Inclusion in Higher Education:

Exploring the Experiences of Nepalese College Students with Disabilities

高等教育におけるインクルージョン:

障害のあるネパールの大学生の経験を探る

A Dissertation Presented to

the Graduate School of Arts and Sciences,

International Christian University,

for the Degree of Doctor of Philosophy

国際基督教大学　大学院

アーツ・サイエンス研究科提出博士論文

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गुरुर्ब्रह्मा ग्रुरुर्विष्णुः गुरुर्देवो महेश्वरः ।

गुरुः साक्षात् परं ब्रह्म तस्मै श्री गुरवे नमः ॥

Or, Teacher (Guru) is Brahma, the creator;

Teacher is Vishnu, the preserver; Teacher is Shiva, the controller;

The Teacher is the ultimate reality, the Supreme Being of the universe;

to those all, Teachers who taught me,

I offer my respectful obeisance.

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Abbreviations

ADMN = Administrators

DIRD = Dynamic Institute of Research and Development

FU = Far-Western University

MoE = Ministry of Education

NDS = Non-disabled Students

NGO = Non-Governmental Organization

OECD = Organization for Economic Co-operation and Development

SDGs = Sustainable Development Goals

SLC = School Leaving Certificate

SWD = Students with Disabilities

TCR = Teachers

TU = Tribhuvan University

UNESCO = United Nations Educational, Scientific, and Cultural Organization

UN = United Nations

Abstract

The government of Nepal strives to foster inclusion for individuals with disabilities in mainstream education, from primary to higher levels, by implementing disability-friendly policies encompassing flexible admissions, financial support, and accessible infrastructure. However, the challenges these students face within the context of public colleges, among other issues, have yet to receive sufficient attention. Compared to their non-disabled counterparts in higher education, individuals with disabilities may confront academic engagement and socio-relational issues that previous research focusing on the individualistic approach cannot adequately explore. The problem of this study lies in the pervasive ambiguity surrounding the concept of inclusion, which appears consistent across various educational levels and programs. Additionally, the prevailing individualistic approach concentrates on addressing the unique needs of individuals with disabilities, overlooking socio-relational and academic concerns. Nonetheless, this study underscores the significance of embracing the notion of collective interaction to understand social belonging and learning engagement for all in the pursuit of inclusive excellence in higher education.

The purpose of this study was to explore the experiences and perceptions of students with disabilities and stakeholders regarding inclusion in the Nepalese higher education context. Research questions focused on understanding inclusion, the practice of interaction, and the perceived influence of interaction on the inclusion of students with disabilities. The research questions were grounded in the capability approach, the inclusive excellence model, and a conceptual framework that addresses critical aspects and conceptual limitations of these theories.

A qualitative case study was chosen for this research, with data collected from a diverse group of participants from two Nepalese public colleges. A purposive sampling approach was employed to identify different participants. Prior to the main study, a pilot

survey was conducted among all participants (n = 620) to gather basic information about the context and the inclusion landscape. The main study, conducted from March to June 2022, utilized semi-structured interviews, focus group discussions, and document reviews. Participants in the main study included students with disabilities (n = 22), students without disabilities (n = 12), instructors (n = 10), and administrators (n = 7).

The findings of this study reveal that inclusion in Nepalese higher education tends to emphasize individualistic concepts, focusing on disability-friendly infrastructure, learning resources, and financial support for students with disabilities, as well as promoting a disability-positive mindset, in line with prevailing theories. Interestingly, the majority of participants identified several crucial capabilities, including cooperation, social belonging, respect, and dignity, learning engagement and self-efficacy, and professional accountability, as collective benefits. Concerning the practice of interaction, most participants' experiences demonstrated a positive attitude toward interacting with students with disabilities; however, interaction among college members was infrequently practiced. Moreover, the perceived influence of interaction was found to positively enhance the academic and social functioning of students with disabilities and other stakeholders. In conclusion, this study asserts that inclusive excellence can be developed in the context of Nepal's and international higher education by suggesting that existing higher education policies, public college practices, and future studies reframe and reconsider the concept of collective interaction, encompassing fundamental capabilities.

Keywords: Capabilities, Collective Interaction, Disability-Diversity, Higher Education, Inclusion, Social and Academic Engagement

概要

ネパール政府は、初等教育から高等教育に至る教育課程において、その包摂性を促進するため、障害のある個人に対して柔軟な入学制度、財政支援、およびアクセスしやすいインフラ整備等、障害者に優しい政策を実施するよう努めている。しかし、公立大学の文脈においては、これらの学生が直面する課題に十分な注意が払われてこなかった。高等教育機関における障害のない他の学生と比較して、障害のある学生については、個人の学術的関与と社会的関係性の問題に直面する可能性があるが、個別的な支援アプローチに焦点を当てた従来の研究では、こうした側面が十分に明らかにされてこなかった。本研究では、さまざまな教育レベルやプログラムにおいて一貫してみられる、包摂性の概念に関して普遍的な曖昧さがあることを問題として取り上げる。特に、現行の個人主義的な概念枠組みのアプローチは、障害者の個別のニーズに対処することに重点を置いており、社会的関係性や学術的な課題を見過ごしている。こうした研究は、高等教育における「インクルーシブ・エクセレンス（包摂的な卓越性）」を追求するのに欠かせない人々の社会的帰属意識と学習参加について集団的相互作用の視点を用いて理解することの重要性を見過ごしてきた。

本研究の目的は、ネパールの高等教育の文脈における包摂性の概念について、具体的に障害のある学生と関係者が有する経験と認識を理解することである。リサーチクエスチョンは、包摂性の概念、相互作用の実践、および、相互作用が障害のある学生の包摂にどのように影響していると認識されているのかを理解することに焦点を当てた。概念枠組みとしては、ケイパビリティ・アプローチ、イ

ンクルーシブ・エクセレンス・モデルを用い、これらの理論の重要な側面と概念的制約を指摘した上で、新たな枠組みを提案した。

本研究は、質的ケーススタディを用い、ネパールの 2 つの公立大学の多様な関係者からデータを収集した。関係者については有意抽出法を用いて対象者を特定した。本研究に先立ち、全ての対象者（n = 620）に対してサーベイ調査を実施し、文脈や包括性の状況に関する基本情報を収集した。2022 年 3 月から 6 月にかけて実施された本調査では、半構造化インタビュー、フォーカス・グループ・ディスカッション、文書レビューを採用した。本研究のインタビュー調査には、障害のある学生（n = 22）、障害のない学生（n = 12）、教員（n = 10）、および管理者（n = 7）のデータが含まれている。

本研究の結果は、ネパールの高等教育における包摂性が、障害に配慮したインフラ、学習リソース、障害のある学生への経済支援、および障害に対する前向きな考え方を促進することに焦点を当てた個人主義的な概念を強調する傾向があることを示している。これは、従来の理論と一致している。興味深いことに、本研究の対象者の大多数は、協力、社会的帰属意識、尊重と尊厳、学習への参加と自己効力感、および職業的説明責任を含むいくつかの重要なケイパビリティを、集団の利益として特定した。相互作用の実践に関しては、ほとんどの研究対象者の経験が、障害のある学生との相互作用に対する前向きな態度を示したが、大学メンバー間の相互作用はあまり実践されていなかった。さらに、相互作用が持つ影響についての認識は、障害のある学生と他の利害関係者の学術的および社会的機能を積極的に向上させると認識されていることが判明した。結論として、本研究は、ネパールおよび国際的な高等教育の文脈において、インクルーシブ・エク

セレンスを発展させるには、既存の高等教育政策、公立大学の実践を見直し、将来の研究が集団相互作用の概念枠組に基本的なケイパビリティを包含する必要性が示唆された。

キーワード：ケイパビリティ、集団相互作用、障害・多様性、高等教育、インクルージョン（包括性）、社会的・学術的エンゲージメント

Chapter One: Introduction

The introduction chapter explains the context, problem statement, significance, and purpose of the study. Furthermore, definitions for related terms and some common abbreviations are provided.

Background

In the aftermath of the 2006 Nepalese Peace Accord, Nepal's newly developed constitution attempted to reform educational policies from primary to higher education in order to develop access opportunities for individuals with disabilities. In 2010, the government of Nepal ratified the UN Convention on the Rights of Persons with Disabilities (CRPD) in the new constitution, which grants the right to inclusive education in public schools and colleges. The concept of inclusive education refers to a system that comprises different levels of educational institutions to modify infrastructure, teaching methodologies, provide economic support, and develop a non-discriminatory environment with the aim of improving access and assisting students from diverse social backgrounds, including those with disabilities.

According to the report released by the Nepalese Ministry of Education (MoE, 2018), the number of students with disabilities increased at different levels of education after the enactment of the CRPD and other laws. However, no precise data on this issue is available. The educational provisions, the report further explained, increased public schools and colleges' capacity for scholarship grants, development of physical infrastructure, and availability of teaching-learning aids and anti-discriminatory laws, which contributed to increased access for students with disabilities. Nepal's public colleges implement educational policies on disability by facilitating scholarships through which tuition fees are waived, and the creation of teaching-learning aids for

specific disabilities is facilitated; these aids include, for instance, audiotapes for hard-of-hearing students and Braille-based materials for visually impaired learners (MoE, 2018).

Despite the Nepalese government's commitment to various policies and laws that provide better access for students with disabilities to different educational levels, educational institutions still fail to effectively implement the related provisions in addressing the different issues faced by this population in the learning context (Barriga, 2011). The paucity is attributed to the tendency of policies and provisions emphasized the access issues of students with disabilities. Instead of transforming tradition of mainstream education, the Nepalese government and college policies place a priority on access, stressing economic, infrastructural, and social attitude factors as additional inputs. In the Nepalese context, inclusive education seems to have a narrow interpretation, with the concept emphasizing equality enrolment of under-represented group of society. Marginson (2011) argues that inclusion entails expanding the process of gaining access to and better achievement in higher education for students with disabilities, as well as ensuring that higher institutions operate fairly. The definition and provisions for inclusion should address the social and pedagogical functioning students with disabilities experience when they interact with an academic institution. As several studies have shown, matters affecting learning issues, such as continuous learning engagement and social relationships, should also be considered in discussing the quality of education for all including students with disabilities (Getzel, 2008).

Higher education serves as the basis for career development and meaningful occupations, and academic excellence provides an opportunity for people with disabilities to live dignified lives (Getzel, 2008). In this sense, physical access to institutions may not be sufficient to understand students' excellent inclusion; it is also necessary to ensure an equitable academic environment that provides valuable opportunities for students to engage in the continuous

learning process and achieve academic goals (Nishimura, 2017). The learning opportunities associated with the inclusion of a person with disabilities in higher educational institutions may be better explored by focusing on the learning context. Inclusion should provide an opportunity for learning for all. It should allow everyone to lead a reasonable and dignified life within a campus environment; to engage in inclusive action, with continuous and active engagement in formal and non-formal practice (pedagogy), and to be fairly assessed in order to facilitate better academic and social and emotional performance in higher learning. Therefore, this study will explore the issues concerning inclusion based on the experiences of students with disabilities and other stakeholders in higher education.

Problem Statement

Public colleges in Nepal have played a vital role in incorporating students with disabilities into general classrooms with non-disabled students through the provision of flexible admission and financial support. However, the issues these students endure regarding inclusion in a higher education institutional context, among others, have not received much attention (Corcoran, 2010; Papasotiriou & Windle, 2012). While disabled students are compared to students without disabilities in higher education, the data presents a grim picture when it comes to inclusion in the learning context (Martins et al., 2018; Papasotiriou & Windle, 2012; Wasielewski, 2016). For instance, a study indicated that, whereas approximately 27% of students without disabilities graduate from college, only about 19% of students with disabilities do the same, which is lower (Taylor et al., 2010). Another study in the Nepalese context also indicated that public college students with disabilities have lower academic performance and face social and academic challenges than those without disabilities (Thapa, 2015). Given this context,

focusing on the issues related to achieving excellent inclusion of students who acquired a disability from the Nepalese Civil War (1996–2006) or by birth was significant.

The problem to be considered in this study is that the existing conception of inclusion, as described by several scholars and the Nepalese Ministry of Education, represents an ambiguous meaning that varies according to context and concept (higher education and inclusion of person with disabilities). Specifically, the notion of inclusion fails to recognize the importance of collective interaction in the college community, with a focus on both social and educational engagement for everyone in the quest for inclusive excellence in public higher education institutions. For instance, inclusion is solely understood as the achievement and development of specific social diversity based on objective characteristics (Ainscow et al., 2000; Anastasiou et al. 2015; Booth & Ainscow, 2011; Haug, 2017; UNESCO, 2008), and inclusion of person with disabilities is often conceptualized in Nepalese education policy as a physical integration of the individuals into educational institutions (MoE, 2018).

In addition, previous studies were influenced by narrow perspectives that place more emphasis on specific environmental and personal factors and that can only address required forms of diversity (disability) and academic performance (Garcia-Gonzalez et al., 2020; Kane, 2009; Lourens & Swartz, 2016; Morina & Perera, 2020; Strnadova et al., 2015). According to the previous concept, colleges and universities attempt to seek models of service delivery that include disability support and services offices in the university as part of contributing to the retention or learning outcomes of a particular group or individuals, which concept does not focus on the sense of social belongingness among all (Corcoran's, 2010; Getzel, 2008; Harding et al., 2006). Universities and campuses are responsible for ensuring access to educational materials and functioning by law and reasonable accommodations, which issues are already raised in the

field, how these approaches and concepts ensure and guarantee the line between post-enrollment and inclusive academic functioning (Getzel, 2008). Several studies have mainly utilized a specific approach to data collection that notably includes the experiences of students with disabilities (Corcoran's, 2010; Kane, 2009; Martins et al., 2018; Morina & Perera, 2020; Papasotiriou & Windle, 2012), which may fail to cover the diverse ideas (including stakeholders) needed for a wide-ranging understanding of the issues (Patton, 1999).

Alternatively, studies have also pointed out that inclusive excellence in higher education depends on institutional members' interactions for a favorable social environment (a sense of belongingness, acceptance, and friendship among all) and effective pedagogical functioning (Martins et al., 2018; Movkebayeva et al., 2017). In addition, recent systematic literature reviews indicated that exploring collective interaction in educational institutions and other related factors related to interactive behavior is essential for inclusion since all interconnected members (administrators, instructors, and students), not only the specific diversity, can achieve social and academic benefits (Armstrong et al. 2017; Macmillan et al. 2014). With regards to case study methodology, it has been suggested that the significance of including a comprehensive approach (the personal and contextual factors that are directly or indirectly interrelated to interaction and inclusion) for analysis and various viewpoints (stakeholders) to data gathering may help provide a holistic picture of the issue (Fuller et al., 2005; Martins et al., 2018; Van et al., 2020). Based on the problem, this study sought to explore the experiences of students with disabilities, including other stakeholders of Nepalese public higher education institutions.

Significance of the Study

The theoretical approaches, including the capability approach and the inclusive excellence model, have been studied to gain insights into the inclusion of students with

disabilities in higher education. The study applies these approaches to examine the subject of inclusion broadly, surpassing the narrow perspectives offered by the medical or social models of disability. However, the latest approaches (capability and inclusive excellence) have also been criticized because of their individualistic tenets (Dean, 2009; Mitra, 2006; Robeyns, 2006).

Although Sen's capability approach has been widely used in the field of inclusion and disability studies, the approach has been criticized for its individualistic nature. The individualistic approaches tend to stress individual freedom, responsibility distribution, and everyone doing their part rather than doing together. The capability approach states unequivocally that if one functions their responsibilities properly, one may be acknowledged for their valuable life or succeed. Differently, individual liberty may not be sufficient to maintain relational and academic improvement of all in higher education. The focus of the academic notion of liberty of functioning for the disadvantaged social group may result in something other than interpersonal ties; instead, it may result in conflict among the various personal choices (Dean, 2009). For example, the different choices of non-disabled and disabled students may make it difficult for instructors to manage and create an interactive classroom environment.

Therefore, exploring the concept of collective interaction in higher education may contribute to an alternative perspective to ideas of individualistic viewpoint. Collective interaction refers to a dynamic and constant communicative action amongst college community members to create a positive environment for everyone's well-being, which includes social bonds and active or learning-together culture. In a micro sense, interaction is defined as human interaction as two students' (students with and without disabilities) communication to create social bonds and discuss learning issues face-to-face in a university context (Bernard et al., 2009; Danial & Marquis, 1988; Thurmond & Wombach, 2004). Since higher education represents

diversity, and diversity (stakeholders) cannot exist apart from human (inter-), personal (intra-), and contextual (environmental) relationships, the interaction should include all stakeholders' interactions and their relationship with contextual capabilities. Although other scholars argue for the comprehensiveness of the capability approach in the field of disability and inclusion (Mitra, 2006; Walker, 2005; Reindal, 2009), it focuses on an individual's basic capabilities (freedom and academic functioning) by interrelating them with personal, material, and social or environmental circumstances (Dean, 2009; Robeyns, 2016). How can this approach explore socio-emotional integrity amid represented diversity and learning engagement issues? Practically, how is it conceivable to view inclusive excellence by disregarding interrelationships (with administrators, instructors, and peers) and concentrating exclusively on the learning needs/choices of a specific individual or group (disability)?

Additionally, Norwich (2014) noted, in the same vein, that it is essential to acknowledge the limitations of the capability approach and to concentrate on other views on the inclusion issue. In this respect, the inclusive excellence model considers institutional transformation concepts focusing on more advanced capabilities, such as socio-emotional development and inclusive pedagogy, for excellent inclusion of diversity in higher education (William et al., 2005; Westwood, 2013). According to William et al. (2005), one of the basic concepts of inclusive excellence is that the effort to achieve the academic success of social diversity must be centered. However, the inclusive excellence model does not adequately emphasize the concept of collaboration and interaction in an academic context to develop a sense of social acceptance. The concept views diversity as a sign of a specific group in society, such as ethnic, disability, and immigrants, and believes that organizational reform is needed to access and include them in higher education. For instance, William et al. (2005) invented the scorecards of inclusive

excellence, emphasizing the assessment of the campus social climate (welcoming environment) and pedagogical context (equitable) for flexible access and adjustment of international students, disabled students, racial groups, and ethnic groups. The concept that focuses on institutions' objective transformation based on the individual identity may not understand social ties and a sense of acceptance that may foster sustainable existence and active learning engagement of all. In other words, for inclusive excellence in higher education, the focus of interactive behavior (among all groups, including indigenous, and non-indigenous students, or disabled and non-disabled students) is necessary to enable positive alterations in an institution's perspective toward human diversity and empower students with disabilities as active and engaged learners.

The conceptualization of interaction is critical for advancing the inclusive excellence model, which can aid in exploring excellent inclusion as an all-encompassing task to achieve social belonging, active participation, and equitable educational opportunities in higher education (Ortiz Colón et al., 2018). In the case of the capability approach, it has been argued that a social-relational ontology of capabilities is necessary to adopt in CA since the human being is connected to social or environmental circumstances, actions, interrelationships, and self-agency for achieving success or development (Martins, 2007; Norwich, 2014; Smith & Seward, 2009). When the discussed approaches, including the capability approach, befitted in their individualistic nature, for instance, the critical and timely problem of inclusion in higher education may be neglected and undiscovered. The approaches' particularity emphasis may divert attention away from social-relational capabilities and actual inclusion problems in higher education (Dean, 2009), which was investigated to understand the excellent inclusion in higher education.

Thus, exploring collective interaction as a distinct notion may be vital because it has the potential to transcend the limitations of individualistic concepts. Collective interaction can involve everyone and result in the emergence of many ideas to resolve the collective's problems, not just individual problems. The issue is not limited to disabled people's independence; students without disabilities and others may also have responsibility for inclusion. For example, through the concept of interaction, everyone in higher education is able to understand the problem by sharing their valuable ideas and functioning, whereas, without the concept of interaction, individual freedom and functioning would have fewer opportunities to collaborate and decrease relational distance; instead, there would be a risk of disrupting the balance of academic direction and overall management, as well as fewer opportunities to understand one another's rights. Since higher education represents diversity, an individual’s required functioning may jeopardize the freedom of other individuals. Since higher education represents diversity, an individual's required functioning may jeopardize the freedom of other individuals. For instance, students with disabilities have been offered the right to learn with non-disabled students in the same classroom. But this idea might not help understand how well other students engaged with them since other students might have made different choices. More specifically, a person without disabilities may wish for a different pace and time of learning in the classroom than a disabled student when a teacher pays special attention to disabled students. Thus, collective interaction (e.g., teacher-student interaction or student-student interaction) may contribute to effectively understanding social conduct and motivating all college members in terms of educational functioning (Moore, 2014). Collective interaction may be important in understanding and resolving issues (which arise from individual freedom and other academic related) of students without disabilities, teachers, and administrators through mutual discussion.

Moreover, this research is important for higher education policy and inclusionary practice as it can spread interactive paradigms in the Nepalese public college community. Currently, the Nepalese government is in the phase of implementing the new constitution after the great sacrifices resulting from the People's War and the movements of different political parties against the traditional autocratic ruling system. Under the new constitution, everyone's fundamental human rights are secured—for example, the right to access a higher level of education. In the same vein, the constitution has sanctioned equal access to education, enabling people with disabilities to enroll in higher education easily. Even though the government provides opportunities for physical access to education for people with disabilities, it is necessary to build a transparent and inclusive higher educational policy or system, one that allows stakeholders, including students with disabilities, to be as academically qualified and socially united as possible.

Furthermore, Nepalese universities and colleges, specifically college administrators, instructors, and students with and without disabilities, may benefit from the suggestions of this study because the administration officials and instructors can understand the importance of expanding learning opportunities for all, creating a sense of belongingness and harmony in the campus environment, increasing the confidence of the disabled, and spreading awareness of positive attitudes toward disability that will enhance the quality of learning for the disabled. In the same way, students with non-disabled can develop a sense of acceptance and brotherhood with their peers with disabilities. And individuals with disabilities can develop a feeling of belonging, engage in active learning, and obtain other basic capabilities in college. Finally, future researchers will get insights from this study's limitations and can explore issues regarding the inclusion of socially deprived groups, specifically the disabled, in higher education in Nepal.

Purpose of the Study

Despite the fact that various scholars and perspectives define inclusion differently, the need for a clear concept and interactive paradigm for inclusive excellence in higher education is often emphasized (Armstrong et al. 2017; Martins et al., 2018; Papasotiriou & Windle, 2012; Smith & Seward, 2009). For instance, several approaches to disabilities and inclusion have stressed social justice, academic freedom, human rights, social equality, and a societal attitude toward people with disabilities. Additionally, several empirical studies have attempted to investigate the inclusion of people with disabilities in higher education, focusing on specific factors. The notion of inclusion is often limited to physical integration into a given context, with an emphasis on material and objective environmental factors. This narrow focus overlooks the crucial role that collective interaction plays in promoting social cohesion and fostering active learning engagement for all individuals involved.

Therefore, this research is critical in order to reveal current understanding of inclusion which can contribute to inclusion in Nepalese public higher education. To achieve the goal, this research aims to explore the experiences and understanding of students with disabilities and stakeholders (administrators, teachers, and students) about inclusion in a Nepalese public college setting. Additionally, investigating the participants', particularly disabled students', experiences of various interactions in relation to the college context can contribute innovatively to the existing concept, policy, and practice of inclusion in Nepalese public colleges. Finally, this study will describe the students with disabilities' and other participants' perceived influence of interaction on inclusion (social and academic engagement/functioning) in the Nepalese public college context.

Chapter Two: Literature Review

The first part of review delves into the different concepts of disability and inclusion. The second part analyzes the different theoretical perspectives on inclusion and determines perspectives that shape the conceptual framework. The third part provides an overview of the factors related to the institutional environment based on the previous approaches. The fourth part discussed the empirical investigations that were conducted in conjunction with this study. Finally, the fifth part reviews the literature relevant to the Nepalese situation.

Understanding Disability and Inclusion

This section describes the general and contextual understanding of disability and inclusion. Exploring disability and inclusion conceptions can be necessary because it critically offers insight into how disability has been understood in literature and how it should be further explored.

Disability: How is Disability Understood?

The world health organization has explained common definitions of disability, referring to that disability represents an umbrella term that includes physical impairments, functional boundaries, and involvement restraints. Another notable one is Gronvik, who describes disability in three ways: administrative, subjective, and functional definitions (Gronvik, 2009). The main concern is in understanding how the different ways of defining disability are supposed to influence the incorporation of students with physical disabilities into higher education contexts.

First, the administrative or legal definition of disability states that it concerns the administration's decision to disseminate welfare services to a person with a disability (Gronvik, 2009). The administration aims to categorize the group, or the person based on their eligibility to

receive the specialized facility. For instance, scholarships, sign language, and additional academic support might be the welfare facilities required for a person with disabilities. In this category, students with disabilities, such as blindness, a handicap, or other forms of disability, use such opportunities that are believed to enhance their access to education. This concept focused on how educational organizations understand the substantial factors that affect a person with disabilities in directly accessing educational institutions. This is because administrative purposes are usually defined in relation to real situations or absolute factors instead of the continuum process. Therefore, the definition should consider the administrators' behavioral aspects such as attitudes, organization, and interaction in a campus environment to understand the special needs of students with disabilities (Altman, 2001).

The second way of defining disability is the functional limitations that originate from the medical understanding of disability (Gronvik, 2009). This definition refers to a person who has vision, hearing, and other visible body impairments. The functional definitions understand the created label of a person in terms of physical impairment, which restricts their normal functioning and operational capabilities (Handley, 2003). By this definition, it is understood that a person’s functional impairment is a contributing factor that problematizes the learning situation. For instance, the physically impaired is evaluated in terms of his/her performing capability in the learning environment. However, this definition does not adequately incorporate the interpersonal interaction between the disabled and the non-disabled, which might be an essential way to understand the better engagement of students with disabilities in the classroom and university environment.

The third way of conceptualizing disability is using a subjective definition, different from the previous two, in terms of a specific context and personal perception (Gronvik, 2009). This

subjective definition offers an obsolete concept of how one can perceive oneself as disabled. Subjective descriptions were present in the research conducted by the Swedish Institute on Disability Policy Evaluation (Gronvik, 2009). This report found that a selected sample of the population labeled themselves as disabled. The objective behind this way of understanding disability is to emerge with the inner reality of a person and how they perceive themselves. The subjective way of defining disability might help recognize the individual's perceptions about self, which would define how the challenges that emerge from the self are supposed to be viewed. However, the subjective definition focuses on an intrinsic analysis of a person, while it might limit extrinsic analysis, such as organizational evaluations that could directly affect their learning process. Overall, the disability should not be viewed in terms of an individual's impairments; instead, it should be understood in terms of the learning context that is institutional subjective and objective behaviors such as college vision, practice, policy, and resources, and human attitudes about disability.

Inclusion: How is inclusion Understood?

Generally, inclusion in education refers to an approach that secures equal educational rights for all people, irrespective of their social and physical differences (Ainscow et al., 2000; Booth & Ainscow, 2011; Florian & Black-Hawkins, 2011; Haug, 2017). However, to develop the knowledge horizon of the inclusion issues in higher education settings further, the right-based concepts of inclusive education have been critically analyzed; it argues for the inclusion of the interaction and interrelationship of the individual in the context. In this regard, inclusion has been defined by UNESCO (2005) as a dynamic approach to responding positively to students' diversity and to detecting individual differences not as problems but as opportunities for enriching learning. It is a system that ensures education for all students regardless of their

physical, intellectual, social, emotional, linguistic, or other conditions, and should include disabled and gifted children from disadvantaged or marginalized areas or groups.

Similarly, UNESCO (2008) has extended the meaning of inclusion as a process of strengthening the capacity of an academic structure to meet the needs of a diverse group of students. It is assumed to be an overall principle that should guide all education policies and practices based on the belief that education represents a fundamental human right. The former views of UNESCO emphasize the individual's integration into education, but later views shifted from an individual attention to a focus on the system of the institution. However, the idea of system change is not a comprehensive one to include students with disabilities. Hence, the following concept may enter into a debate since it solely focuses on the particular structural system of the institution, but not the interrelationships of pedagogical, management, and other related systems that may affect the psychological and intellectual aspects of students. For instance, how can the reformation of the institutional system provide a better social interactive environment for all members of the classroom and other activities in educational institutions? The above definitions emphasize the integration of education concerning social and physical differences, and the human rights concept explicitly stresses their equal enrolment in education, predominantly in mainstream education (Leake & Stodden, 2014).

The focus on enrolment in education may not capture the entire academic context that affects the interactional situation of people with disabilities with the administration, peer group, teachers, and other academic supporting members. Leake and Stodden (2014) mention that inclusive education should advocate for marginalized groups who come together to demand equitable access and favorable treatment in higher education. The favorable treatment intuitively assumed that students with a disability naturally expect friendly behaviors from the academic

setting, proper respect of their potential capability by the institution, and meaningful engagement in mutual interactions with teachers and academic peers in formal and non-formal contexts.

Earlier views of UNESCO focused on the human rights perspective of equal access to education for everyone. The discussed concepts focused on inclusion at the school level, i.e., the integration of social differences into the mainstream school or classroom. Others reflect alternative views on inclusion in education that advocate more than just the right to access. In this sense, Westwood (2013) argues that inclusive education within the educational framework frequently promotes the concepts of diversity management, learning environment, school culture, and equitable learning assessment. Similarly, inclusion refers to the access and success in the academic and social lives of all students in higher education (Williams et al., 2005), which is understood as inclusive excellence. Along with the equal integration of students with disabilities, students' content learning should also be emphasized to ensure providing them with equal opportunities for success as students without any disability, by celebrating and incorporating them into interactive classrooms and fostering an inclusive culture in academic teaching, learning, assessment, and extra-curricular activities.

Finally, inclusion is not confined to the physical integration of specific diversity (in this case, disability) into a higher education institution, but also to the opportunity for all to actively interact in pedagogical and non-pedagogical practices that foster social cohesion and active learning functionings such as friendship, active discussion, or reciprocal support in a higher education context.

What is interaction?

The educational literature is largely unambiguous about the significant contribution of interaction in students' learning (Bernard et al., 2009; Daniel & Marquis, 1988; Jung et al., 2002;

Kampsen, 2009; Moore, 1989; 2014; Murray et al., 2013; Thurmond & Wombach, 2004). The logic is that interaction is expected to occur in all formal education, both directly and virtually, and that interaction is intended to benefit all kinds of students and other key stakeholders socially and educationally in the course of learning. For example, studies found that the students benefited from the interactional opportunity to improve their academic achievement and engagement (Jung et al., 2002; Murray et al., 2013; Zhang et al., 2010).

It has been argued that efficient instructional function and progressive learning success for all students in higher education are contingent upon social interaction (Martins et al., 2018). However, a limited number of studies have explored the significance of direct (face-to-face) interaction concerning the inclusion of students with disabilities in formal higher education institutions.

The interaction and its type and quality have been defined differently depending on the context such as in the direct and virtual way. For example, Danial and Marquis (1988) defined human interaction as two students' communication in two directions to complete particular tasks in a face-to-face context. Similarly, Bernard et al. (2009) includes the human-related description of interaction that becomes between a teacher and a student and student and student communication or discussion to generate social and instructional value. In contrast to human-to-human interaction, another definition includes content relation, which refers to the student's engagement with the learning contents, resources, and physical classroom environment to maximize learning success (Thurmond & Wombach, 2004).

The interaction has been classified primarily into three types: interaction between students and students, students and teachers, and interaction between students and their learning content (Moore, 1989). The first interaction develops between students to build cognitive and

motivational support in a natural setting (Moore, 1989). Moore (1989) asserts that student-teacher interaction is the second significant communication in the classroom to encourage students to study and connect with the learning content. Interaction between students and content is the third type that refers to engaging with the subject matter under study to solve problems and demonstrate mastery of the subject matter (Moore, 1989). Alternatively, Jung et al. (2002) referred to academic, collaborative, and social interaction within the context of learning. Academic interaction occurs when students get engaged with the learning materials, collaborative interaction ensues during small group discussions, and social interaction occurs between students and teachers (Jung et al., 2002).

The interaction of diverse people at a college has a range of positive and negative qualities (Fiori & Consedine, 2013), and accordingly, the inclusion of those with disabilities may be influenced. Although the characteristics of the interactions are defined and termed differently, this study uses negative and positive interactions because it represents the sense of the diverse qualities such as social support, social hindrance, positive social ties, negative social ties, and others (Lincoln, 2000). Positive interaction is described as cooperative and pleasant conduct (Murray et al., 2013), while negative interaction is considered as being contradictory, careless, harsh, angry tone, failing to keep commitments, and self-cantered teaching ways in college context (Lincoln, 2000; Kunnath & Mathew, 2019).

Many studies have indicated the connection between positive and negative interactions, learning quality, and well-being. For instance, such studies have indicated that a teacher's and peers' positive interactional role, such as cooperative behavior and pleasant communication, promotes students' classroom engagement and academic achievement (Murray et al., 2013; Zang et al., 2018). In contrast, teachers and peers who hold careless manners and harassing ways

during communication cause less learning engagement, and this leads to accommodating difficulties in the classroom and, eventually, dropping out of the course (Becker & Palladino, 2016; Fuller et al., 2004; Kunnath & Mathew, 2019; Lamichhane, 2017; McDougall et al., 2004; Vreeburg et al., 2008). However, no specific studies on the perceived influence of negative and positive interactions on the inclusion of people with disabilities in higher education have been conducted.

In conclusion, despite the fact that interactions in virtual or direct settings have been described differently in order to understand learning achievements, the collective members' social relationship issues have received less attention. Armstrong et al. (2017) acknowledge that the socio-emotional benefits of interaction are less well understood than the content benefits. The socio-emotional aspects of students are essential because the inclusion of students with disabilities may be contingent on interrelationships formed through interactions with non-disabled people. Although pedagogical interaction may contribute to the improved quality of content learning of both students (disability and non-disabled), interrelation capabilities are also necessary to attach all socially and emotionally. Quality learning entails not just mastery of content knowledge but also improved relationships with one another, despite differences, in order to foster a feeling of acceptance and cooperation among all.

Additionally, although interaction occurs within the campus community, students' and administrators' interaction is missing from the classification. It can be argued that the interaction should have a collective focus that includes student-administrator interaction, along with students-teachers, students-content, and students-students to have a wider knowledge of inclusion. Administrators have an essential role as guardians of students when it comes to discussing different problems that arise throughout the inclusion process in the college

environment (Boscardin, 2005). Furthermore, since interaction's positive and negative qualities appear simultaneously, exploration of both interactions will provide both appraisal and critical experiences of students with disabilities (Fiori & Consedine, 2013). Not only can positive interactions contribute to the inclusionary process, but negative interactions may sometimes result in beneficial changes in both disabled and non-disabled people. For instance, a teacher's rage can result in improved learning and increased concentration on studies. Finally, while adhering to inclusion, the collective interaction should have a focus on both social and educational integrity in a learning environment. As a result, the term 'collective interaction' will be used in this research to explore and describe the experiences of students with disabilities and stakeholders in overall interactions and their qualities to contribute to excellent inclusion (socio-emotional bonding and pedagogical engagement) in higher education.

Theoretical Perspectives of Inclusion in Relation to Disability

This section critically examines the perspectives generated by various models, approaches, and theories to explore ideas for suitable perspectives as a theoretical and conceptual framework for this study. Mainly, in the field of disability, the medical and social models have been found as prominent models to examine inclusion of disability. However, this chapter thoughtfully includes other theoretical perspectives to broaden the knowledge, which viewpoints better help understand the related issues.

Medical Model Approach

The medical model approach is the dominant one in the field of disability. The medical model views "disability as the physical product of biology acting upon the functioning of individual bodies" (Reindal, 2008, p. 139). An underlying relationship exists between the impairment of any physical traits limiting specific functions and the exclusion, disadvantage, and

oppression faced by an individual with an impairment (Slee & Allan, 2001). The medical model approach focuses on the individual factor (impairment) rather than analyzing other social, political, economic, and environmental factors that also disturb the process of inclusion. The medical model approach only highlights the person's physical features and separates them into categories with different titles. For example, the handicap is analyzed based on their physical loss and weakness and includes strategies or policies to provide students with wheelchairs, for example, but it does not permit us to consider the institution's pedagogical, management, and academic assessment improvements. Similarly, Massoumeh and Leila (2012) describe the medical model as being an approach that focuses on disability and individual weaknesses rather than the needs of the person based on good or bad.

Furthermore, the medical model places less emphasis on people's freedom of choice in terms of educational possibilities. Additionally, Reindal (2008) questioned the medical model's implications for education, particularly for inclusive educational practices. The medical model places a high value on "the additionality of the individual (p.137)." It means students with disabilities must adapt to established classroom practices rather than altering the practice for better adjustment. As a result, it is claimed that this paradigm is incapable of focusing on the specific environment in which one may participate in order to attain educational excellence.

Social Model Approach

The social model approach broadly represents the critique of the psycho-medical model legacy and draws attention to the fact that disability is the result of social attitudes and institutional infrastructure (Clough & Corbett, 2000). The primary reason for highlighting the social model in the field of education is that it considers social attitudes as an affecting factor on the person with a disability instead of individual disability. Additionally, it argues that a person

with a disability should be included in mainstream education rather than in separate schooling. In this sense, Oliver (2013) shares the experiences of students with a disability from his research. "We are not disabled by our impairments but by the disabling barriers we faced in society" (p.1024). This statement shows that the social model approach is applicable for creating an inclusive scenario in higher education by focusing on challenges from the academic members' attitudes instead of those from the individual defectors.

Although the social model plays a significant role in providing an inclusive idea, it may not ultimately help understand the issues that influence the academic performance of students with disabilities in the learning context. This is because the main focus of the social model is on people's negative attitudes that lead to social oppression, injustice, and inequality, which is a political agenda for integrating socially deprived groups, instead of addressing the process issues in an academic institution (Mutanga & Walker, 2015). Therefore, the academic performance of students with disabilities should be viewed through the communicative, organizational, and instructional behavior and attitudes of the academic members who can carry out essential roles for proper adjustment and active interaction in teaching-learning and in an environment that effectively develops academic and social skills.

Student Integration Model

Vincent Tinto developed the Student Integration Model (SIM) in 1975, which is one of the most influential models to examine the integration of students with disabilities into higher education (Metz, 2004). This model is different from the medical and social models because it includes academic and social integration ideas to view the issue related to the attrition of a student (Corcoran, 2010). The social integration of a student consists of formal and informal relationships formed with peers, teachers, and other academic members during college life.

