



Inclusive Education and Evolving Role of Teachers

Sudipta Samanta

Assistant Professor, Hope Institute of Bengal

Abstract: Inclusive education has become a global priority to ensure equal learning opportunities for all students, including children with special needs. However, in many general school environments, the implementation of inclusive education remains a significance changes, particularly due to the limited readiness of teachers. This study aims to explore the role of teachers in implementing inclusive school settings. Inclusive education refers to the process of integrating children with impairments into mainstream schooling, ensuring that they are not viewed as separate from society but as individuals with potential and abilities. It is an innovative educational approach that seek to provide equal opportunities for all learner to access quality education, regardless of their physical or cognitive differences (UNESCO, 2020)

Keywords: Inclusive Education, Teachers, Children with Special Needs.

Introduction: Inclusive education ensures all students, regardless of ability, learn together in mainstream classrooms, marking a shift from separation to shared, diverse environments. The teacher's role is evolving from a role knowledge transmitter to a facilitator, collaborator and creator of supportive learning environments, requiring personalized instruction and high empathy. Inclusive education ensures that children with diverse learning need study together, promoting quality, respect and shared learning. In the Indian context, Inclusive education has evolved through a variety of legislative and policy frameworks aimed at addressing educational disparity and promoting social equity. Key milestones in India's journey toward inclusive education include the integrated child development services (1974), National Education policy (1986) and the District Primary Education Programme (1994). The Persons with Disabilities Act (1995), National Trust Act (1999), Sarva Shiksha Abhiyan (2000), and the Right to Education Act (2009) marked significant progress toward ensuring access, equity, and inclusion (Government of India, 2020). In recent, it is the duty of educator to play a paradigm shift for Ideology and pedagogy also. Rethinking the roles, duties and identities of teachers is the only way to get over the obstacles that stand in the way of the successful growth of inclusive schools.

Inclusive Education: The goal of inclusive education is to include students with disabilities in regular classrooms with other students. This is an idea, not a special education program. Actually, every child has some particular demands, and those needs must be met. Youngsters should get their education in a welcoming setting free from the threat of punishment. Creating a general education system where all students with special needs are included and have access to the same quality of education as their classmates in the closest school is the goal of standard inclusive education. This calls for potential adjustments to the curriculum design, teacher selection, training, administration, and infrastructure of the school.

Objectives of Inclusive Education

- Students with special needs are provided with the same facilities as regular students in the sphere of education.
- To support the personality and self-confidence development of kids with exceptional needs.
- Focus is placed on addressing the child's unique educational requirements as opposed to following class standards.
- Figuring out how to get regular students to think better and develop a cooperative attitude toward a classmate who has a disability.
- Reduce social distance gradually by sharing resources and operating under mutual agreement.
- In addition to conventional schooling, instruction in handicrafts and independence.

Types of Inclusive Education: There are typically two kinds of inclusive education. They are listed in the following order:

1. **Partial Inclusion:** Regular or partial inclusion is the process used when students with disabilities receive instruction in the general classroom for the majority of the day in a manner that is nearly identical to that of regular students and are then, depending on the particular disability, briefly moved to a resource room or special location under the supervision of a special teacher.
2. **Full Inclusion:** Full inclusion refers to any situation in which children with disabilities are compelled to attend school alongside typically developing students without the need for any further accommodations.

Importance of Inclusive Education: Nearly every nation in the world now places a high value on inclusive education. From segregated to inclusive education, the educational system has changed. Thus, the following highlights the unique significance of inclusive education in the contemporary educational and social system:

- Disability starts out as a family issue but eventually spreads to become a social issue. The inferiority complex that exists between parents of children with disabilities and inclusive education is eliminated.
- Children with impairments no longer feel excluded from society by taking part in this schooling. They gain self-confidence and an understanding of their roles in society as a result.
- Because of inclusive education, a cooperative attitude toward children with disabilities is also emerging among the general public.
- It is crucial that every child receives an education tailored to their own traits, passions, and skills.
- For kids with impairments, inclusive education has ushered in a new era where they can begin healthy lives with the same possibilities as kids without disabilities.
- Through inclusive education, children with disabilities not only learn alongside their peers but also cultivate social skills. They acquire traits like collaboration, understanding, and kindness.
- This instruction supports the real and efficient application of educational and human resources.

