



Partners for change

Research study: Trainer effectiveness in the Indian skills ecosystem

Study commissioned by the British Council and supported by
the Alliance of Skill Training Partners

Study undertaken by:
DEFT Advisory and Research, New Delhi

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Foreword

The unprecedented challenges facing the world today remind us that it is the strength of human capital, people and their skills, that go a long way in dealing with and overcoming current and future challenges. Skill India, a government initiative which began in 2015, has committed to the skilling-up of India's growing young population to unlock their potential. Nearly 400 million people are to be trained through this initiative by 2022, and in a decade's time, we can expect to find a third of the world's working population to be from India.

It is well recognised that quality training and learning is largely dependent on the trainers and how they can teach and equip students for the future. Trainers themselves need to be adequately supported to develop their own knowledge and skills so that they can effectively teach, be it new technical knowledge, pedagogical approaches or digital solutions. The relevance of this needs no emphasis in the present circumstances and against this backdrop, I am pleased to present the 'Research study on trainer effectiveness in the Indian skills ecosystem.' This is the outcome of a collaborative partnership between the British Council, Alliance of Skills Training providers (ASTP) and National Skills Development Corporation (NSDC). The research was undertaken by DEFT Advisory and Research with key contributions from Judith McGrath, Director Education and Skills, Elmvine Ltd., UK.

This report is specially designed to provide stakeholders involved in planning and implementation of skills training with insights on challenges and examples of international practices for trainer development. The study explores causal links around trainer effectiveness, focussing primarily on trainers from private sector providers who deliver public funded skills training.



We have been working with policy makers and practitioners, bringing together experts from India and the United Kingdom to support the Technical Vocation and Education Training sector. More information about the UK India Education Research Initiative collaboration, World Skills India-UK partnership along with other insight and research reports are available on our website.

Barbara Wickham OBE
Country Director
British Council India

National Skill Development Corporation (NSDC) is delighted to support this research study by British Council and Alliance of Skill Training Providers to address one of the most pertinent questions - *'What training exists for trainers currently and how can we make trainers more effective in developing the skills we need, using examples of international practice?'*

At NSDC, the quality of delivery in our programs is of paramount importance. This is at the core of the overall skilling agenda which aims at empowering the youth of this country through acquiring skills. We must take advantage of the demographic window of opportunity, a phase in which India has already entered and may not last for too long. The challenge is to operate at a large scale while ensuring high quality of delivery. I firmly believe that the capacity of the skill development sector to provide relevant programs of high-quality depends largely on the quality of its trainers. This assumes even greater importance as structural and technological changes alter job markets, and skilling strategies adapt to meet the emerging needs of a changing work environment. Trainers will be at the forefront driving these pedagogical changes, and therefore building their capacity and developing effective and innovative professional development programs for trainers are critical. I am glad to see that this research study takes a step forward in understanding more about trainer effectiveness.



In addition, some of the emerging recommendations of the report are lifelong learning for trainers and collaboration with industry and the private sector. These, among others, are expected to be fundamental in ensuring the relevance and quality of skill training and for building the required institutional structures in India. I look forward to collaborating and strengthening vocational education and training systems in India.

Dr Manish Kumar
Managing Director & Chief Executive Officer
National Skill Development Corporation

Acknowledgements

The team is grateful to all who actively participated in this study and the information they provided. First and foremost, the trainers across India who actively participated in web-surveys and Focus Group Discussions, all senior officials from Training Providers and representatives of the Sector Skill Councils for their valuable participation in the interviews. Without such enthusiastic and holistic contributions from all participants the study would not have achieved its goals.

The team expresses gratitude to the full support, exemplary cooperation and consultation inputs received from the NSDC team led by Ms. Rekha Menon along with Ms. Bhumi Malhotra, Ms. Soma Sharma and their colleagues at NSDC Head Office and in the States. Their continuous and valuable guidance has ensured that the study remains relevant and in line with its objectives.

We are thankful to ASTP for providing guidance and efficient operations support to the study.

Last, but not the least we are extremely grateful to British Council for their constant support and valuable guidance and to Judith McGrath (UK expert) for her high-quality contributions that has enriched the research outputs manifold.

With all research there are inevitable limitations. Research participants and/or institutional representatives aren't responsible for the conclusions and/or the limitations of this report.

Secton A: Study context

In an era of unprecedented challenges, expansive knowledge, and rapid technological development, industry, and employers require the workforce to continuously upgrade their skills to maintain their labour market relevance. Consequently Technical, Vocational Education and Training (TVET) systems across the world are facing challenges to keep pace with technology advancements and maintain relevance of content, achieve and sustain efficiency gains in a resource-scarce world, and assure quality and effectiveness of delivery.

The quality of TVET teachers / trainers is a salient factor (among several other factors) that affects TVET delivery quality. A seminal UNEVOC conference (2012)^[1] to strengthen TVET teacher education summarised the need to focus on the “importance of TVET teachers’ relationships with industries, with key related factors including the relevance of teachers’ knowledge and teaching content, the effectiveness of pre-service training, and the importance of continuing professional development.” Majumdar (2014)^[2] argued that the permeation of Information and Communication Technologies (ICT) leading to the emergence of knowledge societies, and global trends of climate change and sustainable development have rendered the usual value and outcome of conventional teacher education models obsolete. Thus, the definition of what makes an effective teacher/trainer in today’s context is essential.

One of the first studies on skill trainers in India^[3] was commissioned by the National Skills Development Corporation (NSDC) in 2011. It surveyed 360 trainers in 71 training institutes (government, private and not-for-profit societies) across eight states and six sectors. The study identified key issues, some of them

being on the sourcing and recruitment of trainers, their skill and career path development, assessment, and evaluation. Subsequent, and more recent, studies^[4-5], have also identified similar issues indicating their persistence over a long time, and thereby continued relevance.

According to Government of India’s Pandit Sunderlal Sharma Central Institute of Vocational Education (a UNEVOC International Centre for Technical and Vocational Education and Training centre in India), the country needs to improve the quality of vocational trainers. It sees the shortage of trained vocational trainers as a major obstacle to the growth of skills development activities. It seeks that specialised sector-level institutions should introduce pre-service training programmes to develop master trainers and trainers and encourage them to undertake mandatory On-Job-Training (OJT) programmes^[6].

