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Empowering teachers for inclusive education: The role of continuous professional development in building inclusive classroom practices

Renish[1], Dr. Dinesh Chahal[2]
[1] Research Scholar, Department of Teacher Education, Central University of Haryana, Haryana, India
[2] Professor, Department of Teacher Education, Central University of Haryana, Haryana, India
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Abstract
Inclusive education involves creating learning environments in which all learners can participate, belong, and learn by reducing barriers and responding to learner diversity. The knowledge, skills, confidence, and professional decision needed for this responsibility can be enhanced through Continuous Professional Development (CPD). This paper examines how CPD can empower teachers to develop and sustain inclusive classroom practices, with particular attention to the Indian context. A qualitative integrative literature review was conducted using the empirical studies, systematic reviews, scoping review, meta-analysis, policy analyses, and conceptual papers included in the review. The literature was reviewed thematically around teacher preparedness and empowerment, effective CPD design, collaborative and classroom-based learning, Indian implementation conditions, and implications for equity and inclusion. The evidence shows that one-time, information-focused training is not enough to support lasting inclusive practice. Effective professional learning includes focus, active learning, practice, coaching, feedback, contextual relevance, and follow-up. The Indian literature identifies high workloads, poor infrastructure, institutional weaknesses, limited access to digital resources, and weak connections between training and teachers' professional needs as barriers to effective CPD. To better connect policy expectations with teacher needs, professional learning, supported experimentation, and classroom evidence, this review proposes a cycle of "practice, reflect, and plan" within a framework of "context-responsiveness." Beyond the concept of training hours, the study suggests that CPD should be viewed as a professional learning system that can strengthen equity. It can support educators in addressing classroom barriers, improving learning environments, and developing more adaptable practices for diverse learners.

Keywords: Inclusive education, inclusive classroom practices, teacher education, teacher empowerment, teacher preparation, continuous professional development

Introduction

The concepts of "participation," "equity," and "belonging" are being used increasingly to describe inclusive education, while the significance of physical placement alone is diminishing. According to the reviewed literature, teachers are at the forefront in this process because their professional expertise, attitudes, and classroom decisions influence whether learner diversity is effectively supported in classroom practice (Donath *et al*., 2023 [5]; Fu *et al*., 2026).

India has a robust legal and policy framework for inclusion through the RTE Act, RPwD Act, and NEP 2020 [1]. The literature shows that stronger policy commitments have not automatically created the classroom capacity needed for inclusion. Teachers may support inclusion while still reporting limited preparation, strategies, and support (Das *et al*., 2013; Misquitta & Joshi, 2022) [4, 12].

The main CPD question is therefore how teachers can move from awareness to classroom practice. The evidence increasingly distinguishes information sharing from professional learning that includes active practice, feedback, collaboration, coaching, relevance to context, and follow-up. Donath *et al*. (2023) [5] reported positive effects, while Fu *et al*. (2026) and Wood *et al*. (2026) [28] suggest that sustained effects on classroom and student outcomes remain less certain.

This paper therefore examines CPD as a way to support teacher empowerment, with particular attention to inclusive practice in India. International models are included with careful consideration as the structure, resources and language of the school, along with its staffing and time allocated for professional learning have an impact on CPD practice.

Conceptualizing Inclusive Education and Teacher Empowerment

In this paper the concept of inclusive education is seen as a process of successive increase in "presence", "participation" and "achievement" and a diminution of barriers to learning. This is embedded in the reviewed literature in inclusive education, which aims to broaden the focus of mainstream teachers to enable plans to be made and actions taken as necessary for the "unusual" and/or multiple differences of the learner, as opposed to just generic "disability." This concept of teacher empowerment includes drawing on professional knowledge and skills, confidence and self-efficacy, and reflection and collaboration with others. CPD act as a bridge through which these capacities are developed by providing teachers with opportunities to learn, practise, get feedback, and adapt in authentic school environments (Donath *et al*., 2023; Wood *et al*., 2026) [5, 28]. The connection with the relationship is therefore not linear - what contributes to a more successful CPD design is the policy and conditions in the school; what enables "teacher" capacity to be gained is the CPD; and what is demonstrated by the teacher is inclusive teaching placed by them. Then classroom experience and feedback drive on-going professional development. This perspective connects theory and practice by highlighting how teachers can develop the

knowledge, skills, and confidence needed to make inclusive education a reality in the classroom.

