

LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

Job Role

SELF DEFENCE TRAINER

(QUALIFICATION PACK CODE:SPF/Q1119/SPEFL-SC)

NSQF Level: 4

GRADE: 11-12

Sector: Sports & Physical Education

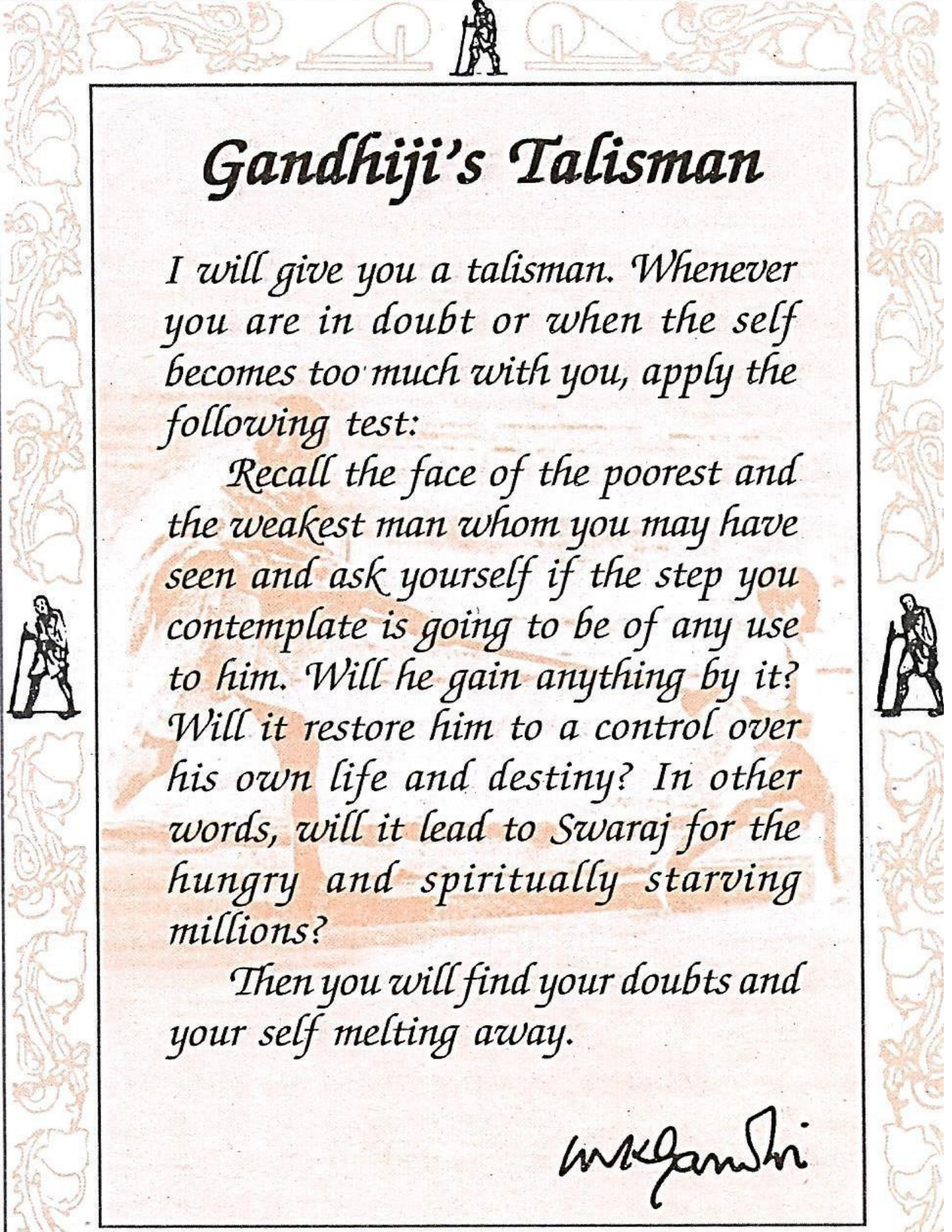
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एन सी ई आर टी
NCERT

PSS Central Institute of Vocational Education, Bhopal

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



Gandhiji's Talisman

I will give you a talisman. Whenever you are in doubt or when the self becomes too much with you, apply the following test:



Recall the face of the poorest and the weakest man whom you may have seen and ask yourself if the step you contemplate is going to be of any use to him. Will he gain anything by it? Will it restore him to a control over his own life and destiny? In other words, will it lead to Swaraj for the hungry and spiritually starving millions?



Then you will find your doubts and your self melting away.

M. Gandhi

LEARNING OUTCOME-BASED VOCATIONAL CURRICULUM

Sports and Physical Education-Self Defence Trainer

Auditor September, 2025

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Published by:

Joint Director
PSS Central Institute of Vocational Education,
NCERT, Shyamla Hills, Bhopal – 462 002, M.P.,
India



PATRONS

Prof. Dinesh Prasad Saklani, Ph.D.,
Director,
National Council of Educational
Research and Training (NCERT),
New Delhi

Dr. Deepak Paliwal, Ph.D.,
Joint Director,
PSS Central Institute of Vocational
Education, Bhopal

COURSE COORDINATOR

Dr. Sonam Singh
Assistant Professor
(Security, Defence Science and
Military Science),
Department of Humanities, Science,
Education and Research,
PSS Central Institute of Vocational
Education, Bhopal

FOREWORD

The Pandit Sundarlal Sharma Central Institute of Vocational Education (PSSCIVE), a constituent of the National Council of Educational Research and Training (NCERT) is spearheading the efforts of developing learning outcome-based curricula and courseware aimed at integrating both vocational and general education to open pathways of career progression for students. The curriculum has been developed for the vocational education programme introduced under the Centrally Sponsored Scheme of *Samagra Shiksha* of the *Ministry of Education (erstwhile, Ministry of Human Resource Development)* and is aligned to the National Skill Qualifications Framework (NSQF). The curricula for vocational courses are being developed under the project approved by the Project Approval Board (PAB) of ‘*Samagra Shiksha*’, which is an overarching programme for the school education sector extending from pre-school to Grade 12.

It is a matter of great pleasure to introduce this learning outcome-based curriculum as part of the vocational training package for the job role of Self Defence Trainer. The curriculum has been developed for the secondary students of Grades 11 and 12 and is aligned to the National Occupation Standards (NOSs) for the job role. The curriculum aims to provide children with employability and vocational skills to support occupational mobility and lifelong learning. It will help them to acquire specific occupational skills that meet employers’ immediate skill needs. The teaching-learning is to be done through interactive sessions in classrooms, practical activities in laboratories or workshops, projects, field visits, etc. and professional experience is to be provided through on-the-job training.

The curriculum has been developed and reviewed by a group of experts and their contributions are duly acknowledged. The utility of the curriculum will be adjudged by the qualitative improvement that it brings about in teaching- learning. The feedback and suggestions on the content by the teachers and other stakeholders will be of immense value to us in bringing about further improvement in this document.