Goals of Inclusive Education

- ✓ **Ensure Equal Access to Education** - Provide every child, regardless of ability or background, with equal opportunities to receive quality education in mainstream settings (UNESCO, 2020; UNICEF, 2021).
- ✓ **Promote Participation and Belonging** - Create classroom environments where all learners feel valued, included, and supported, encouraging their full participation in academic and social activities (Florian & Black-Hawkins, 2011).
- ✓ **Adapt Curriculum and Teaching Methods** - Modify curricula, pedagogy, and assessment methods to accommodate the diverse learning needs of students, including those with disabilities (Booth & Ainscow, 2011).
- ✓ **Develop an Inclusive School Culture** - Foster a positive school environment based on respect, empathy, and cooperation, where diversity is seen as a strength (Ainscow, 2005).
- ✓ **Empower Learners with Disabilities** - Help children with special needs develop independence, confidence, and a positive self-image by integrating them meaningfully into regular schools (Loreman, Deppeler, & Harvey, 2010).
- ✓ **Strengthen Collaborative Stakeholder Partnerships** - Involve parents, teachers, school leaders, and the community in supporting inclusive education practices (Loreman et al., 2010).
- ✓ **Align with National and International Frameworks** - Implement inclusive education in line with national policies like the *Right to Education Act* and *NEP 2020*, and global frameworks such as the *Sustainable Development Goals (SDG-4)* (Government of India, 2020).
- ✓ **Ensure Continuous Teacher Training and Resource Availability** - Equip teachers with the skills, knowledge, and resources needed to address the diverse needs of students (UNESCO, 2020).

Evolving Role of Teacher to Help Overcome the Challenges of Inclusive Education: Inclusive education is rooted in the belief that every child, regardless of ability or background, has the right to quality education in a regular classroom setting (UNESCO, 2020). Teachers play a pivotal role in realizing this vision. Their attitudes, skills, and professional behavior significantly influence how well inclusive education is implemented in practice (Ainscow & Miles, 2008). The following teachers characteristics help mitigate the challenges associated with inclusive education:

- **Positive Attitude Toward Inclusion** - A positive attitude is the foundation of inclusive teaching. Teachers who believe in inclusive principles are more likely to accept students with disabilities and adapt their teaching accordingly (Avramidis & Norwich, 2002). Research shows that teacher beliefs strongly affect their willingness to use inclusive practices (Sharma & Desai, 2002).
- **Empathy and Emotional Intelligence** - Teachers with high emotional intelligence can understand students' emotional needs, helping them feel safe and accepted in inclusive classrooms (Brackett & Katulak, 2006). Such teachers build stronger relationships and create emotionally supportive learning environments, which are essential for learners with behavioral or emotional difficulties (Jennings & Greenberg, 2009).
- **Knowledge of Inclusive Pedagogy** - Effective inclusive teachers are familiar with Universal Design for Learning (UDL), differentiated instruction, and collaborative teaching strategies that allow diverse learners to access content and participate equally (Florian & Black-Hawkins, 2011; Tomlinson, 2014).

- **Flexibility and Creativity** - Inclusive education demands adaptability. Teachers must adjust lessons, materials, and assessments to accommodate students with a wide range of needs (Forlin et al., 2009). Flexible teachers are better able to overcome classroom barriers such as language limitations, sensory impairments, or slow processing speeds
- **Strong Communication Skills** - Inclusive educators must be able to communicate clearly and adapt language or instructions to suit the needs of all learners, including those with speech or cognitive impairments (Florian & Rouse, 2009).
- **High Self-Efficacy and Confidence** - Teachers who believe in their ability to teach diverse learners tend to be more successful in inclusive settings. High self-efficacy is associated with the use of creative strategies and persistence in the face of difficulties (Sharma et al., 2012).
- **Effective Classroom Management** - Inclusive classrooms are diverse and dynamic. Skilled teachers establish clear expectations, maintain routines, and ensure that all students are engaged and respected (Wang, Haertel, & Walberg, 1993). Good management helps reduce distractions and fosters a positive climate.
- **Collaboration and Teamwork** - Inclusion is a team effort. Teachers who actively collaborate with special educators, counselors, therapists, and families are more effective in supporting students with special needs (Loreman, 2007). Inter-professional collaboration helps deliver tailored educational plans and build a support system for the student.
- **Respect for Diversity and Equity** - Teachers who value cultural, linguistic, and individual differences promote inclusion. They recognize that inclusive education is not only about disability but also about equity and social justice for all learners (UNESCO, 2020; Florian, 2012).

