



# International Journal of Research Publication and Reviews

Journal homepage: [www.ijrpr.com](http://www.ijrpr.com) ISSN 2582-7421

## A School Work of Academic Library : Vocational Learning and its Needs

MD Soleman Pharcy<sup>a</sup>, Jamirul Islam<sup>b</sup>, Meshbahul Islam<sup>c</sup>, Anamul Hoque<sup>d</sup>

<sup>a</sup> Librarian, Sagardighi Teachers Training College, West Bengal 742237, India.

<sup>b</sup> Research Scholar (PhD) English, Maulana Azad National Urdu University, Hyderabad, India

<sup>c</sup> Dept. of Physical Education, Aligarh Muslim University India

<sup>d</sup> Chachanda, Samserganj, Murshidabad, 742224, West Bengal, India

### ABSTRACT

In this research paper, the researcher has made an effort to seem into the vocational learning needs of the general public libraries. Vocational may be a term that has many meanings, it means occupation, job, profession, career, work, and employment. Earlier this was considered to be a neighbourhood, where there have been jobs that were exclusively performed by the males, but within the present world with the advancement of technology, skills, and expertise, even females are becoming engaged in these sorts of jobs and training. There has been the event of vocational learning programs and institutions, where women are being encouraged to enrol and attain the specified professionalism and expertise. The most areas that are a part of this research paper are vocational training, objectives of the vocational education programs, quality of coaching received by women, addressing of the ways of girls through which technology education environment is improved, and factors that contribute to success and sustainability of vocational learning outcomes. In India, the enrolment of girls in vocational learning programs isn't extensive, there are economic, financial, social, and political, and other problems thinks to which female choose a field aside from technology and vocational learning. It's required that girls should be made aware, informative, and knowledgeable regarding the vocational learning needs, these would enable them to become not only superior future citizens but also to adequately contribute towards the welfare of society.

Keywords: Vocational learning, library, School Work, Education, Programs, Institutes, Technology, Sustainability, etc

### 1. Introduction

India is an economy, that's developing at a quick rate; problems and difficulties have led the Government to get and make more needs and requirements that are essential to supply more service opportunities and prospects for the bulk of Indians, to enable them to contribute to the benefits of development and to urge involved so as to steer to the progress of the country. To accomplish this, the individuals must have education and training that prepares them for the market. One among the sources of accomplished employees is that the vocational training and training system. However, the Government understands that the system isn't having the ability to suitably act in response to the wants of the market. The most subject, then, is what sorts of reforms and interventions are needed to develop the efficiency of the organization; producing answers thereto question is way from easy and this research endeavours to supply some alternatives for doing so. On one hand, India faces the longer term with its changing realities; on the opposite hand, it must affect the character of its norms, values, cultures, traditions, and structures (Skill Development in India, 2006).

In India, the features that have led to transformations and changes are globalization, competitiveness, and therefore the knowledge economy. India's advancement to a knowledge-based economy requires a replacement production of educated and skilled individuals. Their competitive frames are going to be established by the individual's capability to get, distribute, and utilize the facts efficiently. An information economy requires India to get skilled workers, knowledge workers, and knowledge technologists, who are adaptable, accommodating, and methodical and who are often the dynamic force for

\* Corresponding author

E-mail address: [solemanpharcy@gmail.com](mailto:solemanpharcy@gmail.com)

modernization and intensification. To realize this India requires a versatile education system; basic education to supply the idea for learning; secondary and tertiary education to extend central abilities and core technical skills; and further means of achieving lifelong learning. The education system must be standardized to the new global environment by encouraging resource fullness and improving the standard of education and training in the least levels altogether fields (Skill Development in India, 2006).

---

## 2. Vocational Education

Continuing vocational training and training means educational training after attaining the preliminary education or making an entry into the working life, it's designed for assisting individuals to progress or modernize their knowledge and/or skills, obtain new skills for professional development or retraining, or maintain their personal and professional development (Swati Majumdar, 2012).

