



Design and Development of Inclusive Practices in Higher Education

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Abstract

Broadening involvements creativities has aimed towards improvement and opportunities to higher education for all class of society. Since the society has wider demand for education from almost all the segments along with legal reforms and human rights declarations, the initiatives concentrate mainly on enlightening access for students from various sectors along with traditionally side-lined backgrounds such as differently abled students, ethnic minorities, students with very low income and tribal students towards addressing inequities and dissimilarities in higher education. When one considers each society or educational institution which caters for higher education, it is unique and has a vast variety of historical context and its own cultures. Each of these institutions should understand and see how best it can achieve the vision of equity and inclusion. In education Inclusion take a major and specific meaning, every Nation has a different set of standards for explaining and understanding inclusion few take it forward as inclusive of differently abled students, few take it as human and civil rights and others take it as inclusive of economically backward students. The reasonable access to the higher education involves both quality and equity, the two principles that are balancing, but has a framework of objectivity differently. For one to participate in higher education, one need to have a reasonable principle that ever one is subjected with uniform opportunity to access. The term uniform or equality is termed as the equal opportunity or treatment given to everyone under the regulation without any discrimination. When one considers teacher's attitudes and behaviours towards students becomes the most important aspect that gets related to the successful inclusion. Inclusiveness in education indicates that educational institutions should be freed from the influence of negative forms of discrimination on gender basis, differently abled, student's culture, ethnicity, their religion or various differences that arise from learners geographic and socio-economic background.

Keywords: higher education, uniform opportunity, culture and diversity, human rights, Cultural heritage in education.

Introduction

Integration is about school change to work on the instructive framework for all students. It implies changes in program, changes in how the teachers will show and how the students will learn, just as alterations in how the students with and without exceptional necessities associate with and furthermore get connected with one another. When one considers inclusive education system it is the process of empowering all students, which also includes the previously eliminated group towards learning and participating efficiently and effectively with the main stream of the higher educational system. Inclusion is the word that is used in educational system as a method in which one educates the students with some special attention and educational needs. When one considers inclusion it is the model in which the students who are in need of special needs are being taken into consideration and spend more time or all of their time towards improving their educational system or through making them understand about the society. Enactment of these inclusion varies from one institution to another. Higher educational institutions should frequently be accustomed towards frequently undertaking few selected students who are very mild and also few who need very special attention. Inclusion in general can be elaborated and evaluated at which level of principles, which place, for what purpose, and how to practice with a specific student. There are various elements which are dubious to the achievement of consideration. Researchers have distinguished five fundamental highlights that portray effective of incorporation of understudies who are in need of unique consideration. (1) a feeling of local area and social acknowledgment, (2) an enthusiasm for students variety, (3) regard for curricular necessities, (4) powerful administration and guidance, and (5) staff backing and joint effort, list three basic components: (1) dynamic and significant support in the comprehensive setting, (2) feeling of having a place and (3) divided proprietorship between workforce. At long last adding authoritative help to the rundown. The mentalities and practices of educators toward understudies is the main variable connected with fruitful consideration. These mentalities and practices fill in as a model for other school staff and understudies and are in this way basic. The job of educator is vital for fruitful incorporation of the understudies with unique requirements. Incorporation is the one which works with the acknowledgment of the understudies with different incapacities through giving instructive or improving abilities and administrations towards supporting their instructive achievement. Ordinarily understudies who are distinctively abled and who are remembered for general training framework or study hall are not genuinely acknowledged 100% of the time by their non-crippled companion. Subsequently, it turns into the educator's liability towards advancing this acknowledgment. As well as working with acknowledgment, educators should likewise carry out educational methodologies that can be completely utilized towards supporting incorporation. Not many of the models that follows are (1) reaction to mediation, (2) co-employable learning, (3) peer upholds, (4) methodology guidance, and (5) self-assurance systems. In the overall instructive framework, comprehensive training additionally turns into a piece of the overall framework hence the said rules that are pertinent to the general and conventional type of schooling framework turns out to be similarly significant in comprehensive instruction. The main distinction is their strategic contrast since it has various qualities and various necessities when related with various kinds of distinctively abled people. Also, the methodologies and models of comprehensive instruction contrast in their plan according to requirements of the people with inabilities. Every one of the standards pertinent

to general/ conventional schooling are similarly significant in comprehensive instruction, which are enrolls are as per the following in a word:

- The belief for educational values
- The belief for personality building
- The belief for instructing moral and ethical values
- The belief for creative work
- The belief for inter-cultural and worldwide understanding
- The belief for nationalism and national amalgamation
- The belief for democratic polity and good social responsibility
- The belief for transformation-systematic approach towards occupational and technical education

Comprehensive schooling is fundamental for making instruction for all understudies with disabilities a reality. The importance of comprehensive instruction is that the school ought to work on in all aspects is the way towards tending to the instructive requirements for all understudies paying little mind to standing, religion, handicap and so on Every one of the models utilized in unique and coordinated schooling can be conveniently utilized in comprehensive training. India is a country with numerous varieties as far as geological frameworks, and subsequently, adaptability is needed in addressing the requirements of explicit interests' gatherings. In comprehensive instruction as well, numerous varieties are required. In serving kids with visual hindrance, as numerous as different setting which has a particular help conveyance models are trailed by government and deliberate associations.

The significant modes that gets remembered for comprehensive instructive framework relies upon financial conditions, geo-world of politics and general trainings framework are predominant in agricultural nations. In this instructive model an outwardly hindered understudy is signed up for a standard class with asset room offices. Here up an extraordinary educator is accessible to the understudy alongside the normal instructor. While the exceptional educator is answerable for ability advancement utilizing extraordinary strategies and so forth for the kid the standard instructor is accountable for the overall training programme. In this model an experts instructor called "asset educator" is selected. She fills a few roles, for example, getting ready instructing learning material, educating in addition to educational program exercises, giving direction to various functionaries of the establishment and guardians and translating books and other material into Braille according to needs. The carrying out methodology of asset model differs from one school to another due to reasons like area of the foundation, accessibility of understudies and nature of institutional administration.

Review of literature

The reason for survey of this literature is to permit the researcher to acclimate oneself with recede and flow information nearby in which the specialist will work. It assists the specialist with distinguishing various gaps in the information. A survey of related writing gives the specialist vital understanding into the issue enlarges information on the analyst and guarantees the evasion of pointless duplication. It gives scientist complete and through data on the work done, in his/her

nation and abroad, in the particular region of his/her examination. It gives the analyst a profound knowledge into issue picked for research study. It additionally assists the analyst with choosing the approach, apparatuses, test and methods of examination. Here a work has been made to introduce a portion of the investigates directed in India and abroad which have a huge bearing on the current review. Survey of related writing gives the establishment for future work that must be done by the specialist; it is required viewpoint for research work.

The research paper identifies the knowledge and acceptance criteria of the faculties who are into special and general education system and also are those who administer the inclusive education system which falls within the rural and diverse state. During the course of comprehensive instruction for contrastingly abled understudies, has acquired an immense help, however sadly less consideration has been paid towards the program execution which falls inside a rustic or helpless state. With the realization of the comprehensive schooling framework which started with the entry of the people with handicap and training Act (IDEA) has prompted the standard training creativity development whose point was to club both customary and just as a specialized curriculum framework into one framework which leads in offering educational types of assistance to various abled understudies in their normal study hall. The augmentation of REI was towards full incorporation development, which concentrated not just the scholarly execution for diversely abled understudies through ordinary study hall settings, yet additionally getting abilities on socialization, mentalities and just as certain subordinates' relations. Overview results have shown areas of misconception of specific utilizations of comprehensive training framework and practices. All things considered, at specific time none of the establishments in any regions addressed at the gathering had attempted to carry out comprehensive training. Normal educators were not prepared in how to manage kids with different handicaps. Because of this huge number of youngsters in the class were powerless to give individual consideration. The attitude of customary educators towards reconciliation was negative. The attitude of the heads in regards to reconciliation was positive. Few publishers discuss on Special Educational Needs (SEN) and inclusive education. The book focuses on various aspects such as what the need for SEN, historical development from SEN to inclusive education, Creative needs, understanding different difficulties and initiatives to support students with learning difficulties and through inclusive educational studies. Few researchers have focused that our country has made an impressive financial gains in the last few years and currently is being considered as the 4th largest economy in the terms of purchasing power parity. Even with this large scale improvement in the financial sectors, more than 280 million in the society in India are recognized under the poverty line. The researcher also has briefed about distinct way of educating system in India, which includes few changes in government legislation and procedures with a major step towards integrating educational provisions. Various strategies are being implemented towards addressing current challenges that our country administrators while educators face a movement towards more integrated education. Few more challenges that are unique need to be addressed and implemented to obtain the key objectives enshrined in the legislation. Attitudinal blockades that are deep-rooted as part of our country's historical response towards different abled must find a change through various education programs for both teachers and the general public. To undergo these programs more financial and co-operative and commitment from the key National and respective state educative institutional stakeholders and shareholders with universities should come

