

Modern Teachers' Role in Promoting Inclusive Learning: A Summary

Dr. Ashok Kumar, Dr. Smritikana Ghosh

¹Professor Dept. of Education, Radha Govind University Ramgarh, Jharkhand

²Academic Counselor, IGNOU (Ranchi), Jharkhand. ORCID: 0009-0002-6045-0655

Abstract: Inclusive education is a style of education that attempts to give equitable access to excellent education for children with varying learning needs. It entails placing these children in ordinary classes and ensuring that they are involved in the educational environment. At first, there was a lack of understanding, educational opportunities, and technology, which resulted in the marginalisation and mistreatment of disadvantaged children. Over time, specialised educational institutes emerged. Contemporary perceptions on children with impairments have undergone considerable changes. They attended the same schools as the other students. Experts in the sector now urge for students' liberty to pursue their own learning goals. With the Salamanca Manifesto, educational equality has become a global phenomenon. It was recommended that countries pass laws forcing all pupils to attend mainstream schools. In order to properly handle the problem in the classroom, educators must have substantial knowledge and have undergone appropriate training in inclusive education. The attainment of inclusive education will remain an unattainable goal as long as there is a lack of qualified instructors. Inadequate teacher training is one of the most common reasons why inclusive initiatives fail. In order to assure the achievement of inclusive education, the administration must promote in-service training. Community members gain immensely from inclusive education when teachers have a high degree of competence, competency, and confidence. It not only contributes to societal growth and development, but it also promotes the participation of disabled students in mainstream education. It is critical to note that pre-service teacher education programs often fail to meet the different requirements of students with varying levels of ability. The educational community was unable to meet the demands to adjust the curriculum. Recently, educators have advocated for professional development opportunities to improve their abilities in delivering inclusive education to all children.

Keywords: Inclusive education, Critical, Learning, Excellent and Professional

"Children, who learn together, develop a deeper understanding of the world and cultivate valuable social skills."

Background

Education is crucial for personal growth and development. Education serves multiple valuable purposes, including equipping our nation with a capable workforce, cultivating a sense of national cohesion, and enhancing individuals' consciousness. A country relies on a wide array of professions and technical workers, including medical practitioners, educators, engineers, administrators, judges, and various others. "Inclusive education" is a policy that advocates for equitable access to high-quality education for all pupils. It's critical to take into account each student's unique learning requirements and make sure they get respect and a feeling of belonging (Salahuddin, 2017). The area of special education has a long history of developing innovative methods that have had a significant impact on the development of inclusive education. A number of terminology and ideas related to special education have gained popularity in the area of education in recent years. Many people were actively involved in and had a significant influence on educational policies and initiatives pertaining to inclusive schools, mainstream schools, integrated schools, special education, education for children with disabilities, and segregated schools. Understanding inclusion in its whole requires a careful examination of the related concepts and their significance expanding one's knowledge base and learning new things. Individuals who have received a solid education are more inclined to be knowledgeable about and uphold their legal rights and responsibilities as citizens of a nation. It is important for every person who wants to contribute to the improvement of society to have the ability to understand and relate to other people. Understanding each other is crucial for achieving long-term human unity. To help children with learning difficulties succeed academically, socially, and emotionally, inclusive education places them in mainstream classrooms alongside typically developing peers.

Ensuring that children with impairments get equitable educational assistance is its primary objective. Education plays a crucial role in fostering unity within a nation. People with higher levels of education are less likely to conform to traditional norms in the future. It is undeniable that educated individuals have the ability to bring about positive change and advancement in society. They have a clear understanding of the distinction between good and wrong. They adhere to

the appropriate traditions. Education plays a crucial role in fostering national prosperity. The term "education" refers to the manner in which adults provide direction to youngsters. Education is a journey that aims to change people by instilling in them the desire to improve their intrinsic traits. These qualities include critical thinking, active involvement in social situations, creativity, compassion, moral integrity, physical well-being, and the acquisition and refining of practical skills. The notion of education is rather wide and extends beyond the confines of the household. Students' educational goals, objectives, and the resources they use in their classes are all influenced by a variety of factors, including the community, the school, and the state, all of which are involved in this process. Abraham Maslow believed that children have a great deal of potential and the competencies necessary to achieve their objectives, not just in the classroom but also in life. Learning that is continuous is an effort that is made on purpose to improve one's own development and capabilities, and it may take place in both formal educational settings and in daily life.

