### III REVIEW OF LITERATURE

3.0 A theoretical background

3.1 Recent trends in distance and open education

3.1.1 Enrolment trends and course

3.1.2 Growth, development and social relevance of the distance education system

3.2 Purpose of the review

3.3 Importance of the review

3.4 Population of the study

3.5 Profile of the respondents

3.5.1 Age

3.5.2 Birth order

3.5.3 Caste

3.5.4 Marital status

3.5.5 Family type

3.5.6 Family size

3.5.7 Academic achievement

3.5.8 Participation in extracurricular activities

3.5.9 Family's occupation

3.5.10 Annual income of family
3.5.11 Father's social participation
3.5.12 Educational status of family
3.5.13 Overall modernity
3.5.14 Reading habit
3.6 Attitude of the respondents towards education
3.7 Relationship of attitude of the respondents towards education and their characteristics
3.7.1 Age and attitude
3.7.2 Birth order and attitude
3.7.3 Caste and attitude
3.7.4 Academic achievement and attitude
3.7.5 Participation in extracurricular activities and attitude
3.7.6 Family's occupation and attitude
3.7.7 Annual income of family and attitude
3.7.8 Father's social participation and attitude
3.7.9 Educational status of family and attitude
3.7.10 Overall modernity and attitude
3.7.11 Reading habit and attitude
3.8 Occupational aspiration level of the respondents
3.9 Relationship of occupational aspiration of the respondents and their characteristics

3.9.1 Age and occupational aspiration

3.9.2 Birth order and occupational aspiration

3.9.3 Caste and occupational aspiration

3.9.4 Number of real brothers and sisters and occupational aspiration

3.9.5 Academic achievement and occupational aspiration

3.9.6 Participation in extracurricular activities and occupational aspiration

3.9.7 Family's occupation and occupational aspiration

3.9.8 Annual income of family and occupational aspiration

3.9.9 Father's social participation and occupational aspiration

3.9.10 Educational status of family and occupational aspiration

3.9.11 Attitude of the respondents towards education and their occupational aspiration

3.10 Constraints faced by the respondents

3.11 Suggestions offered by the respondents to overcome such constraints
3.0 A THEORETICAL BACKGROUND

In any research work, the first task of the investigator is to look into the past work done in the area in which he/she proposes to take the research. The review of related studies implies locating, reading and evaluating report of research as well as the report of casual observation and opinion that are related to the individual's planned research project.

A review is a description of the literature relevant studied to a particular field or topic. It gives an overview of what has been said, who the key writers are, what are the prevailing theories and hypotheses, what questions are being asked and what methods and methodologies are appropriate and useful. As such, it is not in itself primary research, but rather it reports on other findings.

The review of the related study is nothing but a wild look into the past research work done in the specified fields. It provides information related to the type of study and type of design that may be eventually used in conducting research. Research works done in the past serve as solid foundation on which any new investigation firmly rests.
Walter (1963) emphasizes the meaning of related literature as "The literature in any field forms the foundation upon which all future work will be built".

The author further observes that if one fails to build this foundation of knowledge provided by the review of the literature, his work is likely to be shallow and naïve, and will often duplicate work that has already been done better by someone else. Good, Bar and Scates (1954) point out "The keys to the vast storehouse of published literature may open doors to sources of significant problems and explanatory hypotheses, and provide helpful orientation for definitions and comparative data for interpretation of results. In order to be truly creating and original, one must read extensively and critically as a stimulus to think".

The review of literature leads the researcher to conclude his findings with reference to past studies. As the literature having direct bearing on different aspects of present study is limited, the references having indirect bearing were also reviewed and are presented in this chapter under the following heads:

3.1 Recent trends in distance and open education
3.2 Purpose of the review
3.3 Importance of the review
3.4 Population of the study
REVIEW OF LITERATURE

3.5 Profile of the respondents of Dr. Babasaheb Ambedkar Open University

3.6 Attitude of the respondents towards education

3.7 Relationship of attitude of the respondents towards education and their characteristics

3.8 Occupational aspiration level of the respondents

3.9 Relationship of occupational aspiration of the respondents and their characteristics

3.10 Constraints faced by the respondents

3.11 Suggestions offered by the respondents to overcome such constraints.

3.1 RECENT TRENDS IN DISTANCE AND OPEN EDUCATION

Open and distance education in India, as discussed earlier, is emerging as an effective and need based component of education at the school and tertiary levels. The addition of an open school at the national level and open universities at the national and state levels to the traditional type of distance / correspondence education programmes offered by various boards of school education and formal universities have contributed positively to the development of the open education system. However, the researches conducted under the umbrella of "Open and Distance Education" were not reported in any of the earlier surveys. The purpose of this report is to fill this
Review of Literature

gap so as to trace the trend of emerging area. It is pertinent to mention here that some of the researches included in this review are reported in the earlier surveys under such general or broad categories as 'Educational Technology', 'Teacher Education', 'Non-Formal Education', or 'Higher Education'. But the reason for including such studies in this report is to highlight the studies together so that the emerging trends in the open and distance education system can be properly delineated and discussed.

Research in open and distance education in India gained momentum in the late seventies. The studies in this area that formed the corpus for the present review included mainly doctoral researches and reports of research projects completed by individual researchers/Institutions. Moreover, the review is not restricted to data based field studies only but it includes some relevant theory based papers also so as to reflect the current status and trends in this emerging area.

3.1.1 Enrolment trends and course

During the last two decades the enrolment of distance learners increased considerably at the school and tertiary levels. A large number of girls; children and youth from various disadvantaged groups of Scheduled Castes, Scheduled Tribes and ruralites dropout of the school, colleges or universities due to poor economic conditions, social taboos or their inability to cope with the rigid demands of the formal education. The following discussion
Review of Literature

pertains to enrolment figures and nature of the distance education course at the school and higher education levels.

School levels

The main objectives of the distance/open education programmes at the school stages are universalisation of education for achieving social equity and justice, and creating a learning society. Distance education at the school stage is an effective alternative to meet the challenge of bringing unschooled children within the fold of education.

Alkari, S.K. (1988) reported that since the success rate of these students was very low, it was thought that they should be coached through correspondence lessons before taking the examination. In 1987-88, correspondence course for classes X and XII were started so as to provide a parallel mode of non-formal system which helped the state in lessening the burden on formal schooling.

Bakliwal, B.C. (1988) reported that number enrolled in the 'self study' programme in Rajasthan was 2325 in 1968, which rose to 30,260 in 1988. In Madhya Pradesh, the Institution of Distance Education and Open School, of the Board of Secondary Education was started in 1965. Previously, it was known as Institute of Correspondence Courses. It was catering to the needs of intermediate students who were appearing in large numbers as private candidates at the intermediate examinations conducted by Board of Secondary Education of the state.
Mukhopadhyay, M. and Sujatha, K. (1988) pointed out that a large majority of the unschooled children constitute girls, Scheduled Castes and Scheduled Tribes, and rural impoverished people. However, in 1985 the proportion of students enrolled in distance education was far too low as compared to those who were in schools. Putting the states, viz., Madhya Pradesh, Delhi, Rajasthan, Orissa and Tamil Nadu together, the enrolment in the correspondence education institutes at the school level was 62,962 or 0.31% of the total enrolment in secondary education. Correspondence education at the school stage in Rajasthan was started as early as 1968.

The open education programme at the school level was first started as a project of the CBSE in 1978 and was later subsumed in the National Institute of Open Schooling (NOS). The Open School has made a significant contribution in providing relevant, continuing and developmental education to needy prioritized disadvantaged groups. Making a humble beginning in 1989-90, currently the NOS has a cumulative active enrolment of over two lakh students drawn from each state and Uttar Pradesh of India. These students include prioritized groups viz., rural people, urban poor, girls and women, Scheduled Castes, Scheduled Tribes and backward classes, the handicapped war widows and ex-servicemen, the unemployed or partly employed, groups in need of a second chance of education for employment, better employment or self employment; and school dropouts after the primary
or middle stage. State wise enrolment in academic courses in 1992-93, as reported in the NOS Annual Report, indicates a steep rise in the enrolment figures from 34,781 in July 1991 to 53,567 in July 1992 - a rise of over 56.00 per cent.

It is evident that the highest number of students enrolled was from Delhi (36.00%), followed by West Bengal (13.00%), Haryana (11.00%) and Uttar Pradesh (8.00%).

Region wise, the highest enrolment was from the Northern Region (64.00%) followed by the Eastern Region (17.50%), North-Eastern Region (9.00%) and Western Region (7.50%). The lowest registration was from the Southern Region (2.00%).

**Tertiary level**

The total enrolment in higher education (universities and colleges) in 1975-76 was 24,90,319 out of which 64,210 students were enrolled in distance education. This gradually increased to 4,54,243 by 1988-89. For comparative analysis, the data from enrolment in university departments and colleges (formal system) and distance education for the period 1975-76 to 1988-89 were computed from annual reports of UGC and official documents of the Department of Education, Ministry of HRD, Government of India.

