



Inclusive pedagogical practices for understanding different learners: A lesson-based study among B.Ed. pupil teachers of Vasavi college of Education, Puducherry

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Abstract

Inclusive education has emerged as one of the most significant dimensions of modern pedagogy, aiming to ensure equal educational opportunities for all learners irrespective of their physical, intellectual, sensory, or behavioural differences. Teacher education institutions have a major responsibility in preparing future teachers to address classroom diversity effectively. The present paper is based on a pedagogical lesson conducted for Bachelor of Education second-year pupil teachers under the course Creating an Inclusive School. The lesson focused on developing awareness regarding different categories of learners in inclusive education, such as visually impaired, hearing impaired, orthopaedically challenged, mentally challenged, and children with learning disabilities like dyslexia, dyscalculia, dysgraphia, and Attention Deficit Hyperactivity Disorder (ADHD). Using the Herbartian approach of teaching, the study examined how structured classroom interaction, motivation, discussion, and presentation methods can enhance the understanding of pupil teachers toward inclusive practices. The findings reveal that learner-centred and activity-based instruction promotes sensitivity, positive attitude, and teaching competency among future teachers. The paper concludes that exposure to practical lesson demonstrations on inclusive education is essential for strengthening professional preparedness in teacher trainees.

Keywords: Inclusive Education, Different Learners, Children with Special Needs, Learning Disabilities, Teacher Education, Pupil Teachers, Herbartian Teaching Approach, Inclusive Classroom, Dyslexia, Dyscalculia, Dysgraphia, ADHD, Sensory Impairment, Pedagogical Intervention, Teaching Competencies

Introduction

Education in the twenty-first century is no longer confined to homogeneous classrooms where all children are expected to learn in the same manner. Modern schools are increasingly becoming diverse spaces consisting of children with varied abilities, disabilities, learning patterns, social backgrounds, and emotional needs. Such diversity has made inclusive education a central concern in teacher preparation programmes. Inclusive education refers to the educational arrangement in which all learners, including children with special needs, are taught together in the same classroom environment with suitable adaptations, equal participation, and non-discriminatory teaching strategies.

The course Creating an Inclusive School in the Bachelor of Education programme seeks to cultivate this understanding among pupil teachers. It aims to equip future educators with knowledge about learner diversity, disability categories, teaching adaptations, and the ethical need for equal educational access. However, theoretical knowledge alone is insufficient unless translated into practical classroom pedagogies. Therefore, lesson demonstrations and micro-level teaching interventions become crucial in helping pupil teachers internalize inclusive values.

The present paper is based on one such pedagogical intervention conducted with second-year B.Ed. students. The lesson focused on "Different Learners in Inclusive Education" and dealt with physical disabilities, sensory impairments, intellectual disabilities, and learning disabilities. The session attempted not merely to provide definitions but also to build empathy and practical understanding among teacher trainees.

Need and Significance of the Study

Teacher educators today face the challenge of preparing teachers for classrooms where no two learners are alike.

Many pupil teachers possess only superficial awareness about special children and often carry misconceptions regarding their capabilities. In conventional teacher preparation, there is insufficient practical orientation regarding how to identify, understand, and teach such children.

This study is significant because it demonstrates how a single structured lesson can contribute to:

- improving the awareness of teacher trainees about different learners,
- generating positive attitudes towards children with disabilities,
- introducing learner-friendly teaching approaches,
- and developing confidence in handling inclusive classrooms.

The study also emphasizes that inclusive education is not merely a policy mandate but a pedagogical responsibility requiring systematic training.

Objectives of the Study

The lesson-based study was conducted with the following objectives:

1. To develop a positive attitude among pupil teachers towards different learners in schools.
2. To create awareness regarding various types of disabilities and learning disorders.
3. To motivate pupil teachers to adopt inclusive teaching competencies.
4. To understand the effectiveness of slide presentation and discussion method in teaching inclusive concepts.
5. To analyse the classroom responses of pupil teachers towards special educational needs.

Methodology of the Study

The present work adopted a descriptive pedagogical research method based on classroom lesson intervention.