Academic integration is another crucial factor of this model that refers to students' academic performance, such as completion of the program, achieving good grades and rank, and better presentation of academic studies.

Furthermore, the SIM model believes in several types of individual characteristics that are important in influencing the individual's goals and institutional commitment (Corcoran, 2010). The individual features are the individual attributes, experiences, and family background that might influence the resistance and accommodate higher education. According to the SIM, the combination of social integration, academic integration, and individual characters are useful for gathering information on these variables and provides insight into the adjustment or dropout actions of college students with disabilities (Duquette, 2000).

While the SIM focuses on social, academic, and individual factors, it fails to take into account the institution’s pedagogical factors that directly influence the learning activities. In this regard, Metz (2004) argues that academic integration or grade point average could not be a significant predictor of students' attrition than the behavior that occurs during the teaching-learning process. The SIM is further criticized because it does not include the role of attitude as a social model approach believes that the attitude of others towards disability influences their whole learning process. Finally, this model emphasizes the input and output process (e.g., lack of support leads to dropout) that does not help gather process-information regarding the influence of academic members' behavior and attitudes on the learning performance of college students with disabilities (Metz, 2004).

Capability Approaches

The capability approach pioneered by Amartya Sen has developed two main interrelated concepts: functioning and capability, which are the basis of the theoretical foundation. The term

‘functioning’ refers to the various activity opportunities that one wishes to perform (being able to do) (Sen, 1992). A person with a disability in a higher education learning context may wish to perform academic and social functioning to achieve quality learning. For instance, students' academic functioning includes being able to read, write and interact in the classroom, while social functioning refers to being integrated into college extracurricular activities, being accepted by others, and having friendships with diverse individuals at a university. The functioning of students with physical disabilities refers to the things that they do to constitute better learning through subjective metrics (capability to be happy) and resource-based metrics (requiring resources as inputs) (Robeyns, 2006).

The term ‘capability’ refers to the real opportunities and freedoms people have to achieve valuable learning opportunities in the context (Reindal, 2009). According to Sen (1992), the term "freedom" refers to the extent to which a person with a disability is free to choose valuable functioning in a learning context, such as being able to receive special concerns from administrators and teachers about their learning issues. The capability is used to define the practical realization of one's functions, such as being respected, being involved in the discussion, and being well educated (Walker, 2005). In other words, Sen refers to the capability set, which is closely related to the person’s real opportunities and privileges to achieve valuable functionings according to their learning goals in a particular context.

‘The capability set’ is the central construct of the capability approach. According to Sen (1999), the capability set of an individual with disabilities in higher education is their potential doings and beings, from which they have the real freedom to decide, on their own decision, to lead their studies in a successful way. According to Sen’s capability approach, the capability set can be influenced by external conversion factors. An Individual’s capability to achieve

educational opportunities depends on the conversion factors (Robeyns, 2006). Mainly, the conversion factors introduced by Sen are personal (physical features, sex, and skills), social (public policies, social norms, and practices), and environmental conversion factors (physical and built environment), which can influence an individual's functioning to convert opportunities into achievement (Robeyns, 2006).

Furthermore, Nussbaum (2000) defines that capability set as fundamental social justice and adds the capability threshold concept with focusing on human dignity. The main components of the capability set presented by Nussbaum (2000, p. 78) are (1) life, (2) bodily health, (3) bodily integrity, (4) sense, imagination, and thought, (5) emotions, (6) practical reason, (7) affiliation, (8) other species, (9) play, and (10) control of one's political and material environment. Nussbaum's essential capability sets can support to analyze the fundamental needs (respect, sense of belongingness, support) of students with disabilities in the college context. In this regard, Walker (2005) argues that focusing on both basic and other different valuable sets of opportunities of the person with disabilities in higher education may shift the paradigm of the medical model and social model, which emphasize impairment and social attitude as the sole influencing factors for learning opportunities. Based on the capability approach, Walker (2005, p. 128), therefore, has proposed a more precise and specific capability set for higher education than those mentioned by Nussbaum, which can be helpful to analyze the practical reasons such as educational resilience, knowledge, and imagination, learning disposition, social network, respect, and emotional integrity of students with disabilities during their university years.

Despite the broader perspectives of capability approach, its' core focus on individual freedom lacks clear concepts of collective interaction (Mitra, 2006; Robeyns, 2006), which may aid in better understanding the problem of inclusive higher education. Individuals with

disabilities' interactions with others (social and academic) may contribute to a greater understanding of how their desires or choices are met and responded to in formal and informal institutional settings. Important educational opportunities should not be evaluated simply on the basis of individual liberty, which may be affected by particular conversion circumstances (individual, social, and environmental). Incorporating others' connections or interactions into institutional practice is essential. Individuals' freedom, according to the capacity approach's central idea, is primarily focused on what they need to accomplish to make their lives worthwhile (Sen, 1992), but interactions can contribute to the understanding of wider social relational capabilities in higher education. So, in a nutshell, the capabilities approach should focus on the idea of social relational ontology in order to perceive inclusive excellence in a higher education setting, as this concept may offer detailed information about wider social and academic behavior.

Inclusive Excellence Model

Advancement of diversity, including persons with disabilities in higher education, is society's need through the paradigm of inclusive excellence (Westwood, 2013; William et al., 2005). Inclusive excellence represents the notion of intellectual and social development of diversity in higher education (William et al., 2005). In other words, inclusive excellence refers to an opportunity of all students' equitable academic and social development utilizing the purposeful resources in the friendly environment of an institution.

Inclusive excellence has acknowledged three principles: diversity, inclusion, and equity in higher education. Diversity refers to individual differences and social differences (William et al., 2005). Individual differences denote the type of a person, such as an individual's self-diversity, which includes knowledge, personality, and experience. Social diversity represents demographic variations, including race, gender, country of origin, disability, and others. In

contrast to the preceding definition, diversity is defined as structural, classroom, and interactional diversity, all of which may influence students' academic achievement (Gurin et al., 2002; Parker & Trolian, 2015; Nishimura et al., 2019). Structural diversity is similar to demographic diversity. Classroom diversity and interactional diversity are related to pedagogical and social experiences, which can influence the inclusive excellence of person with disabilities in higher education (Nishimura et al., 2019). Inclusion is another crucial principle for examining the excellence of diversity in higher education (William et al.,2005; Nishimura et al., 2019).

The American higher education organization defines inclusion as an access opportunity of the diversity and active, intentional, and continuous engagement in the curriculum and institutions that influence students' academic content and cognitive development (Willian et al., 2005). However, the inclusion of diversity should go beyond sharpening content knowledge. In other words, inclusion should additionally focus on social development through interactional diversity. In this sense, examining the inclusion of diversity (classroom diversity and interactional) can foster excellent inclusion in higher education for all, including students with disabilities. Equity is another vital principle of inclusive excellence. The equity perspective involves the representation and equitable access and achievement of diversity, such as students, staff, and faculty (Willian et al., 2005). The equity concept believes in the creation of opportunities for the physically disabled to access and engage in a college pedagogy. Moreover, excellence inclusion depends on practitioners' equity-mindedness, which refers to the way of thinking and responsibilities to uncover the inequity in students' access and success in higher education (William et al. 2005). The equity-mindedness represents an alternative tone for understanding the causes of equity gaps in action and outcome (Malcom-Piqueux & Bensimon, 2017). Mainly, it encompasses the diversity consciousness, institutionally focused, evidence-

based, aware, and action-oriented by the higher education stakeholders, which can help excel the learning of all.

William et al. (2005) have developed a framework for exploring inclusive excellence based on the principles discussed above, which are central to the effort of achieving academic excellence of diversity. An inclusive excellence framework can be used to arrange a change concept with bureaucratic compositions, daily operations, and overarching organizational processes (William et al., 2005). Mainly, the scorecard of inclusive excellence believes in examining and understanding the institutional behavior from multiple dimensions. The areas of examination of inclusive excellence include equitable access, fair campus climate, a diverse curriculum, and social and academic learning development (William et al., 2005). The notion of access and equity believes in the enrollment and equitable achievement of diversity (disability) in higher education institutions. The campus climate includes the equitable development of a psychological and behavioral climate to support diversity. Diversity in curriculum factors focuses on the course content, program, and experiences across the academic programs and in the social dimension of the campus setting. Finally, learning and development indicate achieving content and social knowledge and improving cognitive complexity (William et al., 2005).

The inclusive excellence framework provides a comprehensive understanding of the vision, process, and outcome for achieving academic excellence for all. It emphasizes the responsibility of the institutional pedagogical environment to assess merit for diversity. However, it places less focus on interactional diversity and places more emphasis on demographic diversity in terms of enrollment and access. The inclusive excellence model also lacks attention to individual accountability for contributing to better inclusion. The inclusive excellence framework

should focus on sustainable coexistence and an effective pedagogical process for diversity in higher education.

Exploring Institutional Context

This section delves into the college context to develop the research conceptual framework. The previously presented theories and approaches provided crucial insights, suggesting that the concepts of inclusion and disability should be explored within their respective contexts in order to move beyond an individualistic perspective. To enhance the conceptual framework for research and analyze the inclusion of students with disabilities, the study examined the following areas:

College Environment: A better Adjustment

Adjustment is an essential factor in managing diversity assimilation and sustainment in a college environment (Collin et al., 2019; Lipka et al., 2020; William et al., 2005). The college environment is where all students and staff take their first step to transit to formal and nonformal activities. Particularly, students with disabilities need an adjustable environment where they can feel comfortable and respected while interacting with the college's diverse members. If students with disabilities have difficulty adjusting to the college environment, there is a reduced chance of learning engagement, and social cohesion becomes a barrier to better performance (Collin et al., 2019; Lipka et al., 2020). The support of an inclusive college culture and an effective management team could ease students with disabilities into the inclusion process or help them achieve successful learning.

College Culture. College culture refers to the shared values, assumptions, norms, and vision about the practice of inclusion, which is a critical step in the process of restructuring the campus' adjusting environment (William et al., 2005). The cooperation of administrators,

teachers, and students in an organization can expand the learning opportunities of all students. Inclusive excellence may depend on the equitable thinking that should be reflected in the college management, curriculum, pedagogy, and assessment systems. Notably, entwined members of a college and their continued practice support the inclusionary vision. The higher education management team should consider adapting and assimilating students with disabilities and should focus on making a better network where everyone can share their academic ideas (Walker, 2005). The college culture experience can be explored by considering the various levels of culture, such as the visible (policy, signs, and symbols) and the interactive levels that appear in everyday interactions (William et al., 2005).

Studies also indicated that an inclusive culture of the educational institution helped to create a sense of belongingness among students and staff, which improved the learning of students with disabilities (Corbett, 1999; Thapaliya, 2018). Overall, an organization's vision of an inclusive culture is driven by the administrators' management efforts. Furthermore, the administrators should be accountable for developing the socialization of disabled students, including establishing college networks.

College Management. Students with disabilities can comfortably adjust to their college environment if there is an effective management of the different human capabilities and available resources. University administrators are mainly responsible for managing legal obedience and the enactment of adjustment and instructional strategies that could benefit students with and without disabilities (Boscardin, 2005). The role of administrators is more critical if there is a psychologically appropriate environment where students with disabilities feel no different than others. The instructional and psychological context led by the university administration may directly influence the learning performance of students with physical disabilities. These students

can often interact with administrative members who are concerned about their individual needs, such as accommodation, learning support, and positive attitudes.

The interactive behaviors of administrators are essential, and they can positively and negatively influence the academic performance of students with disabilities. A successful transition or functioning in the college context for a person with a disability may involve different experiences, such as a sense of belonging to the college community, seeking support and strategic adjustment, and recognizing success explicitly influencing their academic achievement (Corcoran, 2010). Academic support, counseling, and career planning can be related to organizational behaviors.

Finally, administrators' senior leadership and accountability characteristics can drive and sustain the organizational transformation by changing unfair visions, strategies, and other necessary capabilities to attract structural diversity (Nishimura et al., 2019; William et al., 2005). The empirical studies on college services and supports and management for students with disabilities indicated the negative and positive experiences of students with disabilities that influenced their final achievement (Chiu et al., 2019; Corcoran, 2010; Farris, 2011; Almutairi et al., 2020). The studies specifically focused on disability services (advising, counseling, and resources) and their influence on academic performance as an indicator of the final grade point average; however, this still cannot offer a clear sense of inclusive excellence.

Classroom Practice: Inclusive Pedagogy

Inclusive pedagogy indicates the kind of classroom teaching-learning practice where a faculty member creates several ways of learning, such as interactive, scaffolding, and debating, to engage different type of learners in the learning process (Booth & Ainscow, 2011; Murray et al., 2013; William et al et al 2005). The traditional (one-way) lecture method and students' rote

learning do not lead to better classroom inclusiveness. In addition, teacher–student interaction itself may be insufficient in expanding learning opportunities; thus, peer positive interaction such as cooperative and friendly behavior could be another excellent idea to enable social and academic excellence (Murray et al., 2013). The following sections describe the teacher and peer roles to expand the concept of this study.

Teachers' Role in Pedagogy. The several roles played by teachers related to instructional and positive interaction may influence the learning activities of students with disabilities learning during college life. Sutherland et al. (2008) argued that teachers' process-oriented and dynamic instructional behavior in the classroom contribute to the better learning performance of students with disabilities. Teachers' active communication and acute focus on learning difficulties can directly support the learning of students with disabilities in the classroom context (Basilice, 2015; Zhang et al., 2010). Student well-being and continuous progress may depend on the teachers' in-and-out classroom performance and their interactive, innovative, and positive behavior with all students. A positive classroom climate, where everyone is treated well, where there occurs discussion-based learning and an understanding of the students' learning choices, can contribute to a higher sense of well-being. Having better relationships and continuously interacting with and being especially concerned about students with disabilities in the classroom is vital as it enhances the learning arrangement and related academic achievement (Kampsen, 2009; Petegem et al., 2008).

Peers' Role in Pedagogy. Several studies have brought attention to the importance of peers' relations or interactions as an influential aspect in the learning achievement of students with disabilities in higher education. Peer interaction is an emerging intervention that can be an efficient substitute for conventional paraprofessional prototypes in supporting students with

disabilities to perform well in the general classroom (Carter et al., 2005). Peer support has a beneficial effect on the adjustment of university students with a disability (Murray et al., 2013). Students with disabilities may progress in learning with the interactive support and positive behavior of their classmates and other academic friends. Specifically, a sense of support and friendship could be an essential benefit for students with and without a disability. The close social relationship between teacher and peer interaction may enhance the academic activities of students both with and without disability.

Moreover, as per research, the negative and positive attitudes of peers can influence the learning process of students with disabilities; it could even lead them to drop out of the institution (De Boer & Pijl, 2016; McDougall et al., 2004; Riddell & Weedon, 2014; Rubin et al., 2007). Peers' negative attitudes may prevent students with disabilities from fully engaging in classroom discussions and other academic activities, and this can affect the final result of academic examinations. A peer's negative attitude could manifest itself as an attempt to discriminate against students with a disability directly (labeling, mocking, bullying) and indirectly (being less interactive with them, offering no friendship and support in times of difficulty), and this may result in students with disabilities becoming socially distant in academia (McDougall et al., 2004). Although the literature focused on the importance of interactive behavior in pedagogy for better learning, a few of them have paid attention to social relation.

Technology Blend in Pedagogy. In modern times, there has been a developing interest in the technology-mixed mode of pedagogy in higher education as a flexible way for students' learning and diversity inclusion in the classroom. The fundamental aim of the technology blend approach is to enhance the quality of learning for all students and teachers' professional development (Garrison & Vaughans, 2004). Furthermore, the information technology blended

approach and design adopts the best of traditional and web-based learning experiences to create flexibility in the face-to-face classroom for all (Garrison & Vaughans, 2004). Students with disabilities may directly benefit from the use of technology. However, the same technology may not be suitable for diverse disabilities, and the teacher should play a crucial role in scaffolding them. For instance, students with vision impairment cannot engage in the projector and power point blended classroom. In this case, a teacher should consider a special or alternative material for vision-impaired students.

Studies have revealed that a technology blended classroom positively affects students; it leads to more active learning engagement, increased performance rate, and a decreased drop-out rate (Lopez-Perez et al., 2011; Owston et al., 2013). It is not only beneficial for the students, but also plays a vital role in teachers' professional development (Thang-Ho et al., 2012). Although the application of technology can be challenging for practice and assessment, higher educational institutions should adopt advanced technologies to advance the learning of all to bridge the international field.

Students with Disabilities Role: Academic Self-Efficacy

Academic self-efficacy denotes the person with disabilities' confidence in their ability to organize, execute, and regulate performance to achieve designated goals (Bandura, 2012). The self-efficacy belief of an individual with disabilities may determine how he/she feels, thinks, and motivates him/herself to perform in the learning context. In higher education, self-efficacy could be a critical contributing factor to understanding students with disabilities' success because self-efficacy influences the freedom and choices the person makes in the learning process (De Ridder et al., 2012). The self-efficacy concept is supposed to be rooted in the view that individuals are

agents proactively engaged in their own learning development instead of interpersonal interaction and other objective factors.

The positive relationship between self-efficacy and academic performance has been widely reported, and several studies have been conducted in different settings with different approaches (Ben-Naim, 2017; Gore, 2006; Lackaye & Margalit, 2006; Lane et al., 2004; Levi, 2013; Murray & Wren, 2003). The higher level of academic self-efficacy of students with disabilities is associated with active learning engagement and an improved grade point average (Murray & Wren, 2003). Studies have also indicated that a higher level of self-efficacy is essential to success in higher education settings, because students with a higher level of self-efficacy are more likely to self-advocate for their choices and learning needs (Anctil et al., 2008). Despite the importance of a higher level of self-efficacy that supports a higher level of success in the learning process and outcome, other studies have indicated that students with disabilities have a lower level of self-efficacy than other students (Lackaye & Margalit, 2006). The literature suggests that there is still a need to investigate the relationship between inclusion and the efficacy of students with physical disabilities. It is because previous studies have not primarily focused on the physically disabled. This study will also include using the self-efficacy perspective to understand the experience and perception of students with physical disabilities about social and academic functioning and outcomes in higher education settings.

Overall, the learning opportunities as inclusion of the person with disabilities can be discovered by focusing on the context where they take place. The better inclusion of all depends on higher education institutions' overall practice, which includes active implementation of an inclusive curriculum, inclusive pedagogy, and equitable assessment. In addition, the institutional role itself would not contribute to bringing inclusive excellence. In this sense, individual

responsibility would be the contribution that is based on their cognitive ability and sense of attempt to engage in the learning and social process of an educational institution.

Empirical Studies

This section summarizes and critically analyses the related empirical studies on the experiences of students with disabilities in higher education. For instance, Kane (2009) conducted a case study to explore the experiences of college students with physical disabilities. The qualitative study attempted to understand the issues related to the barriers to transition in a college context. The doctoral research included eight university registered participants (students with disabilities) for interviews. The study revealed that the significant barriers to transition in higher education were teachers' and peers' negative attitudes towards disability and physical accessibility issues. The study further indicated that students with disabilities, most importantly, needed practical support for success and positive thinking about disability (Kane, 2009). Similarly, a qualitative case study was conducted to understand students with learning disabilities' experiences in community colleges (Corcoron, 2010). The study's focus was to explore factors influencing the transition into the college environment, such as administrative support and facilities. Most importantly, this study highlighted how institutional resources and guidance could impact the academic retention of students with disabilities. This doctoral study's findings indicated that students with disabilities experienced transition shock, lack of support seeking and strategic adjustment, college commitment, and a sense of belongingness in college that negatively affected their final performance.

Furthermore, Papasotiriou and Windle (2012) conducted a case study in the Australian higher education context to explore the social experiences of physically disabled students. The focus of the research was on relational barriers to learning in the inclusive classroom. The

researchers utilized the concepts of social capital theory and empirical data collected through the semi-structured interview with four students with physical disabilities. The study's findings indicated the students with physical disabilities felt a lack of attachment with college members in teaching-learning practice and out of the classroom. Mullins and Preyde (2013) explored the experiences of students with disabilities by focusing on the organizational structure for providing services to the visionary impaired students. This study also applied the semi-structured interview concentrating on cognitive self-ability, reasonable accommodation, and particular services that support their independent mobility. The study indicated that students with visiolly disabled experienced negative attitudes from academic staff and other colleagues, and lack of disability-friendly services and organizational structures in the college.

Engelbrecht and De Beer (2014) studied the access restrictions experienced by physically disabled students at campuses in the South African context. This study notably used a mixed-method design to reveal the qualitative findings. The participants of the study were 129, who were students with visual and mobility disabilities. The study indicated that the physically disabled experienced constraints relating to mobility and information access to different facilities of the institution. Furthermore, a study explored students with disabilities' experiences in higher education by focusing on their relationship with the faculty and how that influences their existence in the college context (Yssel & Beilke, 2016). The case study included 12 students with disabilities for the semi-structured interview. This study found a different result than the above studies. The findings indicated that students with disabilities felt cheerful and willing to receive support from faculty members. In addition to this, the campus environment was disability-friendly (physically and socially), which motivated them to engage in the study.

Mutanga and Walker (2015) conducted a case study to explore students with disabilities' experiences. This study focused on how students with disabilities comfortably persevere in the learning context. The authors of the study used the lens of Walker's capability approach, focusing on the specific capability sets related to perceived respect and relationships in the college context. The participants in this study were fourteen students with physical disabilities from two universities. The finding indicated that students with disabilities needed academic freedoms and potential opportunities to instantly access and participate in the higher education context. Morina and Perera (2020) conducted a case study in Spanish higher education to examine the potential barriers and supports to inclusive teaching identified by university students with disabilities. The qualitative study utilized the semi-structured interview and focus group interview methods for data collection, including forty-four students. The study primarily considered the organizational and structural barriers to completing the academic degree. This study indicated students with physical disabilities realized a lack of faculty commitment to their classroom functional needs, necessary information, spaces for needed services, and a particular office for disability.

Moreover, a qualitative study was conducted in higher Malaysian education to explore the experiences of the physically disabled (Yusof et al., 2020). The study attempted to discover students with physical disabilities' experiences through the social model approach. Accordingly, inclusion is conceptualized as the physical participation of the disabled in the college's classroom and services. This study considered the relationship between institutional physical infrastructure and students' academic performance. For instance, how college infrastructure and other aids influence the learning outcomes of students with disabilities. The study utilized semi-structured interviews with students with disabilities and administrative staff. The study indicated that

students with disabilities need active institutional commitment and an interactive role to eradicate the barriers to participating in learning activities.

A review of empirical studies on the experiences of students with physical disabilities in higher education showed a lack of studies in the Nepalese context. The focus was mainly on individual needs and opportunities for learning rather than inclusive practices in a higher education context. Inclusion should consider not only personal and institutional factors but also interactive behavior among college members to create a comfortable and inclusive environment that supports active learning and social harmony among all students.

Higher Education Policy and Disability: Nepalese Context

This section attempts to describe and examine disability concepts and higher educational policies in the context of Nepal.

Concept of the Disability in the Nepalese Context

The number of persons with disabilities in different levels of education has increased in recent years following the ratification of the United Nations Convention on the Rights of Persons with Disabilities (CRPD) and the enactment of the Rights of Persons with Disabilities Act 2017 (Holmes et al., 2018). In official terms, people with disabilities were defined by the government of Nepal in 2017 as those with long-term physical, mental, intellectual, or sensory impairments, functional impairments which may hinder their full and effective participation in social life on an equal basis with others because of interaction with various barriers (Holmes et al., 2018).

Similarly, disability in Nepalese education has been defined as the deprivation that children with long-term physical, mental, intellectual, or sensory impairment experience in accessing and participating in education on an equal basis with others as well as in achieving learning outcomes (MoE, 2016). This means that disability is a hidden and visible feature of a

person that obstructs them from enrolling in a school or college. This definition primarily views the human body and the physical aspects of the institution as critical factors that cause the movement problem. For instance, a person with vision impairment is examined in terms of the learning materials and sign-signals of an academic institution. Based on this definition, the disability of a person has been classified as below:

1. Physical disability: A person having partial or complete loss of a physical organ that renders them unable to move.
2. Vision-related disability: A person with impaired eyesight or low vision who cannot read.
3. Hearing related disability: An individual unable to hear lectures and communication entirely or partially.
4. Deaf-blind: An individual who has both vision and hearing-related impairments and is unable to listen and see.
5. Voice and speech-related disability: A person with unclear speech, who makes unnecessary repetition of words and letters.
6. Mental disability: A person with abnormal cognitive ability which disables them to carry out learning or thinking activities.
7. Multiple disabilities: A person with two or more impairments in the body (Holmes et al., 2018).

The official definition of disability given by the government of Nepal and the education sector attempts equally cover the creeds of the international conventions and the disability acts to enhance social equality in education. The government's concept seems to consider the individual and their physical environment to be the most significant factors affecting a person with a

disability's ability to access education. However, interpersonal, and contextual relationships are considered to a lesser degree. Clearly, though, the definition presents the best account of practical equality that views the issues of widening enrolment or direct participation of people with physical disabilities in different levels of education in terms of democratic principles (Archer, 2007). The definition fails to deliberate about the continuous learning context where people with disabilities' engagement can be influenced by the behavior and attitude of their encountering members. Therefore, the definition of disability should include interpersonal relationships as a factor that might help to understand inclusivity in the educational context.

Higher Education Policy and Practice

Similar to international conventions and treaties, the Nepalese government has also been sanctioning and practicing new policies regarding disability and inclusion at different levels of education. According to the Dynamic Institute of Research and Development (DIRD, 2014), the higher education policy of Nepal has been characterized by continuous amendments to disability-related legislation, including the Nepalese Disabled Person Protestation and Welfare (1994), which addresses issues of accessibility in public places, such as schools and universities. The Ministry of Education later promoted the Welfare for People with Disabilities Act of 1982, which is aimed at securing equal access to education and fighting discrimination based on physical impairment. Another legislation worth noting is the 1971 Education Act, which ensures free education for persons with disabilities, covering basic to university education (DIRD, 2014).

Nepalese higher education institutions have been putting disability policies into practice as the legislative parliament of Nepal ratified the 2006 Convention on the Rights of People with Disability (CRPD), which recognizes the right of disabled individuals to have access to academic learning. The promulgation of the 2015 Nepalese Constitution was also a significant step toward

inclusion as it prohibits discrimination in terms of physical impairment and guarantees the right of disabled people to free higher education, complete with necessary learning materials.

Despite the lack of precise data, a report by the Ministry of Education (2018) indicated that the number of students with disabilities enrolled at different year levels at Tribhuvan University increased after the enactment of the CRPD and other laws. The report added that the provision of scholarships, the development of physical infrastructure, the availability of teaching and learning aids, and the enforcement of anti-discrimination laws have contributed to flexible access to education for students with disabilities in public schools and colleges. Public colleges implement disability-oriented educational policies by facilitating the implementation of scholarship stipulations, including waiving tuition fees, and hastening the supply of teaching and learning aids for specific disabilities, such as audiotapes for learners with hearing difficulties and braille laptops for those with visual disabilities (MoE, 2018).

Although the Nepalese government has advocated distinct policies and provisions with modifications and amendments similar to those propagated in international legislation, these policies do not clearly focus on the higher education context. Furthermore, students from marginalized backgrounds, including disabled populations, have increasingly enrolled in higher institutions, but this increase has not been matched by qualitative outcomes in terms of the cultivation of a friendly environment and training in social behaviors required in a learning context (Bista et al., 2019). Nepalese educational policy that is grounded in fundamental human rights and equality approach should place more emphasis on behavioral issues in a particular context that may challenge efforts to generate improved learning for students with disabilities.

Summary of the Literature

The literature review proceeds with a critical analysis of the definitions of disability and inclusion, related theories, empirical studies, and educational policies. The definition of disability tends to focus on the person's physical traits. Similarly, the concept of inclusion has drawn attention to physical enrollment and specific objective factors of an educational institution for a particular type of diversity. Theoretical models, such as the medical and social models and the student integration model, offer individualistic thought, highlighting the role of individual impairments, social attitudes, and the infrastructure and resources of an educational institution in influencing the inclusion of students with disabilities. Most of the empirical studies also tend to be influenced by the disability models and individualistic thoughts. Furthermore, Nepalese educational policy is also supposed to be influenced by the fundamental human rights approach, which concentrates on general access to education for socially deprived groups, including those with disabilities. The definition, theoretical models, and policies of inclusion of persons with disabilities tend to place less emphasis on the broader contextual facets that can contribute to a person's ability to perform valuable functions in a higher educational context.

Conversely, Sen's capability approach suggests that the inclusion of people with disabilities can be better explored by focusing on the broader conversion factors, such as social, environmental, and personal, with a central focus on individual freedom (Robeyns, 2006; Sen, 1999; Walker, 2005). In addition, the inclusive excellence model is another concept in higher education that believes in organizational transformation by focusing on socio-environmental, and pedagogical capabilities (William et al., 2005; Westwood, 2013). However, the capability approach and inclusive excellence model have also been criticized for their individualistic nature as they highlight the individual need (Dean, 2009; Mitra, 2006; Robeyns, 2016), and the absence

of a collective interaction concept in lieu of an understanding of inclusive excellence in higher education. Collective contact transcends specific interpersonal conversations, such as teacher-student and student-student, on which past research has concentrated. Instead, the collective interaction indicates dynamic and constant communicative action amongst college community stakeholders to create a positive environment for everyone's well-being, which includes social bonds and an active learning culture. The interactive idea in the educational context can potentially broaden our understanding of disabled and non-disabled people's social connections, reciprocal behaviors, and learning engagement. Studies also indicate that students with disabilities may benefit from a feeling of social belonging and an active learning engagement, which can be fostered by collective interactive behavior in higher education institutions (Corcoran, 2010; Martins et al., 2018; Mutanga & Walker, 2015; Papasotiriou & Windle, 2012). As a result, this study attempted to investigate the experiences of students with disabilities and other stakeholders of higher education institutions concerning collective interaction in Nepalese higher education using various data collection tools that could significantly contribute to existing knowledge.

Chapter Three: Research Methodology

The following sections are outlined in this chapter: research questions, conceptual framework, research design, study site, participants, data collection tool, data analysis procedures, and validation strategies.

Research Questions

The purpose of this doctoral study was to explore the experiences and understanding of students with disabilities and stakeholders (administrators, teachers, and students) about inclusion in the Nepalese public college setting. Additionally, investigating experiences and perceptions of interaction in relation to the college setting and pedagogical context can contribute innovatively to the general concept, policy, and practice of inclusion in Nepalese public colleges. Finally, this study was aimed to explore the students with disabilities' perceived influence of interaction on inclusion in the Nepalese public college context. The following specific research questions were formulated to accomplish the objective of the study:

1. How is inclusion understood by the stakeholders in the context of public colleges in Nepal?
    - 1.1 What type of policies and college vision for the inclusion of students with disabilities has prevailed?
    - 1.2 What and how contextual capabilities are emphasized as necessary for the management of students with disabilities?
    - 1.3 What pedagogical capabilities are oriented toward students with disabilities in the classroom?

2. What kinds of interactions are practiced (between students with disabilities and other stakeholders) in the college context?
    2.1 How and for what purpose do students with disabilities interact with college administrators?
    2.2 How and for what purpose do students with disabilities interact with peers who have or have no disabilities in the college context?
    2.3 How and for what purpose do students with disabilities interact with teachers in the college (formal and informal) context?
3. What perceived influence do interactions have on the inclusion (social and academic functioning) of students with disabilities in the college context?
    3.1 How do the students with disabilities perceive the influence of interactions with stakeholders on the development of social and academic functioning?
    3.2 What perceived influence does negative interaction among stakeholders exert on social and academic functioning?
    3.3 What perceived influence does positive interaction among stakeholders have on social and academic functioning?

Conceptual Framework

The Nepalese government's educational policies and public colleges have played a vital role in supporting students with disabilities to access higher education (Bista et al., 2019). However, when students with disabilities get access to the college and classroom environment, they encounter inclusion issues (Martins et al., 2018; Papasotiriou & Windle, 2012; Thapa, 2015; Wasilewski, 2016). The overall literature review indicated that the concept of inclusion foregrounds flexible enrollment opportunities (access) of social diversity, emphasizing their

individual characteristics and institutional-specific factors. The previous theoretical approaches (i.e., medical model, social model, and students' integrated model) also forwarded the narrow concept of inclusion, highlighting the physical integration of diversity in education with sound concerns about individual characteristics, social attitudes, and specific physical environmental factors.

Alternatively, the capability approaches and inclusive excellence models offer better insights to understand and explore the inclusion of students with disabilities. For instance, the capability approach proposed by Sen argues for individual freedom as the core theoretical basis for understanding inclusion. The freedom as a capability of an individual is also analyzed based on personal and contextual conversion factors. According to Sen (1999), the conversion factors have a significant role in hindering and promoting a person with disabilities' capability or inclusion. For instance, personal impairments and entwined contextual aspects of the college may influence the inclusion of people with disabilities. On the other hand, the inclusive excellence model (scorecard), as developed by William et al. (2005), believed in the organizational transformation concept for the excellent inclusion of diversity. For instance, the approach focuses on the importance of college students' positive social attitudes and an inclusive curriculum and pedagogy for flexible access and adjustment of students from diverse backgrounds, mainly international, disability, and ethnic groups (William et al., 2005). However, the capability approach and inclusive excellence model could be critiqued for their individualistic nature (Dean, 2009; Mitra, 2006; Robeyns, 2016) and for lacking the concept of collective action in place of understanding inclusive excellence in higher education, which should be focused on further research.

While Sen's capability approach has been criticized as individualistic thought, exploring the concept of collective interaction in relation to the higher education context may contribute to advancing the perspective of inclusive excellence as social and academic engagement of all in the context. Collective interaction refers to a dynamic process of conversation, discussion, reciprocated support, and problem-solving that may enable the embedded members of the college community to build excellent academic knowledge and socio-emotional connections for inclusive excellence. For this study, the interaction in the direct situation of the college is divided into different categories and referred to as collective interaction or action. Since higher education represents diversity, and diversity (stakeholders) cannot exist apart from human (inter-), personal (intra-), and contextual (environmental) relationships. Although other scholars argue for the comprehensiveness (i.e., focus on the environmental, social, and individual factors) of the capability approach (Mitra, 2006; Walker, 2005; Reindal, 2009), it focuses on an individual's basic capabilities or freedom of functioning (Dean, 2009; Robeyns, 2016). In this sense, this approach may fail to explore and examine socio-emotional integrity amid represented diversity and learning engagement issues. Practically, how is it conceivable to view inclusive excellence by disregarding other relationships (with administrators, teachers, and peers) and concentrating exclusively on the learning needs/choices of a specific individual or group (disability)?

Additionally, Norwich (2014) noted, in the same vein, that it is essential to acknowledge the limitations of the capability approach and to concentrate on other views on the inclusion issue. In this respect, the inclusive excellence model considers the institutional transformation concept focusing on more advanced capabilities, such as socio-emotional development and inclusive pedagogy, for excellent inclusion of diversity in higher education (William et al., 2005; Westwood, 2013). However, the inclusive excellence model does not sufficiently stress

cooperation and interaction in the pedagogy through which students with and without disabilities develop a feeling of social belonging; instead focuses just on academic excellence. The concept tends to view diversity as a sign of a specific group in society, such as ethnicity, disability, and immigrants, and believes that organizational reform is necessary to successfully ensure their flexible access to higher education. For instance, William et al. (2005) invented the scorecards of inclusive excellence, emphasizing the assessment of the campus social climate (positive attitude and welcoming environment) and the pedagogical context (equitable) for flexible access and adjustment of international students, disabled students, racial groups, and ethnic groups. However, if there is less emphasis on interactions between all groups in the formal and informal context of higher education institutions, the objective transformational focus of the concept may not be able to comprehend non-disabled individuals' social ties and a sense of acceptance of diversity.

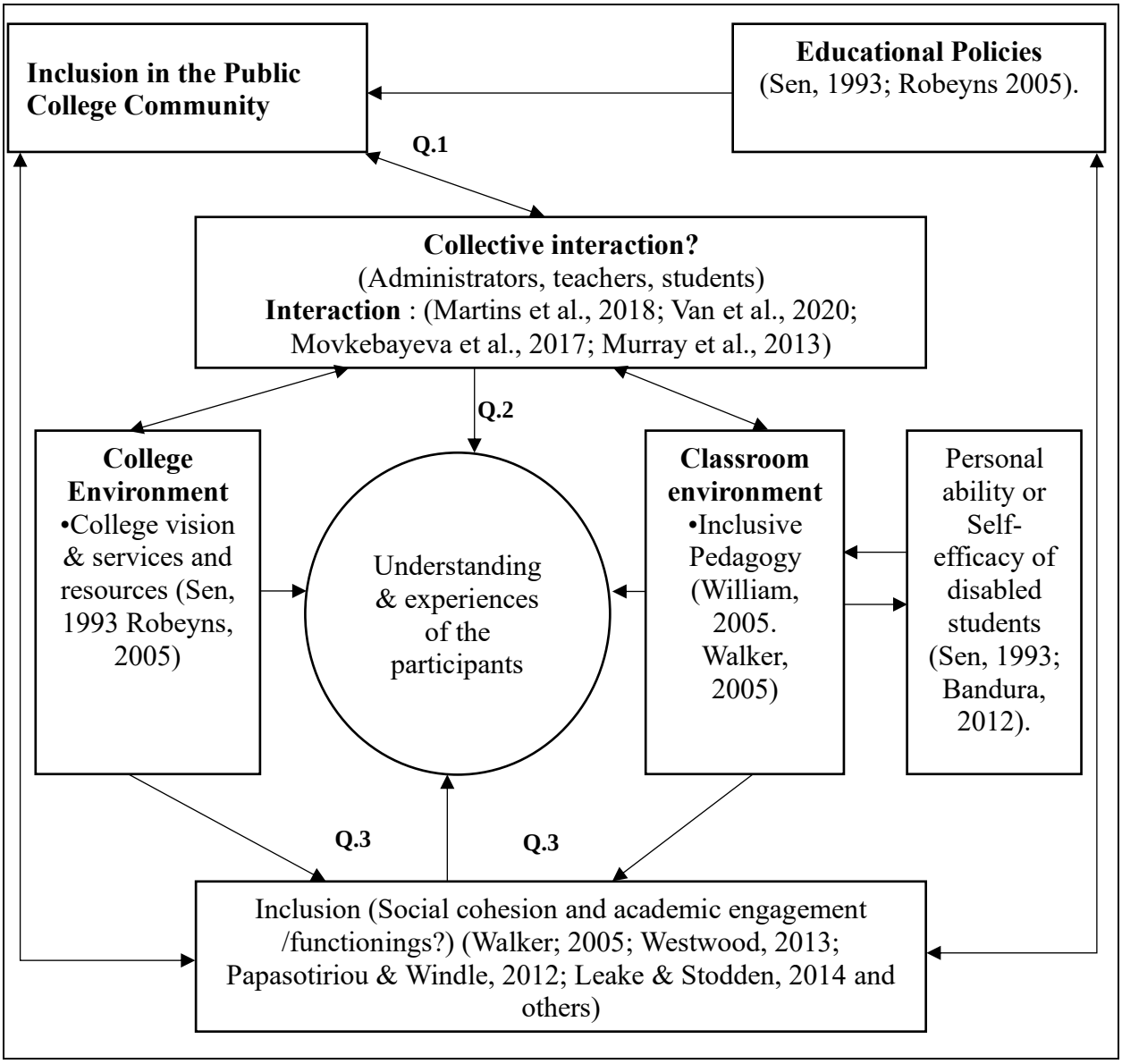
The conceptualization of collective action or interaction is critical for advancing the inclusive excellence scorecards, which can aid in exploring excellent inclusion as an all-encompassing task to achieve social belonging, active participation, and equitable educational opportunities in higher education (Ortiz Colón et al., 2018). In the case of the capability approach, it has been argued that a social-relational ontology of capabilities is necessary to adopt in CA since the human being is connected to social or environmental circumstances, actions, interrelationships, and self-agency for achieving success or development (Martins, 2007; Norwich, 2014; Smith & Seward, 2009). When the discussed approaches, including the capability approach, are befitted in their individualistic nature, for instance, the critical and timely problem of inclusion in higher education may be neglected and undiscovered, that is, interactive capability. The approaches' particularity emphasis may divert attention away from

social-relational capabilities and actual inclusivity problems in higher education and shorten attention spans (Dean, 2009), which should be investigated further to create social harmony and an active learning environment in higher education for all.

