

National Professional Standards for Vocational Teachers



**Development of
National Professional Standards for
Vocational Teachers/ Trainers
(NPSVT)**

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FOREWORD

Reimagining Vocational Education in National Education Policy (NEP) 2020, has advocated the universal access to quality education. NEP 2020 has been designed to put the teacher at the centre of the fundamental reforms in the education system of India. For this, more emphasis is given on quality assurance in the teaching profession and to attract and inspire the best and brightest to enter in this profession.

The purpose of this document is to fulfil the aim that all students at all levels of vocational education are to be taught by qualified, professionally trained, well-equipped, passionate, adept and motivated teachers. These standards are a set of guiding statements that define the expectations and competencies required from a vocational teacher at different career levels. It also assures to empower teachers and help them to do their job effectively.

This document will determine all aspects of a vocational teacher such as career-level, knowledge and understanding of content along with professional commitment, practice, career management and efforts for self- professional development. As proposed in NEP 2020, the professional standards at the national level will be reviewed and revised in 2030 and after that every ten years based on rigorous empirical analysis of the efficacy of the system.

To improve the professional qualities of vocational teachers leading to improvement in their preparation, practice and performance for providing quality vocational education in our country, this draft document titled as 'National Professional Standards for Vocational Teachers/ Trainers' (NPSVT) has been developed by faculty members of PSS Central Institute of Vocational Education with the help of resource persons from educational field. The utility of this document could be judged by its users only. The comments and feedback by users will be greatly valued by us and will go a long way in bringing out a revised version at an appropriate time in future.

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ABBREVIATIONS

B. Voc.	Bachelor of Vocation degree
CPD	Continuous Professional Development
FID	Focused Individual Discussion
ICT	Information and Communications Technology
IRG	Internal Revenue Generation
NCTE	National Council for Teacher Education
NEP 2020	National Education Policy 2020
NPST	National Professional Standards for Teacher
NPSVT	National Professional Standards for Vocational Teachers/ Trainers
SDGs	Sustainable Development Goals
PAR	Performance Appraisal Report
PSSCIVE	Pandit Sunderlal Sharma Central Institute of Vocational Education
PTA	Parent-Teacher Association
T-L	Teaching-Learning
TLP	Teaching-Learning Process

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1. INTRODUCTION

Education is fundamental for achieving full human potential, and a way to bring in all round development in the learner including earning of livelihood, and promoting national development. According to Mahatma Gandhi, education is not just about the head but also about the heart and hand. When we talk about skills or crafts, it is not always the traditional art that we talk about but also contemporizing them with the help of technology. In a similar vein, Nelson Mandela once mentioned, “Education is the great engine to personal development”.

In the present scenario, vocational education is assuming great significance. Reimagining Vocational Education, NEP 2020 has also advocated it as a felt need. As per NEP 2020, “vocational education programmes are to be integrated into mainstream education in a phased manner, beginning with vocational exposure at early ages, quality vocational education through middle and secondary school and smoothly into higher education. Integrating vocational education in this way will ensure that every child learns at least one vocation and is exposed to several more, emphasising the dignity and importance of labour and exciting students about various vocations including those involving local arts and artisanship”. (Pt. 16.4)

Providing universal access to quality vocational education is the key to India’s continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country and the world. India will have the highest population of young people in the world and our ability to provide high-quality educational opportunities to them will determine the future of our country. The global education development agenda reflected in the Goal 4 (SDG4 – Quality Education) of the 2030 Agenda for Sustainable Development, adopted by India in 2015 - seeks to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030. Such a lofty goal will require the entire education system to be reconfigured to support and foster learning, so that all of the critical targets and goals (SDGs) of the 2030 Agenda for Sustainable Development can be achieved. Indeed, with the quickly changing employment landscape and global ecosystem, it is becoming increasingly critical that children not only learn, but more importantly learn how to learn.

National Professional Standards for Vocational Teachers/ Trainers (NPSVT) are developed and designed to fulfil the aim of equitable access to the highest-quality vocational education for all teachers as envisaged in the NEP 2020. NPSVT assures that all students at all levels of vocational education are to be taught by highly qualified, professionally trained, well-equipped, passionate, adept and motivated teachers.

This document focuses on the professional qualities of vocational teachers leading to improvement in their preparation, practice and performance. The professional standards of vocational teachers given in this document are in line with the principles given in the NEP 2020. These will ultimately support the vision of NEP 2020 i.e., to provide high-quality education to all.

The NPSVT will determine all aspects of vocational teacher such as career-level, knowledge and understanding of content along with professional commitment/ practice, career

management, professional development efforts and other recognitions. The Professional Standards for Vocational Teachers/ Trainers would cover expectations and the competencies required from a vocational teacher at different levels of expertise and/ or experience at various career levels. As proposed in NEP 2020, the professional standards at the national level will be reviewed and revised in 2030 and after that every ten years based on rigorous empirical analysis of the system's efficacy.

2. UNDERSTANDING VOCATIONAL TEACHERS/ TRAINERS

2.1 Who are Vocational Teachers/ Trainers?

A Vocational Teacher/ Trainer, also called as career and technical education teacher, is one who facilitates students to develop competencies (knowledge, skill and attitude) in selected vocational or occupational subjects, at different stages of school and higher education for providing opportunities to work in different productive and service-related work settings.

The vocational teacher prepares the learners to be gainfully employed as wage and self-employed workers in both, organised as well as unorganised, sectors of the economy. The vocational teacher integrates theoretical and practical aspects of the vocational subjects along with employability skills. Vocational teacher specializes in a particular field of vocation and strives to develop the required knowledge, skills and attitudes/ values needed to succeed in the profession/ vocation.

2.2 Importance of Vocational Teacher in Vocational Education

Position of a vocational teacher is very dynamic and challenging. The National Education Policy (NEP 2020) has also put the teacher at the centre of fundamental reforms in the education system. The new education policy aims to re-establish teachers, including vocational teachers, at all levels, as the most respected and essential members of our society because they truly shape our next generation of citizens, who contribute to the advancement of both the economy and the society. The Policy aims to build systems that must do everything to empower teachers and help them do their jobs as effectively as possible. The new education policy advocates the best and brightest to enter the teaching profession.

NEP 2020 ensures livelihood, respect, dignity, and autonomy while also instilling basic quality control and accountability methods into the system. With the recent technological advances in education and the ease of access to information, the place of a 21st-century teacher has become more challenging as well as demanding. Today, the teacher is expected to be more of a facilitator of student learning than a storehouse of information. A teacher is also responsible for guiding the students and creating an enabling environment to help them develop higher-order thinking skills such as problem-solving, creativity and critical thinking. Today learning happens everywhere, on the go, and can be customised according to students' styles and preferences. The pedagogy has transitioned from teacher-centred teaching-learning to student-led and collaborative teaching-learning, experiential learning, critical learning, etc. Advent of cybernetics, total transformation in the competency profile of the work force, and stress on entrepreneurship and self-employment have brought a sea change in the place of vocational teacher in the total system of education. At a time, when the learner is becoming self-initiated and autonomous, the vocational teacher can no longer be merely an information dispenser.

The 12th Five-Year Plan (2012–2017) estimated that only a very small percentage of the Indian workforce in the age group of 19–24 (less than 5%) received formal vocational education. Whereas in countries, such as the USA, the number is 52%, in Germany 75%, and South Korea it is as high as 96%. These numbers only underline the urgency of the need to hasten the spread

of vocational education in India. (NEP 2020, pt. 16.1), hence the importance of vocational teachers in the system of education.