Suggestions:

- In order to ensure that inclusive education is successful, it is imperative that general school teachers have the appropriate training and professional development.
- It is imperative that parents and community members engage in these educational endeavours. As a result, there will be more pupils and a shift in how society views people with disabilities.
- In order to include the benefits and drawbacks of teaching students with disabilities into the curriculum for inclusive education, it is necessary to enlist the assistance of numerous educators who are conducting research on the education of people with disabilities.
- For this educational system to be successful, District Rehabilitation Centers, Integrated Child Development Project staff, local health centers, special schools, and Braille-related organizations must all advance via collaboration and communication.
- To encourage interest in education, parents should advise their typical children so that they can assist their classmates with disabilities at school.
- Students with disabilities and their parents should receive special financial assistance.
- Infrastructure improvements both inside and outside of the classroom and the provision of necessary teaching materials should be prioritized for the success of the teaching- learning process.

Conclusion: In classrooms, the duties and responsibilities of teachers become crucial. Teachers' positive attitudes, convictions and unwavering efforts will become a potent force. Inclusive education represents a

transformative vision for building a just and equitable society where every learner, regardless of ability, background or circumstance is provided with equal opportunities to learn and thrive. It is not merely a matter of integrating children with disabilities into mainstream classroom, but a broader commitment to restructuring the educational system to embrace diversity, remove barriers and foster active participation for all.

References:

- Bhattacharjee, Rumki (2021). A study of special education and inclusive education in India. *International Journal of Research in Humanities, Arts and Literature*, 9(5), 83-90.
- Gautham, Piyush (2017). Status of awareness about government scheme among special educators of persons with intellectual disability in Uttar Pradesh. *Journal of disability management & special education*. 1(1), 1-9.
- Gupta, A.K. (2018). Attitude of teacher trainees towards inclusive education. *MIER Journal of Educational Studies, Trends & Practices*, 8(1), 17-28
- Jena, S.S. (2018). Awareness of Elementary School Teachers about Inclusive Education. *Pedagogy of Learning*, 4(4), 26-37.
- Jolly, Rosemary (2021). Knowledge Regarding Learning Disability among Primary School Teachers. *The International Journal of Indian Psychology*, 9(2), 1153-1168.
- Aggarwal, J. C. (2019). *Theory and principles of education*. Vikas Publishing House.
- Ainscow, M. (2005). Developing inclusive education systems: What are the levers for change? *Journal of Educational Change*, 6(2), 109–124. <https://doi.org/10.1007/s10833-005-1298-4>
- Avramidis, E., & Norwich, B. (2002). Teachers' attitudes towards integration/inclusion: A review of the literature. *European Journal of Special Needs Education*, 17(2), 129–147. <https://doi.org/10.1080/08856250210129056>
- Panthri, N.K. Role of Teachers in promoting inclusive education for children with special needs. *International Journal of Creative Research Thoughts(IJCRT)*, ISSN: 2320-2882
- Sharma, A., & Raj, A. The Role of Teacher in Inclusive Education. *EDUPHORIA*, VOL.03 ISSUE 03 JUL-SEP 2025 [HTTPS://DOI.ORG/10.59231/EDUPHORIA/230443](https://doi.org/10.59231/EDUPHORIA/230443) ISSN: 2960-0014

Citation: Samanta. S., (2026) “Inclusive Education and Evolving Role of Teachers”, *Bharati International Journal of Multidisciplinary Research & Development (BIJMRD)*, Vol-4, Issue-07(1), July-2026.