

Teachers' Role in Promoting Inclusive Classrooms: Perspectives from Government Schools

Susan Kaji

Research Scholar, Arunachal University of Studies (AUS), Namsai, India

DOI: <https://doi.org/10.47772/IJRISS.2026.100900183>

Received: 16 September 2026; Accepted: 21 September 2026; Published: 05 October 2026

ABSTRACT

Inclusive education seeks to ensure that all learners, regardless of their abilities, backgrounds, learning needs, language, or social and cultural differences, have equal opportunities to participate and learn in the classroom. Teachers play a central role in creating inclusive classroom environments because their attitudes, teaching practices, classroom management, and interaction with learners can significantly influence the success of inclusion. The present paper examines the role of teachers in promoting inclusive classrooms, with particular attention to the perspectives and practices of government school teachers. It explores how teachers support learner participation, address individual learning needs, adapt teaching strategies, encourage peer interaction, and create a positive and supportive classroom environment. The paper also discusses the major challenges teachers may encounter while promoting inclusion, including diverse learning needs, limited teaching resources, inadequate professional development, language and cultural differences, and large classroom sizes. Further, it highlights the importance of continuous professional development, differentiated instruction, collaborative practices, appropriate teaching-learning materials, and supportive school environments in strengthening teachers' capacity to promote inclusion. The paper argues that effective inclusive education depends not only on educational policies and infrastructure but also on teachers' ability and willingness to translate inclusive principles into everyday classroom practices. Strengthening teachers' professional competencies and providing adequate institutional support can therefore contribute significantly to the development of more equitable, participatory, and inclusive classrooms in government schools.

Keywords: Inclusive education, inclusive classrooms, teachers' role, government schools, teacher practices, learner diversity, teacher preparedness

INTRODUCTION

Education is widely recognized as an important means of promoting equality, social participation, human development, and social harmony. Today, classrooms include learners with different abilities, learning needs, languages, cultures, socioeconomic backgrounds, and life experiences. Therefore, schools need to do more than simply provide access to education. They need to create learning environments where all learners can participate, interact with others, and achieve their educational potential. Inclusive education has become an important approach for responding to learner diversity and reducing barriers to participation and learning (Ainscow, 2020; UNESCO, 2020). Inclusive education mainly focuses on identifying and removing the factors that prevent learners from fully participating in education. It involves changes in school structures, curriculum, teaching methods, assessment, school culture, and learning environments so that differences among learners are accepted and supported rather than becoming reasons for exclusion (UNESCO, 2017). Ainscow (2020) explains that inclusion is an ongoing process of identifying and removing barriers to the presence, participation, and achievement of all learners. Thus, inclusive education is not limited to students with disabilities. It also includes a wider commitment to equality, participation, and educational opportunities for all learners. The international commitment to inclusive education was strengthened by the Salamanca Statement, which encouraged schools to educate all children through child-centred teaching approaches that respond to their different needs (UNESCO, 1994). Similarly, the United Nations Convention on the Rights of Persons with Disabilities recognizes the right of persons with disabilities to education without discrimination and supports an inclusive education system at all levels (United Nations, 2006). These international frameworks have helped establish the idea that inclusive education is connected with educational rights, equality, participation, and social justice. The successful implementation of inclusive education depends greatly on what happens inside the classroom. Teachers are the

professionals who put educational policies and principles into everyday practice. They plan lessons, organize learning activities, assess students, provide feedback, manage classroom interactions, and build relationships with learners. Therefore, teachers' attitudes, beliefs, knowledge, confidence, and teaching practices can influence the quality of inclusive education experienced by students. Research has found a positive relationship between teachers' self-efficacy and their attitudes towards inclusive education. This suggests that teachers who feel more confident in addressing different learning needs may also have more positive attitudes towards inclusion (Yada et al., 2022).

