

A Study on the Awareness of the Teachers Working in Inclusive Schools on Vocational Education for the Divyang students

A Dissertation submitted to **Barkatullah University, Bhopal**

for partial fulfilment of the requirement
for the degree of **Three - Year Integrated B.Ed.-M.Ed. Course**

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DECLARATION

I do hereby declare that this study entitled “**A Study on the Awareness of the Teachers Working in Inclusive Schools on Vocational Education for the Divyang students**” has been undertaken by me in partial fulfilment of the requirement for the degree of Three – Year Integrated B.Ed.-M.Ed. course 2022-2025. The study has been conducted under the guidance and supervision of **Prof. I. B. Chughtai, Professor of Education, Department of Education, RIE Bhopal.**

I further declare that the dissertation has not been submitted earlier by me or other for any degree earlier in the Barkatullah University or any other Universities.

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CERTIFICATE

This is to certify that **Mr. Prakash Chandra Panda**, a student of Three – Year Integrated B.Ed.-M.Ed. course session 2022-2025 of RIE, Bhopal has worked under my supervision and guidance for the dissertation on the topic, “**A Study on the Awareness of the Teachers Working in Inclusive Schools on Vocational Education for the Divyang students**”. I further certify that this work is original and worthy of presentation in partial fulfilment of the requirement of degree of **Three – Year Integrated B.Ed.-M.Ed. of Barkatullah University, Bhopal**. The present study is an outcome of his efforts.

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List of Abbreviations used

Abbreviation	Full Form
CBSE	Central Board of Secondary Education
CWSN	Children With Special Needs
IEDSS	Inclusive Education for Disabled at Secondary Stage
NCERT	National Council of Educational Research and Training
NCF	National Curriculum Framework
NEP	National Education Policy
NGOs	Non-Governmental Organization
NPE	National Policy on Education
NSQF	National Skill Qualification Framework
PWD	Persons with Disabilities
RMSA	Rastriya Madhyamik Shiksha Abhiyan
RPWD	Rights of Persons with Disabilities
s	Section
SEPILD	Special Education Program Integration with Learning Disabilities
SS	Samagra Shiksha
SSA	Sarva Shiksha Abhiyan
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organization
WHO	World Health Organization

Chapter I

Introduction

1.1 Introduction

There have been efforts nationally as well as internationally to include children with diverse needs in the educational mainstream. In order to achieve a truly inclusive education, we need to think about and incorporate children with special needs into regular schools. Inclusive schools have to address the needs of all children in every community and the central and state Governments have to train their teachers to manage inclusive classrooms.

As the RPWD Act, 2016 state that the appropriate Government shall formulate schemes and programmes including provision of loans at concessional rates to facilitate and support employment of persons with disabilities especially for their vocational training and self-employment and to achieve the same exclusive skill training programmes for different types or categories of persons with disabilities with active links with the market.

By Divyang Students means students under Benchmark Disability as well as Disability as per RPWD 2016.

Inclusive School

Inclusive School is one which is providing Inclusive Education as mentioned in RPWD Act 2016. “Inclusive education” means a system of education wherein students with and without disability learn together and the system of teaching and learning is suitably adapted to meet the learning needs of different types of students with disabilities. (Chapter 1, Section 2 Paragraph (m), RPWD Act 2016)

Vocational Education

UNESCO define Technical and Vocational Education and Training (TVET) as “Those aspects of the educational process involving, in addition to general education, the study of technologies

and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social.”

The first Comprehensive Education Commission of India, popularly known as Kothari Commission (1966) pointed out that vocationalisation can bring education into closer relationship with productivity. It also recommended to give a strong education and to increase the emphasis on agricultural and technological education at university stage.

The Department of School Education and Literacy is implementing the initiative of Vocationalisation of School Education under the umbrella of the Centrally Sponsored Scheme ‘Samagra Shiksha’. The scheme aims at integrating Vocational Education with general academic education in all Secondary or Senior Secondary schools; enhancing the Employability and Entrepreneurial abilities of the students, providing exposure to work environment; and generating awareness amongst students about various career options so as to enable them to make a choice in accordance with their aptitude, competence and aspirations.

Under the Scheme, National Skill Qualification Framework (NSQF) compliant vocational courses are offered to the students from class 9th to 12th in the schools covered under the scheme. At the Secondary level i.e. Class IX and X, vocational modules are offered to the students as an additional subject. At Sr. Secondary level, i.e. Class XI and XII, vocational courses are offered as a compulsory (elective) subject.

Vocational education can be defined as the education that is based on occupation employment. Vocational education is a bridge between the general education and demand of industries. It helps to prepare students for a specific career. It might be classified as teaching procedural knowledge. It can be at the secondary or post-secondary level. This type of education prepares people for specific trade, crafts and careers at various levels in all spheres of life. It involves various practical activities through which one gains skilled and experience directly linked to a

career in future. It helps students to be skilled and in turn, offers better employment opportunities.

Divyang Students

Close on the heels of the launch of the “Accessible India Campaign” in part fulfilment of India’s commitments to push the Government’s commitment to persons with disabilities one step forward recently. It is suggested, during the launch of the campaign on December 3rd, that instead of viklang, the commonly used Hindi word for persons with disabilities, such persons be called divyang-qualifying the ‘limb’ with divinity, instead of disease. The Prime Minister also continued his gentle insistence on his apparent brainwave, the genesis of which he explained in great detail during a Mann ki Baat episode on the 27th of December, 2015 to be ‘taken forward’ by the audience.

According to The Rights of Persons with Disabilities Act, 2016,

"Person with benchmark disability" means a person with not less than forty per cent. of a specified disability where specified disability has not been defined in measurable terms and includes a person with disability where specified disability has been defined in measurable terms, as certified by the certifying authority. (Chapter 1, Section 2, Paragraph (r) RPWD Act 2016)

The 21 disabilities covered are as follows: -

- | | |
|--------------------------|------------------------------------|
| 1. Blindness | 5. Chronic Neurological conditions |
| 2. Low-vision | 6. Specific Learning Disabilities |
| 3. Leprosy Cured persons | 7. Multiple Sclerosis |
| 4. Hearing Impairment | 8. Speech and Language disability |

- | | |
|------------------------------|--|
| 9. Locomotor Disability | 16. Thalassemia |
| 10. Dwarfism | 17. Haemophilia |
| 11. Intellectual Disability | 18. Sickle cell disease |
| 12. Mental Illness | 19. Multiple Disabilities including deaf-blindness |
| 13. Autism Spectrum Disorder | 20. Acid Attack victims |
| 14. Cerebral Palsy | 21. Parkinson's disease |
| 15. Muscular Dystrophy | |

Along with the above mentioned, any other category as mentioned by Central Government should be incorporated. (Section 2 (zc) of RPWD Act 2016)

"Person with disability" means a person with long term physical, mental, intellectual or sensory impairment which, in interaction with barriers, hinders his full and effective participation in society equally with others. (Chapter 1, Section 2, Paragraph (s) RPWD Act 2106)

1.2 Empowerment of person with disabilities

Many differently abled children are deprived from participating in games and activities that other children consider an integral and enjoyable part of their childhood. Women with disabilities feel particularly disadvantaged. Elderly disabled persons in the twilight of their lives are the most vulnerable. We need to involve people like these in more special and cultural activities where they can participate as their different abilities.

(a) Job for PWD

Any categories of PWDs may be provided job placement be it specific disability, intellectual disabilities, other severe disabilities (Deaf blind, multi handicapped) but when we are working with deaf blind and multiple disability, they need more adaptation and help in many areas viz communication, social, physical environment, and orientation & mobility etc

(b) Service oriented jobs (Open/Supported employment)

PWDs can performs service-oriented jobs like Office dispatch section assistant, library helper, guest house helper, canteen helper, printing press helper, whole sale medical shop helper, grocery shop helper, socks press worker, LPG distributor helper etc.

(c) Production oriented trades (Sheltered /Group/Self-employment)

After getting proper vocational training Divyang can also do production oriented trades that includes Paper work , Stitching or Tailoring ,Candle making , lamination of photographs , Mushroom cultivation-helper , helper in growing vegetable , jute work, handloom work ,socks packing , jewellery designing, food preparation , earning assembling , pickle making, soft toys making, painting ,art and craft ,preparation of stationary items , umbrella assembling, preparation of cleaning materials ,screen printing, manufacturing of cardboard files, manufacture of wire cut bricks and tiles ,preparation of poly bag nursery, vegetable garden & seed packets, Tea stall, assistant teacher or helper in school etc.

(d) Specified Vocation for suitable disabilities

Special vocational courses for Divyang (persons with disabilities) are tailored programs designed to equip individuals with specific disabilities with employable skills suited to their

abilities and needs. These courses aim to enhance independence, productivity, and inclusion in the workforce. Below are few example-

Visual Impairment	Hearing Impairment, Mild disability	Physically challenged with Moderate Disability
Computer Operator, Recepti- onist, Typist, Front Office job, Telephone Operator etc.	Cashier, Receptionist, Typist, Back Hand Operations etc.	Receptionist, Typist, front Office job etc.

Table 1.1 Example of Vocational courses specific to types of Disabilities

We have a number of successful stories of PWDs who after completing or vocational training have made their place in the society and placed themselves as a role model since they knew the disability is only a state of mind.

Some successful persons with disability they are working / associated in different area and made name for themselves:

- Late Lal Advani (Visual Impairment) Supreme Court lawyer and disability rights activist.
- Late Javed Abidi (Physically challenged) disability rights activist.
- Devendra Jhanjharia (Physically challenged) Paralympian
- Ms Deepa Malik (Physically challenged) Paralympian
- Smt. Anuradha Dalmia, (low vision) Director, National Institute for Persons with Visual Disabilities, Dehradun.

- B.N Chadrashekhkar (low vision with progressive vision loss) working as a freelancer.
- Charls Rayabati (low vision) working as an E-content developer in Andhra Government.
- Zamir Dhale (Deaf blind) working as a advocacy officer in Sense International India.
- Pradeep Sinha (Deaf blind) working in „Enable India
- Akhtar (Deaf blind) working as Clerk in „Morgan Stanley“.
- Pawan (Intellectual disabilities) working as a motor bike mechanic
- Rajesh (Deaf and blind) runs his own shop in Gujrat

Some other role models who have excelled in their fields are Ms Sudha Chandran, Ravindra Jain, Girish Sharma, Shekar Naik, H. Ramakrishnan, Preethi Shrinivasa, Satendra Singh, H. Boniface, Sai Prasad Vishwanathan, Akbar Khan and Ms Arunima Sinha.

The list is very long and this is just tip of iceberg

1.3 Statement of the Problem

In the present study, the researcher has undertaken the problem of identifying the awareness of teachers on Vocational education for Divyang students in inclusive settings. Despite the growing emphasis on inclusive education, there is limited understanding on the available Vocational education for Divyang. Therefore, the problem is stated as “**A Study on the Awareness of the Teachers Working in Inclusive Schools on Vocational Education for the Divyang students.**”

1.4 Need and Significance of the Study

Empowerment and Independence:

- Vocational education equips Divyang students with practical skills, leading to self-reliance. These reduces dependency, enhances quality of life, and promotes social inclusion through meaningful employment.

Ensuring Equal Opportunities:

- Studying teacher awareness ensures equitable access to vocational training, addressing disparities. It identifies gaps in teacher knowledge, enabling targeted interventions for improved educational outcomes.

Fostering Effective Inclusive Practices:

- Research highlights the need for specialized teacher training and tailored teaching strategies. Awareness studies create supportive learning environments with necessary accommodations and collaboration.

Contributing to Societal Development:

- Vocational training unlocks the potential of Divyang individuals, increasing economic contributions. It promotes social justice by fostering equality and respect, building a more inclusive society.

1.5 Objectives of the Study

The major objectives of the study are:

- a. to find out the level of awareness of the teachers working in Inclusive Schools on Vocational education for Divyang students.

- b. to find out the difference between male and female teachers working in Inclusive Schools regarding their level of awareness on Vocational education for Divyang students.
- c. to find out the difference between trained and un-trained (in Inclusive Education) teachers in regarding to their level of awareness on Vocational education for Divyang students working in Inclusive Schools.
- d. to find out the difference in the level of awareness among the teachers working in Inclusive settings on Vocational education for Divyang students among different localities (Rural/Urban).

1.6 Research Questions

- 1.What is the level of awareness of the teachers working in Inclusive Schools on Vocational education for Divyang students?
- 2.What is the level of awareness among teachers working in Inclusive settings on Vocational education for Divyang students among different localities (Rural/Urban)?
3. What is the level of awareness among male and female teachers working in Inclusive School on Vocational education for Divyang students?
4. What is the level of awareness of trained and un-trained teachers on Vocational education for Divyang students working in Inclusive schools?

1.7 Delimitation

The proposed study was conducted under following delimitations:

- a. only the teachers working in Inclusive Schools were considered.
- b. the study was limited to the sample teachers from selected school from Bhopal, district of Madhya Pradesh.

