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(National Council for Vocational Education & Training)

ORDER

Dated: 1st February, 2024

Subject: Guidelines for Training of Trainers (ToT) in Vocational Education, Training & Skilling (VETS) developed by NCVET

1. The National Council for Vocational Education and Training (NCVET) was notified by the Government of India vide gazette notification no. SD17/113/2017-E&PW dated 05th December, 2018. As per Para 16, Point (h) of Chapter III (Functions and Powers of the Council) of the NCVET Gazette Notification, one of the important functions of NCVET is 'to frame guidelines for training and certification of trainers by Awarding Bodies'. In pursuance of this mandate the "**Guidelines for Training of Trainers (ToT)**" have been framed by NCVET.
2. As envisioned by the Honourable Prime Minister to make India "**Skill Capital of the World**" to ensure creation of a world-class pool of skilled manpower, these guidelines will enable improved quality standards of skill trainers. With the policy, initiatives like National Education Policy 2020 (NEP) and National Credit Framework (NCrF), there is an increased focus on integration of Vocational Education in General Education. Therefore, the requirement of skilled trainers to cater to general education requirements has also risen. The ToT Guideline will enable provisions for holistic capacity building of trainers leading to better outcomes in the VET & Skill ecosystem.
3. The ToT framework is a formalized, quality assured and dynamic framework that caters to the latest job requirements and is future-ready leading to strengthening of the VETS training implementation. This framework also enables the creation of efficient & industry aligned trainers by promoting aspirational and structured progression pathways for trainers that will bring them more dignity & demand in the skill development ecosystem and beyond.
4. These guidelines may be further amended/updated from time to time with approval of the NCVET based on the feedback and requirements received during the implementation of these guidelines.


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GUIDELINES FOR TRAINING OF TRAINERS (TOT)

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National Council for Vocational Education & Training

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Glossary

AA	Assessment Agency
ABC	Academic Bank of Credits
ATIs	Advanced Training Institutes
AB	Awarding Body
AICTE	All India Council for Technical Education
CDAC	Centre for Development of Advanced Computing
CIPET	Central Institute of Petrochemicals Engineering & Technology
CITS	Craft Instructor Training Scheme
CPD	Continous Professional Development
CSTARI	Central Staff Training and Research Institute
DGT	Directorate General of Training
DS	Domain Skills
HARTRON	Haryana State Electronics Development Corporation Limited
HEIs	Higher Educational Institutes
IIS	Internet Information Services
IIFT	Indian Institute of Foreign Trade
IISC	Indian Institute of Science
ITIs	Industrial Training Institute
LTT	Long Term Training
MCs	Micro-Credentials
MOOC	Massive Open Learning Course
MSDE	Ministry of Skill Development & Entrepreneurship
ME-ME	Multiple Entry and Multiple Exit
MEPSC	Management & Entrepreneurship Skill Council
NCVET	National Council for Vocational Education & Training
NFDC	National Film Development Corporation of India
NIELET	National Institute of Electronics and Information Technology
NIESBUD	National Institute of Entrepreneurship and Small Business Development
NOS	National Occupational Standards
NPTI	National Power Training Institute
NIFT	National Institute of Fashion Technology
NOS	National Occupation Standard
NSDC	National Skill Development Corporation
NSQF	National Skills Qualification Framework

NSTIs	National Skill Training Institutes
POSH	Prevention of Sexual Harassment
PS	Pedagogical Skills
RPL	Recognition of Prior Learning
SSC	Sector Skill Council
STT	Short Term Training
TNA	Training Need Analysis
ToA	Training of Assessors
ToT	Training of Trainers
UTs	Union Territories
UGC	University Grants Commission
VET	Vocational Education and Training

1. Introduction

- 1.1. India being a country with 65% of its youth below the age group of 35 years is burgeoning with demographic dividend. The only way to realize the potential of the youth is by “continuously Skilling, Re-skilling and Up-Skilling”.
- 1.2. The quality of trainers is a key driver for the success of any Vocational Education Training & Skilling (VETS) program and quality training depends on the skills, domain knowledge and industrial knowledge of the trainer. There is a traditional shift in the trainers’ role from being primarily the provider of subject knowledge to that of a facilitator of learning, using a variety of instructional mediums. Instead of only “transmission of information” the main emphasises is now on “**exchange of ideas, methods, techniques, and experience**”. The objective is to change the overall approach with a focus on the trainers training capacity and skills, as opposed to mere knowledge acquisition.
- 1.3. Training of Trainers (ToT) is an important part of the VETS value chain which provides not only the scale to the operations of the skill ecosystem required to reap the demographic dividend but also infuses the quality which shall ensure creation of a world class pool of skilled manpower as envisioned by the Honourable Prime Minister to make India “**Skill Capital of the World**”.
- 1.4. The National Council for Vocational Education and Training (**NCVET**) was notified by the Government of India vide gazette notification no. SD17/113/2017-E&PW dated 05th December, 2018. As per Para 16, Point (h) of Chapter III (Functions and Powers of the Council) of the NCVET Gazette Notification, one of the important functions of NCVET is ‘**to frame guidelines for training and certification of trainers by Awarding Bodies**’. In pursuance of this mandate the **Training of Trainers (ToT) Guidelines** have been framed by NCVET.

2. Importance of ToT

- 2.1. **Enhancing Quality of Vocational Education and Training (VET) & Skilling:** The trainers form the basis of any training value chain. Therefore, infusion of quality parameters in training of trainers has a multiplier effect that is reflected in the outcomes of the complete skilling ecosystem. With a formalized, quality assured and dynamic ToT framework that not only caters to the latest job requirements but also is future-ready will lead to strengthening of the VETS training implementation.
- 2.2. **Expanding Scale of VET & Skilling:** The country is seeing a rise in the number of jobs with the growth of the economy. On the other side we have a bulging demographic dividend. To make these two ends of demand and supply meet, a number of skilling initiatives have been undertaken, most prominent being the Skill India and the notification of **National Skills Qualification Framework (NSQF)** in 2013. We have already aligned over 4000 qualifications with NSQF running across schemes of more than 20 Central Ministries and State Government/Union Territories (UTs). In addition, there are private bodies including industries implementing the skill training. To cater to such expanse of skill development activities as mentioned above, there is a requirement of adequate & quality assured Trainers & Masters.

- 2.3. Integration of General Education & Vocational Education:** With the policy initiatives like **National Education Policy 2020 (NEP)** and **National Credit Framework (NCrF)**, there is an increased focus on integration of VETS in General Education. The enabling provisions of the mentioned policies will facilitate learners to pursue VET & skilling while undertaking general education and vice versa along with options of **Multiple Entry & Multiple Exit (ME-ME)** and lifelong learning. Therefore, the requirement of skilled trainers to cater to general education requirements has also risen.
- 2.4. Efficiency & Effectiveness of Skilling Programs:** As discussed above, the enhanced quality of trainers leads to improvement in overall training value chain attaining better outcomes. Such enhancement not only improves the quality but also reduces the overall cost of training. An inefficient trainer tends to waste more resources both in terms of time & money along with producing below par skilled manpower. Therefore, a quality assured ToT program will enhance the effectiveness of VETS programs and ensure better returns to government funding for skill programs.
- 2.5. Making Trainer's Occupation Aspirational:** An improved ToT program will enable creation of a pool of quality assured, efficient & industry aligned trainers. It is expected that such trainers will have access to better job opportunities and remuneration due to their improved quality. A structured ToT program along with progression pathways will help in transforming the trainer's job into an aspirational one that in turn will bring more dignity & demand for them in the complete skill development ecosystem.

A detailed note on existing mechanism of ToT is attached as Annexure I.

3. Scope and Objectives of ToT

- 3.1. Scope of ToT:** These guidelines define parameters in terms of eligibility, design, duration, implementation mechanism, progression and monitoring with respect to Training of Trainers (ToT). These guidelines shall be applicable to all NCVET recognised Awarding Bodies for mandatory adoption & implementation for all types of training in NSQF aligned & approved qualifications which leads to NCVET approved certification.
- 3.2. Objectives of ToT**
- a. Identifying Challenges and Providing Framework for ToT:** The primary objective is to identify the challenges faced by trainers in the VET ecosystem (*detailed note on challenges is attached as Annexure II*) and address them through a comprehensive framework for ToT. This framework aims to improve the overall efficiency, economy & effectiveness of a trainer's training program.
 - b. Strengthening Learners' Capacity through ToT:** The objective is to ensure that the ToT program significantly enhances the learners' capacity by focusing on both domain knowledge and Pedagogical skills. By equipping trainers with extensive expertise in their respective domains and enhancing their instructional abilities, learners will benefit from high-quality training that meets industry standards.

- c. **Standardizing ToT Training Hours and Entry Criteria:** To ensure consistency and quality in trainer training, it is crucial to establish standardized training hours for ToT programs. Defining the required duration of training will enable trainers to acquire the necessary competencies effectively. Additionally, establishing clear entry criteria for trainers will ensure that only qualified individuals with the right skills and experience participate in the ToT programs.
- d. **Outlining Career Progression for Trainers:** Creating various career progression pathways for trainers is essential to enhance their motivation, professional growth, and job satisfaction. The objective is to develop a comprehensive framework that outlines different career progression opportunities for trainers.