It is worth mentioning that in 1989-90, 83.00 per cent of the enrolment in distance education was in the institutes of correspondence studies.
and 17 per cent in the Open University System. Moreover, enrolment in the three major open universities, was 37,145 in 1989 in Andhra Pradesh Open University (APOU); 18,327 in 1990 in Kota Open University (KOU) and 1,18,442 in 1991 in Indira Gandhi National Open University (IGNOU). In the theme paper of conference of Vice Chancellors in 1990, it was reported that the annual growth rate of enrolment in correspondence courses and open universities during the past few years has been especially higher than that in the conventional universities. The annual growth rate of enrolment in universities from 1982-83 to 1988-89 was around 4.00 per cent, in distance education during this period it was over 16.00 per cent per annum. The enrolment in distance education has gradually gone up from 2.60 per cent of the total enrolment in universities and colleges in 1975-76 to over 10.00 per cent at present.

Prasad, V.S. (1987) reported that enrolment in distance education reflects the urban and upper class bias of the university system as a whole. The student profile of APOU revealed that most beneficiaries belonged to economically better off families and were from urban areas. IGNOU too had a preponderance of students from urban areas. However, Kulandai, Swamy V.C. (1991) pointed out that 30.00 per cent of the students in the correspondence institutes were from rural areas.

Singh, A. (1992) pointed out that distance education system has been able to accommodate an additional number of 3,17,544 students during
Review of Literature

the last decade. He was of the opinion that with distance teaching institutions and, in particular, open universities, steadily gaining popularity and attracting a larger clientele for the first time, the target of enrolling about one-third of all students at the university level in correspondence education, as envisaged by the Education Commission (1964-66) would appear possible achievement by A.D. 2000.

Singh, A. (1992), on the basis of the theme paper presented in the Vice Chancellor's Conference, pointed out that the Southern Region accounts for two-third (66.00%) of the total enrollment followed by the Northern Region with 27.00 per cent and the Central and Western Regions with only 5.00 per cent. It is worth mentioning that the three major universities of the South, viz., Madras, Madurai-Kamraj and Annamalai attracted a significant number of students from Northern and other regions to their correspondence education programmes. However, as far as individual states were concerned, enrolment in correspondence courses was as high as 46.00 per cent of the total enrolment at the tertiary level. In Tamil Nadu it was 41.00 per cent and in Delhi 34.00 per cent followed by Karnataka and Kerala with 6.00 per cent each, Jammu and Kashmir with 6.00 per cent, Haryana with 4.00 per cent and U.P. with the small percentage of 1.00 per cent. It was also pointed out that distance education students were mostly concentrated in 11 institutions, 7 of which had an enrolment of over 20,000 each. These institutions accounted for 84.00 per cent of the total enrolment in the distance
Review of Literature

education mode. Moreover, males constituted 59.00 per cent and females 41.00 per cent of the total enrolment in distance education. It is noteworthy that this percentage of women compares favourably with 30.50 per cent enrolment of women in the entire university system.

The following important trends have emerged in the field of distance education in India.

(1) The job oriented courses though providing a limited choice, are making greater appeal to the people and the number of admission seekers to these courses is quite sizeable. On the other hand, the popularity of the traditional course has been gradually going down.

(2) Another fast emerging trend is that there is a marked shift in the nature and character of distance learners. The system of distance education was originally conceived and initiated to cater to the educational needs of those who because of socio-economic constraints and spatio-temporal hurdles could not pursue university education at the proper stage of their life. But now decades, it has been observed that the number of in-service persons, especially in the traditional courses has come down drastically, while that of employed and those younger people who fail to get admission in the formal courses has gone up considerably.
Another interesting trend is that the number of students from mofussil areas is continuously increasing in the enrollment of distance education.

Distance education itself is emerging as a distinct discipline and considerable research is being done on various aspects of this innovative system. This is bound to lead to further improvement and integration of the variety of new easily available course. Special distance education courses are being developed to ensure proper staff development. In India, Indira Gandhi National Open University is taking steps in this direction. Anonymous (2010) revealed that year wise programme launched by Dr. Babasaheb Ambedkar Open University was increased from 5 to 63 from 1994-95 to 2005-06. Further, to fulfill demand of the students, the counseling centres were increased from 26 to 157 and same time the enrollment of students was also increased from 5457 to 26,989 in the same period.

3.1.2 Growth, development and social relevance of the distance education system

The studies of Anand, S. (1979); Khan, I. (1982); Datt, R. (1984) and Balasubramaniam, S. (1986) had highlighted the gradual growth of
distance education in the Indian perspective. Since the programme was merely an extension of the system of the regular courses offered by formal universities, it had limitations in meeting the academic and socio-economic needs of target groups of distance learners. However, the studies pointed out that the distance education programmes proved their efficacy as suitable modes of lifelong education.

Biswal, B.N. (1979) in his study revealed that (i) the objectives of correspondence instruction imparted through different universities remained similar more or less all over the country; (ii) the academic staff pattern remained more or less similar in all universities, whereas differences were marked with regard to the administrative staff pattern; (iii) the enrolment rate was found to be higher in arts, commerce and education in comparison to other disciplines and (iv) admission procedures were found to be liberal in nature.

Reddy, R.G. (1987) made a strong plea for the development of open and distance education systems in India. Coming to the reasons why the systems should be adopted and encouraged, he emphasized the prevailing educational inequalities across different classes and geographical regions, the deterioration in the quality of education and its lack of relevance today as the main reason for which we need to move on to a different educational strategy. He held the view that the origin of distance education lies basically in the philosophy that the society has a responsibility to provide education
opportunities to those who for some reason or the other cannot go to the conventional system.

Takwale, R. (1987) also emphasized that it is desirable to develop the open education system using distance methodology to ensure quality of education, extension of educational opportunity and serve large numbers with the diversity of courses that are relevant to the individual and also to societal needs.

3.2 PURPOSE OF THE REVIEW

Every investigator must know what sources are available in the field of research and how many of them are worth to be used. As like other fields, in the field of education also, the research worker needs up-to-date information regarding the problem i.e. what has been thought and done in the particular area.

Good, Bar and Scates analyzed the purposes of research reviews are follows:

1. To enquire whether the evidence already available solves the problem adequately without further investigation and thus to avoid the risk of duplication.

2. To provide idea, theories, explanations or hypotheses valuable in formulating the problem.

3. To suggest methods of research appropriate to the problem.
(4) To locate date useful in the interpretation of result.

(5) To contribute to the general scholarship of the investigator.

When the investigator makes a careful review of the related studies, he becomes aware of the important and unimportant variables in the concerned area of research. A careful review also helps the investigator in selecting the variables lying within the scope of his interest, in defining and operationalising variables and identifying variables which are conceptually and practically important. Thus, a review of the related studies on the whole prepares the investigator to formulate a research problem with conceptually and practically important variables.

3.3 IMPORTANCE OF THE REVIEW

A review of the related studies helps the investigator in avoiding any duplication of work done earlier. A careful review always aims at interpreting prior studies and indicting their usefulness for the study to be undertaken. Thus, prior studies serve as the foundation for the present study. In some cases duplication or replication of prior studies become essential. This is especially true when the investigator wants to test the validity of the earlier studies. In such a situation, too, a careful review helps the investigator in getting acquainted with the number and nature of the studies related to the study whose validity is being assessed at present.
A careful review of the related studies enables the investigator to collect and synthesize prior studies related to the present study. This, in turn, helps the investigator in building a better perspective for future research. A synthesized collection of prior studies also helps the investigator to identify the significant overlaps and gaps among the prior works.

A review enables the investigator in discovering important variables relevant to the area of the present study. When significant variables are discovered, the relationship among them can be identified. Subsequently, the identified relationship is incorporated into different hypotheses. Thus, for conducting a scientific study, the relationship between the different variables must be explored by reviewing the related studies so that a good context may be built up for subsequent investigation.

A careful consideration of recommendations for further research in various research studies guides the investigator regarding the suitability of the problem and assists in delimiting his research problem. Therefore, the investigator has tried to review the literature of the past studies which correlates with achievement and creativity to benefit him in the above mentioned ways.

Research design is a strategy on paper like an architect's plan. The purpose of a research design is to impose controlled restrictions on observations of natural phenomena. It suggests the investigator what to do and what not to do.
The product of research depends upon the quality of its design. A good research work cannot be done without purposeful efforts if the design has faults. Therefore, proper design is needed for valid analysis. Certain fundamental steps of research design must be given due importance when it is proposed to be sued. The operation of the design, that is planning must be carried out with patience and accuracy.