The National Policy on Skill Development and Entrepreneurship (2015) set out capacity building of trainers as one of its objectives. NSDC has defined entry level requirements for trainers, standardised trainers’ experience requirements and established an on-line system^[7] for management of Trainers and Assessors in the short-term skill ecosystem. However, the public-funded skilling ecosystem in India is large and improving trainers’ effectiveness needs to be facilitated systemically to support the continued growth and streamlining of the skilling ecosystem in India.

1 UNEVOC (2012). “Strengthening TVET teacher education” report of the UNEVOC online conference 25 June to 6 July 2012 moderated by Rd. Masiram Bukit

2 Majumdar, S. (2014). “Teacher education in TVET: Developing a new paradigm”, *International Journal of Training Research*, 9:1-2, 49-59, DOI: 10.5172/ijtr.9.1-2.49

3 National Skills Development Corporation (2011). “Need Assessment Report on Building Trainers’ Skills in Vocational Employability” can be accessed at <http://hdl.voced.edu.au/10707/183550>

4 British Council India (2018). “Future Skills in India – Foundation Report” page 15, can be accessed at https://www.britishcouncil.in/sites/default/files/future_skills_in_india_foundation_report_march2018.pdf which states “Employers have reported as the main flaws in the training system a lack of practical experience and good quality trainers”.

5 As stated in the NSDC Skill India Training of Trainer and Assessor Guidelines for Short-Term Skill Development Programmes (August 2019, page 1, Table 1)

Secton B: Study aims and scope limitation

The British Council India in partnership with Alliance of Skills Training Partners (ASTP) developed a project to examine trainer effectiveness within private sector training providers delivering publicly funded training in the skills sector in India. This comprehensive study, delivered by DEFT Advisory and Research (DEFT) with contributions from Elmvine Ltd., UK, aimed to:

To examine:

The systemic factors that affect motivation of trainers and their satisfaction with enabling and emolument factors that influence the teaching and learning process

pedagogical aspects (viz. trainers’ views on importance of domain and platform skills, perception on ToT programmes, handling differential pace of students’ learning) and evaluation processes of trainers’ performance^[8]

need for further training and professional development opportunities available to trainers to improve quality of training.

And recommend:

appropriate measures that could address gaps and support improvement in effectiveness of trainers.

The scope of this research was limited to study the trainers’ effectiveness in private training institutions delivering public funded short-term skill development programmes (up to 600 hours) under the aegis of NSDC, Ministry of Skill Development and Entrepreneurship (MSDE). However, some of the study findings could be relevant for short-term skill development programmes being conducted by the Ministry of Rural

Development (MoRD) through its Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY); as well as for the long-term skill development programmes being delivered by the privately owned and managed Industrial Training Institutes (ITI) regulated by the non-statutory regulator National Council of Vocational Education and Training (NCVET).

6 UNEVOC TVET Country Profile: India November 2018

7 Can be accessed at <https://nsdcindia.org/national-portal-trainers-and-assessors>

8 Evaluation of pedagogy, examining the quality of ToT assessments and evaluating the TP’s systems of trainers’ performance evaluation was out of study purview.

Secton C: Methodology used

Primary data for the study was collected through three tracks: (i) a large-scale national web-survey of trainers registered with NSDC (3,275 valid responses were received) along with small-scale recent alumni students web-survey (498 valid responses were received); (ii) Focus Group Discussions (FGD) with 180 trainers in 15 cities; and (iii) interviews with 25 senior officials of Training Providers (TP) and 26 Sector Skill Councils (SSC). The Margin of Error for the web-survey, collecting 3,275 valid responses from a population of about 20,000 trainers, was ± 1.45 per cent at 95 per cent confidence level. The methodology of this study was sequenced in four stages. The key activities in each of these stages is depicted in Figure 1.

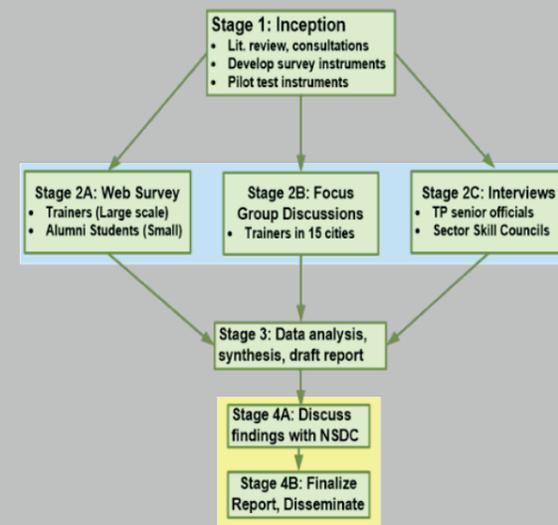


Figure 1: Staged approach to this study

Limitations of the study: Social research studies of this nature have some limitations. The limitations of the study are acknowledged below:

- The web-survey questionnaire was administered in English. Though most trainers know English, it may have excluded some trainers.
- Data collected through web-survey came from trainers and alumni students having internet access and who were willing to respond to the survey. Though this may have introduced some sampling bias, it is expected to have been small [9].
- In all 15 cities spread over all regions in India including North Eastern India and Jammu & Kashmir were covered through multi-city missions within available time and study resources. These were mainly metropolitan, Class A, Class B cities and few small towns. Coverage of other small towns and

rural agglomerates were limited by trainers coming from Training Centres (TC) in those locations to participate in the FGDs at the nearest place where it was conducted.

- The aspects of pedagogy covered in this study was limited to managing the teaching and learning process, trainers' views on importance of domain and platform skills, their perception on Training of Trainer (ToT) programmes and handling differential pace of students' learning. Evaluation of pedagogy was out of study purview.
- The numbers of key informant interviews with the senior management of TPs were limited by their availability at the mission cities at the stipulated time.
- The study did not undertake any survey or benchmarking of trainers' emoluments.

