

PREPAREDNESS OF BHUTANESE HIGHER EDUCATION INSTITUTIONS FOR INCLUSIVE EDUCATION. AN EXPLORATORY STUDY

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ABSTRACT

This research has examined “Preparedness of Higher Education Institutions for Inclusive Education in Bhutan” in terms of understanding, perception, policies and inclusivity of academic programmes. The study adopted explanatory sequential mixed methods guided by pragmatism as a paradigm. A total of 867 participants from 9 Colleges of Royal University responded to the survey out of which 317 were faculty, 80 support staff, and 422 students. Out of 98 participants who were interviewed, 88 were from the colleges including faculty, support staff, and students, and 12 stakeholders were from Ministry of Education. The key policy documents such as Students’ Admission Policy, Wheel of Academic Law of the university, Programme specific documents, and semester term plans followed for teaching and learning were analyzed. The study revealed that although faculty, staff, stakeholders and students have basic conceptual understanding of inclusive education, they were skeptical about the full inclusion of students with special needs in higher education institutions of Bhutan.

Keywords: Disability, Diversity, Inclusion, Learning, Policy and Higher Education