

Chapter – II
REVIEW OF RELATED
LITERATURE

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2.1 INTRODUCTION

In the preceding chapter the background of the present research was discussed. The historical background of education in India , development of vocational education were discussed. The first chapter was also includes the definition of the important terms used in the research work as also the objectives and hypothesis of the study.

The present chapter deals with the review of related literature generally provide the context for the research problem. The survey of related literature is the most important aspect of all research. It helps the researcher to evaluate the studies undertaken in the problem and the solutions available in the problem.

This will help the researcher to avoid repetition and duplication and select other important areas of the problem in which research work is to be conducted. Studies which are related to the present problem either as a whole or part therefore find place in this chapter. These endeavours help the researcher to be familiar with the emerging trends on one hand and starting some mental thinking on the other. It does not provide a framework to bring out the importance of the study but also it is a benchmark for comparing the results of a study with other findings. It is the process of collecting, selecting and reading books, journals, reports, abstracts and other reference materials.

The following information may be collected from the reviews;

1. It helps to know the information about the problem and related concepts.
2. It gives information regarding various theories that explain the existence problem and helps to find out the possible outcomes of the problem.
3. It provides the data that confirms the solution of the existence problem.
4. It gives general and specific findings of studies related to the problem.
5. It helps to get recommendations for further study given in related studies.

A review of related literature helps in gaining knowledge of work done earlier. The Investigator comes to know the sources helpful in his field of inquiry. It also gives evidence that the Investigator is aware with what is known and what is not known in the fields. A review of related literature is an essential part of the research work.

The review of literature helps the researchers to select an appropriate problem, formulating objectives of the study, deciding methodology to adopt, tools and techniques to be used in the research. It will help the researcher to conduct the study in a proper manner.

Theories which the Researchers used to explain the existing research problem and used as bases in analyzing relationships between variables can be generated from reference books on theories or from related studies. The Researcher, therefore, must have already read adequate literature at the start of the research activity.

Many studies have been conducted on the Vocational Education at different levels in which vocational aspirations, interest, implementation, performance, problems, achievements, occupations and attitudes etc. have been studied.

The Researcher has divided the review of related literature in two broad levels for the sake of his convenience.

1. Researches Done at Abroad

2. Researches Done in India

2.2 RESEARCHES DONE AT ABROAD

Connie, Fuller (2005) studied the impact of distance education success in Vocational Course work. The study purported to identify specific factors that keep students enrolled in online course work in a vocational program and how those factors influence their success. The study found a significant difference in the success of students when enrolled in online course. The majority of students enrolled in vocational or certification classes all or most of the time, were influenced by findings such as: quality feedback of instructors, students didn't have previous computer knowledge; motivation was high for completing the courses because students were career minded.

Joseph, Dedeaux. Glenn. (2005) investigated parental perceptions of Vocational Education: a comparative study between an urban school of the district and a rural school of the district in south Mississippi. The findings reported that perceptions of parents towards Vocational Education, as measured by the questionnaire survey, were quite positive. The

samples in both the rural area and the urban area generally believed, Vocational Education is an important option to prepare students for further education and employment.

Gunderson, Margaret. M. (2005), studied the influence of Vocational Education on students' ultimate success. The main aim of the study was to determine whether Vocational Education has influenced student's academic achievement at high school level. This study consists of comparing students with no Vocational/Business Education experiences to students with some degree of Vocational, Business Educations.

Wallenborn, M. & Hayneman, S.P. (2009) discussed the issue of integrating vocational education at secondary level in schools. Universally, secondary education had become a significant part of the educational policy reforms. This study found out whether investing in school based vocational education in developing countries was unsolicited or needed. It ascertained the structural weaknesses of school based vocational education and approaches the problem in a comprehensive manner. It debated whether vocational education in schools was the answer to the challenges posed by the overall economy in the world. The first author concluded by saying that vocational education could make significant progress in socio-economic and ecological spheres. The second author pointed out that along with the economic returns, political consensus and cultural standards of developing countries should be taken into consideration for implementing new policies on vocational education.

Eichhorst, W. (2012) conducted a study exploring the motivation for vocational education in schools, a dual system in which vocational education in schools was combined with firm-based training and informal training of vocational trades. This study reviewed the effectiveness of vocational education and training and general education and among these

three vocational education systems. It also highlighted the essential elements of these systems and examined the strengths and weaknesses of its Implementation.

Amedu (2013) undertook a study entitled 'Vocational and Technical Education: A tool for sustainable development in Nigeria' which focused on the importance of Vocational and Technical Education towards enhancing sustainable development in Nigeria. The study also discussed about the challenges range from acute shortage of Vocational and Technical teachers, lack of basic facilities to lack of awareness about the programme, strategies for re-designing Vocational and Technical Education and the role of Vocational and Technical Education as a tool for development of both individuals and the nation at large.

Kounsar, Jan (2014) conducted studies on the impact of vocational education in different areas. The area - wise analysis reveals that rural, urban and semi urban students have shown almost same attitude towards vocational education. The area wise mean distinction has shown that no distinction was found in the mean scores of rural and urban students. The semi - urban students showed better attitude towards vocational education than rural and urban students.