9 Pew Research Centre estimates that size of the bias caused by excluding the non-Web respondents is quite small. Across 406 separate survey items of Pew Research, only nine yielded estimates that differed by 5 or more percentage points. More than two-thirds of the 406 items yielded estimates with a 0- or 1-point difference. <https://www.pewresearch.org/methods/2015/09/22/coverage-error-in-internet-surveys> (accessed on 23 March 2020)

Secton D: Research findings

Trainers' motivation: drivers and barriers

At the onset, the study explored if earnings from job were the sole motivator for them to 'come for teaching / training every-day. Almost half of the respondents (47 per cent) affirmed they were motivated to be in the training profession for earnings only, explicitly ruling out any other reason. The remaining respondents (53 per cent) stated earnings as well as other reasons motivated them to continue in the training profession. This corroborated findings from trainers' FGDs, where participants voiced a similarly equal division of motivators.

Further open-coding and tagging of the textual data provided as 'other reasons' by web-survey respondents who stated earnings as well as other reasons motivated them to continue in the training profession (i.e. 53 per cent of the sample) was carried out.

This analysis showed that 92 per cent within this group cited one of the following reasons as their motivational driver in addition to earnings:

- social recognition associated with teaching /training (48 per cent)
- their own love for teaching / training (27 per cent)
- self-learning as a part of the teaching / training process (17 per cent)

Trainers' satisfaction data was collected through the web-survey instrument on eight motivating factors that were derived from the Terms of Reference and initial study of trainers at the design stage. The level of trainers' satisfaction on these eight factors is given in Table 2.

Table 2: Trainers' job satisfaction on the eight enabling and emolument factors

Job satisfaction: Enabling factors		Satisfaction percentage	Remarks
1	Career Progression Opportunities	68.3%	There could be a scope for improvement
2	Reward and Recognition by employers	62.1%	
3	Job stability (triggered by uncertainty of target allocation to training centres)	63.5%	This could be improved by providing visibility on longer term target allocations
4	Grievance handling	76.6%	Indicates a good level of satisfaction
5	Work environment, Discipline	90.5%	Indicates favourable impact of common norms, infrastructure, operational discipline
Job satisfaction: Emolument factors		Satisfaction percentage	Remarks
6	Salary amount	50.9%	Half of the trainers were not satisfied; this could become a motivational barrier at systemic levels
7	Benefits/Social Protection/Insurance	59.8%	This could be improved by interventions
8	Salary payment regularity	63.0%	Though it is a TP issue, it could be a concern

The data collected on the enabling and emolument factors of trainers were further analysed by age, sector, and employer (viz. TP) sizes and are documented in the full report.

Findings from the analysis of quantitative and qualitative data collected across the three tracks were synthesised. Insights drawn from the synthesised findings are summarised below.

Key findings

1. Profile of web-survey respondents: In general, the trainers are young with 82 per cent being less than 35 years of age. Their average overall experience was 6.46 years, and average training experience was 3.08 years. About 63.1 per cent of trainers were with large TPs having more than 20 TCs and multi-state operations, while the remaining 36.9 per cent trainers were with Small and Medium (SME) TPs having below 20 TCs in one state or adjacent states ¹⁰.

2. Ensuring trainers' quality at entry is of paramount importance: Although eligibility criteria for recruitment of trainers exist which defines educational qualification, professional qualification, industry, and training experience for each Qualification Pack (QP) / job role, it has not assured high-quality of recruited trainers. Almost all SSCs and senior officials of TPs interviewed admitted to the lack of high-quality trainers in the system; they were particularly concerned about the quality of industry knowledge and domain experience that the less experienced trainers (who were higher in number) brought in. A majority of the SSCs also stated

emoluments offered to trainers were inadequate to attract talent and attributed this as a reason for low quality of trainers existing in the skill ecosystem.

3. Training of Trainers (ToT) courses: A summary of findings amalgamating trainers' perception of ToT courses, TP and SSC views is set out below.

- In the FGDs, trainers reported that the present three days duration of domain training within the overall ten days of ToT was not being useful. In comparison, the seven days duration of ToT platform training component was found more useful, but by the less-experienced trainers. The more experienced trainers suggested improvements in the ToT platform training component as well such as including of "teach-back" sessions which could extend the duration of the ToT but would be beneficial for trainers.

- Overall, the demand for ToT sessions exceeded the number of ToT sessions organised by the SSCs, leading to a long waiting time for trainers to join the courses. While ToT batches are periodically published by SSC on the Skill India portal along with the training calendar, in the FGDs the trainers asserted that the ToT sessions were arranged at a short notice. The SSCs separately reported their constraints to aggregate ToT demand and periodically conduct ToT at locations. At times, the inter-state location of the courses was quite distant from the TCs; traveling long-distances was cited as a challenge by some women trainers in the FGDs.

Linguistic incompatibilities with the master trainer/expert trainer during the ToT sessions were also cited, requesting state-wise ToT programmes be conducted to overcome both logistics as well as linguistic difficulties.

- ToT assessment outcomes by third party agencies were not viewed favourably even by certified trainers; the assessments seemed to have fallen short of standards anticipated by the trainers. The assessment outcomes were questioned in almost all FGD locations, giving experiential examples. One of the oft quoted examples were the third-party agencies administering questions to trainers for ToT assessments leveraging question banks earmarked students' assessments, thus compromising on the degree of difficulty that needs to be there for a ToT assessment. Another example repeatedly cited by many trainers was assessors doing a hurried job and barely giving few minutes to each trainer during the ToT assessment process.

- Though NSDC's common norms stipulated provisioning of the ToT expenses as the TP's responsibility towards their trainers; the TP's looked to optimise on this. One of the expectations was ToT sessions being conducted closer to the TCs to minimize the expenses of trainers' travels.

- Validity of ToT certification: All trainers either sought lifetime validity or at least a five-year validity of the ToT certification. The ToT renewal process was also critiqued

for improvement. Instances were also cited of clubbing trainer candidates appearing for the first time ToT certification in the same batch with those seeking bi-annual renewal of their certificates, thereby leading to repeated learning of the same curricula by the more experienced trainers leading to potential conflict and disagreement between them.

4. Differential learning ability of trainees: Trainers expressed the challenges of handling differential learning ability of trainees. A common estimate of such students in a typical class was reported as 25-30 per cent. However, the trainers felt that ToT curriculum did not delve deeper into adult learning principles, active learning, objection handling and other "remedial" aspects. Consequently, the ToT did not adequately equip them to handle such heterogeneity in their classes, leaving the trainers to adopt training methods, which they, at an individual level, thought could work in these situations. At the same time, the use of digital resources to facilitate active learning (apart from using audio-visuals to support didactic learning) is limited.