There are certain characteristics of vocational training that are stated as follows: (Skill Development in India, 2006).

1. The vocational training field is fairly less as far as an admission of the scholars is concerned; it involves the registration of but three percent of scholars at the upper secondary level. Vocational training courses are offered in schools at Grades 11 and 12, in most states with vocational streams, vocational and general courses are offered by an equivalent institution. The most objective of vocational programs is preparing students for entry into the market. There's variety of faculties and training institutions, most within the public sector, that involve the registration of scholars within the vocational training scheme that utilizes just 40 percent of the prevailing student capacity in these institutions. These schools offer a complete of over 100 programs in various areas that include, agriculture, business and commerce, humanities, engineering and technology, printing and publishing information technology, home science, tailoring, knitting, electrical, health, and Paramedical skills, etc.

2. Vocational students depict purpose and meaning on entering education instead of entering the market. Overpowering, students who get through the vocational field want to advance to further education. This is often not unexpected given the moderately weak market results. The few meticulous appraisals of the program impacts that are accepted point to low levels of profitable employment opportunities for the vocational graduates.

3. Despite the low enrolment of the female gender in vocational programs, representatives remain enthusiastic to develop vocational training. The Central Government has arranged to extend registrations within the vocational training programs to about 30 percent of total secondary registration. Albeit registrations in vocational training in India are less as compared to other foreign countries, increasing the numbers or reframing the programs wouldn't be accepted unless the programs formulated would significantly improve the results.

4. Vocational Education, Training and Skill Development (VETSD) means all outlines and intensities of the tutorial process involving, additionally to wide-ranging understanding, facts, data, and intellectual skills; the study of technologies, skills, and related sciences, the acquirement of practical skills, know-how, attitudes, behavioural traits and understanding concerning professions and occupations within the various divisions of economic and social life (Swati Majumdar, 2012).

5. The most meaning of vocational training, Training, and Skill Development is known to be a way of preparing the workforce and individuals for occupational fields and to render effective contributions in their respective employment. Through the means of vocational training, a private becomes dedicated to wholeheartedly become a responsible citizen of the country, he's ready to adequately cater to the requirements of the society and this also influences his lifelong learning. It's a mechanism for promoting environmentally positive and sustainable development. In India, what's required within the field of vocational training is to redefine the objectives to form it supple, current, pertinent, comprehensive, and innovative (Swati Majumdar, 2012).

---

## 3. Objectives of the Vocational Learning Programs

There are several objectives of Academic library in concerning vocational learning and its needs. Some prominent objectives are given below:

1. It's important to appraise and evaluate the vocational learning programs in terms of their overall principles, goals, similarities, differentiation, and relevance to market developments and employ ability.
2. Assess the extent of management and communication across the areas among the prevailing and therefore the potentially innovative vocational culture and academic library programs.
3. Determination of the potential for supporting and integrating vocational programs with living skills and academic library programs.
4. Expand a theoretical structure to be used in appraising inmate accomplishment within the Academic library programs.
5. Academic library tries to supply all the important study materials to develop themselves.
6. The academic library isn't limited with books only; aside from books here the scholar can get e-journal, news paper, magazine, e-database, and project and also student may aware of the update technology.

---

## 4. Quality of Coaching Received by Students

Academic library plays a pivotal role in our society. Without having a tutorial library we cannot continue our study properly. To update the scholar and make them career eccentric it plays a big role. Few of the attention catching points are discussing below:

1. There's a requirement to extend the technical level of coaching received by students to enhance their production and applicability of the training to market needs like textiles, tourism, paperwork, healthcare and handicrafts, etc.