Problem Statement

Previous studies indicate a persistent gap between inclusive education policy and professional practice conditions necessary for implementing inclusive education. Teachers may have positive perceptions of inclusion, but they may also think that they can't modify the course material, engage with experts and families, offer accessible assessments, vary their teaching methods, or address the different needs of their students. The study's findings show that schools need professional development and efficient follow-up (Misquitta & Joshi, 2022) [12]. Additionally, data from India shows that regular schools exhibit this lack of preparedness (Das *et al*., 2013) [4]. NEP 2020 places a strong emphasis on ongoing professional development. NEP 2020 [17] mandates that teachers complete 50 hours of CPD each year, and school principals must complete 50 hours of CPD in a variety of methods. According to Senapati and Singh (2022) [19], a number of programs, including DIKSHA, MOOC, NISHTHA, and OERs, are encouraging CPD for Indians. The present issues with e-portfolios, blended learning, connectivity, needs assessment, and support systems are also covered. Relevance, involvement, perseverance, and relevance to the teacher's work are all quantitative and qualitative challenges. For this reason, the following problem statement can be offered as a starting point for this review: Given the stated policy and value base situations for inclusive education, there is clear evidence that teachers are not well supported in their work to implement inclusive education in their classes, and that there is a need for more sustained professional learning (and institutional support) in order to get teachers and teachers' colleagues closer to the inclusive vision and values. A synthesis of this CPD to identify features of CPD that are consistently associated with teacher learning and inclusive practice, teacher implementation barriers in India that hinder such features and the conceptualization of CPD as a process for professional learning for equity is required.

Purpose of the Paper

The purpose of this paper is to bring together the available evidence on how continuous professional development can empower teachers to develop and sustain inclusive classroom practices, with particular attention to the Indian educational context.

Research Questions

1. What professional capacities does CPD need to strengthen so that teachers can put inclusive classroom practice into action?
2. Which CPD design features are most consistently linked with meaningful teacher learning and the use of that learning in practice?
3. How do collaboration, coaching, feedback, and classroom-based learning contribute to inclusive professional development?
4. What contextual and system-level barriers are identified in the Indian literature?
5. What principles can guide a context-responsive CPD framework for inclusive education in India?

Methodology

The literature was reviewed thematically around teacher preparedness and empowerment, CPD design, collaboration and classroom-based learning, Indian implementation conditions, and implications for equity. Findings were compared across different types of evidence, with particular attention to the distinction between short-term teacher outcomes and lasting classroom or student outcomes. The synthesis focused on recurring patterns across the included literature rather than treating individual studies as isolated findings.

This paper uses a qualitative integrative literature review. It does not collect primary data and does not claim to be a new systematic review or meta-analysis. Instead, it brings together the relevant empirical studies, systematic reviews, scoping reviews, meta-analyses, Indian policy literature, and conceptual work.

Review of Literature

Srinivasacharlu (2019) and Tewari (2016) [23, 25] described CPD as professional learning that continues throughout a teacher's career. They highlighted formal, non-formal, and informal opportunities, school-based learning, classroom observation, collaboration, practical activities, self-directed learning, and follow-up.

Tyagi and Misra (2021) [26] found limited CPD initiatives among 113 teacher educators and identified barriers related to time, workload, opportunities, finances, and psychological factors. Misra and Tyagi (2021), Walia and Walia (2022) [26, 27], Mehrotra (2023), and Rahman (2023) understood NEP 2020 [18] as a move towards continuous, needs-based, technology-supported, and mentored professional learning through structures such as NISHTHA, DIKSHA, SCERTs, DIETs, BRCs, and CRCs.