2.3 RESEARCHES DONE IN INDIA

The very brief history of vocational education in India reveals that in the developing country at ours the significance of vocational education can hardly be emphasized if education has to make an effective contribution to economic development and social change. The contents of education have remained mostly academic in nature and incapable of preparing students for life.

The importance of vocational education was suggested by education commission 1964-66 for its implementation in our country. Number of studies has been conducted to know the origin and importance of vocational education for students at the higher secondary stage.

The most important feature of Gandhiji's Basic education programme was its vocational biasness for all round development of personality. Gandhiji insisted that handicrafts are to be taught not merely for productive work but for developing the intellect of the pupils. He observed, "Our boys do not know what to do on leaving schools. True education is that which draws out and stimulates the spiritual, intellectual and physical faculties of the children. This education ought to be for them a kind of insurance against unemployment.

The Secondary Education Commission (1952-53) also rightly states, "We have to bear in mind the principle that secondary education is a complete unit by itself and not merely a preparatory stage, that at the end of this period, the student should be in a position, if he wishes to enter upon the responsibilities of life and take up some useful vocation."

Soundaravalli, S., (1984), carried out a study entitled, "A Critical Study of the Functioning of the Vocational Education Streams in Higher Secondary Schools in Tamilnadu at his Ph. D., Education from Kar University, Tamilnadu. All the Higher Secondary schools where Vocational Courses were being taught were the population of the study. For studying some important personality, socio-economic and personal variables of the vocational and academic stream students a random sample of 1000 students from all

over Tamilnadu was selected. An Information Blank was prepared and used for collecting and functioning the data of the Vocational Courses.

Wakade, S. and Deshmukh, P., (1985), Conducted a Case Study prepared for project, entitles as, “A Study of Regional Imbalance in Vocational Education and Manpower Planning in Marathwada.” Aurangabad.

Gokhale, H.V. (1984) has undertaken a research work under the title “A Study of Vocationalisation at +2 Stage”. The objectives of the study were:

- Appraising the status of Vocational Education as received by the students.
- To know the problems in instructional aspects of vocationalisation of education.

The sample of the study carried two colleges of Nagpur City . A questionnaire survey of 40 students of the +2 stages and observation of laboratory practices were used for collection of data. The questionnaire and observation guide, were used for data collection purposes.

Bhale, N. L. (1985) conducted a case study entitled, “A Study of Regional Imbalance in Vocational Education and Man-Power Planning in Marathwada- Swami Ramanand Teerath Research Institute, Aurangabad. The sample for the study consisted of the staff and the students of The Agricultural College, Parbhani. Questionnaire and Interviews were administered by the researcher as the tools of the research to collect the data.

Verma, Geeta (1988), carried out a study, “Vocational Education at +2 Stages- A Study of Delhi Schools.” Out of nearly 53 Vocational Courses suggested by the CBSE

New Delhi, only two Vocational Courses were selected by all the schools in Delhi. Auditing & management and Stenography were found more favorite courses among boys and Nutrition and Food Preparation were more popular among girl students. Nearly 63.6% students of these Vocational Courses hoped to get employment after XII.

Mishra, C.K., Verma, A.P. (1990) attempted an appraisal of the scheme sponsored by Central Government of Vocationalisation of Secondary Education in Uttar Pradesh. The research project attempted to assess the status of implementation of centrally sponsored scheme of Vocationalisation of Education at the +2 Stage in the state and to identify the difficulties in implementation of the scheme. It was reported that the management system as suggested in the centrally sponsored scheme had not been properly implemented at the directorate SCERT and district levels. There was depth of textbook, teacher's, guides, practical manuals and other instrumental materials for almost all Vocational Courses. In most of the schools, full strength of teachers was not appointed. The majority of schools faced the problem of shortage of furniture and library books.

Pande, G.C. (1992) conducted an evaluative study on vocationalisation of secondary education in Uttar Pradesh. The sample of the study included twenty-eight intermediate colleges having vocational courses from fourteen selected districts of Uttar Pradesh. Students and teachers of twenty-one trades were included in the study along with the principals. Data was collected from them using interview schedules.

Vaid, D.K. (2002) evaluated the implementation of the vocational education programme in the state of Haryana. The sample of the study included all the 19 vocational courses offered in 25 vocational education institutions in 11 districts. The vice-principals and vocational instructors were the participants in the study.

N. K C (2006) reported number of research studies have been conducted in the area of vocational education in India and abroad. The studies reveal that in India here is a huge gap in the Vocational Education system prevalent today and at the same time growing demand in the market for skilled person.

Bhagabati (2006) undertook a study entitled ‘Vocational Education among Scheduled Castes and Scheduled Tribes in Industrial Training Institutes of Assam’. The study showed that the field of craftsmen training in Assam seems to be losing demand. Lack of modernization of curriculum, ill- equipped workshop and laboratory etc were identified as the major causes for the situation.

