

**VOCATIONAL REHABILITATION OF PERSONS WITH
DISABILITY : AN EVALUATION STUDY OF
NATIONAL CAREER SERVICE CENTRE FOR
DIFFERENTLY-ABLED, THIRUVANANTHAPURAM**

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TABLE OF CONTENTS

TABLE OF CONTENTS.....	i
LIST OF TABLES.....	iv
ABSTRACT.....	v
CHAPTER I: INTRODUCTION.....	1
1.1 INTRODUCTION.....	2
1.2 STATEMENT OF THE PROBLEM.....	11
1.3 BACKGROUND OF THE STUDY.....	12
1.4 RELEVANCE AND SIGNIFICANCE.....	14
1.5.CHAPTERIZATION.....	15
CHAPTER II: LITERATURE REVIEW.....	17
2.1 INTRODUCTION.....	18
2.2 REVIEW OF LITERATURE.....	18
2.2.1 Studies on Person with Disability.....	18
2.2.3 Studies on Vocational Rehabilitation.....	23
2.2.3 Studies on policy and law.....	29
2.2.4 Studies on Employment practice.....	32
2.2.5 Studies on challenges faced by stakeholders.....	38
2.3 RESEARCH GAP ANALYSIS.....	41
CHAPTER III: METHODOLOGY.....	43
3.1 INTRODUCTION.....	44
3.2 TITLE OF THE STUDY.....	44
3.3 RESEARCH QUESTIONS.....	44
3.4 CONCEPTUALIZATION.....	44
3.5 DEFINITION OF CONCEPTS.....	44
3.6 PILOT STUDY.....	46
3.7 RESEARCH APPROACH.....	46
3.8 DESIGN.....	47
3.9 RESEARCH SITE.....	47
3.10 UNIVERSE.....	47
3.11 SAMPLING.....	47
3.11.1 INCLUSION CRITERIA.....	47

3.12 SAMPLE SIZE.....	47
3.13 SOURCE OF DATA.....	48
3.14 TOOL	48
3.15 DATA COLLECTION.....	48
3.16 PRE-TEST.....	49
3.17 DATA ANALYSIS	49
3.18 ETHICAL CONSIDERATION	49
3.19 ASSUMPTIONS	50
3.20 LIMITATION OF THE STUDY	50
3.21 SCOPE OF THE STUDY	50
3.22 CONCLUSION.....	51
CHAPTER IV: CASE PRESENTATION	52
Case 1 The Deputy Director.....	53
Case 2	59
Case 3	66
Case 4.....	74
Case 5.....	80
Case 6.....	83
Case 7.....	87
Case 8.....	89
Case 9.....	93
Case 10.....	95
CHAPTER V: DATA ANALYSIS AND INTERPRETATION.....	99
5.1 Introduction.....	100
5.2 Profile of Respondents	100
5.3 Discussion	101
5.3.1 How did the vocational rehabilitation services for persons with disabilities (PWDs) in Kerala, evolve under the auspices of NCSCDA?.....	104
5.3.2 How does NCSCDA contribute to the transition in the differently-abled trainees attending the vocational rehabilitation process, as perceived by the stakeholders?	124
5.3.3 What are the challenges and prospects for the NCSCDA in the vocational rehabilitation of persons with disabilities (PWDs)?.....	142
CHAPTER VI: FINDINGS, SUGGESTIONS AND CONCLUSION	166
6.1 INTRODUCTION.....	167

6.2 FINDINGS	167
6.2.1 Evolution of the NCSCDA, the nature of disabilities, vocational rehabilitation services and the stakeholders.	167
6.2.2 Role of vocational rehabilitation services under the auspices of NCSCDA in the transition of the persons with disabilities (PWDs)	169
6.2.3 Challenges and prospects for NCSCDA in the vocational rehabilitation of PWDs.....	171
6.3 SUGGESTIONS.....	173
6.4 IMPLICATIONS FOR SOCIAL WORK PRACTICE	176
6.5 CONCLUSION	177
BIBLIOGRAPHY	179
ANNEXURES	183

LIST OF TABLES

SL. No	Title of Table	Page Number
Table 5.2.1	Table showing the profile of the respondents	100
Table 5.2.2	Table showing the themes and sub-themes of analysis	102

ABSTRACT

Persons with Disabilities (PWDs) refers to individuals with long term physical, mental, intellectual or sensory impairments, which in interaction with various barriers may present limitations. Millions worldwide suffer complex issues affecting PWDs, most common are impairments, limitations, and restrictions in various aspects of their lives, affecting their abilities, talents, and aspirations. Their experiences are multifaceted, influenced by factors like accessibility, social attitudes, and support systems. Understanding and dealing with disability involves recognizing their potential advocating for inclusivity, providing equal opportunities for education, employment, as well as participation in society. This research study evaluates the National Career Service Centre for Differently Abled (NCSCDA) in Thiruvananthapuram, Kerala, in order to better understand the vocational rehabilitation landscape for people with disabilities (PWDs) in the government sector in Kerala.

The study employs a case study design, focusing on key stakeholders of NCSCDA directly involved in vocational rehabilitation services. Data collection involved interviews using an interview guide as well as review of secondary documents. The data transcribed was analyzed thematically to extract key findings. Structured around three primary empirical directions, this research traces the historical evolution and policy changes of vocational rehabilitation services for Persons with Disabilities (PWDs) within NCSCDA-Thiruvananthapuram. It evaluates the role of NCSCDA's vocational rehabilitation services in PWDs' transition experiences, focusing on improvements in employability, social integration, and self-confidence. Additionally, the study identifies challenges and opportunities for NCSCDA in delivering effective vocational rehabilitation for PWDs, assesses operational complexities, and proposes strategic pathways for better delivery of rehabilitation services .

It was found that NCSCDA has been facilitating vocational rehabilitation for PWDs since 1978, assisting the PWDs in gaining employment and social integration. NCSCDA has witnessed substantial changes in disability profiles, predominantly from physical impairments to intellectual disabilities. Vocational rehabilitation in the centre involves multi-dimensional support, encompassing physical, psychological, social, and vocational dimensions.

The NCSCDA enhanced skills, confidence, and sociability of the trainees, leading to increased autonomy, self-sufficiency, and better employability. The challenges faced by NCSCDA, include financial limitations, inadequate infrastructure, besides additional and special training for vocational instructors. Suggestions include launching an disable-friendly accessible website, fostering partnerships, providing specialised training, and improving infrastructure to ensure inclusive education and enhanced rehabilitation.

This research contributes to understanding the evolution, impact, challenges, and prospects of vocational rehabilitation services for PWDs under the NCSCDA in Kerala. The findings emphasize the importance of comprehensive support, inclusive approaches to facilitate successful delivery of vocational rehabilitation services and better placements and turnout of PWDs.

Key Words: Vocational Rehabilitation, Persons with Disabilities (PWDs), National Career Service Centre for the Differently Abled (NCSCDA), Transition, Stakeholders, Employability

CHAPTER I: INTRODUCTION

1.1 INTRODUCTION

Disability covers a wide range of conditions, such as impairments, restrictions on activities, and participation limits. An activity limitation describes the difficulties an individual encounters when carrying out tasks, whereas impairment denotes a disruption in bodily function or structure. Participation limitations are obstacles a person faces when participating in various life activities. This complex idea emphasizes how a person's physical and societal characteristics interact. Disability appears as any physical or mental impairment that makes it difficult for a person to perform particular tasks (activity limitation) or interact with their environment in a meaningful way (participation restriction). Disability includes situations like the total or partial loss of physical or mental abilities, including the loss of body parts, the presence of organisms in the body that cause chronic illnesses, anomalies, malfunctions, or physical deformities in body parts, conditions that cause different learning styles from those of unaffected people, or illnesses that impair cognitive functions, reality perception, emotions, judgment, or behaviour (Nyaya, 2019).

Approximately 1.3 billion individuals confront significant disabilities, underscoring a substantial segment comprising 16% of the global populace. This statistic serves as a poignant reminder of the widespread impact of disabilities on a diverse array of lives across the world (WHO, 2023). According to the 2011 Census, there are 26.8 million people with disabilities living in India. The equivalent percentage is 2.21%. The number of people in India who are differently abled has increased slightly over the past ten years, going from 21.9 million in 2001 to 26.8 million. In the country, there are 14.9 million more men than women who are disabled. Over 18.0 million people with disabilities live in rural areas, compared to only 8.1 million in urban areas. In comparison to women, 2.41 percent of men have disabilities, as opposed to 2.01 percent of women. An analysis of social groups reveals that 2.45 percent of the total disabled population are members of the Scheduled Castes (SC), 2.05 percent are members of the Scheduled Tribes (ST), and 2.18 percent are members of groups other than the SC or ST. Mishra, et.al (2021).

On February 7, 1996, the Persons with Disabilities (Equal Opportunities, Protection of Rights, and Full Participation Act, 1995) became law. This served as a significant turning point and a major step toward guaranteeing equal opportunities for those with disabilities and their full participation in fostering the development of the nation. The

Act covers both preventive and promotional aspects of rehabilitation, such as education, employment, and vocational training; job reservations; research and manpower development; the establishment of barrier-free environments; the rehabilitation of people with disabilities; unemployment benefits for the disabled; a special insurance plan for disabled employees; the creation of homes for people with severe disabilities, etc. A noticeable and gradual shift from a strategy entered on charitable assistance to one that emphasizes securing and defending the legal rights of people with disabilities occurs over time. Another significant development is the departure from the 1995 Act's original, medically-centered model of disability in favour of one that incorporates the social model of disability and a human rights perspective. This change became well-known after the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) was established and the Rights of Persons with Disabilities Act was subsequently passed in 2016. Globally, the Incheon Strategy for Disability-Inclusive Development also contributed to this transformation by making it easier for the 2016 Act to be put into effect. This development denotes a thorough transformation from a limited medical perspective to a more inclusive paradigm that prioritizes both social inclusion and human rights, Kishore et.al (2021). The RPWD Act 2016 also invites the development of institutional infrastructure to meet the needs of people with disabilities. It has been mandated that Special Courts be established in each district. These courts will hear cases involving violations of disabled people's rights. Furthermore, state governments will establish district-level committees and a separate State Fund for the welfare of people with disabilities. Similarly, a national fund will be established. This historic legislation is a cornerstone of India's jurisprudence on the rights of people with disabilities. As a result, concerns about disability have come to the forefront. However, after ten years of implementation, the Act's flaws have become apparent in the absence of a strong implementing instrument. Unlike its usual indifference, the government quickly recognized these flaws and agreed to the disability movement's demand for an overall review of the Act. A committee was formed to this end, and its comprehensive report reflected the views of the disability sector and relevant bodies.

The list of criteria that categorizes people as disabled in India was revamped in 2016 and went into effect with the Rights of People with Disabilities Act (RPWD) - a well-established list of disabilities comprising 21 criteria. According to Census 2021, the revised definition based on the RPWD act of 2016 recognizes physical deformities

and injuries related to acid attacks as disabilities, entitling these victims to various forms of government aid and support (Sanyikta, 2022).

The Rights of Persons with Disabilities (RPwD) Act, 2016, enacted on December 28, 2016, and in effect since April 19, 2017, contains a number of critical provisions that represent a significant advancement in protecting the rights and well-being of people with disabilities. The assignment of responsibility to appropriate governmental bodies is central to its framework, compelling them to take proactive measures that ensure the equitable enjoyment of rights for persons with disabilities, in accordance with the principle of equality.

A remarkable characteristic of the Act lies in its definition of disability, which hinges on a dynamic and evolving conception. This reflects a departure from static definitions, acknowledging the multifaceted nature of disability and its evolving implications over time. The Act also extends its protective umbrella to an array of specified disabilities. By explicitly outlining the categories of disabilities covered, the legislation demonstrates a nuanced approach that caters to the diverse needs and challenges faced by individuals with various disabilities. These specified disabilities encompass a range of conditions, acknowledging the complexity of the disability spectrum;

1. Blindness:

It refers to the condition of total blackness of vision and the inability of a person to distinguish darkness from bright light in either eye.

2. Low-vision:

Low-vision means a condition where a person has any of the following conditions, namely:

- Visual acuity not exceeding 6/18 or less than 20/60 upto 3/60 or upto 10/200 (Snellen) in the better eye with best possible corrections.
- Limitation of the field of vision subtending an angle of less than 40 degree up to 10 degree.

3. Leprosy-cured persons:

Leprosy is a chronic infectious disease. It mainly affects the skin, the peripheral nerves, the mucosal surfaces of the upper respiratory tract, and the eyes.

4. Hearing Impairment (Deaf and Hard of Hearing):

Hearing impairment is a partial or total inability to hear. It is a disability that is subdivided into two categories: deaf and hard of hearing.

- "Deaf" means persons having 70 dB hearing loss in speech frequencies in both ears.
- "Hard of Hearing" means a person having 60 dB to 70 dB hearing loss in speech frequencies in both ears.

5. Locomotor Disability:

Locomotor Disability means difficulty moving from one place to another, i.e., disability in the legs. But, in general, it is taken as a disability related to bones, joints, and muscles. It causes problems in a person's movements (like walking, picking up or holding things in hand, etc.).

6. Dwarfism:

Dwarfism is a growth disorder characterized by a shorter than average body height. Human beings with adult body heights less than 4 feet 10 inches (147.32cm) are considered to be affected by dwarfism.

7. Intellectual Disability:

A person with an intellectual disability may have significant limitations in the skills needed to live and work in the community, including difficulties with communication, self-care, social skills, safety, and self-direction.

8. Mental Illness:

Mental illness is a general term for a group of illnesses that affect the mind or brain. These illnesses, which include bipolar disorder, depression, schizophrenia, anxiety, and personality disorders, affect the way a person thinks, feels, and acts.

9. Autism Spectrum Disorder:

Autism is an umbrella description that includes Autistic disorder, Asperger's syndrome, and atypical autism. Autism affects the way information is taken in and stored in the brain. People with autism typically have difficulties with verbal and non-verbal communication, social interactions, and other activities.

10. Cerebral Palsy:

Cerebral Palsy (CP) is a disabling physical condition in which muscle coordination is impaired due to damage to the brain. It occurs at or before childbirth. Cerebral Palsy is not a progressive condition, meaning it does not get worse with time.

11. Muscular Dystrophy:

Muscular Dystrophy (MD) is a group of neuromuscular genetic disorders that cause muscle weakness and an overall loss of muscle mass. MD is a progressive condition, meaning that it gets worse with the passage of time.

12. Chronic Neurological conditions:

Alzheimer's disease, Parkinson's disease, dystonia, ALS (Lou Gehrig's disease), Huntington's disease, neuromuscular disease, multiple sclerosis, epilepsy, etc. are disabling illnesses experienced by a significant proportion of the population. Individuals living with a chronic neurological condition may experience a wide variety of symptoms that require health care services.

13. Specific Learning Disabilities (Dyslexia):

Specific Learning Disabilities are a group of disabling conditions that hamper a person's ability to learn, listen, think, speak, write, spell, or do mathematical calculations.

Examples of Specific Learning Disabilities

- Dyspraxia - The inability to motor plan, to make an appropriate body response.
- Dysgraphia - Difficulty with the act of writing both in the technical as well as the expressive sense. There may also be difficulty with spelling.
- Dyscalculia- Difficulty with calculations.

- Attention Deficit and Hyperactivity Disorder(ADHD)- Hyperactivity, distractibility and impulsivity

14. Multiple Sclerosis:

Multiple Sclerosis is a disabling disease that affects the central nervous system (CNS). It inhibits the flow of information within the brain and various body parts. With time, MS can lead to permanent damage to the nerves.

- Tiredness, weakness, pain, tingling, and numbness, stiffness, muscle spasms, stiffness and weakness, difficulty walking or balancing, vertigo and dizziness, problems with thinking and memory, changes in vision and hearing, vision problems, problems with thinking, learning and planning, depression and anxiety, sexual problems, bladder problems, bowel problems, speech and swallowing difficulties are some of the symptoms of MS

15. Speech and Language disability:

Speech and language disability means a permanent disability arising out of conditions such as laryngectomy or aphasia affecting one or more components of speech and language due to organic or neurological causes.

16. Thalassemia:

Thalassemia is a genetically inherited blood disorder that is characterized by the production of less or abnormal hemoglobin. Thalassemia results in large numbers of red blood cells being destroyed, which leads to anemia. As a result of anemia, people affected by Thalassemia will have pale skin, fatigue, and a dark coloration of urine.

17. Hemophilia:

Hemophilia is a blood disorder characterized by a lack of blood clotting proteins. In the absence of these proteins, bleeding goes on for a longer time than normal. Hemophilia almost always occurs in males. Females are rarely affected by hemophilia.

18. Sickle Cell Disease:

Sickle Cell Disease is a group of blood disorders that cause red blood cells (RBCs) to become sickle-shaped, misshapen, and break down. It is a genetically transmitted disease.

19. Multiple disabilities, including deaf-blindness:

Multiple Disabilities are the simultaneous occurrence of two or more different types of physical disabilities, two different mental disabilities, or a combination of physical and mental disabilities. Common examples of Multiple Disabilities are:

- Intellectual disability and blindness
- Mental retardation and orthopedic impairment
- Locomotor disability and speech impairment.

20. Acid Attack victim:

Acid Attack Survivors are the people (mostly women) who became victims of the crime of acid throwing. These incidents often leave the victim with a disfigured face and other body parts.

21. Parkinson's disease:

Parkinson's disease (PD) is a central nervous system disorder that affects movement. PD is characterized by tremors and stiffness. It is a progressive disease, which means that it worsens with time (Mishra, etl, 2021)

Vocational Rehabilitation

Vocational rehabilitation is essential to the entire rehabilitation process. It is an example of a group effort to empower people with disabilities or differing abilities by providing them with a job, a house free from obstacles, and a supportive community that lessens the effects of their impairments. With legislation recognizing the core premise of the "right to work" among the disabled population, there has been a discernible movement in recent decades in the perception of vocational rehabilitation. By fostering a supportive atmosphere, vocational rehabilitation aims to enable people with disabilities or other disadvantages to reach their full potential. This measure is taken in acknowledgment of the transforming potential of labour and its tremendous influence on those people's lives.

National Career Service Centre for Differently Abled

Vocational rehabilitation is a crucial phase in the overall process of rehabilitation, specifically designed to empower individuals with disabilities or different abilities by providing them with vocational training, a barrier-free living environment, and a supportive social framework. Recognizing the significance of vocational rehabilitation in promoting social inclusion and enabling individuals to lead independent and fulfilling lives, the Government of India, in collaboration with the United States, established two Vocational Rehabilitation Centres for Handicapped in Mumbai and Hyderabad in 1968. Over time, these centres, now known as National Career Service Centres for Differently Abled, have expanded their presence across the country.

Presently, there are 24 centres located in Agartala, Ahmedabad, Bangalore, Bhubaneswar, Chennai, Delhi, Dehradun, Dimapur, Guwahati, Hyderabad, Shillong, Jabalpur, Jaipur, Kanpur, Kolkata, Ludhiana, Mumbai, Patna, Puducherry, Ranchi, Srinagar, Thiruvananthapuram, Pune, and Vadodara. Notably, the Vadodara centre exclusively caters to the rehabilitation needs of disabled women. These centres operate under the Directorate General of Employment (DGE), playing a pivotal role in enhancing the employability of persons with disabilities and fostering their integration into the workforce.

The National Career Service Centres for Differently Abled serve as dynamic platforms for evaluating the residual capacities of individuals with disabilities, assisting them in career planning, and facilitating the acquisition and retention of employment opportunities that align with their socio-psychological, physical, and educational abilities. Through comprehensive assessments and personalized guidance, these centres empower individuals to explore suitable career paths and develop strategies to overcome barriers related to their disabilities. By fostering an inclusive and accessible environment, the centres ensure that individuals can fully utilize their potential and contribute meaningfully to the workforce.

One of the primary functions of the National Career Service Centres for Differently Abled is to provide non-formal vocational training. This training is particularly beneficial for individuals who may not be suitable candidates for formal training programs due to the severity of their disabilities or limited educational backgrounds. The centres offer a diverse range of vocational training courses to meet the varying needs and interests of persons with disabilities. Some of the trades in which training is

provided include Commercial/Secretarial Practice, General Mechanics/Metal, Cutting & Tailoring/Dress Making, Knitting & Embroidery, Hosiery, Radio-Television/Electronics, Carpentry, Automobile, Refrigeration & Air Conditioning, Computer Application, Computer Application & Office Management, Consumer Electronics, General Mechanics, D.T.P. & Advertisement, Hair & Skin Care, and many more. These training programs aim to equip individuals with the necessary skills and knowledge required to enhance their employability and pursue meaningful careers.

During the course of vocational training, individuals with disabilities receive a stipend of Rs 2500 per month, which serves as a supportive measure to address any financial constraints they may face. This stipend not only acknowledges their commitment to the training program but also helps to mitigate the potential economic burden they may experience during their rehabilitation journey. Additionally, the centres extend placement support services, ensuring that individuals have access to employment opportunities that suit their abilities and aspirations. By bridging the gap between job seekers with disabilities and employers, the centres facilitate inclusive hiring practices and contribute to the creation of diverse and equitable workplaces.

Beyond vocational training and placement support, the National Career Service Centres for Differently Abled actively engage in outreach activities to raise awareness about the rights and potential of persons with disabilities. These centres organize various programs such as camps, job fairs, and exhibitions to generate public consciousness, promote inclusivity, and facilitate the dissemination of information regarding available rehabilitation services. Through these outreach initiatives, the centres strive to break down societal barriers and foster an environment that embraces diversity and equal opportunities for all.

The National Career Service Centres for Differently Abled in India play a crucial role in empowering individuals by providing vocational training, placement support, and outreach services. These centres, operating under the umbrella of the Directorate General of Employment, have expanded their presence across the country and offer diverse vocational training programs tailored to the unique needs and capabilities of persons with disabilities. By enhancing their employability and fostering inclusivity, these centres contribute to the creation of a society where individuals with disabilities can thrive, lead independent lives, and actively contribute to the workforce. Through their efforts, the centres exemplify the transformative power of vocational

rehabilitation in shaping a more inclusive and equitable future for all (National Career Service Ministry of Labour and Employment,2023).

1.2 STATEMENT OF THE PROBLEM

Individuals with disabilities encounter significant barriers when it comes to accessing education, training, and employment opportunities, often resulting in their exclusion from the workforce. In a larger context, India accommodates an extensive and varied population, and the scale of challenges related to disabilities is substantial.

Within India, approximately 2.2% of the population is estimated to be living with disabilities, according to the Census of India 2011. This translates to around 26.8 million people facing varying degrees of disability across the country. Kerala, renowned for its social indicators and progressive policies, mirrors this trend. According to the same census, Kerala reports a disability prevalence rate of 9.1%, which is higher than the national average; this translates into approximately 2.2 million individuals grappling with disabilities within the state (Census, 2011). These figures underscore the pressing need for effective policies, interventions, and vocational rehabilitation services to address the challenges faced by individuals with disabilities, both in India and within the unique landscape of Kerala.

With millions of individuals grappling with various disabilities, the need for targeted and impactful vocational rehabilitation services cannot be overstated. The complexity of the issue is magnified by India's geographical and cultural diversity, as well as socio-economic disparities across regions. In Kerala, where a higher emphasis on education and healthcare prevails compared to many other parts of India, the prevalence of disability assumes a distinctive dimension. The state's human development indices and progressive policies have contributed to relatively better living conditions for PWDs, but challenges persist, particularly in the realm of vocational opportunities and social inclusion.

Vocational rehabilitation programs are critical for overcoming barriers and helping people with disabilities integrate into the labour force. The National Career Service Centre for Differently Abled Persons in Thiruvananthapuram, which has been in existence since 1978, has aimed to assist individuals with impairments with specialized vocational rehabilitation programs.

In the realm of enhancing the lives of persons with disabilities (PWDs) through vocational rehabilitation, the National Career Service Centre for Differently Abled (NCSCDA) in Thiruvananthapuram, Kerala, stands as a pivotal initiative. However, a comprehensive evaluation of the evolution, impact of services provided, challenges faced, transition of the PWDs, and future prospects of the vocational rehabilitation services offered by NCSCDA remains imperative.

This research is prompted by the imperative to conduct an evaluation of a vocational rehabilitation centre specialized in serving persons with disabilities (PWDs). The rationale behind this study stems from the recognition that the quality of services provided by such centres significantly influences the well-being and integration of PWDs into society. As these services hold the potential to empower individuals, foster skill development, and enhance employability, it becomes essential to scrutinize the centre's service delivery, assess its impact, and identify any challenges it confronts. The evaluation will also examine the availability and quality of support services to understand their impact on the vocational rehabilitation process. The study aims to provide evidence-based recommendations for strengthening the National Career Service Centre for the Differently Abled - Thiruvananthapuram, ultimately enhancing vocational rehabilitation outcomes for people with disabilities.

1.3 BACKGROUND OF THE STUDY

National Career Service Centre for Differently Abled Kerala and Lakshdweep

The National Career Service Centre for Differently Abled (NCSCDA), previously known as the Vocational Rehabilitation Centre for Handicapped (VRCH), is an organization established by the Directorate General of Employment, Government of India. The NCSCDA operates under the supervision of the Ministry of Labour and Employment, with a primary focus on catering to the needs of persons with disabilities (PWDs).

Originating in September 1978, the NCSCDA's main centre is located in Thiruvananthapuram. Its primary objective is to provide comprehensive rehabilitation services for PWDs in the region, specifically in the state of Kerala and the Union Territory of Lakshadweep. The organization's core mission is to assist individuals with disabilities in locating and maintaining suitable gainful employment, thereby

facilitating their reintegration into society. This objective is achieved through collaborative efforts with both governmental and non-governmental organizations.

By offering a range of services and support, the NCSCDA plays a vital role in empowering PWDs to overcome barriers and realize their potential in the workforce. The organization recognizes the importance of vocational rehabilitation in enhancing the lives of individuals with disabilities and strives to create an inclusive society that values their contributions. Through its multifaceted approach, the NCSCDA aims to create opportunities for PWDs, promoting their economic independence and social integration.

With the Ministry of Labour and Employment overseeing its operations, the NCSCDA remains committed to advancing the rights and welfare of PWDs. By facilitating their access to suitable employment, the organization contributes to the overall goal of inclusive development and equal opportunities for all individuals, regardless of their disabilities.

The National Career Service Centre for Differently Abled (NCSCDA) welcomes individuals who meet the eligibility criteria, which includes being a person with a disability (PWD) belonging to any of the 21 categories, with a benchmark or minimum 40% disability as per the RPWD Act 2016. Furthermore, the age range for admission is between 15 and 50 years, and there are no educational restrictions imposed for enrollment. Free hostel accommodation for boys stipend at rupees 2500/- per month is also provided.

The National Career Service Centre for Differently Abled (NCSCDA) provides a diverse range of courses to cater to the vocational training needs of individuals with disabilities. These courses include both one-year programs and short-term programs in various trades. The trades offered by the NCSCDA encompass a wide spectrum of fields, allowing participants to develop their skills and expertise in specific areas. The courses offered by the NCSCDA are:

1. Automobile Engineering
2. Computer Applications
3. Commercial and Secretarial Practices
4. General Mechanics

5. Printing and Desktop Publishing (DTP)
6. Woodworks
7. Plumbing and Sanitary Hardware Fitter
8. Dressmaking
9. Consumer Electronics
10. Clock and Watch Assembling and Mobile and Computer Servicing

Objectives of the Centre are following;

- To evaluate the Persons with Disabilities to unfold their full potentials.
- To develop skills of the PWDs by imparting non-formal training suited to their individual capacities.
- To assimilate the PWDs by providing training, job and self-employment services.
- To demonstrate the abilities of the PWDs on competitive vocations utilizing their residual functional abilities.
- To assist the PWDs to develop rehabilitation plans depending on their specific needs.
- To ascertain the psychological and vocational needs of the PWDs for successfully mainstreaming them into the community.
- Networking of Government and Nongovernment agencies for speedy rehabilitation of the PWDs

By offering training in these diverse trades, the NCSCDA aims to equip individuals with disabilities with the necessary skills and knowledge to excel in their chosen field. The courses are designed to be inclusive, accommodating the unique needs and abilities of each participant. Through these programs, the NCSCDA strives to enhance employment prospects and promote economic independence among persons with disabilities, empowering them to lead fulfilling and productive lives (National Career Service Ministry of Labour and Employment, 2023).

1.4 RELEVANCE AND SIGNIFICANCE

Despite the presence of the National Career Service centre for Differently Abled Persons, there has been a scarcity of evaluation studies about the vocational rehabilitation outcomes of people with disabilities. This research concern, which

serves as the foundation for this study, emphasizes the necessity for a thorough evaluation of the centre's effectiveness.

This study intends to fill an important research gap by undertaking a complete review of the National Career Service centre for the Differently Abled. The research findings will contribute to the current body of information on vocational rehabilitation for people with disabilities, providing useful insights into the centre's vocational rehabilitation programs strengths, shortcomings, and overall success. The evaluation will include assessing the effectiveness of the centre's vocational training programs, investigating the success rate of job placements for participants, assessing the availability and quality of support services, and identifying the challenges and barriers that individuals with disabilities face throughout their vocational rehabilitation journey.

This research will produce useful insights into the strengths and limitations of the National Career Service Centre for Differently Abled Persons in Thiruvananthapuram by performing a complete evaluation of the centre's vocational rehabilitation activities. The findings will help policymakers, program administrators, and other stakeholders make informed decisions and improve the vocational rehabilitation system for people with disabilities, promoting inclusion and empowerment.

The National Career Service Centre for Differently Abled People's thorough evaluation will result in a strong dataset and a full understanding of the centre's impact on the vocational rehabilitation outcomes of people with disabilities. The findings of this study can be used to provide a basis for future research into specific areas of vocational rehabilitation, such as the effectiveness of specific training programs, the impact of support services, or the influence of external factors on job outcomes. This study will not only fill a research need, but it will also establish the framework for future studies in this area.

1.5.CHAPTERIZATION

The study is divided into six Chapters,

Chapter I: An introduction to the study is provided in the first chapter. It includes the various concepts related to the study and states the problem addressed as a research paper, its intensity and later it explains the need and relevance of the study in the present scenario.

Chapter II: This chapter deals with a review of literature that analyzes various studies conducted on this topic from international, national and regional perspectives. This helps the trainee to identify the dimension in which the researcher needs to focus more. A gap in these studies is discussed in the following.

Chapter III: It discusses the methodology that the researcher uses in her study. It includes the details like title, research questions, research design, sampling techniques, details of the pilot study, Method of data collection, data analysis, and limitations of the study.

Chapter IV: Details of cases used in the study are recorded in this chapter in an elaborate manner for a better understanding of each case. Cases of respondents are described through narrative and verbatim reporting.

Chapter V: Thematic analysis, discussion of the case, analysis to link the findings back to existing literature, and discussion of the data collected for the study are discussed in this chapter in a detailed manner.

Chapter VI: This chapter deals with major findings followed by discussions, suggestions, and conclusions. The last pages of the dissertation include the bibliography, appendix, and tools used for data collection in this study.

CHAPTER II: LITERATURE REVIEW

2.1 INTRODUCTION

The National Career Service Centre for Differently-abled (NCSCDA) is essential in assisting disabled people with their career development and employment prospects. Initiatives like NCSCDA aim to create an equitable and accessible job market for people with disabilities as governments and organizations around the world recognize the importance of inclusivity in the workforce. This review of the literature dives deep into the evaluation of the NCSCDA's efficacy by looking at the best studies, research, and career services and support for people with disabilities.

The conceptual and empirical literature reviews are critical in establishing the rationale and credibility of the research study on the National Career Service Centre for People with Disabilities (NCSCDA). These reviews aim to provide a comprehensive understanding of current knowledge and research on career services and support for people with disabilities.

Furthermore, the review of both western and Indian studies provides a comprehensive perspective on the topic, taking into account both the broader international context and the specific challenges and opportunities within the Indian context. This comparative analysis aids in understanding the cross-cultural implications of career services for people with disabilities. It provided an outline of what has been said, who the significant writers are, what concepts and theories are prevalent, what questions are being posed and what approaches and methodologies are appropriate and useful for the further research. A critical evaluation of the studies is conducted near the end of the literature review chapter to identify gaps in the existing literature.

2.2 REVIEW OF LITERATURE

2.2.1 Studies on Person with Disability

- **Foreign**

Smart (2019) in her book “Disability Across the Developmental Lifespan: An Introduction for the Helping Professions” defines and elaborates on the diverse classifications of disabilities, spanning physical, cognitive, and psychiatric impediments. These three overarching groups are differentiated based on observable symptomatic expressions rather than their underlying causes. Within this framework, physical disabilities are characterized by outward bodily symptoms, cognitive disabilities manifest through cognitive indications, and psychiatric disabilities

encompass psychological manifestations. This classification primarily relies on the presentation of symptoms rather than the intricate factors behind them. The origins, or etiology, of disabilities often remain enigmatic or multifaceted, which contributes to the challenge of categorization. Thus, the prevailing approach centers on examining symptomatology, leading to the establishment of these distinct categories. While these divisions are guided by symptomatic characteristics, it's pertinent to note that if categorization were founded on causality, all disabilities, even psychiatric ones, would be construed as physical disabilities. These categories serve as a structural foundation for comprehending and addressing the wide spectrum of disabilities, considering their varied presentations.