3.4 POPULATION OF THE STUDY

For any good research, it is mandatory on the part of the researcher to study the population and sample in depth. To define population and sample is necessary for good research work according to Kulbirsing Sindhu (1999).

"By population we mean the aggregate on totality of objects or individuals regarding which inferences are to be made in a sampling study. A population is any group of individual that have one or more characteristics in common that are of the research".

Sometimes, it is not possible to examine every item in population. Sometimes, it is possible to obtain sufficiently accurate results by studying only part of the total "population". However, in certain cases, a few items are selected from the population in such a way that they are representative of the universe. Such a section of the population is called a sample and the process of selection is called sampling. A sample is the reflection of the universe and bears all the characteristics of the universe.
Review of Literature

According to D.N. Elhance, "The main aim of sampling studies is to obtain maximum information about the phenomenon under study with the least sacrifice of money, time and energy".

The researcher decided to perform the experiment with students of Dr. Babasaheb Ambedkar Open University. The population consisted of students of tribal areas of Gujarat state from Sabarkantha, Panchmahals, Dahod, Surat and Navsari districts centers of Dr. Babasaheb Ambedkar Open University.

3.5 PROFILE OF THE RESPONDENTS OF DR. BABASAHEB AMBEDKAR OPEN UNIVERSITY

The present study includes age, birth order, caste, family type, family size, academic achievement, participate in extracurricular activities, family's occupation, annual income of family, father's social participation, educational status of family, overall modernity and reading habit were considered as independent variables under the title of profile of the respondents. Considering this profile of the respondents researcher had reviewed following studies carried out in past to the following paragraph the past study are review.

3.5.1 Age

Singh (1985) conducted research on education and occupational aspiration of 100 randomly selected home science students of Punjab and he
observed that 70.00 per cent of the students having age 16-20 years while only 30.00 per cent students having age above 20 years.

Rao (1986) studied attitude, aspiration and preference for placement of 116 agricultural school students in rural area and he found that slightly more than half (50.50%) of the respondents were in the age group of 17-19 years of age. Linkert-type scale was used.

Patel (1990) conducted research on performance of agricultural school students which are randomly selected for the study and he observed that majority (71.25%) of the respondents was in the range of 15-17 years of age and a very meager (8.75%) were in the range of 21-25 years of age.

Ashwar (1993) conducted research by using Ex-post facto research design on determination of attitude, occupational aspiration and preference for placement of undergraduate veterinary college students of Gujarat state and he found that 54.57 per cent of the students had age in the range of 20 to 22 years, while proportion of the students in the age group of 17 to 19 years and 23 to 25 years were 21.13 per cent and 24.30 per cent, respectively.

Singh (1998) conducted research on attitude towards vocational bakery training and gain in knowledge about bakery items with reference to ex-trainees of school of baking Anand of Gujarat state. Ex-post facto research design was used for the study and he observed that 29.60 per cent, 55.50 per
cent and 14.90 per cent of the respondents were in between 16-20 years, 20-25 years and 25-30 years of the age group, respectively.

Ajit (2004) conducted research on determination of attitude, occupational aspiration and preference for placement of B.Sc. agriculture students of Gujarat state. One hundred fifty students were selected at random for the study and their interviewed at their hostel and he reported that more than half of the respondents (56.03%) had age in the range of 20 to 22 years, while proportion of respondents in the age group of 17 to 19 years and 23 to 25 years were 39.01 per cent and 4.96 per cent, respectively.

Shingare (2005) studied attitude and occupational aspiration of 150 randomly selected undergraduate veterinary science and animal husbandry college student of Gujarat and he concluded that majority (82.40%) of the respondents were belonged to the age group of above 20 years, while 17.60 per cent of the respondents were belonged to the age group above 20 years.

3.5.2 Birth order

Pandya and Patel (1971) studied the socio-economic background and attitude of agricultural college students toward education. Stratified random sampling method was used for the selection of 115 students for the study and he found that 42.80 per cent of the students were middle born, while 29.70 per cent were the eldest and 27.50 per cent were the youngest among these siblings.
Solanki (1975) surveyed value orientation and job performance of undergraduate agriculture students and he reported that majority (51.27%) of the respondents were born as middle one among siblings.

Rao (1986) studied attitude, aspiration and preference for placement of 116 agricultural school students in rural area and he found that one third of the respondents (35.40%) born at 4\textsuperscript{th} and above ordinal position followed by 28.00 per cent respondents were first born children, 23.08 per cent had 2\textsuperscript{nd} birth order and 12.00 per cent respondents were born at 3\textsuperscript{rd} ordinal position.

Ashwar (1993) conducted research on determination of attitude, occupational aspiration and preference for placement of undergraduate veterinary college students of Gujarat state and he observed that an almost equal number of respondents were first and second born children (28.52 to 27.82%, respectively). While at 3\textsuperscript{rd} and 4\textsuperscript{th} position 19.00 per cent and 24.66 per cent students were born, respectively.

Ajit (2004) conducted research on determination of attitude, occupational aspiration and preference for placement of B.Sc. agriculture students of Gujarat state. One hundred fifty students were selected at random for the study and their interviewed at their hostel and he reported that more than one-third of the respondents (37.59%) were second born children, while students born at first and third position were 27.66 per cent and 24.11 per cent,
Review of Literature

respectively. The students born at fourth and above position were 10.64 per cent.

Shingare (2005) studied attitude and occupational aspiration of 150 undergraduate veterinary science and animal husbandry college student of Gujarat and he found that nearly two fifth of the respondents (39.20%) were first born children. Number of students born at second and fourth position was 27.20 per cent and 19.20 per cent, respectively, while number of students born at third position was 14.40 per cent.

3.5.3 Caste

Solanki (1975) surveyed on value orientation and job performance of undergraduate agriculture students and he reported that 76.44 per cent of the students were from upper caste and 23.56 per cent were from the lower caste families.

Ashwar (1993) conducted research on determination of attitude, occupational aspiration and preference for placement of undergraduate veterinary college students of Gujarat state and he revealed that vast majority of the respondents (90.50%) were from non-reserved caste categories, and rest remaining 9.50 per cent belonged to the reserved categories.

Kosambi (1997) measured the academic performance, attitude, aspiration and their inter-relationship of agricultural college students. The study revealed that majority of the students (56.75%) was from higher caste
Review of Literature

followed by 36.48 per cent of the students was from middle caste and 6.77 per cent of the students were from lower caste.

Ingle et al. (1993) studied the perception of girl students about agricultural education and their aspiration which are randomly selected for the study and he observed that 37.15 per cent of the respondents were belonged to OBC, while 42.85 per cent of the respondents were of other castes.

Ajit (2004) conducted research on determination of attitude, occupational aspiration and preference for placement of B.Sc. agriculture students of Gujarat state. One hundred fifty students were selected at random for the study and their interviewed at their hostel and he observed that majority of the respondents (73.05%) were from non-reserved caste categories.

3.5.4 Marital status

Lepcha (1987) found that more than three fourth (81.00%) of the respondents were married, followed by 10.00 per cent widow and 8.00 per cent unmarried, while only 1.00 per cent was divorced.

Patel et al. (1995) found that majority (85.00%) of the rural women were married, followed by widow (14.00%).

3.5.5 Family type

Agrawal (1995) revealed that three types of extension personnel had different family type i.e. individual nature or nuclear and joint type of family i.e. by and large had nuclear family but three levels had different types of family.
Review of Literature

Patel (2007) concluded that majority (67.33%) of the computer user research scholars to be connected with internet for distance learning were from nuclear family followed by 32.67 per cent were from joint family.

Christian (2010) reported that majority (71%) of the woman research scholars of SAUs of Gujarat connected with computer and its applications for distance learning were from nuclear family.

3.5.6 Family size

Kanawala (1970) conducted research on educational choice and socio-economic background of students and he reported that 62.00 per cent of the students were from the family consisting of 6 to 11 members.

Solanki (1975) surveyed on value orientation and job performance of undergraduate agriculture students and he found that 69.97 per cent of the respondents had 6 to 10 members in the family.

Ashwar (1993) conducted research on determination of attitude, occupational aspiration and preference for placement of undergraduate veterinary college students of Gujarat state and he stated that 47.00 per cent respondents had up to two brothers and sisters followed by 42.00 per cent had three to four brothers and sisters and 11.00 per cent of the respondents had five and above brothers and sisters.

Kosambi (1997) studied to measure the academic performance, attitude and aspiration, their relationship of agricultural college students and
Review of Literature

he indicated that majority of the students (64.33%) were from the families of more than four members, while 35.67 per cent students were from the families of up to four members.

Ajit (2004) conducted research on determination of attitude, occupational aspiration and preference for placement of B.Sc. agriculture students of Gujarat state. One hundred fifty students were selected at random for the study and their interviewed at their hostel and he reported that majority (74.47%) of the respondents had up to two brothers and sisters, while 19.86 per cent of the students had three to four brothers and sisters and 5.67 per cent of the respondents were found to have five and above brothers and sisters.