1. Introduction

The topic of education for children has always been a concern for those in the field, especially considering the wide range of skills that students possess. Over time, two distinct categories of schooling have emerged: general education and special education. For some time now, experts and officials have been openly discussing whether this is the most effective approach to educating students with different skill levels. In the past, it was commonly believed that children with different needs, especially those with exceptional needs, needed to attend specialised schools. A person is considered to be included in a group when they are given the same opportunities as other members of the group and are able to actively participate in the activities that are being carried out by the group. To restate, inclusion is the process of welcoming children of varying abilities and backgrounds into the community. A school that embraces and provides assistance to students who come from a variety of backgrounds, abilities, beliefs, orientations, genders, sexual orientations, languages, and socioeconomic circumstances is referred to as an inclusive school, according to the definition provided by the National Commission on Special Needs in Education and Training (NCSNET).

At present, the implementation of human rights-focused initiatives has rendered the traditional approach of special/integrated education, which prioritises welfare and services, inadequate and ineffective. As a result, the idea of inclusive education represents a distinct departure from this previous approach. Despite being a relatively new concept, inclusive education is quickly gaining global popularity. Inclusive Education promotes the acceptance of every child, appreciating their unique abilities and advocating for equal opportunities. This concept has been widely embraced by educational programs worldwide, at both national and local levels. In order for an educational system to truly embody inclusivity, it should strive to be completely accessible and welcoming to every student. There has been a noticeable change in approach and offerings when moving from "caring for disabled children" to "educating and fostering personal growth" in children, with a strong emphasis on including children with disabilities.

Objectives

- ◆ To explore the explanations of inclusive education.
- ◆ To explore the significance of inclusive education
- ◆ To examine the responsibilities of a teacher educator in the 21st century.
- ◆ Encourage inclusive classrooms

Review of Literature

- ✦ Various studies have investigated the present status of inclusive education in Pakistan. In one study, for example, Akram et al. (2021) looked at how inclusive policies were implemented in different schools throughout the nation and found that different schools had different degrees of implementation.
- ✦ The educational environment has been greatly impacted by inclusive education, which promotes equality and celebrates diversity via its framework. The goal of inclusive education is to ensure that all children, despite their unique identities, experiences, and skills, have equal access to quality education that promotes their growth and development (Campbell, 2021).
- ✦ Rivera and McKeithan (2021) examined the social and academic consequences experienced by children with disabilities in inclusive educational settings. The research demonstrated that academic progress and improved social interactions were positive outcomes.

- ✦ According to Bešić (2020), students have several overlapping identities that are influenced by factors such as race, gender, socio-economic background, ability, and others. The goal of inclusive education is to ensure that all students, regardless of their background or identity, have their voices heard and that their different experiences and viewpoints are recognised and integrated into classroom instruction.
- ✦ Although educators recognised the importance of inclusive education, Shaukat et al. (2019) found that they faced challenges in implementing their beliefs due to various contextual factors, despite their positive attitudes and beliefs towards inclusive practices. The study examined the correlation between teachers' professional development needs and inclusive education, emphasising the significance of offering them specialist training to enhance their teaching abilities.
- ✦ The significance of welcoming a wide range of backgrounds, languages, cultures, and abilities in the classroom is emphasised by Gay (2018). By fostering an accepting and diverse classroom community that sees difference as a strength, inclusive education helps all children feel welcome and valued. Promoting fairness in inclusive education requires an understanding of the interconnectedness of identities.
- ✦ In their study, Koller et al. (2018) looked at how students with disabilities fared in inclusive classrooms, highlighting how inclusive practices improved their mental health and sense of self-worth.
- ✦ Some successful inclusive teaching techniques and classroom practices were highlighted by Foreman and Arthur-Kelly (2017). Personalised assistance, teacher cooperation, and individualised teaching were emphasised as crucial in meeting the unique needs of students.

