

## **Role of Academia in Effective Implementation of Inclusive Education: Through Imparting Inclusive Teacher Training**

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### **Abstract**

Present research was designed to determine the role of academia in effective implementation of inclusive education through teacher education programs. Main objectives of this research were to examine the scheme of studies developed by HEC for Teachers education program (B. ED B.S. ED) offered in the various private and public sector universities and degree awarding institutions with reference to inclusion of content on inclusive education and to examine the module of inclusive education in the course outlines of Teachers education program (B. ED B.S. ED) offered in the various private and public sector universities and degree awarding institutions, to examine the content on the inclusive education with reference to practical aspects of inclusive pedagogy, inclusive curriculum, assistive devices and inclusive assessment for diverse learners. Qualitative and quantitative approaches were used to get information about the phenomena. Findings revealed that although HEC recommended courses on inclusive education in revised 2010 scheme of studies of teachers' education. It is recommended that HEC may take appropriate measures for implementation of schemes of studies of teacher education program in universities and degree awarding institutions. Since teachers are very sensitive about learning outcomes of their teaching; if they are not fully ready to handle learning needs of children with special needs and disabilities in their mainstream classroom, this would lead them towards teaching failure.

*Keywords:* inclusive education, teachers training

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## **Introduction**

Pursuits of inclusive education have been acknowledged unanimously across the globe for more than the last two decades, after Salamanca Statement, 1994. The notion of inclusive education has been promoted more through the convention on the Rights of persons with disabilities (CRPD, 2006) and Sustainable Development Goals (SDG, 2015) according to this inclusive education has become a basic human right. Under Inclusive education a general learning milieu is designed where learners from different abilities study together in an inclusive environment. Here general learning environments are used for most of the learners' regular instruction hours and may include classrooms, libraries, gymnasium, music rooms, cafeterias, and playground. Still, the general learning setting is not ready for learners with disabilities; such learners ought to learn in isolation from their peers' groups due to numerous factors.

The dream of inclusive education cannot be fully accomplished if teachers are not fully prepared for this enormous task. Throughout the world countries are exerting their efforts for implementation of inclusive education according to their context. Side by side international organizations are also focusing on the implementation of inclusive education through awareness and complete transformation which suits to local context. Teachers are the backbone of the education system of every country, teacher' education and training can play a catalytic role in the effective and smooth implementation of inclusive education. Obviously, countries differ in term of their economic conditions, condition of inclusive education is far better in the developed countries due to need fulfillment of desired uplifting in the prevailing system of education whereas, picture is bit changed in developing countries. In developing countries implementation is mostly at the theoretical level. Stakeholders are cognizant of all plus points but unable to fulfill desired needs associated with this system.

Education is a way through which fundamental changes can be induced in the society, in this scenario teachers seems strategic way to success, guiding light, a beacon-house of hope in the incongruent circumstances. Through teachers' education prospective teachers can be teach, trained in a way which first change their mind set and pave their wiliness to teach in inclusive setting. It is the teachers who expose the knowledge to their students, lighten the philosophies of effective existing, explain the facts of life, explain the morals alleged high by the society, and illustrate the rules and criteria of contemporary life. Teachers linked logical principles with the realities of life. Teachers stimulate scholastic brilliance and constructive behavioral modifications in their students by evolving their veiled capacities by focusing on their cognitive, physical emotional, social and moral domains in formal or informal ways. They spark creativeness in each student, rouse hidden potential, inspire them to excel in life. The role of the teachers always has been vibrant and demanding due to expectation that teacher must, knowledgeable, capable, and well trained to handle the learning needs of all learners comprising of various abilities and

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disabilities. The system is expecting too much from the teachers, before expecting much from this profession there is a need to critically examine the scheme of studies of teacher education program and its objectives.