5. Professionalism of trainers: Besides training, there seem to be issues affecting the professionalism of trainer such as: mobilising students, ensuring placements, working at low salary levels for comparable roles (at times below minimum wages), lack of benefits and social protection, and irregularity in salary payments. The uncertainty of scheme target allocations to TCs, resulting in lack

of longer-term business continuity visibility for TPs, percolates to create persistent job-security concerns among many trainers.

6. Continuous Professional Development (CPD): Most trainers reported their need for advanced technical training and periodic refresh of domain knowledge.

¹⁰ This threshold of 20 TCs classification between large and SME TPs was done by the research team for the purpose of this study

The web-survey captured trainers' views on the importance of skills to succeed in skill training. Respondents were requested to rank the four skills in a scale of 1-4: rank 1 being most important. Only rank importance 1 and 2 responses have been consolidated and depicted. The trainers' views, when analysed by sectors, reflected this balance across most sectors; except for two sectors (Logistics, Beauty and Wellness) where trainers ranked class management and pedagogy incrementally more than hands-on technical skills.

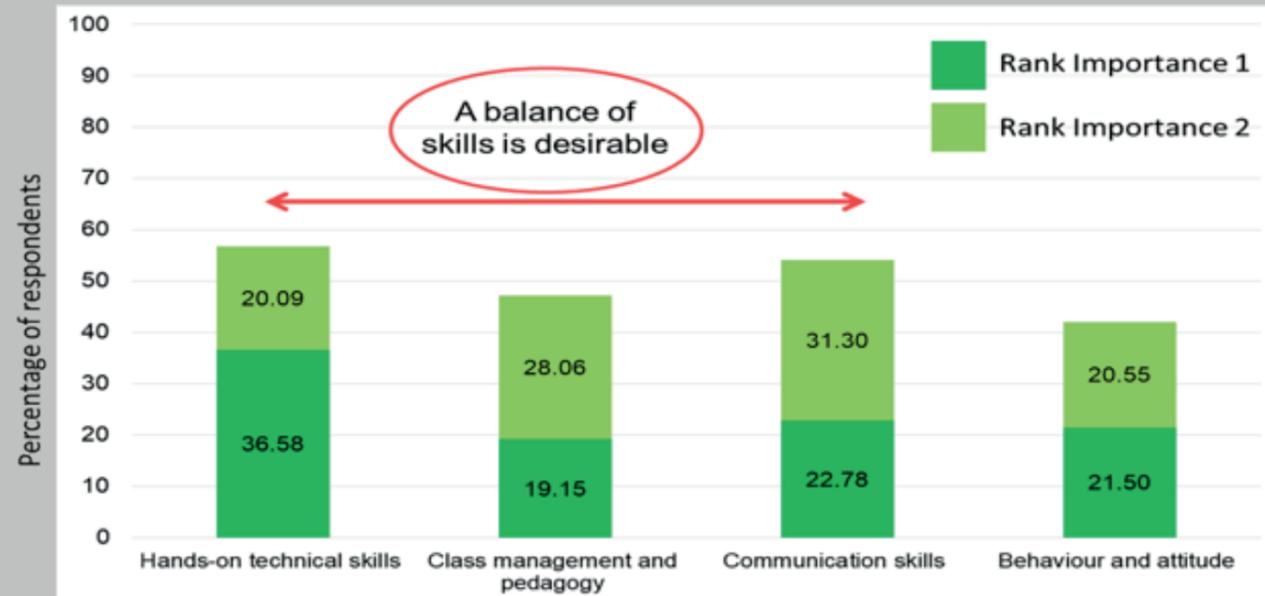


Figure 2: Trainers' views on the importance of skills to succeed in skill training

Further, respondents were requested to rank their need for further training in five areas on a scale of 1-5: rank 1 being most important. Trainers gave precedence to their need for further training to acquire advanced technical skills and domain knowledge (Figure 3). Analysis at the sector-level showed all sectors (without exception) reflecting this need.

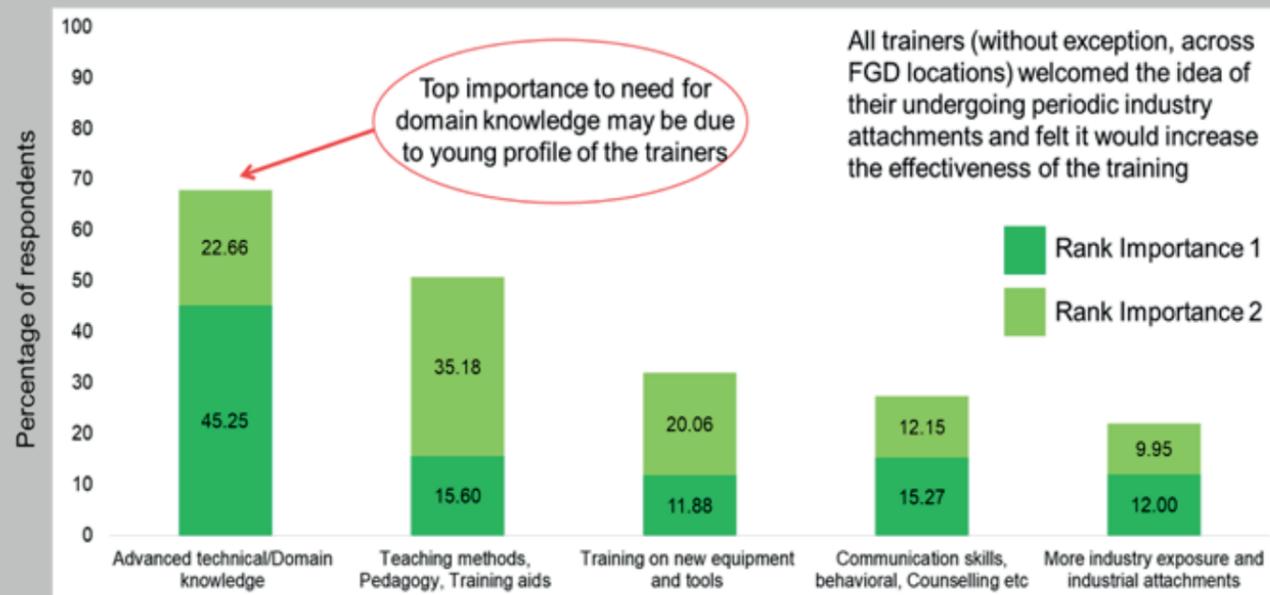


Figure 3: Trainers' views on the need for further training

A short web-survey was launched to obtain alumni students' ranked importance of trainers' qualities (Figure 4) and if the trainers' effectiveness could be improved. The students ranked the importance of trainers' possession of theoretical knowledge and practical skills higher than other skills. However, a sizeable number of students (about 27 per cent) also ranked the trainers' skills to gauge the students' speed of learning as important or most important. This corroborated with the trainers' views voiced in the FGDs that 25-30 per cent students in their classes had a differentiated pace of learning.

