National Vocational Education Qualification Programme

NVEQ Level 1

Sector: Private Security

PSS Central Institute of Vocational Education, Bhopal
(a constituent unit of NCERT, an autonomous organization under Ministry of Human Resource Development, Government of India)

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Contents

Introduction

The National Vocational Education Qualification Framework (NVEQF) developed by the Ministry of Human Resource Development (MHRD), Government of India is a descriptive framework that provides a common reference for linking various qualifications. It is used for setting common principles and guidelines for a nationally recognized qualification system covering Schools, Vocational Education and Training Institutions, Technical Education Institutions, and Universities/Colleges.

The NVEQF 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 and the application of that 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 an employee should possess are laid down by the Sector Skill Council 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 and its processes and its rules and regulations. An executive order F.No.1-4/2011-VE dated 3 Sept., 2012 on the various aspects of NVEQF has been issued by the MHRD. For more details on the NVEQF, please visit the website of MHRD at www: mhrd.gov.in.

The term **"curriculum"** (plural: *curricula or curriculums*) is derived from the Latin word for *"race course"*, referring to the course of deeds and experiences through which children grow to become mature adults. A competency based curriculum describes what learners must "know" and "be able to do" by the end of a program or study. It identifies the competencies and sub-competencies each learner is expected to master. It states clearly the criteria and conditions by which performance will be assessed. It also defines the learning activities that will lead to the learner to mastery of the targeted learning outcome.

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.

About the Sector

The Dictionary definition of Secure and Security is <u>free from danger or risk</u>. Anything that gives or assures safety or something deposited as the fulfillment of an obligation or pledge is security. The word security means "the state of feeling secure". Secure comes from the Latin word s*ecurus* 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 National security agencies i.e., the army, the navy, the air force, the police and secret intelligence organisations are responsible for providing security to the citizens of the nation. At the local level, private "Security Firms" 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 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.

Objectives of the Course

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

- Demonstrate the knowledge to communicate 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 private security industry.

Competency Based Curriculum

Sector: Private Security

Course Structure: This course (vocational qualification package) is a planned sequence of instructions consisting of the following 07 modules called as Units.

		NVEQ Level 1		
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.

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.

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 and equipment and drills. Equipment and supplies should be provided to enhance hands-on experiences for students in the chosen occupation. Trained personnel should teach specialized techniques such as First Aid, Self Defensive Techniques, Fire Fighting, etc. A training plan signed by the student, teacher, and employer that reflects equipment, skills and tasks should be prepared for training of the students in the organization/industry.

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 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 steps 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 Instructor or the trainer tell, show, demonstrate, and explain. The trainer gives 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 Instructor or the trainer demonstrates 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 and when needed.

Step 4:   The trainee practices with clearly defined targets for performance standards.

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

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

		communication 3. Explain ways to overcome barriers in effective communication		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 3. Express in a manner that shows respect to the receiver of the message	**Interactive lecture**: Principles of effective communication. **Activity:** Role play, games and assignment on constructing sentences that convey facts and emphasize on specific message. Read featured articles on topics such as communication, letters of recognition, commendations, etc.

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 Institutes, Fire Stations, etc.)**	**Learning Outcome**	**Knowledge Evaluation**	**Performance Evaluation**	**Teaching and Training Method**
	1. Identify natural and manmade disasters	1. Describe the cause and effect of different types of natural disasters 2. State the difference between natural and human induced disasters. 3. State the difference between hazard and disaster. 4. State the difference between disaster and emergency. 5. State the examples of natural and man made hazards.	1. Enlist the types of hazards 2. Enlist natural disasters 3. Enlist manmade disasters 4. Identify the causes of natural and manmade disasters	**Interactive lecture:** Natural and manmade disaster **Activity:** 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.	1. Differentiate between emergency and disaster management.	1. Identify the emergency route of exit in a given plan of a building	**Interactive lecture:** Disaster and emergency management **Activity:** Practical exercise on hand seating arrangement

		2. State the steps involved in disaster management. 3. Name the agencies involved in disaster management.	2. Identify personal protective equipment worn during the disaster. 3. Demonstrate hand seating arrangement for transporting a victim of disaster. 4. Enlist the emergency telephone numbers. 5. Prepare a disaster plan for a hypothetical situation of disaster.	Preparation of disaster plan and discussion on the questions to be addressed in the disaster plan.
	3. Deal with fire emergencies	1. Describe the various elements of fire. 2. Differentiate between different classes of fire. 3. State the common causes of fire. 4. Enlist the common causes of fire at workplace.	1. Draw a fire tetrahedron and label it. 2. Classify the various types of fire in an illustration. 3. Read the label on the firefighting equipment. 4. Demonstrate the use of fire extinguisher.	**Interactive lecture**: Dealing with fire emergencies **Activity:** 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.