Significance of the Research

Many people, including teachers, administrators, and parents, are concerned about the issue of enrolling pupils with disabilities in schools. This is because some of these students have disabilities. Some schools throughout the globe, including this one, are concerned about the potential influence that this may have on the academic achievement of their classmates. The reason for this is because they are competing with other schools for students, financing, and resources, which creates a competitive climate of competition. If every educational institution made it a priority to create an atmosphere that is inviting and inclusive for all students, regardless of their background, then these worries would have less weight. If this were to occur, then educational institutions would be able to compete on an equal level. Because of this, it is essential to consider education that is both inclusive and child-friendly as a means of enhancing educational institutions. The purpose of inclusion is to ensure that each and every student is provided with the chance to acquire an education of the highest possible standard.

The Concept of Inclusive Education

Inclusive education is a method that aims to meet the educational requirements of all individuals, including children, young people, and adults, with a particular emphasis on those who are at risk of being marginalised or excluded. The acronym "MHRD" stands for the Ministry of Human Resource Development. Inclusive education is founded on the core principle that each person is entitled to be a respected member of society and should have equitable access to engage in all facets of life, including education. Every member of society is inherently deserving of equal rights, in accordance with the ideals of inclusive philosophy. It is crucial to exhibit respect and decency towards all individuals, irrespective of their circumstances, abilities, ideas, etc., and to refrain from engaging in any kind of discrimination. Every student deserves a top-notch education as a fundamental and indispensable human right. Promoting equal access to education for all students and advocating against discrimination based on various protected features such as race, colour, gender, religion, sexual orientation, disability, place of birth, and socioeconomic status. Education has the power to educate and offer benefits to every student. Students should be willing to adjust to meet the demands of their school, rather than anticipating the school to cater to their individual needs. The student's perspective is highly valued and carefully considered. The unique qualities of students, instead of being a drawback, contribute to the diversity and depth of the classroom. Different solutions are employed to cater to the diverse needs and rates of development of students. Students in an inclusive classroom are often grouped according to their age or other similar demographic.

In order to create a welcoming environment where people feel comfortable approaching one another and making friends, this is crucial. It is the responsibility of educators to facilitate the development of mutually beneficial relationships between students with and without special needs, with the goal of improving the lives of all members of society. A 'buddy' is a student who is assigned to be with a student who has special needs at all times while on school grounds. This

practice helps bring the two groups of students closer together and makes inclusion a reality. A prevalent misperception is that the terms "mainstreaming" and "assimilating" primarily pertain to the physical integration of children with disabilities into normal classes alongside their usually developing peers. The significance of intention may not be paramount in this case; the presence of "connotative baggage" could be more crucial. Nevertheless, the mainstreaming method asserts that children with disabilities can only live alongside normally developing pupils (in the same classroom, playground, etc.) if they are able to engage in the same activities with little or no support. Furthermore, the education of these children is essentially the responsibility of their special education instructors.

The Significance of Inclusive Education

Education that is both quantitative and qualitative has greater advantages. Quality education can only be achieved via inclusive education. When all students have access to high-quality learning opportunities, no student can be left behind. The following are some reasons why inclusive education is necessary and vital:

- **Societal development:-** The improvement of the educational system is a key component in societal development. Through inclusive education, we can enhance the educational system. Students develop more effectively and are better able to have a beneficial contribution on society when we have a better system of education.
- **Improvement of abilities:-** Students get advantages from a school environment that promotes inclusivity as they strive to refine their tolerance, collaboration, and other crucial life skills. In a congenial classroom environment, students have the opportunity to familiarise themselves with one other's idiosyncrasies and individual characteristics.
- **Enhancing self-confidence:-** Students with disabilities get significant advantages from inclusive education as it establishes an atmosphere that imposes minimal limitations on learning, enabling them to openly express themselves among their peers and participate in extracurricular activities on par with other students. As a result, it assists children with impairments in developing self-confidence.
- **Country's progress:-** A country's development is hindered when its inhabitants encounter marginalisation, destitution, and bias. Inclusive education has the potential to eliminate all of these challenges and contribute to the good development of the nation.
- **To achieve social equality :-**To achieve social equality, it is essential to ensure that all pupils have access to education. Every kid is given equal opportunities in an inclusive classroom. In an inclusive classroom, all students, irrespective of their abilities, are entitled to the same rights and responsibilities. By promoting inclusive education, social equality is fostered.