Chapter II

Review of Related Literature

2.1 Introduction

The review of related literature involves the systematic identification, location, and analysis of documents containing information related to the research problem. The term is also used to describe the written component of a research plan or report that discusses the reviewed documents. These documents can include articles, abstracts, reviews, monographs, dissertations, books, other research reports, and electronic media effort. (Gay L.R, Mills Geoffrey E., Airasian Peter (2012) Educational research: competencies for analysis and applications (10th Edition))

A literature review is a written summary of journal articles, books, and other documents that describes the past and current state of information on the topic of your research study. (Creswell John W., (2022), Educational Research (4th Edition))

A summary of the writings of recognized authorities and of previous research provides evidences that the researcher is familiar with what is already known and what is still unknown and untested. Since effective research is based upon past knowledge, this step helps to eliminate the duplication of what has been done and provides useful hypotheses and helpful suggestions for significant investigation. (Best John W. and Kahn James V. (2013) Educational Research (7th Edition))

The major purpose of reviewing the literature is to determine what has already been done that relates to your topic. Previous studies can provide the rationale for research hypothesis, and indications of what needs to be done that can help to justify the significance of your study. Put simply, the review tells you what has been done and what needs to be done. Another important purpose of reviewing the literature is to discover research strategies and specific data collection approaches that have or have not been productive in investigations of topics similar to yours. This information will help you avoid other researchers' mistakes and profit from their

experiences. (Gay L.R, Mills Geoffrey E., Airasian Peter (2012) Educational research: competencies for analysis and applications (10th Edition))

2.2 Review of related Literature

Jayanti Prakash (2010) under the title “A study of inclusive education practices for children with disabilities in selected states of India” conducted Close Ethnography method to study the schools. This method was evolved as adaptation of ethnographic method for the study school systems involving spending full working days of about one and a half months in each school, mapping their activities and routines to get an understanding of their calendar of events and interacting with students and teachers. Six schools, government and private, with inclusive educational opportunities in three states of Delhi, Tamil Nadu and Uttar Pradesh were selected. Sixty children, 41 teachers and 60 parents were the respondents of the sample. In addition, 120 non-disabled peers, eight heads of school, three special section in-charge (in private schools) and two itinerant teachers (in government schools) were also part of the sample. The findings show that the states have developed their own model of interventions which are specific to their contexts. Many initiatives have been undertaken by Tamil Nadu and Uttar Pradesh as compared to Delhi which include identification drives, distribution of aids and appliances, availability of special educational support in schools through itinerant teachers and preparation of children for mainstreaming into regular schools. Tamil Nadu has greater outreach, sustained initiatives and provides alternate range of services to children with disabilities as a result of partnership with NGOs.

Abdullah N., Hanafi M.Y., Deli A.A.A, Abdullah N.A. (2015) published in the journal “International Journal of Education and Social Science” under the topic “Vocational Education as a Career Pathway for Students with Learning Disabilities: Issues and Obstacles in the

Implementation”. This study was done to explore the issues and challenges of vocational education for students with learning disabilities towards their career preparation. This study used a qualitative approach with case study design. Data were collected using interviews involving 6 teachers from vocational in 6 Special Education Program Integration with Learning Disabilities (SEPILD). The data is analysed using Atlas.ti 7.5.2 software. The results showed that there are three major challenges, namely the difficulty in implementing teaching and learning in vocational education curriculum, in collaboration challenges and challenges in the provision of career experience for students.

Malle A.Y., Pirttimaa R. and Saloviita T. (2015) reported in the journal “International Journal of Special Education” under the heading “Inclusion of students with disabilities in formal vocational education programs in Ethiopia” to verify the status of the inclusion of students with disabilities in formal vocational educational programs in Ethiopia. In the study data for were gathered from the five biggest regions out of the 11 in the country by selecting two colleges of technical and vocational education from each region. A total of 110 trainers and 28 students with disabilities from the selected colleges completed the questionnaire. In addition, 30 regional and college-level administrators were interviewed. Finally, all 10 colleges were evaluated through direct observation in terms of the accessibility of their physical environments.

It was found that the physical environments of TVET colleges, such as buildings, walkways and other essential structures, were not accessible by person with disabilities, particularly by persons with visual and physical impairments. Various physical obstacles hindered the mobility of persons with disabilities in these institutions. The main ones were acute shortage of adaptive training materials and equipment such as machines accessible by physically and hearing-impaired students, inadequate pedagogical preparation on the part of trainers in terms of the special training needs of students with disabilities and lack of special support for the students with disabilities, such as the provision of tutorial classes. As confirmed by the findings of the

study, efforts were carried out in some regional TVET Bureaus or Agencies to promote the inclusion of students with disabilities in the vocational programs through affirmative action.

Pawar Vijay P. (2016) published research findings under titled “A study of vocational rehabilitation of physically challenged”. The study has been conducted to address the gap of the vocational rehabilitation facilities available and needed. Survey was conducted with 408 respondents. The research was focused on to record people’s demographic distribution, type of jobs which can be taken up for vocational training to make persons with disabilities independent and motivate them to get employed, identify those factors which will influence PWDs to go for work after training themselves and be independent and live a happier life. The article concluded that work requiring less physical movement, related more to routine work, skilled and semi-skilled works like computer related, clerical, secretarial, work as a personal assistant or a receptionist, management related, electrical repairs and banking are more preferred jobs by the PWDs.

Pawar S.A. (2017) in the Research Report “A critical study of educational schemes for divyang students in India” concluded that there are various educational schemes are available for persons with disabled (Divyangjan).Others finding were majority of educational schemes integrated in IEDSS (RMSA) 2014,scheme of Sugamya Bharat Yojna is very effective for inclusion of divyang students, Educational Scholarship and schemes in IEDSS are effective for inclusion of divyang students less than Sugamya Bharat Yojna,all educational schemes are helpful for divyang students but they are not implemented proper way.

Bhardwaj Ramita (2017) employed experimental method for the investigation of the research under title “Effectiveness of vocational training on certain psycho social attributes of physically challenged group”. Keeping in view of the nature of the study, subjects were divided into two groups, each containing 100 subjects i.e. patient’s recipient for vocational training and patients

not given any vocational training. All the questionnaires were administered on the subjects, i.e. Adjustment Inventory for College Students, P.G.I. Social Support Questionnaire, Coping Strategies Scale, Levenson's Scale for Locus of Control and Life Satisfaction Scale. The data was collected individually as well as in a group setting, they were cautiously provided questionnaire in the sequential manner to avoid practice and fatigue effect. Major findings of the research Vocational training with successive follow ups enhanced the level of adjustment towards positive direction, the level of adjustment of subject's recipient of vocational training significantly differed from subjects not given any vocational training, vocational training with successive follow ups enhanced the level of social support towards positive direction. On the basis of obtained results through statistical analysis, it can be concluded that vocational training with successive follow-up has enhanced the level of Adjustment, Life Satisfaction, Social Support, Coping and Locus of Control among Physically Challenged Group.

Mishra P., Rani D. (2018) in the article "Vocational education for PWDs- an overview" have tried to explain why vocational education is important for adults as well as person with special needs. They explained as Vocational education emphasis on preparation for jobs and careers in diversified vocational professional fields, occupies an important place in bringing up young entrepreneurs. It is need of the hour to emphasis on vocational education, by way of making this to be integral part of school education system. School drop-out and adults, PWDs can also receive these types of education as it provides opportunity to learn a skill or trade.

Jauhari M.N., Irvan M. and Sunarya P.B. (2020) shared their research study in 1st International Conference on Information Technology and Education (ICITE 2020) on the topic "Vocational Education Services in Schools for Children with Special Needs". This article aims to examine the vocational education that should be applied in the scope of special education for children with special needs. Based on the research results, it can be concluded that vocational education in special schools and inclusive schools plays an important role for children with

special needs in developing their skills and abilities. Thus, vocational education services in the scope of special education need to be developed in order to meet their needs in preparing themselves to face the world of work and to be independent in the future. In addition to considering talents and interests, vocational education must also consider aspects of their needs and abilities in carrying out work demands.

Bhangu Sumita (2023) conducted exploratory research to study the status and challenges faced by women with disability at vocational education. The goals of this investigation were to investigate the status of vocational education, along with what kind of challenges women with disability are facing while pursuing vocational education. The study adopted the descriptive and exploratory in nature and mixed qualitative and quantitative methods were used. Purposive sampling was used to choose NGOs /institutes. Observation checklist, structure interview schedule and questionnaire were used to collect data. Women with disabilities clearly exhibit significant improvements in their confidence and ability to express their likes and dislikes after finishing the course and additional activities offered by NGOs and vocational institutes. Additionally, it is observed by the investigator that there is privatization of vocational education as well. There are some centres who are imparting vocational education which is up to date and as per to the demand of today's time.

Chapter III

Research Methodology

3.1 Introduction

Methodology helps the researcher to proceed with the proposed research in a systematic way. It also helps us to select or construct suitable tools for data collection. In the first Chapter, along with Introduction about the topic, problem is stated and objectives of the study are formulated. In the Second Chapter, a brief review of related Literature is presented. These Chapter elaborates about the Research Method adopted, selection of the population and sample, tools used for data collection, procedure of data collection and data analysis techniques.

3.2 Research Method

Research methodology is an important process to evaluate the research problem effectively. It includes the main stages related to research approach such as identifying data requirements, tools and techniques by which data is gathered and analysed.

The study is quantitative in nature; specifically descriptive research methodology is employed using survey method for the collection of data.

3.3 Research Design

Research designs are the specific procedures involved in the research process: data collection, data analysis, and report writing. (Creswell John W., (2022), Educational Research (4th Edition))

There is no single blueprint for planning research. Research design is governed by the notion of ‘fitness for purpose’. The purposes of the research determine the methodology and design of the research. (Louis Cohen, Lawrence Manion and Keith Morrison (2017), Research Methods in Education, 8th Edition)

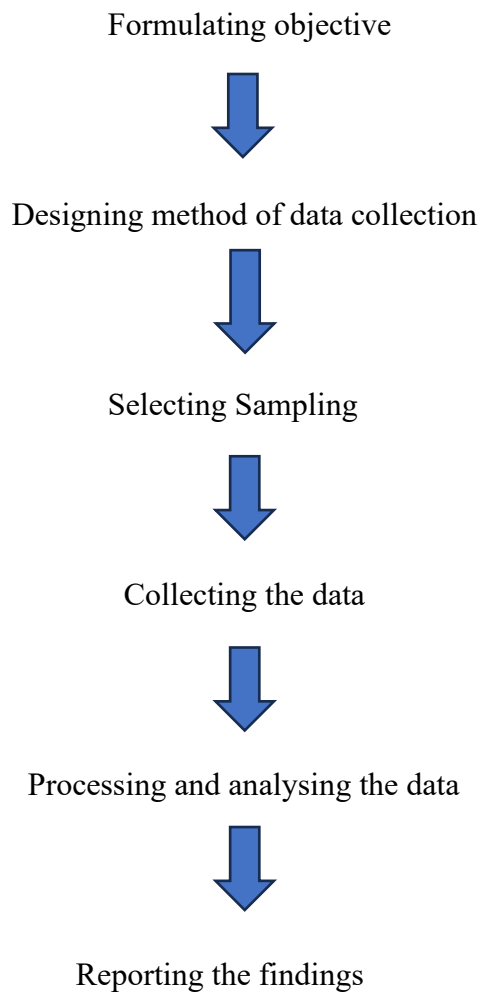


Figure No.3.1: Steps involved in Research Design

A quantitative approach was chosen to systematically collect, analyse, and interpret data. This design ensures the study's objectives are achieved in an organised and efficient manner.

3.4 Population

Population is the entire group of individuals or instances about whom we hope to learn.

Moore, D. S., McCabe, G. P., & Craig, B. A. (2012). Introduction to the Practice of Statistics (7th ed.). W. H. Freeman.

In research, population refers to the entire group of individuals, items, or data that a researcher is interested in studying. It is the complete set from which a sample may be drawn for analysis.

The population for this study consists of teachers working in Inclusive Schools of Bhopal.

3.5 Sample

A sample is a group of individuals, items, or events that represents the characteristics of the larger group from which the sample is drawn.

A sample is the part of population. To draw certain conclusion about the characteristic of the population it is sufficient to select and study part of population as sample.

For the proposed study the sample choose is 40 teachers.

Male (N=20)	Trained (N=20)	Rural (N=20)
Female (N=20)	Un-trained (N=20)	Urban (N=20)

Table No3.1: Distribution of the sample according to variable of study

3.6 Tools used

For the study Descriptive Survey method was adopted and the tool which was incorporated is Researcher-developed Questionnaires.

3.7 Data Collection

Using the proposed tool (Questionnaire) data was collected and further analysed using Descriptive elementary statistics using percentage.

3.8 Data Analysis

The data were analysed using descriptive statistics to summarise the key characteristics and prevalence of Vocational Education for Divyang in the sampled schools. Descriptive statistics, including frequencies and percentages were calculated to depict the distribution. Visual representations, such as bar charts were employed to illustrate the findings, facilitating the identification of data patterns and trends. By employing this methodology, the study ensures a rigorous and systematic examination of teachers' awareness. The selected methods and tools enable reliable data collection and analysis, providing valuable insights and recommendations for improving inclusive education practices in Bhopal schools.

Chapter IV

**Analysis, Interpretation and
Discussion of Data**

4.1 Introduction

The data collection phase was a critical component of the research, designed to gather accurate, reliable, and relevant information to support the study's objectives. For the proposed study i.e. **“A Study on the Awareness of the Teachers Working in Inclusive Schools on Vocational Education for the Divyang students”**, Survey as methodology for the data collection was employed. The process focused on capturing comprehensive insights from sample. The timeline for data collection was carefully planned to ensure adequate coverage of the variables under investigation while maintaining the quality and integrity of the collected data. This report outlines the data collection process for the proposed research conducted between December 9, 2024, and December 21, 2024.

The Schools for the Data Collection and date of visit to school are as following:

1. Demonstration Multipurpose School (DMS), Bhopal-10th December 2024
2. Govt. Kasturba Girls Higher Secondary School, Bhopal-10th December 2024
3. PM SHRI Kendriya Vidyalaya No 2 Bhopal-11th December 2024
4. Govt. Subhash Excellence Higher Secondary, Bhopal-11th December 2024
5. Jawahar Navodaya Vidyalaya, Bhopal-12th December 2024
6. Govt. Higher Secondary School, Ratibad, Bhopal-12th December 2024
7. Govt. Boys Higher Secondary School, Bairagarh, Bhopal-13th December 2024
8. Govt. Girls Higher Secondary School, Bairagarh, Bhopal-13th December 2024

4.2 Tools

For the proposed Survey methodology of Data Collection of the sample, the tool was designed to measure the awareness level of teacher working in Inclusive Schools on Vocational Education for the Divyang students and also to meet the various objectives as proposed in the study.