forwards towards supporting research-based initiatives. This collaborative and integrated education system will finally depend on how Indian educators and educational systems can come together to deal with countries diverse culture and changed context.

Objectives of the Study

- This is to investigate teachers Education prospectus concerned with Inclusive training.
- To evaluate pre-administration educator's attitude, self-viability, and abilities towards Inclusive schooling.
- To Develop Inclusive Education educational plan system for Teacher Education and form prospectus for pre-administration educators.
- To compare the effect of imparted syllabus in Isolated, Infused and Isolated without training mode on attitude, self-efficacy, skills.

Research Methodology

Any systematic and scholastic activity designed to promote the development of education as a science can be considered as educational research. “Educational research represents an activity directed towards the development of an organized body of scientific knowledge about the event with which education is concerned of central importance are the behaviour patterns of pupils and particularly those to be learned through the educational process”. The research is carried out through applying couple of methods such as survey method, experimental method and documentation method. Different methods was undertaken for different objectives, for example the first objective was being understood through document analysis method and the second objective was understood through survey method. The population was taken care by approach method from different schools NGO’s through approaching various teachers who were involved in inclusiveness in their teaching system. Few schools like Atmashree educational trust who undertake students from economically background class, RV College for deaf and dumb, Samarthanam Trust for the Disabled, Mitra foundation, and Swabava foundation was approached. Sample and sampling techniques was pooled from various colleges who were inducting higher education such as B.Ed. M.Ed, Teachers selection colleges were identified. For survey 2-% of the colleges were from educational sector and 80% students from the same college were included in the survey by using subsidiary sampling.

Plan of Data collection tools & techniques

For the primary goal, record investigation technique was utilized. Information Sheet was utilized to record examination focuses. Information sheets were ready by analyst. The subsequent goal has feelings, perspectives and worries about comprehensive training this could be accomplished through taking information from different diaries, magazines and examination papers. Item improvement technique was being utilized for the third level headed lastly trial strategy was utilized for the fourth unbiased during this exploration pre and present test was executed on evaluate disposition, self-viability and abilities of pre help instructors. The form of pre-test, post-test was different of a similar test. Subsequent to stepping through pre-examination comprehensive schooling prospectus was executed and post-test taken. Four to five colleges who

caters for higher education was considered from places like Ramanagara, Channapatna and Mandya District Teachers from the same colleges were included in the survey by using related sampling. Relevant permission was being taken from the institutional heads for data collection process. The total data collected was around 275, exclusive from teachers out of which only 160 samples were selected due its relevancy and teachers being not so responsive and correct in the survey being conducted. Comprehensive instruction here alludes to a magical situation just as organizing the institutional offices and cycles. In this manner it guarantees admittance to different conditions and triumphs through instruction for each person, including those connected with the edges, it is possible that it addresses the learning troubles because of the physical and mental issues or due their social and monetary positions. The principle point is to create a coordinated school premises through furnishing equivalent open doors to the understudies with distinctively abled capacities, assortment of social foundations and different learning necessities.