Teacher educators' Inclusive Education Roles

An essential part of implementing inclusive education is the involvement of teachers. Research on inclusive education consistently emphasises the significance of regular classroom teachers providing instruction that is both relevant and meaningful to students with disabilities in order to achieve successful inclusion, regardless of the educational infrastructure, educational policy, or resources allocated to a program. There should be no obstacles impeding progress, individual development, or the eradication of poverty, and education plays a pivotal role in all of these domains, including disability. Irrespective of age, the primary responsibility of a teacher is to motivate and assist their pupils in reaching their maximum potential in terms of physical, mental, emotional, social, moral, and spiritual development. The educational system for educators has the obligation of supplying a sufficient number of competent educators to fulfill the roles of mentors and advisers for students in both K-12 and higher education environments.

- ✓ Lesson planning: In an inclusive classroom, the general education teacher and the special education teacher should work together on the lesson plan. The general education teacher collaborates with the special education teacher to design a lesson plan that meets the requirements of all pupils. On occasion, regular classroom instruction is planned by a general education teacher, while children with special needs are taught by an individual who modifies previously developed lessons (Jordan, et al., 2009).
- ✓ Proficient communication: It is an essential skill for teacher educators, enabling them to cater to the requirements of special education students by implementing supportive policies and providing resources like instructional assistants, peer tutors, team teaching, and opportunities for professional growth. Future teacher educators keep ongoing contact with school officials to examine the distinct educational requirements of children and the strategies that might be used to address them in an inclusive environment.

- ✓ Collaborative Teaching : The process of educating a student via the collaborative efforts of two classes or even two teachers of the same topic is referred to as co-teaching. The act of working together in the same room or at the same time for activities such as delivering lectures, assessing and evaluating students, and other similar activities.
- ✓ Modifications to the curriculum: The majority of teachers who work in inclusive classrooms make modifications to their lesson plans in order to accommodate students who have special needs. The use of audio books, homework assignments that contain chapter summaries, visual organisers, and colour-coded chapters are some of the numerous alternatives that are available for modifying the curriculum. These are all designed to assist students in better comprehending the subject matter for which they are studying.
- ✓ Behaviour Management: Does an inclusive classroom help special education children form good peer groups? If not, a different disciplinary strategy is needed for their disruptive behaviours, which are different from those of typically developing students. In order to effectively manage the conduct of their special education pupils, teachers should use the appropriate strategy. Systematic systems that incorporate self-regulation and behaviour management, together with a reward and incentive to reinforce the student's good behaviours, are common.
- ✓ Attitude shift and increased knowledge: When inclusive education is effective, administrators, teachers, and other professionals will have a favourable outlook on the system. Without the full backing of those who work in the field, laws requiring inclusive education would fail miserably. This kind of help requires a shift in perspective and conduct, which isn't always simple. Workshops on broad inclusive education strategies should be organised for educators as part of this training. Make sure that everyone knows about inclusive education by using all forms of mass communication.
- ✓ Method of extraction: Pull-out training encompasses both in-class and out-of-class curricula, as well as individualised programming for different programs or courses. Students with special needs should receive instruction in an inclusive atmosphere as much as possible, with the goal of minimising restrictive practices while also respecting their dignity.
- ✓ Classroom climate: According to Teacher's Vision, special education teachers and other school staff that have faith in their students' capacity to succeed academically create the most inclusive classrooms. It is the critical obligation of teachers to provide a safe and inclusive learning environment where students with special needs may participate actively in group work and develop positive relationships with their classmates.
- ✓ Developments in the field: Nowadays, it is increasingly common for inclusion teachers to engage in professional development courses or in-service training to enhance their skills in adapting lesson plans, pedagogical approaches, and team-teaching strategies to cater to students with diverse needs.
- ✓ Training before service: Training programs for future educators should prioritise a comprehensive approach that encompasses both pre-service and in-service education. Pre-service training is the educational preparation individuals receive prior to embarking on their careers as teacher educators. College and university teacher preparation programs are an integral component of this. It is imperative for every teacher-in-training program to incorporate inclusive education as a mandatory course. It is crucial to equip pre-service teachers with the necessary knowledge and skills in inclusive education. This includes understanding how to assess students' strengths and weaknesses, as well as effectively educating, modifying, and engaging students with special needs.
- ✓ Developing Networks: While inclusive education is not yet mandated in pre-service programs in all countries, several have found success in incorporating it into their curricula via partnerships between teacher-educators and local universities and colleges. One efficient method of disseminating knowledge at the pre-service and in-service levels is to collaborate with local training institutes.
- ✓ Professional Development Programs: Professional development for instructors who are currently teaching is a part of in-service training programs. In order to help their teachers become better at what they do, several nations sponsor frequent professional development workshops. Teachers can better meet the needs of students of all abilities with the help of inclusive education strategies that put the students at the centre of the learning process and encourage active engagement and involvement from all students.

