# Curriculum Transaction Strategies for Vocational Tourism Education in Schools: A Study on Haryana and Himachal Pradesh

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**Abstract:** Vocational Education aims at providing qualified and skilled manpower for the tourism industry. Tourism industry is characterized for its ever-dynamic information technological needs, changing consumer preferences and resultant industry functioning. The changing pattern in the industry entails an updated curriculum to train the manpower for the industry. However, studies reveal that the rigid teachers' mindset, inflexible curriculum, and traditional teaching-learning environment cripple the prospects of curriculum transaction to achieve the desired objectives. The main objective of the study is to present an overview of Tourism Vocational Education in India and its position in the Indian states of Haryana and Himachal Pradesh. The study examined the different Curriculum Transactional aspects of vocational tourism education and compares the requirements of the tourism industry. A survey method has been used using various aspects of Curricular Transactions used for teaching Vocational Tourism Courses in the schools of Haryana and Himachal Pradesh. The students and trainers form the sample. In total 1000 students and 90 Vocational Trainers/ Teachers of vocational education participated in the survey. Data analysis is done using descriptive statistical tools such as; frequency and percentage. The results indicate that Curriculum Transactions in the schools of Haryana and Himachal Pradesh are found to be focusing on theory rather than using the more practical and training-based teaching method. Lecture Methods of teaching insufficient industry linkage, lack of field visits, incomplete and outdated curriculum, and lack of trained teachers are evident in the study area. The study highlights the issues of curriculum transaction in order for the prevailing vocational education to achieve the desired objectives.

**Keywords:** *Curriculum Transaction, Tourism Vocational Education, Human Resource, Teaching-Learning Skills, Tourism Industry*

## 1. Introduction:

Since, India is the youngest country with an average age of its population 29 years, where 54% of the population is below 25 years of age and 65 % are the age of below 35 years. That means, India's 67.27 % population is the working age group of between 15 to 64 years (*Statista, 2021*). As such a young nation with huge working population, India has one of the largest labour forces to be educated, skilled and trained so that they can get employment opportunities, and need to be generated at large scale for then in upcoming time. Because in terms of formally skilled workforce, India's current position is badly low (about 2-3%) as compare to China (47%), Japan (80%) or South Korea (96%). Thus, vocational education is a vital instrument for economic development of the country. And India has always focused on education and improving literacy rate in the country since the early days of independence. Even today, the government runs many schemes and programs, for

instance, "Skill India" with "Make in India" to make most of the country's demographic dividend in a more meaningful way. In this context, the Government of India has launched programs skilling students at schools and colleges by the vocational education in certain identified job proving sectors. Tourism and Hospitality Sector is one of the most important jobs providing sectors in the country which is formalized by the Tourism and Hospitality Sector Skill Council (THSC) in India. THSC is an industry lead institution established by the National Skill Development Corporation (NSDC); a company set up by the Public Private Partnership (PPP) Model.

Tourism vocational education and research is one of the main sub-sectors of multidisciplinary tourism practice which also demonstrates the impact on the tourism industry. This paper presents the results an extensive analysis of curriculum transaction procedures being followed in teaching vocational and tourism vocational education in secondary and higher/ senior secondary schools of the Indian states of Haryana and Himachal Pradesh. It is expected that this study will be of immense use to the stakeholders of vocational education such as curriculum framers, implementers, administrators, teacher / vocational trainers in improving teaching learning practices of vocational education in India.

## 2. Objective of the Study:

- To study the concept of curriculum transaction used for teaching in vocational tourism education.
- To analyze the status and effectiveness of curriculum transaction in teaching of vocational tourism education in the states of Haryana and Himachal Pradesh.

## 3. Vocational Education in India:

Vocational education has been introduced with the aim of imparting skills from school to higher education level to the youth to get employable in most of the employment providing industries in India. In 2009, the Government of India adopted a National Skill Development Policy (NSDP), which aimed to guide the skills development strategies (*Oberoi, 2009*) of all the stakeholders of vocational education in the country. Therefore, the need for restructuring of vocational education is to improve skill development strategies through enhancement of competency of youths with potential *(Oberoi, 2009)*. So later on, India set a target of skilling 500 million youths by 2022.

## 3.1. Meaning of Vocational Education:

The term '*Vocation*' perhaps originated from '*vocare*' word of Latin origin means "to call or vocation". We define it as a form of work with primarily focusing is on vocational expertise that is remunerated (*Lucas et al, 2012*). Vocational education different from general and professional education, provides training and practical skills (*Gillespie & Baum, 2000; in Ladkin A, 2000*) for a specific trade or occupation. In other words, it represents a combination of both, general or liberal education *(Airey and Tribe, 2000)* and professional education, whereby learners get employed or self-employed by receiving specialized education and training for a particular occupation *(Lum, 2009)*.

## 3.2. Early Evolution and Present Status:

In the Second National Policy on Education-1986, India had a target of covering 25 percent of +2 enrollments in the vocational stream by the year 2000, less than 5% of students opted for this option. For more than 25 years, the program was undermined

by several ideological, managerial and re-source constraints *(NCF-2005)*. As such, in addition to being viewed as a low-stream, it is associated with poor infrastructure, obsolete equipment, untrained or qualified teachers (often on a part-time basis), outdated and inflexible curriculum, lack of vertical or lateral mobility, absence of linkage with the 'world of work', lack of a reliable assessment, accreditation and apprenticeship system, and finally, low employability were faced (*Report of NCERT Working Group for the Revision of the CSSVSE, 1998*). The initiation of program for vocationalization of higher secondary education though in India was started in 1976. Initially, vocational education is provided only at +2 level and then and even now also it is restricted to a specific stream which is parallel to the academic stream *(NCERT NCF-2005)*. Since then, it has been implemented in 10 states and 5 union territories.

### 3.2.1. CSS for Vocationalization of School Education (CSSVSE-1988):

As the National Policy on Education (NPE)-1986 advocated the introduction of systematic and well-planned vocational educational programs, it was considered to increase employability, reduce the mismatch between the demand and supply of skilled manpower and provide an alternative to those, who strictly enforced for receiving tertiary education without special interest or purpose. After the implementation of the NPE and its Action Program – 1986, the vocationalization of secondary education led to nationwide coverage of the Vocational Education Program (VEP), which was further revised in 1992. This resulted in the formation of a Centrally Sponsored Scheme for Commercialization of Secondary Education (CSSVSE) and later launched in February-1988.

### 3.2.2. National Curriculum Framework (NCF– 2005):

The "National Curriculum Framework - 2005" prepared by NCERT in 2005. In NCF-2005, vocational education programs were classified into work-centered learning and vocational education and training. Work-centred education was mean to transform children into a source of dignity and strength by applying the school system to children with basic knowledge, social insights and skills about their habitat, natural resources and livelihood. It was to be recognized as a meaningful and relevant entry point for streamlining the curriculum experience in schools.

