (primary and secondary level), Challenges of managing Inclusive Classroom etc. The eminent Professor, Dr. Netranand Pradhan has pointed out in his precise foreword, "The book will help the students and teachers of education, policymakers, administrators and researchers to understand the concepts and problems of making education inclusive at different stages of education."

### ABOUT THE EDITORS



**Dr. Nita Mitra (Chanda)**, is a teacher educator by profession, a researcher by practice, an organizer by commitment, a motherly counsellor and guide for children by her simple approach and an author of several books and articles on historical, contemporary and futuristic issues by her dedication and honesty. She has completed projects sponsored by the UGC, ICSSR and Sarva Shiksha Mission (through District Project Office, Siliguri) and has organized state level and national level seminars sponsored by DST, W.B. and the UGC. In every sense her experiences are multidisciplinary. Through several webinars, she is enlightening the younger generation with her experiences. She is working as an Associate Professor in Geography of Siliguri B.Ed. College for about twenty-two years. Dr. Mitra started her higher studies in Geography. She completed an M.A. in Geography (Gold Medalist) and Ph.D. in Geography. After that, her focus of study and research extended towards Education, Teacher Education and Psychology (with emphasis on the psychology of counselling for school children and young adults) and she did Ph.D. degree in Education as well. She obtained some prestigious awards like Gold Medal both in UG and PG, Jawaharlal Nehru Award, NCERT award in the All India Competition on Innovations in School Education, Bharat Jyoti Award etc. Beyond these formal academic activities, Dr. Mitra is attached with the Association for Liberal Learning and Research (ALLR) as the Vice-president and with Find\_Mind (a psychological & counselling unit of ALLR) as its Coordinator.



**Dr. Ratula Mukherjee**, is an Assistant Professor in Biological Science (Botany) in Ananda Chandra Training College, Jalpaiguri, West Bengal. Initially, she started her work in the field of education as Pedagogy Coordinator, Sarva Shiksha Abhiyan, Siliguri Educational District, Darjeeling. Formerly, she worked as a faculty at Siliguri B.Ed. College, Darjeeling. She got effective and extensive experience as a teacher educator when she joined Shree Ramakrishna B.Ed College in Darjeeling. She has about 15 years of teaching experience. She has completed her M.Sc. in Botany from the University of Kalyani and Ph.D. in Botany (Mycopathology) from the University of Calcutta. Dr. Mukherjee, as an educator of teachers' training college, has extended her focus and interest in the field of Education and has completed her M.A. in Education from Netaji Subhas Open University (NSOU) and M.Ed. from IGNOU. Her area of interest includes Mycology, Educational Studies and Women Empowerment. She has participated in many National and International Seminars and has presented papers there. Several papers submitted by her have been published in edited books and peer-reviewed journals. She has experience in the field of Adult Continuing Education as an educator in Balason Welfare Society, an NGO of Siliguri (under Rabindra Mukto Vidyalaya, West Bengal). She is also an active member of the Association for Liberal Learning & Research, an NGO, Siliguri, involving in the field of Science Communication and Psychological Behavior.



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