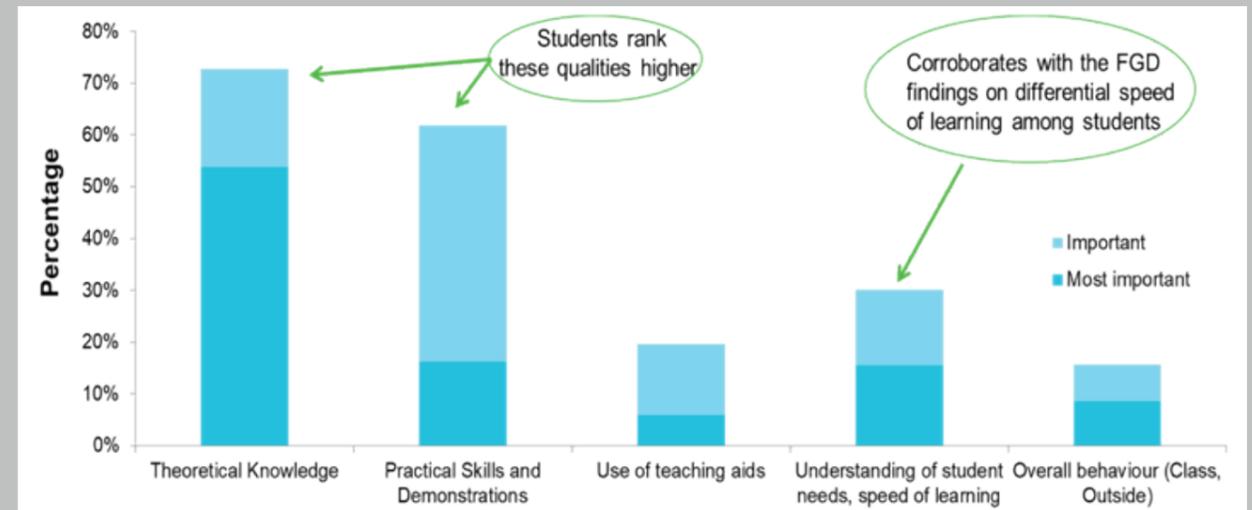


Figure 4: Ranked importance of trainer's qualities (students' views)

At the time of the study, trainers sought to keep their domain knowledge updated through self-study, by keeping themselves updated with current development and advancements in their field of work, and by availing online freeware to prepare their lesson plans. Most TPs, especially the SMEs, had no in-house systems to support their trainers' CPD needs. However, some large TPs have virtual forum of trainers moderated by their in-company master/expert trainers who responded to trainers' queries and provided study material.

7. Evaluation of Trainer performance: Most TPs evaluate trainers' performances based on biometric attendance of the batch of students and placement success rates, both of which are linked to training batch commercials. Some TPs take informal feedback from students on the quality of training imparted. But there is no comprehensive evaluation of trainers' performance, especially pedagogy, which is core to the teaching and learning process.

Secton D: Recommendations

The following recommendations are based on insights drawn from synthesised findings, which have then been blended with good international practices and established frameworks.

1. There is a need to evolve a structure for lifelong learning for trainers. One way could be to adapt the Singapore model of 3-level vocational pedagogy framework (illustrated in Figure 8), and incorporate a range of relevant international practices. This could lead to establishing a new 'Professional Trainer Development Framework,' together with a set of detailed criteria, to assess the quality of outcomes at each stage. This framework, along with the set of detailed criteria, could then dovetail with the new guidelines on ToT and Training of Assessors (ToA) that were developed in collaboration with Singapore Polytechnic (11) and released by NSDC.

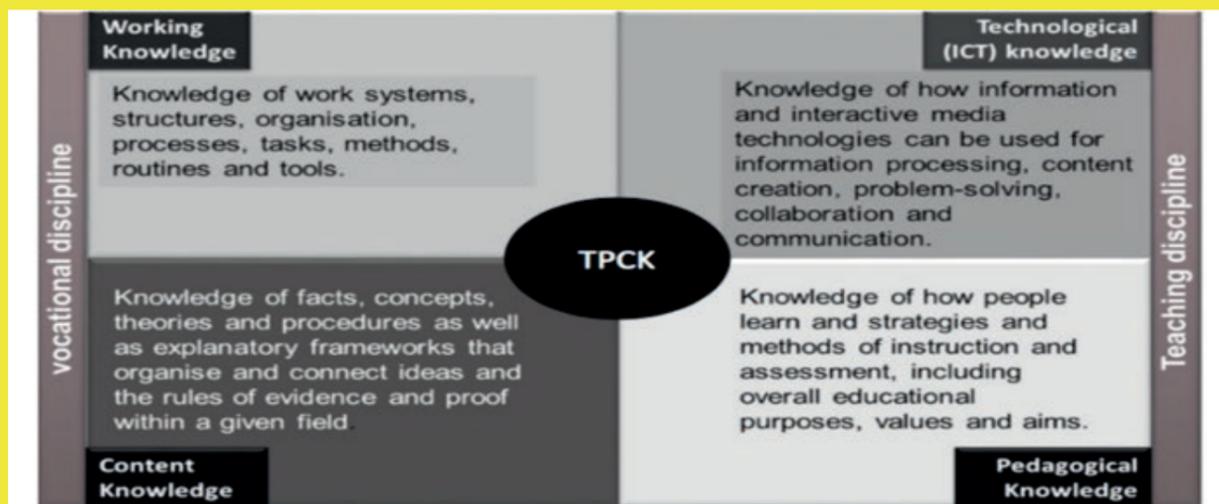


Figure 5: Vocational Pedagogy in Institute of Technical Education (ITE) Singapore

Detailed criteria can be mapped around the skills, attributes and characteristics that an effective trainer requires. In seeking to help and improve trainer effectiveness it will be important to use an overall structure such as shown in the diagram to highlight gaps in i) areas where trainers feel the current system is inadequate and ii) on-going CPD provision for making trainers more effective and iii) building the role of a trainer as a professional career. These headings in figure 6 have been detailed in Section F – page 39 of the main report.