2.3 Roles and Responsibilities of Vocational Teachers/ Trainers

The vocational teacher is expected to be equipped with the latest knowledge in his/her area of specialization. A regular refreshing of knowledge is essential to keep abreast of the latest developments. Apart from subject-matter competencies, the vocational teacher must also be equally conversant with core teaching skills and communication techniques. This would imply that he/she has to be an experienced practitioner, both as a teacher and as a professional. Besides being an effective communicator in a classroom, the teacher is also required to undertake many management functions, like arranging collaboration with industry and organizations, guiding students for placement, seeking community involvement, ensuring optimum utilization of available resources, managing purchases, installation and storage of tools and arranging materials and equipment. Arranging meetings and participating in discussions are also included within the ambit of his/her functions. The vocational teacher occasionally is asked to develop curriculum for a new course or prepare a list of tools and equipment for a course or even provide a list of books for the library. Another important role relates to developing instructional material. Students may also approach the teacher for guidance and counselling for their educational and occupational problems like choice of course, further education, self-employment support, placement, etc.

Following are the specific roles and responsibilities of a vocational teacher;

1. Demonstrate Content Expertise / Knowledge in his/her area
2. Demonstrate pedagogical skills during teaching-learning & assessment
3. Plan teaching-learning sessions
4. Develop and use a variety of digital and non-digital resources
5. Develop and analyze curriculum
6. Facilitate and mentor learning and learner
7. Demonstrate managerial skills
8. Identify, organize and efficiently use tools and techniques of content as well as teaching-learning
9. Demonstrate values, work ethics and empathy towards students
10. Demonstrate concern for safety, health, and environment
11. Practice assessment of learning, for learning and as learning
12. Conduct action research
13. Engage in self-professional improvement
14. Facilitate in the placement of vocational students for on-the-job training, and apprenticeship training

3. PROFESSIONAL STANDARDS

3.1 What is Professional Standard?

'Standard' is a term used with different connotations and meanings in different contexts and countries. In simple terms, Standards are statements about what is valued in the profession and are generally used to describe and communicate what is most desirable to achieve in terms of learning or practice.

In the learning context, standards are defined as learning outcomes, but in a professional or occupational context, standards are defined as dimensions of competence, i.e., what someone should know and be able to do in order to be considered competent in a particular professional domain. In other words, standards are used as a benchmark or a tool of measurement of a professional's performance to be considered competent and quality performance. As per NCTE document NPST (2022),

"Standards are the statements that reflect what is valued in the profession, what is quality teaching with an underlying assumption of what quality learning is. The statements themselves formulate what these values imply for what teachers should know, should believe, and should be able to do."

The National Professional Standards for Vocational Teachers/ Trainers (NPSVT) shall be public statements of what constitutes teaching quality and what is required to improve in the students about the vocational educational outcomes in India. These standards shall be a set of guiding statements that define the expectation of the role of a vocational teacher at different levels of expertise at different stages of a career. The standards shall also define what effective teaching looks like and what competencies are required to practice as a vocational teacher in 21st-century schools at each stage of teaching career.

3.2 Vocational Teacher as a Professional

The term 'Professional' refers to the characteristic of a profession. A professional is a member of a profession or a person who works in a specified professional activity. It is a person engaged in one of the learned professions: a) characterized by or conforming to the technical or ethical standards of a profession; b) exhibiting a courteous, conscientious, and generally business-like manner in the workplace.

There are two equally strong opinions regarding 'vocational teacher as a professional'. These are teacher as a) Pedagogical specialist and b) Pedagogical as well as subject specialist. In other words, Vocational teachers/ trainers are regarded as 'dual professionals', which means a vocational teacher who needs two sets of professional skills. First, they need to be experts in delivering teaching and learning; i.e., pedagogical approaches. Second, they also need to be experts in their own field of specialization.

In specific terms, Vocational Teacher, as a dual professional, needs to possess following specific competencies:

- Content knowledge specialist in own field of specialisation
- Expert practitioner (Job specific skills) in own field of specialisation
- Select and use appropriate teaching methods, strategies and approaches

- Develop digital and non-digital teaching –learning material
- Use ICT and domain-specific software
- Use different modes of learning: including blended learning
- Conduct assessment of, for and as learning
- Manage teaching and learning
- Ability to develop entrepreneurial skills

But there is a third set of skills that vocational teachers need. Recently, in the UK, there has been a talk of ‘triple professionalism’: a third set of professional expertise that teachers and trainers require, to ensure that the skills they give to their learners are in line with the needs of the local, national and global workplace. Ann Hodgson, from the Institute of Education, University of London, has described this set of expertise and qualities of a professional, including:

- Ability to develop ethics among youth in and out of the educational institutions in the locality
- Ability to identify the role of the educational institutions within the community and the local area
- Capacity to identify the needs and bring about positive change in the community, local and regional areas through research
- Ability to undertake multi-agency working and to collaborate with other professionals
- Understanding of policy matters and make plans to translate them in practice in the Vocational Education and Training
- Effective communication skills

To conclude, vocational teacher needs to recognise himself/herself as a professional endowed with the necessary knowledge, attitude, competence, commitment, enthusiasm. He/she has a spirit of seeking new ways and means of dealing with teaching-learning and assessment situations along with the capability of reflection on his/her own practices. The teacher should be sensitive and perceptive not only to the learners and the institution but also the emerging concerns in a larger social perspective within which one functions.

3.3 Need and Relevance of Professional Standards for Vocational Teachers/ Trainers

Let us first, understand the need of Professional Standards for vocational teachers/trainers. These standards are not only to provide a frame of reference for the teachers to reflect on their own practice, enabling them to identify areas of their own professional development but also help a teacher to be assessed by other. Professional standards can be used in examining how the standards are implemented and what nature of change they exert.

Professional Standards play a definite role in improving the process of education. Over the several years, there has been a move towards developing and promoting the professionalism of teachers including vocational teachers as well, through the development of professional

standards the world over. Many world countries, developed as well as developing, have come out with the implementation of Professional Standards with a view to enhance the quality of vocational education and its various components like teaching-learning, upskilling, practicing and updating as per the changing contextual need. These professional standards for vocational teachers, needless to say, also help the vocational teachers in their career-level growth and development.

The standards are derived based on the expectations of the roles of the teacher at different levels of expertise/stage, and the competencies required for that stage. It also comprises standards for performance appraisal, for each stage, that would be carried out on a periodic basis.

3.4 Professional Standards as Quality Assurance Mechanism

Bringing in quality in any educational system including vocational education is top most priority of today. There are three significant interlinked factors impacting the quality of learning and teaching and assessment:

1. Context factor:

It relates to the quality of the institutions which provide pre-service and in-service professional education for vocational teachers. It includes the quality of educators who train teachers and other support staff. Context factor also includes political, social, cultural and economic environment in which these institutions operate.

2. Process factor:

It relates to the actual curricula and programmes of the institutions. It also includes the type of programme (skill-based or competency-based) they offer and how they certify trainee teachers. The outcome achieved determines the quality.

3. Governance factors:

It relates to the overall management, control of the institution (context), policies and processes. To bring in quality, the above factors need to be channelised properly at different levels through different quality perspectives. Some of these are:

1. Quality control
2. Quality Audit
3. Academic Audit
4. Quality assurance

These quality perspectives are used in different contexts and situations. Quality assurance, nowadays, is one of the quality perspectives frequently being in use in education system in India. Quality assurance is a technique of reaching or maintaining a desired level of quality in a service or product, especially by means of giving attention to every stage of the process of delivery or production. This method helps to make sure that certain quality standards are fulfilled.

Indicators of Quality assurance in education can be –

1. Input indicators: Teachers, students, support staff and infrastructural facilities, etc.
2. Process indicators: interaction between or among the input indicators such as teacher-student, student-infrastructural facilities, teacher-infrastructural facilities, etc.

