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INCLUSIVE EDUCATION FOR BETTER FUTURE

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ABSTRACT

Inclusive education is a process. An inclusive school aims to meet everyone's educational needs by having them supported by their peers and other members of the school community for future. The importance of inclusive education can be clearly evident through its benefits to students, teachers and the society at large. Inclusive education is the most effective way to give all children a fair chance to go to school, learn and develop the skills they need to thrive. Inclusive education means all children in the same classrooms, in the same schools. Inclusive education faces challenges connected to ideals and action. Awareness programmes and workshops for mainstream teachers are conducted in school. These workshops help teachers to identify the difficulties of these children and intervene accordingly. The challenges we face are complex, but they are not pathless. By working together, with courage, creativity, and compassion, we can build a brighter future for ourselves and generations to come.

KEYWORDS

Inclusive Education, Teacher, School, Students, Challenges, Brighter future

INTRODUCTION

“Inclusive education is a 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, 1994). This means that all children have the right to quality education that caters to their individual needs. Inclusion, in other words, is the educational practice of educating children with disabilities in classrooms with children who do not have disabilities. It means that all students, regardless of their abilities or deficiencies, will be included in mainstream education. Through inclusive education, all community members, teachers, students, and other functionaries, build a sense of belonging. The use of special schools or classrooms to separate kids with disabilities from students without impairments is rejected by inclusion. It is a process towards access, participation and achievement for all in education.

LITERATURE REVIEW

Inclusive education is the most effective way to give all children a fair chance to go to school, learn and develop the skills they need to thrive. Inclusive education means all children in the same classrooms, in the same schools. Inclusive education provides the least restrictive environment for challenged learners where they can easily share their views with other children and can participate in all activities. As a result, it aids in the development of confidence in such students. The NEP also recognizes the importance of creating enabling mechanisms for providing Children With Special Needs (CWSN) or Divyang, the same opportunities of obtaining quality education as any other child. Promoting inclusive education and diversity in schools can help to foster empathy and understanding among students, which is critical for creating a more inclusive and tolerant society. The Future Foundation School has come forward to enrich the lives and learnings of children with individual differences in the following ways-The Special Educator observes children in classroom situations in the presence of mainstream teachers. Hence, Special Educators and mainstream teachers work in collaboration to identify the needs

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and challenges of children with differences in classroom situations. The school provides a barrier free environment to the students (like lifts). It is not only restricted to physical structure but also goes beyond, like, instruction, content and attitude. Awareness programmes and workshops for mainstream teachers are conducted in school. These workshops help teachers to identify the difficulties of these children and intervene accordingly. These are made to raise and inculcate awareness and respect for differences. Differentiating and modifying teaching-learning materials are also done (instructions, assignments and assessments) to suit learners' individual needs. Lessons are designed keeping in mind that 'every child learns differently'. Hence provisions to cater to different kinds of 'intelligences' are made so that each child learns according to his / her special area of strength. Assessments are designed so that there is a scope to accommodate children with special needs who require additional support. Parents are sensitized by psychological counsellor and Special Educator on the particular issues or difficulties faced by their children in school as well as classroom situations. These classes are conducted for children having individual differences. The classes are designed to cater to the specific difficulties of the children. Based on the ability of the children they are provided intervention either in groups or following an Individualized Educational plan. Long term and short term goals are set according to their deficient skills. The Future Foundation School has also teamed up with Special education school, an organization with special interventions for students having differential needs. Learning Management System (LMS) has been curated specifically to meet the requirements of children aged 6-13, while helping the children achieve foundational literacy and numeracy. The learning management system provides a scalable solution, personalized approach, and content delivery mechanism through artificial intelligence for effective results in every child. . Inclusive education is the process of integrating individuals with disabilities into a regular classroom, and it helps reflect the world's commitment to equal educational opportunities as outlined in UNCRPD. It emphasizes the importance of embracing diversity and promoting acceptance among students who are impaired. This paper examines why it is important to include learners with impairments into mainstream classes and the favorable attitudes towards inclusive education among teachers, administrators and students. Many barriers hinder its implementation such as lack of professional development for teachers, insufficient facilities for learning, and difficulty in creating relationships between classmates, inadequate parent participation, and absence of legislations and policies that are aligned towards its practice. The role of several educational theories like social constructivism, humanistic approach and universal design for learning have been discussed to show their relevance in addressing challenges found in inclusive learning. Social

Constructivism shows how collaborative work can be used inside the classrooms so that peer rejection will be lessened. The approach that is humanistic stresses about the comprehensive growth all individuals while addressing the needs of learners with disabilities. UDL focuses on promoting an accessible learning environment and eliminating physical barriers to foster successful growth for all students. Moreover, this article underlines relevance of awareness on how children with impairments can be incorporated into conventional classrooms and benefits which inclusive education has for both disabled and non-disabled students. In conclusion, this paper emphasized the transformative nature of inclusive education in fostering a learning atmosphere that promotes diversity, empathy, and acceptance, contributing to students' overall development.

