Inclusive education means the act of ensuring that all children society despite their differences receive the opportunity of being the part of the same classroom as other children of their age. It is based on a system of values and beliefs centred on the best interests of the students which promotes social cohesion, belonging and active participation in the school community. So the present study focused on the inclusive education. The aim of present study was to investigate the teaching efficacy, knowledge and attitude of pre-service and in-service teachers towards inclusive education. Descriptive survey method was employed by selecting 250 pre-service teachers from educational colleges affiliated to Panjab University and 250 in-service teachers from Govt schools of Punjab. The investigator found that there is a significant difference between pre-service and in-service teachers towards inclusive education for teaching efficacy, knowledge and attitude.