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THEROLEOFINCLUSIVEANDPARTICIPATIVETEACHINGANDLEARNINGINHIGHEREDUCATION:ACASESTUDYININDIA.

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Abstract

When we talk about "inclusive teaching," we mean pedagogy that aims to meet the needs of everystudentandencouragetheirparticipationinclassdiscussionsandactivities,regardlessoftheiridentityorculturalbackground.Exploringstudents'personalcircumstanceswhileplacinglearningwithinthosecontexts may be enriched by hearing varied opinions, as can exposing all students to interestingdialogue. Classroom environments that acknowledge students as individuals, make connections to theirlives, and address their problems inspire students to take charge of their own education (Ambrose et.al,2010).

By delving a bit further into why participation imbalances emerge, inclusive teaching relies on ateacher's natural inclination to make sure all students' views are heard and that they all have anopportunity to engage fully in the learning process. In order to foster this nuanced environment,educatorsmustdemonstrate arangeofskills,including self-and social-awareness,curriculumreflection, and familiarity with inclusive methods (Salazar et. al, 2009). To begin with, inclusiveeducationinvestigatesquestionslike"whydocertainkindsofpupilsappeartoengagemoreregularlyandlearnmorequicklythanothers?"Wheninteractingwithpupils,howmayone'sownculturalbiasesaffectone'sapproach?Ifstudents'identities,opinions,andhistoriesdoaffecttheirdegreeofparticipation,howwouldthatplayout?Finally,howmightchangestothecurriculumandmethodsofinstructionbemadetoincreasestudentengagementandinclusion?Inordertolearninclusiveteachingmethodology,teachersmightlookatanumberofexamplesandtactics.

Theadvancementofanationinallspheresoflife,includingindustry,society,economy,etc.,dependsin large part on the quality of its higher education system. Now more than ever, colleges andinstitutions in India need to equip the country's young with the knowledge and skills they need tobecomeeconomicallyindependent.

KeyWords: Inclusioninclassroom,curriculumdevelopment,highereducationinstitutions,empowerment,self-sufficiency,inclusiveeducation.

Introduction

The value of a college degree is subjective. When referring to the degree of education, highereducationisdefinedastheprocessofacquiringadvancedacademic credentialsviainstructionatpostsecondary institutions. In addition, college helps students learn and grow intellectually while alsoexpandingtheirhorizonsandworldview.Whenhighereducationisdeliveredinavarietyofformats,itservesnotonlyasameansbywhichindividualsmayactivelycontributetothegrowthanddevelopmentofindustries,butalsoofsocietyatlarge.

LearningBeyondHighSchoolinIndia:

Indiahas morehighereducation institutionsthananyothercountry,anditssystemranksthirdinsizeand diversity in the world, behind China and the United States. Access to higher education in Indiaincreaseddramaticallyafterthecountrygaineditsfreedom.The10+2systemisthegatewaytohighereducation(tertiaryeducation)inIndia(i.e.tenyearsofprimaryandsecondaryeducationfloweredbytwo years of senior secondary education). Higher education in India has a complicated framework.Institutions of higher learning such as universities, colleges, institutions of national importance,polytechnics,andsoonareincluded.ThereareseveraldifferentsortsofuniversitiesinIndia,includingpublicuniversities,privateuniversities,andinstitutionswithspecialstatus(Deemeduniversities,bothaided and unaided). Central universities, established by the Indian government through an act ofparliament,areinchargeofallocatingfundsfromtheUniversityGrantsCommission(UGC).Becauseof India's federal structure, the country's constitutional design assigns responsibility for education toboththefederalgovernmentandindividualstates.Standardizationandcoordinationinhighereducation are under federal jurisdiction, whereas K-12 education is under state jurisdiction. Severalregulatory agenciesandresearchcouncils in India are housed insidethe department of highereducation.

AdministrativeAgencies:

InstitutionalFundingBoardforHigherEducation(UGC)

Society for the Promotion of Technical Education Across India (AICTE) Institution of the BuiltEnvironment(COA)

ResearchintoIndia'sRichScientific,Philosophical,andCulturalPast(PHISPC)

IssuesFacingIndia'sInstitutionsofHigherLearning:

Few Indian universities are known internationally because of a lack of investment in research andexchangeprogrammes.

ThereisaconcernwiththequalityofthecurriculumatIndianuniversities.Themajorityofuniversitycurricula arehopelessly outmodedandoutdated.

Thoughnumberofstudentsenrollinginuniversitieshasincreasedataquickercliprecently.Withafewexcepti ons, India's colleges and institutions aren't exactly equipped to do cutting-edge research. Itwouldbehelpfultorateexcellentinstitutionsiftheyhavelibraries,dormitories,transportation,sportsfacilit ies,andsoforth.Fewerandfeweruniversitiesandbusinessesareworkingtogethernowadays.GraduatesinIn diahaveahardtimefindingwork.AtinypercentageofIndia'scollegegradsreally have marketable skills. Similarly, when we move away from the most prestigious universities,ourplacementresultsdeclinesharply.

Thegovernmenthastakenseveralstepstoimproveitshumanresourcemanagement,including:

• creatinganationaldigitallibraryofeBookscoveringawiderangeoftopicsandsubjects;

• establishing a system through which the highly qualified faculty of centrally sponsored institutionslikeIITs,IIMs,andcentraluniversitieswouldofferonlinecoursesfreeofcharge.•TheUnnatBhar atAbhiyaninitiativewascreatedbythefederalgovernment togetresearch-basedtechnologyoutofthelabandintothestreets.Theplancallsforuniversitiestogoouttonearbyruralareasa ndhelpsolvetheissues that plague them. Water conservation, organic farming, renewable energy, infrastructure, andsustainable means of subsistence would all be priority areas for the program's designers. The IndianInstitute of Technology in Delhi is serving as the project's central hub. IITs and NITs throughout thenationhaveadoptedover130villagesthusfar.