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**
	1. Identify stakeholders and their role	1. Name different types of stakeholders 2. Describe the difference between different types of stakeholders 3. Explain the meaning of relationship 4. State the importance of maintaining good relationship with stakeholders	1. Enlist the key stakeholders in security industry 2. Identify the stakeholders in a given organization and write about their role in the organization	**Interactive lecture:** Types of stakeholders and their role and functions **Activity:** Visit to a shopping mall, industry or an organization to identify the stakeholders and to write about their role and functions

2. Communicate effectively with stakeholders	1. Describe the advantages and limitations of oral communication 2. Describe the advantages and limitations of written communication 3. Describe the difference between formal and informal communication 4. State the points to be kept in mind while communicating with superiors, colleagues and customers/ visitors.	1. Communicate in a clear and concise manner 2. Identify the various records, logbooks and reports (written communication) used in private security industry 3. Summarize a given information for effective communication	**Interactive lecture:** Communicating effectively **Activity:** Role play and games on communication skills, such as "Chinese Whisper". Visit to an industry/ security training institution to study logbooks, records and reports
3. Describe the factors that influence the development and maintenance of relationship with stakeholders	1. State the importance of personal hygiene and presentation in developing and maintaining relationship with stakeholders. 2. Explain the factors affecting relationship with stakeholders.	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	**Interactive lectures:** Personal grooming and hygiene. Factors affecting relationship with stakeholders **Activity:** Group discussion on the role of various stakeholders in security services.

		3. Enlist the factors influencing relationship with stakeholders.	
4. Manage conflicts	1. Describe the main causes of conflicts at workplace 2. State the steps involved in resolving conflict	1. Enlist the reasons for conflict at workplace.	**Interactive lecture:** Managing conflict **Activity:** 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	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,	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,	**Interactive lecture:** Hazards and risks at workplace **Activity:** Visit a shopping mall/ industry or an organization to identify the hazards and risks to the people.

		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 workplace risks. 5. Give examples of general risks arising due to natural disasters, climatic conditions, social or legal actions.	manual handling of goods, confined places, and fire at a given workplace. 3. Identify and list the risks to workers at a given workplace	
	2. Describe the various stages involved in assessment and management of risks associated with hazards	1. Describe the stages of an occupational health and safety strategy. 2. State the steps involved in risk management process 3. Describe the ways of identifying the risks or hazards at workplace 4. Explain the factors that influences the	1. Identify and assess the severity of risks associated with tools, equipment, machinery, use of chemicals, etc. at workplace 2. Determine the likelihood of hazard in a given situation.	**Interactive lecture:** Assessment of risks associated with hazards **Activity:** 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,

		degree of severity of risks at workplace. 5. Explain the elements that need to be considered while assessing the risks at workplace. 6. Give examples of actions to be taken for controlling hazards related to common problems at workplace.		use of chemicals, etc. at workplace.
	3. Describe the measures for controlling hazards at workplace	1. Describe the various elements of an emergency response procedure. 2. Describe the hazard control measures. 3. State the actions to be taken to reduce risks at workplace.	1. Identify Personal Protective Equipment (PPE) used at workplace. 2. Identify and enlist control measures/ procedures adopted by an organization/ industry for ensuring occupational health and safety of employees.	**Interactive lecture:** Controlling hazards at workplace **Activity:** 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: SS105-NQ2012	Unit Title: Observing and Monitoring People			
	Duration: 20 hours			
Location: **Classroom, Public Places, Police Station, Forensic Laboratory**	**Learning Outcome**	**Knowledge Evaluation**	**Performance Evaluation**	**Teaching and Training Method**
	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 and procedure for reporting incidents.	1. Describe the reasons of security breach 2. Explain the various *modus operandi* 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.	1. Identify and list the various types of report. 2. Prepare report of an incident. 3. Identify and list various types of evidence.	**Interactive lecture:** Preventing and Reporting Security Breach Collecting and Preserving Evidences **Activity:** 1. Visit to a Police Station to study the incident report. 2. Visit to a Forensic Science Laboratory to study the procedures of collecting, and preserving evidences and protecting the integrity of evidence.