3. Output indicators: immediate effects of an educational programme such as result, placement, skills, cognition, etc.
4. Outcome indicators: long-term effects of an educational system such as earning, job satisfaction, employment, societal impact, etc.

Development and implementation of professional standards will help in selecting, guiding, training, continuing education and progression of vocational teachers, be able to contribute in achieving the quality assurance goals as a professional vocational teacher.

4. NATIONAL PROFESSIONAL STANDARDS FOR VOCATIONAL TEACHERS/ TRAINERS (NPSVT)

National Education Policy (NEP) 2020 is the country's first education policy of the 21st century, and it aims to address the many growing developmental imperatives of our country. To achieve the goal of holistic and quality education for all, NEP 2020 has laid particular emphasis on the development of the teaching profession and has put teachers in the centre of all reforms.

To inspire the best and brightest to enter the teaching profession and to empower teachers and help them to do their job as effectively as possible, the National Education Policy has recommended the development of National Professional Standards for teachers including that of vocational education teachers. Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), an apex institution for vocational education, has been entrusted the task of developing National Professional Standards for Vocational Teachers/ Trainers (NPSVT) for the country. This could be adopted by States. These standards determine all aspects of vocational teacher career management, including tenure, professional development efforts, salary increases, promotions, and other recognitions. Promotions and salary increase will not occur based on the length of tenure or seniority, but only on the basis of such appraisal. The professional standards will be reviewed and revised in 2030, and thereafter every ten years, on the basis of rigorous empirical analysis of the efficacy of the system.

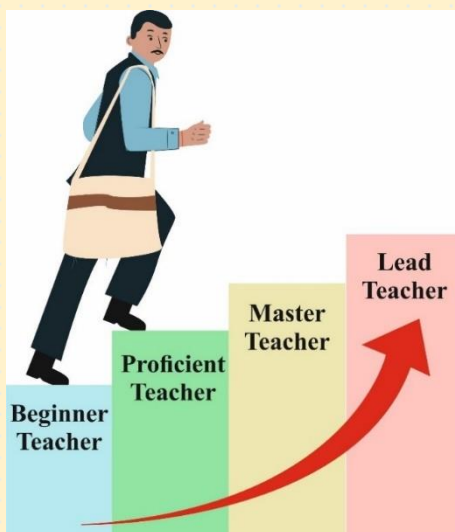
In this document, efforts have been made to evolve professional standards for vocational teachers considering four different career progressions along with their strategies of implementation and evaluation.

4.1 Vocational Teacher Career Progression in NPSVT

Quality of teaching/ training at vocational institutes will be sustained through a reflective, practice-based approach to continuous professional development and lifelong learning for vocational teachers. The document of professional standards for vocational teacher recognises that professional development and performance review happens in a continuum as teachers develop and refine their practice starting from learning through their initial professional preparation to professional development opportunities throughout their career.

Independent of the stage of school education, they are currently engaged with, vocational teachers/ trainers will be able to progress within that stage via merit-based promotions and salary increases. The aim will be to have a clearly-defined promotion-and-salary ladder to mark milestones in professional development and accomplishment, and therefore continuous incentives for conducting outstanding work as a teacher.

Specific professional competency standards for vocational teachers have been defined in NPSVT to be achieved at each of the career levels in order to progress to the next level. There will be at least four progression levels as a teacher in each stage, which may be labelled Beginner Teacher, Proficient Teacher, Master Teacher and Lead Teacher. Professional standards would be defined for these levels, including expectations from teachers in these levels; e.g., Lead Teacher would naturally become the resource person for Continuous professional development (CPD) of the teachers as well as guide and mentor peer group in their geographical area.



NPSVT Teaching Career Levels

The NPSVT provides a clear skills pathway for the vocational teachers right from their decision of becoming a teacher till they complete their teaching journey to move to either an education leadership role or an education administrative role. The document provides insight to vocational teachers to undergo qualitative continuous professional development programmes for each stage of their career path. The document also provides the guidelines for in-school managers and teachers in advanced career stages to guide other beginner teachers.

The NPSVT standards have been provided and categorised as pre-requisite competencies to attain a particular career progression in the teaching career. A vocational teacher is expected to meet the pre-requisites by attaining the skills, knowledge and attitude and sharing evidence of the competencies to reach the target career level. On meeting the standards of a level, a teacher gets assessed and certified and then formally placed in the next higher level. After reaching a particular level, the teacher shall apply the acquired competencies in the teaching practice and start working on competencies for the next career level. The competency mapping and progression to different career levels are depicted below:

Career Level 1 – Beginner Teacher

A vocational teacher who meets the standards under 'Beginner Teacher level' shall be hired by schools for teaching the learners at a particular school stage. At this stage, the Beginner vocational teacher will be expected to demonstrate competencies relating to the level for which he/she has learned in terms of content knowledge, pedagogical knowledge and pedagogical skills/ practices. This Beginner vocational teacher shall be supported by in-school mentors in developing own practice and strengthening the knowledge acquired. This Beginner vocational

teacher shall be collecting evidence of his/her practice and reflecting on the learning in the context of the competencies learnt.

The school-based mentors shall evaluate each Beginner Teacher's practice against Beginner Teacher standards and shall help the Beginner teacher in improving teaching delivery. Once the Beginner vocational teacher settles in the job role and reaches the optimum level of performance in implementing the acquired knowledge, skills, he/she will be guided towards preparing for the next career level, i.e., the 'Proficient Teacher Level'. The Beginner vocational teacher will be given opportunities for professional development for the next career level and will be guided towards acquiring desired knowledge, skills and developing pieces of evidence



related to the next career level for the same school stage. The standards for Proficient Teachers shall be followed by in-service training institutions while preparing the Beginner teacher for the next career level. Once the vocational teacher is ready for the next career level, he/she will be guided towards applying his/ her skill evaluation and achieving the Proficient Teacher Status.

Career Level 2 – Proficient Teacher

The proficient teachers exhibit skills in planning, implementing and managing the teaching-learning process to their level of satisfaction. He/ she shows the capacity of reflective practitioners who not only continually update but also consolidate the knowledge, skills and practices of Level 1 teachers. The school-based mentors support and guide these proficient teachers. Once these proficient teachers reach the optimum level of performance, they will be guided towards preparing for the next career level that is the Master Teacher level. Once the vocational teacher is ready for the next career level, he/she will be guided towards applying for his/ her skill evaluation and achieving the Master Teacher Status.

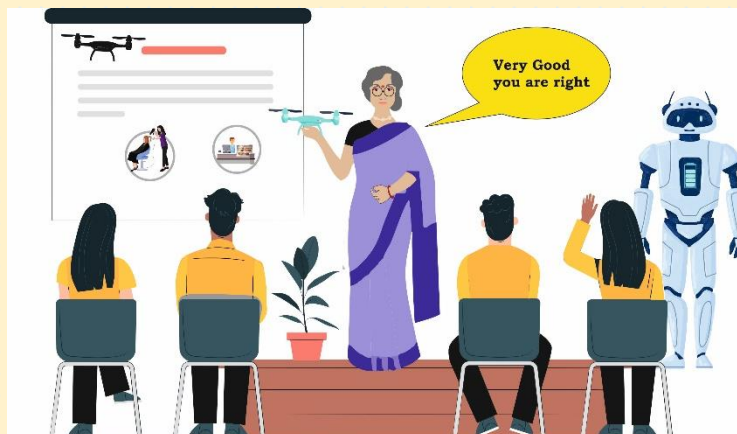


A proficient teacher shall be expected to create effective teaching-learning materials for providing enriched experiences to students. He/ she will be able to adjust his/ her teaching to meet individual differences of the learners. The proficient teacher shall develop in the classroom a safe, positive and productive learning environment to encourage active participation of students. He/ she will analyse examination results and provide feedback to learners along with improving his/ her own performance. The proficient teacher at this level will work collaboratively with colleagues and seek their suggestions or advice.