Singh *et al*. (2019) [21] reported that professional development in India was often isolated, supply-driven, and weakly monitored. They recommended needs assessment, practical learning, different delivery modes, and follow-up. Banik and Saha (2023) [2] found conferences, refresher programmes, and faculty development useful among higher-education teachers. Maheshwari (2022) [8] reported moderate to high self-efficacy among Delhi teachers but limited freedom to choose CPD, showing the importance of teacher agency and supportive conditions.

Sharma and Angadi (2024) [20] directly linked CPD with equitable and inclusive education in a systematic review of 28 studies. They highlighted inclusive-education training, culturally responsive teaching, needs-based CPD, blended learning, and technology. Das *et al*. (2013) [4] examined Delhi teachers' preferences for professional-development delivery modes and highlighted the importance of choosing suitable delivery approaches for inclusive implementation. Misquitta and Joshi (2022) [12] provide a strong Indian example: 107 professionals took part in a six-month programme that combined interactive workshops, coaching, resources, a professional learning community, and school visits. Participants especially valued hands-on strategies and resources that were relevant to their context.

Donath *et al*. (2023) [5] brought together 342 studies and found positive effects on teacher knowledge, skills, and beliefs, as well as on student behaviour. Holmqvist and Lelinge (2021) [7] found more positive teacher attitudes after collaborative professional development, but noted limited evidence for models that can be applied widely. Wood *et al.*

(2026) [28] identified workshops, practical application, feedback, coaching, and longer delivery as recurring components. Fu *et al*. (2026) found frequent short-term gains but more mixed evidence in stronger comparison-group studies. Overall, CPD is promising, but it does not automatically lead to major change.

Technology, mentoring, experiential learning, professional standards, school-based assistance, and academic leadership were highlighted by Quadri and Mahmood (2024), Batool and Ali (2024), Anwer (2024), and Mukherjee (2021). According to Smitha (2020), the NEP 2020 [1, 22] reform presents both institutional limitations and opportunities. Paul (2026) pointed out that in the absence of institutional support, CPD may gradually turn into a compliance exercise, while Mathur & Shukla (2023) also documented very low understanding among government instructors along with the digital and technical impediments. The value of fixed, shared, and context-sensitive professional learning was generally demonstrated by the literature.

1. Conceptualising Teacher Empowerment Through CPD

Teachers who are empowered possess knowledge and abilities, self-efficacy and, consequently, confidence, and the capacity for introspection and teamwork. These areas are important to them because knowledge without effective practice is not sufficient, and without application, abilities are unlikely to become ingrained in classroom instruction. The resulting conceptual framework is shown in Figure 1. It treats policy and context as conditions that support or limit CPD, CPD design as the main professional-learning process, teacher capacity as the immediate outcome, and inclusive classroom practice as the way that capacity is expressed in practice. Coaching, feedback, resources, leadership, and collaborative learning are treated as mechanisms that help connect professional learning with classroom practice.