Teachers have many important roles in an inclusive classroom. They need to understand learner diversity, use suitable teaching methods, provide appropriate support, encourage students to participate, promote positive relationships among students, and create a classroom environment where every learner feels respected and valued. Recent research on teachers working with students with disabilities also highlights the importance of teacher preparation, positive attitudes, self-efficacy, differentiated teaching, collaboration, and professional development in supporting inclusive classroom practices (Alharbi, 2024). The role of teachers is particularly important in India because classrooms often include learners from different linguistic, cultural, social, and economic backgrounds. Teachers therefore need to respond to diversity not only in relation to disability but also in relation to language, culture, socioeconomic conditions, previous learning experiences, and individual differences. Research on Indian teachers' classroom practices has shown that teachers can play an important role in creating socially inclusive learning environments. At the same time, the research points to the need for better teacher preparation and appropriate strategies to promote equality and inclusion (Mythiri et al., 2024).

Therefore, understanding teachers' roles in promoting inclusive classrooms is important for strengthening the implementation of inclusive education at the classroom level. Teachers influence not only students' academic learning but also their participation, relationships with others, confidence, and sense of belonging. Understanding teachers' perspectives can provide useful information about the practices that support inclusion and the barriers that may make inclusion difficult.

In India, the development of equitable and inclusive learning environments has received considerable attention. The National Education Policy (NEP) 2020 identifies inclusion and equity as important principles of school education. It emphasizes the need to sensitize teachers, school leaders, and other stakeholders about diversity, inclusion, dignity, and respect. The policy also highlights the importance of teacher education, professional development, supportive school environments, and appropriate teaching approaches (Ministry of Education, 2020).

Recent studies in India have also identified several challenges in implementing inclusive education. Das and Palta Singh (2024), for example, reported concerns related to a lack of trained teachers, limited resources, inadequate infrastructure, and insufficient teaching-learning materials in schools serving children with special educational needs. These findings show that teachers' willingness to promote inclusion needs to be supported by adequate school resources and professional assistance. Similarly, a study of teachers' attitudes towards the inclusion of children with hearing impairment in mainstream schools in Karnataka found generally positive attitudes. However, differences were observed in relation to factors such as teaching experience, type of school, medium of instruction, and level of teaching. The study also emphasized the importance of awareness and professional support for strengthening inclusive practices (2024). These findings suggest that teachers' roles in inclusive education are influenced by the school and classroom contexts in which they work.

Government schools have an important role in promoting inclusive education because they serve learners from different social, economic, linguistic, and cultural backgrounds. Teachers in these schools may work with students who differ in their previous educational experiences, abilities, learning pace, language skills, and support needs. Therefore, teachers need to respond flexibly to these differences and create classrooms where all learners can participate and learn.

Despite policy commitments, promoting inclusive classrooms can be difficult when teachers face challenges such as large class sizes, limited resources, inadequate professional development, lack of specialist support, and difficulties in communicating with families. Recent research has also identified limited professional development, lack of collaboration, and inadequate communication with parents as some of the challenges faced by teachers working in inclusive settings (Alharbi, 2024).

Against this background, the present paper focuses on teachers' role in promoting inclusive classrooms from the perspectives of government school teachers. It discusses how teachers can support diverse learners, adapt their teaching practices, encourage participation and cooperation, respond to individual learning needs, and create supportive classroom environments. The paper also considers the challenges faced by teachers and the professional and institutional support needed to strengthen inclusive practices. By focusing on teachers as important contributors to classroom inclusion, the paper aims to develop a better understanding of how inclusive education can be put into practice in everyday classroom teaching.

