ABSTRACT

The collaboration between TVET System and industrial sector is vital to guide the economics van of a country in right direction. The developed nations were fast enough to understand the significant impact of TVET education on the prosperity of the lives of their people, hence they have developed it into a system of links and relationships between various stakeholders. The under developing countries too are now realizing its importance and planning to strengthen the cooperation of various stakeholders. The TVET System inherited by Pakistan at the time of independence was carrying weak liaison with the industry and could not paid attention to develop of its TVET System due to political instability and internal issues. In this research study effort has been made to review the TVET system in the country in comparison with developed nation with the view to explore the level of quality of skilled manpower being produced by the TVET system and its liaison with the industry. Through this study the reasons of low quality of skilled workforce along with gaps both at the TVET institute and industry level have been highlighted. It has also pointed out the level of efforts being made by both the actors for maintaining the liaison between the two. The feedback was collected through questionnaires based survey from the Principals of the TVET institutions, who are responsible for imparting quality training, from the TVET graduates employed in the industry and the HR/Training Managers of the industry, involved in recruitment/training of the newly hired skilled workforce. The data/information was analyzed by statistics tools i.e. SPSS and results were shown that workforce produce by TVET institutions in Pakistan was lacking quality due number of reasons. In the light of results achieved through analysis of data, piloted study and literature review a TVET Institution-Industry linkage model has been proposed for the production of job oriented workforce by developing a strong liaison among the TVET stakeholders. This study also defines the responsibilities of all the stakeholders indicated in the model. This model has proposed an Intermediary Agency/National Labour Market Information System that would serve as a plate form for marinating the liaison between the TVET System and industry of the country for producing quality workforce acceptable in both local and global job market. This study also has discussed the impact of the Intermediary Agency/National Labour Market Information System on TVET System and industry in terms of increment of enrollment of TVET institutions and ultimately will bring revolution in the economic condition of the country.

Keywords: VET; Industries Technical; Vocational Training Institutions
INTRODUCTION

The youth are the backbone of the country and its development depends a lot on its educational systems. Education while inculcates many a humane and social traits in students, it is also supposed to enable them to earn a livelihood for themselves. Hence, the development and solidarity of the nation rests on such type of education that enables students to contribute to the national economy in terms of the youth are the backbone enhances productivity and improved services when we consider the present prevailing unemployment scenario and find youngsters in search of jobs even after graduation and post-graduation. We find higher education failing in terms of utility and training of youth for then proper career development. Proper coordination and collaboration between industry and the educational institutions has been well desired for this purpose. Hence the emphasis on developing industry-institution linkage has stemmed from an obviously felt need by educators and industry people. There is a general unanimity among educators and industry leaders regarding the desirability and mutual benefits to be derive through cooperative efforts. The educational institutions can offer courses of instruction and training programs attuned to the needs of industry and market in this regard.

Traditional educational programs have failed to prepare the right products for entry into the employment market. The courses are very much divorced from actual needs. The prevailing academic preparation is \$8~\text{}/ theoretical and disregards the utility aspects. Educators and industry leaders have long expressed support of the proposition that only thought involvement and participation of industry in occupational education programmes can the schools meet their obligations to industry the community the general public .A partnership between education and other sectors of the economy and the services between the educational institutions and industry is required, since professional Institutions besides engaging industry people on a part-time basis the involvement of professional experts in imparting vocational and technical training would bring them into closer collaboration with education activities and offer them opportunities to assess the problems involved in institutional training and appreciate the prospects of sharing the facilities in various Industries, agriculture farms, commercial concerns hospitals etc. with those in educational institutions for mutual benefits.

Proper coordination and collaboration between industry and the educational institutions has been well desired in higher education to be educationally effective and socially useful. The emphasis on developing industry-institution cooperation has stemmed from an obviously felt need by educators and industry people that vocational and technical courses which prepare individuals for employment must keep abreast of community trade and industrial trends and practices.