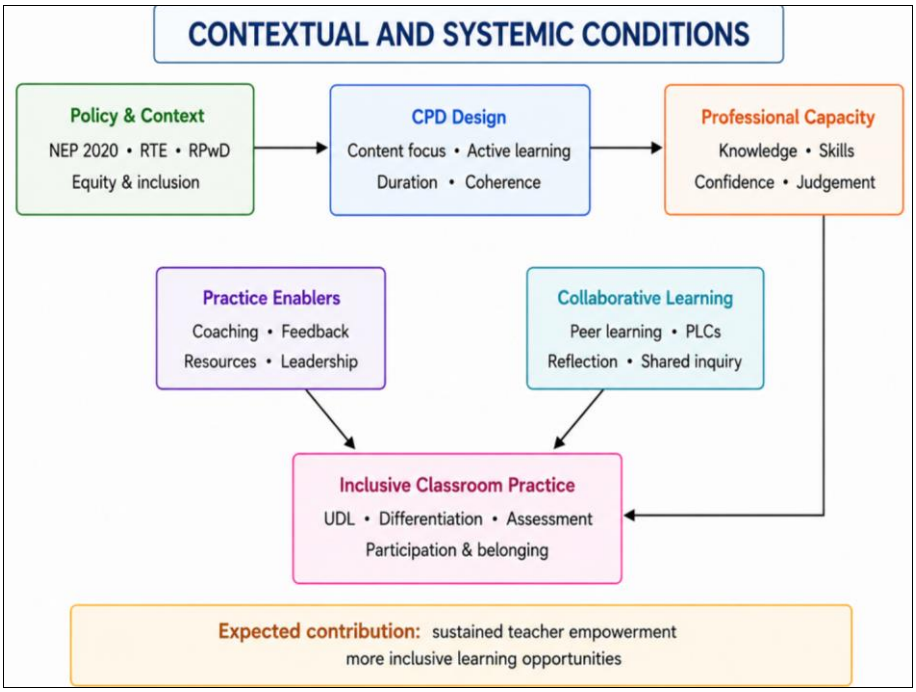


Fig 1: Conceptual framework linking CPD design, teacher empowerment and inclusive classroom practice

2. Inclusive Education as a Professional Practice Challenge

The way to address children's needs for inclusion is through teaching. Teachers interpret the curriculum, instruction, and assessment policies. Professional learning must therefore concentrate on the knowledge and skills that students need to acquire in different classroom settings (Donath *et al*., 2023 [5]; Fu *et al*., 2026). Differentiated education, accessible resources, formative assessment, classroom management, encouragement for positive behavior, involvement of specialists and families, and obstacles to participation are some of these strategies (Wood *et al*., 2026) [28]. However, there are also empirical evidence supporting the value of this practice in the Indian context. Misquitta and Joshi (2022) [12] observed that participants in a series of in-person workshops, coaching, school visits, and professional learning communities favored useful tactics and resources that were relevant to their context.

3. What Makes CPD Effective for Inclusive Education?

Across the literature, effective CPD includes active learning, coaching, coherence, collaboration, practical relevance, and connection with daily work (Donath *et al*., 2023; Wood *et al*., 2026) [5, 28]. The Indian programme described by Misquitta and Joshi (2022) [12] shows how these elements can be brought together.

The evidence therefore supports a move from simple information sharing to learning that can be used in practice. Teachers need to understand a strategy, practise it, use it, receive feedback, reflect on the results, and adapt it. This is especially important in diverse classrooms, where learner needs and local conditions can vary.

4. Evidence on Teacher Outcomes

Donath *et al*. (2023) [5] reviewed 342 studies involving more than 155,000 participants and found positive effects on knowledge (g = 0.93), skills (g = 0.49), beliefs (g = 0.23),

and student behaviour (g = 0.37). These results support CPD as a contributor to teacher learning, but they do not mean that training alone guarantees lasting change in schools.

Srivastava *et al*. (2015) [24] also reported improved attitudes, knowledge about disability, and knowledge of teaching methods after a focused in-service programme. This shows the potential of targeted CPD to improve teacher preparedness.

Fu *et al*. (2026) found frequent short-term improvements but more mixed evidence in stronger comparison-group studies. Therefore, statements on the effectiveness of CPD should make differentiation between short-term teacher learning and long-term change in attitudes or behaviour in the classroom and among students.

5. Collaboration, Coaching and Practice-Embedded Professional Learning

The authors of Holmqvist and Lelinge (2021) [7] depict the potential, but also the limitations of collaborative professional development. They conducted a systematic search that identified 21 studies and identified positive relationships between participation in professional development and teacher attitudes towards inclusion. There was, however, little evidence of the strong models that can be widely applied.

The review also included increased investigation of collaboration models and reported that there was a limited amount of evidence for student level results. Professional learning can transition from individual learning to shared problem solving through collaboration. Together, teachers can review lesson plans, student work, and student interactions as well as any obstacles to implementation. This is particularly important when inclusion is acknowledged as a response to diverse learner needs, because no single teacher can expect every barrier or learner need. Collaborative practice can also strengthen professional learning and reduce teachers' sense of isolation when working to support inclusion.