Finally, while previous research has concentrated on individualistic approaches, including college environments and individual factors such as curriculum, social attitude, physical disability, and substantial resources that are all associated with inclusion, the alternative concept of collective interaction may be a critical contribution because it focuses on the diverse college members' interactions with a disability, which may advance social bonding, accepting differences, and active learning engagement among all in the college community. Inclusion, in this research, was explored by concentrating on the ontology of relationships or interactive capabilities rather than on the basic capabilities of an individual and required data gathered from diverse participants' experiences. In this view, inclusion should be described as a collective (everyone's) interaction, which refers to a dynamic and constant communicative action amongst college community members (stakeholders) to create a positive environment for everyone's well-being, which includes social bonds and an active learning culture within the framework of an institution. As a result, the arrow in the following figure illustrates to explore an understanding of inclusion in a college context, the experience of interaction of disability with other members, and the arrow projected to explore the influence of diverse interaction on inclusion. However, specific contextual and personal capabilities, such as college vision, inclusive pedagogy, and self-efficacy of individuals with disabilities, may contribute to collective interaction as explored by diverse participants' perspectives to gain a broader understanding of inclusion, as indicated in the following concept map.

Figure 3.1

Conceptual Map: Inclusive Higher Education



Source: Researcher, 2021

Research Design

This section describes the study design, the research site, the participants, data collection tools, analysis procedures, and validation strategies of the study. This study utilized a qualitative case study approach for the research design. The case study approach can help illuminate the depth of information about the students with disabilities complex situation in the two Nepalese public colleges.

The descriptive case study approach, therefore, fits the needs of this study, which aimed to describe the inclusion experiences and understanding of the participants in Nepalese public higher institutions. The design of this descriptive case study involved information collecting data from public colleges about the inclusive excellence of all, including students with disabilities. However, the case study approach is sometimes criticized because it cannot represent reliable information (Mertens, 2014). Therefore, data from different sources (various participants and places) were included by utilizing multiple tools, such as interviews, document analysis, focus group interviews, and surveys (Stake (1995; Yin, 2014).

Research Sites

This research was carried out at Nepalese public university colleges. Tribhuvan University is one of the universities selected in this study which is the oldest and biggest public university among them, funded by the government of Nepal. This study selected a constituent campus of Tribhuvan University. The Tribhuvan University public college was selected because of students' higher enrollment, including disabilities, than private colleges. However, the academic performance of students with disabilities and others in Nepalese public colleges is lower than that of students in private schools and colleges (Thapa, 2015).

Furthermore, there is a lack of research on disability in public institutions. The proposed colleges are larger than other public colleges and are committed to integrating diversity, including students with disabilities. According to the university website, the campus affiliated with Tribhuvan University was established in 1967 and affiliated with Tribhuvan University in 1972 to provide higher education to students of diverse backgrounds. The campus has been offering various subject specializations at the undergraduate and graduate levels (bachelor's and master's). The main feature of this campus is its priority of enrolling physically disabled students in higher education, in contrast to other colleges of Tribhuvan University.

Another included campus in this study was affiliated with Far Western University. The Far Western University is located in the far western part of Nepal, in a less developed area than Kathmandu, though it belongs to the urban area. This campus is the university's large and central campus, which was established in 2010 as a government-funded university campus. Finally, despite the reality that both university campuses are devoted to enrolling diversity, including those with disabilities, compared to other colleges, this study can be significant in developing interactive behavior that may ultimately result in excellent inclusion in the learning context.

Participants of the Study

The study population included undergraduate and graduate-level students with disabilities, teachers, administrators, and students without disabilities from the selected campuses, from whom certain participants were selected to gather the required information. The technique of sampling was purposive sampling. Before choosing the possible participants, I got the support of the acquainted faculty members of the Department of Education of the colleges and received information about the participants and documents. Due to the influence of

COVID19, I contacted all of them by phone, Skype, Zoom, and email to recruit eligible participants.

According to the Tribhuvan University college's (College-A) administrative department, the teachers' (full-time and part-time) population was around 118, the number of administrators was 60, students with disabilities were about 35, and students without disabilities were roughly 2000 individuals in different subjects. Furthermore, Far Western University College (College-B) had approximately 100 teachers, about 25 students with disabilities, around 50 administrators, and roughly 3000 non-disabled students enrolled in various programs. I primarily focused on the education subject due to the highest enrollment of students with disabilities, and some of the classes included sociology and management majors to increase the disabled sample. The participants' concrete information is included in Appendix B, and the explanation is provided below.

Student with Disabilities. Students with disabilities included vision disability, handicapped, and hard-of-hearing students from undergraduate and graduate levels of education. It was necessary to focus on students with mentioned disabilities because few studies have focused on them in the Nepalese context, and directly tend to face more social and academic challenges than others. It is necessary to listen to their voices to change the traditional mindset of viewing people with disabilities and their inclusion opportunities in higher education. Students with disabilities had curiously responded to the understanding of inclusion and interaction and described their perceived influence of interaction on inclusion. Although a case study normally includes four or five samples for an interview (Creswell, 2012; Yin, 2014), I have included more than the suggestion. The registered students with above mentioned disabilities who have spent more than one year on the campuses were selected to understand their broad experience.

The target number of students with disabilities from each college was 12 for the interview, but I was able to interview 12 participants from A College and 10 participants from B College, and two participants from B College left the interview. Appendix B contains demographic information on students with disabilities who participated in the survey and interview.

Students without Disabilities. Students without disabilities were participated in this study to receive answers from focus group interviews and a preliminary survey study. I included students without disabilities in the students with disabilities focus group interview to explore their perspectives on disability and inclusion, their interactions with students with disabilities, the administrators' role, the teachers' role, and other contributing factors to inclusion. The students without disabilities were first surveyed and I requested to participate the students in the focus group discussion who were involved in the survey. The number of non-disabled participants (see Appendix B) was about twelve from both colleges.

Teachers. The teachers were also carefully informed about the study purpose and requested to participate. I decided to select them based on their knowledge of interaction with disabilities (based on the representation of students with disabilities in their classroom and who have spent more than two years on campus), and their interest in responding to the questions. I successfully interviewed all the target number of teachers (5/5) from both colleges, and their details are presented in Appendix B. The teacher’s participants were also included based on their experience with students with disabilities, and their teaching experience of diverse subjects, levels, and students. An instructor was contacted by phone to see if he had taught students with disabilities for at least two or three years, and qualified teachers were requested to participate in this project.

Administrators. The administrative members were informed about the study, and I decided to select them based on their knowledge of disability, their ability to respond to the questions, and their interest. I selected five administrators from each college of different departments, for example, the vice campus chief, who had a prominent role in management. Other staff members were from the library, resource and service, and admission departments. It was because students could interact with different departments of the colleges. For both colleges, I was able to interview a total of seven administrative members (see Appendix B), where two members left their participation at College A, and one member left from College B for official and personal reasons.

Data Collection Tools

The study used multiple data collection tools, including participant semi-structured interviews, focus group discussions, document analysis, and surveys.

Survey (Preliminary Study). Before conducting the main study, I carried out a pilot study to develop a clear insight into the methodology, sample, and feasibility of the project. A survey was conducted as a preliminary study in both public colleges' context of Nepal from 2022, January to March. A closed-ended survey was distributed electronically and face to face to individuals with disabilities and other stakeholders to ascertain their overall experience in regard to inclusion (see Appendix B). The diversity of closed-ended questions such as yes-no, rating, multiple-choice, Likert scale questions, and fill in the blank are coined to obtain rich data (Francis, 2012; Howe, 2013; Kincer, 1991; Mutanga & Walker, 2015; Qi & Wang, Stephanie, 2018; Thapalia, 2018; Zambrano, 2016) and modified for my context to gather diverse knowledge in the data (Yin, 2014). For instance, university resources and services, interaction quality, and interaction purpose are created based on the previous and related literature (Howe,

2013; Stephanie, 2018). Additionally, extra items were created to address the other related factors suggested in the literature.

The questionnaire was divided into different parts. First, the participants were asked to respond to their general experience of college resources, services, and interactional facilities. Then, the participants were asked to determine the overall frequency of interaction in college settings. In the interactional-related question, some options were set to explore their interactions' purpose, nature, and effectiveness. a) Students with disabilities were asked to rate the overall frequency of perceived interaction in college settings such as the classroom, cafeteria, on campus, and on their way home and to college. b) The nature of students with disabilities' perceived interactions with college members and their contents were obtained by asking Likert questions, such as enjoy and cooperative as a positive interaction. The perceived negative interaction was coded according to the participant's responses to the choices as disagree or strongly disagree, and perceived negative influence is examined by putting items related to negative interactions such as 'lecture-based learning activities dissuaded me from participating in classroom learning.' c) The next part has a series of options addressing their perceptions of the purpose of interaction. d) The effectiveness of the interaction was asked to understand the perceived influence of the interaction on their inclusion, social bonding, and learning engagement. Similarly, other participants were asked to explore their interactional experiences with disabilities in the college context. In addition, some questions were created to explore the experience with various aspects linked to interaction and inclusion. Finally, the participants were asked to respond to open-ended (writing short thoughts) questions on what has contributed to or hindered their inclusion in the college context and other thoughts.

While I started the survey (January 1st week, 2022), ‘A’ College was running a face-to-face class, and I obtained opportunities to distribute survey questions to many participants during their college time. However, due to the participants' low level of internet literacy, I had difficulty administering the survey to some of them using online forms such as Google Forms and Survey Monkey. In addition, the colleges where I planned to conduct the survey were closed because of a new variant of the coronavirus, so I was not able to do a face-to-face survey. In this case, I needed to spend a long time on a telephone survey with most of the participants.

The survey was completed satisfactorily by 93% of the total 620 participants (administrators, teachers, students with disabilities, and non-disabled students) who received survey questions; 7% did not complete the survey, and the 4% who completed it partially were omitted from the final analysis. Although some participants (who left the questionnaire unfinished) were requested to complete it again, half of the participants completed it appropriately. The halfway completed survey was not completed due to a lack of time when I distributed the questionnaire during college. Those who did not answer any questions in the survey provided no response. I analyzed just 93% of the participants' data utilizing the SPSS software.

Semi-structured Interviews (Main Study). This study’s primary data collection tool was a semi-structured interview to collect the participants' experiences and understanding. Yin (2014) argues that an individual interview is the main and most important tool for collecting desired data in a case study. The study’s research questions also need to receive the participants’ experience and understanding (what and how). In order to gain a better and depth perception of inclusive excellence and interaction in the college context, semi-structured interviews were conducted with different participants, such as students with disabilities, teachers, and

administrators from both colleges (see Appendix B). The interview took place between April and May 15, 2022, and began with coding. Due to the influence of COVID-19, interviews were conducted online. The semi-structured interviews were conducted via various media, including phone conversations, Facebook, WhatsApp, Skype, and Zoom. Each participant's interview lasted approximately one hour to ninety minutes. Answers were recorded in the computer's audio and in the form of personal notes for individuals who did not wish to be recorded. The audio was recorded in the Nepali language and translated into the English language. The majority of administrators did not permit me to record their voices; one administrator sent me written responses. I have given each participant and college a pseudonym while reporting their responses in this thesis, respecting their privacy. For example, my full name, "Bhuwan Shankar Bhatt," has been changed to "Kumar." And Colleges named as "College A" and "College B". Each participant's original name, audio, transcribed interview text, and notes are strictly protected on my personal computer. I have also received permission letters from both colleges that are not mentioned in the appendix for privacy reasons but are kept on my computer.

Focus Group Discussion. A focus group discussion was conducted to obtain the lived and critical experiences of students with and without disabilities (Creswell, 2012). I conducted a focus group discussion in two groups by mixing all of them. For example, one group had four students with disabilities and six without disabilities. The number of students with disabilities were eight and without disabilities were twelve from both colleges. It was challenging to include more students with disabilities in the focus group due their inability to use technology for virtual conversation. However, the debate on diversity brought up interesting points that were not revealed in the individual interviews, despite the fact that only a small number of students with disabilities from both universities participated. It also helped triangulate with other experiences.

The focus group discussion was also conducted in a virtual way. The time duration was more than 90 minutes. I moderated a group discussion by putting particular themes related to the college context, such as their understanding of disability and inclusion, their interaction, administrators' roles, teachers' roles, the higher education curriculum, and other factors that support inclusive excellence in the college context. While putting these various themes together, I carefully listened to the responses and noted their facial or physical expressions. I asked probing questions to get to the depths and achieve clarity.

Document Analysis

The following documents were collected in order to analyze inclusion policy and vision in the Nepalese Higher education context, and content analysis was used to code the data.

Table 3.10

Documents Related to the Policy and Vision of Inclusion

Name of the documents
Nepal Government Education Policy 2076 (2019)
The Act Relating to Rights of Persons with Disabilities, 2074 (2017)
The Inclusive Education Policy for Children with Disabilities (2017)
Convention on the Rights of Persons with Disabilities and Optional Protocol (CRPD)
Nepal: Education Sector Analysis 2021 (2078 BS)
Disability-Inclusive Education Practices in Nepal (Country Profile Nepal)
Disability Inclusive Development Nepal Situational Analysis June 2020 update
University College A Vision and Mission: University Website
University College B Vision and Mission: University Website
The Disabled Person Protection and Welfare Rules (1994)
The Special Education Policy (1996)
Publications of MOE, NGOs, UNESCO, DFID, and World Bank

Data Analysis Procedures

The obtained data were meticulously analyzed forming themes and descriptive-analytic strategy to understand the case thoroughly. The thematic data analysis of the interview transcription that I followed includes familiarization, coding, generating themes, reviewing themes, defining themes, and writing up a report (Braun & Clark, 2006). The thematic analysis is utilized due to its adaptability in interpreting and categorizing large amounts of data into broad patterns or themes of the conceptual framework (Braun & Clark, 2006). However, the thematic data analysis may not include the data's nuances because of the researcher's subjective judgment. In this regard, the transcribed data were coded prior to the thematic analysis based on the theoretical propositions or research questions. The data was coded with the aid of MAXQDA software. To identify emergent themes, each phrase, sentence, and paragraph was thoroughly scrutinized (Martins et al., 2018). The themes were created by connecting them to the theoretical constructs as described in the conceptual framework. Furthermore, a descriptive approach was used to analyze the survey data set, which contains information on the interactions in relation to the inclusion of students with disabilities. I applied distribution, central tendency, and variability to analyze the different questions. For example, yes/no questions were analyzed using percentages, whereas Likert questions were analyzed using the mean, median, *t*-test and correlation. The distribution of responses was displayed in the chart and bar.

The t-test was used to compare the experiences of students with and without disabilities, while the ANOVA test was used to compare the experiences of all stakeholders (students with disabilities, students without disabilities, teachers, and administrators). The results of these statistical tests helped to provide a comprehensive understanding of the experiences of these

different groups and to identify any differences or disparities that exist in terms of inclusion and interaction in the college context.

Validation Strategy

In order to ensure the study's validity and credibility, a triangulation approach (Maxwell, 2012) is applied. Although qualitative researchers utilize various types of triangulations, data triangulation is mostly used and reliable to contribute to the validity of a qualitative study (Flick, 1992). In this study, data triangulation combines data/information from several participants (e.g., teachers, administrators, students) and sources (e.g., two colleges) (Marshall & Rossman, 1999). Yin (2014) also argues that logical reasoning and comparing various participants' and sites' data is sufficiently robust and compelling to analyze the thematic data for strong validity in a case study. Therefore, I compared the administrators, teachers, and students with and without disabilities' perspectives, experiences from two different places' colleges. Furthermore, I provided an opportunity to review the interpretation of the data with the study participants to avoid personal biases of the data. Finally, I created research protocols utilized in the field to ensure reliability. In addition, demographic details and participant quotes were presented. The original data are saved on my personal computer.

Ethical Consideration

This research endeavored to include human participation. I confirmed the International Christian University's ethical rules regarding human subjects. I have successfully finished the research ethics e-learning course at the Japan Society for the Promotion of Science. I applied to the International Christian University Research Review Committee for an approval letter to properly execute this research. I invited all participants to participate in the study by email and phone with an informed consent form, and I promised them that their privacy and confidentiality

would be protected (Creswell) (2012). In addition, the participants were informed that their involvement would be voluntary and that they could assert the right to withdraw from this project without any penalty. No participants were given any financial benefits. The subjects were neither threatened nor coerced into participating in the study. I provided pseudonyms for the participants to preserve their confidentiality and identity in all transcribed interviews, audio recordings, and other documents and all the necessary documents are protected in my sole possession. In the course of data collection, I found no human rights related challenges or issues. Instead, all of the research participants were found to be enthusiastic and cooperative.

Chapter Four: Findings

This doctoral study aimed to explore stakeholders' (students with disabilities, administrators, teachers, and non-disabled students) experiences and understanding regarding inclusion, the practice of interaction, and the perceived influence of interaction on inclusion in Nepalese public colleges. The participants' experiences were described in several themes based on the study's research questions.

Understanding of Inclusion in Nepalese College Context (Q1 How is inclusion understood and experienced by the stakeholders in the context of public colleges in Nepal?)

The experiences of the participants revealed an individualistic understanding of inclusion that focus on the contextual specific capabilities for the person with disabilities, although there were perspectives that extended beyond individualistic notions when examining the relevant data. The specific description of the concrete data is in the following sections. In this context, capabilities correspond to a capability set, which is a collection of achieved and potential functionings of all including person with disabilities in the college context. The capability sets in this study are crucial since they are centered on the individual (students with disabilities) and collective (other stakeholders) of the higher education setting. So, the focus of this study was on analytical themes based on how the different participants experienced and understood their unique functionings and how they could have the potential to achieve inclusive excellence in an educational context. The participants with disabilities and other stakeholders' experiences revealed different capability sets that are perceived to be important for improved inclusion. Each theme is described below to reveal an understanding of diverse participants and the perceptions of documents and explanations.

Definition, Policy, and Vision of Inclusion

This section describes the sub theme or capability set that emerged in this theme. The following sections describe the sub themes of the findings based on a critical examination of different documents.

Polity Perspectives on Inclusive Higher Education. Firstly, this sub-section begins with a description of thoughts on the idea of inclusion, with data indicating that inclusion lacks clarity and social cohesiveness regarding students with disabilities in Nepalese higher education institutions. The government of Nepal passed the Disability Rights Act and the Inclusive Education Policy for Persons with Disabilities in 2017, in line with the Convention on the Rights of Persons with Disabilities (CRPD). In this case, inclusion has been defined in 'Inclusive Education for Students with Disabilities 2073' as: *"Inclusive education is the development of an educational system that ensures the right of all children to receive a life-sustaining education in their own community, respecting cultural, ethnic, and geographical diversity in a non-discriminatory manner" (p.1).* Also, the National Education Policy of Nepal 2076 describes, *"Inclusive education will be given to children with disabilities so that they can sit and learn with other children, depending on the nature of their disability" (Policy No. 10.28.2).*

The Nepal government's concept of inclusion indicates a rights-based philosophy, and the definition lacks a clear articulation of "inclusion" in the context of higher education. The notion mainly refers to the primary and secondary levels of education and their physical access in the general classroom. Moreover, the language in the description—"inclusion will be dependent on the disability status"—could be seen as a reason to exclude some types of disabilities, which refers to the concept of special education. In addition, the definition elucidates the language of "discrimination" and "inclusive education for children with disabilities," which stress the concept

of individuality. In other words, the language of social cohesiveness has been neglected, which may not lead to developing policies and practices that are inclusive for everyone (including students with disabilities and stakeholders). Although both university colleges (A and B) utilized the government policies, no clear definitions regarding inclusion are found in the colleges' policy documents.

Appropriate Policy and Vision. Regarding present government educational policies and colleges' appropriate visions for the inclusion of students with disabilities, all participants were surveyed as to whether or not they were satisfied. The data revealed that most participants had a negative experience with current government-inclusive policies and college visions. However, there were statistically significant differences among the students with and without disabilities, teachers, and administrators ($p = 0.001$) when conducting the one-way ANOVA analysis. While interviewing, most participants, including administrators, criticized the current inclusive policies, citing a lack of suitable, equitable (for diverse disabilities), clear, and appropriate policies. In addition, there were no particular visions or discussions for developing harmony among students with and without disabilities available with the colleges. The participants' direct quotes, as well as Table 4.1 and 4.2, may offer a concrete view of this theme.

Table 4.1

College Stakeholders' (including SWDs) Satisfaction with the Current Policy for Inclusion

Stakeholders	*N*	*M*	*SD*
SWD	53	2.02	.693
NDS	373	2.33	.726
TCR	91	2.33	.559
ADMN	62	2.74	.991

Note. Students with Disabilities (SWD), Teachers (TCR),Administrators (ADMN) Non-disabled Students (NDS). Answer choices ranged from 1 for very dissatisfied to 5 for very satisfied.

Table 4.2

Differences in Stakeholders' Satisfaction with the Current Policy for Inclusion

	Sum of Squares	*df*	Mean Square	*f*	*p*
Between Groups	15.546	3	5.182	9.641	<.001
Within Groups	309.059	575	.537		
Total	324.604	578			

Note. One way ANOVA test was done to compare the four participant groups of the colleges.

The administrative head or vice campus chief (Mohan) of the College A criticized the current policies by stating, *"We have a policy which is directed by the government of Nepal, this policy is so confusing for us, it has just focused on the supplement of resources, learning materials and scholarship for students with disabilities,..."* Similarly, a teacher (Hemant) from College B expressed concern about the dearth of discussion among the college staff and teachers on unclear government policies and college vision, adding, *"...I have never seen any discussion in our college and even in our college staff. ... policy of the college, they do not have clear ideas about it, they just follow what the Nepal government has forwarded."* Furthermore, most of the A college students with and without disabilities in the interview and the focus group discussion noted the lack of a college vision for interactive programs that support their curricular and extracurricular functioning in the college context.

When analyzing the experiences of College B participants, no differences were found between their experiences and those of College A participants. Furthermore, with a focus on the rigorous discussion between administrative staff and the university head to clarify policy and its execution, a member of the College B administrative staff expressed his voice in a negative manner and stated that: *"...policy ... which is not fair and clear. Neither the policy maker nor the vision developer of this university discussed it with us. Because we are the general staff and directly interact with students and we know more about their issues..."* During the focus group

discussion, all College B student participants, with and without disabilities, had similar voices when it came to the college vision for academic and social functioning in the college context.

Overall, most participants from both colleges expressed negativity towards the current policy and vision for the inclusion of students with disabilities. Notably, students with disabilities were more dissatisfied than teachers and administrative staff. Participants commonly reported a lack of fair and transparent policies, hindering effective implementation. This could be linked to the university or college president's role in developing strategies and visions through interaction with other staff members.

College Contextual Capabilities

This section presents sub-themes based on participants' experiences with contextual capabilities at both colleges. The experiences of a diverse group of participants revealed several important contextual capabilities that are crucial for creating a more inclusive environment.

Rigorous Management and Responsibility. Most participants spontaneously valued the effective management and responsibility of the college administration to practice better inclusion in both college contexts. The management teams of both colleges were frequently criticized by other participants for being passive and ineffective in properly managing, updating, and supplying materials and services, coordinating with other students and teachers, and handling the politically-related student union groups.

According to students with disabilities, some administrative staff from both colleges were negligent and less committed to the requests and needs of students with disabilities. For instance, a student with a physical disability pursuing a master's degree at College B said, *"…mainly political influence should be avoided. …are many more political groups of students, and they sometimes struggle and physically fight in the name of their fame, … not good in the college*

environment and should be handled by the administration" (Hikmat). Similarly, the College B student with visual disability who was studying at bachelor's level suggested having skilled manpower for better management, stating, *"…it can be done if there is skilled and well-behaved manpower in the administration. Many administrators do not understand our problems, neither they have well manner to speak with us…without competition, but simply employed in terms of political power…" (Kumbha).* In addition, most non-disabled students in the focus group discussion concurred with the students with disabilities regarding the importance of the college administrators' active attention, skills, and responsibilities.

Teachers from both universities had comparable experiences with students with disabilities who were critical of the college management. A teacher (Netra) from College B commented on the necessity of effective management by the college and the availability of learning materials, expressing that *"…the college management and availability of materials in the classroom which students with disabilities need."* Furthermore, a few administrative members from both colleges also realized that they would like to have effective management of the college for a more inclusive environment, saying that *"If I were a department head of this campus, I would try to make an effective management where everyone can actively work for issues of all students..." (College A, Administrator, Ranjan).* When most students and teachers from both colleges took a critical stance against the current management and responsibilities of the college administration, administrators appeared to be neutral regarding their management, possibly due to the absence of a clearly defined concept of inclusion, policy, and vision and a lack of skilled staffing.

In sum, as stated, most students and teachers experienced a lack of rigorous management and responsibility from the administrators. A culture of fair competition is also lacking in

recruiting qualified and experienced administrative staff for effective management in which students with and without disabilities are reported to feel supported by quality learning resources and services on time.

Reasonable Adjustment and Transition. This contextual capability set refers to disability-friendly college structures with good-quality signs and signals, ramps, and seats that enable students with disabilities to move and sit comfortably in the classroom, library, and college offices. Most college participants strongly valued the theme of reasonable adjustment and transition related to academic functioning and comfortable interacting with others. Surprisingly, different B-College participants placed a higher value on reasonable adjustment and transition than A-college participants.

For example, most College B students talked and complained about the current state of campus infrastructure. One post-graduate student who has low eyesight said that *"... in this college, I did not see good infrastructure, I have struggled several times while moving one place to other places of college such as classroom and college office and library" (Pahad).* Likewise, some College B students complained, but most of them suggested that the college library and classrooms should be improved for more flexible mobility. In addition, most non-disabled students from both colleges agreed with the critiques and suggestions of students with disabilities during the focus group discussion.

Most teachers at both campuses had similar experiences with students with disabilities. For instance, College B teacher (Salman) said that *"... even in the infrastructure and ground, there is no disability-friendly condition where students face difficulties in movement, no sign, and signals for blind. Hmm…but yes, nowadays, in new buildings, they have been making disability-friendly passages."* Moreover, the administrative staff of the campuses reported that they are

attempting to make disability-friendly buildings, libraries, and classrooms. College B's vice campus chief (admin's head) emphasized the importance of improving the current college structures for better inclusion of students with disabilities.

Finally, participants in both colleges described prompt improvement and drastic change in the college's current structure for creating a disability-friendly physical environment. The present infrastructure in the institutions has been reported as challenging for students with disabilities to move and sit comfortably in classrooms, libraries, and college grounds. For instance, most participants indicated that institutions lacked better chairs, signs and signals, elevators, and ramps for different types of disabilities.

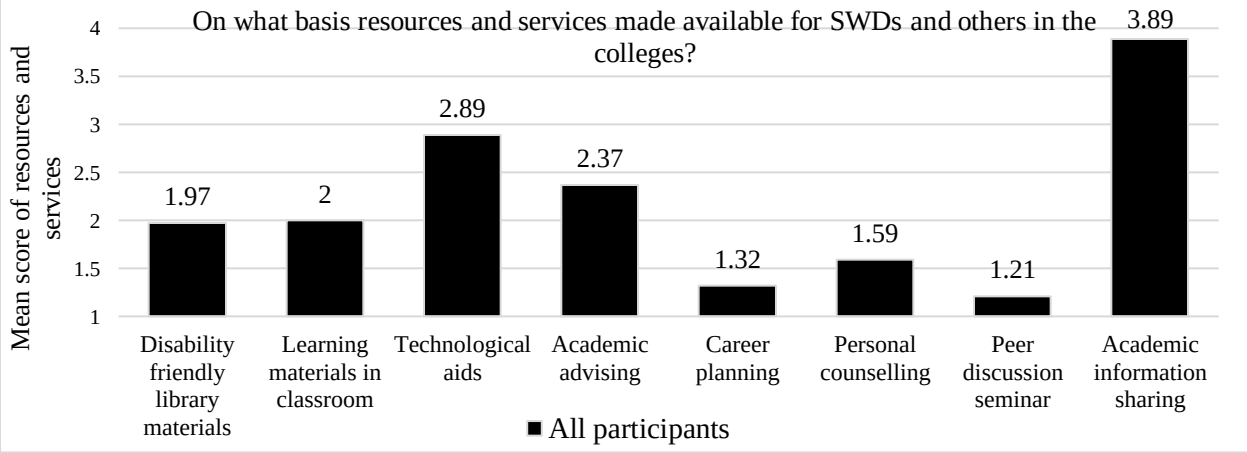
Quality Resources and Services. The resources used by diverse participants, including braille, audio-visual materials, computers, projectors, and an e-library, are suggested to be conditionally, equitably, and sufficiently available for everyone (students and teachers) to engage in assiduous learning and extracurricular activities. In addition, sufficient and effective utilization of services is another strongly valued capability set highlighted by the participants, including counseling centers, academic advising, career planning, and other services that significantly assist students with disabilities, learning motivation for all, and the achievement of aspirations for future careers. In the college context, most surveyed and interviewed participants from both institutions indicated a shortage and need for quality, adequate, and fair resources and services as an inherent capability set for boosting the academic functioning of students with disabilities and others.

Colleges do not automatically provide resources and services for students with disabilities and other students, as seen in Figure 4.1. The *p-value* ($p < 0.05$) revealed statistically significant differences among the participants (a detailed table is in Appendix B), about the

availability of each resource and service. The reason for differences among the participants' experiences was explored further in the interview. The concrete evidence can be observed in Figure 4.1 and the participants' experiences show the detailed information.

Figure 4.1

Stakeholders' Perceptions of the Resources and Services Made Available in the Colleges



Note. The mean value 1= Not provided, 2 = Difficult to obtain/access, 3 = Offered by request, and 4 = Offered automatically.

Moreover, during in-depth inquiries about this theme in the interview, nearly all participants shared a similar experience. Most students with disabilities reported that their college provided scholarships and reductions on various educational facilities, but they lacked learning materials, suitable library materials, counseling, academic guidance, and other services, which they needed most crucially. When a second-year bachelor's student with a visual disability inquired about services, he stated, *"…there are not available for such interactive activities where we can easily share our concerns…, I go to disability office to ask for learning materials and, but this office manager also does not seem to be active, … don't have sufficient learning materials in the library,... need e-library" (Keshab).* However, a student with a visual disability, Kumari, who just got her bachelor's degree, said that she got help and counseling from administrators when she contacted them. The non-disabled students also agreed with the experiences shared by

College A and B students with disabilities during the focus group discussion. However, some students with and without disabilities said that the teachers sometimes use projectors and other disability-friendly materials in College B.

In addition, nearly all of the teachers at both universities experienced insufficient and inaccessible resources and services for students with and without disabilities. For instance, a teacher from College A said that that *"Hmm…I don't think that our college has provided any academic services for disabled and even non disabled students…" (Minash).* When analyzing the experiences of College B instructors, all of them strongly noted the need for resources and service capabilities for students with disabilities; a teacher said, *"Well, if I say…hmmm…for students with disabilities, particularly, if suitable learning materials are available, they can feel comfortable and be regular in the classroom…" (Salman).*

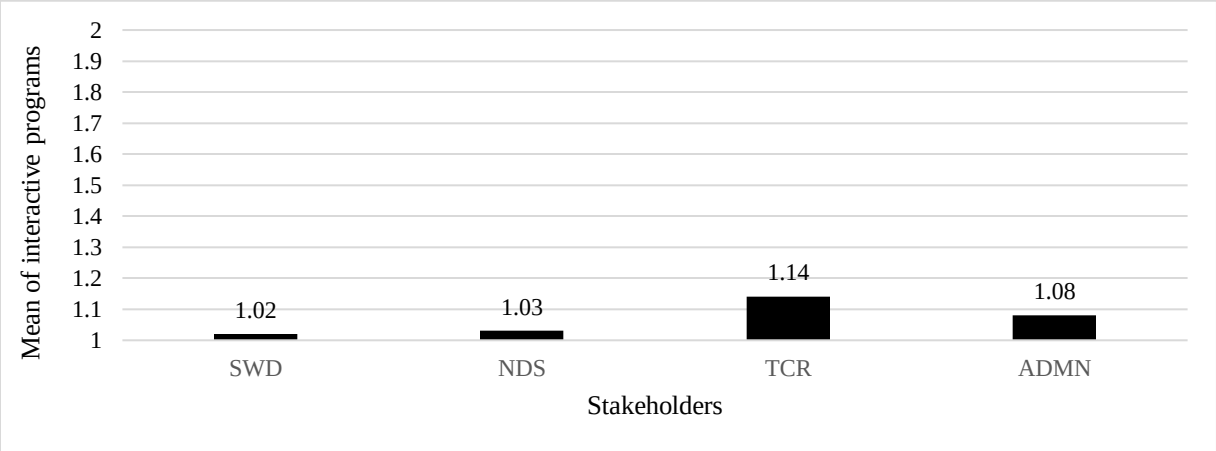
Lastly, administrative members of both institutions seem to have slightly different experiences with the services and resource opportunities. For instance, the campus chief of College A said, *"We don't have sufficient services for the disabled. But we provide them counselling if they come to us. And scholarship is already offered, we have offered to them many learning materials in library and classroom as well as accommodation" (Mohan)*. In the same way, the College B administrative chairperson indicated that learning materials and services are inadequate but expanding.

Overall, most participants' experiences showed a lack of quality and sufficient resources and services for students with and without disabilities. Although some teachers' and administrators' experiences revealed the availability of learning materials and academic services such as braille, audio-visual, and disability support offices and scholarships, the quality and quantity of the services and resources were reported by students to be insufficient and imperfect.

Cooperative Behavior and Programs. Most participants from both colleges indicated the value of cooperative behavior and programs in the college setting. Cooperative behavior includes how peers, teachers, and administrators work together and help each other with academic and related issues. In addition, cooperative programs are supposed to encompass academic and non-academic activities such as seminars, workshops, research meetings, diversity awareness events, welcome and farewell occasions, and debating contests for not only assisting those in need but also changing intertwined members' social and academic behaviors in the college context. However, the figure shows that, in contrast to the other participants, some administrators and teachers indicated that the program was available, which can be seen in Figure 4.2 and Table 4.3, and the detailed information is described based on participant quotations.

Figure 4.2

College Stakeholders' Experience on Interactive Programs Available for Inclusion



Note. Not available (1), Available (2).

Table 4.3

College Stakeholders' Experience with Interactive Programs Available for Inclusion

	Sum of Squares	*df*	Mean Square	*f*	*p*
Between Groups	1.047	3	.349	7.315	.001
Within Groups	27.395	574	.048		
Total	28.443	577			

Note. One way ANOVA test was done among all participants.

Most importantly, all students with disabilities at College A praised current cooperative behavior but strongly suggested interactive programs to build social relationships and improve learning and focus. For instance, a post-graduate student at College A with a visual disability said:, *"I found a good environment in this campus where I can easily move and everyone's behavior friendly and supportive … made my life easy … not any interactive program which can gap the disabled and nondisabled distance and develop brotherhood. This type of program should be conducted by administrators" (Dev).* In addition, students with disabilities at College B also praised the cooperative environment of the college and one said that *"…I feel good in this campus, this campus has a good environment for learning. My teachers and nondisabled were also good and supportive to me" (Hikmat)*. During the focus group discussion, nondisabled students from both colleges echoed the disabled students' experiences; however, some of them highlighted the passivity and occasional participation of some disabled students when they conducted a program together.

Furthermore, teachers from both colleges also emphasized the importance of cooperation in the college context. For instance, the College B teacher expressed, *"…inclusive environment…most important thing is opportunity of cooperative environment even in college or classroom, …classes still run in the concept of teacher centered, should be decentralized. Just focusing on the facility offering concept to disabled would make discrimination for other*

students and create …hidden or seen conflict in…" (Hemant). Similarly, all teachers from College B expressed the need for a culture of cooperation and the availability of interactive programs to support all students. Some administration staff from both colleges acknowledged that there were not enough specific interactive programs, and similar to other participants, they saw the necessity for such programs.

Most participants from both institutions reported that cooperative and interactive programs were the most valuable assets for all students and stakeholders to succeed academically and socially in college. Although there were some disparities among participant experiences, with some administrators and instructors being more supportive of the programs, they reported that departments such as special education and student/teacher unions often organized such programs. These programs included student union meetings to address issues and participate in extracurricular activities and occasional meetings between students and teachers in the cafeteria for non-academic purposes. However, these programs were not regularly conducted and may not be actively promoting social harmony and learning engagement in the general education context.