In this century inclusive education has been considered as the right of every child to be part of the conventional school system (Ainscow and Miles 2008; UNESCO 2003). Inclusive education has been seen as an international agenda, partially functioning corresponding to the objective of Education for All (EFA) (Kalyanpur 2011; Miles and Singal 2010). World Education Forum in 2000 (Dakar, Senegal) laid down the endeavor of the achievement of Education for all by 2015. This included underprivileged children, involved in child labor, secluded children with drifting life, children of minorities, children affected by war and disabilities (UNESCO, 2000). Afterwards this Millennium Development Goal (MDG) by the international community (Miles and Singal 2010) resolute, Education for all and inclusive education are analogous to each other's. Concept of Inclusive education chiefly focused on children with disabilities. In numerous countries such children do not go to schools. Attending a mainstream school system has its origin in many international statements, under United Nations Convention for the Rights of Persons with Disabilities (UNCRPD 2006).

According to Felder (2018) the value of inclusion has become one of the most leading objectives in education. In his article, he revealed that there is still substantial incongruity regarding the theoretical notion of inclusion and its normative implications. He further advocates that analytical understanding of inclusion in social context is significant because it could lead person with disabilities towards more empowerment and freedom. Besides this he also discussed some predicaments and complications which the present system is facing in the real implementation of inclusion in mainstream classrooms. Research in the context of inclusive education depicted that overall teachers do not have a positive attitude towards inclusion. School teachers are neither trained nor have desired to get training of inclusive education due to unknown reasons. However, in addition to teachers training several other factors are also playing significant role in the successful implementation of inclusive education; like desired alteration are required in the physical infrastructure of schools, provision of assistive devices, incentive for children with special needs and disabilities on equitable basis. For the acquisition of this goal, we are standing half the way. There is a need to devise a clear-cut strategy so no one can excuse himself or herself for the implementation and enacting of inclusive practices in their classrooms. Inclusive practices are not too technical that teachers of mainstream cannot comprehend many solutions are inside the mainstream classroom may be concealed inside of the education systems, through applications of pedagogy inclusion could be maintained inclusion Henceforth, conscious efforts, policy guidelines, strategic way forward is required to bring systemic changes for inclusive education to be effusively incorporated in overall education system through proper planning.

In developed countries of the world, inclusion of children with disabilities and special needs prevailing through planned and systematic efforts as per inclusive education requirement but in our country concept of inclusive education is prevailing at awareness level, stakeholders do not have spare time for its implementation. Although chapter 15 of the national policy of education 2017 deals with the title of Special Education and Inclusive Education. In which analyses the situation was carried out by, identifying the issues and challenges, and setting of the targets and policy provisions for inclusive and Special Education separately. By 2025 the target participation ratio of children with special needs and disabilities has been fixed as 50% by 2025. Further, through inclusive learning setting in 50 % existing formal education institutions at all levels. The focus was on expansion of the special children access to mainstream schools; allocation of 5% of education budget for Special Education and provision of rudimentary services for inclusive education, teacher sensitization and training who are teaching in the mainstream schools about inclusive education. Policy further planned to provide desired facilitation for implementation of inclusive education in the in Public and Private Sector educational institutions with fixed target to enhance the partaking rate of children with special needs and disabilities by 2025 from 5% to 100%. Another target of this objective was forming an inclusive learning setting in 50% of mainstream schools, colleges, and universities to smooth admission, preservation, and achievement of education by the children with special needs and disabilities (National education policy 2017). After almost six years' implementation the side is very wretched. Inclusive education demands a paradigm shift of thinking and acceptance of children with special needs and disabilities in an inclusive setting. Myth prevailing regarding special children is this that they can only learn in special education setting, with special curricula under the supervision and guidance of special educators. In fact, such children can learn anywhere if teachers' readiness and training persevere, teachers' willingness remove all other barriers very expeditiously.

Some private sector schools are offering inclusive education, but they are charging high fees from parents. Generally, children with special needs and disabilities belong to the poor segment of society who cannot afford to pay heavy dues. Consequently, they are excluded from the mainstream system of education.

For effective teacher education, teachers can be trained well to bestow to perform well with higher self-efficacy and understanding and expertise in inclusive classroom settings. In addition to teachers' education, theory along with practice must be part of the curricula of professional development of the in-service teachers. It is imperative that all in-service teachers learn about inclusive education, inclusive curricula, inclusive pedagogy without further delay through intensive on-the-job training. Learning from the teaching of varied groups of students in mainstream educational setting further enhances their self-efficacy and positive attitudes towards inclusivity. Present research was designed to explore the existing role of universities in the promotion of inclusive education. Through B.Ed. In education how much focus has been given to

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teaching prospective teachers so they could learn individualized approaches for effective handling to students with special needs and disabilities.

