A Comparative Study Of Inclusive Education System In Government And Private Universities Of Lucknow City

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Abstract: In this paper, we study about a comparative study of inclusive education system in Government & private universities of Lucknow city. Specially study of Lucknow cities these concepts related to Private & Government education and inclusive education in front of challenges in private and government sector. Higher education department face the problems of various challenges of higher education. In these Universities teachers & students face lots of problems.

Keyword: Central, Private, State, Autonomous, Simultaneously, senior, inclusive education.

Introduction:
India Ranks Third Largest in case of Higher Educational Institutes after US and China. Higher education consists of the education imparted by the Universities, which includes Central University, State Government Universities, Private Universities and Autonomous Colleges. A Central University includes those universities which have been set up under the Act of Parliament. Central Universities are directly funded by Central Government. There are 50 Central Universities in India. A State University includes those Universities which have been setup under the Act of State Legislature. Academic achievement is closely related to opportunities is closely related to opportunities of motivation in teaching learning process. The motivating factors could be desire for recognition, need for security or even a person’s adventurous spirit to be having new experience (Schwartz. et al, 1962) [13]. The sense of competition and pressure from Job market are also important factors related to academic achievement. The school management, facilities available in school and home and teacher equality are also influence academic achievement. The emphasis on the quality of education particularly secondary education has been substantiated by the volumes of research all over the world and the fact that these skills, values, beliefs developed at the secondary grades are most significant critical success factor both in education and latter in life. This being the reason, quality of education is receiving a priority by the hands of parents and other stake holders. In order to meet the increased demand of quality education, the private institutions came into existence at large scale. The expansion of private educational institutions is the result of increased demand and aspirations of parents for quality education. This situation in India is not different. "Private educational institutions have come up in India in response to growing educational requirements of the pupil, expressed in terms of the desire for good quality education. India, at present, is on the fast track of globalization and privatization. The decade of nineties have experienced the liberalization of the most areas of economic activity like energy generation, consumer goods, entertainment, aviation, infrastructure, highways, banking and insurance, communication and so many areas of activity have been opened for global market. A shift from Government sector to private sector is gaining momentum day by day. More and more Government sector companies and undertakings are given to private sector. Day in and day out the disinvestments process is at supersonic speed. In such a global economic trend set education cannot remain unaffected, when the quality of education in government sector is already considered not up to mark. So, in the field of education also, private sector seems to flourish due to its quality as perceived by most of the parents. Thus, "the present wide spread ideological shift towards privatization in education seems as a return towards earlier centre of gravity rather. The State Universities Are Funded by State Government. The Private Universities are regulated under the Regulation of UGC mostly these are Non Profit Organizations. There are 340 Universities as on 1-11-2019.

Inclusive Education means the Academic Education simultaneously with Other Extra Curricular Provided by neighborhood Universities. Basically Lucknow City has Ten Universities which shall include:

1. Baba Saheb Bhimrao Ambedkar University (Central University)
2. Amity University Lucknow (State Private University)
3. Integral University (State Private University)
4. Babu Banarasi Das University (State University)
5. Dr. APJ Abdul Kalam University (State University)
6. Dr. Ram Manohar Lohia University (State University)
7. Era University (Private University)
8. University of Lucknow (State University)
9. Khawaja Moinuddin Chishti University (State Government)
10. Dr. Shakuntala Misra National Rehabilitation University (State University)

Review of Literature:
1. It is found that students with disabilities have higher achievement and improved skills through inclusive education, and their peers without

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challenges benefit, too (Bui, et al., 2010; Dupuis, Barclay, Etal).

2. It is found that on average, parents are somewhat uncertain if inclusion is a good option for their SWD. On the upside, the more experience with inclusive education they had, the more positive parents of SWD were about it. Additionally, parents of regular students held a decidedly positive attitude toward inclusive education. (de Boer, Pijl, & Minnaert, 2010)

3. The strategies are recommended by several research studies and applied experience (Morningstar, Shogren, Lee, & Born, 2015; Alquairini, & Gut, 2012).

Ainscow, M. (1999) in his study ‘Understanding the development of the inclusive schools.’ reckoned that barriers to participation can be identified if classroom teachers are encouraged to examine their practices carefully and systematically; consideration should be given to the most effective use of learning support assistants. Positive interdependence, individual accountability, face-to-face interaction, social skills are recommended for group work. Teachers within a school need to develop a ‘shared language’ in which to discuss what is happening in the classrooms and to articulate what is often intuitive and unconscious.

McComas, J., Pvik, J. and Laflamme, M. (2002) in their study titled ‘Barriers and facilitators to inclusive education’ examined educational reform in inclusive schools in Ottawa, Canada. Purposive sampling was used to select 15 students with mobility limitations (9-15 years) and 12 parents from eight different schools in the Ottawa-Carleton area. The data was collected using focus group interview. Barriers to inclusive education identified across the eight schools by parents and students were (a) environmental barriers, (b) intentional attitudinal barriers, (c) unintentional attitudinal barriers, and (d) limitations inherent to the physical disability.