Sense of Social Belonging and Attachment. The critical capability to develop a sense of belonging and attachment among all college members was strongly deemed essential by every research participant, most notably by students with disabilities. The capability set indicates more than just getting acquainted, like fostering a culture of mutual support, encouragement, active concentration, camaraderie, pleasant and honest communication, and a sense of acceptance among all college members to address learning difficulties and social distance in the college context.

When I asked students with disabilities from both colleges about their understanding of inclusion, there were similarities that most of them strongly valued, such as the need for

friendship and togetherness to feel internally attached. For instance, a student with a visual disability at College B said, *"Inclusion…for me, to be the togetherness of all students in the classroom regardless of personal differences."* Likewise, all students with disabilities from College B exhibited social behaviors such as friendship, effective communication, and other behaviors related to belonging and attachment in a college setting. One student stated, *"…the environment should be like where we feel no difference, no discrimination, brotherhood, and support. We should have a sense of attachment and acceptance with all, …otherwise we single cannot do anything and they cannot also get benefit" (Hikmat).* All college participants in focus group discussions described the importance of a sense of belonging and attachment, including friendly and supportive behavior among all students.

Furthermore, when revealing the understanding of inclusion, the experiences of the instructors at both colleges are identical to those of the students. One of the College B lecturers underlined the need for motivation in strengthening social connections for not just the disabled but also others. In this case, he said that *"…motivate the SWDs, and other to make a good relationship…also know whether the students have internally attached with us…If we can give them such a feeling, they can actively participate…, which I have experienced through my 20 years of teaching" (Minash).* Likewise, all teachers of College B emphasized the importance of mutual support, motivation, pleasant communication, especially for students with disabilities, to decrease their aloneness and increase learning participation. Regarding the experience of administrators from both colleges, only a few mentioned the importance of social belongingness for better inclusion of students with disabilities.

Lastly, most participants, except administrators, described the value of a sense of social belonging and attachment among all parties that can develop an inclusive practice in the college

context. Notably, some disabled participants' and teachers' experiences showed a lack of social acceptance in the college community, which was said to be affected by unclear vision and unconcerned management of the colleges.

Sense of Respect and Dignity. It was discovered that participants from both colleges had a similar understanding of the necessity of respect and dignity in the college setting for practicing inclusion. Notably, compared to others, students with disabilities emphasized the importance of this capability set in order to exist happily at college. Respect and dignity are perceived when one is treated equally and in a friendly manner in the college context, such as through a welcoming culture, equal participation, an empathetic manner, careful listening in interaction, accepting critics and ideas, and support and supply in time that are coded based on the participants' experiences.

Most students with disabilities from both colleges reported a college environment in which they are welcomed and can participate in all educational activities on an equal footing with others. In this regard, one bachelor's student with visual disability from College B said, *"…we should have an opportunity to participate in every activity of the campuses as other students, I am deprived several times in this campus…in playing, seminars, students political program with equal respect, I can do anything as other…respectful behavior is most important" (Keshab).* Similarly, other students with disabilities emphasized the significance of the administration's active attention and prompt reaction to their issues in an empathetic way instead of a sympathetic way to equally participate in the programs, all of which are connected to respect.

In addition, most College B students with disabilities value respect and dignity in the campus environment, creating a comfortable college existence. However, the students still need

improvement in communication with college members and the prompt action of administrators in solving their problems. For instance, one post-graduate student with hard-of- hearing had mixed experiences and said that *"...I didn't feel that I am ignored in this college,...is good for me, everybody is supportive and listen to me, but they show me mercy, which I don't wanted to be the character of mercy,... I can perform differently" (Himal)*. Moreover, during the focus group discussion, most students, both with and without disabilities from both colleges, mentioned the significance of a respectful culture in the college community. However, there was a debate in some cases in which non-disabled students argued that the sympathetic style of speaking represents their love, affection, and acceptance, but disabled students criticized them for their internal discriminating attitude, which makes them an inferior part of the college community, and they perceived an empathetic way as a feeling of respect.

Furthermore, a few teachers from both colleges described the importance of a respectful environment for better inclusion of students with disabilities. For instance, a teacher from College A said that *"...to be better included, students with disabilities must be treated equally and respectfully and be participated in all college activities so that they can build on their uniqueness and existence."* Similarly, other teachers from College B stressed the importance of the administration proactively addressing their concerns. Some teachers shared their experiences that students with disabilities sometimes contacted them to coordinate with administrators to resolve their issues on time. No administrators spoke about the respect and dignity of students with disabilities; however, a few indicated that they had paid particular attention to students with disabilities by supporting and supplying their needs on time, which cannot indicate realism, while the majority of participants criticized this.

In sum, the experiences of college students with disabilities and a few other participants suggest that inclusion is perceived as a respectful environment where diversity can realize a sense of respect and dignity to exist, engage, and excel in their learning sustainably. Mostly, all students with disabilities at both colleges said that the opportunity to participate in curricular and extracurricular activities as non-disabled peers, being actively listened to by college members, and frankness in communication made them feel respected.

Pedagogical Capabilities

In this section, I analyzed data from diverse participants to identify what and how pedagogical practices are for inclusionary practices, specifically for students with disabilities. Based on the participants' experiences, I discovered several pedagogy-related themes.

Inclusive Pedagogy. According to participants, inclusive pedagogy was perceived as essential for all students with and without disabilities and teachers. Inclusive pedagogy refers to diverse teaching-learning styles, such as lecturing, discussion, student presentations, collaborative study, support personalization, and equitable technology or materials blended into classroom activities to engage diversity in the learning process comfortably. When all participants were asked to indicate whether they were satisfied with the current pedagogy for an interactive opportunity in regular classrooms in a semester, most participants were dissatisfied (*M = 2.91, SD = 0.792),* as mentioned in Figure 4.3. The ANOVA test showed significant statistical variations among the participants in their degree of satisfaction ($p = 0.007$) with the current pedagogy, as mentioned in the following Figure 4.3 and Table 4.5.

Figure 4.3

Both College Stakeholders' Satisfaction with the Current Pedagogy for Inclusion

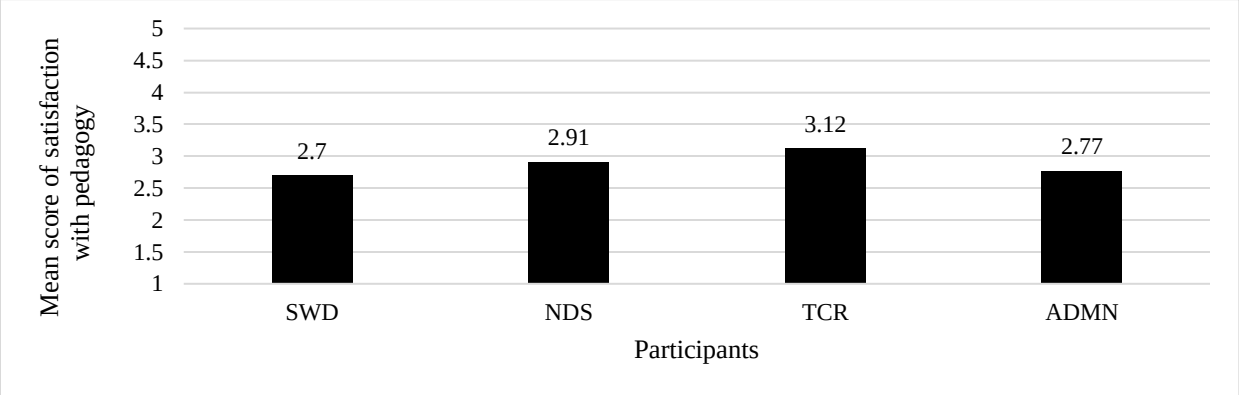


Table 4.4

ANOVA Test of College Stakeholders' Satisfaction with Current Pedagogy for Inclusion

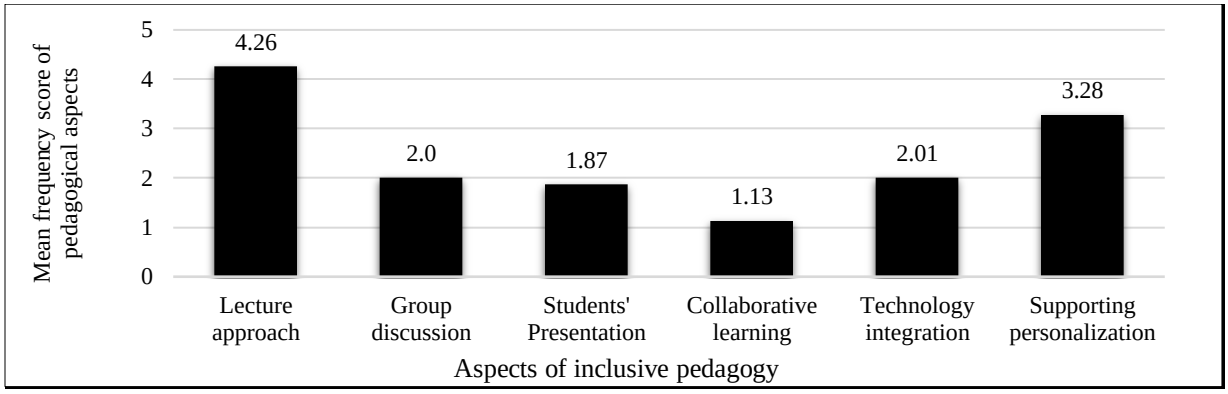
	Sum of Squares	*df*	Mean Square	*f*	*p*
Between Groups	7.569	3	2.523	4.084	.007
Within Groups	354.571	574	.618		
Total	362.140	577			

Note. One-Way ANOVA conducted to compare overall participants experiences.

Furthermore, the participants were asked to rate the frequency of different aspects of inclusive pedagogy practiced in the classroom. For instance, the participants were asked how often the lecture method and other aspects were practiced in the last semester before the pandemic. The majority of participants from both colleges reported that lecture approach of teaching and learning was practiced frequently, while other aspects of inclusive pedagogy were infrequently used, as indicated in Figure 4.4. However, the data shows (see Appendix B) that there was a statistically significant difference among the groups about the practice of lecturing (p = <.001) and focusing on students with disabilities in the classroom (p = <.001), but not about other (common but rarely practiced) aspects that are mentioned in detail in Figure 4.4 below, and the participants' quotations.

Figure 4.4

Stakeholders' Perceptions of the Frequency of Pedagogical Aspects Practiced in the Colleges



Moreover, the detailed information revealed from the interview about the current pedagogy, most of them were unhappy and emphasized more equitable learning materials, an interactive environment, and a blend of technology in the classroom. A student with a visual disability who is studying at the bachelor level in College A stated that *"Hmm….you know I can not understand, like time pass in the class, what the teachers nowadays teaching is, confusing, should be easy and quality materials, should add technology and do more classroom discussion" (Kamana).* In contrast, Kumari, a female student with visual disability, criticized the support of personalization and she stated *"I don't want the teachers to focus me particularly but should listen when I ask them… That is unequal behavior for me, because I am always ok. Why should anyone care me about, particularly based on my disability?..."* During the focus group discussion, most students with and without disabilities were on the same foot regarding the significance of inclusive pedagogy. Some disabled and nondisabled students countered the discussion technique and preferred the lecture method. The nondisabled students struggled to understand the content in-depth because they found the teachers disengaged and unable to control the class when a discussion happened. A few visual disability and hard-of-hearing

students reported having trouble participating in the group discussion and presentation due to a lack of teachers' and peers' careful support.

The instructors' experiences at both colleges were slightly different from those of the students in the survey, but they had similarities in the interview, and they agreed about the prevalence of the lecture-based teaching technique. Nevertheless, the teachers frequently listened to students' issues and sometimes used technology in the classroom. Some instructors stated that a large number of pupils and lack of time resulted from the mandated lecture approach. Other teachers described having more use of discussions, presentations, and PowerPoint in graduate classes than in undergraduate classes. Still, they reported having difficulty adopting inclusive teaching techniques due to a lack of disability-friendly content and training opportunities about inclusive teaching, which makes it challenging for the students to comprehend and the instructors to plan properly.

In the case of College B, most teachers' experiences were similar to the aforementioned, and they frequently used the lecture method because of a lack of interactive and disability-friendly or equitable content. For example, a teacher said, *"...I preferer interactive methodologies through which we can access all students, but content should be in interactive nature and disability friendly that address all type of students in the classroom …which is challenging for us." (Kunal).* Some other instructors also said that the lecture method was used because the course and curriculum put more emphasis on learning by memorization to pass the test than on research and critical thinking. Furthermore, the administrators of both colleges were also negative about current college pedagogy, and they reported the maximum use of lecturer methods in the classroom when compared to other aspects of pedagogy.

Overall, most participants' experiences revealed the lack of practice of inclusive pedagogy in the college context. Even though the colleges were reported to use the lecturer-based method of instruction frequently, there was a statistically significant difference among the stakeholders. Some teachers were obligated to use this approach due to reasons such as students with disabilities not preferring interactive methods or the subject matter being explanation-based. However, the discussion mode and technology integration were more frequently employed in master's level classrooms and in smaller classes. Teachers and students with and without disabilities reported challenges in implementing discussion-based activities in compulsory subjects. Compared to compulsory subjects, major subject classes had fewer students, providing more flexibility for inclusive pedagogical practices. The administrators acknowledged the prevalence of the lecture-based approach and suggested promoting active discussions and research-oriented learning activities for all students, including those with disabilities.

Teachers' Personal and Professional Accountability. According to most participants' experiences, instructors' dedication and expertise frequently emerged as crucial to the better practice of inclusive pedagogy. Teachers' individual and professional responsibilities include being friendly, interactive, empathic, resilient, motivating, punctual, competent in utilizing instructional materials, and deeply knowledgeable of subject matter and different students to successfully embrace diversity and a well-functioning inclusive pedagogy in and out of the classroom. Notably, most instructors' interactive attitudes dissatisfied average students with and without disabilities. There is not a statistically significant difference ($p = 0.082$) between the groups regarding the interactive attitude of teachers. Further, average teachers and administrators reported their dissatisfaction (mean value is nearly three and below) with the opportunity for professional skills development for teachers, and there is no statistically significant difference

($p = 0.16$) between the groups about the opportunity for professional skill development. The following tables (4.5 and 4.6) and participant quotations describe the concrete evidence.

Table 4.5

SWDs and NDSs' t-test of Satisfaction with TCRs' Interactive Attitude

		N	*M*	*SD*	*df*	95% Confidence Interval of the Difference		*p*
						Upper	Lower	
Interactive Attitude of Teachers	SWD	53	3.04	.854	424	-.176	.268	.082
	NDS	373	2.99	.757	64.136	-.201	.293	

Table 4.6

TCRs and ADMNs' t-test of Satisfaction with Professional Skill Development Opportunity

		N	*M*	*SD*	*df*	95% Confidence Interval of the Difference		*p*
						Upper	Lower	
Professional skill development opportunity	TCR	91	2.43	.580	151	-.338	.098	0.16
	ADMN	62	2.55	.783	105.229	-.351	.111	

Furthermore, most students with disabilities from both colleges similarly valued the significance of interactivity, listening, sympathetic behavior, and material use of teachers' skills in the classroom. For instance, a master level student with visual disability at College A said, *"…Teachers always listened to my voices in this college. They gave me frequent suggestions, even outside of the classroom. Best teacher is, for me, who carefully teaches in the classroom and speaks with me even out of the classroom frankly" (Bilash)*. In contrast, a student with visual disability pursuing a bachelor's degree experienced unsupportive, unfriendly, and unskilled teachers' behavior, and he said, *"… not supported by the teachers, my class teachers always*

speak with me in sympathetic way, like, 'God did not do justice for you… and he never used projector and computer properly in the classroom, jut boring in the classroom" (Bikal).

Similarly, a master student with hearing difficulty from College B said, *"...classroom should be well managed…and teachers sometimes do not come in the classroom in time and careless in teaching which should be managed" (Himal).* In addition, several other students with disabilities mentioned attention, straightforwardness, and stimulating conduct, which they found in certain instructors but not in others. In the same way, both students with and without disabilities indicated the importance of teachers' interactive attitudes in the classroom, frankness, and eagerness to teach from the heart. In contrast, some non-disabled students indicated how the students' activeness influences the instructors' conduct.

Regarding the experiences of instructors, they attributed the conduct of most teachers to a lack of trustworthiness in the profession and a lack of creativity and good skills in teaching various kinds of students in the classroom, blending advanced technology for better inclusion. For example, a teacher from College A said, *"I think…for inclusion… needed is 'teacherness'. If that thinking does not exist inside you, you cannot be a teacher and you cannot make someone your student. One can be your student if he is academically and socially attached to you…"* In the same way, most teachers from College B acknowledged the importance of teacher commitment, expertise, and professional skills training opportunities for better functioning of inclusive teaching. The experiences of administrators from both colleges also indicated the weight of instructors' active involvement in the classroom and improved speaking conduct with various disabilities. They were also critical of the instructors' interactive behavior in teaching and accepted the lack of available teacher learning support from them and the government.

Finally, most of the participants' experiences showed teachers' personal traits and professional commitments as essential factors for effective inclusive pedagogy by making it accessible for all students, including those with disabilities.

Students' Self-efficacy and Sociability. The participants' experiences revealed the significance of self-efficacy and sociability, for better pedagogical practice. Students' self-efficacy was defined as their positive confidence, beliefs, and attitude toward academic and non-academic functioning, regardless of their physical differences. Furthermore, sociability was a code that repeatedly emerged that refers to students' ability to socialize and thrive in pedagogical and non-pedagogical contexts by being courteous, pleasant, patient, trustworthy, modest, and disciplined. According to the data, students with disabilities perceived a high level of self-efficacy in pedagogy at both colleges. This means that when students with disabilities were asked to describe their level of confidence in interacting with others (e.g., teachers, students without disabilities, and administrators) in the learning course as a person with a disability, most participants ($M = 9.09$, $SD = 1.005$) indicated their highest level of confidence. However, unlike the students with disabilities, some other participants' (teachers, non-disabled students, and administrators) perceptions show a statistically significant difference in the strong self-efficacy of students with disabilities in the pedagogy ($p = 0.001$). The stakeholders reported that the students with disabilities had a lower degree of confidence in the course of pedagogy, which can be seen in Figure 4.5 and Table 4.6.

Figure 4.5

Stakeholders' (including SWDs) Perceptions of SWDs' Self-efficacy in Pedagogy

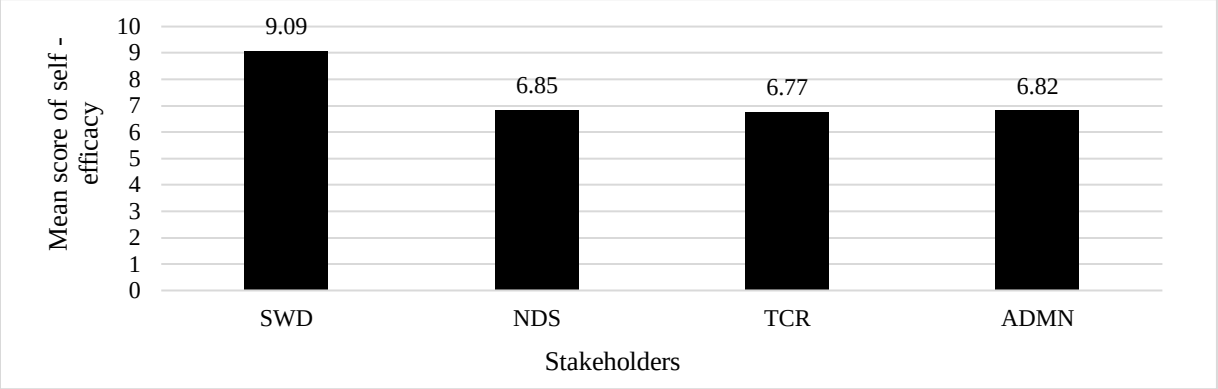


Table 4.7

Stakeholders' ANOVA Result on the Self-efficacy of SWDs in Pedagogy

Item	Participants	*N*	*M*	*SD*	*p*
Self-efficacy of students with disabilities	SWD	53	9.09	1.005	<.001
	NDS	373	6.85	1.546	
	TCR	91	6.77	1.165	
	ADMN	61	6.82	1.884	

Furthermore, the interview revealed detailed information that all students with disabilities described their self-efficacy as being strong. For example, a student with a visual disability from College B expressed a strong sense of confidence and belief in his ability despite his physical disability. He stated unhesitatingly: *"I have strong confidence; I can do as others. I have come up to bachelor's degree without others' support. Even my elder brother left me to support after my parents' death. He always teased me telling- 'you are awkward to me..." (Bilash).* In the same sentiments, a student from College B with a physical disability said, *"I have strong confidence to do my study, disability does not make any difference to me… and I am also active,... Furthermore, I've noticed that when I do well in school, others treat me with more*

courtesy and respect" (Sunita). In the focus group discussion, most students with and without disabilities spoke similarly on this point. Most non-disabled students praised their self-confidence with an open voice.

The majority of teachers at both colleges have also realized that students with disabilities possess significantly stronger levels of self-confidence, belief, and activeness than their non-disabled peers, but some teachers also indicated the importance of some disabled students' social behavior. For instance, a teacher from College A expressed, *"Most students have strong confidence in this college whom I taught. Even they are more active and confident than other normal students because they always focus on the classroom, except for bad students, and they ask me more questions in the classroom" (Rimal).* Furthermore, another teacher from College B said, *"Hmm…in this case, some students are more active and stronger, but some are just passive because of their level of disability" (Salman).* Furthermore, administrators at both colleges witnessed the strong self-efficacy of students with disabilities' but criticized the students' social behavior. For instance, an administrator of College B said, *"…they are strong to learn and communicate….but I faced difficulties due to their rude communicative behavior. When I kindly spoke with them, they thought that I was showing mercy to them. When I spoke in loud voice, they thought that I was angry with them" (Birendra).*

Overall, the data indicated that the students with disabilities reported strong academic and non-academic self-efficacy, such as actively engaging in classroom discussions, participating in college tournaments, and self-dealing with the administrators and teachers about any issues. In addition, this theme was also agreed upon by other participants, who perceived the strong confidence level of students with disabilities to deal with them. However, some other participants shared that some students with disabilities had low self-efficacy in engaging in the classroom and

interacting with them, noting affective aspects such as their disability levels and introverted personalities. Finally, most other participants emphasized the significance of self-efficacy and sociability for college students with disabilities and others for working together that can solve pedagogical challenges in the context.

Active and Constant Learning Engagement. Students' active and continual learning involvement as a vital component of building effective pedagogy emerged from the participants' experiences. This includes students' concentration on instructors, inquiries, discussions with teachers and peers, a research-oriented attitude, and regular participation in curricular and extracurricular activities. Although students with disabilities did not talk sufficiently about this issue, other participants, mostly teachers, administrators, and non-disabled students, discussed the frequent absence of certain students with disabilities in the classroom.

Regarding students with disabilities, a few of them indicated the importance of active learning engagement in pedagogy. However, in the focus group, most non-disabled students emphasized the need for active and persistent classroom participation by students with disabilities. In addition, the non-disabled students concentrated on the students' and instructors' activeness in classroom practices. Furthermore, most teachers from both colleges reported a lack of active and regular classroom participation by students with disabilities. For instance, a teacher from College A said, *"For better pedagogical practice, I think students also should be active in learning participation...higher level students should have regular and active participation in order to interact in the classroom, discuss, or share information in the…mainly disabled students should" (Hemant).* Similarly, a teacher from College B also described the importance of students with disabilities' active and regular classroom learning engagement. Both colleges'

administrators acknowledged the need for disabled students' active learning engagement to improve pedagogical services and resources.

Lastly, most participants' experiences show that they value the importance of regular, energetic, and curious engagement in curricular and extracurricular activities by students with disabilities, which can benefit students' learning and teachers' and administrators' teaching and management strategies.

Summary of the First Question

The first research question summarized the findings on understanding inclusion in the Nepalese public colleges' context. The inclusion of persons with disabilities is explored with respect to policy, colleges' contextual capabilities, and pedagogical capabilities, and new themes are formed based on the experiences of students with disabilities, stakeholders, and documents. According to the documents and most participants, the concept of inclusion in the context of public colleges was ambiguous regarding whether it was special education or designed for the basic level of education. The documents also emphasized inclusion as a supplement to basic capabilities such as learning materials and physical infrastructure aimed at people with disabilities.

Current college capabilities are primarily limited to learning materials, college infrastructure, financial assistance, accommodations, and traditional pedagogy for students with disabilities. The capabilities are practiced poorly, availed insufficiently, and offered based on the individual's needs. However, the majority of participants, including students with disabilities, identified inclusion as indicating different sets of valuable capabilities that are lacking in the college context. Most participants described improved inclusion as rigorous management and accountability; equitable resources and services; reasonable adjustment and transition;

cooperative behavior and programs; a sense of social belonging and attachment; a sense of respect and dignity; inclusive and equitable pedagogy; teachers' personal and professional accountability; students' self-confidence and sociability; and finally, students' active and continuous learning engagement in both college contexts, which can be valuable contextual and pedagogical capabilities for inclusive excellence. Although the colleges' contexts differ regarding the location in the capital area vs. outside the capital area, the participants' perspectives on inclusion were similar. The most noteworthy outcome of this study is that most participants, students with and without disabilities, and teachers, understood inclusion differently than administrators, such as effective college management, cooperation among all, social belongingness, sociability in communication, and active and regular learning engagement, which were identified as critical capabilities that are connected to collective capabilities. However, the administrative staff's experiences mainly indicated inclusion as a supplement of resources and services for students with disabilities and emphasized improved social communication among students with disabilities for better interaction.

Practice of Interaction in the College context (Q2 What kinds of interactions are practiced (between students with disabilities and other stakeholders) in the college context?)

The second research question analyzes the interactions of students with disabilities with non-disabled peers, teachers, and administrators in the college setting. In the following sections, the students with disabilities' experiences of interaction with stakeholders are presented first, followed by other stakeholders' experiences of interaction with students with disabilities.

Students with Disabilities and Administrators' Interaction

This section describes the experiences of how and why disabled students interact with college administrators. According to the data, most students with disabilities at both colleges reported 'seldom interactions' (1-2 times in a semester) with administrators in and out of the office during a term. Regarding interaction quality, most students with disabilities reported adverse interactions with administrators in both contexts, although administrators were less likely to view the encounters as unfavorable. As can be observed in Table 4.8, *t*-tests conducted on independent samples demonstrated no significant difference ($p > 0.05$) between students and administrators in terms of their frequency and quality of interactions, in and out of the office, in a semester. This is described in Table 4.8, Figure 4.6, and participants' quotations.

Table 4.8

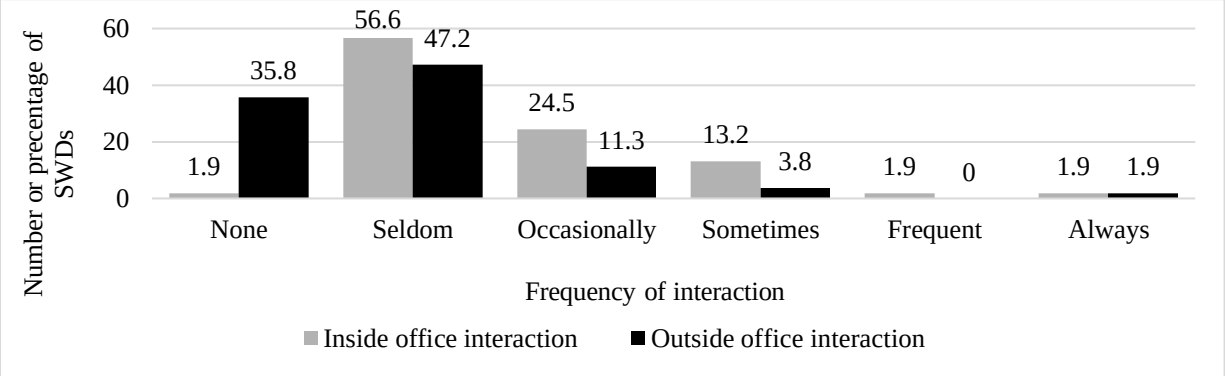
Frequency and Quality of Interaction between SWDs and ADMNs

Items	Participants	*N*	*M*	*SD*	*p*
Inside office frequency	SWD	53	1.62	.945	0.633
	ADMN	62	1.44	.934	
Outside office frequency	SWD	53	.91	.966	0.901
	ADMN	62	.98	1.016	
Quality of interaction	SWD	53	3.00	.877	0.958
	ADMN	62	3.89	.925	

Note. *t*-test of college students with disabilities (SWD) & administrators (ADMN).

Figure 4.6

Percentage of SWDs who Interacted with ADMNs



During interviews with students with disabilities of College A regarding their interactions with administrators, nearly eight students out of 12 said that administrators needed to display friendlier conduct, such as paying closer attention when speaking, speaking politely, and being supportive. For instance, a bachelor's degree student with a visual disability stated, *"Hmm…their behavior was not good with me. They always damn cared me when I asked for help. They should be polite and listen to us, but I experienced, carelessness of administrators' behavior when meeting with them" (Jiban).* A female student with a visual disability pursuing master's study had mixed experiences, stating, *" how can I say…hmm…some are good in speaking and supporting and some are not good, for example, some staffs listened to us whereas some of them neglected my requests, hahah…hard to say" (Kamana).*

Seven students with disabilities from College B reported that their communications with college staff were unclear and unpleasant, and that the staff paid poor attention to their concerns. In this regard, a student with a physical disability said, *"hmm…administrators... I think that most of the administrators of this college should hear us well and supportive manner come soon in them, I don't know, why they become aggressive when I speak with them about college facilities"*

(Mangal). In contrast, a few students with disabilities described their interactions with administrators as good. A female student with a physical disability pursuing a master's degree positively noted, *"...they are helpful to me... I never thought that higher education is free for us, but they explained me kindly about that and they kindly supported me in any matter I asked them" (Rima).*

During the focus group discussion, both groups of students mentioned the administrators' lack of support and limited communication, although a few students without disabilities concentrated on the "all students' good communicative way and tolerance" and " college ability to buy enough learning resources" to make a better interactive behavior between administrators. For example, one non-disabled master's program student stated that *"if the college lacks resources and facilities, the administrators may get stressed and behave irritably with us, which is not their problem, but the college head and government."*

However, the majority of administrators from both institutions described good interactions with students with disabilities, including their use of courteous language and attentive communication. In one case, an administrator from College A mentioned his solid relationship with the students, yet he occasionally encountered certain students' poor social communication and said, *"I do not have bad relationship with them…supported them myself and through the other administrators, and as far as possible we have solved their problems based on their disabilities, …but some students' manner is arrogant… which is not good …" (Mohan).* The majority of College B administrators also reported positive contacts with students with disabilities. One member of the administration stated, *"I have nothing bad relationship with them. They are good for me, and I speak kindly and supported them when they come with me in my office" (Lokesh).*

Regarding the purpose of the interaction, among students with disabilities, most of them said that the purpose of the interaction was to discuss academic support, followed by transition and scholarship concerns. For instance, a female student with a visual disability from College A described, *"...mainly, I contacted them to support me in filling examination form and find a substitute person who can write for me, and sometimes I contacted them about educational discounts and scholarship" (Kumari).* The majority of College B students with disabilities had the same motive. A master's student with a vision disability said, *"I rarely go to the college office, mainly, to ask about the learning materials which are not available in the library and discuss scholarship when it is not paid on time" (Pahad).* Most administrators from both colleges revealed that students with disabilities contacted them primarily about academic issues; the next most common concern was scholarship and financial support.

In summary, the experiences of most students with disabilities and administrators at both universities demonstrated that interaction was rare and had unfavorable relationships with administrators. Although administrators expressed their positive attitudes toward the students, they may be less inclined to cooperate actively with the students; hence, students may interact with them less. In addition, students with disabilities had an unfavorable perception of administrators because less attention had been given to their social connections. The majority of participants (students with disabilities and administrators) frequently mentioned academic concerns as the purpose for contacting. For example, a student with a visual disability from College A said, *"...I visited for recommendation letter and filling up examination forms, sometimes visited with the issues of students with disabilities such as to supply drinking water, proper toilet, library materials, and classroom materials" (Kumbha)*. An administrator from College B also said the comparable reason, stating, *"Mainly, I have meeting experience with*

visually disabled students, they came to get learning materials like braille books and audio materials in the library. And they sometimes came for fee waiving process" (Sahar).

Students with Disabilities and Teachers' Interaction

In this part, I described how and why students with disabilities interacted with both college teachers and how teachers interacted with students with disabilities. According to the majority of participants, interactions between students with disabilities and teachers at both institutions occurred rarely but had positive interactions inside and outside the classroom. For example, most responses from students with disabilities and teachers indicated that interactions occurred only 1-2 times per semester, both in and out of the classroom. In addition, most participants selected academic issues as the primary focus of their interactions, whereas non-academic topics were found to be secondary. However, Table 4.9 indicated a statistically significant difference between the groups for all the items ($p < 0.05$), including frequency of interaction in and outside. Compared to students with disabilities, fewer teachers described that students with disabilities contact them to discuss academic concerns. The following detailed and concrete information is explained in Table 4.9, Figure 4.7, and the participants' quotations.

Table 4.9

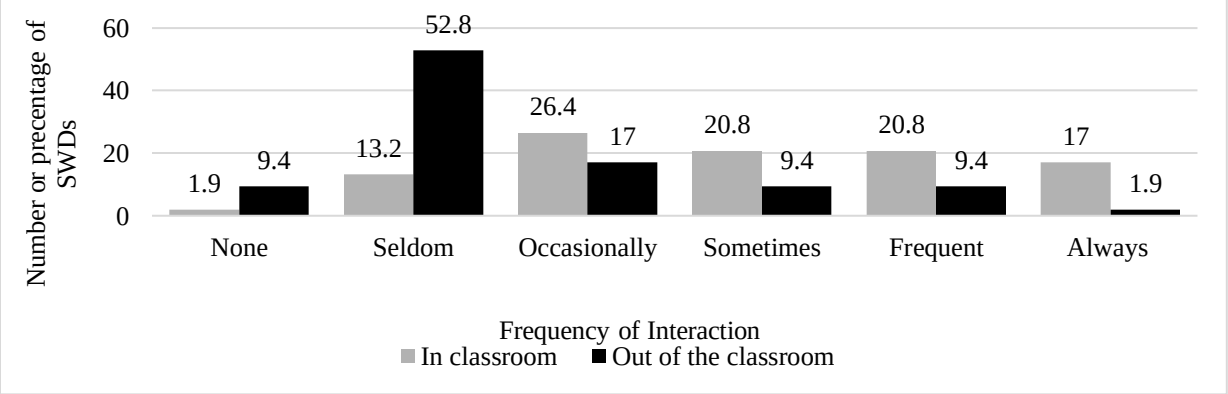
T-Test of the Frequency, Quality, and Purpose of SWDs and TCRs Interaction

Items	Participants	*N*	*M*	*SD*	*p*
Frequency in class	SWD	53	1.62	0.945	0.028
	TCR	91	1.96	1.349	
Frequency outside classroom	SWD	53	0.91	0.966	0.022
	TCR	91	1.44	1.249	
Quality in classroom	SWD	53	3.87	0.761	0.003
	TCR	91	3.92	0.521	
Quality outside classroom	SWD	53	3.60	0.840	0.001
	TCR	91	3.92	0.521	

Items	Participants	*N*	*M*	*SD*	*p*
Academic purpose	SWD	53	4.06	0.633	0.003
	TCR	91	3.52	0.705	
Non-academic purpose	SWD	53	3.51	0.933	0.002
	TCR	91	3.51	0.673	

Figure 4.7

Percentage of SWDs who Interacted with TCRs



Regarding frequency and quality of interaction with teachers, 17 of 22 of both colleges' students with disabilities shared that they interacted less frequently but that their instructors were, on average, helpful, friendly, and open-minded. For instance, a physically disabled student studying at a bachelor's level at College A indicated his positive perception by describing, *"I have a good relationship with instructors, I like all teachers… They carefully listen and guide me. Not only classroom learning, but my teachers motivated me to engage other activities as well…but we have no such type of interactive culture…" (Jiban).* In contrast, five students said that they had unsatisfactory experiences with their instructors, mostly because they were more careless, less honest, and less friendly when speaking. The data also indicated more positive perspectives on direct interaction than virtual interaction. For example, most students with

disabilities at both colleges agreed that they missed face-to-face interactions with their instructors during the pandemic.

Nearly eight out of ten instructors at both universities reported interacting positively with students with disabilities in and out of the classroom, although there was rare (seldom) interaction. For example, a teacher from College A openly described his supportive and caring demeanor during interaction with disabled students, stating, *"Well... I have 5 students with visual disability, 4 are completely blind, and a mild visual difficulties..., I always tell them to sit in front of the classroom and frequently ask them…I have told them to contact me after class through email and phone…" (Hemant).* Similarly, a teacher from College B added, *"I have good experience that I feel the same for all…are some disabled students in my classroom …good to me, and, support them. But I feel kind of pity …to them because they have more challenges than us" (Chandra).*

However, two teachers from College A shared their adverse relations with some disabled students. They noted that some disabled students repeat college with new subjects to pass the time, are impolite in speaking, rowdy in the classroom, and only engaged in the students' political union, despite being encouraged to study actively. He said, *"Hmm…some years ago I had positive relationship with the disabled students. But later days, no,…some students have repeated in the college…to pass the time because they did not find any job and this college offers free education and accommodation…(Rimal).* Further, instructors valued direct interaction with those with disabilities more than virtual modes.

Moreover, the objective of interaction, as experienced by students with disabilities and instructors, was to discuss academic support and develop social relationships, such as seeking motivation and career information, cooperating with administrators, and preventing isolation

inside and outside the classroom. For instance, a student with visual disability studying at a bachelor's level at College A said, *"Hmm…seldom, I meet them…mainly about study like difficult learning matters. I talk to the instructors to support me regarding scholarships and other learning materials and instructors also had helped me by talking with administrators. Because administrators hardly listen to our concerns" (Keshab).* In addition, most students from College B also said they contacted instructors about learning and exam preparation and to be closer with them. While asking instructors, a teacher from College A who teaches English in the education department said that mostly the students with disabilities met him to seek life motivation and career planning out of the classroom. He said, *"hmm…always, they came with me to discuss about learning and free talk, but last year two students with visual disability met and said- 'I want to commit suicide because of my family members negligence and economic challenges'…I motivated…shared job information…." (Minash).* In line with the College A instructor, most instructors from College B shared similar experiences.