DINESH PRASAD SAKLANI

Director

**Director National Council of Education
Research and Training**

PREFACE

India today stands poised at a very exciting juncture in its saga. The potential for achieving inclusive growth is immense and the possibilities are equally exciting. The world is looking at us to deliver sustainable growth and progress. To meet the growing expectations, India will largely depend upon its young workforce. In order to fulfil the growing aspirations of our youth and the demand for a skilled human resource, the Ministry of Education (erstwhile, Ministry of Human Resource Development (MHRD)), Government of India introduced the revised Centrally Sponsored Scheme of Vocationalisation of School Education that aims to provide for the diversification of educational opportunities so as to enhance individual employability, reduce the mismatch between demand and supply of skilled manpower and provide an alternative for those pursuing higher education. For spearheading the scheme, the PSS Central Institute of Vocational Education (PSSCIVE) was entrusted with the responsibility to develop learning outcome- based curricula, student textbooks and e-learning material for job roles in various sectors.

The PSSCIVE firmly believes that the vocationalisation of education in the nation needs to be established on a strong footing of philosophical, cultural and sociological traditions and it should aptly address the needs and aspirations of the students besides meeting the skill demands of the industry. The curriculum, therefore, aims at developing the desired professional, managerial and communication skills to fulfil the needs of society and the world of work. In order to honour its commitment to the nation, the PSSCIVE is developing learning outcome- based curricula with the involvement of faculty members and leading experts in the field. It is being done through the concerted efforts of leading academicians, professionals, policymakers, partner institutions, Vocational Education and Training (VET) experts, industry representatives, and teachers. The expert group, through a series of consultations, working group meetings and use of reference materials develops a National curriculum. We extend our gratitude to all the contributors for selflessly sharing their precious knowledge, acclaimed expertise, and valuable time and positively responding to our request for development of curriculum.

The success of this curriculum depends upon its effective implementation, and it is expected that the managers of vocational education programme, vocational educators, vocational teachers/trainers, and other stakeholders will make earnest efforts to provide better facilities, develop linkages with the industry or world of work and foster a conducive learning environment for the students for effectively transacting the curriculum and to achieve the learning outcomes as per the content of the curriculum document.

Deepak Paliwal
Joint Director

PSS Central Institute of Vocational Education
(ii)

ACKNOWLEDGEMENTS

On behalf of the team at the PSS Central Institute of Vocational Education (PSSCIVE) we are grateful to the members of the Project Approval Board (PAB) of Samagra Shiksha and the officials of the Ministry of Education (MoE), Government of India for the financial support to the project for development of learning outcome-based curricula.

We are grateful to the Director, National Council of Educational Research and Training (NCERT) for his support and guidance. We also acknowledge the contributions of our colleagues at the NCERT, National Council for Vocational Education and Training (NCVET), National Skill Development Corporation (NSDC) and Sector Skill Council for Management and Entrepreneurship and Professional Skills for their academic support and cooperation in the development of Qualification file and curriculum.

We are grateful to Dr. Sonam Singh, Course Coordinator for his untiring efforts and contribution to the development of this learning outcome-based curriculum. The contribution made by Prof. Vinay Swarup Mehrotra, Professor and Head CDEC, PSSCIVE, Bhopal.

Subject Experts Dr. Kuldeep Verma, Assistant Professor, Department of Defence & Strategic Studies, Hindu College, Moradabad, U.P., and Dr. Divya Dwivedi, Assistant Professor, Prof. Rajendra Singh (Rajju Bhaiyya) University, Prayagraj. U.P., Dr. Neha Baghel, Assistant Professor, Department of Physical Education, Maitreyi College, University of Delhi, New Delhi, and Mr. V.P. Singh Rana (Martial Arts, Self Defence Fitness Expert), Rana's Academy of Martial Arts and Self Defence Organization, Bhopal, M.P. and his team for Industry Partner in the development of the curriculum for domain and non-domain skills is duly acknowledged.

"The support provided by Miss Urvashi Chouhan, Junior Project Fellow, in completing the first draft of the curriculum, and by Miss Priyanka Deshbhartar, D.T.P. Operator (Contractual at PSSCIVE, Bhopal), in formatting, editing, and typing the content, is duly acknowledged and appreciated."

PSSCIVE Team

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1. COURSE OVERVIEW

COURSE TITLE: Self Defence Trainer

Introduction

A Self Defence Trainer is a professional responsible for teaching individuals practical techniques and strategies to protect themselves from potential threats and harmful situations. The trainer not only imparts physical defence skills but also educates learners on awareness, confidence-building, and preventive measures to avoid danger. By combining physical fitness, psychological preparedness, and situational awareness, a Self Defence Trainer empowers individuals—especially women, children, and vulnerable groups—to respond effectively in real-life situations while promoting discipline, confidence, and resilience.

A Self Defence Trainer can help in the following:

- Teaching basic to advanced self-defence techniques suitable for different age groups and contexts.
- Developing training modules tailored to learners' needs (schools, colleges, corporate employees, women, elderly, etc.).
- Enhancing situational awareness and threat recognition skills in trainees.
- Promoting physical fitness, agility, and mental alertness through practical drills and exercises.
- Building confidence and self-esteem in learners through training and motivational guidance.
- Conducting awareness sessions on legal rights, personal safety, and crisis response.
- Collaborating with schools, community centres, law enforcement, or organizations to spread self-defence education.

Course Outcomes

Upon completion of this course, learners should be able to:

- Demonstrate self-defence techniques for common physical threats (grabbing, striking, harassment, etc.).
- Train others effectively using structured modules and progressive teaching methods.
- Identify vulnerable situations and advise preventive measures for personal safety.
- Incorporate fitness routines that support agility, flexibility, and endurance required for self-defence.
- Motivate individuals to overcome fear and build confidence in handling real-life challenges.
- Educate trainees about legal aspects of self-defence and responsible use of force.
- Organize and conduct workshops, demonstrations, and awareness campaigns on self-defence.

Course Requirements

- Basic physical fitness and willingness to undergo regular practice.
- Ability to communicate effectively and engage with groups of learners.
- Basic knowledge of computers (for preparing training modules, presentations, and reports).

Course Level

On completion of this course, a student can take up a career as a Self Defence Trainer in schools, colleges, community centers, NGOs, private academies, or corporate organizations, and may also pursue advanced training in martial arts, fitness training, or security services.