Forlin, C., Sharma, U., Loreman, T. and Earle, C. (2006) in their study entitled, ‘Pre-service teachers’ attitudes, concerns and sentiments about inclusive education: An international comparison of the novice pre-service teachers’ investigated the nature of concerns and attitudes held by pre-service teachers regarding inclusive education and their degree of comfort on interaction with people with disabilities. Purposeful sample of pre-service teachers (N=1060) enrolled in an undergraduate teacher preparation program at a teacher training institution in one of four international jurisdictions, namely, Western Australia; Victoria, Australia; Alberta, Canada; Hong Kong and Singapore was undertaken. Survey instrument was employed to collect data. Results indicated that majority of participants having average, poor or nil knowledge of disability acts or policies that may impact on the education of such children in their jurisdiction. A significant difference was found in attitudes towards students with disabilities between the students in the eastern countries of Singapore and Hong Kong, and those in the western countries of Canada and Australia. The study also suggested that in most instances pre-service teachers have more positive attitudes towards people with disabilities and inclusion, and more confidence in implementing inclusive practice when they have had additional training and/or experience with people with disabilities.

Shelfo, L. K. (2007) in her study titled, ‘The status of inclusive education in Maryland School Band and Orchestra Programs’ conducted an on line survey to collect data. The data was analyzed using the graduate version of SPSS 15.0 software. The results of this study revealed discrepancies in the delivery of instruction to special learners included in band and orchestra classes, conflicting attitudes toward inclusion, specific disabilities and insufficient preparation on working with special populations for the instrumental music teacher.

Ajewon, M. P. (2008) in his study entitled, ‘Inclusive education for students with disabilities in Nigeria: Benefits, challenges and policy implications’ conferred that in the midst of a major reform in Nigerian education system, which propagated the policy to include students with special needs in regular classrooms. The study suggested that to ensure long-lasting success, there was a need to eradicate all forms of superstitious, beliefs about disabilities that have repressed the involvement with people with disabilities in education and the community. The paper emphasized on the need of proper documentation of children and youth with disabilities for effective programming, proper deployment of available trained special educators at primary and secondary school levels. The paper reinforced that it is not sufficient for government officials to merely endorse international protocols of special needs education that have not been adequately researched or tested in developing countries but recommended that for successful implementation of inclusive education developing positive attitudes toward disability, identify the scope of children and youth with challenges, Conducting comprehensive, methodologically-sound research into effects of inclusion, determine the efficacy of inclusion on general education students and their teachers, applying the principle of universal design to school building, curriculum and pedagogy, creating a culturally-responsive school environment and extending inclusion to the community is important. The bottom line for students with disabilities should be equitable access to opportunities that will guarantee successful outcomes in employment, education, and community integration.

Naicker, J. and Hed, J. P. (2008) in their study entitled, ‘Educators’ preparedness for inclusive education’ conducted an empirical survey to focus on educators who had the skills, knowledge, attitudes, training and access to support structures to ensure successful inclusion of learners with special education needs (LSEN) in mainstream classes. A structured questionnaire, constructed by the researcher, along with the literature study was used as a means to obtain a database from 120 educators. It was found that effective preparedness of educators was one of the determinants for the success of inclusive education. Educators need to be prepared:

**Purpose of the Study:**

- The Private Universities are increasing and in India we have more than 200 universities.
- In Current Scenario the Private Universities Are Largest Education Providers.as the Private Universities Are Completely full-fledged with all types of Assets.
• On the other hand, the Government Universities are also helpful to Impart Education at a very concessional Price.

Methodology and Results
The Methodology used for the research is based on the Secondary method and Suggestions and Conclusions framed upon. The Comparison is done between the Government and Private Institutes and a Descriptive way of research is conducted. Evaluation of Inclusion Programs Gives very limited time period in which inclusive education programs have been implemented, there have been few full-scale evaluations of outcomes.

Gross Enrollment Ratio
The GER is the ratio where the admission of students between the age group of 18-23 years is to be seen against the Total Students between the age group of 18-23 years, The maintenance of the GER is main responsibility of Central and State Universities

Fees structure
The fees structure between government and private sector has a huge difference. The central and state universities have a minimal amount of fees as compared to the private universities. The private universities have a handsome amount of fees as compared to government universities.

Accommodation and Hostel Facilities
The accommodation facilities in government universities can be rated to the lowest as compare to the hostels of private universities. also as per the observation the accommodation cost in government universities is very low as compared to private universities.

Teaching Aids
The aids to teaching in government and private universities is seen to be satisfactory

Limitation
this research has not focused upon various areas which includes financial constrain, time limit, quality of education (which is purely based on observation and survey).

Conclusion
Thus it can be concluded that in some case the private universities provide a better inclusive education system over government universities like infrastructure, stay facilities, etc.

And the government universities are also better over the private universities in case of selection of teachers, concession to students in fees.

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