In sum, the participants' experiences showed that there were rare but positive interactions between students with disabilities and instructors at both colleges. However, there are statistically significant variations in the frequency, quality, and purpose of interaction between the groups. In addition, the most frequently indicated interaction purpose was academic matters, followed by non-academic issues such as social relationship building and others.

Students with disabilities and Non-disabled Students' Interaction

This section describes the interactions between students with and without disabilities in both colleges. The data indicated that students with disabilities rarely interacted with their non-disabled peers, but there was positive interaction as perceived by both parties. For example, there were seldom (1-2 times) interactions inside and outside the classroom, but both average students

with and without disabilities expressed satisfaction with their interactions, as mentioned in Table 4.10. Although there is no significant difference between the sample about frequency and quality of interaction in both contexts, the table showed a significant difference between the groups regarding academic and non-academic purposes ($p < 0.05$). The detailed and concrete information is described in Table 4.10, Figure 4.8, and the participants' quotations.

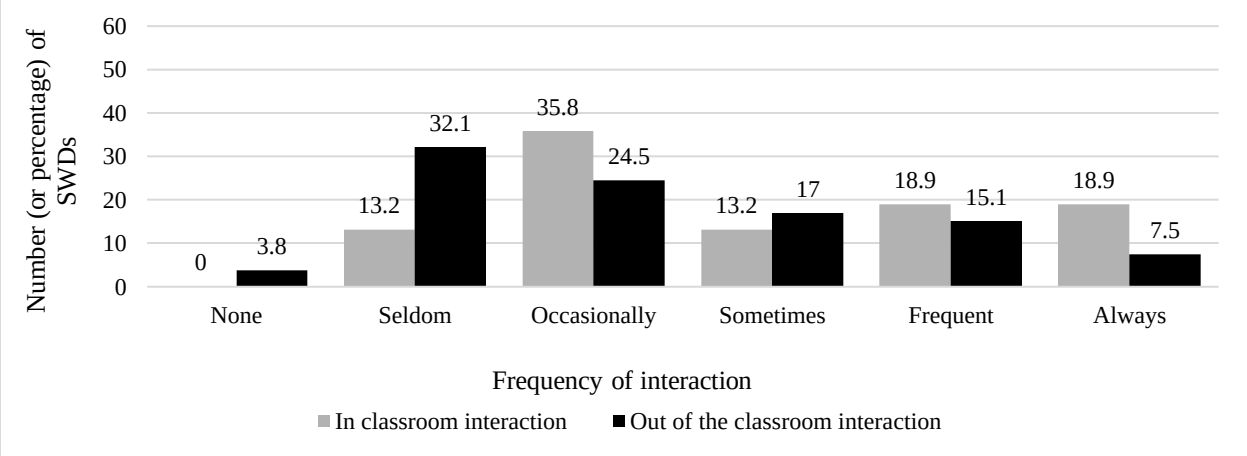
Table 4.10

T-Test of Frequency, Quality and Purpose of Interaction between SWDs and NDSs

Items	Participants	*N*	*M*	*SD*	*p*
Frequency in the class	SWD	53	1.62	.945	0.154
	NDS	373	1.36	.873	
Frequency out of the class	SWD	53	0.91	.966	0.301
	NDS	373	0.94	.865	
Quality in class	SWD	53	4.25	.705	0.630
	NDS	372	3.95	.775	
Quality out class	SWD	53	3.98	.772	0.492
	NDS	373	3.84	.723	
Academic Purpose	SWD	53	4.06	.663	0.001
	NDS	372	3.42	.828	
None-academic purpose	SWD	52	4.19	.561	0.009
	NDS	372	3.66	.726	

Figure 4.8

Percentage of SWDs who Interacted with Non-disabled Peers



When interviewing about quality, frequency, and purpose, 20 of 22 students with disabilities experienced openness, gentleness, courteousness, and cheerful tones when communicating with average non-disabled colleagues but reported having seldom meetings and discussions in both contexts, in and out of the classroom. As an illustration, a student with a physical disability pursuing a master's degree at College A said, *"Well, my friends were nice to speak with me any time, they were friendly, co-operative, supportive... Even, when, I was late in the classroom, they explained the contents clearly and I have also supported them in several matters..."(Kumbha).* Similarly, another student with hard of hearing from College B stated, *"I had good relationship with my classmates in this college…Its enjoyable any time… I enjoyed talking many more things, sometimes, study, sometimes life, sometimes politics, Yaa... many more. I never felt difference, careless, negligence and hate from my friends" (Himal).*

Nonetheless, a few students experienced unpleasant interactions with non-disabled peers, including reckless actions, taunting, and refusal to listen when asking for information or engaging in discussion in the classroom. When questioned to non-disabled students' to share their experiences during the focus group discussion and survey, both colleges' students had a positive outlook. All of them said they kindly and friendly spoke and intended to participate in and out of the classroom discussion. One of them criticized the skeptical attitude of some hard-of-hearing students and sadly stated, *"…when I talked with a hard of hearing friend, he could not listen perfectly, and he thought that I was teasing him… and he never came to me again…even though I tried to repeat...and I also didn't like to speak…"* There was no significant discrimination to preferer the type of disabilities by non-disabled students. However, visually disabled students at College A and physically disabled or handicapped students at College B preferred flexible interaction.

When asked about the purpose of their interaction, students with disabilities mainly mentioned note sharing and discussing complex learning content and exam preparation by interacting with non-disabled students. An interesting experience shared by several student with disabilities from College A was discussing literature, such as singing songs, reciting poems, and occasionally debating politics, which gives them joy and a sense of community with other students. For instance, a bachelor's student with visual disability at College A said, *"Hmm... mainly I talked other friends about studies, and I am interested in literature. I write Nepali poems sometimes... therefore, I frequently talk about literature with other students when I feel alone" (Keshab).* Like him, other students from College B also said that they contacted the non-disabled to discuss learning issues, college politics, literature, and sports. In this regard, as wheelchair-using students said, *"Hmm... I talked... like studying, playing games, and other programs... mainly social talks, sharing personal feelings and issues" (Mangal).* He further noted that he felt attached when others enjoyed listening to his literary works. The reason behind it was that he wanted to decrease his future career related frustration. He appeared worried about the future after graduation because of intense competition, and people's negative belief in disabilities' capability compared to non-disabled in the market makes him frequently sad.

During the focus group discussion, non-disabled students also praised the intelligence of students with disabilities and talked to them mostly about getting academic support, such as discussing report writing, complex themes that were not understood in the classroom, and preparing for final examinations. Additionally, several non-disabled students indicated a desire to debate national politics, sports, and literature with students with disabilities because the students with disabilities were reported to be more interested in discussing literature.

Overall, the results indicated the rare practice of interaction between the students at both colleges, although they had positive interactions. Furthermore, despite having described and agreed to discuss learning issues with both participants, developing social belonging and a sense of attachment were the most preferred goals of the interaction. However, the participants' experiences showed that there was a statistically significant difference between the groups about both purposes of the contact.

Summary of the Second Question

The second research question summarized the findings on how, what, and why interaction between students with disabilities and administrators, instructors, and peers without disabilities is practiced in the college context. Interaction among stakeholders seems to be scarce in both college contexts, as the participants reported seldom interaction with each other in and out of the classroom.

The stakeholders' perceptions of the interaction were positive, and, interestingly, the interaction among peers with and without disabilities and instructors was perceived as more positive than that between administrators and students with disabilities. For instance, most students with disabilities perceived satisfaction while interacting with peers without disabilities and teachers, because of their supportive manner and frankness speaking wherever and whenever they encounter, and vice versa. Conversely, most students with disabilities reported negative interactions with administrators due to the administrators' inconsistency and delay in delivering required capabilities, such as quality learning materials, documentation help, classroom management, managing test system, and other concerns. Positive interactions between students with and without disabilities and teachers suggest that most participants have better interactive attitudes toward students with disabilities.

While describing the purpose of the interaction, it was found to be the resolution of academic and social concerns, as commonly noted by most participants. For example, the most commonly encountered codes by everyone were test preparation, discussion of a problematic issue not discussed by the class lecturer, the documentation process, and seeking learning and career motivation. Nevertheless, the experience of students with disabilities indicated the formation of social relationships for making others considerably positive about disability and developing social solidarities. Furthermore, the experiences of students with disabilities differed from those of students without disabilities in that students with disabilities had a strong desire to seek motivation for better learning to pass final exams and for career planning and information sharing, whereas students without disabilities primarily desired to discuss learning issues.

Influence of Interactions on Inclusion (Q3 What perceived influence do interactions have on the inclusion of students with disabilities in the college context?)

This section described the findings of the perceived influence of interaction on the social and academic functionings of students with disabilities in the college context. This question is also divided into three sub-questions. The first question was designed to explore the students with disabilities' perceived influence of interaction with stakeholders. The second and third questions were set to reveal the perceived influence of positive and negative interactions (of stakeholders and disabled students) on the functionings of students with disabilities.

Students with Disabilities' Perceived influence of Interaction

This question assessed how students with disabilities perceived the influence of interaction on their functioning when interacting with stakeholders in the college context. In addition, the stakeholders' experiences also assessed how the interaction with students with disabilities influenced their social and academic behavior. For this theme, I only performed descriptive analysis (mean and standard deviation) of the survey data since I asked different survey participants different questions. For instance, students with disabilities mainly focused on exploring their perceived influence on their learning engagement in the classroom and social belonging with others. The other stakeholders focused on improving their relationships and academic strategies to support the functionings of students with disabilities. The interview explored the detailed information that the survey was unable to cover.

According to the data, the majority of students with disabilities from both universities perceived a positive influence on their academic and social functioning when interacting with different stakeholders. Table 4.11 demonstrates, for example, that most students with disabilities were satisfied with the improved social belonging and learning engagement in and out of the

classroom when they interacted with students without disabilities. Similarly, the interaction of students with disabilities with teachers also appeared to influence the students' functionings positively. However, most students with disabilities indicated that administrators' interactions impacted their academic engagement less than other parties, all of which can be illustrated in the following Table 4.11 and participants' quotations.

Table 4.11

SWDs' Perceived Influence of Interaction with Stakeholders

Stakeholders	Items	*N*	*M*	*SD*
NDS	Improved belongingness outside of the classroom.	53	4.15	.496
	Improved belongingness in the classroom	53	4.21	.454
	Supported in difficult learning contents	53	4.23	.542
TCR	Improved learning engagement	53	4.11	.423
	Improved belonging in the classroom	53	3.87	.482
	Improved belonging out of the classroom	53	3.81	.521
ADMN	Improved learning engagement	53	3.32	.894
	Improved belonging	53	3.62	.814

Note. *M* values= 1 Very dissatisfied, 2 Dissatisfied, 3 Neutral, 4 Satisfied, 5 Very satisfied

In addition to the descriptive analysis, I also used bivariate correlation to see if there was a link between students with disabilities' frequency of interactions with stakeholders and their perceived impact of interaction on their functioning (e.g., learning engagement, understanding complex content, and feeling of closeness). For the purpose of making a short note, I only did two item correlations in this section, including interaction in and outside of the classroom and increased social belonging and academic concerns.

According to table 4.12, the frequency of in-classroom interaction between students with disabilities and their nondisabled peers has a moderately positive and statistically significant correlation with their improved social relationships ($r = 0.354$, $p = 0.009$) and learning engagement ($r = 0.434$, $p = 0.001$). In addition, outside-classroom interaction was also found to have a moderately positive but not statistically significant correlation with improved social belonging ($r = 0.300$, $p = 0.029$) and a statistically significant correlation with improved learning engagement ($r = .399$, $p = 0.003$).

Table 4.12

Correlation of SWDs' Interaction Frequency with Peers and Perceived Influence

Items		Inside classroom interaction	Outside classroom interaction	Improved learning engagement	Improved social belonginess
Inside classroom interaction	Pearson Correlation				
	Sig. (2-tailed)				
Outside classroom interaction	Pearson Correlation	.834**			
	Sig. (2-tailed)	<.001			
Improved learning engagement	Pearson Correlation	.434**	.399**		
	Sig. (2-tailed)	.001	.003		
Improved social belonginess	Pearson Correlation	.354**	.300*	.085	
	Sig. (2-tailed)	.009	.029	.545	

Note. **. Correlation is significant at the 0.01 level (2-tailed). *. Correlation is significant at the 0.05 level (2-tailed).

Regarding interaction with teachers, Table 4.13 reveals a weekly positive but statistically insignificant correlation between students with disabilities' classroom interaction and their increased social belongingness ($r = 0.097$, $p = 0.488$) and learning engagement ($r = 0.107$, $p = 0.447$). The data also mentioned that there was no positive and statistically significant correlation

between the outside classroom and improved social belongingness (r = .038, p = 0.788) and improved learning engagement (r = -.104, p = 0.459).

Table 4.13

Correlation of SWDs' Interaction Frequency with TCRs and Perceived Influence

Items		Inside interaction	Outside interaction	Improved learning engagement	Improved social belonginess
Inside interaction	Pearson Correlation				
	Sig. (2-tailed)				
Outside interaction	Pearson Correlation	.706**			
	Sig. (2-tailed)	<.001			
Improved learning engagement	Pearson Correlation	.107	-.104		
	Sig. (2-tailed)	.447	.459		
Improved social belonginess	Pearson Correlation	.097	.038	.360**	
	Sig. (2-tailed)	.488	.788	.008	

Note. **. Correlation is significant at the 0.01 level (2-tailed).

Moreover, as earlier stakeholders noted, the link between students with disabilities' frequency of interaction with administrators inside the office and better social belonging (r = 0.186, p = 0.182) and improved learning engagement (r = 0.237, p = 0.087) manifested a low positive but not statistically significant correlation. In addition, the correlation between outside office interaction and improved social belongingness (r = 0.150, p = 0.285) and better learning engagement (r = 0.348, p = 0.011) was found to be a low positive but statistically significant correlation, which is detailed in Table 4.14.

Table 4.14

Correlation of SWDs' Interaction Frequency with ADMNs and Perceived Influence

Items		Inside interaction	Outside interaction	Improved learning engagement	Improved social belonginess
Inside interaction	Pearson Correlation				
	Sig. (2-tailed)				
Outside interaction	Pearson Correlation	.676**			
	Sig. (2-tailed)	<.001			
Improved learning engagement	Pearson Correlation	.237	.348*		
	Sig. (2-tailed)	.087	.011		
Improved social belonginess	Pearson Correlation	.186	.150	.302*	
	Sig. (2-tailed)	.182	.285	.028	

Note.**. Correlation is significant at the 0.01 level (2-tailed). *. Correlation is significant at the 0.05 level (2-tailed).

When interviewing all students with disabilities at both colleges, the interaction with non-disabled peers positively influenced the students with disabilities, who were able to feel closer to them, better comprehend complex learning contents, be motivated to learn, receive different career-related information, improve their communicative skills, broaden their knowledge horizons, and receive materials and services from the administrators. For example, when I asked a master's level student with a visual disability studying at 'College A' a question, he responded with confidence, *"Yes, …really helped my communicative style…my study was improved much…developed good rapport with different friends and teachers..., we need, more than you, to share everything and discover our weakness after we talk each other…" (Kumbha).* Similarly, a student with physical disability (handicapped) from College B had a robust sense of social belongingness and stated, *"Without friends discussion, not only me, other also cannot do anything. Without interaction and discussion, we cannot develop good relation and decision*

making which I have made many friends in my college life, and I never feel difference here" (Hikmat).

In terms of interactions with teachers, nineteen out of 22 students indicated that they were able to increase their learning, reduce their loneliness, be inspired to study, and hope for career goals, and develop their soft skills as a result of the interaction in and outside of the classroom. For instance, a female student with a vision disability who was running at the bachelor level at College A said, *"Well,…interaction is most important for me, I cannot understand well if the topic not sufficiently broken down which is only possible from the discussion, I always motivated and felt a similar member of this college because of the teachers behavior" (Kumari).* When a student with hard-of-hearing who studies at masters level at College B said with confident attitude, *"… without interaction, there will be no relationship and no sense of bond which helps to reveal others behave and better learning …frequent talk developed my strong relationship, but sometimes there might be some bad person who dislike interaction, that is their personality problem, but my teachers …supported me" (Himal).* However, a few students from both colleges reported that they had no change in social relationships and learning engagement with teachers because of the unfriendly communication of some teachers and their self-introverted personalities.

In terms of interactions with administrators, most students with disabilities perceived no impact on their academic functioning, with the exception of a few who agreed on improved social belonging. For example, a female student from College A with a visual disability stated, *"Hmm…I felt no difference…actually, I dint' find any bad behave from them. I think, for me, it depends on the classroom more than administrators" (Kumari).* With slightly different experience, a student with physically disabled from College B said, *" Yes, it has changed…when*

they were supportive, I motivated to focus on study and felt that they did not discriminate me" (Karan). However, most students from both colleges shared their negative experiences, such as contrary talk, less caring to listen to, and pretending while communicating with the administrators, which distracted them from their regular classroom participation, recuring meeting and disappoint them. For example, one student said, *"Some administrators of this college make "Bahana (pretend)" when I ask for some support…they always told me to go to another room, now I am busy like this manner."*

Moreover, interviews and surveys were conducted with stakeholders (teachers, administrators, and non-disabled students) to evaluate their perceived impact of interaction on their academic and social behavior while helping students with disabilities. The data indicated that the stakeholders positively perceived the impact of interaction on their academic and social performance to support the functioning of students with disabilities. Table 4.15 shows that most non-disabled students at both colleges agreed that interacting with students with disabilities improved their closeness and learning comprehension. Similarly, when asked if the interaction had improved their closeness to students with disabilities and their teaching and assisting strategies, most teachers and administrators were nearly satisfied. However, the administrator's experience shows neutrality while asking about changing their social closeness with the students with disabilities, as mentioned in the table below.

Table 4.15

Stakeholders' Perceived Influence on their Functioning after Interacting with SWDs

Participants	Items	*N*	*M*	*SD*
NDS	I became close to them.	371	3.76	.640
	I understood the course content better.	373	3.49	.746
TCR	I became close to them	90	3.94	.483
	I developed an effective method of teaching.	91	3.90	.496
ADMN	I became close to them.	62	3.48	1.020
	I developed an effective method of assistance.	61	3.52	.993

Note. *M* values = 1 Very dissatisfied, 2 Dissatisfied, 3 Neutral, 4 Satisfied, 5 very satisfied

In addition, the bivariate correlation was conducted to check if there is any presence of correlation between the frequency of overall stakeholders' interaction with individuals with disabilities and their perceived impact of that interaction on their behavior (increased closeness, improved learning, altered teaching, and supporting strategies for the sake of students with disabilities' better functioning). According to table 4.16, there was a low positive correlation but statistically significant correlation between the frequency of inside interaction (class and office) and improved social relationships ($r = 0.138$, $p = 0.002$) and academic behavior ($r = 0.132$, $p = 0.002$). In addition, the table shows that there is a very weak and not statistically insignificant correlation between outside interaction (class and office) and improved social relationships ($r = .078$, $p = 0.073$) and improved academic behaviors ($r = 0.061$, $p = 0.161$) of the stakeholders for the sake of students with disabilities' better functioning.

Table 4.16

Correlation of Stakeholders' Interaction Frequency with SWDs and Perceived Influence

Items		Inside Interaction	Outside interaction	Increased social relation	Improved academic behavior
Inside Interaction	Pearson Correlation Sig. (2-tailed)				
Outside interaction	Pearson Correlation Sig. (2-tailed)	.463** <.001			
Increased social relation	Pearson Correlation Sig. (2-tailed)	.138** .002	.078 .073		
Improved academic behavior	Pearson Correlation Sig. (2-tailed)	.132** .002	.061 .161	.628** <.001	

Note. Correlation is significant at the 0.01 level (2-tailed).

During the focus group discussion, the non-disabled participants said that their regular interactions with the students with disabilities helped them understand the hard theoretical and mathematical ideas. For instance, a non-disabled student who was studying at master's program at College A said, *"Most of our friends with disabilities are more confident and talented than we are, which is no doubt, and they are friendly...I have been supported many times in my study time…" (Bisal).* In the same vein, another student from College B said that he improved his understanding in theoretical contents and conversational skills with the disabilities and was even more motivated for the study following many discussions with students with disabilities. In addition, most non-disabled students suggested the necessity of regular and active interaction and discussion with students with disabilities, which can support them to understand other social behavior better, become closer, and solve any academic issues together. In this sense, one student said, *" I have seldom met such friends with disabilities even in our classroom..., so I cannot understand how and what to speak with them and discuss the learning issues and other matters; college and teachers should make such an environment where we can regularly talk with*

friends" (Dayal). Likewise, most of them expressed challenges when communicating with the hard of hearing and speaking students due to a lack of gesturing language skills.

Teachers at both colleges also have reported that they became closer with the disabled students and helped them to improve the teaching ways after interacting with them in and out of the classroom. The majority of instructors strongly felt that interacting with students with disabilities enables them to comprehend the students' issues, become closer to them, and enhance their communication and teaching skills. For instance, a teacher from College A said, *"…Interaction is the discovery of behavior that benefits us both...it helps to pinpoint a gap in our behavior...I have taught disabled,…putting together with other,…discussion in big class…interaction is needed to build rapport not only with me, with other too…" (Minash).* College B teachers had the also the same experience after interacted with students with disabilities, they tried to improve their social and academic behavior. However, teachers reported that their pedagogy and college management culture was the most challenging for interacting with individuals with disabilities.

Moreover, data indicated the college administrators' experience, where several administrators of College A reported that the interaction with students with disabilities helped them to be close and develop ideas and strategies in supplying services and materials. For instance, an administrator said, *"Off course, the contact with disabilities helped us to better understand their issues and I develop our language policy and classroom management" (Mohan)*. Similarly, College B administrators noticed positive changes in their behavior. They stated that they changed their ways of supporting students by quickly supplying learning materials, resolving other signs and signals for flexible movement, and but average participants were neutral on becoming close to the students.

Lastly, the data indicated that the students with disabilities perceived that their interactions with the stakeholders positively influenced their learning and social behavior. However, there is no statistically significant correlation between the students with disabilities' frequency of interaction with stakeholders and their improved functioning (social and academic), except with peers or non-disabled students. In addition, the interaction was perceived to positively influence the academic and nonacademic behavior of the stakeholders in supporting the students with disabilities' functioning. The data also shows that stakeholders' frequency of inside interactions and their functionings are statistically significantly correlated, but no significant correlation exists between outside interactions and their functionings.

Perceived Influence of Negative Interaction

This theme was meant to determine what the stakeholders thought about how negative interactions with students with disabilities in the college setting would affect their functioning. First, Table 4.16 shows how stakeholders (e.g., nondisabled students, teachers, and administrators) assessed their agreement with their negative interactions that impacted the functioning of students with disabilities. According to Table 4.16, average stakeholder experiences indicated that they were neutral on the statement that their negative interactions negatively influenced the functioning of students with disabilities in the college context.

Table 4.17

Stakeholders Perceived Influence of Negative Interaction on SWDs' Functioning

Participants	Items	*N*	*M*	*SD*
NDS	When I interacted carelessly with them, they maintained a distance from me.	368	3.21	.842
TCR	When I carelessly talked with them, I noticed their passive attitude in the classroom.	91	3.45	.749
ADMN	When I delayed addressing their concerns, they became passive participants in class.	62	3.31	.951

Note. *M* value= 1 Strongly disagree, 2 Disagree, 3-Neutral, 4 Agree, 5 Strongly agree

Moreover, certain students with disabilities reported experiencing negative interactions with stakeholders, particularly administrators. These interactions were characterized by a lack of respect, exclusionary language, poor listening skills, delayed responses, the use of sarcasm, and a condescending tone that discouraged active and regular participation in academic and non-academic activities. In addition, some of them reported disparities and isolation in the learning context. Regarding the administrators' negative interactions, four students from College A and three from College B students with visual disabilities and physical disabilities experienced negligence, late responses, and furious behavior when talking about the learning materials in the library, and they attempted to leave the college, felt isolated, and missed regular participation in the classroom. For instance, a visual disability student at College A said, *"I had been damn cared many times by administrators when I requested for improvement of the library, I left college for some days due to their manner less talk…it was hard to me to focus on study…still there is same condition of the library" (Dev).* However, a few students with disabilities experienced unpleasant interactions with teachers (careless to hear in the classroom, late feedback, and sympathetic way

of speaking) and peers (cracking joke, not use of inclusive language, i.e., directly use, blind and deaf and unsupportive attitude) that had not significantly influenced their functionings.

The focus group discussion explored broad issues about the influence of negative interaction on students with disabilities' functioning. Most non-disabled students described that student with disabilities made social distance and irregular classroom participation, as well as neglected to speak frankly due to infrequent joke-making and inability to support them. For instance, one of the non-disabled students from College B said *"...I was unable to help my classmate with hard of hearing to discuss the topic (final exam preparation) he asked me…next time he did not sit with me in the classroom, I was surprised. My intention was not negative, though."* However, some nondisabled students reported their changing social behavior by speaking and listening kindly, coordinating with the administrators and teachers about their scholarship and learning material issues, and supporting them while moving into the college context.

Furthermore, some teachers from both colleges noted that their negative interaction (lack of attention) occasionally caused students to be passive to regular classroom attendants, engagement, and even less contacting them outside of the classroom. However, they also reported being unable to reach and care for all students owing to a large number of students, time constraints, and busy schedules. When reporting the administrator's experience, both college members had similar experiences. Some of them described the passive attitude of the students toward regular contact with them and irregularities in the college when they were unable to support their issues in time and respond quickly enough because of the lack of materials and facilities in the colleges.

In sum, all participant experiences mentioned that the adverse interaction of the stakeholders distracted the students with disabilities from their active and regular classroom attendance and engagement. Additionally, the students with disabilities maintained social distance and felt alone in the learning context. Despite the students with disabilities' occasional perceived misunderstanding of stakeholders' communication, stakeholders' soft skills are perceived as critical for positive interaction.

Perceived Influence of Positive Interaction

This question was designed to elicit experiences from participants (students with disabilities and stakeholders) regarding how positive interactions might influence disabled students' functioning in the college context. According to Table 4.17, the preliminary findings indicated that average stakeholders agree with the statement that positive interaction positively influenced the functioning of students with disabilities in the college context in a semester. As shown in Table 4.17, most statements rated by all participants received a mean score greater than 2.5, which is nearly close to a 'yes' choice.

Table 4.18

Stakeholders Perceived Influence of Positive Interaction on SWDs' Functioning

Participants	Items	*N*	*M*	*SD*
NDS	Your friendly conversation improved their attitude of closeness to you?	374	2.64	.640
	Your friendly conversation improved their discussion attitude with you?	373	2.47	.646
TCR	Your friendly conversation improved their attitude of closeness to you?	91	2.95	.229
	Your friendly interaction improved their focus in the classroom?	91	2.68	.492
ADMN	Your friendly interaction improved their attitude of closeness to you?	61	2.77	.462
	Your friendly talking improved their learning regular attendance?	60	2.60	.494

Note. *M* value means: 3 = Yes, 2 = Moderate, 1 = No

When interviewed about the issues, all students with disabilities described being actively, regularly, and emotionally engaged in the learning context and becoming close to stakeholders when they experienced positive interactions with them. For instance, a student with a visual disability studying at the master's level at College A indicated, *"Yes, I felt tight intimacy when I frequently talked to my classmates... for example, those who spoke with me friendly and frankly motivated me closer to them to talk and curiously participated in the classroom discussion…" (Keshab).* Almost all students with disabilities from College B stated that their classmates' friendly, courteous, kind, and emphatic style of speaking encouraged them to engage in classroom discussions actively, study together, and become close friends. Most non-disabled students' experiences during a focus group revealed that students with disabilities had increased learning engagement and immediacy attitudes owing to the positive interaction. For instance, a non-disabled student studying at a master's level at College A said, *"…I had a friend, and I am close to him…I feel no difference when I see him…sometimes, yes…he showed me a strange behave when I made joke him…he stopped talking with me for few days, yes I can see this type of changes..."*

Furthermore, college teachers' positive interactions with students with disabilities, such as addressing them by name, inquiring about personal matters, and their openness and empathic tone of voice, boosted their learning engagement and intimate relationships. For instance, a female student with physical disabilities at College A said, *"…there is one of my best teachers who always openly motivates me, not only about learning, but about my job and other life activities...because of his way of speaking, I work hard and feel he is my family member" (Sunita).* In a similar spirit, almost all the disabled students at College A openly expressed their experiences. The majority of both college teachers also reported that their "warm and

encouraging manner of communication" significantly improved the students with disabilities' ability to concentrate in class, complete assignments on time, and maintain frequent contact.

Finally, students with disabilities were questioned the impact of positive interactions with administrators. The average student's experiences revealed that the administrators' politeness and sincerity in communicating actively encouraged students to engage in academic and extracurricular activities and regular classroom attendance. Additionally, they saw the administrative personnel as close as their guardians. For instance, a female student with visual disability at College A said, *"Well, I felt strongly included in this college context because of the polite and welcoming speaking style of the college officials. You know, they never neglected my request of form filling and processing other academic related documentation…" (Kumari).* Similarly, all students with disabilities from College B said that when the administrators demonstrated intimate speaking, they enjoyed learning and were eager to talk respectfully in return. The average administrators of both colleges experienced the same as others, and they found that students with disabilities enhanced regular participation in the classroom, politeness, and closeness in their attitude.

Overall, the average participants' experiences demonstrated that positive interaction actively, constantly, and emotionally encouraged students with disabilities at both colleges in academic and social relationship-building activities.

Summary of the Third Question

The third question includes the summarized findings on the perceived influence of interaction on the inclusion (social and academic functioning) of students with disabilities in the college context. First, the overall data indicated that the interaction between students with disabilities and stakeholders was perceived as positively influencing both sides' social and

academic behaviors. For instance, students with disabilities at both colleges described that the interaction with the stakeholders expanded their regularity and disciplined focus on the classroom learning activities. It has been revealed that interaction is performed by questioning and debating learning difficulties in the classroom with teachers and by forming a non-class group with their peers (with and without disabilities) to prepare for report writing and final exams. Henceforth, students with disabilities are described as being able to understand better, actively focus on classroom learning, submit reports on time, and succeed in final examinations. In addition to academic improvement, most students with disabilities felt a sense of social solidarity with their peers and stakeholders while discussing nonacademic topics such as literature, student politics, personal dialogues, and job-related information sharing.

Furthermore, the experiences of the majority of stakeholders demonstrated a positive change in their academic and social behavior while interacting with students with disabilities. According to the instructors' accounts, they operated classroom discussions and personally focused on when students with disabilities struggled with certain mathematical and theoretical concepts by connecting with their peers. Also, the instructors described being motivators instead of just teachers. The ways of motivation are described, like sharing career information, helping them to learn better, even providing them their phone numbers to make them closer (as some disabled students were unable to use email), and through which the students could communicate comfortably with teachers. The non-disabled students also described that the interaction changed their behaviors toward the students with disabilities, such as supporting them while moving around the campus, coordinating with the administrators, and discussing learning issues. However, the administrators reported no notable changes in their behavior, indicating a lack of a clear vision of inclusion and the activeness of the college head in the college context.

Next, most participants' experiences indicated that negative interactions negatively affected students with disabilities' social and academic functioning in college contexts. For example, students with disabilities reported that they tended to drop out of college and were disengaged in class and non-class work when lecturers disregarded their inquiries, they were less candid by peers, and the administration neglected them. Similarly, stakeholders' experiences revealed passive learning engagement and social distance among students with disabilities from the stakeholders. However, the positive interaction among the members benefited the learning and social attitudes and behaviors of the students with disabilities. Due to the positive interaction, they actively, routinely, and passionately engaged in college academic and nonacademic activities. In addition, most non-disabled stakeholders also agreed that the students with disabilities showed an active and regular focus on learning and maintaining close social relationships.

Chapter Five: Discussion

The problem under consideration in this study is that the present concept of inclusion in Nepal, as stated by numerous scholars and the Nepalese Ministry of Education, is confusing in both concept and context. For example, inclusion refers to special, integrated, and inclusive education without providing a precise explanation of the terms. Furthermore, the inclusive education concept and policies have been applied equally at all levels of education, including elementary, secondary, and university education. Specifically, the existing notion of inclusion tend to fail to recognize the importance of collective interaction within the college community. In other words, the concept does not focus on both social and educational engagement for everyone in the quest for inclusive excellence in public higher education institutions (Ainscow et al., 2000; Anastasiou et al., 2015; Booth & Ainscow, 2011; Haug, 2017) Moreover, in the Nepalese higher education policy for people with disabilities, it is often conceptualized as an identity-based integration into education institutions, indicating special, integrated, and inclusive education as a common concept in all levels of education (MoE, 2018). Given the context, this doctoral study aimed to explore the experiences related to and understanding of inclusion and the practice of collective interaction as a contributing concept in Nepalese public higher education institutions, focusing on the issues related to achieving excellent inclusion of all, including students with disabilities.

Understanding of Inclusion In Nepalese Colleges

This study discovered that in Nepalese public colleges, the understanding of inclusion was mainly individualistic since most participants and documents emphasized the value of diverse capabilities for students with disabilities, indicating that inclusion is the supplement of

the college specific capabilities (objective factors) for the academic success of the specific group of diversity. In other words, participants infrequently discuss the significance of social interaction in the college context. This finding is comparable to the capability approach, the inclusive excellence model, and other empirical studies (Mitra, 2006; Morina & Perera, 2020; Mutanga & Walker, 2005; Robeyns, 2005; Sen, 1993; William et al., 2005). For instance, some participants and documents frequently emphasized the value of appropriate policies and visions; rigorous management and responsibility; equitable resources and services; and reasonable adjustment and transition for the person with disabilities, which have also been discussed in the capability approach and previous empirical studies (Corcoran, 2010; Mutanga & Walker, 2005; Sen, 1993). Further, inclusive pedagogy, teachers' personal and professional accountability in teaching and learning (Morina et al., 2015; Smith & Barr, 2008; Thapaliya, 2018; William et al., 2005), students' self-confidence and sociability (Bandura, 2012), and, finally, students' active and continuous learning engagement in curricular and non-curricular context (Murray & Wren, 2003) were the most frequently valued capabilities as per the majority of the participants.

Diverse research participants also perceived contextual, pedagogical, and personal-related competencies, demonstrating the importance of collective thought on the competencies to support the sustainable and better practice of college and all individual functioning that can lead to inclusive excellence. Surprisingly, except for the administrators of the two colleges under concern, the experiences of most students with disabilities, lecturers, and non-disabled students indicated a broader understanding of inclusion, in contrast to previous theories and studies; they exhibited cooperative behavior and programs, social belonging and attachment, respect and dignity, and affinity toward improved academic and non-academic functioning of all in the college context, as discussed below.

Definition, Policy, and Vision of Inclusion in Higher Education

The definition of inclusion, as described in the policy documents and by the participants, showed ambiguity, thereby creating the challenge to address and manage the academic needs of people with disabilities in higher education. The existing notion of inclusion mainly refers to the physical integration of students with disabilities in the general classroom from primary to a higher level of education, and the explanation does not clearly define inclusion in terms of higher education. The data also reveal that a number of Nepalese policy related documents framed disability based on the concept of a medical model discourse (Thapaliya, 2018). Furthermore, the ambiguity indicates that the concept needs to be reformed with a clear statement that avoids confusion between inclusive education, special education, and integrated education and that is framed according to the requirements of primary, secondary, and higher education in order to ensure better management of diversity and opportunities.

In addition, both institutions under concern were found to be implementing government policies to form their visions for the inclusion of students with disabilities; their visions primarily emphasized the human rights, medical model, and social model approach (Oliver, 2013; Reindal, 2008; UNESCO, 2008). Although a few related empirical studies were found to be focusing on the policy aspect of inclusion by including documents and individuals, the existing ideologies or theories tend to stress on the basic capabilities of an individual with disabilities for mobility, learning, and positive social attitudes of other to the disability (Reindal, 2008; Sen, 1999; William et al., 2005). Moreover, the above-mentioned phrases and terms frequently appeared in the higher education inclusive policy documents studied. Furthermore, owing to the existing policy's exclusive emphasis on resources and infrastructural elements, the majority of the

participants from both institutions were dissatisfied with the existing policy and visions for the inclusion of students with disabilities.

This finding can be a milestone for reconsidering inclusive policies in the context of Nepalese public colleges. The existing inclusive ideologies and policies cannot significantly contribute to the improved functioning of students with disabilities and others. It is because of the lack of clear ideas and lack of a social link between diversity and the development of socio-psychological potential for all (not only for students with disabilities). In this regard, it has been cautioned that this might result in ineffective management of learning arrangements and could jeopardize chances of social cohesion in college settings (Westwood, 2013).

College Contextual Capabilities

Regarding contextual capabilities, the colleges availed some specific capabilities for the person with disabilities and were poorly practiced and insufficiently offered to the students. However, this study uncovered several valuable capabilities such as rigorous management and accountability, reasonable adjustment and transition, quality resources and services, cooperative behavior and programs, a sense of social belonging and attachment, and a sense of respect and dignity that can be critical factors for better inclusion of the population. Although the majority of the themes are broadly consistent with Sen's (1999) capability approach and other studies (Mutanga & Walker, 2015; Walker, 2005), a few are similar to the narrowly focused concepts of prior disability models (i.e., the human rights approach, the medical model, and the social model). As mentioned in the capability approach and other studies, some contextual capabilities were practiced in the Nepalese public college contexts by focusing on the academic needs of students with disabilities; the themes presented in this study were also markedly different from previous research and concepts by underscoring the capabilities for the collective benefit to

achieve inclusive excellence which indicates to the excellence of socioemotional attach and academic engagement. These themes are discussed in the following sections.

Rigorous Management and Accountability. The majority of the participants valued effective management and accountability in the hands of college administration. Effective management is mainly perceived as keeping clear records, allocating and updating quality learning materials and resources, frequently sharing diverse information and spreading social awareness to remove social discrimination, coordinating with others, and handling students' union politics (Boscardin, 2005). The participants from both colleges had different ideas about the meaning of good management. Most students with disabilities and administrators focused only on the individual needs of students with disabilities, while some students with disabilities and teachers focused on the well-being of everyone in order to ensure active and peaceful learning. This variation may be a lack of concern for inclusion on the part of the general college administration; this may impede the inclusion process by reducing students' and instructors' prospects for optimal functioning.