By encouraging creative education grounded on observation and experimenting, Rashtriya AvishkarAbhiyan hopes to reinvigorate young people's enthusiasm for technology. The emphasis would beplacedonexperientiallearninginthecommunitiesaroundeducationalinstitutions.

Industrial cooperation at universities is necessary for the creation of curricula, the arrangement ofguestlecturers,internships,real-worldprojects,careerguidance,andjobplacements.

Student and faculty exchange programmes, as well as other forms of collaboration with top-tiernationalandinternationaluniversities,areprovenwaysforhighereducationinstitutionstoboosttheirqua lity, reputation, and credibility. The Indian government should encourage such partnerships inordertobetterprepareitscitizensfortheglobaleconomyofthefuture.

InternationalPerspectivesonHigherEducation

Theincreasingmobilityofcommodities,services,money,information,andpeopleacrossthecontemporary globeistheprimaryfactorthathasledtothisforecast.Thehighereducationindustryisnot immune to the ripple effects of this rapid global transformation. Education, like the stock marketand manufactured commodities, is fiercely competitive in today's globalised world. Every graduateneedstopersuadepotentialemployersandclientsthattheirknowledgeandabilitiesareindemand,thattheirengineeringandtechnologiesarecuttingedge,andthattheirtoolsandmentallaboratoriesareofthehighestqualityonthemarket("DrNaveenPrasadula,(2022)DepartmentofBusinessManagementDepartment OsmaniaUniversity").Tothriveintoday'sfiercelycompetitiveglobaleconomy,wemustfirst determine the full extent of our intellectual and academic resources. In contrast to the industrialrevolutionofthepreviouscenturies,hepredictedthattheknowledgerevolutionwouldbetheprimaryfactor in driving economic development in this nation. There has been a shift in recent years from anindustrialeconomycentredonmanufacturingtoaknowledge-

basedeconomy,witheducationservingasakeycommodityinglobalcommerce(uptosomeextent).Theuniversityhaschangeditsmodelandisnowafor-

profitbusinesswhileitformerlywasacharity(Maske,2004).Therehasbeenaconsistentincrease in the number of knowledge-based workers in India since liberalisation. As a result, no onecan reliably estimate what will be required in the 21st century economy. For the first time ever,schools are training students for a form of society that does not yet exist. (Reddy 1995) Teachers inhigher education have a responsibility to provide their students with the most current informationavailable so that they may meet the challenges of globalisation in the years ahead. Mr. ManmohanSingh, India's prime minister, shares this attitude, saying, "I really feel that the moment has come forus to give particular attention to education and skill development." For India to compete successfullyin today's global economy, every individual must have the tools necessary to become a contributingmember of society (The Hindu, 2007). These days, universities aren't only places where people   go togetaneducationorwherenewdiscoveriesaremade;they'realsoplaceswheremanagementefficiencyis improved. In the wake of the information and communication revolution, classrooms may now betakenanywhere,andlessonscanbestructuredinawaythatbestsuitstheindividuallearner.Preparingeducated, skilled, and entrepreneurial human capital should be a higher priority. A multiculturalperspective,apracticalfocus,skilldevelopment,andadaptabilitytochangearethefourpillarsaroundwhich higher education institutions must build if they are to realise this vision. One cannot dismissglobalization's impact on education since it has become both a service provider and user. Thefollowingdevelopmentsarehappeningasaconsequenceoftheneweconomicpoliciesofglobalisation,privatisation,andliberalisation.

Tobegin,let'stalkabout

1) International Trade, which is very relevant to the DEP. Online courses, web browsing, ed-testingservices,paperbackeditionsofbooks,foreignsalesofed-CDs,

andsoonareallmadefeasiblebythedevelopmentofIT,whichaidsinthedisseminationandglobalexchangeof knowledge.

2) Internationaleducation:Mostnationsnowmustdealwiththechallengeofinternationaleducation,which maybeaccomplishedbysendingadesiredfeetoaforeigneducationalinstitutionandusingtheInternettocom municatewithstudentsintheirowncountry.

Forgreaterpayandrecognition,ourcountry'sbrightestmindsareleavingtoworkoverseas,drivingupinternat ionalhumantrafficking.

International organisations like UNESCO, UNICEF, etc. are beginning to formulate global educationalpoliciesthatwillhaveanimpactonthefieldofeducationacrosstheworld.

Cyber libraries are in high demand because providing universal access to knowledge is essential forkeepingupwiththeeducationalstandardsofinternationalinstitutions.Agreateravailabilityofonlinelibr ariesisakeycomponentinachievingthisgoal.

7)Greaterindependence:Intoday'shighlyinvolvedworld,universitiesmustsafeguardtheirstakeholders— theirstudents— frombeingdeceivedorsubjectedtoadeclineinstandardsasaresultoftheintensecompetitionforstudents'attent iononaworldwidescale.AsPer"Dr.SUHASINIPALLE".

Because of the increasing globalisation of education, universities are increasingly functioning asautonomousentities,unaffectedbythebroadereconomicclimate.Itmustbeatparwiththeeducational systems of other developed nations and strive for the highest possible level of globaleducation.

