Chapter II
Review of Related Literature

2.1 Introduction

The review of related literature involves the systematic identification, location, and analysis of documents containing information related to the research problem. The term is also used to de scribe the written component of a research plan or report that discusses the reviewed documents. These documents can include articles, abstracts, reviews, monographs, dissertations, books, other research reports, and electronic media effort. (Gay L.R, Mills Geoffrey E., Airasian Peter (2012) Educational research: competencies for analysis and applications (10th Edition))

A literature review is a written summary of journal articles, books, and other documents that describes the past and current state of information on the topic of your research study. (Creswell John W., (2022), Educational Research (4th Edition))

A summary of the writings of recognized authorities and of previous research provides evidences that the researcher is familiar with what is already known and what is still unknown and untested. Since effective research is based upon past knowledge, this step helps to eliminate the duplication of what has been done and provides useful hypotheses and helpful suggestions for significant investigation. (Best John W. and Kahn James V. (2013) Educational Research (7th Edition))

The major purpose of reviewing the literature is to determine what has already been done that relates to your topic. Previous studies can provide the rationale for research hypothesis, and indications of what needs to be done that can help to justify the significance of your study. Put simply, the review tells you what has been done and what needs to be done. Another important purpose of reviewing the literature is to discover research strategies and specific data collection approaches that have or have not been productive in investigations of topics simi lar to yours. This information will help you avoid other researchers' mistakes and profit from their

experiences. (Gay L.R, Mills Geoffrey E., Airasian Peter (2012) Educational research: competencies for analysis and applications (10th Edition))

2.2 Review of related Literature

Jayanti Prakash (2010) under the title "A study of inclusive education practices for children with disabilities in selected states of India" conducted Close Ethnography method to study the schools. This method was evolved as adaptation of ethnographic method for the study school systems involving spending full working days of about one and a half months in each school, mapping their activities and routines to get an understanding of their calendar of events and interacting with students and teachers. Six schools, government and private, with inclusive educational opportunities in three states of Delhi, Tamil Nadu and Uttar Pradesh were selected. Sixty children, 41 teachers and 60 parents were the respondents of the sample. In addition, 120 non-disabled peers, eight heads of school, three special section in-charge (in private schools) and two itinerant teachers (in government schools) were also part of the sample. The findings show that the states have developed their own model of interventions which are specific to their contexts. Many initiatives have been undertaken by Tamil Nadu and Uttar Pradesh as compared to Delhi which include identification drives, distribution of aids and appliances, availability of special educational support in schools through itinerant teachers and preparation of children for mainstreaming into regular schools. Tamil Nadu has greater outreach, sustained initiatives and provides alternate range of services to children with disabilities as a result of partnership with NGOs.

Abdullah N., Hanafi M.Y., Deli A.A.A, Abdullah N.A. (2015) published in the journal "International Journal of Education and Social Science" under the topic "Vocational Education as a Career Pathway for Students with Learning Disabilities: Issues and Obstacles in the

Implementation". This study was done to explore the issues and challenges of vocational education for students with learning disabilities towards their career preparation. This study used a qualitative approach with case study design. Data were collected using interviews involving 6 teachers from vocational in 6 Special Education Program Integration with Learning Disabilities (SEPILD). The data is analysed using Atlas.ti 7.5.2 software. The results showed that there are three major challenges, namely the difficulty in implementing teaching and learning in vocational education curriculum, in collaboration challenges and challenges in the provision of career experience for students.

Malle A.Y., Pirttimaa R. and Saloviita T. (2015) reported in the journal "International Journal of Special Education" under the heading "Inclusion of students with disabilities in formal vocational education programs in Ethiopia" to verify the status of the inclusion of students with disabilities in formal vocational educational programs in Ethiopia. In the study data for were gathered from the five biggest regions out of the 11 in the country by selecting two colleges of technical and vocational education from each region. A total of 110 trainers and 28 students with disabilities from the selected colleges completed the questionnaire. In addition, 30 regional and college-level administrators were interviewed. Finally, all 10 colleges were evaluated through direct observation in terms of the accessibility of their physical environments.

It was found that the physical environments of TVET colleges, such as buildings, walkways and other essential structures, were not accessible by person with disabilities, particularly by persons with visual and physical impairments. Various physical obstacles hindered the mobility of persons with disabilities in these institutions. The main ones were acute shortage of adaptive training materials and equipment such as machines accessible by physically and hearing-impaired students, inadequate pedagogical preparation on the part of trainers in terms of the special training needs of students with disabilities and lack of special support for the students with disabilities, such as the provision of tutorial classes. As confirmed by the findings of the

study, efforts were carried out in some regional TVET Bureaus or Agencies to promote the inclusion of students with disabilities in the vocational programs through affirmative action.

