

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?

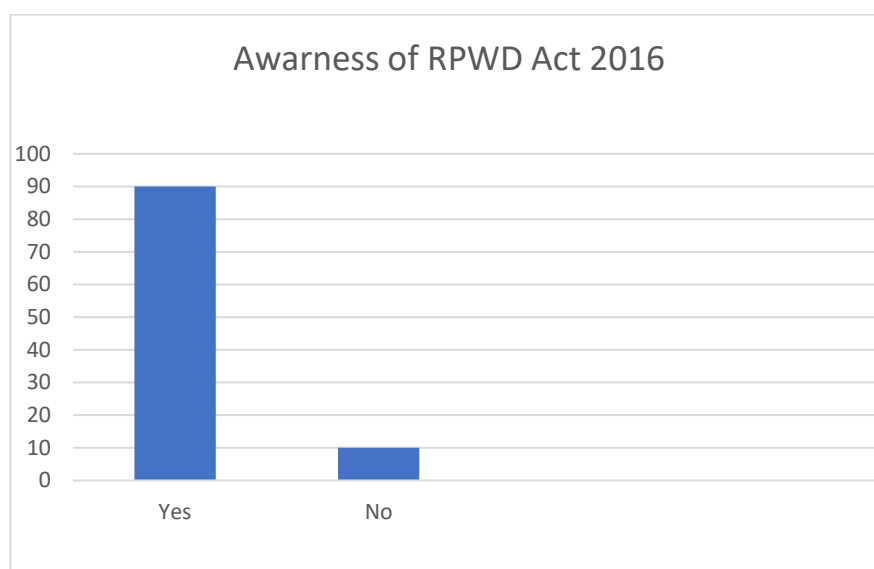


Diagram 4.1: Bar graph representing Awareness of RPWD Act 2016

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?

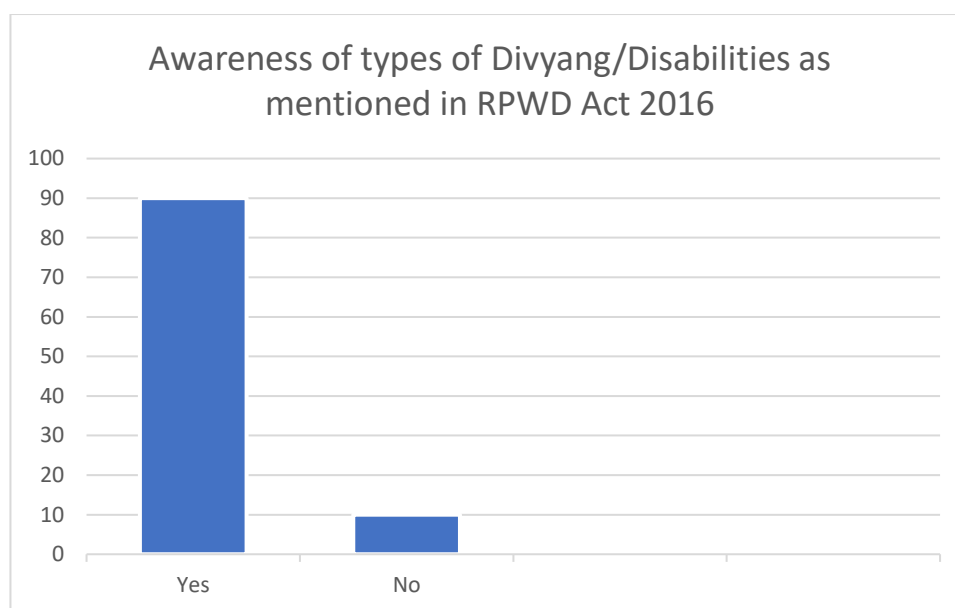


Diagram 4.2: Bar graph representing Awareness of types of Divyang/Disabilities as mentioned in RPWD Act 2016

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?

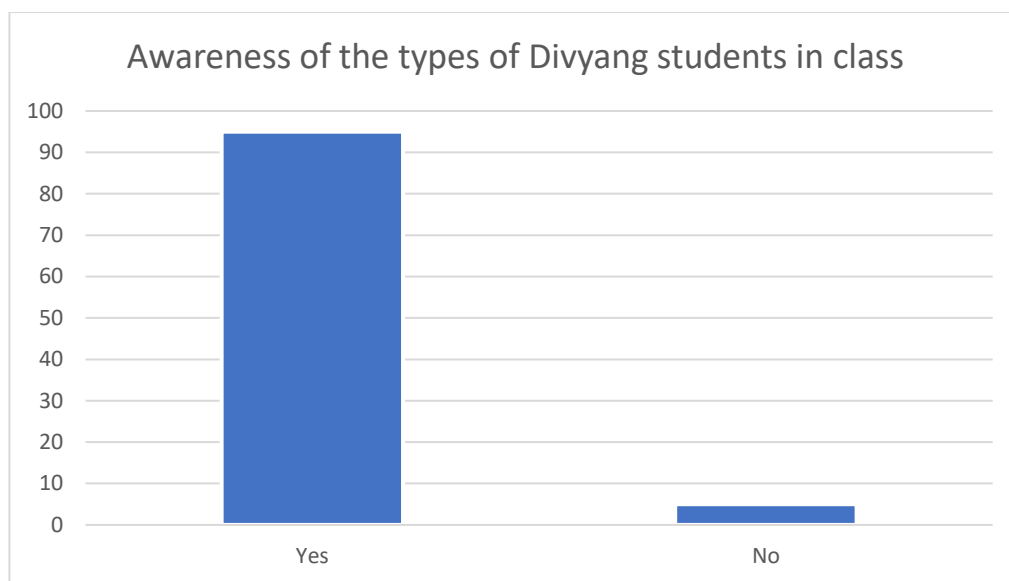


Diagram 4.3: Bar graph representing Awareness of types of Divyang students in class that the teachers are teaching.