India's renowned testing services—including CAT, GATE, JEE, NET—need to be updated andmodernised so they can compete with the likes of the GRE, GMAT, TOFEL, and others offeredinternationally.

Benefits aimed at certain nations (No. 11) Since developing nations lack the resources to adapt toglobalisation,suchastheinternetandcutting-edgeinformation,theywillfacesignificantchallengesasa result. The more developed nations may dictate how their citizens are educated and how theireconomies are run, eradicating any possibility of cultural autonomy (Maske, 2004). Therefore, it issafe to say that India's agricultural, industrial, commercial, and corporate banking sectors are not theonlyonesfacingnewchallengesasaresult

ofglobalisation;theeducationalsectorisalsofacingnewdifficulties. Gaining entry into the global economy will be less dependent on cheap labour costs andmoreonqualityandproductivity.Thequalityofthegraduatesandresearchersproducedbyour

universities must be on par with the finest in the world in terms of competence, comprehension, andproductivity. If this is feasible, it would have a multiplicative effect in three ways: it would raise thestandard of education in India, generate revenue for the country, and help disseminate Indian idealsover the globe. We need to shape this chance in such a way that its solely beneficial effects areguaranteed.Alotofworkhastobedoneinthisregard.

ResearchandMethodology

FactoranalysisoftheIndianTeachers'InclusionCompetencies(ICIT):PsychometricProperties.Inputfrom US-based special education specialists was used to shape the initial questionnaire's elevencompetence areas (Gear & Gable, 1979). Following recommendations from Indian specialists, twomorequestionswereincludedinthesurvey.Tenfactorswitheigenvalueslargerthan1werefoundbymain axis factor analysis (see Table 1). When the results from the redesigned questionnaire werecomparedtotherepliesfrominstructorsinelementaryandsecondaryschools,theacquiredcomponents lentsomesupporttothecreatedcompetencegroups.Whennotrotated,thetencomponentsinTable1explain6 8%ofthevariation.It'sworthnotingthatthetotal-scalescoreandthe10differentcategorysub-totalswerebothvalidatedbythehighimportanceofthefirstcomponent.

Factors	Sum Squares of Loading	% Variance	Cumulative %
1	20.597	39.609	39.609
2	3.658	7.304	46.644
3	2.011	3.867	50.511
4	1.763	3.391	53.902
5	1.584	3.046	56.947
6	1.355	2.606	59.553
7	1.231	2.367	61.921
8	1.123	2.159	64.080
9	1.059	2.036	66.116
10	1.043	2.006	68.122

Evaluationofdependability.AccordingtoDeVellis(2003),adependabilitycoefcientof.70isconsideredade quateforscientificstudy.Reliabilitytestingontheupdatedten-factorscaledemonstrated that ICIT is a valid tool for gauging instructors' present-day knowledge and abilitiesacrossavarietyofsubjectareas.Forthewholescale,thealphacoefficientwas.94.Inaddition,ICIT'si nternalconsistencyisatleast.80acrossallsub-scales.

Sub-scaleandTotal-scaleAlphaValuesfortheICIT

"Sub-scales(competencycategories)	Alpha
ProfessionalKnowledge	.80
ClassroomClimate	.86
Collaboration	.87
Assessment	.83
ClassroomManagement	.87
GoalSetting	.85
ResourceManagement	.87
InstructionalTechniques	.84
IndividualizedInstruction	.83
Evaluation	.83
ICITTotal	.94"

Results

Afteranalysingthefirstsectionofthequestionnaire,itwasfoundthat146(67.59%)ofprimaryschoolinstructorshadneverhadanyspecialeducationtraining.Inaddition,169instructors(77.88%)reportedhavingnopriorexperiencecaringforstudentswithspecialneeds.When184educators(86.38%)saidthey lacked access to special education instructors, paraprofessionals, or resource room services, thesituation became even more dire. Background factors for elementary school teachers are included inTable3.

Primaryschooleducators'demographicsarebrokenoutinTable3.

"Variable		No.ofRespondents	%ofSample
TraininginSpecialEducation	Yes	70	32.41
	No	146	67.59
ExperienceinTeaching Students withDisabilities	None	169	77.88
	Under2 years	23	10.60
	3-5years	15	6.91
	6-10years	3	1.38

	Over 10years	7	3.23
AccesstoSupportServices	Yes	29	13.62
	No	18	86.38"
		4	

Whenthepliesofsecondaryschoolteacherswereevaluated,thesamepatternsemerged.Only41outof the total number of respondents (32.28%) reported having any kind of training to assist kids withspecialneeds.Themajorityofeducators(62.9%)havenevertaughtakidwithadisability.Thesecondsection of the survey was examined to ascertain instructors' estimates of their own abilities. Todetermine the instructors' current levels of expertise in each of the 10 ICIT competence domains, thefollowingmethods wereused:

If instructors gave themselves an average score higher than 3.0, they considered themselves eithermoderately or extremely skilled in that area. If the average grade was less than 3.0, it would suggestthateducationprofessionalsoftendidnotconsiderthemselvestobecompetentinthisarea.

Variable		No. of Respondents	% of Sample
Training in Special Education	Yes	41	32.28
	No	86	67.72
Experience in Teaching Students with Disabilities	None	80	62.99
	Under 2 years	19	14.96
	3-5 years	10	7.87
	6-10 years	11	8.66
	Over 10 years	7	5.51
Access to Support Services	Yes	16	12.60
	No	111	87.40

Competencyareasmightalsousethisgradingscheme.

