

Competency Based Curriculum

(for Classes 9 to 12; NSQF Levels 1 to 4)

Course: Private Security Services

(Job Role: Unarmed Security Guard, QP Ref. Id.: SSS/Q0101)



PSS Central Institute of Vocational Education

(a constituent unit of NCERT, an autonomous organization under
Ministry of Human Resource Development, Government of India)

Shyamla Hills, Bhopal - 462 013, M.P., India

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**Curriculum Development and Evaluation Centre (CDEC) &
National Skills Qualifications Cell (NSQFC)**



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Preface

The Ministry of Human Resource Development (MHRD), Government of India introduced vocational courses from Class 9th onwards under the revised Centrally Sponsored Scheme of Vocationalisation of Secondary and Higher Secondary Education (CSS of VS & HSE). The MHRD also developed a National Vocational Education Qualifications Framework (NVEQF), which was subsumed in National Skills Qualifications Framework (NSQF) in 2013. The NSQF organizes qualifications according to a series of levels of knowledge and skills. These levels are defined in terms of learning outcomes i.e. the competencies (knowledge, skills and attitude) which the learners must possess, regardless of whether they were acquired through formal, non-formal or informal education and training system. Qualifications are made up of occupational standards for specific areas of learning units or unit of competency. Units of competency are the specification of knowledge and skill to the standard of performance expected in the workplace. The unit of competency or National Occupation Standards, comprising generic and technical competencies that an employee should possess, are laid down by the Sector Skill Council (SSC) of the respective economic or social sector.

Competency is defined in terms of what a person is required to do (performance), under what conditions it is done (conditions) and how well it is to be done (standards). It can be broadly categorized into foundational, practical and reflexive competencies. Generic competencies are considered essential for a person to participate effectively in the workforce, whereas technical competencies are an individual's knowledge and expertise in the specific group task, its processes and its rules and regulations.

The competency based curriculum is broken down into coherent parts known as Units. Each Unit is further broken down into knowledge and skills on the basis of which evidence is to be provided by the learner and the evaluation is to be done by the teacher or trainer.

The PSS Central Institute of Vocational Education (PSSCIVE), a constituent unit of National Council of Educational Research and Training (NCERT) is an apex research and development Institute for vocational education. The Institute has been mandated by the MHRD to develop curricula and courseware for vocational subjects to be introduced from Classes 9 to 12 (NSQF level 1-4) under the NSQF.

The curriculum has been developed and reviewed by a group of experts and their contributions are admirably acknowledged. The utility of the curriculum will be adjudged by the qualitative improvement that it brings about in teaching-learning in vocational subjects. The feedback and suggestions on the content will be of immense value to us in bringing about necessary improvement in the curriculum.

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1.0 About the Course

The Dictionary definition of Secure and Security is free from danger or risk. Anything that gives or assures safety or something deposited as the fulfilment of an obligation or pledge is security. The word security means “the state of feeling secure”. Secure comes from the Latin word *securus* which means “carefree”; while the etiology of the word “guard” is rooted from French word *garde*, or *garder* which means “to protect”. By putting these words together, security guard will mean “to protect the carefree feeling”.

The Security sector is about protecting people. The National Security Agencies i.e., the army, the navy, the air force, the police and the secret intelligence organisations are responsible for providing security to the citizens of the nation. At the local level, Private Security Personnel provide protection to human body and property of corporate, household and individual through the provision of "security systems", which include burglar alarms, electronic surveillance, personal security guards, etc. Safety and security personnel support public safety and order by using their skills in protecting persons, buildings, facilities and other major assets. They work in the areas of asset protection, transport services, events services as well as personal protection and the protection of valuable objects in the private and public spheres. The primary role of the individual entails guarding designated premises and people by manning the first tier of protection aided by appropriate security devices/equipment. The core responsibility includes guarding against theft, criminal acts, emergencies, fire and other contingencies.

This course has been designed to cater to the National Occupation Standards (NOSs) for the Qualification Pack of Unarmed Security Guard (QP Ref. Id.: SSS/Q0101). An Unarmed Security Guard needs to bear a good moral character, pleasing deportment, healthy habits and good grooming in addition to being physically fit, mentally robust, intelligent, committed and proficient. Security Guard needs to be alert, calm and confident and maintain a personal demeanour that helps him/her to control situations effectively using personal initiative. The role requires effective communication. The various job opportunities that the private security sector offers include the following: (i) Body Guard, (ii) Senior Security Executives, (iii) Security Executives, (iii) Junior Security Expert, (iv) Security Trainer, (v) Unarmed Combat Trainer, (vi) Chief Security Manager, (vii) Chief Security Officer/Security Manager, (viii) Security and Administrative Head, (ix) Security Officer, (x) Security Engineer, (xi) Circle Security Officer, (xii) Security Associate, (xiii) Security Assistants/Guards.

On completion of the course, you will be able to develop skills in areas that the employer's value and you will also be prepared for a career that you are aiming for.

2.0 Objectives of the Course

On completion of this course, you will be able to:

- Demonstrate the knowledge of communicating effectively at workplace.
- Assess potential workplace hazards and initiate appropriate security measures.
- Demonstrate the knowledge of developing and maintaining relationship with stakeholders.
- Describe the various occupational health and safety hazards and measures for preventing and controlling them.
- Describe the potential dangers and how to detect them through observation and monitoring.
- Provide basic first aid in case of emergencies.
- Integrate learning with the world of work in security industry.
- Demonstrate the ability to follow drill commands effectively
- Demonstrate basic techniques of self-defense
- Describe the various aspects of disaster management and the role and functions of the emergency response team
- Differentiate between the role and functions of National Security Forces
- Describe the role and functions of private security agencies and personnel
- Describe the role and functions of Private Security Personnel and relate them to career aspirations and preferences
- Demonstrate the use of computer in creating and editing documents and pictures
- Demonstrate the use of electronic mail facility in composing, sending, forwarding and managing emails
- Describe the laws governing the security force in India.
- Perform basic technique of martial arts and Krava Maga
- Demonstrate the ability to form security circle and formations for providing security to Very Important Persons
- Identify the causes of conflicts and demonstrate the ability to resolve conflicts
- Demonstrate the ability to record and report incidents
- Differentiate between the application of various sections with reference to common offenses under the Indian Penal Code
- Demonstrate the ability to manage visitors effectively
- Describe the procedure for establishing and maintaining lost and found facility
- Identify the signs of stress and anxiety and deal with them effectively
- Describe the various types of security threats and the role of various security agencies in dealing with threats
- Describe the wars fought by India and the reasons thereof
- Demonstrate the knowledge and skills of using technological aids and practices in securing premises and property.
- Identify and demonstrate the use of technological aids in security operations.
- Describe current relevant legislation, regulations, codes of practice and guidelines relating to security of people, property and premises.
- Demonstrate the knowledge and skills of patrolling and crowd control.
- Demonstrate the use of surveillance and protection systems.
- Demonstrate the knowledge of responding to security incidents and breaches.
- Demonstrate the knowledge of social responsibility and gender, cultural and environmental sensitivity.

3.0 Course Structure

This course is a planned sequence of instructions consisting of modules called as Units. Each level has 07 Units

NSQF Level 1 (Class 9)				
S.No.	Unit Code	Unit Title	No. of Notional Learning Hours	Pre-requisite Unit, if any
1.	SS101-NQ2012	Communication at Workplace	35	Nil
2.	SS102-NQ2012	Disaster Management and Emergency Response (Basic)	15	Nil
3.	SS103-NQ2012	Development and Maintenance of Relationship with Stakeholders	10	Nil
4.	SS104-NQ2012	Occupational Health and Safety Procedures	15	Nil
5.	SS105-NQ2012	Observing and Monitoring People	20	Nil
6.	SS106-NQ2012	First Aid at Workplace (Basic)	25	Nil
7.	SS107-NQ2012	Work Integrated Learning- Security Services-L1	10	Nil
Total			130	

Successful completion of 130 hours of theory sessions and 70 hrs of practical activities and on-the-job learning is to be done for full qualification.

NVEQ Level 2 (Class 10)				
S.No.	Unit Code	Unit Title	No. of Notional Learning Hours	Pre-requisite Unit, if any
1.	SS201-NQ2012	Basic Drill and Defensive Techniques	10	Nil
2.	SS202-NQ2012	Disaster Management and Emergency Response(Advanced)	10	SS102-NQ2012: Disaster Management and Emergency Response (Basic)
3.	SS203-NQ2012	Security Structure and Laws Governing Private Security	15	Nil
4.	SS204-NQ2012	Introduction to Information Technology	10	Nil
5.	SS205-NQ2012	Email Messaging	10	SS204-NQ2012: Introduction to Information Technology
6.	SS206-NQ2012	First Aid Practices (Advanced)	20	SS106-NQ2012: First Aid at Workplace (Basic)
7.	SS207-NQ2012	Work Integrated Learning - Security Services L2	10	Nil
Total			85	

Successful completion of 85 hours of theory sessions and 115 hrs of practical activities and on-the-job learning is to be done for full qualification.

NSQF Level 3 (Class 11)				
S.No.	Unit Code	Unit Title	No. of Notional Learning Hours	Pre-requisite Unit, if any
1.	SS301-NQ2012	Advanced Defensive Techniques	25	SS201-NQ2012: Basic Defensive Techniques (15 hrs)
2.	SS302-NQ2012	Managing Conflict at Workplace	15	SS101-NQ2012: Communication at Workplace (35 hrs)
3.	SS303-NQ2012	Legal and Procedural Requirements in Security Services (Advanced)	15	SS203-NQ2012: Security Structure and Laws Governing Security (10 hrs)
4.	SS304-NQ2012	Managing Visitors	15	Nil
5.	SS305-NQ2012	Maintaining Lost and Found Facility	10	Nil
6.	SS306-NQ2012	Dealing with Anxiety and Stress	15	Nil
7.	SS307-NQ2012	Work Integrated Learning- Security Services - L3	15	Nil
Total			110	

Successful completion of 110 hrs of theory sessions and 190 hrs of practical activities and on-the-job learning is to be done for full qualification.

NSQF Level 4 (Class 12)				
S.No.	Unit Code	Unit Title	No. of Notional Learning Hours	Pre-requisite Unit, if any
1.	SS401-NQ2013	Security of Premises and Property	20	Nil
2.	SS402-NQ2013	Introduction to Technological Aids in Security Operations	20	SS204-NQ2012 Introduction to Information Technology
3.	SS403-NQ2013	Legal and Procedural Requirements in Security Sector (Advanced)	15	SS203-NQ2012 Security Structure and Laws Governing Private Security
4.	SS404-NQ2013	Basic Security Operations	15	Nil
5.	SS405-NQ2013	Surveillance and Protection Systems	15	Nil
6.	SS406-NQ2013	Responding to Security Incidents and Breaches	15	SS302-NQ2012 Managing Conflicts as Workplace, SS306-NQ2012 Dealing with Anxiety and Stress
7.	SS407-NQ2013	Work Integrated Learning - L-4	15	Nil
Total			115	

Successful completion of 115 hours of theory sessions and 185 hours of practical activities and on-the-job learning is to be done for full qualification.

4.0 Classroom Activities

Classroom activities are an integral part of this programme and interactive lecture sessions, followed by discussions should be conducted by trained teachers. Teachers should make effective use of a variety of instructional aids, such as Videos, Colour Slides, Charts, Diagrams, Models, Exhibits, Handouts, Recorded Compact Discs, etc. to transmit knowledge in projective and interactive mode.

5.0 Practical Activities

Activities that provide practical experience in managing security should include case based problems, role play, games, etc. on security incidents and practical exercises using props, tools , equipment and drills. Equipment and supplies should be provided to enhance hands-on experiences Trained personnel should teach specialized techniques such as First Aid, Self-defensive Techniques, Fire Fighting, etc.

6.0 On-the-Job Training

On-the-job training (OJT) occurs whenever more experienced employee or supervisor teaches less experienced person on how to do one or more tasks of a job. The training utilizes actual equipment and materials. OJT should be undertaken in a structured manner with a training plan executed under the supervision of an experienced trainer or supervisor. A training plan that reflects tasks to be performed and competencies to be imparted should be prepared and signed by the student, teacher, and supervisor at the workplace for training of the students in the organization/industry. The trainer should break down all the tasks of the job and train the students as per the training plan. In a structured OJT, the following steps should be followed:

Step 1: The Instructors or the trainers tell, show, demonstrate, and explain. The trainers give an overview of the task while explaining the constructional details and use of the tools, equipment, materials, etc. in performing the tasks.

Step 2: The Instructors or the trainers demonstrate each step in detail, actually doing the steps of the task and explaining each step, one at a time, while the trainee watches. The steps may not necessarily be demonstrated in the sequence of actual operation, as sometimes it is better that simple tasks are demonstrated first to build confidence. Showing finished products at each appropriate step will help the leaner understand what is required as outcome. While demonstrating, the trainer explains why each step is done in the way it is done.

