Learning Outcome – Based Vocational Curriculum

Job Role: Personal Security Officer
(Qualification PAC Code: MEP/Q7/103)

Sector:
Office Administration & Facility Management
Grade 11th & 12th

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

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 K Gandhi

LEARNING OUTCOME-BASED VOCATIONAL CURRICULUM

Office administration and facility management - Personal security officer

Auditor September, 2025

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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 Personal Security Officer. 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
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 PSSSCIVE 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

ACKNOWLEDGEMENT

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, Dr. Divya Dwivedi, Dr. Simran Singh, Mrs. Priya Singh Chauhan, and Mr Gautam D Goradia and his team, Industry Partner in the development of the curriculum for domain and non-domain skills is duly acknowledged.

The editorial support provided by Mr. Jai Kishan Singh, Junior Project Fellow, Completing the first Draft of the Curriculum, Mrs. Rashmi Parihar, Junior Project Fellow (Education) & Miss Priyanka Deshbhartar, D.T.P. Operator Consultant on contractual basis at PSSCIVE, Bhopal are duly appreciated and acknowledged.

PSSCIVE Team

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1. COURSE OVERVIEW

COURSE TITLE: Personal Security Officer

A Personal Security Officer (PSO) is responsible for ensuring the safety, protection, and well-being of individuals, particularly high-profile clients or public figures, from potential threats or harm. The PSO assesses various risks and situations, develops security strategies, and responds proactively to security challenges. With a deep understanding of situational awareness, personal defense techniques, and risk management, the PSO works to mitigate any danger while maintaining a professional and discreet presence.

A Personal Security Officer can help in the following:

- Evaluating potential threats to the individual's safety.
- Developing and implementing tailored security plans.
- Responding to emergency situations effectively.
- Conducting regular security checks and risk assessments.
- Ensuring the protection of individuals during travel, public appearances, or private engagements.
- Coordinating with law enforcement or other security professionals when necessary.

COURSE OUTCOMES: Upon completion of the course, learners should be able to:

- Demonstrate how to conduct a comprehensive security assessment for a client.
- Identify and mitigate potential security threats.
- Understand personal defense techniques and use them appropriately in various situations.
- Prepare and execute tailored security plans.
- Communicate effectively with clients, colleagues, and security teams.
- Manage crisis situations calmly and effectively, ensuring client safety.

COURSE REQUIREMENTS: The learner should have a basic knowledge of computer.

COURSE LEVEL: On completion of this course, a student can take up a course for a job role in Security.

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 Personal Security	30	**40**
	Unit 2: Physical Fitness and Self-Defence	40	
	Unit 3: Communication and Observation Skills	40	
	Unit 4: Security Equipment and Emergency Response	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: Fundamentals of Personal Security	75	**40**
	Unit 2: Technology in Security Operations	50	
	Unit 3: Case Studies and Simulations	20	
	Unit 4: Career Preparation and Legal Awareness	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, concepts, principles, or theories; identify, define or recite, information)	**3**	**2**	**2**	**13**
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, private 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.	03
2. Demonstrate verbal communication	1. Verbal communication 2. Public Speaking	1. Role-play of a phone conversation. 2. Group activity on	02

		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 3. discussion on Do's and Don'ts to avoid body language mistakes. 4. 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' 2. 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 4. 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 2. 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 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 2. 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 describing routines.	01
14. Ask or give directions to others	1. Asking for directions 2. 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 2. Techniques for identifying strengths and weaknesses 3. 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 3. 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 2. Working in a team	1. Assignment on working in a team. 2. 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 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 b) Typing text c) Saving the text d) Opening and saving a file on Microsoft Word/Libre Office Writer.	02
2.Identify icons on the toolbar	1. Status bar 2. Menu bar 3. Icons on the Menu bar 4. 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 Print	1. Group activity on performing the functions for saving, closing and printing documents in LibreOffice Writer. 2. Group activity on performing the functions	02

		for saving, closing and printing documents in Microsoft Word.	
4.Format text in a word document	1. Change style and size of text 2. Align text 3. Cut, Copy, and Paste 4. Find and replace	1. Group activity on formatting text in 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 entrepre-neurship 2. Types of business 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	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 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 water management	1. Group discussion on sectors of green economy. 2. Poster making on various sectors for promoting green 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	2. Group discussion on the role of stakeholders in the green. economy 3. 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 Role of private agencies in promoting green economy	1. Group discussion on the role of Government and Private Agencies in promoting a green economy. Poster-making on green sectors.	03
Total			**15**