Table4:SecondarySchoolTeacherDistributionBasedonPersonalCharacteristics

SkillsofToday'sElementarySchoolEducators

Elementaryschoolteachers'self-reportedICITabilitylevelsacrossmanydomainsareshowninTable5 along with their corresponding means and standard deviations.You may also check out the ICITscale's overall mean and standard deviation. Based on where their means landed, the various groupswereranked.Acrosstheboard,primaryschoolteachersinDelhiratedtheirowncompetencybelow 3.0. The sum of the scale was 2.40, therefore it was further evidence in favour of that idea. However,they placed a greater emphasis on Classroom Climate (ranked #1) than on Professional Knowledge(ranked#10).

**"Table5.PrimarySchoolTeachers'PerceivedCurrentSkillLevels**

CompetencyCategory	Mean	SD	Rank
ProfessionalKnowledge	2.18	.70	10
ClassroomClimate	2.79	.79	1
Collaboration	2.33	.82	5.5
Assessment	2.24	.77	8
ClassroomManagement	2.52	.74	3
GoalSetting	2.44	.76	4
ResourceManagement	2.21	.74	9
InstructionalTechniques	2.59	.73	2
IndividualizedInstruction	2.33	.74	5.5
Evaluation	2.30	.77	7
TOTALICIT	2.40	.63	

SecondarySchoolTeachers'PerceivedCurrentSkillLevels"

In recent decades, the United States has seen a steady rise in the number of individuals from a widevarietyofcultural andethnicorigins.In1960, themajorityofAmericanswerewhite(89%),followedby black (11%), and Asian/Pacific Islander/American Indian/Alaska Native at less than 1% each. 6%ofthepopulationin1980wasHispanic.34Therehasbeenanuptickinthepercentageofadultswithahigh school graduation.Young individuals between the ages of 25 and 29 also saw similar increases(exhibitA.4).ThedisparitybetweenHispanicandwhitehighschoolgraduationratesforadultsaged 25andabovewidenedfrom27%to32%between1974and1994,beforenarrowingto27%by2022.Highschool graduation rates for blacks and whites have been slowly closing the gap, with the differencenarrowing from 25% in 1964 to 7% in 2022. (exhibit A.3). The percentage of young adults (18-24)enrolling in postsecondary institutions (including two- and four-year) rose from 32% in 1990 to 40%in 2013. 35 In addition to white students, students of colour benefitted from the uptick in enrolment.Both black and Hispanic people now have a smaller share of the population with a bachelor'sdegree.people has progressively expanded over the last several decades. The disparity in bachelor'sdegree achievement between Hispanics and whites has doubled from 9% to 20% between the years1974 and 2014. (exhibit A.6). The disparity between the percentage of blacks and whites withbachelor's degrees has more than doubled from 6% in 1964 to 13% in 2014. In the same vein,disparities widened among 25-29 year olds (exhibit A.5). As will be shown later in this paper, asignificantcontributortothiswideningachievementdisparityisalowercompletionratesamongthose

who do enrol in four-year institutions contribute to the disproportionately low enrollment of studentsofcolour.

Exhibit 1.1: Percentage of U.S. residents 58years and older attaining a bachelor's degree or higher, by race and ethnicity: From 1964 through 2022
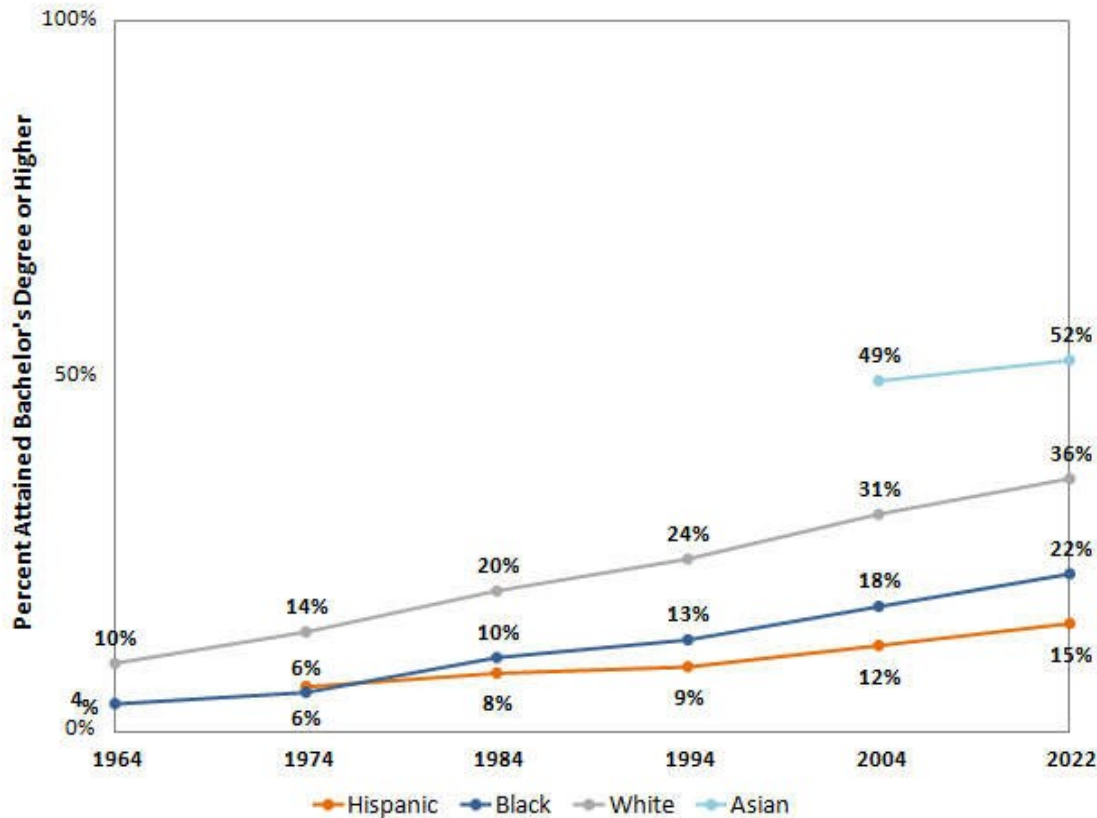
NOTE: Due to limitations in Census methodology, attainment among Asians is not available before 2002 and attainment among Hispanics is not available before 1974. Asian category excludes Native Hawaiian/Other Pacific Islander students.
SOURCES: U.S. Census Bureau, March Current Population Survey, 1947 and 1952 to 2002; U.S. Census Bureau, Annual Social and Economic Supplement to the Current Population Survey, 2003 to 2015 (noninstitutionalized population, excluding members of the Armed Forces living in barracks); U.S. Census Bureau, Census of Population, 1940 and 1950.
Available at http://www.census.gov/hhes/socdemo/education/data/cps/historical/index.html.

