

**TECHNICAL SESSION - IV**

## New Education Policy 2020: Strategic Priorities for VET System in India



▶ **Technical Session-IV : Presentation- III**  
**Promoting Social and Digital Media in  
Vocational Education and Training**

▶ **Speaker**  
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### ABSTRACT

Digital skills and competencies are driving forces of innovation and competitiveness of G20 economies and partner countries. Digitalisation is changing some occupational fields and professions as requirements to employees' qualifications evolve. Thus, digital literacy and digital skills should be elements of all forms of education and professional training over the life cycle. The COVID-19 pandemic has been a perfect storm, destroying jobs, increasing inequality. Asia's labor markets suffered, with unemployment surging, labor force participation plunging, and job losses concentrated in industries with lower wages and among women and youth. Technical and Vocational Education and Training (TVET) programs are well-placed to play an important role in the COVID-19 pandemic. Right now, however, more than 1.2 billion students worldwide are affected by school closures amid COVID-19, including in the TVET system. Learning is often being done remotely, through the internet, television or radio, for example. However, the degree to which learning can still take place outside the classroom, including in TVET, is often limited by lack of access to electricity, internet connectivity, devices or media, learning platforms, or the inadequate preparation of instructors and students for remote education. The ILO and UNESCO assert that while raising the demand for new skills, digital technologies are also creating new opportunities and challenges for TVET and skills development systems. Digitalisation reshapes the way people work and the type of work they do. Some students, particularly women and girls, face additional constraints in terms of time availability. Digital transformation leads to massive changes in the skill sets needed for work and life. Successful use of digital technologies is also a key factor in meeting the Sustainable Development Goals. Hence, Social media impact in promoting TVET and building bridges between its stakeholders is key for a post covid world where digital media will be just not an enabler but a fulcrum to all future TVET strategies.

## **BRIEF CV**

**Mr. Rajat Khawas** is a TVET enthusiast with an entrepreneurial mind set contributing to the skills ecosystem globally. He has been part of core leadership team member of the first UK-India Skills Joint venture-Manipal City & Guilds -start up from Oct 2009. Has established the Assessment & certification, Accreditation business-as a third-party Assessment body. He is also building upon the not-for-profit initiative which he founded -Joint Policy Advisory Group into a for profit Consulting, Policy and Research initiative which can be sustainable and can support the skills ecosystem with evidence based, qualitative inputs. In last 5 years - have played different roles and is part of the top Leadership team to steer the organisations direction towards a successful, sustainable organisation based on high quality Assurance approach and occupational standards-based approach. He was the founding member for the Joint Policy Advisory group- a policy and research initiative in the skills space which was initiated to help policy makers get evidence-based inputs to facilitate actionable steps. He has been a Skills Consultant and been part of many national Level bodies. He worker as an Executive Editorial board of NCERT JIVE and one of the Top 10 contributor at the UNESCO skills Forum.