Promoting Inclusive Classrooms

The issue of rejecting, discriminating against, and bullying students in the classroom requires immediate attention. Establish a policy that firmly opposes any form of harassment or discrimination, ensuring that students who experience or witness bullying are provided with the necessary support. Students can also gain valuable skills by engaging in group projects, discussions, and hands-on activities to promote collaboration and knowledge sharing in the classroom. Ensure

that an ample amount of time is set aside for students to collaborate, exchange knowledge, and appreciate each other's skills. Develop strong, compassionate, and harmonious relationships with your students. Develop a deeper connection with students by familiarising yourself with their interests, strengths, and challenges. When it comes to classroom conduct and interactions, it is important to emphasise the importance of fostering values such as tolerance, compassion, and acceptance.

Encourage your students to embrace diversity and appreciate each other's individual qualities. When communicating, it is important to acknowledge and respect individuals from diverse backgrounds, cultures, and origins. Incorporating an understanding of subjectivity and multiculturalism in all of your classes will help to better align with your students' real-life experiences. Instead of fixating on the pupils' deficiencies, try to provide positive feedback that highlights their advancement, accomplishments, and endeavours. Adopt a growth mindset and acknowledge and value the unique talents of each student. Ensure that each student is provided with a hospitable "home base" inside your classroom, where they may engage in studying within a setting that is appropriate to their individual requirements. Create an environment in the classroom that fosters a sense of comfort, security, and encouragement for all students. When interacting with both students and colleagues, please set an example of inclusive conduct and attitude. Strive to comprehend and cooperate with others, exhibit empathy, and conduct ourselves with courtesy, politeness, and respect in all our actions.

2. Conclusion

It is clear from the reviewed literature that educators still have a long way to go before they fully commit to an inclusive classroom environment that welcomes and celebrates the unique qualities of each student. Teachers should be prepared to show their students how to accept and value one another, since they are role models for the students they instruct. The goal of the emerging field of inclusive education is to ensure that all students, regardless of their background or ability, have equal access to quality education. For everyone involved—students, instructors, and caregivers—it guarantees that schools are welcoming and interesting environments. Therefore, practically and conceptually By removing barriers to learning and participation, inclusive education ensures that all students, especially those who have historically been marginalised, have equal opportunities to succeed in traditional classroom settings. The concept of inclusive education revolves around creating a welcoming atmosphere where every student feels comfortable, appreciated, and empowered to actively engage in the learning process.