CONCEPT OF INCLUSIVE CLASSROOMS

An inclusive classroom is a learning environment in which learners with different abilities, learning needs, languages, cultural backgrounds, socioeconomic circumstances, and individual characteristics learn and participate together with appropriate support. The concept is based on the understanding that learner diversity is a normal feature of education and that schools should respond to differences rather than exclude learners because of them (Ainscow, 2020; UNESCO, 2017). Inclusive classrooms should not be understood simply as classrooms in which diverse learners are physically present. Physical placement does not automatically result in meaningful inclusion. Genuine inclusion requires learners to participate actively in classroom activities, interact with peers, access appropriate learning opportunities, and experience acceptance and belonging. Ainscow (2020) emphasizes that inclusion involves an ongoing process of identifying and removing barriers that restrict participation and achievement. Thus, an inclusive classroom seeks to address the factors that may prevent particular learners from benefiting fully from education. A central characteristic of an inclusive classroom is the recognition and appreciation of learner diversity. Learners may differ in their abilities, interests, learning pace, language, cultural experiences, communication styles, and educational backgrounds. Rather than treating such differences as problems, inclusive education views diversity as an important aspect of the learning community. This approach encourages teachers to recognize the strengths and needs of individual learners and to provide opportunities that enable them to participate according to their abilities (UNESCO, 2020). Another important principle is equity. Inclusive classrooms do not necessarily provide exactly the same support to every learner. Different learners may require different forms of assistance to achieve meaningful participation. Equity therefore involves identifying individual barriers and providing appropriate support. This may include additional explanations, adapted materials, differentiated activities, assistive technologies, peer support, or additional time where required. Such approaches seek to provide fair opportunities rather than identical treatment.

Inclusive classrooms also emphasize learner-centred and flexible pedagogy. Since students differ in how they learn and demonstrate understanding, teachers may need to use multiple instructional approaches. Discussions, demonstrations, collaborative learning, practical activities, storytelling, visual materials, technology-supported learning, and experiential activities can provide different pathways for learners to engage with educational content. Flexible pedagogy can make learning more accessible to students with varied abilities and learning preferences.

Inclusive classrooms also need to consider linguistic and cultural diversity. Language can influence learners' ability to understand classroom instruction, communicate with teachers, participate in discussions, and demonstrate their knowledge. In multilingual classrooms, teachers can support participation through clear explanations, visual resources, locally relevant examples, peer interaction, and appropriate use of familiar languages where educationally suitable. Similarly, incorporating learners' cultural experiences and local knowledge can help make classroom learning more meaningful and strengthen students' sense of belonging.

The importance of responding to diversity is particularly relevant to India, which is characterized by substantial linguistic, cultural, social, and regional diversity. NEP 2020 emphasizes respect for diversity and inclusion and calls for educational environments that promote dignity, equity, and participation. It also recognizes the need for teachers to be sensitized to inclusion and equity and for teacher education to address these concerns (Ministry of Education, 2020). ([Education Government India](#))

An inclusive classroom should provide opportunities for **peer interaction and collaborative learning**. Group activities, peer tutoring, discussions, and cooperative projects help students develop communication, empathy, cooperation, and mutual understanding. Teachers should ensure that every learner gets a chance to participate. Another important aspect is **support for learners with disabilities and additional educational needs**. Inclusive

education promotes equal participation and non-discrimination (United Nations, 2006). Teachers may use accessible materials, adapted activities, assistive technology, and suitable communication methods. However, Indian research shows that schools still face challenges related to trained teachers, teaching materials, infrastructure, and support services (Das & PaltaSingh, 2024). **Assessment** should also be flexible. Teachers can use different methods, such as observation, oral and written activities, projects, practical tasks, portfolios, and formative assessment. These methods help teachers understand learners' strengths and progress. Indian studies also show that teachers have positive attitudes towards inclusion, but challenges related to training, resources, expertise, and school support continue to exist (Mythiri et al., 2024; Tiwari, 2024). Therefore, inclusive education requires the cooperation of teachers, school leaders, parents, specialists, and educational authorities.

Overall, an inclusive classroom is a **supportive, fair, participatory, flexible, and learner-centred environment** where all learners are respected and given equal opportunities to learn. Teachers play an important role in creating such classrooms through their knowledge, positive attitudes, teaching skills, confidence, and continuous professional development. Their role is especially important in government schools, where learners come from diverse linguistic, cultural, social, and educational backgrounds.

