



IDENTIFYING INCLUSIVE PRACTICES PROMOTING PEACE CULTURE FOR PWD STUDENTS

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RESEARCH ARTICLE



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DOI:

<https://doi.org/10.70096/tssr.260405020>

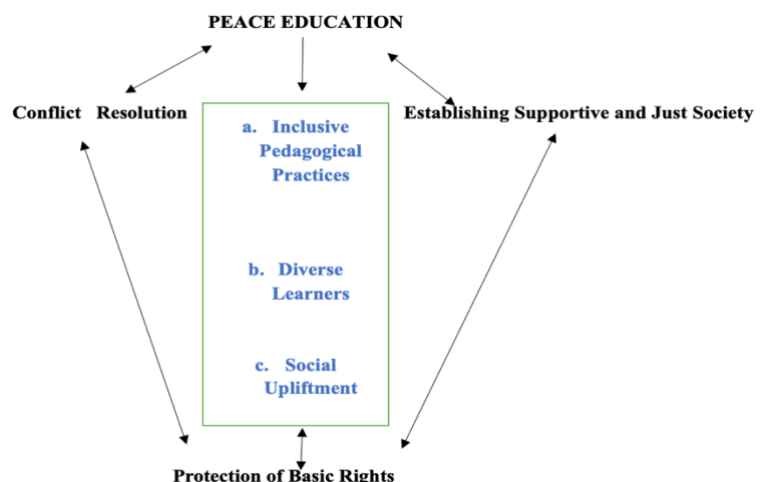
Abstract

Inclusive learning environment acts as a democratic approach where students belonging to diverse backgrounds and abilities learn together. Integration of peace culture is crucial for holistic development of all students. Inculcating peace through inclusive perspectives and practices play a significant role in ensuring equity, diversity, and inclusion in educational sphere. Such approach is very much imperative for the welfare of all students especially the PWD students representing the socially deprived and marginalized communities of an egalitarian society. The present study aimed to identify the inclusive pedagogical practices emphasizing peace culture for PWD students through in-depth reviews of related literature and existing empirical evidences. The researchers of the present study attempted to determine the current opportunities and challenges of such practices for establishing peace culture. Therefore, the present study may enable the educational stakeholders to frame impactful policy-programmes for successful execution of peaceful and culturally-responsive inclusive education in a sustainable manner.

Keywords: *Inclusive Practices, Peace Culture, PWD Students, Opportunities and Challenges for Implementation*

Introduction

Inclusive education resembles an educational approach that aims to create an environment where all learners learn in same classroom. Identifying diversities among students and accepting such diversities are very much crucial to develop adequate awareness regarding inclusive practices in classrooms (Mofield et al., 2023). Inclusive pedagogical practices tend to integrate the strategies and methods that meet the diverse needs of learning of all learners. Such practices are generally fruitful in recognizing and overcoming the challenges to foster adequate access and opportunities of mainly the disabled students. Inclusive practices facilitate proper understanding, cooperation and empathy among the learners coming from different backgrounds. Hence, such approach is key to promote a culture of peace and harmony in classrooms. Most of the teachers possessed empathetic attitude to foster inclusion approach in education (Boniface et al., 2025). Since, inclusive educational approach integrates both the abled and differently-abled students in classroom, which attempts to reduce prevailing stereotypes, negative attitudes, biases to a huge extent among them. Most often, inadequate infrastructure and incompetencies about using inclusive strategies hampered meeting of learning requirements of students in inclusive classroom (Anjuma & Ray, 2025). Despite of several shortcomings, inclusive practices encourage all students to share their culture, traditions, thoughts to resolve any issues or conflicts for restoring peace.



Source: The Researchers

Inclusive pedagogical practices involve five major principles such as

1. Student-centered approach of learning
2. Active engagement of all students in teaching-learning process
3. Encouragement of critical thinking among all students
4. Reflective practices
5. Building inclusive environment

Aspects of Inclusive Pedagogical Practices

1. Fostering a culture of acceptance and respect to improve social relationships, increase empathy.
2. Promoting awareness about disability rights and various issues to ensure social justice, equality, and equity, and thereby to promote positive representation of PWD students in every sphere of the society.
3. Encouraging teachers to acquire skills for inclusive teaching –learning process to support academically to the diverse learners, to instill social skills among them.
4. Inculcating a sense of belonging, empathy and understanding among all students to create supportive society valuing diversity and inclusion.
5. Provision for necessary accessible infrastructure to ensure proper physical arrangements for education, enough spaces for all students.
6. Inclusive-form of flexible curriculum to identify the diverse needs of the students and meet those needs in effective way.
7. Provision for essential support services to meet individual needs and goals through adoption of Individual Education Planning and other services for necessary accommodation.
8. Assisting the PWD students with assistive technology and devices to support learning process by providing accessible educational materials.
9. Encouraging support from teachers and peer groups to promote social and emotional well-being of the PWD students.