Thereis

arobustrelationshipbetweenlevelofeducationandyearlywages,andalsobetweenlevelofeducationandraceorethnicity.IncomesofU.S.citizensandpermanentresidentsaged18andabove,brokendownbyrace/ethnicityandlevelofeducation,in2022(Exhibit1.2)

DisparitiesinAccesstoHigherEducation
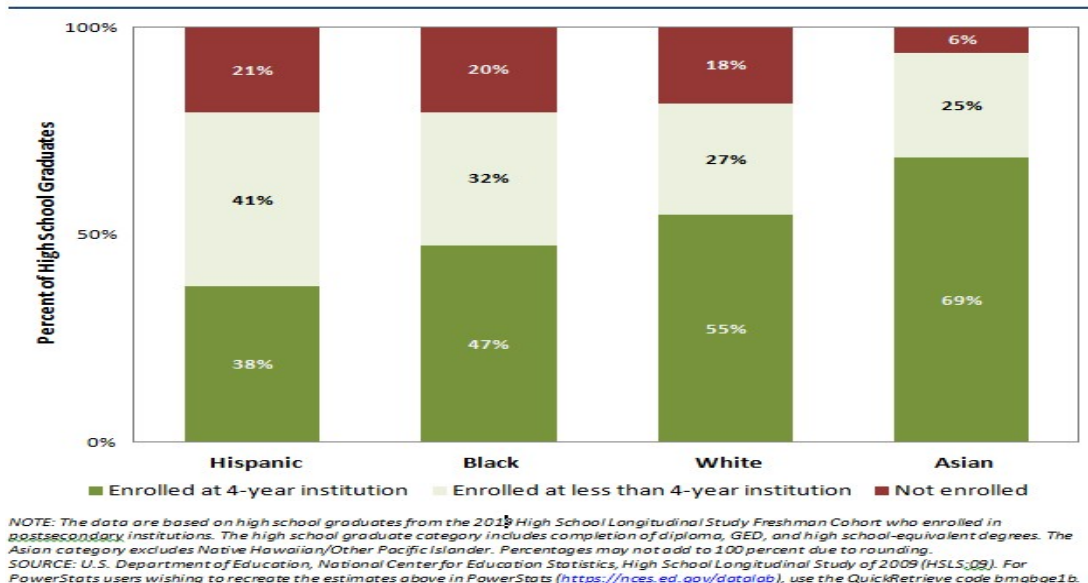
HowCollegesandUniversitiesAreEvolving

This section offers a statistical analysis of students' pathways to and completion of higher educationinstitutions, or the "higher education pipeline." This paper analyses the following stages of theproductionprocessusinganationwideperspectiveandnationallyrepresentativedata:

Student is accepted by the college and receives sufficient financial aid to cover tuition and livingexpenses;Studentenrolsinandbeginsattendingthecollege;Studentpersistsincollegeandearnsthere quirednumberofcreditstograduate.

Whenastudentfulfilsallacademiccriteriaforgraduation,theinstitutionawardsthemapostsecondarycertific ate,or"completion."

Exhibit2.1illustrateshowcollegeaccessdeclinesforkidsofcolouratseveralstagesoftheeducationpipeline. Theseracialandsocioeconomicinequitiesincollegeaccesshaveachillingeffectonupwardmobility   and contribute to the perpetuation of generational inequalities. Put another way, narrowingthese inequalities in access and achievement is crucial for improving socioeconomic and educationalpossibilities for people of colour, but it presents significant difficulties to institutions and the policycommunity.

Exhibit 3.1: Percentage of high school graduates enrolled in postsecondary institutions, by race and ethnicity and institution type: Fall 2019

NOTE: The data are based on high school graduates from the 2019 High School Longitudinal Study Freshman Cohort who enrolled in postsecondary institutions. The high school graduate category includes completion of diploma, GED, and high school-equivalent degrees. The Asian category excludes Native Hawaiian/Other Pacific Islander. Percentages may not add to 100 percent due to rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSLS:09). For PowerStats users wishing to recreate the estimates above in PowerStats (https://nces.ed.gov/datalab), use the QuickRetrieve code bmgbge1b.