Step 3: It involves direct trainee participation.The trainer monitors the progress on a checklist of competencies and offers feedback and pointers where ever and when ever needed.

7.0 Certification

Upon successful completion of this course the State Education Board and the Security Sector Skill Development Council (SSSDC) will provide a certificate to the student verifying the competencies acquired by the candidate. For more details about Sector Skill Council visit the website of SSSDC at <http://www.sssdc.in>

8.0 Syllabus - Achievement Standards and Teaching/Training Methods

NSQF Level 1 (Class 9)

Unit Code: SS101-
Unit Title: Communication at Workplace
NQ2012

Duration: 35 hours				
Location: Classroom	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
	1. Identify elements of communication cycle	1. Describe the meaning of communication 2. State the different elements of communication cycle 3. Differentiate between Sender, Message, Medium, Receiver and Feedback.	1. Identify elements of communication cycle 2. Draw a diagram of communication cycle	Interactive lecture: Elements of communication cycle Activity: • Drawing a communication cycle
	2. Provide feedback	1. Describe the meaning of feedback 2. Describe the importance of feedback 3. Differentiate between descriptive and specific feedback	1. Construct a sentence for providing descriptive feedback 2. Construct a sentence for providing specific feedback	Interactive lecture: Characteristics of feedback Activity: • Assignment on constructing sentences for providing descriptive and specific feedback
	3. Demonstrate the knowledge to overcome barriers in communication	1. Describe the factors that act as communication barrier 2. Differentiate between various types of barrier to effective communication 3. Explain ways to overcome barriers in effective communication	1. Enlist barriers to effective communication at workplace 2. Select strategies to overcome barriers in communication	Interactive lecture: Barriers to effective communication Activity: • Role play and listing of barriers and solutions to overcome barriers in effective communication.
	4. Apply principles of communication	1. Describe the various principles of effective communication	1. Construct a sentence that convey all facts required by the receiver 2. Construct a sentence emphasizing on a specific message	Interactive lecture: Principles of effective communication. Activity: • Role play, games and assignment on constructing sentences

			<p>3. Express in a manner that shows respect to the receiver of the message</p>	<p>that convey facts and emphasize on specific message.</p> <ul style="list-style-type: none"> • Read featured articles on topics such as communication, letters of recognition, commendations, etc.
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Unit Code: SS102- NQ2012 Unit Title: Disaster Management and Emergency Response (Basic)

	Duration: 15 hours			
Location: Classroom and Organizations or Institutions (e.g. Disaster Management Institute, Fire Station, etc.)	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
	1. Identify natural and manmade disasters	<p>1. Describe the cause and effect of different types of natural disasters</p> <p>2. State the difference between natural and human induced disasters.</p> <p>3. State the difference between hazard and disaster.</p> <p>4. State the difference between disaster and emergency.</p> <p>5. State the examples of natural and man-made hazards.</p>	<p>1. Enlist the types of hazards</p> <p>2. Enlist natural disasters</p> <p>3. Enlist manmade disasters</p> <p>4. Identify the causes of natural and manmade disasters</p>	<p>Interactive lecture: Natural and manmade disaster</p> <p>Activity:</p> <ul style="list-style-type: none"> • Visit to an organization/ Institution/ factory to study and identify the equipment installed for meeting disaster/ emergency situations.
	2. Identify elements of disaster and emergency management	<p>1. Differentiate between emergency and disaster management.</p> <p>2. State the steps involved in disaster management.</p> <p>3. Name the agencies involved in disaster management.</p>	<p>1. Identify the emergency route of exit in a given plan of a building</p> <p>2. Identify personal protective equipment worn during the disaster.</p> <p>3. Demonstrate hand seating arrangement for transporting a victim of disaster.</p> <p>4. Enlist the emergency telephone numbers.</p> <p>5. Prepare a disaster plan for a hypothetical situation of disaster.</p>	<p>Interactive lecture: Disaster and emergency management</p> <p>Activity:</p> <ul style="list-style-type: none"> • Practical exercise on hand seating arrangement • Preparation of disaster plan and discussion on the questions to be addressed in the disaster plan.

	<p>3. Deal with fire emergencies</p>	<p>1. Describe the various elements of fire.</p> <p>2. Differentiate between different classes of fire.</p> <p>3. State the common causes of fire.</p> <p>4. Enlist the common causes of fire at workplace.</p>	<p>1. Draw a fire tetrahedron and label it.</p> <p>2. Classify the various types of fire in an illustration.</p> <p>3. Read the label on the fire-fighting equipment.</p> <p>4. Demonstrate the use of fire extinguisher.</p>	<p>Interactive lecture: Dealing with fire emergencies</p> <p>Activity:</p> <ul style="list-style-type: none"> • Visit to Fire Station for practical exercises on use of equipment for extinguishing fires. • Read fire extinguisher labels to determine content types and address labels. • Demonstration and practice sessions on the use of fire extinguishers for small fires.
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Unit Code: SS103- NQ2012 **Unit Title: Development and Maintenance of Relationship with Stakeholder**

	Duration: 10 hours			
Location: Classroom and Organizations	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
	<p>1. Identify stakeholders and their role</p>	<p>1. Name different types of stakeholders</p> <p>2. Describe the difference between different types of stakeholders</p> <p>3. Explain the meaning of relationship</p> <p>4. State the importance of maintaining good relationship with stakeholders</p>	<p>1. Enlist the key stakeholders in security industry</p> <p>2. Identify the stakeholders in a given organization and write about their role in the organization</p>	<p>Interactive lecture: Types of stakeholders and their role and functions</p> <p>Activity:</p> <ul style="list-style-type: none"> • Visit to a shopping mall, industry or an organization to identify the stakeholders and to write about their role and functions
	<p>2. Communicate effectively with stakeholders</p>	<p>1. Describe the advantages and limitations of oral communication</p> <p>2. Describe the advantages and limitations of written communication</p> <p>3. Describe the difference between formal and informal communication</p> <p>4. State the points to be kept in mind while</p>	<p>1. Communicate in a clear and concise manner</p> <p>2. Identify the various records, logbooks and reports (written communication) used in private security industry</p> <p>3. Summarize a given information for effective communication</p>	<p>Interactive lecture: Communicating effectively</p> <p>Activity:</p> <ul style="list-style-type: none"> • Role play and games on communication skills, such as “Chinese Whisper”. • Visit to an industry/ security training institution to study logbooks, records and reports

		communicating with superiors, colleagues and customers/ visitors.		
	3. Describe the factors that influence the development and maintenance of relationship with stakeholders	<ol style="list-style-type: none"> 1. State the importance of personal hygiene and presentation in developing and maintaining relationship with stakeholders. 2. Explain the factors affecting relationship with stakeholders. 	<ol style="list-style-type: none"> 1. Demonstrate the ability to respond to customers of different temperament style. 2. Demonstrate how to exercise restrain after listening to an aggressive customer/ visitor 3. Enlist the factors affecting relationship with stakeholders. 	Interactive lectures: Personal grooming and hygiene. Factors affecting relationship with stakeholders Activity: <ul style="list-style-type: none"> • Group discussion on the role of various stakeholders in security services.
	3. Manage conflicts	<ol style="list-style-type: none"> 1. Describe the main causes of conflicts at workplace 2. State the steps involved in resolving conflict 	<ol style="list-style-type: none"> 1. Enlist the reasons for conflict at workplace. 	Interactive lecture: Managing conflict Activity: <ul style="list-style-type: none"> • Role Play on resolution of conflict

Unit Code: SS104- NQ2012 Unit Title: Occupational Health and Safety Procedures

Duration: 15 hours				
Location: Classroom and Industry/ Organization	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
	1. Describe the various common hazards and risks at workplace	<ol style="list-style-type: none"> 1. State the causes of hazards at workplace 2. Give examples of hazards related to health and hygiene, use of tools and heavy machinery, hazardous substances, working at heights, manual handling of goods, confined places, fire, etc. 3. Explain the difference between different types of hazards- biological, chemical, physical and psychosocial 4. Explain the difference between general and 	<ol style="list-style-type: none"> 1. Identify and list sources of hazards at a given workplace 2. Identify and list hazards related to health and hygiene, use of tools and heavy machinery, hazardous substances, working at heights, manual handling of goods, confined places, and fire at a given workplace. 3. Identify and list the risks to workers at a given workplace 	Interactive lecture: Hazards and risks at workplace Activity: <ul style="list-style-type: none"> • Visit a shopping mall/ industry or an organization to identify the hazards and risks to the people.

		<p>workplace risks.</p> <p>5. Give examples of general risks arising due to natural disasters, climatic conditions, social or legal actions.</p>		
	<p>2. Describe the various stages involved in assessment and management of risks associated with hazards</p>	<p>1. Describe the stages of an occupational health and safety strategy.</p> <p>2. State the steps involved in risk management process</p> <p>3. Describe the ways of identifying the risks or hazards at workplace</p> <p>4. Explain the factors that influences the degree of severity of risks at workplace.</p> <p>5. Explain the elements that need to be considered while assessing the risks at workplace.</p> <p>6. Give examples of actions to be taken for controlling hazards related to common problems at workplace.</p>	<p>1. Identify and assess the severity of risks associated with tools, equipment, machinery, use of chemicals, etc. at workplace</p> <p>2. Determine the likelihood of hazard in a given situation.</p>	<p>Interactive lecture: Assessment of risks associated with hazards</p> <p>Activity:</p> <ul style="list-style-type: none"> • Visit to an Industry/ Organization to study the steps taken to mitigate or prevent risks and also to assess the severity of risks associated with the tools, equipment, machinery, use of chemicals, etc. at workplace.
	<p>3. Describe the measures for controlling hazards at workplace</p>	<p>1. Describe the various elements of an emergency response procedure.</p> <p>2. Describe the hazard control measures.</p> <p>3. State the actions to be taken to reduce risks at workplace.</p>	<p>1. Identify Personal Protective Equipment (PPE) used at workplace.</p> <p>2. Identify and enlist control measures/ procedures adopted by an organization/ industry for ensuring occupational health and safety of employees.</p>	<p>Interactive lecture: Controlling hazards at workplace</p> <p>Activity:</p> <ul style="list-style-type: none"> • Visit to an industry / organization to study the control measures / procedures adopted by an organization/ industry for ensuring occupational health and safety of employees and preparation of report.

**Unit Code: Unit Title: Observing and Monitoring People
SS105-
NQ2012**

Duration: 20 hours				
	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
Location: Classroom, Public Places, Police Station, Forensic Laboratory	1. Demonstrate the knowledge of using senses in observing people	1. Describe the various steps involved in making an observation-noticing, interpreting and recalling. 2. Explain the role of five senses in observation - sight, hearing, smell, taste and touch. 3. Describe the factors that affect the effectiveness of senses in observation 4. Give examples of use of senses in detecting possible threat to security	1. Identify the role of senses in a given situation - the situations may include but not limited to: (i) a security officer frisking people or checking baggage at a public place, and (ii) body cover given to a VIP by Personal Security Officer.	Interactive lecture: Using senses in observation Activity: • Visit to a shopping mall, industry, organization, airport, railway station, etc. to watch security personnel using five senses in observation and preparation of report of the visit. The report should include desirable and undesirable activities observed, procedure of observation, handling of people by security personnel, factors affecting effectiveness of observation, identification of suspicious activities, discussion with security personnel, etc.
	2. Describing the procedure for maintaining a secure environment	1. Describe the role of technology in maintaining secure environment 2. Explain the use of CCTV, fingerprint scanner, iris scanner, and face scanner in security 3. Describe the access control system 4. Describe the role of physical security in access control system 5. Give examples of physical controls - natural and structural protective barriers.	1. Identify and enlist the various structural protective barriers.	Interactive lecture: Maintaining a secure environment Activity: • Visit to an Industry/Organization/Public places to study the structural protective barriers installed for security purposes. • Read descriptions of the people and vehicles involved and narrative accounts of events and actions taken by security guards.
	3. Describe the reason of security breach	1. Describe the reasons of security breach	1. Identify and list the various types of	Interactive lecture: Preventing and reporting

	<p>and procedure for reporting incidents.</p>	<ol style="list-style-type: none"> 2. Explain the various <i>modus operandi</i> of criminals - robbery, theft, looting, arson, and vandalism 3. State the incidents for which security breach is reported 4. Describe the procedure for reporting incidents. 5. State the difference between direct and indirect evidence. 6. State the difference between testimonial and real evidence. 7. State the difference between demonstrative and documentary evidence. 	<p>report.</p> <ol style="list-style-type: none"> 2. Prepare report of an incident. 3. Identify and list various types of evidence. 	<p>security breach</p> <p>Activity:</p> <ul style="list-style-type: none"> • Visit to a Police Station to study the incident report. • Visit to a Forensic Science Laboratory for studying the procedures of collecting, preserving and protecting the integrity of evidence.
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Unit Code: Unit Title: First Aid at Workplace (Basic)
SS106-
NQ2012

	Duration: 25 hours			
Location:	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
Classroom, Industry, Organization, Hospital.	<ol style="list-style-type: none"> 1. Describe the various factors affecting health at workplace and relate them with first aid practices. 	<ol style="list-style-type: none"> 1. Describe the meaning of health emergency. 2. State the causes of health emergency. 3. Describe the difference between physical, mental and social well-being. 4. Describe the various aspects related to breathing and blood circulation and relate them to First Aid. 5. Give examples of various health, psychosocial and safety hazards at workplace. 6. Describe the basic principles of first aid. 	<ol style="list-style-type: none"> 1. Identify and enlist emergency situations at workplace. 2. Identify and enlist the factors affecting health and performance of security personnel at public places, industry or organization. 	<p>Interactive lecture: Health emergency and First Aid</p> <p>Activity:</p> <ul style="list-style-type: none"> • Visit industry, organization, airport, railway station, etc. to study the emergency situations and discuss with security personnel the factors affecting their health and the steps taken by the agencies for taking care of their health and safety.