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?

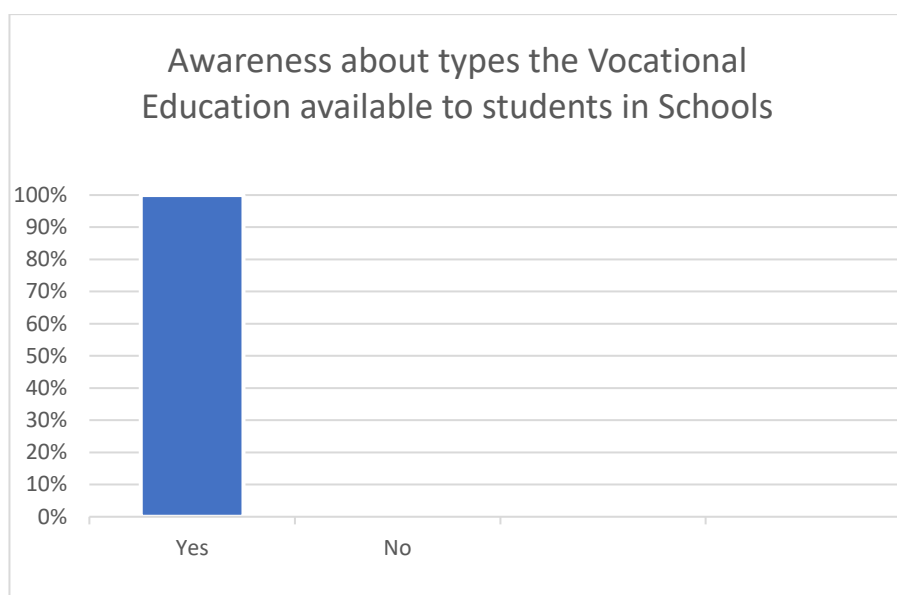


Diagram 4.4: Bar graph representing Awareness about the Vocational Education provided to students in Schools.

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?

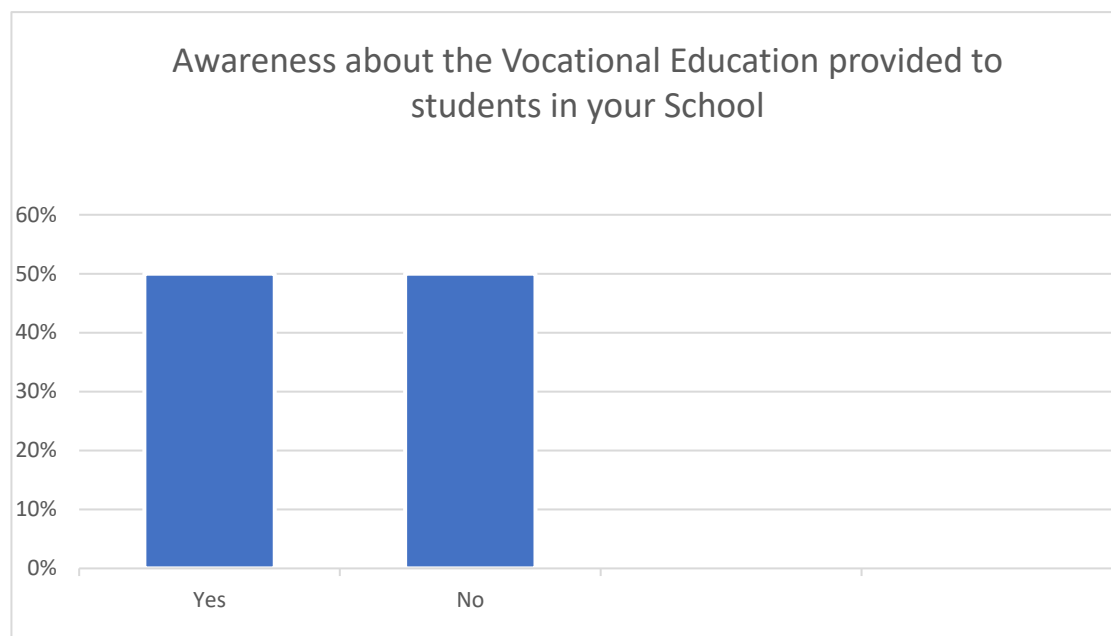


Diagram 4.5: Bar graph represents the awareness about the Vocational Education provided to students in your School

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?