Courtney et al. (2015) to investigate the prevalence of disabilities, offering valuable insights for the formulation of targeted public health strategies for individuals with disabilities in the study “Prevalence of disability and disability type among adults United States”. In 2013, the Behavioral Risk Factor Surveillance System (BRFSS) introduced a set of five supplementary questions designed to pinpoint disabilities across distinct functional domains, such as cognition, mobility, vision, self-care, and independent living. Capitalizing on this comprehensive dataset, the CDC embarked on an analysis to evaluate the prevalence of disabilities among noninstitutionalized adults across various states within the United States. Of note, mobility and cognition disabilities emerged as the predominant categories across all states surveyed. The prevalence rates for specific disability types exhibited variations across states, with rates ranging from 2.7% to 8.1% for vision disabilities, 6.9% to 16.8% for cognitive disabilities, 8.5% to 20.7% for mobility disabilities, 1.9% to 6.2% for self-care disabilities, and 4.2% to 10.8% for independent living disabilities. Notably, a higher prevalence of disabilities was observed among adults residing in Southern states and among females (24.4%) as compared to males (19.8%). Moreover, the prevalence of disabilities and mobility-related disabilities was notably higher in older age groups. Remarkably, this study marked a pioneering effort in integrating functional disability type data within a state-based health survey. The findings extracted from this research furnish public health programs with essential insights to gauge the prevalence and demographic attributes associated with diverse disability types among U.S. adults, fostering targeted interventions aimed at ameliorating health disparities.

The research methodology entailed utilizing the BRFSS, a yearly state-focused survey employing random-digit telephone interviews to connect with the U.S. civilian population aged 18 years and older. To explore functional disability prevalence, the 2013 BRFSS integrated five novel disability questions encompassing cognition, vision, mobility, self-care, and independent living. Participants responding positively to these questions were classified as having relevant disabilities, while those responding with "don't know" or "refused" were excluded. Prevalence rates were calculated for distinct demographic subsets, factoring in state, age, gender, race or ethnicity, veteran status, income, employment, and education. Through careful weighting and analysis, the data were adjusted for age and intricacies within BRFSS's sampling framework. Comparative analysis relied on two-sided chi-square tests for prevalence disparities across demographic subgroups. The study ensured meticulous weighting and rigorous analysis to account for BRFSS's intricate sampling design, thus affirming the accuracy and robustness of the findings. Findings from this research culminated in a comprehensive understanding of disability prevalence patterns. The data gleaned from the 2013 BRFSS, augmented by focused disability questions, exhibited an overall disability prevalence of 22.2%, with mobility (mean = 13.0%) and cognition (mean = 10.6%) disabilities being the most frequently encountered. Gender, age, income, educational attainment, and race or ethnicity emerged as significant factors influencing disability prevalence. This trove of insights serves as a foundation for informed interventions aimed at addressing health disparities and enhancing the overall well-being of individuals with disabilities.

Meena (2023) in the study "A Systematic Review of Status of Persons with Intellectual Disabilities" comprehensively assess the level of awareness surrounding Intellectual Disabilities (ID) within the community. Additionally, the study aimed to systematically examine potential avenues for progress across multiple domains, including personal life, work life, social interactions, early intervention, and training opportunities for individuals with intellectual disabilities. In terms of its design, the review drew from a variety of secondary sources, culminating in the examination of 102 articles. These articles covered diverse aspects such as early intervention for intellectual disabilities, the efficacy of existing interventions, parental involvement, and pre-vocational and occupational prospects for individuals with neurodiversity. Employing a descriptive research design, the researcher curated the selected articles

from platforms like Research Scholar, ERIC, PubMed, and PsychNet. The identification process was facilitated by strategically chosen keywords and exhaustive searches through reference lists. The findings gleaned from this literature review underscore the potential for enhanced dissemination of awareness initiatives targeted at constructing a conducive eco-system for individuals with intellectual disabilities. Furthermore, the review emphasizes the need for further research that focuses on fostering a sustainable approach encompassing the active involvement of parents, broader society, and corporate entities to foster a more equitable environment.

- **Indian**

Jeffrey (2008) The recent study evaluates the discrepancies between disability estimates from the 2001 Census and the 2002 58th round of the National Sample Survey (NSS). The research underscores the inherent incongruities between these two sources and highlights the ambiguity surrounding the aspects of disability that they actually capture. The article builds upon this argument by delving into (1) additional reasons for exercising caution while employing either the census or NSS data for policy purposes, (2) the necessity for incorporating more qualitative investigations into disability, and (3) the shift towards viewing disability identification as not just a technical determination but also a political assertion of claims. Examining the NSS and Census Data reveals stark divergences in their definitions of major impairment categories. For hearing, speech, and locomotor impairments, the NSS definitions encompass a broader spectrum, leading to larger estimates than the census. Conversely, visual impairments are differently categorized, with the NSS disregarding those utilizing spectacles or contact lenses. Mental impairment displays contrasting definitions yet produces similar estimates. Combining all disabilities, strict definitions yield a lower estimation of individuals with disabilities (11.8 million), while broader definitions produce higher estimates (26.5 million). Additionally, the distribution of disabilities among youth reveals limitations in the guidance provided by large-scale surveys. As for policy considerations, both sets of estimates lack certainty in addressing youth with disabilities. The article emphasizes the need for qualitative examinations of the practical aspects of conducting government surveys and data collection in India, considering the potential impacts on the types of disabilities recorded. The complexities of accurate diagnosis, stigma, and differential inclusion and exclusion complicate straightforward interpretations. The changing landscape of

state programs and the market's influence on people with disabilities also remain inadequately explored in large-scale studies. The call for more participatory and qualitative investigations to understand disability beyond mere numerical estimates is urged.

According to Kumar,et.al (2008) in the study “Prevalence and pattern of mental disability using Indian disability evaluation assessment scale in a rural community of Karnataka”, community-based cross-sectional study conducted in the Udupi district of Karnataka, the objective was to assess the prevalence and pattern of mental disability. The study involved the random selection of one thousand subjects across all age groups from four villages. House-to-house visits were made, and individuals within the selected families were interviewed and examined using a pre-designed and pretested questionnaire. Statistical analysis was conducted using proportions and the chi-square test. The results revealed a prevalence of mental disability at 2.3%, with higher prevalence among females (3.1%) compared to males (1.5%). Among the disabled individuals, most had mild disability (10), followed by severe (6), moderate (4), and profound (2) categories. The prevalence was notably higher among the elderly age group (>60 years) and those with lower socioeconomic status. Additionally, a significant correlation was observed between literacy levels and prevalence, with higher education levels associated with lower prevalence. This study highlights the need for community-based rehabilitation efforts for individuals with mental disabilities, particularly focusing on gender-specific, age-specific, and education-related disparities in prevalence.

Paul et. al (2015) Globally, it is estimated that around 10 percent, or roughly 650 million individuals, live with disabilities. In India, the numbers stand at 26.8 million (as per Census 2011) and 18.5 million (according to the 58th round of the National Sample Survey, NSS, in 2002), reflecting that approximately 2 percent of the nation's population is affected by disabilities. This study has the comprehensive objective of estimating the prevalence of disability along with its specific types, and it seeks to analyze the changes in the proportion of the disabled population during the periods before and after India's independence. A central aspect of this paper is to highlight the significant increase in the prevalence of disability during the post-independence era due to the adoption of new definitions. For analyzing disability prevalence, the Standardized Index of Diversity (SID), initially developed by Lieberman (1969) and Rowland (2003) and subsequently elaborated upon by K.M. Ponnappalli and F. Ram

(2010), is utilized. The paper's findings illustrate that blindness has shown fluctuations since colonial times. Notably, there is a higher concentration of disabled females with speech and hearing impairments, while males are more prone to movement and mental disabilities. The SIDD index values reveal a consistent rise in cases of visual and movement disabilities across states and districts. However, the prevalence of hearing and movement disabilities is seen to gradually increase as well, particularly in the 2011 dataset. This index further highlights that North-Eastern states like Sikkim, Nagaland, and Manipur have a considerable impact on the disabled population, influencing the economic landscape. Nonetheless, the study underscores the need for a more comprehensive investigation into the demographic aspects of disability, aiming to shed light on the issue and recommend effective strategies for addressing it.

In the study by Srivastava (2015) In India, the sizeable population of individuals with disabilities faces multifaceted challenges compounded by limited resources, deep-rooted social stigma, and detrimental attitudes from the public. These attitudinal barriers, which stem from India's historical approach to disability, must be transformed through comprehensive educational programs targeting both educators and the general populace. The success of such programs hinges on substantial financial investment and collaborative commitment from key national and state educational stakeholders, as well as collaboration with universities to support research-driven initiatives. While legislation alone cannot instantly reshape the societal landscape, it does have the potential to enhance disabled individuals' access to education, employment, public spaces, transportation, and communication. Legislation forms a crucial foundation for change, albeit gradual, and serves as a catalyst for a more inclusive society. Mainstreaming disabled individuals in a diverse country like India presents a formidable challenge, necessitating a paradigm shift in public perceptions, the eradication of social stigma, the creation of barrier-free environments, policy reforms, and institutional reformation. The comprehensive approach required to address these issues underscores the complexity of the endeavor to integrate individuals with disabilities into various aspects of Indian society.

2.2.3 Studies on Vocational Rehabilitation

- **Foreign**

Alshamrani et.al (2023) in their study points out that the utilization of assistive technology (AT) services in vocational rehabilitation (VR) programs has been shown to positively influence successful employment outcomes. However, despite their potential, AT services remain underutilized, and disparities in their access are evident. This study aimed to identify sociodemographic factors that could hinder the receipt of AT services within VR programs, with the intention of identifying potential barriers and promoting equitable access to these beneficial services.

The study conducted a retrospective analysis of national data collected from the Rehabilitation Service Administration's Case Service Report during fiscal years 2017–2019. The sample encompassed 788,173 cases of individuals aged ≥ 18 years old, eligible for VR services due to disability, and possessing comprehensive data.

Results revealed that less than 9% of VR clients received AT services. Multiple logistic regression analysis was employed to examine the independent impact of various sociodemographic variables on the likelihood of receiving AT services. Several client characteristics were associated with a decreased probability of obtaining AT services, including being male, unemployed, belonging to minority groups, having a lower income, experiencing significant disabilities, lacking post-secondary education enrollment, having mental or cognitive disabilities, possessing lower educational attainment, and being of a younger age (all $p < .001$).

These findings underscore the imperative of further research to unveil the underlying mechanisms and propose potential solutions to address the observed inequities in AT service access for adults with disabilities. The study suggests future research directions and implications.

From a rehabilitation standpoint, the study implies the necessity of augmenting AT training within counsellor education and enhancing in-service rehabilitation counsellors' competence in serving individuals with various disabilities, especially cognitive and mental disabilities. Adopting a team approach to determine optimal AT solutions, offering age-appropriate AT options for younger individuals, and exploring alternative funding avenues are recommended. Additionally, efforts to educate less-informed individuals about AT benefits and addressing the limited access of minority groups within VR programs are crucial steps to ensure equitable AT service provision.

Sosulski, et.al (2012) on their study “Disability and Employee Benefits Receipt: Evidence From the U.S. Vocational Rehabilitation Services Program”, uses data from the LSVRSP (Kosciulek, 2004), which collected information from people with disabilities about their needs for VR (Vocational Rehabilitation) services, the services they received, and the outcomes of those services. The survey was conducted through two-stage random sampling of individuals participating in VR programs from forty local offices randomly chosen in five U.S. regions. The final sample consisted of 8,818 people with disabilities. The study used a cohort design, selecting 25% of the sample at the time of application, 50% from those already receiving services, and 25% from individuals at or after exiting VR services. The analysis focused on 2,454 people with disabilities who successfully exited VR programs with paid employment. Education has a positive impact on job quality, including pay rates and access to benefits. Most individuals in every disability category have at least a high school diploma or GED, and approximately 20% have some postsecondary education. People with up to 12 years of education are more likely to receive benefits, particularly health care and dental insurance. The type of disability (mental, sensory, communicative, or physical) does not significantly influence obtaining benefits when controlling for other factors. Sensory or communicative impairments are positively related to access to health and dental insurance, while more severe disabilities can moderate these influences, leading to less likelihood of receiving health insurance and vacation leave. Having a congenital disability is negatively related to access to dental insurance, which may hinder individuals' efforts to find high-quality jobs with essential benefits. Overall, education and the type and severity of disabilities play important roles in determining access to benefits, highlighting the significance of addressing these factors in supporting individuals with disabilities in the workforce.

Windsor et. al (2023), This concise overview provides insights into the attributes, services availed, and employment results of adults with intellectual disabilities (ID) who concluded their engagement with the vocational rehabilitation (VR) program during the fiscal years 2013 through 2022, encompassing all states and the District of Columbia. To provide context, a comparison is drawn between the outcomes of adults with ID and those of individuals with other disabilities. The dataset employed is primarily sourced from the Rehabilitation Services Administration 911 (RSA-911) database, with supplementary sources indicated as necessary. Refer to the concluding method section for comprehensive data details and variable definitions. Noteworthy

findings from the 2022 versus 2021 comparison encompass: a 9% upsurge in the count of VR program exits; a 1% increase in the proportion of individuals receiving services; a 4% elevation in the rehabilitation rate; modest wage improvements post-inflation adjustment; consistent weekly work hours; a 47-day extension in the timeframe from application to exit with employment; and a prevalence of male, white, and transition-age individuals among VR program exitants.

Yaemsuksawat, Y., and Wiyaboon, S. (2023) they have stated that the Sirarom Disabled Person Service Centre in Rayong Province implemented the "Four Activities for Therapy, Rehabilitation, and Development of Disabled Persons" project, aligned with the Empowerment of Persons with Disabilities Act, B.E. 2560–2564. The project aimed to rehabilitate disabled individuals both physically and mentally through four alternative therapy activities, enhance social skills and interactions, provide caregivers with relevant knowledge, and empower participants to solve problems and live harmoniously. The activities included hippotherapy, hydrotherapy, music therapy, and art therapy, benefiting 46 disabled individuals and 46 caregivers. The project's success relied on specialized facilitation, ensuring positive interactions, convenience, guidance, and continuous follow-up to support self-development. Notably, music therapy elicited movement responses and emotional relaxation, fostering holistic growth. The project underscored the synergy between movement and music, utilizing this connection for comprehensive development while maintaining sensitivity to participants' unique needs and specialized interventions.

In the study of Lee (2023), Hispanics with disabilities encounter a multitude of obstacles that present considerable challenges. Among these challenges, several prominent factors stand out, including limited English proficiency, a lack of cultural awareness, and the pervasive presence of stigma and discrimination. Research dedicated to the Hispanic population has unearthed critical insights, highlighting an urgent need for educational initiatives and training interventions that cater specifically to the nuances of Hispanic culture. Agencies and service providers that are closely involved with this population would significantly benefit from the implementation of additional training programs. By fostering a better understanding of the unique challenges faced by Hispanics with disabilities, these training initiatives can equip professionals with the necessary cultural competence to address the multifaceted needs of this community effectively.

The presence of culturally sensitive counselors within the vocational rehabilitation (VR) system is particularly crucial. The establishment of such competence can foster a sense of trust and rapport between consumers and the VR system, ultimately leading to more comprehensive and beneficial services being provided. In conclusion, the array of challenges faced by Hispanics with disabilities requires a multi-faceted response that includes education, training, and a cultural awareness drive. By integrating these elements into the VR system and related service providers, the barriers that currently hinder the full participation of Hispanics with disabilities can be meaningfully addressed and dismantled, creating a more inclusive and supportive environment.

Reims, N., and Schels, B. (2008) in their study states that In Germany, vocational rehabilitation (VR) for young people with disabilities (YPWD) addresses the challenges they face in the training and labor markets. However, the transitions from school to work (STWT) for YPWD remain insufficiently explored. This study delves into the extent to which VR serves as an institutional bridge to employment and examines the different trajectories of STWT for YPWD.

Utilizing representative administrative data from the German Federal Employment Agency, this research observes YPWD over a span of 6.5 years after they complete lower or intermediate secondary education in 2008. Through optimal matching and cluster analysis, the study identifies six distinct STWT trajectories. The findings reveal that many YPWD undergo company-external vocational training, with some engaged in regular in-firm training. These training pathways often lead to regular employment, albeit with delays for certain individuals. Another group of YPWD transition from training in sheltered workshops to sheltered employment. Additionally, some face challenging STWTs characterized by recurrent unemployment and unsuccessful attempts at participating in non-training programs or securing employment. The study concludes that combining VR with in-firm or company-external vocational training can facilitate smoother STWTs for individuals with disabilities. However, those from disadvantaged backgrounds are less likely to benefit from VR interventions. Similarly, limitations in capabilities and problematic STWTs emerge when young people exit VR due to inadequate cooperation. While vocational training is often pivotal for entering the labor market, local market conditions can hinder the employment prospects for YPWD.

Furthermore, training within sheltered workshops often leads to highly institutionalized trajectories, prompting the need for reconsideration to enhance permeability into the regular labor market. Notably, YPWD with challenging STWTs are more likely to originate from impoverished households, emphasizing the necessity to target them more extensively in the context of VR counseling

- **Indian**

According to Tandon and Nandan (2018) in their study “A Phenomenological Study on Psychosocial and Vocational Rehabilitation of Employed Persons with Disabilities (DIVYANGJAN) at Work Place” says that Vocational rehabilitation can be described as a transformative process that assists individuals with functional, psychological, developmental, cognitive, or emotional impairments, as well as health disabilities, in overcoming obstacles to entering, sustaining, or rejoining the workforce or engaging in other beneficial occupations. Specifically concerning divyangjans (persons with disabilities), vocational rehabilitation takes a psychosocial approach, considering individuals within the broader context of how psychological factors and their social environment influence their physical and mental well-being and overall functioning.

Zaidi et. al (2021) This chapter is centered on highlighting the significance of vocational rehabilitation for individuals with hearing impairments, aligning with the objectives of inclusive development and the pursuit of equal opportunities and participation rights. The discussion encompasses a clear delineation of hearing impairment as defined by both the International Labour Organization (ILO) and prevailing legal frameworks. The vocational rehabilitation process is explored comprehensively, encompassing various aspects such as the definition of hearing impairment according to the ILO and prevailing laws, the vocational rehabilitation process itself, and the crucial role of follow-up procedures. Of particular importance is the detailed examination of diverse evaluation approaches for residual capacities, various skill training models, and an assessment of the prevailing employment market conditions. Moreover, this chapter underscores the potential for entrepreneurial development within this context. While addressing these aspects, the chapter also delves into the array of challenges and issues that characterize the process of vocational rehabilitation for individuals with hearing impairments, providing a holistic perspective on the subject.

2.2.3 Studies on policy and law

- **Foreign**

According to Malik (2021) in his study “Legal Protection for People with Disabilities in the Perspective of Human Rights in Indonesia” provides a comprehensive exploration and clarification of the legal protections extended to Persons with Disabilities (PwDs) within the context of human rights in Indonesia. PwDs, like their non-disabled counterparts, hold entitlements to equitable rights, obligations, and safeguards, reflecting their integral role in Indonesian society. Thus, the investigation underscores the imperative for tailored measures that shield PwDs from discrimination and human rights transgressions while ensuring the optimization of their entitlements to respect, promotion, safeguarding, and realization. Within this diverse group lie individuals with varying disabilities ranging from physical to mental or a combination thereof each necessitates unique degrees of community engagement and support. The hurdles they encounter in accessing public services, encompassing education, healthcare, and employment, are magnified due to systemic barriers. The research adopts a methodical and systematic approach, incorporating empirical and normative legal research methodologies to analyze and dissect pre-existing data. The empirical technique emphasizes observation, while the normative method relies on supplementary data and applies qualitative analysis to unravel the existing legal framework and its implementation. The crux of this legal research is to provide insights grounded in societal realities while upholding the tenets of scientific inquiry. The author emphasizes the significance of safeguarding and fulfilling the rights of PwDs in alignment with the principles of human dignity, with the aim of augmenting their well-being, quality of life, autonomy, resilience, and economic prospects. The Indonesian government's dedication to upholding PwDs' rights, as embedded in the constitutional framework, accentuates their inclusion, specialized treatment, and affirmative action to actualize these rights effectively. This study underscores the necessity of translating these principles into actionable laws, regulations, and policies, constituting a pivotal step toward fostering a more inclusive societal landscape (Hashimy, 2023)

- **Indian**

The study of Rao (2019) “Rights of Person with Disability in India” emphasizes that people with disabilities face numerous barriers, including attitudinal, physical, and

financial obstacles. Addressing these barriers is not only a moral duty but also crucial to unlocking the potential of individuals who have much to contribute to the world. The Rights of a Person with Disability Act 2016 (RPWD Act, 2016) was enacted to ensure equality, dignity, and respect for individuals with disabilities. The act aims to utilize the capacity of people with disabilities by providing an appropriate environment for their well-being.

The study's main objectives are to present the evolution of Disability Rights Movements (DRM) and provide an overview of the Persons with Disability (PWD) Act, 1995, and the Rights of a Person with Disability Act, 2016. Descriptive research methods were used, relying on secondary data from published articles, annual reports, books, research papers, and government acts. The new legislation takes a social and human rights-based approach to disability, recognizing that people with disabilities are entitled to human rights and fundamental freedoms on an equal basis with others. The successful implementation of this act requires collaboration between governments, persons with disabilities, their representative organizations, academic institutions, and the private sector, working as a team to achieve sustainable development goals for the welfare and empowerment of the disabled community.

The study " An analytical study on Assessibility for Persons with Disability in India" by Sinha,et.al (2021) focuses on the accessibility issues faced by persons with disabilities in India, particularly in schools and colleges. The objective of the research paper is to understand the current situation and the existing laws concerning accessibility for people with disabilities and to what extent these laws have been implemented. The paper highlights the lack of easy access features like ramps, disability-friendly toilets, and braille writing in many buildings, causing distress and limitations for people with disabilities.

The research is based on secondary sources like articles, books, and online materials, and it utilizes both quantitative and qualitative research methods. The paper emphasizes the importance of accessibility for people with disabilities to ensure equal opportunities and inclusivity. The paper assesses India's legal standing regarding disability accessibility and the level of implementation in educational institutions. It also identifies the challenges and shortcomings in the current system. While India's laws related to accessibility have good intentions, the paper suggests that insufficient

background research and ineffective implementation hinder their effectiveness. The research offers recommendations to improve the situation and emphasizes the need for India to fulfill its promises of equality and inclusivity for all citizens, especially those with disabilities.

At various levels central, state, and local several challenges impede the active participation of a diverse range of individuals with disabilities in decision-making processes. These challenges encompass a lack of experience in advocacy and negotiation, insufficient expertise in network development and coordination, ineffective democratization within representative organizations, financial sustainability issues, social barriers such as attitudes and stereotypes, restricted access to information, and inadequate abilities to pay membership fees to associations. The Committee on the Rights of Persons with Disabilities (CRPD) underscores the necessity for states to replace substituted decision-making systems with assisted decision-making alternatives. However, reluctance to disclose disabilities out of fear of potential negative repercussions on employment opportunities remains a significant issue. Establishing a workplace that values invisible impairments and fosters interaction among coworkers with disabilities could help mitigate this challenge. The concept of disability remains fluid, particularly as it pertains to individuals who acquire disabilities later in life.

Regarding academia's role in social change movements, there's a tension between academic neutrality and researchers' potential responsibility to contribute to social equality and human rights protection. Disabled individuals often contribute their knowledge and participate in research, yet their involvement is sometimes met with token gestures of appreciation. The lack of true collaboration and leadership roles for disabled people in research perpetuates the marginalization of their voices. Research has the potential to significantly advance the realization of disabled people's rights, but outdated methods continue to exclude them from studies, underpay them for their participation, assume differences without considering their input, and exclude them from leadership roles in study design and implementation. These dynamics underscore the need for a more inclusive and collaborative approach in research efforts to enhance the rights and recognition of disabled individuals.

2.2.4 Studies on Employment practice

- **Foreign**

Santoso, B. (2023) The issue of financial inclusion has garnered attention as a vital policy concern in numerous nations, prompting the initiation of diverse efforts aimed at promoting financial accessibility among marginalized populations, including individuals with disabilities (PwD). This endeavor aims to investigate the extent of financial service utilization by PwD across both developed and developing countries, employing a systematic literature review (SLR) in tandem with pertinent descriptive statistics. These obstacles encompass information imbalances, convoluted banking procedures, inadequate consideration of disabilities leading to non-inclusive financial offerings, and a paucity of innovation in banking solutions tailored for PwD. The research underscores the significance of bolstering financial literacy and embracing comprehensive digital financial services as pivotal strategies for enhancing the financial inclusion of PwD.

Dong, et al. (2016) in the study "Requesting workplace accommodations: Impact of self-efficacy, outcome expectancy, and positive affect" primary objective was to delve into the intricate interplay of self-efficacy, outcome expectancy, and positive effect on the intentions of individuals with disabilities (PWDs) to initiate workplace accommodation requests. The study engaged a cohort of 714 adults with disabilities through an online survey, employing structural equation modeling to dissect the combined impact of self-efficacy, outcome expectancy, and positive effect on the inclination to seek workplace accommodations. The results demonstrated a noteworthy collective explanatory power of 55.1% attributed to these factors in deciphering the variance in intentions to request workplace accommodations. This underlines the multifaceted nature of the accommodation request process, which encompasses cognitive and emotional dimensions within the context of disabilities. The study sheds light on the imperatives for rehabilitation professionals to empower PWDs by bolstering self-efficacy and outcome expectancy through skill-based training in accommodation request procedures and goal-setting. Additionally, the study accentuates the pivotal role of positive affect in shaping the accommodation request process. The significance of workplace accommodations in facilitating the engagement of people with disabilities in the workforce underscores the need for a comprehensive comprehension of the determinants governing the accommodation

request procedure. This research enriches the current scholarly discourse by offering an exhaustive exploration of the ramifications of positive affect, self-efficacy, and outcome expectancy on the intention to seek accommodations among individuals with disabilities. Thus, it underscores the substantial contribution of both emotional and cognitive factors to the intention to request accommodations, thus signifying far-reaching implications for both pragmatic rehabilitation approaches and avenues for further inquiry. The findings underscore the imperative of empowering PWDs through training interventions that augment self-efficacy, outcome expectancy, and positive affect. The study's insights also underscore the imperative of future interventions aimed at enhancing these pivotal factors to facilitate efficacious workplace accommodation requests.

The study “Factors and key interactions influencing successful employment outcomes for people with disabilities” takes into account the response to the call set forth by the UN Convention on the Rights of People with Disabilities, numerous nations are actively striving to enhance the economic and social integration of individuals with disabilities. However, despite these efforts, there remains a significant disparity in workforce participation between individuals with disabilities and those without. Building upon a recently devised model elucidating the array of factors influencing mainstream employment outcomes for people with disabilities, this study employs the social model of disability to scrutinize the perceived relative significance of each factor and the intricate interplay between them.

The investigation encompasses 47 semi-structured interviews conducted with individuals with disabilities, employers, and providers of disability employment services. The primary aim was to discern the factors that wield the most substantial influence in fostering successful employment outcomes. Eight pivotal factors emerged from this exploration: the nature of the disability itself, the act of disclosing one's disability, personal motivation, employer attitudes, job characteristics, the prevailing corporate culture and climate, governmental support, and societal perceptions. Furthermore, the study identified eight critical interactions that transpire between these factors, adding a layer of complexity to their impact. The outcomes of this research furnish invaluable insights that can effectively steer the enactment of structural changes aimed at securing improved employment outcomes for individuals

with disabilities. The qualitative research design employed in this study enables a profound exploration of the multifaceted landscape of factors impacting the employment prospects of this demographic Lkutegebe et.al(2023).

Dutta et al. (2008) in their study “Vocational rehabilitation services and employment outcomes for people with disabilities: a United States study”. The study investigated the impact of vocational rehabilitation services on the employment outcomes of individuals with sensory/communicative, physical, and mental impairments in the United States. The study looked at data from 15,000 clients whose cases were closed by state vocational rehabilitation agencies in 2005, with half of them successfully rehabilitated for employment. Clients with sensory or communicative impairments had the highest employment success rate (75%), followed by those with physical impairments (56%), and those with mental impairments (55%). Logistic regression analyses revealed that certain vocational rehabilitation services, such as job placement, on-the-job support, maintenance, and other services such as medical care for acute conditions, played a significant role in employment success across all impairment groups. Furthermore, diagnostic and treatment (D&T) services and rehabilitation technology (RT) services are available.

The study "Focus Groups on Employment Related Soft Skills for Transition Age Youth with Disabilities", Lu (2023), was to identify the work-related soft skills crucial for successful employment outcomes for transition age youth with disabilities. Two focus groups were conducted with 30 participants, including individuals with disabilities, family members, disability service providers, and advocates. The results revealed that communication skills (both face-to-face and in written forms like emails), conflict resolution abilities, advocacy skills, and professionalism were considered the most important soft skills for the success of these individuals in the workplace. Interpersonal communication, particularly knowing how to communicate appropriately and effectively with colleagues and supervisors, was emphasized, as was conflict resolution, which involved managing disagreements and accepting criticism. Advocacy skills were seen as essential for understanding workplace structures and making accommodation requests, while self-management and professionalism were highlighted for recognizing when to seek help, being punctual, and maintaining appropriate behavior and appearance. The study underscores the

significance of teaching these critical soft skills to transition age youth with disabilities by vocational rehabilitation providers to enhance their chances of achieving work success.

- **Indian**

According to Alajilan (2023) in his study “Employment of People with Disabilities in the Private Sector: Ethnographic Qualitative Study” critical qualitative ethnographic investigation aimed to delve into the correlation between employment and the enhancement of life quality, self-assurance, productivity, and societal worth, while also serving as a source of income. The focal point of this study was to comprehensively comprehend the perspectives, hurdles, and issues associated with the inclusion of individuals with disabilities in the private sector workforce, examining both the outlooks of the disabled individuals themselves and those of employers. The research cohort encompassed four employers from diverse sectors, encompassing a dairy firm, a clothing enterprise, and two entities engaged in food product trade. Additionally, the study encompassed five individuals representing three distinct disability categories, carefully chosen from a pool of 3,706 disabled candidates who sought employment through the National Labour Portal.

The findings illuminated that the disposition of employers towards employing individuals with disabilities was closely linked to the work capabilities of the latter. Employers demonstrated a proclivity to empower individuals with disabilities, nurturing their confidence to effectively execute their responsibilities, with specific attention to the nuances of various disabilities and the corresponding capabilities. The study also discerned an absence of discrimination, with the ethos of equality prevailing between employees and employers. Some employers exhibited a preference for specific subsets of individuals with disabilities for recruitment, driven by the nature of their organizational functions. Nonetheless, employers did express certain reservations regarding the employment of individuals with multiple disabilities, concerns over suboptimal productivity, health-related limitations, family overprotection, and potential misuse of contemporary technologies.

A discernible spectrum of incongruity was identified among employers when considering the employment of women with disabilities, primarily due to the varied

work environments. Moreover, the study uncovered that individuals with disabilities harboured a limited sense of contentment with the employment opportunities extended by the private sector. These individuals perceived discriminatory practices that favoured non-disabled counterparts in terms of private sector employment, underscored by a discernible wage differential between the two groups. However, the research also unearthed equilibrium in employment rights granted to all employees within the private sector, including elements of empowerment, the annual leave framework, and health insurance provisions.

Furthermore, individuals with disabilities contended that their health status, work milieu, prevailing concerns, and familial overprotection held considerable sway over their private sector employability. Intriguingly, the results highlighted that the utilization of social media or accessing networks that disseminate private sector employment opportunities did not pose significant challenges for individuals with disabilities.

According to Kulkarni et.al (2016) Synergize research on human resource systems with disability management practices to elucidate how multinational corporations in India and Germany are actively striving to enhance the inclusivity of individuals with disabilities within their workplaces. The methodology employed in this study entails conducting semi-structured interviews with representatives from multinational corporations in both India and Germany. These interviews were subsequently transcribed and subjected to thorough analysis. The findings of the study reveal that employers in these multinational corporations adhere to three core guiding principles: recognizing the significance of embracing diversity, fostering multi-stakeholder collaboration within the organization, and engaging with external networks to bolster internal human resource capabilities. The study also identifies two intertwined and mutually reinforcing programs that span the entire employee lifecycle: the provision of job flexibility measures and comprehensive integration initiatives. Notable differences between the two countries emerge in terms of perceived external stakeholder support and the availability of skilled talent.

Despite the value of these findings, it's important to acknowledge certain limitations of the research. The results complement and extend existing research by emphasizing the pivotal role of organizational factors in promoting the inclusion of individuals

with disabilities. Moreover, the study highlights how the national context plays a significant role in shaping the pursuit of inclusivity in the workplace for people with disabilities.

The practical implications derived from these insights underscore the idea that while the principles of disability inclusion may hold universal relevance, their practical implementation is contextually specific. For global enterprises, understanding and accounting for these regional disparities is crucial to the effective design and execution of successful inclusion programs. From a social standpoint, this study holds potential for informing the creation and assessment of appropriate inclusion strategies tailored for individuals with disabilities. This demographic, often underutilized in the workforce, represents a valuable pool of potential employees in both India and Germany. Ultimately, this research contributes to advancing discourse and action towards fostering a more inclusive work environment for individuals with disabilities.

According to Maheshwari et. al (2023) Employment stands as a significant social determinant of health, with compelling evidence underscoring its positive impact on overall well-being and the reduction of psychological stress. Unfortunately, individuals with disabilities (PwDs) often face greater challenges in obtaining employment and tend to earn lower incomes even when employed. The objectives of this study are to establish a systematic review protocol aimed at identifying the various factors influencing the employability of PwDs specifically in India.