4. Learning Outcomes of ToT

- 4.1. After going through and completing a ToT program a trainer should be able to achieve the following learning outcomes:
 - 4.1.1. Understand the training needs of the learners;
 - 4.1.2. Able to develop & deliver the training content in accordance with requirement of the learners;
 - 4.1.3. Understand and implement the suitable ToT training modes & methodology;
 - 4.1.4. Demonstrate effective communication skills
 - 4.1.5. Understand the Assessment Strategy and implement assessment through various modes;
 - 4.1.6. Impart training using blended mode of learning
 - 4.1.7. Assess the impact of the training
 - 4.1.8. Understand the job market/industry requirements and implement training as per these requirements

5. Trainer and Master Trainers

- 5.1. **Trainer:** A trainer in a VET & Skill ecosystem is a person who imparts competency based skills & knowledge to a learner in order to enable the learner to successfully achieve the defined outcomes. **Sometimes Trainer is also called an Instructor.**
 - 5.1.1. **Role & Responsibilities of a Trainer:** In line with the Learning Outcomes mentioned in para 5.1 above, below are some important roles that a trainer is expected to play:
 - a. Implement training as per the defined outcomes;
 - b. Promote a practical, interactive, problem solving and participant centric approach and plan the content and approach of the training accordingly
 - c. Prepare the subject matter;

- d. Apply current practices in delivering the training as per learner requirements
- e. Exhibit mastery using key learning strategies like role play, practice sessions, case studies etc;
- f. Understand various modes & methods of training and apply the appropriate mode as required
- g. Understand various modes & methods of assessment and apply the appropriate mode as required
- h. Understand principles of Blended Learning and apply the same
- i. Plan the training through appropriate strategy & tools like development of session plan, lesson plan etc.
- j. Apply steps involved in monitoring of training and check learner's progress;
- k. Understand the training infrastructure/equipment requirements;
- l. Understanding the applicability & efficacy of the training content as per the Job Role/Occupations by familiarizing themselves with the NSQF approved and aligned qualifications that they are going to deliver;
- m. Overall management of the trainees during the training;
- n. Understand, follow & effectively implement health, safety, security, Prevention of Sexual Harassment (POSH) & other guidelines
- o. Ensure feedback from the learners in the learning process

5.2. Master Trainer: A Master Trainer trains new or existing trainers in order to equip them with skills & knowledge required to further act as trainers in VET & skill ecosystem. **Sometimes the Master Trainer is also called a Chief Instructor.**

5.2.1. Role and responsibilities of a Master Trainer: A Master Trainer is expected to play a similar role as that of a trainer with respect to the training. However, there are some additional roles & responsibilities which are expected out of a Master Trainer as listed below:

- a. Impart training in specialised knowledge & skills in both domain and generic pedagogical aspects of a vocation/ skill/study/ qualification/ sector/ occupation.
- b. Identify training needs of a learner based on current skills & knowledge.
- c. Develop specialised modules based on personal requirements.
- d. Impart specialised training with respect to development of training material & resources like session plans
- e. Impart specialised training with respect to understanding & application of right training & assessment modes
- f. Impart specialised training with respect to industry connect & job market readiness

- g. Impart specialised training with respect to human interface & values, communication strategies, group dynamics, inclusivity etc.

6. ToT Framework

6.1. Training of Trainer Guidelines provide a framework for training the potential trainers to enable them to provide quality training to the students/ learners. Trainers are expected to be not only highly competent in their subject areas but also possess sound knowledge concerning their learning methods and having requisite industrial experience.

6.2. NSQF aligned and approved qualifications for ToT: There is a need to develop a standard ToT Qualification which every aspirant trainer would need to mandatorily go through in order to be certified as a trainer and establish eligibility for recruitment/ engagement as a trainer for a Vocational Education, Training & Skilling course/ qualification.

6.2.1. ToT Program: A complete ToT qualification shall comprise of two parts namely (1) The Pedagogical Skills and (2) The Domain Skills respectively:

a. Pedagogical Skills (PS): Pedagogical Skill competence is the ability of the trainer/ instructor/ teachers in managing learning that includes the ability to plan a skill learning program, the ability to interact or manage the learning process and the ability to perform an assessment. These are generic training skills which can be used across sectors/ subsectors. This would include the vocational pedagogy along with the major components like approaches, methods, techniques, aids, tools & resources. The pedagogical skills, include the capacity to plan, initiate, lead and develop education and teaching with the departure point in both general and subject-specific knowledge of student learning. Pedagogical skills also include the capacity to connect the teaching to learning the higher order skills in the subject of interest.

AND

b. Domain Skills (DS): Domain skills refer to skills required for a specific sector or sub sector or the Job role/ NSQF qualification. It refers to skills particular to a specific industry or activity.

6.2.2. Models: There could be **two models of a ToT Program:**

a. There are two separate Qualifications - one on PS and the second on DS.

ToT Qualification = Qualification on Pedagogical Skills + Qualification on Domain Skills

Therefore, a complete ToT qualification establishing eligibility as a trainer in a specific sector/subsector/job roles would require completion & certification in the above two qualifications - i.e. one for pedagogical skills & another for domain skills.

OR

- b. There could be a single ToT Qualification covering both PS and DS like in the Long term Training (LTT) ecosystem.

6.3. Development of ToT Qualifications: The Qualifications on DS & PS shall be developed in the following manner:

6.3.1. Domain Skills: The current system of ToT requires a trainer to be certified in each qualification for which he/ shall become a trainer. This results in:

- a. Narrow ToT qualifications catering to training in very few job roles
- b. Multiple ToT required for a trainer over a period of time
- c. Limited opportunities and career for a trainer
- d. Paucity of certified and trained trainers
- e. Additional Cost involved in training for each qualification

6.3.2. Presently the qualifications are spread across NSQF levels 1 to 8 (Total 13 Levels 1, 2, 2.5, 3, 3.5, 4, 4.5, 5, 5.5, 6, 6.5, 7, and 8) catering to various types of skill competencies required in the job market. To address the above challenges, a DS qualification should be designed in such a manner that they train trainers who are competent to train learners in multiple adjacent qualifications. Thus, an AB must put together requirements of multiple qualifications and undertake clubbing of similar type of qualifications while developing a DS qualification. Such “**bucketing**” may be **based on the similarity of Learning Outcomes (LOs)** of the qualifications. Learning Outcomes could be similar in the following scenarios:

- a. Similar Qualifications at particular levels
- b. Similar Qualifications at multiple levels belonging to the same sub-sector or occupation
- c. Any other mechanism suggested by ABs and approved by NCVET.
- d. An indicative bucketing of qualifications by some NCVET ABs is attached as **Annexure III**, for reference

6.3.3. Pedagogical Skills: Since VETS qualifications are placed across different levels, designing a uniform pedagogical skill qualification shall not meet the requirements of the training ecosystem. Therefore, it is proposed that two qualifications catering to varied requirements are designed as follows:

NSQF Levels	Development of qualification for Pedagogical Skills
Upto Level 4.0	Trainer (Standard) / Instructor
Level 4.5 – 8.0	Trainer (Advanced) / Senior Instructor

Qualification on Pedagogical Skills shall also include training on Employability Skills.

6.4. Responsibility of Development:

6.4.1. Domain Skill Qualifications: The respective Awarding Bodies are expected to develop Domain Skill Qualifications as per their requirements. For development of DS qualifications, the respective AB shall undertake “**bucketing**” of qualifications as mentioned in Para 7.3.2 above.

6.4.2. Pedagogical Skill Qualifications: The PS Qualifications are largely generic in nature and could be used across sectors and subsectors as per applicability. Therefore, it is prudent that such qualifications are developed by ABs with specialised knowledge in vocational education, training & skilling (VETS) pedagogy. Other ABs may adopt such PS qualifications as per the NCVET Guidelines for Adoption of Qualifications. This shall eliminate the duplication of efforts & save resources. The Adoption Guidelines of NCVET Guidelines also provide flexibility to modify the qualifications to meet the indigenous requirements of an AB. PS must cover at least the following aspects:

- a. know what to teach and how to teach it;
- b. maintain a learning-focused environment;
- c. respond to learner diversity;
- d. plan and design effective instructions and demonstrations;
- e. knowledge of new digital tools and technologies for acting as teaching aid;
- f. use a variety of assessment tools to inform and enhance the teaching and learning process;
- g. establish community relationships and uphold professional ethics;
- h. personal growth and professional development of learners and
- i. engage in professional reflection and assume responsibility for personal professional learning.

A note detailing the indicative components of pedagogical skills as listed above is at Annexure IV.

6.4.3. An AB may develop a single qualification encompassing both Domain Skills and Pedagogical Skills, like Directorate General of Training (DGT).

6.5. Duration of ToT Qualification

6.5.1. Qualification on **Pedagogical Skills** shall comprise of a **minimum of 390 hrs** including project/practicum.

6.5.2. Qualification on **Domain Skills** shall comprise of **minimum 210 hours** but shall necessarily include at least 40% component of practical skills/ industry attachment/ apprenticeship.

6.5.3. The concerned AB shall determine duration of a qualification (Pedagogical/ domain skills) as per the requirement of job roles being addressed. Such duration cannot go below the prescribed 390 & 210 hours for PS & DS qualifications, thereby making a **minimum duration of a ToT qualification as 600 hours for fresh skilling in ToT.**

- 6.5.4.** However, in case a candidate is already certified in Pedagogical Skills Qualification catering upto NCrF/ NSQF level 4.0 (refer para 6.3.3 above) and wants to pursue the higher order Pedagogical skills catering to NCrF/NSQF level 4.5 & above, then instead of undergoing the complete PS training, a special bridging Qualification of duration not less than 90 hours may be designed & implemented for such candidates. However, DS for such candidates will remain at a minimum of 210 hours thereby making a **minimum duration of a ToT qualification as 300 hours.**
- 6.5.5.** The above designated hours represent the minimum duration of a ToT qualification only. An AB may prescribe more hours for its ToT qualification as per the requirement.
- 6.5.6.** Any person who has covered PS in one qualification may not be required to cover the same again while undergoing training in another ToT program comprising of same PS Qualification.
- 6.5.7.** In the LTT ecosystem, in cases where there is a single qualification comprising of both Domain & Pedagogical skills, separate modules in the form of NOSs shall be ensured to comprehensively cover both the domain & pedagogical skills.
- 6.5.8.** A trainer certified in STT ecosystem may not be required to undergo training in the same learning components again while being trained as a trainer in LTT ecosystem. For this it is imperative that ToT course is structured in a modular form so that modules already covered by a certified trainer are not repeated again in the LTT ToT program.
- 6.6. NSQF Level of ToT Qualification:** The assignment of levels to the DS Qualifications, where bucketing of multiple qualifications is undertaken, will be done keeping in view the NSQF levels of bucketed qualifications along with the standard NSQF norms & level descriptors. PS Qualification Levels shall also be in line with the standard NSQF norms & level descriptors. The NSQF levels of ToT qualifications shall be decided and approved by the NSQC.