Career Level 3 – Master Teacher

A vocational teacher at this level of his/her career will consistently display a high level of performance. He/she will collaborate with colleagues, and regularly support and mentor them towards better performance. In addition, a Master teacher will continually seek to update and upgrade his/her professional knowledge and practice by reflecting on the learning needs of self and those of the colleagues and students.

The Master teachers shall observe their peers and shall take the responsibility for their own and others' learning. The Lead teacher shall evaluate Master teachers against their standards and shall mentor them for advancing to the next career level. Master teacher will be guided towards acquiring skills and developing evidences related to the next career level.



The standards for Lead teachers shall be followed by in-service training institutions while preparing training content for Lead Teacher preparation. Once the vocational teacher is ready for the next career level, he/ she will be guided towards applying for his/ her skill evaluation and achieving the Lead Teacher Status.

Career Level 4 – Lead Teacher

Lead vocational teacher is one who not only demonstrates highest level of teaching and vocational competencies, but also is a mentor, guide, facilitator to lower-level teachers and the others working in the field of his/her vocation. Lead teachers are expected to have ability to formulate, modify and evaluate the vision, mission, aims and learning outcomes of vocational education. They are idea generators, futuristic and move ahead of other teachers in their areas of expertise. Lead teachers innovate new strategies and approaches of teaching-learning, assessment and design curriculum. They are critical to others as well as to self. Lead teachers give credit of success to others and take responsibility of failures on themselves. Lead teachers develop learning communities and create inclusive learning environment. They are connectors, mentors, guide and motivators of the larger community.



4.2 Defining Professional Standards for Vocational Teacher/ Trainer

Professional standards direct the development of professional learning goals. These provide a framework by which vocational teachers can evaluate and assess the success of their own learning. It helps teachers to guide or assist for self-reflection and self-assessment. Vocational teachers can use these Standards to recognise their present and developing capabilities, professional aspirations and personal achievements.

These Standards also contribute to the professionalisation of teaching-learning and elevate the status of the profession. These standards could also form the basis for professional accountability, thus, helping the teachers to demonstrate appropriate levels of professional knowledge, professional practice and professional engagement.

The objective of the NPSVT document is to align the vision and goal of NEP 2020 with the domains of standards across the competence levels for vocational teachers in India and accordingly detail out the standards.

To meet the vision of NEP 2020 as reflected in the section, ‘Reimagining the vocational education in Indian Education System’, the standards across the four career levels mentioned in the previous section are defined elaborately to cover the lifelong career evolution of Teaching professionals, starting from Beginner to a Lead Teacher. In order to establish whether standards are attained by the vocational teachers and to take decision about regular as well as progression to the next stage, also in determining the upgrading of the skills based upon the changing demands and providing quality vocational education, assessment will be done on the basis of Standards for which assessment tools are mentioned. This process of assessment to be carried out will be based on the Standards described against each domain/ sub-domain. To facilitate further, the assessment tools/ techniques have been duly classified in the form of a table.

The Professional Standards for Vocational Teachers comprise of four Standards that outline what teachers should know and be able to do. The Standards are interconnected, interdependent and overlapping. These have been termed as, Core Values & Ethics, Professional Knowledge & Expertise, Professional Commitment & Practice, and Professional Self-development.



Each Professional Standard comprises of domains and in practice, teaching draws on aspects of all listed domains. Within each Standard, focus areas provide further illustration of teaching knowledge, practice and professional engagement. These are then separated into Standard Descriptors at four professional career levels: Beginner Teacher, Proficient Teacher, Master Teacher and Lead Teacher.

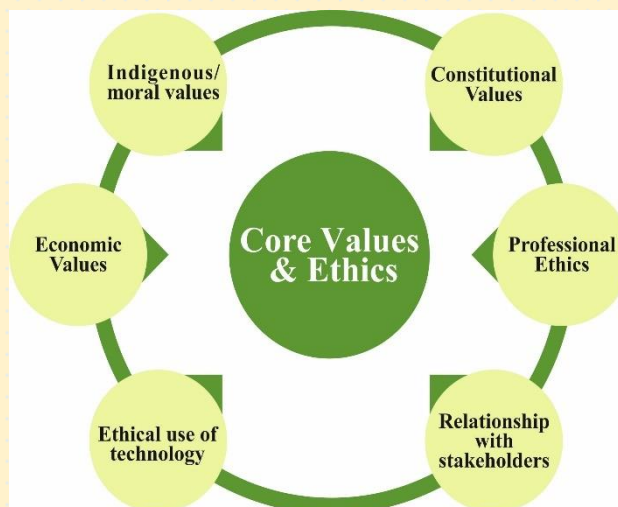
Standard 1 - Core Values & Ethics

Core values & Ethics are moral principles that govern an individual's behaviour or the performing of an activity in a society/ community where we live in. In other words, it can also be defined as that branch of knowledge which deals with moral principles and values. These words address important question about morality, right or wrong, and good or bad. The ethics are based on standards that humans should do in terms of obligation, rights, fairness and virtues. Ethical standards include compassion, loyalty and honesty.

In the same way, values are the belief of an individual or a social group in which there is emotional investment. These values are the ideals or customs about right and wrong. Values help us in deciding what is important and useful when we need to choose between two options.

In the present context, this standard will cover domains related to core values and ethics that a vocational teacher/ trainer is expected to develop/ have at each career level.

The professional standard of 'Core Values & ethics' includes domains of Constitutional values, Professional Ethics, Relationship with stakeholders, Ethical use of technology, Economic values and Indigenous/moral values. These domains are further divided into sub-domains with their descriptive indicators at each career-level of the profession.



Standard 2 - Professional Knowledge & Expertise

Generally pedagogical knowledge describes the knowledge of facts, laws, principles and strategies of classroom management and organisation that transcend subject content. Professional expertise can be seen as a characteristic of individual teacher who possesses a vast amount of relevant knowledge, skills and their transaction.

This professional standard will cover domains related to what a vocational teacher is expected to know and describe about his/her students and about teaching-learning, in order to function effectively as a vocational teacher at each level of his/her lifelong career. The professional standard also maps how a vocational teacher designs appropriate teaching-learning experiences while carrying out the teaching-learning and assessment. The knowledge of the content/ subject area of a particular vocational trade as well as understanding of the diversity among students' different learning styles and pace is very important under this standard. The vocational teacher should be able to create appropriate learning experiences for the learners and he/ she should have instructional skills to provide appropriate sequential instructions for the particular job role. Integration of ICT and other digital tools should also be one of the expertise of vocational teacher.

The professional standard of ‘Professional Knowledge & Expertise’ includes domains of Knowing your learner, Knowledge and skills of subject area, Pedagogical knowledge & skills and Health, hygiene and safety, Curricular structure, Innovation and creativity, Indigenous knowledge/ Vocal for Local/ Make in India, Assessment of/ for and as learning, Technological knowledge, Employability skills including Entrepreneurship skills. These domains are further divided into sub-domains with their descriptive indicators at each career-level of the profession.

Standard 3 - Professional Commitment & Practice

‘Professional commitment & Practice’ is termed as the dedication among the individual vocational teacher towards the profession. Traditionally world over including in India, the job of a teacher is viewed as a career choice that pays a respectable salary and comes with a built-in lot of vacations. In recent time, additionally, some view teaching as an “easy” profession.

In reality, conducting the process of teaching learning, particularly in vocational education requires expertise, extensive training, practice, and skills. It further requires a number of personal commitment and practice that teachers must embrace if they are to be effective and successful in their career. A professional teacher is also required to ultimately leave a positive and lasting impression on the students.