### 3.2.3. Revised CSS for Vocationalization of Higher Secondary Education (CSSVHSE-2012):

In the earlier plan, there was a provision to provide vocational education at the higher secondary level under the National Vocational Education Qualifications Framework (NVEQF), introduced by the Ministry of Human Resource Development (now the Ministry of Education). In view of several shortcomings in the previous CSS scheme, a revised CSS-2012 and Qualifications Framework, NSQF for vocationalization of secondary education was introduced. Under this scheme, as per the executive order on NVEQF, it is proposed to start vocational education at secondary level from class 09 and National Certificate for Work Preparedness (NCWP) like National Certificate of Qualification (NCC) - I & II. Under this scheme, as per executive order on NVEQF, it is proposed to start vocational education at secondary level from class 09 to class 12 and National Certificate (NCWP) for job readiness like National Certificate of Competency (NCC) - I and II. The skill components i.e. National Competency Certificate

will be issued for class 10th and 12th respectively.

### 3.2.4. National Skill Qualification Framework (NSQF):

The National Skill Development Program (NSDP) meets the goals of skilling youths through the use of the National Qualifications Framework (NQF), which focuses on knowledge, skills and applications in a discipline-free mode of education in India. Presently, the National Skill Qualification Framework (NSQF) developed by the National Skill Development Agency (NSDA) is implemented for the vocationalization of school education and notified by the Department of Economic Affairs in 2013. It is a competency-based framework that organizes all qualifications according to a range of levels of knowledge, skills and competency *(Matthew S., 2019),* which form a total of 10 levels *(Usoh E., 2020).* The NSQF has been replaced by the older NVEQF which was proposed for Technical Vocational Education and Training (TVET) and was originally funded by the World Bank for identified skill sectors by the Ministry of Labor and Employment, Govt. of India. Similarly, these areas of higher education are proposed by the Ministry of Education. Similarly, the sectors for higher education are proposed by the Ministry of Education. Hence, the intention was to integrate the NVEQF into the NSQF under the India-EU Skill Development Project. The main reason for this integration was the strong skill development focus of India's national policy, which is expected to have a 56-million-workforce surplus as against a shortfall of 47 million in Western countries *(MHRD SDP Report, Revised CSSVHSE, 2012).*

### 3.2.5. Formulation of QP and NOS:

Qualification Packs (QPs) have been defined under NSQF which consists of the set of National Occupation Standards (NOS) aligned to various job roles (vocational courses) related to the respective sectors. These NOS are prioritized performance benchmarks in sectors that have been identified for high priority areas of employment generation. A total of 38 such sectors have been identified by the Government of India, whose Sector Skill Councils (SSCs) are currently operational, and which have been set up by NSDC as autonomous industry-led bodies. All these SSCs have the responsibility of creating QPs aligned with the NSQF drive to create both of curriculum (courses and content) and assessments for their respective sectors. Thus, NSQF makes it possible to drive competency/ outcome-based training and assessment for every job role in the industry *(SSC, 2016).*

### 3.2.6. Vocational Courses as Elective in Higher Secondary Education:

In order to mainstream vocational education along with general education, it is important that a mandatory provision has been made in the scheme which clearly stipulates that vocational courses should be offered as electives with compulsory subjects from class 9th and class 11th and their marks will compulsorily be counted in the final mark sheet. It is mandatory to pass the subject to move to the next level. Vocational modules may be offered as 'additional Subjects' in class 9th and 10th class.

### 3.3. Vocationalization of Tourism Education at School Level:

Tourism vocational education is becoming increasingly important in the country and abroad, as it usually consists of more practical, skill-based and service-oriented studies than other academic courses, which are

combined with school (at secondary and higher secondary levels) education. It can also be taught at university, college and technical institute level. Presently, tourism vocation education under tourism and hospitality sector is proving to the students of schools in India at secondary level of school education in terms of various job roles/courses such as 'Food and Beverage Service Trainee, Housekeeping Attendant Manual Cleaning, Customer Service Executive etc., under the hospitality sector; and 'Customer Service Executive (Meet and Greet), Tour Guide, Heritage Tour Guide, and Travel Consultant and more under the travel and tourism sector'. Based on the Qualification Packs (QPs) and Model Curriculum developed by THSC, the curriculum and students' textbooks for the above courses are developed by PSS Central Institute of Vocational Education (PSSCIVE) Bhopal. However, THSC has developed a total of 161 QPs and Model Curriculum for various job roles in tourism and hospitality sector from Level-1 to Level-4 for Schooling and upto Level-10 for Higher Education (*THSC, 2020*). Tourism Curriculum (*Mungai et al, 2021, Holloway, 1995 in Fidgeon P, 2011*) for Vocational Education, developed by PSSCIVE Bhopal, focuses on learning outcomes competencies and more practical skills as per the needs of emerging tourism markets.

## 4. Review of Literature:

Keeping in view the importance of review of literatures of researches on Curriculum Transaction in Vocational and Tourism Vocational Education, several research articles, government reports and abstracts of national/ international studies were reviewed, and various websites were explored then presented in this study.

### 4.1. Meaning of Curriculum:

The term '*curriculum*' is derived from the Latin word *currere* which means "to run or to proceed as race or the course of a race." It may also be referred to as "a runway, a course, a course of study, or a career that aims to be reached", usually cracked up to be in the form of "a course or programs of study offered by an educational institution. As defined by Cunningham, "a curriculum is a tool in the hands of an artist (the teacher) who molds his material (the learners) according to his ideal in his studio (the school) *(Agarwal JC, 2010)*". A simple definition of curriculum according to Taylor and Richards (*1979; in Tribe, 2015*) is "the curriculum as that which is taught." A curriculum is defined as "a whole program of educational experiences that are packaged as a degree which may include knowledge, skills, assessments, learning experiences, etc" *(Tribe J., 2002).* Another definition is "curriculum is the organization of knowledge for transmission in education" *(Tribe J., 2000, Tribe J. 2001).* The constituent parts of a curriculum are several modules or courses, which in turn may be referred to as a series of syllabi or course contents *(Tribe J, 2015).* The components and documents in a typical curriculum *UNESCO, 2016)* are shown below (*Figure 1*). Thus, the vocational approach to curriculum emphasizes on acquiring the skills, qualities, attitudes and knowledge *(Pring, 1993)* required to work in a particular occupation or trade. As for the approach, the tourism industry has valued practical and general transferable skills *(Koh, 1995),* as well as knowledge of information and communication skills, management of human resources, accounting and service quality *(Mungai et al, 2021).*
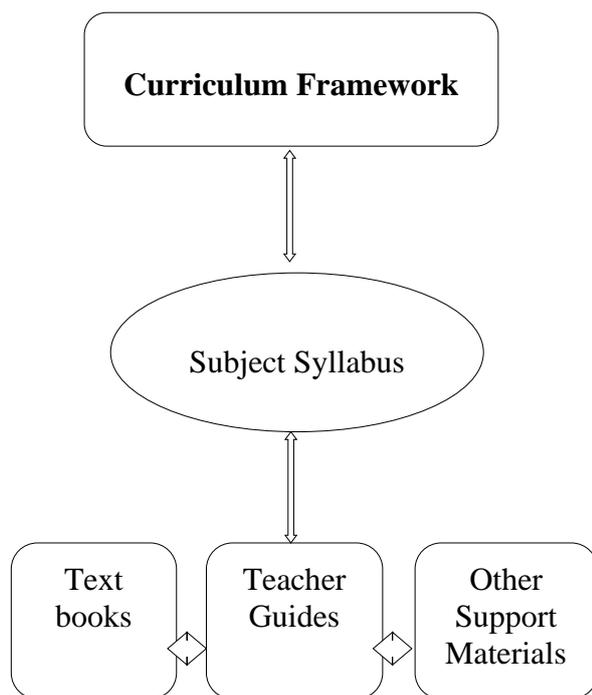
**Curriculum Framework**