Although the theme is consistent with the idea presented in the capability approach (Sen, 1993), which focuses on a college's environmental conversion factors, such as vision and management, which can hinder or support the mobilization and supplement of resources and services for the conversion of valuable functioning of students with disabilities (Sen, 1993). However, this study's findings are different in some extent than the factors conceptualized by capability approach since different participants described the importance of the effective management and responsibility of the administration to serve the collective members' diverse functioning to cooperate with disabilities. In other words, even if the college administration improves its management by concentrating on students with disabilities, it may fail to address

what teachers and other students require to function effectively for the well-being of students with disabilities. Similar case studies also found the importance of college management in facilitating academic achievement and physical persistence of students with disabilities (Almutairi et al., 2020; Chiu et al., 2019; Corcoran, 2010; Farris, 2011); however, these studies focused less on the social functioning of all, including students with disabilities, in the college setting.

The disparities mentioned by different participants and studies suggest that administrators' active leadership and accountability can be crucial in creating a psychologically and academically appropriate environment of collective benefit in which students with disabilities do not feel differentiated and challenged, and teachers can better cooperate with diversity (Boscardin, 2005). Moreover, active leadership and accountability are also critical to driving organizational transformation by altering unfair visions and strategies and supporting other necessary capabilities to attract structural diversity (Nishimura et al., 2019; William et al., 2005). However, the capability approach does not entirely fail to be relevant in the development of existing college management and responsibility, as the capabilities still reported to lack to expand the individual-related (students with disabilities) functionings; in addition, the concept of communal thinking for the well-functioning of students with disabilities can be considered (Ibrahim, 2006). Furthermore, the colleges' management leaders were required to reasonably select candidates who were competent and mindful of students for better collaboration with others and to solve their issues. As has been indicated, a college's effective management process can rely on the administrators' ability to collaborate with other staff members and listen to and resolve the varied concerns of the various students without prejudice (Corcoran, 2010).

Reasonable Adjustment and Transition. The study found that the participants valued reasonable adjustment and transition, indicating disability-friendly college structures with good quality signs and signals, ramps, and seats that enable students with disabilities to move and sit comfortably in the classroom, library, and college offices. Although the participants from various colleges shared a comparable experience, the participants from a far western university campus demonstrated strikingly greater attention on this topic. The findings are analogous to those of a few previous studies (Collin et al., 2019; Corcoron, 2010) that examined the experiences of students with disabilities by focusing on the correlation between a comfortable infrastructure and academic progress. In addition, this theme relates to Sen's (1993) view that a better physical environment is associated with respect for, acceptance of, and improved learning of social diversity. Interestingly, the participants in this study not just emphasized the connection between a disability-friendly physical setting and learning advancement but also discussed the enhancement of social ties by enabling frequent and continuous dialogue. However, college administrators' understanding of the comfortable adjustment of people with disabilities in the learning environment focused on the transformation of physical infrastructure as a better means of movement rather than how to develop the college community to foster socio-emotional attachment so that students with disabilities can have additional benefit during the adjustment and transition. Other studies have also indicated that the importance of physical and social adaptation for students with disabilities can be due to continual social interactions among all college members within the learning setting (Collin et al., 2019; Corcoron, 2010; Lipka et al., 2020), which can lead to inclusive excellence in colleges.

Quality Resources and Services. Another important finding of this study is the need for quality or adequate resources and service capability. For instance, almost all participants from

both colleges described the sufficient need of quality and equitable materials such as braille, audio-visual materials, computers, projectors, and an e-library to better engage all in assiduous learning and extracurricular activities. In addition, sufficient and adequate use of services is another capability set highlighted by all participants. Counseling centers, academic advising, career planning, and other services were perceived as services that can help impart learning motivation and career aspirations to students with and without disabilities and the capability of teaching to teachers. Although participant experiences varied, such as some administrators and instructors being positive about the availability of resources and services, in general, the students reported the quality and quantity of services and resources to be insufficient and imperfect.

The findings are consistent with those regarding environmental factors that were covered by the capability approaches (Robeyns, 2005; Sen, 1999) and other empirical studies (Corcoron, 2010; Lopez-Perez et al., 2011; Owston et al., 2013). For example, Corcoron (2010) conducted a study involving five university students with disabilities and concluded that the lack of college services, such as transition services, academic skill workshops, academic advising, and seminars, was attributed to the students' low social belonging and participation in learning. Similarly, other related studies have revealed that learning approaches such as the use of blended technology in the classrooms positively affect students; these lead to more active learning engagement, increased performance rate, and decreased drop-out rate (Lopez-Perez et al., 2011; Owston et al., 2013). However, this theme indicates slight contrast to a few prior studies. In this study, the students with and without disabilities and instructors perceived the capability set as advantageous for their more extensive functioning in the context of both colleges. For instance, the students with and without disabilities perceived the capabilities as crucial not only for helping them comprehend what they were learning, similar to the previous research (Corcoron, 2010, 2011;

Owston et al., 2013), but also for helping them concentrate in class, be encouraged to participate in extracurricular activities in college, and prepare for a career plan. Similarly, the capabilities were found to be beneficial for teachers by enhancing their teaching tactics—managing regular classroom participation, concentration, and presentation of students with disabilities in final examinations.

The difference in perceptions of the capabilities revealed in this study can be attributed to numerous and diverse research participants as well as the fact that they were focused on the colleges' broader areas of resources and services, which was not done in the previous studies. In other words, the theme reveals its significance not only for students with disabilities but also for other students and teachers to effectively achieve various functionings in a specific context, such as the Nepalese public college setting. Moreover, the availability of quality resources and service capabilities for diversity may not only enhance their academic learning engagement and achievement but also enable them to feel socially attached to and appreciated in the environment (Mitra, 2005; Mutanga & Walker, 2015).

Cooperative Behavior and Programs. Interestingly, in contrast to prior studies, most participants emphasized cooperative behavior and programs as contextual capabilities for inclusive excellence. Cooperative behavior is described as how peers, teachers, and administrators work together and help each other with academic and related issues. Cooperative programs are supposed to encompass academic and non-academic activities such as seminars, workshops, research meetings, diversity awareness events, welcome and farewell occasions, and debating contests for not only assisting those in need but also changing intertwined members' social and academic behaviors in the college context.

Although there were occasional disparities among the participants' experiences, notably among certain administrators and instructors, with the interactive programs, they reported that some departments, such as the special education department and sometimes some teacher and student unions conduct such programs. The programs were described as student union meetings to discuss any issues and extracurricular activities and, occasionally, students and teachers meeting in the cafeteria for non-academic purposes. However, these programs were not regular and active in promoting everyone's social harmony and learning engagement in the general education context.

In contrast to capability approaches (Nussbaum, 2001; Robeyns, 2006; Sen, 1993), which are criticized for their primary focus on developing capabilities for socially disadvantaged groups (Gore, 1997), the majority of the participants in this study perceived cooperative behavior and programs as factors contributing to inclusion and as collective capabilities that can provide opportunities for the collective (students with disabilities and stakeholders) functioning of the college. Although some empirical studies (Mutanga & Walker, 2015; Walker, 2005) that applied capability approaches (Nussbaum, 2001; Sen, 2001) explored cooperation and social networks that were linked to functioning, these studies focused exclusively on the functioning of students with disabilities rather than collective functioning, such as that of stakeholders. In other words, a cooperative approach to academic and non-academic contexts in college may enable everyone to feel better and drive them to be committed participants in learning as members of the college community.

This study has a significant finding, which can reasonably argue the considerable importance of mutual cooperation, as most participants value; previous studies' discussion tends to lead to the concept of the subjugation of individuals with disabilities and the superiority of

those who do not have disabilities. For instance, Mutanga and Walker (2015) and Walker (2005) have described the related concept as a necessary approach for mitigating the academic challenges of students with disabilities. It means that the non-disabled are supposed to be in positions of power and have sources of knowledge and that they must collaborate with students with disabilities to help them overcome their challenges. In this scenario, there could be a risk of losing the reciprocal notion, never cementing social bonds, and inability to overcome the complex academic challenges of all (Stewart, 2005). Thus, the perceived idea of cooperative behavior and programs in this study may be essential for every context, including Nepal, to bring everyone together on a platform to solve academic problems, make friends, and help stakeholders feel more open to disabilities (Gore, 1997).

Sense of Social Belonging and Attachment. Intriguingly, this research discovered that it is essential for colleges to develop a sense of social belonging and connection among all students. The capability set indicates more than just getting acquainted and involves fostering a culture of mutual support, encouragement, active concentration, camaraderie, pleasant and honest communication, and acceptance among all college members to address learning difficulties and social distance in the college context (Guardia et al., 2000). A positive sense of belonging involves sensations of warmth, closeness, compassion, and support and, when appropriately fulfilled, may lead to many pleasant emotions, including contentment and joy (D'Eloia & Price, 2018). Most participants, except the administrators, highlighted the value of a positive sense of social belonging and attachment among all parties in developing inclusive practice in the college context. Notably, some students' and teachers' experiences showed a lack of social acceptance in the college community, which was said to be a result of the unclear vision and unconcerned management of the colleges.

Although the capability approach emphasizes the socio-environmental conversion factors that make it possible for the conversion of an individual's functioning to make their life valuable in a certain context (Robeyns, 2005). According to this concept, positive attitudes of an institution's stakeholders toward people with disabilities can be enhanced by reforming their existing attitude toward students with disabilities. However, this concept may not promote acceptance of differences in non-disabled individuals if there is less focus on non-disabled individuals' specific functionings, such as improved communication and a sense of working together with individuals with disabilities. Some studies (Concord, 2010; Mutunga & Walker, 2015; Papasotiriou & Windle, 2012; Walker, 2005) have found a theme related to this study, but the conclusion was oriented toward individualism; this was probably because the studies explored only the experiences of students with disabilities. For instance, Mutunga and Walker (2015) conducted a similar case study and concluded that social belongingness and relationships are necessary in the college context to enhance the functioning of students with disabilities by fostering non-disabled students' positive attitude toward students with disabilities, which reflects the individualistic ideology of the capability approach (Sen, 1993).

In contrast, most of the participants in this study described the importance of improving the non-disabled's functioning (social and academic behavior) as much as possible by focusing on their pleasant communication and togetherness with students with disabilities, which can expand the functioning opportunities of students with disabilities as well as non-disabled students. In other words, social belonging is a priority for everyone, not only individuals with disabilities. In this regard, earlier studies and theories relied on the individual right-based approach (Sen, 1993; Walker, 2005; Walker & Mutunga, 2015), implying that people with disabilities should have the right to belong. Social belonging and attachment are achievements

for everyone and can be achieved via a reciprocal connection (Martin et al., 2013). Further, the previous studies suggested the examination of collective (stakeholder) experiences for a better understanding the collective capabilities (Mutunga & Walker (2015), which is why this study was conducted with different kinds of participants. In sum, this contextual theme is essential for bridging the conceptual differences by emphasizing pluralistic functioning opportunities (Dean, 2009; Gore, 1997; Mitra, 2006) that can facilitate collective functioning to drive inclusive excellence in the Nepalese college context and beyond.

Sense of Respect and Dignity. This study remarkably uncovered this set of socio-environmental capabilities. As per the participants from both institutions, respect and dignity are required in the college environment to ensure outstanding inclusion practices. Notably, when compared to others, the students with disabilities emphasized the importance of being able to exist happily at college, engage regularly and actively in learning activities, and excel in the examination by a fair system. An individual gains respect and dignity when they are treated equally and in a friendly manner in college, such as through a welcoming culture, equal participation in college activities, display of empathy by others during communication, a careful listening of their concerns by others during the interaction, timely support and supply of resources and services, and fair examination system (Walker, 2006).

There were a few studies that found a similar experience. The theme is consistent with Mutanga and Walker's (2015) study, which demonstrated that students with disabilities experienced a lack of respect and dignity when discouraged from participating in extracurricular activities such as sports and seminars as well as regular classrooms. Conversely, this study found that most administrative members, teachers, and students with and without disabilities agreed with the statement of providing equal participation to students with disabilities as others. In this

study, some students with disabilities sensed a lack of respect and dignity in both Nepalese college settings, and the stakeholders and teachers cited low self-activity and the introverted nature of students with disabilities as the reason. In addition, administrators' less attentiveness to the concerns of students with disabilities was also reported to be the cause. Furthermore, Mutanga and Walker (2015) concentrated only on the perceptions of students with disabilities, which were discussed with regard to the significance of the freedom of choice of students with disabilities as their achievement of respect and dignity; the freedom may not facilitate of functioning with others since respect may be achieved by co-operating in the context instead of offering individual-based rights. On the other hand, in the present study, most non-disabled stakeholders stressed the importance of equal respect as a way to learn more about disability and form positive views that can help students with disabilities achieve respect and dignity.

The contrasts between prior research and this study indicate that respect and dignity are not only valuable capability set for students with disabilities but also for stakeholders' successful functioning in the Nepalese contexts. In this aspect, the college administion’s accountability can be essential for thinking equal opportunity to all regardless of their social, personal, and physical characteristics (Mitra, 2006; Robeyns, 2005) and rewarding their performance even when there is variety in their academic accomplishments (Sen, 2001). The capability approaches also believes in respect and dignity of people with social disadvantaged, similar to how the human rights approach calls for making efforts to fight discrimination against diversity and support individual freedom for achieving respect (Nusbaum, 2001; Sen, 1993). Although the capability approaches allow specific people with disabilities the ability to make their own decisions, the concept is unclear how the opposition, such as those without disabilities, would embrace the person with disabilities (Vorhaus, 2014). Therefore, the findings of this study are critical since they transcend

personalized emphasis, as the majority of the disabled and non-disabled participants in this study argued for equal respect in order to ensure better functioning together. In a similar spirit, Vorhaus (2014) insinuated that respect and dignity are applicable not just to students with disabilities but also to everybody to build a social community by coming together to achieve inclusive excellence.

Pedagogical Capabilities

Based on the participants' experiences, pedagogy-related themes—such as inclusive pedagogy, personal and professional accountability of teachers, self-confidence, and sociability of students with disabilities, and active and continual learning engagement of students—were found. Furthermore, previous research has posited that a successful inclusive pedagogy depends on teachers' personal and professional accountability, students' self-confidence and active learning engagement (Anctil et al., 2008; Bandura, 2012; Lackaye & Margalit, 2006; Morina et al., 2015; Murray & Wren, 2003; Smith & Barr, 2008; William et al., 2005), the majority of the participants' experiences in this study mirrored those of the previous studies, with some conceptual differences that are discussed below.

Inclusive Pedagogy. Although both colleges have been mostly practicing the conventional teacher-centered approach of pedagogy, most of the participants indicated that inclusive pedagogy is a necessary capability set for both colleges as it helps all types of students and teachers to improve academic functioning in and out of the class context. Inclusive pedagogy utilizes diverse teaching and learning styles, such as lecturing, discussion, student presentation, collaborative study, personal support to special students, and equitable technology or materials blended into classroom activities, to comfortably engage diversity in the learning process (Murray et al., 2013; William et al., 2005). Although most participants acknowledged the

necessity of inclusive pedagogy, a few instructors in both college settings had differing experiences or favored a conventional approach (lecture method) of teaching. This is because students' varying levels of disabilities, personalities, interests, class levels and sizes, and content and subject nature and other students' interests affected their use of inclusive pedagogy.

While comparing the finding with previous theories and empirical studies, a slight difference can be observed. For instance, the inclusive excellence model is fundamentally comparable to these results, asserting that inclusive pedagogy synthesizes numerous pedagogical features, such as diversity in the formal and informal curriculum, to support the functioning of diversity in the learning context (William et al., 2005). However, the discussion of this paradigm reveals the individualistic idea that inclusive pedagogy implies equitable learning materials and teaching strategies to support the academic accomplishment of students with disabilities. This concept focuses first on developing content, specific learning methods, and learning aids to address diversity and then on the success of learning, such as increased grades. In other words, the model does not emphasize the interactivity of all aspects of pedagogy to construct cooperation in the learning context. In this study, most participants, remarkably the teachers, indicated the importance of blending diverse aspects of pedagogy to form cooperative instruction involving all students and stakeholders, which may positively affect the academic functioning of students with disabilities and others.

Although a few empirical investigations found a similar inclusive pedagogical capability, the majority of scholars believed that a discussion-based teaching technique may be as successful as inclusive pedagogy in enhancing the functioning of students with disabilities (Carter et al., 2005, 2011; Murry et al., 2013; Zhang et al., 2010), whereas the participants in this study highlighted the importance of equal blending of various pedagogical features including lecture

mode. This implies that discussion-based teaching may not always be successful in engaging all types of disabilities in in-class learning. For instance, in this research, the hard-of-hearing students criticized the frequent use of interactive instruction because they found it difficult to understand what others were saying. Thus, no one feature could be focused in the concept of inclusive pedagogy, and all aspects can be capable of being used equitably, though it can be challenging to apply, yet inevitable for inclusive excellence. In addition, inclusive pedagogy is argued to be the most potent concept within the boundary of inclusive excellence and can be defined in terms of addressing the academic functioning of students with disabilities and stakeholders since better learning may come through cooperative functioning (Murray et al., 2013; Thang-Ho et al., 2012; William et al., 2005), as diverse participants in this study also indicated.

Teachers' Personal and Professional Accountability. This study found that teachers' personal and professional responsibilities are vital to converting resources, materials, and expertise into well-functioning learning courses for all students, including those with disabilities. Teachers' individual and professional accountabilities include being friendly, interactive, empathic, resilient, motivating, punctual, competent in utilizing instructional materials, and deeply knowledgeable of subject matter and different student characteristics to successfully embrace diversity and a well-functioning inclusive pedagogy in and out of the classroom (Basilice, 2015; Sutherland et al., 2008). Notably, most instructors' interactive attitudes were perceived negatively by average students with and without disabilities. Moreover, the teachers and administrators acknowledged a lack of knowledge regarding disability concerns due to a lack of professional development opportunities. The participants' negative experiences highlight the

necessity of enhancing the existing status of instructors to modify their personal characteristics and professional skill levels to contribute to inclusive pedagogy in higher education.

When compared to the inclusive excellence model, which focuses on faculty's professional responsibility for successful pedagogical functioning of individual with disabilities (William et al., 2005), the study's findings are somewhat similar to the concept, as teachers' inability to engage in interactive teaching and empathic communication, as perceived by most students with disabilities, negatively affected inclusive pedagogy. However, the experiences of the instructors and administrators differed from those of the students with disabilities, indicating that the theme is perceived differently by stakeholders. Here, the students' negative experiences could be attributed to the college administration's inability to provide teachers the opportunity to convert available academic materials and expertise into the actual functioning of a person with disabilities. In addition, according to a few empirical studies, faculty members' responsibilities and expertise in accommodating students with disabilities in the learning setting are crucial (Morina et al., 2015; Moswela & Mukhopadhyay, 2011). However, these studies remained concentrated on the particular needs of individuals with disabilities. This may be due to the limited sample size of the research, with the sample comprising only those with disabilities. Conversely, this study comprises diverse participants. In this study, the students with disabilities, administrators, and some teachers voiced the necessity for professional skills and social behavior on the part of all college instructors so as to encourage not only students with disabilities but also others to work together.

Although the theme was perceived differently by previous research and the participants in this study, teachers’ professional skill updating may contribute to make them more responsive to the academic and social functioning of students with disabilities by integrating them with

students without disabilities. Nevertheless, as higher-level teachers, faculty members' self-efficacy and self-attentiveness can better transform their existing behavior for inclusive excellence. Self-professional skills and a positive social attitude can be developed and transformed without relying entirely on the college administration; instead, they can carry out research and be motivated and curious about the diversity of their students (Smith & Barr, 2008).

Students' Self-Efficacy and Sociability. Another significant finding of this study about inclusive pedagogical capability is related to students' self-efficacy and sociability. The majority of the participants in this research perceived students with disabilities to have high self-efficacy. Students' self-efficacy was described as their confidence and positive beliefs and attitudes toward academic and non-academic functioning, regardless of their physical differences (Bandura, 2012). However, although the students with disabilities reported high levels of self-efficacy, other participants, including the administrators, teachers, and non-disabled students, noted that some students with disabilities exhibited low self-efficacy toward engaging in the classroom and interacting with other students; affective factors such as disability levels and introverted personalities were cited as the reason for this behavior. The stakeholders also emphasized the need for sociability in students with disabilities, emphasizing the need to be courteous, pleasant, patient, humble, and disciplined in order to thrive in successful pedagogical and non-pedagogical functioning. In this regard, the students with disabilities claimed that they performed the social behavior in accordance with how they perceived the encounters.

This theme is fundamentally consistent with the self-efficacy theory and capability approach, which believe in an individual's confidence in their ability to organize, execute, and regulate performance to achieve academic goals (Bandura, 2012). For instance, the teacher participants of this study mentioned that students with disabilities possess significantly more

robust levels of self-confidence, belief, and activity than their non-disabled peers in the classroom and in academic performance. However, the self-efficacy concept, the capability concept, and teachers' experiences are commonly supposed to be conceptually rooted in the view that individuals are proactively engaged in their own learning development instead of developing interpersonal interaction for better relational capability in pedagogy (Stewart, 2005). In other words, the self-efficacy theory mainly focuses on the cognitive ability of students with disabilities to focus on learning activities to achieve better academic results (Bandura, 2012). Furthermore, the capability approach is also based on personal conversion variables that are intrinsic to individuals with disabilities, such as intelligence and physical condition as a contributing aspects, to enable mobility to academic function in the learning context (Robeyns, 2005).

Similarly, empirical studies based on the self-efficacy concept (Ben-Naim, 2017; Gore, 2006; Lackaye & Margalit, 2006; Lane et al., 2004; Levi, 2013; Murray & Wren, 2003) primarily discovered positive and negative relations between self-efficacy and students' academic achievements and directed their discussion to the significance of self-efficacy for individuals' cognitive ability for better outcomes. For instance, Murry and Wren (2003) found out that students with disabilities who had higher academic self-efficacy had a higher-grade point average. Here, diversity is focused on influencing or changing cognitive capability of students with disabilities in order to achieve excellent scores on final exams, implying that there is less concern about how to build their socialization abilities to comfortably co-exist with diversity. In contrast, some of the participants in this study noted the necessity for students with disabilities to have social competence to interact better with other students and stakeholders. According to this view, the concept of self-efficacy should not be limited to the personal cognitive factors

necessary to achieving an academic outcome; rather, it should be expanded to include social, cognitive, and other abilities that may positively contribute to the diverse social and academic functioning of interconnected individuals in inclusive pedagogy (Gallagher, 2012).

Active and Constant Learning Engagement. This is another finding related to the personal factor in which, most participants described the significance of active and continuous learning through participation in and out of the classroom in both college contexts for students with disabilities to achieve valuable academic and non-academic functioning. Participants in this study, primarily administrators, instructors, and non-disabled students, described that active and consistent participation of students with disabilities in academic and extracurricular activities is necessary to explore learning issues and promote a sense of belonging. For example, teachers remarked on students with disabilities' infrequent concentration and engagement in classroom learning, indicating the difficulty in identifying their academic challenges and associated classroom management issues. However, students with and without disabilities mentioned that the teachers were less active in the classroom and that students with disabilities were given fewer opportunities to participate in college extracurricular activities compared to non-disabled students, which led to a decrease in their classroom active engagement. The participants elaborated on the significance of teachers' classroom management skills and their attention to the needs of students with disabilities through frequent discussion-based learning, which could provide students with disabilities with better access to the content and give non-disabled students a chance to be intimate with the challenges of disabilities.

The theme is consistent with the inclusive excellence model, which posits that the participation of diversity in both the academic and co-curricular activities of higher education institutions can cultivate non-disabled students' positive attitudes and awareness, college

commitment, satisfaction, and involvement in disability issues (Smith, 1997; William et al., 2005). Moreover, Gurin et al. (2002) highlighted the significance of the regular presence of diversity in the general classroom and the active engagement of stakeholders with diversity in facilitating student learning and development. Similarly, participants in this study, such as students with and without disabilities, emphasized the essence of active engagement of all related members together (particularly active discussion among students with and without disabilities and teachers) in and out of the classroom through various discussion purposes.

Therefore, the diverse experiences of the study's participants and the previous studies imply that a college's pedagogical structure should be interactive and flexible, allowing students with and without disabilities to participate regularly and actively in curricular and extracurricular activities in higher education. Although studies, including this one, have emphasized the significance of college members' reciprocal engagement in the pedagogy of higher education for achieving inclusive excellence, it is essential, in the context of Nepal, that students with disabilities be reminded of their continuous presence and active engagement in the learning context. If students with disabilities remain passive, stakeholders might not get opportunities to better understand their various academic issues and develop positive social awareness of disabilities, as has been mentioned by most non-disabled participants of the study. Solely reforming the institution's environmental and pedagogical capabilities and enhancing cognitive capacity and self-confidence of students with disabilities would not contribute to inclusive pedagogy. Additionally, regular involvement and active learning engagement of students with disabilities would motivate instructors and administrators to explore learning challenges and social issues rather than regulating off-task strategies (Corso et al., 2013; Moore, 2014).

Practice of Interactions

In the following sections, perceived practice of interaction of students with disabilities with administrators, teachers and non-disabled students in the college context are described by 'triangulating the participants experiences and comparing with previous studies findings.

Students with Disabilities and Administrators' Interaction

When exploring the practice of interaction between students with disabilities and administrators in Nepalese public colleges, a rare practice of interaction was found. While students with disabilities perceived negative interactions from administrators, the latter reported experiencing positive interactions with the former. Positive interaction comprises paying closer attention when speaking, talking politely, and being supportive when required. The majority of the participants (students with disabilities and administrators) shared a common experience—the purpose of their interaction was mostly academic in nature, involving requests for learning resources and processing admissions, examination forms, and scholarships. However, the variation in their perceived quality of interaction indicates a lack of concern about equitable distribution among administrators and insufficient availability of resources and service capabilities for supporting students with disabilities. There is adequate evidence that most students with disabilities, as well as some non-disabled students, criticize their administrators' ability to pay attention to their voices during interactions, although some administrators suggest the need for improvement in the social communication skills of some students with disabilities.

If the interaction between students and administrators are limited and negative, only the basic contextual capabilities emphasized by the capability approach would not be sufficient to support students' continuous learning engagement and better achievement (Zang et al., 2018). In addition, administrators may fail to develop a clear vision and practice of cooperation to ensure

adequate availability or equal distribution of contextual and pedagogical capabilities for the diversity of students. Therefore, since frequent and positive interaction is crucial to a learning situation, both parties should be able to retain their mutual understanding and relationships, as well as identify potential solutions to the problems associated with students with disabilities (Bernard et al., 2009). Furthermore, the primary purpose of the interaction in this study was identified to be discussions on academic issues, which should be expanded to include gossip about social concerns as well, so as to establish healthy social relationships between the parties. Although interactions occur in all types of contexts in a college, only a few studies have investigated the interchanges between students with disabilities and college administrators. The current study attempts to fill this research gap. Furthermore, Bernard et al. (2009) suggested that the parties (college students with disabilities and the administration) should engage in continuous and positive interaction by developing and addressing academic ways to improve the learning engagement of students with disabilities. However, this idea may be contested by the lack of emphasis on the significance of discussing social topics in a college environment, which enables students with disabilities and administrators to address non-academic topics and can also foster social cohesion. Consequently, the inclusivity policy of colleges should be updated and contextualized to encourage frequent and positive interactions among its members.

Students with Disabilities and Teachers' Interaction

With regard to interactions between students with disabilities and teachers, the data from Nepalese public colleges revealed atypical practices that are followed both inside and outside the classroom. The perceived quality of interaction in the college context was positive, except for a few differences identified in the participants' experiences. For example, the majority of the students with disabilities characterized their instructors' communication as warm, encouraging,

and helpful. In addition, the teachers shared that they cared about the academic and non-academic challenges faced by these students and supported them. In contrast, some students with disabilities reported having experienced adverse interactions with instructors who pretended to listen to their queries in class and responded apathetically. Some teachers also stated that some students with disabilities were boisterous, unsociable in conversation, and negligent about student engagement. Regarding the purpose of the interactions, the most frequently indicated interaction was related to academic matters, followed by social relationship building. However, some teachers mentioned that students with disabilities seldom approached them to discuss learning difficulties, making it challenging for them to address their underlying issues.

The majority of the participants in the study perceived positive interactions, which suggests the need for continuous and positive interaction between members to excel in solving pedagogical and relational issues through the practice of interaction in colleges (Armstrong et al., 2017). This perceived positive interaction reflects an improved social attitude toward disabilities in the public college contexts, as indicated by most participants with disabilities and their teachers. However, there might still be a risk of people's negative social attitudes toward disability due to the rarity of interactions in certain contexts (Macmillan et al., 2014). For example, most of the teacher participants suggested that infrequent interactions with students with disabilities might prevent them from gaining a better understanding of disability and expanding their contextual and pedagogical capabilities while also curbing the improvement of social relations. Similarly, several previous studies have emphasized the importance of continuous interactions between teachers and students, apart from innovative and positive behavior both inside and outside the classroom, to ensure the well-being and continuous progress of students (Bernard et al., 2005; Kampsen, 2009; Moore & Kearsley, 2005; Murray et al., 2013;

Petegem et al., 2008). Although a few empirical studies focusing specifically on the interaction between college teachers and students with disabilities have been conducted, Bernard et al. (2005) suggested that such an interaction should be primarily directed toward offering motivational and emotional assistance to students with disabilities in a learning context. In contrast, the capability approach and the social model of disability emphasize the significance of interactions directed toward individual well-being, such as academic achievement and physically flexible adjustment, with less focus on developing socio-emotional attachment between individuals with and without disabilities (Clough & Corbett, 2000; Reindal, 2009; Walker, 2005).

However, the concept leading to the studies and the theories still appears to highlight the instructor as the exclusive source of information and interaction—as the means of imparting knowledge to enhance the functioning and academic achievement of a specific individual (students with disabilities) rather than developing reciprocal well-being (Armstrong et al., 2017; Macmillan et al., 2014). In other words, it is necessary and important to develop teacher-student relationships by considering both student progress and what drives teachers to deal with struggling students (Boardman, 2004). Most participants in this study also suggested that interaction is beneficial not only for improving the academic and social life of disabled students, but also for highlighting teachers' pedagogical competence and social behavioral gaps, which can lead to improvements in collective well-being. As a result, the study's findings are critical—they indicate the need for continuous interactional capabilities within colleges to improve social attitudes, diversify academic functioning, and extend other contextual capabilities to students with disabilities and their teachers in any context (Armstrong et al., 2017). In this regard, administrators' behavior of promoting a culture of interaction in colleges and develop supportive

capabilities among teachers to continuously can create an interactive environment that upholds diversity and encourages the exchange of both social and academic topics.

Students with and without Disabilities' Interaction

Similar to the other participants, the data from this study indicated that students with disabilities rarely interacted with their non-disabled peers. However, some students with disabilities and non-disabled students also shared that they frequently interacted with their close friends outside the classroom, such as in the college cafeteria, ground, and hostel. The perceived quality of interaction between the parties was found to be positive, both inside and outside the classroom context. Students with disabilities reported that their classmates, both with and without disabilities, were courteous in conversation and supported them in terms of mobility, learning, and coordinating with administrators regarding academic and non-academic difficulties. Likewise, non-disabled students remarked that their classmates with disabilities cooperated actively in learning and other activities. Nonetheless, some students with disabilities encountered unfavorable interactions with their non-disabled classmates, such as reckless behavior, teasing, and reluctance to listen when requesting information or participating in classroom discussions. Although non-disabled students also experienced skepticism and arrogance from a few of their peers with disabilities, they never ignored them because of their disabilities. Moreover, the perceived purpose of the interaction for both parties was to foster a social connection rather than a debate on academic subjects.

This finding is primarily consistent with past research and the accounts of participants (administrators and instructors) in the current study, indicating the potential of the practice of interaction to support students with disabilities in the college context (Walker, 2005). Previous research has found that frequent, enjoyable, and extended contact among students with and

without disabilities, such as helpful, cooperative, and mutually respectful interactions, can be considered support for students with disabilities in learning (Koekoek & Knoppers, 2015; Place & Hodge, 2001; Qi & Wang, 2018). However, some the study (Qi & Wang, 2018) focused on students with disabilities in major physical education classes, which could not provide precise information on the interaction quality and frequency with regard to inclusion in higher education. Some studies have also reported unpleasant interactions in higher education, such as students with disabilities feeling unwelcome and alienated from their classmates due to their disabilities (Goodwin & Watkinson, 2000; Hutzler et al., 2002).

Although the findings from prior research are basically similar to the one in the current one, this study puts forward a different concept of interaction. In the current study, multiple participants expressed that recurrent, quality, and diverse interactions in specific context (college context) may be essential to the social and learning development of both individuals with and without disabilities. For instance, the non-disabled students revealed that interacting with their peers with disabilities enhanced their comprehension of complex learning themes and vice versa. In contrast, previous studies have emphasized peer interaction as a support system for students with disabilities, as opposed to a reciprocal benefit—consistent with the social and medical model of disability (Mitra, 2006; Reindal, 2008; Slee & Allan, 2001). The models for disabilities also imply that interaction serves as a tool for individual assistance based on one's physical disparities rather than for bridging their extensive socio-emotional distance from non-disabled individuals (Martin, 2013). This study's findings indicate that cooperation between students with and without disabilities has the potential to expand contextual capabilities, leading to better academic functioning in pedagogy, thus challenging the individualistic concept of the disability models. For instance, in the focus group discussion, students with and without disabilities both

mentioned that they were able to make learning aids available in the classroom and library by arranging a joint discussion with administrators. Effectively, the finding of this study is crucial for other settings as well, since it demonstrates the value of constant interaction between parties in a learning environment, allowing both participants to discover and modify their social, and academic functioning shortcomings (Boardman, 2004).

Influence of Interactions on Inclusion

This section discusses the contribution of the perceived influence of interactions on the inclusion of students with disabilities in the college context by describing three sub-themes, such as the perceived influence of interaction (positive and negative) of students with disabilities and stakeholders on the inclusion of students with disabilities.

Perceived Influence of Interaction

This study revealed the positive influence of interaction on the academic and social functioning of students in Nepalese public colleges, as perceived by both students with disabilities and stakeholder participants. The data revealed a positive relationship between the frequency of interaction and its effect on the various functionings of all participants, indicating that extensive interaction in a college setting can further enhance the proper functioning of not only students with disabilities but also all other interconnected members. For instance, students with disabilities interacting with non-disabled students both inside and outside the classroom increased their sense of attachment, grasp over learning topics, motivation to study, career-related knowledge, communication skills, and the availability of learning resources and services acquired from the administration. This experience is fairly consistent with previous studies, which noted that interactions between peers with and without disabilities contribute to enhancing the academic learning achievement and adjustment capabilities of students with disabilities in a

learning context (Murray et al., 2013; Carter et al., 2005; De Boer & Pijl, 2016; Grenier & Miller, 2015; Qi & Wang, 2018). Moreover, the current study also discovered the prevalence of expanded knowledge acquired from diverse participants, including students without disabilities, as well as the influence of interactions on students' functioning–insights that previous studies lack. The non-disabled students in this study perceived a positive influence of interaction with students with disabilities, which enhanced their learning improvement, relationships, and sense of acceptance by increasing both their knowledge of complex subjects and their awareness of disability in a typical human. Furthermore, while previous studies have explained that frequent interactions can lead to academic achievement (Murray et al., 2013; Carter et al., 2005), this study also accounts for the development of social relationships that can better help develop a sense of belonging in students with disabilities, as indicated by the majority of the participants.

Next, students with disabilities perceived the positive influence of teacher interactions on their everyday functioning through the support received in dealing with their learning, loneliness, frustrations about careers, and improving their soft skills. However, a few students from both colleges perceived no change in their attachment and learning engagement with regard to some lecturers, due to unpleasant communication and their reclusive characteristics. This finding is relatively consistent with prior studies (Murray et al., 2013; Campbell et al., 2003; Goddard & Evans, 2018; Sharma et al., 2008), which asserted that teacher interactions with students with disabilities are associated with improved learning and achievement, positive attitude, and proper inclusion of students with disabilities. However, the findings of this study differ in that it emphasizes the positive influence of teacher interactions on not only academic engagement, but also on the sense of social belonging of students with disabilities in the higher education context. Furthermore, the previous studies have not integrated diverse participants of the educational

institutions such as administrators, teachers, and students to explore the issues. However, this study included teachers' experiences, whose perceptions were often similar to those of students with disabilities and found that dealing with students with disabilities helped teachers understand their own different concerns, helped them grow closer to the students, and improved their communication and teaching skills.

Moreover, unlike their interactions with non-disabled peers and teachers, students with disabilities perceived only a slight influence of interactions with administrators on their varied and daily functioning in the learning context, indicating less frequent or no close contact. However, the administrators' experiences indicated that contact with students with disabilities enabled them to understand the students' academic and non-academic concerns and support effective strategies to address the same. Although a few studies related to this finding have been conducted, it is essential to fill this wide research gap by highlighting the significance of collective interaction for all stakeholders in higher education, including the educational and socio-emotional benefits to administrators. Therefore, the interaction between administrators and students with disabilities can contribute to further expanding other fundamental capabilities for helping students with disabilities, as mentioned by some participants in the discussion. However, the differences in the various experiences appeared to indicate polite communication, attentiveness, and self-activeness of students–both with and without disabilities–in the learning context, which can positively influence the active and continuous interaction of diverse participants.

Perceived influence of Negative Interaction

The majority of the participants' experiences, consisting of stakeholders and students with disabilities, evidenced that adverse interactions in Nepalese public colleges negatively influenced

the learning engagement and development of social closeness in students with disabilities. First, the experiences of the stakeholders, such as non-disabled students, suggested that students with disabilities were sometimes distracted and lacked focus in classroom learning and developing social closeness by leaving the classroom and sitting separately from their non-disabled peers due to the latter being sloppy, uncooperative, and indulging derisive communication in classroom activities. With regard to earlier research, a few have investigated the experiences of non-disabled college students under similar circumstances. Furthermore, teachers at both colleges also agreed that they observed passiveness (no questions asked and the lack of any response) among students with disabilities in the classroom, and, at times, they failed to help them with their queries. A prior study (Morina et al., 2020) also indicated that university teachers also experienced the harmful effects of their negative attitudes among students with disabilities, such as viewing students with disabilities as barriers in the classroom, thus marking them as passive participants. However, this research did not investigate the impact of negative interactions on the academic and social behavior of students with disabilities. Furthermore, the administrators' experiences were also consistent with instructors' and non-disabled students' experiences, which discovered irregular attendance of students with disabilities owing to delays in supporting their demands.