B: Vocational Skills

S. No.	Unit	Duration (Hrs)
1.	Unit 1: Introduction to Personal Security	30
2.	Unit 2: Physical Fitness and Self-Defence	40
3.	Unit 3: Communication and Observation Skills	30
4.	Unit 4: Security Equipment and Emergency Response	65
	Total	**165**

Unit 1: Introduction to Personal Security			
Learning Outcomes	**Theory** (15 hrs)	**Practical** (15 hrs)	**Duration** (30 hrs)
1. The role and responsibilities of a PSO	1. Overview of Personal Security Officer (PSO) role 2. History and evolution of personal security 3. Types of threats and risks to individuals (physical, digital, emotional) 4. Legal considerations in personal security 5. Responsibilities and code of conduct for PSOs	1. Discuss scenarios involving confidentiality, or use of force, and propose appropriate actions. 2. Role-play exercises to simulate basic PSO duties and responsibilities a) Escorting the official vigilant behaviour testing	15
2. Professional Ethics and Interpreting Behaviour & Gender	1. Surveillance and counter-surveillance 2. Introduction to professional ethics 3. Fundamental of Behaviour 4. Basic Concepts Gender Sex, roles and stereotype 5. Important or gender sensualisation in the roles of PSO 6. Basic legal Concept of gender sensitivity.	1. Group activities focusing on real-life teamwork scenarios regarding professional ethics of behaviour. 2. Provide students with a hypothetical situation and ask them to analyse the scenario. 3. Real life case study PSO responses in gender sensitivity situation. 4. Simulation for handling harassment crud management & Privacy breeches.	15

		5. Interaction with gender export for Awareness and fid back	
Total			**30**

Unit 2: Physical Fitness and Self-Defence			
Learning Outcomes	**Theory (20 hrs)**	**Practical (20 hrs)**	**Duration (40 hrs)**
1. Basic Fitness Training and Mental Health for PSOs	1. Physical fitness routines for PSOs 2. Mental resilience and stress management techniques 3. Importance of health and wellness in high-stress jobs 4. Nutrition and fitness for optimal performance 5. (Psychological response and) Coping with trauma and high-risk situations	1. Conduct guided meditation sessions focusing on breathing and relaxation. 2. Apply stress management techniques during the exercise (e.g., controlled breathing). 3. Discuss strategies for managing work-life balance and mental well-being	**20**
2. Defensive Skill Needed for Defensive Action for PSO	1. Definition of defensive and offensive Techniques 2. Skill Needed for Defensive Action for PSO 3. Use of technology in live scenarios (tracking, secure communication) 4. Basic Defensive Technique Like Blocking, Evasion and Holds. 5. Simulate Emergencies (e.g. Fire Evacuation, First Aid Response)	1. Role-playing in security breach scenarios 2. Simulated driving scenarios on practice tracks. 3. Practicing defensive techniques like blocking, evasion, and holds. 4. Simulating physical confrontations to enhance stamina and readiness. 5. Simulate emergencies (e.g., fire evacuation, first aid response).	**20**
Total			**40**

Unit 3: Communication and Observation Skills			
Learning Outcomes	**Theory (15 hrs)**	**Practical (15 hrs)**	**Duration (30 hrs)**
1. Communication Basics	1. Verbal communication in high-risk situations 2. Radio and mobile communication techniques 3. Non-verbal Communication Skills 4. Incident reporting and documentation 5. Confidentiality and information security 6. Interpersonal and Interpersonal skills for dealing with clients and potential threats	1. Writing incident reports, practicing verbal communication using mock scenarios. 2. Rol Play Verbal and Non-Verbal Communication Case is given Situation 3. Simulate scenarios where secure communication is critical**.**	15
2. Observation Techniques	1. Introduction to Observation Skills 2. Principles of Effective Observation 3. Understanding Human Behaviour 4. Awareness of Surrounding 5. Human Skills for Observation. 6. Use of Technology in Observation	1. Surveillance drills using sample cases or live observation activities 2. Memory Mapping Exercise, Train memory recall through detailed observation**.** 3. Demonstration of using Different Observation Equipment. e.g. Binoculars and Mobile Camera.	15
Total			**30**