Subject Syllabus

Text books | Teacher Guides | Other Support Materials

***Figure 1. Curriculum Framework***

*Source: Curriculum Framework (UNESDOC-Digital Library of UNESCO, 2016)*

## 4.2. Curriculum Transaction in Vocational Education:

'Transaction of Curriculum' is a very recent concept introduced in education (*Chauhan, 1993*), which involve effective planning, organization of planning, administration and implementation of organized planning to provide learning experiences to learners, and evaluation of the implementation by implementers and experts in the relevant field of education (*Sharma, 2013*). As stated by *Khandgale (2014)*, "Curriculum transaction is the process of planning and organizing curriculum in a particular subject area for different levels of education, specifically it refers not only to the teaching of contents of different theory subjects, but also to the practical work to be done in each field of study."Similarly, a tourism

curriculum is a set of generic tourism and managerial knowledge and skills imparted to the learners using a systematic approach to produce human resources, which can manage and operate tourism business into the expected future with a sustainable competitive advantage in mind *(Liu, 2015)*.

## 4.3. Curriculum Transaction Strategies in Vocational and Tourism Vocational Courses:

Curriculum transactional methods are an important aspect of teaching in vocational education. A curriculum for the action of vocational education prepares students to engage and participate in the vocational world (*Kunwar, 2019*) and balances theory, knowledge, and practical skills (*Lewis-Cameron, 2015*). Practical learning is an important component of curriculum transaction in vocational education; even for tourism vocational education, a curriculum should be designed to respond the needs of the tourism industry while simultaneously satisfying customers and generating economic benefits. The tourism curriculum balances between vocational and educational content (*Inui, 2006*) to educate students and become reflective individuals, able to examine and question the social responsibilities of industry (*Inui et al., 2006*), as well as in higher education in tourism (*Ritalahti, 2015*) and in school education. According to *Francis R. (2017),* learning is not a spectator sport; this non-interactive, chalk-talk method used in crowded classrooms produces children who can imitate but not build knowledge. Therefore, various activities can be an important learning gateway, stimulating their interests and fulfilling multiple intelligences. Extensive use of thematic

lessons and web plans strengthens students' multiple intelligences, leading to mastery in learning. Vocational curriculum, somewhat different from pedagogical courses with respect to activities and teaching methods planned during the classroom *(NCES Report-1994)*, are the two main factors that determine the effectiveness of a course transaction:

(i)    The effective use of teaching experience by the teacher

(ii)   The available teaching-learning Effective use of resources by the teacher for teaching the curriculum *(IGNOU, e-GyanKosh)*.

This means that the first important aspect of effective curriculum transaction is the use of various teaching methods by the teachers, and secondly, the use of teaching-learning resources, which provide a rich and varied learning experience to the needs of the learners based on their knowledge.

### 4.3.1. Teaching Methods:
A variety of teaching methods are being used for the approach of curriculum transaction in terms of teaching methods for teaching in vocational and tourism education at school level in India. These include Interactive Lectures, Group Discussion/Debate, Role-plays, Field Visits *(Goh, 2011)*, Projects, Demonstration, On-the-Job Training (OJT), Problem Solving and Workshops.

### 4.3.2. Teaching-Learning Resources:
The Teaching Learning Materials (TLM) also known as teaching resources or aids for the curriculum transaction in

vocational education are Textbook/ Workbook, Black/White Boards, Charts/Maps, LCD Projectors, Working Models, Computer and Internet, Audio-Visual aids, and Podcasts. These items are included in the vocational and tourism vocational education curriculum and are strictly suggested for teaching at the school level in India.

### 4.3.3. Assessment and Evaluation:
A vocational education teacher should have a sound knowledge and experience of how classroom activities, assignments and tests support learning objectives and allow the teaching learning process to be communicated in tourism vocational courses. So, a good system of assessment and evaluation is necessity for vocational education to perform curriculum transaction in the schools. Assessment and evaluation of the basic principles, processes and practical skills of a vocation which are essentially suggested in the curriculum must be followed to lead the curriculum transaction in vocational and tourism vocational education. A vocational teacher must apply an appropriate assessment pattern and tools such as Oral Questions/ Test, Written Tests, Assignments, Classroom Work, Quizzes, Open Book Tests, Progressive Tests, Project Work (minor/ major), Portfolio, Field Visits/ Practical, Performance Test and Observation.

### 5. Vocational Education in the States:
Tourism profile of the states of Haryana and Himachal Pradesh along with the status of Vocational and Tourism Vocational Education in their schools is shown as follows:

*Table 1: Profile of Haryana and Himachal Pradesh*

| | Profile | Haryana | Himachal Pradesh |
|---|---|---|---|
| **General** | **Location** | 27°39' – 30°35' N<br>74°28' – 77°36' E | 30°22′N – 33°12′N<br>75°47′E – 79°04′E |
| | **Divisions** | 6 | 3 |
| | **Districts** | 22 | 12 |
| | **Capital city** | Chandigarh | Shimla (Summer),<br>Dharamshala (Winter) |
| | **Population (UID data, 2020)** | 27.39 Millions | 7.51 Millions |
| | **Sex-ratio** | 879 | 972 |
| **Education** | **Education & Literacy** | 75.5% | 83.78% |
| | **Language Spoken** | Hindi, Punjabi and English | Hindi, Pahadi, Punjabi, English |
| | **Total Schools under Vocational Education** | 1051 | 1003 |
| | **No. of Schools of Tourism Vocational Education** | 49 | 131 |
| **Tourism** | **Known as** | 'The Abode of God' | 'The Abode of Snow' &<br>'Dev Bhoomi (The Land of Gods & Goddesses)' |
| | **Major Tourist Destinations and Attractions of States** | **Ambala:** Panjokhra Sahib Gurudwara<br>**Gurugram:** Kingdom of Dream<br>**Kurukshetra:** Kalpana Chawla Planetarium, Braham Sarovar, Science Centre,<br>**Chandigarh:** Rock Garden, Zakir Hussain Rose Garden<br>**Panchkula:** Mansa Devi Temple, Yadavindra (Pinjore) Garden, Nada Sahib Gurudwara, Morni Hill,<br>**Panipat:** Fun City Mall, Museum, Ibrahim Lodhi Tomb, Panipat Battlefield Memorial<br>**Faridabad:** Nahar Singh Mahal,<br>**Karnal:** Karna Lake | **Kullu-Manali:** Rohtang Pass, Hampta Pass, Malana Village, Kasol, Parvathi Valley, Bhrigu Lake, Manikaran, Hadimba Temple, Snow-laden Solang Valley, Chalal Trek Trail, Kasol<br>**Shimla:** Mall & Ridge Road, Jakhoo Hill & Temple, Kufri, Christ Church, Viceregal Lodge, Kali Bari Temple, Himachal State Museum<br>**Mcleodganj:** Namgyal Monastery, Tsuglagkhang (Home of Dalai Lama), Bhagsu Falls & Temple, Tibetan Museum<br>**Dharmdshala:** Kangra Valley, Buddhist Monastery<br>**Dalhousie:** Kalatop Wildlife Sanctuary, Khajjiar (Mini Switzerland of India) Lake, Dainkund Peak, Chamba, Satdhara Falls, Dainkund Peak<br>**Spiti Valley:** Snow-laden valley |
| | **Major Airports** | Chandigarh International Airport (IXC) – Chandigarh Maharaja Agrasen Airport (HSS) – Hissar | Bhuntar Airport (KUU) – Kullu-Manali<br>Gaggal Airport (DHM) – Kangra<br>Jubbarhatti Airport – Shimla |
| | **Climate** | **Weather:** Extreme Hot Summers and Cold Winters<br>**Temperature:**<br>Summers– 32 °C to 40°C<br>Winter – 4°C to 15°C | **Weather:** Snowy Extreme Winters and Cold Summers<br>**Temperature:**<br>Summers– 22 °C to 37°C<br>Winter – 0°C to 15°C |
| | **Best Time to Visit** | October to March | February to June |

*Source: Authors' compilation*

## 5.1. Vocational Education under Department of School Education:

The Centrally Sponsored Scheme for Vocationalization of School Education

(CSSVSHSE) operates under the Department of School Education in both the states with vocational education framework known as NSQF. In the States of Haryana and Himachal Pradesh, Vocational Education has been combined with General Education by linking it separately with Human Resources for successful implementation of the project:

Vocational courses of all sectors/subjects including travel, tourism and hospitality are being run government schools almost of all 22 districts of the state. There is total 1051 Government Secondary and Senior Secondary schools running Vocational Courses of total 12 sectors engaged with 2259 Vocational Teachers in the state *(see Figure 3).*
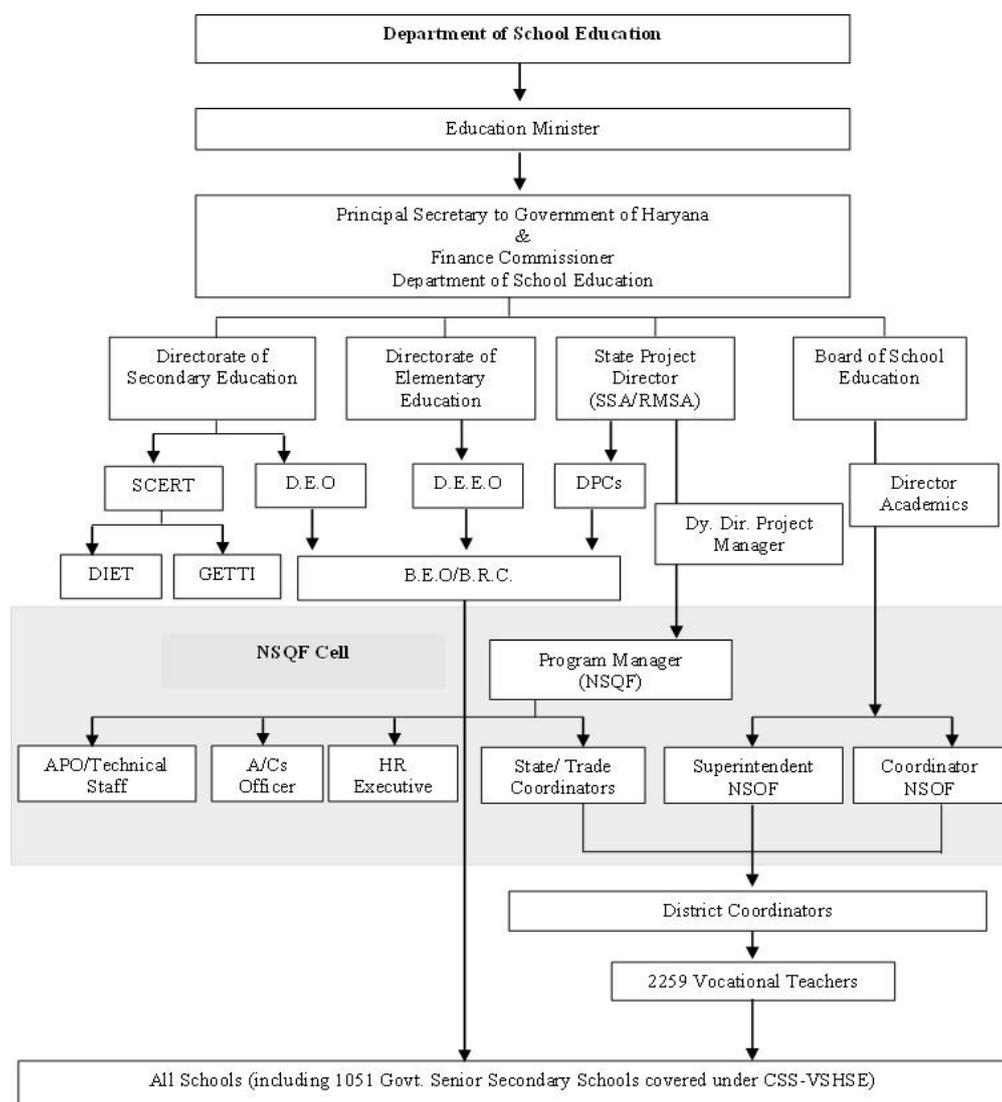
### 5.1.1. In the state of Haryana:



*Figure 2: Vocational Education under Department of School Education, Haryana*
***Abbreviations*** *– SSA- Sarva Shiksha Abhiyan; RMSA- Rashtriya Madhyamik Shiksha Abhiyan; SCERT-State Council of Education Research & Training; D.E.O-District Education Officer; D.E.E.O-District Elementary Education Officer; DPCs- District Project Coordinators; DIET- District Institute of Education and Training; GETTI-Government Elementary Teachers Training Institute; B.E.O/B.R.C.- Block Education Officer/ Block Resource Coordinator; VTPs- Vocational Training Providers.*
*Source: Author*

Each school has been selected to offer the vocational course of two sectoral subjects. At the state level, for the proper functioning of the project a NSQF Cell was formed under headship of Special Project Director (School Education). It is formed to minimize the procedural delays usually happens in a typical government process. The same kind of structure was also formed in the State Board of School Education, Bhiwani (see Figure 1).