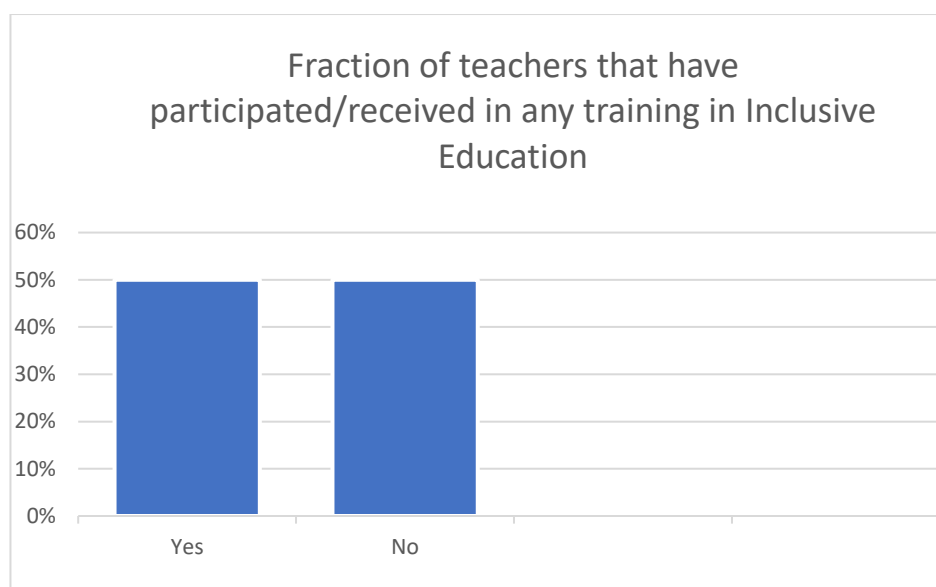


Diagram 4.6: Bar graph represents the fraction of teachers that have participated/received in any training in Inclusive Education

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?

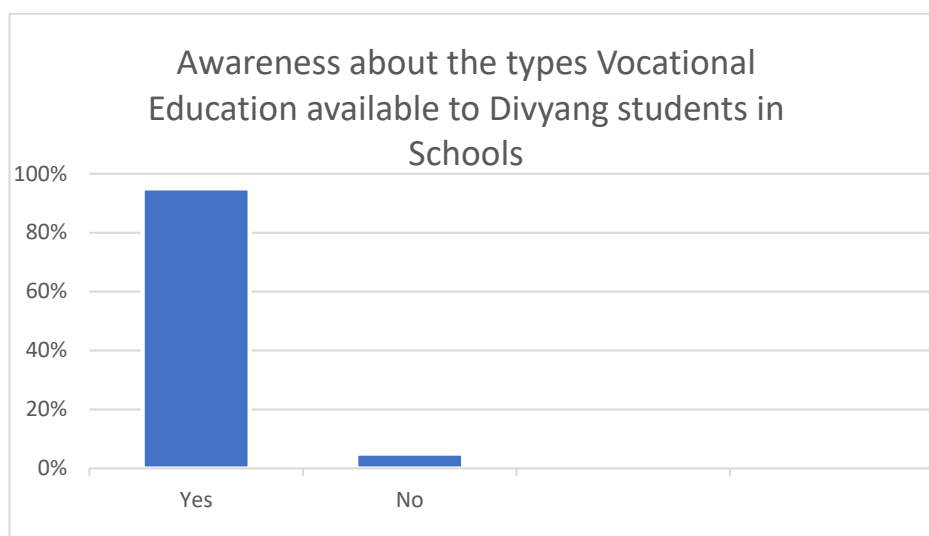


Diagram 4.7: Bar graph represents the awareness about the type of Vocational Education available for Divyang students.

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?

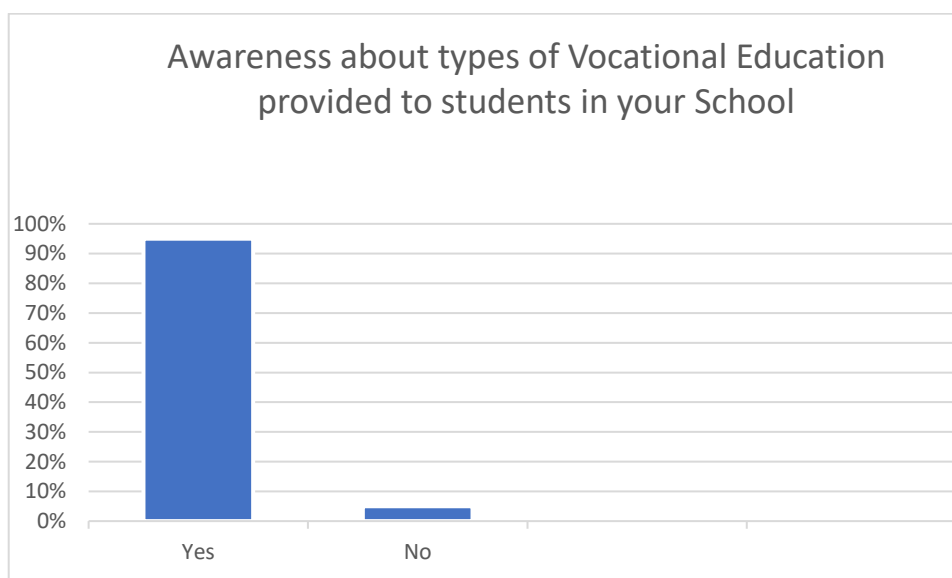


Diagram 4.8: Bar graph represents the awareness about the Vocational Education provided to students in your School.