As the number of children receiving their education in mainstream classrooms as part of inclusion programs continues to rise, there is a growing interest in innovative teaching and learning methods that utilise accommodations and assistive technology. "It is important to prioritise the classroom-wide and building-wide contexts, ensuring that there is a strong connection between special education and general education." It is important for both current and future teachers to work towards achieving this alignment. It is important to restructure general teacher education programs to include special education pedagogy and technique, as well as student adaptations and accommodations. The motivation behind the push for inclusive teaching has largely stemmed from this proposition. To enhance the academic performance of children with disabilities, it is crucial for teachers to create inclusive and accessible learning environments. One can argue that inclusive education is deemed successful when schools are built to accommodate everyone, encompassing not just students but also teachers, staff, families, and community members. This forms the basis of inclusive education. This category includes children with disabilities.

The implementation of educational policies and programs is greatly impacted by the instructors who are in charge of them. Based on the evidence, it is clear that providing disabled children with consistent classroom instruction is essential for their successful integration into normal education. When it comes to ensuring that students receive a top-notch education and driving significant changes within an educational system, the role of a teacher is absolutely crucial. It is crucial to understand that the achievement of these goals relies on the abilities of teachers, which can be improved through the implementation of appropriate pre-service and in-service teacher training programs. The new educational system, which encourages innovation and creativity while providing equal opportunity to all students, necessitates the creation of new training possibilities for educators. The idea of inclusive classrooms is fantastic, but implementing it calls for teachers to have a great deal of tolerance, compassion, and training. Reason being, in truly inclusive classes, you'll find children with a wide range of abilities and developmental stages, from those who are usually developing to those who have severe and profound disabilities. Since teachers are the ones who provide students with practical accommodations, it becomes a struggle for them to strike a balance in serving all of their pupils. These programs offer

support in curriculum development, addressing important needs, creating engaging learning experiences, and integrating students with disabilities into the general educational system. The new educational system, which encourages innovation and creativity while providing equal opportunity to all students, necessitates the creation of new training possibilities for educators.

Recommendation for Promoting Inclusive Practices in the Classroom

Students can develop an inclusive practice by constructing their approach based on a clear understanding of equality. In order to achieve improved educational outcomes for marginalised groups, it is crucial to engage in thorough and methodical planning, recognising the significance of teachers. Through thorough research and analysis conducted in various educational environments. Assessing prior to widespread distribution. According to Reid (2011), the use of reinforcement is intended to encourage discussion by highlighting inequalities. Kibria (2005) suggests the importance of creating a comprehensive national plan that takes into account the unique requirements of students in urban and rural areas. Charema (2010) suggests that students from diverse backgrounds and communities can achieve their goals of inclusive education. In further research, it is recommended that other factors that might potentially have an effect be investigated, inclusive education programs in various contexts should be evaluated, and the weaknesses of the study should be addressed.

Educational Implications

Regardless of the educational setting, it is essential for students with disabilities to receive fundamental accommodation instruction from well-trained educators. In order for inclusive education to be successful, it is essential to provide training for all general teachers. Therefore, it is essential for the government to offer training to all educators. In addition, it is important for special education instructors to focus on their expertise in teaching rather than serving as trainers. They should be highly skilled specialists, professors, and teacher educators, as their primary role is to impart knowledge and skills to their students. All teachers, regardless of their position, should get training. Elementary and high schools now routinely include inclusive education practices. The Indian government has been pouring resources into making inclusive education a success story. Making inclusion a success would be very challenging without the positive attitude of school workers and teachers.