A vocational teacher is required to be committed towards being a lifelong learner, effectively transacting the curriculum, embracing the diversity of the learners to meet their individual differences and their needs and collaborating and contributing towards creating conducive learning environment within the school and classrooms.



education requires expertise, extensive training,



The professional standard of ‘Professional Commitment & Practice’ includes domains of Concept/ Skill mapping, Planning teaching-learning (T-L) in classroom/ labs/ workshops, Delivery of lessons in classroom/ labs/ workshops, Classroom components and dynamics, Effective classroom communication, Assessment and Feedback, Community connects and Use

of Technology. These domains are further divided into sub-domains with their descriptive indicators at each career-level of the profession.

Standard 4 - Professional Self Development

In today's context, where knowledge - content as well as pedagogical knowledge both, is changing at an exponential rate, for a teacher to attain effective Professional Self Development is one of the crucial requirements. Professional development involves developing teacher's role to entirely understand the job they do and how they can improve. It provides teachers, a way to assess their own knowledge, skills and abilities, and set their own goals in order to realise and maximise their true potential. It helps in enhancing the necessary skills to carry out their role as a vocational teacher to its maximum potential and as effectively as possible throughout their working life.

The professional standard of 'Professional Self-Development' includes domains of Learning needs & Reflection, Engagement & participation in learning community, Professional writing, and further formal education. These domains are further divided into sub-domains with their descriptive indicators at each career-level of the profession.



Professional standards along with their domains for Vocational Teacher are shown in the Table below;

Professional Standards for Vocational Teachers/ Trainers

Core Values & Ethics	Professional Knowledge & Expertise
Constitutional Values	Knowing your learner
Professional Ethics	Knowledge and skills of subject area
Relationship with stakeholders	Pedagogical knowledge & skills and Health, hygiene and safety
Ethical use of technology	Curricular structure
Economic Values	Innovation and creativity
Indigenous/ moral values	Indigenous knowledge/ Vocal for Local/ Make in India
	Assessment of, for and as learning
	Technological Knowledge
	Employability skills including Entrepreneurship skills
Professional Commitment & Practice	Professional Self Development
Concept/ Skill mapping	Learning needs & Reflection
Planning teaching-learning (T-L) in classroom/ labs/ workshops	Engagement & participation in learning community
Delivery of lessons in classroom/ labs/ workshops	Professional writing
Classroom components and dynamics	Further formal education
Effective classroom communication	
Assessment and Feedback	
Community connects	
Use of technology	

Standard 1: Core Values & Ethics					
Domain	Sub-domain	Descriptive Indicators			
		Level 1 (Beginner)	Level 2 (Proficient)	Level 3 (Master)	Level 4 (Lead)
Constitutional Values	---	Awareness of constitutional values	Follows constitutional values	Encourage learners/ stakeholders to follow constitutional values	Propagates constitutional values in wider community
Professional Ethics	Dignity of work and workers	Awareness and respect about dignity of work and workers	Demonstrate respect for all types of work and workers	Promote dignity of work and respect for workers	Propagate and support dignity of work and respect for workers in wider community
	Transparency	Observing transparency in workplace	Adhere to transparency measures	Promote transparency among learners and peers	Innovate ways of transparency in different situations
	Accountability	Awareness about various accountability dimensions at workplace	Demonstrate accountability in action	Promote accountability in learners and peers	Propagate accountability and responsible tasks
Relationship with stakeholders	Relationship with learners and peer group	Narrate elements of good relationship with learners and peer group	Practice congenial and justified relationship with learners and peer group	Ensure congenial and justified relationship in different contexts	Extend congenial relationship among and in between learners and peer group
	Relationship with community	Describe and discuss elements of sound relationship with community	Exercise congenial relationship with community	Promote and guide to ensure congenial relationship with community	Evolve new ways of relationship with community
Ethical use of technology	Use in and outside classroom teaching-learning process	Explain ethical use of technology in teaching-learning	Practice ethical use of technology in teaching-learning	Evaluate and promote ethical use of technology in teaching-learning	Widens ethical use of technology in teaching-learning
	Use in social media	Describe ethical considerations in use of social media	Adhere to ethical use of social media	Assist peers and others to adhere to ethical use of social media	Evaluate and enlarge ethical use of social media in stakeholders

Economic Values	Economy of time	Realize the value of time in different activities	Observe the value of time	Ensure economy of time in every activity	Evolve strategies and measures to economize time in conduct of various activities
	Economy of resources	Realize the value of resources in different activities	Observe the value of resources	Ensure economy of resources in every activity	Evolve strategies and measures to economize resources in conduct of various activities
Indigenous/ moral values	--	Enlist indigenous/ moral value system prevalent in Indian culture; Observe the value system prevalent in the school system	Imbibe and demonstrate the value system prevalent in the school system	Create and promote a value-based environment	Involve and encourage stakeholders in promoting indigenous / moral values
Assessment Tools & Techniques		Paper & Pencil Test, Oral Examination & Observation with Assessment Rubric	Observation with Assessment Rubric	Observation with Assessment Rubric	Observation with Assessment Rubric

Standard 2: Professional Knowledge & Expertise					
Domain	Sub-domain	Descriptive Indicators			
		Level 1 (Beginner)	Level 2 (Proficient)	Level 3 (Master)	Level 4 (Lead)
Knowing your learner	Learner Characteristics	Identification of learner characteristics	Adapt practices to match the characteristics	Collaborate with colleagues to create opportunities for actualization of potentials	Improve and encourage to diversify in new areas
	Learner Diversity	Awareness of diversities in terms of religious, linguistics, gender, socio-economic, physically challenged	Honouring diversity in all institutional activities	Bridging learning gaps due to diversities	Encourage colleagues and students to understand and respect diversity
	Learning	Knowledge of learning theories, transactional strategies and taxonomies	Apply the knowledge of learning theories, transactional strategies and taxonomy in teaching-learning	Reflect on adopted practices and suggest improvement	Guide and support the colleagues in practicing learning strategies
Knowledge and skills of subject area	Knowledge and understanding of subject content	Demonstrate basic understanding of subject content	Update and upgrade knowledge of subject content in view of recent developments	Contextualize knowledge and integrate occupational knowledge into subject content	Encourage for in depth and enriched learning including new content areas
	Skill and skill execution	Identify and use required tools and materials; Identify and demonstrate the skill and component skills	Manipulate equipment and tools for skill execution	Demonstrate mastery level in practicing skills in new situations; Servicing and maintenance of tools and equipment	Improvise skills for creating useful products

Pedagogical knowledge & skills and Health, hygiene and safety	Pedagogical knowledge and skills	Knowledge of core teaching skills and vocational pedagogy.	Demonstrate core teaching skills; Demonstrate integration of theory and practice	Observe, reflect and provide feedback	Develop innovative vocational pedagogy
	Health, hygiene and safety	Awareness about health, hygienic and safety practices at workplace	Adhere to healthy hygienic and safety practices	Support students and peers to practice healthy habits and physical well-being; Promote yoga, physical exercise and nutritious food among wider community	Create and propagate best practices about health, hygiene and safety
Curricular structure	Curriculum	Defining and analyzing the curriculum	Demonstrating implementation of the curriculum	Incorporate innovative practices in implementation of the curriculum; Suggest implementation of newly designed curriculum	Assist and co-operate in design and development of curriculum; Participate as member of curriculum team
	Curricular Context	Identify curricular implementation in particular context	Deliver learning experiences	Critically evaluate and suggest various learning experiences; Evaluate curriculum plans and materials to meet the curriculum requirements	Demonstrate implementation of innovative curricular strategies with respect to new and emerging areas of curriculum
Innovation and creativity	Creativity	Identify intellectual and non-intellectual factors associated with creativity	Respect creative behaviour and recognize creative ideas in developing useful products and services	Employ creative and problem-solving ideas to produce useful products and services	Create new and unusual solutions for existing problems