Figure 6: Key attributes of an effective trainer (source: compilation from multiple international good practice examples, contributed by Elmvine Ltd., UK)

2. Ensuring trainers' quality at entry: The TPs should use a standardised set of performance criteria as a part of their recruitment and initial training process. These could be used to measure trainers' quality before certification and kept active throughout their career to ensure: (a) consistency across TPs; (b) establishing an industry mindset of measurement and evaluation; (c) creation of a sustainable quality assurance process; and (d) raising the overall quality of trainers and the training profession in India.

One such recruitment criteria could be the trainer taking a 30-minute video-graphed class of an on-going batch, the quality adequacy of which could be certified by the TP and subsequently be audited by the SSC as a pre-screening measure when the trainers get nominated for their ToT courses. These criteria could be consultatively evolved between NSDC, SSCs, TPs, and references could be made to Ceputec Trainer Competency Checklist (Australia), Quality Assurance Framework Scotland, University of Leicester UK and others.

3. Online domain certification at entry: Aspart of the post-recruitment trainers' induction process, the first domain certification (two-day orientation of the Qualification Packs (QP), model curriculum and related lesson plan) could be delivered digitally as curated online material. The trainers achieving certification on this course could be allowed to register batches and beginning training classes. This would ensure minimum consistent understanding of the QP by the trainers at the point of entry across the country. The longer duration (ten days or more, if revised) on-premise ToT courses could be scheduled later. Over a longer period, trainers will need periodic refreshing which could happen through the periodic industrial attachments and/or supplemented by curated on-line learning and its certification.

4. Management of the pedagogical learning process: Trainers need to examine their own practice and pre-conceptions about what they think a student understands, and what they do understand. Accordingly, the set of recommendations made are:

Components from the British Council's CPD Framework for teacher educators could be adapted and made relevant for the trainers. A selection of training modules can also be developed from the Education and Training Foundation's (ETF) Advanced Practitioner Toolkit cards to address pedagogical needs which trainers can use for their development activities.

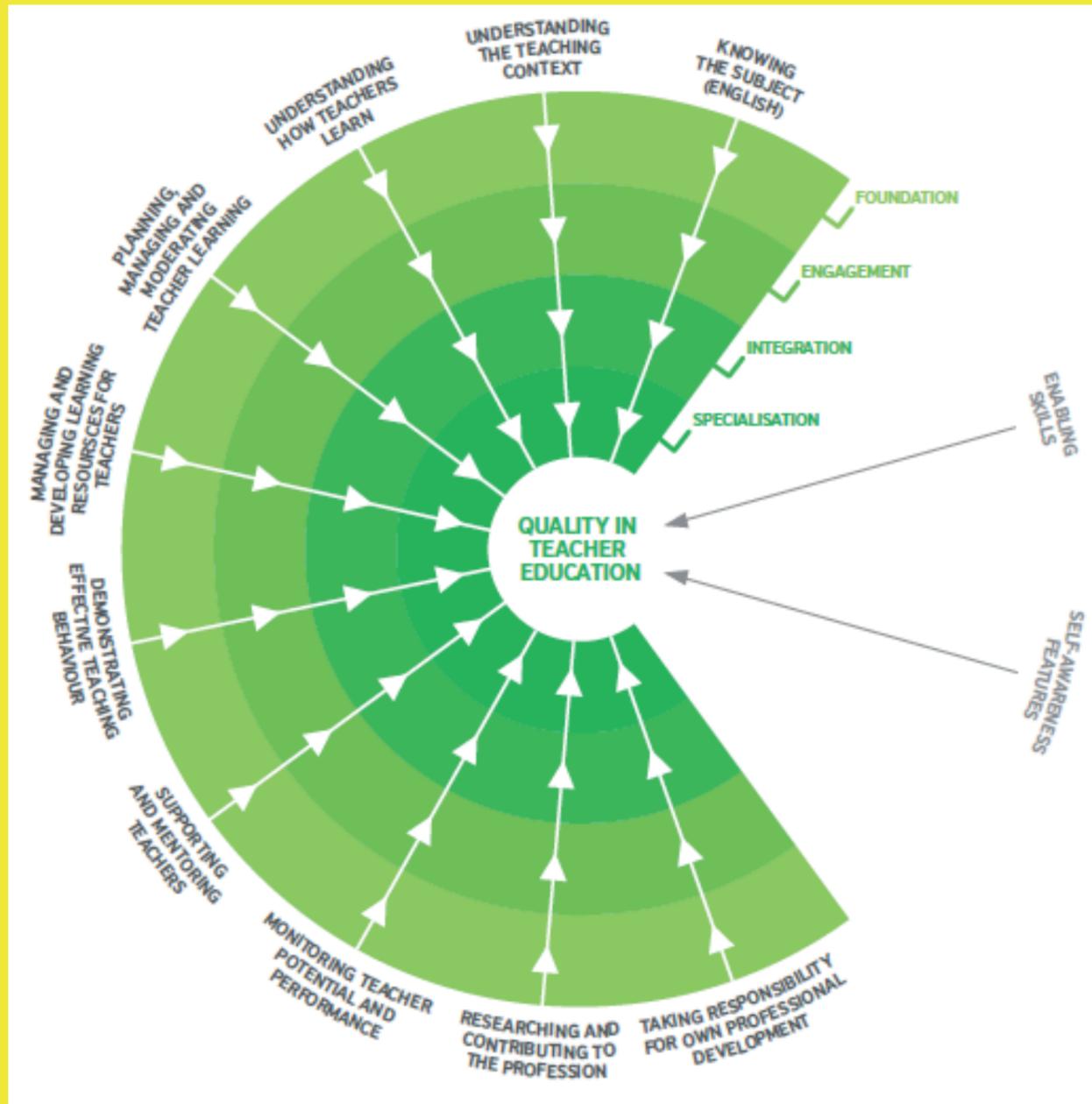


Figure 7: British Council's CPD framework for teacher educators

- It may be beneficial to introduce a short duration On-Job-Training (OJT) within the three month (typical) short term course to begin familiarising students of prospective workplaces. Trainers felt this could supplement their efforts and improve the overall quality of training imparted. In the UK, students in many vocational courses undertake work placement, and for many this is now a mandatory component in their course.