	<p>2. Identify facilities, equipment and materials for First Aid</p>	<p>1. Describe the importance of First Aid facilities at workplace.</p> <p>2. Describe the uses of First Aid equipment and materials.</p>	<p>1. Identify facilities, equipment and materials used in first aid.</p>	<p>Interactive lecture: First aid facilities, equipment and materials</p> <p>Activity:</p> <ul style="list-style-type: none"> • Visit to an Industry/Organization to study the First Aid facilities. • Preparation of report, which may include aspects related to the following: (i) Infrastructural facilities, (ii) equipment installed on ambulance, (iii) first Aid kit, (iv) ambulance, (v) training of first aider, (vi) training of employees, (vii) use of facility, etc.
	<p>3. Perform the role of first aider in case of fever, heat stroke, back pain, asthma, and food borne illness</p>	<p>1. Describe the role of first aider in health emergency.</p> <p>2. Explain the basic rules of First Aid- Check, Call, Care.</p> <p>3. Describe the procedure of ABC- Airway, Breathing and Circulation.</p> <p>4. State the difference between low, mild and high fever.</p> <p>5. Describe the sources and triggering factors of back pain.</p> <p>6. Describe the symptoms of asthma</p> <p>7. Describe the different types of inhalers used for relief in case of asthmatic attack.</p>	<p>1. Perform ABC on a dummy.</p> <p>2. Record temperature using a digital thermometer.</p> <p>3. Prepare Oral Rehydration Salt (ORS)</p> <p>4. Provide care for injuries including sprains and strains.</p> <p>5. Provide care for sudden illnesses such as food poisonings</p>	<p>Interactive lecture: Role of first aider in fever, heat stroke, back pain, asthma, and food borne illness</p> <p>Activity:</p> <ul style="list-style-type: none"> • Demonstration by experts and practice by students on first aid practices and procedures.
	<p>4. Perform the role of first aider in cuts, bleeding, burns, insect bites and stings, dog bites and snake bites</p>	<p>1. Describe the role of first aider in providing first aid in injuries such as cut, bleeding and burns.</p> <p>2. Describe the difference between internal and external bleeding.</p> <p>3. Describe the</p>	<p>1. Administer First Aid for injuries such as cuts, bleeding and burns.</p> <p>2. Administer First Aid for bites and stings.</p>	<p>Interactive lecture: Role of first aider in administering first aid for cuts, bleeding, burns, insect bites and stings, dog bites and snake bites.</p> <p>Activity:</p> <ul style="list-style-type: none"> • Demonstration by

		<p>difference between first, second and third degree burns.</p> <p>4. Describe the symptoms of insect bites and stings.</p>		<p>experts and practice by students on first aid practices and procedures.</p>
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Unit Code: SS107- NQ2012 Unit Title: Work Integrated Learning- Security Services - L1

	Duration: 10 hours			
Location:	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
Classroom, Industry, Organization, Army Cantonment, Training Academies, Police Headquarter, Army School, Training Camps.	1. Describe the role of security	<p>1. Describe the basic purpose of security.</p> <p>2. State the difference between different types of threat</p> <p>3. Explain the preventive, protective and detective role of security.</p>	<p>1. Identify and enlist the different types of threat in workplace environment</p>	<p>Interactive lecture: Role of security</p> <p>Activity:</p> <ul style="list-style-type: none"> Visit to Industry organization to identify the threats and examine the role of security. Read brief notes that security guards and supervisors write in logbooks and shift reports. Read about shift exchange requests and reminders of scheduled alarm system inspections in shift reports.
	2. Distinguish between different types and purposes of security	<p>1. Describe the difference between different types of security - human, public, private, national, physical, information, communication, industrial, internal, external and international security.</p>	<p>1. Identify the type of security in a given situation.</p>	<p>Interactive lecture: Types of security</p> <p>Activity:</p> <ul style="list-style-type: none"> Role play on different situations of security to demonstrate the purpose of security.
	3. Describe the various career opportunities in national security	<p>1. Describe the organizational structure and ranks of Indian Army.</p>	<p>1. Match the insignia of officers and persons below the</p>	<p>Interactive lecture: Organizational structure and role and functions of</p>

	forces	<ol style="list-style-type: none"> 2. Describe the selection process for joining the Indian Army. 3. Describe the organizational structure of Indian Air Force. 4. Describe the organizational structure of Indian Navy. 5. Describe the role of Coast Guard, Border Security Force, Indo-Tibetan Border Police, <i>Sashastra Seema Bal</i>, Assam Rifles, Central Reserve Police Force, Rapid Action Force and State Security Forces. 6. Describe the role of Private Security Agencies. 7. Describe the duties and responsibilities of private security officers. 	<ol style="list-style-type: none"> 2. Identify officer rank with their ranks. 2. Identify career opportunities in army, navy or air force. 	<p>National security forces.</p> <p>Activity:</p> <ul style="list-style-type: none"> • Visit to training academies and institutions to study the career opportunities and job profile of various jobs in security. • Read magazines on security industry to remain current on industry trends, new equipment and training opportunities.
	4. Keep physically fit	<ol style="list-style-type: none"> 1. Describe the various components of fitness- strength, power, agility, balance, coordination, strength endurance, etc. 2. Explain the importance of keeping physically fit. 	<ol style="list-style-type: none"> 1. Perform exercises to stay physically fit. Exercises may include but not limited to: The Wheelbarrow, Trees in the Wind, The Bear Walk, The Frog Stand, and The Measuring Worm. 	<p>Interactive lecture: Keeping physically fit</p> <p>Activity:</p> <ul style="list-style-type: none"> • Practical sessions on exercises.

NSQF Level 2 (Class 10)

Unit Code: SS201- Unit Title: Basic Drill and Defensive Techniques NQ2012				
	Duration: 10 hours			
	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
Location: Classroom, Organizations Institutions	1. Demonstrate the ability to participate effectively in drill and follow drill commands	1. Describe the importance of drill 2. State different drill commands 3. Explain the purpose and characteristics of good drill commands (motivation, focalization, maintenance of records, etc.)	1. Demonstrate the ability to follow drill commands	Interactive lecture: Drill commands Activity: <ul style="list-style-type: none">• Practice sessions on Drills
	2. Demonstrate personal grooming practices	1. Describe the various aspects of personal grooming, including uniform, health, hygiene, etc.	1. Demonstrate personal grooming practices (wearing clean and ironed uniform, keeping nails clipped, brushing teeth regularly, proper combing, covering mouth with handkerchief while sneezing or coughing, etc.)	Interactive lecture: Personal grooming and personality development Activity: <ul style="list-style-type: none">• Demonstration of best practices of personal grooming.
	3. Identify vulnerable parts of human body from self-defense point of view	1. Describe the various parts of human body which are vulnerable to attack and damage.	1. Identify the various parts of human body vulnerable to damage during attack or self-defence.	Interactive lecture: Vulnerable Parts of Human Body and their Sensitivity or Proneness to Harm and Damage.

				Activity: <ul style="list-style-type: none"> Visit to biological laboratory for identification of vulnerable parts of human body. Demonstration on the use of personal protective equipment and materials for protecting vulnerable parts during practice sessions of self-defense. Discussions on precautions to be taken in protecting vulnerable parts.
	4. Demonstrate basic self-defense techniques	1. Describe the meaning and importance of learning self-defense techniques 2. Describe the techniques used in various forms of unarmed combat (e.g. karate, kung fu, judo, etc.)	1. Differentiate between armed and unarmed combat. 2. Differentiate between the techniques used in martial arts and Krava Maga	Interactive lecture: Self-defense techniques Activity: <ul style="list-style-type: none"> Demonstration and practice of the various forms of self- defense technique under the strict supervision of the trainer/instructor.

Unit Code: SS202- Unit Title: Disaster Management and Emergency Response (Advanced) NQ2012				
Duration: 10 hours				
Location: Classroom and Fire Station	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
	1. Describe the importance of disaster management and emergency response	1. Describe the meaning of disaster management	1. Differentiate between hazard and disaster.	Interactive lecture: Disaster management Activity: <ul style="list-style-type: none"> Web search on the importance of disaster management

	<p>2. Describe the various aspects of disaster management and emergency response</p>	<p>1. Describe the goals of disaster management 2. Explain the various aspects of disaster management cycle 3. Describe the various phases in disaster management</p>	<p>1. Identify the various phases in disaster management</p>	<p>Interactive lecture: Disaster management and emergency response Activity:</p> <ul style="list-style-type: none"> • Group Discussion on goals and phases of disaster management. • Role play on a situation that requires an emergency response, e.g. earthquake, fire, etc.
	<p>3. Describe the role and responsibilities of Emergency Response Team</p>	<p>1. Describe the role and responsibilities of different people involved in Emergency Response Team 2. Describe the different types of rescue and evacuation drills 3. Describe the role and functions of Fire Suppression Team, Search and Rescue Team, Medical Triage, Team and Medical, Treatment Team 4. Describe the purpose of Search and Rescue Operations, Mountain Rescue, Ground search and rescue, Urban search and rescue, Combat search and rescue and air-sea rescue 5. Describe the importance of rescue and evacuation drills</p>	<p>1. Identify the role of various teams in responding to an emergency 2. Identify the equipment used by the ERT (Personal Protective Equipment) suits, HAZMAT (Hazardous Material) response trucks, Vacuum trailers, Excavators, Bulldozers, Tri-axle Dump Trucks, Site Restoration Equipment, Roll-Off Container Trucks).</p>	<p>Interactive lecture: Role of emergency response team Activity:</p> <ul style="list-style-type: none"> • Role play as ERT on a situation that requires an emergency response, e.g. earthquake, fire, etc.

	<p>4. Describe various types of fire, their causes and methods of extinguishing fire</p>	<p>1. Describe various types of fire.</p> <p>2. Describe common causes of fire</p> <p>3. Describe the precautions to be taken for preventing occurrence of fires</p> <p>4. Describe the duties of various officers and staff in fire-fighting</p> <p>5. Describe the procedure for dealing with fire emergencies</p> <p>6. Describe the method of extinguishing small fires</p> <p>7. State the use of various fire-fighting equipment</p>	<p>1. Classify the various types of fire</p> <p>2. Identify the various fire-fighting equipment</p>	<p>Interactive lectures:</p> <p>Fighting fire</p> <p>Activity:</p> <ul style="list-style-type: none"> Organization of fire-fighting drill to demonstrate the various aspects of fire prevention and fire-fighting.
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Unit Code: SS203- Unit Title: Security Structure and Laws Governing Private Security NQ2012				
Duration: 15 hours				
Location: Classroom	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
	<p>1. Describe the security structure in India</p>	<p>1. Describe the National Security Structure in India - Armed forces (Indian Army, Indian Navy and Indian Air Force, Indian Coast Guard, Paramilitary Forces).</p> <p>2. Describe the Private Security Structure in India</p> <p>3. Identify the forces responsible to address the external threats</p> <p>4. Describe the Armed Forces Act.</p>	<p>1. Differentiate between internal and external threats</p> <p>2. Identify the forces responsible to address the internal and external threats</p> <p>3. Identify the conditions under which the Armed Forces (Special Powers) Act may be applicable</p>	<p>Interactive lecture:</p> <p>Security structure in India</p> <p>Activity:</p> <ul style="list-style-type: none"> Group Discussion on the Security Structure of India.