There is a general unanimity among educators and industry leaders regarding the desirability and mutual benefits to be derived through cooperative efforts in development and conduct of employers can gain desired training facilities, reduce their own training costs, And participate in the development of present and future employees. Labour gains a voice in the development of workers and in the development of training programmes, which meet the needs of members of their specific groups. The educational institutions benefit by 0 ‘e g courses of instruction and training programs attuned to the needs of industry a labour and therefore play a more meaningful role in the community. Overall, the aim is to improve the quality of linkage between institution and industry is to meet the needs of the industry and the economy at large. However it is not that the educational institutions are always supposed to be on a receiving Hand the very basic concept of industry-institution cooperation in based on a kind of partnership between the two where both work with a common goal of developing human resources in the larger interest of the community as a Whole. In other words the purpose of establishing Inter relations is not confined just to provide on-the-job training to the students or a few lectures by the Industrial experts in school and training institutions but, goes beyond it. The purpose is to strengthen the Inter relations between educational, industrial and other social sectors to participate in the discussions on such matters as Establishment of academic departments, curriculum development and Management, mutual exchange of information and offering of field practice Opportunities for students and industrial workers.
The value of Inter relations between educational institutions and industry is Realized in most academic and administrative circles, but very little is really done towards foraging an effective Inter relations system. Most of the administrative Bodies pay only lip service to the idea. A few schools and training institutions Do link up with industry and close the gap between classroom instruction And actual practice through various projects on industries industrial visits Or field trips this is another way of exposing students to the actual work Environment and providing the opportunity to observe new trends and Technology which are difficult to impart in formal schools for lack of Appropriate equipment or instructional resources however it should be noted That mere visits to industrial establishments or a few industrial projects are Inadequate for producing right type of manpower for the world of work.

On the whole there is is a growing realization that the Inter relations between Educational institutions industry and other sectors of society depend largely Upon clear policies and guidelines set by the authorities there is also a Realization that the educational institutions cannot operate in isolation but Must do so in concert with other institutions particularly those directly Associated with the world of work for the successful achievement of Meaningful and responsive programmes.

Operational Definitions

**Industry**- Industry is the production of an economic good or service within an economy. Industry in the sense of manufacturing became a key sector of production and labour in European and North American countries during the Industrial Revolution, which upset previous mercantile and feudal economies through many successive rapid advances in technology, such as the steel and coal production. It is aided by technological advances, and has continued to develop into new types and sectors to this day. Industrial countries then assumed a capitalist economic policy. Railroads and steam-powered ships began speedily establishing links with previously unreachable world markets, enabling private companies to develop to then-unheard of size and wealth. Following the Industrial Revolution, perhaps a third of the world's economic output is derived from manufacturing industries—more than agriculture's share.

However, in the reference of this study, industry has been taken in a broader sense. Here it in intended to mean any agency, organization, Profit or non-profit, individual or institutional, who have mean expertise, facilities and potentials to assist in imparting and enhancing vocational competencies and skill development of the, provide on the job training and absorb VET output in wage and self-employment. The industry here may include a factory, an agriculture farm, a hospital, a workshop.

**Institution**- “The terms institutions commonly applied to custom and behavior patterns important to a society as well as a particular formal organizational of government and public service”

In reference to the present study, the term “institution” is meant by the educational institutions in the government and public sector. Concerned and involve in organizing and conducting vocational and technical training courses.

**Linkages**- Dictionary meaning of term linkage is the act of working with another person or group of people to create or produce something. It is a kind of Collaboration, a kind of action that occurs as two or more objects have an effect upon one another. The idea of a two-way effect is essential in the concept of interaction, as opposed to a one-way causal effect. A closely related term is interconnectivity, which deals with the interactions of interactions within systems: combinations of many simple interactions can lead to surprising emergent phenomena. Interaction has different tailored meanings in various sciences.

**Collaboration**- Dictionary meaning of term Collaboration is the act of working with another person or group of people to create or produce something. It is a kind of linkage, a kind of action that occurs as two or more objects have an effect upon one another. The idea of a two-way effect is essential in the concept of interaction, as opposed to a one-way causal effect. A closely related term is interconnectivity, which deals with the interactions of interactions within systems: combinations of
many simple interactions can lead to surprising emergent phenomena. Interaction has different tailored meanings in various sciences.

**Vocational Education** - “Vocational education (also known as vocational education and training or VET) is an education that prepares trainees for jobs or careers at various levels from a trade to a craft or a position in engineering, accounting, nursing, medicine, and other healing arts, architecture, pharmacy, law etc.”