Sample

The sample consisted of B.Ed. second-year pupil teachers of Vasavi College of Education affiliated with Pondicherry University.

Topic Chosen

Different Learners in Inclusive Education.

Duration

One hour.

Teaching Approach

Herbartian approach.

Teaching Aids Used

- PowerPoint slide presentation
- Questioning technique
- Interactive discussion
- Real-life examples
- Audio-visual motivational references

Data Collection

Data was informally collected through:

- student participation,
- verbal responses,
- attentiveness,
- classroom interaction,
- and reflective observation by the teacher educator.

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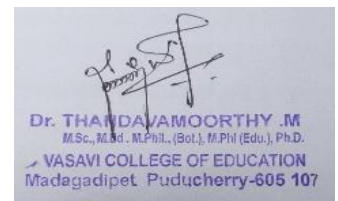
**INTS: INTERNSHIP IN TEACHER EDUCATION
INSTITUTE: VASAVI COLLEGE OF EDUCATION**

Class Lesson Plan- Creating AN Inclusive School

NAME- JOSEPH DAS

REGISTER NUMBER - 21392008

M.Ed (First year)

**Introduction of Data**

Institute/University name	Vasavi college of Education
Class	B.Ed- second year
Subject	Creating an inclusive school
Unit No.	3
Unit name	Different learners in Inclusive Education

Topic	Types of learning disability: – physical- visual impaired, hearing impaired, Orthopaedic – Mentally impaired – Learning disability – Dyslexia, Dyscalculia, Dysgraphia – Attention deficit hyperactive disorder (ADHD)
Duration	1 Hour
Date	11-05-2022
Syllabus	Pondicherry University
Teacher Educator	Joseph Das
Period	1st

Instructional Objectives

a. General Objectives

1. Pupil teachers will develop positive attitude towards teaching Different learners in school.
2. Pupil teachers will develop interest and motivation towards teaching Children's with special needs
3. Pupils will develop the teaching competencies in Inclusive classroom

different learners in school and be able to cope up with them.

2. Pupil teachers will develop the idea of Slide presentation as a teaching learning material in the classroom which will be beneficial for visual learners
3. Pupil teacher will be able to understand the methods of teaching while teaching the children's with special needs

b. Specific Objectives

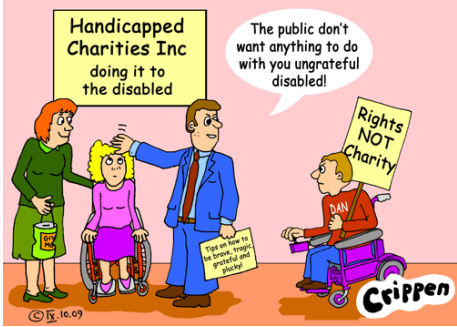
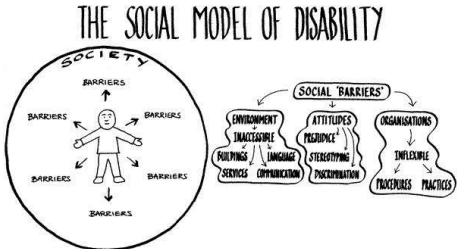
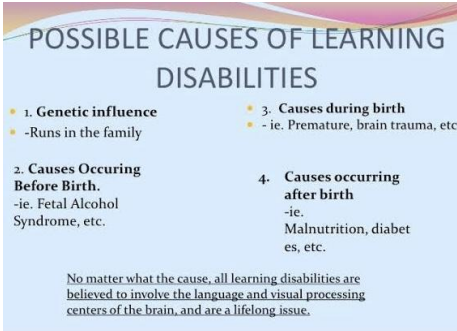
1. Pupil teachers will develop their understanding of