Unit 4: Security Equipment and Emergency Response and Legal Implications			
Learning Outcomes	**Theory (35 hrs)**	**Practical (30 hrs)**	**Duration (65 hrs)**
1. Handling Security Equipment	1. Overview of commonly used security equipment 2. Importance of technology in modern	1. Arrange a hands-on session with various security devices, such as metal detectors,	20

	security operations 3. surveillance, access control, communication, and defensive tools. 4. Surveillance Equipment, Access Control Systems 5. Cybersecurity Tools 6. Defensive and Protective Equipment. E.g. Gun stick, bulletproof shield 7. Transportation Security Equipment	a) CCTV cameras, radios, and alarm systems. b) Train for quick and accurate responses during critical situations. 2. Practice concise reporting using codes or SOP language, ensuring clarity and brevity. 3. Demonstrate encrypting and decrypting text messages or calls. 4. Simulate entry/exit scenarios where individuals attempt to enter with and without proper credentials. 5. Hands on Training of transformation and safety Equipment and Transportation	
2. Emergency Response Training	1. Principles of Emergency Response 2. Fire Safety and Evacuation 3. First Aid and Medical Training 4. Armed Threat Response 5. Crisis Communication and Coordination 6. Search Operations 7. Rescue Operations 8. Psychological First Aid 9. Crisis Management Role-Specific Emergency Protocols	1. Demonstration to Improve observational skills and decision-making while monitoring. 2. Practical exercise on Monitor live or recorded CCTV footage for an Emergency Situation. 3. Group Discussion on how to Focus on identifying unusual behaviours or patterns, such as loitering or restricted area breaches. 4. Fire Safety 5. First Aid Medical Training	30

		6. Drills On Search and Rescue.	
3. Leadership Skills and Career growth	1. Leadership Skills for Security Professionals 2. Developing decision-making and problem-solving abilities 3. Conflict resolution and team management techniques 4. Strategic planning for career growth 5. Transitioning to Advanced Roles	1. Conduct Mocks setups scenario to test the leadership skills a) Fire alarms going off. b) Metal detectors signalling a suspicious item or not working c) A CCTV alert showing an unusual activity. d) Practice responding by: Leadership Skills Identifying the cause of the alert. e) Following standard operating procedures (SOPs). f) Coordinating with team members using radios, Walkie talky and intercom. 2. Industry Standards: Mock drill Adhere to industry - specific guidelines,	15
Total			**65**

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 2. Identify the types of sentences a) Active and Passive sentences b) Statement/ c) 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, exclamatory,	05

	d) Question/ e) Interrogative sentence I. Emotion/ II. Reaction or Exclamatory sentence III. Order or Imperative IV. Sentence 3. Paragraph writing	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- a) Suspicious b) Emotional and impulsive	1. Group discussion on self-awareness. 2. Group discussion on common personality disorders. Brainstorming steps to overcome personality disorder.	10

	c) Anxious 4. Steps to overcome personality disorders		
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 - 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 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	1. Group activity on working with data on LibreOffice Calc.	03
3. 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

4. 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
5. Make use of the software used for making slide presentations	1. Presentation software available 2. Stapes to start LibreOffice Impress 3. Adding text to a presentation	1. Group practice on working with LibreOffice Impress tools.	02
6. 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
7. 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
8. 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 and the types and roles and functions entrepreneur	1. Entrepreneurship and entrepreneur 2. Characteristics of entrepreneurship 3. Entrepreneurship-art and science 4. Qualities of a successful entrepreneur 5. Types of entrepreneurs 6. Roles and functions of an entrepreneur 7. What motivates an entrepreneur 8. Identifying opportunities and risk-taking 9. Startups	1. Group discussion on the topic "An entrepreneur is not born but created". 2. Conducting a classroom quiz on various aspects of entrepreneurship. 3. Chart preparation on types of entrepreneurs. 4. Brainstorming activity on What motivates an entrepreneur.	10
2. Identify the barriers to entrepreneurship	1. Barriers to entrepreneurship 2. Environmental barriers 3. No or faulty business plan 4. Personal barriers	1. Group discussion about "What we fear about entrepreneurship." 2. Activity on taking an interview of an entrepreneur.	05
3. Identify the attitude that makes an entrepreneur successful	1. Entrepreneurial attitude	1. Group activity on identifying entrepreneurial attitude.	05
4. Demonstrate the knowledge of entrepreneurial attitude and competencies	1. Entrepreneurial competencies 2. Decisiveness 3. Initiative 4. Interpersonal skills- positive attitude, stress management 5. Perseverance 6. Organisational skills- time	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."	**05**

	management, goal setting, efficiency, managing quality	5. Group activity on listing stress and methods to deal with it like Yoga, deep breathing exercises, etc. 6. 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 technology	1. Group discussion on the importance of green job. 2. Chart preparation on green jobs in different sectors.	08
3. State the importanc e of green jobs	1. Importance of green jobs in a) Limiting greenhouse gas emissions b) Minimising waste and pollution c) Protecting and restoring ecosystems d) Adapting to the e) 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 [Grade-12]