However, in the presence study the reference to vocational education is limited to the vocational courses, be taught +2 stages school.

**Technical Education** - The term refers to “Education designed at upper secondary and lower territory level to prepare middle level personnel (Technician) and at university level to prepare engineer and Technologies for higher management positions. Technical educations include general education, theoretical, scientific and technical studies and related skill training. UNESCO (1984).

Never the less, for the purpose of the current studies, the technical education has been taken in a limited sense. Here it refers to the courses being run in ITIs and polytechnics preparing middle level technicians.

**NEED OF STUDY**

A complete knowledge of relationship with society in general and with industry in particular is essential to effective performance of Educational Endeavour’s. Educational planners pol.cy markers government Official, teacher principals, school administrators, professionals industry As well as agricultural, business people agree in remarkable show of unanimity to the need for industry-institution cooperation in the development of Vocational and technical training courses in schools and technical institutions. Many a studies conducted by various committees commissions, Government organizations as well as individuals express in favour of Establishing strong and worthwhile collaborative arrangements with the Industry people for the benefit of not just educational institutions in terms Of improvement in the quality of training but also in terms of benefits to the Industry, from which the industry is deprived due to lacklustre training of The youth and also the status of such I nter relations in India is found to be Very inadequate whatever studies we find in this areas present more or less An overview of industry-institution Inter relations; and the basic problems causing Such poor Inter relations apparently remain to be attended. The recommendations of various committees and commissions are Exponential on the subject national plans also lay emphasis on establishment of necessary Inter relations with the local industry business and trade so that education of the youth may be geared to meet the local and national demands. The Education Commission (Kothari commission) 1964-66 not just Emphasized the need for industry-education cooperation but suggested some erasures also to move ahead with. The Commission asserted: “This has been a central theme of our recommendations ...............Industry should be encouraged to start training schemes, and a Central scheme of subsidy to industrial concerns providing training Facilities may be usefully started. In public sector undertakings, a separate budget provision for this work could be made. Suitably Qualified training officers should be posted to industry or group of Industries taking trainees. The training of these officers should be organized by the ministry of Education. Representatives of Industry and educational institutions should meet regularly to Review training programmes.”

In the National Policy resolution- 1968, the Government laid emphasis on increasing facilities for vocational and technical education: "In technical education, practical training in industry should from an integral part of such education. Technical education and Research should be related closely to industry encouraging the Flow of personnel both ways and providing for continuous cooperation in the provision, design and periodical review of training Programmes and facilities."

The Committee on 10+2+3 Educational Structure, 1937 (P.D. Shukla Committee) also emphasized on industry-institution linkage for success of the vocational stream:
"For the success of the vocational stream it is highly desirable for each institution to make a collaborative arrangement with the concerned establishment (factory, concern, office, hospital, bank Company, hotel, etc.) Nin the region in terms of syllabus making, instructional work practical training and internship The Committee for Review of the NPE (1986), 1990 (PERC/ramamurti committee) blamed on poor Inter relations between vocational courses and employment market for poor performance of vocational courses: PSSCIVE (1995), the apex institution for research in vocational education (under the aegis of NCERT) has voiced, quite in unequivocal terms, in favour of strong industry-institution Inter relations: "the implementation of vocational courses is very much dependent on the facilities available in an institution in terms of classrooms, Workshops, laboratories and library. An institution selected for Introduction of vocational education programme should possess minimum facilities for instruction both theory and practical. But, in reality, very few institutions possess the required classrooms, Workshops and laboratories. Hence, operation of VEPs follows collaborative model of implementation in which (a) basic skills training is conducted in higher secondary institutions and (b) Specific skill training, specialized skill training and on-the -job Training (OJT) in collaborating institutions. Therefore, effective implementation of VEP requires strong school-industry Inter relations."