Teaching Approach Used: Herbartian Approach

1. Introduction/Motivation

Sl. no.	contents	teacher's activity	students' activity	expected learning outcomes
01.	Question for motivation	<p>The teacher educator will instruct the pupil teachers about how to introduce the topic. The introduction of the lesson can be done by asking questions which are relevant to the topic to be discussed and which will lead the students towards the topic. The questions should be asked in a logical sequence where each question is linked to the previous questions. The questions are asked to grab the attention of the students towards the topic and to motivate the pupils towards learning. The teacher can probe the following questions:</p> <ol style="list-style-type: none"> 1) Did you all watch the movie- 'TAARE ZAMEEN PAR' ? 2) Have you ever seen children's with special needs? 3) If you get an opportunity to visit Foster home or special home, what are the activities will you organise over there and what are those assistance you'll provide the special children? 4) Have you all heard about special schools or inclusive set up of schools? 	<p>In the introduction part the pupils will try to recall their previous knowledge. They will try to respond to the questions asked by the teacher. It will motivate the pupils towards the topic. The questions will prepare the pupils for the attainment of the main concept. Pupils will try to respond the questions as follows:</p> <p>Yes Sir</p> <p>Yes sir</p> <p>We will arrange activities which suited according to their need, play, painting competition educational games. And provide them food and gifts.</p> <p>Yes sir</p>	Pupils will become motivated and active
02.	Announcement of topic	<p>Now the teacher educator will instruct the announcement of the topic to the pupil teachers as follows:</p> <p>Today we shall discuss about: "different learners in inclusive education"</p>		
03.	Introduction to topic	<p>Teacher educator will be introducing the topic to the pupils, concepts which he is going to cover in today's class, introduction to different learners, types of learning disability, symptoms and causes.</p> <p>teaching aid used- ppt teaching method used- question and answer method</p>	<p>Students will listen to it carefully and ask questions time to time if they go through any doubts regarding the same</p> <p>Learning Aid Used- None learning method- participatory method</p>	Pupil will develop curiosity

2. Presentation

Sl. No.	Contents	Teacher's activity	Pupils' activity	Expected learning outcomes
1.	Models of disability	<p>Teacher educator will teach the pupil teachers' about different models of disability, its functional structure and appropriateness, the models he will be covering so far is- Charity model, medical model, Rehabilitation Model, and the Social Model.</p> 	<p>Pupil teachers' will be listening to this models explained in the class and raise questions if they come across with any doubts. They will also be noting down the important points of models of disability</p>	<p>Pupils will develop knowledge about MODELS of disability.</p>
2.	Causes of learning disabilities	<p>Teacher Educator will proceed the class and will be introducing the pupil teachers with CAUSES OF LEARNING DISABILITY, Causes includes like- Heredity, problem during pregnancy and birth, accident after birth.</p> 	<p>Pupil will note down the Causes of Learning disability and try to search about the same through internet.</p>	<p>Development of knowledge, learn to proper use of PPTs.</p>
3.	Physical disability and visually impaired childrens'	<p>Teacher educator will try to explain the physical disability and visually impaired childrens through PowerPoint presentation and teach the pupil about the concept.</p> 	<p>Pupil will listen and see to the presentation, and clarify their doubts</p>	<p>Enhancement of knowledge in the subject matter</p>

4. Hearing Impairments

5. Orthopaedic Impairment- Polio Paralysis, Tuberculosis of spine, causes, identification.

6. Mentally retarded children

7. Learning

About 2 in 10 adults live with a disability

How Common are Specific Disabilities?

- Difficulty walking/climbing stairs: 30.6 million
- Require assistance of others with everyday tasks: 12.0 million
- Vision difficulty (partial or total): 8.1 million
- Hearing difficulty: 7.6 million
- Using a wheelchair: 3.6 million
- Alzheimer's, senility or dementia: 2.4 million

Teacher educator will be teaching the detail concept of hearing impairments characteristics, classification, identification, symptoms, and means of technological devices to overcome this.

Table 1. Hearing Classification.

ESTIMATED HEARING LEVEL FOR SPEECH (dB)	HEARING CLASS	FUNCTIONAL DEFINITION
<30	(1) Normal	Hearing that is near or within normal limits
30-55	(2) Mild loss	Difficulty with conversational speech beyond 3 or 4 feet; hearing aid helpful
55-70	(3) Moderate loss	Hearing aids and special training in speech and language essential
70-90	(4) Severe loss	Difficulty hearing speech with hearing aid; must be educated as a deaf person
>90	(5) Profound loss	Deaf; cannot rely on hearing as primary channel of communication

Teacher educator will explain the classification of orthopaedic impairment, and teach the pupil about its identification and causes.

