

HECVERT PROFILE

Welcome

Higher Education Council of Vocational Education Research Training is an autonomous body, Recognized by Government of India, New Delhi. During the British period, Wood's Dispatch of 1854 contemplated pre-vocational education. Indian Education Commission (1882), popularly known as Hunter commission also recommended the introduction of practical subjects in secondary schools Mahatma Gandhi, for the first time, insisted that manual and productive work should not only be an integral part of education but should center round it. The Education commission (1964-66) also recommended a 10-year schooling and diversification into two streams – academic and vocational at plus 2.

Education is an endless process needed for the development of any nation. India being one of the developing country concentrates on four aspects of youth education as maximum percent of youth are in our country and who are going to build this universe. The four central aspects of youth education are identified as: (1) lifelong learning; (2) an amplified version of basic education which includes pre-school, elementary and secondary level education; (3) links between formal and non-formal education; and (4) education for work.

First three are practiced by all the schools but the schools less concern the last one education for work. This aspect can be affected by means of vocational training.

The role of education in facilitating social and economic progress has long been recognized. Education improves functional and analytical ability and thereby opens up opportunities for individuals and also groups to achieve greater access to labour markets and livelihoods. A better educated labour force is essential if we are to meet the labour supply requirements of faster growth. Education is not only an instrument of enhancing efficiency but is also an effective tool of widening and augmenting democratic participation and upgrading the overall quality of individual and societal life.

Skills and knowledge are the engines of economic growth and social development of any country. Countries with higher and better levels of knowledge and skills respond more effectively and promptly to challenges and opportunities of globalization. India is in transition to a knowledge-based economy and its competitive edge will be determined by the abilities of its people to create, share and use knowledge more effectively. This transition will require India to develop workers into knowledge workers who will be more flexible, analytical, adaptable and multi skilled.

In the new knowledge economy, the skill sets will include professional, managerial, operational, behavioral, inter personal and inter functional skills. To achieve this goal, India needs flexible education and training system that will provide the foundation for learning, secondary and tertiary education and to develop required competencies as means of achieving lifelong learning.

HECVERT is trying to make the vocational training programmed successful all over India to uplift Youth.

Our Mission

Towards becoming a 'Centre of Excellence' in only regular courses by offering Quality Training Programmes to meet the current and emerging needs of the adult population, by widening the access to vocational training and by functioning as a catalyst to bridge social, economic and to be a major part in developing India.

Our Vision

Higher Education Council of Vocational Education Research Training shall make available innovative, socially relevant educational provisions that are Learner-centered, seamless and are of High-quality by employing appropriate vocational training equity in education, sustainable social transformation and composite national development.

National Knowledge Commission Recommendation

The National Knowledge Commission (NKC) considers Vocational Education and Training (VET) as an important element of the nation's education initiative. In order for VET to play its part effectively in the changing national context and for India to enjoy the fruits of the demographic dividend, there is an urgent need to redefine the critical elements of imparting vocational education to make them flexible, contemporary, relevant, inclusive and creative. The Government is well aware of the important role of VET and has already taken a number of important initiatives. Through consultations with industry groups, academics, civil society and practitioners, NKC has deliberated ways and means to strengthen these initiatives and recommends the following long and short-term strategies.

1. Placing Vocational Education entirely under the Ministry of Human Resource Development.
2. Increasing the flexibility of VET within the mainstream education system.
3. Quantifying and monitoring the impact of vocational education.
4. Increasing resource allocation to vocational education.
5. Expanding capacity through innovative delivery models.
6. Enhancing the training options available for the unorganized and informal sector.
7. Strengthening the current institutional structure.
8. Ensuring a robust regulatory and accreditation framework.
9. Undertaking a re-branding exercise.

We, Higher Education Council of Vocational Education Research Training aims at developing rural and urban students and thereby our Indian Economy by providing quality Vocational Training Programmes following National Knowledge Commission's recommendation...

Apprentices Act of 1961

Under the Apprentices Act of 1961, the employers covered under the Act are obliged to take a certain number of apprentices as per the specified ratio and provide training facilities in accordance with the prescribed circular in various designated trades. There are 136 designated trades. 217 industries of various categories have been specified to train apprentices, the number of apprentices undergoing training varies from one year to four years depending upon the designated trade. The minimum educational qualification for entering the trade varies from a pass in Std. V to H.S.C.