COURSE DURATION: 600 hrs

Grade 11: 300 hrs

Grade 12: 300 hrs

Total: 600 hrs

2. SCHEME OF UNITS

This course is a planned sequence of instructions consisting of Units meant for developing employability and vocational competencies of students of Grades 11 and 12 opting for the vocational subject along with general education subjects. The unit-wise distribution of hours and marks for Grade 11 is as follows:

GRADE 11			
	Units	No. of Hours for Theory and Practical 300	Max. Marks for Theory and Practical 100
Part A	Employability Skills		
	Unit 1: Communication Skills – III	25	10
	Unit 2: Self-management Skills – III	25	
	Unit 3: Information and Communication Technology Skills – III	20	
	Unit 4: Entrepreneurial Skills – III	25	
	Unit 5: Green Skills – III	15	
	Total	110	10
Part B	Vocational Skills		
	Unit 1: Introduction to Self Defence	30	40
	Unit 2: Fundamental of Personal Safety	40	
	Unit 3: Role of Physical and mental Fitness and Techniques in Self Defence	40	
	Unit 4: Situational simulation and Legal Awareness	55	
	Total	165	40
Part C	Practical Work		
	Practical Examination	06	15
	Written Test	01	10

	Viva Voce	03	10
	Total	10	35
Part D	Project Work/Field Visit		
	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
	Total	15	15
	Grand Total	300	100

The unit-wise distribution of hours and marks for Grade 12 is as follows:

GRADE 12			
	Units	No. of Hours for Theory and Practical 300	Max. Marks for Theory and Practical 100
Part A	Employability Skills		
	Unit 1: Communication Skills – IV	25	10
	Unit 2: Self-management Skills – IV	25	
	Unit 3: Information and Communication Technology Skills – IV	20	
	Unit 4: Entrepreneurial Skills – IV	25	
	Unit 5: Green Skills – IV	15	
	Total	110	10
Part B	Vocational Skills		
	Unit 1: Introduction to Advance Self Defence Techniques	75	40
	Unit 2: Ground Defence, Falling Techniques & managing panic stress	50	
	Unit 3: Introduction to Weapon Awareness and Cyber Self defence	20	
	Unit 4: Advanced Legal Awareness and Scope of the Self Defence trainer job role	20	
	Total	165	40
Part C	Practical Work		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
	Total	10	35
Part D	Project Work/Field Visit		
	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
	Total	15	15
	Grand Total	300	100

3. TEACHING/TRAINING ACTIVITIES

The teaching and training activities have to be conducted in classrooms, laboratory or workshop and field visits. Students should be taken on field visits for interaction with experts and to expose them to the various tools, equipment, materials, procedures, and operations in the workplace. Special emphasis should be laid on occupational safety, health, and hygiene during the training and field visits.

CLASSROOM ACTIVITIES

Classroom activities are an integral part of this course and interactive lecture sessions, followed by discussions should be conducted by trained vocational teachers. Vocational teachers should make effective use of a variety of instructional or teaching aids, such as audio-video materials, colour slides, charts, diagrams, models, exhibits, hand-outs, online teaching materials, etc. to transmit knowledge and impart training to students.

PRACTICAL WORK IN LABORATORY/WORKSHOP

Practical work may include but is not limited to hands-on training, simulated training, role-play, case-based studies, exercises, etc. Equipment and supplies should be provided to enhance hands-on learning experience of students. Only trained personnel should teach specialized techniques. A training plan that reflects tools, equipment, materials, skills, and activities to be performed by students should be submitted by the vocational teacher to the Head of the Institution.

FIELD VISITS/ EDUCATIONAL TOUR

In field visits, children will go outside the classroom to obtain specific information from experts or to make observations of the activities. A checklist of observations to be made by the students during the field visits should be developed by Vocational Teachers for systematic collection of information by students on the various aspects. Principals and Teachers should identify the different opportunities for field visits within a short distance from the school and make necessary arrangements for the visits. At least three field visits should be conducted in a year.

4. ASSESSMENT AND CERTIFICATION

The National Skills Qualifications Framework (NSQF) is based on outcomes referenced to the National Occupation Standards (NOSs), rather than inputs. The NSQF level descriptors, which are the learning outcomes for each level, include the process, professional knowledge, professional skills, core skills and responsibility.

The assessment is to be undertaken to verify that individuals have the knowledge and skills needed to perform a particular job and that the learning programme undertaken has delivered education at a given standard. It should be closely linked to certification so that the individual and the employer could come to know the competencies acquired through the vocational subject or course. The assessment should be reliable, valid, flexible, convenient, cost- effective and above all, it should be fair and transparent. Standardized assessment tools should be used for assessment of knowledge of students. Necessary arrangements should be made for using technology in assessment of students.

KNOWLEDGE ASSESSMENT (THEORY)

Knowledge Assessment should include two components: one comprising an internal assessment and a second, an external examination, including a theory examination to be conducted by the Board. The assessment tools shall contain components for testing the knowledge and application of knowledge. The knowledge test can be an objective paper- based test or short structured questions based on the content of the curriculum.

WRITTEN TEST

It allows students to demonstrate that they have the knowledge and understanding of a given topic. Theory question papers for the vocational subject should be prepared by the subject.

experts comprising a group of academicians, experts from existing vocational subject experts/teachers, and subject experts from universities/colleges or industries. The respective Sector Skill Council should be consulted by the Central/State Board for preparing the panel of experts for question paper setting and conducting the examinations.

The blueprint for the question paper may be as follows:

Duration: 3 hrs

Maximum Marks: 40

S.No.		No. of Questions			
	Typology of Question	Very Short Answer (1 mark)	Short Answer (2 Marks)	Long Answer (3 Marks)	Marks
1.	Remembering – (Knowledge-based simple recall questions, to know specific facts, terms,	3	2	2	13

	concepts, principles, or theories; identify, define or recite, information)				
2.	Understanding (Comprehension – to be familiar with the meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	2	3	2	14
3.	Application – (Use abstract information in a concrete situation, to apply knowledge to new situations: Use given content to interpret a situation, provide an example, or solve a problem)	0	2	1	07
4.	High Order Thinking Skills – (Analysis and Synthesis – Classify, compare, contrast, or differentiate between different pieces of information; Organize and/ or integrate unique pieces of information from a variety of sources)	0	2	0	04
5.	Evaluation – (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	0	1	0	02
	Total	5x1=5	10x2=20	5x3=15	40 (20 questions)

SKILL ASSESSMENT (PRACTICAL)

Assessment of skills should be done by the assessors/examiners on the basis of practical demonstration of skills by students, using a competency checklist. The competency checklist should be developed as per the National Occupation Standards (NOSs) given in the Qualification Pack for the Job Role to bring about necessary consistency in the quality of assessment across different sectors and Institutions. The student has to demonstrate competency against the performance criteria defined in the National Occupation Standards and the assessment will

indicate that they are 'competent', or are 'not yet competent'. The assessors assessing the skills of the students should possess a current experience in the industry and should have undergone effective training in assessment principles and practices. The Sector Skill Councils should ensure that the assessors are provided with training on the assessment of competencies.

A practical examination allows students to demonstrate that they have the knowledge and understanding of performing a task. This will include a hands-on practical exam and viva voce.

For practical, there should be a team of two evaluators – the subject teacher and the expert from the relevant industry certified by the Board or concerned Sector Skill Council. The same team of examiners will conduct the viva voce.

Project Work (individual or group project) is a great way to assess practical skills on a certain time period or timeline. Project work should be given on the basis of the capability of the individual to perform the tasks or activities involved in the project. Projects should be discussed in the class and the teacher should periodically monitor the progress of the project and provide feedback for improvement and innovation. Field visits should be organised as part of the project work. Field visits can be followed by small-group work/project work. When the class returns from the field visit, each group might be asked to use the information that they have gathered to prepare presentations or reports of their observations. Project work should be assessed on the basis of a practical file or student portfolio.

