

CHAPTER – 6

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 Summary of the Study

The present study, titled “*Pre-service Teachers' Perspectives (B.Ed Students) on Inclusive Education: A Case Study of Teacher Education Colleges in Chapra (Bihar)*”, was conducted to explore and understand how final-year B.Ed students perceive inclusive education — both as a policy and a practical classroom strategy.

The research involved **40 B.Ed students** (20 male, 20 female) from **two teacher education colleges in Chapra** — one government-run and one private. The study employed a **qualitative research design**, using a **semi-structured questionnaire**, **focused group discussions**, and **interviews with DIET officers and lecturers** to gather nuanced perspectives.

Key themes explored included students’ understanding of inclusive education, their personal attitudes, internship experiences, confidence levels, and perceived barriers to inclusion.

6.2 Major Conclusions

1. Awareness Exists, but Understanding Is Superficial

While most students (87.5%) claimed familiarity with inclusive education, their understanding was often theoretical and confined to disability-related issues, ignoring broader inclusion dimensions.

2. Internship Programs Lack Inclusive Exposure

Most B.Ed internships did not provide hands-on experience with children with disabilities. Interns were rarely encouraged or trained to engage inclusively.

3. Attitudes Are Positive, but Confidence Lags Behind

Although 80% of respondents believed that children with disabilities can learn in regular schools, only 40% felt personally capable of teaching in inclusive settings.

4. Students Perceive Several Barriers

The most cited barriers included lack of training, absence of inclusive infrastructure, peer insensitivity, and rigid curriculum structures.

5. Students Expressed Strong Emotional Support for Inclusion

80% of respondents believed that inclusive education fosters empathy and social harmony in classrooms.

6. Policy Awareness Exists but Implementation Is Weak

While students knew about the RTE Act, NEP 2020, and other inclusive policies, actual classroom or college-level implementation was minimal.

7. DIET and Faculty Perspectives Aligned with Student Views

Education officers and teacher educators confirmed that teacher training modules on inclusive education are underdeveloped and poorly implemented.

6.3 Recommendations

Based on the study's findings, the following actionable recommendations are proposed:

A. For Teacher Education Institutions

- Revise the B.Ed curriculum to include **mandatory inclusive practicum**.
- Organize **field visits to special and inclusive schools**.
- Invite **special educators** as guest faculty and mentors.
- Introduce **assessment tools** to measure inclusive teaching readiness.

B. For Curriculum Developers and Policy Makers

- Frame inclusive education as a **core pedagogical principle**, not a special module.
- Expand the definition of inclusion beyond disability to cover gender, caste, religion, and economic background.
- Mandate **inclusion-related assessments** as part of B.Ed evaluation.

C. For Administrators and DIETs

- Conduct **frequent training workshops** on inclusive pedagogy.
- Provide **inclusive teaching-learning materials** and **assistive devices** to colleges.
- Ensure **monitoring and evaluation** of inclusive practices during internships.

D. For Future Researchers

- Extend research to **in-service teachers** and **school leaders**.
- Conduct comparative studies across districts to assess regional trends.
- Develop **quantitative tools** to measure changes in attitude post-training.

6.4 Limitations of the Study

- The study was limited to **two colleges in one city** (Chapra), thus limiting generalisability.
- Sample size was modest (40 respondents), focusing only on B.Ed final-year students.
- The study did not use standardised attitude scales due to its qualitative orientation.

6.5 Suggestions for Further Research

- A longitudinal study can assess whether pre-service attitudes sustain in real teaching practice.
- Similar studies can be conducted in other districts of Bihar and other Indian states for comparative insights.
- Further research could include school administrators, parents, and even students with disabilities to provide a 360-degree view.

6.6 Final Words

Inclusive education is a **moral imperative**, not merely an educational choice. It reflects our national commitment to equity and dignity for all. The present study reveals that future teachers are

emotionally aligned with this vision, but the system must empower them with the right tools, training, and experiences.

With consistent curriculum reform, faculty development, and policy support, the dream of inclusive classrooms in India can become a reality — not just in words, but in practice.