- A pre-identified proportion of class or laboratory lessons taken by trainers (which can vary by sector and job roles) can be video-recorded and included in the trainer's service record. The SSC could evaluate these sessions (on a sample basis), either as a part of the certificate renewal processes or while handling any grievance. In the UK there is a standardised 'observation of teaching and learning' which is a part of the overall Quality Assurance process that each TP follows and is monitored by a national agency.

- It is imperative to increase the use of digital resources in skill training across all sectors, although some more than others. Knowledge from Government of India's National Programme on Technology Enhanced Learning (NPTEL) in technical education, run by the Indian Institutes of Technology, and the six digital capabilities of UK's Jisc 'Digital teaching professional framework' can be used to develop training modules.

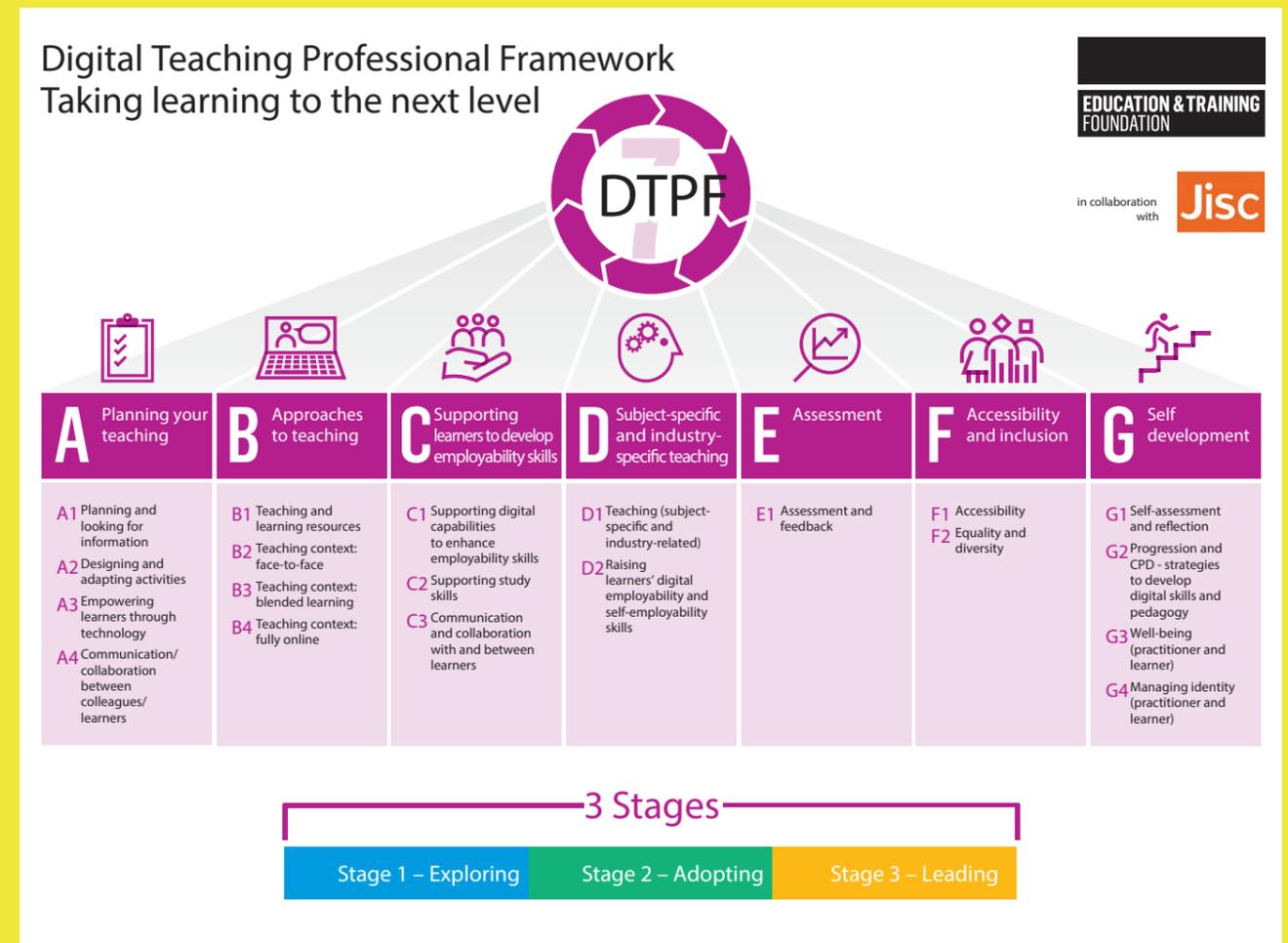


Figure 8: Digital Teaching Professional Framework

5. ToT courses: The recommendations to improve the ToT courses are:

- Inclusion of about 40 hours “teach-back” sessions in the future ToT courses to create scenarios and make trainers actively practise everyday situations, such as those emanating from differential pace of learning among students. The ToT courses could include demonstrating practical techniques, giving instructional aids of how to apply adult learning principles (andragogy), active learning [12] and objection handling. Keeping in view such augmentation, the ToT course duration should also be increased, as deemed necessary.
- ToT assessments at present are being conducted by third-party assessment agencies. Almost all the SSCs suggested, and is hereby recommended, that ToT assessments be made an in-house responsibility of the SSCs to be done in collaboration with the industry. This would improve assessment quality. The study found examples of SSCs who have started the practice of conducting ToT assessments by their own staff.

6. Professionalising the trainers’ occupation: The role of a trainer is not currently seen as a professional role. To create perception that a trainer is a professional and valued career option it would be appropriate to create standards to support trainers to maintain and improve their teaching and learning as well as outcomes for their students. This could include (a) professional values and attributes, (b) professional skills, and (c) professional knowledge and understanding as developed by stakeholders involved in training in the UK. In Thailand there is a standard for TVET competencies that can also be considered when developing a set of standards within the overall trainer development framework for India.