Shingare (2005) studied attitude and occupational aspiration of 150 undergraduate veterinary science and animal husbandry college student of Gujarat and he found that 64.00 per cent of the respondents had up to two brothers and sisters, while 32.00 per cent had three to four brothers and sisters and 4.00 per cent of the respondents were found to have above five brothers and sisters.

3.5.7 Academic achievement

Lad (1976) studied on the relationship between study habits and academic performance of second year and their year B.Sc. (Agri.) students of Gujarat Agricultural University and he found that 77.03 per cent of the students were first class, while 22.97 per cent of the students were third class.

Ashwar (1993) conducted research on determination of attitude, occupational aspiration and preference for placement of undergraduate
Review of Literature

veterinary college students of Gujarat state and he observed that nearly half of the respondents (46.48%) were in pass class category, while proportion of the respondents in second and first class category were 45.42 per cent and 8.10 per cent, respectively.

Kosambi (1997) studied to measure the academic performance, attitude and aspiration, their relationship of agricultural college students and he found that 40.28 per cent of the respondents were passed in second class, whereas 32.26 per cent of the respondents passed in pass class and 27.36 per cent of the respondents were passed in first class category.

Ajit (2004) conducted research on determination of attitude, occupational aspiration and preference for placement of B.Sc. agriculture students of Gujarat state. One hundred fifty students were selected at random for the study and their interviewed at their hostel and he observed that more than one third of the students (36.88%) were in second class category, whereas proportion of the respondents in pass class and first class category was 31.21 per cent and 18.44 per cent, respectively. Only 13.48 per cent of the students were passed with distinction.

Shingare (2005) studied attitude and occupational aspiration of 150 undergraduate veterinary science and animal husbandry college student of Gujarat and he observed that a more than half of the respondents (52.00%) were in second class category, whereas proportion of the respondents in first
Review of Literature

class and distinction category was 24.00 per cent and 17.60 per cent, respectively. Only 6.40 per cent of the students were pass class.

3.5.8 Participation in extracurricular activities

Sonagara (1975) conducted research on a study of some problems faced by the students of agricultural colleges under Gujarat Agricultural University and he reported that there was a lack of participation on the part of the majority of the students was in co-curricular activities.

Jand (1976) conducted research on a study of the attitude of staff and students of Gujarat Agricultural University towards semester system of education and he found that 46.60 per cent of the respondents had not participated in any of the extracurricular activities, whereas 38.80 per cent participated in one to two activities and only 14.60 per cent had participated in more than two activities.

Lad (1976) studied on the relationship between study habits and academic performance of second year and their year B.Sc. (Agri.) students of Gujarat Agricultural University and he found that 34.00 per cent and 25.00 per cent students participated in 1 or 2 extracurricular activities and they were as high and low performance groups, respectively, while 20.00 per cent and 21.00 per cent students were from high and low performance group, respectively.

Ashwar (1993) conducted research on determination of attitude, occupational aspiration and preference for placement of undergraduate
Review of Literature

veterinary college students of Gujarat state and he revealed that participation in extracurricular activities of majority of the students (89.44%) was low followed by 8.45 per cent respondents had medium participation and only 2.11 per cent of the students were having high participation.

Kosambi (1997) studied to measure the academic performance, attitude and aspiration, their relationship of agricultural college students and he found that 48.65, 43.24, 6.10 and 59.45 per cent of the girl students had participated or had membership in NSS & NCC, Extension Club, Student Council and others, respectively, whereas 40.54, 51.35, 32.43, 10.82 and 43.24 per cent of boys had participated or had membership in NSS, NCC, Extension Club, Student Council and others, respectively.

Mohanty (1998) conducted research on a study on attitude and vocational aspiration of agricultural school students in middle Gujarat and he found that overall 67.98 per cent of the respondents had medium level of participation followed by 19.21 per cent and 12.81 per cent of the respondents were having low and high level of participation, respectively.

Singh (1998) conducted research on attitude towards vocational bakery training and gain in knowledge about bakery items with reference to ex-trainees of school of baking Anand of Gujarat state. Ex-post facto research design was used for the study and he observed that more than half of the respondents were medium level of participation in extracurricular activities.
Ajit (2004) conducted research on determination of attitude, occupational aspiration and preference for placement of B.Sc. agriculture students of Gujarat state. One hundred fifty students were selected at random for the study and their interviewed at their hostel and he found that participation in extracurricular activities, the majority of the students was low (56.03%) followed by 17.73 per cent of the students who were having medium participation and 11.35 per cent students had high participation, while 14.89 per cent students were not participated in any of the extracurricular activities.

### 3.5.9 Family's occupation

Lad (1976) studied on the relationship between study habits and academic performance of second year and their year B.Sc. (Agri.) students of Gujarat Agricultural University and he revealed that majority of the students (65.50%) were from farming community, whereas 34.50 per cent students belonged to non-agricultural family.

Ashwar (1993) conducted research on determination of attitude, occupational aspiration and preference for placement of undergraduate veterinary college students of Gujarat state and he found that 48.60 per cent of the respondents were belonged to the family having medium occupational status, while the respondents having high and low family occupational status was 43.30 per cent and 8.10 per cent, respectively.

Kosambi (1997) studied to measure the academic performance, attitude and aspiration, their relationship of agricultural college students and he reported that 76.62 per cent of the students were belonged to the families of
non-agricultural occupation, while 23.38 per cent of the students were from the families of agricultural occupation.

Ajit (2004) conducted research on determination of attitude, occupational aspiration and preference for placement of B.Sc. agriculture students of Gujarat state. One hundred fifty students were selected at random for the study and their interviewed at their hostel and he found that more than two third of the respondents (68.80%) were belonged to the family having medium occupational status, while the respondents having high and low family occupational status was 27.66 per cent and 3.54 per cent, respectively.

3.5.10 Annual income of family

Lad (1976) studied on the relationship between study habits and academic performance of second year and their year B.Sc. (Agri.) students of Gujarat Agricultural University and he stated that majority of the students (72.50%) were belonged to low income families, whereas 27.50 per cent students belonged to families with high annual income.

Ashwar (1993) conducted research on determination of attitude, occupational aspiration and preference for placement of undergraduate veterinary college students of Gujarat state and he found that 49.64 per cent of the respondents' family had income above Rs. 36,000 per annum, 34.86 per cent respondents belonged to families having an annual income of Rs. 18,001 to 36,000 and 15.50 per cent students were from families having income less than Rs. 18,000.
Kosambi (1997) studied to measure the academic performance, attitude and aspiration, their relationship of agricultural college students and he reported that majority of the students (51.55%) were from families, who had income ranging from Rs. 35,001 to Rs. 80,000 followed by 32.45 per cent students had family income above Rs. 80,000 and 16 per cent of students had their family income up to Rs. 35,000.

Singh (1998) conducted research on attitude towards vocational bakery training and gain in knowledge about bakery items with reference to ex-trainees of school of baking Anand of Gujarat state. Ex-post facto research design was used for the study and he reported that 55.50 per cent, 29.60 per cent, 11.20 per cent and 3.70 per cent of the respondents were from very low (less than Rs.30,000) low (between Rs. 30,001 to 60,000) medium (between Rs. 60,000 to 90,000) and high (Above Rs. 90,001) income of families, respectively on annual basis.

Kotadiya (2001) conducted research on girl students’ attitude towards agricultural education in Gujarat Agricultural University and he observed that 47.15 per cent of the respondents were from the families having high annual income whereas 42.85 per cent and 10.00 per cent of respondents were from the families having medium and low annual income, respectively.

Ajit (2004) conducted research on determination of attitude, occupational aspiration and preference for placement of B.Sc. agriculture students of Gujarat state. One hundred fifty students were selected at random.
for the study and their interviewed at their hostel and he reported that more than half of the respondents’ (51.77%) family had income above Rs. 80,000 per annum followed by 26.24 per cent of the respondents belonged to the families having an annual income ranging from Rs. 35,001 to 80,000 and 21.99 per cent of the respondents were from the families having income less than Rs. 35,000.

Shingare (2005) studied attitude and occupational aspiration of 150 undergraduate veterinary science and animal husbandry college student of Gujarat and he indicated that majority (60.80%) of the respondents were having high family annual income while 20.80 per cent and 18.40 per cent had medium and low family annual income, respectively.

3.5.11 Father’s social participation

Rao (1986) studied attitude, aspiration and preference for placement of 116 agricultural school students in rural area and he reported that majority (81.80%) respondent’s parents had a low level of social participation followed by 13.60 per cent had medium level of social participation and only 4.60 per cent had high level of social participation.