The Researcher developed tools was used that includes close-ended questionnaires and Open-ended type questionnaire that include descriptive open-ended response.

Closed-ended questionnaires were developed by Investigator, which were relating the awareness level of teacher working in Inclusive Schools on Vocational Education for the Divyang students, with 'Yes' or 'No' as the response. There was total 20 different questions related to assessment of awareness level of teachers.

Closed-ended Questionnaires		
Total no. of Questions	Responses	
20	Yes	No

Table No. 4.1: Distribution of Closed-ended Questionnaires

Open-ended questionnaires designed by Investigator to encourage detailed, unrestricted responses, allowing participants to elaborate on their thoughts, feelings, or experiences. Each Closed-ended questionnaire was paired with an open-ended question. If "Yes" is selected in Closed-ended questionnaire, the open-ended follow-up provides an opportunity to gather deeper insights or context about the affirmative response, else “No” is selected in Closed-ended questionnaire led to justification.

Open-ended Questionnaires	
Response	Total No of Questions
Yes	18
No	2

Table No.4.2: Distribution of Open-ended Questionnaires

4.3 Data Base:

The data was collected from following 8 schools of Bhopal that includes both rural and urban.

Sr. No.	Name of School	Locale	No. of Male Teacher	No of Female Teacher	No. of Trained Teachers (in Inclusive Education)	No. of Untrained Teachers (in Inclusive Education)
1.	Demonstration Multipurpose School (DMS), Bhopal	Urban	2	3	4	2
2.	Govt. Kasturba Girls Higher Secondary School, Bhopal	Urban	2	3	1	3
3.	PM SHRI Kendriya Vidyalaya No 2 Bhopal	Urban	3	2	4	2
4.	Govt. Subhash Excellence Higher Secondary, Bhopal	Urban	2	3	2	2
5.	Jawahar Navodaya Vidyalaya, Bhopal	Rural	5	4	5	5
6.	Govt. Higher Secondary School, Ratibad, Bhopal	Rural	2	2	2	2
7.	Govt. Boys Higher Secondary School, Bairagarh, Bhopal	Rural	2	1	1	2
8.	Govt. Girls Higher Secondary School, Bairagarh, Bhopal	Rural	2	2	1	2

Table 4.3: Data base for the study

4.4 Analysis of data

4.4.1 Objective-1: To find out the level of awareness of the teachers working in Inclusive Schools on Vocational education for Divyang students.

(i) Are you aware of RPWD Act 2016?

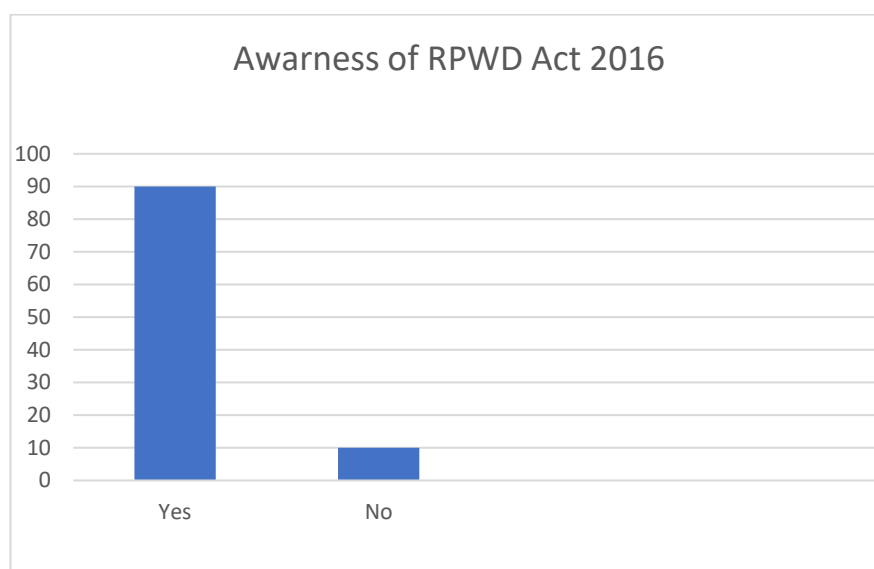


Diagram 4.1: Bar graph representing Awareness of RPWD Act 2016

The above bar graph represents the awareness of RPWD Act 2016 among the teachers. Among the 40 sample teachers, 90% teachers were found aware of RPWD Act 2016 and remaining 10% were found unaware about RPWD Act 2016. It shows that maximum teachers are aware of RPWD Act 2016.

(ii) Are you aware of the types of Divyang/Disabilities as mentioned in RPWD Act 2016?

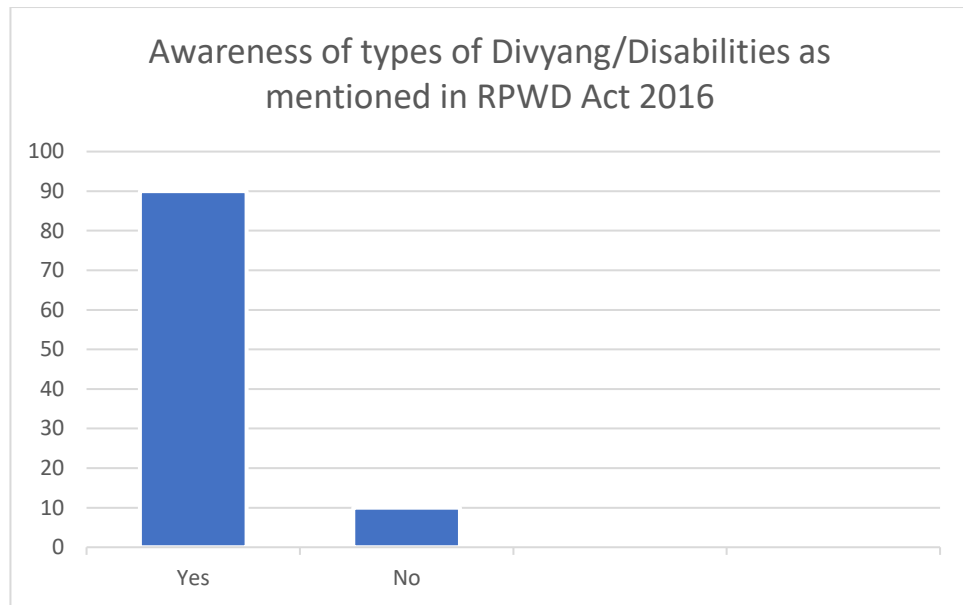


Diagram 4.2: Bar graph representing Awareness of types of Divyang/Disabilities as mentioned in RPWD Act 2016

The above bar graph represents the awareness of types of Divyang/Disabilities as mentioned in RPWD Act 2016. Among the 40 sample teachers, 90% teachers were found aware of the types of Divyang/Disabilities as mentioned in RPWD Act 2016 and remaining 10% were found unaware about the types of Divyang/Disabilities as mentioned in RPWD Act 2016. It shows that maximum teachers are aware of the types of Divyang/Disabilities as mentioned in RPWD Act 2016.

(iii) Are you aware of the types of Divyang students in your class that you are teaching?

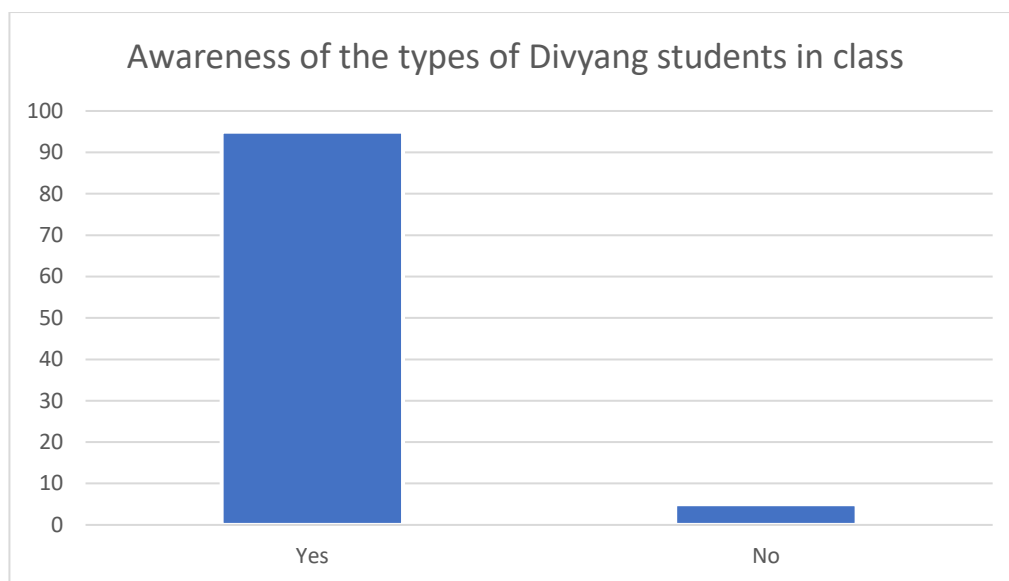


Diagram 4.3: Bar graph representing Awareness of types of Divyang students in class that the teachers are teaching.

The above bar graph represents the awareness of the types of Divyang students in class that the teachers are teaching. Among the 40 sample teachers, 95% teachers were found aware of the types of Divyang/Disabilities students in class that the teachers are teaching and 5% teachers were unaware of types of Divyang students in your class that you are teaching. It shows that maximum teachers are aware of the types of Divyang/Disabilities students in class that the teachers are teaching.

(iv) Are you aware about the types of Vocational Education available to students in schools?

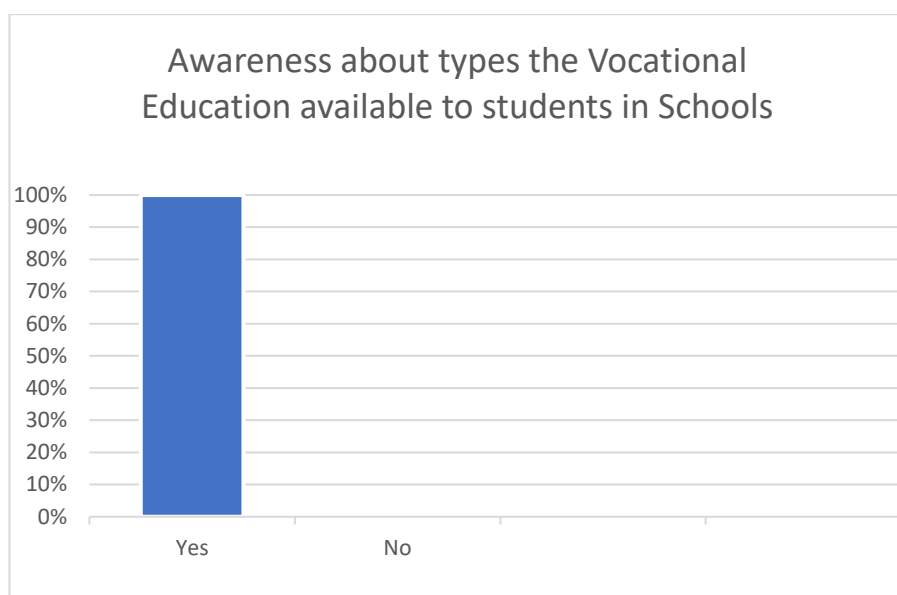


Diagram 4.4: Bar graph representing Awareness about the Vocational Education provided to students in Schools.

The above bar graph represents the awareness about the Vocational Education provided to students in Schools. Among the 40 sample teachers, 100% teachers were found aware the Vocational Education provided to students in School. It shows that maximum teachers are aware the Vocational Education provided to students in School.

Vocational Educations namely Beauty & Wellness, Retail Education, IT, Agriculture, Music Instrumental Education, Hospital & Tourism (HMT), Pottery making, carpentry, painting, wood painting, Toy making, Home Science are specified by the teachers that they are aware about to be provided in Schools.

(v) Are you aware about the Vocational Education provided to students in your School?