### 5.1.2. In the state of Himachal Pradesh:
The Centrally Sponsored Scheme on Vocationalisation of Education (CSSVE) operated with NSQF has been implemented an educational pathways from school to higher studies by providing certification of vocational skills to the students in Himachal

Pradesh *(RMSA,16)*.The scheme was initially approved by the MHRD for the state on a pilot basis, and the funding ratio for the project was 75:25 jointly by the central government and the state government. Five different vocational subjects had been launched in the session 2013-14, initially in 100 government senior secondary schools as two sectors per school and added more schools. Later on, Automobile in 49 schools, Healthcare in 50 schools, ITeS in 50 schools, Security in 26 schools and Retail in 25 schools were added respectively. In second phase (2014-15), the Govt. of India has approved 100 more schools for the state in six different sectors namely Automobile, Retail, Security, Healthcare, Agriculture and Tourism Sectors.
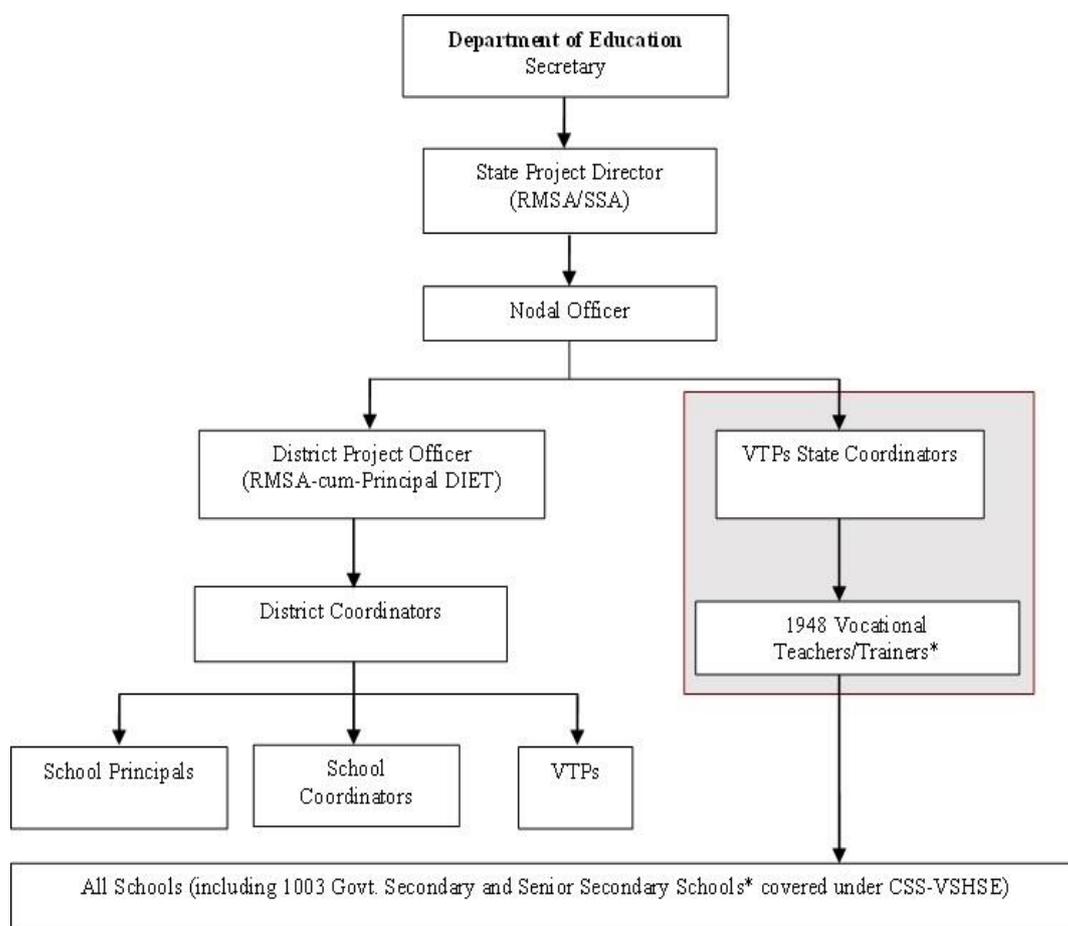


*Figure 3: Vocational Education under Department of School Education, Himachal Pradesh*
*Source: nsqfhp.org*

For successful implementation of the project in the state, a dedicated NSQF cell has been established at Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Department of School Education (DHE), which works under the leadership of Special Project Director (SPD). The Special Project Director - RMSA has constituted the Planning and Monitoring Unit (PMU) to review the Vocational Education Programme in the state. At district level, the District Coordinators have been appointed in all the districts for the effective monitoring of the scheme under the control of the District Project Officer, RMSA-cum-Principal DIET *(see Figure 3).*

## 6. Research Methodology:

Descriptive survey methods were used to realize the objectives of the study. Survey based Questionnaires having questions related to the components of curriculum transaction were administered for data collection from the students and teachers of vocational education. In the present study, Purposive Sampling for survey-based research purpose was used to cover the representation of all the districts of both the states. For data collection, a total 47 schools from the state of Haryana and 31 schools from the state of Himachal Pradesh were visited. Out of them, 13 schools in the state of Haryana and 20 schools in the state of Himachal Pradesh were running Tourism Vocational Courses along with other vocational courses under the Vocational Education programme. A total 1,000 students (600 from the state of Haryana and 400 from the state of Himachal Pradesh) were selected as a sample for data collection.

## 7. Data Analysis and Findings:

The major objectives of the research study were to find out the status of curriculum transaction methods used for teaching of vocational and tourism vocational education to the students studying in secondary and higher secondary schools of Haryana and Himachal Pradesh. To achieve this, data were administered through SPSS and frequency and Percentage were calculated to fulfil the objectives of the study. Data analysis on the different

methods of Curriculum Transaction in Vocation Education has been presented as under the following strategies –

## 7.1. Teaching Strategies for Curriculum Transaction:

The information about the teaching methods used by the teachers in the classroom was analyzed. On the basis of students' opinions, the nine methods (*see Table -2*) were listed in the questionnaire where students were asked with the ranks of usage for teaching by the teacher along with their choice of understating in the classroom –

## (a) Teaching methods used in the classroom:

The students of both the state were responded that almost all the teaching methods are being used for curriculum transaction in teaching of Vocational and Tourism Vocational Courses. It was found that the most frequent method being used in the classroom by the teachers is Lecture Method ranked top to use for teaching followed by the Discussion Method in both states. In the state of Haryana, Lecture Method is responded by the 23% students as the top priority to use for teaching followed by the Discussion Method which accounts 16% on second, and the least method being used is the Case Study method. In the state of Himachal Pradesh, the Lecture Method also found the position at the top and the Discussion Method on second to use for teaching with account of 22% and 16% responses respectively.