Today many children with disabilities are out of school, they are waiting for the opening of a special school in their nearby vicinity but opening special school in each vicinity is not possible. Instead of expanding special education jurisdiction there is a need to strengthen teachers' education so to develop teachers who are trained to teach in inclusive setting to all kinds of students. This will also support the learning of the children with special needs and disabilities in a local setting with local peer group.

### **Rationale of the Study**

Teacher education program is imperative in shaping the destiny of nations, if receptive to contemporary educational trends, indigenous needs and international standards of education. Although education for all is catchy term from last two decades but not yet fully implemented in mainstream education system due to known and unknown blockades. With acceptance and modification of the setting, effectual general learning settings can be designed, which eventually enable every learner to fully involve in the learning environment (which is designed for all learners). It can provide a constructive atmosphere; uphold a sense of belonging which can lead learners toward suitable personal, social, emotional, and academic goals.

Teacher education programs prepare teachers; therefore, evaluation of these programs is imperative so to decide what sort of strengths and shortcomings it carries in relation with inclusive education implementation in mainstream schools. Since program evaluation is a systematic process of collection, analyzation, and usage of education data to appraisal of programs. In the context of education, program evaluations have been used to: classify procedures of refining the quality of higher education; offering recommendations to administration, faculty and make sure that programs' guidelines, syllabus, departments, and institutes are running as envisioned and generating desirable outcomes.

### **Kinds of Program Evaluation**

**There are various kinds of program evaluations in education.**

#### **Needs Assessment**

Need assessment categorizes the difference among performance of a program in relation to its outcomes. The focus of need assessment is to recognize the current needs in the targeted audience which could be addressed through additional training or indoctrination.

#### **Curriculum Mapping**

Curriculum mapping is sort of an evaluation which recognizes how and when some contents, objectives and skills are addressed through various courses. This aids teachers and managers to regulate and amend teaching or

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program desirable outcomes to confirm that the program has the proper scope and gravity.

### **Program Review**

Program review faculty w is a sort of evaluation which ensues consistent planning. This permits faculty and managers to scrutinize in what way the program has altered over time.

### **Teacher Education Program Evaluation Procedure**

#### **Planning**

Since the first step of program evaluation is planning which identify purpose of evaluation and define why evaluation is required? Which type of information is collected in the evaluation process? The present evaluation planned to determine the role of academia in effective implementation of inclusive education through preparing teachers for inclusive teacher education.

#### **Objective**

1. To examine the scheme of studies developed by HEC for Teachers education program (B. ED B.S. ED) offered in the various private and public sector universities and degree awarding institutions with reference to inclusion of courses on inclusive education.
2. To examine the module of inclusive education in the course outlines of Teachers education program (B. ED B.S. ED) offered in the various private and public sector universities and degree awarding institutions.
3. To examine the content on the inclusive education with reference to practical aspects of inclusive pedagogy, inclusive curriculum, assistive devices and inclusive assessment for diverse learners.
4. To measure the perception of public and private sector universities faculty about teacher training of inclusive practice.

#### **Identification of the Stakeholders**

Next step of this evaluation process is the to ascertain the main stakeholders of the program. Here focus is to determine who would be included in this evaluation process keeping in view their role in the improvement of the teacher education program.

In this research information collected from faculty of the department of education, schemes of studies, set by HEC and Schemes of studies of various private and public sector universities. A questionnaire was also developed for the data collection, which was comprised of 14 items, pertaining to awareness, perception and existence of inclusive education course. 21 public and private sector universities were selected for data collection. Data collected through faculty and schemes of studies also reviewed to gauge the inputs of academia in this teaching of the course of inclusive education.

#### **Identify Resources of the Program**

In next step goals and outcomes of the teacher education program were defined, goal set was to include inclusive education in the scheme of the study of teacher education program, desired outcomes to prepare teachers who would be enabled to teach everyone in mainstream classroom, teachers ought to be

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familiar with various types of disabilities, teaching methodologies for children of special disabilities, inclusive curriculum and assessment implementation.