The core research question driving this review is: What factors play a role in influencing the employability of PwDs in the Indian context? The methodology will adhere to the guidelines outlined in the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework. The systematic review protocol has been formally registered with the PROSPERO International Prospective Register of Systematic Reviews. The intention of this systematic review is to provide a comprehensive examination of the multitude of factors affecting the employability of PwDs in India, yielding insights crucial for rehabilitation professionals, policymakers, and the PwD community. It holds value for healthcare providers and researchers engaged in developing interventions and technologies aimed at fostering the economic independence of PwDs and facilitating their integration within society.

Prior research has indicated prominent barriers such as lack of support and transportation contributing to the prevalence of unemployment among PwDs. This underscores the need for targeted interventions, potentially through early rehabilitation approaches. Therefore, this review aims to meticulously analyze both barriers and facilitators that exert influence on employability. The study addresses a notable knowledge gap, particularly concerning the Indian PwD demographic, providing essential insights for guiding successful occupational and vocational rehabilitation. By understanding user needs, employer expectations, workplace dynamics, and environmental factors, the review aims to enhance employment prospects for PwDs. The findings are expected to guide intervention program developers, policymakers, and researchers as they explore and implement new practice models within this domain. Given the nature of a systematic review, patient and public involvement is not anticipated in the study. Nonetheless, the outcomes hold the potential to offer crucial insights for stakeholders aiming to enhance the employment prospects of PwDs in India.

2.2.5 Studies on challenges faced by stakeholders.

- **Foreign**

In the study "One Stop Career Centre for People with Disabilities", Mohd Yasin (2020) emphasizes that People with disabilities face challenges in securing gainful employment and a source of income to sustain their livelihood. Both the public and private sectors have shown disappointing numbers in terms of employing disabled individuals. According to data from the Labour Department in Malaysia, the number of disabled individuals employed remains lower compared to those who have completed their education . There are many challenges to be encountered by disabled people as they enter the workforce. The challenges faced by them are a negative perception, fear, and lack of confidence by the employer to take disabled people to work. In addition, there are also other issues that affect the opportunities for disabled people to enter the job market, such as the issue of accessibility in and out of buildings (the built environment), public places, workplaces, and public transport. Awareness among employers, especially in the private sector, is not much different from the past until now. Although some of the private sector employs disabled people, it is only for lower positions such as sales assistants in shopping malls, cleaners, etc.

According to Morgan, C. (2023), study conducted in UAE underscores the necessity for interventions that establish an institutional environment where disabled individuals are recognized as rights holders, affording them equal and equitable access to higher education and employment opportunities. Notably, the paper underscores certain aspects of interest. First, it scrutinizes the barriers that disabled individuals encounter in pursuing higher education and entering the workforce within the UAE. The UAE, an oil-rich nation situated in the Arabian Gulf, is characterized by a small citizenry and a substantial migrant population. The key challenges voiced by disabled individuals revolve around the denial of equitable access to educational support at the university level and the absence of necessary tools and accommodations provided by employers for effective work performance. Given that the UAE is a signatory of the CRPD, it is expected to ensure that disabled individuals are not subjected to unfair or unequal treatment. Therefore, it is imperative for the UAE to bolster its legislative measures and closely monitor the implementation of the CRPD to ensure a more inclusive and rights-based approach for disabled individuals in higher education and employment.

Hezam et al (2023) study is to propose a novel hybrid multi-criteria decision-making approach within the context of Fermatean fuzzy sets to prioritize digital technologies for sustainable transportation of disabled travellers. The study identifies key barriers to implementing digital transportation solutions for persons with disabilities (PWDs) within the framework of sustainable transportation. The proposed method involves several steps. Firstly, a unique weighting model is introduced to determine the weights of decision makers. Secondly, innovative Fermatean fuzzy interaction aggregation operators (AOs) are introduced to aggregate decision information. Thirdly, a composite criteria weight-determining model is developed using Fermatean fuzzy criteria Importance, leveraging inter-criteria correlation and stepwise weight assessment ratio analysis models. This approach mitigates shortcomings present in individual objective or subjective models. Building upon the introduced AOs and weighting models, a hybrid double normalization-based multi-aggregation technique is formulated from a Fermatean fuzzy perspective.

In the final phase, a case study assessing digital technologies for PWDs is conducted, involving sensitivity and comparative analyses to demonstrate the viability and applicability of the proposed approach. The study reveals significant insights, indicating that the most noteworthy barriers to implementing digital technology for

sustainable transportation of PWDs are administrative restrictions, inappropriate driver attitudes, and difficulties in securing wheelchairs within vehicles. Furthermore, the evaluation outcomes indicate that the artificial intelligence and machine learning option holds the highest overall utility degree among a selection of five digital technologies. Consequently, the study suggests that the developed method can be effectively employed by both public and private organizations to enhance transportation services for PWDs, thereby addressing their unique needs and improving their overall quality of life.

- **Indian**

Crabb et, al (2023) in the study “Factors impacting access to community services by people with intellectual disabilities” paves the light of the global push to improve the societal integration of individuals with disabilities, prompted by the United Nations Convention on the Rights of People with Disabilities; various countries are striving to enhance their economic and social participation. However, a significant disparity in workforce engagement between people with disabilities and those without remains evident. To address this persistent challenge, a comprehensive comprehension of the intricate factors influencing employment outcomes for individuals with disabilities is imperative. Drawing inspiration from a recently developed model that outlines the multifaceted determinants impacting mainstream employment results for people with disabilities, this research takes advantage of the social model of disability as its theoretical framework. This approach offers a lens through which to scrutinize the perceived relative significance of each of these determinants, as well as the intricate interactions between them.

Employing a qualitative research design, the study conducted 47 semi-structured interviews involving three key participant groups: people with disabilities, employers, and providers of disability employment services. The overarching objective of the study is to uncover and elucidate the key determinants that fundamentally contribute to achieving successful employment outcomes for individuals with intellectual and developmental disabilities (I/DD) within the United States. The research identifies and analyzes a total of eight pivotal determinants: nature of the disability, disability disclosure, personal motivation, employer attitudes, job characteristics, corporate

culture and climate, government support, and societal attitudes. Additionally, the study discerns and examines eight distinct interactions that occur between these determinants, further enriching the understanding of their intricate interplay.

The insights generated by this study have far-reaching implications, offering valuable guidance for the implementation of structural adjustments aimed at enhancing employment prospects for individuals with disabilities. Through its qualitative approach, the research not only contributes to a more nuanced understanding of the manifold factors shaping employment outcomes but also provides a foundation upon which to build more effective intervention strategies. By shedding light on the multifaceted interactions within this intricate landscape, this study endeavours to contribute to a more inclusive and equitable employment landscape for people with disabilities, further promoting their economic self-sufficiency and social integration.

Julie (2020) the principle of Employment First is centered on securing genuine employment opportunities with fair wages for individuals with disabilities. This concept has led to transformations in both legislation and Medicaid policies, aiming to advance competitive and integrated employment prospects for people with disabilities. However, the onset of the COVID-19 pandemic has proven to be a significant setback, interrupting the strides made toward the realization of Employment First objectives. The conventional means of employment support have become inaccessible, resulting in a distressing scenario where more than 55% of employed individuals with disabilities have lost their jobs. In the aftermath of the pandemic, there is a unique opportunity to redefine and enhance employment support systems for individuals with disabilities, ultimately striving to restore and even surpass the progress that was previously achieved.

2.3 RESEARCH GAP ANALYSIS

The present literature illustrates a significant study absence in the field of vocational rehabilitation for people with disabilities, specifically the effectiveness and influence of the National Career Service Centre for the Differently Abled. Despite the centre's establishment, a full evaluation of its influence on facilitating vocational rehabilitation for people with disabilities is astonishingly lacking in scholarly discourse. This

research gap highlights a major lack of comprehensive studies that thoroughly investigate the centre's efficacy and role in assisting individuals with disabilities in their vocational rehabilitation for people with disabilities. Although the centre was formed with the goal of offering assistance, there has been relatively little study on its precise effects and overall success. This lack of empirical investigation creates a crucial gap in the body of knowledge, hindering a comprehensive understanding of the centre's contribution to the vocational rehabilitation environment.

The proposed research aims to address this research gap thoroughly by carrying out the suggested study. This endeavour aims to overcome the currently existing knowledge gap by conducting a systematic investigation into the efficacy and impact of the NCSCDA. The research aims to provide policy makers and stakeholders with informed perspectives by offering evidence based decision making, allowing for the advancement of the vocational rehabilitation services customized to the specific needs of the differently abled individuals. That could aim to address a knowledge gap and contribute to the betterment of vocational rehabilitation strategies for people with disabilities.

CHAPTER III: METHODOLOGY

METHODOLOGY

3.1 INTRODUCTION

The methodology is of paramount importance in research as it serves as the foundation for the entire study. It outlines the research philosophy, as well as lays the blueprint for the entire research project, specifying the design, the population and the sample, besides the methods and techniques employed to collect and analyze data, ensuring the study's validity and the accuracy of its findings. Thus, a well-designed methodology enhances the credibility of the research.

3.2 TITLE OF THE STUDY

Vocational Rehabilitation of Persons with Disability : An Evaluation Study of National Career Service Centre for Differently-Abled, Thiruvananthapuram.

3.3 RESEARCH QUESTIONS

1. How did vocational rehabilitation services for persons with disabilities (PWDs) evolve in Kerala under the auspices of NCSCDA?
2. How does the vocational rehabilitation services under the auspices of NCSCDA contribute to the transition of the persons with disabilities (PWDs), as perceived by the stakeholders?
3. What are the challenges and prospects for the NCSCDA in the vocational rehabilitation of persons with disabilities (PWDs)?

3.4 CONCEPTUALIZATION

The conceptual framework has been derived from the conceptual understanding that has been developed through the literature review and the concepts discussed in the previous chapter.

3.5 DEFINITION OF CONCEPTS

Vocational

Theoretical : Steedman , H. (2012).defines Vocational education and training as the acquisition of practical skills, competencies, and knowledge relating to occupations in various sectors of economic activity. It is undertaken through a structured program of

learning which enables individuals to acquire occupational skills, and which results in recognized qualifications.

Operational : Vocational involves a range of services aimed at equipping individuals with disabilities with the necessary skills, knowledge, and support to pursue meaningful and gainful employment opportunities.

Rehabilitation

Theoretical : World Health Organization (WHO). (2001) defines Rehabilitation is a set of interventions designed to optimize functioning and reduce disability in individuals with health conditions in interaction with their environment. These interventions are designed to promote recovery, alleviate impairments, activity limitations, and participation restrictions, and prevent complications.

Operational : Rehabilitation may encompass a range of interventions and support services aimed at empowering individuals with disabilities to enhance their skills, overcome barriers, and achieve meaningful employment and career outcomes. This could include various elements such as vocational training, skill development programs, counselling, assistive technology, accessibility accommodations, job placement assistance, and ongoing support.

Persons with Disability

Theoretical : United Nations General Assembly (2006) defines Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.

Operational : For the purpose of the study, a person with disability is any person with any of the 21 disabilities cited under Rights of Persons with Disability Act, 2016, engaged as a trainee for the purpose of vocational rehabilitation at the NCSCDA, Thiruvananthapuram.

Vocational Rehabilitation

Theoretical Vocational rehabilitation is a process that aims to restore or improve the physical and mental capacity of a person with a disability to work in a safe and

productive manner (DVA, 2022). It may involve training, education, counselling, assessment, and job seeking assistance, and is usually overseen by a vocational counsellor or therapist and may involve other professionals in the medical or career fields (Vocational Training, 2023).

Operational : Vocational rehabilitation encompasses the structured process - i. recruitment, ii. registration, iii. assessment, iv. vocational training and v placement - of engaging with persons with disabilities who benefit either from the community-based programs and or institutional programs under the auspices of NCSCDA, Thiruvananthapuram.

Stakeholders

Theoretical : Any group or individual who can affect or is affected by the achievement of the organization's objectives (Freeman, 2010)

Operational: Stakeholders for the purpose of the study include key persons of the NCSCDA system - the Deputy Director, Deputy Director, Rehabilitation Officer, Intake Assistant (Social Worker), Psychologist, Vocational Instructors, Kudumbashree Canteen staff, employers, NGOs, Trainees and parents - who contribute and benefit from the vocational rehabilitation process.

3.6 PILOT STUDY

Prior to the execution of a full-scale research project, a pilot study is a small-scale preliminary study carried out to assess feasibility, time, cost, adverse events, and affect size in an effort to predict an appropriate sample size and improve the study design. At NCSCDA, the researcher carried out the pilot study. The researcher used this to determine whether the study was feasible. To improve the effectiveness of the data collection tools, the appropriate modifications were made.

3.7 RESEARCH APPROACH

The present research being on the perception of the stakeholders about the vocational rehabilitation services provided under the auspices of NCSCDA, invites perspectives from all key stakeholders. Hence, it is qualitative in nature, embraces realism in its epistemology and takes an inductive approach.

3.8 DESIGN

The NCSCDA was considered as a bounded system consisting of various stakeholders -the PWDs, the parents, vocational instructors, psychologist, social worker, placement officer and the institutional head - who are directly involved with vocational rehabilitation and capable of evaluating the functioning of the NCSCDA and the rehabilitation services and providing suggestions for improvement. Hence, the study adopted a Case Study Design.

3.9 RESEARCH SITE

NCSCDA, NALANCHIRA, Thiruvananthapuram.

3.10 UNIVERSE

The universe of this study includes the stakeholders - Deputy Director, Rehabilitation Officer, Intake Assistant (Social Worker), Vocational Instructors, Trainees and parents.

National Career Service Centre for Differently Abled, Nalanchira. Thiruvananthapuram.

3.11 SAMPLING

Since the researcher was keen to get clear information from key stakeholders directly involved in providing services related to the rehabilitation services, she needed to be very selective. Hence, the study adopted a Judgment Sampling.

3.11.1 INCLUSION CRITERIA

1. All stakeholders of National Career service Centre for Differently Abled, Thiruvananthapuram including the Deputy director, Career Assistant, Rehabilitation Officer, Social Worker, Vocational Instructor, trainees with disabilities (PWDs) and their parents
2. Persons with disabilities (trainees) admitted or availing the services of NCSCDA, Thiruvananthapuram.

3.12 SAMPLE SIZE

Deputy Director, Career Assistant, Rehabilitation Officer, Social Worker, Vocational Instructors, trainees with disabilities (PWDs) and their parents.

3.13 SOURCE OF DATA

The following are the sources of data:

a. Primary Data

Primary data is collected from the National Career Service Centre for Differently Abled.

b. Secondary Data

Secondary data includes documents and annual reports of NCSCDA.

3.14 TOOL

The interview schedule was prepared to find out the socio-demographic profile of caregivers. This schedule consists of closed questions, dealing with the socio-demographic profile like "age, sex, marital status, religion, education, occupation, income, type of family, size of family and domicile" of the stakeholders.

A semi structured interview guide including 25 questions was prepared based on the research questions. Certain modifications were made to the questions after the pilot study was conducted. In-depth interviews and discussions were conducted as the techniques of data collection to elicit information from the respondents. A semi-structured interview guide was also used to gather information from the staff about the services offered at NCSCDA to stakeholders. Non participatory Observation was used by the researcher to that has contributed in making the study rich.

3.15 DATA COLLECTION

The researcher collected the data from Deputy Director, Career Assistant, Rehabilitation Officer, Social Worker, Vocational Instructors, trainees with disabilities (PWDs) and their parents from NCSCDA. Each interview lasted for an average one and half to two hours. The researcher also spent 10 days at NCSCDA, Thiruvananthapuram to understand various services offered and the challenges faced by the institution. The interviews in Malayalam were transcribed into English.

3.16 PRE-TEST

To analyze the feasibility and accuracy of the methodology, a pilot semi-structured interview guide was tested with first respondent. Flaws were identified and the researcher added a few more areas of questions and modified the tool for other following interviews in order to have specific answers with the area that needed to be explored during the study.

3.17 DATA ANALYSIS

The data collected through in-depth interviews is subjected to the process of analysis in qualitative research with the primary aim of evaluation of NCSCDA. The analysis of the qualitative cases studies was done through thematic analysis. Throughout the process of data analysis various lines of inquiry were adopted with the aim of creating concepts, discovering patterns from the emerging concepts, seeing how concepts emerge and explaining why the particular concepts emerge. Data analysis was done based on the research questions. They are:

1. How did vocational rehabilitation services for persons with disabilities (PWDs) evolve in Kerala under the auspices of NCSCDA?
2. How does the vocational rehabilitation services under the auspices of NCSCDA contribute to the transition of the persons with disabilities (PWDs), as perceived by the stakeholders?
3. What are the challenges and prospects for the NCSCDA in the vocational rehabilitation of persons with disabilities (PWDs)?

3.18 ETHICAL CONSIDERATION

Permission was taken from the Head of the Department of Social Work for approaching NCSCDA. Consent was taken from NCSCDA for selecting respondents for the purpose of the study. Verbal consent was taken from all the respondents before conducting the interview after communicating with them the purpose of the study and affirming that full confidentiality would be maintained and the data collected would not be used for any other purpose other than this study.

3.19 ASSUMPTIONS

Several fundamental assumptions underpin this research, providing a foundational framework for the investigation. It is assumed that stakeholders' viewpoints, including the Deputy Director, Social Workers, Vocational Instructors, PWDs, parents, and others connected with NCSCDA, appropriately express their thoughts and experiences with vocational rehabilitation services. The data, gathered from interviews and observation, is deemed to be legitimate, offering a reliable depiction of NCSCDA's programs, transition of trainees, challenges and prospects.

3.20 LIMITATION OF THE STUDY

- Study is limited to 3 vocational Instructors due to the availability.
- Response of trainees limited to 2 based on the authenticity of data provided by the trainees and privacy policy of the Centre.
- Limitation in the time.

3.21 SCOPE OF THE STUDY

The study carries a substantial scope that seeks to delve deep into the multifaceted landscape of vocational rehabilitation services for individuals with disabilities within the context of the NCSCDA. The study embarks on a journey to explore the historical trajectory of how vocational rehabilitation services have evolved in Kerala under the auspices of NCSCDA, shedding light on the progression of policies, strategies, and practices that have shaped the landscape of disability inclusion and empowerment.

With a keen focus on the effectiveness and impact of vocational rehabilitation services, the research aims to discern the detailed ways in which NCSCDA's interventions contribute to the transition of persons with disabilities into active participants in the workforce and society. By engaging stakeholders' perceptions, the study unravels the intricate array of experiences, challenges, and successes that individuals with disabilities encounter in their pursuit of meaningful employment and social integration.

Furthermore, the study directs its attention towards identifying and analyzing the challenges that the NCSCDA faces in its noble endeavour. By critically examining obstacles and limitations, the research generates insights into areas that necessitate

improvement, innovation, and strategic vocational rehabilitation services. This analysis extends to the identification of prospective avenues for growth, expansion, and enhancement of services, thereby positioning the NCSCDA to better address the evolving needs and aspirations of persons with disabilities.

As the research contemplates the intricate interplay of historical evolution, the role of centre in the transition of PWDs, challenges, and prospects, its outcomes hold immense implications. The findings not only contribute to a nuanced understanding of the dynamics at play within the vocational rehabilitation domain but also serve as a compass for policy refinement, service delivery optimization, and strategic decision-making. Ultimately, the study's comprehensive exploration of the NCSCDA's initiatives and their outcomes has the potential to catalyze holistic empowerment, foster socio economic independence, and facilitate the profound inclusion of individuals with disabilities in the fabric of Kerala's society and workforce.

3.22 CONCLUSION

The methodology provides an overall idea regarding the methods used in the study. The methodology guided the researcher to complete the study in a systematic and scientific manner.

CHAPTER IV: CASE PRESENTATION

Case 1 The Deputy Director

Mr. A, a key informant, is the Deputy Director of the National Career Service Centres for Differently Abled (NCSCDA). He has served NCSCDA-Thiruvananthapuram in two stints over the past 6 years. He is a social work graduate (MSW), with a doctoral degree in social work. He initially joined the NCSCDA as Career Assistant at the entry-level, and eventually over the years, climbed the ladder to become the Deputy Director. He had previously served as Deputy Director in the respective NCSCDAs in Hyderabad and Guwahati.

Introduction to the NCSCDAs

National Career Service Centres for Differently Abled (NCSCDA), formerly known as the Vocational Rehabilitation Centre for Handicapped (VRCH), was founded by the Directorate General of Employment, Government of India. According to him the Ministry of Labour and Employment oversees the activities of the NCSCDA. The NCSCDA, Thiruvananthapuram, was founded in September 1978 to offer comprehensive rehabilitation services for Persons with Disabilities (PWDs) in the area including the state of Kerala and the Union Territory of Lakshadweep. At the centre level, the NCSCDA is authorized to evaluate the psychological and vocational requirements of people with disabilities (PWDs) and to offer rehabilitative support through both governmental and non-governmental organizations. The NCSCDA, as an agency aids PWDs in finding and maintaining suitable employment that supports their rehabilitation and reintegration back into society.

According to A, the trainees in the various NCSCDAs are individuals (PWDs) with any form of disabilities from any of the 21 categories of disabilities listed. Besides the PWDs, their parents, and NGOs who cooperate in organising camps become its target audience. The NCSCDA offers counseling and career guidance to trainees, as well as to their families. The non-formal vocational training, which is offered in the centre, focuses on imparting specialized practice skills and knowledge connected to particular trades in the offering at the various NCSCDA centres.

Assessment and Training Process

Job fairs and camps were also used for outreach initiatives meant to recruit potential candidates as trainees. Once the candidates with disabilities (PWDs) have been

identified, the intake process is on and it ends in the registration of the candidates. Also, intake of candidates, registration for the Assistive Devices is also done through the camp, and distribution is done in accordance with the priority at registration. Once the candidates are registered, they are subject to an assessment, wherein they are evaluated by the psychologist and the social worker to begin with. Following this each candidate is exposed to ten different trades for a period of 30 days. During this time they are assessed for their competencies and limitations by the Vocational Instructors (VIs) in the respective trades. Following, this they are trained in a specific trade that is deemed most appropriate based on the assessment by the VIs, for a period of 10 months. On completion of their vocational training, the trainees (PWDs) are offered placements as well as self-employment assistance tools to help them in their future careers.

Types of Disabilities

Mr. A explained that there are primarily two types of disabilities: acquired and born. While some individuals are born with disabilities (congenital), others are subject to accidents, which are particularly responsible for generating 'acquired' abnormalities. He added that the main goal of vocational rehabilitation is to help people adapt to their circumstances given their limitations. Assisting them in accepting their impairment requires getting their parents, other family members too, besides the community at large to accept the same. The other option is to encourage them, to engage in social interaction with the general population of trainees. But unfortunately, society refuses to accept them as 'normal' and ends up stigmatising or bullying them. Many people, he claimed, curse the fact that they have an inherited impairment. For them, a social worker's main responsibility is to provide them with counseling and support them psychosocially in order to augment their spirits.

There are trainees coming from both special schools and regular schools. Hence, A feels that one among the better strategies, is to expose them to inclusive education, wherein they engage with regular trainees in the schools. A observes that trainees from special schools are tough to manage, and they should be handled consistently by a particular instructor.

He also distinguishes between a special school and vocational rehabilitation. Special schools categorise PWDs under a specific form of difficulty, segregate them and

provide them a uniform type of curriculum, in spite of age-difference and variation in competencies. In his experience, these children under segregation in special schools often 'lose' confidence, which translates into their losing of their individual abilities; they often end up becoming 'worse off' from where they started. He also noted that if trainees are capable of training despite a lack of social or psychological contact, they would be able to learn effectively within an environment providing inclusive education. Individualized or custom-made instructions would be an additional bonus and also would have a huge impact on their lives.

Rehabilitation Strategy

The trainees are rehabilitated on four different levels: physically, psychologically, socially, and professionally. Physical evaluation makes it possible to assess them physically so as to provide for assistive devices to augment their mobility or sensorial acuity. During the social evaluation, trainees are assessed for their ability to adapt to the society and alter themselves in a way society that society accepts and views them positively. By assisting in the resolution of the problems, psychological evaluations aim to help people become mentally fit and more accepting of their life and disabilities. He claimed that if trainees achieve at these levels, being competent at the vocational level will be simple; they will be competent at picking up new trades, finding and keeping a job.

The trainees are initially assessed for their residual capacities by the Psychologist and the Social Worker. Later on the Vocational Instructors (VIs) assigned in each trade observe and assess them for their interests, and involvement in the respective trades, improving their career prospects. Based on these assessments and observations, the PWDs assigned to a trade are deemed most appropriate. Later, they are also positioned in a manner that they are exposed to their neighbourhoods as part of community-based rehabilitation. In the final stage, placement is provided to the candidates depending on the demand and the suitability of the candidate. In the past hotel chains, construction companies or contractors (for masonry, painting and carpentry) and housekeeping were areas of placement. At present, new generation companies such as KFC also hire trainees.

The institutional involvement in rehabilitation continues even later placement; following marriage, family counseling may also be given. Mr. A claims that their

main problem is a lack of communication, which is addressed as a priority. In that sense, voluntary counseling is provided as and when needed. It is not the trainee PWDs alone that the NCSCDA serves; it offers seminars for parents on how to handle their children during development, sexual changes, and so on. He claims that even though some parents are well educated, they are unsure how to approach a child with disability in most scenarios. Because of the stigma linked to them in society, parents frequently withdraw from counseling sessions.

Clientele

Mr. A observes that the characteristics of beneficiaries and the nature of activities of the NCSCDA too has changed over time. At a time during the 1980s and 1990s especially when the organization was originally known as the Vocational Rehabilitation Centre, there were just trainees with physical impairments at first. But currently there has been a considerable change in profile of the trainees; increasingly large numbers of trainees are diagnosed with mental retardation, autism, learning problems, cerebral palsy, and other disabilities. In comparison to physical infirmity, there are constraints in providing rehabilitation compatible for those with intellectual disabilities. In a similar manner, the Vocational Instructors are ill-equipped in understanding and handling PWDs who have limitations in understanding and expressing their feelings (love, sexual urges). Ideally they should be given avenues such as games - volley-ball, or trades demanding physical labour - such as in the trades of welding, lathe, carpentry which to a certain extent help to dissipate and handle such urges.

In the former years, individuals with disabilities learned about this institution through camps and registered. However, nowadays trainees learn about the organization through social media or by way of word-of-mouth and recommendations from prior service recipients. There is, at present, a larger presence of trainees predominantly from Kerala's northern region (Malabar). The number of trainees permitted into each trade has been enhanced to 50, in accordance with government norms and regulations. As for the challenges, earlier, when each trade used to have an attender assisting the trainer, that position has since been eliminated. There is often just one attender serving as the workshop manager. The trainees' NCS registration is done as part of the intake procedure itself.

As for prospects, complex assessment tools are being redesigned to address the contemporary needs, and are being produced in a manner compatible to aid quick and better learning. Besides, the intake examination for initial assessment has also been modified and simplified, in accordance with the recommendations of the psychologists.

As a social worker, he claimed to be able to comprehend the circumstances and empathise with the families of the PWDs, who approached him. A holds an open-door policy, enabling the learners freedom to seek for assistance; and he makes sure that following each intake registration, the trainees and their families must meet him. Parents also talk to the director about their concerns and problems. He claims that as a social worker, he can effectively comprehend and assist in resolving the problems encountered by recipients. He shares:

“parents have issues within and between themselves after having ‘such a child’ (read PWD). Fathers, as a matter of escape, spend time with their friends or take to drinking as a way to get adapted to these issues affecting them psychologically; the mothers on the other hand don’t have anyone to share their sorrows”.

According to the requests, he has also been engaging in awareness programs directed at the parents and organizations working in disability-related rehabilitation. Also, he emphasized the value of family counseling during the admissions process. He observes:

“parents were unaware of how to raise a child with a disability. If they find their children have disabilities, they over-protect and make decisions based on them, and in the process leaving them dependent. trainees coming from over-protective families face relatively more difficulty adjusting while being rehabilitated to any place or overcoming their challenges.”

Family tension and problems amongst family members might result if the family is unable to accept or handle the circumstance. Family relationships can sometimes become ruined. Family counseling can help you resolve these problems. According to him, social workers are involved throughout the whole process, from the earliest steps to the follow-up.

The institution's biggest problem is that it doesn't have a space to operate in. As the institution is managed by the federal government, they are yet to receive approval from the state government to purchase a parcel of land so that it may move to its own space and building. The institute has been on rental premises since 1978.

Due to capacity restrictions, the hostel operates on a rent-basis as well, making it difficult for trainees from remote locations to use hostel amenities. A handful of the trades require two vocational trainers, but the government only assigns one post of vocational Instructor to that craft. Mr. A states

“Quite recently there was an order to merge various trades. As a part of that, ‘Clock and Watch Assembly’ section had been merged with the ‘Mobile and Computer Servicing’ section, and combined as one trade. With the merger, if a candidate was recruited for the post of vocational instructor, and is proficient in mobile servicing, there would be not one to one to instruct those trainees into computer servicing. But the Government stipulations do not permit the recruitment of one more candidate. Alternatively, the present Vocational Instructor for “clock and watch repair” would have to take an advanced course that meets the eligibility criteria.”

Government funding is still another important issue. Occasionally the allotted finances may not be enough to carry out their intended tasks, particularly when it comes to upgrading the training materials and purchasing new items for the trainees. Look for other resources and CSR funding to operate effectively in certain circumstances. The institution is now dealing with the senior personnel retiring as well as transfer problems with current employees. There is the possibility of training being stalled for a few days due to the retirement of the current personnel, and time lapse in appointing new vocational instructors. Other vocational educators must handle such departments as well in these circumstances. Three members of the crew are not natives of Kerala and are uneducated in Malayalam. As these trade instructors use Hindi, trainees find it difficult to learn properly.

“They were doing the work only by observing the training instructors due to the language barrier that exists between them.”

These issues have been addressed to the Central Government, and it thus takes a long time to forward any procedures related to them.

Another big issue that has arisen recently is the lodging of trainees in the hostel. Just a small number of trainees are accommodated, and the others must find alternative housing. The hostel is also operating in the rental property, and the boy's hostel has no warden. Staff must look after the hostel because the government has not designated a warden position. Food is also given with the assistance of Kudumbashree members who pay a daily fee. He stated that some of the trainees were unable to pay the whole sum.

There also scary moments where the NCSCDA get into trouble for helping trainees in good faith. Particularly, instances when the trainees go missing. A cited a recent instance wherein a male trainee referred from the juvenile home went missing. He explains:

“The trainee asked one of the VIs for money to go back to the Children's Home, where he is currently admitted, as there is no space in the NCSCDA hostel. But within half an hour, the instructor found that he had gone missing”.

A shares how difficult it was for him being in the position as a director, and being confronted with such situations. He stated that if he learns that any of the trainees need to return, or is having any trouble remaining at the institution, he would notify the trainee's guardians in order to avert serious problems. The centre provides current information on the trainee's requirements and concerns. If the guardians insist that their children leave because of such instances, they will be fired or given permission to stop training.

Case 2

Mr. C is a 40 year-old Hindu male, belonging to an upper middle class family in Thiruvananthapuram district. He completed his post graduation MSW and was working under the NSS unit to coordinate various social services activities. He joined NCSCDA in the post of Career Assistance and has been working there since the past 15 years.

Role of an In-take Assistant

Mr. C stated that the primary duty of a social worker during the intake phase is to establish an initial relationship (rapport) with the trainee and family who come to the Centre either by referral or camp. It is also necessary to register the trainee and keep all of the centre's records. Most trainees nowadays join the course after discovering about the organization on social media. C explains:

“In Malappuram district, there is an active WhatsApp group for the parents of children with disabilities, and they forward the brochure and camp details to the group members and other groups and social media.”

Last time, two of the trainees were brought here after finding out about it through a forwarded WhatsApp message. Other stakeholders that require services are assisted by the parents of prior trainees and recipients. At the camp, there is also general counseling regarding vocational training, and some of the applicants are directed to the training Centre by the career assistant.

The initial stage determines the candidate's eligibility by validating the documents. Before arriving at the institution, most long-distance beneficiaries would contact and enquire about the credentials and eligibility. Details about the trainee's family background are collected during the socioeconomic evaluation. Mr. C says:

“Observation of the trainee and family is also mandatory while taking the assessment. Most of the parents say that their child is a simpleton, dummy, etc. who doesn't have any skill”.

Parents used to degrade their children in front of anyone who caused emotional damage to the trainee. Mr. C also added that:

“In those situations, we need to encourage the children by saying he or she can do that and he or she has the intelligence to do that. We can see that while motivating the children, the happiness or confidence in their faces is visible”.

He claims that most parents are illiterate and have no idea how to manage their children or assist them adapt their behaviour in response to changes. While well-educated parents are more aware of their children's needs and actively advocate for them. He states:

“One thing that I observe is that children of educated parents used to reply more when we asked them anything, as they were more encouraged by their parents. Others feel shy and seem to be not responding”.

The trainee is given a newspaper or a book to read during the intake process to assess their abilities. The learner first rejects the paragraph, but after being motivated, he or she attempts to read it. Parents are also given a brief counselling session on how to motivate children with impairments. After completing the intake and registration processes on the NCS portal and referring to the officials, particularly the director, the psychologist, if available, conducts a psychological examination of the trainee. Following that, physical aid was supplied to the trainees in order for them to adjust to the environment.