*Table 2:  Teaching Strategies for Curriculum Transaction*

| Curriculum Transaction Strategies | Components | Haryana | | | | | Himachal Pradesh | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Usage | | Choice Response | | | Usage | | Choice Response | | |
| | | Yes | No | Freq. | Pct. | Rank | Yes | No | Freq. | Pct. | Rank |
| **Teaching Methods** | Interactive lecture | ✓ | | 138 | 23.00 | 1 | ✓ | | 88 | 22.00 | 1 |
| | Group discussion/de-bate | ✓ | | 96 | 16.00 | 2 | ✓ | | 64 | 16.00 | 2 |
| | Role-play | ✓ | | 81 | 13.50 | 3 | ✓ | | 56 | 14.00 | 3 |
| | Field visits | ✓ | | 72 | 12.00 | 4 | ✓ | | 52 | 13.00 | 5 |
| | Project method | ✓ | | 72 | 12.00 | 5 | ✓ | | 50 | 12.50 | 6 |
| | Demonstration | ✓ | | 33 | 05.50 | 8 | ✓ | | 53 | 13.25 | 4 |
| | On-the-job training (OJT) | ✓ | | 57 | 09.50 | 6 | ✓ | | 24 | 06.00 | 7 |
| | Problem solving | ✓ | | 33 | 05.50 | 7 | ✓ | | 12 | 03.00 | 8 |
| | Case study | ✓ | | 18 | 03.00 | 9 | ✓ | | 1 | 00.25 | 9 |
| | Workshop Method | | × | 00 | 00.00 | - | | × | 00 | 00.00 | - |
| | **Total** | **600** | | **600** | **100** | | **400** | | **400** | **100** | |
| **Usage of Teaching Learning Materials** | Black/white boards | ✓ | | 276 | 46.00 | 1 | ✓ | | 180 | 45.00 | 1 |
| | Charts | ✓ | | 132 | 22.00 | 2 | ✓ | | 88 | 22.00 | 2 |
| | LCD projectors | ✓ | | 66 | 11.00 | 3 | ✓ | | 40 | 10.00 | 3 |
| | Paper cuttings | ✓ | | 42 | 07.00 | 5 | ✓ | | 28 | 07.00 | 5 |
| | Working models | ✓ | | 48 | 08.00 | 4 | ✓ | | 32 | 08.00 | 4 |
| | Computer and Internet | ✓ | | 36 | 06.00 | 6 | ✓ | | 32 | 08.00 | 6 |
| | Smart board | | × | 00 | 00 | | | × | 00 | 00 | - |
| | Audio-Visual aids | | × | 00 | 00 | | | × | 00 | 00 | - |
| | Podcasts | | × | 00 | 00 | | | × | 00 | 00 | - |
| | **Total** | **600** | | **600** | **100** | | **400** | | **400** | **100** | |
| **Assessment Methods for Performance Evaluation** | Oral questions/ test | ✓ | | 108 | 18.0 | 2 | ✓ | | 76 | 19.0 | 2 |
| | Written tests | ✓ | | 216 | 36.0 | 1 | ✓ | | 142 | 35.5 | 1 |
| | Assignments test | ✓ | | 96 | 16.0 | 3 | ✓ | | 60 | 15.0 | 3 |
| | Field visits/ practical test | ✓ | | 84 | 14.0 | 4 | ✓ | | 52 | 13.0 | 4 |
| | Project work | ✓ | | 51 | 8.5 | 5 | ✓ | | 36 | 9.0 | 5 |
| | Practical Demonstration | ✓ | | 45 | 7.5 | 6 | ✓ | | 34 | 8.5 | 6 |
| | Progressive tests | | × | 00 | 00 | - | | × | 00 | 00 | - |
| | Quizzes | | × | 00 | 00 | - | | × | 00 | 00 | - |
| | Portfolio | | × | 00 | 00 | - | | × | 00 | 00 | - |
| | Classroom work test | | × | 00 | 00 | - | | × | 00 | 00 | - |
| | Performance test | | × | 00 | 00 | - | | × | 00 | 00 | - |
| | Observation | | × | 00 | 00 | - | | × | 00 | 00 | - |
| | **Total** | **600** | | **600** | **100** | | **400** | | **400** | **100** | |

*Source: Authors' compilation*

**(b) Skill Development through Teaching Learning Process:**
The information about the skills being taught in the classroom by the teachers in the classrooms was asked into following two categories (i.e. Personal Skills and Subject or Vocational Skills) along with their components *(see Table -3).*

*Table 3:  Skill Development through Teaching Learning Process*

| Skill Categories | Skill Components | Haryana | | | | Himachal Pradesh | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Skill Taught | | Students' Preference of understanding | | Skill Taught | | Students' Response of understanding | |
| | | Yes | No | Freq. | Pct. | Yes | No | Freq. | Pct. |
| Personal Skills | Personality Development | ✓ | | 213 | 35.50 | ✓ | | 136 | 34.00 |
| | Communication Skills | ✓ | | 186 | 31.00 | ✓ | | 128 | 32.00 |
| | Health and Hygiene | ✓ | | 150 | 25.00 | ✓ | | 102 | 25.50 |
| | Self-management Skills | ✓ | | 51 | 08.50 | ✓ | | 34 | 08.50 |
| **Total** | | **600** | | **100** | | **400** | | **100** | |
| Subject/ Vocational Skills | Basics of Tourism Management | ✓ | | 408 | 68.00 | ✓ | | 252 | 63.00 |
| | Hospitality Skills | ✓ | | 96 | 16.00 | ✓ | | 68 | 17.00 |
| | Product Knowledge and Sales Skills | ✓ | | 60 | 10.00 | ✓ | | 44 | 11.00 |
| | English Speaking &Tourism Communication | ✓ | | 36 | 06.00 | ✓ | | 36 | 09.00 |
| **Total** | | **600** | | **100** | | **400** | | **100** | |

*Source: Authors' compilation*

Data revealed that all the skill components of both the above skill categories included in tourism vocational curriculum are being taught in both the states. In case of Teaching of Personal Skills, the maximum responses for understanding as well as focus on taught were in favour of Personality Development accounts 35.50 % response, followed by the Communication Skills which accounts 31 % responses by the students, in the state of Haryana. In case of the state of Himachal Pradesh, the highest taught Personal Skills is Personality Development which accounts 34% students' responses, followed by Communication Skills accounts 32% students. The least preference was given to Self-management Skills in both the states which accounts 8.5% responses only.