### **Identification of the Gaps in existing Teacher Education Program**

Next step designed to ascertain the gaps which exists in the existing teacher education program for the teaching and training of inclusive education. Identification made through review of the *course, assignments, co-curricular activities and other activities identify in the scheme of the studies.*

### **Designing Evaluation**

#### **Scope of the Evaluation**

The goal is to assess the strength of present teacher education plan which could paves the implementation of inclusive education as desired in the policy of education.

#### **Measures for Data Collection**

Schemes of studies set by HEC and scheme of studies of sampled university were thoroughly reviewed to search following questions.

#### **Preliminary Research Questions**

1. Is inclusive education included in the scheme of studies developed by HEC for Teachers education program (B. ED B.S. ED)?
2. Is module of inclusive education included in the scheme of studies of Teachers education program B. ED B.S. ED offered in the various private and public sector universities and degree awarding institutions?
3. Is module of inclusive education included in the scheme of studies of Teachers education program B. ED B.S. ED offered in the various private and public sector degree awarding institutions?
4. What is breadth of the content of inclusive education with reference to practical aspects of inclusive pedagogy, inclusive curriculum, assistive devices and inclusive assessment?
5. What is the perception of public and private sector universities about teacher training of inclusive practice?

### **Methodology**

Main purpose of the research was to evaluate the schemes of studies of public and private sector universities 'teacher education. Since nature of research was deducted and inductive in nature therefore, mixed methods approach used to get data about quest under exploration. In the context of qualitative approach content analysis of the schemes of studies of selected public and private sector universities' teachers' education program was carried out. The perception of faculty of education was measured about teacher training of inclusive practice through standardized questionnaire based on 14 items.

## Population

At present in Pakistan 218 universities are accredited by higher education commission in Pakistan, it is difficult to collected data from whole university.

## Sample

For the measurement of faculty perception, data was collected through simple random sampling technique from 100 faculty members teaching to BE. D level of various (21) public and private sector universities and degree awarding institutions. Among them 71 were female and 29 males, 29 holding Ph.D., 41 having M.Phil. and 30 MA. M.ED degrees. Respondents' work experience ranged from 1 to 30 years.

Schemes of studies of teachers' education programs of the following universities and degree awarding institute were also reviewed in analysis.

Data were collected from 21 universities; detail is as under:

**Table 1**

### *Schemes of studies of teachers' education programs*

S.no	ICT	Punjab	KPK	Sind	AJK	Private sector
1	International Islamic University Islamabad	Punjab University	University of Peshawar	University of Karachi	Women university Azad Jammu Kashmir Bagh	Durbeen
2	National University of Modern Languages Islamabad	University of Education	Shaheed Benazir Bhutto university Peshawar	Urdu university Karachi		Alhumad
3	Allama Iqbal Open University, Islamabad	Govt. College University Faisalabad	The university of Haripur	University of Sufism and modern sciences Bhitshah		Mohi-ud-Din Islamic university
4		Fatima Jinnah Women University				
5		Women university Faisalabad				
6		QAED Sargodha, Lahore				
7		Pir Mehr Ali Shah ARID Agriculture University				
Total	3	8	3	3	1	3
Total						21



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Above table describes the detail of sampled universities; data were collected from 18 public sector and 3 private sector universities. Among them 3 were representing Islamabad capital territory, 8 Punjab, 3 KPK, 3 Sind and 1 located at AJK. Data from the private sector also collected, in sample universities were located at Karachi, Islamabad and AJK.

## Results

**Question 1:** “Is module of inclusive education included in the scheme of studies of Teachers education program B. ED B.S. ED offered in the various private and public sector universities and degree awarding institutions”?

In 2010 Higher education commission revised scheme of studies of teacher education program. B.Ed. 4-year program for elementary and secondary education and introducing associate degree in education 2 years. Duration of this teachers Education Program is program is 4 years, it comprised of 8 semesters and 16 to 18-week duration. course load per-semester was 15-18 credits. Structure of schemes is as under:

**Table 2**

*Course Load per-semester*

Name of university / organization	Compulsory courses	Professional courses	Foundation courses	Contents courses	Inclusive education as a subject	Teaching practices	Total
HEC	19	51	24	26	1 course	15	135

HEC in revised schemes of studies recommended 3 credit hour courses of inclusive education in semester VII of B.Ed. program. Total 6 unit proposed, detail is as under.