Inclusive education provides the right to education to all the children irrespective of their gender type, type of disability, impairment, locality or area, caste, religion, and socio-economic background. Education under one roof is the motive of inclusion. It is an initiative to make a discrimination free environment where every child is free to interact, learn, and grow and achieve the goals of life. The act of inclusion creates a sense of unity, patience, and cooperation between the peer groups so that the sensitivity can be increased. Special children study and collaborate with the non-special ones, which will make them fear-free and barrier-free, which ultimately increases the learning outcomes. Teachers are to play the most important role in inclusion. Variety of instructional and pedagogical strategies are to be adopted by the teachers for this type of teaching and learning to make inclusion possible. Teachers are to create such an environment that every student feels comfortable, motivated and eager to learn and achieve their best. Children with Special Needs sometimes require extra assistance, for this, special educators are appointed by the schools who collaborate with the normal teacher to tackle the needs and requirements of the special children. Inclusive education is the necessity to foster the learning needs and give every child equal opportunity to achieve their dream. The present study focuses on the past, present, and future of Inclusive Education in India. Government initiatives Education is the foundation of a brighter, more equitable future. As societies grow increasingly diverse, the need for inclusive education has never been more critical. Together We Dream: Inclusive Education for a Brighter Future seeks to illuminate the power of inclusion in transforming lives, breaking barriers, and nurturing the potential within every learner. Each perspective highlights the challenges, successes, and innovative approaches that make inclusion a reality. This book is a testament to the belief that every child, regardless of their abilities or disabilities, deserves the opportunity to learn and grow in an inclusive and supportive environment. "Inclusive Education for a Brighter Future" explores the concept of inclusive education, its benefits, and the challenges it faces. It is our hope that this book will inspire educators, policymakers, and parents to work together to create a

more equitable and inclusive education system for all. India's movement toward inclusive education represents one of the most profound social transformations since independence. From the pioneering efforts of reformers such as Jyotirao and Savitribai Phule, who challenged caste and gender exclusion to the constitutional commitment to equality and the right to education act, the idea of inclusion has steadily evolved. Contemporary policy frameworks including the Right to Education Act (2009), the Rights of Persons with Disabilities Act (2016), NEP 2020, and NCFSE 2023 have expanded this vision from charity to rights, and from mere access to meaningful participation. Yet, the journey remains incomplete. Realizing inclusive education demands sustained investment in teacher preparation, accessible infrastructure, differentiated pedagogy, and strong governance systems [21, 47]. True inclusion will emerge only when schools function as democratic spaces where diversity is valued rather than tolerated. As Freire (1970) reminds us, "Education is an act of love, and thus an act of courage." In the Indian context, this courage lies in transforming classrooms into spaces of empathy, belonging, and human flourishing and fulfilling the national aspiration of learning without boundaries.

CONCLUSION

Inclusive education faces challenges connected to ideals and action. If we turn to different international organizations, such as UNICEF, UNESCO, the Council of Europe, the United Nations and the European Union, the definitions of inclusion have several common ideal elements. Inclusion then involves the right to education for all students. Imagine a world where every child, regardless of their background or circumstances, has the opportunity to reach their full potential. A world where no learner is left behind, where education is a powerful tool for empowerment and social change. This is the dream we must strive for. To make this dream a reality, we must work together as educators, parents, policymakers, and community members. We must challenge ourselves to think creatively, to innovate, and to break down the barriers that prevent children from accessing a quality education.

we can build a brighter future where every child has the opportunity to learn, grow, and thrive. Let us dream forward, let us work tirelessly, and let us create a world where no learner is left behind. The challenges we face are complex, but they are not insurmountable. By working together, with courage, creativity, and compassion, we can build a brighter future for ourselves and generations to come. Let us choose hope over despair, action over apathy. Let us embrace the spirit of collaboration and innovation. The time for action is now. Let us join hands and build a better tomorrow, together. The journey ahead is filled with opportunities to make a meaningful impact. Each of us holds the power to create positive change whether through innovative ideas, bold actions, or

collective collaboration. Let's harness our shared vision, embrace challenges, and take decisive steps toward a brighter, more inclusive future. Now is the time to act. Join us in this transformative journey contribute your voice, your talents, and your passion. Together, we can achieve more than we ever imagined. The future is ours to shape—let's build it together. The journey towards a brighter future begins with each of us. We must empower individuals to become agents of change, fostering a sense of ownership and responsibility in shaping their own destinies and the world around them. For educators, this means cultivating curiosity, critical thinking, and a lifelong love of learning. Parents can nurture these qualities at home, providing a supportive and enriching environment. Policymakers have a crucial role to play in creating equitable access to quality education and fostering an inclusive society where every learner, regardless of background, has the opportunity to thrive. Let us dream forward, envisioning a world where no learner is left behind, where education empowers all to reach their full potential, and where knowledge and collaboration unlock a future of limitless possibilities. The time for action is now. Let us join hands and build this brighter future, together. Empowering individuals to become agents of change begins with a shared commitment to education and opportunity. Each of us educators, parents, policymakers, and community members has a role to play in shaping a world for better future.

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