Student Portfolio is a compilation of documents that supports the students' claim of competence. Documents may include reports, articles, and photos of products prepared by students in relation to the unit of competency.

Viva Voce allows candidates to demonstrate communication skills and content knowledge. Audio or video recording can be done at the time of viva voce. The number of external examiners would be decided as per the existing norms of the Board and these norms should be suitably adopted/adapted as per the specific requirements of the vocational subject. Viva voce should also be conducted to obtain feedback on the student's experiences and learning during the project work/field visits.

5. UNIT CONTENTS

GRADE 11

Part A: Employability Skills

S.No.	Units	Duration (hrs)
1.	Communication Skills- III	25
2.	Self-management Skills – III	25
3.	Information and Communication Technology Skills - III	20
4.	Entrepreneurial Skills – III	25
5.	Green Skills – III	15
	Total	110

UNIT 1: COMMUNICATION SKILLS – III			
Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)
1. Demonstrate the knowledge of communication	1. Introduction to the communication process 2. Importance of communication 3. Elements of communication. 4. Perspectives in communication 5. Effective communication	1. Role-play on the communication process. 2. Group discussion on the importance of communication and factors affecting perspectives in communication. 3. Charts preparation on elements of communication. 4. Classroom discussion on the 7Cs (i.e. Clear, Concise, Concrete, Correct, Coherent, Courteous and Complete) for effective communication. 5. communication.	03
2. Demonstrate verbal communication	1. Verbal communication Public Speaking	1. Role-play of a phone conversation.	02

		2. Group activity on delivering a speech and practicing public speaking.	
3. Demonstrate non- verbal communication	1. Importance of non-verbal communication 2. Types of non- verbal communication 3. Visual communication	1. Role-play on non-verbal communication. 2. Group exercise and discussion on Do's and Don'ts to avoid body language mistakes. 3. Group activity on methods of communication.	02
4. Demonstrate speech using correct pronunciation	1. Pronunciation basics 2. Speaking properly 3. Phonetics 4. Types of sounds	1. Group activities on practicing pronunciation.	01
5. Apply an assertive communication style	1. Important communication styles 2. Assertive communication 3. Advantages of assertive communication 4. Practicing assertive communication	1. Group discussion on communication styles. 2. Group discussion on observing and sharing communication styles.	03
6. Demonstrate the knowledge of saying no	1. Steps for saying 'No' Connecting words	1. Group discussion on how to say 'No'?	02
7. Identify and use parts of speech in writing	1. Capitalization 2. Punctuation 3. Basic parts of speech 4. Supporting parts of speech	1. Group activity on identifying parts of speech. 2. Writing a paragraph with punctuation marks. 3. Group activity on constructing sentences. 4. Group activity on identifying parts of speech.	03

8. Write correct sentences and paragraphs	1. Parts of a sentence 2. Types of objects 3. Types of sentences Paragraph	1. Activity on framing sentences. 2. Activity on active and passive voice. 3. Assignment on writing different types of sentences.	02
9. Communicate with people	1. Greetings 2. Introducing self and others	1. Role-play on formal and informal greetings. 2. Role-play on introducing someone. 3. Practice and group discussion on how to greet different people?	02
10. Introduce yourself to others and write about oneself	1. Talking about self Filling a form	1. Practicing self-introduction and filling up forms 2. Practicing self-introduction to others	01
11. Develop questioning skill	1. Main types of questions 2. Forming closed and 3. open-ended questions	1. Practice exercise on forming questions. 2. Group activity on framing questions.	01
12. Communicate information about family to others	1. Names of relatives Relations	1. Practice talking about family. 2. Role-play on talking about family members.	01
13. Describe habits and routines	1. Concept of habits and routines	1. Group discussion on habits and routines. 2. Group activity on 3. describing routines.	01
14. Ask or give directions to others	1. Asking for directions Using landmarks	1. Role-play on asking and giving directions. 2. Identifying symbols used for giving directions.	01
Total			25

UNIT 2: SELF-MANAGEMENT-III			
Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)
1. Identify and analyse own strengths and weaknesses	1. Understanding self Techniques for identifying strengths and weaknesses 2. Difference between interests and abilities	1. Activity on writing aims in life. 2. Preparing a worksheet on interests and abilities.	03
2. Demonstrate personal grooming skills	1. Guidelines for dressing and grooming 2. Preparing a personal grooming checklist	1. Role-play on dressing and grooming standards. 2. Self-reflection activity on various aspects of personal grooming.	04
3. Maintaining personal hygiene	1. Importance of personal hygiene 2. Three steps to personal hygiene Essential steps of hand washing	1. Role-play on personal hygiene. 2. Assignment on personal hygiene.	03
4. Demonstrate the knowledge of working in a team and participating in group activities	1. Describe the benefits of teamwork Working in a team	1. Assignment on working in a team. Self-reflection on teamwork.	03
5. Develop networking skills	1. Benefits of networking skills 2. Steps to build networking skills	1. Group activity on networking in action. 2. Assignment on networking skills.	03
6. Describe the meaning and importance of self- motivation	1. Meaning of self-motivation 2. Types of motivation 3. Steps to building self-motivation	1. Activity on staying motivated. 2. Assignment on reasons hindering 3. motivation.	03
7. Set goals	1. Meaning of goals and purpose of goal-setting 2. Setting SMART goals	1. Assignment on setting SMART goals. 2. Activity on developing long- term and short-	

		term goals using SMART method.	03
8. Apply time management strategies and techniques	1. Meaning and importance of time management 2. Steps for effective time management	1. Preparing a checklist of daily activities.	03
Total			25

UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY-III			
Learning Outcome	Theory (08 hrs)	Practical (12 hrs)	Duration (20 hrs)
1. Create a document on the word processor	1. Introduction to ICT 2. Advantages of using a word processor 3. Work with Libre Office Writer	1. Demonstration and practice of the following: a. Creating a new Document a. Typing text b. Saving the text c. Opening and saving a file on Microsoft Word/Libre Office Writer. 3. Writer.	02
2. Identify icons on the toolbar	1. Status bar 2. Menu bar 3. Icons on the Menu bar Multiple ways to perform a function	1. Group activity on using basic user interface of LibreOffice writer. 2. Group activity on working with Microsoft Word.	02
3. Save, close, open and print document	1. Save a word document 2. Close a word document 3. Open an existing document 4. Print	1. Group activity on performing the functions for saving, closing and printing documents in LibreOffice Writer. 2. Group activity on performing the functions for saving, closing and printing documents in Microsoft Word.	02
4. Format text in a word document	1. Change style and size of text	1. Group activity on formatting text in	