UNIT 1: An Overview of Child Development

UNIT 2: An Introduction to Special Needs

UNIT 3: Approaches to the Education of Children with Special Needs channelizing through relevant statutory bodies of the universities.

UNIT 4: Assessing Children with Special Needs

UNIT 5: Curriculum Adaptations and Teaching Strategies

UNIT 6: Collaboration and Teamwork for School Improvement

In the above content, focus was on conceptual aspect related with special needs and disabilities, operational and technical details seem lacking.

**Question 2:** Is inclusive education included in the scheme of studies developed by HEC for Teachers education program (B. ED B.S. ED) Which aims was to produce. Is inclusive education included in the scheme of studies developed by HEC for Teachers education program?

## Review of Scheme of Studies

In order to examine the course/ subject of inclusive education in the scheme of studies of Teachers education program (B. ED B.S. ED) offered in

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The various private and public sector degree awarding institutions, schemes of studies followed by these universities examined thoroughly.

After detailed analysis It was found that at present University of Peshawar, Shaheed Benazir Bhutto university Peshawar and Urdu university Karachi offer this subject in their schemes of studies of teacher education program.

#### Question 4

What is breadth of the content of inclusive education with reference to practical aspects of inclusive pedagogy, inclusive curriculum, assistive devices and inclusive assessment?

Breadth of the content of inclusive education with reference to practical aspects of inclusive pedagogy, inclusive curriculum, assistive devices, and inclusive assessment determined and found that universities those were offering inclusive education as a subject provide only conceptual and theoretical knowledge imparted to students.

Main objectives set for this course include definition of inclusive education, recognition of the nature of inclusion in education, understanding the difference between inclusive and special education. In addition to this, the formulation of individualized lessons along with learning aids address special needs of children. Content related to introduction, disability dimensions, variety of inclusion community and inclusion and inclusive education in Pakistan also included.

#### Question 5: What is the perception of public and private sector universities faulty about teacher training of inclusive practice?

**Table 3**

*Awareness and perception of public and private sector universities about teacher training of inclusive practice*

s.no	Statement	Responses			
1	What is duration of your teacher education program?	50% 4years	25% 1.5 years		25% 2.5
2	How many courses of teachers' education program are offered in your university?	Science education 26%	25%Elementary	29% Secondary	Any other 20%
3	Do you have idea of Inclusive education?	75% yes	8.3 not clear		16.7 no
4	Is this program included in your university / institution?	83% no		17% yes	
5	If yes, what is the duration?	17% 3 credit	70 not offered		13.7 sub topic of a course
6	Are you teaching subject of inclusive education at BS BE. D Level?	75 nos		18%yes	12 no idea
8	Are you teaching the subject of inclusive education at MS Level?	100% no			

9	Are you teaching subject of inclusive education at PhD Level?	100%			
10	Is the course aligned with teaching practice or practicum in an inclusive setting?	100%			
11	What is the breadth of the course outline of this subject?	60% At Awareness level	28% At Theoretical level	10% At Practice level	2% Covering all aspects
12	If offered, who would be suitable for teaching this course?	43% Faculty of education department	28% Faculty from special education		29% Consultant from inclusive education
13	Is this course relevant to Teacher Education?	50 %yes	26% no		24% may be
14	Is this course relevant to special Education?	80% yes	10% no	May be 10%	

The above table describes BE. D the percentages of respondents scores on research questionnaire from this table it appeared that at present BE. D programs of various durations are being offered in various universities. Various types of teachers' education programs are being offered by various universities. Only 17% of universities are offering 3 credit courses on inclusive education. No one from sampled universities are offering courses of inclusive education at MS, and PhD level. About 100% respond that courses of inclusive education are not aligned with teaching practice in an inclusive setting. In response to question 11, 60% of respondents replied that they only taught it for awareness, 28% taught it on theoretical level, only 10% relied on that they are also teaching it at practice level and only 2% replied that they are covering all aspects. On question no 12 43% replied that inclusive education can be taught by the faculty of education, whereas 28% believed that it should taught by faculty of 'special education and rest of 29% of the view that this course should be taught by consultant of special education. 50% of faculty is of the view that this course is relevant to teacher education program, whereas 26 % believed it is not related and another 24 cannot decide this. On last statement 80% believed that this course is relevant to special education, whereas 10% said no and 10% says maybe it is related to special education department.