Moreover, some students with disabilities perceived negative interactions that affected their social attachment and learning engagement in college unfavorably. When interacting with the stakeholders, especially with administrators, the lack of transparent and inclusive language, inconsiderate listening, late answers, use of satirical language, and a slurring and sympathetic way of speaking discouraged students with disabilities from actively and regularly participating in curricular and extracurricular activities. In addition, some reported experiencing inequality

and isolation in the learning context. Moreover, a few students with disabilities experienced unpleasant interactions with teachers (careless hearing in the classroom, late feedback, and a sympathetic way of speaking) and peers (cracking jokes, lack of inclusive language, i.e., directly using terms like blind and deaf, and exhibiting an unsupportive attitude); although such experiences had not influenced their academic functioning significantly, their sense of attachment was definitely affected. Prior studies (Aguirre et al., 2020; Qi & Wang, 2018; Reid & Bloom, 2009; Spencer & Watkinson, 2010) have also indicated that students with disabilities felt excluded when spoken to differently. For example, Qi and Wang (2018) discovered that college students with disabilities participated less in curricular and extracurricular activities due to their non-disabled peers' refusal to cooperate. However, most previous studies have notably suggested that negative interactions with a few stakeholders (mainly peers and teachers) could distract students with disabilities from their usual academic-related functioning. In contrast, this study argued that adverse exchanges with stakeholders, including administrators, could negatively influence the inclusion of students with disabilities by preventing them from participating in both social relation development and learning engagement activities.

Perceived influence of Positive Interaction

Although research has indicated that interactions can improve learning and college adjustment in students with disabilities (Barr & Bracchitta, 2015; Murray et al., 2013; Zang et al., 2018), only a few studies have investigated the quality of interaction that impacts their academic and social functioning from the perspectives of the students themselves, as well as that of the stakeholders. According to the data, most participants in this study believed that positive interactions actively, regularly, and emotionally improved the social and academic functioning of students with disabilities in a college setting. For example, non-disabled students reported that

their friendliness and supportive demeanor encouraged students with disabilities to interact and develop an attachment with them and made them maintain a more cooperative attitude in the classroom. These experiences are somewhat similar to those noted in prior research (Barr & Bracchitta, 2015; Bustillos & Silvan-Ferrero, 2012; Hergenrather & Rhodes, 2007; Huskin et al., 2018), indicating that the quality of peer interaction is essential for positive attitude development and academic support for students with disabilities. For example, Barr and Bracchitta (2015) found that positive contact between non-disabled students and those with disabilities was the strongest predictor of positive social attitude change. However, since the above study focused on individual attitude changes, it refrained from analyzing the importance of positive peer interactions in the development of socio-emotional attachment and academic engagement of students with disabilities.

When comparing the perceptions of college teachers and administrative staff toward non-disabled students, the participants of the current study agreed that friendly communication with students with disabilities increased their classroom concentration, regular attendance, and social closeness. Similarly, prior research reinforces these findings by highlighting the positive outlook of the faculty as a critical prerequisite for increased academic achievement among students with disabilities (Bruder & Mogro-Wilson, 2010; Florian & Black-Hawkins, 2011; Polo Sanchez et al., 2018; Volosnikovaa & Efimovab, 2016). Specifically, Polo Sanchez et al. (2018) compared the views of teachers, administrative employees, and service staff to find that teachers exhibited more favorable attitudes than the other participants, suggesting the need for the development of acceptance and socialization for individuals with disabilities. However, these studies tend to be influenced by the individualistic approach of the social model of disability in highlighting the need for a positive attitude toward a person's development. For instance, teachers and

administrators need to maintain a positive attitude toward students with disabilities in an inclusive environment, which may not change the daily social or academic functioning of students with disabilities unless there is interaction process involved (Benia et al., 2016). This study suggests that friendly interactions could be an effective method for addressing the processes that can change the state or attitude of a human being. In addition, it comes with the benefit of improved academic engagement and socialization in students with disabilities and a lesson for stakeholders to alter their behavior to achieve successful inclusion (Martins et al., 2018).

Similar to the stakeholders, students with disabilities also perceived that positive interaction with the stakeholders enhanced their sense of social belonging and encouraged active learning engagement in curricular and extracellular activities. For instance, students with disabilities described that a friendly, courteous, kind, and emphatic style of speaking with non-disabled people encouraged them to engage in classroom discussions actively, study collaboratively, and develop close friendships. Similarly, teachers addressing students by their names, inquiring about their personal matters, and using an empathic tone boosted their learning engagement and the development of intimate relationships. While discussing the quality of communication with administrators, students with disabilities claimed that a courteous and helpful demeanor in administrators increased their respect, collaborative attitude, and regular classroom attendance. Consistent with these findings, some previous studies have also identified the benefit of engaging in positive interactions that enhance the capabilities of students with disabilities in the learning context (Corcoran, 2010; Koekoek & Knoppers, 2015; Place & Hodge, 2001; Qi & Wang, 2018). However, these studies did not clearly indicate the specific types of functioning which could benefit college students with disabilities. Therefore, based on

the critical ideas proposed in previous studies and experiences reported by the participants in this study, it can be suggested that positive interactions in a college environment play a significant role in strongly improving the social relationships and academic engagement of college students with disabilities.

Chapter Six: Conclusion

This research has provided a critical foundation of knowledge of Nepalese public college stakeholders' perspectives on inclusion in the context of a person with disabilities. This dissertation tries to provide several modest contributions to the advancement of theories and the body of study on the topic and offers suggestions and recommendations to the policy, practice, and future studies.

Knowledge Contribution

This sub-section attempts to offer suggestions for the existing theories and empirical studies, which are described below.

Theoretical Contribution

This study developed a conceptual framework that argues the importance of collective interaction in exploring inclusive excellence; here, “collective interaction” implies socio-emotional belonging and academic engagement of all stakeholders in higher education. The framework was conceptualized by criticizing the individualistic thinking of prior theories, such as the capability approach and the inclusive excellence model. Sen’s capability approach emphasizes the freedom of an individual to make achievements in terms of the value of the functionings available to that individual, despite the theory’s broader focus on social, environmental, and personal factors (Liebmann, 2020; Rauschmayer et al., 2018; Robeyns, 2005; Stewart, 2005). Additionally, the inclusive excellence model is supposed to highlight the pedagogy for the academic excellence of students with disabilities by focusing on the learning content and teaching methodologies. In other words, both (capability approach and inclusive excellence model) theoretical concepts emphasize less upon inclusive excellence in terms of

social and academic functioning. Specifically, the theories focus less on the close social relationship development among the diversities and active and interactive learning engagement. Conversely, the framework proposed in this study clearly draws attention to the same by introducing the novel notion of collective interaction.

Regarding the notion of inclusion in higher education, most study participants supported the interactive ideology with solid evidence which can be used to strengthen the capability approach. First, this research discovered that capability sets connected to inclusion are perceived differently by different participants, but most of their experience emphasized the capabilities for the collective benefit and showed the different dimensions of interaction, such as cooperation, in the collegiate setting to solve both social and academic issues. Further, other capabilities recognized by most participants, such as contextual, pedagogical, and personal capabilities, were valued for mutual advantage as the benefit of individuals with disabilities. For example, most participants highlighted the significance of cooperation in expanding and facilitating institutional capabilities, such as the availability of learning materials, provision of academic services, and organization of programs for both students with and without disabilities. Similarly, other capabilities, such as improving the availability of campus facilities and resources for students with disabilities, can positively contribute to developing a sense of acceptance among non-disabled peers toward disability. When campus facilities and resources are designed and made accessible for students with disabilities, it can promote a more inclusive environment and reduce barriers that might otherwise segregate or isolate students with disabilities. This can facilitate more interaction and engagement between students with and without disabilities, which may lead to a greater sense of understanding and acceptance.

Also, the participants, most notably the students with disabilities, indicated the importance of constant and positive interaction in generating a strong social bond and ensuring active and continuous learning engagement of all in the college context. For instance, as a result of interaction among different stakeholders, students with disabilities enhanced their learning engagement and felt closer to other stakeholders; moreover, other stakeholders also improved their different social and academic behaviors and helped expand the basic capabilities of people with disabilities. When it comes to the concept of inclusion in the context of Nepalese colleges, it appears that there is a gap between the perspectives and experiences of various stakeholders. The reasons for this disparity could be multifaceted, including differences in individual experiences and perspectives, a lack of equitable inclusive policies, a lack of disability awareness, and communication style of stakeholders. Yet, the stakeholders had a unified voice in support of the inclusion of students with disabilities in the same setting as other studies.

This study has demonstrated that the idea of collective interaction can fill a gap in the capability approach by emphasizing the importance of different dimensions of interaction, such as cooperation and other capabilities, that benefit both individuals with and without disabilities. Notable scholars have also indicated the importance of a paradigm shift away from individualism and towards collaborative ties for collective advantage (Stewart, 2005; Rauschmayer et al., 2018; Alkire, 2008; Liebmann, 2020). However, the scholars have not clearly articulated how this shift should be considered in the context of inclusion for persons with disabilities, and no empirical studies have been conducted to explore these interactions. Therefore, given the gap in the literature, this study has highlighted the importance of considering both group and individual capabilities for increasing the basic capabilities, learning engagement, and social cohesion of the person with disabilities. In this case, the capability approach can be extended including the

concepts of collective interaction, which can help examine how collective activity affects individuals with disabilities' academic and non-academic engagement (Rauschmayer et al., 2018). This perspective suggests that collective action can positively influence personal and contextual capabilities, such as self-efficacy and cooperation, as confirmed by the participants in this study. Additionally, it has been found that collective interactions are necessary for providing stakeholders and individuals with disabilities several opportunities in a balanced way.

Collective interaction can also help to strengthen William et al.'s (2005) ‘inclusive excellence model’ by promoting social belonging, active participation, and inclusive pedagogical opportunities for all students in higher education. Through collective interaction, students and teachers can work together to identify and address barriers to inclusion and create a more supportive and inclusive learning environment. However, critical thinkers of the individualistic theories (i.e., capability approach) maintain the ambiguous space of what and how constitutes a common benefit and whether social or academic or any other form of effort is required to explore the advantages. Therefore, the ontology of collective interaction discovered in this study can be incorporated into individualistic approaches to understanding the social and academic benefits for students with and without disabilities. At the same time, the individualistic concept could not be overlooked to address the specific and essential capabilities (learning resources, services, financial support) of people with disabilities and introverted personalities (who do not prefer communal relationships) by making such basic capabilities sufficiently available. In this regard, professional skills and the economic aspect can be integrated to develop human and institutional resources and services, which can also counteract the interactional aspect and benefit the institutional members to better understand the diversity and practice the inclusion.

Empirical Study Contribution

The findings of this study contribute generously to the body of empirical studies that explore the related issues described in Chapter Two. To begin with, the literature analysis revealed that some studies had explored the inclusion of students with disabilities at primary and secondary levels of education in Nepal (Regmi, 2017; Thapaliya, 2018), while a small number of studies have been undertaken in the context of higher education, which can support the better inclusion of people with disabilities. Hence, the present study is novel in that it covers the topic of inclusive excellence in higher education. The literature review further indicated the limited studies focused on a diverse set of participants and that studies mostly had a small number of participants; therefore, they may lacked in-depth knowledge about inclusive higher education. For instance, Mutanga and Walker (2015) focused on individual capabilities and emphasized less on the importance of collective interaction. However, the critical aspect of this study is that it focused on various dimensions or factors, including social, personal, and environmental, to explore disability-inclusive higher education. Conversely, this study included students with and without disabilities, instructors, and administrators by interviewing, surveying, and including them in the focus group discussion to elicit depth and width of experiences.

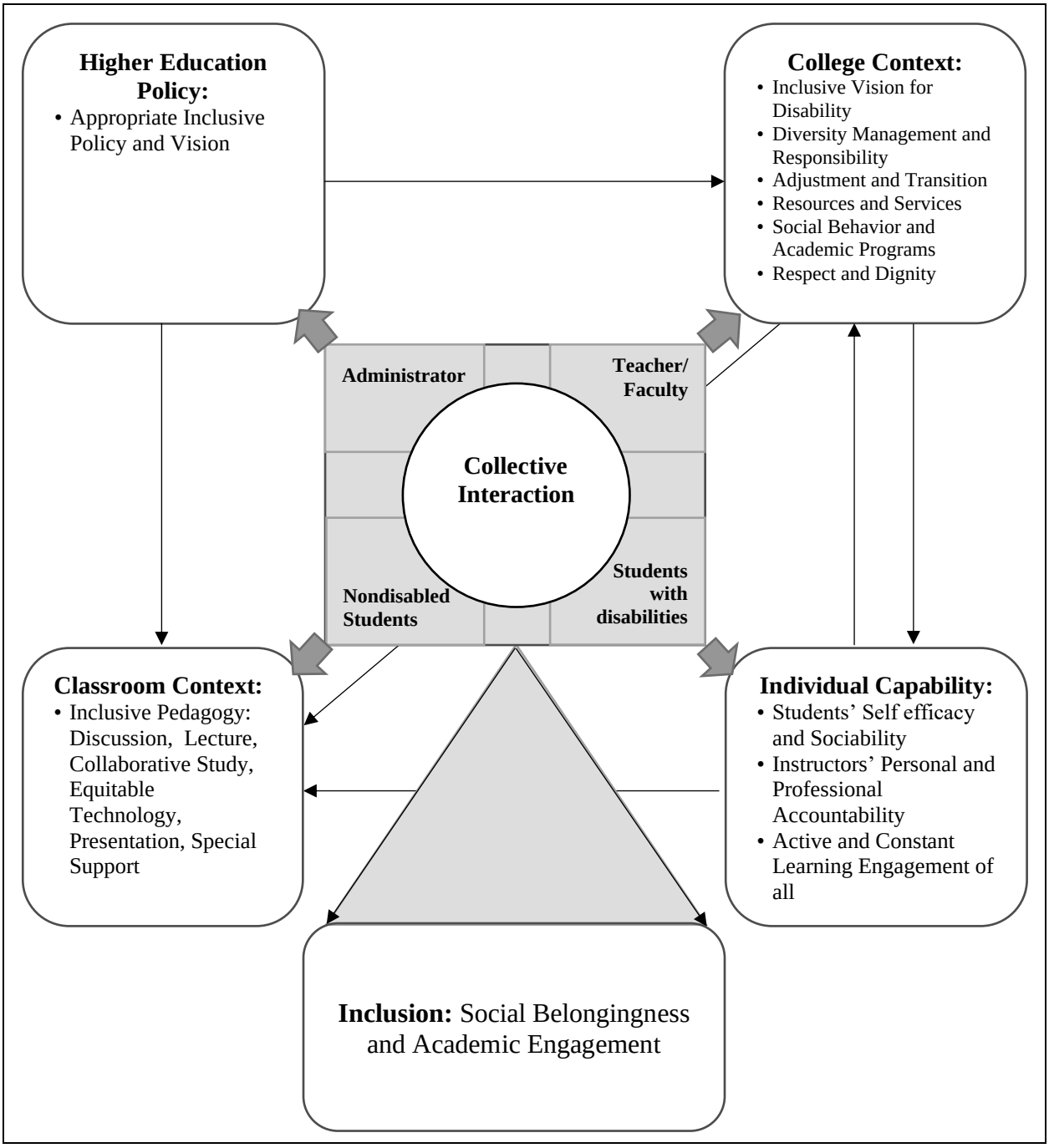
Several other studies narrowly explored related issues by limiting their focus to objective dimensions and factors such as social attitude to disability, institutional infrastructure, pedagogy for students with disabilities, economic issues, and others (Garcia-Gonzalez et al., 2020; Kane, 2009; Lourens & Swartz, 2016; Morina & Perera, 2020; Strnadova et al., 2015). In contrast, this study focused on a broader area, including social, institutional, and individual factors, thereby expanding the understanding of inclusion. More importantly, this study found new themes, such as cooperation, social belonging, and active learning engagement, which are significant factors

for the conversion of social, personal, and individual capabilities into real opportunities for all interconnected higher education stakeholders. The capability approach can encourage collaborative efforts toward common goals by emphasizing cooperation and social belonging dimensions. Furthermore, by emphasizing active learning engagement, the capability approach can promote a more participatory and empowering education system in which learners are equipped with the skills and knowledge needed to navigate complex and changing environments.

Therefore, this thesis makes a modest contribution to the narrowly focused empirical literature by suggesting focusing on diverse interrelated factors through understanding the experiences of connected members with different approaches and tools in order to explore inclusive excellence in any context. Specifically, the conceptual map below can help guide future research on inclusive excellence in higher education. The map emphasizes the importance of collective interaction as the main ideology for exploring and understanding the inclusion of diversity, with peripheral factors serving as supporting elements for the collective interaction. The positive and negative interactions among stakeholders can be better understood by examining the peripheral factors involved. Positive interactions occur, for instance, when administrators of higher education institutions display good social behavior, such as being friendly and welcoming toward diversity. Similarly, faculty and non-disabled students show empathy, motivation, and a friendly demeanor and actively participate in and conduct interactive programs within the learning context, including individuals with disabilities. Conversely, negative interactions occur when these elements are absent or lacking in the educational environment.

Figure 6.1

Revisited Conceptual Framework: Inclusion in Higher Education Institution



Source: Researcher 2022

Implication of the Study

The subsequent sections discuss how this study may be applied to policy and practice. In addition, the sections examine the study's limitations and recommendations for future research to fill the gap.

Implication for the Higher Education Policy

The government of Nepal has enacted a policy for the inclusion of people with disabilities in higher education following the ratification of the United Nations Convention on the Rights of Persons with Disabilities (CRPD) and the enactment of the Rights of Persons with Disabilities Act 2017 (Holmes et al., 2018). However, the policies are supposed to lack clear conceptualization and emphasize physical enrollment and academic achievement. This study may offer insight into the policies in this case. The study provides a new definition of inclusion in education: collective interaction that should address the socio-emotional belongingness and learning engagement of all stakeholders, including students with disabilities, within the context of higher education. The concept allows policymakers to develop separate provisions that fit inclusive higher education institutions. In higher and other levels of education, ambiguous terms, such as “special education,” “integrated education,” and “inclusive education,” are philosophically and practically different. According to this study, the proposed definition can be realized through the vision of interactive capabilities. Additionally, policymakers can establish visions and plans for enhancing disability acceptance in the learning environment and expanding the population’s required capabilities to an adequate degree.

The practice of inclusion cannot be successfully operated if the vision of basic and contextual capabilities is not prioritized, even if the vision of interaction is included in policy papers. In this regard, according to the study participants, policymakers should consider

highlighting sufficient, quality, and equitable institutional capabilities, such as the availability of learning materials, improvement of infrastructure, provision of a disability-friendly library, and utilization of modern technologies, that can enhance diversity and attract non-disabled people's academic engagement with people with disabilities. Although the Nepalese education policy documents specify distinct capabilities for people with disabilities, they should offer better clarity by distinguishing higher education from other levels of education to provide practice holders with clear practice guidelines.

As most participants emphasized the significance of inclusive pedagogy, policy documents should replace the traditional teaching style with an interactive teaching and learning curriculum and other factors supportive to pedagogy. For example, administrators of both colleges note the absence of an innovative and interactive approach and other supporting capabilities for creating inclusive pedagogy that helps all students' active learning engagement. However, solely providing inclusive pedagogy cannot help administrators and educators implement it successfully. Rather, policymakers should prioritize teachers' professional skill development to enhance the acceptance of students with disabilities and implement interactive teaching and learning techniques using assistive technology.

Implication for the Practice

Nepalese Public Colleges. This study offers a new concept to Nepal's inclusive education policymakers—that universities and colleges should develop a collective interaction-based vision and mission to ensure inclusive excellence. Collective interaction refers to a dynamic and constant communicative action amongst college members to create a positive environment for everyone's well-being, which includes social bonds and an active learning culture. The majority of administrators, teachers, and college websites stressed the importance of

a meaningful vision for inclusive excellence that can foster social belonging and active participation in curricular and extracurricular learning for all students. In this context, colleges should go beyond anti-discriminatory rules and laws as well as disability-focused contextual and pedagogical capabilities by developing a listening platform and student-centered pedagogies where stakeholders, including students with disabilities, may discuss their academic and non-academic concerns. As noted in Chapter Two, several other studies have indicated that the disability service office is the most critical part of a college's mission to address the academic issues of students with disabilities. However, in the studies, the services, and resources available to students with disabilities were found to be ineffective in connecting them socially and emotionally in the collegiate setting (Engelbrecht & De Beer, 2014; Kane, 2009; Mullins & Preyde, 2013; Yssel & Beilke, 2016; Yusof et al., 2020).

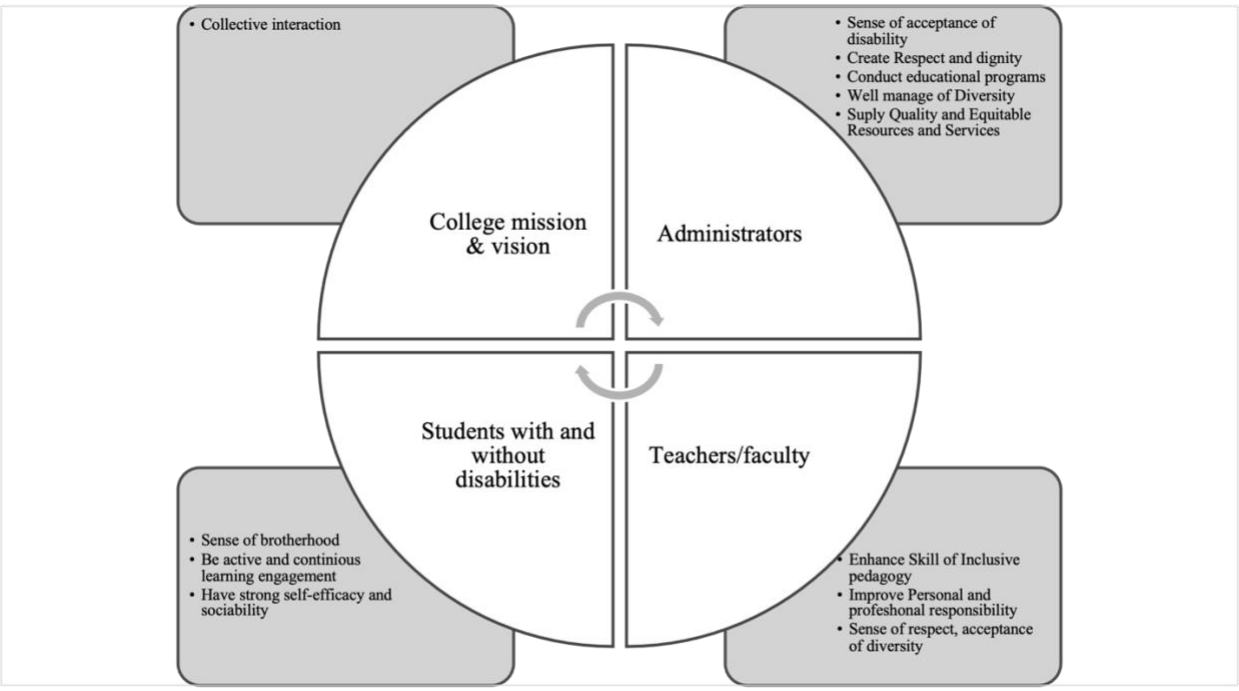
According to the traditional concept, colleges and universities attempt to seek models of service delivery that include disability support and service offices in the university as part of contributing to the retention or learning outcomes of a particular group or individuals, and these models do not focus on the sense of social belonging among all (Corcoran, 2010; Getzel, 2008; Harding et al., 2006). However, the aim of universities and colleges should not be limited to producing exceptional human resources for the market; instead, these institutions should also foster a sense of comradeship among their students, which may ultimately transform any discriminating society. Most students with disabilities and administrators also mentioned the importance of conversation and meeting platforms in colleges, including the office of services and resources, which may help them feel more connected and understand each other's academic concerns.

Furthermore, while the United Nations (UN) adopted the Sustainable Development Goals (SDGs) as a universal appeal to fulfill them by 2030, individuals and institutions should make distinct and modest endeavors to promote the SDGs. The findings of this study are crucial to supporting the mission of colleges to contribute to the SDGs by focusing on quality young personnel who are academically and socially competent. The findings indicate that colleges should develop interactive visions so that college administrators and faculty can successfully implement them by integrating them with other contextual capabilities. Moreover, the findings also suggest the colleges that students with and without disabilities can develop their social wellness and critical and creative thinking capabilities through their self-efficacy and activeness in the context. Furthermore, instructors are the primary drivers of outstanding inclusive practice; hence, colleges should have the vision to ensure teacher orientation and organize professional skill-development programs.

Beyond the Nepalese context, international universities can promote a culture of collective interaction for practicing inclusive excellence by encouraging tri-collaboration including students, faculty, and administrators to discuss academic and social issues of diversity (disability and other). In addition, providing professional development opportunities to those who need to better embrace diversity can help create a more inclusive environment. It is also essential to support diverse student-led initiatives to foster academic and personal success for all students. By implementing these strategies, international universities can create a more welcoming and reciprocal (not one-way supportive) environment that promotes the success and well-being of all members of the academic community. Figure 8 depicts potential inclusive practice strategies for colleges and stakeholders based on the outcomes of this study.

Figure 6.2

Prospective Inclusive Practice Strategies of Colleges and Stakeholders



College Administrators. This research proposes useful strategies for administrators to use in maintaining continual interactions with diversity, going beyond serving as caregivers for students with disabilities by concentrating on their academic requirements. This study proposes that administrators should first manage an environment of collective interaction. Specifically, the interactive environment should be where students with disabilities have a sense of respect and dignity, which can be achieved by implementing a welcoming program in the college and classroom. Moreover, administrators should arrange seminars, workshops, and awareness initiatives to encourage the participation of students with disabilities in extracurricular activities, where they can develop their knowledge for living well. Furthermore, the administration could arrange a formal and non-formal discussion center where students, teachers, and administrators will meet together on a weekly or monthly basis; this can develop a sense of belongingness and

acceptance among all. In addition, although the majority of participants had a positive attitude toward disability, a small number of students with disabilities perceived negative interactions, indicating that some individuals have a negative attitude toward disability; in this case, college administrators should organize awareness campaigns, slogans, and other literature programs aimed at promoting a positive outlook on disability.

College administrators should always aim to manage diversity in order to offer smooth and successful interaction among different kinds of individuals. Systematic official records of students with disabilities are crucial for contacting them, and administrators must maintain them with care. Further, the college management should focus on creating inclusive pedagogy in the classroom where a teacher can conduct interactive learning by using different assistive technologies and teaching approaches. Specifically, they should manage equitable and high-quality educational resources and materials by updating them and making them accessible to all students without discrimination. The findings also highlight the necessity for various educational services, including academic counseling and career planning, to be provided routinely. Moreover, the management or supporting team could help teachers cooperate or interact with disabled students to facilitate their engagement in learning and social activities. Lastly, considering sociability is the most important aspect of interaction and engagement, college administrators should develop programs to improve all stakeholders' soft skills that can prevent conflict and facilitate pleasant, active interaction in the college context.

College Teachers. Like administrators' role, the findings of this study imply that to successfully implement inclusive pedagogy, educators should be sincere and motivated to utilize an interactive attitude in and out of the classroom. The teachers should modify their communication and instructional behavior to diminish the social distance between themselves

and disabled students. In addition to instructing students with disabilities and listening to their concerns, teachers should integrate them with other students in and out of the classroom to improve their knowledge and social relationships. While using inclusive pedagogy in the classroom, the teacher should incorporate different teaching methods, such as discussion, lecture, and presentation, as these can equitably support all students. Further, a better and more pleasant interactive classroom can be developed by utilizing advanced technologies and online media such as projectors, disability-friendly computers, and audio and video materials. Even if the college does not supply sufficient learning materials, teachers should be enthusiastic about using a variety of materials on their own, thereby demonstrating their commitment to the profession and openness to diversity; this argument was supported by several teacher participants. Furthermore, as instructors at a higher level, teachers should not be dependent on receiving professional opportunities from the administration; instead, they should enhance their professional capabilities by conducting independent research, collaborating with people with disabilities and administrators, and participating in different academic activities at other national and international universities and colleges. Importantly, a teacher's communication should be emphatic, honest, and pleasant with all types of students; this will promote positive and continuous interaction in the learning context.

College Students without Disabilities. College students without disabilities should always be positive toward working with peers with disabilities in and out of the classroom when it comes to learning activities and friendship-building (Carter et al., 2005; De Boer & Pijl, 2016). However, some students may not wish to interact with disabilities and vice-versa. In this case, teachers should have an ethical and professional obligation to create inclusive learning environments that foster positive relationships and a sense of community (Noddings, N., 2005).

A teacher, for example, can facilitate class discussions or group activities that encourage students to share their perspectives and learn from one another, providing resources like printed papers, technology, online blending and other adjustable aids.

Although this study found positive interaction between students without disabilities and peers with disabilities, some participants with disabilities perceived these interactions as unfavorable. This suggests that non-disabled students should listen to the queries of students with disabilities to create mutual support in any matter in the college context. For instance, peers without disabilities should support students with disabilities in moving around when there is a lack of signs and signals, sit together with them in the classroom, involve them in classroom discussion, and share with them the learning materials. Furthermore, students with disabilities should not be subjected to unwanted raunchy humor and ridicule. Instead, non-disabled students should focus on learning, career, and other academic information-related topics and share mutual support.

This study also discovered that non-disabled students collaborated with students with disabilities to seek academic and financial assistance from college administrators; this pattern should be sustained for reciprocal benefit. Sense of self-efficacy and sociability was found to be another important capability for students to be engaged in learning and other activities in the college context. Therefore, non-disabled students pursuing higher education should not always be dependent on others but should be active and curious to engage in healthy debates with students with disabilities and other stakeholders and create interactive programs in the college context, which can help them broaden their horizons of knowledge and sense of acceptance of diversity (Bandura, 2012). Lastly, non-disabled students should strengthen their social

communication skills to make their interactions with students with disabilities and other stakeholders more pleasant and frequent.

College Students with Disabilities. Although students with disabilities deserve improved social belonging and learning engagement in the college context, their small contribution may also significantly impact the implementation of inclusive practice. This study revealed that students with disabilities have a high level of self-efficacy, and they should always be eager to discuss their concerns with non-disabled stakeholders and actively engage in classroom learning. If shared with others, one's existing cognitive confidence in academic matters would be strengthened by adding others' perspectives, and vice versa. For instance, most administrators and teachers reported the need for students with disabilities to remain in frequent contact with them so they could better know these students and their challenges. Similarly, students with disabilities should attend college regularly so that others can interact with and support them better. Finally, most participants emphasized the significance of sociability on the side of students with disabilities, stating that these students should develop and modify their communication style so that others may better connect with them socially, emotionally, and academically. For example, when requesting learning materials and services, financial and documentation assistance, and asking questions in the classroom, these processes should be cheerfully and clearly presented to the interrelated stakeholders.

Limitations and Consideration for the Future Research

This research may offer a new interactive paradigm for inclusive higher education policy and practice, but it has some conceptual and methodological limitations. Mainly, this study focuses on collective interaction as a contributing concept to inclusive excellence. However, occasionally, the notion of collective action or interaction may become a cause of inviting non-

valuable outcomes, such as a conflict between two different discussing groups, disruption of individual liberty, and increased dependence of individuals on others (Ballet et al., 2007; Ibrahim, 2006). For example, participating in classroom debates and discussions may be destructive to one's self-esteem and satisfaction due to the different ideas of a different person, causing social distraction and academic discouragement. Students may also have fewer possibilities of struggling to study on their own, as learning cannot be gained if one is unable to do so. For example, one study participant with disabilities described interactivity as a partial way of undermining the value of people with disabilities since it cannot communicate the message that such a person can do the task themself, and others may view the disability with sympathetic eyes. Furthermore, interaction among stakeholders can cause feelings of rejection and conflict due to different ideologies and personalities, which can be managed in the learning context through adequate supervision, instructions, rules, and concentrating on everyone's soft skills. Nevertheless, most students with and without disabilities and teachers in the Nepalese colleges context perceived interaction as beneficial to developing a social bond.

Furthermore, the scope of this study may be limited to focusing on broad institutional, personal, and social factors, as well as how these factors influence inclusion and interaction. For instance, future studies could focus on how college accommodation, financial assistance, and other objective factors may contribute to the inclusion of person with disabilities. It is because, not only in Nepal but also in other contexts, higher education institutions still struggle to address the fundamental capabilities of the many forms of disabilities (Morina et al., 2020). Furthermore, and most importantly, this study focuses primarily on the academic and social functioning of students with disabilities, which does not provide a clear picture of how interaction influences a college's assessment system and students' academic achievement. In terms of individual factors,

there is a lack of focus on how interactions among students with disabilities, those without disabilities, and teachers affect their personality development, academic knowledge level, and interest in interaction. It is recommended to explore this aspect in the future to know the extended importance of interaction and extend its scope in the higher education context for excellence in inclusive practice. Moreover, the perceived impact of cultural, contextual, and personal factors on collective interaction in Nepalese institutions was overlooked, which is recommended to be explored in future studies.

This study required observation of the live activities of college contexts and stakeholders because it is primarily focused on the notion of collective interaction. However, due to the COVID-19 pandemic, the same could not be done, but it can be ensured in future studies. However, a diverse set of samples, different study settings, and diverse data-gathering techniques could suffice to acquire broader, precise, and in-depth information with enough time spent with each individual. Further limitation is related to the survey method, which may not have been as systematic as in other studies, as the purpose of the survey was to explore general information regarding the complexity of conducting the main study and basic information regarding the inclusion and interaction in the college context. Furthermore, all types of disabilities were included so as to achieve a diverse sample; however, the findings of this study may not be generalized for all members, for instance, to students with vision or speech disabilities. Additionally, this study covers different capabilities for students studying at the graduate and undergraduate levels. Inclusive pedagogy would be challenging to practice in undergraduate classes because of the large number of students compared to that at the graduate level. For example, most master's students and lecturers described the flexibility of utilizing inclusive pedagogy as better at the master's level than at the undergraduate level. Therefore, future studies

should consider selecting a particular group with a suitable size to explore the specific information. However, it is impossible to grasp the whole picture in this small and single attempt, but it can open the door for future studies to explore the topic under concern across the globe, particularly in the context of Nepalese higher education. Thus, the studies can contribute to becoming key to inclusive excellence. Finally, and importantly, this thesis presents a worthwhile insight to those who conceive and practice inclusion in education in terms of individualism, demonstrating that interconnected individuals' mutual support can flourish their varied functions and develop their potentialities through collective interaction.

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Appendix A: Research Protocols

1. Participants' Interview Questions

1.1 Students with Disabilities

	Participants Background Name: Level of Study (Bachelor or Master): College: Major subject: Age: Sex: Type of disability:
1	What made you to study in this college?
2	What comes to your mind when you hear inclusive college environment? -How do you think the environment of this college?
3	How would you characterize the services offered for students with disabilities by the college?
4	What are the three most critical resources that contribute to your learning in this college? How?
5	Could you explain what else the college could have done to assist you to participating in the classroom?
6	How would you describe your interactions with your college administrators?
a	What prompted you to contact administrators?
b	What challenges did you encounter during your interactions with administrators?
c	Complete the sentence that follows. "I believe that the college management team should include two or three critical elements that contribute to the creation of an interactive atmosphere.....!
d	Did you experience a difference in your studies as a result of your interactions with this college administrators? If so, what (negative or positive), and how?
7	How would you describe your interactions with your classmates without disabilities? What was the most unforgettable experience with your peers in this college? Imagine your best friend and please explain about him/her and how you interact with him/her in this college?
a	What prompted you to interact with the students without disabilities?
b	What challenges you faced during interaction with your classmate without disabilities?
c	What do you like about the way they conduct classroom activities?
d	Could you explain how your interactions with peer without disabilities influence your study at this college? Please tell me any two points about their negative and positive interaction. How those points influenced your study life in this college?
8	How would you describe your classroom interactions with your teachers? Who is your best teacher and how you interacted with him/her ?
a	What prompted you to interact with your teachers in the classroom?
b	What challenges you faced during the classroom interaction with teachers?
c	Could you explain how your interactions with teachers influenced your classroom learning activities?
9	How would you describe your level of confidence in cooperating with others in the learning context?
10	How would you argue the following sentence? "An active interaction with stakeholders (collective interaction) of college builds a sense of belonging"
11	What other aspects work together to make comfortable interactions with others (e.g., students without disabilities, teachers, and administrators) in the college?
12	How would you foster an environment in college where everyone feels appreciated if you were the campus chief?
13	Do you have any more thoughts?

1.2 College Teachers

	Participants Background: Name: College: Specialized subject: Age: Sex: Department:
	I would like to begin with a few standard questions about your teaching experience, if I may? How long have you been working as a teacher? How long have you been working for this college? What subject do you teach?

1	What comes to your mind when you see a person with disabilities in your classroom?
2	How would you characterize the services offered for students with disabilities by the college?
3	What are the three most critical resources that contributed to the adjustment of students with disabilities life at this college? How?
4	Could you explain what else the college could have done to assist students with disabilities to participation in the classroom?
5	Could you please kindly describe the inclusion policy of this college for the person with disabilities?
6	How would you describe your interaction experience with the students with disabilities in this college?
a	Please tell me about their meeting to you. With what concern they come to you? How did you support them?
b	What challenges did you encounter during your classroom interactions with disabilities? How did you overcome? Could you please provide me with three or four examples?
c	Complete the sentence that follows. “I believe that the college management team should include two or three critical elements that contribute to the creation of an interactive atmosphere with students with disabilities.....!
d	Did you experience a difference in students with disabilities as a result of your interactions? If so, what, and how?
7	How would you describe the confidence level of students with disabilities in co-operating with other in the learning context?
8	How would you argue the following sentence? “An active interaction with students with disabilities helps me to more understand their concern.”
9	Since your long experience in teaching, what necessary changes do you think in the near future for a better learning engagement of all on this campus classroom?
10	What other aspects work together to make active interactions with students with disabilities in the college context?
11	How would you define inclusion of students with disabilities in the college context?
12	If you were the president of this campus, how would you foster an environment in which everyone feels appreciated?
13	Do you have any more thoughts?