In some circumstances, particularly those involving neurological and physical damage, it is also necessary to send trainees to medical professionals. Based on that, a disability certificate is given. Often, parents were unfamiliar with the medical treatments; therefore the professional assistant had to inform them of them. Also, they had concerns about where their children would be placed and their chances of finding employment once the course at the institution was through. He said that parents will ask

“Will my child get a job here or where will he be placed?”

In these situations, trainees from faraway places, especially outside Thiruvananthapuram district, are advised to get jobs near their hometown itself. He stated that:

“As these trainees are differently abled, the salary they get is very low.” If they are staying outside of their native town, the salary they get will not be sufficient to meet their accommodation fee and other expenses. So in those cases, we refer them to find jobs nearby their area itself”.

With the help of employment exchange institutions, the trainees can get employed. Another significant responsibility undertaken by the career assistant for the quick rehabilitation of the impaired trainees is maintaining appropriate connection with the medical professionals and NGO. Each of them is assigned to one of the 10 trades after registering in order to determine which trade is best for them. Parents and trainees

may occasionally have personal reasons for entering a certain area. They are now assigned to each trade for a two-day period, and the vocational instructors are required to watch and evaluate them based on the assessment sheet that was given to them. Group discussions with the director, rehabilitation officer, psychologist, career assistant, and vocational teacher are held following the observation period. The trainee is assigned to a suitable trade based on evaluation.

For job placement, networking with various industries and NGOs is mandatory to compile information about jobs and opportunities for differently abled trainees. Job fairs were also conducted for the trainees at the request of the job providers. He said that:

“Last time, a few job opportunities from Paragon Restaurant for the position of waiter and cleaner were announced. Our children were appointed there as a part of that. There were also other private companies and restaurants that collaborated with us in job fairs.”

A job is identified and provided based on the suitability of each trainee based on evaluation and personal interest.

The trainee is continuously evaluated throughout the entire training period, with particular attention paid to the trainee's periodic progress, which includes behavioral, psychological, social, and additional factors like attitude and aptitude for the particular trade to which he or she has been admitted. If the trainee has any problems transitioning to the rehabilitation facility that the career assistant and psychologist need to address. The main problem they had was learning to be independent because this was their first stay in a rehabilitation facility. Here Parents play a significant part in this since they will over-look after their children if they have any kind of impairment, which will make the child more reliant on them. While these children are away from home, the care and services they were previously provided by their parents are not available here, making it difficult for them to adjust and become independent in the early months. He states that:

“There was one trainee who was unable to adjust to the procedures of rehabilitation. He called his parents to take him back with them, which they refused to do. So at that time, he planned various activities to provoke the

institution to dismiss him from there. He used to beat other trainees while sleeping, purposefully cause problems, etc. At last, when he found that he would not be dismissed, he made another small suicide attempt. He drinks the acid medicine that is used for nails and was admitted to the hospital due to this issue. The rehabilitation centre allowed him to drop out of the course”.

It was understood that there were many cases like this that were difficult to handle, even though there was no warden to take care of the boy’s hostel. During the continuous assessment, changes in the behaviour of trainees were visible. He said that trainees become more social and show interest in doing work assigned by the vocational instructors.

“I remember one trainee who was born and brought up in Dubai who was very introverted, and now he has begun to mingle with everyone; even he is very free to talk with every staff member in the institution. Initially, while he came with his parents, he found a very withdrawn attitude towards the rehabilitation centre, whereas now he is very adjusted and independent in taking care of his own personal needs. He talks about getting a job and looking after his parents. Also, he needs to buy his favourite vehicle with his own money, etc.”

Other notable improvements have also been seen, such as trainees who have improved their reading and writing abilities, those who began their own enterprises after graduating from this program, etc.

After successful completion of the courses, trainees were given self employment assistance devices. Most of these were effective for the trainees. Few of the equipment components given by the government will seem out of date in the contemporary environment. The trainees were also followed up with once a year, and occasionally the trainees approached the career assistant if they had any problems at their place of employment. Allowing their children to earn a living is something that parents must do as well. Due to their overly concerned parents, several trainees change careers. Parents overprotect their kids and don't let them take chances. He shared the experience of one of the trainees:

“There was one trainee of age 26. He came here as a result of a physical impairment that occurred in an accident. After successfully completing the

training, he was appointed to a Mechanical workshop. He was lazy, and his parents were overly caring for him after he fell into the category of disabled and was also the single child of the family. He dropped out of two of the mechanical workshops, and finally he was given an opportunity in the barbeque shop of the famous mall in Thiruvananthapuram. We know that most barbeque shops start in the afternoon and continue until midnight. He used to travel on his bike, and as he came home early at midnight, his parents were more anxious about whether he would get into an accident anymore, his safety while driving at midnight, etc. They asked him to drop the job and seek another one. Due to the over care of his parents, he dropped the job and now sits in his home."

In these situations, follow up with the trainee and counseling with the parents were also required.

To assess if the trainee has been properly adjusted, follow-up visits are made to the workplaces and, in certain situations, home visits are also made. The trainee will be directed to another career field if the Career Assistant determines that there are adjustment problems. To help the disabled integrate into society, the institution regularly hosts cultural events in honour of World Disability Day.

Moreover, the camp is conducted with the coordination of other organizations and is directed by the career assistant. Information on impairments and the services offered by the NCSCDA is supplied to various target groups as requested as part of this awareness initiative. He said that "if NCSCDA plans to conduct a camp career assistant, they need to take initiative. Earlier, vocational instructors also joined, but now that training is important, they are not joining. Funding, distribution of assistance devices, etc. were handled by me. Sometimes it feels like work overload". Registration camps will be conducted at various sites, and prior to that, you need to inform special schools, gatekeepers, and other organizations that work for the betterment or rehabilitation of people with disabilities. During the registration process, various types of beneficiaries will arrive. The major issue that is faced is that a few of them will not be able to be handled by the camp coordinators, and there were also incidents where people asked for more than one assistant device that they were not eligible to avail of. He states that:

“Once we were conducting a camp in Kozhikode. An old man came and told him that he had been informed that mobile phones would be given to people in the disability category. I told him that it is only for trainees who are fully blind, and the requirements wouldn’t meet his case. He was not able to accept it, and he was still stubborn and raised his voice against me. I tried to make him understand that he would only get a walking stick or smart cane due to his disability requirements and the policies of the organization. Anyway, later, I told him that I would inform him. Like this, there are various situations where the demands of the beneficiaries couldn’t be met and which will be difficult to handle while everyone is staring at us”.

The behaviour of beneficiaries is unpredictable, and some incidents can cause emotional damage. For the initial time, it was not easy to adjust to the situation, but after getting used to it, it is now easy to handle. He said that if the application doesn’t meet the requirements, it will be automatically cancelled. During the distribution time, the eligible beneficiaries will be informed about the venue. It is mandatory that beneficiaries be physically present during the distribution camp, whereas in the case of a rehabilitation centre or special school, the concerned person with adequate documents is enough.

The authenticity of the information provided by the trainee’s parents and the workload while running camps and awareness workshops are the two main problems encountered throughout the admission process. According to Mr. C, parents may hide the fact that their kids are on continuing medication. Mr. C says that in some cases, parents hide the information if their children are taking continuous medication. He described that:

“Last year there was a boy who has been continuously taking medication as a part of a psychiatric disorder. During the intake assessment, parents hide this information from us. After one week of being rehabilitated, he becomes violent, which he is not able to handle with one staff member. We four among the staff forcefully made him calm down”.

There were many such incidents that took place in the rehabilitation centre. The whole institution's staff has a tough time dealing with the behaviour that trainees display. The main goal of the counselling session with the parents is to help them understand

the issue. While discussing the challenging careers for their children, they will occasionally be really disrespectful to the career assistant. Career assistant is also responsible for writing letters of complaint on their behalf if they encounter any form of problem from outside. He fights for the trainees' needs and rights. Making the family and trainee adjust to social life is another difficult task. Time limits are a big issue when offering successful family therapy since most parents withdraw themselves from society. The time limit expands as the number of clients grows, and the procedures become very casual.

Case 3

Ms. B, a 25-year-old Hindu trainer from an upper middle class household, is a trainer. For the past seven months, she has been instructing the trainees in the computer application program. She earned her bachelor's degree in business administration with a concentration in computer applications. She spent the previous three years working as a computer teacher at an assisted school. After taking the Central Government Exam, she was hired as a permanent employee in a vocational rehabilitation centre. She was raised in a nuclear family that settled in the Thiruvananthapuram district's urban region.

Ms. B learned about the trainer position when referring people for government positions. She took the exam while preparing for numerous government positions. She passed the exam on her very first attempt. She was glad to accept the new employment as a government trainer because the income in the aided school was lower. She received support from her family to begin a new career. Since it was her first time instructing pupils in the PWD category, she encountered numerous difficulties in her work as a trainer. She was also unaware of the group of trainees she would be instructing. She claimed that teaching pupils with special needs was far more challenging for her than teaching her previous trainees at the aided school.

There should be specialized training programmes for the trainers because the department focuses on curriculum that is based on trades. The trainer understands the need for training before beginning a career that focuses on the wellness of trainees with disabilities. Ms. B had never taught trainees in the PWD category before, and when she first began her career; her main concern was a communication barrier. She claims that, much like other trainees, the VRC trainees are unable to comprehend

what she is teaching. She also struggles to comprehend their language and the demands of the kids. She is not conversant in sign language. In her class, very few trainees use sign language. She states that

"other trainees can interact with those trainees by just picking up sign language."

Ms. B claims that compared to her prior career, the workload is more stressful. She must provide individualized care for each of the 24 trainees she is managing at once. While her workload is overloaded, with the exception of training, she is under more stress.

"I believe that my fundamental obligation, which is to teach the trainees," She explains, "is not taking place at the present time as the work stress increases. They've gone through a lot to get here, and they want to know more. They are eager to pick up new skills. When I consider it, I feel guilty since I occasionally neglect to pay attention to them in the classroom because of my work stress".

As there are both male and female trainees in the class, they must deal with difficulties that are unique to their age, particularly when it comes to attraction to the other gender. Making her trainees aware of this and limiting their sexual behaviour in the classroom, in Ms. B's opinion, are her two main challenges.

"These trainees have an extremely high likelihood of making mistakes. Additionally, they experience sexual changes as they get older. But they are unable to deal with that in a regular manner. If an outsider notices their behaviour, they may find it difficult to accept them".

She claims that she must always keep an eye on them. She worries constantly about what might happen if the pupils have a bad connection.

She worries constantly about what might happen to the trainees in the event that they have a bad relationship and how that might impact their lives or what might result from it. Both male and female trainees share the same classroom, so they must navigate issues unique to their generation, particularly when it comes to attraction to people of the same gender. Ms. B believes that her two primary concerns are raising

awareness among her trainees about this and preventing inappropriate sexual behaviour in the classroom. She worries constantly about what might happen to the trainees in the event that they have a bad relationship and how that might impact their lives or what might result from it. Both male and female trainees share the same classroom, so they must navigate issues unique to their generation, particularly when it comes to attraction to people of the same gender. Ms. B believes that her two primary concerns are raising awareness among her trainees about this and preventing inappropriate sexual behaviour in the classroom.

"The chances of these trainees making blunders are really high. Along with that, as people age, they go through sexual changes. However, they can't handle that on a regular basis".

Even after coming home, she is more concerned with their lives than she is with her own. She also mentioned burnout as another important concern.

"I'm teaching trainees with disabilities for the first time, so for me, it's a new field,"

She says of the predicament where she is unable to perform as a trainer adequately and has trouble adjusting to the current situation. And I'm concerned about trainee lives, relationship problems, their safety on public transport, etc. They are not like typical trainees in that they are unable to distinguish between negative and positive circumstances or experiences. Only because they believe that I will look after them do parents send their children to school.

Teachers are there to watch over their children until they safely return home. Even though we cannot further interfere in their personal lives. She claims that she worries about the trainees' safety at home every day. While beginning this vocation, it was also known that this specific group of people had needs and challenges.

"These days, when I ride public transportation, I realize how important priority seating is for the group of persons with disabilities. Additionally, society must comprehend how to make them inclusive of the full industry. I will approach anyone, including trainees, who belong to the PWD category on my own initiative. I use sign language since I know a few of them. If I hadn't already arrived at this institution, I would have ignored them as well. Now I

realize that they have the same rights as ordinary, regular people to live in a society with all the amenities”.

Ms. B finds it difficult to accept their training achievements when they are not as evident as those of the typical trainees. If you constantly give the same lesson for a week, you'll get weary of it and lose interest in doing so. The main quality required for teaching trainees and providing them with time to study within their capabilities is patience. The trainer is under pressure to finish the modules in the allotted period because this takes time. Parents and the trainer have a strong emotional connection. Their emotional stories will influence you emotionally when they relate them. The majority of the time, when I want to go to sleep, I am unable to do so because they talk to me about their woes.

“I'll remember what they said, and I'll feel more sympathy for them”.

Ms. B. adds that training these kids will require either additional expertise and knowledge or prior training. Children with learning disabilities are more frequently accepted for computer sessions, and the proportion of girls is also higher than in other departments. She used both hardware- and software-related training resources. These resources aren't enough, in Ms. B's opinion, to teach the trainees. She lacks a projector to demonstrate to the trainees. She claims that each time, she must call one or two kids separately and present them on the trainer's computer.

Additionally, if any problems like software or hardware damage occur, there is no way to fix them, and there isn't enough money to do so. There are no textbooks or other materials to demonstrate because the training is entirely focused on practical procedures rather than academic ones. According to her, if there were a book with photos of all the objects, hardware, and software, the kids might find it easier to understand by looking at the photographs since every trainee learns differently. When compared to other teaching methods, she claims that providing photographs of each object helps the trainees learn more quickly.

Each trainee gets admitted to each department as a part of the initial evaluation so that they can determine which department best suits them. The pupils had two days to observe and interact with the other trainees for the first time. This technique is always carried out following the clinical psychologist's psychiatric evaluation. Ms. Claims those two days are insufficient to fully grasp the kids' areas of interest. The main

problem they confront initially is homesickness and acclimating to the new place because they haven't been connected to the centre for a while. As a result, they cease to display interest in a certain field after two days.

It is easier to understand and admit a trainee to a certain course if they have any prior interest in the subject. She claims she won't be able to concentrate on the other children in the class while giving the pupil extra care and observation as part of the assessment. Along with it, there will be outstanding tasks to manage.

The assessment cannot be taken easily due to the communication issue, and some pupils have trouble connecting with others. She stated that there was no chance to employ modern technology and that the instructional aides offered to the trainees had not been greatly improved. According to Ms. B,

"Now that technology has changed a lot, here trainees will only get foundational knowledge on the computer application within the time of one year, and based upon the individual's ability, the learning changes."

She advised starting her lessons with the fundamental letters for the children. Furthermore, there aren't any shared lessons for the kids because each one needs individualized care. If one kid is given the basics, another trainee requires the advanced, she noted. Therefore, the main problem is the difficulty of continuing a consistent teaching strategy. Giving each pupil individualized attention is highly time-consuming and challenging when there are more than 25 trainees.

Time management is a difficult aspect when contrasted with the past experience of educating pupils in assisted classrooms. The assessment cannot be taken thoroughly without personalized attention. Additionally, being unable to give each trainee alters attention alters their pattern of learning. Another item that the trainer emphasizes is the goal of renewal programs for instructors in public schools. trainees were also concerned with developing suitable teaching strategies and learning resources that needed to be made available to them.

In addition to this training, trainees receive competitive exam preparation. She is also volunteering to teach the trainees. Following regular classes, special classes for PSC exam preparation were held.

"There is no continuation to what was taught in the previous class, " she claims. For trainees who are unable to follow the class, the same topic is sometimes discussed for two to three weeks."

During the class, she divides the trainees into small groups so that they can assist one another. A trainee who learns faster is designated as a group leader, and they will be tasked with teaching other trainees. The group members learn together as a result, and their friendship grows stronger as a result.

There are no dropouts in the class because they become more interested in being a part of a group. Changes in trainee behaviour are also visible when they are in a group. Communication among the children has also improved, and they can now express their needs.

"Most trainees notify me while on leave, and if they have any questions, they come to me. I recall one of the trainees who was afraid of crossing the road calling me when she got to the Nalanchira intersection. And I'll go help her cross the street."

As a result, they have begun to express their needs in their own unique way. Ms. B has difficulty understanding the trainees who use sign language. In that case, she will enlist the assistance of other trainees to convey the message.

It is difficult to analyze the needs of children in a short period of time. Another barrier to understanding what they require and what they intend to convey is communication. The existing curriculum must be modified to meet the needs and abilities of trainees. According to Ms. B, special training is required for every trainer in the specific area that they are dealing with, and sign language is another training that is required for their professional development. The need for a renewal program is also beneficial for gaining more knowledge to handle pressure situations encountered while dealing with and managing trainees who exhibit unusual behaviour. When deciding whether to enrol in any government programs that offer trainers short-term courses in sign language, it's also important to take into account the needs of visually impaired individuals.

Each trainee has a unique study routine, as does the amount of time they devote to it. It is beneficial to give them time to learn and to encourage them to study in groups.

The most serious problem is a breakdown in communication. If the trainer requests assistance from other trainees who know sign language;

"I am also trying to learn how they communicate from them." Some signs are straightforward. They made the decision to communicate. They may sit silently, believing they are unable to speak. But, in my experience, these trainees try harder than other trainees to communicate their needs."

Each trainee's behaviour is unique; when they are frustrated or irritated, they will tend to disrupt other trainees by mocking them and gaining attention. In those cases, the trainer allows them to go outside for a few minutes to relieve their frustration or stress. During the assessment and observation period, the trainer will gather information about the trainee, which is predictable. When such trainees exhibit unusual behaviour, other trainees inquire as to why. They later realize that it is a common behavioural pattern that other trainees adjust to in one or two weeks. According to Ms. B,

"There is one boy in class; he always sits in the same position from morning to evening. He won't get out of his chair until lunch and class are over. He also does not communicate with anyone. In the meantime, we need to remind them to drink water, use the look and so on."

The trainer also stated that she must oversee each trainee's daily activities and encourage them to do everything. Also, emphasize the importance of education to them.

"The majority of the trainees have difficulty sitting in class for extended periods of time."

They were at home watching films and serials before coming here, so it is difficult for them to sit constantly in the classroom.

So the only thing that can be done is to educate them and encourage them to work in groups. They are now showing interest in classes, and they are unable to consider skipping classes. Another trainee remained silent and didn't say anything to anyone. The trainee's response is extremely delayed. The trainer's strategy is to have the trainee interact with other trainees who are very talkative. According to Ms. B, this

has caused a change in the child's behaviour, as he begins to interact with other people.

The trainees are also influenced by the trainer's age. Because the trainer is young and the trainees are of different ages, the approach of a few trainees is irritating or unacceptable. In this case, the trainer purposefully maintains a distance from the trainees. Self-care is necessary in both physical and mental aspects. Ms. B becomes irritated when the trainees repeatedly refuse to obey the trainer. Later, she began to believe that this was normal trainee behaviour and that it was only because they were having difficulty understanding and acting on the instructions. They try to accept the situation by taking a moment to consider their different abilities.

When the trainees took public transport, they used to talk loudly or act strangely. Society does not consider that they are behaving in this manner solely because they are differently abled. Trainees come from various backgrounds; some may come from a hostel, while others may come from their homes. Their hygiene practices have an impact on their overall learning pattern. The parents' help is greatly appreciated; they place a high value on their trainees' education as well as keeping up with the trainers. Parents, in their opinion, do not encourage their children to do more. They believe that their children have limited abilities and cannot do even the most basic of tasks, and so on. To begin, parents must recognize the abilities of children.

In addition, some parents compel trainees to promote government jobs for them. Each trainee receives individual attention in order to understand their learning pattern. Ms. B also mentioned that now the transfer issue is a significant issue when addressing the institutional part. When the transfer procedures are in progress, the trainers take time off or are not appointed. In those cases, the other permanent trainers take care of the official documentation. The time between is much more difficult to consider the task in your own department. Other issues arise as a result of the limited number of employees. The funding for materials has an impact on how the department operates. Allocated funds may not be sufficient to purchase new products or repair hardware and software. The government's procedures take longer to implement all of this.

Case 4

Ms. D is a 50 year old woman who has been working as the Rehabilitation Officer of NCSCDA for the last 11 years. She is from an upper middle class family of five members, including three children and her husband, who are settled in Tamil Nadu. Before joining the NCSCDA in Thiruvananthapuram, she had been working in Tamil Nadu and was currently transferring with a promotion.

The trainees who were approaching the centre for admission underwent a psychosocial assessment as part of the intake procedure, which was carried out by Ms. D. She also fills in for the career assistant when he is absent from the facility for camp and job placement activities. The rehabilitation officer must verify whether the trainee is attending each trade because the institution provides each trainee with two to three days of observation in each of the trades. She starts the evaluation process for each trainee. Four levels of examination are offered, covering socioeconomic, physical, psychological, and levels for rehabilitation or employment. Registration, family status, and introduction to various trades are all part of the socioeconomic assessment process.

Some trainees request a specific trade when they first enrol in the rehabilitation facility. The physical evaluation came next. Here is the probability of rehabilitation, percentages of disability, etc. The trainee won't be able to admit it here if they are experiencing severe cognitive difficulties. It also gives a general idea of the trades that the trainee would be best suited for based on his particular disability.

She says,

“If the trainee has a physical impairment, for example, one who lost a leg in an accident and is using a wheelchair, we can't admit him to the mechanical or plumbing department because physical mobility will be a challenge. For him, any desk based job is suitable, like a printing session or computer application, etc., where he can sit comfortably and work”.

The trainee's psychological evaluation, takes place at the following level, measures their IQ, attitude, interest, behaviour, and mental capacity. The trainee will be directed to the hospital if they require any certificates from the psychiatrist. The psychologist's

psychological assessment serves as the foundation for the referral of the trainee and their family. This will aid in better understanding the trainee and assist him in adjusting to the circumstance or receiving rehabilitation. During the final meeting of the evaluation process, the multidisciplinary team and vocational instructors will also discuss the trainees' psychological needs and concerns.

The trade or occupation level is where the evaluation process ends. This aids in understanding one's physical capacity for labour, aptitude for a given trade, capacity for learning, patterns of behaviour when participating in activities, and interpersonal relationships. The trainees who need to complete these factors are listed in a combined file for each of the vocational instructors. The last step in evaluating a trainee is the rehabilitation evaluation. For the final assessment, the entire team including the director, rehabilitation officers, career assistants, psychologists, and other members meets here. In the case reports of the individual trainees, topics such as physical rehabilitation, social needs, and trade-based rehabilitation are discussed in light of overall observation and findings. She says that

“After the trainees complete the observation period in each of the trades, evaluation procedures based on the activities and overall behavioural patterns are discussed in the evaluation meeting”.

Through the evaluation procedure, each trainee is placed in a suitable trade based on their interest, skill, and abilities. The vocational instructors are guided by the trainees' comprehensive education. Basically, how to interact with trainees and what requirements they should have while learning a trade. Since the trainees come from various backgrounds and have various disabilities, there are various challenges that vocational instructors must deal with. Therefore, it is necessary to address a general understanding of the difficulties they might encounter when interacting with the trainees. She also offered counselling sessions if those were necessary. Ms. D. will address any problems the trainee may be experiencing with the training or rehabilitation before reporting them to the director. The psychologist also provides a reference to the trainee based on the significance of the issue or problem faced by trainees.

The career assistant and vocational instructors did receive advice and instructions from Ms. D. regarding the trainees' assessments. The rehabilitation officer also evaluates the trainee's ability to live independently. The rehabilitation officer also oversees rehabilitation programs. She assigns tasks to vocational instructors regarding housing caretaker, hostel registration assistant, etc. and oversees the rehabilitation facilities as a whole. Additionally, help the director complete the assignment and make various decisions for the institution's betterment. This includes events for the trainees' social development and needs, such as a job fair and cultural and recreational activity.

She is the immediate point of contact for the trainees if they have any complaints about the amenities offered in the rehabilitation centre, and she serves as the director's official last line of defence. Under the officer's supervision, infrastructure facilities were also completed. She spoke to the families of the trainees and expressed her concern for them. She also makes telephonic requests for the trainees to update her with information about their overall performance.

Some of the trainees, she predicts,

"Will be persistent and insist that they must return home. If we are unable to manage that trainee in those circumstances, we will immediately let the parents know. Similar to when the trainee is dealing with a physical or mental problem".

Furthermore maintains interaction with the medical experts for urgent care. Trainees may require physical or psychological assistance; in that case, they must get in touch with the team to access the medical services. She claimed that for the benefit of the trainees, she also facilitates group work. The rehabilitation officer also keeps current updates on the case files. In order to provide any other individualized care plan, it is crucial to be able to recognize the changes that took place in the trainees over time.

The employment services for the trainees are supported by job placement and group rehabilitation programs like pre-recruitment training, entrepreneurship training, and organizing cooperatives for obtaining job orders. Trainees get a sense of the industry they will work in during the job placement. For the trainees' social integration, social

rehabilitation activities like finding housing, matrimonial services, and cultural programs are also carried out. She said that

“We need to ensure the safety of trainees after they are placed. In some places, there is a chance for employee exploitation by giving overwork and a lower wage. Proper follow up is essential in those cases”.

Preparing them and their families for the marriage is also another task that is performed. Proper counselling for the trainees and their family members is needed. Through these ways, they can socially rehabilitate. She also adds that a few of the parents ask

“How to teach him to handle the money”.

In those circumstances, we first let a shopkeeper who is already familiar with them know that the trainee or child will be coming to buy things. The shopkeeper also needs to explain to him how the price was determined and how much is still owed. A trainee or someone with a mental disability, she added, will be able to manage the money and begin socializing. She also added that

“Through these ways, small changes can be brought into the lives of people with disabilities.” Parents need to encourage their children to take small risks so that they can survive independently.”

She added that she keeps close contact with nonprofits organizations, welfare organizations, financial institutions, banks, project directors, etc. and gives trainees and people with disabilities adequate information about their self-employment endeavours and the financing facilities they require. Some of the trainees intended to launch their own businesses once their training at the institution was complete. The institution also offered assistance in finding the right resources for them and in providing them with the necessary information.

She Organizes for widespread publicity for the centre’s events and offers the centre’s services through neighbourhood events. As part of this, registration for the disability camp and the distribution of assistance materials according to their requirements were also completed. She also said that in order to obtain aid that needs to be distributed to

people with disabilities, one should get in touch with an NGO before holding camps. Everybody had access to the campsite because camps were held in both urban and rural areas. The transportation options are taken into consideration when choosing the camp site. Publicity for the institution and the various initiatives held for the welfare of the populace are also made available through social media and other forms of media. She said that this will help people know about the institution, and people from faraway places will also come for registration.

Through group work, cultural activities, etc., trainees were helped to bring out their potential in an structured way. Ms. D. added that there were successful stories of trainees who had started their own businesses. She said that

“There were our alumni trainees who work in the famous hotels who started their own mechanical shops, watch repair shops, and stitching centres with their own capital and loans. Parents also supported these individuals to achieve their potential”.

Changes in the trainees were also noted by Ms. D. She quoted that

“Before coming here, the majority of the trainees were unable to do their own personal work.” As they depended on their parents before, they found it difficult to adjust to the rehabilitation facilities. But now they are independent and capable of doing things like washing, cleaning, and personal deeds by themselves. They observe their senior trainees and learn from them. When they are in a group, they have the “we” feeling; in case any of them needs help, they will give him all the support that they can”.

She claimed that she had also observed that these trainees ensured after class that their roommates or fellow classmates were reaching the hostel. One of them will take initiative driving a friend to the hostel if he or she notices that another trainee is not heading there.

Parents have also given testimony about the changes their children underwent. Especially those who were able to travel by themselves, acquired financial literacy, and enhanced their social skills. At first, there were trainees who would not interact with anyone, but now they are extroverts. She continued by saying that when people

feel appreciated, supported, and loved, they also develop their potential by taking calculated risks to survive in society. The institution's problem is that it lacks a designated space. In fact, the hostel is rented as well. She continued,

"As a centre for the rehabilitation of people with disabilities, the infrastructure facilities should also be advanced. It might be challenging for a trainee who needs rehabilitation to get to the facilities without the assistance of his friends".

The warden is a major source of worry. The boy's hostel does not have a warden. She related a recent incident in which two of the boys jumped through the hostel gate at night to meet a girl friend they had made on Instagram. Only if the careers discover such incidents from the CCTV footage will they be aware of them. She continued by saying that other toxic substances and drugs like PAN are also used in the dorm. Although the person in charge of the trainees' hostel facility checks in on a regular basis, vocational instructors are currently manning the hostel in shifts. And having to shoulder all of these trainees' responsibilities is a burden for them.

In every dormitory, leaders who were also trainees were appointed to take care of the other trainees. This covers any form of malpractice, medical emergencies, etc. Since everyone carries a phone, she continued, they will alert the relevant hostel manager or institution authorities. Due to a shortage of space, only a few trainees were allowed to stay in the hostel. If there is no room in the hostel, the majority of the trainees from distant locations move in with their parents.

She also mentioned that the trainees themselves perform hostel infrastructure tasks like bed covers, plumbing, and welding. They will receive sufficient direction from their vocational instructors throughout the trade, and the institution will supply the necessary tools. Instead of these, she must struggle to locate the right tools for the trainee's community-based rehabilitation. Additionally, a few of the companies stop participating in job fairs. She continued by saying that the previous time, nearly six trainees were placed in a company, and five of them left after two months, claiming they couldn't make it there. Additionally, trainees will frequently switch jobs and won't stay in one place for very long. Parents will not be encouraging them to take

risks based on their abilities. If their children say they can't, parents will encourage them to drop out.

For the institution, finding out about job openings in the neighbourhood is acceptable, but when it comes to the other end of the state, she said she will encourage the trainees or their parents to look into job openings close to their residence. According to her, this is what typically happens: while conducting camp in each area, they will gather the contact information of a notable individual there and enlist their assistance in placing the trainee there.

Case 5

Mr. E is a 32-year-old guy from a three-member lower-middle-class family. His family consists of three people, including his mother and older brother. His father divorced him when he was a youngster, and his mother works as a coolie. His brother works as a bus driver for one of the public transportation companies, and their salaries provide the majority of his family's income. With the assistance of a scribe, he finished his upper secondary education in business. Mr. E has been joined with a learning handicap and dwarfism. He has been in the printing and DTP sectors for the last 11 months and is about to finish his program.

He came to know about NCSCDA through the Whatsapp group of his mother. His family supported him to join in the trade. He said that during the admission time his elder brother and his mother accompanied him to the centre. He was not aware of all the procedures and processes before coming to the centre. He said

“Don't know anything about it before. I came with brother and mother. They have told me that there is a centre where I can study a course and they will provide job”.

Mr. E was asked about his background, interests, hobbies, etc. during the intake process. He claimed that it took a while and that they had to fill out some paperwork with my SSLC certificate, picture, etc. He was requested to read a brief passage from the book that had been handed to him. He nodded and replied, "No," when asked if he read or not. He was temporarily able to properly speak. The intake assistant asked his mother and brother about him. The intake assistant, he continued, was more

understanding and curious about him. Mr. E, however, was unable to recall those details.

He was referred to the psychologist after the intake process, where he was questioned about his memory, reading comprehension, and intellectual capacity, among other things. After that, he continued, there was a meeting with the NCSCDA deputy director, and he was asked to join as of the following day. As a part of the evaluation process in the trading session, he was assigned ten trades to choose his most suitable trade based on his ability. He added that

"I went to printing and DTP mechanic sessions, computer application, electronics, plumbing, and all sessions. when I was in home before coming here I was not having any friends. I will not go out of the home and I was alone when mother and brother goes for job. But now I have many friends and I am happy now".

During his school education time no one used to talk to him. And he was not attending the classes regularly. Whereas he compared the situation by adding

"I come every day, everyone is supportive here".

In the initial period, he couldn't understand anything, and he was taught to read and write the basic words in Malayalam and English. Alphabets are displayed on the computer screen, and he was taught on the basis of that. He was afraid of how the classes would go. Mr. E stated that his vocational instructor gave him individual training and evaluated him based on the outcome. He was asked to write and read a sentence. He added that he:

"Learned to write and read little, not complex words".

He showed that he can use a computer and type words on the keyboard, including the basic word system and how to save and print that. He knows how to operate printing machines, lamination, paper, and file binding and has described how to operate them. The cultural activities and sports day celebrations are also carried out in the centre. Mr. E joined the singing competition, and he added that

"Everyone said it was good, and I got the prize."

As a day scholar, he comes on public transport alone. Before joining the centre, he was always accompanied by his brother or mother when he went anywhere. Mr. E:

"I learned to go and come alone from home. If I need any support, I will call my brother. He has a job in a private bus that is servicing Thiruvananthapuram".

He has the concession form on the bus, which is from his home to the centre. He needs to travel by bus. He said his family is happy to see him travelling alone, and they encourage him more now, especially the teachers in the centre. Mr. E was to figure out the changes that he had made while joining the centre. He also shared his ambition:

"I need to go for a job; I want to earn money on my own and buy a vehicle".

Even though he was not sure about what type of vehicle or model he needed to buy. He only stated *"a good vehicle"*. He constantly added that he was happy to be here and had many friends. And he feels sad, thinking he will miss them, as he is going to complete the course within 2 months. Mr. E also wanted to stay in the hostel and enjoy it with his friends, but there was not sufficient space, and he was a day scholar.