Coaching provides another link between knowledge and classroom practice. Wood *et al*. (2026) [28] identify coaching as a recurring component of effective in-service professional development because teachers can be observed, receive feedback, and obtain support while learning to use new practices consistently. Misquitta and Joshi's (2022) [12] Indian programme is especially relevant because coaching was built into the programme along with workshops, professional learning communities, resources, and school visits.

The practical implication is that CPD should be designed as a cycle rather than a single event. Teachers identify a classroom problem, learn a relevant idea or strategy, practise and adapt it, use it in the classroom, receive feedback, reflect on evidence, and then improve the practice. Figure 2 shows this process.

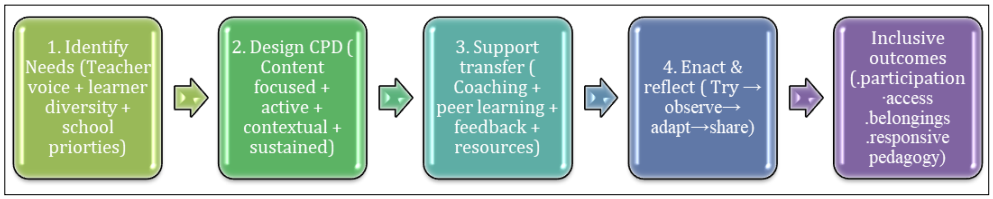


Fig 2: A cyclical pathway for translating CPD into inclusive classroom practice.

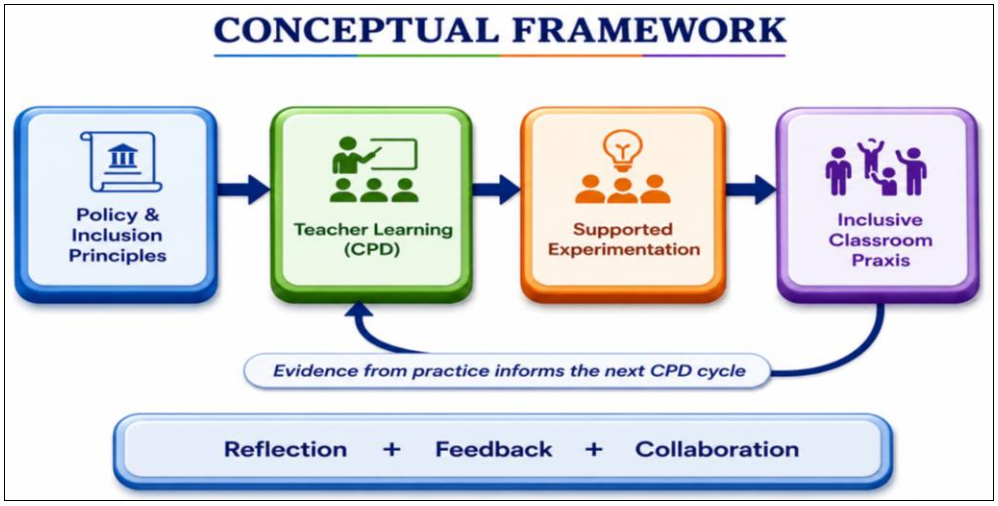


Fig 3: Bridging theory and praxis through a feedback-informed CPD cycle

6. Universal Design for Learning and Inclusive Pedagogy

While Universal Design for Learning (UDL) does not appear to be a common term in the Indian literature, it is used as a valuable tool for moving from the concept of inclusion to lesson design. According to Misquitta and Joshi (2022) [12], UDL is a "process of planning for learner differences that offers multiple means by which learners gain access to the information and multiple means for participating and expressing what they know."