There are racial and ethnic differences in the labour market and in college enrolment, but the gapbetweenthetwoseemstobenarrowingovertime,accordingtoacomparisonofdatafromtheBureauof Labor Statistics and the United States Department of Education. The plateau or even fall in theproportion of white students enrolling in college after the Great Recession may also account for thisphenomenon.76

ThereisadeclineinenrollmentatelitecollegesanduniversitiesamonghighschoolseniorsofAfricanAmeric anandHispanicdescent.Therearen'tmanyadmissions-relateddatapointsthattheDepartment

of Education gathers. However, the Department also collects data on the percentage of minoritystudentsattendingcollegeswithcompetitiveadmissionsprocesses.

Furthermore,adisproportionatenumberofblackandHispanickidsendupindevelopmentaleducationclasses. 77 The percentage of black students taking developmental courses is almost double that ofwhitestudentsatfour-yearuniversities.78

Themajorityofblack,Hispanic,andAsiankidsdonotcomefromfinanciallystablehomes.Whetheror if prospective students can really afford college is another major consideration. In 2012, 63% ofHispanic, BLACK, and ASIAN undergraduates and 54% of WHITE undergraduates had a financialgapbetweentheiroverall resources.

80 Many of these students may have to take out extra loans or find part-time jobs to cover the cost oftheireducation.Ifthereisasignificantfinancialdifferencebetweentheprovidedamountandthetotalcostof attendance,somestudentsmaydecideagainstenrolling.

Ascomparedtotheirwhiteandwealthyclassmates.83Debtfromstudentloanswashigherforblacksthanforwhitesinthesamefinancialsituations,evenafteradjustingforincomeandcollegecompletionrates.84

ChangesintheNumberofUndergraduatesAttendingCollege

Theaforementionedstatisticsrevealracialandethnicdifferencesinhighschoolapplicants'chancesofbeing accepted and receiving financial help. The following looks at how enrollment patterns havechangedasaconsequenceofcollegesacceptingmorestudentswhoaren'tfreshoutofhighschool.

Since1980,thepercentageofundergraduateswhoarenotwhitehasbeenrisingsignificantly.

By2021,thatpercentagehadfallento55%.Black,Hispanic,andAsianundergraduateenrolmenthasclimbed consistentlyduringthesametimeperiod.
Asamepatternwasseeninthenumberofstudentsenrollingingraduateprogrammes(exhibitA.13).

For-profit colleges have a disproportionate number of students of colour (especially Black andHispanicpupils).

Hispanic kids made up the largest group attending public schools (83%), while black pupils made upthe smallest group (65%). (71 percent). However, there is a lack of information from the Departmentonstudentstransferringfromcommunitycollegestofour-yearuniversities.

Figure3.2:From1980to2022,asampleoftheracialandethniccompositionofU.S.collegefreshmenbyraceandethnicity
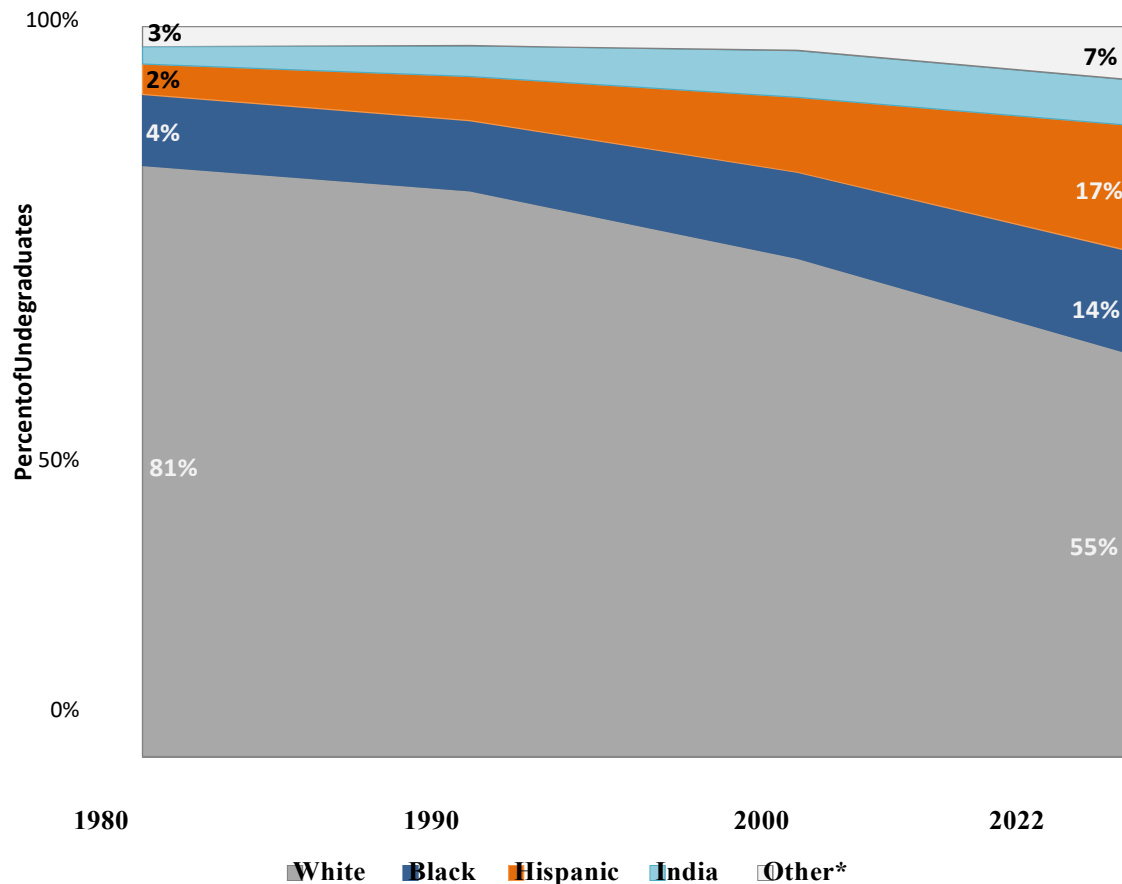
ThePersistence,Completion,andGraduationRatesofIndianCollegeStudents