However, there are various laws and policies promoting peace within society. These includes Equal Opportunity Law, Anti-Discrimination Law, Social Welfare Policies, Education Laws, Representation and Participation Laws, Universal Declaration of Human Rights (1948) outlines fundamental rights and freedom for all individuals, Rights of Persons with Disabilities Act, 2016 to protect the rights and ensure equal opportunities for persons with disabilities. The SDG 16 focusses on promoting peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

Operational definitions of the key terms used

1. **Inclusive practices-** In the present study, it refers to the pedagogical practices ensuring all learners to participate in curricular and co-curricular activities fully.
2. **Peace culture-** In the present study, it refers to the educational approach building an environment fostering values, cooperation and harmony among all learners.
3. **PWD students-** In the present study, it refers to the learners suffering from disability or any impairment issues physically or mentally.

Objectives of the study

- To identify the inclusive pedagogical practices emphasizing peace culture for PWD students.
- To determine the current opportunities of such pedagogical practices contributing significantly to establish peace culture.
- To elucidate the notable challenges associated with the practical application of inclusive pedagogical practices emphasizing peace culture for PWD students.
- To study the significance of inclusive practices promoting peace culture for PWD students.

Methodology

The researchers of the present study collected necessary information through in-depth reviews of related literature and existing empirical evidences.

Discussion Based on Study Objective 1: To identify the inclusive pedagogical practices emphasizing peace culture for PWD students.

Inclusive Pedagogical Practices Emphasizing Peace Culture for PWD students

The important pedagogical practices that tend to emphasize on promotion of peace culture includes the following-

1. **Inclusive and Open Discussions:** Such approach enabling all learners to express their thoughts freely in classroom situations. The method of open discussions boost confidence in PWD students to participate actively in any academic affairs.
2. **Cooperative Learning Opportunities:** This approach helps all learners to work collectively in classroom regardless of any background issues. Such learning approach is beneficial to develop skills of empathy, cooperation and adjustment with peers for better learning outcome.
3. **Personalized Support Services and Collaborating with Educational Stakeholders:** This is an educational facilities catering to the unique learning needs of the PWD students. This may help students to gain enough confidence in their

learning activities to accomplish any task. Collaboration among different stakeholders is extremely essential to implement inclusive practices in a sustainable manner across all educational levels.

4. **Developing Strategies for Peaceful Resolution:** This enables all learners to develop skills for addressing any contemporary issues or conflicts. The development of strategies for peaceful resolution is very much imperative to overcome the confronting barriers hindering their accessibility and opportunities to any aspect of social affairs.
5. **Providing Positive Reinforcement and Regulating Emotions:** Such approach encourages specifically the PWD students to take part in any educational activities. The teachers may provide reinforcement in positive way to boost the level of performance and engagement of students in learning. At the same time, controlling emotion of such students is necessary for regulating emotional imbalances and managing disruptive behaviour in classroom situation.
6. **Designing curriculum from diverse perspectives and emphasis on Universal Design for learning:** It is extremely essential to meet the learning requirements of all learners coming from different cultures and socio-economic backgrounds. Such approach aims to foster engagement of PWD students by extrinsically motivating them.
7. **Integrating Peace Education and Value-education:** It is truly necessary to nurture the social and emotional development of all learners. Hence, the principles of peace and value education is needed to be inculcated among the PWD students in this 21st century. Such approach enables all learners to improve their social skills, management skills.
8. **Offering flexible assessment procedures and encouraging more engagement of students in learning activity:** It is necessary for facilitating inclusive practices in classrooms aiming to support learning process of PWD students. This enables students to develop skills for working with others in a collaborative manner.
9. **Training for Self-Directed Learning and Social Skills:** This helps students to boost self-confidence in learning. Such training opportunities are imperative to develop self-awareness about their potentialities and challenges, existing social issues and their proper resolution.
10. **Multiple ways for Representation and involvement in any learning activity:** This helps PWD students in executing their academic works and pursuits. Such learning approach encourages mainly the PWD students to take interest in both curricular and co-curricular affairs along with their peer groups.

Discussion based on Study Objective 2: To determine the current opportunities of such pedagogical practices contributing significantly to establish peace culture

Current Opportunities of Inclusive Pedagogical Practices for Peace Culture

Current Opportunities	Explanation
1. Implementation of Universal Design for Learning	It enables diverse learners to engage in learning activities depending on their academic interests, strengths, weaknesses
2. Utilization of assistive devices and integration of technology	Helps learners to utilize interactive tools and ensures their higher retention. It also eases the learning process of PWD students in mainstream education
3. Encouraging desirable and peaceful behaviour among all students in class	Through collaborative learning, cooperation and discussion method in classroom, teachers may help to develop sense of moral values among students.
4. Promoting social interaction among all	Helps to integrate regional and global cultures, multicultural perspectives, varied experiences encouraging cooperation and mutual respect. It aims to foster harmonious society
5. Developing essential life-skills necessary to deal with any crisis of the contemporary world	Helps in promoting resilient society, shape students' minds and their hearts. It also empowers them to be peacebuilders in wider communities.
6. Ensuring comprehensive support and catering to diverse learning needs are crucial for promoting peace	It enables diverse learners to progress at their own pace. Such approach helps them to flourish according to their unique needs.
7. Opportunities for continuous professional development to all existing teachers	Enables teachers to act effectively as a facilitator of knowledge and values among the PWD students.
8. Empowering students for developing proper understanding and insights regarding different issues of society	It facilitates adequate understanding about necessity of social cohesion among various groups with varied interests.

