TOPIC- Paradigm shift in pedagogical implementation in higher education Sub topic- Inclusive Education and Teaching Competencies

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ABSTRACT- The study examined the teaching competencies perceived by higher education teachers to be essential for inclusive education. Entrenched in inclusive pedagogy, this descriptive study will suggest the complete understanding of inclusive education, role of teachers in inclusive education and teaching competencies. The strategies of paradigm shift in pedagogical implementation in higher education are also included which could be the baseline for further research in the key points.

Key words: Teaching competencies, inclusive education, strategies, pedagogical implementation, paradigm shift, higher education

I. INTRODUCTION

Education is the most important weapon in the world and the key to bring up the changes in society is to always have some lines to modify the present education scenario. A teacher who is a guide, a facilitator also needs to upgrade herself timely to bridge the gap between the present and future education system. Inclusive education is the demand of this era to create skill based generation, who may lead the country in the world. The Council for Exceptional Children (2010) developed and validated a standard of minimum essential **knowledge** and skills necessary for entry into professional practice in special education. As teachers will have the main responsibility for implementing inclusion policy, teachers' characteristics are critical in ensuring the success of inclusive practice (Norwich, 1994; Shade & Stewart, 2001; World Health Organization, 2011). Heterogeneous student populations pose significant challenges to teachers and teachers feel generally insufficiently prepared and hence less willing to accommodate students with Special Education Need (SEN) (Blanton, Pugach, & Florian, 2011). However, the alternative of excluding students with SEN may not only lead to reduced learning opportunities but also stigmatise and social exclusion (Gabel, Curcic, Powell, Khader, & Albee, 2009). Indeed, research has demonstrated clear benefits for both students with and without SEN to be educated in inclusive classes. For example, students with SEN taught in inclusive classes made better or comparable academic progress compared to students in segregated classrooms (Buysse& Bailey, 1993; Odom, Buysse, &Soukakou, 2012) and also fared better in regard to acceptance, inter-action and peer relationships (Buysse, Goldman, & Skinner, 2002).

  It is then very much important to know the factors associated with teachers' attitude and understanding towards inclusive education whether it be school or higher education. The paper will present the complete understanding of inclusive education, its strategies and teaching competencies.

II. INCLUSIVE EDUCATION: AN OVERVIEW

Inclusive education is when all students, no matter of any challenges they'll have, are placed in age-appropriate general education classes that are in their own neighborhood schools to receive high-quality

instruction, interventions, and supports that enable them to meet success in the core curriculum (Bui, Quirk, Almazan, &Valenti, 2010; Alquraini& Gut, 2012). The educator and classroom are arranged in such a way that children with special needs can be equally competent with those of without difficulties. Therefore, each student may get equal rights to participate in studies and in the local community too. Much of the movement is related to legislation that students receive their education in the least restrictive environment (LRE). This means they are with their peers without disabilities to the maximum degree possible, with general education the placement of first choice for all students (Alquraini& Gut, 2012).

Successful inclusive education happens only when students' differences are accepted, understood, and attended, which can include physical, cognitive, academic, social, and emotional quotients. Students are always required to have special attention with special assistance such as speech therapy ,mode of communication etc. But the goal is this should be the exception. The aim is to make each student feel welcomed, equally challenged and supported for their efforts. it is critically important that they are well supported with regular education teacher and the special education teacher, as well as all other staff and faculty who are key stakeholders — and that *also* includes parents.

The research basis for inclusive education

Let's understand how Inclusive education and inclusive classrooms are gaining steam because there is so muchresearch based evidence to prove the benefits.

For students

Many studies over the past three decades have found that students with disabilities have higher achievement and improved skills through inclusive education, and their peers without challenges benefit, too (Bui, et al., 2010; Dupuis, Barclay, Holms, Platt, Shaha, & Lewis, 2006; Newman, 2006; Alquraini& Gut, 2012).

For students with disabilities (SWD), this includes academic gains like development of reading and writing skills,logical skills, and social studies,better communication skills, and improved social skills and more friendships.Referrals for disruptive behavior could be associated with findings about attitude; they need a better self-concept, they like school and their teachers more, and are more motivated around working and learning. Their peers without disability may show positive attitudes when in inclusive classrooms. They also show academic gains in reading and math. Research shows the presence of SWD gives non-SWD new sorts of learning opportunities. One of these is once they function as peer-coaches. By learning the way to help another student, their own performance improves. Another is that as teachers take into greater consideration their diverse SWD learners, they supply instruction during a wider range of learning modalities (visual, auditory, and kinesthetic), which benefits their regular ed students as well. Researchers often explore concerns and potential pitfalls which may make instruction less effective in inclusion classrooms (Bui et al., 2010; Dupois et al., 2006). But findings show this is not the case. Neither instructional time nor what proportion of time students are engaged differs between inclusive and non-inclusive classrooms. In fact, in many cases it was seen that regular students report little to no awareness for students with disabilities in their classes.They need to be aware and demonstrate more acceptance, tolerance for SWD once they all experience an inclusive education together.

Parent's Perspective

Parents have the most important role to play. A comprehensive review of the literature (de Boer, Pijl, &Minnaert, 2010) found that on average, parents hesitate to put forward their child thinking of inclusion is a good option for their SWD. On the other hand, oncethey experiencedthe inclusive education they had,they turned to be more positive towards SWD inclusive learning. Additionally,parents of other children also have shown a positive attitude toward inclusive education.So it was the research highlights of outcomes, let's understand a look at strategies to put inclusive education in practice.

Strategies for Inclusive classroom

There is a definite need for teachers to be supported in implementing an inclusive classroom. A rigorous literature review of studies found most teachers had either neutral or negative attitudes about inclusive education (de Boer, Pijl, &Minnaert, 2011). It shows the lack of confidence,knowledge and competency to deal with the education methodology of SWD.
However, similar to the parents. Teachers with more experience and training with inclusive education were significantly more positive about it. Evidence supports that to be effective, teachers need an understanding of best practices in teaching and of adapted instruction for SWD; but positive attitudes toward inclusion are also among the most important for creating an inclusive classroom that works (Savage &Erten, 2015).For there to be true long-term success necessitates formal training. To Provide an idea though, here are strategies recommended by several research studies and applied experience (Morningstar, Shogren, Lee, & Born, 2015; Alquraini, & Gut, 2012).

Ensure understanding of academic content

All students need the chance to possess learning experiences in line with equivalent learning goals. This may necessitate brooding about what supports individual SWDs need, but overall strategies are ensuring all students hear instructions, that they are indeed starting activities, that each one students participate in large group instruction, which students transition in and out of the classroom at an equivalent time. For this latter point, not only will it keep students on target with the teachings , their non-SWD peers don't see them leaving or entering within the middle of lessons, which may really highlight their differences.

Apply globally accepted learning

These are methods that are varied which support many learners' needs. They include multiple ways of representing content to students and for college kids to represent learning back, like modeling, images, objectives and manipulatives, graphic organizers, oral and written responses, and technology. These also can be adapted as modifications for SWDs where they need large print, use headphones, are allowed to possess a peer, write their dictated response, draw an image instead, use calculators, or simply have overtime .Think too about the facility of project-based and inquiry learning where students individually or collectively investigate an experience.

III. SUMMARY

The future is extremely bright indeed for inclusive education.The evidence is mounting that inclusive education and classrooms are ready to not only meet the wants of college kids with disabilities, but to profit regular education students also .Training and support allow regular education teachers to implement inclusive education with ease and success.Overall the study suggests that implementation of inclusive education with trained and experienced teachers would definitely be a win win situation !

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