

# **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.