

TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING: FUTURE OF INDIA

Dr. Kiran Garg

Assistant Professor
Digamber Jain College
Baraut – Baghpat (U.P.)

Sapna Kumari

Research Scholar (JRF)
Digamber Jain College
Baraut – Baghpat (U.P.)

ABSTRACT

A growing gap between the supply and demand for skills, which disproportionately influence young workforce in developing countries, is one of the main cause for high youth unemployment across the world of work. Technical and Vocational Education and Training (TVET) is a basic element of education that has long been presented into the mainstream of Indian education system. Its incessant usage by a number of countries around the world, including the International Labour Organization (ILO), United Nations Educational, Scientific and Cultural Organization (UNESCO) and the International Centre for Technical and Vocational Education and Training (UNIVOC) as the essential aspect of education system. Technical and vocational education and training (TVET) is increasingly being positioned as a potential answer to the youth employment crisis. TVET provide people not only with vocational and technical skills, but with a broad range of practical knowledge, skills and required attitudes that are now accepted as imperative for meaningful participation in work and life.

Key Words: - TVET, UNESCO, Technical Skills, Vocational Education, Training

Introduction

We are notarizing a young generation frustrated by the continuing mismatch between skills and work of manpower in industries. The best solution to the economic downswing and youth unemployment is to ascertain that young people develop the basic skills and relevant training they require to enter the world of workforce with dignity and confidence.

A growing gap between the supply and demand for skills, which disproportionately influence young workforce in developing countries, is one of the main cause for high youth unemployment across the world of work. Technical and Vocational Education and Training (TVET) is a basic element of education that has long been presented into the mainstream of Indian education system. Its incessant usage by a number of countries around the world, including the International Labour Organization (ILO), United Nations Educational, Scientific and Cultural Organization (UNESCO) and the International Centre for Technical and Vocational Education and Training (UNIVOC) as the essential aspect of education system.

Technical and vocational education and training (TVET) is increasingly being positioned as a potential answer to the youth employment crisis. TVET's preference towards the world of work and the attainment of employable skills means that it is well placed to overcome the skills mismatch problems that have impeded smooth education-to-employment transitions for many young people.

TVET provide people not only with vocational and technical skills, but with a broad range of practical knowledge, skills and required attitudes that are now accepted as imperative for meaningful participation in work and life. It involve the

enhancement of the capabilities that mold the effective psychomotor or cognitive domains of manpower in readiness for entry into the world of work in order to fulfill their intrinsic and extrinsic requirements, values, skills and inspirations such that local and national needs would be met.

TVET can equip workforce with the skills required to reach the world of work, including skills for self-employment. TVET can also improve responsiveness to changing skill-demands by companies and communities, increase productivity and increase wage levels. TVET can reduce entrée blockade to the world of work, for example through work-based learning, and ensuring that skills attain are recognized and certified. TVET can also suggest skills development opportunities for low-skilled people who are under- or unemployed, out-of-school youth and individuals not in education, employment and training.

UNESCO continue providing evidence-based and impact-oriented counsel at the national level and international level platform, and enhance regional and global initiatives where appropriate. At the national level, UNESCO supports TVET policy reviews and policy development and in-depth analysis of specific priority areas, including funding.

Vocational Education and Training (VET) is an essential element of the nation's education system. Vocational Education plays an effective role in the changing national context for India to enjoy the benefits of the demographic gain, there is an acute need to specify the critical elements of imparting vocational education and training to make them adaptable, contemporaneous, effective, inclusive and creative. The Government is well aware of the important place of Vocational education and has already taken a number of significant initiatives in this area.

Skills and practical knowledge are the wheels of economic growth and social development of any country. Countries having higher and better degree of knowledge and skills can answer more effectively and promptly to challenges and opportunities of globalization. India is in way to a knowledge based economy and its global edge will be determined by the abilities and skills of its people to create, explore and invented knowledge more efficiently and effectively. This transition will require India to mold workers into knowledge workers who will be more flexible, analytical, multi skilled and adaptable. Skilled based economy is possible not only by general education but by introducing Technical and Vocational Education and Training (TVET) in system of education. TVET has a significant role to play in the country's development, especially in terms of sustainable development of human resources.

The growth and prosperity of any economy remains highly dependent on entrepreneurial activity. Entrepreneurs are the backbone of economic growth and prosperity they provide a source of income and employment for themselves and emerge employment for others, produce new and innovative products, and drive the economic activities of country. Supportive environments are highly essential to successful entrepreneurship and these are evolving across the world.

Technical and vocational education and training plays a significant role in developing the wellbeing of youths and society of a country. It increases productivity, allow youth to become self-reliant and energizing entrepreneurship. Businesses are more willing to invest in a community with strong human resources (Chinwe, 2008).

TVET is also treated as the most dominant means of empowering the citizens of a country to induced sustainable national development, create employment, improve the quality of life, bring down poverty, reduce the incidence of social stratification due to joblessness and promote social dignity, freedom (FME, 2000). TVET has been an inseparable part of national development strategies in many societies because of its effect on productivity and economic development.

Thus it can say that TVET has tremendous scope of improvement in this area. Now in India, the emphasis has been on general education, with vocational education. The Indian workforce will need to be envisage through recognition of existing skills and then provided with necessary skilling, reskilling and up skilling to increase productivity and provide a livelihood pathway. TVET is the

pathway of future education system.

Reference

1. Kumar, R., & Agrawal, A. K. (2012). Knowledge paper on skill development in India Learner first. FICCI. Retrieved http://D:/ph.dThese/TVET/ficci_skill_report_2012.
2. Goel, V. P. (). Technical Vocational Education and Training (TVET) system in India for sustainable development. Retrieved from http://D:/ph.dThese/TVET/India_Country_Paper.
3. Milió, S., Garnizova, E. & Shkreli, A. (2014). Assessment study of technical and vocational education and training (TVET) in Myanmar. ILO Asia-Pacific Working Paper Series. Retrieved from <http://D:/ph.dThese/TVET/model%20theses%20assessment-study-of-technical-and-vocational-education-and-training-in-Myanmar>.
4. Ministry of Skill Development and Entrepreneurship, (2015). National policy for skill development and entrepreneurship. Retrieved from <http://D:/ph.dThese/TVET/National%20Policy%20on%20Skill%20Development%20and%20Entrepreneurship%20Final>.
5. Chinwe, M. O (2008): Nigeria Imperative for Youth-Led Entrepreneurial Development. Centre for International private Enterprise. U.S.A Chamber of commerce. Columbia Encyclopedia, (2001). Columbia University press 6th edition.
6. Federal Ministry of Education (2000): The national master plan for technical and vocational education (TVE) development in Nigeria in the 21st century with the blueprint for the decade 2001-2010.