2. Innovative training courses and methodologies got to be developed so as to cater to the wants of the changing market like repairing of computers and other technical devices, telephone installations, internet installations, telecommunications and media technologies etc.
3. Students should be trained regarding the roles that are performed usually by males like plumbing, carpentry, electricity repair, welding, construction, painting and repair of kitchen appliances.
4. Information and promotion campaigns encourage students to use for the roles and enhance their skills. When these services are in great demand within the community, the scholars get encouraged to use for the training courses and enhance their skills.
5. The way to operate the machines, use tools appropriately, use other technical and electrical devices, are the sorts of jobs that need specialized skills and proper training. There are experts who are involved within the training of people regarding these areas.
6. Specific training approaches and support activities should be developed through feasibility studies to extend the amount of scholars within the training courses.
7. The resources and therefore the funds required to effectively implement these programs should be determined.
8. The various organizations that are involved in project implementation also because the possible inter-institutional coordination schemes should be acknowledged and reflected upon.

---

## 5. Addressing of the Ways of Scholars through which the Technology Education Environment is Improved

In this area, the ways are taken into consideration through which the technology education environment is improved. It's true that within the present world, technology is developing to an excellent extent, and not only men but also women are enhancing their careers and professions within the field of technology. Albeit women within the present existence have an enhanced prospect to check in for technology education programs; there are a huge majority of girls who still don't choose this field. There are number of reasons concerning their selection of the sector, firstly, technology may be a difficult area, which involves an excellent amount of learning and understanding, which some Students choose to not do, instead they choose a manageable field; secondly, technology is an upscale field and Students who aren't financially strong aren't ready to afford technology education programs; thirdly, thanks to one's family problems or concerns, parents may tell their children to settle on arts rather than technology and choose a teaching career rather than a technical career.

Students recognize technology education as a male field during which they are doing not have any position or profession and that they develop these viewpoints even more so after having taken a technology education course. The question of whether technology educators can affect this lack of contribution without first identifying the differentiation between men's and women's selection of programs is taken into account using feminist investigation. Now highlights generally about the wide-ranging developments of scholars employment and contribution with technology education over the previous couple of decades. Following this is often an analysis into the energetic, observations and communications of male and feminine students admitted in technology education schemes.

This is true that there are some problems and difficulties within the technological field, that students find complicated, instead they choose to not select this area, on the opposite hand, there are sizable amount of scholars who even find this field interesting and need to form a career, like students in today's world are engineers, doctors, technical specialists, they find numerous jobs within the field of data Technology then forth. all types of educational programs receiving federal financial assistance to form available equal opportunities to students and girls; reflected the principle that females could show pride within the similar sorts of educational opportunities as males if observance with stringent even handedness conditions were consented and implemented. But the question that arises is, has the principle been recognized in education, specifically in CTE (Career and Technical Education) and is civil right for females in CTE a legend or an actuality (Women and Technical, 2003).

---

## 6. Factors that Contribute to Success and Sustainability of Vocational Training Outcomes

There are umpteen factors of vocational training. These factors assist one's to grow in his specific field. Additionally to the present, it helps the varsity drop students to find out several courses and established them.

1. Capacity Building of Local Institutions -Vocational training can strengthen results by providing important communications and transportation for long-term national growth and development. Local capacity features a deep impact on the results of vocational education with regards to producing national output and awareness of the benefits of formal skills training.
2. Market Analysis –This analysis is conducted to tell skills contributions and programs also on strengthen training effects. The sorts of skills and aptitudes that are more in demand, the jobs, training areas, employment abilities that are currently prevailing within the market, this investigation comes under the market analysis.
3. Provision of Literacy and Numeracy Training –Acquisition of literacy skills and numeracy training can enable individuals to maximize the impact of coaching on economic and social reintegration.
4. Orientation – this is often a program that's conducted for all the participants who have registered into the vocational education programs; this program allows the beneficiaries to form an informed decision regarding the talents, what quite skills would be best fitted to what sorts of individuals.
5. Providing Economic Support to Ex-combatant Participants and their Families – When acquiring training, there's provision of economic support which will contribute in alleviating the issues and difficulties that are faced by the trainees and their families.
6. Post-Training Follow-Ups – These serve the most purpose of identifying the challenges, struggles and therefore the disputes experienced. There's

availability of data, counselling, guidance and advice and also ensuring that the trainees and therefore the graduates have resources, knowledge, facts and data which will strengthen the training results.