Being travelling alone for the first time, he faced difficulty in travelling and constantly asked for help from his brother and mother about boarding and dropping off points. He stated that he had feared travelling alone in the bus for the first time because he was not done. And teachers told him to ask the passengers or conductor before boarding the bus and also about the drop-off point. He said that, thus, he was able to tackle that issue. Now he has the desire to travel more places but is not sure about which places, where, etc.

Mr. E added that the placement procedures have been forwarded, and he was informed that there are some papers to complete. He also seeks job opportunities near his home.

Case 6

Ms. F, a 43-year-old lady who has been a vocational instructor at the centre for the past 22 years. She is physically disabled as well. She has been teaching trade classes in the assembly of clocks, watches, and mobile and computer equipment.

According to Ms. F, her trade is now known as Clock and Watch Assembling, Mobile Assembling, and Computer Assembling. She went on to say that when the trainees come to see her for the two days of evaluation, they are usually either quiet or too animated. Others have existed.

"During the evaluation period, there are trainees with various personalities and disabilities. Some were silent, whereas others may have been obedient. There were also trainees with hyperactivity who were unable to control it.

By observing other children and learning from them, trainees develop a curiosity to learn the trade. Ms. F added that

"there are trainees who have passion or demand for a particular field. When they come for the evaluation period, they will show their interest in the trade. And based on this also, they are given admission to each trade."

During this period, she will advise the trainees about the suitability of the trade for them.

"If a trainee has a leg impairment, I will advise him or her that this trade is suitable for them to adjust to their physical impairment. As they can sit in one place and work. So that they will increase their interest in the trade and be able to adjust to the profession by understanding their limitations and scope in being in the field".

She stated that motivation is essential for them. Many of them have different challenges because they come from various familial backgrounds. They may be unable to adjust while in a new setting away from home.

"We encourage them to learn during the evaluation period. We will inform them about the extent of the trade, how they can earn money, and so on."

During the placement, trainees are assigned to observe the assembly of stores, and some are placed in hotels such as KFC, etc. They were also advised to look for job openings in their area. And they are able to do so as well.

"When the training period is over, they will be able to find a job on their own." They are capable of doing so. If they cannot find job, we will place them in a shop or the private sector based on their interests and the availability of opportunities. Some of them will not work in this sector; instead, they will find acceptable occupations cleaning and serving in restaurants and hotels.". "I remember one boy from Thamarassery," she continued, "who after three months of joining this place discovered one of the watch repair shops nearby Kesavadasapuram and used to go there and work on the weekends. I informed him that if he began fixing things, the shop might pay him. Later, he also made a small payment that helped him have some extra cash for travel. He gained financial management skills from there, and I later tasked him with purchasing the training equipment. I was surprised by his change. He opened a shop once the course was over with watch and mobile repairs in his hometown"..

During the training period, some of the trainees could complete the tasks she was giving them, while others would just sit. They might be in the same circumstance from beginning to end. They might be unable to pay attention in class or to instructions. She continued by saying that long-term trainees are also capable of completing their assignments. They take a very long time to learn things. Throughout the training period, the trainees' entire lives are in transition. She continued by saying that once they arrive here, they will learn to take care of their own physical needs. She said this

"Together with his mother, the boy resides in their home. Due to the fact that his mother and father are no longer together, he is now responsible for cooking and taking care of the house when his mother must travel for work. He can now complete tasks on his own ".

She recalled telling the trainee that if he found employment, he could take care of his parents. After finishing his course, the boy joined a shop and began working. He also

informed his parents of his need to be with them. His parents have rejoined after realising that their son has changed and can now think and work independently with effort.

The majority of family problems arise when parents find it difficult to deal with their children's circumstances. The centre's counselling services aid the family in self-adjusting and supporting their offspring. Similar to how trainees become independent when they are away from home, they will begin to handle everything on their own. In addition, she said

"They will come and ask me about that if they have any doubts. These trainees were initially silent when I asked them questions. But now they reach me on their own initiative to clarify doubts".

Even some of the trainees, who are unable to calculate money, will be able to purchase items from the shop. These modifications are highly motivating for the parents and will encourage their kids to participate in more activities. By observing other trainees, trainees will grow interested in learning during the training itself. She continued by saying

"The young man is a beginner in the field. He began by doing nothing but merely watching what others did. He is currently writing the lessons and taking notes. Even though he writes slowly, he will use the break time to finish the notes."

She admitted,

"I don't know anything about computers and hardware; they are saying I want to learn that and teach trainees; it will be hard to study while training them as I might not have time to study or give time for that."

Ms. F. added that she needed to have the trainees repeat each lesson. While trainees' disabilities varied, so did their learning patterns. A few of them learn very quickly, while others take longer, sometimes even days to comprehend even a small portion. On the other hand, some trainees were unemployed or had struggled to find

employment. There were also trainees who had achieved success in their lives. She claimed that when she considers those trainees, she gets sad.

There once was a society that offered trainees employment opportunities, but it is no longer operating. In the BSS, about 100 to 150 trainees received permanent positions. Direct placement later ceased when the society ended to function. She is currently unable to reach everyone due to the rise in the number of children with mental retardation, and this problem will only get worse as the population grows. She must call each trainee nearby and instruct them because she is disabled. She added that in order to instruct these trainees, she needs special training.

The assessment is completed during the evaluation period based on the PWD category. She will note that she cannot complete the evaluation if she has difficulties. She finds it difficult to follow them because they require personalised training because admission is a continuous process. She claims that if an overload of work occurs, she might not be able to focus entirely on the training. In addition, Ms. F stated that she is aware of the trainees' behaviour because she is physically incapable of defending herself or fleeing if they exhibit any aggressive behaviour. She consistently seeks assistance from others. The necessity of the vocational instructors' attendance was emphasised by Ms. F. She further stated that while at the time she joined there was one attendee for each trade, later the government abolished that post. If someone could help her, it would be easy for her to train the trainees.

She may not be able to manage the household duties while she has additional work. There is no one in the house to aid her in caring for her two young children. In the meantime, she was also transferred to Tamil Nadu, where she wasn't able to move with the two young children and, additionally, due to her disability. She continued,

"I had to write a letter to the government outlining my disability and my family's situation, and eventually, after a prolonged wait, I was given permission to stay. What will I do with my two kids if not? If they are adults, I can, but not right now."

She continued by saying that she has developed more patience as a result of working with people who have disabilities, which she felt had changed her life. She claimed that the government and other authorities are at fault, saying that

"Even ministers or counsellors were not considering the centre."

The government is stepping up its efforts with programmes for other social outcasts, but when it comes to those with disabilities, I believe they are even neglected about, or occasionally local political leaders are unaware of such a centre. I frequently feel sad while believing that people ignore it. She also added that altering the accessibility features for people with disabilities and requiring assistance from others from trainees who are unable to use steps need the help of others, and changing the facilities for disabled people is an important thing that needs to be done efficiently. The rack that wheelchair users can use is not even on the first or second floors of the institution. The state government has not permitted any location to function, but the central government has approved a fund to be used to construct the new centre. The centre has been run on a rent-based business model since its beginnings.

Case 7

Ms. G, 58, comes from a lower-middle-class family. She has been employed as a caretaker at a private school. She is a divorcee with two children. The elder son is married and lives on his own. Mr. E, her younger son, has been a trainee at the NCSCDA centre for the past 11 months. She lives by herself with her son.

Ms. G says she got a job at a school near her mother's house, and because her mother is getting older and she needs to care for her, she moved to Kollam. She was having family problems with her husband after the birth of Mr. E. Mr. E began talking around the age of six, using only a few words like "*acha*" and "*amma*." She stated that he was not saying anything but these two words.

Her son attended one of the private schools until the fourth grade. She soon realized that her son had a disability and that he needed to attend a special school.

"Knowing this, I researched private special schools and discovered that the fees are expensive," she explained. "My husband informed us that we could discontinue his studies and that he did not need to return to school. But I disagreed with him and placed him in a special school."

They also had disagreements about Mr. E's fees, and they eventually divorced. Ms. G then went looking for employment in Saudi Arabia and Muscat, and she stayed there until Mr. E was 17 years old. She taught her two children with her savings, and her family members also helped her.

"Mr. E has polyphagia, and he got very fat," she explained. "My relatives always warned me not to serve him so much because he would develop health problems. But what am I to do? Isn't he my child? I can't look away when he says I'm hungry. Now he eats less and says to himself, "Amma, I only need enough food; otherwise, I'll get fat, and that will affect my health while doing my job."

When her son said this, she was overjoyed that he could identify and think like other people. She claimed that the changes in him surprised both her and other people.

"When someone came home," she continued, "he used to hide from them. And he only speaks to me and my older son. But now that he's going to the centre, he's changed greatly. He will now speak to everyone. Even when he is in town, he will raise his hand and greet people. Everyone is taken aback by his transformation."

He didn't like friends when he was younger, according to her. Ms. G always allows him to talk to his friends, but because he feels ignored by them, he despises them all and has stopped going to school. He doesn't even talk to his family. But they were always there for him. While he withdrew from the group, his cousins always took the initiative to talk to him. Now, he has many friends, and when he returns home for the holidays, he spends time with friends and relatives.

As he spends his time in the hostel, he has a lot of friends there. He used to talk about them. She added that

"But later, I got a job here at school. He is coming alone. He has learned to board the bus and how much fare he needs to give, etc."

Ms. G added that during the time she visits the centre, the staff members support her by motivating her to take small risks. From the centre, Mr. E has learned how to

interact with people to understand what others say, even though he is independent in his own ways. He has also talked about the need for a job, buying his own vehicle, having a new house, and having a family. Ms. G said that last time during the Christmas celebration, Mr. E made a crib and decorated it in his own way. As she suggested he put the bulb in the centre, he got angry and threw away the things that were in his hand. After a few minutes, he came back, said sorry to her, and obeyed as she suggested. For Ms. G, it was the first time her son said sorry to her. She was getting more emotional while describing those events.

Mr. E has developed his writing skills both in English and Malayalam. He needs to show the text initially, and then only he will write accordingly. She added that his handwriting is very attractive, and it seems like something printed. He will also draw on boards if a picture or model is shown to him. After participating in the sports and cultural events conducted in the centre, he will join the youth and decoration teams if there is any festival in his area. She added that her neighbours and family members are surprised by his change.

"He also knows how to take care of himself." Earlier, if he had any injuries, he would not say. I want to ask him repeatedly what happened or if it hurt, but now he knows what to do. Recently, he went to the field to play with his friends, and his leg got injured. He asked me, "Where is the balm for injury?"

Ms. G stated that now that her son knows how to express his feelings, if he is happy or sad, he can convey that directly to her. Moreover, he does not call his elder brother and sister-in-law to chit chat with them. He will constantly inquire how they are going, if his brother has a job, etc.

Mr. E can also remember the number. He has learned his friends and mother's phone numbers. If someone asks him about what he is studying or about his family, he can say that. If he sees a new person, he will start a conversation by himself. He also asks for job opportunities for people when he returns home during vacation.

Case 8

Mr. H's path into vocational education started with a foundation in engineering. Armed with a diploma in engineering, he ventured into the professional world, eager

to contribute his skills to various industries. Yet his true calling revealed itself as he delved deeper into the world of education. Recognizing the significance of skill development, he decided to augment his qualifications with a course in Desktop Publishing (DTP) and Printing. This combination of engineering expertise and vocational knowledge laid the groundwork for a fulfilling career ahead.

Mr. H's career took him through several vocational training centres under the NCSCDA (National Council for Skill and Career Development Association). Each centre presented unique challenges and opportunities, shaping Mr. H's approach to teaching and mentorship. His diverse experiences provided him with a comprehensive understanding of the intricacies involved in vocational education, paving the way for his eventual role as a Senior Vocational Instructor.

Mr. H's tenure at his current centre has been marked by significant transformations in both policies and practices. Notably, the centre underwent a transition from a limited capacity of 25 trainees per trade to accommodating nearly 50 trainees per trade. This expansion challenged the centre to enhance its infrastructure, instructional methods, and assessment strategies. Mr. H:

"Before there was a capacity limit of trainees up to 25 , but recently it has doubled. Now we need to admit nearly 50 trainees per trade. Now the assessment tools are much easier. It is based on the acquisition and learning capacity of trainees. It has been simplified in such a manner that anyone can understand how to evaluate a trainee under each trade by following the guidelines. For the trainees, as a part of empowering them, we will provide self employment help devices such as sewing machines, plumbing and electrical tool kits, etc."

The assessment paradigm shifted from traditional methods to one that focuses on trainees' acquisition and learning capacities. This paradigm shift aims to ensure that assessment tools are accessible and comprehensible to all, irrespective of their background. Guided by well-defined guidelines, instructors like Mr. H facilitate the evaluation process, enabling trainees to be assessed fairly and accurately.

One of the centre's groundbreaking initiatives involves the provision of self-employment support tools to trainees. These tools, such as sewing machines,

plumbing equipment, and electrical tool kits, not only impart practical skills but also nurture a mindset of self-sufficiency. Trainees are encouraged to explore entrepreneurial avenues, considering self-employment as a viable option after completing their training. He added that

“Trainees will start thinking of getting a job. This boy was initially very shy in class. Later, I used to motivate him by telling him, Look at what your friends are doing, etc. So then he also started to do tasks. When there is any work in the centre, the trainees themselves take initiative. Most of the maintenance work is done by the trainees under the supervision of their Vocational Instructors. trainees, they will use one hand for typing letters on the keyboard, even though it takes time. Initially, they were refused as they couldn't use both hands. Later, they will adjust to their physical limitations and take steps towards adaptation. or the trainees, as a part of empowering them, we will provide self employment help devices such as sewing machines, plumbing and electrical tool kits, etc.”

Mr. H recalls a remarkable anecdote that exemplifies the impact of empowerment. A once shy and hesitant trainee gradually found his voice and purpose under Mr. H's guidance. With careful motivation and mentorship, trainees overcame their inhibitions, eventually becoming active participants in class activities. This transformation underscores Mr. H's commitment to empowering his students and inspiring them to embrace their potential and overcome obstacles.

The journey towards empowerment is not without its challenges. Mr. H. highlights the adaptation process for trainees with physical limitations as a prime example. He shares stories of trainees who, despite initial setbacks, managed to adjust and excel. It is through such stories that the centre's dedication to inclusivity and individual growth becomes evident. The provision of self-employment tools tailored to accommodate diverse abilities further exemplifies this commitment.

However, financial constraints occasionally cast a shadow over the centre's endeavours. In trades like plumbing and electrical work, damaged materials strain the centre's budget. In these moments, the resilience of vocational instructors like Mr. H shines through. They often dip into their own pockets to ensure uninterrupted learning

experiences for their trainees, emphasizing their unwavering dedication to their students' progress.

Operational challenges are not limited to financial constraints alone. The centre's physical infrastructure, housed within a rented building, presents limitations. The inability to make necessary modifications and ongoing rental expenses hinder the centre's capacity for growth and enhancement. Despite these limitations, Mr. H. and his colleagues persistently strive to create an enriching environment for their trainees.

Another significant challenge lies in the transfer of senior staff members, including Mr. H. As vacancies arise due to retirement or transfers, the centre faces periods of transition where remaining vocational instructors shoulder additional responsibilities. This can impact the quality of instruction and student support, posing a logistical puzzle that requires efficient management. Mr. H:

"As the new post takes time to fill, other vocational instructors need to take care of their duties also. If there is an emergency in the hostel, there is no warden to attend to it. We have designated leaders among the trainees to monitor and notify us if any assistance from the staff is required. However, it does not always work because some trainees have a subservient attitude".

To address staffing challenges and foster a sense of responsibility among the trainees, the centre has designated leaders within the student body. These student leaders monitor and communicate any assistance required from the staff. While this system has proven effective in many instances, the dynamics of leadership among students can sometimes lead to disparities, as some trainees may adopt a subservient attitude.

As Mr. H approaches retirement, his legacy within the realm of vocational education stands as a testament to his unyielding dedication. His journey from an engineering graduate to a Senior Vocational Instructor has been punctuated by passion, innovation, and a commitment to nurturing skills and self-sufficiency in his students. From the transformation of assessment methods to the provision of self-employment tools, Mr. H's impact on the lives of his trainees is immeasurable.

Case 9

Mr. I, a 57-year-old man residing in Thiruvananthapuram district, holds the role of guardian for one of the trainees at the centre. His account serves as a testament to the remarkable changes that have unfolded in the life of the trainee under his care. The centre has played a pivotal role in fostering these transformations, marking a significant shift in the trainee's trajectory. Particularly, the trainee's proficiency in various aspects of Desktop Publishing (DTP) and the acquisition of valuable skills through vocational training stand as testaments to the trainee's growth, leaving Mr. I brimming with pride and admiration for their achievements.

Beyond technical competence, Mr. I has keenly observed a shift in his ward's perspective. The trainee has blossomed into a more confident and self-assured individual, experiencing a revitalized sense of self-esteem. This newfound confidence has manifested not only in vocational endeavors but has also extended to social interactions and broader life activities. Mr. I vividly recalls the challenges his child initially faced, grappling with fundamental concepts and surmounting barriers to effective communication during the formative years. However, the narrative takes a positive turn as Mr. I speak about the fortuitous discovery of the National Career Service Centre for Differently Abled Individuals.

According to Mr. I, the decision to enroll his child in this program was a pivotal moment. It marked the commencement of a transformative journey, redefining what was once perceived as limitations. The trainee's entry into the world of vocational training was met with a mix of excitement and trepidation. As Mr. I reflect on this journey, he emphasizes the pivotal role played by the centre in instilling hope and empowerment and opening doors to new possibilities.

Mr. I proudly highlights his child's remarkable progress, particularly in terms of mastering the use of computer systems and various functions. This technical proficiency reflects the substantial growth achieved through vocational training. Equally noteworthy are the trainee's enhanced social skills, as he now confidently engages in interactions with individuals from all walks of life. Mr. I recall the initial challenges faced by his child due to inadequate hostel facilities. Consequently, during this period, the trainee resided in Mr. I's home to ensure proper accommodation and

care. This support exemplifies the commitment of both Mr. I and the centre to facilitating the trainee's journey of development and empowerment.

“The hostel's infrastructure and accessibility are lacking in several aspects. Notably, there are no wheelchair ramps available, posing difficulties for individuals with mobility challenges. Moreover, the dormitory capacity falls short of accommodating the required number of people effectively.”

Mr. I further reveals that his child's aspirations have expanded to include both a prospective marital life and a sustainable job. The significance of securing permanent employment and achieving independence in the future has become a central focus. Additionally, the trainee's dedication to supporting the family business and contributing to his parents' well-being showcases his evolving sense of responsibility. Mr. I emphasize the profound transformation he has witnessed in his child since enrolling in the centre. Previously characterized by introversion and limited interaction, the trainee's social dynamics have undergone a complete shift. He now demonstrates a willingness to connect with individuals beyond his immediate family circle. Mr. I fondly remembers the guidance offered by the trainers at the centre, who encouraged his child to initiate conversations and greet new people. This practice has evidently contributed to his increased social confidence and expanded interpersonal skills. The narrative paints a heartening picture of the trainee's personal growth and development, underscoring the role that the centre has played in fostering positive changes in his life.

“He says about having job and returning back to his parents. Where he can help them in their business”

Mr. I proudly highlights that the consistent support provided to his child has not only enabled him to actively participate in vocational training but also encouraged him to engage in cultural programs. Overcoming any reservations, the trainee's newfound confidence prompted him to take part in these activities. Mr. I's joy is evident as he shares the news that his child achieved success in the cultural activities by winning prizes, underscoring the positive impact of the centre's nurturing environment on his child's holistic growth and accomplishments.

Case 10

Mr. J's Mr. J is 26 year old man from Kozhikode. Mr. J was been in the DTP and Printing. Hailing from Kozhikode, he embarked on a transformative journey by enrolling in a vocational rehabilitation program at the centre. Specializing in DTP and Printing, he completed his training in 2020 and has since been employed at a private press owned by his uncle in Kozhikode.

His journey wasn't devoid of obstacles, as Mr. J grappled with adapting to the centre's environment during his training. The hostel, where he resided, proved to be a significant challenge due to its inadequate facilities, hygiene concerns, and subpar quality of food. However, his tenacity and the constant support he received from his vocational instructor and the centre's staff helped him surmount these initial challenges. Their encouragement and commitment to fostering an inclusive learning environment helped him integrate into the centre's community.

Importantly, Mr. J's affinity for the field of DTP and Printing played a pivotal role in his success. His interest in the subject matter facilitated his transition into the trade and provided him with a sense of purpose and direction. This sense of purpose, combined with the support of the centre, enabled him to overcome the initial difficulties he encountered.

Mr. J's journey to the centre was marked by recommendations from a teacher known to his mother. This connection led to his enrollment after an intake process conducted during a camp in Kozhikode. This opportunity proved to be transformative, allowing him to connect with peers, make new friends, and expand his social network. The support he received from his family and the staff members enabled him to gradually acclimate to the new environment, highlighting the crucial role of a strong support system in the rehabilitation process.

Throughout the evaluation period, Mr. J received tailored support, both from his instructors and from his peers. This personalized assistance bolstered his learning experience and aided him in addressing doubts and challenges. His preferences and strengths were taken into account during the evaluation process, leading to his enrollment in the DTP and Printing trade, a field that resonated with him.

Beyond the centre, Mr. J's journey has continued in the workplace. He secured a position at his uncle's press, where he has been employed for the past three years. However, his journey has been punctuated by health challenges related to allergies, affecting his ability to work consistently. Seeking medical treatment from the local medical college, he endeavors to balance his health and work responsibilities.

While Mr. J has achieved remarkable milestones, he acknowledges certain difficulties. Arithmetic calculations and money management remain areas of challenge for him. This underscores the need for comprehensive support that extends beyond vocational training to equip individuals with disabilities with life skills essential for independent living and sustained employment.

Mr. J's transition into the workforce has brought about significant positive changes, particularly in terms of his social skills and practical abilities. Interacting with colleagues, customers, and fellow shop goers has enabled him to develop a strong network of friends, both from his native place and those who frequent the shop. This newfound ability to connect and interact with a diverse range of individuals showcases his growth in social confidence and communication.

Interestingly, Mr. J has adapted ingeniously to the challenges posed by his learning disability, specifically in managing numbers and financial transactions. While he acknowledges his occasional difficulty remembering numbers, he has harnessed technology to overcome this hurdle. He has mastered the use of mobile apps like Google Pay, which allow him to execute transactions, send and receive payments, and even check his bank balance. This adaptive approach to technology reflects his determination to navigate the demands of the modern world and highlights his capacity to leverage tools to enhance his independence.

Even before formally entering the workforce, Mr. J demonstrated his commitment by actively participating in his uncle's press during vacation periods. This hands-on experience allowed him to gain practical insights into the work he would later pursue. As he transitioned into employment, his earnings took on a dual purpose. Beyond personal financial gain, he has assumed a role in supporting his family's well-being. By contributing to the needs of each family member, he demonstrates a strong sense of responsibility and a heartening commitment to his loved ones.

In essence, Mr. J's journey into the workforce has enabled him to cultivate vital social skills, adapt to technological solutions, and contribute meaningfully to his family's welfare. His story exemplifies how a combination of personal growth, adaptive strategies, and a supportive work environment can empower individuals with disabilities to lead fulfilling and purposeful lives.

Mr. J's journey towards independence and self-reliance is marked by his accomplishments, including his acquisition of a two-wheeler license. This achievement has empowered him to navigate his surroundings with newfound freedom. He proudly shares that he can now independently travel to nearby places using his vehicle, a significant step towards enhancing his mobility and autonomy. Notably, he has achieved the significant milestone of obtaining a two-wheeler license. This accomplishment has granted him newfound mobility and independence. He confidently navigates nearby places, even accompanying his mother to the medical college for her appointments. This enhanced mobility not only underscores his self-reliance but also showcases his commitment to supporting his family.

“I'm now travelling on my own, showing how independent I'm becoming. I'm excited to tell you that I got a driver's license, which lets me drive by myself from home to the Medical College. This is a big accomplishment for me. It means I can go places on my own and it also makes me more capable of working”.

However, Mr. J faces a new challenge in the form of allergic issues that impact his current job. This adversity has sparked his decision to explore alternative career avenues. He expresses a strong interest in pursuing a mechanical course at a Government institution in Kannur. This aspiration aligns with his family's vehicle rental business and his desire to eventually establish his own mechanical shop. This aspiration reflects his forward-thinking mindset and ambition to enhance his technical skills for a more sustainable and rewarding career path.

“I've started doing things at home like grocery shopping and helping my family. I wasn't as close to my family before the training, but now I actively engage with them and contribute at home.”

Beyond his professional aspirations, Mr. J also contemplates significant life choices. He shares his contemplation of marriage, a step that resonates with his peers who have already embarked on this journey. Mr. J has proactively registered on a matrimonial platform and is actively seeking a suitable partner. This decision underscores his readiness for personal growth and his desire to build a supportive partnership for his future.

“I have entered into marriage as well. Seeing my friends getting married, I also felt the need to marry. With my current income, I am now able to contribute to the household responsibilities.”

Mr. J's story is a testament to his resilience, adaptability, and determination to embrace new challenges and opportunities. His pursuit of skill development, career advancement, and personal relationships exemplifies the multi-dimensional nature of his journey towards a more empowered and fulfilled life.

CHAPTER V: DATA ANALYSIS AND INTERPRETATION

5.1 Introduction

Thematic analysis is an approach for analysing qualitative data. In the case of the present study, qualitative data regarding the perception of services provided by the NCSCDA - was obtained through interviews and was examined by the researcher to evaluate the services provided for differently-abled. By grouping the data under themes and sub-themes, it makes it easier to interpret large amounts of data.

The current study being a case study of NCSCDA, a number of definite steps were taken to analyze the data. As a first step, the researcher attempted to familiarise herself with the data by transcribing the audio-recording (ideally, in retrospect, the same should have been done by an independent transcriber), reading transcribed text (transcript), making preliminary notes, and generally looking through the data to get a holistic perspective of the perception of the stakeholders about the NCSCDA and the host of services provided. As a second step, themes were generated and data classified based on the themes initially generated. The generated themes were continuously revisited and evaluated, and changes were made so as to improve their utility and representativeness. As part of the process sub-themes evolved under each theme. This iterative process of defining each theme's precise meaning and how it contributes to the comprehension of data leads to the creation of a final list of themes and sub-themes. Writing up a thematic analysis of the data is the last step.

5.2 Profile of Respondents

For the purpose of having a better idea while gathering a picture about the NCSCDA, the researcher interviewed the stakeholders ranging from the Deputy Director, the Intake Assistant, and Social Workers, Rehabilitation Officer, Vocational Instructors, parents and trainees. The following are the details involved in the study:

Name	Age	Gender	Profession	Place
A	56	Male	Deputy Director	Kottayam

B	25	Female	Vocational Instructor	Thiruvananthapuram
C	40	Male	In-take Assistant	Thiruvananthapuram
D	50	Female	Rehabilitation Officer	Madurai
E	24	Male	Trainee	Kollam
F	43	Female	Vocational Instructor 1	Thiruvananthapuram
G	59	Female	Parent of E	Kollam
H	60	Male	Vocational Instructor 2	Thiruvananthapuram
I	57	Male	Guardian/Care-taker	Thiruvananthapuram
J	26	Male	Trainee	Kozhikode

Table 5.2.1: Table showing the profile of the respondents

Observations:

The Deputy Director, two among the female VIs and a parent were very much involved in sharing information. The key informant the Director was most involved with, given his training in Social Work, empathy for the PWDs and involvement. Among the two female instructors, the senior one, who was herself a PWD, was more open to students getting emotionally involved as she considered it as a natural part of growth. The junior instructor on the other hand was very concerned about the ‘relationships’ the young trainees were getting into.

5.3 Discussion

The study in particular explored three key areas pertaining to the NCSCDA. The three areas are as follows -

- i. the evolution of the clientele and the nature of vocational rehabilitation services provided under the auspices of the NCSCDA
- ii. the role of NCSCDA in transforming lives of the differently-abled trainees
- iii. the challenges and prospects for the NCSCDA in the vocational rehabilitation of PWDs

Specific Research Question	Themes	Sub-Themes
<i>How did the vocational rehabilitation services for persons with disabilities (PWDs) in Kerala, evolve under the auspices of NCSCDA?</i>	Evolution of the NCSCDA and its engagement	<ul style="list-style-type: none"> • In-take Process • Source of Clients • Nature of Clients • Number of Clients • Assessment Tool • Rehabilitation
	Rehabilitation	<ul style="list-style-type: none"> • Centre-based rehabilitation <ul style="list-style-type: none"> ❖ Evaluation ❖ Dimensions of Rehabilitation • Community Based Rehabilitation <ul style="list-style-type: none"> ❖ Intake process to vocational rehabilitation ❖ Distribution of Assistive Device ❖ Self- assistive devices ❖ Job fair and recruitment
How does NCSCDA contribute to the transition in the differently-abled trainees attending the vocational rehabilitation process, as perceived by the stakeholders?	Transition through centre-based vocational rehabilitation	<ul style="list-style-type: none"> • Social Transition <ul style="list-style-type: none"> ❖ Social Skills ❖ Engagement in cultural activities ❖ Social Integration • Psychological Transition <ul style="list-style-type: none"> ❖ Self-sufficiency ❖ Self Reliance ❖ Self Ambition

		<ul style="list-style-type: none"> ❖ Emotional Growth ❖ Self Motivation ❖ Empowering Confidence • Professional Transition ❖ Aspirational Autonomy ❖ Literacy and Skill Development ❖ Observational Learning ❖ Involvement in maintenance works and readiness to employment ❖ Motivation • Physical Adaptation
	Transition through Community-based Rehabilitation (CBR)	<ul style="list-style-type: none"> • Entrepreneurship • Self-employment • Empowerment through Mobility and Personal Growth • Family Engagement and Personal Growth • Skill Development and Financial Inclusion • Empowerment for Personal Fulfillment and Family Roles
What are the challenges and prospects for the NCSCDA in the vocational rehabilitation of PWDs?	Challenges	<ul style="list-style-type: none"> • Finance • Institutional Infrastructure • Student Management Limitations • Parenting styles and impact on trainees • Challenges faced by trainees • Instructional Resources • Workload and Stress
	Prospects	<ul style="list-style-type: none"> • Upgrading Instructional Resources • Incorporation of new age digital

		technology <ul style="list-style-type: none"> • Enhancing infrastructure and accessibility • Training for Vocational Instructors • Assistive Devices
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Table 5.2.2 Table showing the themes and sub-themes of analysis.

5.3.1 How did the vocational rehabilitation services for persons with disabilities (PWDs) in Kerala, evolve under the auspices of NCSCDA?

The first research question looked into the evolution of the NCSCDA, the nature of disabilities, vocational rehabilitation services and the stakeholders.

Theme 1: Evolution of the NCSCDA and its engagement

The first objective of the study was to understand the general evolution of the NCSCDA especially in terms of the stakeholders (clientele), its nature of outreach, the nature of disabilities, and the vocational rehabilitation services. Hence, the researcher dwelled on the evolution of the vocational rehabilitation services and the stakeholders over the years and certain important milestones that would determine the quality of the vocational rehabilitation process.

Sub Theme 1. In-take Process

The researcher explored the evolution of the intake process in terms of the sources to reach out to the clientele - persons with disabilities and their families. In the past the main way to introduce people with disabilities to the organisation was through camps undertaken in the selected community halls in each district. There each time a team consisting of intake assistant, social workers, social work trainees and workshop attendant would be physically available. But later social media and instant messaging platforms such as WhatsApp are used to communicate beforehand by way of brochures and information. This has made it much easier to reach the client system requiring services of the NCSCDA.

Case 1

“In the past, Individuals with disabilities used to learn about this institution primarily through camps during which inputs were provided and would subsequently register. However, in recent times, trainees primarily discover about the NCSCDA and the services it provides through various social media platforms.”

Case 3

“In Malappuram district, there is an active WhatsApp group for the parents of children with disabilities, ...they forward the brochure and camp details - dates and venues - to the group members and other groups and social media. During the last visit, two of the trainees were recruited after they found out and reached out about the Camp through a forwarded WhatsApp message.”

Case 5

“My mother came to know about NCSCDA through a WhatsApp group of which she happens to be a member.”

Discussion

Unlike in the past, where the outreach camps used to be the exclusive medium of communication, the emergence of social media platforms and WhatsApp groups have improved access to information about NCSCDA and the vocational rehabilitation services provided. These platforms offer a quick and easy way for people with disabilities, their families, and their support systems to learn about the services, programs, and dates and venues at which the outreach camps were being organised by the NCSCDA. It also demonstrates the value of personal networks and word-of-mouth recommendations in raising awareness and access to vocational rehabilitation in the new age.

Based on the interaction with the stakeholders and the observations during the Camp, the researcher recommended the utilisation of social media platforms, besides a website-up in the colloquial with up-to-date, and pertinent information regarding the NCSCDA. Thus, the NCSCDA can effectively engage with a larger audience by utilising social media, which will help it attract prospective trainees and their families.

Sub Theme 2: Source of Clients

In terms of raising awareness of the needs and aspirations of people with disabilities in that area, the rise in the number of trainees with disabilities hailing from Kerala's northern region can be seen as a positive development. It implies that there may be a greater awareness and acceptance of the significance of vocational rehabilitation in aiding the integration of people with disabilities into the workforce or other productive activities.

Case 1

“Now a larger presence of trainees is predominantly from Kerala's northern region (Malabar) while comparing to other parts of Kerala ...”