The skilled development course adopted UDL practices to the Indian context and the participants appreciated hands-on UDL strategy and tools that were contextualized for them. The emphasis is not on making UDL a prescribed "must-do" approach; rather, its importance as a component of CPD lies in recognizing that differences in learning should be taken

into account from the outset when planning a lesson through inclusive professional development (PD) approaches. This is integrated with differentiated instruction, formative assessment and flexible classroom management. Recent research has also found that inclusive pedagogy programmes are understood differently, with varying degrees of alignment between programme approaches and participants' understandings. This indicates programme developers should explicitly explain the intention behind the teaching methods being introduced (Fu *et al*., 2026).

It is particularly crucial for Indian schools to contextualise CPD programmes. Misquitta and Joshi (2022) [12] mention that the development and provision of UDL resources that are relevant for Indian classrooms is needed. Equitable CPD also includes culturally responsive teaching, language-inclusive practices, technology-mediated learning, and curriculum practices that are gender-inclusive (Sharma and Angadi, 2024) [20]. Taken together, these findings suggest that inclusive CPD should consider disability as well as differences in language, culture, socioeconomic circumstances, and other dimensions of learner diversity.

7. Indian Context: From Training Provision to Professional Learning

The Indian evidence shows a difference between the scale of professional development provision and its depth. A Comprehensive CPD system has been described by Senapati and Singh (2022) [19] that is run by NCERT along with NIEPA, SCERTs, DIETs, CTEs, IASE, BRCs and CRCs. It encompasses distance education, study groups, seminars and workshops, as well as field activities. Mentioned in the same review are four models including cascade teaching, reflective teaching, split teaching, site based teaching and self-directed teaching. It also identifies persisting issues such as a strong emphasis on training, limited association between CPD and teachers' needs and less feedback and follow up.

It is crucial that the policy direction of the NEP 2020 [1] prioritises teacher participation, diverse learning modalities and continuing professional learning. This is a 50-hour expectation per annum (according to Senapati and Singh, 2022) [19] and there are comparable expectations for school principals. While this policy structure will offer a valuable basis, the evidence indicates that meaningful hours in policies are essential for successful implementation. Das *et al*. (2013) [4] offer an important look at the Indian perspective. Their Survey received 353 meaningful responses from regular primary and secondary teachers in Delhi's government schools. They promoted the need for more adaptable methods and examined the learner's preferred methods of professional development. Rather than relying primarily on one-time seminars or top-down provisions, they draw attention to the idea of site-based training, teacher involvement in the training's content, and focus on school-based professional development as more responsible choices.

A useful illustration of an idea for longer-term professional growth is provided by Misquitta and Joshi (2022) [12]. 107 professionals from 39 schools participated in a six-month program that included workshops, coaching, work packages, professional development community activities, and school visits. Participants found the practical strategies and resources useful for their classrooms, showing how Indian CPD can integrate professional learning with everyday teaching rather than treating them separately.

According to Sharma and Angadi (2024) [20], CPD should take into account the diverse needs of Indian students, including variations in socioeconomic position, language, culture, gender, and disability. Three priorities are identified by their analysis of 28 studies: culturally sensitive instruction, supportive school policies, and technology. While NCERT encourages a variety of forms, including online, distance, and in-person learning, covering teaching, assessment, subject knowledge, ICT, and region-specific techniques, NEP 2020 [17] mandates that teachers complete 50 hours of CPD yearly. Peer learning, coaching, and mentoring assist ongoing professional development, but the quality of CPD is just as important as the number of hours.

8. Equity and Inclusion: Why CPD Is More Than Teacher Training

The key to connecting CPD with equity is its potential to help teachers plan for learner differences, reduce barriers to participation, and create meaningful learning opportunities. In the Indian context, this diversity includes disability as well as linguistic, cultural, gender, and socioeconomic diversity. CPD should therefore not be evaluated only in terms of attendance or completion, but also in terms of its contribution to participation, belonging, and learning.

