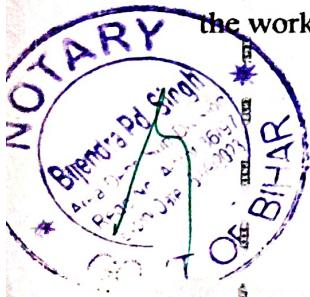


Home

Vocational Education and training (VET) also called career and technical education (CTE) prepares learners for jobs that are based in manual or practical activities, traditionally non-academic and totally related to a specific trade and occupation. An academic school generally teaches theoretical knowledge while a vocational school teaches hands on, applied skills such as carpentry auto mechanics, hairdressing, medicals technician and others, vocational education refers to a skill based program that enables students to obtain knowledge, training and practical skills of a specific trade. Vocational Education (CTE). A Few common examples on science and engineering, information & technology, architecture and design, business and finance, health and social services, education and child development, hospitality & tourism and performing Arts. Technical and Vocational Education and Training (TVET) is the process of skill development of the workforce in the industry of a country.





RN : 111/2001-02 DACSSS BIHAR

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Origin of All India for Education & Training : Globally Recognized Professional Institution

Regd. Under S.R.Act 21,1860 by the Department of Registration Government of Bihar, Patna

Ref No :.....

Date: -.....

Vocational Education and training (VET) also called career and technical education (CTE) prepares learners for jobs that are based in manual or practical activities, traditionally non-academic and totally related to a specific trade and activities, occupation. An academic school generally teaches theoretical knowledge while a vocational school teaches hands on, applied skills such as carpentry auto mechanics, hairdressing, medicals technician and others. CTE Can be broad in range from finance, business, manufacturing, logistics, Construction, tourism ,Music, culinary arts, creative arts, Agriculture, Science & Technology, IT Hardware and others to accommodate CTE.

Vocational education refers to a skill based program that enables students to obtain knowledge, training and practical skills of a specific trade. Vocational Education. (CTE). A Few of them are engineering, information & technology, architecture and design, business and finance, health and social services, education and child development, hospitality & tourism and performing Arts. Technical and Vocational Education and Training (TVET) is the process of skill development of the work force in the industry of a country.

Vocational education helps bridge the gap between the Skills demanded by work for industries and the skills required for practical and hands on training concerned with specific trade or craft of 1-2 year program based on 10th pass.

Vocational Schools take a More hands-on-approach to teaching the skills needed to do the job Successfully which ensures both way, the Skills demanded by industries and the Skills Possessed by the work force.

India Board for Educational & Training, as an institution and organization, has been accepted membership 2021-22 by IAEVG.

IAEVG membership enables member organization to actively contribute professionally by supporting efforts to foster educational and vocational guidance in developing countries.

IVETA

International vocational educational and training association (IVETA) is a network of vocational educators. Our network includes vocational skills training organizations business and industrial firms, and individuals and groups interested or involved in vocational education and training worldwide.

IVETA is dedicated to the advancement and improvement of High Quality Vocational Education and training throughout the world. IVETA is working to create a new era in communication between our members and the TVET (Technical and Vocational Education and Training) industry across the globe. IVETA members come from all walks of life. IVETA encourages participation from public, Private, Governmental and Non-Governmental Sectors.

AI India Board for Education & Training has been accepted as organizational member of JVETA in the USA.

UNEVOC-UNESCO

UNESCO's designated centre for technical and vocational education and training (TVET), UNESCO-UNIVOC supports Member States in their efforts to strengthen and upgrade their TVET system. TVET is focused on the acquisition of knowledge and skills for the world of work, and helps youth and adults develop the skills needed for employment, decent work and entrepreneurship while supporting inclusive and sustainable economic growth.