	Innovation	Identify innovative projects and practices leading to improvement	Co-ordinate with peers and students to formulate and implement innovative programmes and projects	Reflect and evaluate selected programmes and projects for further modification/ improvement	Recommend and mentor to initiate innovative programmes and projects in scholastic and non-scholastic areas
Indigenous knowledge/ Vocal for Local/ Make in India	Indigenous knowledge and skills	Identify indigenous knowledge and skills in the local environment; Identify master craftsmen, artists and specialist workers in the locality	Select appropriate indigenous knowledge and skills to incorporate in vocational curriculum.	Collaborate with local craftsmen, artists and specialist workers to provide on-the-job training to vocational students	Plan and provide enrichment opportunities to local craftsmen, artists and specialist workers for modernization and wider distribution of their products and procedures
Assessment of, for and as learning	Assessment Strategies	Awareness about differences between assessment of, for and as learning and their tools and strategies	Develop assessment criteria and practice, appropriate assessment tools and strategies to evaluate theoretical and skill learning	Create different assessment tools to evaluate theoretical and skill learning	Guide peers in selecting appropriate assessment tools and strategies; Evaluate assessment tools and exams for their effectiveness
Technological Knowledge	Use of ICT in teaching -learning process	Identifying and using basic tools of ICT in teaching - learning process	Selection and practice of appropriate ICT tools in teaching-learning process	Design, develop and practice appropriate use of ICT in teaching-learning process with respect to content and situation of the process	Guide and mentor peers in appropriate use of ICT in classroom and outside classroom/ Labs activities; Critically evaluate the use of ICT in teaching-learning

	Integration of Technological, Pedagogical and Content knowledge (TPACK)	Identify suitable examples of TPACK from available resources	Identify and use suitable technological resources appropriate to the teaching - learning of the specific content/ skill/ task	Integrate and practice appropriate digital and non-digital resources to realize desired learning outcomes	Guide and mentor peers in appropriate TPACK integration; Promote and motivate others to apply TPACK in teaching-learning
	Development of digital and non-digital resources	Identify basic digital and non-digital resources from different sources in his/her own content and suitably use them	Develop basic digital and non-digital resources using freely available IT tools and application	Develop advance level digital and non-digital resources using advance IT tools and applications	Guide others in the development of appropriate digital and non-digital resources; Innovate appropriate digital and non-digital resources
Employability skills including Entrepreneurship skills	Employability skills	Describe various employability skills and their importance in present day world of work	Demonstrate different employability skills like intra and inter-personal relationships, managerial skills, leadership qualities, etc.	Practice various employability skills in place of work efficiently.	Encourage and mentor peers and students to develop employability skills for success in working life
	Entrepreneurship skills	Identify the need for institutionalizing entrepreneurship in vocational education; Rationalize the need for self-employment and entrepreneurial career	Scan the environment for entrepreneurial opportunities; Plan suitable projects for vocational students	Supervise development of business plan for entrepreneurial projects; Prepare feasibility report of the project	Foster creativity and entrepreneurial culture among students
Assessment Tools & Techniques		Paper & Pencil Test, Oral Examination, Observation with Assessment Rubric	Observation, Document Analysis with Assessment Rubric	Observation, FID, Document Analysis with Assessment Rubric	Observation, FID, Document Analysis with Assessment Rubric

Standard 3: Professional Commitment & Practice					
Domain	Sub-domain	Descriptive Indicators			
		Level 1 (Beginner)	Level 2 (Proficient)	Level 3 (Master)	Level 4 (Lead)
Concept/ Skill mapping	--	Awareness about the concept/ skill mapping; Analyze and synthesize elements of the task	Apply the knowledge of concept/ skill mapping to develop concept/ skill maps	Creates series of advance/ complex skill maps/ concept maps and able to find new relationships	Lead, support and mentor peer group in creating new skill/ concept maps
Planning teaching-learning (T-L) in classroom/ labs/ workshops	Outcomes	Explain expected competency-based outcomes	Plan and design teaching-learning to achieve learning outcomes	Optimize planning and designing teaching-learning with respect to different learning parameter	Evaluate and suggest planning of teaching-learning based on desired outcomes
	Planning of Resources	Listing suitable learning resources and experiences to achieve the outcomes	Modify existing learning resources and experiences incorporating individual needs	Design and integrate appropriate learning experiences in teaching-learning	Lead peers to design and integrate appropriate learning experiences in teaching-learning.
	Planning Strategies/ Approaches	Explain and compare different strategies/ approaches of teaching and learning	Design suitable teaching strategies/ approaches as per content and learner needs	Design and use advance teaching strategies/ approaches as per content and learner needs	Guide and mentor in designing and using various teaching strategies/ approaches as per content and learner needs
Delivery of lessons in classroom/ lab/ workshops	Offline teaching	Awareness about different modes of lesson delivery/ lab/ workshop sessions through offline mode	Conduct classroom/ lab/workshop sessions through offline mode	Provide opportunities for experiential learning during classroom/lab/workshop sessions using offline mode	Guide peers to conduct classroom/ lab/ workshop sessions through offline mode

	Virtual/ online teaching	Awareness about different modes of lesson delivery/ lab/ workshop sessions through virtual/ online mode	Conduct classroom/ lab/workshop sessions through virtual/ online mode	Provide opportunities for experiential learning during classroom/lab/workshop sessions using virtual/ online mode	Guide peers to conduct classroom/ lab/workshop sessions through virtual/ online mode
Classroom components and dynamics	Learning environment	Identify and enlist principles of creating positive and supportive learning environment.	Create positive and supportive learning environment.	Optimize positive and supportive learning environment.	Innovate ways to create supportive and positive learning environment.
	Classroom Management	Describe the concept and approaches of classroom management.	Employ appropriate classroom management approaches	Motivate students to mind their own classroom behavior, make them actively engaged and remain co-operative in the classes and labs/ workshop.	Guide and mentor peers and students in developing behavior management rules, regulations, policies, approaches in labs, workshops and classroom practices
	Group Dynamics	Explain and analyze the existing group dynamics situations in classroom	Apply different group/ co-operative/ collaborative activities with teaching and learning.	Compare effective group dynamics situations and identify best practices	Innovate ways to develop a classroom into a dynamic group and learning community.
Effective classroom communication	Verbal communication	Analyze and identify elements and barriers of effective verbal communication	Use effective verbal communication in classroom delivery	Improve effective use of verbal communication through proper use of elements	Evaluate, guide and provide feedback to peers for effective verbal communication in classroom delivery

	Non- verbal communication	Analyze and identify types of effective non-verbal communication	Use effective non-verbal communication in classroom delivery	Improve communication through proper use of different types of non-verbal communication	Evaluate, guide and provide feedback to peers for effective non-verbal communication in classroom delivery
Assessment and Feedback	--	Identify the purpose and different strategies of assessment.	Use different assessment strategies for appropriate feedback	Evolve different assessment strategies and feedback mechanisms Develop different assessment tools including rubrics	Suggest innovative online/offline techniques of assessment and feedback mechanisms; Promote self-assessment
Community Connects	--	Identify local community resources / state, national and international agencies for teaching and learning.	Use local community resources / state, national and international agencies for teaching and learning.	Evolve, establish and strengthen the relationship with wider community.	Motivate peers to develop appreciation about connecting with wider community
Use of Technology	---	Identify the technological resources used in teaching-learning	Demonstrate judicious use of technological/digital resources in teaching-learning	Use and promote advance technological/digital resources like virtual labs, animations, etc.	Motivate, guide and encourage use of latest technologies in teaching-learning of theory and skills; Create environment and establish norms of using technology by the student and teachers of his/her vocation.
Assessment Tools & Strategies		Paper & Pencil Test & Oral Test with Assessment Rubric	Observation and document Analysis with Assessment Rubric	Observation and Document Analysis & FID with Assessment Rubric	Observation and Document Analysis & FID with Assessment Rubric