Teacher Education programme

Curricular region in concerned or Reference in Education Foundational learning in curricular field is involved in instituting links between progressive constructs and psychological theory and its principles along with larger societal and political certainties in which we all see the students growing and developing. One can really understand the development of the student in diverse contexts in which it is necessary to prepare student, faculties to address these diversities in the classroom through teaching them within the framework of inclusive education system. Pre-services should be emphasised in teacher education programmes at all levels, this should also be included in higher education and universities. An adequate opportunity towards designing the students in order to appreciate the developmental process should be provided through the course that should be designed to accept the concepts and branches such as psychology, attitude as well as the sociology.

By the various data collected by the researcher it has helped towards identifying directly related, indirectly related and as well as data not related to inclusive education its objectives, various units and as well as content and topics. Considering the higher education curriculum the researcher has identified various objects for directly and indirectly related units and contents / topics that can be related to the inclusive education they as represented with various aspects such as; to promote social cohesion and international understanding and protection of human rights and the rights of the child can be directly related to the inclusive education system. To use competencies and various skills for becoming an effective faculty, to develop critical awareness about the social awareness and reality among the students, to act as agents of modernization and social change, to become competent and committed professionals who are willing to perform an identified task are all being taken as the aspects of direct inclusion in education system.

In teachers education programme (higher education system) only three objectives were directly related to inclusion education and the other one objective were indirectly related to inclusive education system here are few of the interpretations

- In higher education especially in B.Ed or M.Ed. it was understood that there were five core papers out of these four core papers consisted of objectives topics / content, practical's that was directly or indirectly related to inclusive education.
- Only few courses on psychology of development and learning and optional courses such as introduction to guidance and counselling in schools where the topics directly related to inclusive education
- The education programme had the activity such as identify the learning needs of students arising due to disabilities, gender, social and Economic disadvantages.
- Doing modification in teaching /learning activities based on the needs of the students.
- Do modification in teaching learning activities based on the needs of students.
- Teach in inclusive classroom rather than in segregated learning.
- Teach in inclusive classroom rather than in segregated setting.

Towards fulfilling the second objective of pre service attitude, self-efficacy, and skills towards Inclusive education the researcher collected data and the details are given below the observation and interpretation presented along with table.

Gender wise pre-service teacher's Status of Attitude, Self-efficacy and Skills

Gender		Attitude	Self-efficacy	Skills
Female	Mean	148.4140	85.7721	449.5361
	N	983	983	983
	Standard Deviation	19.03535	12.14269	57.27040
Male	Mean	148.7097	86.5760	457.3088
	N	217	217	217
	Standard Deviation	19.08736	13.02650	61.24776
Total	Mean	148.4675	85.9175	450.9417
	N	1200	1200	1200
	Standard Deviation	19.03714	12.30550	58.06066

Interpretation

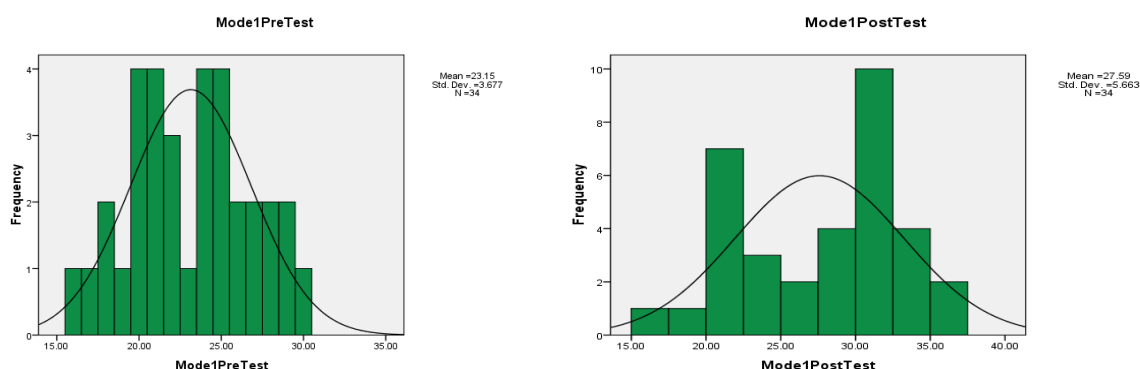
Male and Female pre-administration teachers' disposition, self-adequacy and abilities towards comprehensive schooling are practically equivalent thinking about the mean worth and S.D.

