

TVET Teacher Training Programmes and Institutions in India

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Context

- India expected to have largest working age population 962 million by 2030
- World's youngest country by 2020 with an average age of 29 years; 40 years in USA, 46 years and 47 years for Europe and Japan respectively
- Second largest economy by 2050
- Formal Vocational skill training -2.3%; Germany 75%, Japan 80%, South Korea 96%, UK 68% & USA 52%.
- Annual Skilling capacity - approx. 7 million whereas about 12 million enter the workforce

Aim & Objectives

Aim: To study the TVET Teacher Training Programmes and Institutions in India

Objectives:

- To study the training programmes and institutions for teachers of vocational education in schools.
- To study the training programmes and institutions for teachers of Technical Education.
- To study the training programmes and institutions for teachers of vocational training in Industrial Training Institutes.

TVET System

- Central Agencies formulating Policies & running TVET Institutions
 - Dept. of Sch. Edu. & Literacy (MHRD) & Higher Edu. – **Vocational Education** at Sr. Sec. Schools & Higher Education
 - Dept. of Higher Education (MHRD)- **Technical Education**
 - Directorate of General Training (MSDE)- **Vocational Training**

Institutions Responsible for TVET Teachers Training

- **PSSCIVE** – Training Programmes are the core of PSSCIVE. They address the specific needs identified by states and are organised in collaboration with state vocational authorities. It provides academic support in these programmes.
- **NSDC** - Training Providers recruits teachers and monitors training delivery, OJT & guest lectures in schools.
- **NITTTR** - For training of Polytechnic teachers to undertake activities in the area of Education, Planning & Management, Curriculum development for implementation & Research. Long term & Short Term Training Programmes.
- **DGT** - Coordination & Implementation of Instructors vocational training through the *Central Institutes of Training*. In addition to these, *Institute for Training of Trainers* (ITOTs) also conducts training for Instructors.

Findings

Teachers' qualifications, standards and competence profiles

- *For Vocational Education Teachers in schools-* Qualifications prescribed by PSSCIVE/Sector Skills Council/ Training Providers. PG & one year teaching or industry experience. For certain trades it is relaxed to graduation or diploma. Qualifications may vary with sector but industry experience is mandatory. Guidelines for quality contractual vocational trainers-MHRD.
- *For Teachers of Technical Education Institutes -* As per the AICTE Regulations. B.E./B.Tech. & ME/M.Tech. in relevant branch with first class or equivalent.
- *For Vocational Training Teachers of ITI-* For every unit in a trade, one instructor should be ITI pass out with National Craft Instructor Certificate and one should possess degree or diploma in Engineering who will be trained in CITS (1 yr.) . The academic qualification is minimum 10th grade pass with technical qualification of four yrs degree or three yrs diploma in Engineering. After Acquiring technical qualification, experience in trade relevant field of one year for degree & 2 yrs for diploma holders.

Admission Process

- There is no Pre-Service teacher training
- However, for school level vocational teachers Mahatma Jyotiba Phule Rohilkhand University, Bareilly offers a B.Ed. Programme with specialisation in vocational education. Teachers who are engaged in vocational teaching can undergo induction training & in-service training.
- For technical institutes, teacher training depends on state training policies.
- For ITI teachers admission through Common Entrance Examination for Crafts Instructor Training Course. Eligibility condition for above exam. is NCVT certificate in relevant trade or diploma/degree. Admission criteria vary with trade.

Structure & Organisation of Teacher Training Programmes

- Vocational teachers recruited for schools undergo 20 days Induction Training & 5 days in-service training every year. Teachers are made aware of their function as role models, job roles & responsibilities.
- Technical Institute Teachers who are newly recruited are deputed for 2-3 weeks induction training. For career advancement AICTE prescribed training programmes are required. In-service training for 1-2 weeks. Sometimes teachers are also sponsored to undergo training at Colombo Plan Staff College (CPSC) Manila & some of the IIM.
- DGT conducts refresher training for ITI instructors through The initial training is for 1 year & refresher training varies from few days to few weeks.

Training Programmes: Contents

School level:

- Weightage of soft skills is 60-70% in trg. prgs. on vocational pedagogy and 20-30% in subject specific training programmes
- Discussions, role play, group activities, interactive lectures, problem-based learning, self-directed learning, integrating ICT, motivating students to become lifelong learners, gender sensitivity. No practical experience during trg. prgs.
- Feedback mechanism is in place

Technical Institutes:

- Contents Include learning outcomes, understanding learner and learning styles, task analysis, instructional methods, motivating students, classroom communication, planning & organizing practical work/project work, ICT etc.
- 40% to soft skills
- Feedback mechanism is in place

ITI Instructors:

- 9 months of subject matter training & 3 months in didactics.
- 25% weightage to the soft skills
- English Speaking , Computer literacy part of all skill training. ICT is also included in the prgs.
- No feedback mechanism

TVET Teacher Policy

School level

- No regulatory framework on the status of TVET teachers
- Guidelines for quality of vocational teachers/trainers – MHRD
- MSDE & MHRD involved in design and implementation of TVET policy
- Dept. of School Edu. (MHRD) responsible for coordinating the activities of implementation of CSSVSHSE in the states
- PSSCIVE coordinates with NSDA, NSDC & SSCs

Technical Institutes

- No separate regulatory framework for TVET Teacher Policy
- Polytechnic teachers are required to integrate skills in their programme as per provisions of Board of Technical Education in States
- Board of Technical Education & Directorate of Technical Education involved in design & implementation of TVET teacher policy

ITI teachers

- No regulatory framework
- DGT designs TVET Teacher Policy which is approved by NCVT chaired by hon'ble minister of skill development

Challenges

- The vocational teachers/trainers though possess professional qualifications in the relevant skills yet have no background in pedagogy/teaching skills. Delivery of vocational pedagogy is a challenge.
- Becoming a trainer is not aspirational – usually a secondary choice. Hence, getting quality trainers is a concern.
- Salaries offered to teachers/trainers is not lucrative and often fail to meet the expectation of quality teacher/trainer.
- Frequent movement of trainers for better prospects of monetary gains. Once the trainer leaves the organization, the mechanism to get a trained trainer is not in place.

- There is no cadre of vocational teachers in the states so no motivation to upgrade skills.
- Lack of infrastructure for training – eg Labs/ Workshop for training purpose.
- Absence of mechanism for research and development.
- The training capacity of government Institutions is very limited.
- Legal issues arising due to various decisions of government on Instructor Training programme and making it mandatory for ITI instructors.

Way Forward

- Pre-service training programme should be mandatory across all levels of TVET Teachers. Programs like B.Ed. Vocational/ skills for getting qualified and trained teachers/trainers in the skill ecosystem.
- Establish full-fledged vocational training wing in State Council of Educational Research & Training (SCERT) for providing Training and Research support for TVET Teachers.
- Robust Training programmes to provide opportunity for continuous professional development.
- Remuneration should be attractive.
- Government to create cadre of Vocational Education Teacher/Trainer.
- Career progression pathways to be defined.
- TVET Teacher Policy and regulatory framework for TVET Teachers required.

Thank You