

APPENDIX – I

Semi-Structured Questionnaire (Administered to B.Ed Final-Year Students)

Instructions to Respondents:

This questionnaire is designed to gather your views on inclusive education. Your responses will be kept confidential and used solely for academic research.

Part A – General Information

1. Name (Optional): _____
2. Gender: ☐ Male ☐ Female
3. Age: _____
4. Name of Institution:
☐ College A
☐ College B
5. Year/Semester: ☐ Final Year (4th Semester)

Part B – Awareness and Experience

6. Have you studied Inclusive Education in your B.Ed curriculum? ☐ Yes ☐ No
7. Have you interacted with children with disabilities (CwDs) during your internship? ☐ Yes ☐ No
8. Can children with disabilities learn effectively in regular schools?
☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree
9. Do you feel confident to teach in an inclusive classroom? ☐ Yes ☐ No
10. In your opinion, what challenges do teachers face in inclusive classrooms? (Open-ended)
11. What support do you think is essential for effective inclusive teaching? (Tick all applicable)
☐ Training ☐ Special Educator Support ☐ Materials ☐ Peer Support ☐ Others: _____
12. Do you think inclusive education builds empathy in students? ☐ Yes ☐ No ☐ Not sure
13. What was your most memorable experience related to inclusion during B.Ed? (Open-ended)
14. Suggest any method to improve inclusive education in teacher training. (Open-ended)

APPENDIX – II

Semi-Structured Interview Schedule

For Teachers and DIET Officers

Interview Questions:

1. How is inclusive education covered in the current B.Ed curriculum?
2. Do you feel B.Ed students are practically prepared for inclusive teaching?
3. What are the main challenges students face in understanding inclusion?
4. Are B.Ed trainees exposed to real interactions with CwDs during internships?
5. How can teacher training colleges be strengthened to better prepare students?
6. What role does DIET play in promoting inclusive education in the region?
7. Are there any workshops or programs currently running on inclusion?
8. What is your opinion on the attitude of student teachers towards inclusive practices?
9. What policy changes would you suggest in pre-service education for better inclusivity?

APPENDIX – III

Focused Group Discussions (FGDs)

Overview:

Two FGDs were conducted with groups of 6 students each — one in each college.

Key Themes Emerged:

- Many felt they lacked real exposure to CwDs.
- Some said inclusion was only taught as theory.
- A few shared emotional stories of empathy from internships.
- Some said they feared making mistakes while teaching inclusively.

These discussions helped enrich the findings with deeper emotional and social understanding.