## Findings

1. HEC recommended one course of inclusive education in revised Schemes of studies (2010) teacher' education program, same was endorsed for implementation by all degree awarding institutions and universities.

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2. University of Peshawar, Shaheed Benazir Bhutto university Peshawar and Urdu university Karachi were teaching this subject (3 credit) in their B.Ed. program (also mentioned in the schemes of studies of teacher education program).
3. Breadth of the content of inclusive education course seems not sufficient with reference to practical aspects of inclusive pedagogy, inclusive curriculum, assistive devices, and inclusive assessment determined and found that universities those were offering inclusive education as a subject provide only conceptual and theoretical knowledge imparted to students.
4. Course of Inclusive education not included at MS, or PhD level in department of Education.
5. The course of inclusive education was not aligned with teaching practice in an inclusive setting.
6. Most of the faculty perceived that inclusive education courses should be taught by faculty of special education / inclusive education.
7. Most of the faculty (50%) was of the view that inclusive education courses relevant to teacher education program,
8. Most of faculty also (80%) believed that inclusive education seems more relevant to special education.

#### Conclusions

1. HEC proposed inclusive education as a 3-hour course in the 4 years BE. D elementary and secondary education.
2. Implementation is yet to be done by most of the universities and degree awarding institutions.
3. Only three public sector universities teach this subject of three credits in BE. D program.
4. The content of this subject was not enough in relation to practical aspects of inclusive pedagogy, inclusive curriculum, assistive devices, and inclusive assessment etc.
5. Inclusive education is not taught at MS, or PhD level in the department of Education.
6. Inclusive education course was not aligned with teaching practice in inclusive setting.
7. The faculty of teacher education program perceived that courses of inclusive education should be taught by faculty of special education / inclusive education.
8. The majority of the faculty of teacher education also felt that domain of inclusive education is specific to special education department.

## **Discussion**

Teaching is the most significant factor of the teaching learning process. Teachers are obviously teaching in the context of education; they can bring miracles for students if fully sensitized to their role expectation. But when talk about teachers' significance with reference to inclusive education teachers then mere sensitization would be not enough, they may also get training of inclusion which call reforms in teacher education program so to instill values and skills. As pointed out Gale and et. l (2021) The educational system has been administered by several types of policies and plans which focus on inclusive education. Though, numerous researchers have also exposed that recognized establishments are often roughly attached and operational essentials are only roughly connected to each other and formal structures are generally constantly violated (Hawkins and James).

Even though inclusive education has long been subject of concern across nations, for the past many years the focus of the research was on the exploration of various barriers due to which it was not fully implemented in school education. The intention of the teacher education program is to produce high-quality teachers who can handle the challenges of teaching in an effective manner. Although in the education policy of 2017 inclusive education emphasized, after passing many years it has not yet been implemented in its true letters and spirits.

Gaps persist even though large-scale legislative changes occur at the federal levels. Present research was designed to determine the role of academia in successful implementation of inclusive education through imparting effective teacher training programs. In the context of school education, inclusive education purists are thwarted due to a number of factors, research in this context revealed a lack of trained teachers in school education. In addition to this, teachers also have a negative attitude towards inclusion. One of the main reasons for this is this lack of knowledge and expertise to handle the educational needs of children with disabilities and special needs. In this context revamping of teacher education program through focusing on inclusive education training of teachers about inclusive teaching methodology, embracing a mentoring teaching, collaboration with special educators' education, practicums in the field can bring desired changes in prospective teachers.