	<p>2. Describe the major role and functions of army, Indian air force and navy in providing security from external and internal threats</p>	<p>1. Describe the role and functions of service branches of army (e.g. Armoured Corps, Infantry, Artillery, Army Air Defence, Engineers, Signals).</p> <p>2. Describe the role and functions of Indian air force and navy.</p>	<p>1. Differentiate between the role and functions of Armoured Corps, Infantry, Artillery, Army Air Defence, Engineers, Signals</p>	<p>Interactive lecture: Role and functions of service branch of Army</p> <p>Activity:</p> <ul style="list-style-type: none"> • Group Discussion on the role and functions of Service Branch of Army • Web search to locate the headquarters and strategic locations of the Armoured Corps, Infantry, Artillery, Army Air Defence, Engineers, Signals, Indian Air Force, and Navy.
	<p>3. Describe the major role and functions of Para Military Forces</p>	<p>1. Describe the role and functions of Para Military Forces (Border Security Force, Indo Tibetan Border Police, Sashastra Seva Bal, Assam Rifles)</p>	<p>1. Differentiate between the role and functions of Border Security Force, Indo Tibetan Border Police, Sashastra Seva Bal, Assam Rifles</p>	<p>Interactive lecture: Role and functions of Paramilitary forces</p> <p>Activity:</p> <ul style="list-style-type: none"> • Web search to locate the headquarters and strategic locations of paramilitary forces
	<p>4. Describe the major role and functions of Central Police Forces</p>	<p>1. Describe the role and functions of Central Police Force (Central Reserve Police Force, Rapid Action Force, Central Industrial Security Force, Railway Protection Force, National Security Guards)</p>	<p>1. Differentiate between the role and functions of Central Reserve Police Force, Rapid Action Force, Central Industrial Security Force, Railway Protection Force, National Security Guards</p>	<p>Interactive lecture: Role and functions of Central Police Force</p> <p>Activity:</p> <ul style="list-style-type: none"> • Web search to locate the headquarters and strategic locations of Central Police Force
	<p>5. Describe the major role and functions of State Police Force</p>	<p>1. Describe the major role and functions of State Police Force (Metropolitan Police, State Armed Police, Special Armed Police Force, State Reserve Police Force).</p>	<p>1. Differentiate between the role and functions of Metropolitan Police, State Armed Police, Special Armed Police Force, State Reserve Police Force</p> <p>2. Differentiate between the ranks and insignia of Gazetted and Non- Gazetted officers</p>	<p>Interactive lecture: Role and functions of State Police Force</p> <p>Activity:</p> <ul style="list-style-type: none"> • Web search to locate the headquarters and strategic locations of State Police Force

	6. Describe the role and functions of Private Security	1. Describe the role and functions of Private Security Industry in Industrial Security, Physical Security, Material Security, Personnel Security and Information Security	1. Differentiate between the role and functions of private security personnel working for Industrial Security, Physical Security, Material Security, Personnel Security and Information Security	Interactive lecture: Role and functions of Private Security Activity: <ul style="list-style-type: none">• Group Discussion on the role and functions of private security and visit to some establishments to study the functions of private security personnel
	7. Describe the various Acts and Regulations governing Security in India	1. Describe the various Acts and Regulations governing Security in India such as Indian Penal Code, Indian Arms Act, Explosives Act, Private Security Agency Regulatory Act - 2005	1. Differentiate between the provisions and applications of the various acts governing Security in India	Interactive lecture: Acts and regulations governing security in India Activity: <ul style="list-style-type: none">• Group Discussion on acts and regulations governing Security in India and their implications on the security

Unit Code: SS204- NQ2012 Unit Title: Introduction to Information Technology

	Duration: 10 hours			
Location: Classroom and Computer Lab	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
	1. Describe the role and functions of the various parts of computer system	1. Describe the parts of a computer system 2. Describe the meaning and role of different types of Software	1. Differentiate between primary and secondary memory. 2. Differentiate between system software and application software 3. Identify hardware components of computer	Interactive lecture: Introduction to computer system Activity: <ul style="list-style-type: none">• Practice session on identification of various components of computer system and connecting them to the CPU.

		<p>3.</p> <p>4. Distinguish between common I/O ports and connectors.</p> <p>5. Connect various parts and devices of computer system.</p> <p>6. Start and shut down a computer system</p>		
	<p>2. Describe the various features of a computer system used for creating documents and pictures</p>	<p>1. Describe the use of the features such as Desktop, My Computer, Recycle Bin, My Network Places, My documents, Help and Support, Search, Settings, Documents, Programs, etc.</p>	<p>1. Identify the desktop icons and state their use.</p> <p>2. Create and rename folders</p> <p>3. Restore files from Recycle Bin</p> <p>4. Create a text file in Notepad and save it in desired location.</p> <p>5. Draw a picture in Paint and save it in desired location</p>	<p>Interactive lecture: Desktop icons and creation of documents and picture</p> <p>Activity:</p> <ul style="list-style-type: none"> • Practice sessions on identification of desktop icons and their uses. • Practice sessions on creation of documents and pictures.
	<p>3. Describe the procedure of managing file and folders</p>	<p>1. Describe the purpose of file and folders.</p> <p>2. Describe the procedure for locating files and folders on the drive</p> <p>3. Describe most commonly used file and picture formats</p>	<p>1. Create a file and folder.</p> <p>2. Locate and rename a folder and file</p> <p>3. Delete a file or folder.</p> <p>4. COPY-PASTE file and folder</p> <p>5. CUT-PASTE file and folder</p>	<p>Interactive lecture: Managing files and folders</p> <p>Activity:</p> <ul style="list-style-type: none"> • Practice sessions on managing files and folders

Unit Code: SS205- NQ2012 **Unit Title: Email Messaging**

	Duration: 10 hours			
Location: Classroom and Computer Lab	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
	<p>1. Describe the use and features of email</p>	<p>1. Describe the meaning and purpose of email</p> <p>2. Describe the various features of email and their uses</p>	<p>1. Open an email accounts</p> <p>2. Sign in</p> <p>3. Open the</p>	<p>Interactive lecture: Using email services</p> <p>Activity:</p> <ul style="list-style-type: none"> • Practice sessions on

			<p>Inbox to read the emails</p> <p>4. Compose mail</p> <p>5. Attach file</p> <p>6. Send mail</p> <p>7. Open the Outbox</p> <p>8. Open the Sent box to see the emails sent</p> <p>9. Add signatures</p> <p>10. Prepare a Draft message and save in drafts folder.</p>	opening and managing email account
	<p>2. Describe the procedure of sending, forwarding and searching emails</p>	<p>1. Describe the procedure of sending, forwarding and searching emails</p>	<p>1. Send email</p> <p>2. View emails and attachments</p> <p>3. Download attachments</p> <p>4. Reply to emails</p> <p>5. Forwarding email</p> <p>6. Deleting emails</p> <p>7. Archiving emails</p> <p>8. Flagging email as Spam</p> <p>9. Recovering email from Spam folder</p> <p>10. Searching for email</p> <p>11. Retrieve emails saved in the Drafts box and edit them before sending.</p>	<p>Interactive lecture: Sending, forwarding and searching emails</p> <p>Activity:</p> <ul style="list-style-type: none"> • Practice sessions on sending, forwarding and searching emails
	<p>3. Organizing emails and managing contacts</p>	<p>1. Describe the procedure of organizing and managing emails</p> <p>2. Describe the utility of labels and filters in managing emails</p>	<p>1. Create a label</p> <p>2. Apply label to a message</p> <p>3. View labelled messages</p> <p>4. Choose a label colour</p> <p>5. Customize colour for labels</p> <p>6. Remove a label from a message</p> <p>7. Create filters</p> <p>8. Use filters for</p>	<p>Interactive lecture: Organizing and managing contacts</p> <p>Activity:</p> <ul style="list-style-type: none"> • Practice sessions on organizing and managing contacts

			<p>organizing mails</p> <p>9. Edit and delete filters</p> <p>10. Specify search criteria</p> <p>11. Create a contact</p> <p>12. Edit a contact</p> <p>13. Create a contact group</p> <p>14. Add contacts to contact group</p> <p>15. Remove contacts from contact group</p> <p>16. Edit contact group name</p> <p>17. Search contacts</p>	
	<p>4. Describe the various aspects of email etiquettes</p>	<p>1. Describe the importance and benefits of email etiquettes.</p>	<p>1. Use appropriate prefixes in Subject Lines</p> <p>2. Greet recipients appropriately</p> <p>3. Keep the messages short</p> <p>4. Watch the spelling</p> <p>5. Demonstrate the knowledge of being careful when using abbreviations and emoticons</p> <p>6. Use proper intonations</p>	<p>Interactive lecture:</p> <p>Email etiquettes</p> <p>Activity:</p> <ul style="list-style-type: none"> • Practice sessions on following basic rules of email etiquettes.

Unit Code: SS206- Unit Title: First Aid Practices (Advanced) NQ2012				
	Duration: 20 hours			
Location: Classroom, Industry, Organization and Hospital	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
	1. Describe the procedure for performing basic First Aid	1. Describe the procedure for performing basic First Aid	1. Evaluate the situation 2. Perform Airway, Breathing and Circulation 3. Demonstrate the knowledge to call emergency services 4. Determine responsiveness 5. Look, listen and feel for signs of breathing 6. Check the victim's circulation 7. Treat bleeding, shock, and other problems as needed	Interactive lecture: Basic First Aid Activity: <ul style="list-style-type: none"> • Role play and practice sessions on basic first aid.
	2. Describe the various methods of evacuation and rescue operation	1. Describe the importance and procedure of carrying a survival bag and stretcher for lifting a person 2. Describe the procedure for forming human crutch, drag, and two and handed seat and four handed	1. Perform two and four handed seat carry.	Interactive lecture: Methods used in evacuation and rescue operations Activity: <ul style="list-style-type: none"> • Practice sessions on hand seating
	3. Describe the use of various types of knots in rescue operation	1. Describe the use and procedure for preparing different types of knots	1. Prepare reef knot, sheet bend, figure of eight, round turn and two half-hitches, clove hitch, timber hitch, highwayman's hitch, sheepshank, and bowline using rope	Interactive lecture: Preparing knots using ropes Activity: <ul style="list-style-type: none"> • Practice sessions on preparing different types of knots

	4. Describe the role and functions of human body systems	1. Describe the role and functions of human skeleton, nervous system, cardiovascular system, respiratory system, musculoskeletal system, digestive system, endocrine system, urinary system, reproductive system, integumentary system and lymphatic system	1. Identify the human body systems such as parts of the skeleton, nervous system, cardiovascular system, respiratory system, musculoskeletal system, digestive system, endocrine system, urinary system, reproductive system, integumentary system and lymphatic system	Interactive lecture: Human body systems Activity: <ul style="list-style-type: none">• Visit to a biological laboratory to study the anatomy of human body
	5. Administer cardio pulmonary resuscitation	1. Describe the signs and symptoms of angina or heart attack 2. Describe the procedure of administering Cardiopulmonary Resuscitation (CPR), artificial respiration and mouth-to-mouth resuscitation	1. Administer Cardiopulmonary Resuscitation (CPR), artificial respiration and mouth-to-mouth resuscitation	Interactive lecture: Cardiopulmonary Resuscitation Activity: <ul style="list-style-type: none">• Practice sessions on Cardiopulmonary Resuscitation under the strict supervision of a trained person in First Aid

Unit Code: SS207- NQ2012 Unit Title: Work Integrated Learning- Security Services - L2				
	Duration: 10 hours			
	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
Location: Classroom	1. Describe the structure and functions of private security	1. Describe the role and functions of security 2. Describe the scope of private security cover in India	1. Demonstrate the knowledge of methods and techniques generally adopted for preventing and detecting crime	Interactive lecture: Introduction to Private Security in India Activity: <ul style="list-style-type: none">• Group Discussion on the role of private security in India

		<p>3. Describe the various types of threats anticipated from internal and external forces</p> <p>4. Describe the methods/ techniques generally adopted to prevent theft and losses</p> <p>5. Describe the organization structure of a typical Private Security Organization/ Company</p>		
	<p>1. Describe the various legislations and rules governing private security companies</p>	<p>1. Describe the various legislations and rules governing private security companies</p>	<p>1. Demonstrate the knowledge of legislations and rules governing license selection of security personnel, uniform, identity cards, etc. for Private Security</p>	<p>Interactive lecture: Legislations and rules governing private security Activity:</p> <ul style="list-style-type: none"> • Group Discussion on the various aspects of private security regulations and rules in India
	<p>3. Describe the utility of various security equipment in preventing and deterring crime</p>	<p>1. Describe the use of various communication equipment, intruder alarm systems closed circuit television system access control systems fire detection systems security lighting</p>	<p>1. Demonstrate the use of various communication equipment, intruder alarm systems, closed circuit television system, access control systems, fire detection systems, security lighting, etc.</p>	<p>Interactive lecture: Security equipment Activity:</p> <ul style="list-style-type: none"> • Practice sessions on identification and use of security equipment.
	<p>4. Describe the procedure of performing operations related to searching and documentation</p>	<p>1. Describe the procedure of performing operations related to searching and documentation</p>	<p>1. Demonstrate the procedure for issuance of badge and visitor slips.</p> <p>2. Demonstrate the Procedure of stopping and searching vehicles</p>	<p>Interactive lecture: Searching and Documentation in security Activity:</p> <ul style="list-style-type: none"> • Role play and practice sessions on searching and documentation

			<p>3. Demonstrate the procedure of stopping and searching personnel.</p> <p>4. Demonstrate the procedure of recording incidents of search.</p>	
	<p>5. Describe the role and functions of Private Security Personnel</p>	<p>1. Describe the duties and responsibilities of Security Manager, Security Supervisor, Security Officer, Assistant and Security Officer</p>	<p>1. Demonstrate the knowledge of the duties and responsibilities of security personnel</p>	<p>Interactive lecture: Duties and responsibilities of security personnel Activity:</p> <ul style="list-style-type: none"> • Role play on duties and responsibilities of security personnel.