Principal Results: After this, you'll find a summary of research on racial and ethnic differences inundergraduatestudents'ratesofcompletion,withafocusontherateatwhichtheygettheirbachelor'sdegree. As was mentioned before, a contributing factor to these differences is the lower enrolment ofHispanicsandAfrican-Americansinfour-yearinstitutionsofhighereducation.Disparitiesincompletion rates between students of different races and ethnicities pursuing the same degree isanothercriticalaspect.Thedatabelowprovideinsightontrendsinthegraduationrateforbothregularandno ntraditionalundergraduates,withaparticularfocusonthosepursuingabachelor'sdegreeforthefirst

time.Graduation rates at for-profit universities are lower across the board compared to those atpublic and private universities that are not for profit. Graduation rates were higher for students of allotherracesandethnicitiesinmoreselectiveinstitutions.TheproportionofblackandHispanicstudentswho graduate

fromcollegeasawholeislowerthanthatofwhiteandAsianstudents.Whilejust36%ofwhitestudentsand17% ofblackandHispanicstudentsgraduatefromcollegewithinsixyears,over50%ofAsianstudentswhoenrolin postsecondaryinstitutionsdosowithinthattimeframe.

Hispanicstudents'graduationratesaresimilarlylowerthanthoseofwhiteandAsianpupils.

Comparatively,thegraduationratesofwhite(63%),black(41%),andIndian(71%),studentswereallhigher than those of Hispanic (54%) and other minority (41%) students in 2017-2018. Disparities ingraduationrateswereconsiderablymorepronouncedamongmales.Blackmaleshadagraduationratealmo sthalfthatofAsianmalesand25percentagepointslowerthanwhitemales,whileblackfemaleshadagraduatio nrateroughlytwo-thirdsthatofAsianfemalesand21proportionopinionsworsethansnowyfemales.

"Exhibit4.1:Percentageoffirst-time,full-
timeIndian.studentsgraduatingwithabachelor'sdegreewithin sixyearsofenrollment,by race
and ethnicity and sex: 2017–18 through2020–21
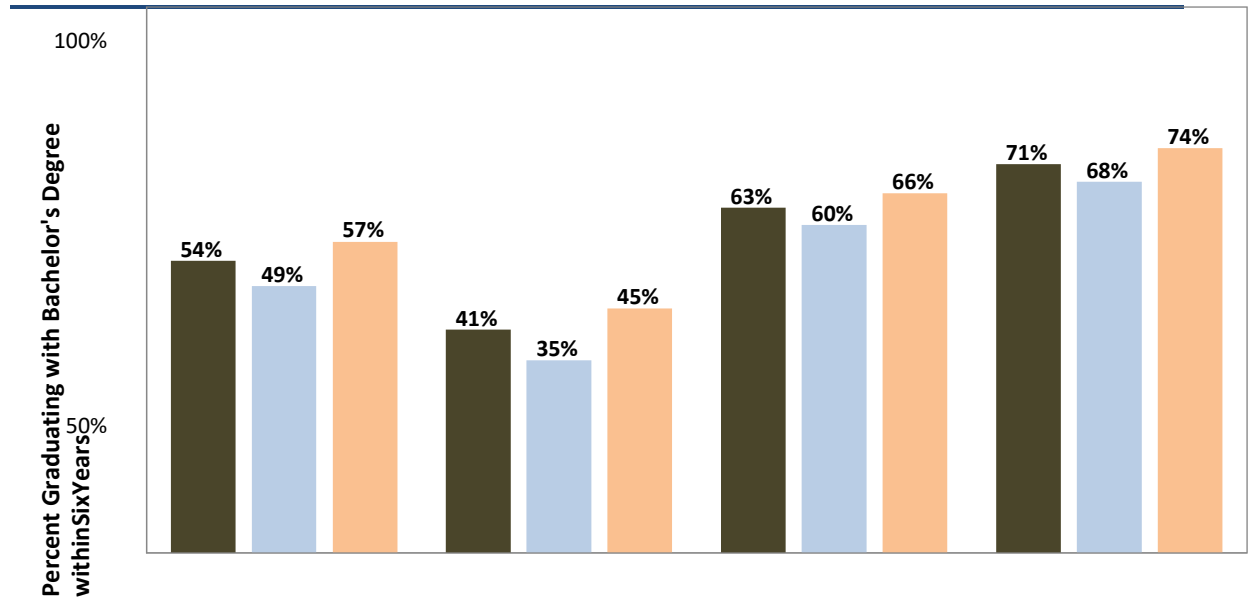
ConsideringthatblackandHispanicstudentsdisproportionatelyattendfor-profituniversitiesAccording to the data shown in Exhibit A".14, racial and ethnic gaps in graduation ratesmaybepartiallyexplainedbyvariationsingraduationratesacrossindustries.