Research Gap

The synthesis identifies several important research gaps. First, while in-service teachers are the professionals responsible for implementing inclusive education in regular classrooms, much of the earlier research on inclusive teacher training has focused on pre-service teachers. Wood *et al*. (2026) and Fu *et al*. (2026) [28] identify the need for greater attention to in-service professional learning in mainstream settings.

Second, while there is information regarding characteristics of successful CPD, there is less evidence regarding long-term application. The literature identifies active learning, real-world application, coaching, feedback, teamwork, and duration as important features of effective CPD, but fewer studies examine how these features work together in particular educational contexts.

Third, evidence from India remains limited. Studies conducted Delhi and other urban contexts provide valuable insights, but additional research is needed to connect CPD design with inclusive outcomes, teacher support, and actual classroom practice across a wider range of Indian educational settings, particularly non-metropolitan areas. Fourth, there is a measurement gap: many studies evaluate teachers' knowledge, attitudes, or self-reported practices, while fewer examine enduring classroom practices and student engagement. Fu *et al*. (2026) and Holmqvist and Lelinge (2021) [7] caution against placing too much weight on short-term findings or evidence from studies with weak research designs. Future Indian studies should therefore combine teacher measures with classroom evidence, implementation indicators, and, where possible, learner participation outcomes.

Evidence gap	What the existing literature provides	Priority for future research
In-service focus	Evidence is growing, but historically there has been less attention than to pre-service education.	Long-term studies of mainstream in-service teachers.
Sustained transfer	Positive short-term teacher outcomes are common.	Evidence showing whether practices continue after CPD ends.
Student-level impact	Some positive findings exist, but evidence is limited and varied.	Classroom observation and measures of learner participation and engagement.
Indian contextual evidence	Useful studies from selected cities and national reviews.	District- and state-level evidence from different school settings.
Programme components	Common CPD features have been identified.	Comparative studies of coaching, professional learning communities, site-based learning, and blended models.
Equity outcomes	There is a strong conceptual basis, but direct measurement is uneven.	Clear measures of access, participation, belonging, and responsiveness.

The gap is therefore both conceptual and empirical. Previous research highlights the benefits of CPD, but it frequently looks at policy, instructional strategies, teacher perspectives, and outcomes separately. Few studies examine the interactions between program design, policy, school support, teacher agency, and classroom practice. This synthesis addresses the gap by linking professional learning to its practical application and focusing on inclusive classroom practice rather than training participation.

9. Proposed Context-Responsive CPD Framework for India

This study suggests six design concepts for inclusive CPD in India based on the synthesis. These concepts constitute a conceptual framework derived from the collective literature rather than proven interventions.

1. Needs-led design - Design based on the needs of teachers, learner diversity and classroom problems faced by the school rather than content determined centrally.
2. Practice prior to transfer - Modelling, rehearsal, lesson design, analysis of student work, opportunities to test strategies in real classroom.
3. Sustained support- Organise CPD as a series of connected learning experiences with coaching, mentoring, peer feedback, and follow-up.
4. Collaborative professional learning- Build professional learning communities, peer observation, and shared inquiry so that inclusive practice becomes a shared school responsibility.
5. Contextualised and equitable resources- Provide locally relevant, low-cost, or open resources that reflect linguistic, cultural, socioeconomic, and disability-related diversity.
6. Evidence of implementation and impact -In addition to participant satisfaction and attendance, assess teacher learning, implementation, classroom practice, and, if feasible, student involvement and participation.

The suggested design aims to function as a cycle. Understanding the need identifies some of the opportunities for classroom experimentation, which in turn generates evidence for further reflection and improvement, while audits and peer discussions support teachers' professional development, and reflection is one of the options for the teacher's next problem-solving decision. This is also where the true definition of teacher power occurs: educators do more than simply apply the material that has been taught to them; they are aware of the issue, open to experimenting with solutions, and make evidence-based decisions to enhance their practice. When it comes to inclusion, this organization is particularly crucial because no single training program will equip teachers with the knowledge and abilities needed to effectively manage diversity in the classroom.