UNESCO-UNIVOC promotes increased opportunities for productive work, sustainable livelihoods, personal empowerment and socio-economic development, especially for youth, women and the disadvantaged, through UNESCO. UNESCO is the United Nations Educational, Scientific and Cultural Organization. It seeks to build peace through international cooperation to the achievement of the Sustainable Development Goals defined in Agenda 2030, adopted by the UN General Assembly in 2015. It is one of the 15 specialized agencies reporting to the United Nations Economics and Social Council (ECOSOC), which is the primary body responsible for coordinating all the economic, social and related work of the United Nations.

Vocationalisation of Secondary Education

Vocational Education in a much broader sense cover education and skill development at all levels from post primary to tertiary education - both through formal and non-formal programmes. Vocational Education at the +2 stage, also known as higher secondary stage, develop competencies (knowledge, skills and attitude) required by a specific occupation or a group of occupations, through diversified vocational courses to prepare pupil for the world of work, especially for self-employment.

A Centrally Sponsored Scheme on vocationalisation of secondary education provides for diversification of educational opportunities so as to enhance individual employability, reduce the mismatch between demand and supply of skilled manpower and an alternative for those pursuing higher education. The scheme provides for financial assistance to the states/uts to set up administrative structure, area vocational surveys, preparation of curriculum, text books, work book curriculum guides, training manuals, teacher training programme, strengthening technical support system for research and development, training and evaluation etc. Under the Scheme,

- Vocational education is provided in 9,619 schools with 21,000 sections covering about 1 million students. It is proposed to expand vocational education to 20,000 schools and the intake capacity to 2.5 million by 2011-12.
- About 150 job oriented courses at +2 level are being provided in the areas of Agriculture, Business & Commerce, Engineering and Technology, Home Science, Health and Paramedical, Social sciences, humanities etc.

The vocational education programmes will be restructured with demand driven curriculum and a structured workplace hands on training/exposure. Greater emphasis will be on service sector with soft skills and computer literacy, flexi-time. Other features include compulsory partnership with employers who provide trainers and internship, advise on curricula, participate in assessment and certification. The programme will ensure mobility between vocational, general and technical education and multiple entry exit options. The 11th and 12th grade students have access to around 160 vocational courses offered in about 6,000 schools of the 32 States/Union territories of the country.

Revamped Scheme of Vocationalisation of Higher Secondary Education

The proposed major modifications under the scheme are –

- Strengthening of existing Vocational Schools and establishing new vocational schools.
- Expansion of intake capacity during 11th Plan.
- Development of competency based modular Vocational courses of varying duration
- Revision of the existing system from supply based to demand based.
- Setting up/constitution of various bodies/committees for governance monitoring and implementation of the National Vocational Qualification Framework.
- Setting up of Central Board and State Boards of Vocational Education (CBVE) and (SBVE) for accreditation/affiliation, examination certification and equivalence.
- Provision of pathways among 14 Indian qualifications for vertical and horizontal mobility.
- Provision of multiple-entry, multiple exit and flexibility in delivery.
- Provision of joint-responsibility of academic Institute and Industry/Employer for making a person employable.



ESTD - AIBET 2008

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प्रामाणिक होंगे एनजीओ के दिए गए कौशल प्रमाणपत्र, दिलाएंगे रोजगार

मिस्टर रक्ता • जागरण

नई दिल्ली: क्षिक्षसनीयता पर लगे तमाम प्रश्न विस्तों के क्षरण मोदी सरकार ने गैर सरकारी संगठनों (एनजीओ) को भूमिका को नियन्त्रित किया है, लेकिन समाज में व्यापक पहुंच रखने वाली इन संस्थाओं की शक्ति को भी जनहित में बुनाने की तैयारी सरकार कर रही है। कौशल विकास एवं उद्यमशीलता मंत्रालय के अधीन क्यर्यरत राष्ट्रीय व्यावसायिक शिक्षा एवं प्रशिक्षण परिषद (एनसीवीईटी) ने निर्णय किया है कि अपने स्तर से विभिन्न क्षेत्रों में कौशल प्रशिक्षण देने वाली गैर सरकारी व गैर लाभकारी संस्थाओं (एनपीओ) का नियमितीकरण किया जाएगा। उनके

