

Technical Education

By the end of the unit, the students will be able to:

- Use pre-reading strategies to predict the content of a text from topic / picture, title / headings, key words and visuals etc. by using prior knowledge, asking questions and contextual clues.
- Skim text to
 - have general idea of the text.
 - infer theme/ main idea.
- Apply critical thinking to interact with text, use intensive reading strategies (while-reading) to
 - scan to answer short questions.
- Write a persuasive/argumentative essay on a given topic to
 - state an opinion on the topic.
 - list ideas and arguments that support opinion.
- Analyze passages in the text to identify the theme/ general subject, key idea/ central thought (a statement about the general subject) and supporting details.
- Recognize that the theme of a text is carried in a thesis statement.
- Use various reference sources for interpersonal, academic and workplace situation including figurative, idiomatic and technical vocabulary.
- Identify, analyze and construct conditional sentences.
- Analyze and construct simple, compound and complex sentences.

Technical Education

The key to economic growth and industrialization is a skilled and well-trained workforce. We are at the crossroads of the history with a number of opportunities knocking at our door. Now it is up to us whether we avail of the opportunities or just let them go wasted. This is a critical time of our history when the country is passing through the demographic transition. This is the time to develop the youth by training them in various skills through investment with the purpose of education and training. By developing this resource, we can capitalize the demographic dividends. This requires political commitment to make decisions to allocate adequate funds to human resource development and equip our youth with modern skills especially through education and training.

Pakistan currently has the largest generation of young people in its history. According to a recent United Nations Development Program report, 64 percent of the total Pakistan population is below the age of thirty that makes it the second youngest country in South Asia after Afghanistan and one of the youngest in the world. This "youth bulge" provides unique challenges as well as opportunities for the country's social and economic progress. The critical question is, will Pakistanis grow older before they get richer? The answer to this question lies in the country's development and implementation of a strategy to educate and utilize the potential of Pakistan's young population.

Pakistan's vocational education and training (TVET) system is facing multiple challenges including access, quality, equity and relevance to industry. Three million young people enter the job market each year but the TVET sector can accommodate less than half a million trainees annually in its more than 3500 institutes across the country. Even the graduates of these institutes find it hard to get jobs because they do not have specific skills valued in the market. If this trend continues, it would further aggravate the unemployment problem and thus affect the economic growth in the long run.

Perhaps the biggest advantages of technical and vocational education training (TVET) to economy are to help fight unemployment and alleviate poverty. In fact, it



has also been referred to as a solution to terrorism, crimes and other social problems. The time is ripe for such investment and setting the goals for our future course of action. We need to make policies which are not only relevant but implementable. We have the best policies of the World in every department of the government but we fail to implement it effectively. So along with the policy options we need to look into the issues of implementation as well.

In the field of technical education, Pakistan should learn from developed countries like Japan and Germany. These two countries positively transformed their economies after World War-II through a laser-beam focus on technical and vocational education. Japan became a giant in the field of technology and one of the world's leading economies by developing a skilled and trained workforce. Germany, the fourth largest economy in the world today, prides itself on its Vocational Education and Training (VET) system. More than one-third (33%) of all students who graduate from secondary school in Germany enter a vocational training program and about 51 percent of the country's workforce, are skilled workers trained in the VET system.

The Father of the Nation, Quaid-e-Azam Muhammad Ali Jinnah, had also stressed the need for scientific and technical education to build the economic future of Pakistan. In his Speech at the Dhaka University Convocation on March 24th 1948, he said, "Now I want that you must divert your mind, your attention, your aims and ambition to other channels and other avenues and fields that are open to you and will increasingly become so. There is no shame in doing manual work and labour. There is an immense scope in technical education for we want technically qualified people very badly."

The current state of TVET is not very encouraging. We need at least a million skilled workers every year to cater to our industry and other sectors. The strength of skilled workers in the country however remains just around 300,000. It is hurting to note that hardly 16.3 per cent of the youth cohort completes secondary education, with the result that more than three-quarters leave educational institutions without foundational or life skills. The majority of Pakistan's emerging labour force is either without education and skills or has very little



of both. Thus the sustainable delivery of quality TVET is critical to the attainment of Pakistan's economic development goals.

The other challenge of the system is that it does not give due importance to vocational and technical education. This resulted in the mismatch between the skilled manpower required and the skilled manpower available. Majority of the workers in the tattered economy have never been to vocational training institutions. Moreover, vocational training courses lack market responsiveness. The contribution of the industry in the development of curricula is also limited. Due to this reason there are insufficient linkages with industries and coverage of trades in the service sector which has higher employment potential.