References

1. Akram, H., Al-Adwan, A. S., Aslam, S., & Khan, M. I. (2021). Pedagogical practices and challenges in cultivating moral values: A qualitative study of primary school teachers in Pakistan. *Education 3-13*, 1-13.
2. Alquraini, T. A. (2012). Factors related to teachers' attitudes towards the inclusive education of students with severe intellectual disabilities in Riyadh, Saudi. *Journal of Research in Special Educational Needs*, 12(3), 170-182.
3. Bešić, E. (2020). Intersectionality: A pathway towards inclusive education?. *Prospects*, 49(3-4), 111-122.
4. Bhushan, S. (2020). Role of Teacher Educator in Inclusive Education in 21st Century. *International Journal for Scientific Research & Development* Vol. 7, Issue 12, ISSN (online): 2321-0613.
5. Boer, D. A., Pijl, J. S., & Minnaert, A. (2011). Regular primary school teachers' attitudes towards inclusive education: a review of the literature. *International Journal of Inclusive Education*, 15 (3), 331- 353.
6. Campbell, C. (2021). Educational equity in Canada: the case of Ontario's strategies and actions to advance excellence and equity for students. *School Leadership & Management*, 41(4-5), 409-428.
7. Cook, B.G., Tankersley, L., Cook, S., & Landrum, T. J. (2000). Teachers' attitudes toward their included students with disabilities. *Exceptional Children*, 67, 115-135.
8. Downing, J. E., & Peckham-Hardin, K. D. (2007). Inclusive education: What makes it a good education for students with moderate to severe disabilities? *Research and Practice for Persons with Severe Disabilities*, 32(1), 16-30.
9. Foreman, P., & Arthur-Kelly, M. (2017). *Inclusion in action*. Cengage AU.
10. Galovica, D., Brojcin, B. & Glumbic, N. (2014). The attitudes of teachers towards inclusive education in Vojvodina. *International Journal of Inclusive Education*, 34 (3)
11. Gay, G. (2018). *Culturally responsive teaching: Theory, research, and practice* (3rd ed.). Teachers College Press.

12. Haddad Caroline (2009), Teaching Children with Disabilities in Inclusive Settings. UNESCO, Bangkok, ISBN 978-92-9223-244-3, Published by the UNESCO Asia and Pacific Regional Bureau for Education.
13. Jordan, A., Schwartz, E., & McGhie-Richmond, D. (2009). Preparing teachers for inclusive classrooms. *Teaching and teacher education*, 25(4), 535-542.
14. Koller, D., Pouesard, M. L., & Rummens, J. A. (2018). Defining social inclusion for children with disabilities: A critical literature review. *Children & society*, 32(1), 1-13.
15. Kumar,D. (2023). The Role Of Special Education Teachers In Promoting An Inclusive Classroom. *International Journal of Creative Research Thoughts*. Volume 11, Issue 8, ISSN: 2320-2882.
16. Magnússon, G. (2020). Inclusive education and school choice lessons from Sweden. *European Journal of Special Needs Education*, 35(1), 25-39. <https://doi.org/10.1080/08856257.2019.1603601>
17. Nketsia, W., Saloviita, T., & Gyimah, E. K. (2016). Teacher educators' views on inclusive education and teacher preparation in Ghana. *International Journal of Whole Schooling*, 12.
18. Omori Pele (2012), Role of Teachers in an Inclusive Classroom retrieved from http://www.ehow.com/about_6803985_role-teachers-inclusive-classroom.html
19. Rivera, M. O., & McKeithan, G. K. (2021). High-leverage social, emotional and behavioural practices for students with disabilities in inclusive settings. *Educational Review*, 73(4), 436-450.
20. Saxena, V. (2007). Empowering teachers to Advocate for Inclusion. *EENET ASIA NEWSLETTER*, 4.
21. Shaukat, S., Vishnumolakala, V. R., & Al Bustami, G. (2019). The impact of teachers' characteristics on their self-efficacy and job satisfaction: A perspective from teachers engaging students with disabilities. *Journal of Research in Special Educational Needs*, 19(1), 68-76.
22. Shekh,R.(2024). Importance of Teachers' Role in Inclusive Education. *International Journal of Research Publication and Reviews*. Vol 5, no 7, pp 1203-1207. ISSN 2582-7421.
23. Thomas,B and Kumar,L. (2023).The Role of General Education Teachers in Promoting inclusive Education for Students with Intellectual Disability: A Review Study.Vol 8, issue:21.*International Journal of Interdisciplinary Social Researches*.
24. Yadav, M., das, A., Sharma, S., & Tiwari, A. (2015). Understanding teachers' concerns about inclusive education. *Asia Pacific Education Review*, volume 16(3), DOI 10.1007/s12564-015-9405-6,