MUSCLES COMMONLY WEAKENED BY POLIO

Teacher educator will be explaining the term, its definition, characteristics, ways of detection, causes and presentation

Pupil teachers will note down the important points and will work on it in group

Pupil teachers will understand the concept and ask the doubts wherever necessary.

Pupil teachers will be noting down the important points and prepare a group assignment .


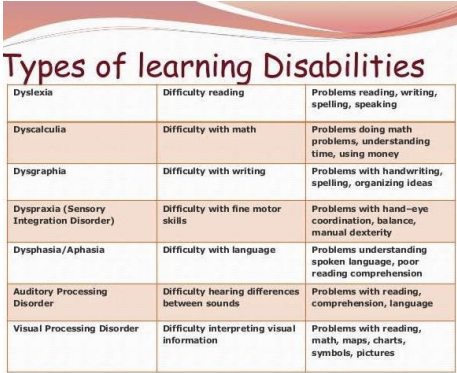
Pupil teachers'

Development of knowledge of the concept of hearing Impairments

Knowledge and understanding of orthopaedic impairment will be developed

Pupil teachers will be able to apply the knowledge taken from class and be sympathetic towards mentally retarded children's

Pupil teachers will be able to

<p>disability, meaning, types- DYSLEXIA, DYSGRAPHIA, DYSCALCULIA, ADHD- concept, characteristics, classification, identification, causes.</p>	<div style="text-align: center;">  <h3>Classification of MR</h3> <table border="1" data-bbox="472 264 911 481"> <thead> <tr> <th>Level of MR</th> <th>Educational Classification</th> <th>Support required</th> <th>IQ range</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Mild</td> <td>Educable</td> <td>Intermittent</td> <td>55-69</td> <td>89.0</td> </tr> <tr> <td>Moderate</td> <td>Severe</td> <td>Limited</td> <td>40-55</td> <td>6.0</td> </tr> <tr> <td>Severe</td> <td>Severe/trainable</td> <td>Extensive</td> <td>25-39</td> <td>3.5</td> </tr> <tr> <td>Profound</td> <td>Profound/custodial</td> <td>Pervasive</td> <td>< 25</td> <td>1.5</td> </tr> </tbody> </table> <p>Teacher educator will explain the various learning disability to the pupils, its types, characteristics and its causes.</p> <div style="text-align: center;">  <h3>Types of learning Disabilities</h3> <table border="1" data-bbox="472 696 922 987"> <tbody> <tr> <td>Dyslexia</td> <td>Difficulty reading</td> <td>Problems reading, writing, spelling, speaking</td> </tr> <tr> <td>Dyscalculia</td> <td>Difficulty with math</td> <td>Problems doing math problems, understanding time, using money</td> </tr> <tr> <td>Dysgraphia</td> <td>Difficulty with writing</td> <td>Problems with handwriting, spelling, organizing ideas</td> </tr> <tr> <td>Dyspraxia (Sensory Integration Disorder)</td> <td>Difficulty with fine motor skills</td> <td>Problems with hand-eye coordination, balance, manual dexterity</td> </tr> <tr> <td>Dysphasia/Aphasia</td> <td>Difficulty with language</td> <td>Problems understanding spoken language, poor reading comprehension</td> </tr> <tr> <td>Auditory Processing Disorder</td> <td>Difficulty hearing differences between sounds</td> <td>Problems with reading, comprehension, language</td> </tr> <tr> <td>Visual Processing Disorder</td> <td>Difficulty interpreting visual information</td> <td>Problems with reading, math, maps, charts, symbols, pictures</td> </tr> </tbody> </table> <p>Teaching aid used- powerpoint presentation Teaching method used- activity method, question and answer method</p> </div> </div>	Level of MR	Educational Classification	Support required	IQ range	%	Mild	Educable	Intermittent	55-69	89.0	Moderate	Severe	Limited	40-55	6.0	Severe	Severe/trainable	Extensive	25-39	3.5	Profound	Profound/custodial	Pervasive	< 25	1.5	Dyslexia	Difficulty reading	Problems reading, writing, spelling, speaking	Dyscalculia	Difficulty with math	Problems doing math problems, understanding time, using money	Dysgraphia	Difficulty with writing	Problems with handwriting, spelling, organizing ideas	Dyspraxia (Sensory Integration Disorder)	Difficulty with fine motor skills	Problems with hand-eye coordination, balance, manual dexterity	Dysphasia/Aphasia	Difficulty with language	Problems understanding spoken language, poor reading comprehension	Auditory Processing Disorder	Difficulty hearing differences between sounds	Problems with reading, comprehension, language	Visual Processing Disorder	Difficulty interpreting visual information	Problems with reading, math, maps, charts, symbols, pictures	<p>will understand the concept and ask the questions</p> <p>learning aid used- pen & notebook learning method used- group discussion and participatory method</p>	<p>know the types of learning disabilities and apply this knowledge to identification of such disabilities in school.</p>
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3. Comparison & Association