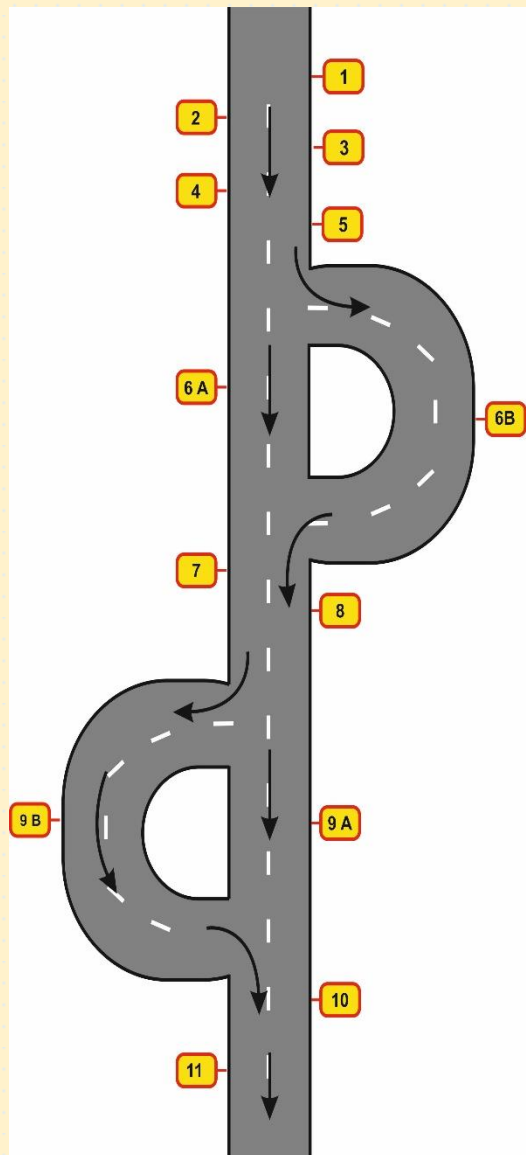
Standard 4: Professional Self Development					
Domain	Sub-domain	Descriptive Indicators			
		Level 1 (Beginner)	Level 2 (Proficient)	Level 3 (Master)	Level 4 (Lead)
Learning needs & Reflection	Learning needs	Identify learning needs from different sources	Seek and analyze feedback from different sources to improve content, skills and pedagogy of teaching-learning.	Reflect upon his/ her own teaching-learning with reference to the needs of the learner; Generate innovative ideas of pedagogical practices	Provide feedback about content, skills as well as pedagogical practices
	Reflection	Demonstrate reflective practices	Use reflections to develop alternative skill development practices	Support and help peers to reflect on their teaching practices.	Coach and mentor larger community to follow reflective practices for their own improvement.
Engagement & participation in learning community	School scholastic, non-scholastic and Skill-based activities	Participation in learning Community within school by involving in PTA, subject clubs, learning corners, etc. in scholastic, non- scholastic and skill-based activities	Assist in organizing within school scholastic, non- scholastic and skill-based activities	Organize scholastic, non-scholastic and skill-based activities	Guide and advice different stakeholders in effective implementation
	Seminar and conferences	Participate in seminars and conferences	Present papers / best practices in seminars and conferences	Provide feedback to other presenters; Discuss suggestions for improvement	Organize seminars and conferences on relevant themes/ topics
	Practicing Action research	Assist in conducting action	Carry out action researches for solving school specific problems	Conduct action researches to solve school and community	Liaison with community to solve local problems through

		researches at school level		related problems	action researches; Generate Internal Revenue Generation (IRG) for school by undertaking action research
Professional writing	Documentation of best practices	Collecting data about various best practices available in other nearby schools	Assisting in documentation of best practices	Documenting best practices through digital and non-digital media	Innovate and guide new best practices in schools and in nearby community
	Writing and publishing books/ columns/ articles/ social blogs	Reading and collecting sector specific news and reading articles of educational importance	Assisting in writing sector specific books/ columns/ articles/ social blogs	Writing and publishing sector specific books/ columns/ articles/ social blogs	Writing and publishing creative/ innovative sector specific books & book review/ columns/ articles and social blogs; Guiding others for professional writing
Further formal education	--	Pursuing teacher development certification programmes through online as well as offline mode	Pursuing further education programmes through online as well as offline mode for certification	Pursuing further education programmes through online as well as offline mode for formal qualification enhancement	Guiding and mentoring peers and community for pursuing further education programmes through online as well as offline mode for formal qualification enhancement
Assessment Tools & Techniques		Paper & Pencil Test, Document Analysis, Observation & FID* with Assessment Rubric	Document Analysis, Observation & FID* with Assessment Rubric	Document Analysis, Observation, Profile and portfolio Assessment & FID* with Assessment Rubric	Document Analysis, Observation, Profile and portfolio Assessment & FID* with Assessment Rubric

Note: A sample Assessment Rubric is available in Annexure-II for ready reference.

Road map for upgradation from one level of vocational teacher progression to the next level

1. Read the NPSVT document carefully
2. Discuss doubts with colleagues, seniors and Principal
3. Identify own strengths and limitations in light of the document
4. Decide about present level of professional standard for vocational teachers
5. Take the self-assessment test for deciding the level
6. A) Found fit in self-assessment for the desired level
B) If not found fit in self-assessment
 - i. Improve skills, competencies by professional development measures
 - ii. Take level specific re-assessment
 - iii. If found fit for the desired level
7. Apply to the authorized agency to register for the next level
8. Upload the credentials, portfolio, evidences of competencies, personal appraisal report on the agency portal
9. A) Agency finds fit and eligible for the level
B) If not found fit and eligible for the level
 - i. Make more efforts for professional and vocational skill development
 - ii. Re-submit the application and evidences to the agency
 - iii. Agency finds fit and eligible for the career level
10. Agency registers for the desired level and awards desired level
11. The same road map is to be followed for the award of next teacher career level



Example to illustrate the career progression is given in the Annexure I.

5. CHALLENGES/ ISSUES IN IMPLEMENTATION OF NPSVT

Teachers make all the other professions possible. But unfortunately, there are so many issues and concerns related to all levels of school education that quality of education is deteriorating day by day. National Education Policy (NEP) 2020 also very clearly shows concern regarding quality of education at all levels of school education. The NEP 2020 also gives pivotal role to teachers for bringing up the quality of school education. Lack of mentorship and knowledge sharing of skills required for progressing along the career path is seen. With changing times, it is also realised that a teacher's role has transformed from a knowledge provider to a facilitator, mentor and guide. Time and again concern is raised that teachers are not well equipped with the changing content, pedagogic and technological requirements of 21st century. With this intention, the NEP 2020 recommended the development of national professional standards for teachers at all levels of education including vocational education.

No doubt that development of professional standard for vocational teacher is one step further in bringing in quality in vocational education, but merely development of these professional standards does not provide a guarantee to quality vocational education until and unless these are appropriately implemented in its right spirit.