7. ToT Qualification Approval

- 7.1. ToT qualifications:** These may comprise of two Qualifications i.e. the DS & PS or a single qualification covering both DS and PS. The process for NSQF alignment & approval of ToT qualifications is same as for any other qualification submitted by the Awarding Bodies. The awarding bodies shall submit their Qualifications in a Qualification File template with the supporting documents like model curriculum etc.
- 7.2. A Qualification File template** captures all necessary information like need of the qualification, NSQF level, notional hours, entry requirements, progression pathway, relevance of the job role, estimated uptake etc. to establish NSQF compliance for a Qualification. It also covers the mode of teaching and assessment process to be used, including the expected outcomes from various modules of the training.

The Qualification file templates are available at <https://ncvet.gov.in/qualification-related/>

- 7.3. Adoption of Qualification:** Another AB may also adopt Qualifications developed by an AB if it meets the requirements of that AB as per the NCVET Adoption Guidelines. This shall eliminate both the duplication of efforts and duplicity of qualifications. ABs are suggested to follow Adoption as a preferred route while designing & developing ToT qualifications.
- 7.4. Alignment of Existing ToT Qualifications:** Some of the ABs already have an existing ToT mechanism in place along with the ToT qualifications e.g., **DGT has Craftsmen Instructor Training Scheme** with CITS qualifications. ToT Qualifications of such ABs may continue to be implemented subject to fulfilment of the following conditions:
- 7.4.1.** Such ToT Qualifications are aligned to NSQF
 - 7.4.2.** Such ToT Qualifications cover the domain & pedagogical components as prescribed in the NCVET ToT guidelines
 - 7.4.3.** Such Qualifications, in no case, have duration less than 600 hours or as amended in the NCVET ToT guidelines from time to time.

8. Prospective Candidates for ToT

- 8.1.** Following could be the prospective candidates for ToT:
- 8.1.1.** Practising Industry Professionals
 - 8.1.2.** Retired Industry Professionals
 - 8.1.3.** Retired Defence/ Police Personnel except Instructors (A separate section on Retired Instructors is provided in para 15 (e))
 - 8.1.4.** Practising or Retired Professors & Teachers
 - 8.1.5.** Professor/ Associate Professor/ Assistant Professor of Practice
 - 8.1.6.** Learners with relevant NSQF Qualification & experience
 - 8.1.7.** Learners with relevant Academic Qualification & experience

Note: ToT for the candidates shall be undertaken as per the provisions of these guidelines. Recognition of Prior Learning (RPL) in ToT shall only be implemented in a limited manner as prescribed in Para 10.4.2.

- 8.2. For Instructors retired from Defence Forces:** In view of the rigorous process being followed by the Defence Forces for identification and training of instructors after stringent assessment, all Instructors retired from Defence Forces of India shall be deemed to have been accorded the Trained Trainer/ Master Trainer certificate in the relevant trade/ qualifications given their learning & experience in the field. Such Instructors would be treated equivalent to other ToT certified Trainers/Master Trainers for all purposes.

9. Alignment of TOT Qualifications with the National Credit Framework (NCrF)

- 9.1.** NCrF is a comprehensive credit framework notified by the Government on 10th April 2023 and adopted by NCVET vide order dated 12th May 2023. It is an integrated and enabling framework and an implementation mechanism of the National Education Policy (NEP) 2020. It aims to integrate and creditise all kinds of learning including academic education, vocational education and training/skills and experiential learning acquired through different modes like offline, online and blended by removing any kind of distinction between disciplines, subjects and curricular, extra-curricular and co-curricular activities and encompasses school education, higher education and vocational education and training /skilling to ensure flexibility, inclusivity, and mobility.
- 9.2.** The NCrF provides for the assignment, accumulation, storage, transfer and redemption of credits that shall enable Multiple Entry and Multiple Exit (ME-ME) options, integration of VET & Skills with general education, pathways between Skilling & General Education and vice versa amongst others.
- 9.3.** As per NCrF one year of learning corresponds to 1200 hours with 40 credits. Therefore, one credit is equal to 30 hours of learning. To ascertain the credit points the credits accumulated by a learner are multiplied with the NCrF/ NSQF level of the qualification. ToT Qualifications developed under the provisions of these Guidelines shall also be assigned the credits as per NCrF. A learner would be able to accumulate credits and credit points as per duration & level of the qualification. Further, the credits shall be stored in **Academic Bank of Credits (ABC)** which can be accessed and used as and when desired.

10. Implementation of ToT program

10.1. Entry Requirements/ Eligibility

10.1.1. For Trainer: The entry requirements for training in DS & PS qualifications shall be as per the Table below along with the Standardised National Skills Qualification Framework (NSQF) Entry Parameters and Norms:

1. Qualification Requirements:				
NCrF/ NSQF levels to be taught	1.0, 2.0 & 2.5	3.0, 3.5 & 4.0	4.5, 5.0, 5.5	6.0, 6.5, 7.0 & 8.0
NCrF/NSQF Qualification of the candidate (trainer) as a prerequisite	• At least two NCrF /NSQF level up subject to a	• At least one NCrF /NSQF level up subject to a	• At least one NCrF /NSQF level up *	• Same NCrF /NSQF level subject to a minimum of 6.5*
			For Practical: could be of lower education level but higher level in terms of	For Practical: could be of lower education level but higher level in terms of

	minimum of 3.0*	minimum of 4.0**	experiential learning shall be ensured (preferably 5 yrs of relevant exp.)	experiential learning shall be ensured (preferably 5 yrs of relevant exp.)
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2. Experience Requirements:

Minimum 2 years of industry or training experience (post qualification) in the relevant domain (with at least 50% of such experience as industry experience)

*Level up means the next succeeding NCrf/NSQF level e.g. for level 3.0 next level would be 3.5. Detailed NSQF Levels along with descriptors may be seen at <https://ncvet.gov.in/national-skills-qualification-framework/nsqf-notification/>

** Since duration of Craft Instructor Training Scheme (CITS) under DGT ecosystem is 1200 hours, eligibility for a ToT program under the DGT system can be at the same NCrf/NSQF level.

- 10.1.2. For Master Trainer/ Chief Instructor:** Any certified trainer after 5 years of training experience post ToT certification gets eligible to become Master Trainer in the same domain **subject to up-skilling and assessment**. The concerned AB may prescribe an upskilling qualification for PS and/or DS to become a Master Trainer.
- 10.1.3.** For emerging & futuristic areas, if the requisite trainers are not available then the eligibility criteria may be modified to ensure the availability of adequate number of trainers. However, such decision shall be based on justified reasons & evidences and shall only be implemented with the prior approval of NCVET.
- 10.1.4. The Chief Instructor or its equivalent rank of the Defence Forces** shall be deemed to be the ToT certified Master Trainer/ Chief Instructor at the appropriate NSQF level (the NCrf level of the certificate held such Chief Instructor).
- 10.2. Qualification Implementation Mechanism:** A learner is required to undertake training in both DS & PS qualifications to be able to qualify as a trained trainer. Since, these DS & PS Qualifications shall be developed by different ABs, there could be different Models of implementation as explained below:
- 10.2.1. DS & PS Qualifications are implemented separately:** Under this model, the respective ABs will impart training in these qualifications separately and independently as per their training calendar. A learner also will undertake training in these qualifications separately. A learner would have flexibility to undertake training at different intervals of time and would have to fulfil eligibility requirements of each qualification being undertaken. However, ToT Qualification shall be treated complete only when the learner is certified in both the DS & PS qualifications.
- 10.2.2. DS & PS Qualifications are implemented jointly:** Under this Model both, the DS & PS Qualifications are clubbed together and training is imparted as a single Qualification. A learner completes the requisite training under a single

scheme of things and need not approach different ABs at different points in time. This model is generally followed in long term training ecosystem. For joint implementation of DS & PS qualifications following Models shall be applicable:

- a. **Collaboration:** Respective ABs of DS & PS Qualifications may collaborate and offer the learners a joint training.
- b. **Adoption:** An AB may adopt the DS/PS Qualification as per requirement and offer the joint training to learner. This adoption shall be as NCVET Guidelines for Adoption of Qualifications.
- c. **Development:** An AB having a DS Qualification may develop a Qualification on PS and implement both post approval of NCVET. In such a case the concerned AB will have to provide reasoned justification to NCVET especially with respect to need for developing such PS qualification and subsequently get it aligned to NSQF through NSQC Approval route. However, in the LTT ecosystem, an AB may develop a single qualification for ToT comprising of both the domain & Pedagogical skills and get it approved by NCVET.

Note: In any of the cases, a learner need not undertake a DS or PS Qualification again if he/she has already been certified for the same.

