

**A Study of the Teachers' Perception about Technical and Vocational Education Training (TVET) Curriculum Improvement through TVET Reforms**



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for the degree of M. Phil in Technology Education**

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**DEPARTMENT OF EDUCATION**

**SCHOOL OF SOCIAL SCIENCES AND HUMANITIES**

**UNIVERSITY OF MANAGEMENT AND TECHNOLOGY**

**LAHORE**

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## Abbreviations used

AT	Apprenticeship Training
BTEs	Boards of Technical Education
CB	Competency-Based
CBT	Competency-Based Training
CBET	Competency-Based Education and Training
CCIs	Chambers of Commerce and Industries
CQ	Certification of Qualification
CS	Competency Standard
CUs	Competency Units
DACUM	Developing A Curriculum
EQF	European Qualification Framework
IAGs	Industry Advisory Groups
IBCC	Inter Board Committee of Chairmen
ISCED	International Standard Classification of Education
LDs	Level Descriptors
M&E	Monitoring and Evaluation
NAVTTTC	National Vocational & Technical Training Commission
NCRC	National Curriculum Review Committee
NOSS	National Occupational Skill Standards
NSS	National Skill Strategy
NSIS	National Skill Information System
NTB	National Training Bureau
NVC	National Vocational Certificate
PNQF	Pakistan National Qualification Framework
PNVQF	Pakistan National Vocational Qualification Framework
PVTC	Punjab Vocational Training Council

QCC	Qualification Curriculum Committee
QR	Qualification Register
QSC	Qualification Standard Committee
QSSC	Qualification Standard Sub-Committee
RCC	Recognition of Current Competencies
RPL	Recognition of Prior Learning
SAARC	South Asian Association for Regional Cooperation
SDA	Skill Development Analysis
SDCs	Skill Development Councils
S&C	Wing Standards and Curriculum Wing of NAVTTC
SSCs	Sector Skills Councils
SSC	Standard Setting Committee
TAs	Trade Associations
TEVTAs	Technical Education and Vocational Training Authorities
TLM	Teaching and Learning Material
TP	Training Program
TRSP	TVET Reform Support Program
TTBs	Trade Testing Boards
TUs	Trade Unions
UAE	United Arab Emirates

## **DECLARATION**

It is certified that this M.Phil. Dissertation titled, “A Study of the Teachers’ Perception about Technical and Vocational Education Training (TVET) Curriculum Improvement through TVET Reforms” is an original research. Its content was not already submitted as a whole or in parts for the requirement of any other degree and is not currently being submitted for any other degree or qualification. To the best of my knowledge, the thesis does not contain any material published or written previously by another author, except where due references were made to the source in the text of the thesis.

It is further certified that help received in developing the thesis, and all resources used for the purpose have duly been acknowledged at the appropriate places.

March, 2018

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**DEDICATION**

*For my family unit, which has waited too long for this moment.*

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**S. T**

## **Abstract**

TVET Reform Support Program (RSP) in 2011 with an aim to devise a National Skills Strategy (NSS), introduced systems to impart and assess skills, making this sector as an engine to economic growth. This is a multi-lateral initiative co-funded by the European Union (EU), the Embassy of the Kingdom of the Netherlands and the Federal Republic of Germany, and being implemented in Pakistan by the GIZ (CBT&A). The study objective about improve learning outcomes, curricular reforms are being introduced and adapted after the TEVT Reform. A major practical aspect of this is to improve the curriculum of textbooks used in TVET system, so the project is also under the supporting by the TVET Reform. The population of the study was confined all the teachers of private and public technical institutions at Lahore There were total four public and twenty private technical institutions in Lahore. The random sampling technique was used on the basis of three most common technical areas: Electrical, Civil and Mechanical. A self-developed questionnaire was used for data collection. The collected data was analyzed through using SPSS (statistical package for social sciences) in order to investigate the teachers' perception regarding improvement of TVET curriculum after the of TVET Reforms in technical institutions the findings of the study revealed that teachers' perception regarding the improvement of TVET curriculum practice after the TVET Reform are not affected by the qualification, experience, and nature of job and area of specialization of the teachers. It is suggested that future research should include other improvement of TEVT curriculum practices to gain deep insight to explore this area of research.

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# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background of the study**

The National Vocational and Technical Training Commission (NAVTTTC), Technical Education and Vocational Training Authorities (TEVTAs), Trade Testing Boards (TTBs), Punjab Vocational Training Council (PVTTC), Punjab Board of Technical Education (PBTE) and various quantities of private areas of TVET establishments are together presenting Competency Based Training and Assessment (CBT and An) in chose 60 diverse professional exchanges crosswise over Pakistan.

### **TVET Reform Support Programme**

Pakistan's specialized and professional instruction and preparing TVET framework is gone up against with various difficulties in the zone of access, quality, value and importance. The present set number of preparing establishments can't take into account the developing among populace. Quality and pertinence of the preparation itself isn't up to the stamp, while there is constrained participation between general society and private segment similarly as TVET approach definition and conveyance is concerned. To help the Government of Pakistan's undertakings of changing the TVET framework under the National Skills Strategy (NSS), a five-year TVET Reform Support Program, propelled in April 2011, is being executed with the dynamic coordinated effort of open and private area partners crosswise over Pakistan.

## Implementation

TVET reforms support Programme is being implemented through following 5 major components;

Table (1.0 a)

### Component 1

1.Governance	2.NQF & HRD	3.Innovative Training Delivery& LMI	4.Capacity Building for TEVTAS	5.Cooperative Training &Green Skills
<ul style="list-style-type: none"> <li>▪ Given Clear roles and mandates of TVET stakeholder</li> <li>▪ NSS(National Skills Strategy)implementation plans</li> <li>▪ TVET Reform communication strategy</li> <li>▪ Policy documents including workplace-based TVET</li> </ul>	<ul style="list-style-type: none"> <li>▪ TVET NQF Standards curricula, Assessment packages</li> <li>▪ Recognition of Prior learning</li> <li>▪ 60 Curricula</li> <li>▪ TVET teacher training (10,000 Teachers)</li> <li>▪ Pre-Service teacher training</li> </ul>	<ul style="list-style-type: none"> <li>▪ Fund for innovative training(FIT)</li> <li>▪ Learning Regions</li> <li>▪ Labour Market information</li> <li>▪ Vocational Counselling and job placement services.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increased management capacity of TEVTA's managing people</li> <li>▪ Strengthened PPP of TEVTA's and their TVET institutes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Introducing models for cooperative training in Pakistan</li> <li>▪ Developing concepts for training in innovative sectors, such as green skills in Pakistan.</li> </ul>

It is working towards enhancing TVET division administration, institutional structures and building up a well-working coordination component between partners at government and common levels. The National Skills Strategy under this segment is being converted into national and common execution designs which will fill in as instruments for unmistakable and composed advancement of the specialized and professional instruction and preparing divisions. Under these exercises this part additionally center around the