

**Principal, Industrial Training Institute,
District Vocational Education And Training (Technical), Directorate of Vocational
Education And Training, Maharashtra Education Services, Gr.-A (Technical)**

**Principal/Vice Principal, Industrial Training Institute, /
Head Master, Government Technical Secondary High School/Centre/ Inspector Vocational
Education And Training Officer/ Assistant Training Advisor (Sr.) (Technical), Maharashtra
Education Services, Gr.-A (Jr.)(Technical)**

**Principal/Vice Principal, Industrial Training Institute,
Head Master/Superintendent Engineering, Technical High School/Centre, Maharashtra
Education Services, Gr.-B (Technical)**

परीक्षेचे टप्पे: लेखी परीक्षा - 200 गुण, मुलाखत- 50 गुण

-: परीक्षा योजना :-

विषय व सांकेतांक	गुण	प्रश्नसंख्या	कालावधी	दर्जा	माध्यम	प्रश्नपत्रिकेचे स्वरूप
विहित अभ्यासक्रमावर आधारित (१२९)	२००	१००	एक तास	पदवी	इंग्रजी	वस्तुनिष्ठ बहुपर्यायी

अंतीम गुणवत्ता यादी ही लेखी परीक्षेतील व मुलाखतीतील एकत्रित गुणांवर आधारित राहिल.

-: अभ्यासक्रम :-

[1]	Education System in India: Education System in India, National Policies on Education in India and various Committees recommendations, Historical Background of Vocational Education in India. Need for Vocational Education in India. Various Systems of Vocational Education and Training in India, Policies for Technical and Vocational Education, Objective and scope of Vocational Education at + 2 stage, Concept and meaning of work experience and socially useful productive work, Objective and scope of Pre-Vocational Education.
[2]	Status of Vocational/ Technical Education in Maharashtra : A) Various Technical and Vocational Education System in the State. B) World Bank assisted Projects in Technical and Vocational Education. C) Various Policies and programmes of the State Government for Employment and Self-employment Generation. D) Various Schemes of Employment and Self-employment by KVIB.
[3]	Manpower Planning : Human Resource Planning, elements of manpower Planning, Techniques in human planning, Vocational Surveys and their objectives, Demand estimation of skilled manpower, Role of various Institutes in development of manpower such as NCERT; NIEPA; PSSCIVE; TITI; AICTE; CSTARI; ATI; CIMI; MHRD; DGE; and T; NCVT; RIE; UGC; IITS; open Universities, NERI; NITIE; SIVE etc.
[4]	Management of Technical/Vocational Education: Planning perspective on implementation, Internal/external environment management, Resource mobilisation, leadership and decision-making, positive attitude, personality development, human behavior, character and moral qualities of public relation, effective communication, Problem solving techniques, personal management, CPM & PERT techniques, value analysis, SWOT analysis, importance of curriculum development
[5]	All Schemes being implemented in the Department of Vocational Education and Training in the State such as: a) Competencies Based Vocational course at+2 stage (Centrally Sponsored Scheme) b) Bifocal Vocational Courses.

	c)	Pre-Vocational Course (Centrally Sponsored Scheme)
	d)	Technician (Vocational) Apprenticeship Scheme.
	e)	Craftsman Training Scheme.
	f)	Basic Training and Related Instruction Centres (BT and RI).
	g)	Advanced Vocational Training System (AVTS)
	h)	Trade Apprentices.
	i)	Evening Classes for Industrial Workers.
	j)	3 years time bound programme for employment and self-employment.
	k)	Certificate courses of Maharashtra State Board of Vocational Examination.
	l)	TRYSEM Training Centres (TRYSEM Schemes)
	m)	Various Scheme for Disabled and Women.
[6]		Selection :
		Process, Significance, various procedures including Psychological Tests and interview etc. Procedure of admission in Industrial Training Institutes; Technical High Schools/Centres. Procedures for engagement of trade apprentices.
[7]		Placements :
		Requirement of various Organisations (Registered./Non-registered, Local/Outside) and availability of candidates, Process of Placement, Orientation and Training of new employees.
[8]		Training Planning and Implementation :
		Role of training Co-ordinator, Types of training- Classroom, OJT, Apprenticeship Training, Linkage with Industries, development of curriculum, development of media for instructions, Importance of Industry-Institution-Interaction, Apprenticeship Act, 1961, Various criteria used for evaluating the entire Training Programme, Training Manual prepared by DGE and T, Concept of Safety and measures of safety in Workshop, Role of C.I.I in training, Fire protection, First-aid techniques.
[9]		Performance Appraisal of Trainees :
		Various evaluation techniques, effective Appraisal, Criteria for measurement of skills and performance, Methods of appraisal.
[10]		Total Quality Management :
		Quality circle, 5S Theory, Kaizen techniques, ISO-9000, ISO-9002, ISO-9003. Machinery maintenance, Teaching aids, Teachers Training Programme.
[11]		Material Management:
		Type of stores, purchase, Inventory Control, Stores Manual, Economic Order quantity. Buffer stock, Reorder Level.
[12]		Financial Management (With reference to State Government and Technical Institutions:
		Budget, Budgetary process, Budget Performance, Zero-based budgeting, Audit and Cost Benefit Analysis, Cost reduction techniques related to training.
[13]		Other relevant topics such as:
		Training Methodologies, various Teaching aids, Entrepreneurship Development Programme, Information Technology, Population Education, Environmental Protection, Various Acts viz. Factory Act, Workmen's Compensation Act, Apprentices Act 1961, 1973 and 1986, Sales of Goods Act etc. Impact of Industrialization and globalization on Training.

परिक्षा ऑन लाईन घेण्यात येईल.