NSQF Level 3 (Class 11)

Unit Code: SS301-
Unit Title: Advanced Defensive Techniques
NQ2012

Duration: 25 hours				
Location:	Learning Outcome	Knowledge evaluation	Performance evaluation	Teaching and Training Method
Classroom, Self- defense Training Academies, Security Training Academies, Martial Art Schools.	<p>1. Identify common self-defense techniques</p>	<p>1. Describe the common forms of martial arts or unarmed combat - judo, boxing, wrestling, karate, Kung fu, Krav Maga.</p> <p>2. Describe advantages of training in unarmed combat.</p> <p>3. Enumerate basic elements of unarmed combat techniques- to practice, to perform and to protect.</p> <p>4. State the differences between martial art and street fighting techniques.</p>	<p>1. Perform basic techniques in martial arts or unarmed combat- arm punch, front kick, roundhouse kick, side kick, and back kick.</p>	<p>Interactive lecture: Self-defense techniques Activity:</p> <ul style="list-style-type: none"> • Practice sessions on unarmed combat techniques - arm punch, front kick, roundhouse kick, side kick, and back kick. • Practice until mastery level is reached in defending by controlling (joint locks and throws) and defending with strikes. (Caution: Practicing martial arts is a dangerous activity that can result in serious injury or death. It should be done under the strict supervision of a trainer and use of approved equipment).

	2. Maintain physical fitness	<ol style="list-style-type: none"> 1. Describe basic warm up exercises - running, push up, sit up, chin up, squat. 2. Describe basic warm down exercises - Quadriceps stretch, Hamstrings stretch, Glutes stretch, Chest exercise. 3. State the importance of physical fitness in unarmed combat. 	<ol style="list-style-type: none"> 1. Perform warm up exercises- running, push up, sit up, chin up, squat. 2. Perform warm down exercises - Quadriceps stretch, Hamstrings stretch, Glutes stretch, Chest exercise. 3. Prepare a schedule for warm up and warm down exercises. 	Interactive lecture: Warm up and warm down exercises Activity: <ul style="list-style-type: none"> • Practice sessions on moderate to vigorous exercises, such as brisk walking or running, swimming, dance, sports and games, which increases student breathing and sweating.
	3. Perform basic techniques of Krav Maga	<ol style="list-style-type: none"> 1. Describe the basic principles of Krav Maga techniques. 2. Explain the difference between various stances in Krav Maga 3. Explain the difference 	<ol style="list-style-type: none"> 1. Perform straight punch, low punch, palm heel strike, hammer fist, chop and elbow strike. 	Interactive lecture: Basic techniques of Krav Maga Activity: <ul style="list-style-type: none"> • Practice sessions on Krav Maga stances and techniques.
	4. Apply principles and techniques of unarmed combat in protection of very important person	<ol style="list-style-type: none"> 1. Describe the key principles of Krav Maga 2. Describe the requirements for basic training in Krav Maga. 3. Describe the steps involved in techniques such as take-downs, chokes, bear-hugs, arm bars, etc. 	<ol style="list-style-type: none"> 1. Perform the basic stances in Krav Maga- neutral or passive stance, fighting stance, back position or side position on ground, etc. 	Interactive lecture: Principles and techniques in Krav Maga Activity: <ul style="list-style-type: none"> • Practical sessions on stances and techniques of Krav Maga- strength training, endurance training, speed training agility drills, determination drills.

	<p>5. Identify the role of security team in VIP protection</p>	<p>1. Describe the role and formations of PSO for providing body cover to VIPs.</p> <p>2. State the difference between various categories of security provided to VIPs and VIPs.</p> <p>3. Describe the fundamentals of a protection team in a manner that emphasizes team formation, cooperation and</p>	<p>1. Demonstrate the ability to form VIP security circles and formations.</p> <p>2. Relay accurate information, such as descriptions and directions, to others in a protective service team.</p>	<p>Interactive lecture: Role of Personal Security Officers in protection of Very Important Persons</p> <p>Activity:</p> <ul style="list-style-type: none"> Practical sessions on formations, security situations, security circles, and delegation of responsibility to PSOs in a team. Simulated scenarios: Trainees will escort VIPs thru crowded public places using walking formations.
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Unit Code: SS302- NQ2012 **Unit Title: Managing Conflict at Workplace**

	Duration: 15 hours			
	Learning Outcome	Knowledge evaluation	Performance evaluation	Teaching and Training Method
Location: Classroom, Training Academies.	<p>1. Identify causes and symptoms of conflict</p>	<p>1. Describe the meaning of conflict.</p> <p>2. Describe the causes of conflicts - land disputes, politics, religious and cultural differences, distribution and use of resources, disagreements about needs, goals, priorities and interests, poor communication</p> <p>3. Describe the symptoms of conflict at work.</p>	<p>1. Classify the various causes of conflicts.</p> <p>2. Identify the cause of conflict in a given scenario.</p>	<p>Interactive lecture: Causes and symptoms of conflicts at work</p> <p>Activity:</p> <ul style="list-style-type: none"> Role Play

	2. Manage conflict at work	<ol style="list-style-type: none"> 1. Describe the various stages of conflict - Stage 1- Define the problem, Stage 2- Clarify the needs, Stage 3- Generate possible options, Stage 4- Evaluate proposed options and Stage 5- Develop and implement the action plan. 2. Explain the actions that could lead to resolution of conflict- fight, flight, resolve. 3. Describe the ways to prevent conflicts 	<ol style="list-style-type: none"> 1. Use ways to solve conflict at work. 	Interactive lecture: Managing conflicts at workplace. Activity: <ul style="list-style-type: none"> • Case based problems • Role plays
	3. Demonstrate the knowledge of valuing and attitude as tactics for mitigating conflicts	<ol style="list-style-type: none"> 1. Describe the meaning of valuing. 2. Explain the various dimensions to valuing people - valuing participation, openness to diversity, openness to reflection, and openness to mistakes. 3. Describe causes of anger. 4. Give examples of ways of managing anger 	<ol style="list-style-type: none"> 1. Make use of the phrases used in seeking participation of people e.g., please attend the meeting, I would like to know your perspective, let us know your opinion by filling out this form, etc. 2. Enlist the reasons for valuing participation of people. 3. Infer the cause of anger in a given scenario. 	Interactive lecture: Using valuing, attitude and anger management as tools in managing conflicts Activity: <ul style="list-style-type: none"> • Role play (choose some students to be trained who have anger management problems and some who are shy and avoid conflict. Include a group of students who have well developed social skills).

Unit Code: SS303- Unit Title: Legal and Procedural Requirements in Security Services (Advanced) NQ2012				
	Duration: 15 hours			
	Learning Outcome	Knowledge evaluation	Performance evaluation	Teaching and Training Method
Location: Classroom, Training Academies, Police Station.	1. Investigate and report untoward incidents or accidents	1. Describe the various aspects of investigating and reporting an incident. 2. Explain the difference between administrative and operation report. 3. Describe the incident reporting responsibilities and records	1. Demonstrate the ability to investigate and report the incident. 2. Prepare a report, addressing the various aspects, which may include but not limited to: who was involved?, who was the complainant?, who witnessed the event?, who is the suspect?, what actually happened?, what evidence is or evidences are available?, where and when did the incident take place?, and why did the incident happen? 3. Demonstrate the ability to exercise sound judgement, initiative and problem solving skills.	Interactive lecture: Investigating and reporting an incident Activity: <ul style="list-style-type: none"> Discussion on the sample report of an incident. Filling the performa for a hypothetical incident
	2. Perform various actions for controlling and managing a crowd	1. Differentiate between a crowd and mob. 2. Give examples of common issues that people try to address through peaceful assembly or rocessions. 3. Describe the steps that security personnel should take to control a crowd.	1. Demonstrated the ability to perform various actions for controlling a crowd.	Interactive lecture: Controlling and managing a crowd Activity: <ul style="list-style-type: none"> Organization of team training exercises and drills for controlling and managing crowd. Video films to be shown on best practices of controlling a crowd or mob.

	<p>3. Recognize sections of Indian Penal Code for legal protection to Security Personnel</p>	<p>1. Differentiate between provisions made under Section 186 and 187 of IPC.</p> <p>2. State the Sections of IPC dealing with acts against which there is no right of private defence.</p> <p>3. Explain the reason for providing legal protection to the public servant for discharging his/her duties.</p>	<p>1. Enlist sections of IPC that relates to no right to private defense.</p> <p>2. Enlist sections of IPC that relates to the legal protection to the public servant.</p>	<p>Interactive lecture: Sections of Indian Penal Code for legal protection to Security Personnel</p> <p>Activity:</p> <ul style="list-style-type: none"> • Visit to a Police Station to understand the use and misuse of the various sections of IPC.
	<p>4. Recognise sections of Indian Penal Code for offenses against human body and property</p>	<p>1. Describe and give examples of the common offenses caused against human body.</p> <p>2. Describe and give examples of the common offenses caused against property.</p> <p>3. Differentiate between sections dealing with offenses against human body and property.</p> <p>4. Explain the importance of knowing about the legal provisions for offenses against human body or property.</p> <p>5. Differentiate between robbery and dacoity.</p>	<p>1. Enlist IPC Sections pertaining to murder and its variants, miscarriages and punishment, causing hurt/ grievous hurt in various ways and conditions, wrongful confinement/ detention/ restraint for different reasons, use of force and assault and criminal force in different ways and different reasons and punishments, kidnapping, abduction, rape, prostitution, slavery and unlawful compulsory labour.</p> <p>2. Enlist the rules for detaining a person.</p>	<p>Interactive lecture: Sections of Indian Penal Code for dealing with offenses against human body and property.</p> <p>Activity:</p> <ul style="list-style-type: none"> • Visit to a Police Station to understand the use and misuse of the various sections of IPC.

	5. Recognise sections under Criminal Procedure Code for arresting a person under Indian Penal Code	1. Differentiate between detention and arrest. 2. Differentiate between a cognizable and non-cognizable offense. 3. Give examples of cognizable and non- cognizable offense	1. Identify the section (s) applicable to an offense in a given situation.	Interactive lecture: Sections of Criminal Procedure Code dealing with arrest of a person under IPC Activity: <ul style="list-style-type: none">• Visit to a Police Station to understand the use and misuse of the various sections of IPC.
	6. Demonstrate the ability to lodge First Information Report	1. Describe the difference between a complaint and First Information Report (FIR). 2. Describe the regulations pertaining to FIR. 3. Describe the essential points to be included while lodging an FIR.	1. Write a letter of complaint. 2. Write a First Information Report.	Interactive lecture: Lodging a First Information Report Activity: <ul style="list-style-type: none">• Visit to a Police Station to understand the various aspects of lodging FIR and complaints.• Writing complaints and FIR.

Unit Code: SS304- NQ2012 **Unit Title: Managing Visitors**

	Duration: 15 hours			
Location:	Learning Outcome	Knowledge evaluation	Performance evaluation	Teaching and Training Method
Classroom and Hotel/Hospital	1. Meet visitor and security requirements	1. Described the basic requirements of a visitor to an organization /business place /institution/ public place 2. Described the security requirements when dealing with visitors. 3. Differentiate between pen and paper visitor management and electronic management system.	1. Demonstrate the ability to ascertain the basic requirements of visitors. 2. Demonstrate the ability to record the visitor's profile prior to granting access, provide necessary information about the rules and regulations to be followed during the stay and manage queues.	Interactive lecture: Meeting visitor and security requirements Activity: <ul style="list-style-type: none">• Role Play• Visit to Shopping Mall/Organization/ Hospital/Institutions to communicate and study the visitor's and security requirements.<ul style="list-style-type: none">○ Read and take note of the signage for visitors.