Case 3

“Trainees from the Malabar part of Kerala is comparatively more while other parts of Kerala are less in number”

Case 4

“For the past years the admission intake is more from the northern part of Kerala..”

According to the statements Case 1, Case 3, and Case 4, it is clear that there has been a rise in the number of trainees with disabilities in Kerala's northern region, particularly in the Malabar area. Apparently, the rate of disability is highest among the population in the North of Kerala owing to the practice of consanguineous marriages that give rise to recessive syndromes. This finding suggests that people from these areas are now more likely than previous stakeholders to seek services.

Sub Theme 3: Nature of Clients

In general, a change in the nature of trainees the organisation serves has happened over time. In the past, disabilities were necessarily predominantly physical in nature. This has changed substantially with the number of trainees with intellectual disabilities such as mental retardation, autism, learning disability, and cerebral palsy on the increase, in comparison to trainees with visual impairment, hearing impairment, locomotor disability, and other multiple disabilities.

Case 1

“There is a change in the profile of the trainees who have been availing services from the centre- increasingly large numbers of trainees are diagnosed with mental retardation, autism, learning problems, cerebral palsy, and other disabilities. Now there is a decrease in the number of trainees with physical disability”.

Case 6

“There is a significant change in the nature of trainees over a period of time. Now majority of them are with Intellectual Disability”

Case 3

“In the beginning our trainees primarily consisted of individuals with Locomotor Disability and Hearing Impairment. However, currently, we have a larger number of trainees who experience Intellectual Disability.”

The best judges to assess the changes in the clientele and their needs was the NCSCDA personnel. The key personnel interviewed invariably cited a definite shift in the nature of disability; more of those PWDs approaching the NCSCDA for its services had intellectual disabilities. This called for more demands on the centre's services and programs to suit the needs of persons with intellectual disabilities. This highlights the importance of adapting teaching methods, curriculum, and support services to address the unique challenges and learning needs of trainees with intellectual disabilities.

Sub Theme 4: Number of Clients

In recent times, there has been a significant change in the number of trainees permitted into each trade (unit) at the NCSCDA centre.

Case 1

“Now the number of trainees permitted into each trade has been enhanced to 50, in accordance with the change in the government norms and regulations.”

Case 6

“Currently there was an order from Delhi that the number of trainees are going to be increased by 50”

Case 2

“The number of trainees intake are increased up to 50 based on the new order from headquarters.”

Case 8

“Before there was the capacity limit of trainees up to 25, but recently it has doubled. Now we need to admit nearly 50 trainees per trade.”

Prior to recent orders and new government norms and regulations, there was a maximum capacity of intake under each trade as 25 trainees. With the new regulations, the mandate has been to double the in-take capacity to accommodate up to 50 trainees per trade (unit).

The expansion of the trainee intake is a result of altered laws and regulations. The statements imply that an order to increase the number of trainees came from Delhi or headquarters, indicating a top-down directive for growing the vocational rehabilitation program. This change reflects an effort to meet the rising demand for vocational rehabilitation services as well as an understanding of the need to include more people in the program.

Sub Theme 5: Assessment Tools

❖ Work Performance

This section holds significant importance in the evaluation of persons with disabilities (PWDs) as it aims to comprehensively assess their work-related abilities, learning engagement, and task performance. It takes into consideration the unique challenges and capabilities of PWDs to provide a well-rounded assessment. The following dimensions are evaluated in detail:

Following Instructions: For PWDs, the ability to follow instructions accurately holds paramount importance. This assessment considers their capacity to process and understand instructions, reflecting their cognitive engagement and clarity in communication. Moreover, it acknowledges the proactive approach of PWDs in

seeking clarifications when needed, which underscores their determination to grasp the task requirements.

Answering Questions: The evaluation of PWDs' willingness to participate in the learning process through answering questions is a measure of their communication skills and confidence. It recognizes that PWDs might require alternative communication methods or additional time, emphasizing inclusive learning practices.

Concentration: For PWDs, maintaining concentration during training sessions is an important aspect that reflects their ability to absorb information and apply it effectively. This evaluation acknowledges that PWDs might need customized strategies to enhance their focus, ensuring a supportive learning environment.

Handling Tools and Equipment: The dimension of assessing the competence of PWDs in handling tools, equipment, and machinery is particularly relevant. It considers accommodations, assistive technologies, or modifications that may be required to enable PWDs to interact with tools effectively, emphasizing their technical skills.

Task Performance and Quality: This aspect evaluates the efforts of PWDs in performing assigned tasks accurately and maintaining the desired quality. It recognizes that PWDs may have unique strengths that contribute to task execution and highlights the commitment of PWDs to deliver quality outcomes.

❖ **Work Personality**

This section holds particular significance in the context of assessing persons with disabilities (PWDs), as it focuses on their overall work-related traits and behaviours, considering their unique circumstances and potential. The dimensions evaluated are as follows:

Attendance: For PWDs, regular attendance is not only an indicator of commitment but also highlights the challenges they may face in terms of transportation, accessibility, and health conditions. This assessment takes into account the effort PWDs make to attend classes consistently, recognizing their determination to overcome barriers.

Involvement: The evaluation of PWDs' active involvement in assigned tasks and their interest in the learning process is vital. It acknowledges the diverse ways in which

PWDs engage with tasks, considering their preferred learning styles, communication methods, and sensory needs.

Seeking Help: PWDs may encounter unique challenges during the learning process, and their willingness to seek help demonstrates their problem-solving approach. This assessment acknowledges that PWDs might require alternative methods of seeking assistance, ensuring their learning needs are met effectively.

Participation: The evaluation of PWDs' active participation in classroom discussions is significant, considering the accommodations that may be needed to facilitate communication. It also recognizes the importance of PWDs' views and suggestions in creating an inclusive and collaborative learning environment.

Interpersonal Relations: The ability of PWDs to interact and build relationships with fellow trainees and instructors is assessed with sensitivity to their communication preferences and social dynamics. It recognizes the diverse ways in which PWDs establish connections and contribute to a positive atmosphere.

Rule Adherence: The assessment of PWDs' adherence to the rules and regulations of the centre acknowledges their discipline and respect for guidelines. It takes into account any accommodations that may be required due to sensory, cognitive, or mobility-related factors.

Learning Abilities: This dimension of the evaluation recognizes the diverse learning abilities of PWDs. It considers skills such as reading written material, note-taking, copying writings and diagrams, and knowledge of sign language or Braille. The assessment emphasizes inclusive methods of learning and communication that cater to the unique needs of PWDs.

In essence, the "Work Personality" section assesses PWDs' work-related traits and behaviours through a lens of inclusivity and understanding. It acknowledges the challenges PWDs may face and recognizes their capabilities, providing insights into how PWDs engage with their learning environment and contribute positively to the training program. By considering the specific needs, preferences, and strengths of PWDs, this evaluation promotes a supportive and empowering learning atmosphere that facilitates their vocational growth and development.

Time Management: Time management skills are assessed, acknowledging that PWDs may have varying time requirements due to physical, sensory, or cognitive factors. This evaluation underscores the importance of allowing PWDs the necessary time to complete tasks effectively.

Organized Approach: The assessment of PWDs' tendency to complete tasks in an organized manner acknowledges their structured approach to work. It considers that PWDs may employ alternative strategies to ensure organized task execution.

Overall, the "Work Performance" section is designed to evaluate PWDs' abilities in a holistic manner, recognizing their unique strengths, challenges, and potential. The assessment aims to provide insights into how PWDs engage with tasks, process instructions, and contribute to the learning environment. By considering the specific needs and capabilities of PWDs, this evaluation promotes inclusivity and empowers PWDs to develop valuable vocational skills that can lead to meaningful employment opportunities.

❖ **Problem Behaviours**

This section is particularly crucial in assessing PWDs, as it aims to identify and understand any behaviour that might pose challenges in their learning environment and interactions. Given the diverse nature of disabilities, behaviours might manifest differently and be influenced by various factors. The dimensions assessed include:

- **Fights with Others:** This assessment acknowledges any instances where PWDs might engage in physical confrontations with peers or instructors. Understanding the triggers for such behaviour is essential, recognizing that communication difficulties or sensory sensitivities might contribute to misunderstandings.
- **Throws Tools or Equipment:** For PWDs, throwing tools or equipment might be an expression of frustration or communication difficulties. This assessment considers the context of such behaviours and explores potential strategies to address the underlying causes.
- **Harming Others:** This dimension evaluates any behaviour where PWDs might intentionally harm others. It takes into account the need for clear

communication methods and support mechanisms to manage emotions and reactions.

- Restlessness/Inability to Sit: This assessment recognizes that PWDs might exhibit restlessness or difficulty sitting still due to sensory sensitivities or motor difficulties. It emphasizes the importance of providing an environment that accommodates diverse sensory needs.
- Self-Harming Behaviours: Understanding any self-harming tendencies is crucial to supporting PWDs' emotional well-being. This assessment aims to identify triggers and explore strategies for intervention and prevention, with a focus on promoting emotional regulation.
- Use of Abusive Language: For PWDs with communication challenges, the use of abusive language might be a manifestation of frustration or an attempt to communicate needs. This assessment highlights the importance of alternative communication methods and addressing underlying triggers.
- Disturbances during Teaching: Disturbances during teaching could arise from factors such as sensory sensitivities or difficulties in processing information. This assessment aims to identify specific triggers and design strategies to create a conducive learning environment.
- Violence in Provocations: Understanding how PWDs respond to provocation is crucial to fostering a safe and respectful learning environment. This assessment considers the factors that might contribute to violent reactions and explores ways to promote conflict resolution skills.
- Inappropriate Behaviour Towards Opposite Sex: This dimension evaluates behaviours that might be inappropriate in interactions with individuals of the opposite sex. It emphasizes the importance of social skills training and promoting respectful interactions.

In summary, the "Problem Behaviours" section aims to identify behaviours that could impact PWDs' learning environment and interactions. It recognizes that behaviours might be influenced by communication challenges, sensory sensitivities, and emotional factors. By understanding the underlying causes of these behaviours, appropriate interventions and support strategies can be developed to create an inclusive and accommodating learning atmosphere for PWDs. This assessment

contributes to the overall well-being and success of PWDs in their vocational training journey.

❖ **Evaluation Exercises**

Within the framework of vocational training, the "Evaluation Exercises" section holds a central role in comprehensively gauging the practical competencies of trainees. This segment constitutes a collection of hands-on exercises deliberately structured to replicate the real-world tasks and scenarios that trainees are destined to encounter in their chosen vocational trades. These exercises span a diverse spectrum, encompassing various skills and techniques relevant to different trades, thus tailoring the assessment to the unique demands of each field. By engaging trainees in tasks mirroring their future job responsibilities, this section ensures that their abilities are meticulously evaluated and their readiness for professional roles is determined.

The significance of this section lies not only in its capacity to assess the technical skills of trainees but also in its capacity to provide them with a practical and experiential learning environment. Through these exercises, trainees can showcase their proficiency, problem-solving abilities, and adaptability in handling the intricacies of their chosen trades. This multifaceted evaluation approach not only offers a comprehensive snapshot of their capabilities but also offers an opportunity for trainees to bridge the gap between theoretical knowledge and its practical application. In essence, the "Evaluation Exercises" section serves as a dynamic platform where trainees can demonstrate their vocational prowess, enabling trainers and mentors to guide their learning journey effectively and ensure they are well-prepared to excel in their future careers.

❖ **Impression**

This section serves as a concise summary of the trainee's overall performance in the evaluation exercises, capturing their level of proficiency and capabilities:

- **Excellent:** This category indicates that the trainee has demonstrated an exceptional level of competence and mastery in the evaluation exercises. Their performance has exceeded expectations, reflecting a high degree of technical skill, accuracy, and efficiency.

- Good: Trainees categorized under "GOOD" have exhibited a commendable level of performance in the evaluation exercises. Their skills and abilities are solid, indicating a good grasp of the practical tasks and techniques assessed.
- Satisfactory: Trainees placed in the "SATISFACTORY" category have met the basic requirements of the evaluation exercises. While their performance may show room for improvement, they have displayed an adequate understanding of the tasks and skills assessed.

The "Impression" category offers a succinct and meaningful classification of the trainee's performance, allowing stakeholders to quickly gauge their level of readiness and capabilities based on their practical skills demonstrated during the evaluation exercises. This summary is valuable for making informed decisions regarding the trainees' progress, potential for growth, and suitability for further training or employment opportunities.

❖ **Recommendations**

Recommendations are provided to guide the trainee's future training and development, Suitability for Vocational Training, whether the trainee is well-suited for vocational training is indicated. Specific Module Suitability, if the trainee is suitable for specific modules within the training program, those modules are specified. Life Skill Training, Activities of Daily Living, or Behavioural Modification: If the trainee's needs align with life skill training, activities of daily living, or behavioural modification, those recommendations are made.

Case 1

“Complex assessment tools are redesigned to address the contemporary needs, and are being produced in a manner compatible to aid quick and better learning. Now it is much easier for the Vocational Instructors to assess the trainees. Besides, the intake examination for initial assessment has also been modified and simplified, in accordance with the recommendations of the psychologists.”

Case 8

“Now the assessment tools are much easier. It is based on the acquisition and learning capacity of trainees... it has been simplified in a manner that anyone can understand how to evaluate a trainee under each trade, by following the guidelines.”

According to Case 8 and Case 1, the efforts to enhance the evaluation procedure in the vocational rehabilitation program are highlighted by the change assessment tools. The assessment tools have been redesigned and simplified in order to improve learning, speed up evaluation, and give vocational instructors useful guidelines for gauging trainee progress. These adjustments could result in more informed decision-making, tailored support, and better results for people with disabilities seeking vocational rehabilitation.

- **Rehabilitation**

Rehabilitation can be categorised into two primary approaches: centre-based rehabilitation and community-based rehabilitation. Both approaches have their unique strengths and serve individuals with disabilities effectively based on their needs and circumstances.

- ❖ **Centre-based rehabilitation**

Centre-based rehabilitation refers to services and programs provided in specialised facilities or centres dedicated to offering a wide range of rehabilitation services under one roof. These centres are equipped with skilled professionals, technology, and resources to address various aspects of disabilities. Evaluation and rehabilitation happen at four levels: physically, psychologically, socially, and professionally.

- **Evaluation**

During the 30-day evaluation period at the centre, the assessment process for each trade involves three days of evaluation per trainee. The assessments are conducted by vocational instructors with the help of psychologists and social workers, using a case format that covers all four levels of evaluation: physical, social, psychological, and professional. Later, a case conference is held with the Deputy Director, psychologist,

social workers, and vocational instructors to determine if the trainee should be admitted based on the evaluation summary and the trainee's interest.

- **Physical Evaluation:** The vocational instructors begin the evaluation by performing a thorough physical examination of each trainee. They assess a person's physical abilities, mobility, and sensory acuity. This evaluation assists in identifying any physical impairments or challenges that may affect the trainee's suitability for the trade. Physical stamina, dexterity, and the ability to handle specific tools or equipment required for the trade are all factors considered by the instructors.
- **Social Evaluation:** Social evaluation is an important component of the assessment process. The way each trainee interacts with others, communicates, and adapts to social situations is observed by vocational instructors. They evaluate the trainees' social skills, teamwork abilities, and comfort level in group settings. Furthermore, instructors assess trainees' willingness to learn from and support their peers, as these social skills are critical to the success of their vocational training.
- **Psychological Evaluation:** The psychological assessment seeks to comprehend the trainees' emotional well-being, coping mechanisms, and attitude toward the trade. The case format is used by vocational instructors to assess trainees' self-perception, confidence levels, and emotional resilience. They look for evidence of motivation and determination to succeed in their chosen trade, as well as the ability to deal with obstacles and setbacks. The psychological evaluation assists in identifying trainees who have a positive attitude and are open to growth and learning.
- **Professional Evaluation:** Vocational instructors evaluate trainees' vocational skills, trade aptitude, and overall potential to excel in the chosen trade. They assess trainees' adaptation to training materials, conceptual understanding, and practical application of skills. Throughout the evaluation period, instructors consider the trainees' dedication to learning and commitment to improving their vocational abilities.

❖ **Dimensions of Rehabilitation**

- **Social rehabilitation**

Social integration and the acquisition of social skills are essential components of this rehabilitation, as they contribute significantly to their overall well-being and quality of life. The rehabilitation centre's mission is to foster a welcoming and inclusive environment in which people with disabilities can thrive and grow.

Individuals with disabilities undergo rehabilitation as a transformative journey that aims to empower and support them in various aspects of their lives. Rehabilitation centres enable individuals with disabilities to thrive socially and emotionally by creating inclusive environments, developing social skills, promoting peer support, encouraging participation in group activities, facilitating community engagement, and fostering meaningful relationships.

- **Psychological rehabilitation**

The centre ensures that emotional well-being is integrated into the holistic journey of rehabilitation through psychological rehabilitation. The centre empowers individuals with disabilities to flourish emotionally and achieve a more fulfilling life by addressing emotional challenges, fostering a positive self-image, promoting emotional resilience, and providing a supportive network. The psychological aspect of rehabilitation is a critical pillar that allows individuals to thrive not only physically and socially, but also emotionally, as they embark on their journey of self-discovery.

- **Professional rehabilitation**

Professional rehabilitation's ultimate goal is to empower trainees to achieve vocational success and independence. The centre provides individuals with disabilities with the skills and mindset to thrive in their chosen fields by providing tailored vocational training, hands-on experiences, and vocational confidence-building. The provision of job placement assistance and ongoing career support strengthens their path to success even further. Trainees gain not only vocational skills but also the confidence to pursue their careers with zeal and determination, making significant contributions to the workforce and society at large.

- **Physical rehabilitation**

The centre provides individuals with disabilities with the tools and support they need to maximise their physical potential through physical rehabilitation. The centre empowers trainees to live more independent, active, and fulfilling lives by providing individualised plans, assistive devices, and a focus on improving daily living skills. Physical rehabilitation is an essential component of the centre's commitment to holistic care, fostering resilience and allowing individuals to overcome physical obstacles on their path to personal growth and achievement.

❖ **Self-employment**

The centre encourages entrepreneurship and self-sufficiency by providing the trainees with the resources and tools that help them to pursue self-employment opportunities. The success these tools have had in helping people find work emphasises how important it is for the trainees to feel empowered and supported as they enter the workforce.

Case 3

“After successful completion of the courses, trainees were given self employment help devices such as toolkits, sewing machines etc. Most of these were effective for the trainees for their employment.”

Case 8

“For the trainees as a part of empowering them we will provide self employment help devices such as sewing machines, plumbing and electrical tool kits etc..”

Case 2

“Centre provides self employment helping devices to the successful trainees to help them in starting an employment by them..”

It is stated in all cases that trainees are given self-employment aid devices upon successful completion of their courses. These gadgets could include sewing machines, plumbing tools, electrical toolkits, and other things related to their particular trades. These tools give the trainees the resources needed for self-employment, enabling them

to launch their own businesses or work independently. According to the statements, the self-employment assistance tools have been successful in helping the trainees find employment. This suggests that the tools made available to the trainees help them use their knowledge and complete their tasks efficiently, which helps them succeed in their chosen fields. These tools enable them to start their own businesses, promoting independence economically and in terms of self-reliance.

❖ **Community Based Rehabilitation**

Community-based rehabilitation focuses on providing support and services to people with disabilities in their own community, with the goal of promoting social inclusion and empowerment. It makes use of available community resources and includes stakeholders such as family, friends, local organisations, and healthcare professionals. This method addresses physical, psychological, social, and vocational aspects, promoting a comprehensive approach to improving the overall well-being of people with disabilities. Before holding registration camps at various locations, special schools, gatekeepers, and disability organisations must be notified for greater outreach and support. Camps should be held in local community halls.

○ **Intake process to vocational Rehabilitation**

Case 3

“While conducting camp we will inform them about the services which have been provided in the centre. Through this trainees have joined the centre...”

Case 4

“There were also trainees and their families who came to know about the centre through this camp.”

The statements from Case 3 and Case 4 highlight the role of camps in raising awareness about the services provided by the centre and attracting trainees and their families.

The centre hosts awareness-building camps to educate potential trainees and their families about its services, resources, and support. This information leads to increased

interest and enrolment, as well as a platform for introducing the centre's services to those who may benefit. The camps also act as community outreach, allowing the centre to reach individuals who may not have been previously aware of its existence or services. By actively engaging with the community, the centre can expand its reach and create opportunities for individuals to access the support they need.

- **Distribution of Assistive Device**

The distribution of assistive devices through camps is an effective way to support people with disabilities in their communities. Identifying the specific needs of the beneficiaries, planning camp logistics, mobilising resources, and promoting the event to attract participants are all part of the process. Individuals with disabilities are registered and assessed during the camp to determine their needs for assistive devices. The appropriate devices are then distributed to the recipients, along with instructions on how to use and maintain them. Following-up support and training are provided to ensure that the devices are used effectively.

- **Self-assistive devices**

Case 3

“Many of the people have benefited from the assistive devices, especially there are people who have received walk sticks, wheelchairs etc ..”

Case 4

“Through camps people from the lower economic background have benefits as these assistive devices are distributed freely for them”

Both Case 3 and Case 4 highlight the positive outcomes and benefits that individuals who have received assistive devices have experienced. These assistive devices, such as walk sticks and wheelchairs, have significantly improved their mobility and overall quality of life.

The Case 4 specifically mentions how the distribution of assistive devices has benefited people from lower socioeconomic backgrounds. This emphasises the

importance of assisting individuals who may face financial constraints in obtaining necessary devices.

- **Job fair and recruitment**

Job fairs are extremely important in recruiting and supporting trade program graduates. They allow for networking, information sharing, and on-the-spot hiring. The Centre provides follow-up assistance to graduates in their job search. Finally, job fairs provide a dynamic platform for trainees to find work and begin their careers in their chosen trade.

- * **Job fairs**

Case 1

“For the past hotel chains, construction companies or contractors (for masonry, painting and carpentry) and housekeeping were areas of placement. At present, there are opportunities from new generation companies such as KFC to hire trainees.”

Case 3

“Last time, a few job opportunities from Paragon Restaurant for the position of waiter and cleaner were announced. Our children were appointed there as a part of that. There were also other private companies and restaurants that collaborated with us in job fairs.”

Case 4

“Job fairs are conducted for trainees after completion of their courses. Private sectors especially we have recruitment calls from restaurants and companies”

The organisation has successfully formed partnerships with private businesses, including new generation companies like KFC, as well as restaurants to offer more diverse job opportunities to trainees after they complete their courses, even though the traditional sectors like hotel chains and construction companies remain relevant. The ability to adapt and work with various industries is crucial for giving trainees a variety

of employment options and enhancing their chances of a smooth transition into the workforce.

*** Work safety**

Case 4

“We need to ensure the safety of trainees after they are placed. In some places, there is a chance for employee exploitation by giving overwork and a lower wage. Proper follow up is essential in those cases”.

Case 6

“The working environment of trainees is also considered priority. We need proper investigation about their payment and safety. There is a chance for exploitation as these trainees are unaware to find it out”.

After trainees are placed, Case 4 emphasises the necessity of ensuring their safety. She draws attention to the possibility that trainees might be overworked and given lower pay, which could be construed as employee exploitation. Case 4 suggests that appropriate follow-up measures be put in place to monitor the working conditions and treatment of trainees in their respective placements in order to address this issue. This suggests a requirement for ongoing oversight and assistance to stop any kind of exploitation and promote just and secure working conditions for the trainees.

Similar worries about the working conditions for trainees are voiced by Case 6. She emphasises how critical it is to carry out thorough investigations into their safety and payment. Trainees might be more susceptible to exploitation at work because of their ignorance and lack of experience. To safeguard the rights and welfare of the trainees, Case 6 contends that it is essential to proactively identify and address any potential instances of exploitation.

*** Income disparity and Geographic Accessibility**

Case 3

“..As these trainees are differently abled, the salary they get is very low. If they are staying outside of their native town, the salary they get will not be

sufficient to meet their accommodation fee and other expenses. So in those cases, we refer them to find jobs nearby their area itself”.

Case 6

“We promote the trainees to find jobs which are near their area itself. Otherwise their salary might not be able to meet travel expenses and rent of accommodation etc if they are away from their native place. Especially as they are differently abled the salary they get is comparatively low...”

Case 1

“Whenever they go for vacation..I will ask them to seek job opportunities in their area itself. Otherwise the less income that they receive may not be sufficient to meet their needs..’

In Case 1, it is mentioned that trainees are encouraged to look for jobs in their local area while on vacation. This suggests a proactive approach to utilising their time off for income generation and to fill any possible gaps in their finances.

Cases 6, 3 and 1 both mention that trainees with different abilities are paid relatively little. This suggests a financial limitation that might affect their capacity to pay their expenses on time.

*** Follow up**

Case 3

“If the trainee faces any issues or adjust mental problems in the employment area after recruitment .During the follow-up procedure he/ she will be directed to another field that is suitable for..”

Case 4

“All trainees may not be able to adjust with the jobs which they have been placed...the follow-up process evaluates the issues and takes adequate measures for the betterment of the trainee..”

Cases 3 and 4 both emphasise the acclaim that some trainees may face challenges or difficulties in adjusting to their new jobs. This acknowledges the possibility of issues related to job fit, work environment, or other factors affecting a trainee's ability to adapt and perform effectively. The follow-up process serves as a continuous support and evaluation mechanism to ensure trainees' well-being and success in their chosen fields.

Case 3 specifically states that if a trainee experiences adjustment problems or issues in their current employment area, they will be directed to another field that is more appropriate for them.

*** Counselling and awareness classes**

Individual and family counselling is an essential component of community-based rehabilitation. It offers emotional and psychological support to people with disabilities and their families, assisting them in dealing with challenges and developing coping strategies. Community-based rehabilitation programs also include awareness classes. These classes aim to increase community awareness and understanding of disabilities. They can foster empathy, reduce stigma, and create a more inclusive environment for people with disabilities by educating community members.

5.3.2 How does NCSCDA contribute to the transition in the differently-abled trainees attending the vocational rehabilitation process, as perceived by the stakeholders?

The second research question looked at the role of NCSCDA in transforming the lives of the differently-abled trainees participating in the vocational rehabilitation process, as perceived by the stakeholders. Dwelling on transition, it was found that transition happened in two ways - through the centre (centre-based) and community (community-based). Hence, the researcher took transition as the central theme, following it up with two sub-themes - centre-based transition and community-based transition. Below given is the discussion based on the themes.

Theme 1. Transition through centre-based vocational rehabilitation

A centre-based vocational rehabilitation program refers to the comprehensive services and support provided to people with disabilities (PwDs), who aspire to develop

vocational skills and subsequently enter the workforce. The key informant was able to explain the transition happening and in the view of the researcher this was visible primarily in four areas through the various services offered in the centre: social, physical, professional, and psychological.

Sub Theme 1: Social transition

The importance of social transition is emphasised by the creation of an inclusive and accepting society that recognizes and embraces the unique contributions and rights of people with disabilities. It entails empowering individuals to develop social skills, fostering peer support networks, engaging with communities, and promoting social integration in order for them to fully participate and enjoy social opportunities.

- **Social Skills**

Case 2

"Most trainees notify me while on leave, and if they have any questions, they come to me. I recall one of the trainees who was afraid of crossing the road calling me when she got to the Nalanchira intersection."

Case 8

"They were more empathetic after the training... so much so that they know how to set aside their personal interest (compromise) and allow others to have their needs met ... for instance in a normal course when she/he was stopped from doing something she/he liked, they would have thrown a tantrum....but now they would walk out but come back later and apologise...clearly they were more empathetic." (empathetic)

Case 7

" Unlike in the past, he has learned to say "no!" when there was something he did not like ..." (assertiveness)

Case 2

"The majority of trainees notify the vocational instructor when they are on leave and approach them with their questions ..."

Discussion

This demonstrates that the trainees have developed empathy, assertiveness and effective communication skills and are at ease seeking assistance and guidance when

necessary. It reflects their ability to communicate openly and clearly, which is necessary for building relationships and navigating various situations. The trainees were said to demonstrate social skills such as active listening, understanding different perspectives (empathy, critical thinking), and finding solutions that benefit all parties (problem-solving) and demonstrate conflict-resolution. Thus, in all, the trainees clearly demonstrated better communication, problem-solving, compromise, assertiveness, and boundary-setting, crucial for maintaining positive relationships, resolving conflicts, and navigating social situations.

Individuals with disabilities benefit from developing crucial social skills such as seeking assistance when needed and accepting or responding to feedback. Employers stressed the importance of social skills like presenting qualifications, requesting accommodations, and effectively managing conflicts, rating them as "very important" to "extremely important." Additionally, individuals with disabilities, along with their family members, providers, and advocates, recognize the significance of three other essential social skills for success at work among transition age youth with disabilities, such as asking for accommodations, showcasing qualifications, and skilfully handling conflicts. (wehman,2012)

❖ **Engagement in cultural activities**

Case 3

“To help the disabled integrate into society, the institution regularly hosts cultural events in honour of World Disability Day...this ensures the opportunities and engagement of participation of all trainees in varied social activities.”

Case 5

“ I participated in singing (recitation) ... everyone said it was good, and I even got a prize”

Discussion

According to Case 3, the organisation makes sure that all trainees attend diverse cultural events. Thus, NCSCDA dedicates time and efforts in providing all the

trainees (PWDs) equal opportunities, regardless of their disability. In other words it has an all-inclusive strategy in which all participants are urged to participate, regardless of their individual skills or limitations.

The statement made by Case 5 is based on his own knowledge of taking part in a song recitation and getting positive feedback from others. Everyone commenting on how good it was suggests that the event was well received and that Case 5's performance was valued. Such encouraging encounters can increase the trainees' self-confidence and self-worth, which will help with their overall integration and empowerment.

❖ **Social integration**

The trainees transition is characterised by an increase in self-assurance and social openness. Thus, initiating conversations, interacting with others, and expressing themselves, have all come natural for the trainees.

Case 3

“I remember one trainee who was born and brought up in Dubai, who was ‘very introverted,’...he never mingled or spoke with anyone and even shied away from the instructors... and now, subsequent to his training with us he has begun to mingle with everyone; even he is very free to talk with every staff member in the institution.”

Case 7

“When someone comes home he used to hide from them. And he will only talk to me and my elder son. But now after he is going to the centre he has changed a lot. Now he will talk to everyone. Even when he is in the town he will raise hands to people and say hi to them. Everyone is surprised by his change”

Case 5

“When I was at home before coming here I did not have any friends. I will not go out of the house and I will be alone when my mother and brother go to work. But now I have many friends and I am happy now”

Discussion

The training, equal opportunity approach in spite of their inherent disabilities and affirmative action has brought about more confidence among the trainees. They gradually have begun to experience their self-worth. Trainees who were at first shy, have since become confident in socialising and freely conversing with staff members (ref. Case 3); others, who would hide from guests and limited their interaction to close family members are becoming more sociable, start conversations with others and even extend hands to greet strangers in public (ref. Case 7, Case 5) and have started having more friends and being content.

From the above mentioned descriptions, it is evident that the key stakeholders - the Director, parents and career assistant - were vocal about the transformation that happened to the trainees. It was evident that the ones who were extremely shy and withdrawn and who vehemently refused to interact with the staff, immediate family members, were prepared to engage with anyone post-training. These reflections seem to suggest a positive effect in terms of development of self confidence and gathering of social skills enabling their better integration with their families.

The acquisition of social skills, engagement in cultural activities, and social integration are interconnected elements that contribute to the successful transition of individuals with disabilities into the workplace. These findings support that recognizing and developing soft skills such as responding to feedback and asking for help are key considerations in vocational rehabilitation programs. By aligning perspectives among individuals with disabilities, their support networks, and employers, organisations can create an inclusive work environment that empowers individuals to thrive and contribute to their fullest potential (Weili, 2022).

Sub Theme 2: Psychological Transition

Psychological transition is a dynamic and individual process that is unique to each individual, and includes psychological aspects such as self-esteem, motivation, emotional support, coping skills, personal growth, and empowerment.

❖ Self-sufficiency

Case 4

“Before coming here, the majority of the trainees were unable to do their own personal work. They were excessively dependent on their parents before, and found it very difficult to adjust to the rehabilitation facilities. But now they are independent and more functional, capable of doing things such as washing, cleaning, maintaining self care and hygiene by themselves. They observe their senior trainees and learn from them. When they are in a group, they have the “we” feeling; in case any of them needs help, they will give him all the support that they can”

❖ **Self Reliance**

Case 5

"I have not gone anywhere alone ... I have always been accompanied by my mother or brother. But now, I come alone from home and can manage to go anywhere that I want. If I need any support, I will call my brother. I know when and where to board, which bus, etc...."

Case 6

“He will travel alone now. He knows how to board the bus, how much the fare is, etc..”

The comment from Case 7 confirms Case 5's advancement toward independent travel. He has demonstrated a level of autonomy and self-sufficiency in utilising transportation systems by saying that he will now travel alone and that he is informed about boarding buses and fares.

❖ **Self Ambition**

Case 5

“I need to go for a job; I want to earn money on my own and buy a vehicle”

Case 7

“He says he need a job and look after his mother and family”

Case 8

“They will start thinking of getting a job ..”

Individuals express their desire to find work in all three cases. They are driven by a strong desire to work and earn money on their own. In Case 8, it is stated that people will begin to consider getting a job. This demonstrates a proactive mindset and initiative to investigate job opportunities and take steps toward achieving their career objectives.