Discussion

The evidence supports a shift in how CPD is understood: from an administrative requirement to a system that supports inclusive professional practice. The most consistent finding is not that one model is always better than others. Instead, professional learning appears more promising when several supportive features are present together. Teachers need content that is relevant to their work, active opportunities to learn and practise, feedback and support while trying new approaches, and colleagues and leaders who help sustain the work.

This interpretation also helps explain the different findings across the literature. Donath *et al*. (2023) [5] report positive average effects, while Fu *et al*. (2026) report that the strength and lasting nature of the evidence vary across study designs. CPD at the school level needs to be viewed as a component of a larger system. To implement new concepts, teachers need more than just seminars; they also need sufficient resources, administrative support, follow-up, collaboration, feedback, and reflection. Teachers should have time and space in schools to exchange ideas, discuss challenges, and test new approaches. Therefore, merely increasing CPD hours is not enough to achieve significant improvements in classroom practice; supportive environments that enhance teaching and learning are essential.

CPD should recognize differences among teachers. While more experienced teachers might benefit from more autonomy and peer learning, less experienced teachers might require modelling, direction, and mentoring. CPD is more inclusive and responsive to the many competencies, needs, and learning styles of teachers when it provides useful resources and flexible choices.

Policy implications and practice.

1. Policy Implications

1. An essential component in shaping the expectations for quality should be clearly defined criteria that distinguish meaningful professional learning from attendance-based training. The standards should also be associated to the annual CPD requirements.
2. At the school and cluster levels, as well as at the wider system level, state and district systems should integrate professional development into their broader educational planning and practice.
3. The CPD needs assessment should prioritise teachers' immediate professional needs while also addressing the

long-term needs of local students as identified through an appropriate learner profile.
4. CPD should promote inclusive practice beyond disability-specific modules, while digital CPD should prioritise connectivity, device access, and offline engagement.
5. Monitoring systems should include information about active engagement as well as evidence of implementation and follow-up.

2. School-level implications

1. Establish regular professional learning communities focused on authentic classroom issues.
2. Provide opportunities for peer observation, mentoring and feedback on inclusive pedagogy.
3. Provide opportunities for collaboration and reflection.
4. Strengthen partnerships among teachers, school leaders, special educators, counsellors, and families where appropriate.

3. Teacher education implications

1. Generate a link between pre-service and in-service teacher education, ensuring reinforcement of inclusive principles throughout the teacher's career.
2. Apply theory to practice through the use of case studies and practicum experiences.

Limitations

This paper has a number of limitations. The first one is that it is an integrative synthesis of the literature provided and not a systematic review with its own registered search protocol. So, it should not be interpreted as an account of all research in the field of CPD and inclusive education.

Second, the literature does not provide for a direct comparison as there are a number of studies with a wide variety of designs, contexts, and outcome measures.

Third, Many Indian research are review-based and descriptive in nature or both as compared to the most significant quantitative data available globally.

Fourth, Teacher-level outcomes are more supported than changes to classroom approaches and student outcomes more broadly. It is significant because it sets the parameters at which the recommendations of the review are to be considered. The results also indicate that assessments ought to be performed at several outcome points in the future. What happens in the classroom could be measured by classroom observations, classroom materials, student work, participation levels, and the engagement of students with the selected content; teacher knowledge and self-efficacy could be measured by professional learning. This is especially relevant in the context of inclusive education in relation to whether learning opportunities and classroom practices change following professional learning.

Conclusion

The role of teachers in inclusive education is very crucial because they convert the concepts of equity and participation into classroom practice. This review of literature indicated that continued and active CPD which is implementation-focused, collaborative, context-relevant, supported by coaching, feedback and school leadership is a way to strengthen this capacity.

The essential message is that while engagement in CPD should enable teachers to teach about inclusion, teachers should also be supported in practicing Inclusion. For India, this is a situation in which policy expectations are connected to teacher voice, pedagogically relevant problems, contextually relevant teacher support and evidence of practice. This type of model provides a real connection between inclusive-education philosophy and implementation in classroom settings.

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