- एनजीओ-एनपीओ का मानकीकरण कर स्किल ईको-सिस्टम के विस्तार की तैयारी
- एनसीवीईटी ने विभिन्न संस्थाओं व कारपोरेट प्रतिनिधियों के साथ मंथन कर बनाई गाइडलाइन

पाठ्यक्रमों में एकरूपता लाकर प्रशिक्षण प्रमाण-पत्रों का मानकों के अनुरूप और प्रामाणिक बनाया जाएगा, ताकि स्किल ईको-सिस्टम इनके सहारे समाज के अंतिम छोर तक पहुंचे और अधिक से अधिक युवा रोजगार-स्वरोजगार के लिए तैयार हो सकें।

एनसीवीईटी का मानना है कि एनजीओ-एनपीओ का दायरा बहुत बड़ा है। ये संस्थाएं गरीब, पिछड़े व

आदिवासी यां के बीच काफ़ी काम करती हैं। इनमें तमाम संस्थाएं अपने स्तर से कौशल कार्यक्रम चलाती हैं। उनमें अन्यदी प्रशिक्षण ले भी लें तो प्रामाणिक या कोई मानक न होने के कारण उनको स्वीकार्यता उद्योगों-कारखानों व शिक्षण संस्थाओं में नहीं होती। इसे देखते हुए ही इस दिशा में काम शुरू हुआ है कि कौशल प्रशिक्षण के क्षेत्र में काम करने वाली गैर लाभकारी, गैर सरकारी संस्थाओं का नियमितीकरण कर उन्हें ईको-सिस्टम में शामिल कर विश्वसनीय बनाया जाए। इसके लिए एनसीवीईटी की ओर से पिछले दिनों दो बैठकें देश के प्रमुख एनजीओ और कारपोरेट प्रतिनिधियों के साथ कीं।



No. 110729

संस्थाओं के निवन्धन का प्रमाण-पत्र

क्रमा. 111.

(दिन 21, 1860)

मंद 200. 2002.

मैं इसके द्वारा प्रमाणित करता हूँ कि डॉ अब्बेदकर चिन्तन

समाजिक शौध संस्थान

सोसाइटीज रजिस्ट्रेशन एक्ट 21, 1860 के अधीन अज्ञे यथावत् निवन्धित हुआ हुई।

आज तारीख बारह मात्र बूर्त बैलो हजार रुपयों को पटना में मेरे हत्ताजर के साथ दिया गया।

थात्ते, प्रहानि रोधार, निष्पन्न, बिहार, रुपा।
दिनांक 12. 6. 01

ALL INDIA BOARD FOR EDUCATION & TRAINING



Run by Dr. Ambedkar Chintan Samajik Bodh Sangathan

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9576740702
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Affiliation, Accreditation & Membership : India & Abroad

(Autonomous Board for Secondary & Post Secondary Education)

Ref. No.

Date.



Notification No. P.26/4/52 C.C.
Bharat Sarkar/Government of India
Grih Mantralaya/Minister of Home Affairs

.....
New Delhi, the 20th September, 1952

Subject: Recognition of the Examinations.

According to the Ministry of Home Affairs, Government of India, Notification No. F. 26/4/52 C.C. dated 20th September, 1952 issued in consultation with the Union Public Service Commission that in case of Degree/Diploma awarded by Boards and Universities in India which are incorporated by one act of Central or Part A/Part B State Legislature in India, no formal orders recognizing such Degree or Diploma need be issued by Government.

Such Degree/Diploma should be recognized automatically for the purpose of employment.

Sd/-
(Harish Chandra)
Under Secretary to the Govt of India



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Under Secretary to the Govt of India



29/9/52
Signature
NOTARY
GOVT OF BIHAR