S. No.	Unit	Duration (Hrs)
1.	Unit 1: Fundamentals of Personal Security	45
2.	Unit 2: Technology in Security Operations	30
3.	Unit 3: Case Studies and Simulations	60
4.	Unit 4: Career Preparation and Legal Awareness	30
	Total	**165**

Unit 1: Fundamentals of Personal Security			
Learning Outcomes	**Theory (25 hrs)**	**Practical (20 hrs)**	**Duration (45 hrs)**
1. Advanced Personal Security Concepts	1. Definition and role of a Personal Security Officer. 2. Importance & need personal security in modern society. 3. Risk identification, analysing vulnerabilities Treat Perception and mitigation strategies 4. Strategic roles and responsibilities of a PSO. 5. Understanding complex threat environments. 6. Execution & Implementation of Protection plan.	1. Conduct an exercise where students observe a simulated environment (e.g., a meeting room or public space) and identify potential risks. 2. Conduct a practical exercise where students assess their own security practices and identify vulnerabilities in daily routines. 3. Demonstrate students through the steps of creating a comprehensive security plan, including logistics, threat analysis, and resource allocation. 4. Provide students with real-life incidents of security breaches involving VIPs. a) Ask them to analyze what went wrong and propose measures that could have prevented the incidents. For e.g. Case study.	20

3. Demonstrate protocols for high-profile clients	1. Understanding client profiles, confidentiality, and managing high-risk situations 2. Types Of Close protection drills for high-profile individuals. 3. Fundamentals of Team coordination in multi-agent security scenarios. 4. Tactics for secure movement in high-risk areas. 5. Profiling potential threats and understanding Malicious behaviour. 6. Dealing with psychological stress in high-pressure situations. 7. Building rapport with clients and managing VIPs' psychological needs.	1. Assign real-world cases involving security incidents (e.g., use of force detention) 2. Conduct group discussions to analyse the outcomes and identify best practices 3. Guide Student through containment, recovery, and prevention strategies.	25
Total			**45**

Unit 2: Technology in Security Operations			
Learning Outcomes	**Theory (15 hrs)**	**Practical (15 hrs)**	**Duration (30 hrs)**
1. Counter-Surveillance and Intelligence Gathering	1. Identifying and countering surveillance operations. 2. Secret operations and securing perimeters. 3. Advanced use of surveillance systems 4. Data gathering and analysis data for proactive threat mitigation.	1. Conduct training Programs for students to Build awareness of digital threats and advanced surveillance system. 2. Secret Operations drills for Security Parameters, 3. Data gather, Analyses of data 4. Mitigation of Proactive threads.	15
2. Cybersecurity and	1. Surveillance systems: CCTV, drones, and GPS	1. Conduct a simulated monitoring exercise	15

Technology Integration	tracking. 2. Cybersecurity basics for PSOs. 3. Cyber threat management for VIPs. 4. Mobile communication and emergency alert systems. 5. Securing communication systems and protecting sensitive information.	where Students detect and log unusual activities. 2. Create a scenario where a VIP's social media or email account is compromised. 3. Conduct a tabletop exercise to simulate implementing the plan.	
Total			**30**

Unit 3: Case Studies and Simulations			
Learning Outcomes	**Theory (30 hrs)**	**Practical (30 hrs)**	**Duration (60 hrs)**
1. Specialized Scenarios and Simulations	1. Fundamental of CMP 2. Security planning for large-scale events and delegations. 3. Simulated response to terror attacks or kidnapping attempts. 4. Coordinating with law enforcement and other agencies. 5. Analysing real-world cases of personal security breaches.	1. Conduct Regular Drills: Simulate crisis scenarios to test the readiness of teams and the effectiveness of the CMP. For large scale 2. Provide roleplay of specific crisis focusing on decision-making, evacuation, and safety protocols. 3. Evaluate and Improve: After each drill, review performance and refine the CMP.	15
2. Leadership and Team Management Skills	1. Introduction to leadership and team Skills 2. Fundamentals of officers like qualities (OLQs) and etiquette. 3. Managing multi-agent teams effectively. 4. Crisis leadership and decision-making under pressure. 5. Building trust and maintaining discipline within a team.	1. Assign roles to some students as “suspicious individuals” in a public setting (e.g., a mock cafeteria or event). Simulate situations where students act as personal aides to a VIP (teacher or senior student role-playing the VIP). 2. Conduct Role play Exercises as: a) Pair students and blindfold one of them. b) The sighted partner must guide the blindfolded partner through an obstacle course using only verbal instructions c) Reflect on the	15