Mujumdar, S.S. (2012) gave an introduction about the present scenario of education system, vocational education, historical perspective etc. It explained about the Indian and International perspective of Vocational Education and Training. It also portrayed the present system of vocational education and skill development, benefits of the 48 existing systems and the problems related to the Vocational Education, Training and Skill Development Sector in India and especially in Maharashtra.

Kaushik (2014) conducted a study entitled ‘Vocational Education in India’. The study identifies the problems on different areas for implementation of Vocational education such as, high drop- out, lack of participation of private and industry, less Vocational institutes, inadequate trained faculty, lack of new sectors, lack of skill upgradation, huge skill gap in demand- supply, out-dated syllabus etc. It was concluded that the Government should play its part / role effectively in the changing national context.

Sharma, J. (2016) studied the status and problems faced by the schools in Delhi in implementing the vocationalisation of education at higher secondary level. The sample of the study included twenty schools from South Delhi, five hundred students, sixty teachers and twenty principals. Data were collected from the teachers, students and principals using questionnaires and interview schedules.

Rathidevi, D. & Sudhakaran, M. V. (2019) stated in their article ‘Attitudes of Students towards Vocational Education with Reference to Chennai City’ informed that their study aims to understand the attitudes of secondary school students towards vocational education. The study consisted a sample of 158 students selected from private and government schools from city of Chennai. The attitudes of the students measured through the interview and a five-point Likert-type scale.

Raman, S. & Majumdar, K. (2020) stated in their article, “**Vocational Education in the NEP 2020: Opportunities and Challenges**” discussed the slow pace of vocational education from the education policies and 41 implementation of educational policies.

Murtazaev, E. (2021) stated in his article, “Improving the Quality of Education in the Vocational Education System Training of Competitive Specialists” that the establishment of a network of Vocational education schools needs the training of qualified and competitive personnel as per the need of employers. The creative teacher is the author of interesting and innovative lessons for each lesson. A lesson that engages and reengages the readers or students will be effective. The main objective of use of advance pedagogical technologies and ICT in education is to ensure that students quickly gain, consolidate and sustain knowledge in the class.

2.4 RESEARCH GAP

It is widely accepted that there should be a link between education provided to the youth and work the world of work. Moreover there should be a link between subjects taught in school and industry. Education has the purpose of improving the economy of the country. First is to provide specific job skills, while the second is to prepare people for participation in economic, working and community life. There should be a balance between academic and vocational objectives of schooling which is desired but still very elusive. Whatever the objectives of secondary schools and colleges, the role of vocational education should be complementary and supportive.

The vocational education space, over the years has been intensive attempts at modernization, but it still faces challenges in quantity and quality areas, having witnessed a painfully slow and stagnant growth. An assessment by National Institute of Open Schooling highlights that only 2% of the total population in between 15-29 years of age have received formal vocational training, and only 8% have received non-formal vocational training. Even the 12th Five- Year Plan (2012 and 2017) estimates indicate that fewer than 5% of the Indian workforce between the age of 19-24 received formal vocational education. Vocational schooling creates a sense of second class citizenship in society. A person pursuing a vocational course is considered inferior to those students opting for mainstream higher education avenues.

Vocational education has conventionally been considered as a poorer alternative for students who have been considered unable to benefit from further general or academic education. There are many steps being taken to populate vocational education by the government by starting many programs to promote it and make it a preferred choice among students.

However despite such efforts most of the students still prefer academic education and are vary of joining vocational education. As vocational education is an important element of the education system, it is paramount to know and understand the attitude and perceptions of secondary school students towards vocational education and analyse factors affecting formation of such attitude and perceptions.

There is a need to study how these influences form attitude of society, teachers and students towards it, which in turn affect students choice to take up academic and vocational education.

This study therefore, attempts to close that gap after having determined the attitudes of secondary school students towards vocational education .

This chapter contains the review of related literature relevant to the attitudes towards vocational education. On the basis of above, review it was concluded that the investigation of present study regarding attitude of secondary school students towards vocational education is very essential. It will be helpful to develop an understanding about why students are not choosing vocational education.

2.5 CONCLUSION

The above literature review were taken from various sources, besides the work made on book, journals, research papers, internet websites and publications many articles in different national and international journals and newsletter published were reviewed for giving the full information about vocational education in this chapter. The literatures consulted were carried out keeping in mind the works that has been carried out in the similar field.

The literature review done for this present study gave insight into the gradual development and long-standing issues in implementing the centrally sponsored scheme in vocationalisation of education at school level. The researcher could not find any studies on the revised centrally sponsored scheme of vocationalisation of secondary and higher secondary education being implemented under National Vocational Education Qualifications Framework. Several studies were conducted on vocational education and training following the launch of the centrally sponsored scheme of vocationalisation of education at the higher secondary stages in 1988 in schools across the country.

The studies revealed inadequate supporting infrastructure such as reading materials, furniture, necessary equipment. The review of literature informed the researcher about the status of implement of vocational education. The vocational education increases the occupational efficiency of the students and make the students for employable in the current situation. It may be said that vocational education faces many challenges in term of finance, availability of skilled teachers, infrastructure, gap between demand and supply of a vocational education trade or subject, social stigma of second-class education, horizontal and vertical mobility etc.