❖ **Emotional Growth**

Case 7

“Last time during the Christmas celebration, when he was decorating the crib, I suggested to him to put a bulb on the centre. He threw a tantrum - got angry, threw away whatever was in his hand and ran out. After a few minutes he came and said sorry to me and did as I had recommended. It was the first time he said sorry to me ... I was totally amazed by the change in his behaviour”

Case 2

“If I have had fever or headache they would enquire about my health, and ask whether I was okay, etc. ... on other occasions, when they realised that they had not obeyed me they would come and say sorry (apologise) to me..”

As time passed, the trainees would inquire about their peers' health or apologise if they had not followed instructions. This demonstrates their development in emotional intelligence and interpersonal skills, as well as an understanding of the impact of their actions on others and the value of empathy and communication. It is stated that the trainees show empathy and concern for the well-being of others. Both the cases witness to the trainees' growing level of self-awareness; whenever they realised that their reaction was inappropriate and they took the initiative to apologise (ref. Case 7). This demonstrates an increased level of self-awareness, as they admitted their error and apologised (emotional intelligence).

❖ **Self Motivation**

Case 3

“The trainee is given a newspaper or a book to read during the intake process to assess their abilities. The learner first rejects the paragraph, but after being motivated, he or she attempts to read it.....”

Case 8

“This boy was initially very shy in class. Later i used to motivate him by telling ..look at your friends they are doing etc..So then he also started to do task”

Case 3 observes that the learner initially rejects the passage assigned for reading during the admissions process. However, after being encouraged, the trainee tries to read it. This suggests that motivation is essential for encouraging the trainee to leave their comfort zone and take on challenges they may initially find intimidating or apprehensive.

Case 8 gives the example of a timid trainee who, with motivation, began to overcome his shyness. He says that he would encourage the boy by praising the accomplishments or tasks carried out by his peers. The confident peer comparison encourages the shy boy to take an active role in activities and engage in tasks.

They as well emphasise the importance of encouraging and motivating trainees to take an active role in their learning. Vocational instructors assist trainees in overcoming initial reluctance or shyness by using strategies like positive peer comparison and offering support, fostering their growth and development throughout the vocational rehabilitation journey.

❖ Empowering Confidence

The trainees, who were at first withdrawn have grown accustomed to themselves and are now independent and able to meet their own needs. Their engagement, confidence, and acquisition of useful skills have all been greatly influenced by exposure to the community. These encouraging developments demonstrate the rehabilitation program's success in enabling trainees to take a more active role in their daily lives and become more independent.

Case 3

“Initially, while he came with his parents, he found a very withdrawn attitude towards the rehabilitation centre, whereas now he is very adjusted and independent in taking care of his own personal needs.”

Case 4

“Through allowing the trainees to get an exposure to the community they will start engaging with other people... Now they have learned how to buy things from shops and how to manage money.”

A trainee who initially displayed a withdrawn attitude toward the rehabilitation centre is mentioned by Case 3. This implies that the trainee might have been watchful, guarded, or uncertain about taking part in the program and interacting with others. The trainee is now adjusted and capable of taking care of their own needs, according to Case 3. This shows that the learner is now more confident, independent, and able to handle their regular tasks and activities.

Discussion

Clearly the NCSCDA and the constellation of activities it offers has made a world of difference in augmenting their confidence. The presence of persons with disabilities with varied levels of learning - weak to advanced - permits role-modelling. This was a good process of learning that the trainee underwent equipping them to be ready for future life. This perhaps provided them an opportunity to improve their levels of autonomy and self-sufficiency. This included various aspects of living that improved their functionality - recognising the destination boards, transacting fares so as to utilise transportation; a strong desire to work and earn money on their own driving them towards getting a job, etc. They were also equipped to become functional with various aspects of sociability such as apologising and clarifying if they could not follow instructions, using strategies such as positive peer comparison and offering support - demonstrating some improvement in emotional intelligence.

Sub Theme 3: Professional Transition

Employment transition is a significant phase in an individual's life, characterised by the pursuit of autonomy, the development of literacy skills, engagement in practical tasks, and unwavering motivation for success. This period promotes personal growth

and empowerment as individuals strive for independence, enhance their literacy abilities, take on maintenance responsibilities, and stay driven to overcome challenges and achieve their professional goals.

❖ **Aspirational Autonomy**

Progressively, the trainees developed a desire for employment, financial independence, and personal growth, highlighting the transformative impact of vocational rehabilitation programs. They have a future-oriented mindset, recognizing financial stability, health, and well-being in their professional journeys. Their aspirations reflect their readiness to embrace opportunities, make positive contributions to the workforce and communities.

Case 3

“He talks about getting a job and looking after his parents. Also, he wants to buy his favourite vehicle with his own money, etc.”

Case 7

“Now he has reduced food and himself says “Amma I only need sufficient food otherwise I will get fat and that will affect my health while doing job.” ”

Case 9

“He says about having job and returning back to his parents. Where he can help them in their business”

In Case 3, the trainee expresses a sense of responsibility and a desire to support their family by talking about getting a job and caring for their parents. In Case 7, the trainee emphasises how crucial it is to maintain a healthy weight for their job, highlighting the importance of both personal and professional success. In Case 9, the trainee shows a commitment to helping their family out by expressing a desire to get a job and return home to help out in the family business.

The trainees' conversations about jobs show a strong desire to work. They express a desire to find employment, which can bring independence and financial security. This drive to enter the workforce may have been sparked by the vocational rehabilitation

program, according to this motivation. The trainees' desires for economic freedom can be seen in their aspirations to purchase their own favourite vehicle and support their parents' businesses. They see employment as a way to achieve financial independence and the capacity to realise their aspirations for themselves and their families.

In Case 7, the trainee emphasises how crucial it is to keep a healthy weight in order to stay in good health while working. This demonstrates an understanding of the relationship between physical health and job performance, indicating a comprehensive approach to their health.

❖ **Literacy and Skill Development**

The vocational rehabilitation program has significantly improved trainees' language development, writing, drawing, and computer literacy. These advancements demonstrate the program's transformative impact on individuals with disabilities, empowering them to acquire essential skills, enhance communication, and broaden career opportunities. These accomplishments demonstrate the program's effectiveness in fostering personal and professional growth, positively impacting trainees' confidence, employability, and overall quality of life.

Case 3

“Other notable improvements have also been seen, ... in comparison to their initial state, trainees have substantially improved their reading and writing abilities ...”

Case 5

"I have learned to write and read little, not complex words though ...but I can manage to do typing on a computer, printing, lamination and many other skills".

Case 7

“When he was young two words he spoke were “Amma and Appa”....but now he has changed a lot...he can now speak English words also. He says “today is Sunday “and “Sunday is a holiday”.”

“He prints letters by looking at anything in a newspaper or a book... he can also draw pictures by seeing it, even though he takes more time for that... and his handwriting is very attractive .”

Case 9

“He can efficiently use the computer keyboard now. He learned the printing and DTP functions and how that works out.”

In Case 5, the trainee mentions mastering skills like printing, typing, and laminating in addition to learning to write and read simple words. In Case 7, the trainee shows growth in communication skills by expressing knowledge of particular days and increasing their vocabulary to include English words. In Case 9, the trainee understood language command of computer keyboards and knowledge of printing and desktop publishing (DTP) features.

Case 7 demonstrates an abundance of improvement from speaking only two words at first ("amma" and "appa") to being able to communicate using English words. This development of language abilities shows the trainee's improved capacity for self-expression and more sophisticated communication.

Cases 5 and 7 discuss the trainees' writing and drawing development. While Case 7 describes the trainee's ability to write letters and draw pictures, albeit slowly, Case 5 mentions learning to write and read. The trainee's improvement in fine motor skills and attention to detail is highlighted by the mention of their attractive handwriting.

❖ Observational Learning

Case 2

“Initially these trainees were not responding to anything but later when they observe others, how they interact they learn from other trainees.”

Case 6

“Observing other children and learning from them, trainees develop a curiosity to learn the trade and how to do things”

Case 2 and Case 6 both stress the value of trainees watching others to learn from them. The trainees initially showed no response to anything, but Case 2 claims that as they observed their peers, they began to interact. Similar to how Case 6 points out, trainees pick up skills and develop a desire to learn a trade by watching other trainees.

These statements clearly demonstrate the idea of social learning. In a setting where they interact with their peers, trainees can watch how they act, behave, and communicate. Through imitation or modelling of the behaviour they see, they pick up knowledge and skills in this way. It implies that trainees' learning and development are significantly impacted by their interactions with peers.

❖ **Involvement in maintenance works and readiness to employment**

Case 4

“Trainees themselves perform hostel infrastructure tasks like bed covers, plumbing, and welding.”

Case 8

“When there is any work in the centre the trainees themselves take initiative. Most of the maintenance work is done by the trainees with the supervision of their Vocational Instructors.”

Case 4 and Case 8 demonstrate the trainees transition to employability skills and responsibilities. In these cases, the trainees are actively involved in performing tasks related to hostel infrastructure, maintenance work, and other centre activities. This showcases their development of practical skills, independence, and readiness for employment.

❖ **Motivation**

Case 3

“In those situations, we need to encourage the children by saying he or she can do that and he or she has the intelligence to do that. We can see that while motivating the children, the happiness or confidence in their faces is visible”.

Case 5

“I come every day, everyone is supportive here”.

Case 7

“Vocational Instructors and all staff will encourage him to do many things”

The statements emphasise the importance of encouragement, positive reinforcement, and a supportive environment in the vocational rehabilitation program. They stress the beneficial effects of these elements on the trainees' motivation, happiness, and self-assurance. The staff and vocational instructors' efforts to foster a supportive environment are another factor in the trainees' overall growth and program success.

Discussion

The vocational rehabilitation process pays off after a period of time. They acquire very specific skills for functional employment - reading, writing, printing, DTP work, drawing - all necessary for gainful employment in areas of their proficiency. They pick up skills and develop a desire to learn a trade by watching other trainees who perform similar tasks. They attempt to transfer the learning to real-life situations for instance in repairing the hostel infrastructure, or offering support in the maintenance at the centre or engaging in relevant activities.

Sub Theme 4 : Physical Adaptation

The centre's primary focus is on supporting trainees in their physical adaptation process, helping them accept and adjust to the changes that have occurred in their bodies. The services provided are specifically designed to address these needs and promote a positive mindset that aid their transformations superseding their physical limitations. Through various programs and resources, the centre aims to engage trainees in activities allowing them to embrace their new bodies with confidence and resilience, thereby facilitating their journey towards self-acceptance.

Case 4

“If the trainee has a physical impairment, for example, one who lost a leg in an accident and is using a wheelchair, we can't admit him to the mechanical

or plumbing department because physical mobility will be a challenge. For him, any desk based job is suitable, like a printing session or computer application, etc., where he can sit comfortably and work”.

Case 8

“..they will use one hand for typing letters on the keyboard even though they take time. Initially they were refused as they can’t use both hands. Later they will adjust with their physical limitations and take steps towards adaptation...”

Case 1

“For acquired disabilities it takes time to accept their physical change ..but eventually they will adapt to their body image..”

These statements from Cases 4, 8, and 1 address the considerations and accommodations made for people with physical impairments or disabilities. They claimed that trainees as they underwent their training were better able to accept their physical limitations and come to a frame of mind permitting them to try out suitable employment.

Theme 2: Transition through Community-based Rehabilitation (CBR)

The transition phase for differently abled trainees in the context of community-based rehabilitation is a critical stage aimed at empowering these individuals to live independent and fulfilling lives. Community-based rehabilitation programs are designed to provide comprehensive support tailored to the specific needs of trainees in their communities. As these trainees finish their rehabilitation programs, the transition phase takes centre stage, allowing them to successfully integrate into society.

❖ Entrepreneurship

The institution's focus on technical skills and fostering an entrepreneurial mindset has led to trainees' entrepreneurial success. The institution trains individuals to start diverse businesses, contributing to the local economy and achieving economic independence.

Case 3

“There were also trainees who began their own enterprises after completing their trade program. I remember one of the trainee with locomotor disability and obstetrical brachial palsy affecting their upper limb, resulting in a 40% disability, completed SSLC and registered for NCSCDA Thiruvananthapuram. He studied watch repair and worked at a nearby watch shop for three years, earning 16,000 rupees per month. He is now the proud owner of their own watch house in Kozhikode.”

Case 4

“There were our alumni trainees who started their own mechanical shops, watch repair shops, and stitching centres with their own capital and loans. Parents also supported these individuals to achieve their potential”.

After completing their trade programs, some trainees, according to Case 3, launched their own businesses. This implies that the education offered by the institution not only gives people the skills they need, but also encourages an entrepreneurial spirit in them, motivating them to take the initiative and launch their own businesses.

Case 4 gives specific illustrations of the kinds of businesses that the former trainees have launched. These consist of mechanics shops, watchmakers, and sewing facilities. This shows that the trainees have successfully launched a variety of entrepreneurial ventures, demonstrating their capacity to put their trade skills to use and pursue self-employment opportunities.

❖ Self-employment

The centre encourages entrepreneurship and self-sufficiency by providing the trainees with the resources and tools that help them to pursue self-employment opportunities. The success these tools have had in helping people find work emphasises how important it is for the trainees to feel empowered and supported as they enter the workforce.

Case 3

“.....After successful completion of the courses, trainees were given self employment help devices such as toolkits, sewing machines etc. Most of these were effective for the trainees for their employment.”

Case 8

“For the trainees as a part of empowering them we will provide self employment help devices such as sewing machines, plumbing and electrical tool kits etc..”

Case 2

“Centre provides self employment helping devices to the successful trainees to help them in starting an employment by them...”

It is stated in all cases that trainees are given self-employment aid devices upon successful completion of their courses. These gadgets could include sewing machines, plumbing tools, electrical toolkits, and other things related to their particular trades. These tools give the trainees the resources needed for self-employment, enabling them to launch their own businesses or work independently. According to the statements, the self-employment assistance tools have been successful in helping the trainees find employment. This suggests that the tools made available to the trainees help them use their knowledge and complete their tasks efficiently, which helps them succeed in their chosen fields. These tools enable them to start their own businesses, promoting independence economically and in terms of self-reliance.

❖ Empowerment through Mobility and Personal Growth

Case 10

“I'm now travelling on my own, showing how independent I'm becoming. I'm excited to tell you that I got a driver's licence, which lets me drive by myself from home to the Medical College. This is a big accomplishment for me. It means I can go places on my own and it also makes me more capable of working.”

Discussion

In this inspiring success story, the individual highlights their increasing independence and personal growth by sharing their achievement of obtaining a driver's license. The accomplishment of being able to travel independently from home to the medical college not only signifies their growing autonomy but also presents enhanced employability through expanded mobility. This narrative vividly showcases how the journey towards self-reliance and empowerment can significantly contribute to personal development and increased opportunities.

❖ **Family Engagement and Personal Growth**

Case 10

“I've started doing things at home like grocery shopping and helping my family. I wasn't as close to my family before the training, but now I actively engage with them and contribute at home.”

Discussion

The individual's narrative demonstrates a good shift in their level of engagement with family members and their function in the household. The NCSCDA training appears to have empowered them to take on responsibilities like as shopping and aiding their family. This increased participation demonstrates the practical impact of vocational rehabilitation on their personal development and family dynamics. Their enhanced confidence and talents have not only helped them to contribute effectively at home, but have also strengthened their bonds with family members. This account demonstrates how vocational rehabilitation can go beyond skill development to generate a sense of belonging, empowerment, and active participation in one's familial context.

❖ **Skill Development and Financial Inclusion**

Case 10

“I acquired specialized training in the printing sector and have spent the last three years working at the print shop. Additionally, I can use Google Pay to send money.”

Discussion

The individual's successful training in the printing area resulted in a three-year employment in the print shop, demonstrating the effectiveness of the NCSCDA's vocational rehabilitation services. Furthermore, their ability to successfully use digital platforms such as Google Pay for financial transactions demonstrates the training's larger benefit in building independence and inclusion. This success story emphasizes the importance of skill development and technology proficiency in improving employability and financial inclusion for people with impairments.

❖ **Empowerment for Personal Fulfilment and Family Roles**

Case 10

“I have entered into marriage as well. Seeing my friends getting married, I also felt the need to marry. With my current income, I am now able to contribute to the household responsibilities.”

Case 9

“Now he has started to think about marriage and having a family.”

Discussion

Through the decision to join a matrimonial site, the individual displays their personal progress and empowerment. Seeing friends' marriages inspired a similar desire in them, showing a sense of personal fulfilment and a need for friendship. Furthermore, their capacity to contribute to household obligations as a result of their income demonstrates how vocational training not only improved their employability but also enabled them to take on key family roles. This case exemplifies the larger influence of vocational rehabilitation on promoting confidence, self-worth, and a greater sense of agency in numerous facets of life.

5.3.3 What are the challenges and prospects for the NCSCDA in the vocational rehabilitation of persons with disabilities (PWDs)?

The third research question pertained to the challenges and prospects for the NCSCDA in the vocational rehabilitation of PWDs. The discussions yielded under theme subthemes as follows:

- Challenges - these were recorded as limitations classified
 - Finance
 - Institutional Infrastructure
 - Student Management Limitations
 - Parenting styles and impact on trainees
 - Challenges faced by trainees
 - Instructional Resources
 - Workload and Stress

- Prospects
 - Upgrading Instructional Resources
 - Incorporation of new age digital technology
 - Enhancing infrastructure and accessibility
 - Training for Vocational Instructors

Theme1. Challenges

Sub theme 1: Finance

In the context of vocational rehabilitation for individuals with disabilities, centres face significant financial challenges, particularly related to upgrading trading equipment. Ensuring the most effective and up-to-date training experiences requires constant efforts to modernise and maintain essential equipment.

❖ Upgrading trade equipments

Case 1

“When it comes to upgrading the training materials and purchasing new items for the trainees the allocated fund is not sufficient..”

Case 2

“If any problems like software or hardware damage occur, there is no way to fix them, and there isn't enough money to do so”

Case 8

“When the materials, especially in the plumbing and electrical trades, get damaged, the funds may not be sufficient to purchase new replacements. In such cases, vocational instructors often find themselves spending their own money to ensure the continuity of the class and to provide the mandatory class materials.”

Discussion

Both cases highlight the financial limitations that prevent the advancement of training materials, the acquisition of new tools, and the resolution of hardware or software problems. These restrictions may reduce the overall standard of the vocational training program and the learning environment for the trainee.

To ensure that the vocational centre can provide the required materials, equipment, and technological support for effective training, it is necessary to allocate enough funding and resources to address these financial challenges. For the educational environment to be maintained and improved and for trainees to develop the skills and competencies required for their future employment, adequate financial support is essential.

Sub Theme 2: Institutional Infrastructure

National Career Service Centre for Differently Abled provides rehabilitation for differently abled people frequently face infrastructure challenges, which can have an impact on the quality of education and support provided. These difficulties include operating in rented buildings, having limited space, and finding suitable hostels.

❖ Necessity of rented building

Case 1

“Centre doesn’t have its own place to function. This current building is on rent and yet to receive approval from the state government to purchase a parcel of land so that it may move to”.

Case 3

“The centre currently operates without its own building and relies on a rental arrangement.”

Case 8

“The centre has been operating from a rented building since its early days, which limits its ability to make modifications and imposes ongoing rental expenses.”

Discussion

The three cases present a shared obstacle faced by the centre, which is the absence of its own building, leading to the necessity of functioning from a rented space. This circumstance imposes limitations on making modifications, causes financial strain due to rental expenses, and raises uncertainties about the centre's future stability and expansion. Resolving these challenges demands finding a viable solution to secure a permanent location, either by obtaining approval for land purchase or exploring alternative options to acquire a dedicated facility.

❖ Space constraint

Case 2

“There is no sufficient area in the classrooms. Even trainees doesn't have a proper ground or other facilities for their physical engagement”

Case 4

“During events like sports days or other occasions, we organise competitions for the trainees. However, we face challenges in providing proper ground facilities for the physical engagement and recreation of the trainees.”

Case 5

“I enjoy playing football and cricket together on a field when I'm backing home. However, here we are unable to participate in these sports because there isn't enough space for group play.”

Case 6

“The classroom lacks sufficient space to accommodate both the trainees and the trading equipment, which also requires ample room for proper placement.”

Discussion

The consistent theme of limited space across these cases highlights the significance of adequate and well-utilised space for the smooth functioning and optimal experience of various activities. A shortage of space can negatively impact training sessions, sports events, and recreational opportunities, thereby limiting the overall development and engagement of trainees and individuals involved. Addressing these space constraints is crucial for organisations and individuals alike to enhance their effectiveness, comfort, and overall functioning.

❖ Hostel

Case 1

“Hostel operates on a rent-basis as well, making it difficult for trainees from remote locations to use hostel amenities as the hostel can accommodate only a limited number of trainees.”

Case 3

“There are trainees from different parts of Kerala. When it comes to hostel accommodation we may not be able to accommodate everyone due to lack of space”

Case 4

“Even the hostel itself functions on rent. We can only admit a few trainees, the rest of them will need to go back home. As there is only a little space.”

Case 6

“If there is a female hostel als , more trainees will join here.”

Case 2

“There are no proper building facilities for the hostel. Hostel itself runs on the rent basis that is on the other compound”

Discussion

These statements emphasise the hostel's lack of proper building facilities and the limited space available to accommodate trainees. This presents a challenge in terms of providing enough hostel accommodations for all trainees who wish to join the centre.

Limited space, rent-based arrangements, and insufficient facilities make providing suitable accommodations for trainees difficult. Improving hostel facilities, increasing capacity, and exploring alternative solutions could address these issues and ensure that trainees have convenient and affordable lodging, encouraging their active participation in the centre's programs.

Sub theme 3: Student Management Limitations

❖ Vocational Instructors unable to handle

Case 1

“Vocational Instructors are ill-equipped in understanding and handling PWDs who have limitations in understanding and expressing their feelings (love, sexual urges).”

Case 2

“During my first few months at this institution, I struggled to effectively manage the trainees. Some of them did not follow my instructions, and I found it difficult to recognize and address their behavioural changes. Furthermore, I was unaware of their individual behavioural dynamics at the time.”

Case 6

“In the beginning, I encountered challenges in managing these trainees.. Some of them were disobedient, and I had difficulty understanding their needs or the messages they were trying to convey. When they behaved aggressively or unusually, I frequently sought the assistance of other instructors or staff members.”

Discussion

These cases highlight the importance of better training and support for the vocational instructors who work with people with disabilities. Instructors must gain a better

understanding of the unique challenges that their trainees face. Such as the communication barriers and behavioural variations. Furthermore, specialized training could assist instructors in providing appropriate guidance and creating an inclusive learning environment that fosters the growth and success of all trainees regardless of their ability.

❖ Retirement of Senior staff

Case 1

“Now the institution is now dealing with the senior personnel retiring as well as transfer problems with current employees. As going the current possibility of training in those particular trades are being stalled for a few days due to the time lapse in appointing new vocational instructors. Other vocational educators must handle such departments as well in this circumstance.”

Case 8

“Transfer of the senior staff is another major concern. As the new post takes time to fill, other vocational instructors need to take care of their duties also.”

Case 6

“By next week, two of our senior staff - vocational instructors will be retiring and the recruitment process for the new vocational instructors takes time. As a result, we will have to handle their duties during their absence.

Discussion

The cases all have one thing in common that is the difficulties caused by the retirement of senior staff and delays in appointing new vocational instructors. This has resulted in training disruptions and increased responsibilities for other instructors, affecting the institution's operations.

❖ Linguistics Barrier

Case 1

“New vocational instructors from northern India doesn't know Malayalam .As these trade instructors use Hindi, trainees find it difficult to learn properly. They were doing the work only by observing the training instructors due to the language barrier that exists between them.”

Case 2

“I don't know sign language. I am learning from the trainees. When I have difficulty in comprehending, I will ask help from other trainees to convey my message.”

Discussion

According to Case 1, the trainees face difficulties because the new vocational instructors from northern India do not speak Malayalam. It is challenging for the trainees to learn effectively because the instructors speak Hindi. Effective communication and understanding between the instructors and trainees may be hampered by this language barrier.

Although Case 2 admits she doesn't know sign language, she is picking it up from the trainees. She asks fellow trainees for assistance to deliver her message when she has trouble understanding.

❖ Monotony

Case 2

“Teaching the same lesson repeatedly for a week becomes monotonous, leading to weariness and a loss of interest in the process.”

Case 6

“We have to teach them the same portion over and over because that is the only way they will learn and understand effectively.”

Both cases highlight the difficulties and benefits of repetition in the teaching process. While the monotony of teaching the same content may cause fatigue and decreased engagement in instructors (Case 2), it is recognized that repetitive instruction is critical for individuals' effective learning and understanding (Case 6).

❖ Limited staff

Case 2

“There is only a limited number of staff currently in the organisation. As the number of trainees also increases it is not easy to handle all of them by giving them individual care.”

Case 6

“Taking care of the trainees is already difficult due to the requirement for individualised care. With the new rule increasing the number of trainees, I am concerned about how I will effectively manage and care for these 50 trainees.”

Case 4

“Because of the limited number of employees, it becomes difficult to care for each trainee.”

These cases highlight the impact of limited staff capacity on trainees' ability to receive individualised care and support. As the number of trainees increases, it becomes more difficult to provide adequate attention and personalised assistance to each individual. As a result, it highlights the need for additional resources, such as hiring more staff or implementing strategies to optimise care delivery within existing staff constraints.

❖ Abolishment of Post as workshop attender

Case 1

“Earlier, when each trade used to have an attender assisting the trainer, but now that position has been eliminated.”

Case 6

“During the period when I joined here there was one attender to help vocational instructors. When the government order made changes the post have also changed”

As this position was later abolished, both cases highlighted the necessity of a workshop attendant for each trade. Vocational instructors can improve their methods of instruction and devote more time to interacting with students, attending to their specific needs, and efficiently tracking their progress with the help of workshop participants. This assistance would improve the trainees' overall experience of vocational training by fostering a more favourable learning environment.

❖ Streamlining

Case 3

“When the time limit expands as the number of clients grows, and the intake procedures become very casual where important aspects are only covered.”

Case 4

“Sometimes there will be a rush in the admission process. During this period we need to skip many things and focus on the important procedures. There shouldn't be enough time to have a detailed interaction with the parents. Usually the admission procedure takes a minimum one hour.”

Due to the rising clientele and peak admissions periods, the vocational rehabilitation program's intake procedures are time-constrained and may be compromised. Addressing these issues might necessitate a review of the intake procedure to make sure that crucial elements are not missed, ample time is allotted for interactions, and comprehensive assessments are carried out to offer the clients the best support and services possible.

Sub Theme 4: Parenting Style and impact on trainees

❖ Autonomy

Case 3

“There are some parents who overprotect their children, and several trainees change careers if they find it difficult to take risks”

Case 6

“Some parents want their children to always depend on them...they won't allow the trainees to take small risks also.”

Discussion

Both cases demonstrate the impact of parenting styles that limit trainees autonomy and impair their ability to develop resilience, self-reliance, and decision-making skills. Parents and caregivers must strike a balance between providing support and allowing trainees to take calculated risks in order to foster their personal and

professional development. Certain parents' restrictions limit trainees' ability to take risks and explore different career paths. As a result, if these trainees find it difficult to step outside of their comfort zones, they may decide to change careers.

❖ **Restrained**

Case 3

“He used to travel on his bike, and as he came home early at midnight, his parents were more anxious about whether he would get into an accident anymore, his safety while driving at midnight, etc. They asked him to drop the job and seek another one. Due to the over care of his parents, he dropped the job and now sits in his home.”

Case 4

“Trainees will frequently switch jobs and won't stay in one place for very long. Parents will not be encouraging them to take risks based on their abilities. If their children say they can't, parents will encourage them to drop out..”

Parents are more likely to encourage trainees to drop out or quit if they express any difficulties or challenges. As a result of their overprotection, the trainee gives in to his parents' wishes and stays at home. These examples show how parental restraint and discouragement can influence trainees' decision-making and career paths. The trainees' ability to grow and explore may be hampered if they are discouraged from taking risks and encouraged to abandon difficult situations. This limitation can limit their professional development and independence, resulting in a lack of job stability and opportunities for personal growth. It emphasises the significance of striking a balance between safety concerns and allowing individuals to pursue their own goals and aspirations.

Sub Theme 5: Parenting styles and impact on trainees

❖ **Parental Perceptions**

Case 2

“Parents do not encourage their children to do more. They believe that their children have limited abilities and cannot do even the most basic of tasks, and so on. To begin, parents must recognize the abilities of children.

Case 4

“..Initially parents will not accept the fact that their children can do many things. In the admission time itself they make false perceptions of their children like they are nothing of use and their children can't do anything..”

Parents' preconceived notions and false perceptions that their children are incapable and lack potential can undermine their children's self-belief and confidence. These cases highlight the critical role that parents play in shaping their children's self-esteem and abilities. Parents must adopt a positive and supportive attitude while recognizing and nurturing their children's strengths. Parents can empower their children to reach their full potential and pursue fulfilling endeavours by providing encouragement and fostering a belief in their children's abilities.

❖ Family Dynamics among Differently Abled

Case 1

“Parents have issues within and between themselves after having ‘such a child’ (read PWD). Fathers, as a matter of escape, spend time with their friends or take to drinking as a way to get adapted to these issues affecting them psychologically; the mothers on the other hand don't have anyone to share their sorrows.”

Case 3

“Family tension and problems amongst family members might result if the family is unable to accept or handle the circumstance. Family relationships can sometimes become ruined. There are a lot of cases where the parents got separated while knowing their child is in the disability category...”

Case 7

“..When his father came to know that he is differently abled, we had a quarrel between us regarding the continuation of his studies in special school. He didn't support me on the decision that I took and I was forced to find a job in gulf countries when his father left us...There was no other option for me to take care of two children. Till now we are separated...”

These cases shed light on the complicated dynamics that families face when dealing with disabilities. Internal conflicts, a lack of support, strained relationships, and separation can result from challenges and differing perspectives on how to deal with the situation.

To help families with differently abled members navigate these challenges, improve communication, and foster understanding, it is critical to provide support and resources. Strengthening family bonds and promoting inclusive environments can have a positive impact on the family unit's overall well-being.

Sub theme 6: Challenges faced by trainees

Differently abled trainees in vocational rehabilitation programs face a variety of challenges that can have an impact on their overall learning and well-being. The researcher discovered that it is critical to address the multifaceted challenges they face, such as protecting their interests, adjusting to the centre's environment, understanding sexuality, ensuring proper ergonomics, managing hostel supervision, and addressing potential substance use issues, in this context.

❖ Safeguarding Differently Abled

Case 1

“There also scary moments where the NSCDA get into trouble for helping trainees. a recent instance wherein a male trainee referred from the juvenile home went missing. One of the trainees asked one of the VIs for money so to go back to the Children's Home, where he is currently admitted as he didn't get money. But within half an hour, the instructor found that he had gone missing”.

Case 3

“There are many issues regarding the safeguarding of trainees. When trainees find difficulty in adjusting with the centre they will even do scary things. Last time there was a trainee who drank the medicine that is used for fingernail fungus to make the centre dismiss him.”

When some trainees struggle to adjust to the centre's environment, they may exhibit challenging behaviour. These cases highlight the importance of strong safeguarding measures and constant vigilance in dealing with trainees' unique and sometimes alarming behaviours. It emphasises the importance of identifying and addressing any potential risks or issues as soon as possible in order to ensure the safety and well-being of the trainees within the centre. When some trainees struggle to adjust to the centre's environment, they may exhibit challenging behaviour.

❖ **Adjustment**

Case 1

“Parents were unaware of how to raise a child with a disability. If they find their children have disabilities, they over-protect and make decisions based on them, and in the process leaving them dependent. Trainees coming from over-protective families face relatively more difficulty adjusting while being rehabilitated to any place or overcoming their challenges.”

Case 2

“The main problem they face initially is homesickness and adjusting to the new place because they haven't been connected to the centre for a while. And it should be the first time they are being away from their home.”

Case 3

“There was one trainee who was unable to adjust to the procedures of rehabilitation. He called his parents to take him back with them, which they refused to do. So at that time, he planned various activities to provoke the institution to dismiss him from there. He used to beat other trainees while sleeping, purposefully cause problems, etc. At last, when he found that he would not be dismissed, he made another small suicide attempt. He drinks the

acid medicine that is used for nails and was admitted to the hospital due to this issue. The rehabilitation centre allowed him to drop out of the course”.

Many of them are unfamiliar with the vocational centre and may be spending their first time away from home. They may find the process of adjusting difficult as they learn new routines, places, and people. Both instances highlight the challenges trainees face in terms of adjustment. The difficulties trainees have adjusting to rehabilitation programs and new environments are a result of overprotective parenting and a lack of prior experience in unfamiliar settings.

❖ **Sexuality**

Case 2

“These individuals undergoing vocational training face an elevated risk of making errors and also encounter significant challenges related to sexual changes that arise with age. However, they often struggle to address these changes in a typical manner.”

Case 6

“These trainees have a significantly high likelihood of committing errors, and in addition, they face challenges in coping with sexual changes that occur as part of the ageing process. However, they encounter difficulties in effectively managing these changes on a regular basis.”

Both cases highlight the sexual difficulties that individuals undergoing vocational training face. These difficulties can arise as a result of natural ageing processes such as hormonal changes or changes in sexual development. According to the cases, these trainees may struggle to address these changes in a typical manner, indicating the need for appropriate support and guidance in navigating these challenges.

These cases were chosen based on female instructors' observations and perspectives, as well as their concerns about trainees' sexual behaviour, particularly female trainees in their trade. Furthermore, a younger instructor appears to be more preoccupied with the trainee's sexual behaviour and finds it difficult to accept the way trainees express themselves in this regard.