	2. Align text 3. Cut, Copy, and Paste 4. Find and replace	LibreOffice Writer. 2. Group activity on formatting text in Microsoft Word.	02
5. Check spelling and grammar in a word document	1. Use of spell checker 2. Autocorrect	1. Group activity on checking spellings and grammar using LibreOffice Writer. 2. Group activity on checking spellings and grammar using Microsoft Word.	02
6. Insert lists, tables, pictures, and shapes in a word document	1. Insert bullet list 2. Number list 3. Tables 4. Pictures 5. Shapes	1. Practical exercise of inserting lists and tables using LibreOffice Writer.	03
7. Insert header, footer and page number in a word document	1. Insert header 2. Insert footer 3. Insert page number 4. Page count	1. Practical exercise of inserting header, footer and page numbers in LibreOffice Writer. 2. Practical exercise of inserting header, footer and page numbers in Microsoft Word.	03
8. Make changes by using the track change option in a word document	1. Tracking option 2. Manage option 3. Compare documents	1. Group activity on performing track changes in LibreOffice Writer. 2. Group activity on performing track changes in Microsoft Word.	04
Total			20

UNIT 4: ENTREPRENEURSHIP SKILLS – III			
Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)
1. Differentiate between different kinds of businesses	1. Introduction to entrepreneurship 2. Types of business 3. activities	1. Role-play on different kinds of businesses around us.	03

2. Describe the significance of entrepreneurial values	1. Meaning of value 2. Values of an Entrepreneur 3. Case study on qualities of an entrepreneur 4. entrepreneur	1. Role-play on qualities of an entrepreneur.	03
3. Demonstrate the attitudinal changes required to become an entrepreneur	1. Difference between the attitude of entrepreneur and employee	1. Interviewing employees and entrepreneurs.	03
4. Develop thinking skills like an entrepreneur	1. Problems of entrepreneurs 2. Problem- solving 3. Ways to think like an entrepreneur	1. Group activity on identifying and solving problems.	04
5. Generate business ideas	1. The business cycle 2. Principles of idea creation 3. Generating a business idea 4. Case studies	1. Brainstorming on generating business ideas.	04
6. Describe customer needs and the importance of conducting a customer survey	1. Understanding customer needs 2. Conducting a customer survey	1. Group activity to conduct a customer survey.	04
7. Create a business plan	1. Importance of business planning 2. Preparing a business plan 3. Principles to follow for growing a business 4. Case studies	1. Group activity on developing a business plan.	04
Total			25

UNIT 5: GREEN SKILLS – III			
Learning Outcome	Theory (07 hrs)	Practical (08 hrs)	Duration (15 hrs)
1. Describe the importance of the main sector of the green economy	1. Meaning of eco- system, food chain and sustainable development 2. Main sectors of the green economy- E-waste management, green transportation, renewal energy, green construction, and 3. water management	1. Group discussion on sectors of green economy. 2. Poster making on various sectors for promoting green 3. economy.	06
2. Describe the main recommendations of policies for the green economy	1. Policies for a green economy	1. Group discussion on initiatives for promoting the green economy. 2. Writing an essay or a short note on the important initiatives for promoting green economy.	03
3. Describe the major green sectors/ areas and the role of various stakeholders in the green economy	1. Stakeholders in the green economy	1. Group discussion on the role of stakeholders in the green. Economy 2. Making solar bulbs.	03
4. Identify the role of government and private agencies in the green economy	1. Role of the government in promoting a green economy 2. Role of private agencies in promoting green economy	1. Group discussion on the role of Government and Private Agencies in promoting a green economy. 2. Poster-making on green sectors.	03
Total			15

B: Vocational Skills [Class-11]

S.No.	Unit	Duration (Hrs)
1.	Unit 1: Introduction to Self -Defence	20
2.	Unit 2: Fundamental of personal safety	20
3.	Unit 3: Role of physical Fitness, Mental Fitness and Techniques In Self Defence	20
4.	Unit 4: Situational simulation & Legal Awareness	40
	Total	165

UNIT 1: INTRODUCTION TO SELF -DEFENCE			
Learning Outcomes	Theory	Practical	Duration
Overview of Self-Defence	1. Meaning of Self -Defence 2. Key Elements of Self -Defence 3. Relevance of Self -Defence 4. Gender Sensitization	1. Group discussion on Meaning of Self Defence and its Elements 2. Practice basic defensive stance 3. Roll play on the circumstantial action-reaction 4. Discussion on Gender Specific Self Defence Techniques	15
	1. Types of threats. 2. Risk zones in daily life. 3. Integration of technology in self defence 4. Role of Mental and Physical fitness	1. Power point presentation on the different types of threats 2. Prepare a risk zone map of school/home showing physical, verbal, mental, and cyber threats. 3. Perform group discussion on the role of psychological and Physical fitness	15
Total			30

UNIT 2: FUNDAMENTALS OF PERSONAL SAFETY			
Learning Outcomes	Theory	Practical	Duration
Awareness and Recognition	1. Identifying Safe and Unsafe Areas 2. Body Language: Assertive vs. Passive 3. Verbal Assertiveness Drills	1. Practice the usage of Application used for identifying safe and unsafe areas 2. Demonstrate students to understand Defensive Position and Verbal Command 3. Show the power of body languages -Assertive vs. passive	15
Planning and practical Response	1. Mental Safety Map: Creating Safe Routes and Contacts 2. Escape Route Planning and Use of Surroundings	1. Make a list of safe and unsafe areas of daily life surroundings 2. List the Emergency Contacts for the quick action 3. Create Safety Map for daily Route.	15
Total			30
UNIT 3: ROLE OF PHYSICAL FITNESS, MENTAL FITNESS AND TECHNIQUES IN SELF DEFENCE			
Learning Outcomes	Theory	Practical	Duration
Role Of Physical and Mental Fitness In Self Defence	1. Physical fitness: Relevance to self-Defence 2. Components of Physical Fitness: Health Related and Skill Related 3. Mental Fitness : Relevance to self-defence 4. Components of Mental Fitness	1. Practice basic warm-up and Strength building exercise. 2. Perform the “Push–Escape–React” drill to practice reaction, escape, and recovery techniques. 3. Perform the “Freeze, Decide, Speak!” drill to enhance mental reaction and verbal assertiveness. 4. Practice “Focus Under Pressure” drill to improve concentration and decision-making under distractions.	15

Session 2: Techniques In Self Defence	1. Techniques for self defence. 2. Physical Techniques and its types 3. Mental and psychological Techniques and its types 4. Verbal Techniques and its types 5. Situational and environmental techniques and its types	1. Demonstrate the Back Step & Elbow Strike to escape from a physical grab or hold. 2. Practice “Breathe – Visualize – Respond” drill to build psychological readiness through breathing and mental rehearsal. 3. Perform the “Voice Power Roleplay” to practice verbal self-defence using strong, assertive communication.	15
Total			30