Ashwar (1993) conducted research on determination of attitude, occupational aspiration and preference for placement of undergraduate veterinary college students of Gujarat state and he observed that majority (87.37%) of the respondent's father had low level of social participation, followed by 11.63 per cent with medium level and only 1.00 per cent of them had high level of participation in social organization.
Review of Literature

Kosambi (1997) studied to measure the academic performance, attitude and aspiration, their relationship of agricultural college students and he revealed that 82.64 per cent of respondents’ father had low level of social participation, whereas 16.25 per cent with medium level and only 1.11 per cent of them had high level of participation in social organization.

Kotadiya (2001) conducted research on Girl students’ attitude towards agricultural education in Gujarat Agricultural University and he observed that 77.14 per cent parents of the respondents had low social participation and 22.86 per cent had high social participation.

Ajit (2004) conducted research on determination of attitude, occupational aspiration and preference for placement of B.Sc. agriculture students of Gujarat state. One hundred fifty students were selected at random for the study and their interviewed at their hostel and he reported that a great majority of the respondents’ father (91.49%) had low level of social participation followed by 6.38 per cent with medium level of social participation and only 2.13 per cent of them had high level of participation in social organization.

Shingare (2005) studied attitude and occupational aspiration of 150 undergraduate veterinary science and animal husbandry college student of Gujarat and he observed that 72.00 per cent of the respondents had low level of social participation followed by 12.00 per cent with medium level and none of them had high level of participation.
3.5.12 Educational status of family

Lad (1976) studied on the relationship between study habits and academic performance of second year and their year B.Sc. (Agri.) students of Gujarat Agricultural University and he stated that half of the students (52.50%) were from the families of low to medium level of educational status, whereas 47.50 per cent of the students were from the families of high level of educational status.

Singh (1985) conducted research on education and occupational aspiration of 100 randomly selected home science students of Punjab and he studied that 54.00 per cent of the respondents had high educational (graduate and above) family background, whereas 42.00 per cent had medium (metric) educational level and only 4.00 per cent had low level of education (Illiterate and Primary) level.

Rao (1986) studied attitude, aspiration and preference for placement of 116 agricultural school students in rural area and he observed that majority (56.50%) of the respondents' family educational status was medium followed by 23.80 per cent who had high educational status, 19.00 per cent had low educational status out of which 11.20 per cent families were not having a single family member educated.

Ashwar (1993) conducted research on determination of attitude, occupational aspiration and preference for placement of undergraduate veterinary college students of Gujarat state and he found that more than three fourth (79.58%) of the respondents’ family educational status was medium.
Review of Literature

followed by 11.97 per cent of the respondents family were having high level of educational status.

Kosambi (1997) studied to measure the academic performance, attitude and aspiration, their relationship of agricultural college students and he indicated that half of the students (50.15%) were from the families of high educational status, while 49.85 per cent of the students were from the families of medium to low educational status.

Mohanty (1998) conducted research on a study on attitude and vocational aspiration of agricultural school students in middle Gujarat and he revealed that majority (66.00%) of the respondents were from medium family educational status followed by 17.75 per cent of the respondents were having high family educational status and only 16.25 per cent of the respondents had low family educational status.

Singh (1998) conducted research on attitude towards vocational bakery training and gain in knowledge about bakery items with reference to ex-trainees of school of baking Anand of Gujarat state. Ex-post facto research design was used for the study and he observed that 18.50 per cent, 22.20 per cent and 59.30 per cent of the respondents’ family were belonged to low, medium and high family educational status, respectively.

Ajit (2004) conducted research on determination of attitude, occupational aspiration and preference for placement of B.Sc. agriculture students of Gujarat state. One hundred fifty students were selected at random
for the study and they were interviewed at their hostel and he portrays that majority of the respondents (80.85%) were from the family of medium educational status followed by 16.31 per cent of the respondents were belonged to the families with high educational status and only 2.84 per cent of the respondents were from families of low educational status.

Shingare (2005) studied attitude and occupational aspiration of 150 randomly selected undergraduate veterinary science and animal husbandry college student of Gujarat and he revealed that 64.80 per cent of the respondents’ families were having medium level of educational status whereas only 18.40 per cent and 16.80 per cent of the respondents’ family were having low and high educational status, respectively.

3.5.13 Overall modernity

Rao (1986) studied attitude, aspiration and preference for placement of 116 agricultural school students in rural area and he reported that 74.30 per cent, 18.20 per cent and 7.50 per cent of the respondents were acquiring medium (30.34 score), low (up to 29 score) and high (above 34 score) overall modernity, respectively.

Mohanty (1998) conducted research on a study on attitude and vocational aspiration of agricultural school students in middle Gujarat and he concluded that 67.60 per cent and 65.20 per cent of the 1st year and 2nd year of school students, respectively were having medium level of overall modernity followed by 17.59 per cent and 17 per cent of 1st and 2nd year students,
respectively had low level overall modernity. Only 14.81 per cent and 17.80 per cent of the 1st year and 2nd year students respectively had high level overall modernity.

Singh (1998) conducted research on attitude towards vocational bakery training and gain in knowledge about bakery items with reference to ex-trainees of school of baking Anand of Gujarat state. Ex-post facto research design was used for the study and he observed that more than three fourth (76.47%) and 14.71 per cent of the respondents were acquiring the medium and high level of overall modernity, respectively.

Shingare (2005) studied attitude and occupational aspiration of 150 undergraduate veterinary science and animal husbandry college student of Gujarat and he indicated that majority (68.80%) of the respondents were having the medium level of overall modernity, while 17.60 per cent and 13.60 per cent of the respondents were having high and low level of modernity, respectively.

3.5.14 Reading habit

Sangha et al. (1985) conducted research on characteristics and occupation preferences of rural youth in the bet area of Ludhiana district of 150 respondents which are selected through simple random sampling techniques and he reported that 58.00 per cent of students devoted 3.5 hours to studies. Only 12.00 and 10.00 per cent of the students devoted 6 and 8 hours to their studies, respectively.
Sawant and Waghmode (1985) conducted research on reading behaviour of literate villagers in Ahmednagar district of Maharashtra state. Three hundred and twenty students were selected at random for the study and he reported that 43.45 per cent of the literate villagers read for acquiring information, while about one fifth (19.65%) readers read just as a habit.

Joshi and Bhatt (1992) studied reading and its relationship with the reader's attributes of 120 respondents which are randomly selected and he reported that only 21.67 per cent of the respondents showed the habit of noting the useful information, whereas half of the respondents (50.00%) were discussing information with others after reading the magazine.

Mohanty (1998) conducted research on a study on attitude and vocational aspiration of agricultural school students in middle Gujarat and he found that 73.67 per cent, 88.42 per cent and 83.74 per cent of 1st year, 2nd year and pooled sample students, respectively were spending one to four hours daily for reading their courses, magazines etc.

Shingare (2005) studied attitude and occupational aspiration of 150 undergraduate veterinary science and animal husbandry college student of Gujarat and he revealed that majority (59.20%) of the respondents were having medium level of reading habit followed by 24.80 per cent of respondents had high level of reading habits. Only 16.00 per cent of the respondents had low level of reading habit.
3.6 ATTITUDE OF RESPONDENTS TOWARDS EDUCATION

Rao (1986) studied attitude, aspiration and preference for placement of 116 agricultural school students in rural area and he reported that 96.30 per cent of the students had favourable attitude, while only 3.30 per cent of students had unfavourable and 0.40 per cent had neutral attitude towards vocational education.

Mishra et al. (1996) studied factors affecting the attitude of the employees of NGOs towards their organizations. Stratified random sampling method was used for the selection of 100 students for the study and he observed that majority of the selected employees (61.00%) had favourable attitude, while 27.00 per cent had most favourable and 12.00 per cent had less favourable attitude towards their organization.

Ajit (2004) conducted research on determination of attitude, occupational aspiration and preference for placement of B.Sc. agriculture students of Gujarat state. One hundred fifty students were selected at random for the study and their interviewed at their hostel and he reported that majority (60.28%) of the respondents held favourable attitude towards education, 29.79 per cent had an unfavourable attitude and 9.93 per cent of the respondents did not express any clear-cut opinion about their attitude toward education.
Shingare (2005) studied attitude and occupational aspiration of 150 undergraduate veterinary science and animal husbandry college student of Gujarat and he reported that majority (98.40%) of the respondents held favourable attitude towards education. Only, 1.60 per cent had an unfavourable attitude.

3.7 RELATIONSHIP OF ATTITUDE OF THE RESPONDENTS TOWARDS EDUCATION AND THEIR CHARACTERISTICS

3.7.1 Age and attitude

Sewell et al. (1953) reviewed on community of residence and college plans and he analyzed the relationship between age and attitude towards high school education and observed that age was significantly associated with attitude towards high school education.

Rao (1986) studied attitude, aspiration and preference for placement of 116 agricultural school students in rural area and he reported that age of school student was not significantly (r=0.038) associated with their attitude towards vocational education.