Unit Code: SS106-NQ2012	Unit Title: First Aid at Workplace (Basic)			
	Duration: 25 hours			
Location: **Classroom, Industry, Organization, Hospital.**	**Learning Outcome**	**Knowledge Evaluation**	**Performance Evaluation**	**Teaching and Training Method**
	1. Describe the various factors affecting health at workplace and relate them with first aid practices.	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.	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.	**Interactive lecture:** Health emergency and First Aid **Activity:** 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.

	2. Identify facilities, equipment and materials for First Aid	1. Describe the importance of First Aid facilities at workplace. 2. Describe the uses of First Aid equipment and materials.	1. Identify facilities, equipment and materials used in first aid.	**Interactive lecture:** First aid facilities, equipment and materials **Activity:** 1. Visit to an Industry/Organization to study the First Aid facilities. 2. 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.

3. Perform the role of First Aider in case of fever, heat stroke, back pain, asthma, and food borne illness	1. Describe the role of first aider in health emergency. 2. Explain the basic rules of First Aid- Check, Call, Care. 3. Describe the procedure of ABC- Airway, Breathing and Circulation. 4. State the difference between low, mild and high fever. 5. Describe the sources and triggering factors of back pain. 6. Describe the symptoms of asthma 7. Describe the different types of inhalers used for relief in case of asthmatic attack.	1. Perform ABC on a dummy. 2. Record temperature using a digital thermometer. 3. Prepare Oral Rehydration Salt (ORS) 4. Provide care for injuries including sprains and strains. 5. Provide care for sudden illnesses such as food poisonings	**Interactive lecture:** Role of first aider in fever, heat stroke, back pain, asthma, and food borne illness **Activity:** Demonstration by experts and practice by students on first aid practices and procedures.

4. Perform the role of first aider in cuts, bleeding, burns, insect bites and stings, dog bites and snake bites	1. Describe the role of first aider in providing first aid in injuries such as cut, bleeding and burns. 2. Describe the difference between internal and external bleeding. 3. Describe the difference between first, second and third degree burns. 4. Describe the symptoms of insect bites and stings.	1. Administer First Aid for injuries such as cuts, bleeding and burns. 2. Administer First Aid for bites and stings.	**Interactive lecture:** Role of first aider in administering first aid for cuts, bleeding, burns, insect bites and stings, dog bites and snake bites. **Activity:** Demonstration by experts and practice by students on first aid practices and procedures.

Unit Code: SS107-NQ2012	Unit Title: Work Integrated Learning- Security Services – L1			
	Duration: 10 hours			
Location: **Classroom, Industry, Organization, Army Cantonment, Training Academies, Police Headquarter, Army School, Training Camps.**	**Learning Outcome**	**Knowledge Evaluation**	**Performance Evaluation**	**Teaching and Training Method**
	1. Describe the role of security	1. Describe the basic purpose of security. 2. State the difference between different types of threat 3. Explain the preventive, protective and detective role of security.	1. Identify and enlist the different types of threat in workplace environment	**Interactive lecture:** Role of security **Activity:** 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	1. Describe the difference between different types of security – human, public, private, national, physical, information, communication,	1. Identify the type of security in a given situation.	**Interactive lecture:** Types of security **Activity:** Role play on different situations of security to demonstrate the purpose of security.

		industrial, internal, external and international security.		
	3. Describe the various career opportunities in national security forces	1. Describe the organizational structure and ranks of Indian Army. 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, *Sashastra Seema Bal*, Assam Rifles, Central Reserve	1. Match the insignia of officers and persons below the officer rank with their ranks. 2. Identify career opportunities in army, navy or air force.	**Interactive lecture:** Organizational structure and role and functions of National security forces. **Activity:** 1. Visit to training academies and institutions to study the career opportunities and job profile of various jobs in security. 2. Read magazines on security industry to remain current on industry trends, new equipment and training opportunities.

		Police Force, Rapid Action Force and State Security Forces. 3. Describe the role of Private Security Agencies. 4. Describe the duties and responsibilities of private security officers.		
	4. Keep physically fit	1. Describe the various components of fitness- strength, power, agility, balance, coordination, strength endurance, etc. 2. Explain the importance of keeping physically fit.	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.	**Interactive lecture:** Keeping physically fit **Activity:** Practical sessions on exercises.