For this foremost step is to include this course at all levels of teachers' education program so competencies can be inculcated in prospective teachers by imparting knowledge, skills, abilities and attitudes anticipated to turn as responsive teacher for all kind of learners. While preparing teachers for inclusive education setting it is important to understand that mere knowledge of inclusive education is not sufficient information it is equally significant to indoctrinate competency in teachers to build a reverential mainstream

classroom ethos that continued students with assorted learning needs. In addition to this expertise in student-centered teaching methods also required that might empower teachers for designing of individualized learning plans for children with special needs and disabilities rather than demanding them to apt in with typical higher-grade desires. Course of inclusive education ought to be vibrant in developing teachers for inclusive setting by application of various teaching skills such as co-operative teaching, collaborative teaching, collaborative problem solving.

Since an enormous number of teachers have already completed their education and are serving in the education system; for capacity building of such teachers, the school education department plan in-service teachers' training in collaboration with academia. Existing teachers' competencies regarding inclusive education via certified training is one of the vibrant aspects of professional development. In this regard long term professional training and short-term professional training could be planned by focusing on various interventions for the successful implementation of inclusive education in mainstream classrooms. There is an urgent need to bring transformations in the teacher education programs offered by various universities and degree awarding institutions. It ought to be an integral part of teacher education to prospective teachers about their role as inclusive teachers who could be able to accept all learners with vigor to deliver his or her best in while imparting education with normal peers.

Findings of the research call for the need for the formation of newfangled accreditation standards for teacher education programs. In this regard the national Accreditation council for teacher Education NCATE. NCATE may modify accreditation standards of teacher education program, by setting standard through which output skilled and seasoned prospective teachers can be produced who may be able to cater the learning needs of all students irrespective to their abilities and disabilities.

### **Recommendations**

1. Since a few public sector universities have been teaching this subject at present therefore,  
It has been recommended that HEC may take appropriate measures for implementation of schemes of studies of teacher education program.
2. At present 3 credit hours proposed for the teaching of this course, as far as significance of the subject is concerned HEC may be proposed 2 courses on Inclusive Education by focusing more on practical aspects of inclusive pedagogy, inclusive curriculum, usage of assistive devices and inclusive assessment and removal of all barriers hindering the implementation of inclusive education.
3. It is recommended that courses of inclusive education may be taught at MS, or PhD level in the department of Education of private and public sector universities as a compulsory course.

4. At present this course is not aligned with teaching practice in an inclusive setting, it is therefore recommended that this course may be aligned with 1-hour teaching practice in an inclusive setting
5. It is recommended that the department of education and department of special education collaborate and learn from each other's experiences. When they work in collaboration then they may find innovative solutions to many problems which can hinder students learning.
6. Teacher training can certainly influence teachers' attitudes towards inclusion, teachers' knowledge, strategies, and information about handling children of various disabilities can build their self-efficacy. Therefore, there is a dire need to review pre-service and in-service teachers' training from an inclusive education point of view. There is also a need to develop interventions for effective inclusion by the involvement of different various holders representing HEC, Academia from special education, and teachers' education, community members, and parents.

### **Applied Significance**

This research provided us with valuable information about various schemes of studies which have been used by various universities in teacher education programs keeping in view the inclusion of courses on inclusive education. Although the information received is not very encouraging but still it provided us with underlying causes of teachers' deleterious attitude towards inclusive education. Since teachers are very sensitive about learning outcomes of their teaching and at present they are not for this task. Untrained teachers may not be able to handle the learning needs of children with special needs and disabilities in their mainstream classroom, this would lead towards teaching and learning failure. Inclusion of children with special needs and disabilities demand preparation with reference to teachers training, school curriculum method of teaching and method of assessment. Although the list of preparations is long but not hard to achieve, desired modification in teacher education program can change the entire destiny of children with disabilities. Since the spread of disability is very massive; children with disabilities and special needs are not living in clusters, due to which they do not have access of special schools. As a result, most children with disabilities remain out of school, because the mainstream school education system has not accepted these children. Finding the research can provide awareness to HEC, universities, degree awarding institutions about gaps which are hindering access of such children to mainstream schools and implementation of inclusive education in schools. Finding this research enables the education system to be responsive to international commitment and fulfillment of SGDs as well.

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