In case of Vocational Skills taught in the classroom, Basics of Tourism Management has been taught maximum followed by others in sequence. The maximum taught skill and the highest rank was given to Basics of Tourism Management Skills which accounts 68% responses followed by Hospitality Skills which accounts 16% of responses by the students in the state of Haryana. In the case of the state of Himachal Pradesh, these were accounted 63% and 17% respectively. The least taught Vocational Skill is English Speaking and Product Knowledge and Sales, which account 6% and 10% respectively, in the case of Haryana; while in the case of Himachal Pradesh, these were accounted 9% and 11% responses respectively.

**c) Curriculum Transaction in terms of Practical Skill Development through Guest Lecture and Field Visit by the Industry:**

For practical skill development, only 40% of schools have collaborated with the industries in the state of Haryana, and only 20% of schools have linkage with industries in the state of Himachal Pradesh. Data showed in the above *(see Table 4)* that the types of teaching-learning through industry-personals are being offered in the schools was found that Guest Lectures are frequently used on top priority which accounts 43% followed by the Field Visit which accounts 35% and the least is Role Playing which is only 8% of responses in the state of Haryana. In the state of Himachal Pradesh, Guest Lecture was accounted 47% of responses followed by Field Visit which accounts 33% of responses by the students.

**7.2. Usage of Teaching Learning Materials for Curriculum Transaction:**

The usage of TLMs by the Vocational Teacher/ Trainers in the classroom for curriculum transaction was recommended and listed in the course curriculum for teaching of Vocational and Tourism Vocational Education. According to the curriculum, TLMs categorized into the nine items (i.e. Black/white boards, Charts/ Maps, LCD projectors, Paper cuttings, Working models, Computer and Internet, Smart board, Audio-Visual aids, Podcasts) were asked in the questionnaire for students' response.

**(a) Teaching Learning Materials (TLM) used in the classroom:**

It was found that Black/White Board is frequently used by the teachers for teaching followed by the teaching through Charts/Maps in both the states. In the state of Haryana, Black/White Board is usually used by the teachers for teaching accounts 46% response and ranked first, followed by the teaching through Charts/Maps which accounts 22% response and ranked on second in the state of Haryana, while in the state of Himachal Pradesh, these accounts 45% and 22% respectively. The least Teaching Aid being used is Computer and Internet in both the state. Other mentioned in the questionnaire namely; Podcasts, Smart Board and Audio-visual Aids are also important in vocational teaching but not being used by the teachers as per students' response (see Table -2).

*Table 4: Practical Skill Development by the Industry-persons*

| Practical Skill Development by the Industry-Persons | Haryana | | | Himachal Pradesh | | |
|---|---|---|---|---|---|---|
| | Frequency | Percentage | Rank | Frequency | Percentage | Rank |
| Guest Lectures | 258 | 43.0 | 1 | 188 | 47.0 | 1 |
| Field Visits | 210 | 35.0 | 2 | 132 | 33.0 | 2 |
| Assignment | 84 | 14.0 | 3 | 48 | 12.0 | 3 |
| Role-playing | 48 | 8.0 | 4 | 32 | 8.0 | 4 |
| **Total** | **600** | **100.0** | | **400** | **100.0** | |

*Source: Authors' compilation*

**(b)     Textbook contents satisfaction to students and teachers in teaching-learning process:**

The data also presented information about the students' textbook satisfaction and rating consulted by the teachers/trainers engaged in vocational education. The students' textbook in terms of usage of TLM contains different components. The frequency and percentage of student's response in terms of Very Good, Good and Satisfactory are given with respect to the contents included in the textbook of vocational courses (see Table 5).

**7.3. Usage of Assessment Methods for Performance Evaluation:**

Usage of suitable assessment methods for performance evaluation of different aspects of skills learned by the students is one of the important approaches of curriculum transactions in teaching of vocational and tourism vocational education. The six

assessment methods are to be used for teaching of the vocational education which were asked for the students' response in the questionnaire as well. The data from both the states revealed that all the assessment methods are being used for the performance evaluation of the students' opted vocational courses including tourism vocational education. The Written Test Method of assessment are used maximum as responded by 36% students followed by Oral Questions Method by 18% students while the least method used for evaluation purpose is Practical Demonstration by 8% of students in the state of Haryana. In the state of Himachal Pradesh, the same results were observed and also in terms of priority to use of assessment methods by the teachers, but little bit differences in percentage of responses. It should be made more transparent and coupled with other methods to achieve efficiency of curriculum transaction *(see above Table 2)*.

*Table 5: Teaching of Vocational Students' Textbook*

| | Components | Haryana (*n = 600*) | | | | | | Himachal Pradesh (*n =400*) | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | V. Good | | Good | | Satisfactory | | V. Good | | Good | | Satisfactory | |
| | | Freq. | Pct. | Freq. | Pct. | Freq. | Pct. | Freq. | Pct. | Freq. | Pct. | Freq. | Pct. |
| **Student' s Textbook** | Rating | 204 | 34.0 | 372 | 62.0 | 24 | 4.0 | 132 | 33.0 | 240 | 60.0 | 28 | 7.0 |
| | Course structure & unit covered | 207 | 34.5 | 372 | 62.0 | 27 | 4.5 | 136 | 34.0 | 264 | 66.0 | 00 | 0.0 |
| | Session covered | 186 | 31.0 | 354 | 59.0 | 60 | 10.0 | 136 | 34.0 | 248 | 62.0 | 16 | 4.0 |
| | Relevant knowledge / topics covered | 180 | 30.0 | 372 | 62.0 | 48 | 8.0 | 144 | 36.0 | 224 | 56.0 | 32 | 8.0 |
| | Assignments covered | 198 | 33.0 | 384 | 64.0 | 18 | 3.0 | 126 | 31.5 | 232 | 58.0 | 42 | 10.5 |
| | Checklist for students' performance | 204 | 34.0 | 366 | 61.0 | 30 | 5.0 | 136 | 34.0 | 240 | 60.0 | 24 | 6.0 |

*Source: Authors' compilation*

## 7.4. Students' Awareness to Choose Vocational and Tourism Vocational Education:

The responses from the students were collected about their awareness for choosing Vocational as well as Tourism Vocational Courses in terms of four items; Acquire Knowledge, Getting Employment, For Entrepreneurship and Learn Vocational Education accordingly *(see Table 6)*. Maximum number of students responded in both the states that they wanted to Acquire Knowledge of vocational course accounts 40% and 32% wanted to Get Employment, 8% for Entrepreneurship and finally 20% to Learn Vocational Skills in the state of Haryana. In case of the state of Himachal Pradesh, 37.5% favoured Acquiring Knowledge as main reason to select the course for study followed by to Get Employment by 33% respondents. These reasons can be considered as the expectations by the students in curriculum transaction process and should be made practical so that they could achieve their expectations.