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 practical 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

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. Key Boards
15. Fire Extinguishers
16. Parking Signs
17. Alarm Panels
18. Padlocks Together 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** – It is used 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-** It deals 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** – It is used for recording all keys in the custody of the security department.
4. **Lost and Found Register** – It is used to record details of all reported property lost or found on the premises.
5. **Register of Personnel Passes** – It is used to record the details of the employees leaving the premises outside the normal starting or finishing times.
6. **Register for Scrap Passes -** It is used to record the materials removed from the premises. It also contains the details on the pass and the signature of the authorizing person.
7. **Search Register** – It includes date, time, name and address of person searched.
8. **Temporary Instruction File** – It deals with day-to-day changes or updating of instructions.
9. **Telephone Message Book-** It is used to record messages and information received.
10. **Tool and Equipment Loan Register** – It is used for recording the details of lending tools or equipment.
11. **Visitors Register** – It is used to record the name and addresses of non-employees entering or leaving the premises.
12. **Vehicle Register** – It is used to record the details of vehicles entering or leaving the premises.

Teacher's Qualifications

Qualification, Competencies and other requirements for Vocational Teacher on Contractual Basis are as follows:

S.No.	Qualification	Minimum Competencies	Age Limit
1.	• 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.	• Effective communication skills (oral and written) • Basic computing skills • Technical competencies	18-37 years (as on Jan. 01 (year) Age relaxation to be provided as per Govt. rules.

List of Contributors

1. **Major Gen. (Retd.) B.S Ghotra,** Chief Operations Officer, Security Knowledge and Skill Development Council (SKSDC), 305 City Court, Sikenderpur, M.G. Road, Gurgaon – 122 002.
2. **Dr. Vinay Swarup Mehrotra,** Associate Professor & Head, Curriculum Development and Evaluation Centre, PSS Central Institute of Vocational Education (PSSCIVE), NCERT, Shyamla Hills, Bhopal – 462 013.
3. **Col. (Retd.) Tapesh Chandra Sen,** Dy. Director (ACD), Security Knowledge and Skill Development Council (SKSDC), 305 City Court, Sikenderpur, M.G. Road, Gurgaon – 122 002.
4. **Ms. Leena Kapoor,** Unifiers Social Ventures Pvt. Ltd., D- 253, Sarvodaya Enclave, New Delhi- 110017.
5. **Mr. Mohit Sharma,** International College for Security Studies, D-452, Ramphal Chowk, Sector 7, Dwarka, New Delhi
6. **Maj. (Retd.) Bikram Singh,** F 15 FF, Lajpat Nagar-3, New Delhi-110024.
7. **Lt. Col.(Retd.) Pradeep Bajaj,** G-2, Sector-25, Noida- 201301.
8. **Lt. Col.(Retd.) Neeraj Gupta,** D-003, Ram Vihar, Sector 30, Noida–201 303.

9. **Mr. Girwar Singh Narooka,** General Navy Trainer, HVTI, TCPL-1, Tapukhera, Bhiwadi, Alwar, Rajasthan.
10. **Mr. C. Pal Singh,** Former IG, Police and Director, Internal Security Academy, Mount Abu, 949 Sector 37, Noida (U.P.)
11. **Shri Devendra Kumar,** Vigilance-cum-Security Officer, National Council of Educational Research & Training (NCERT), Sri Aurobindo Marg, New Delhi-16.
12. **Capt. B.N. Yadav,** Chief Security Officer, Indian Institute of Technology (IIT), Hauz Khas, New Delhi-16.
13. **Dr. P.Veeraiah,** Assistant Professor, Business & Commerce Division, PSS Central Institute of Vocational, Education (PSSCIVE), Shyamla Hills, Bhopal – 462 013.
14. **Ms. Anupama Lakhera,** Head, Content Development, Unifiers Social Ventures Pvt. Ltd., D- 253, Sarvodaya Enclave New Delhi- 110017.

For more information, please contact:

Dr. Vinay Swarup Mehrotra
Head, Curriculum Development and Evaluation Centre (CDEC)
PSS Central Institute of Vocational Education (PSSCIVE),
Shyamla Hills,
Bhopal – 462 013
E-mail: drvs.mehrotra@gmail.com