10.3. Validity of ToT

- 10.3.1. **Domain Skill:** Training for a Domain Skill shall remain valid for a period of 3 years. It can, however, be re-validated with an appropriate upskilling/refresher Module. For dynamic qualifications, which are subject to frequent upgradation with evolving industry requirements & technology the validity, may be less than 3 years. However, such decision is required to be approved by NCVET.
- 10.3.2. **Pedagogical Skill:** Training for a Pedagogical Skill shall remain valid for a period of 6 years. It can, however, be re-validated with an appropriate upskilling/refresher Module
- 10.3.3. For the LTT ecosystem where the ToT qualifications may have a duration of 1200 hours or more, validity shall be decided on case-to-case basis by NCVET at the time of approval of ToT qualification.
- 10.3.4. Once the validity of a ToT Qualification is over, the trainers may not be required to undertake training in the complete ToT Qualification again. The concerned AB shall prescribe an upskilling program or a refresher course to be undertaken by the trainers to fill the gaps. Such upskilling/refresher program shall be of a minimum duration of 30 hour and may be offered in the form of a Qualification or NOS or MC.
- 10.3.5. **The ABs must also necessarily create a mechanism for Continuous Professional Development (CPD) of trainers** in which frequent modules of training in the required & relevant areas are offered to enhance the overall competencies to the trainers.

10.3.6. The annual training calendar of an AB must reflect the type of ToT program (normal or upskilling) along with other details. Such CPD shall also form part of Monitoring & Rating parameters of ABs.

10.4. Assessment & Certification of ToT

10.4.1. The standard Assessment & Certification Norms & Guidelines of NCVET shall be applicable to ToT Qualifications also. An AB shall ensure that the assessment is undertaken by the NCVET recognised Assessment Agencies (AA) only. In addition to the standard NCVET Guidelines & Norms, for ToT Qualifications top performing AAs shall be eligible and only such agencies shall be on boarded by the ABs implementing ToT. NCVET will notify list of such AAs from time to time. In case of a Dual Category AB, a separate and independent Assessment Wing/Department shall be ensured.

10.4.2. Recognition of Prior Learning (RPL) in ToT shall ensure that the candidates already possessing the requisite learning outcomes are not mandated to undergo the complete training again for getting certified. This shall encourage industry personnel & academia to join VETs as trainers, thereby increasing the overall quality of training. However, at the same time it has to be ensured that no compromise is made in terms of eligibility parameters and competencies desired of a trainer.

- a. Therefore, following categories of personnel shall be eligible for RPL in ToT, subject to fulfilment of eligibility conditions:
 - i. Practising Industry Professionals with more than 5 years experience
 - ii. Professors & Teachers with more than 5 years experience
 - iii. Practising VETS Trainers with more than 5 years experience
 - iv. Retired Industry Professionals
 - v. Retired Defence Personnel
- b. Following conditions with respect to RPL in ToT shall apply:
 - i. The candidates shall be required to fulfil the eligibility conditions as specified in the Qualification
 - ii. The applicability of RPL to Domain Skills & Pedagogical Skills shall be as follows:

Category	Applicability of RPL	
	Domain Skill	Pedagogical Skill
Practising Industry Professional	✓	Will have to be skilled/ upskilled on PS
Retired Industry professional	✓	Will have to be skilled/ upskilled on PS
Retired Defence Personnel	✓	

Practising & Retired Professors & Teachers	✓	✓
Practising VETS Trainers	✓	✓

- iii. Practising Professionals/ Professors/Teachers/ VETS Trainers would mean a person with at least 5 years of continued work experience at a job role corresponding to NCrf/ NSQF Qualification at least of the same level as that of the ToT qualification.
 - iv. The candidates shall be required to undertake any bridge module of ToT specified by the AB concerned
 - v. An AB shall have the flexibility to offer RPL route as above for its ToT Qualifications i.e. an AB may or may not offer RPL for its ToT qualifications depending upon its own requirements.
- 10.4.3.** After the successful assessment, certification shall be undertaken as per the prescribed/ approved NCVET template & guidelines. The Logo Guidelines of NCVET shall also be adhered to.

10.5. ToT for the Existing Trainers

10.5.1. The existing trainers in the ecosystem are either Short Term Training (STT) or LTT trainers. For LTT largely the trainers are CITS certified and for STT they are either a Basic or an Advanced ToT certification holder that has validity of 2 years & lifetime respectively. There could be other certifications apart from the above-mentioned types by other Awarding Bodies.

10.5.2. To smoothly transition the existing ToT mechanism as per new guidelines without disrupting the current training ecosystem, following provisions shall apply:

a. For Short Term Training:

- i. The existing ToT certifications shall remain valid for a period as provided by the respective certifications or for a period not exceeding two years from the date of issuance of these guidelines, whichever is lower.
- ii. All the existing certified trainers shall acquire certification as per new ToT mechanism & Qualifications as per the provisions of these guidelines within the period as mentioned in para 11.3 above in order to remain eligible as trainers or master trainers. Where the existing certified trainers do not have the requisite industry experience, the AB concerned may facilitate the same.
- iii. The existing certified trainers may undertake assessments in RPL mode with requisite upskilling or bridge courses as prescribed by the AB subject to the following:
 - 1. Fulfilment of provisions mentioned under Para 10.4.2 regarding applicability of RPL to ToT.

2. Fulfilment of the eligibility requirements as mentioned in the ToT qualification
- iv. After the completion of period as mentioned in Para 10.3 above, all the provisions of these ToT guidelines shall apply.

b. For Long Term training:

- i. Existing ToT certifications (1200 hours or more duration) for training learners in long term ecosystem shall remain valid for a period as provided by the respective certifications.
- ii. The Awarding Body may prescribe an upskilling module (if required) to bridge any gap in learning of existing trainers in line with the Learning Outcomes & other related provisions mentioned in these guidelines
- iii. The AB shall necessarily prescribe an upskilling module to bridge any gap in learning due to revision of qualifications/ change in technology/ pedagogy/ any other, to be undertaken at regular intervals of time.

10.6. Training Centres for ToT: Models

10.6.1. Training Centres: The following Centres/ Institutes shall be eligible to conduct ToTs in their domain area:

- a. Government Bodies/ Training Institutes:** Government i.e. Centre or State organisations/ autonomous bodies with training operations or expertise in the sector/subsector. Some examples are NIFT, MSME Tool Rooms, CIPET, IIFTs, NSTIs, NPTI etc.
- b. Centres of Excellence (COE):** Exceptional institutions with experience and capacity in the concerned sector/subsector e.g. IITs, IISs, Skill Universities, other Universities etc, in their area of expertise or in the fields in which they are running courses.
- c. ITIs of grading 4.5 and above in the trades in which they are offering ToT training.**
- d. Industry Centres:** Centres operated by the reputed industry/ industry bodies in their area of expertise.
- e. Any other Centre/ organisation recommended by the Awarding Body:** For such type of centres, AB shall additionally ensure that these centres are well equipped with equipment, infrastructure, master trainers, etc. They should broadly fulfil the following criteria:
 - i. Training Centre must be registered with appropriate registration authority;

- ii. Training Centre must have been engaged in training for at least 2 years;
- iii. Training Institute must have expertise in the relevant sector/sub-sectors;
- iv. Training Institute must have the requisite infrastructure as per the requirement of sector job roles. The infrastructure requirements for a centre for training of trainers will vary depending on the specific training programs and activities being offered. However, some common infrastructure requirements may include classrooms, computer labs, library, accessibility, health & safety protocols etc.

10.7. Onboarding of ToT Centres by the respective ABs

10.7.1. Institutions such as Central/ State Govt. Universities and Training Institutes, Govt. Institutes for Training of Trainers, Centres of Excellence, and Private Training Providers having experience in VETS space may be on-boarded by ABs.

10.7.2. The categories of centres/ institutes mentioned in Para 10.6.1 (a to d) shall be eligible for automatic onboarding by ABs. AB shall inform NCVET about such centres formally within a week of such onboarding.

10.7.3. For category 'e' as mentioned in Para 10.6.1 above, the AB will recommend the Training Institute (for onboarding) to the NCVET. The NCVET will notify such Training Institutes based on the undertaking of the AB. The format of such undertaking shall be prescribed by NCVET.

10.7.4. NCVET or an expert authorised by NCVET may undertake surprise inspections of the ToT centres.

10.8. Process for ToT: A streamlined process establishing Training Needs of a candidate shall be undertaken with following major components:

10.8.1. Part A: Pre-screening: A pre-screening shall be undertaken for the analysis of learning required & training needs. Such pre-screening shall help in shortlisting of the candidates. The following ways may be adopted for the pre-screening of a candidate:

- 1.2. Eligibility criteria check with documentary proof;
- 1.3. Domain testing may be done through a practical test and/or an interview to check the technical know-how according to qualification and sectoral needs;
- 1.4. Proficiency in listening, speaking ,reading and writing in required regional language;
- 1.5. Knowledge of ICT skills.

10.8.2. Individuals who clear the required pre-screening process would be able to participate in the TOT program.

10.8.3. Part B: Training, Assessment and Certification

- a. Participants enrolled in the ToT will undertake a competency based training at an authorised (Refer para 10.6) academy/ training centre/institute;
- b. Classroom training and practical training will be conducted as per the specified duration and qualification, which will cover domain skills, vocational pedagogy and Pedagogical skills;
- c. Mode of training can be online, offline or blended as per the requirement;
- d. Academy/institute conducting the training must ensure that the training delivered is in accordance to the standards and curriculum aligned to NCrf and NSQF Levels;
- e. A NOS/module based assessment covering the key learning outcomes shall be conducted as per NCVET norms;
- f. Post successful assessment of the programme the candidate shall be awarded the ToT certificate as per NCVET format & guidelines.