Mishra and Singh (2002) pointed out insufficient collaborative Arrangements with industries and other institutions as one of the major factors responsible for the slow growth of the vocational education programmed (VEP) in India: "Experience shows that industry participation in VEP has been encouraging so far .there could be many reasons for this but the Existing collaborative model of vocational education demands apron-active role from the industry .the industry should be persuaded to realize that its investments in vocational education will in turn, Result in providing the needed skilled and trainable human resource, which will contribute towards enhanced productivity and Status of industry itself. It is important that the industry and enterprises realize their stakes in training process. They should be made to join hands with the vocational education and training systems as opposed tothe present apathy they harbor. They may be given a greater role in the process than at the moment. Well thought-out policy Measures not coercive but persuasive, not obligatory but pro-active Along with certain legislations may be needed for this purpose Looking to the future scenario and demand for variety of vocational Programmes it is also necessary to promote participation of goes Noluntary organizations in vocational education."

Saloja (2003) blames on inadequate Inter relations with the industry and to Career structure and other infirmities for the limited success in Vocationalization and suggests for a different approach (through open learning System) in implementing the vocational education and training programmes:

"The need of vocational education is indisputable. The concept is Well acclaimed .the limited success is because of implementation Problems, such as- (i) lack of infrastructure and training equipment, (ii) shortage of trained teachers in vocational areas, (iii) inadequate Inter relations with the industry and to career structure " in the recently released report of the working Group on Secondary and Vocational Education for 11th Five Year Plan (GOI, 2007), the expert group Recommends:

"Industry-institution collaboration should be established for identification of manpower, development of sector-wise skill profiles, Identification of courses, development of modular competency based Curricula and learning materials, experts for providing training, Workplace training/in-plant training (practical training, on-the- Job training and apprenticeship training), competency based Assessment of trainees by the assessors, competency based joint certification, sharing of resources and placement of student" (Pare 7.2.6.23)

**DISCUSSION**

The above overview of studies regarding need as well as status of industry-institution Inter relations confirms the poor performance of our efforts in establishing effective collaborative arrangements. Whereas such inter relations are very much desired to fulfill needs of the vocational and Technical education, it has been one of the major impediments in fulfilling the objectives. Such a demeaning
situation raises a few equations, such as, what Are the problems behind such a poor inter relations, what are the infirmities in the institutional and academic structure in schools and technical institutions. That restrict effective industry-institution linkage what are their future Prospects, and how industry institution Inter relations can be enhanced on an equal footing, etc. These questions need to be studied in detail and sought answer at the earliest for the benefit of vocational and technical education of the youth and the nation as a whole. Undoubtedly industry-institution cooperation is an imperative of our times. But how long can only paper work and lip service lead education to the desired goals the need is for introspection a deep search of root causes and action on the ground level with a missionary zeal through a Comprehensive national yet micro-level action plan.

The impetus on improving the quality of VTE from the Educational as well as social perspectives calls for training methodologies that are commensurate with the modern industrial practices. And anyhow and any way the formal education, particularity in schools and technical-institutions cannot keep pace with the technological advancements taking place in the industrial sector VTE in institutional setting has to be supported from outside agencies Who else than industry itself can be that outside Agency because the output of such institutions in terms of manpower is meant for entry into the industry be it in the form of wage-or self-Employment?

This way both the industry and the educational institutions are benefited by their active participation in students training as well as industrial affairs. This calls for close cooperation on terms that are mutually beneficial to Them it sometimes happens that one partner is not that much active and interested as the other is however a pro-active role from both sides is what is called for the present status of industry-institution inter relations in VTE is not Satisfactory in any terms the problems behind such inadequate Inter relations, it identified will always be helpful for not only the teachers, principals and Executives in educational institutions but also for the educational planners and administrators in guiding them to formulate future strategies the industry will also be enlightened with the knowledge of prospects of such inter relations that appeal to them as a part of society and a contributor to the National economy the teachers can improve and guide their efforts to better inter relations with industry by way of the knowledge of such strategies that promote industry people towards collaborative engagements and school management can be benefited with the help of their enhanced awareness of the problems causing poor industry-institution inter relations which further cause for ineffective output of their educational activities.

A study in this area is also sought for the reasons that in the society awareness already exist regarding inter relations of universities. A medical Engineering and management institution with the industry but the collaboration aspect at the much lower levels of upper secondary stage is many a times neglected.

REFERENCES

27. http://www.google.co.in/search?hl=en&output=search&sclient=psy-b&q=definition+of+Industry