3. TEACHERS' ROLE IN PROMOTING INCLUSIVE CLASSROOMS

Teachers play an important role in creating inclusive classrooms. They help ensure that all learners, regardless of their abilities, backgrounds, or learning needs, can participate and learn together. Inclusion requires teachers to identify and reduce barriers to learning and participation (Ainscow, 2020).

3.1 Creating a Positive and Supportive Classroom Environment

Teachers should create a classroom where every learner feels respected, accepted, and valued. They can promote respectful relationships, prevent discrimination, and encourage all students to participate. Positive teacher attitudes towards diversity can also improve students' confidence and sense of belonging (van Steen & Wilson, 2020). Teachers with greater self-efficacy may feel more confident in using inclusive practices (Yada et al., 2022).

3.2 Understanding Individual Learning Needs

Students learn in different ways and at different speeds. Teachers should understand learners' abilities, learning difficulties, language backgrounds, and other needs. They can modify teaching methods, activities, materials, and assessment according to these differences. Differentiated instruction helps teachers respond more effectively to individual learning needs (Kalinowski et al., 2024; Alharbi, 2024).

3.3 Using Flexible Teaching Strategies

Inclusive classrooms require flexible teaching methods. Teachers can use group work, peer learning, demonstrations, visual materials, practical activities, technology, and individual support. These methods give learners different ways to understand and demonstrate their learning. Teachers need proper knowledge and training to choose suitable strategies for different learners (Porta & Todd, 2024).

3.4 Promoting Participation and Active Learning

Teachers should provide opportunities for every learner to participate in classroom activities. Asking questions, discussions, group work, and cooperative activities can encourage students to express their ideas and learn from others. Teachers should also support learners who experience difficulties or barriers to participation.

3.5 Supporting Learners with Disabilities and Special Educational Needs

Teachers should provide suitable support to learners with disabilities and special educational needs. This may include adapted activities, accessible materials, extra explanations, additional time, and flexible assessment. However, teachers need proper training, professional support, and cooperation with parents and other professionals to meet these needs effectively (Alharbi, 2024).

3.6 Developing Positive Attitudes Towards Diversity

Teachers should view learner diversity as a normal part of the classroom. Positive beliefs about students' abilities can encourage participation and learning, while negative assumptions may create barriers. Yada et al. (2022) found a positive relationship between teachers' self-efficacy and attitudes towards inclusive education. Therefore, improving teachers' confidence and professional skills is important for inclusion.

3.7 Encouraging Peer Relationships and Cooperative Learning

Teachers can promote inclusion by encouraging students to work and learn together. Group activities, peer learning, and cooperative tasks can help students develop communication, cooperation, and respect for others. Such activities can also reduce isolation and support positive relationships among learners.

3.8 Collaborating with Parents and Other Professionals

Inclusive education requires cooperation between teachers, parents, school leaders, special educators, and other professionals. Regular communication can help teachers understand students' strengths, difficulties, and support needs. Professional collaboration can also improve teachers' confidence and ability to implement inclusive practices (Alharbi, 2024; Woodcock et al., 2023).

3.9 Continuous Professional Development

Teachers need continuous training to develop the knowledge and skills required for inclusive education. Training may include differentiated teaching, disability awareness, inclusive assessment, assistive technology, and culturally responsive teaching. Research in India shows the need for better practical preparation of teachers to support learners with disabilities (Misquitta et al., 2024).

3.10 Teachers as Facilitators of Inclusive Learning

Teachers are not only providers of subject knowledge but also facilitators, supporters, and role models in the classroom. Their teaching methods, classroom management, interactions, and assessment practices influence students' participation and learning. Teacher self-efficacy is also important for implementing inclusive practices (Woodcock et al., 2022).