Discussion based on Study Objective 3: To elucidate the notable challenges associated with the practical application of inclusive pedagogical practices emphasizing peace culture for PWD students.

Challenges of Inclusive Pedagogical Practices for Peace Culture

The various challenges faced by the educational institutions in integrating inclusive practices effectively for promoting peace culture have been discussed under the following heads:

1. **Aspects related to educational facilities:** This mainly includes the challenges related to inadequate educational opportunities for all students, lack of proper infrastructure to ensure smooth access of all students, limited funding, insufficient resources, and trained staffs to integrate inclusive pedagogical strategies.

2. **Aspects related to teachers' support and training:** This primarily involves the problems associated with the lack of necessary training of teachers on inclusive practices, issues about disability and peace culture, lack of classroom management skills among the existing teachers.
3. **Aspects related to attitude of teachers and peer groups:** This aspect includes the presence of negative stereotypes, unfavorable attitude among the teachers and peer groups limiting capabilities of diverse students to take part in any academic affairs boldly. However, eradication of such attitude is truly vital for any upliftment of the society.
4. **Aspects related to curriculum and evaluation:** Such aspects basically involve the challenges concerning to the lack of adaptable and flexible curriculum, lack of inclusive assessment techniques to address the individual learning needs of the students properly.
5. **Aspects related to social and emotional barriers:** Fear of exclusion from peer groups, anxiety, low level of confidence, emotional distress among the PWD students limit their potentialities to learn better within the educational institutions.

To overcome the above-mentioned challenges, a handful of measures suggested by various educationist. These are as following-

1. Fostering need specific facilities for all students and honouring learner diversity.
2. Promoting a culture of accommodation among students.
3. Enabling students to receive accessible learning materials.
4. Building a curriculum to suit individual learning style of students.
5. Framing a curriculum providing adequate opportunities for students to participate in learning.
6. Necessary training opportunities for teachers is very crucial. This may help to incorporate strategic adaptations for regulating emotions of the students. These training opportunities include-
 - a. Education for Peace and Sustainable Development
 - b. Training on Principles and Practices for Peace Education
 - c. Training to develop understanding about Education, Environmental Education, Global Citizenship, Civic Values
 - d. Training for combining academic study with practical application
 - e. Integrating existing curriculum and pedagogy into classroom practices

Discussion Based on Study Objective 4: To study the significance of inclusive practices promoting peace culture for PWD students.

Significance of Inclusive Pedagogical Practices for Peace Culture

1. Encouraging harmonious relationships to foster peaceful co-existence among the students in the classroom.
2. Promotion of proper understanding among all regarding various social issues hindering peace culture abruptly.
3. Fostering social unity, empathy, respect, and cooperation to develop an environment facilitating peace and harmony among all students.
4. Ensuring equality and human rights for all so that the students may imbibe necessary qualities to uphold peace any circumstances.
5. Creating favourable and accessible inclusive learning environment since this approach is very much conducive in building peace and harmony within any educational spheres.
6. Reducing negative stigmas and stereotypes enable all students to develop broader mind accepting the diversity of various cultures and promoting fraternity within society.
7. Developing positive self-esteem among students with disabilities is another major significance of integrating inclusive practices across all education levels.
8. Empowering PWD students to advocate for their own rights and learning needs ultimately enable them to pursue life-long learning for their better living and livelihood.
9. Establishing equitable societies for all is a requisite condition for fostering peace culture in a viable manner.
10. Addressing diverse needs of the students in effective and peaceful way is extremely crucial to meet the contemporary needs of the greater society to a great extent.

Conclusion

Peace culture is very vital for enhancing individual well-being and fostering community cohesion. The educators and policy-makers must adopt essential pedagogical practices that necessarily address the diverse learning requirements of PWD students, help them to attain their potentials and values the contributions of such students. Hence, it is extremely crucial to develop awareness and understanding about such disability issues through inclusive practices for supportive and just society. Through proper integration of inclusive pedagogical practices in educational settings, the educational stakeholders may foster a sense of belongingness and peace culture by offering equal opportunities for all students including PWD students.

Acknowledgment: No

Author's Contribution: Ananya Baidya: Data Collection, Literature Review, Methodology, Analysis, Drafting, References;
Dr. Madhumita Baidya: Methodology, Analysis

Funding: No

Declaration: The author/s has/have given consent for the publication.

Competing Interest: No

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