

**F. No. - 1-9/2016-RMSA-IV/VE**  
**Government of India**  
**Ministry of Human Resource Development**  
**Department of School Education & Literacy**

Shastri Bhawan, New Delhi  
24<sup>th</sup> March, 2017

To,  
Principal Secretaries (School Education) of all States/UTs

Subject:- Guidelines for enlisting quality contractual vocational trainers in schools.

Sir,

As you are aware, a meeting was held on 10<sup>th</sup> March, 2016 on 'Education' under the chairpersonship of Hon'ble Prime Minister. In the meeting, it was decided to finalise framework for the States to enlist quality contractual vocational trainers in schools. As decided, the guidelines for enlisting quality contractual vocational trainers in schools have been finalised and enclosed herewith. It is requested that while engaging vocational teachers/trainers, the criteria as laid down in the enclosed guidelines may be considered for compliance.

Yours faithfully,



(P.P Gupta)

Deputy Secretary to the Government of India

Encl:- As above

# **Guidelines for enlisting Quality Contractual Vocational Trainers in Schools**

## **1.0 Introduction**

Vocational teachers/trainers form the backbone of Vocational Education being imparted as an integral part of Rashtriya Madhyamik Shiksha Abhiyan (RMSA). They are directly involved in teaching of vocational subjects and also serve as a link between the industry and the schools for arranging industry visits, On-the-Job Training (OJT) and placements. These guidelines have been prepared with an aim to help and guide the States in engaging quality Vocational teachers/trainers in the schools. Various parameters that need to be looked into while engaging the Vocational teachers/trainers are mode and procedure of selection of Vocational teachers/trainers, Educational Qualifications, Industry Experience, Certification/Accreditation.

## **2.0 Engagement of Vocational Trainers**

The State may engage Vocational teachers/trainers in schools approved under the component of Vocationalisation of Secondary and Higher secondary Education (VS&HSE) under Rashtriya Madhyamik Shiksha Abhiyan (RMSA) in the following ways:

- i) directly as per the prescribed qualifications and industry experience suggested by the PSS Central Institute of Vocational Education (PSSCIVE), NCERT or the respective Sector Skill Council (SSC); or
- ii) through Vocational Training Providers accredited under the National Quality Assurance Framework (NQAF\*) approved by the National Skills Qualification Committee on 21.07.2016. If the State is engaging vocational teachers/trainers through the Vocational Training Provider (VTP), it should ensure that VTP should have been accredited at NQAF Level 2 or higher.

\*The National Quality Assurance Framework (NQAF) provides the benchmarks or quality criteria which the different organisations involved in education and training must meet in order to be accredited by competent bodies to provide government-funded education and training/skills activities. This is applicable to all organizations offering NSQF-compliant qualifications.

The educational qualifications required for being a Vocational teacher/trainer for a particular job role are clearly mentioned in the curriculum for the particular NSQF compliant job role. The State should ensure that teachers/trainers deployed in the schools have relevant technical competencies for the NSQF qualification being delivered. The Vocational Teachers/Trainers preferably should be certified by the concerned Sector Skill Council for the particular Qualification Pack/Job role which he will be teaching. Copies of relevant certificates and/or record of experience of the teacher/trainer in the industry should be kept for record.

### **3.0 Selection Procedure for Vocational Teachers/Trainers**

To ensure the quality of the Vocational Teachers/Trainers, the State should ensure that a standardized procedure for selection of Vocational Teachers/Trainers is followed. The selection procedure should consist of the following:-

- i) Written test for the technical/domain specific knowledge related to the sector;
- ii) Interview for assessing the knowledge, interests and aptitude of trainer through a panel of experts from the field and state representatives; and
- iii) Practical test/mock test in classroom/workshop/laboratory.

In case of appointment through VTPs, the selection may be done based on the above procedure by a committee having representatives of both the State Government and the VTP.

### **4.0 Capacity Building and Training**

The State should ensure that the Vocational Teachers/Trainers who are recruited undergo induction training of 20 days for understanding the scheme, NSQF framework and Vocational pedagogy before being deployed in the schools.

The State should ensure that the existing trainers undergo in-service training of 5 days every year to make them aware of relevant and new techniques/approaches in their sectors and understand the latest trends and policy reforms in vocational education.

### **5.0 Jobs and Responsibilities**

The Head master/Principal of the school where the scheme is being implemented should facilitate and ensure that the Vocational Teachers/Trainers:

- (i) Prepare session plans and deliver sessions which have a clear and relevant purpose and which engage the students;
- (ii) Deliver education and training activities to students based on the curriculum to achieve the learning outcomes;
- (iii) Make effective use of learning aids and ICT tools during the class room sessions;
- (iv) Engage students in learning activities, which include a mix of different methodologies, such as project based work, team work, practical and simulation based learning experiences;
- (v) Work with the school management to organise skill demonstrations, site visits, on-job trainings, and presentations for students in cooperation with industry, enterprises and other workplaces;
- (vi) Identify the weaknesses of the students and assist them in upgradation of competency;
- (vii) Cater to different learning styles and level of ability of students;
- (viii) Assess the learning needs and abilities, when working with students with different abilities;
- (ix) Identify any additional support the student may need and help to make special arrangements for that support;
- (x) Provide placement assistance

## **6.0 Annual Appraisal**

Assessment and evaluation of Vocational Teachers/Trainers is very critical for making them aware of their performance and for suggesting corrective actions. The States/UTs should ensure that the performance of the Vocational Teachers/Trainers is appraised annually.

Performance based appraisal in relation to certain pre-established criteria and objectives should be done periodically to ensure the quality of the Vocational Teachers/Trainers. Following parameters may be considered during the appraisal process:

1. Participation in guidance and counselling activities conducted at Institutional, District and State level;
2. Adoption of innovative teaching and training methods;
3. Improvement in result of vocational students of Class X or Class XII;
4. Continuous upgradation of knowledge and skills related to the vocational pedagogy, communication skills and vocational subject;
5. Membership of professional society at District, State, Regional, National and International level;

6. Development of teaching-learning materials in the subject area;
7. Efforts made in developing linkages with the Industry/establishments;
8. Efforts made towards involving the local community in Vocational Education;
9. Publication of papers in National and International Journals;
10. Organisation of activities for promotion of vocational subjects;
11. Involvement in placement of students/student support services.