

Pedagogical Innovations in Inclusive Education

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Abstract

This paper examines the role and impact of pedagogical innovations in the realm of inclusive education. It discusses how the introduction of new technologies and methodologies in pedagogy is pivotal in enhancing educational practices to meet the diverse needs of learners. The paper highlights the necessity of continuous development and adaptation of educational strategies in response to societal changes. It underscores the importance of equipping educators with the skills and knowledge required to implement these innovations effectively. Despite challenges such as financial constraints and resistance to change, the paper emphasizes the importance of embracing innovative pedagogical practices to ensure that education remains relevant, inclusive, and effective in preparing students for a rapidly evolving world.

Keywords: Inclusive Education, Pedagogical Innovation, Educational Technology, Teaching Methodologies, Teacher Training, Curriculum Development, Educational Transformation, Inclusive Learning Environments, Adaptive Teaching Strategies

INTRODUCTION

The process of development is an essential component of any human endeavor. A person is always developing as they gain experience, improve their techniques and methods of action, and continue to learn new things. There is no human activity that cannot be applied to this process, including educational endeavors.

Innovative technology is one tool that may help bring about this kind of progress. Technical, educational, organizational, or managerial innovations that improve production system efficiency or product quality by the application of scientific knowledge and best practices are known as innovations. A significant improvement in the present system's efficiency is required for an invention to be considered innovative, rather than just any innovation.

New approaches to education are an example of social innovation. Fundamentally innovative techniques, methods of contact between instructors and students that guarantee the successful accomplishment of educational activities are pedagogical innovations. There are two ways to implement pedagogical innovations: either by draining the educational system's resources (the intense development route) or by luring in new resources (investments) such as new means, equipment, technology, capital investments, etc.

The main directions and objects of innovative transformations in pedagogy are: development of concepts and strategies for the development of education and educational institutions; updating educational content; change and development of new technologies for training and education; improving the management of educational institutions and the education system as a whole; improving the training of teachers and their qualifications; designing new models of the educational process; ensuring psychological and environmental safety of students, developing health-saving learning technologies; ensuring the success of training and education, monitoring the educational process and the development of students; the development of textbooks and teaching aids of a new generation, etc..

ESSENCE OF PEDAGOGICAL INNOVATION

At its core, innovation is an innate skill that develops throughout a person's life; this skill includes the following: the capacity to think creatively, to recognize and avoid repetitive patterns, to evaluate new information critically, to set specific objectives and deadlines, and to use this information to devise novel approaches to achieving those goals. All sorts of social activities undergo revolution as a result of educational innovations. The only way for education to reflect the inclusive world is via inclusiveization, which relies more on substantive changes—that is, on the content and technology of training staff and scientific projects—than on organizational innovations. There is a heavy societal responsibility on education since it is through it that a nation's intellectual property is formed; without it, the state cannot progress culturally or scientifically. In this regard, it need to be able to fulfill the needs of society, a person, and a possible employer while simultaneously hastening growth.

INNOVATIVE PROCESSES IN EDUCATION

Information and communication technology allows us to automate human work, change the character of mental activity, and drastically shorten the time it takes to look for and communicate information. The degree to which information and communication technologies are developed and integrated into industrial processes is directly correlated to a company's performance. The backbone of ICTs are telecommunications and information systems that work with computers to store, analyze, and transmit data across long distances. These systems also represent information resources. An inclusive school should evolve into a cutting-edge IT platform, where students acquire not only the knowledge they need but also the values of an inclusive information society. It is impossible for a school to boast about being creative in teaching if it does not employ some type of information and communication technology. In fact, a school is thought of as such if it significantly improves the quality of specialist training and the rate and quantity of knowledge assimilation by incorporating organizational, didactical, technical, and technological innovations into the educational process. Telecom resources, including high-performance telecommunications gear, data network bandwidth, support for multi-service technologies, and the ability to connect all participants in the educational process in real-time, are essential for interactive teaching methods and real-time technologies.

MARKET INFLUENCE AND COMPETITIVENESS IN EDUCATION

Scientific research and the advanced practical advancements of teaching professionals and instructors lead to innovations. Given the creative nature of the pedagogical process, it is crucial that school administrators, teachers, and other educators actively participate in it as trailblazers putting cutting-edge educational programs into action. With so many options for instruction, the onus is on the educator to put theory into reality.