Kaur and Singh (1992) conducted survey on attitude of Punjab farmers towards diversification in farming. Two hundred and seventy respondents were selected at random for the study and they were interviewed at their work spot and he observed that age was positively and significantly related with attitude of the respondents towards diversification in farming.
Review of Literature

Ashwar (1993) conducted research on determination of attitude, occupational aspiration and preference for placement of undergraduate veterinary college students of Gujarat state and he revealed that there was no significant relationship between age and attitude towards education.

Ajit (2004) conducted research on determination of attitude, occupational aspiration and preference for placement of B.Sc. agriculture students of Gujarat state. One hundred fifty students were selected at random for the study and their interviewed at their hostel and he worked out that there was no significant relationship between age and attitude towards education.

Shingare (2005) studied attitude and occupational aspiration of 150 undergraduate veterinary science and animal husbandry college student of Gujarat and he reported that age of students was not significantly associated with their attitude towards education.

3.7.2 Birth order and attitude

Lincolin (1959) surveyed on opinion on education in rural Lebanon and he observed that the birth order of the children had some bearing on their attitude towards education with a pronounced tendency for the amount of schooling to decrease from high point in the case of the first born son through the subsequent sons.

Ashwar (1993) conducted research on determinants of attitude, occupational aspiration and preference for placement of undergraduate veterinary college students of Gujarat state and he concluded that there was no significant relationship between birth order and attitude towards education.
Review of Literature

Ajit (2004) conducted research on determination of attitude, occupational aspiration and preference for placement of B.Sc. agriculture students of Gujarat state. One hundred fifty students were selected at random for the study and their interviewed at their hostel and he worked out that there was no significant relationship between birth order and attitude towards education.

Shingare (2005) studied attitude and occupational aspiration of 150 undergraduate veterinary science and animal husbandry college student of Gujarat and he reported that birth order of students was significantly associated with their attitude towards education.

3.7.3 Caste and attitude

Sewell et al. (1953) reviewed on community of residence and college plans and he observed that the caste was associated with the attitude towards education.

Kanawala (1970) conducted research on educational choice and socio-economic background of students of agriculture and he studied the socio-economic background of arts, science, commerce and agriculture college students in Kaira district of Gujarat state and concluded that students’ attitude had no relation with caste.

Vernal (1979) reviewed on student attitude towards the school and he reported that the tribal exhibited a more positive attitude towards school than non-tribal.
Review of Literature

Ashwar (1993) conducted research on determinants of attitude, occupational aspiration and preference for placement of undergraduate veterinary college students of Gujarat state and he analyzed the relationship between the caste and attitude towards the education and found that there was no significant relationship existed between caste and attitude towards education.

Ajit (2004) conducted research on determination of attitude, occupational aspiration and preference for placement of B.Sc. agriculture students of Gujarat state. One hundred fifty students were selected at random for the study and their interviewed at their hostel and he reported that there was no significant relationship existed between caste and attitude towards education.

3.7.4 Academic achievement and attitude

Manava (1984) studied on attitude, self concept and volume of professional and non-professional students and relationship of their variables with their achievement and he reported that the attitude, self concept and values of professional and non-professional students and the relationship of these variables with their academic achievement had no significant relationship between students' attitude and their achievement.

Ashwar (1993) conducted research on determination of attitude, occupational aspiration and preference for placement of undergraduate
Review of Literature

veterinary college students of Gujarat state. One hundred twenty students were selected at random and interviewed at their work spot or at hostel and after analyzing the data he found a positive and significant relationship existed between academic achievement and attitude towards education.

Ajit (2004) conducted research on determination of attitude, occupational aspiration and preference for placement of B.Sc. agriculture students of Gujarat state. One hundred fifty students were selected at random for the study and their interviewed at their hostel and he revealed that there was a positive and significant relationship between academic achievement and attitude towards education.

Shingare (2005) studied attitude and occupational aspiration of 150 undergraduate veterinary science and animal husbandry college student of Gujarat and he found that there was no significant relationship existed between academic achievement and attitude towards education.

3.7.5 Participation in extracurricular activities and attitude

Rao (1986) studied attitude, aspiration and preference for placement of 116 agricultural school students in rural area and he revealed that the participation in extracurricular activities by the students had positive and significant relationship with their attitude towards vocational education.

Ashwar (1993) conducted research on determination of attitude, occupational aspiration and preference for placement of undergraduate
Review of Literature

veterinary college students of Gujarat state and he observed that participation in extracurricular activities was negatively and significantly related with the attitude towards education.

Kosambi (1997) studied to measure the academic performance, attitude and aspiration, their relationship of agricultural college students and he observed that extracurricular activities had non-significant relationship with the academic performance of college students.

Mohanty (1998) conducted research on a study on attitude and vocational aspiration of agricultural school students in middle Gujarat and he reported that there was no association between attitude towards vocational education and the extracurricular activities.

Ajit (2004) conducted research on determination of attitude, occupational aspiration and preference for placement of B.Sc. agriculture students of Gujarat state. One hundred fifty students were selected at random for the study and their interviewed at their hostel and he workout that participation in extracurricular activities had no significant relationship with the attitude towards education.

Shingare (2005) studied attitude and occupational aspiration of 150 undergraduate veterinary science and animal husbandry college student of Gujarat and he analyzed that participation in extracurricular activities had non-significant relationship with the academic performance of college students.
Family's occupation and attitude

Sewell et al. (1953) reviewed on community of residence and college plans and he reported significant association between occupational status of family and attitude towards high school education.

Ashwar (1993) conducted research on determination of attitude, occupational aspiration and preference for placement of undergraduate veterinary college students of Gujarat state and he found that there was no significant relationship between family occupational status of students and their attitude towards education.

Ajit (2004) conducted research on determination of attitude, occupational aspiration and preference for placement of B.Sc. agriculture students of Gujarat state. One hundred fifty students were selected at random for the study and their interviewed at their hostel and he revealed that there was no significant relationship between family occupational status of students and their attitude towards education.

Shingare (2005) studied attitude and occupational aspiration of 150 undergraduate veterinary science and animal husbandry college student of Gujarat and he reported that the non significant association between occupational status of family and attitude towards education.

Annual income of family and attitude

Coster (1959) studied on some characteristics of high school pupils from three income groups and he found that there was significant
association between family income and attitude of the students towards school education.

Hazari et al. (1971) conducted research on a study of certain socio-economic condition and their effect on the attitudes of 120 students toward education and he stated that the students belonging to high income group tend to be more favourable towards study than those belonging to the low income group. Linkert type scale and Chi-square test were used.

Rao (1986) studied attitude, aspiration and preference for placement of 116 agricultural school students in rural area and he revealed that the annual income of the family was negative but could not show any significant relationship with the attitude towards vocational education of students.

Ashwar (1993) conducted research on determination of attitude, occupational aspiration and preference for placement of undergraduate veterinary college students of Gujarat state and he as a result of his study observed that students from the families with high annual income had more favourable attitude towards the education than those students from the families with low annual income. It means a positive and significant correlation between family income and attitude toward education.

Mohanty (1998) conducted research on a study on attitude and vocational aspiration of agricultural school students in middle Gujarat and he reported that the annual income of the family had non-significant relationship with the attitude towards vocational education.
Review of Literature

Singh (1998) conducted research on attitude towards vocational bakery training and gain in knowledge about bakery items with reference to ex-trainees of school of baking Anand of Gujarat state. Ex-post facto research design was used for the study and he observed non-significant relationship with attitude towards vocational respondents.

Ajit (2004) conducted research on determination of attitude, occupational aspiration and preference for placement of B.Sc. agriculture students of Gujarat state. One hundred fifty students were selected at random for the study and their interviewed at their hostel and he found that family income was positively and significantly related with the attitude towards education.

Shingare (2005) studied attitude and occupational aspiration of 150 undergraduate veterinary science and animal husbandry college student of Gujarat and he reported non-significant association between family income and attitude towards education.

3.7.8 Father’s social participation and attitude

Rao (1986) studied attitude, aspiration and preference for placement of 116 agricultural school students in rural area and he found that social participation of father was positive but could not show any significant relationship with the attitude towards education of school student.

Ashwar (1993) conducted research on determination of attitude, occupational aspiration and preference for placement of undergraduate veterinary college students of Gujarat state and he reported that social
participation of the students’ father had positive and significant relationship towards education.

Kosambi (1997) studied to measure the academic performance, attitude and aspiration, their relationship of agricultural college students and he observed that positive and significant relationship between fathers’ social participation and attitude of students towards education.

Mohanty (1998) conducted research on a study on attitude and vocational aspiration of agricultural school students in middle Gujarat and he revealed that the social participation of father was negative and significantly related with the attitude towards vocational education.

Singh (1998) conducted research on attitude towards vocational bakery training and gain in knowledge about bakery items with reference to ex-trainees of school of baking Anand of Gujarat state. Ex-post facto research design was used for the study and he reported that there was non-significant relationship between the social participation of father and the attitude towards the vocational respondents.