11. Training Methods, Aids & their Applicability

11.1. There are broadly 12 methods & aids undertaken while imparting training to learners under a ToT program. However, their applicability varies from one set of learners to others depending upon their requirements. Following table provides an indicative applicability of these methods & aids to ToT classification groups' as identified under ToT strategy:

S. No.	Training Methods	Trainer Standard	Trainer Advanced	
			(NSQF /NCrf level 3.0 & 4.0)	(NSQF /NCrf level 4.5, 5.0, 5.5, 6.0, 6.5, 7 & 8)
1	Lecture	Low	Medium	High
2	Lab/ Workshop/ Practical	High	Medium	High
3	OJT	Low	High	Medium
4	Apprenticeship	Low	High	Medium
5	Internship	Low	Medium	High

S. No.	Training Methods	Trainer Standard	Trainer Advanced	
			(NSQF /NCrF level upto2.5)	(NSQF /NCrF level 3.0 & 4.0) (NSQF /NCrF level 4.5, 5.0, 5.5, 6.0, 6.5, 7 & 8)
6	Audio-visual	High	High	Medium
7	Field/Industry Visit	Medium	High	Medium
8	Conference/ Seminar	Low	Low	High
9	Case Studies/ Group Discussion	High	Medium	High
10	Simulation	Low	Medium	High
11	Project Work	Low	Medium	High
12	Assigned Reading	Low	Medium	High

11.2. This is indicative & generalised depiction. May vary from case to case.

12. Guest Lectures and Skill Training

12.1. To give students/ learners practical knowledge as per industry standards is a very important part of effective implementation of any VETS Qualification. Guest lectures/ skill trainers form an integral part of this approach. Guest lectures/ Skill Trainings are generally delivered by professionals who are outside the academic structure of an institution on a need basis. This provides institutes the requisite flexibility to impart relevant learning on varied topics as per the latest industry standards without having to incur substantial costs as compared to permanent hiring of resources.

12.2. However, to maintain the core structure of training through certified trainers, the guest lectures shall be limited to 30% of the total training in a qualification. Such calculation shall be undertaken in hours and for reference, the total duration of a qualification shall be considered without OJT. **However, for ToT in emerging technology areas the percentage of guest lectures could be more subject to maximum of 60%.**

12.3. Following categories of professionals shall be eligible to undertake guest lectures in VETS qualifications:

12.3.1. Working professionals with BTech or Diploma or equivalent qualification with atleast 3 years of continuous and relevant work experience in the requisite field.

- 12.3.2.** For Practical training, the educational requirements may be relaxed as per requirement. However, in such cases a minimum work experience of 5 years in the relevant field shall be ensured.

13. Digital Tools for Imparting Training

- 13.1.** The latest technological advancements and digital enablement has made use of digital tools and techniques in VET & Skilling very important. Following is a list of indicative tools which may be used in ToT framework for imparting training:

13.1.1. High Quality Digital Content – like Videos embedded with animations, interactive interfaces, formative assessments etc.

13.1.2. Animation: This can be used to create engaging and interactive visual aids that help students/learners understand complex concepts and procedures.

13.1.3. Simulators: These can be used to create realistic simulations of real-world environments and situations, allowing students/learners to practice their skills in a safe and controlled environment.

13.1.4. AR/ VR/ XR: This stands for Extended Reality, which includes Virtual Reality (VR) and Augmented Reality (AR) technology. These technologies can be used to create immersive and interactive learning experiences.

13.1.5. Digital Twins: These are virtual models that replicate the behaviour and characteristics of physical systems, which can be used to train on systems which are dangerous or hard to access.

13.1.6. Metaverse: This is a virtual world where people can interact, communicate and collaborate in a shared digital space.

13.1.7. Gaming: This can be used to make training more engaging and interactive by incorporating elements of game-based learning.

13.1.8. Special tech tools for Divyangs: These are specialized tools and technologies that are designed to make training accessible to people with disabilities, such as screen readers, text-to-speech software, and other assistive technologies.

13.1.9. LMS Tool – As specified in the Blended Learning Guidelines of NCVET.

- 13.2.** These digital tools and techniques can be used in combination with traditional training methods to provide a more engaging and effective learning experience.

14. ToT Content & Curriculum

- 14.1.** All of these components, listed below, should be developed and designed with the learning objectives in mind, should be aligned and integrated with each other. They should be regularly reviewed and updated as needed to ensure that the training remains relevant and effective.

14.1.1. Curriculum: This is a comprehensive plan that outlines the overall goals and objectives of the training, the topics that will be covered, and the methods that will be used to deliver the training.

- 14.1.2. Lesson plans:** These are detailed plans for each training session, including the objectives, the materials that will be used, the activities that will be conducted, and the assessment methods that will be employed.
- 14.1.3. Assignments:** These are tasks or exercises that students/learners must complete outside of the training sessions, such as reading assignments, research projects, or case studies.
- 14.1.4. Projects:** These are longer-term assignments that students/learners work on over an extended period of time, such as a group presentation or a mock business plan.
- 14.1.5. Practical/ OJT –** Undertaking actual teaching class in a nearby institution under the supervision of a certified Trainer.
- 14.1.6. Content:** This includes all the materials that will be used in the training, such as training manuals, handouts, videos, and other resources.

15. Trainer Requirements as per Blended Guidelines

- 15.1.** Blended Learning Guidelines of NCVET have defined various learning methodologies for vocational education & training. A trainer needs to be exposed to these methodologies in varied degrees as per the requirement of that given level.
- 15.2.** Following table provides an indicative degree of proficiency of a trainer in a particular learning methodology:

Components of VET ecosystem		Theory/ Lectures Imparting theoretical and conceptual knowledge	Imparting Soft Skills and Life Skills/ Employability Skills Mentorship to learners	Showing Demonstrations to the learners	Imparting Practical Skills for working with Hands Lab Work	Tutorial, Assignment Drill and Practice	Proctored Monitoring/ Assessment/ Evaluation/ Examinations	On the job training (OJT), Internship, Apprenticeship Training
NCrF/ NSQF Levels	Type							
Upto 2.5	No education/ School Edu	Basic	Basic	Basic	Basic	Basic	As per applicability	
	Short Term Trg	Basic	Intermediate	Basic	Intermediate	Basic		
3.0 – 4.0	School Edu	Intermediate	Intermediate	Intermediate	Intermediate	Intermediate		
	Long Term Trg	Intermediate	Advanced	Advanced	Advanced	Intermediate		
	Short Term Trg	Intermediate	Advanced	Advanced	Advanced	Intermediate		
4.5 - 8 (Theory Trainer)	Higher Edu	Advanced	Advanced	Intermediate	Intermediate	Advanced		
	Long Term Trg	Advanced	Advanced	Advanced	Advanced	Advanced		
	Short Term Trg	Advanced	Advanced	Intermediate	Intermediate	Advanced		
4.5 - 8 (Practical Trainer)	Higher Edu	Advanced	Advanced	Advanced	Advanced	Advanced		
	Long Term Trg	Intermediate	Advanced	Advanced	Advanced	Advanced		
	Short Term Trg	Intermediate	Advanced	Advanced	Advanced	Advanced		

16. Progression for Trainers and Master Trainers

- 16.1. To Master Trainer:** A trainer with 5 years of experience as trainer can become a Master Trainer.

- 16.2. To CITS:** A Trainer once certified in NCVET approved & aligned ToT qualification with at least two years of training experience in the short term training ecosystem, post ToT certification, shall become eligible for entry into the CITS program. ToT undertaken by the candidate shall be in the relevant sector & Qualifications. The academic & credit requirements of CITS are to be fulfilled by the candidate. This provision only establishes the eligibility of the candidates for CITS, additionally DGT may prescribe its own mechanism for admission to the program like screening or entrance test etc.
- 16.3. To STT:** A CITS certified candidate with 01 year of relevant industry experience shall be eligible to become a trainer for STT qualifications in the same domain.
- 16.4. To Polytechnics & HEIs:** Avenues for similar progression shall be explored for ToT trained trainers at appropriate level to serve as **Instructor/ Sr. Instructor/ Chief Instructor/ Professor of Practice** in Polytechnics & HEIs in consultation with the concerned regulators.

17. Financial Implications

- 17.1. Remuneration for Trainer/ Master Trainer:** The objective of this policy and endeavour of the government is to make the trainer a lucrative & respectable career avenue. Remuneration is a very important aspect in fulfilling this goal and make this role as aspirational.
- 17.2.** The concerned AB must ensure that trainers & master trainers engaged are paid a decent remuneration and in under no circumstances less than what is prescribed as the market rate/ industry norm in that particular State/UT. The MSDE (Ministry of Skill Development and Entrepreneurship) may issue instructions/ guidelines/ notifications from time to time in this regard.
- 17.3. Training Fee:** Rational Models for ascertaining cost and fee of training shall be designed.
Based on such models, the concerned AB imparting ToT may charge a reasonable fee from the **TCs/ TPs/ ABs concerned** or for fresh candidates from the ToT candidates to be fixed in a transparent manner.
- 17.4.** The training fee for ToT should normally be sponsored by the TCs/ TPs/ ABs concerned or by the Industry bodies concerned.
- 17.5.** It may be kept in mind not to make the ToT a profit centre. Such fee shall be put in public domain including the website of the AB and also communicated to NCVET along with any revisions (if made) from time to time.

18. Dual Role of Trainer as Assessor

- 18.1.** Training of Trainers equip the students/ learners very well in both the domain and Pedagogical skills related to the qualification/s concerned. A trained trainer understands the learning outcomes expected out of the qualification/s along with the various pedagogical tools to deliver the learning. With the right upskilling or a bridge course a trainer can very well play the role of assessor, since an assessor is additionally required to know, understand & implement the mechanism & tools to ascertain the level of learning against the expected learning outcomes.