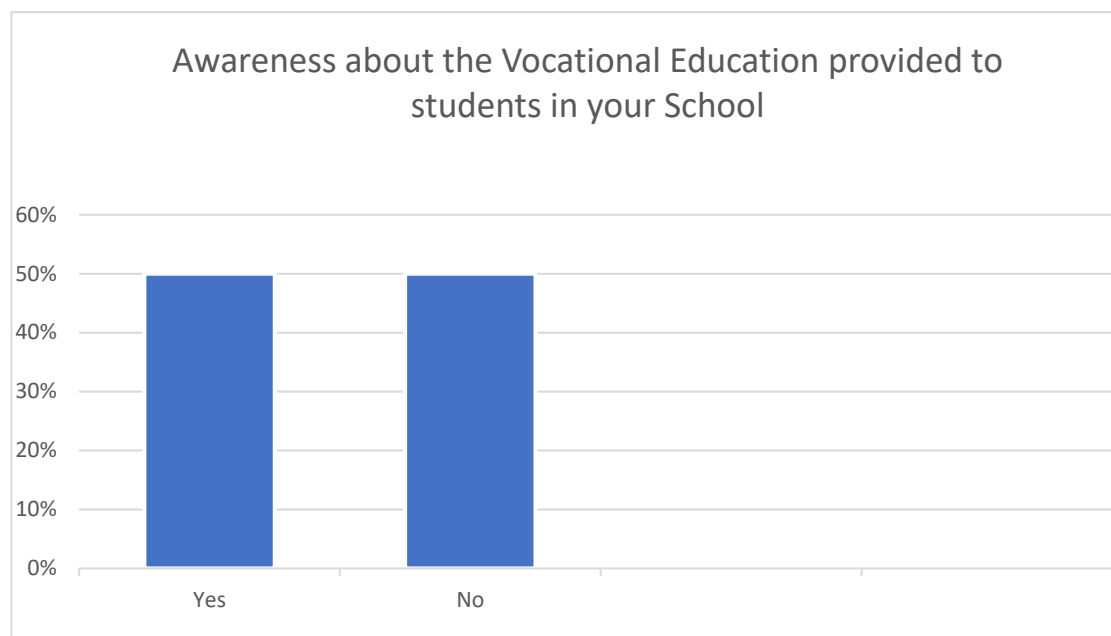


Diagram 4.5: Bar graph represents the awareness about the Vocational Education provided to students in your School

The above bar graph represents the awareness about the Vocational Education provided to students in your School. Among the 40 sample teachers, 100% teachers were found aware the Vocational Education provided to students in their School. It shows that maximum teachers are aware the Vocational Education provided to students in their School.

Vocational Educations namely Beauty & Wellness, Retail Education, IT, Agriculture, Music Instrumental Education, Hospital & Tourism (HMT), Pottery making, carpentry, painting, wood painting, Toy making, Home Science are specified by the teachers that they are aware about to be provided in Schools.

(vi) Have you participated/received in any training in Inclusive Education?

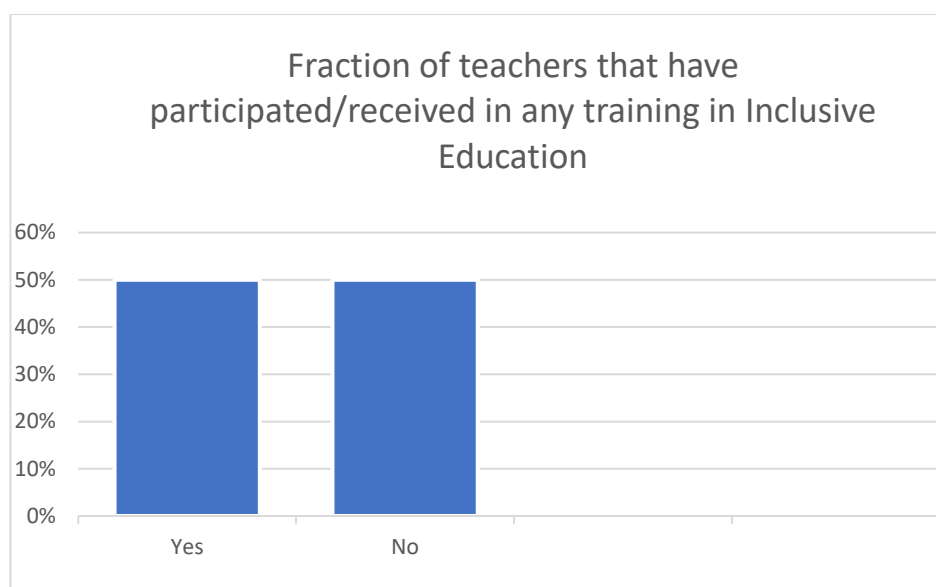


Diagram 4.6: Bar graph represents the fraction of teachers that have participated/received in any training in Inclusive Education

The above bar graph represents the fraction of teachers that have participated/received in any training in Inclusive Education. Among the 40 sample teachers, 50% teachers were found participated/received in any training in Inclusive Education

The name of the training programme specify by teachers includes special education paper during pre-service teacher training programme like B.Ed. and M.Ed. Special teacher training programme at RIE Ajmer, Rupantar by Sri Aurobindo Society at Bhopal, One day training programme on Inclusive Education from MP Govt., Certificate in Professional Development of Teachers (CPDT), Project Inclusion, various trainings from NISHTHA portal on Inclusive education, career and guidance training, special training on Inclusive education at Puri from School & Mass Education Department of Government of Odisha.

(vii) Are you aware about the types of Vocational Education available for Divyang students?

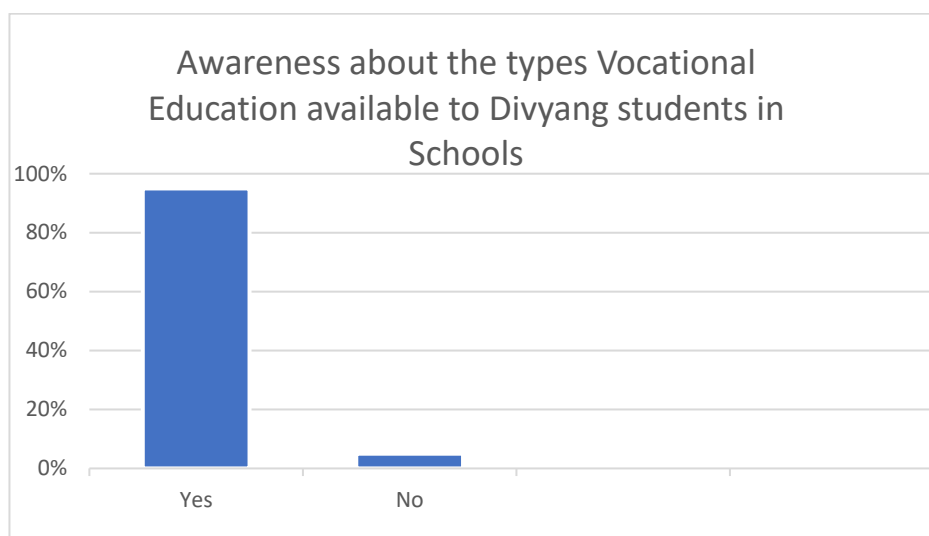


Diagram 4.7: Bar graph represents the awareness about the type of Vocational Education available for Divyang students.

The above bar graph represents the awareness about the types Vocational Education available for Divyang students. Among the 40 sample teachers, 95% teachers were found aware of the types Vocational Education provided to students in Schools. It shows that maximum teachers are aware the Vocational Education provided to students in Schools.

Vocational Educations namely Beauty & Wellness, Retail Education, IT, Agriculture, Music Instrumental Education, Hospital & Tourism (HMT), Pottery making, carpentry, painting, wood painting, Toy making, Home Science are specified by the teachers that they are aware about to be provided in Schools.

(viii) Are you aware of types of Vocational Education for Divyang students provided in your School?

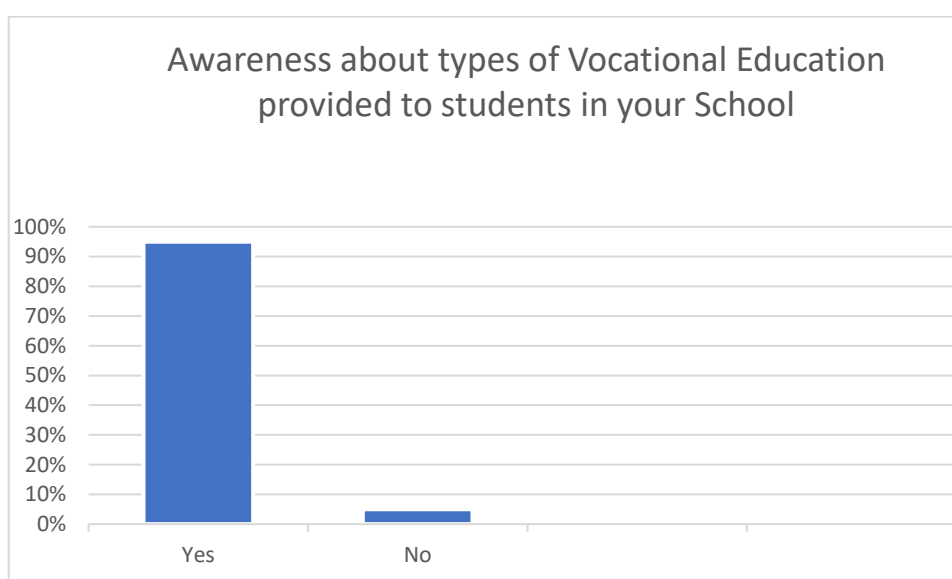


Diagram 4.8: Bar graph represents the awareness about the Vocational Education provided to students in your School.

The above bar graph represents the awareness about the Vocational Education provided to students in your School. Among the 40 sample teachers, 95% teachers were found aware the Vocational Education provided to students in their School. It shows that maximum teachers are aware the Vocational Education provided to students in their School.

Vocational Educations namely Beauty & Wellness, Retail Education, IT, Agriculture, Music Instrumental Education, Hospital & Tourism (HMT), Pottery making, carpentry, painting, wood painting, Toy making, Home Science are specified by the teachers that they are aware about to be provided in Schools.

(ix) Are you aware about the particular Vocational Education meant specific for particular types of Disabilities?

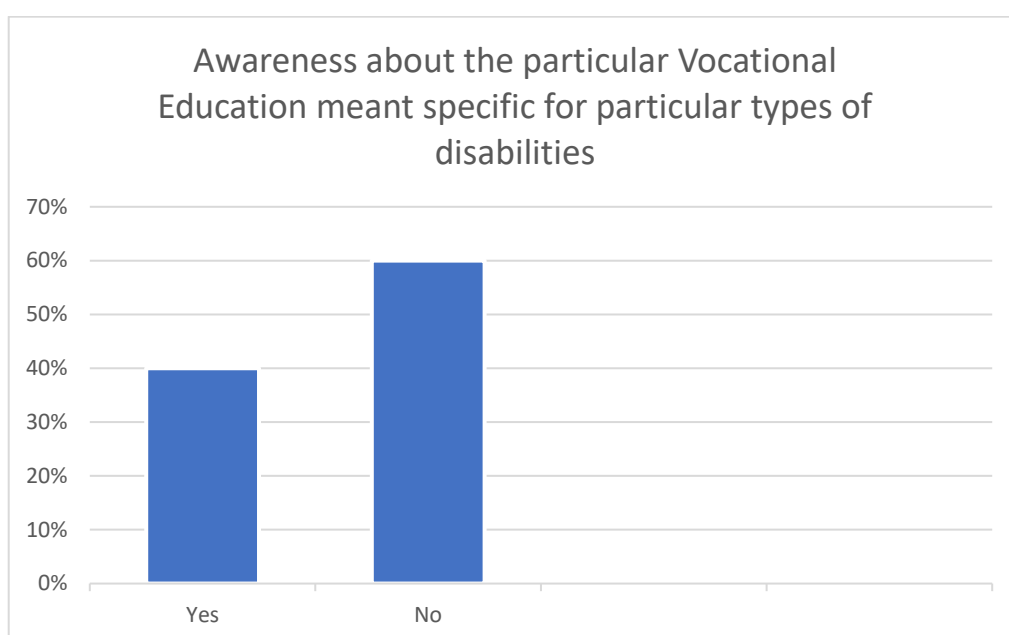


Diagram 4.9: Bar graph represents the awareness about the particular Vocational Education meant specific for particular types of Disabilities.

The above bar graph represents awareness about the particular Vocational Education meant specific for particular types of Disabilities. Among the 40 sample teachers, 40% teachers are aware about the particular Vocational Education meant specific for particular types of Disabilities. It shows that minimum teachers are aware about the particular Vocational Education meant specific for particular types of Disabilities.

(x) Are you aware of the specific kind of Vocational Education provided to specific Divyang students in your school?

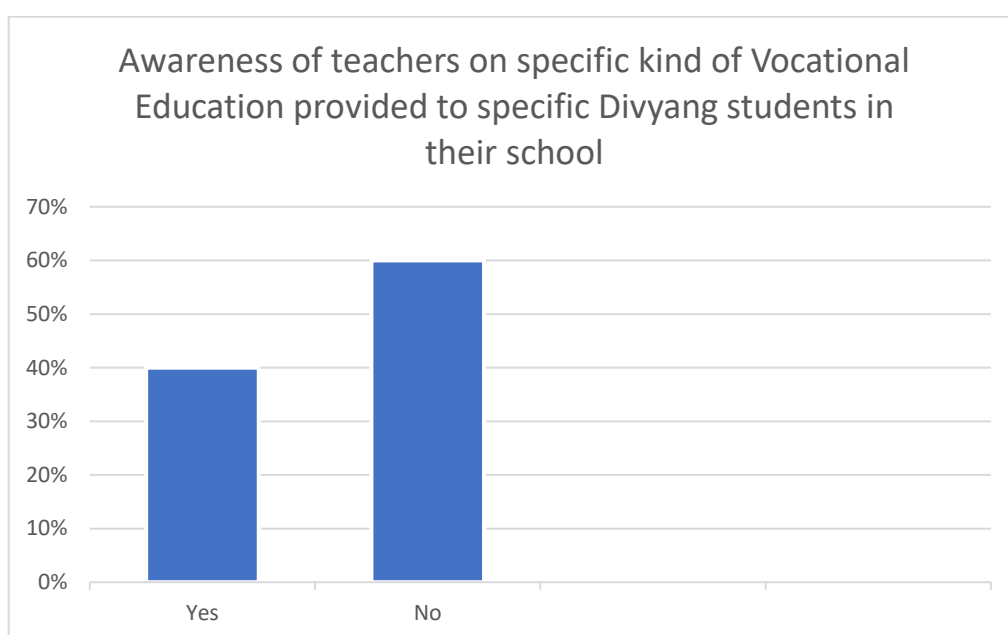


Diagram 4.10: Bar graph represents the awareness of teachers on specific kind of Vocational Education provided to specific Divyang students in their school.

The above bar graph represents awareness of teachers on specific kind of Vocational Education provided to specific Divyang students in their school. Among the 40 sample teachers, 40% teachers are aware of specific kind of Vocational Education provided to specific Divyang students in their school and remaining 60% are unaware of specific kind of Vocational Education provided to specific Divyang students in your school. It shows that maximum teachers thought Vocational Education is important for Divyang students.

(xi) Do you think Vocational Education is important for Divyang students?

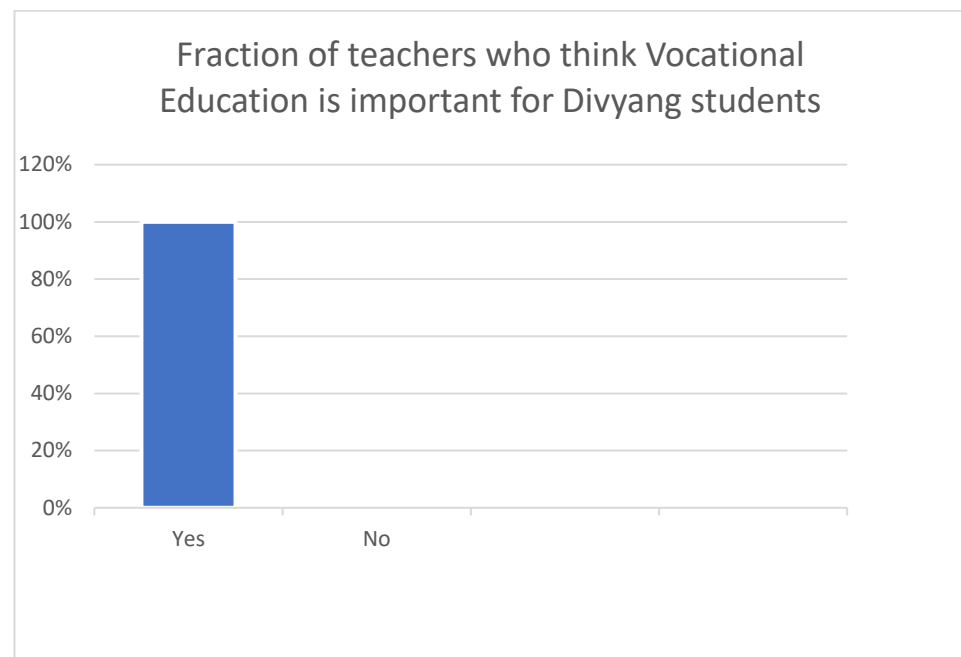


Diagram 4.11: Bar graph represents fraction of teachers who think Vocational Education is important for Divyang students.

The above bar graph represents fraction of teachers who think Vocational Education is important for Divyang students. Among the 40 sample teachers, 100% teachers thought Vocational Education is important for Divyang students. It shows that maximum teachers thought Vocational Education is important for Divyang students.

Teachers specify importance of Vocational Education for Divyang students includes for basic livelihood, self-dependent, self-employment, entrepreneurship, confident, self-awareness, inclusion into the main stream of the society, to learn subject, make student employable.

(xii)Do you know name of the Vocational Education Institutions providing training to Divyang students.

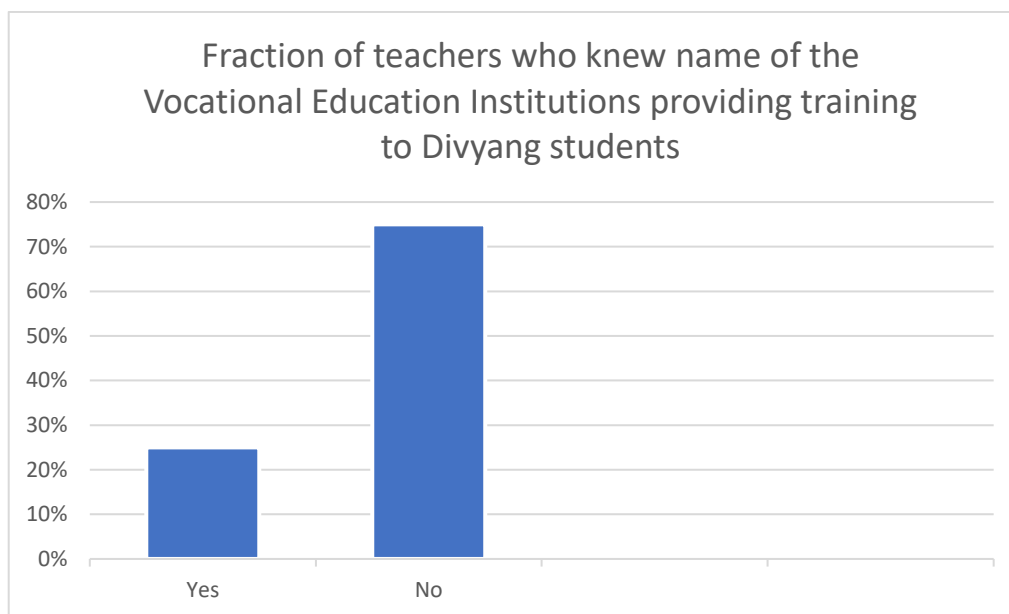


Diagram 4.12: Bar graph represents fraction of teachers who knew name of the Vocational Education Institutions providing training to Divyang students.

The above bar graph represents fraction of teachers who knew name of the Vocational Education Institutions providing training to Divyang students. Among the 40 sample teachers, 25% teachers knew name of the Vocational Education Institutions providing training to Divyang students and rest 75% didn't knew name of the Vocational Education Institutions providing training to Divyang students. It shows that not many teachers knew name of the Vocational Education Institutions providing training to Divyang students.

Among the teachers who knew the name of Vocational Educational Institutions providing training to Divyang name mentioned includes PSSCIVE, CRC Bhopal, SOS Children's village, Ali Yavar Jarg Mumbai, NIMMANS, NIEPID, NAD-SAD, Arushi Bhopal, Laksh, Chingari, Nedan.

(xiii) Does NEP 2020 recommend about Vocational Education for Divyang students?

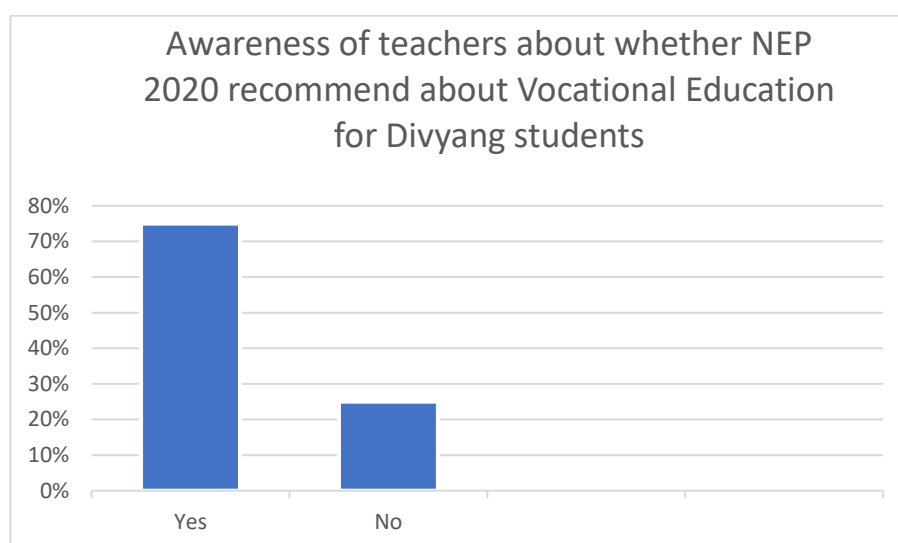


Diagram 4.13: Bar graph represents the awareness of teachers about whether NEP 2020 recommend about Vocational Education for Divyang students.

The above bar graph represents awareness of teachers about whether NEP 2020 recommend about Vocational Education for Divyang students. Among the 40 sample teachers, 75% teachers were aware of the whether NEP 2020 recommend about Vocational Education for Divyang students and rest 25% weren't aware of whether NEP 2020 recommend about Vocational Education for Divyang students. It shows that not many teachers aware about whether Inclusive Education Programmes focus on Vocational education for Divyang students.

Teachers mentioned Chapter 6 of NEP 2020, which stresses the importance of making education accessible to all children, including those with disabilities. It outlines the need for specialized support and adaptations in the educational system to ensure that Divyang students can fully participate in learning, including vocational training. Chapter 9 section on Skill Development of NEP 2020 highlights the importance of skill development for all students, with a focus on preparing students for the workforce. It mentions that vocational education should be available at the secondary and higher secondary levels, with specialized pathways for

students with disabilities. The policy recommends incorporating assistive technologies into vocational training programs to help Divyang students acquire skills in fields such as data entry, tailoring, hospitality, and more. Chapter 6 section on Teacher Training and Development of NEP 2020 calls for the development of specialized teacher training programs for educators working with students with disabilities, including those involved in vocational education. The NEP 2020 outlines the creation of an implementation framework at both national and state levels to ensure that educational initiatives, including vocational training, are inclusive and provide equal opportunities for Divyang students. This includes funding and creating accessible infrastructures in vocational education institutions.

(xiv) Does Inclusive Education Programmes focus on Vocational education for Divyang students?

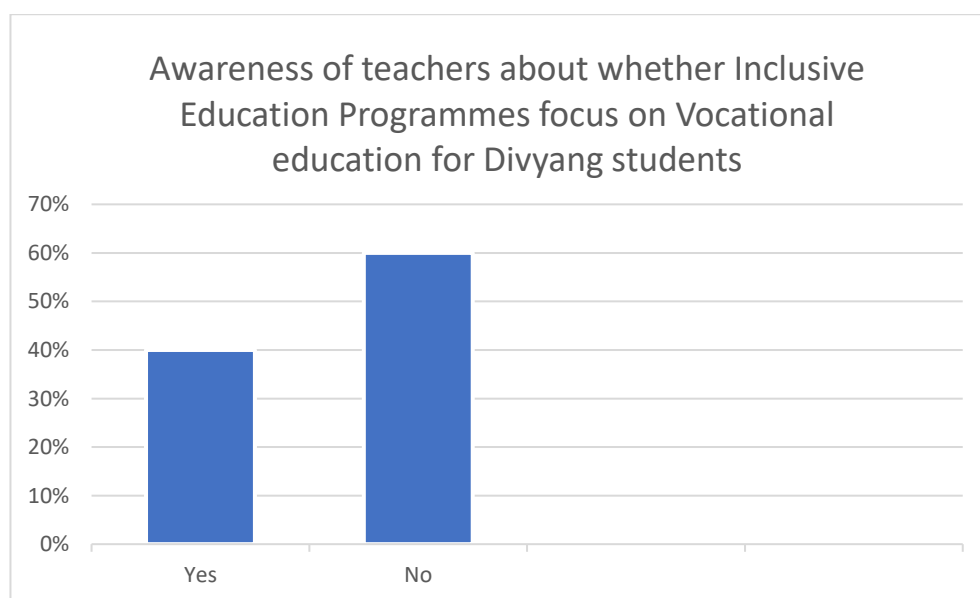


Diagram 4.14: Bar graph represents the awareness of teachers about whether Inclusive Education Programmes focus on Vocational education for Divyang students.

The above bar graph represents awareness of teachers about whether Inclusive Education Programmes focus on Vocational education for Divyang students. Among the 40 sample

teachers, 40% teachers were aware of whether Inclusive Education Programmes focus on Vocational education for Divyang students and rest 60% weren't aware of Inclusive Education Programmes focus on Vocational education for Divyang students. It shows that not many teachers are aware about whether Inclusive Education Programmes focus on Vocational education for Divyang students.

(xv) Are you aware of the challenges in promoting Vocational Education for Divyang students.

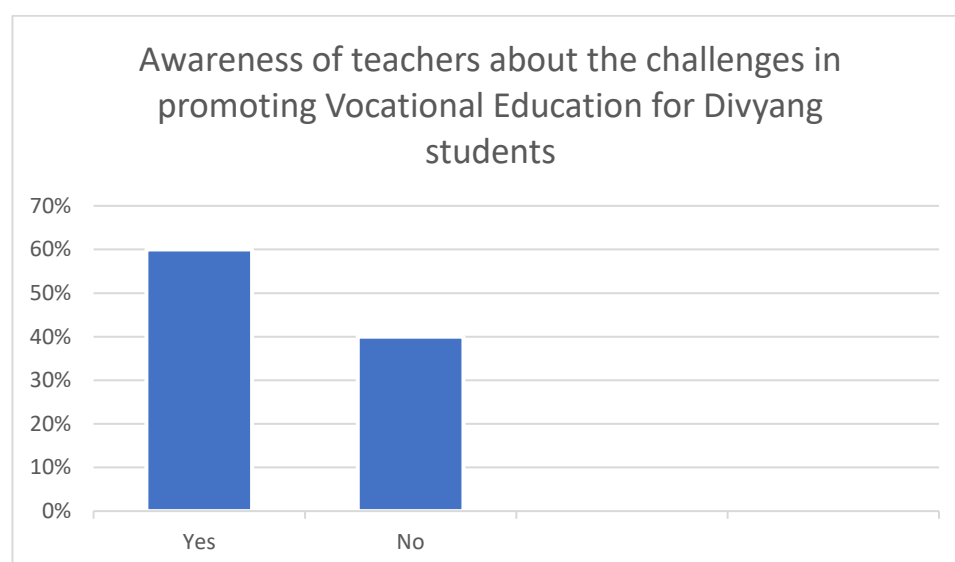


Diagram 4.15: Bar graph represents the awareness of teachers about the challenges in promoting Vocational Education for Divyang students.

The above bar graph represents awareness of teachers about the challenges in promoting Vocational Education for Divyang students. Among the 40 sample teachers, 60% teachers were aware of the challenges in promoting Vocational Education for Divyang student and rest 40% weren't aware of the challenges in promoting Vocational Education for Divyang students. It shows that not many teachers knew name of the Vocational Education Institutions providing training to Divyang students.

Some of the challenges mentioned by the teachers in promoting Vocational Education for Divyang students includes Inaccessible infrastructure, lack of Specialized Training Programs, limited Access to Assistive Technology, vocational educators are not equipped with the necessary training to teach students with disabilities, Mismatch Between Skill Training and Market Demand, attitude and social stigma surrounding disability in many societies.

(xvi) Are you aware of the resources required for the Vocational Education of Divyang students.

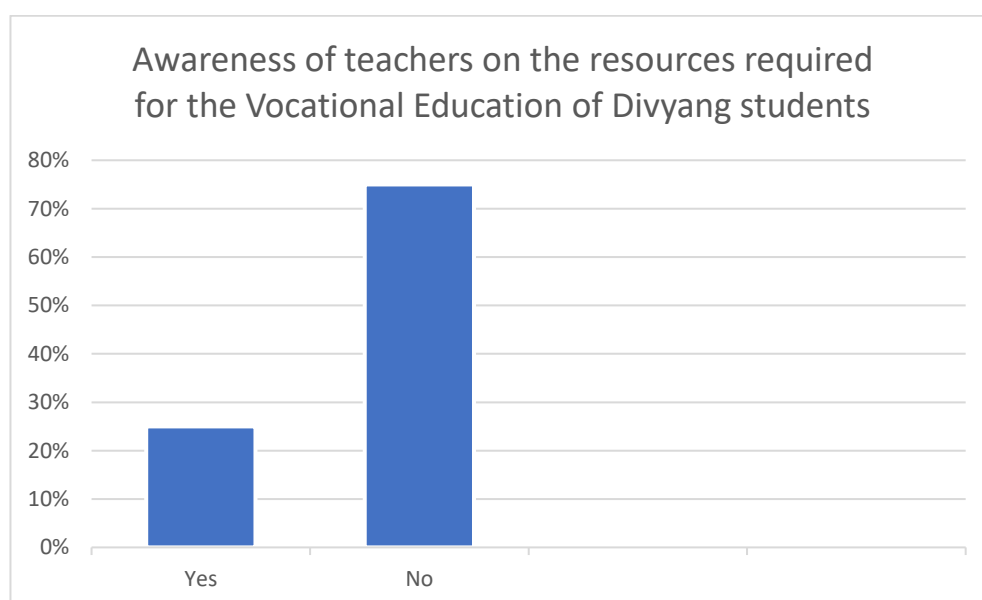


Diagram 4.16: Bar graph represents the awareness of teachers on the resources required for the Vocational Education of Divyang students.

The above bar graph represents awareness of teachers on the resources required for the Vocational Education of Divyang students. Among the 40 sample teachers, 25% teachers were aware of the goals of Vocational Education for Divyang students and rest 75% weren't aware of the goals of Vocational Education for Divyang students. It shows that maximum teachers are not aware of the resources required for the Vocational Education of Divyang students.

The teachers mentioned resources like Assistive technology and devices like Screen reader for visually impaired students, Braille books and devices, Hearing aids and sign language interpreters for students with hearing impairments, Voice recognition software for students with mobility impairments Adaptive keyboards and mice for computer-based learning along with specialised human resources that is Trained Educators and Support Staffs with specialized course material adapted to meet the specific needs of Divyang students.

(xvii) Are you aware of the goals of Vocational Education for Divyang students.

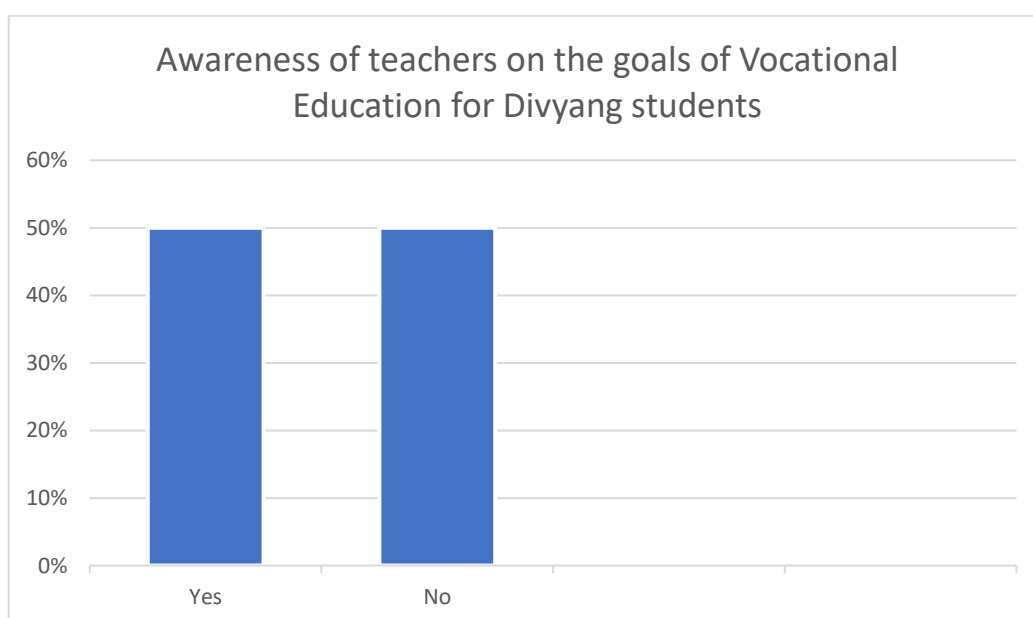


Diagram 4.17: Bar graph represents the awareness of teachers on the goals of Vocational Education for Divyang students.

The above bar graph represents awareness of teachers on the goals of Vocational Education for Divyang students. Among the 40 sample teachers, 50% teachers were aware of the goals of Vocational Education for Divyang students and rest 50% weren't aware of the goals of Vocational Education for Divyang students. It shows that half many teachers aware of the goals of Vocational Education for Divyang students as many are unaware of.

The teachers mention goals of Vocational Education for Divyang students as to address barriers, build self-reliance, enhance employability, improve quality of life, develop entrepreneurial skills, promote inclusivity, improve daily living skills.

(xviii) Are you aware of the stage of schooling at which Vocational Education should be started for improving the quality of life of Divyang students.

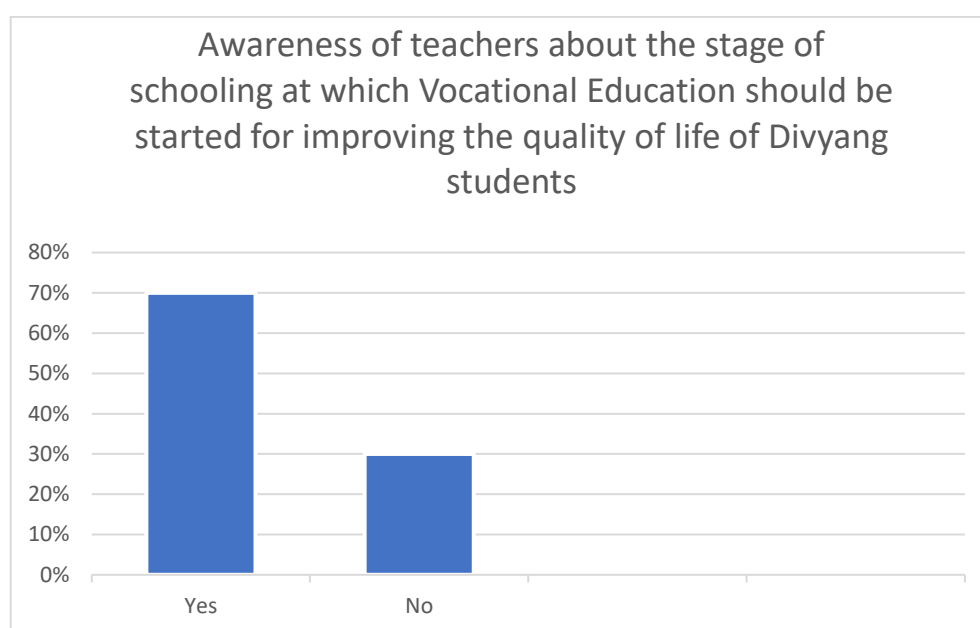


Diagram 4.18: Bar graph represents the awareness of teachers about the stage of schooling at which Vocational Education should be started for improving the quality of life of Divyang students.

The above bar graph represents awareness of teachers about the stage of schooling at which Vocational Education should be started for improving the quality of life of Divyang students. Among the 40 sample teachers, 70% teachers were aware of the stage of schooling at which Vocational Education should be started for improving the quality of life of Divyang students and rest 30% weren't aware of the stage of schooling at which Vocational Education should be started for improving the quality of life of Divyang students. It shows that many teachers knew

the stage of schooling at which Vocational Education should be started for improving the quality of life of Divyang students.

The teachers specify that few of the Vocational Education starts at the stage of Middle stage as mentioned in NEP 2020 and few of more specialised Vocational Education start at Secondary stage of schooling for Divyang students for improving the quality of life.

(xix) Do you know Magazine/Journals writing about Vocational Education of Divyang students.

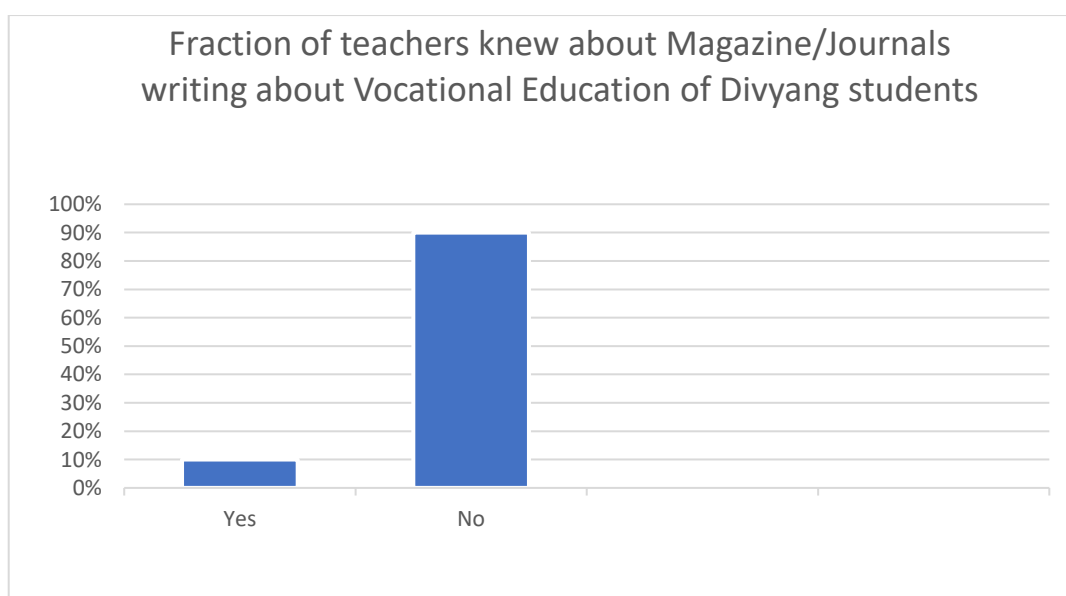


Diagram 4.19: Bar graph represents fraction of teachers knew about Magazine/Journals writing about Vocational Education of Divyang students.

The above bar graph represents fraction of teachers knew about Magazine/Journals writing about Vocational Education of Divyang students. Among the 40 sample teachers, 10% teachers knew about Magazine/Journals writing about Vocational Education of Divyang students and rest 90% didn't knew about Magazine/Journals writing about Vocational Education of Divyang students. It shows that not many teachers knew about Magazine/Journals writing about Vocational Education of Divyang students.

Among the teachers who knew, the name of Magazine/Journals includes The Indian Journal of Vocational Education published by the Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE) under NCERT, Journals of Rehabilitation council of India (RCI), publication from National Institute of Open Schooling (NIOS).

(xx) Are you aware of the guidance and counselling programme helpful in the Vocational Education for Divyang students.

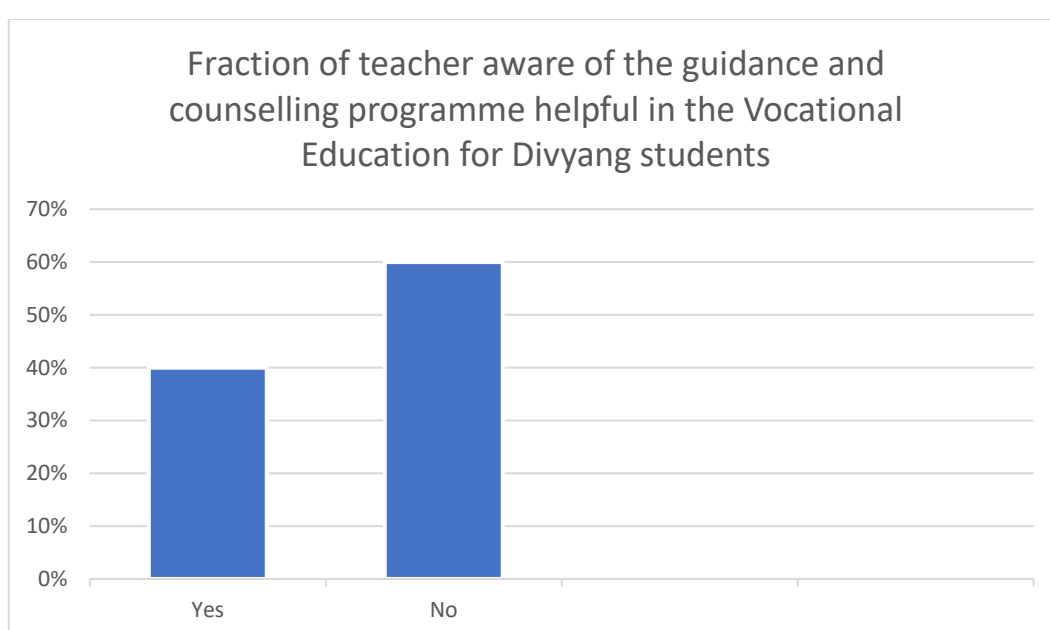


Diagram 4.20: Bar graph represents fraction of teacher aware of the guidance and counselling programme helpful in the Vocational Education for Divyang students.

The above bar graph represents fraction of teacher aware of the guidance and counselling programme helpful in the Vocational Education for Divyang students. Among the 40 sample teachers, 85% teachers were aware of the guidance and counselling programme helpful in the Vocational Education for Divyang students and rest 40% weren't aware of the guidance and counselling programme helpful in the Vocational Education for Divyang students. It shows that

maximum teachers aware of the guidance and counselling programme helpful in the Vocational Education for Divyang students.

Teachers also specify that guidance and counselling programme enable the teacher to diagnose the problems faced by Divyang students along with Career exploration, personalised support to the student, employability skills and work readiness, family understanding, policy and rights awareness, emotional support are the help from guidance and counselling programme in the Vocational Education for Divyang student.

4.4.2 Objective-2: To find out the difference in awareness between male and female teachers working in Inclusive Schools on Vocational education for Divyang students.

Sr. No.	Question	Male (awareness level in percentage)	Female (awareness level in percentage)
1.	Are you aware of RPWD Act 2016?	90%	90%
2.	Are you aware of the types of Divyang/Disabilities as mentioned in RPWD Act 2016?	70%	80%
3.	Are you aware of the types of Divyang students in your class that you are teaching?	90%	80%
4.	Are you aware about the Vocational Education provided to students in Schools?	90%	90%
5.	Are you aware about the Vocational Education provided to students in your School?	90%	90%
6.	Have you participated/received in any training in Inclusive Education?	40%	50%
7.	Are you aware about the types of Vocational Education available for Divyang students?	30%	40%
8.	Are you aware of types of Vocational Education for Divyang students provided in your School?	60%	70%
9.	Are you aware about the particular Vocational Education meant specific for particular types of Disabilities?	40%	50%
10.	Are you aware of the specific kind of Vocational Education provided to specific Divyang students in your school?	60%	65%
11.	Do you think Vocational Education is important for Divyang students?	95%	95%

12.	Do you know name of the Vocational Education Institutions providing training to Divyang students.	40%	50%
13.	Does NEP 2020 recommend about Vocational Education for Divyang students?	40%	30%
14.	Does Inclusive Education Programmes focus on Vocational education for Divyang students?	50%	60%
15.	Are you aware of the challenges in promoting Vocational Education for Divyang students.	45%	50%
16.	Are you aware of the resources required for the Vocational Education of Divyang students.	30%	30%
17.	Are you aware of the goals of Vocational Education for Divyang students.	30%	40%
18.	Are you aware of the stage of schooling at which Vocational Education should be started for improving the quality of life of Divyang students.	70%	75%
19.	Do you know Magazine/Journals writing about Vocational Education of Divyang students.	30%	30%
20.	Are you aware of the guidance and counselling programme helpful in the Vocational Education for Divyang students.	30%	25%

Table 4.4: Representation of difference in awareness level in percentage between male and female teachers working in Inclusive Schools on Vocational education for Divyang students.

From Table 4.4, there is no difference in level of awareness between male and female with respect to awareness of RPWD Act 2016, Vocational Education provided to students in schools, Vocational Education provided to students in your schools, Vocational Education is important for Divyang students, resources required for the Vocational Education of Divyang students, Magazine/Journals writing about Vocational Education of Divyang students.

From Table 4.4, male shows higher level of awareness with respect to awareness of the types of Divyang students in your class that you are teaching, NEP 2020 recommendations about Vocational Education for Divyang students, guidance and counselling programme helpful in the Vocational Education for Divyang students.

From Table 4.4, female shows higher level of awareness with respect to types of Divyang/Disabilities as mentioned in RPWD Act 2016, participation in any training in Inclusive Education, types of Vocational Education available for Divyang students, types of Vocational Education for Divyang students provided in your School, particular Vocational Education meant specific for particular types of Disabilities, name of the Vocational Education Institutions providing training to Divyang students, Inclusive Education Programmes focus on Vocational education for Divyang students, challenges in promoting Vocational Education for Divyang student, goals of Vocational Education for Divyang students, stage of schooling at which Vocational Education should be started for improving the quality of life of Divyang students.

4.4.3 Objective-3: To find out the difference in awareness between trained and un-trained (in Inclusive Education) teachers working in Inclusive Schools on Vocational education for Divyang students.

Sr. No.	Question	Trained (awareness level in percentage)	Un-trained (awareness level in percentage)
1.	Are you aware of RPWD Act 2016?	95%	30%
2.	Are you aware of the types of Divyang/Disabilities as mentioned in RPWD Act 2016?	95%	30%
3.	Are you aware of the types of Divyang students in your class that you are teaching?	100%	45%
4.	Are you aware about the Vocational Education provided to students in Schools?	100%	60%
5.	Are you aware about the Vocational Education provided to students in your School?	95%	60%
6.	Have you participated/received in any training in Inclusive Education?	100%	0%
7.	Are you aware about the types of Vocational Education available for Divyang students?	90%	20%
8.	Are you aware of types of Vocational Education for Divyang students provided in your School?	100%	45%
9.	Are you aware about the particular Vocational Education meant specific for particular types of Disabilities?	85%	15%
10.	Are you aware of the specific kind of Vocational Education provided to specific Divyang students in your school?	85%	20%
11.	Do you think Vocational Education is important for Divyang students?	100%	80%

12.	Do you know name of the Vocational Education Institutions providing training to Divyang students.	90%	20%
13.	Does NEP 2020 recommend about Vocational Education for Divyang students?	75%	30%
14.	Does Inclusive Education Programmes focus on Vocational education for Divyang students?	95%	30%
15.	Are you aware of the challenges in promoting Vocational Education for Divyang students.	100%	40%
16.	Are you aware of the resources required for the Vocational Education of Divyang students	100%	30%
17.	Are you aware of the goals of Vocational Education for Divyang students.	95%	20%
18.	Are you aware of the stage of schooling at which Vocational Education should be started for improving the quality of life of Divyang students.	100%	80%
19.	Do you know Magazine/Journals writing about Vocational Education of Divyang students.	70%	10%
20.	Are you aware of the guidance and counselling programme helpful in the Vocational Education for Divyang students.	85%	20%

Table 4.5: Representation of difference in awareness level in percentage between trained and un-trained teachers working in Inclusive Schools on Vocational education for Divyang students.

From the Table 4.5, it can be inferred that the trained teachers show higher level of awareness working in Inclusive Schools on Vocational education for Divyang students.

From the Table 4.5, untrained teachers show no or low level of awareness with respect to participation in any training in Inclusive Education, particular Vocational Education meant specific for particular types of Disabilities, name of the Vocational Education Institutions providing training to Divyang students, goals of Vocational Education for Divyang students, know Magazine/Journals writing about Vocational Education of Divyang students.

4.4.4 Objective-4: To find out the difference in awareness between urban and rural teachers working in Inclusive Schools on Vocational education for Divyang students.

Sr. No.	Question	Urban (awareness level in percentage)	Rural (awareness level in percentage)
1.	Are you aware of RPWD Act 2016?	90%	75%
2.	Are you aware of the types of Divyang/Disabilities as mentioned in RPWD Act 2016?	90%	75%
3.	Are you aware of the types of Divyang students in your class that you are teaching?	90%	85%
4.	Are you aware about the Vocational Education provided to students in Schools?	100%	95%
5.	Are you aware about the Vocational Education provided to students in your School?	95%	75%
6.	Have you participated/received in any training in Inclusive Education?	70%	60%
7.	Are you aware about the types of Vocational Education available for Divyang students?	60%	40%
8.	Are you aware of types of Vocational Education for Divyang students provided in your School?	80%	75%
9.	Are you aware about the particular Vocational Education meant specific for particular types of Disabilities?	60%	40%
10.	Are you aware of the specific kind of Vocational Education provided to specific Divyang students in your school?	80%	60%

11.	Do you think Vocational Education is important for Divyang students?	100%	95%
12.	Do you know name of the Vocational Education Institutions providing training to Divyang students.	80%	50%
13.	Does NEP 2020 recommend about Vocational Education for Divyang students?	60%	40%
14.	Does Inclusive Education Programmes focus on Vocational education for Divyang students?	40%	30%
15.	Are you aware of the challenges in promoting Vocational Education for Divyang students.	40%	30%
16.	Are you aware of the resources required for the Vocational Education of Divyang students	35%	25%
17.	Are you aware of the goals of Vocational Education for Divyang students.	40%	30%
18.	Are you aware of the stage of schooling at which Vocational Education should be started for improving the quality of life of Divyang students.	50%	40%
19.	Do you know Magazine/Journals writing about Vocational Education of Divyang students.	60%	50%
20.	Are you aware of the guidance and counselling programme helpful in the Vocational Education for Divyang students.	40%	20%

Table 4.6: Representation of difference in awareness level in percentage between urban and rural teachers working in Inclusive Schools on Vocational education for Divyang students.

From the Table 4.6, it can be inferred that the urban teachers show higher level of awareness working in Inclusive Schools on Vocational education for Divyang students than those from rural teachers. From the Table No 06, level of awareness of rural teachers is relatively low than urban teacher on Vocational Education for Divyang students.

Chapter V

Summary, Findings and Conclusion

5.1 Introduction

This chapter summarises the study on teachers' awareness on Vocational Education for the Divyang students in Inclusive Schools, outlines the key findings, draws conclusions, and offers suggestions for further research and practical improvements. The goal is to provide a concise overview of the research conducted, highlight the outcomes, and suggest ways to enhance the implementation of Vocational education for Divyang students in Inclusive school.

5.2 Summary of the Study

The study focused on evaluating the awareness and accessibility of Vocational Education for Divyang students among teachers in inclusive settings in Bhopal, Madhya Pradesh. The objectives were to assess teachers' knowledge about various Vocational Education for Divyang students, identify barriers to their effective use, and provide recommendations to improve teachers' awareness towards the adaptation to Vocational courses for Divyang students.

5.3 Findings of the Study

1. Awareness Levels: The study found that awareness levels of Vocational Education for Divyang among teachers varied. While some teachers were well-informed about the different types of Vocational Education available for Divyang students, others had limited or no knowledge. Most of teachers are aware about Vocational Education through policy documents like NEP 2020, RPWD Act 2016 etc. Almost all the teachers have awareness related to the importance of Vocational Education to enhance the life of Divyang students.

2. Types of Vocational Education known: Teachers mostly are aware about the types of Vocational education available in schools to Divyang. Among some, have higher awareness about specific types of Vocational education appropriate for particular types of Divyang. Teachers also emphasised on the more types of Vocational education integration into the conventional education especially for Divyang.

3. Training and Professional Development: A moderate number of teachers reported insufficient training on the Vocational Education for Divyang students. Many expressed a need for more comprehensive professional development programs focused on inclusive education and specific vocational education for Divyang students. Policy awareness on Vocational education for Divyang, stage appropriate Vocational education training, Pathways on implementation of Vocational courses with the conventional courses, Industries exposure and scope of placement were few suggested scopes of training and professional development suggested by teachers.

4. Barriers to function: The primary barriers identified were a lack of training, limited availability of devices, inadequate technical support, and insufficient funding. Teachers also cited a lack of time to familiarise themselves with new technologies as a hindrance.

5. Attitudes and Perceptions: Teachers with positive attitudes towards Inclusive education were more likely to aware of Vocational Education for Divyang in their classrooms. Conversely, those with limited exposure to inclusive practices were less likely to integrate Vocational Education effectively.

5.4 Conclusion

The study concludes that while there is a growing awareness of the importance of Vocational Education for Divyang student in inclusive school, gaps remain in teachers' knowledge and preparedness to use these tools effectively.

Findings indicate that although teachers exhibit a positive attitude toward vocational education for Divyang learners, limited training and exposure hinder their ability to provide meaningful vocational guidance.

Comprehensive training and support systems are crucial to bridge these gaps and ensure that all students can benefit from an inclusive learning environment.

This study underscores the urgent need for targeted professional development programs to enhance teachers' understanding of vocational education tailored for students with disabilities.

5.5 Suggestions

1. Comprehensive Training Programs:

- **Tailored Workshops:**
 - Conduct workshops focusing on the specific needs and abilities of various Divyang students.
 - Include practical sessions on adapting vocational skills training to different disabilities.
 - Cover topics like assistive technologies, accessible learning materials, and individualized education plans (IEPs) with a vocational focus.

- **Skill Development:**

- Train teachers in identifying and assessing the vocational aptitudes of Divyang students.
- Equip them with skills to create customized vocational training programs.
- Provide training on job coaching and placement strategies.

- **Sensitivity and Awareness:**

- Include modules on disability awareness and sensitivity to foster a respectful and inclusive learning environment in the light of NEP 2020, RPWD Act 2016, RTE 2009(2012).
- Address common misconceptions and promote positive attitudes towards Divyang students in Inclusive settings.

2. Resource and Support Systems:

- **Resource Centres:**

- Establish resource centres with access to information on vocational training programs, assistive technologies, and job opportunities for Divyang individuals.
- Provide access to specialists like occupational therapists, vocational counsellors and special educators.

- **Collaboration and Networking:**

- Facilitate collaboration between teachers, vocational trainers, employers, and organizations working with Divyang individuals.
- Create platforms for sharing best practices and resources.

- establish strong connections with local businesses, to create work placement opportunities.
- **Accessible Materials:**
 - ensure that training materials are provided in accessible formats, such as braille, large print, and digital formats.

3. Curriculum Adaptation and Innovation:

- **Individualized Vocational Plans:**
 - Emphasize the importance of developing individualized vocational plans based on each student's strengths, interests, and abilities.
 - Focus on practical, hands-on training that leads to marketable skills.
- **Technology Integration:**
 - Train teachers on using assistive technologies to support Divyang students in vocational training.
 - Explore innovative technologies like virtual reality and simulation to enhance learning.
- **Industry Partnerships:**
 - Establish partnerships with local industries to provide internships and on-the-job training opportunities.
 - Ensure that vocational training programs align with industry demands.

4. Policy and Advocacy:

- **Policy Awareness:**

- Educate teachers on relevant and current policies and legislation related to vocational education for Divyang individuals.
- Advocate for policies that promote inclusive vocational training and employment.

- **Parental Involvement:**

- Engage parents in the vocational planning process and provide them with information and support.
- Encourage parent involvement in the students vocational training.

- **Continuous Evaluation:**

- Regularly evaluate the effectiveness of vocational training programs and make necessary adjustments.

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Appendix

A Study on the Awareness of the Teachers Working in Inclusive Schools on Vocational Education for the Divyang students.

Respected Teacher

I am conducting master level dissertation on topic “**A Study on the Awareness of the Teachers Working in Inclusive Schools on Vocational Education for the Divyang students**”. You are requested to answer the given questions without hesitation. Your answer will be used for research purpose only and will be kept confidential. Here are questions dealing with the awareness about Vocational Education for the Divyang students among teachers. On each question answer on marking tick (✓) against the left box provided and answer with in the space provided for the corresponding question. You have to give correct answer as per your awareness. Therefore, you need not to give longer thought to the questions. Kindly make sure that you have attempted all the questions and tried to give correct answer. Your response will not be in anyways treated as a reflection of your awareness on Vocational Education for the Divyang students.

मान्यवर शिक्षक

मैं "समावेशी स्कूलों में कार्यरत शिक्षकों के बीच दिव्यांग छात्रों के लिए व्यावसायिक शिक्षा के बारे में जागरूकता पर एक अध्ययन" विषय पर मास्टर स्तर पर शोध प्रबंध कर रहा हूँ। आपसे निवेदन है कि दिए गए प्रश्नों का उत्तर बिना किसी झिझक के दें। आपका उत्तर केवल शोध के उद्देश्य से उपयोग किया जाएगा और इसे गोपनीय रखा जाएगा। यहां कुछ प्रश्न दिए गए हैं जो शिक्षकों के बीच दिव्यांग छात्रों के लिए व्यावसायिक शिक्षा के बारे में जागरूकता से संबंधित हैं। प्रत्येक प्रश्न पर, बाईं ओर दिए गए बॉक्स में टिक (✓) लगाकर और संबंधित प्रश्न के लिए दिए गए स्थान में उत्तर लिखकर जवाब दें। आपको अपनी जागरूकता के अनुसार सही उत्तर देना है, इसलिए प्रश्नों पर अधिक विचार करने की आवश्यकता नहीं है। कृपया सुनिश्चित करें कि आपने सभी प्रश्नों का उत्तर दिया है और सही उत्तर देने की कोशिश की है। आपका उत्तर किसी भी प्रकार से दिव्यांग छात्रों के लिए व्यावसायिक शिक्षा के बारे में आपकी जागरूकता का प्रतिबिंब नहीं माना जाएगा।

Regards

Investigator

Prakash Chandra Panda

3 Year Integrated B.Ed.-M.Ed.

Regional Institute of Education, Bhopal

General Information:

Please fill up the following questions. Mark tick (✓) in right box of options given to answer specific type of question.

Name of the Teacher शिक्षक का नाम:

.....

Name of the School with Address विद्यालय का नाम और पता :

.....

.....

Age आयु:

Gender लिंग: Male पुरुष ☐ Female महिला ☐

Locale क्षेत्र: Rural ग्रामीण ☐ Urban शहरी ☐

Training in Vocational Education for Divyang students:

Trained प्रशिक्षित ☐ Untrained अप्रशिक्षित ☐

Mobile No. मोबाइल नंबर

E-mail address ई-मेल पता:

Awareness related Questions

Mark tick (✓) in right box of options given to answer specific type of question and answer the particular question in the given space below the question.

सही प्रकार के प्रश्न का उत्तर देने के लिए दिए गए विकल्पों में से सही बॉक्स में टिक (✓) लगाएं और प्रश्न के नीचे दिए गए स्थान में विशेष प्रश्न का उत्तर लिखें।

1. Are you aware of RPWD Act 2016? क्या आपको RPWD अधिनियम 2016 के बारे में जानकारी है?

Yes हाँ ☐ No नहीं ☐

2. Are you aware of the types of Divyang/Disabilities as mentioned in RPWD Act 2016? क्या आपको RPWD अधिनियम 2016 में उल्लेखित दिव्यांगता/विकलांगता के प्रकारों की जानकारी है?

Yes हाँ ☐ No नहीं ☐

3. Are you aware of the types of Divyang students in your class that you are teaching? क्या आपको अपनी कक्षा में पढ़ा रहे दिव्यांग छात्रों के प्रकारों की जानकारी है?

Yes हाँ ☐ No नहीं ☐

4. Are you aware about the types of Vocational Education available to students in schools? क्या आपको स्कूलों में छात्रों के लिए उपलब्ध व्यावसायिक शिक्षा के प्रकारों की जानकारी है?

Yes हाँ ☐ No नहीं ☐

If yes, please mention the Vocational Education available to students in Schools that you are aware of

यदि हाँ, तो कृपया उन व्यावसायिक शिक्षा का उल्लेख करें जो स्कूलों में छात्रों के लिए उपलब्ध हैं जिनकी आपको जानकारी है।

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.....

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5.Are you aware about the Vocational Education provided to students in your School?

क्या आपको अपने स्कूल में छात्रों को दी जाने वाली व्यावसायिक शिक्षा की जानकारी है?

Yes हाँ ☐ No नहीं ☐

If yes, please mention the Vocational Education provided to students in your School

यदि हाँ, तो कृपया अपने स्कूल में छात्रों को प्रदान की जाने वाली व्यावसायिक शिक्षा का उल्लेख करें।

.....

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.....

6.Do you participated/received in any training in Inclusive Education?

क्या आपने समावेशी शिक्षा में किसी प्रशिक्षण में भाग लिया है/प्राप्त किया है?

Yes हाँ ☐ No नहीं ☐

If yes, please write the name of the training programme

यदि हाँ, तो कृपया प्रशिक्षण कार्यक्रम का नाम लिखें।

.....

.....

.....

7.Are you aware about the types of Vocational Education available for Divyang students?

क्या आपको दिव्यांग छात्रों के लिए उपलब्ध व्यावसायिक शिक्षा के प्रकारों की जानकारी है?

Yes हाँ ☐ No नहीं ☐

If yes, please mention the types of Vocational Education for Divyang that you are aware of

यदि हाँ, तो कृपया उन व्यावसायिक शिक्षा के प्रकारों का उल्लेख करें जो आपको दिव्यांग छात्रों के लिए ज्ञात हैं

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.....

.....

8.Are you aware of types of Vocational Education for Divyang students provided in your School?

क्या आपको अपने स्कूल में दिव्यांग छात्रों के लिए प्रदान की जाने वाली व्यावसायिक शिक्षा के प्रकारों की जानकारी है?

Yes हाँ ☐ No नहीं ☐

If yes, please mention types of Vocational Education for Divyang students provided in your School

यदि हाँ, तो कृपया अपने स्कूल में दिव्यांग छात्रों के लिए प्रदान की जाने वाली व्यावसायिक शिक्षा के प्रकारों का उल्लेख करें

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.....
.....

9.Are you aware about the particular Vocational Education meant specific for particular types of Disabilities?

क्या आपको विशेष प्रकार की विकलांगताओं के लिए निर्धारित व्यावसायिक शिक्षा के बारे में जानकारी है?

Yes हाँ ☐ No नहीं ☐

If yes, please mention types of Vocational Education specific for particular disabilities that you are aware of

यदि हाँ, तो कृपया उन विशेष विकलांगताओं के लिए निर्धारित व्यावसायिक शिक्षा के प्रकारों का उल्लेख करें जिनकी आपको जानकारी है।

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.....
.....

10.Are you aware of the specific kind of Vocational Education provided to specific Divyang students in your school?

क्या आपको अपने स्कूल में विशेष दिव्यांग छात्रों को प्रदान की जाने वाली विशिष्ट प्रकार की व्यावसायिक शिक्षा के बारे में जानकारी है?

Yes हाँ ☐ No नहीं ☐

If yes, please specify the Vocational Education provided to specific Divyang students in your school

यदि हाँ, तो कृपया अपने स्कूल में विशेष दिव्यांग छात्रों को प्रदान की जाने वाली व्यावसायिक शिक्षा का उल्लेख करें।

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11.Do you think Vocational Education is important for Divyang students?

क्या आपको लगता है कि दिव्यांग छात्रों के लिए व्यावसायिक शिक्षा महत्वपूर्ण है?

Yes हाँ ☐ No नहीं ☐

If yes, please specify why do you think Vocational Education is important for Divyang students

यदि हाँ, तो कृपया स्पष्ट करें कि आपको क्यों लगता है कि दिव्यांग छात्रों के लिए व्यावसायिक शिक्षा महत्वपूर्ण है।

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If no, please specify why isn't Vocational Education is important for Divyang students यदि नहीं, तो कृपया स्पष्ट करें कि क्यों दिव्यांग छात्रों के लिए व्यावसायिक शिक्षा महत्वपूर्ण नहीं है।

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12.Do you know name of the Vocational Education Institutions providing training to Divyang students.

क्या आपको दिव्यांग छात्रों को प्रशिक्षण देने वाले व्यावसायिक शिक्षा संस्थानों के नाम पता हैं?

Yes हाँ ☐ No नहीं ☐

If yes, name some such important Institutions

यदि हाँ, तो कृपया कुछ ऐसे महत्वपूर्ण संस्थानों के नाम बताएं।

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13.Does NEP 2020 recommend about Vocational Education for Divyang students?

क्या NEP 2020 दिव्यांग छात्रों के लिए व्यावसायिक शिक्षा की सिफारिश करता है?

Yes हाँ ☐ No नहीं ☐

If yes, mention sections with titles

यदि हाँ, तो कृपया संबंधित अनुभागों के नाम और शीर्षक बताएं।

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14.Does Inclusive Education Programmes focus on Vocational education for Divyang

students? क्या समावेशी शिक्षा कार्यक्रम दिव्यांग छात्रों के लिए व्यावसायिक शिक्षा पर ध्यान केंद्रित करते हैं?

Yes हाँ ☐ No नहीं ☐

If yes, give details यदि हाँ, तो कृपया विवरण दें

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15.Are you aware of the challenges in promoting Vocational Education for Divyang students
क्या आपको दिव्यांग छात्रों के लिए व्यावसायिक शिक्षा को बढ़ावा देने में आने वाली चुनौतियों के बारे में जानकारी है?

Yes हाँ ☐ No नहीं ☐

If yes ,give details यदि हाँ, तो कृपया विवरण दें

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16.Are you aware of the Resources required for the Vocational Education of Divyang students

क्या आपको दिव्यांग छात्रों की व्यावसायिक शिक्षा के लिए आवश्यक संसाधनों के बारे में जानकारी है?

Yes हाँ ☐ No नहीं ☐

If yes, give details यदि हाँ, तो कृपया विवरण दें

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17.Are you aware of the goals of Vocational Education for Divyang students.

क्या आपको दिव्यांग छात्रों के लिए व्यावसायिक शिक्षा के उद्देश्यों के बारे में जानकारी है?

Yes हाँ ☐ No नहीं ☐

If yes, specify यदि हाँ, तो कृपया विशिष्ट रूप से बताएं।

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18.Are you aware of the stage of schooling at which Vocational Education should be started for improving the quality of life of Divyang students

क्या आपको इस बारे में जानकारी है कि दिव्यांग छात्रों के जीवन गुणवत्ता में सुधार लाने के लिए व्यावसायिक शिक्षा किस शैक्षिक स्तर पर शुरू की जानी चाहिए?

Yes हाँ ☐ No नहीं ☐

Please specify कृपया विशिष्ट रूप से बताएं

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19.Do you know Magazine/Journals writing about Vocational Education of Divyang students

क्या आप दिव्यांग छात्रों की व्यावसायिक शिक्षा पर लिखने वाली पत्रिकाओं/जर्नल्स के बारे में जानते हैं?

Yes हाँ ☐ No नहीं ☐

Please name few of them कृपया उनमें से कुछ का नाम बताएं।

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20.Are you aware of the guidance and counselling programme helpful in the Vocational Education for Divyang students

क्या आपको दिव्यांग छात्रों के लिए व्यावसायिक शिक्षा में सहायक मार्गदर्शन और परामर्श कार्यक्रमों के बारे में जानकारी है?

Yes हाँ ☐ No नहीं ☐

Please specify कृपया विशिष्ट रूप से बताएं

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Thank you for your valuable time.

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