7. Peace, economic process and Stability –In order to get employment opportunities, these factors contribute to the social and therefore the economic reintegration of the ex-combatants.

8. Profile Characteristics of Ex-Combatants –Identification factors like age, educational qualifications, gender, legal status, religion, ethnicity, family background and past employment. These factors can contribute in informing vocational education programming with regards to the rise made to live the training activities and functions and supporting the training outcomes.

9. Community Acceptance – With regards to the community acceptance, it's vital that social networks and communication links be developed which are considered to be the most aspects considerably to development of sustainable economic action.

---

## 7. Discussion

In the present existence in India, education has been considered to be extremely imperative; in urban also as in rural areas, individuals who reside in slums even they need recognized the importance of education. Within the past, because it has been observed, female didn't believe acquiring much education, in urban areas also they serve to be mainly house ladies who were meant to require care of household activities. Within the present world, besides the fields like arts, science, technology, business, management, there's also a field which is termed as 'vocational training', this field is influencing the careers of not only men but also women. Students are choosing vocational training, so as to become professionals, entrepreneurs and skilled during a particular area; this field is essentially contributing towards enhancing the talents and development of people. The vocational education that's received by students is within the areas of textiles, tourism, paperwork, healthcare, technology, handicrafts, plumbing, carpentry, electricity repair, welding, construction, painting, repairing of kitchen appliances; they're adequately trained regarding the usage of tools and other machinery.

---

## 8. Conclusion

There are certain factors that contribute to the success and sustainability of the vocational education outcomes; these are capacity building, local marketing research, provision of literacy and numeracy training, orientation, providing economic support to participants and their families, post training follow ups, peace, economic process and stability, profile characteristics and community acceptance. There are problems and barriers that normally occur within the course of acquiring education and training like financial problems, family problems, fear of failure, pressure, stress then forth. There are some students who depict lack of interest and there are a couple of learners who attempt to overcome all the issues and barriers and appearance forward to working towards attaining their desired goals and objectives. Vocational education needs are helpful not only towards establishing an honest career but when acquiring these sorts of skills and capabilities, individuals also render an efficient contribution towards the welfare of the society.

---

## REFERENCES

- Dirx, J.M., &Kielbaso, G. (1999). A Study of Vocational Education Programs in the Michigan Department of Corrections. Michigan State University. Retrieved May 23, 2016 from <http://ippsr.msu.edu/Publications/ARDOCEducation.pdf>
- Fawcett, C.S., &Howden, S. (1998). Gender Issues in Technical Trainingand Vocational Education Programs. Retrieved May 23, 2016 from <http://pickar.caltech.edu/me105/materials/women/women-training.pdf>
- Finn, A., Baxter, D., &Onur, M. (2014). Making Vocational Training Work: A Study of Vocational Training in DDR. Retrieved May 24, 2016 from [http://www.tdrp.net/PDFs/TDRP\\_MakingVocatTrainingWork\\_Rwanda.pdf](http://www.tdrp.net/PDFs/TDRP_MakingVocatTrainingWork_Rwanda.pdf)
- Skill Development in India. The Vocational Education and Training System. (2006). Retrieved May 24, 2016 from <http://info.worldbank.org/etools/docs/library/235724/skills%20development%20in%20india%20the%20vocational%20education%20and%20training%20system.pdf>
- Swati Shantaram Mujumdar. (2012). A Study of Significance of Vocationalization ofEducation and Skill Development in Indiawithspecial reference to theState of Maharashtra. Symbiosis International University Pune. Retrieved May 25, 2016 from <http://www.scdl.net/pdf/PhDThesis.pdf>
- Women and Technicaland Vocational Educationand Training. (2003). Retrieved May 25, 2016 from [http://www.unevoc.unesco.org/fileadmin/user\\_upload/pubs/AB2\\_WomenAndTVET.pdf](http://www.unevoc.unesco.org/fileadmin/user_upload/pubs/AB2_WomenAndTVET.pdf)