- 18.2. Qualification Design:** The first step for establishing synergy between between ToT & ToA is development of appropriate courses for both trainers & assessors for the similar buckets of qualifications (for detailed explanation of bucketing refer to para 7.3.2). If the identified buckets are similar then imparting training on both ToT & ToA will become easy as the learning outcomes & competencies of the bucketed qualifications shall be same. ToA in ToT may be synthesised in the following manner:
- 18.2.1. Offering ToA as Elective:** An AB may design an appropriate elective for ToA and incorporate the same in the ToT qualification. A student/learner shall have an option to undertake ToA also along with the ToT for the same bucket of qualifications without having to spend extra time and resources in one go.
 - 18.2.2. RPL in ToA Qualification:** If an already trained trainer or assessor has the requisite competencies to become a trained assessor or trainer, his/her prior learning may be recognised through appropriate assessment i.e. RPL. A suitable bridge course may also be imparted if any gap is found in the learning.
 - 18.2.3. The qualification design, and implementation shall be as per ToA guidelines and a separate certification for ToA shall be issued.**
- 18.3. Dual Role as Trainer & Assessor:** A single person can play the dual role of both trainer & assessor subject to the following:
- 18.3.1.** Person has the required ToT & ToA certifications.
 - 18.3.2.** The learner who is being imparted the training & the learner who is being assessed should not be same, except under special types of assessments like Formative Assessment or Assessment by Master Craftsmen under Guru Shishya Parampara.
 - 18.3.3.** For emerging & futuristic Qualifications areas
 - 18.3.4.** In the course of VETS learning under academic route as per provisions specified by the concerned regulator e.g. UGC, AICTE etc.
 - 18.3.5.** Person should not be reporting to the same organisation except for Dual category Awarding Bodies. For Dual Category ABs also a separate reporting line within the organisation for training and assessment along with other firewall arrangements shall be ensured.

19. Monitoring of Quality of ToT

- 19.1.** Monitoring of TOT operations shall be undertaken as per the following:
- 19.1.1.** Provisions of NCVET Guidelines for Recognition & Regulation of Awarding Bodies
 - 19.1.2.** Provisions of NCVET Guidelines for Recognition & Regulation of Assessment Agencies
 - 19.1.3.** NSQF Guidelines
- 19.2.** NCVET as a modern age regulator expects ABs implementing ToT programs to follow the principles of self-regulation & self-improvement. Accordingly, the concerned AB

shall develop a Monitoring SoPs related to Training of Trainers, which shall include parameters and processes of monitoring the training being implemented by AB in its campus and/or its centres. A copy of SoP shall be shared with NCVET.

19.3. Additionally, the concerned AB implementing the ToT program shall:

19.3.1. Submit ToT data in a format and frequency as prescribed by NCVET

19.3.2. Develop and share the training & CPD calendar in advance with NCVET along with publishing the same on their website

19.3.3. Develop and share the Monitoring SoP as mentioned in point (ii) above.

19.3.4. The NCVET may also undertake/ authorise designated authorities to undertake physical visits.

20. ToT for Vocational Education, Training & Skilling in General Education

20.1. NEP 2020 provides for integration of vocational education with general education and paves way for removal of any distinction between types & forms of learning. The NCeF has enabled such vision of NEP by providing equal weightage to all types of learning and through mechanisms like credit transfer, ME-ME and multiple pathways between vocational education and general education and vice versa. With such increased focus on holistic education, the implementation of VET & skilling qualifications in general education either as part of curriculum or as an additional course will rise.

20.2. Therefore, the availability of quality trainers at all levels of general education i.e. school education & higher education has to be ensured. Such mechanisms for ensuring trained trainers are designed & implemented by the regulators concerned i.e. UGC & AICTE for higher education and school boards & government departments/ directorates for school education for school education.

20.3. Following are certain suggestive ways through which skill trainer's availability and quality may additionally be ensured in general education:

20.3.1. Higher Education: Higher education generally will encompass Qualifications from NSQF level 4.5 and above. These qualifications can either form part of curriculum or a student/learner may undertake them as additional course/ qualification. Higher education is largely implemented by universities, colleges empanelled by universities, engineering colleges, autonomous institutes and institutes implementing Diplomas. UGC and AICTE are the main regulators in the higher education sphere. Although, Higher Education Institutes (HEIs) have well trained teaching resources but for implementing VET & Skilling qualifications availability of quality trainers could be ensured in the same ways as mentioned above for school education. Additionally, following mechanisms may also help HEIs to ensure trained trainers availability:

a. Collaboration with Industries for Internship/Apprenticeship

b. Structured collaboration with industry to enable OJT

c. Inviting highly skilled professionals & experts as Guest faculty

d. Effective implementation of Professor of Practice Guidelines of UGC

- e. Strengthening Faculty Development Programs (FDP) by including more provisions for VET & Skilling training
- f. International tie-ups especially with respect to exchange of students and faculty exchange programs
- g. Enabling and promoting research in VET & Skilling subjects. The research scholars can play role of trainers along with useful generation of knowledge in the field.

20.3.2. School Education: School education generally will encompass Qualifications from NSQF level 1 to 4. These qualifications form part of curriculum and the respective school board has the responsibility for training, assessment and certification of the students.

20.3.3. Thus, the respective boards and government Departments/Directorates (in case of government schools) are responsible for ensuring availability of quality trainers for students in schools. Some suggested mechanisms are given below:

- a. Up-Skilling of Existing Teachers
- b. Embedding ToT in B.Ed Program
- c. Engaging Industry Experts/ Professionals
- d. Engaging Retired Instructors from Defence Forces
- e. **Sharing of Resources:** There are multiple central & state government agencies along with the private entities involved in skill development activities. All these agencies have developed infrastructure both physical & human which can be utilised by schools for imparting learning to students. Following are some suggested models for sharing such resources:
 - i. Collaboration with Higher Education & Technical Institutes
 - ii. Collaboration with NCVET recognised AB Ecosystem
 - iii. Hub & Spoke Model
 - iv. Use of Digital Tools
 - v. Industry collaboration

Annexure-I - Existing Mechanisms of TOT

1. Currently, in line with the policy initiatives as mentioned in the above paras and to cater to the demand of trained trainers, the Training of Trainers (ToT) programmes are being conducted through the following institutional setups:
 - a. Directorate General of Training (DGT)
 - b. Other Central Government Organisations/Institutes like National Institute of Electronics and Information Technology (NIELIT), Centre for Development of Advanced Computing (CDAC), National Power Training Institute (NPTI), National Institute of Entrepreneurship and Small Business Development (NIESBUD), Office of the Development Commissioner, Ministry of Small Micro and Medium Enterprise (DC MSME), National Film Development Corporation of India (NFDC) etc.
 - c. State government organizations/institutes
 - d. Sector Skill Councils (SSCs),
 - e. Academic Organisations like Skill Universities, Higher Educational Institutes (HEIs) etc
 - f. Private Organisations/Institutes
2. Broadly the training is divided into **Short Term Training (STT) and Long Term Training (LTT)**. As per the NCVET notification, all the training programs with duration of one year and above are considered as LTT and all the training programs with duration less than one year are considered as STT. Accordingly, the ToT currently being imparted in the country has been categorized into long term and short term as follows:
 - a. **Long Term Training (LTT):** Any vocational training programme undertaken for a year and above is considered as LTT. Generally, such ToT programs are referred to as '**Instructor Training Programs**'. In this type of training programs, the trainees receive comprehensive training on both domain skills and training methodology/pedagogy, preparing them to train and assess the students/learners. In this type of training, instructors are trained to undertake both training and assessment activities, as they are most likely to undertake formative assessments of the students/learners within the duration of the training. Mainly the ToT for LTT is being implemented as follows:
 - i. **DGT Ecosystem:** DGT is responsible for overseeing the operations of **Industrial Training Institutes (ITIs)** throughout the country. Currently, the **Craftsmen Instructor Training Scheme (CITS)** is in place to provide Training to Trainers. A trainer who holds a CITS certification is deemed eligible for recruitment as a trainer in ITIs under the DGT ecosystem. The program is mainly run in the **National Skill Training Institutes (NSTIs)** of DGT across the country.
 - ii. **Other Government Awarding Bodies (ABs):** Various central government & state government bodies like NPTI, NIELIT, State Departments, Haryana State Electronics Development Corporation

Limited (HARTRON) and DC MSME etc. also implement long-term training qualifications. Some of **these Awarding Bodies (ABs)** have defined certain norms for ToT within their ecosystem for their trainers.