Sl. No.	contents	teacher's activity	pupils' activity	Expected Learning outcomes
1.	Comparison and Association of learning disability	<p>Teacher educator now instruct ways to compare and associate the learning of the students. For this the teacher educator provide the following ways:</p> <p>Pupil teachers can divide the class into two equal groups each with a leader.</p> <p>Teacher can ask the 1st group to list out the various models of disability in a notebook and will ask the 2nd group to state the characteristics of Hearing impaired children in a notebook.</p> <p>After that the teacher can ask the group leaders to read out the points to the whole class and will also write down the points on the black board.</p> <p>Teaching Aids Used: Chalk & Black-board Teaching Method Used: Activity</p>	<p>The pupil's role in this part will be more. They will form into two groups of equal size each with a leader.</p> <p>The members of the group will now discuss among them & note down the points. Each member will try to contribute some points. At the end the group leaders will read out the points to the whole class in an audible voice.</p> <p>Learning Aids Used: Visuals aids, Paper & Pen Learning Method Used: Group Discussion, Participatory Method</p>	<p>Knowledge & understanding</p> <p>Pupils will develop Team-spirit & Co- operation among each other Pupils will develop Leadership quality</p>

4. Generalisation

Sl. No.	Contents	Teacher's activity	Pupils' activity	Expected learning outcomes
1.	Generalization about the concept of LEARNING DISABILITIES	Now the teacher educator will instruct the pupil teacher to generalise about the concept LEARNING DISABILITIES based on the discussion made with the pupils. During generalization the pupil	In this step the pupils will listen, try to grasp the concept & note down important points.	Pupils will develop understanding

		<p>teacher can also engage the students by asking them to generalize about what they have understood so far.</p> <p>Teaching Aids Used: None</p> <p>Teaching Method Used: Lecture method</p>	<p>Learning Aids Used: Oral aids, Paper & Pen</p> <p>Learning Method used: none</p>	
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5. Application

sl. no.	contents	teacher's activity	pupils activity	expected learning outcomes
1.	Application of Knowledge	<p>In this step the teacher educator instructs the pupil teacher the ways to how to make students apply their knowledge about the lesson, the pupil teachers can ask questions & write it on the notebook. The teacher should make sure that the questions asked is such that will allow the students to apply their knowledge which they have learnt so far in a new situation. This will help the pupils to develop critical thinking skills.</p> <p>Q. Suggest some points on how we can identify polio paralysis, Tuberculosis of spine and its symptoms.</p> <p>Teaching Aids Used: Black-board & Chalk</p> <p>Teaching Method Used: Question & Answer Method</p>	<p>Pupils will try to apply their knowledge in order to answer the questions presented to them. This will help the students to react to new situations and to apply their knowledge to come to a solution. It will create critical awareness within them.</p> <p>Learning Aids Used: Oral Aids</p> <p>Learning Method Used: Participatory Method</p>	Pupils will develop critical thinking skills