Factors delaying addition of students with differently abled in classroom

The factors that hinder which is related to teaching, learning and faculties are as follows; teachers cannot handle the students with varieties of disabilities, it is understood that they can only handle a particular type, it is also understood that support from the Administration is not fully available, another factor is that the faculty cannot adjust themselves to environment, this is because of improper infrastructure. It is also understood that there is a lack of collaborative and co-operative learning process this happens because due to unsupportive climatic conditions and environments. It is also understood that the faculties take extra time for covering up the syllabus, and also require extra time towards spending with them. This happens due the environment where these

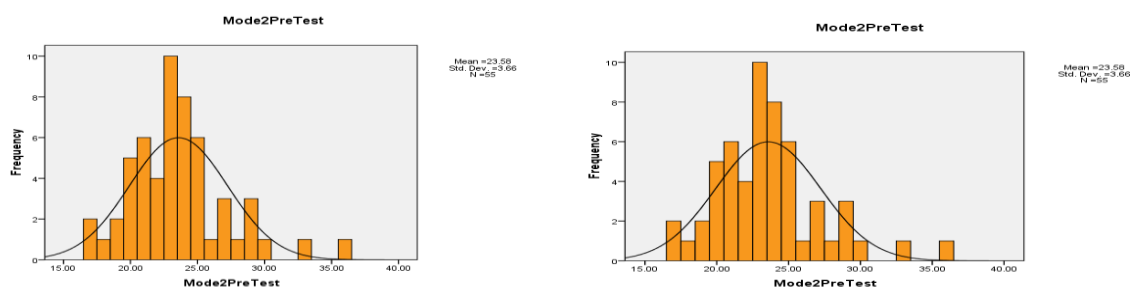
students should get adjusted with other students. Teachers / faculties are not provided with proper training on how to understand the psychology of the student, also depends on the negligence based attitude of the teachers, unavailability of trained faculties, insufficient staff, lack of proper understanding of technology, lack of proper teaching aids, not efficient in problem solving techniques, normally time table gets effected due to no proper facility in schools. Lack of appropriate personal and general counselling of students and parents. Parent’s attitude to include disabled students in regular classroom is a concern.

The next objective was on towards comparing the effect of imparted syllabus in Isolated, Infused and Isolated without training mode on attitude, self- efficacy and skills



Combined Value of Inclusive Education practices capabilities of post-test Skewness value is - 0.217 which is close to zero means distribution is about normal.

Combined Value of Inclusive Education practices capabilities of pre-test Skewness value is 0.957 which is close to zero means distribution is about normal.



Combined Value of Inclusive Education practices capabilities of post-test Skewness value is 0.199 which is close to zero means distribution is about normal.

Combined Value of Inclusive Education practices capabilities of pre-test Skewness value is - 0.642 which is close to zero means distribution is about normal.

Findings

Success in inclusion education depends majorly on the various positive attitude of the stakeholders that they have towards inclusion of differently abled students in the regular

classroom. Educational institutions are playing a vital role in preparing faculties / trainers for inclusive classroom system. During preparation, change in attitude of pre-service teachers is the role of teacher education institutions. Pre-service teacher's concern about inclusive education, Pre-service teachers readiness for teaching diverse learners and their attitude towards inclusive education practices The finding of this study regarding attitude of pre-service teacher's is critical factor is consistent with above all reported studies. Demographic factor, gender wise attitude of pre-service teachers towards inclusive education is almost same which not consistent with the study. Age wise consideration of pre-service teachers attitude (Age level- below 25 years, 25-30 years, 31-35years, 36-40years and above 40 years) are almost same in this study is similar to the finding of study conducted.