1.3 Administrators

	Participants Background: Name: College department: Age: Sex:
	I would like to begin with a few standard questions about your teaching experience, if I may? How long have you been working in this college?
1	What comes to your mind when you see a person with disabilities in this college?
2	How would you characterize the services offered for students with disabilities by this college?
3	What are the three most critical resources that contributed to the learning of students with disabilities life at this college? How?
4	Could you explain what else the college could have done to assist students with disabilities to participation in the classroom context?
5	Could you please kindly describe the inclusion policy of this college for the person with disabilities?
6	How would you describe your interaction experience with the students with disabilities in this college?
a	Please tell me about their meeting to you. With what concern they come to you? How did you support them?
b	What challenges did you encounter during your interactions with disabilities? How did you overcome? Could you please provide me with three or four examples?
c	Complete the sentence that follows. “I believe that the college management team should include two or three critical elements that contribute to the creation of an interactive atmosphere with students with disabilities.....!
d	Did you experience a difference in students with disabilities as a result of your interactions? If so, what, and how?

7	How would you describe the level of confidence of students with disabilities in cooperating in the college context?
8	How would you argue the following sentence? “An active interaction with students with disabilities helps me to more understand their concern.”
9	Since your long experience as an administrator, what necessary changes do you think in the near future for a better learning engagement student with disabilities.
10	What other aspects work together to make active interactions with students with disabilities in the college context?
11	How would you define inclusion of students with disabilities in the college?
12	If you were the president of this campus, how would you foster an environment in which everyone feels appreciated?
13	Do you have any more thoughts?

1.4 Focus group discussion between students with and without disabilities.

	Based on the conceptual framework of this study, themes were used to discuss.
1	What comes to your mind when you see a person with disabilities in this college?
2	How would you characterize the services offered by this college?
3	What are the most critical resources that contributed to your learning?
4	Could you explain what else the college could have done to assist students with disabilities to participation in the classroom context?
5	Could you please kindly describe the inclusion policy of this college?
6	How would you describe your interaction experience with each other?
a	What is the main goal of your interaction or discussion?
b	What challenges did you encounter during your interactions with disabilities? How did you overcome? Could you please provide me with three or four examples?
c	How you perceive the current role of the administrators to facilitate your interaction?
d	Did you experience a difference when you involve in the interactions?
7	How would you describe the level of confidence of students with disabilities in cooperating in the college context with you?
8	How would you argue the following sentence? “An active interaction with students with disabilities helps to build brotherhood.”
10	What other aspects work together to make active interactions in this college?
11	If you were the president of this campus, how would you foster an environment in which everyone feels appreciated?
12	Do you have any more thoughts?

2. Participants’ Survey Questionnaires

2.1 Students with Disabilities

Participants’ Background:

Name: Level of Study (Bachelor or Master): College:

Major subject: Age: Sex: Type of disability:

On what basis are the following resources & services made available to you in this college? [Tick on the : 1= Not offered, 2= Hard to access/obtain, 3= offered by request, 4= Auto offered]

1. Resources	1	2	3	4
Disability friendly library materials (e.g., braille, audio-visual)				
Learning materials in classroom (e.g., braille, printing materials, audio, visuals)				
Technological aids (computer, projector)				
2. Services				
Academic advising				
Career planning				
Personal counseling				

Peer discussion seminar				
Academic information sharing				

3. Does your college have programs/events in place to facilitate interaction among students with and without disabilities, teachers, and administrators?

- [Yes]–[No]– [Some department has]–[If yes, please write the type of program and department.]

4. How often in the past term, before pandemic, have you communicated with the following college members? [Tick the blank space with the value/option mentioned]

		0 (None)	1-2 (Seldom)	3-4 (occasionally)	5-6 (Sometimes)	7 -8 (frequently)
Nondisabled	Inside class					
	Outside class					
Teachers	Inside class					
	Outside class					
Administrators	Inside office					
	Outside office					

5. How strongly do you agree or disagree with the following statements about your interaction experience at this college in the past semester before pandemic? Please circle the value of the options as mentioned in the table.
[Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), Strongly Agree (5)]

Quality of Interaction					
Non-disabled peers were friendly in the classroom.	1	2	3	4	5
Non-disabled peers were friendly out of the classroom.	1	2	3	4	5
Teachers at this college were cooperative in the classroom.	1	2	3	4	5
Teachers were friendly with me out of the classroom.	1	2	3	4	5
Administrators of this college listened my concerns.	1	2	3	4	5
I had enjoyed the classroom learning contents.	1	2	3	4	5
I felt unhappy with no interaction with nondisabled peers during the pandemic.	1	2	3	4	5
I felt unhappy with no interaction with teachers during the pandemic.	1	2	3	4	5
I felt unhappy with no interaction with administrators during the pandemic.	1	2	3	4	5
Purpose of interaction					
To develop friendship with non-disabled peers.	1	2	3	4	5
To discuss academic issues with non-disabled peers out of the classroom.	1	2	3	4	5
To better understand difficult learning contents in the classroom.	1	2	3	4	5
To discuss on the difficult learning contents with teachers in the classroom	1	2	3	4	5
To discuss non-academic matter with teachers out of the classroom	1	2	3	4	5
Influence of interaction					
I felt a sense of belonging with non-disabled peers.	1	2	3	4	5
I felt a sense of belonging with non-disabled friends in the classroom.	1	2	3	4	5
I understood complex topics better after discussing with classmates.	1	2	3	4	5
I understood complex topics better after discussing with teachers.	1	2	3	4	5
I felt a sense of belongingness after discussing with teachers.	1	2	3	4	5
I felt a sense of belongingness after contacting teachers out of the classroom.	1	2	3	4	5
I was encouraged to participate in learning after administrators meetings.	1	2	3	4	5
I felt attached when administrators spoke frankly with me.	1	2	3	4	4

6. Which of the following matters motivates you to interact with your college's administrative members the most?

- [Academic support in the classroom]–[Transition in the college]–[Accommodations]–[Scholarship] [Interrelationship issues]–[Career planning]–[If else, please write……]

7. How would you describe your level of confidence in interacting with others (e.g., teachers, students without disabilities, and administrators) in the learning course as a person with a disability?

Least									Most
1	2	3	4	5	6	7	8	9	10

8. What satisfaction did you have with the following aspects of this college for interactional opportunities in the classroom?

[Very Dissatisfied (1), Dissatisfied (2), Neutral (3), Satisfied (4), Very Satisfied (5)]

Teaching-learning style	1	2	3	4	5
Interactive teaching attitude of teachers	1	2	3	4	5
Policies to promote disability and non-disability harmony.	1	2	3	4	5

9. To what extent is each of the following aspects practiced in your general classroom before pandemic? [Not at all (1), Once (2), A few times(3), Several times(4), Every time(5)]

Lecture based learning	1	2	3	4	5
Group discussion	1	2	3	4	5
Student Presentation	1	2	3	4	5
Collaborative learning (with different program and major subjects)	1	2	3	4	5
Technology integration (projector, audio, videos, online blended)	1	2	3	4	5
Supporting personalization (close and frequent talk)	1	2	3	4	5

10. What other factors may challenge to interact with college members (e.g., classmates, teachers, and administrators) in the college?
11. Is there anything else you want to share about your experiences at this college?

2.2 Students without Disabilities

Participants Background:
Name: Level of Study (Bachelor or Master): College: Major subject:
Age: Sex:

On what basis are the following resources & services made available to you in this college? [Tick on the : 1= Not offered, 2= Hard to access/obtain, 3= offered by request, 4= Auto offered]

1. Resources	1	2	3	4
Disability friendly library materials (e.g., braille, audio-visual)				
Learning materials in classroom (e.g., braille, printing materials, audio, visuals)				
Technological aids (computer, projector)				
2. Services				
Academic advising				
Career planning				
Personal counseling				
Peer discussion seminar				
Academic information sharing				

3. Does your college have programs/events in place to facilitate interaction among students with disabilities, teachers, and administrators?
   - [Yes]– [No]–[Some department has] –[If yes, please write the program and department]
4. How often in the past term, before pandemic, have you communicated with the students with disabilities?

In the Classroom	None(0)	1-2 (Seldom)	3-4 (occasionally)	5-6 (Sometimes)	7 -8 (frequently)	9-10 (Always)
Out of the Classroom	None(0)	1-2 (Seldom)	3-4 (occasionally)	5-6 (Sometimes)	7 -8 (frequently)	9-10 (Always)

5. How strongly do you agree or disagree with the following statements about your interaction experience with students with disabilities in this college before COVID19? Please circle the value of the options as mentioned in the table.
   [Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), Strongly Agree (5)]

I enjoyed interacting with the students with disabilities in the classroom.	1	2	3	4	5
I enjoyed discussing with students with disabilities even out of the classroom.	1	2	3	4	5
I was happy with no interaction with students with disabilities during pandemic.	1	2	3	4	5
Students with disabilities interacted with me to develop friendship.	1	2	3	4	5
Students with disabilities discussed me to discuss learning issues.	1	2	3	4	5
I felt closer to them after interacting.	1	2	3	4	5
I gained a deeper understanding of complicated topics after discussing them.	1	2	3	4	5
When I interact carelessly with them, they maintain a distance from me.	1	2	3	4	5

6. Which of the following disabilities do you find the most enjoyable to interact with?
   - [Vision disability]–[Hard of hearing]–[Physical disability]– [Hard of speaking]–[All of the above]
7. Did you experience that your friendly conversation with disabled students improved their attitude of closeness to you?
   - [Yes]–[Moderately] –[No] Moderately
8. Did you experience that your friendly interaction with disabled students improved their discussion attitude with you?
   - [Yes]–[Moderately] –[No]
9. How would you describe self-confidence level of disabled students in interacting with you in the learning course?

Least									Most
1	2	3	4	5	6	7	8	9	10

10. What satisfaction did you have with the following aspects of this college for better interactional opportunities with disabled students?
    [Very Dissatisfied (1), Dissatisfied (2), Neutral (3), Satisfied (4), Very Satisfied (5)]

Teaching-learning methods	1	2	3	4	5
Interactive teaching attitude of teachers	1	2	3	4	5
Policies to promote disability and non-disability harmony.	1	2	3	4	5

11. To what extent is each of the following aspects practiced in your classroom learning courses before pandemic?
    [Not at all (1), Once (2), A few times(3), Several times(4), Every time(5)]

Lecture based learning	1	2	3	4	5
Group discussion	1	2	3	4	5
Student Presentation	1	2	3	4	5
Collaborative learning (with different program and major subjects)	1	2	3	4	5
Technology integration (e.g., projector, audio-video materials, online blended)	1	2	3	4	5
Supporting personalization (e.g., discussion on personal queries)	1	2	3	4	5

12. What other factors may challenge to interaction with disabilities in the college?
13. Is there anything else you want to share experiences about inclusion at this college?

2.2 College Teachers

Participants Background:
Name: College: Major subject: Age: Sex:
Department:

On what basis are the following resources & services made available to students with disabilities ? [Tick on the : 1= Not offered, 2= Hard to access/obtain, 3= offered by request, 4= Auto offered]

1. Resources	1	2	3	4
Disability friendly library materials (e.g., braille, audio-visual)				
Learning materials in classroom (e.g., braille, printing materials, audio, visuals)				
Technological aids (computer, projector)				
2. Services				
Academic advising				
Career planning				
Personal counseling				
Peer discussion seminar				
Academic information sharing				

3. Does your college conduct any programs in place to facilitate interaction among students with and without disabilities, teachers, and administrators?
   [Yes] – [No] – [Some department has]– [If yes, please write the program and department]
4. How often in the past term, before the pandemic, have you communicated with the students with disabilities?

In the Classroom	None(0)	1-2 (Seldom)	3-4 (occasionally)	5-6 (Sometimes)	7 -8 (frequently)	9-10 (Always)

Out of the Classroom	None(0)	1-2 (Seldom)	3-4 (occasionally)	5-6 (Sometimes)	7 -8 (frequently)	9-10 (Always)

5. How strongly do you agree or disagree with the following statements about your interaction experience with students with disabilities in this college before pandemic? Please circle the value of the options as mentioned in the table.
   [Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), Strongly Agree (5)]

I enjoyed paying attention to them in the classroom.	1	2	3	4	5
I enjoyed interacting with them outside of the classroom.	1	2	3	4	5
I was happy with no interaction with students with disabilities during pandemic.	1	2	3	4	5
They interacted with me to discuss learning issues in the classroom.	1	2	3	4	5
They interacted with me to discuss non-academic matters out of the classroom.	1	2	3	4	5
They contacted me to discuss learning issues out of the classroom.	1	2	3	4	5
I became close after interacting with them.	1	2	3	4	5
I developed effective teaching strategies after interacted with them.	1	2	3	4	5
When I carelessly talked with them, I noticed their passive attitude in the classroom.	1	2	3	4	5

6. Which of the following disabilities do you find the most enjoyable to interact with?
   - [Vision disability]–[Hard of hearing]–[Physical disability]–[Hard of speaking]– [All of the above]
7. Did you experience that your friendly conversation with disabled students improved their attitude of closeness to you?
   - [Yes]–[Moderately] –[No]
8. Did you experience that your friendly interaction improved students with disabilities focus on the classroom?
   - [Yes]– [Moderately]– [No]
9. How would you describe self-confidence level of disabled students in interacting with you in the learning course?

Least									Most
1	2	3	4	5	6	7	8	9	10

10. What satisfaction did you have with the following aspects of this college for interacting with students with disabilities?
    [Very Dissatisfied (1), Dissatisfied (2), Neutral (3), Satisfied (4), Very Satisfied (5)]

Teaching-learning methods	1	2	3	4	5
Skill development opportunities offered for interacting to disabilities	1	2	3	4	5
College policies to foster harmony between disability and non-disability	1	2	3	4	5

11. To what extent is each of the following aspects did you practice in your classroom learning courses?
    [Not at all (1), Once (2), A few times(3), Several times(4), Every time(5)]

Lecture based learning	1	2	3	4	5
Group discussion	1	2	3	4	5
Student Presentation	1	2	3	4	5
Collaborative learning (with different program and major subjects)	1	2	3	4	5
Technology integration (projector, online blended, audio-visual materials)	1	2	3	4	5
Supporting personalization (special focus to students with disabilities)	1	2	3	4	5

12. What other factors may challenge to interaction with disabilities in the college?
13. Is there anything else you want to share about your experiences at this college?

2.4 Administrators

Participants Background:
Name: College: Age: Sex: Department:

On what basis are the following resources & services made available to students with disabilities ? [Tick on the : 1= Not offered, 2= Hard to access/obtain, 3= offered by request, 4= Auto offered]

1. Resources	1	2	3	4
Disability friendly library materials (e.g., braille, audio-visual)				
Learning materials in classroom (e.g., braille, printing materials, audio, visuals)				
Technological aids (computer, projector)				
2. Services				

Academic advising					
Career planning					
Personal counseling					
Peer discussion seminar					
Academic information sharing					

3. Does your college conduct any programs in place to facilitate interaction among students with and without disabilities, teachers, and administrators?
   - [Yes] – [No] – [Some department has]– [If yes, please write the program and department]

4. How often in the past term, before the pandemic, have you communicated with the students with disabilities?

Inside Office	0 (None)	1-2 (Seldom)	3-4 (occasionally)	5-6 (Sometimes)	7 -8 (frequently)	9-10 (Always)
Outside Office	0 (None)	1-2 (Seldom)	3-4 (occasionally)	5-6 (Sometimes)	7 -8 (frequently)	9-10 (Always)

5. How strongly do you agree or disagree with the following statements about your interaction experience with students with disabilities in this college before pandemic? Please circle the value of the options as mentioned in the table.
   [Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), Strongly Agree (5)]

I enjoyed interacting with them.	1	2	3	4	5
I enjoyed paying attention to their queries about academic matter.	1	2	3	4	5
I enjoyed discussing them even about non-academic issues.	1	2	3	4	5
I was happy with no interaction with students with disabilities during pandemic.	1	2	3	4	5
They contacted me to discuss their academic issues.	1	2	3	4	5
They contacted me to discuss non-academic issues.	1	2	3	4	5
I became close after interacting with them.	1	2	3	4	5
I was able to develop an effective method of assistance after interacting with them.	1	2	3	4	5
When I delayed addressing their concerns, they became passive participants in study.	1	2	3	4	5

6. Which of the following disabilities do you find the most enjoyable to interact with?
   - [Vision disability]–[Hard of hearing]–[Physical disability]–[Hard of speaking]–[All of the above]

7. Did you experience that your friendly interaction improved students with disabilities' attitude of closeness to you?
   - [Yes]–[Moderately]–[No]

8. Did you experience that your friendly interaction improved their regular college attendance?
   - [Yes]–[Moderately]–[No]

9. How would you describe self-confidence level of disabled students in interacting with others in the college context?

Least									Most
1	2	3	4	5	6	7	8	9	10

10. What satisfaction did you have with the following aspects of this college for interacting with students with disabilities?
    [Very Dissatisfied (1), Dissatisfied (2), Neutral (3), Satisfied (4), Very Satisfied (5)]

Teaching learning approaches	1	2	3	4	5
Teachers' training to interact with disabilities	1	2	3	4	5
Policies foster harmony between disability and non-disability	1	2	3	4	5

11. To what extent is each of the following aspects been practiced in this college classroom learning courses?
    [Not at all (1), Once (2), A few times(3), Several times(4), Every time (5)]

Lecture based learning	1	2	3	4	5
Group discussion	1	2	3	4	5
Student Presentation	1	2	3	4	5
Collaborative learning (with different program and major subjects)	1	2	3	4	5
Technology integration (projector, audio-visual, online blended)	1	2	3	4	5
Supporting personalization (special focus to disability)	1	2	3	4	5

12. What other factors may challenge to interacting with disabilities in the college?
13. Is there anything else you want to share about your experiences at this college?

Appendix B: Tables and Figures

Demographic Information

Table 3.1

Students with Disabilities who Participated in the Survey from both Colleges (A and B)

Variable	Frequency	Percent
Gender		
Male	22	73.3%
	18	78.3%
Female	8	26.6%
	5	21.7%
Age		
20-25	18	34.0%
25-30	31	58.5%
30-35	4	7.5%
Level of study		
Bachelor	17	56.6%
	14	60.8%
Master	13	43.4%
	9	39.1%
Major		
Education	30	100%
	19	82.6%
Management	0	0%
	1	4.3%
Sociology	0	0%
	3	13.0%
Type of disability		
Vision disability	22	73.3%
	9	39.1%
Physical disability	6	20.0%
	13	56.6%
Hard of hearing	2	6.6%
	1	4.3%

Note. The age groups are not separated according to the college to keep it short.

Table 3.2

Students with Disabilities who Involved in Semi- structured Interview from College A

Participants	Age	Gender	Level	Grade	Type of disability
Keshab	23	Male	Bachelor	2nd year	Vision Disability
Kumari	-	Female	Bachelor	3rd year	Vision Disability
Dev	33	Male	Master	2nd year	Vision Disability
Kamana	25	Female	Bachelor	2nd year	Vision Disability
Bimala	-	Female	Bachelor	2nd year	Vision Disability

Participants	Age	Gender	Level	Grade	Type of disability
Bilash	-	Male	Bachelor	2nd year	Vision Disability
Ramesh	-	Male	Master	2nd year	Physical Disability
Kumbha	22	Male	Bachelor	3rd year	Vision Disability
Jiban	22	Male	Bachelor	2nd year	Physical Disability
Sila	-	Female	Bachelor	2nd year	Vision Disability
Kumar	-	Male	Bachelor	3rd year	Vision Disability
Bikal	26	Male	Master	1st year	Vision Disability

Table 3.3

Students with Disabilities who Involved in Semi- structured Interview from College B

Participants	Age	Gender	Level	Grade	Type of disability
Subash	24	Male	Bachelor	2nd year	Physical Disability
Rupa	25	Female	Bachelor	2nd year	Physical disability
Himal	28	Male	Master	1st year	Hard of hearing
Pahad	38	Male	Master	1st year	Vision Disability
Sunita	21	Female	Bachelor	2nd year	Physical Disability
Rima	28	Female	Master	1st year	Physical Disability
Hikmat	28	Male	Master	1st year	Physical Disability
Mangal	27	Male	Master	1st year	Physical Disability
Pahad	-	Male	Bachelor	3rd year	Vision Disability
Ramita	-	Female	Master	2nd year	Vision Disability

Table 3.4

Non-disabled Students who Involved in the Survey from College A and B

Variable	Frequency	Percent
Gender		
Male	46	24.2%
	49	26.6%
Female	144	75.7%
	135	73.3%
Age		
15-20	22	5.9%
20-25	294	78.4%
25-30	57	15.2%
30-35	2	0.5%

Variable	Frequency	Percent
Level of study		
Bachelor	149	78.4%
	117	63.5%
Master	41	21.5%
	67	36.4%
Major		
Education	188	100%
	152	83.9%
Management	0	0%
	13	7.1%
Sociology	0	0%
	16	8.8%

Note. The age groups are not separated according to the college to keep it short.

Table 3.5

Non-disabled students who Involved in Focus Group Discussions from both Colleges

Participants	Age	Gender	Level	Grade	College
Kumar	24	Male	Bachelor	2nd year	A
Ghising	26	Male	Bachelor	2nd year	B
Kantipur	26	Male	Master	1st year	B
Harpal	27	Male	Master	1st year	B
Dirgha	26	Female	Bachelor	2nd year	A
Harsa	25	Female	Master	1st year	A
Himesh	25	Male	Master	1st year	A
Subash	27	Male	Master	1st year	B
Parkhar	-	Male	Bachelor	3rd year	B
Basanta	25	Male	Bachelor	2nd year	A
Ramhari	-	Male	Bachelor	3rd year	A
Shiva	-	Male	Master	2nd year	A

Table 3.6

Teachers' who Involved in Survey form College A and B

Variables	Frequency	Percent
Gender		
Male	38	82.6%
	41	91.1%

Variables	Frequency	Percent
Female	8	17.3%
	4	8.8%
Age		
25-30	2	2.2%
30-35	2	2.2%
35-40	38	41.8%
40-45	36	39.6%
45-50	11	12.1%
50-55	2	2.2%
Major		
Education	46	100%
	41	91.1%
Management	0	0%
	3	6.6%
Sociology	0	0%
	1	2.2%

Note. The age groups are not separated according to the college to keep it short.

Table 3.7

Teachers who Involved in Semi-structured Interview from both Colleges

Participants	College	Age	Gender	Department	Teaching Experience
Bhupal	A	45	Male	Education	10 years
Hemant	A	42	Male	Education	8 years
Prabhakar	A	59	Male	Education	24 years
Minash	A	48	Male	Education	15 years
Rimal	A	55	Male	Education	25 years
Kunal	B	40	Male	Education	7 years
Salman	B	39	Male	Sociology	8 years
Himesh	B	45	Male	Education	17 years
Chandra	B	45	Male	Education	10 years
Netra	B	40	Male	Sociology and Journalism	8 years

Table 3.8

Administrators' who Involved in Survey from Both Colleges

Variable	Frequency	Percent
Gender		
Male	21	67.7%
	25	80.6%
Female	10	32.2%
	6	19.3%
Age		
25-30	4	6.5%
30-35	11	17.7%
35-40	27	43.5%
40-45	11	17.7%

Variable	Frequency	Percent
45-50	6	9.7%
50-55	1	1.6%
55-60	2	3.2%

Note. The age groups are not separated according to the college to keep it short.

Table 3.9

Administrators who Involved in Semi-structured Interview from both College

Participants	College	Age	Gender	Working Experience
Birendra	A	45	Male	15 years
Ranjan	A	33	Male	3 years
Mohan	A	55	Male	10 years
Rupa	B	35	Female	5 years
Sahar	B	40	Male	6 years
Rupak	B	41	Male	7 years
Lokesh	B	35	Male	5 years

RQ1. Tables and Figures

Table 4.19

ANOVA Test of Stakeholders on the Availability of the Resources and Services

Items	Participants	*N*	*M*	*SD*	*p*
1.1 Disability friendly library materials	SWD	53	1.79	.988	<.001
	NDS	375	1.59	1.040	
	TCR	91	3.08	1.046	
	ADMN	62	2.74	1.330	
	Total	581	1.97	1.221	
1.2 Learning materials in classroom	SWD	53	1.66	.939	<.001
	NDS	373	1.82	1.024	
	TCR	91	2.47	.923	
	ADMN	62	2.68	.883	
	Total	579	2.00	1.042	
1.3 Technological aids	SWD	53	2.58	.865	.003
	NDS	373	2.90	.745	
	TCR	91	3.03	.458	
	ADMN	62	2.85	.623	
	Total	579	2.89	.714	
2.1 Academic advising	SWD	53	1.55	.889	<.001
	NDS	375	2.29	1.042	

Items	Participants	*N*	*M*	*SD*	*p*
	TCR	91	2.86	.625	
	ADMN	61	2.87	.591	
	Total	580	2.37	.999	
2.2 Career planning	SWD	53	1.30	.638	<.001
	NDS	372	1.21	.601	
	TCR	91	1.63	.927	
	ADMN	62	1.55	.899	
	Total	578	1.32	.719	
2.3 Personal counseling	SWD	53	1.60	.927	<.001
	NDS	373	1.32	.732	
	TCR	91	1.88	.998	
	ADMN	61	2.77	.716	
	Total	578	1.59	.916	
2.4 Peer discussion seminar	SWD	53	1.62	.965	<.001
	NDS	368	1.06	.345	
	TCR	91	1.29	.704	
	ADMN	61	1.62	.952	
	Total	573	1.21	.619	
2.5 Academic information sharing	SWD	53	3.66	.831	.001
	NDS	370	3.93	.426	
	TCR	91	3.90	.396	
	ADMN	61	3.80	.511	
	Total	575	3.89	.488	

Note. This table presents the detailed information from the ANOVA test of the stakeholders on the resources and services that are related to the first research questions.

Table 4.20

ANOVA Test of Stakeholders on the Practice of Aspects of Inclusive Pedagogy

Items	Participants	*N*	*M*	*SD*	*p*
1. Lecture based learning	SWD	53	4.45	.722	<.001
	NDS	375	4.33	.564	
	TCR	91	4.07	.416	
	ADMN	62	3.94	.885	
	Total	581	4.26	.620	
2. Group discussion	SWD	53	2.00	1.316	.459
	NDS	373	1.99	.861	

Items	Participants	*N*	*M*	*SD*	*p*
	TCR	91	2.12	.712	
	ADMN	60	1.90	.630	
	Total	577	2.00	.871	
	SWD	53	1.98	1.308	
	NDS	371	1.82	.897	
3. Student Presentation	TCR	90	2.00	.848	.326
	ADMN	62	1.87	.735	
	Total	576	1.87	.920	
	SWD	52	.92	1.064	
	NDS	372	1.12	.480	
4. Collaborative learning	TCR	91	1.27	.559	.014
	ADMN	62	1.15	.921	
	Total	577	1.13	.628	
	SWD	53	1.85	1.199	
	NDS	375	1.98	.860	
5. Technology integration	TCR	91	2.11	.862	.103
	ADMN	62	2.21	.908	
	Total	581	2.01	.904	
	SWD	53	3.30	.799	
	NDS	375	3.35	.829	
6. Supporting personalization	TCR	91	3.46	.704	<.001
	ADMN	62	2.60	.819	
	Total	581	3.28	.840	

Note. This table represents the detailed information from the ANOVA test of stakeholders perspectives on the pedagogical practice of both colleges, which is related to the pedagogical factor of the first question.

RQ2. Tables and Figures

The following Tables contain detailed information about both college stakeholders' preferences for interacting with various types of disabilities, which is questioned as extra information for the second research question.

Table 4.21

Administrators' Preferences of Interaction with Different Disabilities of College A and B

Variables			Vision disability	Physical disability	Hard of speaking	All of the above
College	A	Count	6	4	0	21
		%	9.7%	6.5%	0.0%	33.9%
	B	Count	3	8	1	19
		%	4.8%	12.9%	1.6%	30.6%
Total		Count	9	12	1	40
		%	14.5%	19.4%	1.6%	64.5%

Table 4.22

Teachers' Preference of Interaction with Different Disabilities of College A and B

Variable			All of the above	Physical disability	Vision disability
College	A	Count	39	2	5
		%	42.9%	2.2%	5.5%
	B	Count	43	1	1
		%	47.3%	1.1%	1.1%
Total		Count	82	3	6
		%	90.1%	3.3%	6.6%

Table 4.23

Non-disabled Preference of Interaction with Different Disabilities of College A and B

Variable			Vision disability	Hard of hearing	Physical disability	All of the above
College	A	Count	40	2	10	137
		%	10.7%	0.5%	2.7%	36.7%
		Count	5	1	5	173
		%	1.3%	0.3%	1.3%	46.4%
Total		Count	45	3	15	310
		%	12.1%	0.8%	4.0%	83.1%

Appendix C: Consent Letters

1. Letter of Research Permission from the ICU Research Ethics Committee

ICU Expanding Potential 国際基督教大学 INTERNATIONAL CHRISTIAN UNIVERSITY

〒181-8585 東京都三鷹市大沢 3-10-2
3-10-2 Osawa, Mitaka-shi, Tokyo 181-8585, Japan

Notification of Investigation Results

Date: 12/20/2021

To (Applicant): Bhatt Bhuwan Shankar (Advisor: Professor Mikiko Nishimura)
From: President, International Christian University

Document No.: 2021-41
Name of Research Project: Inclusion in Higher Education: Exploring the Experiences of Nepalese College Students with Disabilities
Responsible for Research: Bhatt Bhuwan Shankar (Advisor: Professor Mikiko Nishimura)

I herewith notify you of the following results of the Research Ethics Committee's investigation of the above named research project.

1. Decision: □ Approved □ Conditional approval □ Changes recommended □ Rejected
2. Reason: N/A
3. Remarks: N/A

□ If changes are recommended, investigation request must be resubmitted.

Signature: 

2. Informed Consent Letter to the Selected Colleges and Participants

Informed Consent Letter to the Campus Chief

To the Campus chief/Department Head,

……University, Nepal

Subject: Request for conducting research on the campus.

Dear Campus Chief/Department Head,

I am a doctoral student at International Christian University, Tokyo, Japan. I am doing my research on 'Inclusion in Higher Education: Exploring the Experiences of Nepalese College Students with Disabilities.' I am wondering if it would be possible to conduct a case study at your institution. Mainly, I will focus on students with physical disabilities, as well as I will include teachers, administrators, and students without physical disabilities in survey and interviews on the study topic. I would like to do interviews, survey, and conduct focus group discussions with agreed participants. The survey and interview will be conducted in the Nepalese language, and the questions will be translated accordingly. The results of this study will be used in my dissertation.

Further, I would like to assure you that the institution's privacy will not be disclosed, and participants will not be forced to participate in the research. If at any time the participants wish to withdraw, they may do so with no adverse consequences. Furthermore, if the participants feel uneasy responding to any questions, they will be given freedom to skip them or be given the option to respond in a comfortable way. I will attach an approval letter from the research ethics committee of International Christian University Tokyo, Japan.

If you have any questions or need more information, please just let me know.

Thank you for considering my request.

Sincerely,

Bhuwan Shankar Bhatt
Ph. D. Candidate
Research area: Inclusion and diversity in higher education
International Christian University
3-10-2 Osawa, Mitaka-shi, Tokyo 181-8585 Japan
Email: g199003i@icu.ac.jp
bhuwanshankar@gmail.com

ICU 国際基督教大学
Expanding Potential INTERNATIONAL CHRISTIAN UNIVERSITY

Informed Consent Letter to Participants for Survey (Students, teachers, and administrators)

To the participants,

……. University, Nepal

Subject: Request to participate in my research.

Dear Sir/Madam,

I am a doctoral student at International Christian University, Tokyo, Japan. I am requesting you to participate in my doctoral research. The focus of my research is on 'Inclusion in Higher Education: Exploring the Experiences of Nepalese College Students with Disabilities.' Your participation will involve about twenty minutes for completing the survey questions. The survey will be conducted in the Nepalese language, and the questions will be translated accordingly. The record of the survey will not be disclosed. In any papers I may write for this research, your identity will be protected, and a pseudonym will be utilized if needed.

I appreciate your willingness to participate in this research. However, you will receive no compensation or direct benefits. The result of the study may benefit you providing insight into inclusive work in higher education. And, the results of this study will be used in my dissertation. If at any time you wish to withdraw, you may do so with no adverse consequences. If you feel uneasy responding to any questions, you will be given freedom to skip them or be given the option to respond in a comfortable way.

If you have any questions or need more information, please just let me know.
Thank you for considering my request.

Sincerely,

Bhuwan Shankar Bhatt
Ph.D. Candidate
Research area: Inclusion and diversity in higher education
International Christian University
3-10-2 Osawa, Mitaka-shi, Tokyo 181-8585 Japan
Email: g199003i@icu.ac.jp
bhuwanshankar@gmail.com

ICU 国際基督教大学
Expanding Potential INTERNATIONAL CHRISTIAN UNIVERSITY

Informed Consent Letter to Participants to participate for interview. (Students, Teachers, and Administrators)

To the participants,

……. University, Nepal

Subject: Request to participate in my research.

Dear Sir/Madam,

I am a doctoral student at International Christian University, Tokyo, Japan. I am requesting you to participate in my doctoral research. The focus of my research is on 'Inclusion in Higher Education: Exploring the Experiences of Nepalese College Students with Disabilities.' Your participation will involve about ninety minutes for survey questions. The interview will be conducted in the Nepalese language, and the questions will be translated accordingly. I would like to record our conversation. The record of the interview will not be disclosed and will be deleted after transcription. In any papers I may write for this research, your identity will be protected, and a pseudonym will be utilized if needed. However, it would help if you understood that I may quote directly from the interview but will not use your name in any part of the report without your agreement.

I appreciate your willingness to participate in this research. However, you will receive no compensation or direct benefits. The result of the study may benefit you providing insight into inclusive work in higher education. And, the results of this study will be used in my dissertation. If at any time you wish to withdraw, you may do so with no adverse consequences. If you feel uneasy responding to any questions, you will be given freedom to skip them or be given the option to respond in a comfortable way.

If you have any questions or need more information, please just let me know.
Thank you for considering my request.

Sincerely,
Bhuwan Shankar Bhatt
Ph.D. Candidate
Research area: Inclusion and diversity in higher education
International Christian University, Tokyo, Japan.
Email: g199003i@icu.ac.jp
bhuwanshankar@gmail.com

3. Consent Letter From the Colleges

To

Bhatt Bhuwan Shankar
International Christian University
3-10-2 Osawa, Mitaka-shi, Tokyo 181-8585 Japan
Email: g199003i@icu.ac.jp
bhuwanshankar@gmail.com

Research title: 'Inclusion in Higher Education: Exploring the Experiences of Nepalese College Students with Disabilities.'

I have read the information sheet about "Inclusion in Higher Education: Exploring the Experiences of Nepalese College Students with Disabilities." I agree and understand the following points:

- I understand and agree with the survey and interview according to the mentioned time (about 90 minutes for interview and 20 minutes for survey) that will be audio recorded and transcribed.
- I understand that the college members' participation is voluntary and they may withdraw this consent at any time.
- I understand that any information or opinions provided by the participants will be kept confidential to the researcher and that any published or reported results will not identify the participants or my institution however pseudonym will be used.
- I understand that all data from this research will be securely stored in password protected facilities and the data will be strictly stored with the researcher in his/her personal devices with a lock for five to ten years after the research completed. After that time all written information related to this study and the college members' participation in it will be destroyed.
- I understand that I will receive a report on the findings of this study and have provided my mailing/email details below for this purpose.

If I need any further information about the present study, I will contact the researcher, Bhuwan Shankar Bhatt.
By signing below, I agree to conduct this this research project in this college.

Campus Chief/Department Head

Name/Signature:

College:

Email:

Date:

ICU 国際基督教大学
Expanding Potential INTERNATIONAL CHRISTIAN UNIVERSITY

Acceptance consent letter from the college participants of the survey

To

Bhatt Bhuwan Shankar
International Christian University, Tokyo Japan
Email: g199003i@icu.ac.jp
bhuwanshankar@gmail.com

Research title: 'Inclusion in Higher Education: Exploring the Experiences of Nepalese College Students with Disabilities.'

I have read the information sheet about "Inclusion in Higher Education: Exploring the Experiences of Nepalese College Students with Disabilities." I agree and understand the following points:

- I understand and agree that I will participate in the survey according to the mentioned time (about 20 minutes for survey).
- I understand that my participation is voluntary and I may withdraw my consent at any time.
- I understand that any information or opinions I provided will be kept confidential to the researcher and that any published or reported results will not identify me or my institution however pseudonym will be used.
- I understand that all data from this research will be securely stored in password protected facilities and the data will be strictly stored with the researcher in his/her personal devices with a lock for five to ten years after the research completed. After that time all written information related to this study and your participation in it will be destroyed.
- I understand that I will receive a report on the findings of this study and have provided my mailing/email details below for this purpose.

If I need any further information about the present study, I will contact the researcher, Bhuwan Shankar Bhatt.
By signing below, I agree to participate in this research project.

Name/Signature:
College:
Email:
Date:

ICU 国際基督教大学
Expanding Potential INTERNATIONAL CHRISTIAN UNIVERSITY

Acceptance consent letter from the college participants of the interview

To

Bhatt Bhuwan Shankar
International Christian University, Tokyo Japan
Email: g199003i@icu.ac.jp
bhuwanshankar@gmail.com

Research title: 'Inclusion in Higher Education: Exploring the Experiences of Nepalese College Students with Disabilities.'

I have read the information sheet about "Inclusion in Higher Education: Exploring the Experiences of Nepalese College Students with Disabilities." I agree and understand the following points:

- ☐ I understand and agree that I will participate in the interview according to the mentioned time (about 90 minutes for interview) that will be audio recorded and transcribed.
- ☐ I understand that my participation is voluntary and I may withdraw my consent at any time.
- ☐ I understand that any information or opinions I provided will be kept confidential to the researcher and that any published or reported results will not identify me or my institution however pseudonym will be used.
- ☐ I understand that all data from this research will be securely stored in password protected facilities and the data will be strictly stored with the researcher in his/her personal devices with a lock for five to ten years after the research completed. After that time all written information related to this study and your participation in it will be destroyed.
- ☐ I understand that I will receive a report on the findings of this study and have provided my mailing/email details below for this purpose.

If I need any further information about the present study, I will contact the researcher, Bhuwan Shankar Bhatt.
By signing below, I agree to participate in this research project.

Name/Signature:
College:
Email:
Date: