

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**

Research Guide:

Prof. I.B. Chughtai

Department of Education,
RIE, Bhopal

Investigator:

Prakash Chandra Panda

Roll No. 2306600327

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

Student Session - 2022-2025



Regional Institute of Education, Bhopal

(National Council of Educational Research and Training)

Shyamala Hills, Bhopal - 462002

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.

Place: **Bhopal**

Mr. Prakash Chandra Panda

Date:

Student- Three – Year Integrated B.Ed.-M.Ed.

Regional Institute of Education, Bhopal

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.

Place: **Bhopal**

(Prof. I. B. Chughtai)

Date:

Department of Education

Regional Institute of Education, Bhopal

Acknowledgement

I would like to express my deep sense of gratitude to my supervisor **Prof. I. B. Chughtai**, Department of Education, R.I.E., Bhopal, for his constant encouragement, kind support and invaluable guidance to carry out the work presented in this dissertation. He has been a great source and inspiration for me throughout the dissertation work. During this dissertation work, I have been immensely benefited from his encouragement, guidance and motivation.

I also express my indebtedness and gratitude to **Prof. S. K. Gupta**, Principal of RIE, Bhopal and Ex. Principal RIE **Prof. Jaydip Mandal**. I also extend my gratitude to **Prof. Ayushman Goswami**, Head of Education Department, R.I.E., Bhopal for providing enough learning facilities and guidance. I also extend my gratitude to **Prof. Ramesh Babu, Prof. Ratnamala Arya, Prof. N.C. Ojha, Dr. Sanjay Kumar Pandagale, Dr. Saurabh Kumar, Dr. Manju, Dr. Rajesh Kumar, Dr. J.S. Borgaonkar, Dr. Triloki Prashad, Dr. Pawan Kumar** as well as all the faculty members of the Department of Education, R.I.E., Bhopal for their affectionate care in completion of this study, my sincere thanks to all of them.

I am thankful to all the library staff and research cell staff of R.I.E., Bhopal for extending their facilities during my research work.

I am thankful to the heads of the schools for their cooperation, valuable information and support during the data collection process.

I am also thankful to my all classmates who remained a source of inspiration to me all the time without whom I couldn't accelerated time for completion of this work.

Last but not least I extend my sincere thanks to my parents and other family members for their continuous support and work as source of inspiration to me.

Place: **Bhopal**

Prakash Chandra Panda

Date:

Student-Three – Year Integrated B.Ed.-M.Ed.

Regional Institute of Education, Bhopa

Content

Declaration		i
Certificate		ii
Acknowledgement		iii
Chapter 1	Introduction	1-10
	1.1 Introduction	
	1.2 Empowerment of person with disabilities	
	1.3 Statement of the Problem	
	1.4 Need and Significance of the Study	
	1.5 Objectives of the Study	
	1.6 Research Questions	
	1.7 Delimitation	
Chapter 2	Review of Related Literature	11-16
	2.1 Introduction	
	2.2 Review of related studies	
Chapter 3	Research Methodology	17-20
	3.1 Introduction	
	3.2 Research Method	
	3.3 Research Design	
	3.4 Population	
	3.5 Sample	
	3.6 Tools used	
	3.7 Data Collection	
	3.8 Data Analysis	

Chapter 4	Analysis, Interpretation and Discussion of Data	21-53
	4.1 Introduction	
	4.2 Tools	
	4.3 Data Base	
	4.4 Analysis of data	
	4.4.1 Objective – 1	
	4.4.2 Objective – 2	
	4.4.3 Objective – 3	
	4.4.4 Objective – 4	

Chapter 5	Summary, Findings and Conclusion	55-60
	5.1 Introduction	
	5.2. Summary of the Study	
	5.3 Findings of the Study	
	5.4 Conclusion	
	5.5 Suggestions	

Bibliography

Appendix

List of Tables

Table No.	Table Description	Page No.
Table 1.1	Example of Vocational courses specific to types of Disabilities	6
Table 3.1	Distribution of the sample according to variable of the study	19
Table 4.1	Distribution of Closed-ended Questionnaires	22
Table 4.2	Distribution of Open-ended Questionnaires	23
Table 4.3	Data base for the study	24
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	46-47
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	49-50
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	52-53

List of Figures

Diagram No.	Diagram Description	Page No.
3.1	Steps involved in Research Design	18
4.1	Bar graph representing the awareness of RPWD Act 2016 among the teachers	25
4.2	Bar graph representing the awareness of types of Divyang/Disabilities as mentioned in RPWD Act 2016	26
4.3	Bar graph represents the awareness of the types of Divyang students in class that the teachers are teaching	27
4.4	Bar graph represents the awareness about the Vocational Education provided to students in Schools	28
4.5	Bar graph represents the awareness about the Vocational Education provided to students in your School	29
4.6	Bar graph represents the fraction of teachers that have participated/received in any training in Inclusive Education	30
4.7	Bar graph represents the awareness about the Vocational Education provided to students in your School	31
4.8	Bar graph represents the awareness about the Vocational Education provided to students in your School	32
4.9	Bar graph represents awareness about the particular Vocational Education meant specific for particular types of Disabilities	33
4.10	Bar graph represents awareness of teachers on specific kind of Vocational Education provided to specific Divyang students in their school	34
4.11	Bar graph represents fraction of teachers who think Vocational Education is important for Divyang students	35
4.12	Bar graph represents fraction of teachers who knew name of the Vocational Education Institutions providing training to Divyang students	36

4.13	Bar graph represents awareness of teachers about whether NEP 2020 recommend about Vocational Education for Divyang students	37
4.14	Bar graph represents awareness of teachers about whether Inclusive Education Programmes focus on Vocational education for Divyang students	38
4.15	Bar graph represents awareness of teachers about the challenges in promoting Vocational Education for Divyang students	39
4.16	Bar graph represents awareness of teachers on the resources required for the Vocational Education of Divyang students	40
4.17	Bar graph represents awareness of teachers on the goals of Vocational Education for Divyang students	41
4.18	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	42
4.19	Bar graph represents fraction of teachers knew about Magazine/Journals writing about Vocational Education of Divyang students	43
4.20	Bar graph represents fraction of teacher aware of the guidance and counselling programme helpful in the Vocational Education for Divyang students	44

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