		importance of trust and clear communication.	
3. Conflict Resolution and Negotiation Skills	1. Introduction to conflicts, negotiation strategies, and de-escalation techniques 2. Steps to resolve conflicts, negotiation strategies, and de-escalation techniques 3. Understanding body language and situational awareness. 4. Negotiation skills in crisis situations. 5. Trauma management in hostile environments.	1. Conduct hands-on practice: 2. Emergency evacuation drills simulating fire, flood, or active shooter scenarios. 3. Mock containment scenarios for intruders or hazardous materials.) 4. Set up a mock emergency scenario and task participants to issue and respond to alerts using mobile apps or systems	15
4. First-aid and Medicals Emergency	1. Basic of First-aid. 2. Management of emergency Medical Service. 3. Trauma management in hostile environments. 4. Advanced CPR and uses of basic medical activities. 5. Field triage and casualty evacuation techniques.	1. Conduct First-aid Drill 2. Drill including CPR (Cardio pulmonary resuscitation) and Choking 3. Drill of medical devises like BP Machine, Thermometer AED (Automated Externe defibrillator etc.) 4. Drill on field triage casualty evacuation techniques.	15
Total			**60**

Unit 4: Career Preparation and Legal Awareness			
Learning Outcomes	**Theory (15 hrs)**	**Practical (15 hrs)**	**Duration (30 hrs)**
1. Career Preparation in Security Services	1. Overview of roles in the security industry (PSO, security manager, investigator)	1. Mock Interview 2. Training Session on building Personal profile.	15

	2. Key skills and attributes required for a successful career 3. Career Growth opportunities in private and public security sectors 4. Building a Professional Profile 5. Networking and Job Search 6. Professional Development and Certifications	3. Professional Development Activity	
2. Legal Awareness in Security Operations	1. Understanding Legal Frameworks (Privet security agency (Regulation) Act. 2005 2. Rights and Limitations of Security Personnel 3. Managing Confidential Information 4. Workplace Laws and Compliance 5. Handling Ethical Dilemmas	1. Prepare written summaries linking the case outcomes to applicable laws and regulations. 2. Conduct a simulated trial involving a security incident. a) Assign role: plaintiff, defendant, lawyers, witnesses, and judge. Focus on how evidence, testimony, and adherence to legal protocols impact the case outcome.	15
Total			**30**

6. ORGANISATION OF FIELD VISITS

In order to provide students with real-world experience and exposure to the practical application of security measures, at least three field visits or educational tours should be organized each year. These visits should take place at workplaces that employ Personal Security Officers (PSOs) and feature real-time security operations. In a year at least 3 field visits/educational tours will allow students to observe and participate in various security practices and processes firsthand.

During the visit, students should focus on the following areas:

Security Assessment and Risk Evaluation: Understand the methods used by PSOs to assess potential risks to individuals and their environment.

Implementation of Security Plans: Observe how security strategies are developed and applied in different situations to ensure safety.

Behavioral Analysis: Learn to identify suspicious behaviors and patterns that may pose a threat to personal security.

Use of Technology in Security Operations: Gain insight into how modern security tools and technologies, such as CCTV cameras and tracking systems, are integrated into daily security practices.

Emergency Response Protocols: Understand how PSOs respond to various emergency situations and protect clients.

Collaboration with Law Enforcement: See how PSOs coordinate with local law enforcement and other security teams when necessary.

Reporting and Documentation: Familiarize with the processes of documenting incidents, preparing reports, and maintaining security records.

Review and Feedback: Analyze and discuss the effectiveness of security protocols and procedures used in real-world scenarios.

7. LIST OF EQUIPMENT AND MATERIALS

The tools, equipment and materials required for training are as follows:

1. Computers – Desktops / Laptops
2. CCTV Cameras
3. Video Footage Auditing software, Walkie talky and intercom.
4. Medical Equipment - Conduct First-aid Drill, Drill including CPR (Cardio pulmonary resuscitation) and Choking, Drill of medical devises like BP Machine, Thermometer AED (Automated Externe defibrillator etc.) Drill on field triage casualty evacuation techniques.

8. VOCATIONAL TEACHERS'/TRAINERS' QUALIFICATIONS AND GUIDELINES

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 should be as follows:

Qualification	Minimum Competencies	Age Limit
Graduation in any discipline with 1 year of experience in Security/ Personal Security Officer/related field from a recognised Institution/University. or B.Voc. (Bachelor in Vocation) with specialisation in security/ Personal Security Officer/related field from a recognised Institution/University.	• Effective communication skills (oral and written) • Basic computing skills.	• Minimum 18 Years • Age relaxation to be provided as per Govt. rules.

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

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