Ajit (2004) conducted research on determination of attitude, occupational aspiration and preference for placement of B.Sc. agriculture students of Gujarat state. One hundred fifty students were selected at random for the study and their interviewed at their hostel and he revealed that the fathers’ social participation had positive and significant relationship with the attitude towards education.
Review of Literature

Shingare (2005) studied attitude and occupational aspiration of 150 undergraduate veterinary science and animal husbandry college student of Gujarat and he observed non-significant relationship between the social participation of father and the attitude towards the students.

3.7.9 Educational status of family and attitude

Hazari et al. (1971) conducted research on a study of certain socio-economic condition and their effect on the attitudes of students toward education and he found that the students coming from illiterate families tended to be less favourable toward research activities and education at college level.

Roy (1981) conducted research on a study of some of the social psychological factors associated with the vocational development and he found that family educational status had high and positively favourable attitude towards education and consequently higher vocational development.

Rao (1986) studied attitude, aspiration and preference for placement of 116 agricultural school students in rural area and he observed negative and non-significant relationship between the educational status of family and the attitude towards students.

Mohanty (1998) conducted research on a study on attitude and vocational aspiration of agricultural school students in middle Gujarat and he reported negative and significant relationship between the educational status of the family and the attitude towards vocational education of school students.

Singh (1998) conducted research on attitude towards vocational bakery training and gain in knowledge about bakery items with reference to
Review of Literature

Ex-trainees of school of baking Anand of Gujarat state. Ex-post facto research design was used for the study and he reported that there was no any influential relationship between the educational status of family and the attitude towards vocational-training of the respondents.

Ajit (2004) conducted research on determination of attitude, occupational aspiration and preference for placement of B.Sc. agriculture students of Gujarat state. One hundred fifty students were selected at random for the study and their interviewed at their hostel and he reported significant and positive relationship between family educational status and attitude towards education.

Shingare (2005) studied attitude and occupational aspiration of 150 undergraduate veterinary science and animal husbandry college student of Gujarat and he observed positively non significant relationship of the family educational status with the attitude towards education of students.

3.7.10 Overall modernity and attitude

Rao (1986) studied attitude, aspiration and preference for placement of 116 agricultural school students in rural area and he reported that the overall modernity was positively and significantly related for developing the favourable attitude towards vocational education of students.

Mohanty (1998) conducted research on a study on attitude and vocational aspiration of agricultural school students in middle Gujarat and he found that the overall modernity was positively and significantly related with the attitude towards vocational education of the students.
Review of Literature

Singh (1998) conducted research on attitude towards vocational bakery training and gain in knowledge about bakery items with reference to ex-trainees of school of baking Anand of Gujarat state. Ex-post facto research design was used for the study and he observed that the overall modernity of the respondents and the attitude towards vocational training of the respondents had positively significant relationship.

Shingare (2005) studied attitude and occupational aspiration of 150 undergraduate veterinary science and animal husbandry college student of Gujarat and he observed positive and significant association between overall modernity and attitude towards education.

3.7.11 Reading habit and attitude

Ardeshana (1990) studied on Teachers’ attitude towards teaching of the college of agriculture, Junagadh and he observed that there was positive and significant association between reading habits and attitude of teachers towards teaching.

Singh (1998) conducted research on attitude towards vocational bakery training and gain in knowledge about bakery items with reference to ex-trainees of school of baking Anand of Gujarat state. Ex-post facto research design was used for the study and he found that reading habit was positively and significantly related with attitude towards vocational education.

Rao (1986) studied attitude, aspiration and preference for placement of 116 agricultural school students in rural area and he reported that
the reading habit was positively and significantly associated with the attitude towards education students.

Shingare (2005) studied attitude and occupational aspiration of 150 undergraduate veterinary science and animal husbandry college student of Gujarat and he reported that the positive and significant association between reading habit and attitude towards education.

3.8 OCCUPATIONAL ASPIRATION LEVEL OF THE Respondents

Annajirao and Anand (1985) conducted research on a study of dairy graduates and their level of aspiration and he reported that among respondents 56.00 per cent were having low aspiration, 27.00 per cent had medium aspiration and 15.00 per cent formed high aspiration.

Rao (1986) studied attitude, aspiration and preference for placement of 116 agricultural school students in rural area and he revealed that majority of the respondents (74.30%) had medium occupational aspiration level.

Ashwar (1993) conducted research on determination of attitude, occupational aspiration and preference for placement of undergraduate veterinary college students of Gujarat state and he reported that more than half of the respondents (57.04%) had high level of occupational aspiration.

Mohanty (1998) conducted research on a study on attitude and vocational aspiration of agricultural school students in middle Gujarat and he
observed that majority (70.00%) of respondents had medium level of vocational aspiration.

Ajit (2004) conducted research on determination of attitude, occupational aspiration and preference for placement of B.Sc. agriculture students of Gujarat state. One hundred fifty students were selected at random for the study and their interviewed at their hostel and he found that majority of the respondents (39.72%) had medium level of occupational aspiration.

Shingare (2005) studied attitude and occupational aspiration of 150 undergraduate veterinary science and animal husbandry college student of Gujarat and he indicates that majority of the respondents (64.80%) had medium level of occupational aspiration followed by 20.00 per cent of the respondents were having high level of occupational aspiration and a 15.20 per cent of respondents were having low level of occupational aspiration.

3.9 RELATIONSHIP OF OCCUPATIONAL ASPIRATION WITH CHARACTERISTICS OF RESPONDENTS

Vocational thinking of an individual is supposed to be influenced by many factors like social, cultural and personal factors. It will be therefore, be worthwhile to review as to how and to what extent the above factors affect the occupational aspirations of the students.

3.9.1 Age and occupational aspiration

Sharma (1970) conducted research on a study of level of occupational aspiration of secondary school students in relation to intelligence
and he observed a significant relationship between age and occupational aspiration of secondary school students.

Ramchand and Sohal (1988) surveyed on vocational aspirations of girl and boy students (10+2) and he revealed that the percentage of respondents under various extent of aspiration categories were not differentiated much in relation to different age groups and the association of age with aspiration was observed to be non-significant.

Ashwar (1993) conducted research on determination of attitude, occupational aspiration and preference for placement of undergraduate veterinary college students of Gujarat state and he conducted a study on the occupational aspiration of veterinary college students and reported that there was no significant relationship between the age of the students and their occupational aspiration. Similar trend was observed by Ajit (2004).

### 3.9.2 Birth order and occupational aspiration

Roe (1957) surveyed on early determinants of vocational choice and he reported that though there was no relationship between vocational adjustment and ordinal position in the family, however, appears to be some relationship between ordinal position and achievement at a high level.

Roy (1981) conducted research on a study of some of the social psychological factors associated with the vocational development and he observed in his study that birth order was not significantly related to vocational development.
Review of Literature

Sharma (1981) conducted research on self concept, level of aspiration and mental health as factors in academic achievement and he reported that there was no significant relationship between order of birth and aspiration of students.

Ashwar (1993) conducted research on determination of attitude, occupational aspiration and preference for placement of undergraduate veterinary college students of Gujarat state and he stated that there was no significant association existed between the birth order of veterinary college students and their attitude towards education. Ajit (2004) also reported similar result for the respondents.

3.9.3 Caste and occupational aspiration

Dube (1967) conducted research on India's changing villages: human factors in community development and he found that caste had a significant association on determining occupational choice.

Paranjape (1973) studied caste, prejudice and the individual and he argued that the association between caste and occupational aspiration was strong even now leading to the opinion that certain types of occupations are still valued more among particular castes.

Deb and Agrawal (1974) surveyed occupational aspiration and socio-cultural background of the postgraduate students and concluded that caste had a non-significant influence in having different level of aspiration by the students.
Uponkar (1982) conducted research on social background and occupational aspirations of college students. A case of schedule caste vis a vis Non-schedule caste students in higher education and he found that the aspiration of the SC students were significantly lower than those of non-schedule caste students among low caste families.

Uponkar (1985) surveyed education and occupational aspiration of 200 college students which are randomly selected for the study and he studied the educational and occupational aspiration of college students and revealed that 69.00 per cent and 52.00 per cent of low and middle caste students respectively had low occupational aspirations while 71.00 per cent of high caste students had high occupational aspiration, further he reported that there was significant association between occupational aspiration of students of different castes.

Ashwar (1993) conducted research on determination of attitude, occupational aspiration and preference for placement of undergraduate veterinary college students of Gujarat state and he studied the effect of caste of the students on their occupational aspiration and found that there was a negative and significant relationship existed between caste and occupational aspiration of the students. Similar result was reported by Ajit (2004) for the respondents.
3.9.4 Number of real brothers and sisters and occupational aspiration

Deb and Agrawal (1974) surveyed on occupational aspiration and socio-cultural background of the postgraduate students and observed a significant relationship between family size and occupational aspiration, students who had up to 5 members in their family aspiring for low ranked jobs like jobs related to their family, agriculture and non-agriculture, whereas students who had above 5 members in their family aspired for high ranked jobs of teaching and research.

