



Inclusive Education and the Evolving Role of Teachers

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Abstract: *Inclusion in education is considered as an approach where education is provided to physical and cognitive disabilities as well as to the human diversity with regard to ability, language, age, culture, gender, and of human differences. Here needs the Special needs education as a phenomenon by which students experience difficulties in learning, both included in and excluded from the forms of schooling. In this way, policy of inclusion is difficult to implement as teachers are not sufficiently well prepared and supported to work in inclusive ways. The responsibility lies on teachers for creating schools in which all children can learn and feel they belong. The role of teachers are crucial where they help in promoting, participation and reducing under achievement, especially with children perceived as having difficulties in learning. Though there are some barriers to the development of successful inclusive schools, yet the way of overcoming these difficulties is only to reconsider the roles, responsibilities and identities of teachers. Certain practices implemented for enhancing Inclusive Education like suitable Support and services to special needs pupils, well-deliberated Educational Programme, addressing them with disabilities in teacher preparations. The paper also suggests by providing the role of teacher education thereby enhances the development of teacher's skills, knowledge, attitudes, and beliefs.*

Keywords: *Inclusive Environment, Collaboration, Teachers' Role, Diversity, Equal Opportunity, Classroom Inclusion.*

Introduction: Inclusive education is a core principle of access to education without discrimination concerning the background, abilities or differences of students. The critical role of teachers is the cornerstone of inclusive education. The role teachers play cannot be understated, teachers are catalysts working to build safe, inclusive environments so that every student feels welcome and valued as a part of their learning journey. The tasks of teachers in inclusive education are crucial. They are educators and facilitators, yet they are also advocates and pioneers in equitable and diverse representation in the classroom. Similarly, what gets modeled, articulated, and embodied in teachers will not only shape their actions in equality (or lack thereof), but also the very educational experiences that students of color will have — that they deserve to have: successful outcomes that exceed test scores; opportunities to flourish both academically and as whole individuals. This latter qualification will provide an overview of the complicated landscape of inclusion and the varied roles are most often demanded from teachers within inclusive classrooms (i.e. creating an inclusive milieu, adapting teaching methods aligned with expanding need, providing individualized support, working collaboratively with specialist, advocating for inclusion practices, also professional development, and emotional and psychological support to students). Through acknowledging and accepting that importance of teachers in inclusive education, we can begin to create educational systems that are more inclusive and equitable, and put each student in the best position to succeed.

Literature Review: The concept of Inclusive education activity (which intends to show that all students with and without disabilities can have quality and equal educational opportunities) is being increasingly considered by education, as well as by the part of the general population involved in the education itself. Conclusion of inclusive education is that the teachers have multi-dimensional tasks, who play critical role in an inclusive education systemizes. This review summarizes the important contributions and insights from the academic literature about the most significant evolution of the role of the teacher in the inclusive education process. Researchers have confirmed that the role of the teacher is essential in creating an inclusive classroom where all students feel welcomed, respected, and appreciated.

Objectives of the Study:

- Identify teacher roles in promoting inclusive education
- Examine challenges faced by teachers in diverse classrooms
- Analyze strategies adopted by teachers to support inclusive learning
- Evaluate teacher training and professional development programs
- Recommend policy measures to strengthen inclusive practices

Promoting inclusive classroom environments:

1. Set clear expectations: For behavior and interactions in the classroom, with an emphasis on teaching respect, empathy and inclusion. Work on getting students to accept diversity and to congratulate one another for being different.

2. Developing Positive Relationships: Develop strong, positive relationships with students who are based on trust, empathy and mutual respect. Understand the strength, interests & challenges of the students and interact meaningfully with them.

3. Employ Inclusive Language and Materials: Use language that is inclusive and respectful of all identities, cultures, backgrounds. Integrate an understanding of subjectivity and multicultural subjects into all your subjects to mirror the lived experiences of your students.

4. Work Together: Another way to bring about collaboration and sharing among students is to organize students into groups and work – group experiences/ discussions/ projects. Give students time to collaborate, teach each other and appreciate one another strengths.

5. Addressing Bullying and Discrimination: Begin addressing bullying, discrimination, and rejection from the classroom. Adopt a zero-tolerance harassment and discrimination policy and create opportunities for students experiencing or witnessing bullying to receive additional help and resources

6. Supportive Feedback: Give positive feedback that highlights the efforts, growth, and success of the learners instead of their perceived inadequacies. Embrace growth mindset; celebrate all students with their strengths and talents.

7. Create a Safe and Inclusive Physical Environment: Create a “home base” for all students that is inviting to all students, where classroom arrangements and materials enable equal access for all student.

Role of Teacher in Inclusive Education:

1. Identification of the children with disabilities in the classroom.

2. Referring the identified to the experts for further examination and treatment.
3. Accepting the children with disabilities.
4. Developing positive attitude between normal and disabled children.
5. Placing the children in the classroom in proper places so that they feel comfortable and are benefited by the classroom interaction.
6. Removing architectural barriers wherever possible so that children with disabilities move independently.
7. Involving the children with disabilities in almost all the activities of the classroom.
8. Making suitable adaptation in the curriculum transaction so that the children with disabilities learn according to their ability.
9. Preparations of teaching aids/adaptation of teaching aids which will help the children with disabilities learn.
10. Parental guidance and counselling and public awareness programme through school activities.
11. Collaborating with medical and physiological pannals, social works, parents and special teachers.
12. Construction of achievement and diagnostic tool.
13. Adaptation in evaluation for children with special needs.
14. Providing remedial instruction to the children who require it.

Challenges Faced By Teachers While Practicing Inclusive Education:

Although inclusive education is very rewarding, it presents its share of challenges. Challenges that teachers experience include the following

1. **Lack of Training:** Many teachers do not receive special training that enables them to take care of their diverse learners efficiently. According to a study, nearly 70% of the regular school teachers had received neither special education training nor teaching experience for children with disability.
2. **Limited Resources:** The lack of availability of teaching aids, assistive technologies, and learning materials will also be a constraint to inclusive teaching practice.
3. **Time Constraints:** Inclusive classrooms need much time in planning, one-on-one time, and teamwork.
4. **Resistance to Change:** Teachers and parents resist the practice of inclusion because they lack understanding or information.
5. **High Workload:** Teachers feel a high workload to balance the needs of all students against academic standards.

Conclusion: 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 classrooms, but a broader commitment to restructuring the entire educational system to embrace diversity, remove barriers, and foster active participation for all. This review highlights that while policy reforms, legislative frameworks, and institutional initiatives in India and globally have laid a strong foundation for

inclusive education, significant challenges continue to hinder its effective implementation. These include lack of teacher preparedness, rigid curricula, infrastructural constraints, social stigma, and limited community engagement. Overcoming these obstacles requires more than policy mandates—it demands a shift in mindset, pedagogical innovation, and sustained systemic efforts. Among all stakeholders, teachers occupy a central and indispensable role in actualizing inclusive education. The characteristics that enable teachers to navigate the complexities of inclusive classrooms—such as empathy, adaptability, inclusive pedagogical knowledge, collaboration, and a deep commitment to equity—are crucial to the success of inclusive practices. Therefore, investing in teacher training, ongoing professional development, and institutional support systems is essential to ensure that inclusive ideals are translated into classroom realities. As India advances towards the goals of the National Education Policy (NEP) 2020 and aligns with global commitments such as Sustainable Development Goal 4 (SDG-4), inclusive education must remain a priority. Only by fostering inclusive learning environments that affirm diversity, uphold dignity, and ensure equitable participation can education truly fulfill its role as a catalyst for personal growth and social transformation.

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