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?

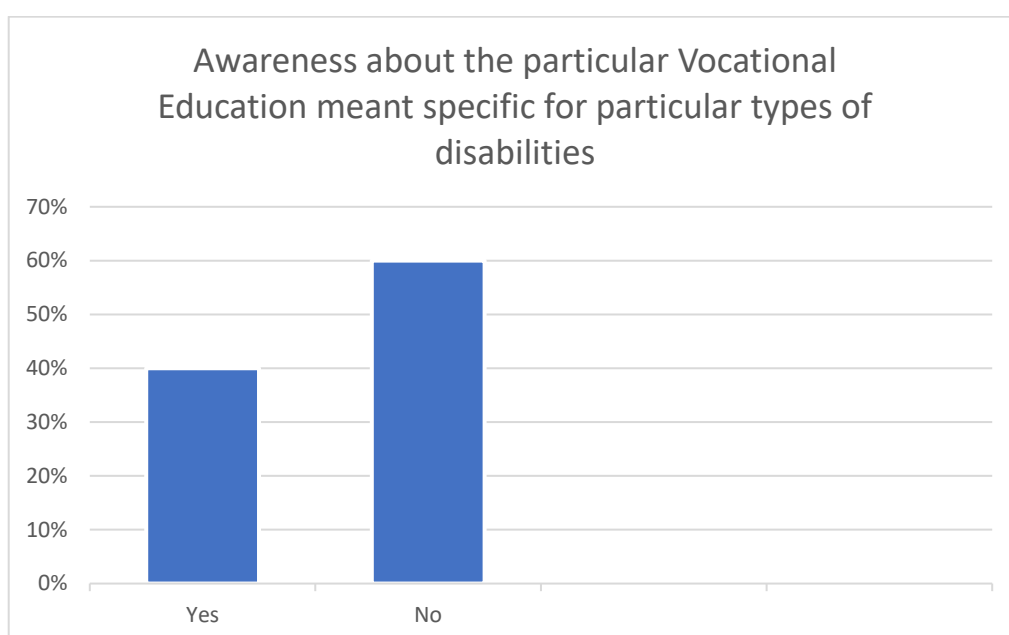


Diagram 4.9: Bar graph represents the awareness about the particular Vocational Education meant specific for particular types of Disabilities.

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?

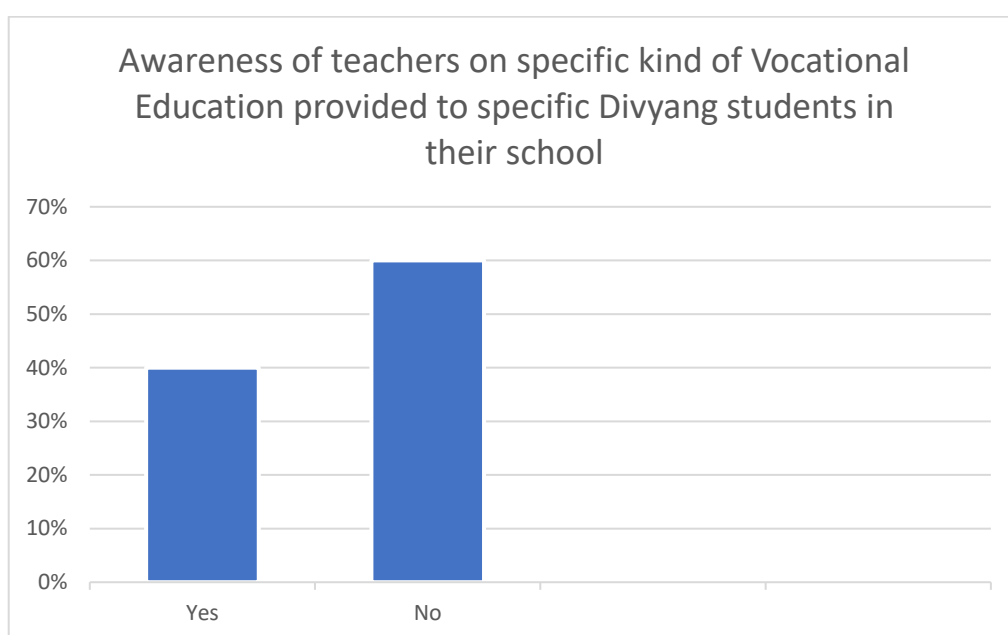


Diagram 4.10: Bar graph represents the awareness of teachers on specific kind of Vocational Education provided to specific Divyang students in their school.

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?