UNIT 4: SITUATIONAL SIMULATION & LEGAL AWARENESS			
Learning Outcomes	Theory	Practical	Duration
Fundamentals of Defence and Aggression	1. Overview and Difference between defence and aggression 2. Reactionary gap 3. Types of aggression 4. Psychological Factors Behind Aggression and Defence 5. Principles of Self-Control 6. Conflict Triggers and Role of Environment	1. Non-aggressive defence with objects and voice. 2. Group discussion on Types of Aggression and psychological factors with real life examples.	15
Session 2: Introduction of BNS Sections 34 to 44	1. BNS and the Importance of Legal Awareness in Self-Defence 2. Overview of BNS Sections 34 to 44 3. Legal Do's and Don'ts in Self-Defence Situations 4. Know Your Rights and Responsibilities. 5. Case studies: legal	1. Workshop and group Discussion on Group Liability & Abetment in Real Life.	15

	Consciousness and Right of Private Defence		
Total			30

GRADE 12

Part A: Employability Skills

S.No.	Units	Duration (hrs)
1.	Communication Skills – IV	25
2.	Self-management Skills – IV	25
3.	Information and Communication Technology Skills -IV	20
4.	Entrepreneurship Skills – IV	25
5.	Green Skills – IV	15
	Total	110

UNIT 1: COMMUNICATION SKILLS – IV			
Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)
1. Demonstrate active listening skills	1. Active listening - listening skill, stages of active listening 2. Overcoming barriers to active listening	1. Group discussion on factors affecting active listening. 2. Poster making on steps for active listening. 3. Role-play on negative effects of not listening actively.	10
2. Identify the parts of speech	1. Parts of speech – using capitals, punctuation, basic parts of speech, Supporting parts of speech	1. Group practice on identifying parts of speech. 2. Group practice on constructing sentences.	10
3. Write sentences	1. Writing skills to practice the following: a. Simple sentence b. Complex sentence c. Types of objects d. Identify the types of sentences e. Active and Passive sentences f. Statement/ Declarative sentence	1. Group activity on writing sentences and paragraphs. 2. Group activity on practicing writing sentences in active or passive voice. 3. Group activity on writing different types of sentences (i.e., declarative,	05

	g. Question/ h. Interrogative sentence i. Emotion/ Reaction or Exclamatory sentence j. Order or Imperative sentence 3. Paragraph writing	exclamatory, interrogative and imperative).	
Total			25

UNIT 2: SELF-MANAGEMENT SKILLS – IV			
Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)
1. Describe the various factors influencing motivation and positive attitude	1. Motivation and positive attitude 2. Intrinsic and extrinsic motivation 3. Positive attitude – ways to maintain a positive attitude 4. Stress and stress management - ways to manage stress	1. Role-play on avoiding stressful situations. 2. Activity on listing negative situations and ways to turn them it positive.	10
2. Describe how to become result oriented	1. How to become result oriented? 2. Goal setting- examples of result- oriented goals	1. Group activity on listing aim in life.	05
3. Describe the importance of self-awareness and the basic personality traits, types and disorders	1. Steps towards self-awareness 2. Personality and basic personality traits 3. Common personality disorders- • Suspicious • Emotional and impulsive • Anxious 4. Steps to overcome personality disorders	1. Group discussion on self-awareness. 2. Group discussion on common personality disorders. 3. Brainstorming steps to overcome personality disorder.	10
Total			25

UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS – IV			
Learning Outcome	Theory (06 hrs)	Practical (14 hrs)	Duration (20 hrs)
1. Identify the components of a spreadsheet application	1. Getting started with spreadsheet 2. types of a spreadsheet, steps to start LibreOffice Calc., components of a worksheet	1. Group activity on identifying components of spreadsheet in LibreOffice Calc.	02
2. Perform basic operations in a spreadsheet	1. Opening workbook and entering data – types of data, steps to enter data, editing and	1. Group activity on working with data on LibreOffice Calc.	
	1. Deleting data in a cell 2. Selecting multiple cells 3. Saving the spreadsheet in various formats 4. Closing the spreadsheet 5. Opening the spreadsheet 6. Printing the spreadsheet		03
4. Demonstrate the knowledge of working with data and formatting text	1. Using a spreadsheet for addition – adding value directly, adding by using cell address, using a mouse to select values in a formula, using sum function, copying and moving formula 2. Need to format cell and content 3. Changing text style and font size 4. Align text in a cell 5. Highlight text	1. Group activity on formatting a spreadsheet in LibreOffice Calc 2. Group activity on performing basic calculations in LibreOffice Calc.	02

5. Demonstrate the knowledge of using advanced features in spreadsheet	1. Sorting data 2. Filtering data 3. Protecting spreadsheet with password	1. Group activity on sorting data in LibreOffice Calc.	03
6. Make use of the software used for making slide presentations	1. Presentation software available 2. Steps to start LibreOffice Impress 3. Adding text to a presentation 4. presentation	1. Group practice on working with LibreOffice Impress tools.	02
7. Demonstrate the knowledge to open, close and save slide presentations	1. Open, Close, Save and Print a slide presentation	1. Group activity on saving, closing and opening a presentation in LibreOffice Impress	01
8. Demonstrate the operations related to slides and texts in the presentation	1. Working with slides and text in a presentation- adding slides to a presentation, deleting slides, adding and formatting text, highlighting text, aligning text, changing text colour	1. Group activity on working with font styles in LibreOffice Impress.	04
9. Demonstrate the use of advanced features in a presentation	1. Advanced features used in a presentation 2. Inserting shapes in the presentation 3. Inserting clipart and images in a presentation 4. Changing slide layout	1. Group activity on changing slide layout on LibreOffice Impress.	03
Total			20

UNIT 4: ENTREPRENEURSHIP SKILLS-IV			
Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)
1. Describe the concept of entrepreneurship	1. Entrepreneurship and entrepreneur 2. Characteristics of	1. Group discussion on the topic “An entrepreneur is	
2. and the types and roles and functions entrepreneur	1. Entrepreneurship 2. Entrepreneurship- art and science 3. Qualities of a successful entrepreneur 4. Types of entrepreneurs 5. Roles and functions of an entrepreneur 6. What motivates an entrepreneur 7. Identifying opportunities and risk-taking Startups	1. not born but created”. 2. Conducting a classroom quiz on various aspects of entrepreneurship. 3. Chart preparation on types of entrepreneurs. Brainstorming activity on What motivates an entrepreneur.	10
3. Identify the barriers to entrepreneurship	1. Barriers to entrepreneurship 2. Environmental barriers 3. No or faulty business plan Personal barriers	1. Group discussion about “What we fear about entrepreneurship.” 2. Activity on taking an interview of an entrepreneur.	05
4. Identify the attitude that makes an entrepreneur successful	1. Entrepreneurial attitude	1. Group activity on identifying entrepreneurial attitude.	05
5. Demonstrate the knowledge of entrepreneurial attitude and competencies	1. Entrepreneurial competencies 2. Decisiveness Initiative 3. Interpersonal skills- positive attitude, stress management 4. Perseverance Organisational skills- time management, goal	1. Playing games, such as “Who am I”. 2. Brainstorming business ideas. 3. Group practice on “Best out of Waste.” 4. Group discussion on the topic of “Let’s grow together.” 5. Group activity on listing	05

	setting, efficiency, managing quality	stress and methods to deal with it like Yoga, deep breathing exercises, etc.\n6. Group activity on time management.	
Total			25