Ashwar (1993) conducted research on determination of attitude, occupational aspiration and preference for placement of undergraduate veterinary college students of Gujarat state and he revealed that there was no significant relationship between the number of family members of undergraduate students and their occupational aspiration. Similar result was reported by Ajit (2004) for the respondents.

3.9.5 Academic achievement and occupational aspiration

Joshi (1963) surveyed on intelligence and level of occupational aspiration and he studied the level of vocational aspiration of students in India in relation to intelligence and concluded that with higher intelligence, the level of vocational aspiration also rises, which indicates a positive relationship between intelligence and level of vocational aspiration.

Sharma (1970) conducted research on a study of level of occupational aspiration of secondary school students in relation to intelligence
and he observed a significant relationship between educational achievement and occupational aspirations among the secondary school students.

Tewari and Rai (1976) surveyed on some differential personality correlates of low and high achievers and he concluded that the level of aspiration was not significantly related to achievement.

Roy (1981) conducted research on a study of some of the social psychological factors associated with the vocational development and he reported that academic achievement had positive and significant correlation with vocational development index.

Sharma (1981) conducted research on self concept, level of aspiration and mental health as factors in academic achievement and he revealed that level of aspiration does not influence academic achievement however, high and low achievers differ significantly in their level of aspiration and there was found to be an inverse relationship between the academic achievement and the level of aspiration.

Ashwar (1993) conducted research on determination of attitude, occupational aspiration and preference for placement of undergraduate veterinary college students of Gujarat state and he observed that academic achievement of the students was positively and significantly related with their level of occupational aspiration. Similar result was reported by Ajit (2004) for the respondents.
Review of Literature

3.9.6 Participation in extracurricular activities and occupational aspiration

Ashwar (1993) conducted research on determination of attitude, occupational aspiration and preference for placement of undergraduate veterinary college students of Gujarat state and he studied the occupational aspiration of college students and various factors affecting on it and found that students' participation in various extracurricular activities had no significant relationship with their occupational aspiration.

Kosambi (1997) studied to measure the academic performance, attitude and aspiration, their relationship of agricultural college students and he found that there was no significant relationship existed between students’ participation in extracurricular activities and their occupational aspiration. Similar result was reported by Ajit (2004) for the respondents.

3.9.7 Family's occupation and occupational aspiration

Mowsesian (1960) surveyed on superior students occupational preference and their father's occupation and he studied the relationship between occupational preferences of 147 superior students and their family occupational level and he indicated that their occupational preferences were generally at a higher level than the family occupational level.

Keippner (1963) conducted an investigation on the association between the level of junior high school pupils’ occupational preferences and occupational level of their family and demonstrated that the family exercises a
significant influence on the student’s occupational choice, educational plans and future.

Lee and King (1964) investigated the mean differences between the level of occupational preferences and expectancies of 179 IX\textsuperscript{th} grade girls and the level of their parents' occupations and revealed that a number of statistically significant differences with the mean level of the girls' occupational preferences being higher than the mean level of the parents actual occupational level.

Chopra (1984) showed that when an absolute standard was used, the students from the higher occupational groups aspired for comparatively higher occupations and when a relative standard was used, it was observed that students from the lower occupational group also showed the desire for upward occupational mobility and aspired for occupation higher than their family members were engaged.

Ashwar (1993) conducted research on determination of attitude, occupational aspiration and preference for placement of undergraduate veterinary college students of Gujarat state and he reported that there was no significant relationship existed between the family occupational status and occupational aspiration.

Ajit (2004) conducted research on determination of attitude, occupational aspiration and preference for placement of B.Sc. agriculture students of Gujarat state. One hundred fifty students were selected at random
for the study and their interviewed at their hostel and he reported that family occupation status found to be positively and significantly correlated with their occupational aspiration.

3.9.8 Annual income of family and occupational aspiration

Deb and Agrawal (1974) surveyed on occupational aspiration and socio-cultural background of the postgraduate students and he observed that the family income was a measure of living of the family and the students coming from the highest income group had high occupational aspiration.

Sharma (1981) conducted research on self concept, level of aspiration and mental heath as factors in academic achievement and he found non-significant relationship between level of aspiration and family income.

Ashwar (1993) conducted research on determination of attitude, occupational aspiration and preference for placement of undergraduate veterinary college students of Gujarat state and he studied the relationship between occupational aspiration of college students and various factors affecting it and found that occupational aspiration of the undergraduate students had no significant association with family income level. Similar result was reported by Ajit (2004) for the respondents.

3.9.9 Father's social participation and occupational aspiration

Stephenson (1955) conducted a study on the occupational aspiration of students and noted that the occupational aspiration was relatively unaffected by social participation of father.
Review of Literature

Indira Devi (1968) conducted research on an evaluative study of effectiveness of Home Science Diploma course conducted at Anand in actual lives of the students and he revealed that social participation of the respondents’ father had no effect on the occupational aspiration of home science students.

Ashwar (1993) conducted research on determination of attitude, occupational aspiration and preference for placement of undergraduate veterinary college students of Gujarat state and he as a result of his study on the occupational aspiration of respondents reported that the father's social participation had contributed largely for higher level of occupational aspiration of students.

Kosambi (1997) studied to measure the academic performance, attitude and aspiration, their relationship of agricultural college students and he observed that father's social participation had significant association with student's occupational aspiration. Similar result was reported by Ajit (2004) for the respondents.

3.9.10 Educational status of family and occupational aspiration

Karuna (1962) surveyed on social determination of level of educational aspiration and he stated that education of the parents had positive correlation with aspirations of the students.
Ramchand and Sohal (1988) as a result of their study observed that the family education level and the students' extent of aspiration were not associated with each other.

Ashwar (1993) conducted research on determination of attitude, occupational aspiration and preference for placement of undergraduate veterinary college students of Gujarat state and he conducted that there was no significant relationship existed between the family educational status and occupational aspiration. Similar result was reported by Ajit (2004) for the graduate.

3.9.11 Attitude of the respondents towards education and their occupational aspiration

Occupational aspiration of the students that may be realistic or idealistic has an effect on the attitude towards the education, which they gain during the school period.

Vernal (1979) conducted research on student attitude towards the school and he studied the occupational aspirations of the students and their relationship with attitude towards the school education and found that those who wanted to be teachers, doctors and engineers had a more favourable attitude toward the school education than those who wanted to be in the armed force and business.
Review of Literature

Ashwar (1993) conducted research on determination of attitude, occupational aspiration and preference for placement of undergraduate veterinary college students of Gujarat state and he revealed that there was a positive and significant relationship between the attitude towards education and the level of occupational aspiration of the college students.

Kosambi (1997) studied to measure the academic performance, attitude and aspiration, their relationship of agricultural college students and he stated that the occupational aspiration of the students was associated with their attitude towards education. Similar trend was observed by Ajit (2004) in case of the graduate and Shingare (2005) in case of graduate.

3.10 CONSTRAINTS FACED BY THE RESPONDENTS

Sonagara (1975) conducted research on a study of some problems faced by the students of agricultural colleges under Gujarat Agricultural University and he studied that lack of scholarship, lack of qualified and experienced teachers in colleges, no concession in farm produce for students, biased evaluation in examinations, lack of guidance for co-curricular activities and improper sitting arrangement in examination hall were perceived as the major problems.

Shingare (2005) studied attitude and occupational aspiration of 150 undergraduate veterinary science and animal husbandry college student of Gujarat and he reported that major constraints faced by the students were, less
Review of Literature

practical knowledge, important courses are not completed within 5 years, shortage of scientific instruments, less number of visit/tour, no campus interview, limited extracurricular activities and lack of library facilities.

3.11 SUGGESTIONS OFFERED BY THE RESPONDENTS TO OVERCOME SUCH CONSTRAINTS

Sonagara (1975) conducted research on a study of some problems faced by the students of agricultural colleges under Gujarat Agricultural University and he reported that the important suggestions given by the students to solve their problems were provision of scholarship, appointment of qualified and experienced teachers, supply of farm produce at concessional rate in messes, unbiased and regular evaluation in examination, provision of sufficient guidance for co-curricular activities and proper sitting arrangement in examination hall etc.

Shingare (2005) studied attitude and occupational aspiration of 150 undergraduate veterinary science and animal husbandry college student of Gujarat and he endorsed the suggestion were course must be more practical based, course should be completed within 5 years, availability of scientific instruments, provision of campus interview, maximum number of visits/tours for students, improvement of library facilities, more extracurricular activities and duration of course should be less.