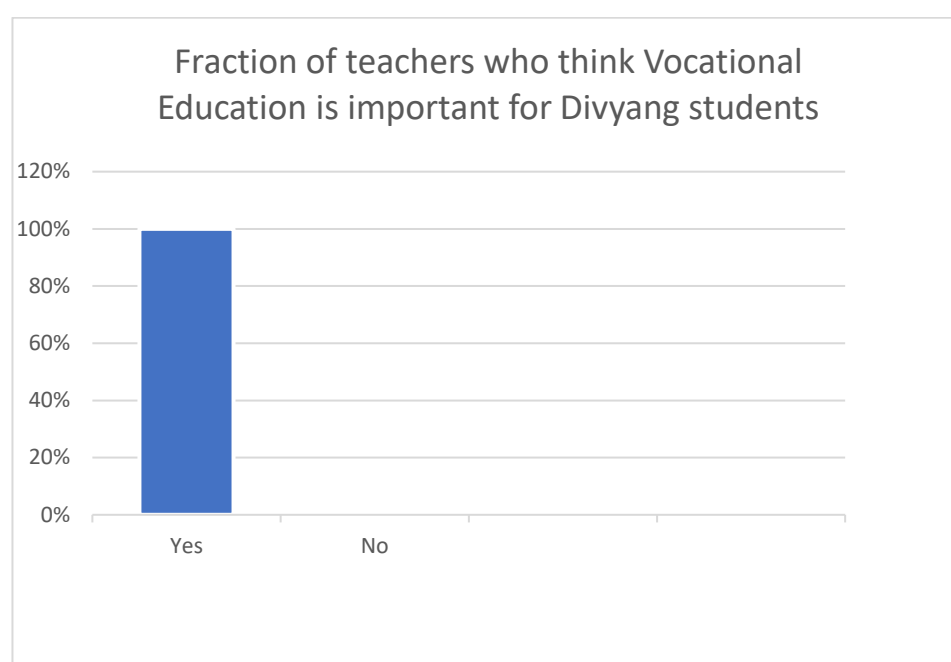


Diagram 4.11: Bar graph represents fraction of teachers who think Vocational Education is important for Divyang students.

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.

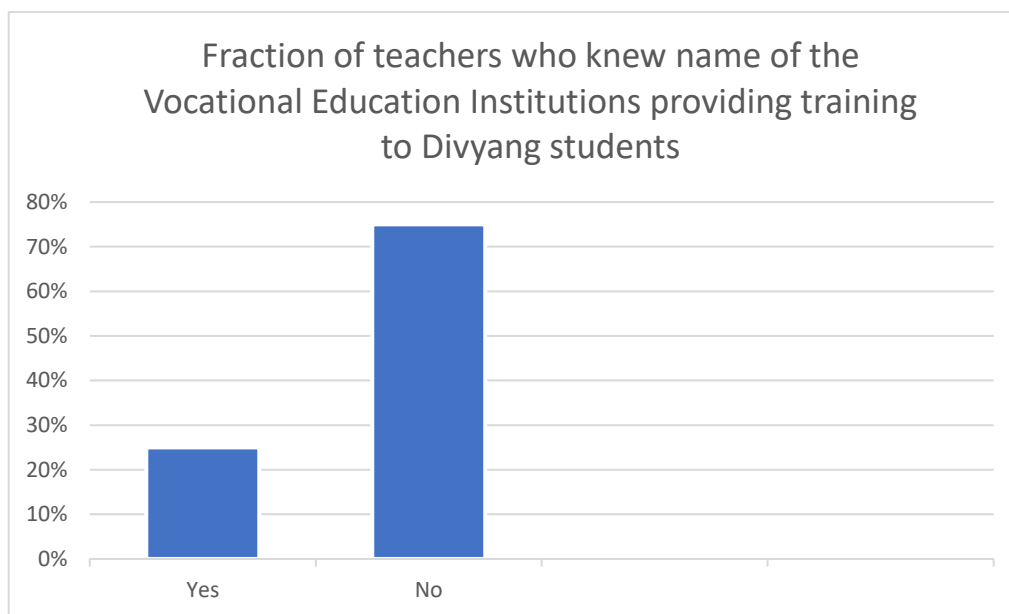


Diagram 4.12: Bar graph represents fraction of teachers who knew name of the Vocational Education Institutions providing training to Divyang students.

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?

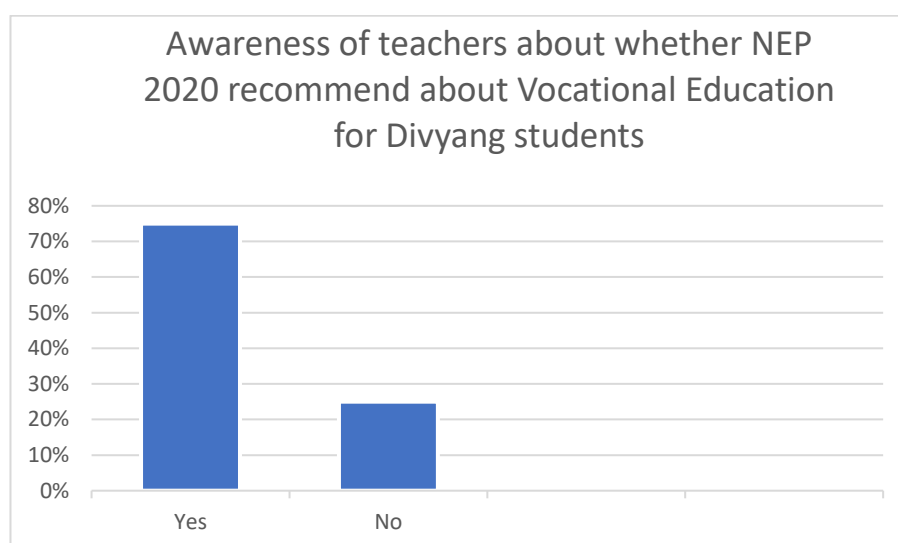


Diagram 4.13: Bar graph represents the awareness of teachers about whether NEP 2020 recommend about Vocational Education for Divyang students.