				<ul style="list-style-type: none"> ○ Study the visitor management system and equipment used for recording the profile of visitors in the Mall/ organization/ Hospital/ Institution. ○ Observe for any breach in security and the process of coordination among the security and reception staff. ○ Observe how the authority is being exercised by the Security staff in managing the visitors. ○ Learn to use the visitor management system. ○ Observe the performance of the staff in dealing with the queries and complaints of the visitors.
	2. Manage waiting period of visitors	<ol style="list-style-type: none"> 1. Describe the considerations to be made for reducing the visitor's waiting time. 2. Describe the actions to be taken for reducing the waiting period of visitors. 	<ol style="list-style-type: none"> 1. Demonstrate the ability to tactfully administer visitor's waiting time in a given situation. 	<p>Interactive lecture: Managing waiting period of visitors</p> <p>Activity: Visit to hotel/hospital/ shopping mall and study their reception system and taking note on the following: (a) How much time the visitors are spending at the reception?, (b) What are the questions that are being asked by the receptionist to the visitors?, (c) What is the role being played by the Security Guard/Officer?, (d) Is the Security Guard or the Security Officer responding to visitor's queries?, and (e) What</p>

				steps have been taken to reduce the waiting period?
	3. Deal with emotionally disturbed visitors	<ol style="list-style-type: none"> 1. Differentiate between various types of emotionally disturbed visitors - paranoid, depressed, dependants, antisocial. 2. Differentiate between the behaviour of the visitors - aggressiveness, hyperactiveness, impulsiveness, etc. 3. Explained how to deal with eve teasers. 	<ol style="list-style-type: none"> 1. Demonstrate the ability to communicate and handle emotionally disturbed visitors. 	Interactive lecture: Dealing with emotionally disturbed visitors Activity: <ul style="list-style-type: none"> • Role Play

Unit Code: SS305- NQ2012 **Unit Title: Maintaining Lost and Found Facility**

	Duration: 10 hours			
Location:	Learning Outcome	Knowledge evaluation	Performance evaluation	Teaching and Training Method
Classroom, Organization/ Airport with provision for Lost and Found Facility and Police Station	1. Prepare a layout for setting up a Lost and Found Facility	<ol style="list-style-type: none"> 1. Describe the objectives of lost and found facility. 2. Described the features of a lost and found facility. 3. Describe the rules to be followed while handling lost and found articles. 	<ol style="list-style-type: none"> 1. Prepared a layout of the lost and found facility. 	Interactive lecture: Setting up a Lost and Found Facility Activity: <ul style="list-style-type: none"> • Visit to an organization/ Airport with provision for lost and found facility to study the layout of lost and found facility.

	2. Receive report and complaints of lost and found articles	<ol style="list-style-type: none"> 1. Describe the process of handling and registering lost items. 2. Differentiate between the role and functions of people responsible for managing lost and found facility. 		Interactive lecture: Procedure for receiving reports and complaints of lost and found articles. Activity: <ul style="list-style-type: none"> • Role Play • Visit to an organization/Airport with provision for lost and found facility to study the procedure for receiving reports and complaints of lost and found articles.
	3. Manage and Deliver found articles	<ol style="list-style-type: none"> 1. Differentiated between valuable and insignificant articles 2. Described the rules and procedures for handling valuable and insignificant lost and found articles. 	<ol style="list-style-type: none"> 1. Carryout documentation for lost and found articles as per the procedure 	Interactive lecture: Managing and delivering lost and found articles. Activity: <ul style="list-style-type: none"> • Visit to an organization/Airport with provision for lost and found facility to study the procedure for delivering found articles.
	4. Manage lost child or person	<ol style="list-style-type: none"> 1. Described the procedure for managing and reporting about the lost child or person. 	<ol style="list-style-type: none"> 1. Demonstrated the procedure for managing and reporting a lost child or person. 	Interactive lecture: Managing lost child or person Activity: <ul style="list-style-type: none"> • Role Play • Visit to Police Station to study the procedure for lodging a complaint of a lost child or person, record maintained, and steps taken by the Police Station to search for the lost child or person.

Unit Code: SS306- NQ2012		Unit Title: Dealing with Anxiety and Stress		
	Duration: 15 hours			
Location: Classroom, Training Academies, Institutions offering Yoga courses	Learning Outcome	Knowledge evaluation	Performance evaluation	Teaching and Training Method
	1. Recognize signs and causes of anxiety and stress	1. Differentiate between anxiety and stress. 2. Differentiate between internal and external sources of anxiety and stress. 3. Describe the common stress triggering factors.	1. Establish the cause of stress in a given scenario. 2. Identify the symptoms of stress in a given scenario.	Interactive lecture: Causes and signs of anxiety and stress. Activity: <ul style="list-style-type: none"> • Role Play
	2. Identify signs of job stress	1. Describe the causes of job stress. 2. Differentiate between stages of stress. 3. Differentiate between Psychological behavioural and emotional signs of stress.	1. Identify signs of stress.	Interactive lecture: Signs of job stress Activity: <ul style="list-style-type: none"> • Role Play
	3. Manage Stress	1. Describe various means of managing job stress 2. Explain the advantages and disadvantages of various stress management techniques	1. Perform stress relaxation techniques such as deep breathing, <i>Anulom vilom</i> , <i>Kapal Bhati</i> , etc.	Interactive lecture: Managing stress Activity: <ul style="list-style-type: none"> • Practice sessions on relaxation techniques including yoga exercises

Unit Code: SS307- NQ2012		Unit Title: Work Integrated Learning-Security Services - L3		
	Duration: 15 hours			
Location: Classroom, Training Academies.	Learning Outcome	Knowledge evaluation	Performance evaluation	Teaching and Training Method
	1. Recognize security threats in modern society	1. Describe the various types of security human beings need- food, personal, health, economic, political, environmental and territorial. 2. Describe the various types of threat to human beings - natural, technological, and manmade	1. Identify the type of threat in a given scenario. 2. Enlisted security threats to human beings.	Interactive lecture: Security threats in modern society Activity: <ul style="list-style-type: none"> Group discussion on security threats in modern society
	2. Identify security threats to India	1. Describe different types of internal threats to India	1. Enlisted reasons for internal security threats to India 2. Enlisted reasons for external security threats to India	Interactive lecture: Security threats to India Activity: <ul style="list-style-type: none"> Narration of stories and video films on security breaches and disturbances and best practices of handling security threats.
	3. Describe the reasons for wars fought by India after independence	1. Described the reasons for wars fought by India after independence 2. Reflected upon the various motive of wars fought by India and the consequences	1. Enlisted the reasons for various wars fought by India after independence.	Interactive lecture: Wars fought by India after Independence Activity: <ul style="list-style-type: none"> Preparation of charts illustrating stories of wars Narration of stories and video films on wars fought by India

	4. Describe the organizational structure of public security in India	1. Described the armed forces responsible for external security of India. 2. Described the organizational structure and role of law enforcement agencies in India	1. Enlisted the names of the departments of police in the State. 2. Enlisted the names of officers and other security personnel responsible for law enforcement in the States.	Interactive lecture: Organizational Structure of Security in India Activity: <ul style="list-style-type: none">• Visit the nearest Police Station and study the organizational structure
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NSQF Level 4 (Class 12)

Unit Code: SS401-
Unit Title: Security of Premises and Property
NQ2013

Duration: 20 hours				
Location: Classroom and Organizations / Security Training Institution	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
	1. Demonstrate the knowledge of responsibilities involved in perimeter security	1. Describe the functions and purpose of perimeter security 2. Describe the procedures involved in perimeter security 3. Describe the common perimeter security devices	1. Demonstrate the knowledge of functions of perimeter security 2. Identify the purpose of perimeter security 3. Demonstrate the knowledge of the procedures involved in perimeter security 4. Identify the common perimeter security devices 5. Identify the common deterrent employed for perimeter security	Interactive lecture: Perimeter Security Activity: <ul style="list-style-type: none">• Visit to an organization/institution with perimeter fence, main gate and security devices.• Discussion with the security personnel controlling the movement of people and vehicles through the premises, on various issues related to security of premises.• Reading floor plans to identify entry and exit points, elevators, fire exits, etc.

	<p>2. Demonstrate the knowledge and skills for the use of access control system</p>	<p>1. Describe the functions and operating principles of the security and protection systems</p> <p>2. Describe the principle and the use of commonly used counter-intrusion and access control systems</p> <p>3. Explain the purpose of assignment instructions</p> <p>4. Explain the purpose of control room</p> <p>5. Define the purpose of access and egress control</p>	<p>1. Demonstrate the knowledge of functions and operating principles of the security and protection systems</p> <p>2. Demonstrate the knowledge of principle and the use of commonly used counter-intrusion and access control systems</p>	<p>Interactive lecture: Access control equipment and systems Activity:</p> <ul style="list-style-type: none"> • Visit a security training institution and operate access control equipment. • Read user manuals of access control equipment • Read magazines on security Industry and equipment to remain updated with the new equipment and access control practices.
	<p>3. Identify the various documents used in access control</p>	<p>1. Explain why access is denied to unauthorized individuals and vehicles,</p> <p>2. Describe the various elements of Identity Card and temporary Passes</p> <p>3. Describe the procedure to be followed in case of loss of Identity Card/Pass</p>	<p>1. Identify the various elements of Identity Card and Pass</p> <p>2. Read the names and telephone numbers from documents/database.</p> <p>3. Read the contents of Identity Card and Pass.</p> <p>4. Demonstrate the knowledge of the procedure involved in issuance of Identity card/Pass</p>	<p>Interactive lecture: Access documents Activity:</p> <ul style="list-style-type: none"> • Visit to security training institution to study the various documents used in access control. • Filling a form for issuance of ID card/pass. • Identification of signs/symbols to locate facilities, such as washroom, escalators, telephone, ATM, fire exit, etc

	4. Demonstrate the knowledge of parameters for screening and searching people and vehicles	1. Describe the parameters for screening and searching people for security 2. Describe the parameters for screening and searching of vehicles for security 3. Describe the parameters for screening and searching cargo 4. Demonstrate the knowledge of greeting people at the checkpoint courteously in accordance with organizational greeting standard	1. Demonstrate the knowledge and skills for screening and searching people, vehicles and cargo. 2. Demonstrate the actions to be taken in the event of a refusal to be searched 3. Demonstrate the actions to be taken when illegal/unauthorized items/property is found during a search	Interactive lecture: Screening and Searching people, vehicles and cargo Activity: <ul style="list-style-type: none">• Visit to an airport or metro railway station to understand the procedure followed for screening and searching of people, vehicle and cargo.• Role Play• Video film show on standard procedure adopted for screening and searching.
	5. Manage incidents during screening and search	1. Describe the procedure for handling incidents during screening and search 2. Describe the responsibility and limits of authority of security staff during screening and search 3. Demonstrate the knowledge of asking people entering checkpoint to comply with walk-through metal detector security screening	1. Demonstrate the knowledge and skill of handling incidents 2. Demonstrate the knowledge of responsibilities and limits of authority of security staff while managing the incidents	Interactive lecture: Incidents handling during screening and search Activity: <ul style="list-style-type: none">• Visit to a security organization and observe how to manage incidents are being managed during screening and search.• Role Play
	6. Describe the responsibilities and procedures involved in gate control	1. Describe the importance and purpose of gate control 2. Describe the procedures of Gate Control 3. Describe the operation of equipment used in gate control system 4. Recognize the various elements of documents used for gate control 5. Describe the various elements of <i>challan</i>	1. Demonstrate the knowledge of importance and purpose of gate control 2. Demonstrate the skill for Gate Control 3. Fill the various documents used in Gate Control System 4. Operate equipment used in Gate Control System 5. Read the content	Interactive lecture: Gate Control System Activity: <ul style="list-style-type: none">• On-the-job practice session for Gate control procedures• Entering license number, plate number, vehicle model, date and time on parking tickets

		<p>and invoices</p> <p>6. Describe the knowledge of reporting details of intrusion to appropriate authorities in the event of entry of person(s)</p>	<p>of <i>challan</i> and invoices and write logbook and shift reports</p>	
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Unit Code: SS402- NQ2013 **Unit Title: Introduction to Technological Aids in Security Operations**

