

Guidelines

On-the-Job Training for School Students



PSS Central Institute of Vocational Education

(a constituent unit of National Council of Educational Research and Training,
Ministry of Education, Government of India)

Shyamla Hills, Bhopal – 462 002, Madhya Pradesh, INDIA



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For further information, please contact

Joint Director

PSS Central Institute of Vocational Education (PSSCIVE),

Shyamla Hills,

Bhopal – 462 002

Tel No. (+91) – 755 2660691

Fax No. (+91) 755-2660481

Email: jd@psscive.ac.in

www.psscive.ac.in

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PREFACE

Collaborative arrangements between school and the industry or organisations for providing hands on training or on-the-job training has been promulgated as an implementation strategy by the National Council of Educational Research and Training (NCERT) way back in 1976 through its document on “Higher Secondary Education and its Vocationalisation”. The “Programme of Action” document of Government of India on National Policy on Education 1986 has emphasised the strategy for developing linkages between school and industry for effective implementation of vocational education and training.

The National Education Policy 2020 states that every student will take a fun course, during Grades 6-8, that gives a survey and hands-on experience of a sampling of important vocational crafts, such as carpentry, electric work, metal work, gardening, pottery making, etc., as decided by States and local communities and as mapped by local skilling needs. A practice-based curriculum for Grades 6-8 will be appropriately designed by National Council of Educational Research and Training (NCERT) while framing the National Curriculum Framework for School Education (NCFSE) 2020-21. All students will participate in a 10-day bagless period sometime during Grades 6-8 where they intern with local vocational experts. Similar internship opportunities to learn vocational subjects may be made available to students throughout Grades 6-12, including holiday periods.

On-the-job-training thus plays a vital role providing learning experience through hands-on training to the students for performing various tasks for a job in the workplace. The guidelines document has been developed to help the schools to implement formal OJT systematically. It will also serve as a general checklists and benchmark to organise OJT by the Vocational Teachers/Trainers for the students enrolled in vocational subjects in schools. This document on “Guidelines for On-the-Job Training for School Students” has been drafted by a group of experts from PSS Central Institute of Vocational Education and various other organisations or institutions. The names of the experts and the organisations have been duly acknowledged. The utility of this document could be judged only by its users. Their comments and feedback would be greatly valued by us and will go a long way in bringing out a revised version at an appropriate time in future.

RAJESH P. KHAMBAYAT
JOINT DIRECTOR,
PSSCIVE, BHOPAL

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We are grateful to the Director, National Council of Educational Research and Training for rendering constant support in the development of this guideline and other resource materials.

The academic guidance and support received from Prof. Rajesh P. Khambayat, Joint Director, PSS Central Institute of Vocational Education, Bhopal in drafting the guidelines is duly acknowledged. We also acknowledge the contributions of the development team, reviewers and all institutions and organisation, which supported the development of this guidelines document.

The contributions of Prof. Vinay Swarup Mehrotra, Project Coordinator and the team members, including Mr. Sushant Kamble, Assistant Professor -Education (contractual), Mr. Aditya Yadav, Assistant Editor (contractual), Ms. Milly Mishra, Assistant Editor (contractual), Ms. Sabika Raza, Assistant Editor (contractual), and Ms Sonam Sirwaiya, Assistant Professor (contractual), Mr. Vijendra Borban, Graphic Designer and Mr. Rajesh Yadav, DTP Operator (contractual) for bringing this guidelines document in its present form are duly acknowledged and appreciated.

The PSSCIVE would welcome suggestions from students, teachers and parents, which would help us to further improve the quality of the material in subsequent editions.

ABOUT THE GUIDELINES

On-the-job training (OJT) provides the trainees with opportunities to practice skills and apply their knowledge under the most realistic conditions possible, which is the actual job conditions. It is useful in making students understand the importance of applying knowledge and skills that are learned in a classroom to the tasks that are performed at the workplace. An OJT Instructor or Trainer is a highly skilled person with several years of job experience. He/she is expected to transfer his/her skills or experience to the trainees. The Instructor or Trainer is also expected to choose his or her own training methods for organizing the training. However, the four steps i.e., Analysis, Design, Implementation and Evaluation (ADDIE), mentioned in the guidelines represents the basic instructional design principles of implementation of training and may be followed by the instructors in organising the training effectively. The training should include verbal and written instructions, imitation, demonstration, observation, hands-on practice and evaluation. The reliability, standardization, and consistency in the training process are critical to the success of OJT.

On completion of OJT programme, it is expected that the trainees will be able to relate knowledge and understanding to their performance, demonstrate learning outcomes, identify state-of-the-art technology and processes related to the job, acquire insight into the occupational details associated with the performance, demonstrate general work habits and ethics, identify strengths and weaknesses in relation to the job, and gain an understanding of specific trade and various practices. The guidelines have been divided into the following five sections: (i) Terms to know section provides an understanding of the various terms used or the related terms that one should know for implementation of OJT, (ii) The “Introduction” section gives an overview of the historical background, need and importance of OJT, (iii) The Objectives of OJT specifies the statements that will help the trainers and the trainees to identify the goals that need to be set and act accordingly to achieve the objectives, (iv) Implementation section deals with the various dimensions to be considered for effective implementation of OJT, which include planning, budgeting, training implementation and evaluation, (v) The section on Benefits of On-the-Job Training highlights the importance and advantage of OJT.

VINAY SWARUP MEHROTRA
HEAD, CURRIULUM
DEVELOPMENT AND EVALUATION
CENTRE, PSSCIVE, BHOPAL

OJT

Terms to Know



Apprenticeship Training is the combination of on-the-job training and the classroom training, wherein the workers earn while learning the skills required for performing the specialised job.

Assessment is the systematic basis for making inferences about the learning and development of students during and at the end of the course of study.

Attendance is the physical presence of learners on the learning or training site, wherever a course is held.

Cognitive skills are defined as the ability to understand complex ideas, to adapt effectively to the environment, to learn from experience, to engage in various forms of reasoning, to overcome obstacles by taking thought.

Competency-based learning refers to systems of instruction, assessment, grading, and academic reporting that are based on students demonstrating that they have learned the knowledge and skills they are expected to learn, as they progress through their education.

Employability skills are the skills, which enable people to gain, keep and progress in employment, including skills in the clusters of work readiness and work habits, interpersonal skills and learning, thinking and adaptability skills.

Entry level Training is the training undertaken to gain entry into the workforce or further vocational education and training.

Formal training is the training that is given in an orderly, logical, planned and systematic manner in a specially equipped workshop under the guidance of a qualified trainer for a specific period of time in the specified field.

Formative assessment refers to a variety of methods that teachers or trainers use to conduct in-process evaluation of student's understanding, learning needs and the academic progress during a session, unit, or a course.

Generic skills are the transferable skills, which can be used across all occupational groups.

Green skills are the skills, knowledge, values and attitudes needed in the workforce to develop and support sustainable social, economic and environmental outcomes in business, industry and the community.

Greening TVET refers to the efforts to reorient and reinforce existing TVET institutions and policies in order to reinforce achievement of sustainable development. It clarifies the role of different green jobs and green skills in promoting sustainable development.

Internship is a form of apprenticeship training that covers a limited set of skills relevant for an occupation.

Job analysis is the process of examining a job in detail to identify its component tasks; the detail and approach may vary according to the purpose for which the job is being analyzed, e.g., training, equipment design, work layout.

Job-relevant skills are task-related and build on a combination of cognitive and socio-emotional skills.

Knowledge is the body of facts, principles, theories and practices that is related to a field of study or work.

Learning outcomes are statements of the knowledge, skills and abilities individual student should possess and can demonstrate upon completion of a learning experience or sequence of learning experiences.

Learning progression map out a specific sequence of knowledge and skills that students are expected to learn as they progress through their education.

Learning standards are concise, written descriptions of what students are expected to know and are be able to do at a specific stage of their education. Learning standards are typically organised by subject area— e.g., Language, Arts, Mathematics, Science, Social Studies, Vocational Subjects, etc.

Learning is the process of acquiring new understanding, knowledge, behaviour, skills, values and attitudes.

Logbook is the personal data folder which contains all documentation and evidence relevant to each assignment and each module in the training and development roadmap and keeps a record of the awareness, knowledge, skills and attitude acquired during training and development.

On-the-Job Training is referred to as a form of professional learning experience provided to students at workplace (Industry, Company or Organization) for meaningful practical engagement in the field of study.

Portfolio is a compilation of academic work and other forms of evidence to evaluate students learning. It is a set of pieces of creative work intended to demonstrate a person's ability to a potential employer.

Project-based learning refers to any instructional approach that utilizes projects as a central organising strategy for educating students. Students are generally required to demonstrate their skills in producing various work products, such as multimedia presentations, video documentaries, art installations, and such other performances.

Skill is the ability to use one's knowledge effectively and readily in execution or performance.

Teacher is an individual with pedagogical and professional skills, as well as experience, who teaches students.

Trainer is a person with pedagogical and professional skills, as well as experience, who imparts practical and theoretical training in an education and training institution or enterprise.

Vocational Education and Training is education and training for a specific occupation in a trade, or industry given through a combination of theoretical teaching and practical experience.

Vocational pedagogy is the science, art and craft of teaching and learning vocational education.

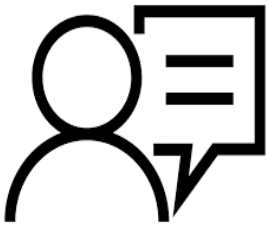
OJT

Terms to Know

Work-based learning is an educational approach for secondary and post-secondary students that provide opportunities to achieve employment-related competencies in the workplace. It is useful in connecting educational experiences gained at an institution to real-life work activities. It is generally undertaken in conjunction with classroom learning, and may take the form of work placements, work experience, and instruction in workplace competencies related to industry.

Workplace learning is the exposure and interactions made at the workplace, which include practice of knowledge, skills and attitudes required in the workplace.





Schools provide an environment to the learners for systematic acquisition of knowledge, skills and attitude required to meet the varied aspirational needs and educational goals. The goals of improving learning outcomes in schools, raising the quality of education and research in education and promoting skill development are priorities for the education sector.

The Education Commission (1964-66) emphasised the role of education as a powerful instrument of social, economic and political change. The commission concluded that one of the means of achieving educational transformation leading to national development was by linking education to productivity, and this link could be established by introducing ‘work experience’ as an integral part of general education. The report conceived work experience programme as “participation in productive work in the school, in the home, in a workshop, on a farm, in a factory or in any other productive situation”.

Vocational Education and Training (VET) in India is organised through the formal, informal and non-formal sector. The school-based vocational education programmes provide training for entry-level qualifications in various occupations. Vocationalisation of education, which refers to the inclusion of those practical subjects or courses, which shall generate among the students some basic knowledge, skills and disposition that prepare them to think of becoming skilled workers or entrepreneurs is being implemented under the *Samagra Shiksha* – an integrated scheme of school education. It is designed to provide diverse educational opportunities and career pathways and to improve learning outcomes. The term “vocationalisation of education”, which covers pre-vocational education, vocational education, as well as all other forms of further education and professional development has been used in this document for school vocational education programme.

The vocational subjects were introduced under the revised scheme of vocationalisation of secondary and higher secondary education in 2012, with one job role across Grades 9 to 12 (4-year pattern). The scheme was subsumed in Samagra Shiksha in 2018, along with *Sarva Shiksha Abhiyan* (SSA) and *Rashtriya Madhyamik Shiksha Abhiyan* (RMSA). Under the Samagra Shiksha, vocationalisation of education includes pre-vocational from Grades 6 to 8 and vocational education from Grades 9 to 12.

The vocational education programme at the Secondary level (Grades 9 to 12) in India is designed to develop knowledge, skills and attitude for vocational opportunities and career pathways. It aims to improve learning outcomes through occupation based vocational subjects in line with the objectives of the National Policy for Skill Development and Entrepreneurship 2015 and the National Skill Qualification Framework (NSQF).

The curriculum of vocational subject in school is being transacted in classroom, laboratory or workshop and in the field. It is aligned to the National Occupation Standards (NOSs) for an occupation or a job role in a sector. The vocational curriculum, which is based on learning outcomes comprises (i) employability skills and (ii) vocational skills. The employability skills curriculum includes communication skills, self-management skills, information and communication technology skills, entrepreneurship skills, and green skills. Field visits of students are organised in industry and actual work situations to enable them to understand and appreciate the real-time work requirements and make choices accordingly. A component of internship or On-the-job Training (OJT) is an integral part of the curriculum transaction of vocational subjects in schools. Training teaches the learner to do specific tasks, such as riding a bicycle or running a machine. Trainees acquire insight into the occupational intricacies associated with the performance of the various tasks and use effective approaches, techniques and strategies in dealing with them.

The industry and specialised organisations or institutions support the training in terms of skill training by resource persons or experts, assessment by assessors, and engaging vocational passouts in internships or apprenticeship training.

The skills acquired in educational institutes or schools differ from those required for the job. This means that the schools should look beyond academics and offer students' real-time work experiences, where they are able to gain first-hand exposure of working in the real world. On-the-job training, typically includes verbal and written instruction, demonstration and observation, imitation and hands-on practice. During the training, students are exposed to direct instructions to perform their jobs at the actual workplace. It can be conceived in two clusters, first in relation to the learning outcomes related to the activities to be performed at the workplace and second empowering students with certain social benefits inherent in this mode of occupational training. Internship is one of the on-the-job training methods.

The National Education Policy (NEP) 2020, which aims at the universalisation of education from pre-school to secondary level, gives special emphasis on vocational education. It aims to overcome the social status hierarchy associated with vocational education and envisages integration of vocational education with mainstream education in all educational institutions in a phased manner. The NEP 2020 has proposed 5+3+3+4 instead of the existing curricular and pedagogic structure of 10+2. According to the new structure, children will spend 5 years in the Foundational stage, 3 years in the Preparatory stage, 3 years in the Middle stage, and 4 years in the Secondary stage. Beginning with vocational exposure at early ages in the middle and secondary stage, quality vocational education will be integrated smoothly into higher education. It will have to be ensured that every child learns at least one vocation and is exposed to several more. The

OJT

Introduction

proposal of introducing pre-vocational education in schools at the middle stage i.e., from Grades 6 to 8 under *Samagra Shiksha* for integration of skill-based activities with general education subjects, such as language, social science, mathematics, etc. will lead to emphasizing the dignity of labour and the importance of various vocations involving Indian arts and artisanship.

The National Policy of Skill Development and Entrepreneurship (NPSDE) 2015 clearly states 'One Nation One Standard' to ensure that a uniform set of nationally accepted standards can be aligned globally and Indian youth can fetch jobs and career progression opportunities at local, national and international levels. On-the-Job Training, which is an essential component of vocational education in schools has been included in vocational education programme from Grades 9 to 12, with the specific purpose to give vocational exposure and hands-on-training to the students for performing various tasks in the world of work, based on competency standards set by the Industry. It provides students with the opportunity to develop knowledge, skills and attitude required for the smooth transition from school to the world of work. It supplements in-school instruction or off-the-job training by providing practical training in a realistic work situation, under the guidance and supervision of a practicing and skilled craftsman or a supervisor. Students can learn the skills that are required to be performed in the actual work conditions and get accustomed to the working environment at the workplace.










OJT

Objectives

On completion of On-the-Job Training, the trainees shall be able to:

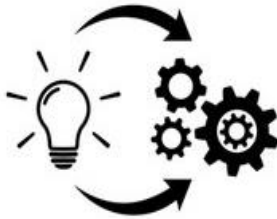


-  Relate knowledge and understanding acquired in the classroom to the performance of related jobs in their natural setting;
-  Demonstrate learning outcomes for On-the-job training as per the content of the vocational course;
-  Identify state-of-the-art technology and processes related to the job and demonstrate proficiency in the operation of tools and equipment;
-  Acquire insights into the occupational intricacies associated with the performance of various tasks and use effective approaches, techniques and strategies in dealing with them;
-  Demonstrate general work habits and traits, such as initiative, dependability, resourcefulness, regularity and such other occupation-specific desirable traits and characteristics;
-  Identify strengths and weaknesses in relation to the job readiness and potential for career advancement and work upon them; and
-  Gain an understanding of specific trade and the various practices and protocols within the chosen industry.

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Implementation

The various dimensions that need to be looked into while implementing an OJT are as follows:



TARGET GROUP

The target group for On-the-Job Training considered in this document are the Secondary students i.e., vocational students enrolled in Grades 9 to 12.

PLANNING OJT

Proper planning and effective implementation are vital for the success of OJT. Also, participation of students and Industry Partners is the key for an effective OJT. Along with the management support, commitment and passion of Vocational Teacher and Trainer/Supervisor are essentially required in implementation. The students or the trainees are to be placed under a particular Supervisor or Trainer who functions as a Coach in Mentor for training them.

The various aspects that need to be considered while developing an OJT plan are as follows:

Budgeting

An OJT proposal with a realistic budget for implementation of OJT should be prepared by the Vocational Teacher to cover the provision for adequate funds in connection with transportation of students from school to the workplace, lodging arrangements of students if necessary, stationery, travelling and dearness allowance to Vocational Teacher/Vocational Coordinator as per State Government rules, raw material needed for conducting practical and contingency to meet the miscellaneous expenditure.

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The Principal/Head of the School has to ensure that a realistic budget has been prepared according to the needs and requirements of the OJT, as well as the financial norms and funds available for organizing OJT under *Samagra Shiksha*, before approval.

Location

On-the-job training should be arranged in an Industry/ Enterprise (micro, small, medium, or large business enterprises) or Organisation in the field related to student's trade or job role. The location of on-the-job training site should be nearer to the school.

Duration

The OJT should be planned in a way that the students get at least 2 hrs of daily engagements to learn the particular skill. The total exposure of OJT will be 20 hours for a student in an academic year. A student need to complete a total of 80 hours of OJT during the Secondary stage. The duration of the training may be staggered as given below:

S. No.	Grade	Duration of OJT (hours)
1.	9	20
2.	10	20
3.	11	20
4.	12	20
		80 hours

IMPLEMENTING OJT

Creating a Training Plan

The Training Plan is to be developed by the Instructor/Trainer or the Supervisor in consultation with the Vocational Teacher or Vocational Trainer (VT) in advance. This Training Plan may include a checklist of tasks to be performed, details about who will supervise each task and the list of the desired goals and learning outcomes to be achieved through the training programme. The Training Plan should be approved by the Head of the School/Institution.

The Training Plan should include the following:

- 1. Learning Outcomes** – What learning outcomes would meet the learners need in terms of knowledge, skills and attitude? Learning outcomes can be placed into three major domains of learning:

Cognitive Learning: Outcomes that aim to contribute to a learner’s body of knowledge about a topic.

Skill Learning: Outcomes that aim to help a learner perform a job-related, behavioral task.

Attitudinal Learning: Outcomes that aim to change or enhance a learner’s attitude or motivation about a subject.

- 2. Training Resources and Materials** – What learning resources and materials are to be provided to the learners?, Whether these learning resources are available or need to be created before the training sessions are conducted? How the raw materials and other resources would be arranged and made available to the students or trainees?

- 3. **Trainers and Experts to be involved in the Training** – Who would be the Instructors/Trainers and what would be their roles and responsibilities
- 4. **Logistics** – What support would be provided in terms of logistics, including transportation, notifications, etc.?

Training Plan Form

Training Title: _____

Target Group: _____

Date: _____ Day(s): _____ Times: _____

Location: _____

Goal of Training: _____

Learning Outcomes: _____

Instructors/Trainers Details _____

Training Materials to be used: (including that required for Children With Special Needs): _____

Logistics _____

Arrangements made for hiring Translators and/or sign language interpreters (for Children With Special Needs): _____

Arrangement for Refreshment/Food during training sessions: _____

Honorarium to be given to the Instructors/Trainers: _____

Any other information: _____

Implementing a Training Plan

A simple four step process using the abbreviation ADDIE or the ADDIE model, representing the basic instructional design principles, can help in implementation of an effective OJT.

Step 1: A = Analysis

The Instructor/Trainer or Supervisor need to address the training needs of the trainees in terms of what he/she should know and do, how best the trainees can be trained for enhancing learning and what kind of training will meet the needs of the trainees. Therefore, he/she needs to assess what the trainees' needs are in terms of the knowledge and skills, so that they can be trained accordingly to successfully perform the various tasks. The two main questions that need to be answered are as follows:

- (i) What existing knowledge and skills the students/trainees have?
- (ii) What students/learners need to know and do at the end of each session?

Trainers use Questionnaires to elicit information about participants or conduct pre-tests to determine what participants already know or can do. Activities can be designed to determine what participants already know or want to learn.

Step 2: D = Design

Design and develop the training programme to suit the requirements of the trainees. The design and development of the training programme

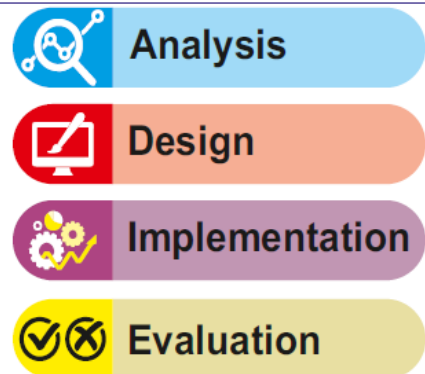
can start by listing the tasks, and the knowledge and skills (hard and soft skills) that are required for doing the specific job. The methods, resources, and materials that will be required for the training program are to be listed and arranged for conducting the various tasks.

Step 3: I = Implementation

The implementation of the training programme should also follow a specific timetable and hence it should help vocational students learn skills more quickly and systematically. A learner must be motivated to learn before any learning takes place. He/she needs to experience a sense of progress or success. Explain the students/trainees what they are expected to know, feel, or do as a result of exposure to the training content or learning activity. Teaching-learning resources that can be used for conducting OJT include participant's worksheet, assignment sheets, handouts, slide presentations, case study slides, and other visual aids, Videos, recordings, and other electronic media related resource materials.

Step 4: E = Evaluation

Evaluation of the trainees during the training may include (i) discipline, (ii) knowledge of concepts and principles, (iii) creativeness, (iv) self-expression, (v) respect for work and workers, (vi) initiative and interest, (vii) cooperation, (viii) proper use and maintenance of tools and equipment, (ix) accuracy and finish, and (x) vocational skills acquired during the training.



The Instructor/Trainer should take feedback to know if the training was able to meet the trainees' needs. The advantage of the feedback as to whether the learner is doing right or wrong helps in allowing correction of the erroneous action immediately. The trainees shall be asked to solve actual organisational problems, which they can do individually or jointly in a team. The questions that need to be addressed at the end of the training are as follows:

- (i) How the knowledge and the skills of the students/trainees would be evaluated during and after the training sessions?
- (ii) What would be the performance criteria for evaluation of the students/trainees?
- (iii) How would the students/learners would evaluate the training and provide feedback for improvement?

Training Methods

A variety of training methods should be utilised by the Instructors/Trainers to provide learning experiences through the following:

Doing	Practice doing actual tasks or through simulations.
Feeling	Participate in role playing, group activities, or talk about personal experiences.
Thinking	Independent activities, reading, solving specific problems or taking tests.
Observing	Attending to lectures, seminars, webinars or discussions.

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Implementation

The various methods that can be adopted by the Instructors or Trainers include the following:

Demonstration/Skills practice: participants work in small groups to practice new skills.

Group discussions: students/trainees can discuss issues together and then present ideas and opinions.

Role play: students/trainee can practice new behaviour by assuming a character or a role and develop the personality.

Case studies: participants work individually or in groups to analyze and discuss a real or fictional situation with critical decision points.

Interactive storytelling: participants listen to a story and make appropriate decisions about what should happen at decision points.

Task groups: participants work together to complete a task.

Brainstorming: participants quickly contribute ideas for solving a problem, discuss the ideas together, and eventually revisit the list to refine it by selecting the strongest ideas for continued focus of discussion.

During the training, the trainees shall be doing the following:

- **Taking notes:** Trainees will take notes during the training and maintain a Diary of the activities during the training. The notes will be a useful reference material for the trainees while preparing the portfolio or working independently.

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Implementation

- **Question-Answer:** The Trainees will be requesting clarification on any elements of the training, which is not clear to them. They can also take notes of the answers at the end of the training session.
- **Self-directed Learning:** Trainees would refer to various sources of self-directed information to enhance their learning experience and to know more about the job tasks.

During OJT, the students/trainees shall receive occupation or job-related knowledge and would gain experience from their supervisor or trainer in each of the different job assignments. Training should help them to meet the job related needs. Students/Trainees can also be rotated from job to job in the workshop or the organisation for wider exposure to the skills, which include employability skills and vocational skills. It also gives an opportunity to the trainees to understand the problems of employees on other jobs and develop respect for them and the work they do. Job instruction is to be given by the trainer to the trainees. The trainer shall explain the trainee the way of doing the jobs, job knowledge and skills and allows them to do the job. The trainer or the supervisor shall provide feedback to the trainees on their performance and offer them suggestions for improvement from time to time.

MANAGEMENT OF OJT

1. It shall be the responsibility of the State Department of School Education and Head of the Schools to implement the guidelines of On-the-Job Training.
2. The District Education Officer along with Principal or Head Master of the School shall be responsible to supervise and monitor the OJT.

3. Vocational Coordinators (VC) and Vocational Teachers or Trainers (VTs) shall be responsible for organising OJT for the students. They should brief the Head of the Organisation or the representatives of the organisation or Industry on guidelines of OJT, expected learning outcomes, documentation and monitoring requirements, including student's safety and security, to be followed by the Organisation or Industry during the training.
4. A letter for the Head of the Institution or Organisation where OJT is proposed should be prepared by the Vocational Teacher or Trainer. The format for the letter is given as Annexure 1.
5. An agreement should be signed between the Principal or Headmaster of the School and the representative of the Industry or Organisation. The format for agreement is given as Annexure 2.
6. Vocational Coordinators or Vocational Teachers or Trainers along with Principal or Head Master shall be responsible to orient students and their parents or local guardians about the OJT programme, its importance and the overall requirements and benefits.
7. Vocational Teachers or Trainers (VTs) should communicate to students about the documents that need to be maintained for OJT as per the format. The format for Student Attendance Sheet, Student Logbook and OJT Report are given as Annexures 3 to 5.
8. Principal or Headmaster shall endorse and sign the documents to facilitate OJT. He/she should also routinely check with the VTs on the progress of OJT via meetings/emails.
9. Vocational Coordinators or Vocational Teachers or Trainers should collect OJT related data and maintain the same in the school. The monthly cumulative report should be submitted as per the format (Annexure 6).

10. Vocational Coordinators or Vocational Teachers or Trainers shall coordinate the provision of OJT completion certificates to students and seek feedback from the Organisation or Industry on completion of OJT.
11. The Principal or Headmaster should visit OJT site, at least two times during the training period to collect first-hand information from the students and the Trainers or Supervisors.
12. Principal or Head Master should ensure that students carry their ID cards while going for OJT and are dressed in school uniform or the uniform suggested by the Instructor/Trainer.
13. Principal or Headmaster should monitor that adequate measures have been taken to ensure the safety and security of students during OJT.
14. The amount approved by Project Approval Board (PAB), *Samagra Shiksha*, Ministry of Education (MoE), Government of India as 'Commuting Expense' for OJT can be utilised for reimbursement of travel expenses by the Vocational Teachers or Trainers and Vocational students.
15. Students should be given conveyance expense for OJT. The Principal or Headmaster shall get the amount transferred directly into the bank account of the student undergoing OJT on submission of bill and completion certificate duly signed by Vocational Teacher or Trainer and the Student Logbook, Report of OJT and OJT Completion Certificate should be submitted by the Vocational Teacher or Trainer to the Principal or Headmaster of the School.
16. The Principal or Headmaster will have to submit utilisation of the budget to the District Education Officer (DEO) or any other officer

appointed by the State or UT Government, along with expense proof by the fifth day of month.

17. Principal or Headmaster should monitor the status and progress of OJT by interacting periodically with the students, Vocational Teacher and Trainer and the representative of the Industry or Organisation.
18. An OJT completion certificate is to be given by the Industry or Organisation to the Students or Trainees who have successfully completed OJT. The format for certificate is given as Annexure 7.
19. The report of the OJT should be included in the portfolio of the student and the peer's review.
20. Based on peer review and report, Vocational Teacher should prepare feedback notes and give them to the students on their performance in OJT.



OJT

Benefits of On-the-Job Training

The major advantages of On-the-Job Training include the following:

1. It is relevant to the subject and the competencies to be acquired by the trainees, as it is directly in the context of job.
2. It is most effective because it is learning by experience.
3. Trainees are more likely to retain the knowledge and skills, as they learn through hands-on training.
4. Trainees are highly motivated and develop self-confidence.
5. It helps trainees to understand and learn about the new tasks and skills that will help them to adapt to the new project more effectively.
6. It is useful in reducing the cost of training.
7. Trainees can also get an opportunity to earn while they learn.





OJT

Annexure 1: Format of Letter for Organisation of OJT in an Industry/Enterprise/Organisation

F.No. _____

Date: _____

To,

Sub: On-the-Job Training in your Industry/ Enterprise/Organisation - reg.

Dear Sir/Madam,

The _____ (name of the school) is implementing the scheme of Vocationalisation of School Education under *Samagra Shiksha*. Under this scheme, there is a provision for conducting On-the-Job Training (OJT) of 80 hours. The primary objective of OJT is to enable the students to acquire skills by getting hands-on-training in the real work environment.

We have identified your esteemed Organisation/ Industry/ Establishment for imparting OJT to the vocational students of _____ (Grade). Around ____ (no.) students would be participating in the OJT. We would like to seek your cooperation in organizing the OJT at your organisation.

On hearing from you, the Vocational Teacher or Trainer _____ (name) will be contacting you with details of the training you are requested kindly facilitate OJT of vocational students in your organisation.

With kind regards,

(Name of Principal)

Copy to: Name of the Vocational Teacher/ Trainer / Instructor.

Encl.: as above

OJT

Annexure 2: Format of Agreement between School Principal and Representative of Industry/Organisation

Agreement

This agreement is made between the Principal or Headmaster of the school and representative of the Industry or Organisation for On-the-Job training with provision to be made by the Industry/Enterprise or Organisation on the following:

1. Assigning a Trainer or Supervisor for On-the-Job Training of students by the Industry/Organisation.
2. Engaging students on subject-specific work and providing required guidance or support to ensure their learning.
3. Monitoring the attendance and work completed by students on daily basis.
4. Provide experience letter/certificate of On-the-Job Training to students on completion of the training.
5. In case students need to extend beyond agreed hours, prior intimation shall be taken from Principal/Head of the School.

(i) Abide by Prevention of Sexual Harassment Act (POSH) for students undergoing training.

(ii) Information shall be provided to trainees regarding working conditions of the job, such as physical requirements potential hazards, health risks, noise levels, etc.

Signature of Representative
Industry/ Organisation

Signature of Head
of School

Date:

As per the POSH Act, 'sexual harassment' includes unwelcome sexually tinted behaviour, whether directly or by implication, such as (i) physical contact and advances, (ii) demand or request for sexual favours, (iii) making sexually remarks, (iv) showing pornography, or (v) any other unwelcome physical, verbal, or non-verbal conduct of a sexual nature.



OJT

Annexure 3: Format for Students' Attendance during OJT

Attendance Sheet

1. Student Name: _____
2. Vocational Subject/Job Role : _____
3. School Name: _____
4. School Address: _____
5. Type of Work Assigned: _____

Total No. of Hours Spent on OJT:	Signature of Trainer or Supervisor (with date)	Signature of Vocational Teacher/Trainer (with date)
Details of Work Done		

OJT

Annexure 4: Format for Student's Logbook

1. Student Name: _____
2. Trade/Vocational Subject: _____
3. School Name: _____
4. School Address: _____
5. Industry/Enterprise/Organisation: _____
6. Address: _____
7. Type of Work Assigned: _____
8. Date: _____

1. I observed / worked on the following activities in this week.
2. I learnt the following things in this week.
3. I faced the following challenges during this week (if any).

Student's Signature

Name of Student
School Name & Address

Signature of Trainer/Supervisor

CC: Head of School and Vocational Teacher/Trainer

OJT

Annexure 5: Format for Preparation of Report on OJT by Students

Students are required to prepare the report of what they learnt during On-the-Job Training (OJT). The report will be included in the student portfolio. Students shall include the following information in the OJT report:

S. No.	Section	Expected Details
1.	Introduction	<ul style="list-style-type: none">• Title of the Report• Student Name, School, Grade, Roll No.• Name of Job Role/Vocational Subject.
2.	OJT Overview	<ul style="list-style-type: none">• Employer/Workplace Details• Name of OJT Site, Address, Website, Supervisor Name• Brief Profile of the Organization (Government Private, Business Activity, etc.)• OJT Dates (Start and End), Timings, Number of Hours completed.
3.	OJT Details	<ul style="list-style-type: none">• Activities Performed and Observations made during OJT• List of Tools and Equipment used during OJT• Key Learnings and Challenges faced during OJT• Any innovative work done during OJT

OJT

Annexure 6: Format for Reporting Data on OJT by Vocational Training Provider

The following format shall be utilised for reporting data by the Vocational Training Providers (VTPs) on OJT:

Vocational Trainer Details	1. Name 2. Contact Number
School Details	3. School Name 4. School UDISE No. 5. School Address
Students Detail	6. Student Name 7. Student Roll No. 8. Student Gender 9. Student's Grade and Section 10. Disability, if any 11. Student Contact No.
OJT Site Details	12. Name of the Industry/ Organisation/ Establishment 13. Company Address 14. Type or Nature of Business
OJT Details	15. Start Date (dd-mm-yyyy) 16. End Date (dd/mm/yyyy) 17. Total Days completed in OJT 18. Total Hours covered in OJT (Yes/No) 19. Student Attendance Sheet attached (Yes/No) 20. OJT Completion Certificate given by Employer to Student (Yes/No)

OJT

Annexure 7: Format for OJT Completion Certificate

This is to certify that _____ [name of the Student/Trainee], pursuing his/ her vocational subject / course in _____ successfully completed On-the-job Training (OJT) at _____ and completed _____ hours of OJT from _____ (date) to _____ (date)

He/ she has participated in the following activities/ tasks

- 1.
- 2.
- 3.
- 4.
- 5.

Place:

Date:

Signature

Name of Authorized Signatory

Designation

Name of Industry/Enterprise/Organisation

Office Stamp

OJT

Annexure 8: Format for Submission of Feedback by Vocational Students

Feedback Form

The students shall be submitting the feedback form to the Vocational Teachers and give their response on scale from 1 to 5.

(1- Not at All, 2- Very Little, 3- Somewhat, 4-Quite a Bit, 5-Great Deal)

S.No	Questions	1	2	3	4	5
1.	Was the training place clean and attractive					
2.	Were the sessions objectives and the intended learning outcomes clearly stated					
3.	Was the Instructor/Trainer punctual during sessions					
4.	Did the Instructor/Trainer related the topic with tasks					
5.	Were learning or training resource materials provided for the training					
6.	Did this OJT help you to connect your knowledge with skills with that you acquired during schooling					
7.	Did this OJT help you to acquire new skills					

OJT

Annexure 8: Format for Submission of Feedback by Vocational Students

8.	Has the OJT given you the confidence to work in a natural setting in the future?						
9.	Does this OJT help you to work in teams and resolve work related issues						
10.	Did you get the opportunity to work independently						
11.	Were safety measures followed during the training						
12.	Did the Instructor/ Trainer ask questions.						
13.	Have your problems been addressed by VT during the OJT						
14.	What was the most valuable thing that you learned?						

Dr. Vinay Swarup Mehrotra
Professor & Head,
Department of Animal Husbandry (DAAH) and
Curriculum Development & Evaluation Centre (CDEC),
PSS Central Institute of Vocational Education,
Bhopal – 462 002, M.P. INDIA

Dr. Sitansu Sekar Jena
Dean
School of Vocational Studies,
Ambedkar University of Delhi,
Lothian Road, Kashmere Gate,
Delhi – 110006, INDIA

Dr. Veera Gupta
Professor
Department of Educational Policy,
National Institute of Educational Planning and Administration
Sri Aurobindo Marg,
New Delhi – 110016, INDIA

Mr. Vikrant Chandela
Associate Director
Wadhvani Foundation, South Ex Property
M4, Ground & First Level,
South Extension 2, Delhi – 110049, INDIA

Mr. Abhishek Gupta
Advisor & Consultant
Wadhvani Foundation, South Ex Property
M4, Ground & First Level,
South Extension 2, Delhi – 110049

Mrs Rekha Menon
Head- Education Initiatives
National Skill Development Corporation (NSDC),
301, 3rd Floor West Wing, Aerocity,
New Delhi – 110037, INDIA

Ms Neha Sharma
Analyst
Education Initiatives
National Skill Development Corporation,
301, 3rd Floor West Wing, Aerocity,
New Delhi – 110037, INDIA

Dr. Mridula Saxena
Professor
Department of Home Science and Hospitality
PSS Central Institute of Vocational Education,
Bhopal – 462 002, M.P., INDIA

Dr. Pinki Khanna
Department of Home Science and Hospitality
PSS Central Institute of Vocational Education,
Bhopal – 462 002, M.P., INDIA

Dr. Saurabh Prakash
Professor
Department of Engineering and Technology,
PSS Central Institute of Vocational Education,
Bhopal – 462 002, M.P., INDIA

Dr. Rajiv Kumar Pathak
Professor
Department of Agriculture and Animal Husbandry (DAAH),
PSS Central Institute of Vocational Education,
Bhopal – 462 002, M.P., INDIA

Dr. Vipin Kumar Jain
Associate Professor & Head,
Department of Humanities, Science, Education and Research,
PSS Central Institute of Vocational Education,
Bhopal – 462 002, M.P., INDIA

Dr. P Veeraiah
Professor & Head
Department of Business & Commerce,
PSS Central Institute of Vocational Education,
Bhopal – 462 002

Dr. Deepak Shudhalwar
Professor & Head
Department of Engineering and Technology,
PSS Central Institute of Vocational Education,
Bhopal – 462 002, M.P., INDIA

Dr. Abhijit Nayak
Professor & Head
Department of Health and Paramedical Sciences,
PSS Central Institute of Vocational Education,
Bhopal – 462 002, M.P., INDIA

Dr. Kuldeep Singh
Associate Professor
Department of Agriculture and Animal Husbandry (DAAH),
PSS Central Institute of Vocational Education,
Bhopal – 462 002, M.P., INDIA

Mr. Sourabh Kulparia
NSQF Coordinator
AISECT
Scope Campus,
Hoshangabad Road,
Bhopal

About PSS Central Institute of Vocational Education, Bhopal

The Pandit Sundarlal Sharma Central Institute of Vocational Education (PSSCIVE) is a constituent unit of the National Council of Educational Research and Training (NCERT), established in 1993 by the Ministry of Education, Government of India for promoting vocational education through research, development, training and extension. The National Council of Educational Research and Training (NCERT) was set up by the Government of India in 1961 as an autonomous organisation registered under the Societies Registration Act (Act XXI of 1860) to advise and assist the formulation and implementation of policies and major programmes in the field of education. The major constituent units of NCERT are:

1. National Institute of Education, New Delhi
2. Central Institute of Educational Technology (CIET), New Delhi
3. Pandit Sundarlal Sharma Central Institute of Vocational Education, Bhopal
4. Regional Institute of Education, Ajmer
5. Regional Institute of Education, Bhopal
6. Regional Institute of Education, Bhubaneswar
7. Regional Institute of Education, Mysuru
8. North-East Regional Institute of Education, Umiam (Meghalaya).

The PSSCIVE is also a UNEVOC (International Project on Technical and Vocational Education) Network Centre in India. The Institute conducts international training programmes for the TVET key functionaries and Teachers of other countries. The Institute has come a long way from being a Department of Vocationalisation of Education at New Delhi to a National Institute of Vocational Education at Bhopal. It had worked for 27 years now with a vision to train and transform young learners into responsible citizens so that they can engage themselves for the welfare of our nation



and the betterment of our economy. The Institute is working very actively with several governments, such as the Department of School Education and Examination Boards of the States/UTs, Institutes/University of Open Schooling, and non-government organisations for the promotion of VET. It has developed a strong relationship with several organisations and agencies like National Skill Development Corporation, Sector Skill Councils, Vocational Training Providers, Business Associations and Chambers, etc. to promote Public-Private Partnerships in Vocational Education and Training. In order to deal with the COVID-19 pandemic situation, the Institute has adapted and evolved to providing training to the Key functionaries and Vocational Teachers through online mode. The Institute has developed digital resources for the prevocational education and vocational education, including that required for the Vocational Teachers Training Programme and Employability skills.

For more details, please visit the website of the Institute: psscive.ac.in



PSS Central Institute of Vocational Education
(a constituent unit of NCERT, Ministry of Education,
Government of India)
Shyamla Hills, Bhopal – 462 002, M.P., INDIA