



مولانا آزاد نیشنل اردو یونیورسٹی
مौلانا आज़ाद नेशनल उर्दू यूनिवर्सिटी
MAULANA AZAD NATIONAL
URDU UNIVERSITY
(Accredited Grade "A+" by NAAC)

COLLEGE OF TEACHER EDUCATION, BHOPAL

کانج آف ٹیچر ایجوکیشن، بھوپال

REPORT

on

**Panel Discussion on Preparedness of the Teacher Education
Institutions with Respect to Inclusive Development**



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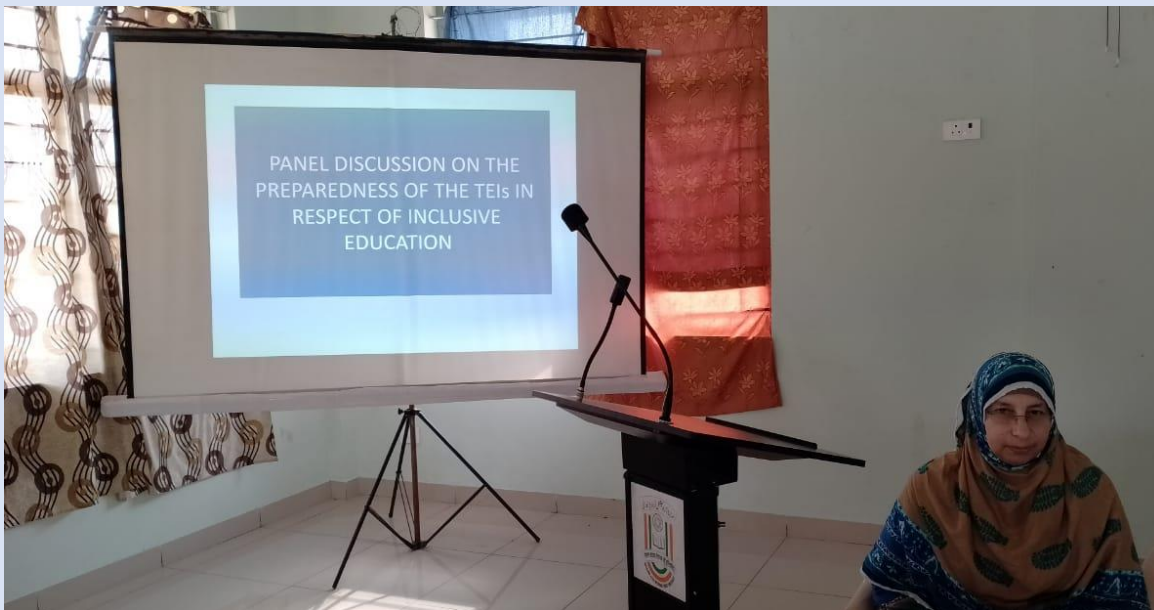
To familiarize prospective teachers with Preparedness of the Teacher Education Institutions with respect to inclusive development, a panel of discussion was organized on the 30th of August, 2023. Dr Shabana Ashraf opened the program by welcoming the students and the speakers alike; followed by a brief introduction on the topic of discussion for the day. She then started her deliberation, specifically approaching the challenges in preparing teachers for inclusive classrooms in front of teacher education institutions. She opined that it was not only the theory, but the internship, too, that played a vital role in this respect. Teacher education curriculum plays a vital role in preparing teachers in embracing inclusive education through the provision of a learning environment outside of the curriculum, one which can successfully meet the needs of all learners. It not only requires knowledge and skill, but also commitment on the part of the teachers – one of, if not the most important factor in achieving inclusion.



She then called Dr Bhanu Pratap Pritam on-stage to discuss the concept of *Inclusive Education* in detail. He enlightened the audience with his thoughtful and elaborate ideas surrounding the concept. He stated that the teacher education institutions may focus on inclusivity within the whole education system, rather than trying to remove barriers one by one; in such a scenario, the emphasis would be on how to transform existing systems, rather than on how some learners can be integrated into them. Being a teacher education institution, he said, we should promote education systems that are based on gender equality, that respect diverse needs, abilities and characteristics and eliminate all forms of discrimination in the learning environment.

Teachers have a highly important role in shaping potential behavior of learners, enabling them to face the challenges of life constructively. It is only natural, then, that the development of the teacher is a core initiative for implementing inclusion in schools. He also stressed that TEIs should have a curriculum that includes courses on inclusive education, special education, and diverse teaching strategies. Pedagogical approaches should emphasize differentiated instruction to cater to varying learning needs and styles.

He was followed by Dr Talmeez Fatma Naqvi, who, elaborating on his points, spoke on the preparedness of Teacher Education Institutions (TEIs) with respect of inclusive development is a critical factor in ensuring that teachers are equipped with the knowledge and skills necessary to support diverse student populations effectively. Inclusive development in education refers to the process of providing equitable and quality education to all students, regardless of their background, abilities, or disabilities. TEIs have to prepare to promote awareness of culturally responsive teaching practices to ensure inclusivity across diverse cultural backgrounds. The Faculty members of a number of TEIs are not well equipped or well trained for transact the inclusive education to the prospective teachers. It is pertinent, then, that they should receive training on inclusive teaching practices and be updated on the latest research and best practices in the field. TEIs can invite guest speakers and experts to conduct workshops and seminars on inclusive education.



Following the speakers, the students took the stage to speak about their own thoughts around the preparedness of TEI for inclusive education. One of the student stated that TEIs may encourage

faculty to engage in research related to inclusive development and share their findings with students.

One of the student specified that TEIs should ensure that their campuses, classrooms, and materials are accessible to students with disabilities. He specified that only a few institutions are well equipped with assistive technologies, such as screen readers and adaptive software. However, ideally, these should be available to both students and faculty in all TEIs.

One of the students suggested the idea that TEIs should establish partnerships with local schools and communities to provide opportunities for teacher candidates to gain experience working with a diverse student populations. Collaboration with special education professionals and experts can help bridge the gap between general and special education.

One of the student indicated that TEIs have to incorporate cultural competency training into their programs to help teachers understand and respect the cultural backgrounds of their students. This training should include topics like culturally responsive teaching, multicultural education, and addressing bias and stereotypes.

Students also highlighted that TEIs have to assess, continuously, the effectiveness of inclusive education programs and make necessary adjustments based on feedback from graduates and stakeholders.

The preparedness of TEIs with respect of inclusive development is an ongoing process that requires a commitment to continuous improvement and adaptation to the evolving needs of students and the education system. Collaboration among TEIs, schools, communities, and policymakers is essential to create a more inclusive and equitable educational environment for all students.



Convener

Dr. T.F. Naqvi



Co-convener

Dr. Shabana A.



Designed by

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Principal

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