UNIT 5: GREEN SKILLS-IV			
Learning Outcome	Theory (05 hrs)	Practical (10 hrs)	Duration (15 hrs)
1. Identify the benefits of the green jobs	1. Green jobs 2. Benefits of green jobs 3. Green jobs in different sectors: a. Agriculture b. Transportation c. Water conservation d. Solar and wind energy e. Eco-tourism f. Building and construction g. Solid waste management h. Appropriate i. technology	1. Group discussion on the importance of green job. 2. Chart preparation on green jobs in different sectors.	08
2. State the importance of green jobs	1. Importance of green jobs in Limiting greenhouse gas emissions 2. Minimising waste and pollution 3. Protecting and restoring ecosystems Adapting to the effects of climate change	1. Preparing posters on green jobs. 2. Group activity on tree plantation. 3. Brainstorming different ways of minimising waste and pollution.	07
Total			15

B: Vocational Skills [Class-12]

S.No.	Unit	Duration (Hrs)
1.	Unit 1: Introduction to advance self-Defence Techniques	20
2.	Unit 2: Ground Self Defence, Falling Techniques & Managing Panic and Stress	20
3.	Unit 3: Introduction to Weapon Awareness and Cyber Self Defence	20
4.	Unit 4: Advanced Legal Awareness and Scope of the self-defence trainer job role	40
	Total	100

UNIT-1: INTRODUCTION TO ADVANCE SELF DEFENCE TECHNIQUES			
Learning Outcomes	Theory	Practical	Duration
Advance Self-defence	1. Advance self-defence Techniques 2. Need of advance self defence 3. Types of advance self defence: 4. Need for advanced techniques.	1. Practice confidence walk and assertive eye contact in peer group. 2. Role Play on Reaction Time Test. 3. Play and Practice 360° Awareness Game.	
Advance self-Defence Techniques & Survival Instinct	1. Advance Physical Techniques 2. Tactical application and escape planning 3. Survival mindset 4. Stress and fear management 5. Confidence Building	1. Practice Joint Lock & Release 2. Throw & Break fall – Practicing front/back falls safely on mats. 3. Role-play on Survival Mindset	
Total			

UNIT 2: GROUND SELF DEFENCE, FALLING TECHNIQUES & MANAGING PANIC AND STRESS			
Learning Outcomes	Theory	Practical	Duration
Ground Self Defence and Falling Techniques	1. Safe Falling Techniques 2. Ground-Based self-Defence Techniques 3. Recovery and Tactical Standing 4. Partner-Based Practice and	1. Instructor demonstration and supervised mat practice. 2. Role Play on attacker approach. 3. Practice Defensive	

	Application 5. Defending Multi-Attacker Situation	recovery combined with verbal assertiveness. 4. Drill on Multi-attacker Awareness	
Session 2: Managing Panic and Stress	1. Understanding the Fight/ Flight / Freeze Response 2. Stress Management Techniques 3. Role- play Under Time Pressure 4. Debriefing and Emotional Precising	1. Practice Reaction Drill- Fight Flight, or Freeze 2. Practice Box Breathing & Visualization Drill 3. Timed Role- play Challenge 4. Group Discussion on Emotional Reflection Circle	
Total			
Unit 3: Introduction to Weapon awareness and Cyber Self Defence			
Learning Outcomes	Theory	Practical	Duration
Session 1: Weapon Awareness and Response Techniques	1. Types of Common Weapons 2. Risk Without Handling Weapons 3. Safe Distance and De-escalation Techniques 4. Basic Defence Principles Against Armed Threats. 5. Reporting and Seeking Help in Weapon Threat Situations	1. Demonstration of Common Weapons and Improvised Threat Objects 2. Safe Distance and verbal De-escalation Drill	15
Session 2: Basics of Cyber Self Defence	1. Cyber Threats and Online Harassment 2. Safe Online Habits 3. Cyberbullying and Sextortion 4. Safety on Social Media and Messaging Platforms. 5. Legal Support and Reporting Mechanisms for Cyber Crimes	1. Prepare a Checklist to help Personal Cyber Safety. 2. Group Discussion on personal online safety practices 3. List do's and don'ts on Cyber Space. 4. Activity to practice Responding to Cyberbullying Scenarios	15

Total			30
Unit 4: Advanced Legal Awareness and Scope of the self-defence trainer job role			
Learning Outcomes	Theory	Practical	Duration
Session 1: Advance Legal Awareness	1. Advanced Concepts of Legal Self-Defence 2. Right of Private Defence: body and property under Section 34 & 35 3. Right of Private Defence: special cases and limits under section 36 & 37 4. Extent of Harm-under the right of self Defence: Sections 38–39 5. Commencement and continuance of private defence: Sections under 40-43 6. Right of private defence and risk innocent: Under section 44	1. Group Discussion on Concept and Practical Application of the Right of Private Defence. 2. Power Point presentation on Do's and Don't's in Self Defence according to the BNS.	
Session 2: Scope of the self-defence trainer job role	1. Legal Duties and Ethics of a Self-Defence Trainer 2. Legal Documentation and Reporting 3. Trainer's Role in Awareness and Empowerment 4. Career Pathways and Skill Development for Self-Defence trainers	1. Design Your Self-Defence Career Map, through role-play, 2. Group Discussion on Career Pathways and Skill Development.	
Total			

6. ORGANISATION OF FIELD VISITS

In order to provide students with real-world experience and exposure to the practical application of self-defence training, at least three field visits or educational tours should be organized each year. These visits should take place at institutions and organizations where Self Defence Trainers are actively engaged, such as martial arts academies, police training centers, women's safety workshops, community outreach programs, schools, and colleges. Through these visits, students will have the opportunity to observe live demonstrations, participate in training activities, and interact with professional trainers and learners. They will also gain practical knowledge of how self-defence sessions are planned, conducted, and evaluated for different groups.

During the visit, students should focus on:

- **Training Methods** – How trainers design and conduct self-defence sessions.
- **Situational Awareness** – Techniques taught to recognize and avoid risky situations.
- **Practical Techniques** – Observation and practice of defence moves against common threats.
- **Use of Equipment** – Safe handling of pads, mats, gloves, and protective gear.
- **Confidence Building** – Ways trainers motivate and empower learners.
- **Emergency Response** – Basic first-aid, CPR, and handling injuries during training.
- **Community Engagement** – Awareness programs and workshops for schools, women, and vulnerable groups.
- **Feedback and Evaluation** – Reviewing effectiveness of training and identifying improvements.