- iii. **Academic Organisations/Institutes & Private Entities:** With the increased focus on vocational education, training & skilling endeavours, various academic initiatives in form of skill universities & institutes have emerged to meet the skilling requirements especially at the higher education levels. Accordingly, the requirement for trained skill trainers has increased in general education domain. The norms & guidelines with respect to teachers and instructors etc. in the general education domain is regulated by the concerned regulators i.e. **University grants Commission (UGC) & All India Council for Technical Education (AICTE)** etc. These would also need to be updated for regulating ToT with respect to vocational education training & skilling qualifications/component. In the private domain, there are certain entities that are involved in skill training activities like industry and they have some mechanisms for ToT but these are internal and limited to their requirements.
- b. **Short Term Training (STT):** Short Term Training (STT) means any vocational skilling program undertaken for a duration of less than one year. Mainly, the ToT for STT is being implemented as follows:
 - i. Prior to notification of the NCVET, in an attempt to recognize competent trainers and assessors in the short-term skill ecosystem, the '**Training of Trainer and Assessor Guidelines for Short-Term Skill Development Programmes**' were formulated by the **National Skill Development Corporation (NSDC)** as part of the Technical and Vocational Education and Training (TVET) Leaders Capabilities Development Programme implemented by Singapore Polytechnic. These Guidelines were launched on 15th July 2018 with the support of a grant from Temasek Foundation International.
 - ii. Under the Skill India Mission, an online portal dedicated to serve as the central point for the management of Trainers and Assessors of the Indian Short-Term Skill ecosystem by the name of 'Takshashila' was also developed by NSDC. The portal provides information about Training of Trainers (ToT) and Training of Assessors (ToA) programs planned by Sector Skill Councils along with a list of certified trainers and assessors who have been certified by Sector Skill Councils. However, these initiatives are limited to ToT & ToA programs undertaken by SSCs. Under these guidelines ToT and ToA can be broadly categorized into two parts, viz. 'Basic' and 'Advanced' training programs with duration ranging from 7-10 days to 15 weeks, respectively. The 'Basic' certification is valid for 2 years, whereas the 'Advanced' certification has lifelong validity.

- iii. Currently the responsibility of ToT in the STT programs lies primarily with the respective Awarding Bodies (ABs). Major Awarding Bodies implementing STT in the ecosystem are Sector Skill Councils (SSCs), Central & State Government bodies like CIPET, NFDC, CDAC etc. These ABs are responsible for providing training to trainers in their respective domains. Presently under the ToT conducted by SSCs, the duration of ToT varies between 5 to 10 days that typically includes 3 to 7 days of Pedagogical skills, 1 to 2 days of domain-specific skills, and one day each for assessing domain and Pedagogical skills.
- iv. While some ABs have developed their ToT qualifications, the majority are yet to establish such standards. The Management & Entrepreneurship Skill Council (MEPSC) has introduced two NSQF-aligned and approved qualifications: **Trainer (VET & Skills)** and **Master Trainer (VET & Skills)**. These qualifications, spanning 480 and 600 hours respectively, are placed at NSQF levels 5 and 6. MEPSC's Trainer qualification includes mandatory National Occupational Standards (NOS) of 102 hours focusing on facilitating learning through on-the-job or simulated training.

Annexure II - Challenges in the Current Ecosystem

- 1. Varied Quality of Trainers:** Currently, there are no uniform standards for training of trainers. The respective ABs are responsible for managing the training infrastructure, defining entry requirements, and conducting the training of master trainers. However, due to the diverse nature of ABs and qualifications, there exists a variance in the quality of trainers across sectors and job roles. With the introduction of new concepts such as the adoption of qualifications, multi-skilling, and cross-sectoral skills, Diploma Qualifications, NOSs & Micro-Credentials (MCs) approval there is a growing need to expand and standardize the ToT ecosystem. This expansion should address emerging conceptual requirements while meeting the increasing demand for trainers and master trainers in various operational contexts.
- 2. Unattractive Salary for Trainers:** One of the significant challenges is the issue of trainer's remuneration. Many trainers face inadequate salary structures, which make it challenging to attract and retain experienced and high-quality trainers. Addressing this challenge requires exploring ways to provide competitive and attractive compensation packages for trainers to recognize their expertise and contribution.
- 3. Lack of Industrial Exposure for Trainers:** Another challenge is the absence of sufficient industrial exposure for trainers. Limited exposure to industry practices and real-world scenarios can hinder trainers' ability to deliver training that aligns with current industry requirements.
- 4. Absence of Opportunities for Career Progression:** Trainers often do not have a well-defined career progression pathways limiting professional growth and motivation.
- 5. Handling a Wide Range of NSQF Aligned Qualifications:** A significant challenge presents itself when we keep in mind that it is mandatory to take ToT certification for each qualification separately with over 4000+, NSQF aligned and approved qualifications. This leads to duplicating the training efforts and wastage of time & resources. Along with this, more type of Qualifications/courses being introduced in the form of Diploma, NOSs & MCs broadened the scope of operation more than before.
- 6. Absence of Defined Training Infrastructure:** Paucity of well-defined training infrastructure can hinder the delivery of quality training. Adequate physical training facilities, access to modern training equipment, and technological resources are essential for creating a conducive learning environment.
- 7. Lack of Technological Exposure:** In an increasingly digital world, trainers must have the necessary technological exposure and competence to incorporate digital tools and Pedagogicals into their training delivery. Addressing this challenge involves providing trainers with training and exposure to relevant technologies, enabling them to effectively leverage digital resources for enhanced training outcomes.
- 8. Absence of Well Defined Entry Criteria for Trainers:** In most cases, there is an absence of a well-defined entry criterion for trainers, which leads to inconsistencies in trainer quality and competence. Establishing clear guidelines and prerequisites for becoming a trainer, such as specific educational qualifications, industry experience, and pedagogical training, will ensure that trainers possess the necessary skills and expertise to deliver effective training.

Annexure III - The Indicative List of Bucketing of Qualifications

a. Management & Entrepreneurship and Professional Skills Council (MEPSC)

Sl. No.	Sub sector	Occupation	Code	NSQF Level	Bucket
1	Entrepreneurship	Nano Entrepreneur (Street Vendor)	MEP/Q5101	3	Entrepreneurship, Business Support and Legal Documentation
2	Entrepreneurship	Entrepreneur	MEP/Q5103	5	
3	Entrepreneurship	Sole Proprietorship Associate	MEP/Q1203	4	
4	Office Management & Professional Skills	Start-up Support Executive	MEP/Q1202	4.5	
5	Office Management & Professional Skills	Paralegal Associate - Legal Documentation	MEP/Q1201	4	
6	Entrepreneurship	Consultant (Chartered Tax Practitioner)	MEP/Q5102	5	Tax and Financial Planning
7	Entrepreneurship	Public Accountant	MEP/Q5104	6	
8	Non Teaching	Pre School and Day Care Facilitator	MEP/Q4101	4	Educational Guidance
9	Non Teaching	Career and Education Counselor	MEP/Q4401	5	
10	Office Management	Secretary	MEP/Q0201	4	Office Assistance and Operations
11	Office Management	Office Executive	MEP/0211	4	
12	Office Management & Professional Skills	Office Assistant	MEP/Q0202	3	
13	Office Management & Professional Skills	Office Operations Executive	MEP/0207	4	
14	Office Management & Professional Skills	Multifunctional Office Executive	MEP/Q0205	4.5	
15	Office Management & Professional Skills	Receptionist	MEP/Q0204	3	

Sl. No.	Sub sector	Occupation	Code	NSQF Level	Bucket
16	Office Management & Professional Skills	Field Survey Enumerator	MEP/Q0206	4	Field Survey
17	Office Management & Professional Skills	Hindi Typist	MEP/Q0210	4	Typing
18	Office Management & Professional Skills	HR Executive - Payroll and Employee Data Management	MEP/Q0701	4.5	HR and Recruitment
19	Office Management & Professional Skills	Recruitment Executive	MEP/Q0702	4.5	
20	Office Management & Professional Skills	CSR and Sustainability Head	MEP/Q1101	6	CSR and Sustainability
21	Office Management & Professional Skills	CSR and Sustainability - Manager	MEP/Q1103	5	
22	Office Management & Professional Skills	Project Management Associate	MEP/Q1501	4	Project Management
23	Security	Security Guard	MEP/Q7101	3	Security Services
24	Security	Armed Security Guard	MEP/Q7102	4	
25	Security	Personal Security Officer	MEP/Q7103	4	
26	Security	Security Officer	MEP/Q7202	5	
27	Security	Security Supervisor	MEP/Q7201	4	
28	Security	Assignment Manager	MEP/Q7203	5	
29	Security	CCTV Video Footage Auditor	MEP/Q7204	4	CCTV Surveillance and Monitoring
30	Security	CCTV Supervisor	MEP/Q7104	4	
31	Security	Firefighter	MEP/Q7301	4	Firefighting
32	Training and Assessment	Trainer (VET and Skills)	MEP/Q2601	5	Training and Coordination
33	Training and Assessment	Master Trainer (VET and Skills)	MEP/Q2602	6	
34	Training and Assessment	Training Centre Manager	MEP/Q2604	5	

Sl. No.	Sub sector	Occupation	Code	NSQF Level	Bucket
35	Training and Assessment	Training Coordinator(VET and Skills)	MEP/Q2801	4	
36	Training and Assessment	Assessor (VET and Skills)	MEP/Q2701	5	Training Assessment
37	Training and Assessment	Lead Assessor (VET and Skills)	MEP/Q2702	6	
38	Training and Assessment	Instructional Designer(VET and Skills)	MEP/Q2901	6	Course/ Lesson Design
39	Training and Assessment	Designer-Assessment Methods (VET and Skills)	MEP/2903	6	

b. Tourism and Hospitality Skill Council

Sl No	Sub Sector	Qualification	Code	NSQF Level	Bucket Name
1	Restaurant	Cleaner-Roadside Eatery	THC/Q3002	1	Dish Cleaning
2	Hotels/Restaurant	Kitchen Steward	THC/Q0401(v2.0)	3	
3	Hotels	Kitchen Stewarding Supervisor	THC/Q0411(v2.0)	5	
4	Hotels	Front Office Trainee	THC/Q0110(v2.0)	3	Accommodation Operation
5	Hotels	Housekeeping Trainee	THC/Q0209(v2.0)	3	
6	Facility Management	Billing Executive	THC/Q5801 (v2.0)	4	
7	Facility Management	Facility Management Executive	THC/Q5708 (v2.0)	5	
8	Hotels	Guest Service Associate (Front Office)	THC/Q0102(v3.0)	4	
9	Hotels	Guest Service Associate (Housekeeping)	THC/Q202(v2.0)	4	
10	Hotels	Guest Service Executive (Front Office)	THC/Q0109(v3.0)	5	
11	Hotels	Home Stay Host	THC/Q0504 (v1.0)	5	
12	Hotels	Housekeeping Supervisor	THC/Q0201(v2.0)	5	