- Pre-service teacher's attitude was improved due to imparting infused and isolate syllabus of inclusive education providing training to teacher educators along with teaching learning Material. While there is no impact by imparting isolated syllabus without training and not providing teaching learning material.
- Pre-service teacher's Self-efficacy was improved due to imparting isolated syllabus with training and providing teaching learning material and isolated syllabus without training and not providing teaching learning material. But there is no impact on Self-efficacy in case of implementing infused syllabus; even though training and teaching learning material was provided.
- Pre-service teacher's skills was improved due to imparting infused and isolated syllabus of inclusive education providing training to teacher educators along with teaching learning material. While no impact by imparting isolated syllabus without training and not providing teaching learning material.
- Pre-service teacher's capabilities to perform inclusive practices are more effective in isolated syllabus than infused syllabus. Both syllabuses imparted with training to teacher educators and providing teaching learning material.

Summary & Conclusion

Instructor training program schedule, brain research of improvement and "Learning and Introduction to Guidance and Counselling" in school gives information on comprehensive schooling. By creating fantastic educational programs and planning quality resources through Faculty improvement programs, organizations would turn into the ideal answer for the fruitful comprehensive instruction.

A review was directed to notice the Attitude self-adequacy and abilities of Pre help educators towards comprehensive training. with goals to dissect Teacher Education educational program worried about Inclusive schooling, to evaluate pre-administration educator's mentality, self- viability, and abilities towards Inclusive instruction, to Develop Inclusive Education educational program structure for Teacher Education and form prospectus for pre-administration instructors, to analyse the impact of conferred schedule in Isolated, Infused and Isolated without preparing mode on disposition, self-adequacy, abilities. Different methodology was undertaken towards studying the objectives a few were such as Survey method, Experimental Method, Document Analysis, Product Development method, preparation of new learning methods, making the

faculties to attend Faculty development Programs which included programs on inclusive education. For the inclusive education to be successful it requires a vast transformation in educational institutions and the change in the system. However more of this improvement is literally focused on design and not intensively on the resource it is important for one to accentuate that in inclusive education, all the students are put together in the mainstream classroom for the whole curriculum or for the entire set of classroom sessions. Once implemented demonstrates a positive approach on the students achievements and social wellbeing. Once for a while the term inclusive education becomes identical with education for the students who are differently abled. Whereas this becomes the main motivation for inclusive education, where successful inclusive system and practice would be successful for all students with various attributes which includes society, their language, gender and societal and financial status.

Limitations of the study

- The limitations of the study was that the findings which was on the present study were mostly depending on various responses provided through pre-service faculty members and data collected on tools and involvement of them in the treatment.
- The area were restricted to limited colleges and educational institutions since inclusive education system was limited to few of the educational institutions, whereas other institutions did not or were not in a position of accepting this inclusive system due to various factors.
- The data collection was also done with few limits in mind since the faculties were not aware of the diversity of inclusion system and diversity in education policy which varied from one institution to another.
- Responses of pre-service teachers depend upon maturation, age, interest, mental state.

Recommendations

Educator schooling educational program updated by NCTE guidelines (2014) incorporates comprehensive instruction yet preparing and learning material to be accommodated further developing capacity of future instructors. Comprehensive instruction related expertise parts ought to be remembered for practicum part of educator schooling program. Comprehensive schooling schedule to be carried out in imbued mode with multi week preparing to instructor teachers. Training learning material to be ready and given to instructor teachers.

Suggestions for Further Research areas related to inclusive education system

- Comparison should done between various universities of different countries based on the curriculum and the syllabus analysis which would match the international levels.
- Assertiveness or attitude, self-efficacy
- Defiance, self-efficacy & skills of work-related teachers towards inclusive education.
- Defiance, self-efficacy & skills of teacher educators towards comprehensive education.
- Defiance, self-efficacy & skills of pre-service teachers towards comprehensive education and comparison of various countries/universities status.

- Impact of imparting curriculum by different modes with training and providing teaching learning material in different countries/ universities.
- Effect of mixed mode granting comprehensive schooling prospectus to be directed on in-administration instructors.

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