Pawar Vijay P. (2016) published research findings under titled "A study of vocational rehabilitation of physically challenged". The study has been conducted to address the gap of the vocational rehabilitation facilities available and needed. Survey was conducted with 408 respondents. The research was focused on to record people's demographic distribution, type of jobs which can be taken up for vocational training to make persons with disabilities independent and motivate them to get employed, identify those factors which will influence PWDs to go for work after training themselves and be independent and live a happier life. The article concluded that work requiring less physical movement, related more to routine work, skilled and semi-skilled works like computer related, clerical, secretarial, work as a personal assistant or a receptionist, management related, electrical repairs and banking are more preferred jobs by the PWDs.

Pawar S.A. (2017) in the Research Report "A critical study of educational schemes for divyang students in India" concluded that there are various educational schemes are available for persons with disabled (Divyangjan).Others finding were majority of educational schemes integrated in IEDSS (RMSA) 2014,scheme of Sugamya Bharat Yojna is very effective for inclusion of divyang students, Educational Scholarship and schemes in IEDSS are effective for inclusion of divyang students less than Sugamya Bharat Yojna,all educational schemes are helpful for divyang students but they are not implemented proper way.

Bhardwaj Ramita (2017) employed experimental method for the investigation of the research under title "Effectiveness of vocational training on certain psycho social attributes of physically challenged group". Keeping in view of the nature of the study, subjects were divided into two groups, each containing 100 subjects i.e. patient's recipient for vocational training and patients

not given any vocational training. All the questionnaires were administered on the subjects, i.e. Adjustment Inventory for College Students, P.G.I. Social Support Questionnaire, Coping Strategies Scale, Levenson's Scale for Locus of Control and Life Satisfaction Scale. The data was collected individually as well as in a group setting, they were cautiously provided questionnaire in the sequential manner to avoid practice and fatigue effect. Major findings of the research Vocational training with successive follow ups enhanced the level of adjustment towards positive direction, the level of adjustment of subject's recipient of vocational training significantly differed from subjects not given any vocational training, vocational training with successive follow ups enhanced the level of social support towards positive direction. On the basis of obtained results through statistical analysis, it can be concluded that vocational training with successive follow-up has enhanced the level of Adjustment, Life Satisfaction, Social Support, Coping and Locus of Control among Physically Challenged Group.

Mishra P., Rani D. (2018) in the article "Vocational education for PWDs- an overview" have tried to explain why vocational education is important for adults as well as person with special needs. They explained as Vocational education emphasis on preparation for jobs and careers in diversified vocational professional fields, occupies an important place in bringing up young entrepreneurs. It is need of the hour to emphasis on vocational education, by way of making this to be integral part of school education system. School drop-out and adults, PWDs can also receive these types of education as it provides opportunity to learn a skill or trade.

Jauhari M.N., Irvan M. and Sunarya P.B. (2020) shared their research study in 1st International Conference on Information Technology and Education (ICITE 2020) on the topic "Vocational Education Services in Schools for Children with Special Needs". This article aims to examine the vocational education that should be applied in the scope of special education for children with special needs. Based on the research results, it can be concluded that vocational education in special schools and inclusive schools plays an important role for children with

special needs in developing their skills and abilities. Thus, vocational education services in the scope of special education need to be developed in order to meet their needs in preparing themselves to face the world of work and to be independent in the future. In addition to considering talents and interests, vocational education must also consider aspects of their needs and abilities in carrying out work demands.

Bhangu Sumita (2023) conducted exploratory research to study the status and challenges faced by women with disability at vocational education. The goals of this investigation were to investigate the status of vocational education, along with what kind of challenges women with disability are facing while pursuing vocational education. The study adopted the descriptive and exploratory in nature and mixed qualitative and quantitative methods were used. Purposive sampling was used to choose NGOs /institutes. Observation checklist, structure interview schedule and questionnaire were used to collect data. Women with disabilities clearly exhibit significant improvements in their confidence and ability to express their likes and dislikes after finishing the course and additional activities offered by NGOs and vocational institutes. Additionally, it is observed by the investigator that there is privatization of vocational education as well. There are some centres who are imparting vocational education which is up to date and as per to the demand of today's time.