The training infrastructure is weak and outdated and there is a shortage of trained teachers and trainers to handle courses and train at the geographic level. Moreover, lack of adequate buildings, modern equipment and raw material makes it hard to organize courses. The other noticeable challenge, as one of the reasons, is unattractiveness of vocational education because of the low financial returns received by vocational and technical graduates. There are limited scholarship schemes and the drop-out rate of graduates is high because of non-availability of sufficient scholarships. In Pakistan, people are obsessed with grabbing a graduation degree and generally look down upon vocational education. This has resulted in a situation where, on one hand, there are scores of unemployed graduates while on the other, there is a huge shortage of skilled workers such as plumbers, electricians etc. The formal training system because of its educational entry requirements and long duration of courses is designed to exclude the under-privileged informal sector workers. Above all, lack of equivalence for employment purposes, vertical mobility, lack of convergence between various agencies and recognition are compounding the problem.

Vocational education should be provided out of the mainstream education and there is a need to expand and upgrade the existing TVET system. The emphasis on TVET may have been stronger on tertiary programmes, yet there is a need to create clear and strong linkages with the general vocational education and training system. Technical education needs to be expanded so as to prompt the research trend in educational institutions;

The educational pattern at the school level needs to be redesigned to facilitate skill development. Integration of vocational education is needed at this level. It should be subsidised and scholarships/stipends should be awarded to deserving students. Substantial expansion and improvement in quality of vocational education and training

is required at all levels for raising employability and productivity. Proper teaching materials must be developed keeping in view the requirements of different trades. The course curricula should be revised periodically through flexible approaches based on the learning outcome. More and more popular and market-oriented courses need to be introduced. Vocational education should be more computer-based and computerized programmes should be part of the general curriculum. The pattern of training should meet the new and changing business requirements. There is a need for creation of extensive skill development opportunities and infrastructure; The vocational education system should be made more flexible and inclusive for sustainable growth; The government should introduce suitable reforms and strengthen vocational education and training. It should make a clear policy to facilitate capacity expansion through private sector's participation. It should also make investments in vocational training institutes and subsidise education for deserving students. The government should actively work on promotion of industry and academia interaction to narrow the existing gap between demand and supply of skilled workers. Moreover, awareness among the general public about these programmes should be created extensively. There is a lack of awareness about the type of courses, trades, institutions and opportunities available in case of TVET. The awareness campaign should be such that it provides all possible information in various fields through various means.

Adequate publicity is needed to improve the image of vocational education and training institutes and centers. Universities should also develop skill development centers with autonomy. Vocational education is not easily accessible to deserving students, particularly in rural areas. It is, therefore, essential to plan vocational education at the post-secondary level through distance learning mode to help the unemployed youth, rural people, drop-outs and unskilled industrial workers to improve their knowledge, skills and job potential.

If suitable and updated policies and schemes were implemented in letter and spirit in the field of Vocational and technical education, it can sail the country through current rough waters towards bright future with high employment and sustainable economic growth.

Reference & Source

Technical Education

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Glossary

Word	Meaning
accommodate(v)	to provide somebody with a room or place to sleep, live or sit
adequate (adj.)	enough in quantity, or good enough in quality, for a particular purpose or need
aggravate(v)	to make an illness or a bad or unpleasant situation worse
alleviate(v)	to make something less severe
autonomy(n)	the freedom for a country, a region or an organization to govern itself independently
bulge(v)	to be completely full (of something), to stick out from something in a round shape
capitalize(v)	to sell possessions in order to change them into money
cohort(n)	a group of people who share a common feature or aspect of behaviour
convergence(n)	the process of moving together from different directions and meeting; the point where this happens
demographic (adj.)	data relating to the population and different groups within it
dividend(n)	an amount of the profits that a company pays to people who own shares in the company
extensively(adv.)	in a way that covers a large area
grab(n)	to take or hold somebody/something with your hand suddenly or roughly
immense(adj.)	extremely large or great
integration(n)	the act or process of combining two or more things so that they work together
laser-beam (n)	a narrow, intense beam of light produced by a laser.
mainstream(adj.)	the ideas and opinions that are thought to be normal because they are shared by most people; the people whose ideas and opinions are most accepted

obsessed(v)	to completely fill your mind so that you cannot think of anything else, in a way that is not normal
oriented(v)	to direct somebody/something towards something; to make or adapt somebody/something for a particular purpose
prompt(v)	to make somebody decide to do something; to cause something to happen
subsidise(v)	to give money to somebody or an organization to help pay for something; to give a subsidy
sustainable(adj.)	that can continue or be continued for a long time
tattered(adj.)	old and torn; in bad condition
technical(adj.)	connected with the practical use of machines, methods, etc. in science and industry
tertiary(n)	to give money to somebody or an organization to help pay for something; to give a subsidy
vocational(adj.)	connected with the skills, knowledge, etc. that you need to have in order to do a particular job

Reading Comprehension

1. Why do we need more technical education than general education in Pakistan?
2. How did technical education help Japan and Germany recover their economy after World War II?
3. Why is a linkage between the industries and the technical education training centres necessary?
4. What measures do you suggest for improving the technical education structure of Pakistan?
5. How can technical education help in strengthening the economy of Pakistan?