## 8. Discussion:

The present study revealed the various curriculum transaction strategies used by school teachers in the states of Haryana and Himachal Pradesh that are essential for conducting competency-based vocational courses in the teaching of tourism education. Results from

previous studies have indicated that the value attributable to curriculum quality, quality of delivery, and competency can vary significantly depending on stakeholders' perceptions and expectations *(Mungai et al, 2021)*. In the present scenario, one third general education, one third technical education and one third economic and entrepreneurship education should be designed to be included in the vocational education curriculum. Apart from studying other foreign languages as a subject, it should be mandatory to teach foreign languages in tourism subjects as well. In addition, schooling requires at least 32 weeks of work-based learning; for example, summer internship is mandatory in post-secondary tourism programs *(ABEC, May 2019)*. As proposed by *Dredge et al (2012,* the curriculum should strike a balance between business and professional skills (Inui, 2006) and broad critical thinking and analytical skills *(Kunwar, 2019)*. However, vocational education is still not good in India due to the absence of properly trained teachers, inadequate facilities, and the courses provided under the vocational stream do not match with the local needs of employment; consequently, failed to prepare the students for making them able to get quality jobs or employment and self-employment *(Archana, 1997)*.

*Table 6: Reasons to choose Vocational Education*

| Reasons to choose Vocational Education | Haryana | | | Himachal Pradesh | | |
|---|---|---|---|---|---|---|
| | Frequency | Percentage | Rank | Frequency | Percentage | Rank |
| Acquiring Knowledge | 240 | 40.00 | 1 | 150 | 37.50 | 1 |
| Getting Employment | 192 | 32.00 | 2 | 132 | 33.00 | 2 |
| For Entrepreneurship | 48 | 08.00 | 4 | 44 | 11.00 | 4 |
| Learn Vocational Education | 120 | 20.00 | 3 | 74 | 18.50 | 3 |
| **Total** | **600** | **100.0** | | **400** | **100.0** | |

*Source: Authors' compilation*

Furthermore, vocational education at the school level and continuing it at the first-degree level has led to the conclusion that unfortunately vocational programs could not be started in many states of India due to various reasons, such as non-availability of trained and qualified personnel, lack of educational facilities, equipment, and above all, on-the-job training and apprenticeship which in turn affect the vertical mobility of the student. All such deficiencies in vocational courses at +2 level made its learners neither qualified for jobs and self-employment, nor they could get admission in colleges as job shortage and untrained labor are two essential workforce issues that India faced.

In addition to skill and employability education, the use of technology in vocational education is an important aspect; as *Bull et al., 2008* has mentioned that the current competitive globalized market requires more skilled and trained human resources particularly in information and communication technologies (ICTs) literacy (*Bull et al., 2008; in Sheldon & Fesenmaier, 2015*), educational systems need changes in the skill preparation imparted to learners to allow knowledge be transferred into formal settings to face the challenges of the next decades of techno-pedagogical practices*(Joseph A.,2017)*, rapid development of information and communication technologies*(Sheldon and Fesenmaier, 2009).* There must clearly be a strong professional and practical orientation to justify the development of tourism studies (*Airey and Johnson, 1999*), which requires a multidimensional integration of three important aspects of knowledge i.e. content knowledge, pedagogical knowledge and technical knowledge*(NCERT, 2017).*As *Kabi et al (2018)* has also advocated that the training

institutes need to research, innovate and equip learners with the skills and competence to work in the industry in the future. Thus, technology just as supports teachers in identifying learners with content-specific understanding and conducting effective integration within the context of the classroom, teachers support technical, pedagogical and content practices in teaching of vocational and technical education.

## 9. Suggestions:

An activity-based, competency-based, or skills-based curriculum can be transacted relatively in more effective manners. For effective curriculum transaction, teachers have to use various innovative teaching-learning practices and assessment strategies (*Stergiou, 2005; Wheeller, 2005; Becket, 2005; in Paul F, 2011*) to suit the needs and abilities of the individual learner. In addition, the teachers can effectively use the resources available in the school and community (IGNOU, e-Gyankosh). The benefit of vocational courses for the students are to be received of firsthand experience in their respective vocations, through a linkage between the higher secondary schools and industries (*Gandhi EA, 2012*), all the schools offering vocational education since higher secondary and none of vocational subjects found to be self-supported. Because of the possible causes of failure of vocational education courses in India and the growing need of strengthening vocational education programmes for enhancement of employability of VET students (*Sindhi S., 2013*).

The present study has revealed the status of approaches for curriculum transaction for teaching in Vocational and Tourism Vocational Education. As per the analysis, following suggestions can be followed for the improvement of curriculum transaction in

teaching and implementation of vocational and tourism vocational education in India:

- It is important to consider the Practical Methods like Demonstration, Problem Solving, Field Visits, and Role Plays on Priority instead of Lecture Method so that students could opt the vocational skills through these teaching methods.

- The classroom teaching of both skills i.e. Personal and Vocational Skills are more focused instead of practical skills through the Teaching and learning through Field Visit, On-Job-Training and Role Pay which as suggested in Vocational Curriculum. Thus, all the Vocational Skills along with Communication Skills are important in all Vocational Sectors as well as Tourism Sector but other skills like Product Selling, Personality Development, and Managerial Skills are also important in curriculum transaction. All the skills should be taught to the students so that they can learn Vocational Skills of their respective sector.

- It is important that Guest Lectures and Field Visits should be offered at largest extent which reflects students to get benefit from linkage of industries and more focus should be made on.

- Some components of the course curriculum which have been left in personal and vocational skills teaching should be taken into account and teachers' work experience should be taken into consideration in their respective areas of teaching.

- All Teaching Learning Materials (TLM) must be included in the classroom teachings by teachers of Vocational Education for Curriculum Transaction of Vocational Education and schools have to facilitate their students and teachers by providing these teaching learning aids.

- All the assessment methods recommended in the vocational curricula for students' performance evaluation should be used for checking the skills of students and made more transparent as well as coupled with other methods to achieve efficiency of curriculum transaction.

## 10. Limitations and Further Studies:

This study focused on the implication of curriculum transaction in terms of teaching-learning strategies and aids in teaching for vocational skills and knowledge in vocational and tourism education in only two states (i.e. state of Haryana and State of Himachal Pradesh) of India. In addition to this, the role of other stakeholders like parents' involvement and industry collaboration with schools for training and practical skills in curriculum transaction are not explicated. Further studies may investigate the role of government(s), employers, students, teachers, and sponsors in creating tourism curriculum. In addition, researchers may conduct longitudinal and comparative studies in the future to find out how other countries have enhanced vocational education.

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