It highlights the complexity of addressing sexual behaviour within vocational training settings, particularly when there is a gender dynamic involved. It is critical to approach these issues with tact and to ensure that instructors are properly trained to handle such situations professionally and objectively.

❖ **Ergonomics**

Case 2

"A significant portion of the trainees face challenges with prolonged sitting during class sessions."

Case 6

"In the early weeks of their trade admission, these individuals faced challenges adapting to the new environment, particularly in terms of sitting for extended periods of time. It may take them some time to adjust and become comfortable with their surroundings"

Trainees frequently face difficulties due to prolonged sitting during class sessions, which can cause discomfort and fatigue due to ergonomic issues. Furthermore, in the early weeks of their trade admission, these individuals struggle to adapt to the new environment, particularly sitting for long periods of time. It may take some time for them to adjust and become at ease in their surroundings.

❖ **Hostel Supervision**

Case 4

"The warden is a major source of worry. The boy's hostel does not have a warden. There is a recent incident in which two of the boys jumped through the hostel gate at night to meet a girl friend they had made on Instagram. By checking the CCTV only we came to know that".

Case 6

"The hostel does not have a warden to supervise the trainees during their stay, so we are unable to constantly monitor them. In the event of any emergency

incident, we may only discover about it by reviewing CCTV footage or if the trainees inform us about it”.

Case 8

“If there is an emergency in the hostel, there is no warden to attend to it. We have designated leaders among the trainees to monitor and notify us if any assistance from the staff is required. However, it does not always work because some trainees have a subservient attitude.”

Discussion

These cases highlight the vital part warden plays in hostel supervision. As evidenced by the unpermitted actions in the above mentioned case 4, safety and security are compromised when there is no warden present. As case 6 demonstrates, continuous monitoring is essential to reacting quickly to emergencies. Case 8 also addresses this by designating trainees leaders even though the effectiveness is limited by some trainee’s submissive attitudes which have an impact on reporting and responsibility.

❖ Substance Use

Case 4

“It has been observed that some trainees engage in the use of toxic substances and drugs, including PAN, within the dormitory. During routine inspections, it is common to find evidence of pan-like substances in their dormitories or washrooms...”

Case 8

“During one incident, I was in the centre's backyard and noticed a boy trying to hide something in his hand. As I approached him, he became agitated, and upon closer inspection, I discovered that he was hiding a used packet of PAN. When I asked how he got it, he admitted to getting it from the rear end of the washroom.”

These cases highlight the importance of effective measures to address substance use among trainees. It emphasises the significance of routine inspections, early detection

of substance-related behaviours, and providing appropriate support and interventions to effectively address these challenges.

Sub theme 7: Workload and Stress

Working in vocational rehabilitation for people with disabilities can be extremely rewarding, as instructors play an important role in empowering trainees to reach their full potential. However, this comes with its own set of personal challenges that can have an impact on staff members' well-being and effectiveness. Several prominent challenges confronting vocational staff deserve special attention in this context, including frustration, disillusionment, and transparency of information shared by parents, task overload, and guilt.

❖ Frustration

Case 3

“Once we were conducting a camp in Kozhikode. An old man came and told him that he had been informed that mobile phones would be given to people in the disability category. I told him that it is only for trainees who are fully blind, and the requirements wouldn't meet his case. He was not able to accept it, and he was still stubborn and raised his voice against me. I tried to make him understand that he would only get a walking stick or smart cane due to his disability requirements and the policies of the organization. Anyway, later, I told him that I would inform him. Like this, there are various situations where the demands of the beneficiaries couldn't be met and which will be difficult to handle while everyone is staring at us”

Case 2

“When they themselves make some issues,... I feel irritated by some of their behaviour”

Discussion

The theme of frustration is evident in both cases, where vocational instructors face difficulties while working with people with disabilities. In Case 3, a social worker becomes frustrated while explaining organisational policies to a man with disabilities who demands a cell phone, causing difficulties in managing unmet demands and expectations from others. Case 2 demonstrates the instructor's annoyance and frustration with challenging behaviours displayed by people with disabilities. To

address this, the centre can offer training and support programs that equip instructors with effective communication and conflict resolution skills while also cultivating an empathy culture.

Furthermore, the researcher observed that young instructors may experience frustration while their experienced counterparts have adjusted to trainees behaviour, emphasising the need for mentorship and support to help new instructors cope and grow in their roles, ultimately improving vocational training for individuals with disabilities.

❖ **Disillusionment**

Case 2

“I joined this position with the expectation of a government job. However, I soon realised that my role involved teaching individuals with disabilities. I was unaware that it would differ from traditional teaching methods, assuming the students would be similar to those in a regular classroom setting”.

Case 8

“After joining here, I realised that I would be teaching children with disabilities. When we came here, we didn't expect to encounter such difficulties or work in a different environment.”

Discussion

Disillusionment arises in both cases from a mismatch between instructors' preconceived notions and the actual nature of their teaching positions. Working with people with disabilities necessitates specialised skills and an understanding of a wide range of learning needs. A lack of prior knowledge or preparation for this specific teaching context can lead to feelings of uncertainty, frustration, or even disqualification from the role.

To address the issue of disillusionment, the centre can implement comprehensive orientation programs and training for new educators who will be teaching students with disabilities. Support, resources, and mentorship can help ease the transition and boost educators' confidence. Furthermore, raising awareness and understanding of the special needs of people with disabilities within the teaching community can help.

❖ **Task overload**

Case 3

“Sometimes these camp's arrangement and registration of trainees may seem like a workload.”

Case 2

“It becomes challenging to maintain focus on the other trainees in the class when providing additional care and observation as part of the evaluation process. Moreover, there are outstanding tasks that need attention and management. To finish the modules in the allotted period is not always possible because this takes time. Moreover, for each trainee we need to give individualised training.”

Case 6

“Due to the ongoing retirement of senior staff members, I am now burdened with their responsibilities. Taking on these additional tasks, in addition to training and other official responsibilities such as record-keeping, has resulted in task overload for me.”

Discussion

Due to the retirement of senior staff, additional responsibilities, and outstanding tasks, vocational instructors are facing challenges. These factors contribute to an overburdened workload, making it difficult for instructors to effectively manage their various responsibilities. Proper planning and time management can assist instructors in performing their duties more effectively. Addressing staffing issues through timely recruitment and succession planning can also reduce task overload and create a more supportive environment for vocational instructors, allowing them to effectively deliver quality training and support to trainees.

❖ **Transparency and Information Sharing from parents**

Case 3

“Last year there was a boy who has been continuously taking medication as a part of a psychiatric disorder. During the intake assessment, parents hide this information from us. After one week of being rehabilitated, he becomes violent when his medicines are over.”

Case 6

“During the intake process, I recall a parent mentioning that her child was 11th on the list of failed PSC exam candidates. However, I am doubtful of the accuracy of the information she provided.”

Case 4

“Parents frequently withhold information about their children, especially if their children are on medication for psychiatric issues. There have been reports of trainees becoming violent during the trading process.”

Discussion

In these cases, the challenge for vocational instructors is a lack of transparency and accurate information sharing from parents regarding their children's health and academic backgrounds. Parents frequently withhold important information, such as psychiatric medication use or academic performance, which can have serious consequences during vocational training. This knowledge gap can result in unaddressed mental health issues and impede instructors ability to provide appropriate support and create a conducive learning environment. To address this challenge, open communication channels and a nonjudgmental approach are critical in fostering trust between instructors and parents, ensuring trainees' well-being and success in vocational training programs.

❖ Guilt

Case 1

“They have suffered a lot to come here and they have the urge to study .I feel guilty when I think about it, as sometimes I fail to give them attention in teaching due to my work load”.

Discussion

The instructor's feelings toward their students are tinged with guilt. The instructor recognizes the students' desire to learn and feels guilty when their workload prevents them from giving them the attention they deserve during class. The guilt stems from a strong sense of responsibility and empathy for the aspirations of the students.

Theme 2: Prospects

Sub Theme 1: Upgrading Instructional Resources

Case 2

“These resources aren't enough to train them. If a projector is given to demonstrate during the class that could be better for trainees.”

Case 6

“It would greatly improve trainees' understanding and learning experience if there were pictures and displays showcasing watch repair techniques and necessary equipment.”

Discussion

Both cases share the theme of insufficient resources. In Case 2, the instructor emphasises the lack of adequate resources for effective training and suggests that a projector be purchased to improve the learning experience. Similarly, in Case 6, the instructor emphasises the lack of visual aids and suggests using pictures and displays to aid comprehension. To address this issue, the centre should invest in modern teaching tools and materials, consider partnerships with relevant industries, and provide instructors with the support they need to improve vocational training outcomes.

Sub Theme 2: Incorporation of new age digital technology

Case 6

“Now that technology has changed a lot, here trainees will only get foundational knowledge on the computer application within the time of one year, .It could be better if more advancement in the training is applicable .”

Case 2

“Most job sectors use digital technology. Here, the old technology is still used, even though computers and mobile applications have changed a lot. Using modern technologies and equipment can improve the learning and understanding of trainees.”

Discussion

In Case 6, the statement emphasizes the training program's current limitations, specifically delivering just a core understanding of computer programs in a year. This shows that the training may not address more advanced technological features. The phrase more advancement in the training is applicable indicates the program's potential for improvement and expansion. This scenario emphasizes the significance of including more advanced content in order to keep up with advancing technology. Similarly, Case 2 emphasizes the proliferation of digital technology across numerous occupational categories. Despite advances in computers and mobile applications, there is a

continuous usage of obsolete technologies, indicating a reluctance to upgrade teaching techniques. The plan to incorporate modern technologies and equipment shows a desire for improved learning experiences. Overall, these situations demonstrate the importance of adapting training programs to keep up with contemporary digital innovations, resulting in a more effective learning environment for trainees.

Sub Theme 3: Enhancing Infrastructure and Accessibility

Case 4

"As a centre for the rehabilitation of people with disabilities, the infrastructure facilities should also be advanced. It might be challenging for a trainee who needs rehabilitation to get to the facilities without the assistance of his friends".

Case 9

"The hostel's infrastructure and accessibility are lacking in several aspects. Notably, there are no wheelchair ramps available, posing difficulties for individuals with mobility challenges. Moreover, the dormitory capacity falls short of accommodating the required number of people effectively."

Discussion

The emphasis in Case 4 is on the importance of enhanced infrastructural amenities at a rehabilitation centre for people with impairments. The case emphasizes the difficulty that trainees may confront when attempting to utilize these amenities without the assistance of their colleagues. This underlines the importance of improving infrastructure and accessibility so that people with impairments can easily receive rehabilitation treatments. In Case 9, the focus moves to the hostel's infrastructure and accessibility shortcomings. Notably, the lack of wheelchair ramps is emphasized as a specific issue, posing barriers for people with mobility disabilities. In addition, the dormitory's inability to accommodate the required number of inhabitants is mentioned.

Sub Theme 4: Training for Vocational Instructors

Case 2

“There should be specialised training programmes for the vocational instructors from the government or need to inform prior, because the department focuses on curriculum that is based on trades. At Least i can learn how to handle these trainees...”

Case 6

“Renewal programs for vocational instructors are helpful for developing suitable teaching strategies and learning resources that need to be made available to them.”

Discussion

Both cases highlight the importance of vocational instructors receiving specialised training in order to effectively meet the diverse needs of their trainees. These programs, whether introduced by the government or through prior knowledge, assist instructors in developing appropriate teaching strategies and gaining access to essential learning resources, ultimately improving the overall quality of vocational training.

CHAPTER VI: FINDINGS, SUGGESTIONS AND CONCLUSION

6.1 INTRODUCTION

The study titled “Vocational Rehabilitation of Persons with Disability : An Evaluation Study of National Career Service Centre for Differently-abled, Thiruvananthapuram,” is a qualitative study. The following were the research questions - How did clientele and vocational rehabilitation services for persons with disabilities (PWDs) evolve in Kerala under the auspices of NCSCDA? How does the vocational rehabilitation services under the auspices of NCSCDA contribute to the transition of the persons with disabilities (PWDs), as perceived by the stakeholders? What are the challenges and prospects for the NCSCDA in the vocational rehabilitation of persons with disabilities (PWDs)?

Being an attempt to invite the perspectives of the key stakeholders, the study embraces realism in its epistemology and takes an inductive approach. Since, the study is about a bounded system consisting of various stakeholders -the PWDs, the parents, vocational instructors, psychologist, social worker, placement officer and the institutional head - who are directly involved with vocational rehabilitation and capable of evaluating the functioning of the NCSCDA and the rehabilitation services and providing suggestions for improvement, the study adopted Case Study Design. Data was generated by way of a Self-prepared Interview Guide with 25 questions from the following sources: a. Primary Data generated from the key stakeholders of the National Career Service Centre for Differently Aabled and b. Secondary Data including documents and annual reports of NCSCDA. The **Data was analysed by way of thematic** analysis. The findings were as follows:

6.2 FINDINGS

6.2.1 Evolution of the NCSCDA, the nature of disabilities, vocational rehabilitation services and the stakeholders.

The first research question explored the evolution of the NCSCDA, the nature of disabilities, vocational rehabilitation services and the stakeholders. **The following are the key findings:**

- NCSCDA, founded in 1978, assists PWDs in Kerala and Lakshadweep in providing vocational rehabilitation services, and assisting them in finding and maintaining suitable employment for reintegration back into society.

- Vocational rehabilitation under the auspices of NCSCDA is a comprehensive approach to help individual PWDs to adapt to their limitations involving parents, family, and the community, or promoting inclusive education and to be reintegrated into society as fully-productive, gainfully employable individuals.
- The intake has doubled. New government regulations double in-take capacity for trades, accommodating up to 50 trainees per unit, up from 25 trainees prior to 2022.
- Through the 1980s, PWDs joining NCSCDA had mostly had predominantly physical impairments, but 2000s saw a rise in intellectual disabilities in the form of mental retardation, autism, learning disabilities, etc.
- Use of social media platforms and WhatsApp groups improve access to NCSCDA's vocational rehabilitation services, raising awareness besides utilising personal networks for support.
- The major influx of PWDs has been from Kerala's northern region (Malabar), wherein consanguineous marriages have been a tradition.
- The Vocational Rehabilitation Process has evolved over the years and has come to incorporate the following components:
 - Recruitment is done through camps and job fairs, during which PWDs are identified and enrolled in the intake process.
 - Intake allows candidates to register for assessment by psychologist and social worker to determine residual capacities, besides distribution of Assistive Devices based on a priority list.
 - As part of the vocational rehabilitation process, candidates are exposed to ten trades for 30 days, assessed by Vocational Instructors, and trained in a specific trade for 10 months. After completion, trainees receive placements and self-employment tools to help them in their future careers. Rehabilitation occurs at four levels - physical, psychological, social, and professional.
 - Physical rehabilitation improves mobility and sensorial acuity through prosthetics and assistive devices.
 - Psychological rehabilitation enhances acceptance of limitations and predisposes the PWDs towards rehabilitation.

- Social rehabilitation ensures acquisition of pro-social skills and better social adaptation.
 - professional vocational development enables individuals to develop skills necessary to adapt and thrive in their chosen trade profession.
- Placement is provided based on demand and suitability, with PWDs, parents, and NGOs as target audiences. Counselling and career guidance are provided to trainees and families. Institutional involvement continues post-placement, and voluntary counselling is provided as needed.
- Assessment tools redesigned at the local institutional level provide improved learning experience, speed up evaluation, and monitor trainee progress, enabling better decision-making and tailored support for disabled individuals seeking rehabilitation.
- The NCSCDA offers community-based rehabilitation (CBR) to PWDs, exposing them to their neighbourhoods.

6.2.2 Role of vocational rehabilitation services under the auspices of NCSCDA in the transition of the persons with disabilities (PWDs)

The second research question examined how the vocational rehabilitation services under the auspices of NCSCDA contribute to the transition of the persons with disabilities (PWDs). This was gathered by relying more on the perception of the stakeholders. The following were the points gathered:

- The trainees (PWDs) had developed empathy, assertiveness, and communication skills, enabling them to seek assistance and guidance. They also demonstrate pro-social skills like active listening, empathy, critical thinking, problem-solving, and conflict-resolution, essential for maintaining positive relationships, and navigating social situations.
- The training, equal opportunity approach, and affirmative action by way of the programs and learning opportunities within NCSCDA ambience has enhanced the confidence of the trainees (PWDs), despite inherent disabilities. They have become more sociable, open to socialising, and have more friends, fostering a sense of self-worth and increased social interaction.

- Trainees demonstrate autonomy and self-sufficiency by using the regular public transportation systems, reading boards, taking information from co-travellers, travelling independently and transacting bus-fares.
- Individuals subsequent to the training express a desire to ‘find work’, driven by a strong desire to ‘earn money independently’ adding up to their self-reliance and self-sufficiency, the ultimate objective of vocational rehabilitation. This proactive mindset encourages individuals to explore job opportunities and achieve career objectives.
- Trainees undertaking vocational rehabilitation at the NCSCDA develop emotional intelligence, interpersonal skills, empathy, and pro-social communication. They politely enquire with the peers and instructors about their health. Sometimes, when they throw tantrums (which they themselves manage over time) and come back and apologise for their non-compliance. They also show concern for others' well-being and self-awareness, admitting errors and apologizing when necessary. Thus, the vocational rehabilitation happening over the three core dimensions - psychological, social and emotional - augment their emotional intelligence and understanding of the ‘others' well-being.
- Trainees changed from being ‘cautious,’ indecisive and dependent individuals into confident, independent persons, capable of handling their tasks and activities, demonstrating their ability to adapt and thrive in the program.
- Trainees exhibit a strong desire for employment to become independent emotionally and especially financially, possibly driven by vocational rehabilitation programs. They aim for economic freedom, dream of ‘purchasing their own vehicles’, ‘supporting parents’, and ‘becoming financially independent’ for themselves and their families.
- NCSCDA's vocational training has led to successful employment in the print industry and digital proficiency, showcasing the impact of skill development and technology proficiency on employability, independence, and financial inclusion for differently abled individuals.
- Social learning built into the program and ambience involves trainees observing peers' actions and communication, imitating and modelling their behaviour to acquire knowledge and skills - prosocial and vocational, significantly impacting their learning and development.

- Trainees actively participate in the maintenance of hostel and institutional infrastructure, and engage in centre activities, developing practical skills and independence.
- Trainees improved physical limitations, acceptance and employment opportunities through training.
- Trainees after completing the training also have the choice to sign up for a matrimonial website after seeing friends get married. This decision demonstrates improved employability, increased family contributions, and the wider influence of vocational rehabilitation in fostering confidence and agency across many facets of life.
- Trainees who successfully completed the various vocational trade training programs launched their own businesses, demonstrating their entrepreneurial spirit and skills. Through the encouragement they pursued self-employment opportunities, such as mechanics shops, watchmakers, and sewing facilities.

6.2.3 Challenges and prospects for NCSCDA in the vocational rehabilitation of PWDs

The third research question explored the challenges encountered by the NCSCDA and prospects in the vocational rehabilitation of PWDs. The following were the challenges:

- Financial challenges impact all training centres; it hampered the much required modernization and maintenance of essential equipment for effective and up-to-date training experiences.
- The centre does not have its own building, and has been operating from rented space since its inception in 1978. This constrains the possibility of modifications, and the lack of Government funds for possible expansion.
- Although the limited space emphasizes the optimal utilization of space for activities, in the long run it limits the development and engagement trainees
- The hostel's inadequate facilities and limited space hinder providing sufficient accommodations for trainees, posing a challenge for centre enrolment.
- Parenting styles on the home front impact trainee's autonomy, resilience, self-reliance, and decision-making skills. Balancing support and calculated risks is

crucial for personal and professional development. Restrictions may hinder trainees' exploration of career paths, potentially leading to career changes.

- Parents may discourage trainees from expressing challenges, limiting their professional growth and independence, highlighting the importance of balancing safety concerns with personal aspirations.
- Parents preconceived notions and overprotection undermine children's self-belief and self-confidence; adopting a supportive attitude and nurturing strengths to empower them.
- Families with disabilities face complex family dynamics, including internal conflicts and separation of the family members due to differing perspectives which also resulted in the divorce. More than these issues financial strain, limited support have also been prominent.
- Trainees may exhibit challenging behaviour which includes trying to escape from the centre due to the difficulty adjusting. Strong safeguarding measures and constant vigilance are crucial to address potential risks and ensure safety and well-being.
- Vocational rehabilitation trainees face sexual difficulties due to age process that result in the hormonal changes, and sexual development; the parents and sometimes the young vocational instructors are ill-equipped to handle them or helping them to adjust with their transition period.
- Trainees face discomfort, fatigue, and ergonomic issues due to prolonged sitting during class sessions and during the initial time being of the training program.
- Unpermitted actions like using alcohol and other substances in the hostel, violating the time to return and also even jumping out from the hostel during the midnights etc compromise safety and security without a warden. Continuous monitoring is crucial for emergency response, but trainee's submissive attitudes limit effectiveness.
- Vocational rehabilitation trainees often use toxic substances, such as pan parag etc that are available for them from the nearby area. This clandestine and potentially addictive behaviour impacts the well-being, safety, and progress, affecting rehabilitation efforts and creating an unsafe environment.
- Personnel issues

- Senior staff retirement and delays in appointing new instructors cause training disruptions and increased responsibilities, impacting institution operations.
- New vocational instructors from Northern India struggle with Malayalam, and sign language, affecting trainee's learning and communication.
- Vocational instructors encounter frustration when handling individuals with disabilities.
- Vocational instructors faced a shift in expectations as they realized their roles involved teaching individuals with disabilities, requiring adaptation of methods and coping with unique challenges.
- Senior staff retirement, abolishment of workshop attender position, additional responsibilities, and outstanding tasks cause vocational instructors to face overburdened workloads.
- Rising the number of trainees during admissions periods result in the compromise of intake procedures where the complete assessment of the clients cannot be done.
- Parents often withhold crucial information, such as use of psychiatric medication or academic performance, leading to unaddressed mental health issues during vocational training. This knowledge gap hinders the instructor's ability to provide needed support for the trainees.
- The instructors emphasise the importance of adapting to technology changes, offering advanced computer application training to stay relevant in the digital age. Improved infrastructure and renewal programs are needed for rehabilitation centres, enhancing instructors' abilities and improving vocational education quality. Specialized training can enhance these resources and teaching strategies.

6.3 SUGGESTIONS

- **Launching the website for NCSCDA**

Create an easily accessible and regularly updated website for the National Career Service Centre for the Differently Abled (NCSCDA). The website should offer up-to-date and relevant information about the centre's services and programs in a user-friendly format. Adopt a user-centric design approach throughout the website

development process, taking into account the needs and preferences of differently-abled users; it may include:

- provide content in multiple accessible formats, such as plain text, audio, and easy-to-read versions to accommodate users with varying abilities and learning preferences
- Choose a website layout that is clear and simple, with easy navigation. Maintain consistency in design elements to improve the predictability of the browsing experience.
- Add descriptive text to images to help users with visual impairments who use screen readers understand their content.
- Include captions for multimedia content, such as videos, to assist users with hearing impairments. Provide transcripts for audio content to provide alternative access.
- Use enough colour contrast to ensure that text and content are easily distinguishable for users with low vision and colour blindness.
- update regularly the website to reflect any improvements in the NCSCDA's services.
- Showcase success stories of individuals benefiting from the centre's services to inspire and motivate others.
- **Building alliances:** The centre faces formidable challenges in securing the necessary resources and infrastructure, particularly to support its trainees effectively. To overcome these hurdles and ensure a thriving environment, it is imperative to proactively advocate for substantial government support, foster strong collaborations with local communities, NGOs, and businesses, actively seek out strategic partnerships, and engage in constructive dialogues with key officials and policymakers. By adopting this comprehensive approach, the institute can significantly improve its operations and enhance the support provided to its trainees and the wider community, paving the way for greater success and a positive impact.
- **Tailor-made Approach:** In order to provide comprehensive support for children with disabilities, multiple strategies can be employed. These encompass the development of tailored educational materials and resources, conducting specialized training and workshops for parents, fostering partnerships among parents, healthcare professionals, and educators, and

actively advocating for policies promoting inclusive education. These initiatives combine to create a supportive environment that promotes the overall well-being of children with disabilities.

- **Family-based Interventions:** To tackle the complex family dynamics faced by families with disabilities and parenting styles affecting trainee's autonomy, resilience, self-reliance, and decision-making skills, provide parenting workshops, open communication, and educational resources. Foster cultural shifts, establish support networks, and awareness campaigns to promote personal and professional development. Lastly, conduct awareness campaigns to nurture self-belief and confidence, empowering trainees to pursue their career aspirations with confidence and independence.
- **Standardisation of Training Equipment:** Trainees face issues such as discomfort, fatigue, and ergonomic challenges due to the result of prolonged sitting during class sessions, can be solved through the implementation of measures such as ergonomic assessments, regular breaks, flexible seating options, physical activity integration, feedback collection, flexible training schedules, and collaboration with health professionals can create a more supportive and comfortable learning environment for their development.
- **BIS Hallmark Certification for self-assistive devices**

For assurance of quality and standard in the self-assistive devices provided to beneficiaries, it is advisable to have them marked with the BIS hallmark. This certification serves as a guarantee of their reliability and compliance with established standards.

- **Training for vocational instructors**

To address the issue of vocational instructors handling trainees with disabilities effectively, vocational instructors can be provided with specialized training in disability awareness and understanding individual dynamics. This training could include workshops, seminars, or ongoing professional development sessions that focus on effective communication techniques, including sign language, and strategies for managing behavioural challenges in a supportive and constructive manner. By equipping instructors with the necessary knowledge and skills, they can better meet the needs of trainees with disabilities and create a more inclusive and positive learning environment. Additionally, fostering open communication channels between instructors and trainees can encourage a collaborative approach to problem-solving

and reduce the need to seek external assistance for disobedience or aggressive behaviours.

- The issue of trainees being unable to pay the mess fee at the centre can be addressed by involving Kudumbashree, a women's self-help group initiative. By collaborating with them, the centre can negotiate a subsidized or free meal service for financially challenged trainees. Fundraising and community support can be utilized to ensure the sustainability of this initiative. Additionally, empowering trainees through financial literacy training and maintaining transparency in management will create a positive and inclusive learning environment.

- **Modernising methods for enhanced learning**

The centre should address the issue of outdated training methods by providing professional development workshops for instructors, incorporating technology into teaching, adopting a student-centred approach, promoting experiential learning, and encouraging creativity and critical thinking. Peer observations and continuous assessment can further enhance teaching effectiveness and improve overall student engagement and learning outcomes.

- **Enhancing Infrastructure for Differently-Abled Trainees**

To improve the institution's infrastructure facilities for differently-abled trainees, conduct an accessibility audit, invest in adaptive equipment, provide staff training, and implement inclusive curriculum and extracurricular activities, while seeking regular feedback for continuous improvement.

6.4 IMPLICATIONS FOR SOCIAL WORK PRACTICE

The challenges that the National Career Service Centre for Differently Abled (NCSCDA) encountered have significant implications for the social work intervention. Social workers can actively participate in identifying alternative financing sources and advocating for financial support to enable the requisite modernization and upkeep of vital training equipment, thereby enhancing the overall training environment. Devise strategies that optimize the utilization of existing

facilities and obtain Government funding in increasing the centre's infrastructure through collaboration with architectural and planning professionals.

Social workers can handle complex family dynamics and promote a harmonic balance of support and competence for trainees by providing family counselling, conducting psychoeducation and enabling the avenues for the open communication. Creation of detailed safety measures, train vocational instructors in life skills, and collaborate with mental health practitioners to effectively deal with the psychological well being of the individuals. Promoting the implementation of new technologies, facilitating linguistic instruction for vocational instructors, and providing specialized skill development sessions can also help to enhance the quality of vocational rehabilitation. Assisting vocational instructors, setting a workload balance and advancing detailed methods for assessment and evaluation can help to create a welcoming learning atmosphere. Consequently, social workers can create prevention initiatives for drug use and effective intervention strategies including awareness programs to address substance related issues faced by the trainees. Creating a safer and more inclusive vocational training environment for the individuals can help them in adapting to the centre.

6.5 CONCLUSION

In a world striving for inclusivity and equal opportunities, the National Career Service Centre for Differently-Abled (NCSCDA) emerges as a beacon of hope and empowerment for individuals facing diverse disabilities. The journey of the NCSCDA, as explored in this research, underscores the importance of its role in facilitating the transition of PWDs into the workforce. The methodology employed in this study, meticulously designed to capture stakeholder perspectives, has shed light on the evolution, transition, and challenges faced by the centre and stakeholders. By employing a qualitative approach and adopting a case study design including semi-structured interview guide and gathered data through the way of Judgment Sampling, the research has provided valuable insights into the intricate workings of the NCSCDA. From the conceptual framework that underpins its operations to the diverse stakeholders who contribute and benefit from its services, the NCSCDA embodies a holistic approach to vocational rehabilitation. The qualitative data analysis has

illuminated the centre's achievement, highlighted its role in the transition of the PWDs and pinpointed the challenges along with the prospects.

The study's finding highlight the transformative effect of the vocational rehabilitation centre services on the lives of people with disabilities. These services have not only facilitated skill development and employment prospects for trainees with impairments but have also resulted in profound personal growth and greater self-esteem. The study also points out the NCSCDA's commitment to empowering all individuals from the recruitment of those with primarily physical impairments to the conclusion of those intellectual disabilities. Challenges identified, such as financial constraints, limited infrastructure and varying parenting styles underscore the need for comprehensive support. Suggestions included a comprehensive approach that includes everything from technical advancements to people training, enhancing infrastructure and collaboration with external parties. These recommendations are made for the effectiveness of NCSCDA's vocational rehabilitation efforts.

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ANNEXURES

Semi structured interview guide

Title : Vocational Rehabilitation of Persons with Disability : An Evaluation Study of National Career Service Centre for Differently-abled, Thiruvananthapuram.

1. Demographic Profile

- a) Name
- b) Age
- c) Gender
- d) Education
- e) Religion
- f) Family
- g) Family income
- h) Occupation of family/ patient
- i) Marital status
- j) Domicile

Interview Guide

1. Can you share insights into the initial goals and objectives of NCSCDA's vocational rehabilitation services for PWDs?
2. What were some of the early challenges faced in setting up and implementing these services? How were these challenges addressed?
3. Over the years, how have you observed NCSCDA's vocational rehabilitation services for PWDs evolve? Are there specific changes, enhancements, or milestones that stand out?

4. From your perspective, how have NCSCDA's vocational rehabilitation services impacted the lives of PWDs in Kerala? Are there specific success stories or notable outcomes that come to mind?
5. Along the journey, what challenges or obstacles did NCSCDA face in evolving its vocational rehabilitation services for PWDs? How were these challenges overcome?
6. Where do you see the future of vocational rehabilitation services for PWDs in Kerala under the auspices of NCSCDA? Are there specific areas you believe should be focused on for further growth and enhancement?
7. From your observations and interactions, how have you seen the vocational rehabilitation services provided by NCSCDA positively influence the transition of PWDs into various aspects of life, such as education, employment, and social integration?
8. In your opinion, how do the skill development and training programs offered by NCSCDA equip PWDs with the necessary tools and abilities for a smoother transition into various life domains?
9. How do you perceive the role of NCSCDA's vocational rehabilitation services in facilitating the social integration and inclusion of PWDs into mainstream society? Can you provide examples of instances where PWDs have become more integrated due to these services?
10. While the impact of these services is positive, have there been any challenges or obstacles that hinder the smooth transition of PWDs? How do you think these challenges can be addressed?
11. Collaborations often play a significant role in achieving comprehensive transition outcomes. How have partnerships with other stakeholders, organizations, or institutions contributed to the success of NCSCDA's vocational rehabilitation initiatives in facilitating PWDs' transitions?
12. What advancements or changes do you foresee in the way NCSCDA's vocational rehabilitation services contribute to the transition of PWDs? Are there specific areas you believe should receive greater attention for improved impact?
13. Is there anything else you would like to share about the perceived impact of NCSCDA's vocational rehabilitation services on the transition of PWDs or any personal experiences that highlight the significance of these services?

14. What are the primary challenges that NCSCDA encounters in effectively providing vocational rehabilitation services for PWDs? These could include barriers related to infrastructure, resources, policies, or societal attitudes.
15. What are the primary challenges that NCSCDA encounters in effectively providing vocational rehabilitation services for PWDs? These could include barriers related to infrastructure, resources, policies, or societal attitudes.
16. Facilitating the transition of PWDs to gainful employment is a key objective. What challenges does NCSCDA encounter in bridging the gap between vocational training and actual employment for PWDs? Are there specific areas where improvements are needed?
17. How do you think the engagement of various stakeholders, including PWDs themselves, their families, and the community, can contribute to overcoming the challenges and enhancing the effectiveness of NCSCDA's vocational rehabilitation programs?
18. Collaboration with various stakeholders often enhances the impact of vocational rehabilitation services. From your experience, how do collaborative efforts with external organizations, employers, and other entities influence the overall outcomes for PWDs? Are there any obstacles in establishing and maintaining such collaborations?
19. Can you describe the changes that have happened in your life after receiving the service ?
20. What are the possible ways that could enhance the wellbeing of the trainees?
21. Do you feel is there any need of new policies and Government initiatives?
22. Can you share your experience while being in the centre?
23. How do you feel the transition occur in your life?
24. How was your family members encouraging you through out the period of training?
25. Is there any points that you would like to share?