6. Recapitulation

Sl. No.	contents	teacher's activity	Pupils' activity	Expected learning outcomes
1.	Integration of the concepts	<p>At the end the teacher educator will instruct the pupil teachers about how to recapitulate and summarize the lesson. Recapitulate consists of rewinding all the main points that were discussed in the class.</p> <p>It also consists of evaluating the level of attainment of the learners. For evaluating the students achievement of the learning objectives the teacher can ask the following questions:</p> <ol style="list-style-type: none"> 1. What do you understand by the term Dyslexia? 2. What are the symptoms of Polio? <p>The questions ask should be related to the teaching objectives laid down by the teacher during planning the lesson.</p> <p>Teaching aid used- none</p> <p>Teaching method used- Question and answer method</p>	<p>During this stage the pupils will listen carefully & will try to give the correct answers about the questions presented to them. This will help the students to recall whatever they have learned so far from the discussion.</p>	Pupils will develop knowledge & understanding

Teacher educator's
Signature

Guide teacher's
Signature

Description of the Pedagogical Intervention

The lesson commenced with motivational questioning in order to connect previous experiences of pupil teachers with the present topic. Questions related to films depicting children with special needs, personal observations, and social attitudes were raised to arouse curiosity. This introductory stage proved useful in engaging the learners emotionally and intellectually.

The presentation then moved towards explanation of various categories of different learners found in inclusive classrooms. Physical disabilities such as visual impairment, hearing impairment, and orthopaedic impairment were introduced first. Subsequently, intellectual and developmental disabilities were discussed. Particular emphasis was given to learning disabilities like dyslexia, dyscalculia, dysgraphia, and ADHD, since these are often unnoticed in regular classrooms.

The use of slide presentation made abstract terminologies easier to understand. Examples from school situations enabled the pupil teachers to visualize the behavioural characteristics of such children. Discussion was encouraged throughout the lesson, allowing students to ask questions regarding classroom handling, seating arrangements, activity modifications, and communication strategies. Thus, the lesson was not delivered as a lecture alone but as an inclusive demonstration model where pupil teachers themselves experienced participatory learning.

Findings and Observations

The classroom observation revealed several important findings:

1. Increased Motivation

The motivational questions at the beginning immediately captured student attention and linked the lesson to real-life contexts.

2. Better Conceptual Clarity

Pupil teachers showed improved understanding regarding distinctions between physical disability, intellectual disability, and learning disability.

3. Positive Attitude Formation

Many students expressed that they had earlier perceived special children as dependent, but after the session they understood the importance of educational accommodation rather than pity.

4. Development of Teaching Competency

Students actively discussed possible methods such as peer tutoring, visual support, differentiated instruction, and classroom flexibility.

5. Effectiveness of Audio-Visual Aids

The slide-based explanation helped in simplifying technical terms and sustaining learner concentration.

6. Educational Implications

The study suggests that teacher education must incorporate practical lesson demonstrations on inclusive topics rather than limiting itself to textbook theory. Exposure to such pedagogical interventions can:

- build empathy in future teachers,
- reduce prejudices against special children,
- strengthen diagnostic observation skills,
- and improve confidence in differentiated instruction.

Inclusive education requires trained minds as much as accessible infrastructure. Hence, teacher educators must consistently model inclusive pedagogies in B.Ed. classrooms.

Conclusion

The lesson on “Different Learners in Inclusive Education” proved to be an effective pedagogical exercise in sensitizing B.Ed. pupil teachers towards learner diversity. Through motivational questioning, systematic presentation, and interactive discussion under the Herbartian framework, the pupil teachers developed not only conceptual understanding but also a positive professional orientation towards inclusive classroom teaching. The study confirms that future teachers can be better prepared for inclusive schools when theoretical content is supported by practical, reflective, and learner-centred teaching experiences. Therefore, lesson-based pedagogical research in teacher education should be encouraged as a means of bridging the gap between educational theory and classroom reality.

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