The present scenario of vocational education is highlighted with the following challenges/ issues:

1. Regular recruitment and promotion policy of vocational teachers
2. Nature of appointment of vocational teachers in schools (contractual/ part time/ consolidated salary)
3. Policy for career upgradation of vocational teachers in the present education system
4. Regular pre-service vocational teacher training programme in the country
5. Upgradation of vocational skills of teachers
6. Status of vocational teachers in the teaching community and community at large
7. Establishment of School-industry-community linkages
8. Provision of Industrial visit, on-job-training and apprenticeship
9. Exposure to entrepreneurship development
10. System of teacher assessment and progression
11. Support from stakeholders

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Annexure I – Example of a Case

Mr. X has completed his Bachelor of Vocation degree (B. Voc.) in food processing from a university and then took up job for one year in industry. Presently he is teaching in a secondary school as a vocational teacher of food processing for last 5 years. He learned that there are four career levels and wanted to know where he is as far as his career level is concerned. Meanwhile he came across with the NPSVT and not able to decide. He discusses and shares his dilemma with his colleagues and seniors. They advised him to take the self-assessment based on the NPSVT given on the portal run by authorized agency.

1. Mr. X takes a self-assessment based on NPSVT standards available for different career levels on the agency portal. To his surprise, he finds himself fulfilling the requirement of the second level “Proficient Teacher”.
2. Mr. X applies to the agency to register himself as proficient teacher.
3. Mr. X uploads his credentials and portfolio, performance appraisal reports, feedback of stakeholders and other evidences in support of his claim to award the status of proficient teacher.
4. The agency assesses the credentials and portfolio including Performance Appraisal Report (PAR) and the evidences and deems him eligible for proficient teacher status. The agency registers him as a proficient teacher at the secondary level and awards him the status of proficient teacher.

Similarly, Mr. X continues to participate in vocational skill enhancement short term courses, professional writing, participation in seminars, workshops, in-service teacher training programmes, etc. for his professional development and follows the same path for achieving next career levels.

Annexure II – Assessment Rubric Example

Assessment rubric for **Beginner teacher** - Professional Standard 2: Professional Knowledge and Expertise - Technological Knowledge

Sub-domain	Criteria	Excellent	Very good	Good	Needs to work
Use of ICT in TLP	<i>Identification of basic tools of ICT in TLP</i>	Always accurately identifies the basic tools of ICT in TLP	Very often Identifies most of the basic tools of ICT in TLP	Sometimes able to identify the basic tools of ICT in TLP	Often fails to identify the basic tools of ICT in TLP
	<i>Using basic tools of ICT in TLP</i>	Always precisely uses the basic tools of ICT in TLP	Mostly uses the basic tools of ICT in TLP	Sometimes uses the basic tools of ICT in TLP	Often fails to use any tools of ICT in TLP
Integration of TPACK	<i>Identification of suitable examples of TPACK from available resources</i>	Always appropriately identifies the suitable examples of TPACK to be used while teaching	Very often identifies the suitable examples of TPACK to be used while teaching	Sometimes identifies the suitable examples of TPACK to be used while teaching	Often fails to identify the suitable examples of TPACK to be used while teaching
Development of digital and non-digital resources	<i>identification of basic digital resources from different sources in the content</i>	Always accurately identifies the basic digital resources	Mostly identifies the basic digital resources	Sometimes identifies the basic digital resources	Often fails to identify the basic digital resources
	<i>identification of basic non-digital resources from different sources in the content</i>	Always accurately identifies the basic non-digital resources	Mostly identifies the basic non-digital resources	Sometimes identifies the basic non-digital resources	Often fails to identify the basic non-digital resources

	<i>Using basic digital resources from different sources in the content</i>	Always suitably uses the basic digital resources	Mostly uses the basic digital resources	Sometimes uses the basic digital resources	Often fails to use the basic digital resources
	<i>Using basic non-digital resources from different sources in the content</i>	Always suitably uses the basic non-digital resources	Mostly uses the basic non-digital resources	Sometimes uses the basic non-digital resources	Often fails to use the basic non-digital resources

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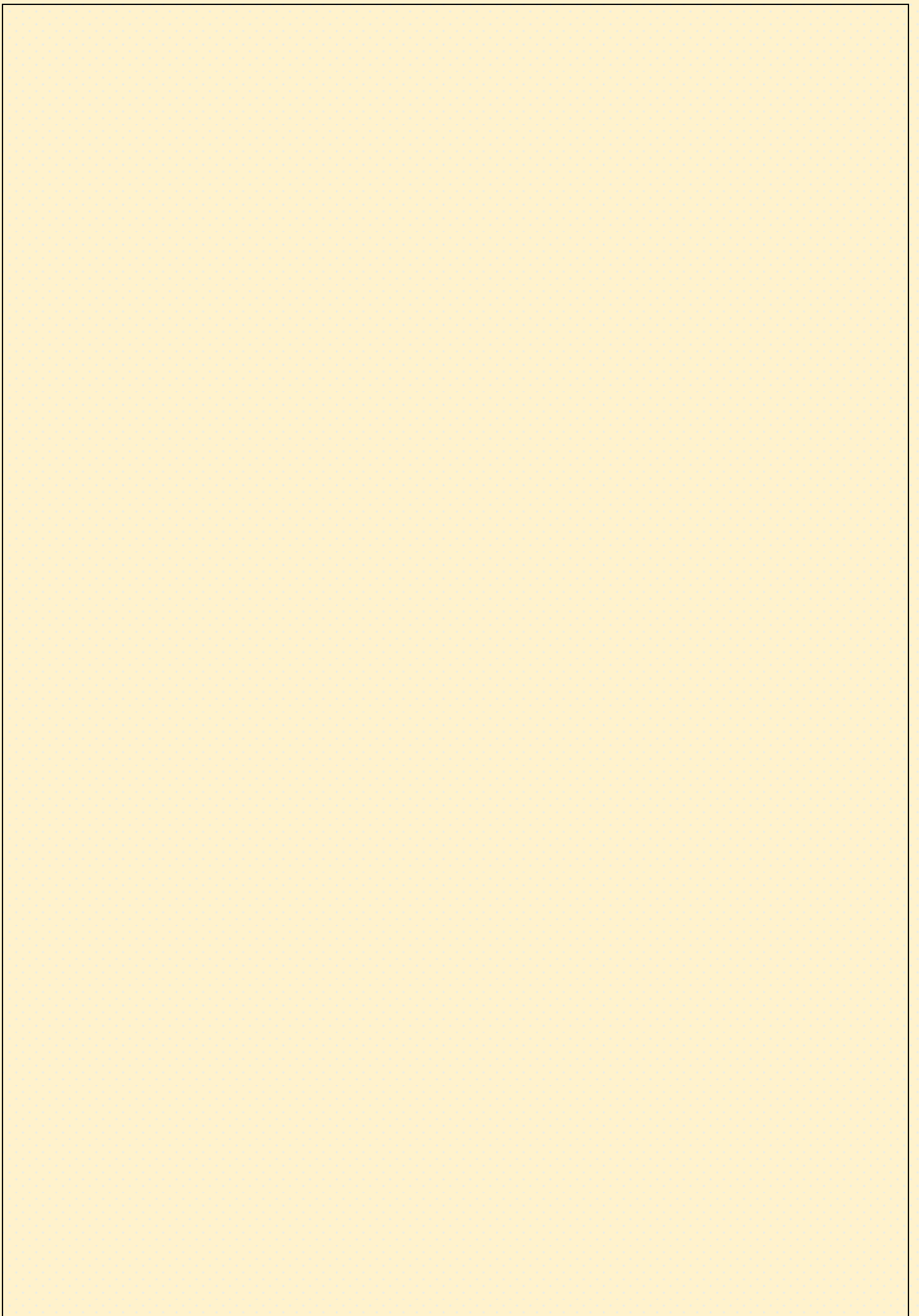
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