Figure 9: The Professional Standards

7. Professionalising TPs, quality assured and developed: For the skills system in India to become more effective it needs to be ensuring that all TPs are quality assured and developed i.e. ensuring sure that senior leaders provide necessary conditions for effective professional development to take place. It is also essential each training institution that delivers publicly funded courses has guidance and support for leadership and management and effective governance if applicable. This will ensure consistency across the training sector and that TPs are taking responsibility for managing the training process that is staff CPD and student outcomes. The UK’s Association of Employment and Learning Providers have produced a ‘Good to Great’ programme for private TPs delivering public funded courses, using a mixed model of workshops, webinars, and support activities with a strong emphasis on peer support to improve management.



Figure 10: ‘Good to Great’ programme association of employment and learning providers

8. Addressing trainers’ emolument concerns: While professionalising the trainers’ occupation, major barriers to trainers’ motivation also need to be addressed. Foremost among these barriers is low levels of emoluments. It is imperative that TPs are encouraged to ensure fair income (such as industry benchmarked salaries) to trainers, achieving regularity in the disbursement of remuneration, extending social protection cover to their trainers. All these combined can become motivators and attract talent to this profession. Further, the scheme guidelines could provide a better target allocation pipeline visibility that could create an environment of business continuity for TPs and, in turn address trainers’ engagement continuity concerns.

9. Continuous Professional Development set of recommendations being made are:

- Trainers welcomed the idea of undergoing industrial attachments at a fixed periodicity that could be made mandatory according to norms such as: one week attachment annually for “fast” moving job-roles while one / two weeks attachment bi-annually for other job-roles (or as may be decided by NSDC / SSC for such job-roles). These attachments could be undertaken at companies who are member of SSCs, employers where trainees get placed, other registered enterprises and advanced technical training institutes approved by the SSCs. The timing of the attachments could be flexibly decided between the TP and the companies (anytime within the stipulated period of one or two years) keeping in view trainer’s workload. On completion, a joint certification by the industry and TP which would form a part of the trainer’s service record and get audited by the concerned SSC during ToT certificate renewal.
- The Teach Too programme in UK shows how working in partnership with employers and employer networks can be used to develop a shared approach to delivering quality technical and vocational education. Teach Too approaches look to support trainers who combine occupational and pedagogical expertise and are given the time to develop partnerships and curricula with employers, and access to industry-standard facilities and resources reflecting ways in which technology is transferring work.

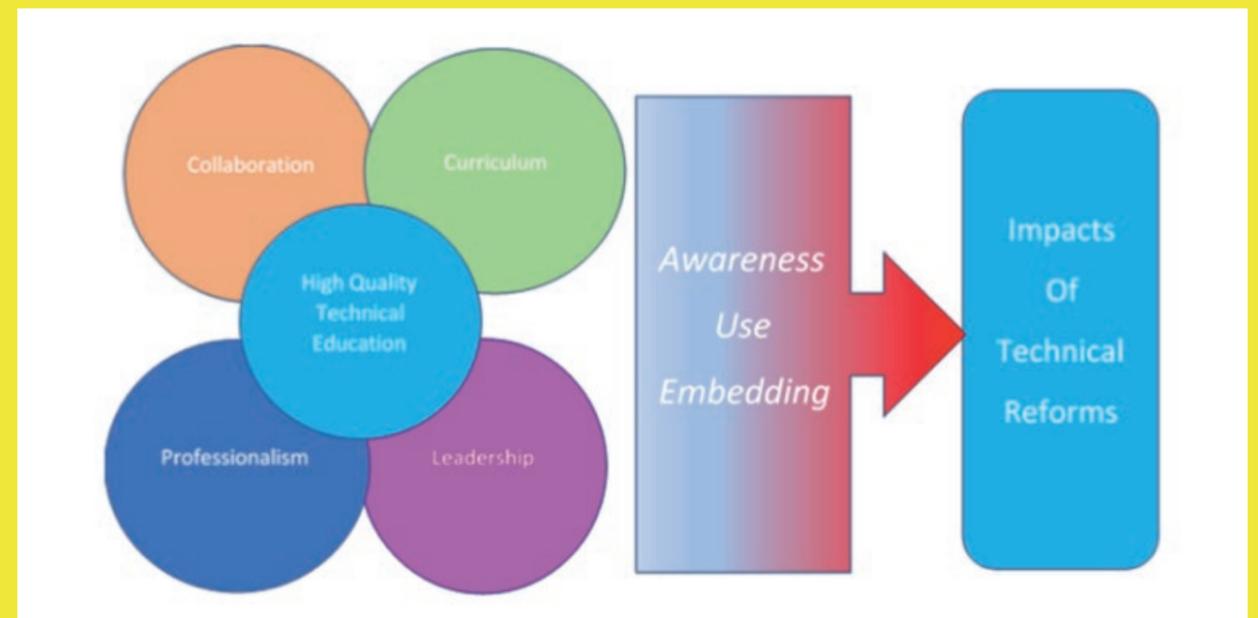


Figure 11: Teach Too framework for collaborative working

12 Felder and Brent (2009). Anything course-related that all students in a class session are called upon to do other than simply watching, listening, and taking notes is called active learning.

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10. **Comprehensive Evaluation of Trainer Performance:** It is recommended that a composite set of metrics be evolved for a comprehensive evaluation of trainers' performance during the intervening period of their first certification and renewal. These metrics could include biometric students' attendance and feedback, students' performance in their assessments, placement success rates, completion of industrial attachments, evaluation of pedagogy, and completion of curated online refresher courses. If a framework like the UK's 2019 Ofsted regulatory framework with specific criteria was set for recruiting and developing trainers through to becoming a master/expert trainer, it would support TPs and SSCs to get higher quality, lower costs, and further professionalise the skills training sector.

11. **National System to Recognise Trainers' Excellence:** The role of a professional trainer could be made more aspirational. This could be done by instituting a National System to Recognise Trainers' Excellence. Annual awards recognising training excellence, one for each of the sectors, could be given away at the national level. Trainer nominations for the award can be filled in by the TPs and the winners could be selected by a jury. The process could be managed by the respective SSCs. Once this National System to Recognise Trainers' Excellence becomes operational, it could be extended to interested states for instituting their state-level recognition systems and awards.



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