Duration: 20 hours				
Location: Classroom and Training Organisation in Security	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
	<p>1. Describe the various types of access control system and equipment</p>	<p>1. Describe access control system in the organization.</p> <p>2. Describe the main parts of an access control system</p> <p>3. Describe elements of visitor register</p>	<p>1. Demonstrate the commonly used access control system/equipment in the organization</p> <p>2. Identify the main parts of an access control system</p> <p>3. Identify the elements of visitor's register.</p>	<p>Interactive lecture: Access control system Activity:</p> <ul style="list-style-type: none"> Visit to the security organization and observe how to operate access control and visitor management equipment. Draw a block diagram of an access control system, label its parts and explain about it. Reading standard operating procedures for technological aids
	<p>2. Demonstrate the knowledge of scanning and frisking</p>	<p>1. Describe scanning equipment</p> <p>2. Describe the procedure of scanning</p> <p>3. Describe the circumstances that justify frisking</p> <p>4. Describe the procedure of frisking</p> <p>5. Demonstrate the knowledge of thanking people for their cooperation and patience</p>	<p>1. Identify scanning equipment</p> <p>2. Identify circumstances that justify frisking</p> <p>3. Perform scanning and frisking</p>	<p>Interactive lectures: Scanning and frisking Activity:</p> <ul style="list-style-type: none"> Visit places like Airport, Metro Railway Station, etc. and observe the use of scanning and frisking equipment. Role Play

		<p>6. Demonstrate the knowledge of informing appropriate authority when a person refuses to be screened according to the organizational procedures and premise requirements</p>		
	<p>3. Identify the various parts and demonstrate the knowledge of CCTV equipment</p>	<p>1. Describe the various types of CCTV 2. Describe key uses of CCTV 3. Recognize the various parts of CCTV 4. Describe the purpose and functions of CCTV</p>	<p>1. Identify the various parts of CCTV 2. Distinguish between various types of CCTV</p>	<p>Interactive lectures: CCTV control system Activity:</p> <ul style="list-style-type: none"> • Visit the security organization and observe the various types and functioning of CCTV • Group discussion on issues related to CCTV system • Reading equipment manuals for trouble shooting alarm system and camera malfunctions.
	<p>4. Demonstrate the knowledge and skill of using Public Address System</p>	<p>1. Recognize the various types of Public Address System 2. Describe the functioning of Public Address System 3. Classify the parts of Public Address Equipment</p>	<p>1. Distinguish the various types of Public Address System 2. Operate the various types of Public Address System</p>	<p>Interactive lectures: Public Address System Activity:</p> <ul style="list-style-type: none"> • Practice session on the use and operation of Public Address system.

Unit Code: SS403- NQ2013		Unit Title: Legal and Procedural Requirements in Security Sector (Advanced)			
		Duration: 15 hours			
Location: Classroom and Police Station	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method	
	1. Demonstrate the knowledge of laws related to self defense and arrest	1. Describe the types of offences 2. Describe sections that protect private security personnel 3. Describe the laws/sections applicable for right to private defense of property 4. Describe the relevant section of CrPC applicable for arresting a person 5. Interpret various sections of IPC 6. Interpret various sections of Cr PC 7. Demonstrate the knowledge of preventing defamation consequences for wrongful accusations	1. Identify the types of offences 2. Identify the sections that protect private security personnel 3. Demonstrate the knowledge and skill of defending self in a given situation 4. State reporting procedures following a crime	Interactive lecture: Laws applicable to self defense and arrest Activity: <ul style="list-style-type: none">• Visit a police station and discuss with Station House Officer the applications of various IPC sections	
	2. Describe Special Acts which address security issues	1. Describe the protection of Human Right Act, 1993 2. Describe Unlawful Activities Amendment Act, 2011	1. Demonstrate the knowledge of application of protection of Human Right Act, 1993 2. Demonstrate the knowledge of application of Unlawful activities Amendment Act, 2011	Interactive lecture: Special Acts against organized crime Activity: <ul style="list-style-type: none">• Group discussion on issues related to Human Rights and Unlawful Activities and application of Acts.	
	3. Demonstrate the knowledge of provisions made for training under the PSA (R) Act and Rules thereof	1. Describe the various provisions for training of private security personnel under the PSA (R) Act and Rules thereof	1. Demonstrate the skill to perform the tasks/activities , as per the requirements of PSA(R) Act 2005 2. Articulate requirements under the PSA (R) Act 2005	Interactive lecture: Training as per PSA (R) Act and rules thereof Activity: <ul style="list-style-type: none">• Discuss in the class, different aspects with regard to private security agencies and personnel and record the outcome of the discussion.	

	<p>4. Demonstrate the knowledge of the provision made for verifications as per PSA (R) Act and Rules thereof</p> <p>5. Demonstrate the knowledge of various provisions related to service conditions of Private Security Personnel under PSA (R) Act 2005</p>	<p>1. Describe the various requirements to be met for verification as per the PSA (R) Act 2005 and rules thereof</p> <p>2. Describe the terms of employment for security personnel's as per PSA (R) Act. Describe the potential risk associated with professional security and personnel as per PSA (R) Act 2005</p>	<p>1. Identify the various provisions for verification under PSA (R) Act 2005</p> <p>2. Identify the duties and responsibilities of Private security Agencies</p> <p>2. Identify the scope of work and constraints in carrying out job roles</p>	<p>Interactive lecture: PSA (R) Act 2005 and Rules thereof Activity:</p> <ul style="list-style-type: none"> • Discussion in the class on PSA(R)A 2005 <p>Interactive lecture: Service Conditions of Private Security Personnel Activity:</p> <ul style="list-style-type: none"> • Visit a security organization, and discuss on the terms of employment, duties of security personnel and risks associated with the job • Reading feature articles on topics related to security and career opportunities • Reading articles published in newspapers and security magazines
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Unit Code: SS404- NQ2013 **Unit Title: Basic Security Operations**

	Duration: 15 hours			
Location: Classroom	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
	<p>1. Demonstrate the knowledge of different types of patrol</p>	<p>1. Describe the importance of Patrolling</p> <p>2. Describe the purpose of different types of patrol</p> <p>3. Describe the advantages and disadvantages of different types of patrols</p>	<p>1. Perform foot patrol</p>	<p>Interactive lecture: Types of patrols and procedure of patrolling Activity:</p> <ul style="list-style-type: none"> • Visit to a security training organization and perform patrolling with the team

	<p>2. Describe the planning and preparations of patrols</p>	<p>1. Describe the patrol designated areas in line with instructions and approved policies and procedures.</p> <p>2. Describe the requirements of instructions and how to get clarification of any detail that are not clear</p> <p>3. Explain the importance of vigilance and of using local/site knowledge when patrolling</p>	<p>1. Identify the patrol designated areas in line with instructions and approved policies and procedures.</p>	<p>Interactive lecture: Planning and preparations for patrolling Activity:</p> <ul style="list-style-type: none"> • Prepare a patrol plan for the security of the school premises. • Group discussion on the principles and best practices security patrolling
	<p>3. Identify the limits of responsibility and authority of patrolling team</p>	<p>1. Describe the duties and responsibility of private security personnel while patrolling</p> <p>2. Describe to report and record the position and progress in line with the instructions</p>	<p>1. Identify equipment used when patrolling</p> <p>2. Identify access points and other places where people could enter the premises and how to secure them</p> <p>3. Identify the responsibilities and limits of authority of security personnel</p> <p>4. Demonstrate the knowledge and skills to report and record faults, malfunctions or unacceptable performance in equipment</p> <p>5. Demonstrate the knowledge and skill to respond appropriately to any situation that increases the risk to security or safety of organisation</p>	<p>Interactive lecture: Responsibility and authority of patrolling team Activity:</p> <ul style="list-style-type: none"> • Ask student to conduct a patrol in the school and prepare a report of patrolling in a proper format • Reading client specific standings orders regarding patrol and inspection duties

			<p>6. Demonstrate the knowledge and skills to complete the required records accurately, legibly and within required timescales</p>	<ul style="list-style-type: none"> •
	<p>4. Deal with various types of crowd</p>	<p>1. Demonstrate the knowledge of dealing with various types of crowd</p>	<p>1. Demonstrate the ability to deal with breaches in security or safety in calm and confident manner</p>	<p>Interactive lecture: Types of crowd Activity:</p> <ul style="list-style-type: none"> • Case based study
	<p>5. Demonstrate the knowledge and ability to control crowd</p>	<p>1. Describe the process of crowd control</p>	<p>1. Demonstrate effective communication skills for dealing with crowd</p>	<p>Interactive lecture: Crowd control process Activity:</p> <ul style="list-style-type: none"> • Case based problems to understand how to control crowd in different situations • Discussion on handling of particular situations, standing orders, change in schedules, grievances, handling difficult visitors, etc • Role Play
	<p>6. Identify the behaviour and appropriate measures for controlling unruly crowds</p>	<p>1. Describe the general behavior of unruly crowd 2. Assess situation and alert supervisor/police/e mergency service/24 hr control room</p>	<p>1. Identify the behavior and conduct of unruly crowd 2. Respond quickly to situation along with other security personnel</p>	<p>Interactive lecture: Controlling unruly crowds Activity:</p> <ul style="list-style-type: none"> • Discuss problems and issues related to crowd control to understand control of unruly crowd

Unit Code: SS405- Unit Title: Surveillance and Protection Systems NQ2013				
	Duration: 15 hours			
Location: Classroom, Industry, Airport.	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
Classroom, Industry, Airport.	1. Demonstrate the knowledge of visitor information recording	1. Describe the various elements of recording visitor's information	1. Communicate effectively with visitor's to collect information 2. Demonstrate the ability to enter the visitor's information	Interactive lecture: Visitor information recording Activity: <ul style="list-style-type: none"> • Visit a security organization and write a report on visitor management system its necessity and the standard operating procedures adopted • Case based study
	2. Demonstrate the knowledge to monitor visitor's through surveillance systems	1. Describe the various elements of visitors management system 2. Describe the various types of visitor's management system 3. Describe the procedure of monitoring visitor's access	1. Identify the various elements visitors management system 2. Enlist the features of various types of visitor's management system 3. Complete forms by making checkboxes, making numerical entries, addresses, and text 4. Demonstrate the use of word processing software	Interactive lecture: Monitoring visitors Activity: <ul style="list-style-type: none"> • Visit to a security organization and observe how to monitor visitors using surveillance and protection systems • Role Play

	3. Managing the visitors' material	<ol style="list-style-type: none"> 1. Describe how to check and park vehicle of visitor's 2. Describe how to monitor departure of visitors and their material 3. Describe how to differentiate accompanied or unaccompanied visitor's material 4. Describe the detection and handling of prohibited or dangerous items 5. Describe the procedure of luggage tracking 	<ol style="list-style-type: none"> 1. Demonstrate the ability to check vehicle of visitor's 2. Demonstrate the ability to check for prohibited and dangerous items 3. Demonstrate the use of word processing software in making entry in tables and preparing reports 	Interactive lecture: Visitor's material management Activity: <ul style="list-style-type: none"> • Visit areas with security, such as airport and observe how the security personnel check visitor's luggage, check prohibited materials • Role Play
	4. Demonstrate the knowledge of the use of security surveillance and protection system	<ol style="list-style-type: none"> 1. Describe the various actions and procedures to be followed in various situations for effective security surveillance and protection 	<ol style="list-style-type: none"> 1. Demonstrate the ability to take appropriate action for implementing effective surveillance and protection system 	Interactive lecture: Security surveillance and protection systems Activity: <ul style="list-style-type: none"> • Visit to an organization or training institution to study the procedures adopted for surveillance • Role Play

Unit Code: SS406- NQ2013 **Unit Title: Responding to Security Incidents and Breaches**

Duration: 15 hours				
Location: Classroom, Industry, Organization	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
	1. Handle security Incidents and services	<ol style="list-style-type: none"> 1. Differentiate between various types of incidents 2. Describe the factors causing incidents 3. Demonstrate the knowledge of handling fire related incidents 4. Demonstrate the knowledge of handling crime related incidents 5. Demonstrate the knowledge of first- 	<ol style="list-style-type: none"> 1. Demonstrate the ability to tactfully and confidently handle security incidents 	Interactive lecture: Incident management Activity: <ul style="list-style-type: none"> • Visit a site of incident and prepare a report of the sequence of events. Analyze the situation and give your observation • Reading detailed descriptions and narrative account in

		aid related incidents		incident reports • Reading description of events and actions taken by security personnel in incidents
	2. Deal with threat situations of suspected explosives, bombs and Improvised Explosive Device (IED)	<ol style="list-style-type: none"> 1. Identify area of activity that may be high risk to abnormal behavior 2. Describe how to report threat of suspected explosive/IED 3. Describe the various types of explosives 	<ol style="list-style-type: none"> 1. Demonstrate how to prepare a person for security screening 2. Conduct manual bag search for security screening 3. Conduct manual screening (pat down) of person 	Interactive lecture: Explosives, Bombs and Improvised Explosive Device (IED) Activity: <ul style="list-style-type: none"> • Visit to a security organization to learn about various types of Explosives, Bombs and Improvised Explosive Device (IED). • Case based study of incidents related to bomb explosion. • Demonstration of screening and searching people