Exhibit 4.2: Percentage of first-time, full-time U.S. students graduating with a bachelor's degree within six years, by race and ethnicity and institution control: From 2017–18 through 2020–21
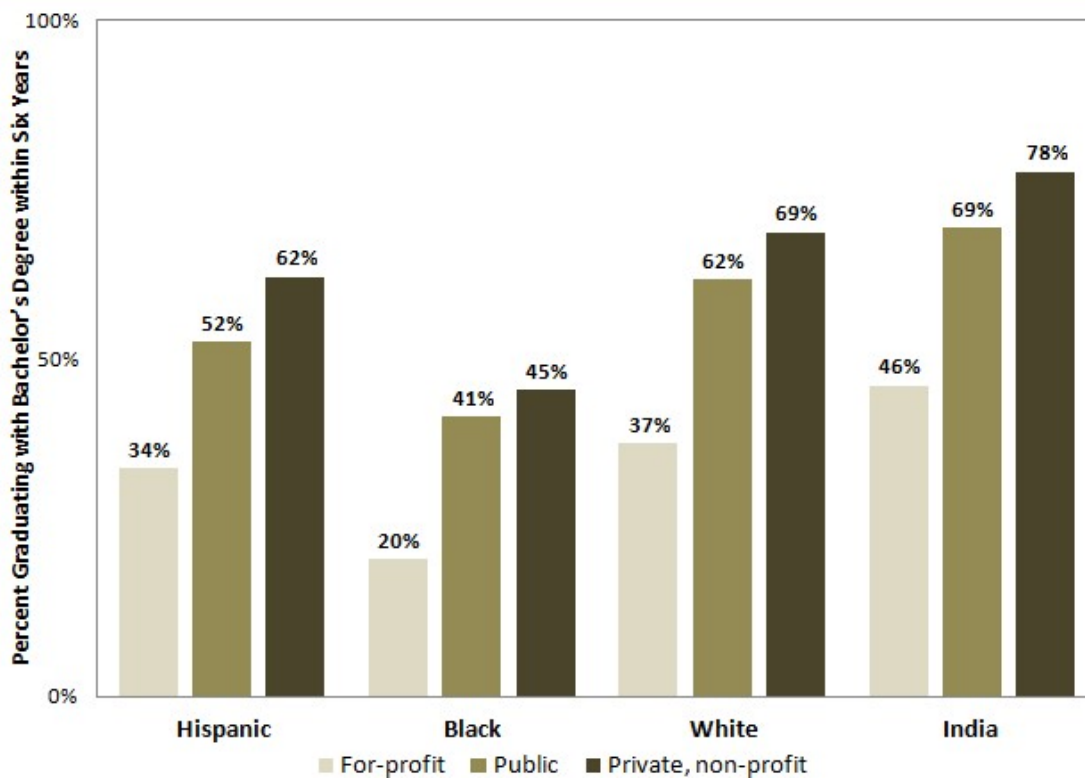
Graduation rates for students of colour are generally higher and graduation rate discrepancies arenarrowerinhighlyselectiveandmoderatelyselectiveschools.Numerousstudiessuggestthatstudentsof colour benefit greatly from their time spent at elite universities. 89, 90 Bachelor's degree-seekingstudents of all races (Hispanic, black, white, and India) had better success rates at more competitiveuniversities.

Conclusion

In this article, we discuss the state of higher education in India today. We also note issues plaguinghighereducation,suchasamismatchbetweensupplyanddemand,adearthofhigh-

qualityresearch,apaucity of professors, and inadequate infrastructure and facilities. The goals of the twelfth

plan'sframeworkincludeelevatingthestandardofgovernmentagencies,reimaginingtheroleofgovernmen t-funded help, and connecting growth, fairness, and excellence. Since developing nationslacktheresourcestoadapttoglobalisation,suchastheinternetandcutting-

edgeinformation,theywillfacesignificantchallengesasa

result.Themoredevelopednationsmaydictatehowtheircitizensareeducated and how their economies are run, eradicating any possibility of cultural autonomy (Maske,2004).Therefore,itissafetosaythatIndia'sagricultural,industrial,commercial,andcorporate

bankingsectorsarenottheonlyonesfacingnewchallengesasaresultofglobalisation;theeducationalsectoris alsofacingnewdifficulties.Gainingentryintotheglobaleconomywillbelessdependentoncheaplabourcost sandmoreonqualityandproductivity.Thequalityofthegraduatesandresearchersproduced by our universities must be on par with the finest in the world in terms of competence,comprehension,andproductivity.Ifthisisfeasible,itwouldhaveamultiplicativeeffectinthree ways:itwouldraisethestandardofeducationinIndia,generaterevenueforthecountry,andhelpdisseminate Indian ideals over the globe. We need to shape this chance in such a way that its solelybeneficial effects are guaranteed. A lot of work has to be done in this regard. In conclusion, thefindingsofthisresearchnotonlyshedlightonthedegreetowhichschoolsarepreparedtoimplementinclusi veeducationprogrammes,butalsolendcredencetotheclaimthatakeytofiguringouthowtobest prepare teachers is to look at how their own personal values and beliefs are reflected in theclassroom(Taylor&Sobel,2001).Interviewswithteachersindividuallyorinsmallgroups,aswellasclass roomobservations,shouldbeincludedinfuturestudiesonteacherpreparedness.

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