4. CHALLENGES FACED BY TEACHERS IN PROMOTING INCLUSIVE CLASSROOMS

Teachers play an important role in inclusive education, but creating an inclusive classroom can be challenging. Students differ in their abilities, learning needs, languages, cultures, and backgrounds. Teachers therefore need proper training, resources, time, and institutional support. Major challenges include inadequate training, limited resources, large classes, lack of specialist support, language and cultural differences, infrastructure problems, workload, and assessment difficulties.

4.1 Inadequate Training and Professional Preparation

Many teachers do not receive enough training to work with diverse learners. They may lack knowledge about disabilities, differentiated teaching, classroom management, and inclusive assessment. Yada et al. (2022) found a positive relationship between teacher self-efficacy and attitudes towards inclusive education. Alharbi (2024) also highlighted the importance of teacher preparation and self-efficacy. Regular professional development can therefore improve teachers' confidence and skills.

4.2 Limited Knowledge About Diverse Learning Needs

Teachers may find it difficult to understand and respond to the different needs of learners with disabilities and learning difficulties. Tiwari (2024) reported that teachers faced difficulties related to knowledge, guidelines, and student-centred practices. Better training can help teachers provide more suitable support to individual learners.

4.3 Large and Diverse Classrooms

Large classes make it difficult for teachers to give individual attention to every learner. Teachers may have limited time to plan different activities, monitor progress, and provide individual support. Smaller or better-managed classes and institutional support can make inclusive teaching easier.

4.4 Shortage of Teaching-Learning Materials

Inclusive classrooms may require adapted textbooks, visual materials, assistive technology, and other learning resources. Das and PaltaSingh (2024) identified shortages of suitable teaching-learning materials, financial support, and other resources as challenges in Indian schools. Lack of resources can limit teachers' ability to meet different learning needs.

4.5 Inadequate Infrastructure and Accessibility

Some schools may not have ramps, accessible toilets, safe pathways, or suitable classroom arrangements for learners with physical disabilities. Das and PaltaSingh (2024) also identified infrastructure as a concern. Therefore, teachers need to work within an accessible school environment to promote meaningful inclusion.

4.6 Limited Specialist Support

Teachers may need help from special educators, counsellors, therapists, and other professionals when supporting learners with complex needs. Bhan and Panshikar (2024) highlighted the importance of cooperation between regular teachers and special educators. A lack of specialist support can increase teachers' responsibilities and make inclusion more difficult.

4.7 Language and Cultural Diversity

Multilingual and multicultural classrooms can create challenges in communication, learning, and participation. Students may have different home languages and cultural practices. Teachers need to use simple language, local examples, and culturally responsive teaching. Recognizing students' languages and cultures can support greater inclusion (Mythiri et al., 2024).

4.8 Difficulties in Differentiated Instruction

Differentiated teaching requires teachers to plan different activities, materials, and levels of support. This can be difficult when teachers have limited time, training, or confidence. Kalinowski et al. (2024) highlighted the importance of teacher self-efficacy and enthusiasm in using differentiated instruction.

4.9 Assessment-Related Challenges

Teachers may find it difficult to use flexible assessment methods when schools follow uniform examination practices. Some learners may need additional time or different ways to demonstrate their knowledge. Teachers therefore need knowledge of formative and flexible assessment methods to assess learners more fairly.

4.10 Heavy Workload and Limited Time

Teachers have many responsibilities, including teaching, lesson planning, assessment, record keeping, and administrative work. Inclusive teaching may require additional planning and individual support. Limited time can therefore make it difficult for teachers to prepare differentiated lessons and work with parents or specialists (Alharbi, 2024).

4.11 Limited Collaboration

Inclusive education requires cooperation among teachers, parents, school leaders, special educators, and other professionals. However, regular communication may not always be possible. Stronger collaboration can help teachers better understand learners' needs and provide suitable support (Alharbi, 2024).

4.12 Gap Between Policy and Classroom Practice

Inclusive education policies provide important guidelines, but putting these principles into everyday classroom practice can be difficult. Teachers need training, resources, accessible infrastructure, and institutional support. Ainscow (2020) emphasizes the importance of identifying and reducing barriers to learners' participation and achievement.