Unit Code: SS407-
Unit Title: Work Integrated Learning- L4
NQ2013

Duration: 15 hours				
Location: Classroom, Industry, Organization	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
Classroom, Industry, Organization	1. Demonstrate the knowledge of security survey and audit	<ol style="list-style-type: none"> 1. Describe the various aspects related to security survey 2. Describe the importance and scope of security survey 	<ol style="list-style-type: none"> 1. Demonstrate the ability to perform a security plan 2. Carry out crime risk assessment of the school/home 3. Carry out fire risk assessment of the school/home 	Interactive lecture: Security survey Activity: <ul style="list-style-type: none"> • Visit an institution (mall/hospitals/schools etc.) and prepare the security survey on the social environment, physical security and fire prevention arrangements • Case based study
	2. Demonstrate the knowledge of customer relationship management	<ol style="list-style-type: none"> 1. Describe the meaning of CRM 2. Describe the benefits of CRM 	1. Demonstrate the ability of dealing with customers courteously and satisfactorily	Interactive lecture: Customer Relationship Management Activity: <ul style="list-style-type: none"> • Group discussion on various aspects of CRMs

				<ul style="list-style-type: none"> • Role Play • Greeting customers • Dealing with difficult customers • Case based study
	<p>3. Demonstrate gender and cultural sensitivity</p>	<p>1. Describe the importance and need for being sensitive to cultural diversity and general equality</p>	<p>1. Demonstrate the knowledge of the factors affecting cultural and gender sensitivity 2. Demonstrate the ability to identify the needs of other people and respond appropriate and in accordance with norms of the society and culture</p>	<p>Interactive lecture: Gender and Cultural Sensitivity Activity:</p> <ul style="list-style-type: none"> • Visit to security organization and observe how gender and cultural Sensitivity is maintaining in Security System • Case based study
	<p>4. Demonstrate the knowledge of Corporate Social Responsibility in security service</p>	<p>1. Describe the meaning and importance of Corporate Social Responsibility 2. Describe the benefits to the company and the society accrued from CSR 3. Demonstrate the knowledge of companies involved in CSR 4. Distinguish between philanthropy and CSR</p>	<p>1. Identify the various elements of Corporate Social Responsibility and relate them with the benefits to the society</p>	<p>Interactive lecture: Corporate Social Responsibility Activity:</p> <ul style="list-style-type: none"> • Write an assignment on corporate social responsibility in security system • List 10 major corporations and mention one of their CSR initiative • Write a short note on CSR initiatives of the corporation benefits to the society
	<p>5. Demonstrate the ability to apply concepts of environment protection and conservation in security system</p>	<p>1. Describe the key concepts of environment protection 2. Describe the key concepts of environment conservation 3. Describe the benefits of applying concepts of environment conservation in security system</p>	<p>1. Demonstrate the ability to apply key concepts of environment protection and conservation in security system</p>	<p>Interactive lecture: Environment Protection (Going Green) Activity:</p> <ul style="list-style-type: none"> • Use local conditions in the vicinity of the school to bring about awareness on the importance of going green • Write 5 tips of implementing the

				concept of environment protection and conservation in security system • Organize a quiz on environment friendly practices
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9.0 List of Reference Books

S.No.	Title	Author	Publisher
1.	Business Email Etiquette - The Manual	Judith Kallos	
2.	Code of Criminal Procedure-1973 (Act 2 of 1974)	Akalank Publications
3.	Communication: Making Connections (8th Edition)	William J. Seiler	Pearson
4.	Communication: Principles for a Lifetime (4th Edition)	Steven A. Beebe and Susan J. Beebe	Pearson
5.	Critical Infrastructure Security: Assessment, Prevention, Detection, Response	Francesco Flammini (ed.)	Wit Press
6.	Developing Communication Skills	Krishna Mohan and Meera Banerji	MacMillan India Limited, Delhi
7.	Disaster Management	Central Board of Secondary Education, New Delhi
8.	Disaster Management	G.K. Ghosh,	A.P.H. Publishing Corporation
9.	Disaster Management	Nikuj Kumar	Alfa Publications
10.	Tsunamis: Threats and Management	Dr. Jagbir Singh	I.K. International.
11.	Disaster Management	B Narayan	A.P.H. Publishing Corporation
12.	Disaster Management in India	Disaster Management Division, Ministry of Home Affairs, Government of India, New Delhi
13.	Effective Physical Security	Lawrence Fennelly	Butterworth-Heinemann
14.	Effective Security Officer's Training Manual	Ralph Brislin	Butterworth-Heinemann
15.	First Aid - A Medical Dictionary, Bibliography, and Annotated Research Guide to Internet Reference		Icon Health Publications
16.	First Aid Basics	National Council for Science & Technology Communications, Department of Science & Technology, Ministry of Science & Technology, Government of India.
17.	Fundamental Principles of Occupational Health and Safety	Benjamin O Alli	International Labour Office
18.	Fundamental Principles of Occupational Safety and Health	Mark A Friend and James P Kohn	The Scarecrow Press
19.	Gmail Unlocked	Scott Lasak	

20.	How to Deal With Difficult People	Ursula Markham	HarperCollins Publishers
21.	How to Manage Conflict: Turn All Conflicts Into Win-Win Outcomes (Handbook) , pp.128	Peg Pickering	Career Press
22.	Lost and Found	Oliver Jeffers	UK Children's
23.	Managing Conflict: How to Deal with Difficult Situations at Work	Ursula Markham	Thorsons
24.	Messages: The Communication Skills	Matthew McKay	New Harbinger
25.	More than Words: A Handbook for Writers and Editors	Chitta R. Samant	Documentation & Information Processing Syndicate
26.	My Fair Lady	G.B. Shaw and J Lerner	
27.	Occupational Safety and Health in the Emergency Services	James Angle Delmar	Learning
28.	Occupational Stress, The Health and Safety Practitioner.	S.Palmer	-----
29.	Practical Security Training	Patrick Kane	Butterworth-Heinemann
30.	Professional Communication	Meenakshi Raman and Sangeeta Sharma	Oxford University Press
31.	Psychological Stress and the Coping Process	R.S. Lazarus	McGraw-Hill, New York
32.	Stress	T. Cox	Macmillan Education, Basingstoke
33.	Stress, Appraisal and Coping	R.S. Lazarus and S. Folkman	Springer, New York.
34.	Teach Yourself Gmail in 10 Minutes	Steven E. Holzner	
35.	The Indian Penal Code-1860 (Act 45 of 1860)		Akalank Publications
36.	Visitor Management: Case Studies from World Heritage Sites,	Myra L. Shackley	Butterworth Heinemann,
37.	Yogasanas and Sadhana	Satpal Grover	V & S Publishers

10. Assessment Guide

Assessment is a process used for determining an individual's progress or level of mastery/competence in an occupational area. It may be formative (continuous) and/or summative (final). It is a process of collecting evidence and making judgement about the extent to which a person demonstrates the knowledge and skills set out in the standards or learning outcomes of a unit of competency. Assessment should be done on the basis of information or evidence about the individual's ability against clearly stated objectives or standards. A diversity of assessment methods is required to achieve the multiple purposes and to satisfy the requirements of competency based assessment. Appropriate evidence is to be collected from activities that can be clearly related to the Units of Competency. It should cover all the elements and performance criteria/indicators in the competency standards. Student's achievements should be assessed by using the following methods of assessment.

S.No.	Method of Assessments	Weightage (Max. marks)	Evaluator
1.	Written test	30	Teacher
2.	Practical test	30	Certified Assessor #
3.	Oral test/viva voce	10	Teacher/External Examiner
4.	Portfolio	10	Teacher
5.	Project	10	Teacher/Trainer
6.	Direct Observation	10	Teacher/Trainer
Total		100	

Assessors will be certified by the State Education Board.

1. **Written test:** It allows candidates to demonstrate that they have the knowledge and understanding of a given topic.
2. **Practical test:** It allows candidates to demonstrate application of skills in simulated or real work conditions against competency standards (skill and academic standards).
3. **Oral test/viva voce:** It allows candidates to demonstrate communication skills and content knowledge. Audio or video recording can be done at the time of oral test or viva voce.
4. **Portfolio:** It is a compilation of documents that supports the candidate's claim of competence that was acquired from prior learning and experience. Documents (including photo's, newspaper articles, reports, etc.) of practical experience in the workplace or the community and photographs of the products prepared by the candidates related to the units of competency should be included in the portfolio.
5. **Project:** Projects (individual or group projects) are a great way to assess the practice skills on a deadline, but these 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.
6. **Direct Observation -** Direct observation requires a considerable degree of commitment from the observer and those being observed. Employability skills evaluation listed below in the table should be evaluated through direct observation by the teacher/trainer and appropriate records should be maintained for transparency in evaluation.

Employability Skill Area	S.No.	Competencies and Performance Standards	Competent	Not Yet Competent
Communication	1.	Questions appropriately		
	2.	Writes clearly and legibly		
	3.	Demonstrates good listening and responding skills		
	4.	Informs about the absence and reasons of absence		
Responsibility	5.	Organizes work		
	6.	Manages time effectively and efficiently		
	7.	Complete assignments timely		
	8.	Displays care for tools and equipment		
	9.	Accepts responsibility pleasantly		
	10.	Exhibits patience		
	11.	Demonstrates pride in work		
Interpersonal relationship	12.	Displays friendly and cooperative attitude		
	13.	Demonstrates tactfulness in difficult situations		
	14.	Accepts constructive criticism		
	15.	Exhibits positive attitude		
Health and Safety	16.	Practices good personal hygiene regularly		
	17.	Maintains good personal health		
	18.	Dresses well and in appropriate manner		
Innovation and Creativity	19.	Give reasons and make judgements objectively		
	20.	Share ideas and thoughts with others		

1. Competent = 0.5 marks
2. Not yet competent = 0

11. List of Tools, Equipment and Materials

The list given below is suggestive and an exhaustive list should be prepared by the teacher. Only basic tools, equipment and accessories should be procured by the Institution so that the routine tasks can be performed by the students regularly for practice and acquiring adequate practical experience.

Equipment and materials

1. Torch Light
2. Batons
3. Handcuffs
4. Boots
5. Security Guard Belts
6. Notebook
7. Pen
8. Spare Batteries and Bulbs
9. Two Way Radios and Chargers
10. Safety Helmets
11. Duty Uniform
12. Clock
13. Telephone
14. Desktop Computer
15. Fire Extinguishers
16. Parking Signs
17. Alarm Panels
18. Padlocks with Chains
19. Rope
20. Emergency Warning Lights
21. Emergency Flood Lights
22. Smoke Detectors
23. First Aid Equipment
24. First Aid Kit

Registers/Records/Report Books

1. **Alarm Test Register** - to record all incidents where alarms have been tested on the premises. It includes date, time, name of the person carrying out the test and the results, including any faults detected.
2. **Daily Occurrence/Incident Report/Guard Report Book**- dealing with the daily record of events, such as the access and egress of people on the premises, traffic control, deliveries and collection and any incidents during the course of duty.
3. **Key Register** - for recording all keys in the custody of the security department.
4. **Lost and Found Register** - to record details of all reported property lost or found on the premises.
5. **Register of Personnel Passes** - to account for employees leaving the premises outside the normal starting or finishing times.
6. **Register for Scrap Passes** - to remove the material from the premises. Details on the pass must include the signature of the authorizing person together with the type of material and if it has been purchased or given free.
7. **Search Register** - includes date, time, name and address of person searched.
8. **Temporary Instruction File** - dealing with day-to-day changes or updating of instructions.
9. **Telephone Message Book**- to record messages and information received
10. **Tool and Equipment Loan Register** - used for recording the details of lending tools or equipment.
11. **Visitors Register** - to control non-employees entering or leaving the premises.
12. **Vehicle Register** - to record details of vehicles on the premises.

12. Teacher's Qualifications

Qualification, competencies and other requirements for Graduate Teacher on contractual basis are as follows:

S.No.	Qualification	Minimum Competencies	Age Limit
1.	<ul style="list-style-type: none"> • Graduate in any discipline • In addition to above, Diploma in Security with one year experience in security OR “Certificate Course as Assistant Security Officer (ASO) conducted by Directorate General Resettlement or “Train the Trainer Course” conducted by Security Knowledge and Skill Development Council (SKSDC) with 2 years of experience in security • Ex-servicemen will be preferred • Ex-servicemen who have rendered at least 10 years of service in the Armed Forces are exempted from the 'experience' clause. 	<ul style="list-style-type: none"> • Effective communication skills (oral and written) • Basic computing skills • Technical competencies 	<p>18-37 years (as on Jan. 01 <u>(year)</u>)</p> <p>Age relaxation to be provided as per Govt. rules.</p>

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