SI No	Sub Sector	Qualification	Code	NSQF Level	Bucket Name
13	Hotels	Guest House Caretaker	THC/Q0501(v2.0)	4	
14	Hotels	Laundry Associate	THC/Q0204(v2.0)	4	
15	Hotels	Laundry Supervisor	THC/Q0210(v1.0)	5	
16	Facility Management	Multi - Purpose Associate	THC/Q5808(v1.0)	4	
17	Hotels/Restaurant	Assistant Chef	THC/Q2702(v2.0)	3	Food Production
18	Hotels/Restaurant	Commis Chef	THC/Q0406(v2.0)	4	
19	Hotels/Restaurant	Demi Chef De Partie	THC/Q0405 (v2.0)	5	
20	Hotels/Restaurant	Pastry/Bakery Commis	THC/Q2708(v2.0)	4	
21	Restaurant	Street Food Vendor - Standalone	THC/Q3008(v2.0)	4	
22	Restaurant	Kitchen Helper	THC/Q3303(v2.0)	2	
23	Adventure Tourism	Mountain Cuisine Chef	THC/Q4524(v2.0)	5	Food Service
24	Restaurant	Food Server- Roadside Eateries	THC/Q3009	3	
25	Hotels/Restaurant	Food & Beverage Service Assistant	THC/Q0307(v2.0)	3	
26	Restaurant	Food Delivery Associate	THC/Q2902(v2.0)	3	
27	Facility Management	Pantry Associate	THC/Q6011(v2.0)	3	
28	Hotels	Bartender	THC/Q0302(v2.0)	5	
29	Hotels/Restaurant	Barista Executive	THC/Q0308 (V1.0)	4	
30	Facility Management	Cafeteria Supervisor	THC/Q5905(v1.0)	5	
31	Restaurant	Counter Sales Executive	THC/Q2903(v3.0)	4	
32	Restaurant	Eatery Owner	THC/Q3004(v1.0)	5	
33	Hotels/Restaurant	Food & Beverage Service - Associate	THC/Q0301(v2.0)	4	
34	Hotels/Restaurant	Restaurant Captain	THC/Q0306(v1.0)	5	
35	Hotels/Restaurant	Store Assistant	THC/Q2602(v1.0)	4	
36	Hotels	Banquet Manager (Operation)	THC/Q0304(v1.0)	7	Food Service
37	Facility Management	Catering Manager	THC/Q5901(v2.0)	6	
38	Restaurant	Food & Beverage Controller	THC/Q3101 (v2.0)	6	
39	Hotels	Food & Beverage Service Manager	THC/Q0303 (v2.0)	7	
40	Hotels	Food Outlet Manager	THC/Q0305(v1.0)	6	

SI No	Sub Sector	Qualification	Code	NSQF Level	Bucket Name
41	Restaurant	Restaurant Manager	THC/Q2703(v2.0)	7	
42	Hotels	Revenue Manager	THC/Q0112 (v2.0)	6	
43	Hotels	Concierge Manager	THC/Q0114(v2.0)	6	Accommodation Operation
44	Hotels	Duty Manager	THC/Q0106(v2.0)	6	
45	Hotels	Executive Housekeeper	THC/Q0206 (v2.0)	7	
46	Hotels	Front Office Manager	THC/Q0105 (v2.0)	7	
47	Hotels	Housekeeping Manager	THC/Q0207 (v2.0)	6	
48	Facility Management	Property Manager (FM)	THC/Q5803(v1.0)	7	
49	Facility Management	Facility Manager	THC/Q5707 (v2.0)	6	
50	Hotels/Restaurant	Chef de Partie	THC/Q0404 (v2.0)	6	Food Production
51	Hotels	Executive Chef	THC/Q0402 (v2.0)	7	
52	Hotels	Sous Chef	THC/Q0403 (v2.0)	6	
53	Hotels/Restaurant	Quality Control Manager	THC/Q2802(v1.0)	6	
54	Tours and Travels	Team Leader-Travel	THC/Q4304(v2.0)	5	Tours & Travels
55	Tours and Travels	Tour Guide	THC/Q4407(v1.0)	5	
56	Tours and Travels	Tour Manager	THC/Q4405 (v2.0)	6	
57	Tours and Travels	Transport Coordinator	THC/Q4201(v2.0)	4	
58	Tours and Travels	Transport Duty Manager	THC/Q4203(v2.0)	6	
59	Tours and Travels	Travel Advisor	THC/Q4404(v3.0)	4	
60	Adventure Tourism	Adventure Travel Guide	THC/Q8601(v1.0)	5	
61	Tours and Travels	Customer Service Executive (Meet & Greet)	THC/Q4205 (v2.0)	4	
62	Adventure Tourism	High Altitude Trekking Guide	THC/Q8603(v1.0)	5	
63	Adventure Tourism	Himalayan Expedition Logistics and Pathfinder (HAP)	THC/Q8605 (v1.0)	5	
64	Adventure Tourism	Instructor - Rope Activities	THC/Q8801(v1.0)	4	Land Base

SI No	Sub Sector	Qualification	Code	NSQF Level	Bucket Name
65	Adventure Tourism	Mountaineering Instructor	THC/Q4522(v1.0)	6	
66	Adventure Tourism	Assistant Instructor -Rope Activities	THC/Q8802(v1.0)	3	
67	Adventure Tourism	Camp Helper	THC/Q8602(v1.0)	3	
68	Adventure Tourism	Sardar	THC/Q8604 (v1.0)	5	
69	Adventure Tourism	Assistant Rafting Guide	THC/Q8901(v1.0)	4	Water Base
70	Adventure Tourism	Rafting Guide/Safety Kayker	THC/Q4510	5	
71	Adventure Tourism	Nature Guide	THC/Q8701(v1.0)	4	Nature
72	Adventure Tourism	Naturalist (wildlife tourism)	THC/Q4505 (v1.0)	4.5	
73	Tours and Travels	Walk Tour Facilitator	THC/Q4408	4	
74	Adventure Tourism	Paragliding Tandem Pilot	THC/Q4508(v1.0)	6	Air Base
75	Adventure Tourism	Parasailing (Equipment) Driver	THC/Q4516(v1.0)	4	
76	Adventure Tourism	Parasailing (Equipment) Supervisor	THC/Q4515 (v1.0)	6	
77	Adventure Tourism	Parasailing Launcher/Receiver	THC/Q9001(v1.0)	3	
78	Adventure Tourism	Ground Crew Chief	THC/Q4509 (v1.0)	4	
79	Adventure Tourism	Ground Staff (Paratrike, Paramotoring, Paragliding)	THC/Q9002 (v1.0)	2	

Annexure IV - Indicative List of Components of Pedagogical Skills

a. Know What to Teach and How to Teach It

Understanding what to teach encompasses delineating clear learning outcomes, defining course content, and elucidating the roadmap for effective instruction. The content should align with specific learning objectives, ensuring its relevance to the intended audience. Moreover, how to teach necessitates an exploration of diverse pedagogical approaches, incorporating examples illustrating different teaching methodologies. For instance, hands-on learning, case studies, and role-playing can enhance engagement and comprehension.

b. Maintain a Learning-Focused Environment

Creating an environment conducive to learning is pivotal. Fostering an atmosphere that encourages active participation, critical thinking, and collaborative learning contributes significantly to effective training. Emphasizing learner-centricity cultivates an ambiance where learners feel motivated and empowered to absorb knowledge.

c. Respond to Learner Diversity

Acknowledging learner diversity encompasses recognizing variations in educational backgrounds, linguistic abilities, and cultural contexts. Adapting teaching methods to accommodate diverse learners, employing bilingual resources, and utilizing differentiated instruction strategies cater to a wide spectrum of learners.

d. Plan and Design Effective Instructions and Demonstrations

Designing instructions involves meticulously planning the delivery mode and crafting comprehensive demonstrations. Providing step-by-step instructions and practical demonstrations tailored to the specific skill sets required, for instance, showcasing sewing techniques for collar stitching, ensures clarity and understanding.

e. Knowledge of New Digital Tools and Technologies for Teaching

Acquainting trainers with contemporary digital tools and technologies is crucial. Incorporating sector-specific digital aids enhances teaching efficacy. Demonstrating how these tools can augment training in diverse job roles underscores the importance of leveraging technology in education.

f. Use a Variety of Assessment Tools for Enhancing Learning

Utilizing diverse assessment tools—both formative and summative—enriches the teaching-learning process. Incorporating multiple-choice questions, practical assessments, and continuous formative evaluations ensures a comprehensive understanding of the subject matter.

g. Establish Community Relationships and Uphold Professional Ethics

Building professional relationships within the training community and maintaining ethical standards are fundamental. Collaboration among colleagues and fostering trust with learners contributes to a conducive learning environment.

h. Personal Growth and Professional Development of Learners

Tracking and fostering the personal and professional development of learners beyond formal training is essential. Encouraging participation in forums, conducting vivas, facilitating discussions, and providing ongoing feedback supports continuous growth.

i. Engage in Professional Reflection and Assume Responsibility for Learning

Encouraging professional reflection aids in identifying areas for personal growth. Incorporating mechanisms for ongoing feedback, recognizing opportunities for upskilling through recognition of prior learning (RPL), micro-credentialing (MC), or tailored upskilling programs is integral to assuming responsibility for continual professional development.