Teachers are now expected to take on additional roles as advisors, educators, and consultants due to the widespread use of inclusive technology in the classroom. Given this context, it's clear that teachers require specialised, all-encompassing

psychological and pedagogical training to help their students be more perceptive and to inspire them to do new things in the classroom.

The term "innovation in pedagogy" refers to the incorporation of state-of-the-art practices into educational processes by way of rethinking the roles of both students and instructors and using novel approaches to lesson planning and delivery.

In order for innovative procedures to be successful, they must combine theoretical advancements with practical education. Ideally, this would lead to an educational system that makes use of both types of innovations.

A teacher who incorporates cutting-edge electronics into his lessons might play several roles: creator, researcher, user, and advocate for cutting-edge ideas, theories, and concepts. The innovation process management enables the focused selection, appraisal, and implementation of either colleagues' experiences or scientifically offered new ideas and methods in their work.

DISCUSSION

A multitude of factors dictate the need of a fresh perspective on educational endeavours within the context of inclusive societal, cultural, and educational growth.

To begin, the many forms of educational institutions have had to undergo a dramatic overhaul in response to the continuing socioeconomic changes, which have called for new approaches to teaching and learning as well as cutting-edge technological tools. Updating educational policy is achieved by the creative orientation of educators and instructors, which includes the conception, development, and deployment of pedagogical innovations.

Second, there is an ongoing need to seek for new organisational forms and educational technology in order to humanise educational material, keep up with the ever-changing volume and composition of academic disciplines, and introduce new kinds of academic topics. In such a setting, instructional expertise becomes much more important and authoritative in the classroom.

Additionally, a shift in how educators think about and implement cutting-edge pedagogical practices is necessary. When education was more rigidly structured around predetermined curriculum, teachers had much less leeway to experiment with different approaches to lesson planning and delivery, including the selection of appropriate course materials and materials for student learning. Innovations in education are increasingly taking a selected, research-oriented approach, in contrast to former times when they were presented as innovations only, following the instructions from above. Therefore, school administrators and education management authorities should prioritise the study and assessment of pedagogical innovations implemented by educators, as well as the establishment of favourable circumstances for their further development and implementation.

Finally, the growth of other kinds of educational institutions, including non-state ones, puts general educational institutions in a true position of competition as they enter the circumstances of market interactions. One may argue that education is already novel in theory. He becomes considerably more satisfied, vivid, and memorable as a result of the teacher's use of new strategies in creative learning. Such integration is essential at the crossroads of different branches of the natural sciences for the formation of a comprehensive worldview. Finally, it is safe to say that modern educational innovations have skyrocketed the degree of accessibility, breadth, and depth of information imparted in school curricula.

Innovation in vocational education has therefore taken on added importance within the framework of educational reforms, with the goal of implementing a number of pedagogical innovations. They addressed every facet of the instructional process, including its structure, instructional material and technology, educational and cognitive activities, and more.

Innovations in technology that allow for the incorporation of new concepts into education have emerged as a direct result of the ongoing process of refining and improving instructional strategies.

A variety of obstacles, including a lack of funding, the conservatism of some educational authorities, and inadequate technological advancement, make the deployment of such technology challenging. It is important to proceed with care while implementing them, even when innovation is clearly necessary. On the other hand, a disaster in education might result from irresponsible innovation. Still, keep in mind that new approaches to teaching and learning—called pedagogical innovations—are essential to the evolution of the field and the improvement of educational systems worldwide.

CONCLUSION

The exploration of pedagogical innovations in inclusive education reveals a dynamic and evolving landscape. These innovations, driven by the need for continuous development and improvement in educational practices, are essential in addressing the diverse needs of learners in an inclusive setting. The integration of innovative technologies and methodologies in pedagogy not only enhances the efficiency and quality of education but also ensures that it is adaptable to the demands of a rapidly changing society. The key to successful implementation lies in the empowerment and continuous training of educators, enabling them to effectively employ these innovations while maintaining a student-centered approach. Despite the challenges posed by financial constraints, technological development, and resistance to change, it is imperative for the education system to embrace these innovations. They are crucial for fostering an environment that nurtures critical thinking, creativity, and the ability to solve complex problems, preparing students to contribute meaningfully in a diverse and inclusive world.

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