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?

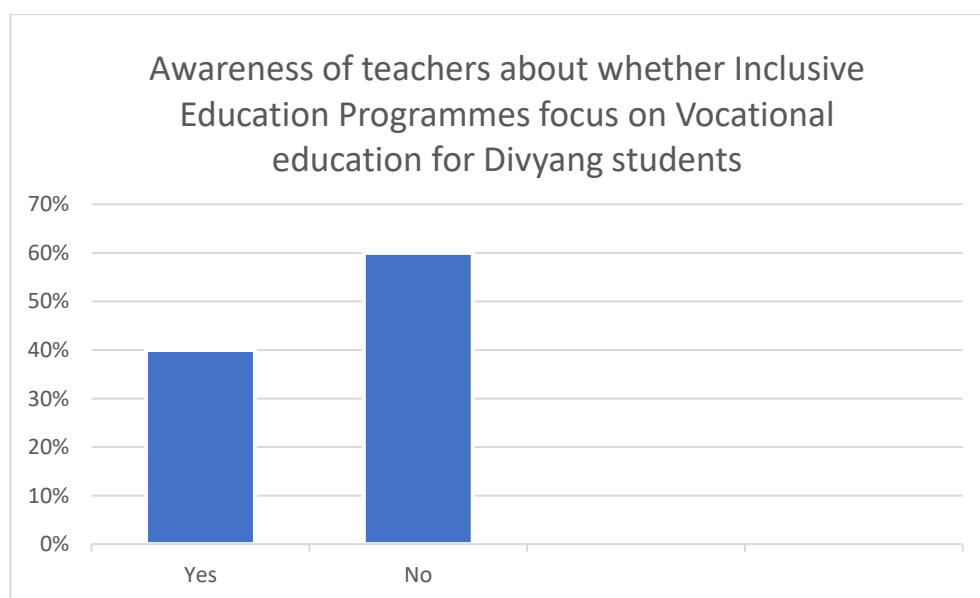


Diagram 4.14: Bar graph represents the awareness of teachers about whether Inclusive Education Programmes focus on Vocational education for Divyang students.

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.

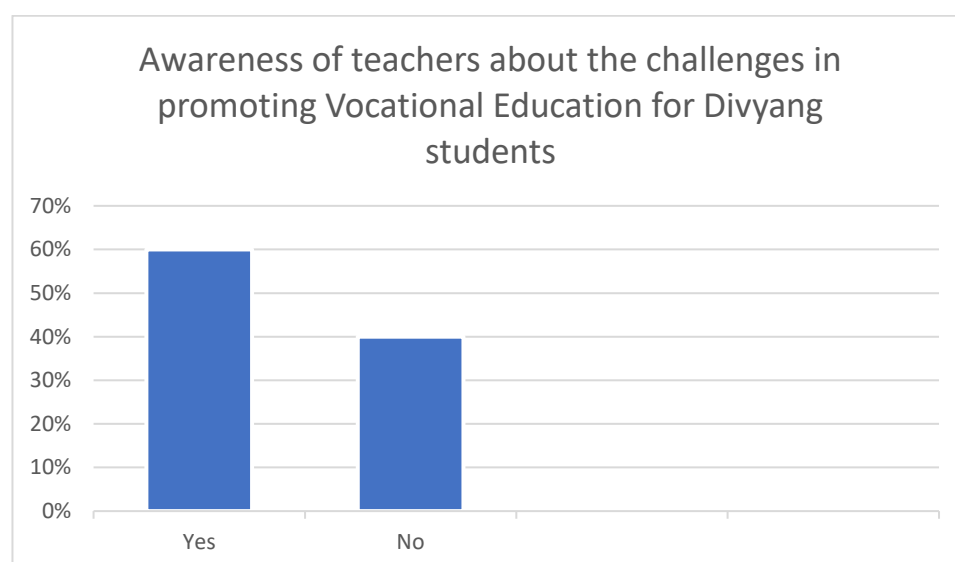


Diagram 4.15: Bar graph represents the awareness of teachers about the challenges in promoting Vocational Education for Divyang students.

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.