5. STRATEGIES FOR PROMOTING INCLUSIVE CLASSROOMS

Promoting an inclusive classroom requires more than placing diverse learners in the same classroom. It means creating an environment where all students can participate, learn, and make progress. Teachers, school leaders, parents, professionals, and educational authorities all have important roles in this process.

5.1 Strengthening Teachers' Professional Development

Teachers need regular training on disability, differentiated instruction, classroom management, inclusive assessment, assistive technology, and culturally responsive teaching. Practical training, demonstrations, discussions, and classroom activities can improve teachers' knowledge and confidence. Teacher self-efficacy is positively related to attitudes towards inclusive education (Yada et al., 2022).

5.2 Using Differentiated and Learner-Centred Teaching

Teachers should use different teaching methods according to learners' abilities, interests, and needs. Group work, discussions, practical activities, visual materials, demonstrations, and technology can make learning more accessible. Differentiated instruction can help teachers respond to individual differences (Kalinowski et al., 2024).

5.3 Creating a Respectful Classroom Environment

Teachers should create a classroom based on respect, cooperation, empathy, and acceptance. Bullying, discrimination, and negative labelling should be addressed. Teachers should also model positive behaviour and treat all learners fairly (van Steen & Wilson, 2020).

5.4 Promoting Peer and Cooperative Learning

Group activities and peer learning allow students to learn from and support one another. Mixed-group activities can improve communication, cooperation, and social relationships. Teachers should carefully plan these activities so that every learner has a meaningful role.

5.5 Respecting Language and Cultural Diversity

Teachers should respect learners' different languages, cultures, and experiences. Using local examples, familiar language, and students' experiences can make lessons more meaningful. Recognizing linguistic and cultural diversity can also promote social inclusion (Mythiri et al., 2024).

5.6 Providing Accessible Learning Materials and Technology

Teachers should use learning materials that meet different learner needs. These may include visual materials, large-print resources, audio materials, digital resources, and assistive technology. Schools also need to provide adequate resources and training for teachers (Das & PaltaSingh, 2024).

5.7 Strengthening Collaboration

Teachers should work with special educators, parents, school leaders, and other professionals. Collaboration can help teachers understand learners' needs and provide suitable support. Cooperation between regular teachers and special educators is particularly important for supporting learners with special educational needs (Bhan & Panshikar, 2024; Alharbi, 2024).

5.8 Using Flexible Assessment

Teachers should use different assessment methods, such as observation, oral responses, written work, projects, presentations, and practical activities. Formative assessment helps teachers identify learning difficulties and provide timely support. Assessment should focus on learners' progress while maintaining appropriate academic expectations.

5.9 Providing Individual Support

Some learners may need additional explanations, modified tasks, guided practice, or extra time. Teachers should provide support according to individual needs and regularly monitor learners' progress. This helps ensure that every learner receives appropriate support.

5.10 Encouraging Positive Attitudes Towards Inclusion

Teachers and students should be encouraged to respect differences in ability, language, culture, and background. Awareness activities, discussions, and cooperative learning can help reduce stereotypes and promote acceptance. Teacher confidence and positive attitudes can support inclusive practices (Yada et al., 2022).

6. IMPLICATIONS FOR INCLUSIVE EDUCATION

Inclusive education depends not only on teachers but also on proper training, resources, school support, family cooperation, and effective policies. The following implications are important for strengthening inclusive education.

6.1 Implications for Teachers

Teachers need the knowledge, skills, and confidence to work with diverse learners. They should use flexible teaching methods and provide support according to students' abilities and needs. Teacher self-efficacy is positively related to attitudes towards inclusive education (Yada et al., 2022).

6.2 Implications for Teacher Education

Teacher education programmes should provide both theoretical and practical knowledge about inclusive education. Student teachers should learn about disability, differentiated instruction, inclusive assessment, classroom management, and learner diversity. Teacher preparation should also include multilingual and multicultural teaching. Research in India shows the need for stronger practical preparation for supporting learners with disabilities (Misquitta et al., 2024).

