

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: -

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| 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 |

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| 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.