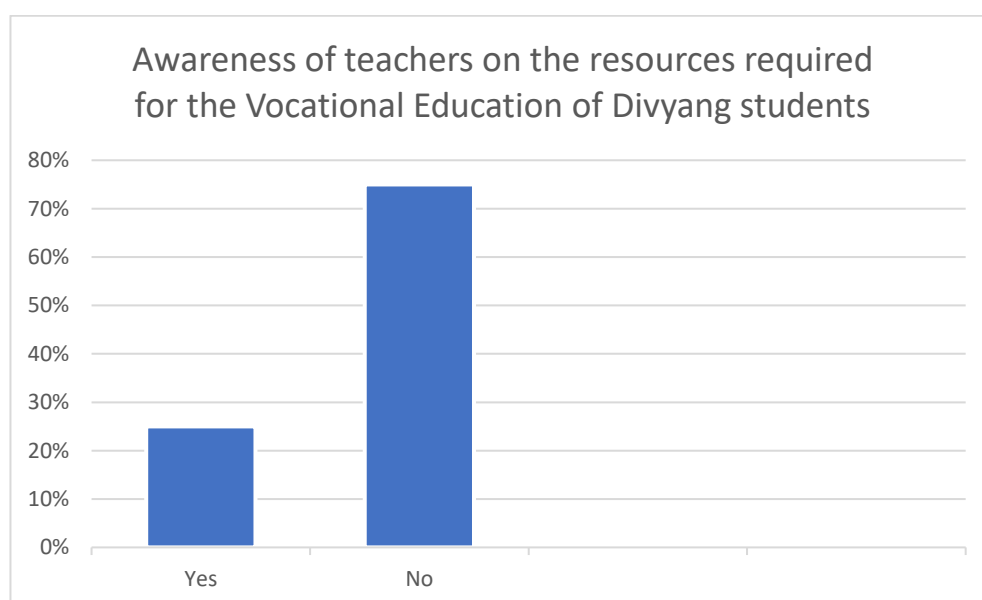


Diagram 4.16: Bar graph represents the awareness of teachers on the resources required for the Vocational Education of Divyang students.

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.

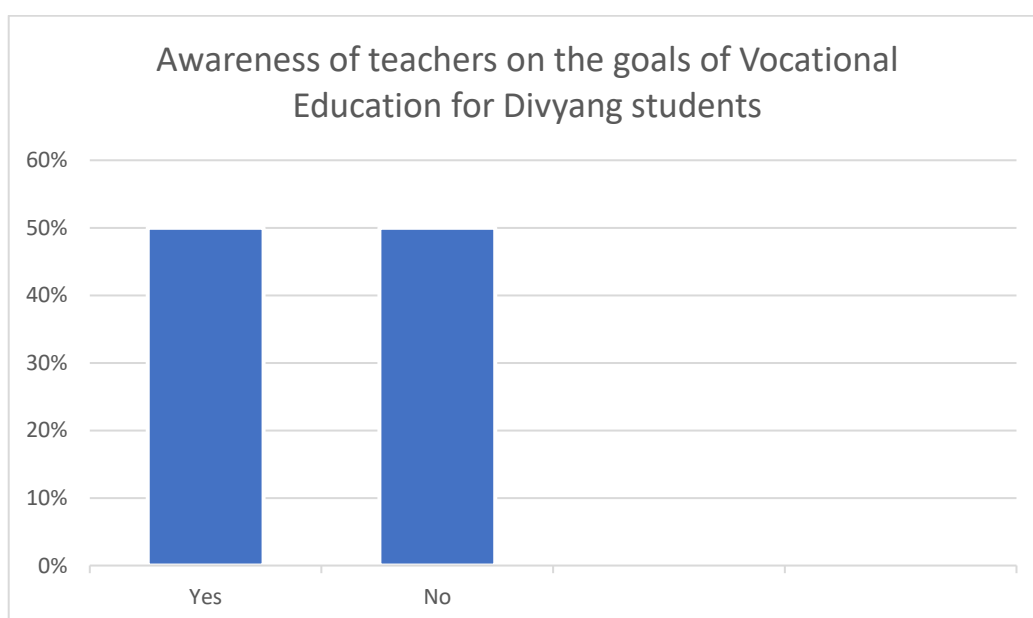


Diagram 4.17: Bar graph represents the awareness of teachers on the goals of Vocational Education for Divyang students.

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.

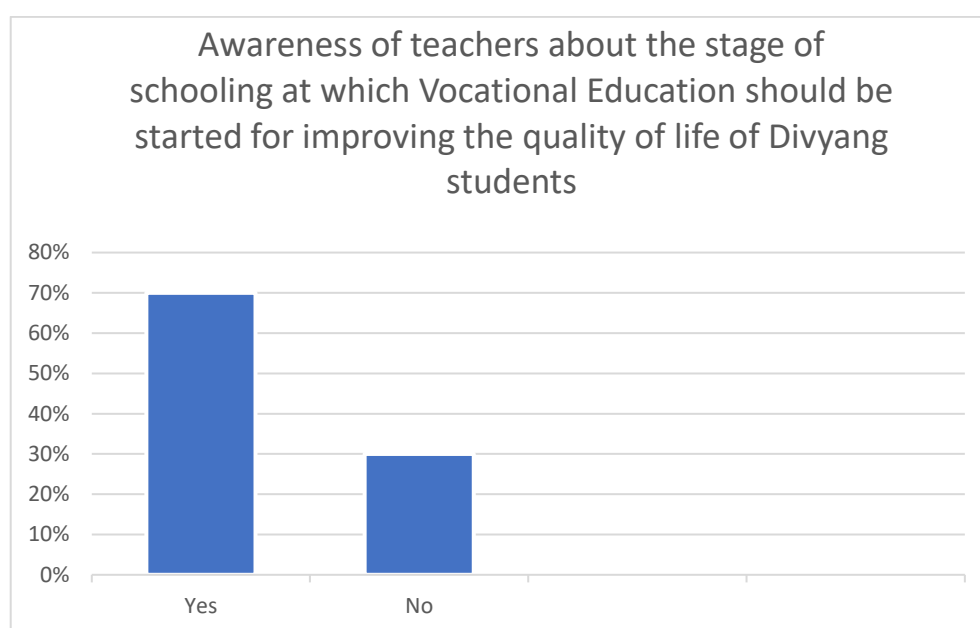


Diagram 4.18: Bar graph represents the awareness of teachers about the stage of schooling at which Vocational Education should be started for improving the quality of life of Divyang students.