6.3 Implications for Continuous Professional Development

Teachers need regular professional development to improve their inclusive teaching skills. Training should cover differentiated instruction, learning difficulties, assistive technology, inclusive assessment, and classroom support. Professional learning can also improve teachers' confidence and ability to implement inclusive practices (Woodcock et al., 2023).

6.4 Implications for School Leadership

School leaders should create a supportive environment for inclusive education. They should provide teachers with training, resources, planning time, and opportunities for collaboration. Ainscow (2020) emphasizes the need to identify and reduce barriers that affect learners' participation and achievement.

6.5 Implications for Collaboration

Inclusive education requires cooperation among teachers, special educators, parents, school leaders, and other professionals. Regular teachers should be able to seek guidance from specialists when needed. Collaboration can help provide better and more coordinated support to learners (Bhan & Panshikar, 2024).

6.6 Implications for Parents and Families

Parents should be active partners in their children's education. They can provide useful information about their children's strengths, interests, learning needs, and experiences. Regular two-way communication between teachers and parents can help provide better support to learners.

6.7 Implications for Teaching-Learning Resources

Schools should provide suitable learning materials for diverse learners. These may include accessible textbooks, visual materials, digital resources, and assistive technologies. Inadequate resources and infrastructure remain challenges in some Indian schools (Das & PaltaSingh, 2024).

6.8 Implications for Multilingual and Multicultural Education

Teachers should respect students' different languages, cultures, and experiences. Using local examples, familiar language, and culturally relevant activities can make learning more meaningful. Such practices can also promote social inclusion (Mythiri et al., 2024).

6.9 Implications for Educational Policy

Inclusive education policies should be supported by adequate funding, teacher training, specialist staff, learning materials, and accessible infrastructure. Policies should also consider the different social, geographical, linguistic, and economic conditions of schools.

6.10 Implications for Assessment

Assessment should allow learners to demonstrate their knowledge in different ways. Teachers can use observation, oral responses, written work, projects, practical activities, and formative assessment. Flexible assessment can help teachers identify learning needs and provide suitable support.

6.11 Implications for School Infrastructure

Schools should provide accessible facilities such as ramps, toilets, pathways, classrooms, and suitable furniture. Accessible infrastructure is important for the independent participation of learners with disabilities. Infrastructure limitations remain a concern in some Indian schools (Das & PaltaSingh, 2024).

6.12 Implications for Teacher Well-Being and Workload

Teachers may face additional pressure when supporting diverse learners without enough time or resources. Schools should provide adequate planning time, professional guidance, and manageable responsibilities. Supporting teachers can help them work more effectively with learners.

6.13 Implications for Future Research

Future research should examine how inclusive practices are implemented in different school settings. Studies can focus on rural and urban schools, primary and secondary schools, government and private schools, and multilingual classrooms. Research can also examine the effectiveness of teacher training, differentiated teaching, technology, and other inclusive practices.

CONCLUSION

Inclusive education aims to create classrooms where all learners can participate, learn, and make progress. It gives importance to the different abilities, languages, cultures, learning needs, and social backgrounds of students. It also aims to identify and reduce the difficulties that may prevent students from learning and participating in classroom activities. Teachers play an important role in making inclusive education successful. They need to understand the individual needs of learners, use suitable teaching methods, encourage participation, support learners with disabilities, and respect different languages and cultures. Teachers also need to have confidence and a positive attitude towards inclusive education. However, teachers cannot achieve inclusive education by themselves. Lack of proper training, teaching materials, specialist support, infrastructure, and other

resources can make their work difficult. Therefore, teachers need support and cooperation from school leaders, parents, special educators, educational authorities, and the community. Regular training and professional development can help teachers improve their knowledge and skills. It can prepare them to use different teaching methods, manage diverse classrooms, assess learners fairly, and use suitable educational technologies. Such training can also help teachers become more confident in supporting different types of learners. In India, teachers need to work with learners from different languages, cultures, geographical areas, and social backgrounds. Understanding and respecting these differences can help teachers create a more welcoming and supportive classroom environment.