Writing Suggestions

Write an argumentative essay on 'Need for Technical Education in Our Country' by stating and opinion about the topic and list ideas that sport opinion.

Oral Communication

Pakistan needs skilled manpower through technical education for development, while everyone here wants to become an officer by getting general education. This trend must change. Make groups and Discuss.

Vocabulary and Grammar

A. Following are some words related to economics. Place each word in the given blanks that best define this word.

1. client, customer

A _____ is someone who buys goods or services. A _____ receives professional services.

2. career, job

A _____ is what someone does in exchange for money. A _____ is a professional trajectory that includes both past and present jobs.

3. coworkers, colleagues

A _____ is someone who works on your team or for your company. A _____ is a professional who works in your industry, but not necessarily for the same company.

4. top-of-the-line, expensive, premium, overpriced

_____ simply means that something costs a lot. _____ means that something costs more than it should. _____ and _____ have a positive connotation and communicate that something is high quality.

5. ordinary, standard, run-of-the-mill, , familiar, well-known, common

_____ and _____ have a neutral connotation. _____ and _____ have more of a negative connotation. _____ and _____ have a positive connotation.

6. rich, well-off, well-to-do, wealthy

_____ is direct term that we often try to avoid. _____ is a more polite way to communicate that someone has a lot of money. _____ and _____ are euphemistic, indirect ways to communicate that someone has a lot of money.

7. approach, method, Strategy, scheme, , plot,

_____ and _____ have a negative connotation. _____ and _____ sound more positive.

8. plant, sweatshop, factory, manufacturing, workshop

_____ and _____ are synonyms. _____ has a negative connotation and communicates that people work long hours for little pay. A _____ is smaller than a _____. Also, a _____ is a place where things might be manufactured and/or repaired.

9. warranty, guarantee

A _____ is a written document stating that a product will be repaired or replaced if it becomes defective. A _____ is not always written and usually not as specific as a warranty. A more complete explanation of the difference can be found here.

10. Ashamed, embarrassed, mortified

Someone _____ has done something morally wrong and feels guilty about it. Someone _____ has done something that will cause others to think less of him (but not something morally wrong). _____ is a stronger version of embarrassed.

11. Manager, supervisor, boss

_____ has a negative connotation whereas _____ and _____ do not. Also, a _____ is in charge of people whereas a _____ may have additional responsibilities, such as meeting the financial objectives of the company.

12. expense, cost, investment, price

_____ and _____ have a neutral connotation. _____ has a negative connotation. _____ has a positive connotation as it suggests that the benefit of the purchase will outweigh the cost.

13. Plenty, sufficient, adequate,

_____ has a more positive connotation than _____. _____ communicates that there is "barely enough." _____ communicates that there is enough. _____ communicates that there is much more than what is needed.

14. to come up short, to fail, to miss the mark

_____ has a negative connotation. _____ and _____ have a more positive connotation.

15. youthful, immature, young

_____ has a neutral connotation, _____ has a positive connotation, and _____ has a negative connotation.

16. to stare, to glare, to look, to watch,

We typically use _____ to communicate that someone is visually focusing on something that is not moving (_____ at the screen, _____ at me, _____ at the picture, _____ at the chart/graph, etc.). We use _____ to communicate that someone is visually focusing on something that is moving (_____ the game, _____ the race, etc.). To _____ means to look at someone without averting one's eyes. _____ means to stare at someone with hatred or disapproval.

17. Sincere, honest

If someone is being _____, they are telling the truth. If someone is being _____, they are being genuine and their actions and words reflect how they really feel. As this page points out, sometimes the words can be used as synonyms.

18. thrifty, frugal, stingy, cheap

_____ and _____ have negative connotations. _____ and _____ have positive connotations. Also, _____ refers to not wanting to part with money, but _____ refers to not wanting to part with something of value (money, time, food, etc.).

19. unique, odd, strange, weird, unusual

_____ is neutral. _____, _____, and _____ have a negative connotation. _____ has a positive connotation.

B. Put in the correct third conditional verb form:

- If you _____ (not / be) late, we _____ (not / miss) the bus.
- If she _____ (study), she _____ (pass) the exam.
- If we _____ (arrive) earlier, we _____ (see) Ajmal.
- If they _____ (go) to bed early, they _____ (not / wake) up late.
- If he _____ (become) a musician, he _____ (record) a CD.
- If she _____ (go) to art school, she _____ (become) a painter.
- If I _____ (be) born in a different country, I _____ (learn) to speak a different language.
- If she _____ (go) to university, she _____ (study) English.
- If we _____ (not / go) to the party, we _____ (not / meet) them.
- If he _____ (take) the job, he _____ (not / go) travelling.
- He _____ (be) happier if he _____ (stay) at home.
- She _____ (pass) the exam if she _____ (study) harder.
- We _____ (not / get) married if we _____ (not / go) to the same university.