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.

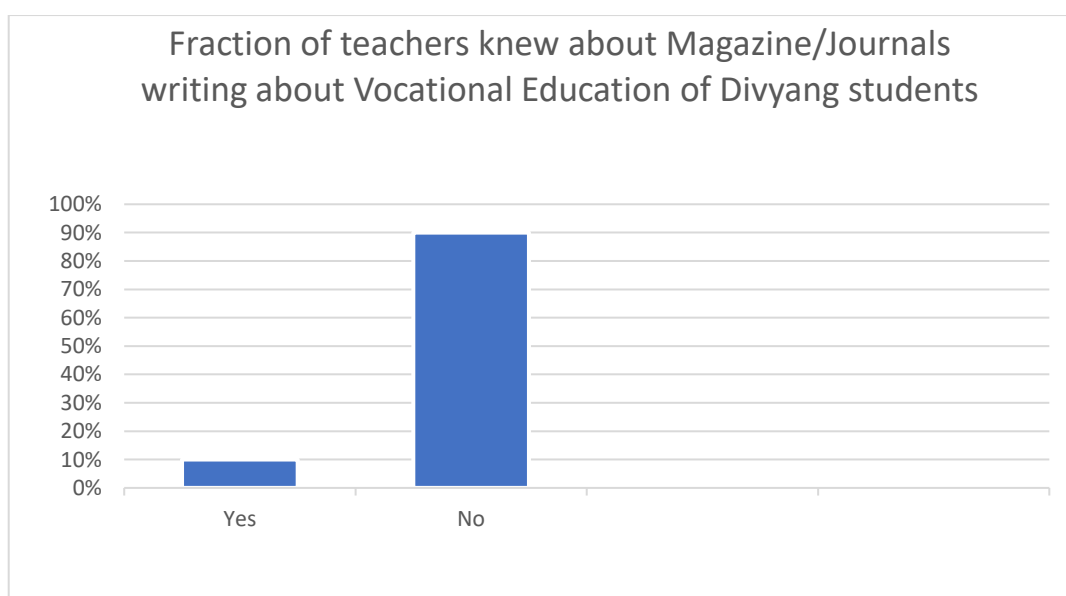


Diagram 4.19: Bar graph represents fraction of teachers knew about Magazine/Journals writing about Vocational Education of Divyang students.

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.

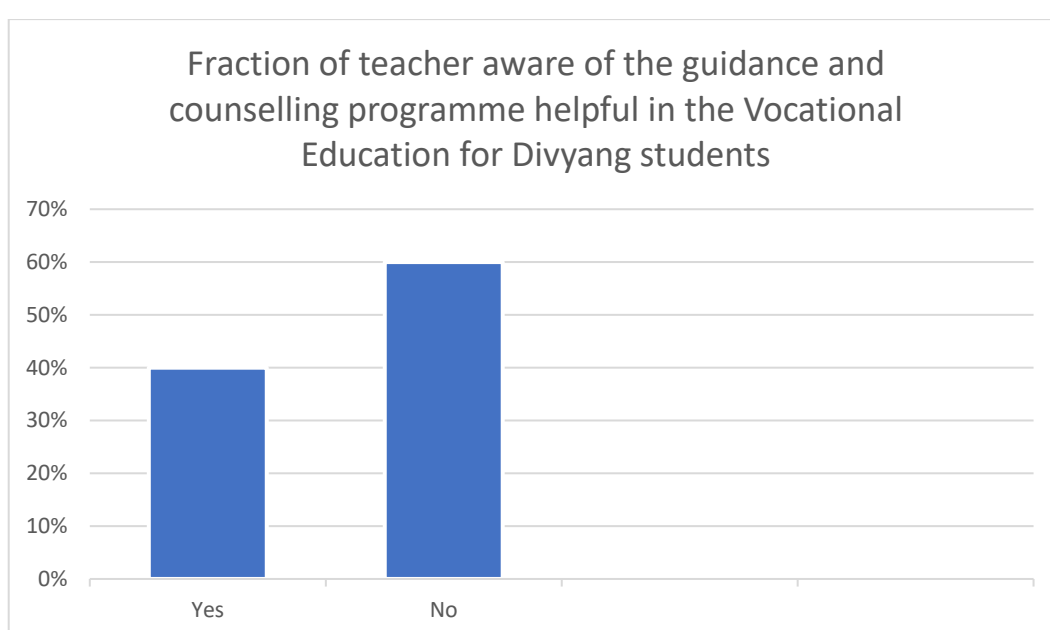


Diagram 4.20: Bar graph represents fraction of teacher aware of the guidance and counselling programme helpful in the Vocational Education for Divyang students.

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.