In conclusion, inclusive education is not simply about placing all learners in the same classroom. It is about providing every learner with equal opportunities to participate, learn, interact, and progress. Supportive teachers, suitable teaching methods, adequate resources, and cooperation among schools, families, and communities are important for successful inclusion. A coordinated effort can help create classrooms where every learner is respected, valued, and included.

REFERENCES

1. Ainscow, M. (2020). Promoting inclusion and equity in education: Lessons from international experiences. *Nordic Journal of Studies in Educational Policy*, 6(1), 7–16.
<https://doi.org/10.1080/20020317.2020.1729587>
2. Alharbi, A. (2024). ‘I never feel like I am prepared enough’: Teachers’ self-efficacy, challenges and experiences teaching students with disabilities. *Journal of Research in Special Educational Needs*, 24, 758–770. <https://doi.org/10.1111/1471-3802.12666>
3. Bhan, S., & Panshikar, A. (2024). Inclusive education in Tripura: Perception of special educators and children with special needs. *Journal of Indian Education*, 49(4), 35–49.
4. Das, A., & PaltaSingh, T. (2024). Inclusive education for children with special needs: Some reflections from Odisha, India. *Journal of Indian Education*, 49(4), 50–64.
5. Kalinowski, E., Westphal, A., Jurczok, A., & Vock, M. (2024). The essential role of teacher self-efficacy and enthusiasm for differentiated instruction. *Teaching and Teacher Education*, 148, 104663. <https://doi.org/10.1016/j.tate.2024.104663>
6. Misquitta, R., Panshikar, A., & Hassaram, B. (2024). Learning disabilities in India: A closer look at pre-service teacher development practices. *International Journal of School & Educational Psychology*, 12(3). <https://doi.org/10.1080/21683603.2024.2370762>
7. Mythiri, B., Anjana Krishna, S., & Karthika, V. K. (2024). A study on Indian ESP teachers’ classroom practices in fostering social inclusivity. *Journal of Applied Research in Higher Education*, 16(2), 554–568. <https://doi.org/10.1108/JARHE-09-2022-0298>
8. Porta, T., & Todd, N. (2024). The impact of labelling students with learning difficulties on teacher self-efficacy in differentiated instruction. *Journal of Research in Special Educational Needs*, 24(1), 108–122. <https://doi.org/10.1111/1471-3802.12619>
9. Tiwari, A. (2024). Inclusive practices in an independent private school: Insight into teachers’ perspectives, beliefs and practices. *Support for Learning*, 39(1). <https://doi.org/10.1111/1467-9604.12461>
10. van Steen, T., & Wilson, C. (2020). Individual and cultural factors in teachers’ attitudes towards inclusion: A meta-analysis. *Teaching and Teacher Education*, 95, 103127. <https://doi.org/10.1016/j.tate.2020.103127>
11. Woodcock, S., Sharma, U., Subban, P., & Hitches, E. (2022). Teacher self-efficacy and inclusive education practices: Rethinking teachers’ engagement with inclusive practices. *Teaching and Teacher Education*, 117, 103802. <https://doi.org/10.1016/j.tate.2022.103802>
12. Woodcock, S., Sharma, U., Subban, P., & Hitches, E. (2023). Teacher self-efficacy, inclusion and professional development practices: Cultivating a learning environment for all. *Professional Development in Education*. <https://doi.org/10.1080/19415257.2023.2267058>
13. Yada, A., Leskinen, M., Savolainen, H., & Schwab, S. (2022). Meta-analysis of the relationship between teachers’ self-efficacy and attitudes toward inclusive education. *Teaching and Teacher Education*, 109, 103521. <https://doi.org/10.1016/j.tate.2021.103521>