7. LIST OF EQUIPMENT AND MATERIALS

Tools, Equipment and Materials Required for Training

1. Computers – Desktops / Laptops
2. Projector, Speakers and Audio-Visual Aids
3. Punching Pads, Kick Shields, Focus Mitts
4. Boxing Gloves, Punching Bag, Head Guards, Shin Guards, Mouth Guards
5. EVA Foam Interlocking Mats and Judo Mats (10 mm to 35 mm)
6. Cameras / CCTV (for recording and reviewing practice sessions)
7. Walkie-Talkie / Intercom (for communication during drills and workshops)
8. First Aid Kit
9. Medical Equipment – BP Machine, Thermometer, AED (Automated External Defibrillator)
10. CPR Manikins and Choking Response Trainers
11. Drill Kits for Casualty Evacuation and Triage Practice Charts, Posters, Manuals, and Legal Guidelines on Self Defence

8. VOCATIONAL TEACHERS'/TRAINERS' QUALIFICATIONS AND GUIDELINES

The qualifications and other requirements for appointment of vocational teachers/trainers on contractual basis should be decided by the respective State/UT.

The suggestive qualifications and minimum competencies for the vocational teacher/trainers for **Self Defence Trainer** should be as follows:

Qualification	Minimum Competencies	Age Limit
Graduation in any discipline with 1 year of experience in Martial Arts/ Fitness/ Self Defence/ related field from a recognised Institution/University. OR B.Voc. (Bachelor in Vocation) with specialisation in Physical Education/ Martial Arts/ Fitness/ Self Defence/ related field from a recognised Institution/University.	• Effective communication skills (oral and written) • Basic computing skills • Physical fitness and ability to demonstrate self-defence techniques	• Minimum 21 Years • Age relaxation to be provided as per Govt. rule

These guidelines have been prepared with an aim to help and guide the States in engaging quality Vocational Teachers/Trainers in schools. Various parameters that need to be looked into while engaging the Vocational Teachers/Trainers are the mode and procedure of selection of Vocational Teachers/Trainers, Educational Qualifications, Industry Experience, and Certification/Accreditation. The State may engage Vocational Teachers/Trainers in schools approved under the component of Vocationalisation of Secondary and Higher Secondary Education under RMSA in the following ways:

- (i) directly as per the prescribed qualifications and industry experience suggested by the PSS Central Institute of Vocational Education (PSSCIVE), NCERT or the respective Sector Skill Council (SSC)
OR
- (ii) through accredited Vocational Training Providers accredited under the National Quality Assurance Framework (NQAF*) approved by the National Skill Qualification Committee on 21.07.2016. If the State is engaging Vocational

Teachers/Trainers through the Vocational Training Provider (VTP), it should ensure that VTP should have been accredited at NQAF Level 2 or higher.

** The National Quality Assurance Framework (NQAF) provides the benchmarks or quality criteria which the different organisations involved in education and training must meet in order to be accredited by competent bodies to provide government-funded education and training/skills activities. This is applicable to all organizations offering NSQF-compliant qualifications.*

The educational qualifications required for being a Vocational Teacher/Trainer for a particular job role are clearly mentioned in the curriculum for the particular NSQF-compliant job role. The State should ensure that teachers/trainers deployed in the schools have relevant technical competencies for the NSQF qualification being delivered. The Vocational Teachers/Trainers preferably should be certified by the concerned Sector Skill Council for the particular Qualification Pack/Job role which they will be teaching. Copies of relevant certificates and/or records of experience of the teacher/trainer in the industry should be kept as a record.

To ensure the quality of the Vocational Teachers/Trainers, the State should ensure that a standardized procedure for selection of Vocational Teachers/Trainers is followed. The selection procedure should consist of the following:

- (i) Written test for the technical/ domain-specific knowledge related to the sector;
- (ii) Interview for assessing the knowledge, interests, and aptitude of the trainer through a panel of experts from the field and state representatives; and
- (iii) Practical test/mock test in classroom/workshop/laboratory.

In case of appointment through VTPs, the selection may be done based on the above procedure by a committee having representatives of both the State Government and the VTP.

The State should ensure that the Vocational Teachers/Trainers who are recruited should undergo induction training of 20 days for understanding the scheme, NSQF framework and Vocational Pedagogy before being deployed in schools.

The State should ensure that the existing trainers undergo in-service training for 5 days every year to make them aware of the relevant and new techniques/approaches in their sector and understand the latest trends and policy reforms in vocational education. The Head Master/Principal of the school where the scheme is being implemented should facilitate and ensure that the Vocational

Teachers/Trainers:

- (i) Prepare session plans and deliver sessions which have a clear and relevant purpose and which engage the students;
- (ii) Deliver education and training activities to students, based on the curriculum to achieve the learning outcomes;
- (iii) Make effective use of learning aids and ICT tools during the classroom sessions;
- (iv) Engage students in learning activities, which include a mix of different methodologies, such as project-based work, teamwork, practical, and simulation-based learning experiences;
- (v) Work with the institution's management to organise skill demonstrations, site visits, on-job trainings, and presentations for students in cooperation with industry, enterprises and other workplaces;
- (vi) Identify the weaknesses of students and assist them in upgradation of competency;
- (vii) Cater to different learning styles and levels of ability of students;
- (viii) Assess the learning needs and abilities, when working with students with different abilities;
- (ix) Identify any additional support the student may need and help to make special arrangements for that support and
- (x) Provide placement assistance;

Assessment and evaluation of Vocational Teachers/Trainers is very critical for making them aware of their performance and for suggesting corrective actions. The States/UTs should ensure that the performance of the Vocational Teachers/Trainers is appraised annually. Performance- based appraisal in relation to certain pre-established criteria and objectives should be done periodically to ensure the quality of the Vocational Teachers/Trainers. The following parameters may be considered during the appraisal process:

1. Participation in guidance and counselling activities conducted at the Institutional, District and State levels;
2. Adoption of innovative teaching and training methods;
3. Improvement in result of vocational students of Grades 10 or Grade 12;
4. Continuous upgradation of knowledge and skills related to the vocational pedagogy, communication skills and vocational subject;
5. Membership of professional society at District, State, Regional, National and International levels;
6. Development of teaching-learning materials in the subject area;
7. Efforts made in developing linkages with the Industry/Establishments;
8. Efforts made towards involving the local community in Vocational Education;
9. Publication of academic papers in National and International Journals;

10. Organisation of activities for promotion of vocational subjects;
11. Involvement in placement of students/student support services.

9. LIST OF CONTRIBUTORS

Dr. Sonam Singh (COURSE COORDINATOR)

Assistant Professor

(Security, Defence Science and Military Science), Department of Humanities, Science, Education and Research, PSS Central Institute of Vocational Education (PSSCIVE), NCERT, Shyamla Hills, Bhopal – 462 002, Madhya Pradesh, India

Dr. Kuldeep Verma

Senior Assistant Professor

Department of Defence & Strategic Studies, Hindu College Moradabad,

Email-deepverma1@hotmail.com

Dr. Divya Dwivedi

Senior Assistant Professor

Department of Defence & Strategic Studies, Prof. Rajendra Singh (Rajju Bhaiya) University, Prayagraj - 211010, UP, India

Email-deeds.dwivedi@gmail.com

Dr. Neha Baghel

Assistant Professor, Department of Physical Education,

Maitreyi College

University of Delhi, New Delhi,

Email-nehabaghel112@gmail.com



PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION

(a constituent unit of NCERT, under Ministry of Education, Government of India)

Shyamla Hills, Bhopal- 462 002, M.P., India