National Vocational Education Qualification Programme

NVEQ Level 2

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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Content

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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.

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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 of 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 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;
- Demonstrate the knowledge of First Aid practices;
- 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.

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.

S.No.	Unit Code	Unit Title	No. of Notional Learning Hours	Pre-requisite Unit, if any
		NVEQ Level 2		
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.

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 tapes, 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 should 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 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 be demonstrated in the sequence of actual operation but 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 Board and 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: SS201-NQ2012	Unit Title: Basic Drill and Defensive Techniques			
	Duration: hours			
Location: Classroom and Organizations or Institutions	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
	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:** 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:** Demonstration of best practices of personal grooming.
	3. Identify vulnerable parts of human body from self-defense	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-	**Interactive lecture:** Vulnerable Parts of Human Body and

		defense.	their Sensitivity or Proneness to Harm and Damage. **Activity:** 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.
point of view			
4. Demonstrate basic self-defense techniques	1. Describe the meaning and importance of learning self-defense techniques 2. Describe the	1. Differentiate between armed and unarmed combat. 2. Differentiate between the techniques used in	**Interactive lecture:** Self-defense techniques

		techniques used in various forms of unarmed combat (e.g. karate, kung fu, judo, etc.)	martial arts and Krava Maga	**Activity:** Demonstration and practice of the various forms of self-defense technique under the strict supervision of the trainer/instructor.

Unit Code: SS202-NQ2012	Unit Title: Disaster Management and Emergency Response (Advanced)			
	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:** Web search on the importance of disaster management

	2. Describe the various aspects of disaster management and emergency response	1. Describe the goals of disaster management 2. Explain the various aspects of disaster management cycle 3. Describe the various phases in disaster management	2. Identify the various phases in disaster management	**Interactive lecture:** Disaster Management and Emergency Response **Activity:** Group Discussion on goals and phases of disaster management. Role play on a situation that requires an emergency response, e.g. earthquake, fire, etc.
	3. Describe the role and responsibilities of Emergency Response Team	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	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	**Interactive lecture:** Role of emergency response team **Activity:** Role play as ERT on a situation that requires an emergency response, e.g. earthquake, fire, etc.

		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	Equipment, Roll-Off Container Trucks).	
	4. Describe various types of fire, their causes and methods of extinguishing fire	1. Describe various types of fire. 2. Describe common causes of fire 3. Describe the precautions to be taken for preventing occurrence of fires 4. Describe the duties of various officers and staff in firefighting 5. Describe the procedure for dealing with fire emergencies 6. Describe the method of extinguishing small fires 7. State the use of various firefighting equipment	1. Classify the various types of fire 2. Identify the various firefighting equipment	**Interactive lectures:** Fighting fire **Activity:** Organization of firefighting drill to demonstrate the various aspects of fire prevention and firefighting.

Unit Code: SS203-NQ2012	Unit Title: **Security Structure and Laws Governing Private Security**			
	Duration: hours			
Location: **Classroom**	**Learning Outcome**	**Knowledge Evaluation**	**Performance Evaluation**	**Teaching and Training Method**
	1. Describe the security structure in India	1. Describe the National Security Structure in India - Armed forces (Indian Army, Indian Navy and Indian Air Force, Indian Coast Guard, Paramilitary Forces). 2. Describe the Private Security Structure in India 3. Identify the forces responsible to address the external threats 4. Describe the Armed Forces Act.	1. Differentiate between internal and external threats 2. Identify the forces responsible to address the internal and external threats 3. Identify the conditions under which the Armed Forces (Special Powers) Act may be applicable	**Interactive lecture:** Security Structure of India **Activity:** Group Discussion on the Security Structure of India.
	2. Describe the major role and functions of army, Indian air force and navy in providing security from external and internal threats	1. Describe the role and functions of service branches of army (e.g. Armoured Corps, Infantry, Artillery, Army Air Defence, Engineers, Signals). 2. Describe the role and functions of Indian air	3. Differentiate between the role and functions of Armoured Corps, Infantry, Artillery, Army Air Defence, Engineers, Signals	**Interactive lecture:** Role and Functions of Service Branch of Army **Activity:** Group Discussion on the role and functions of

		force and navy.		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.
	3. Describe the major role and functions of Para Military Forces	1. Describe the role and functions of Para Military Forces (Border Security Force, Indo Tibetan Border Police, Sashatra Seva Bal, Assam Rifles)	1. Differentiate between the role and functions of Border Security Force, Indo Tibetan Border Police, Sashatra Seva Bal, Assam Rifles	**Interactive lecture:** Role and Functions of Paramilitary Forces **Activity:** Web search to locate the headquarters and strategic locations of paramilitary forces
	4. Describe the major role and functions of Central Police Forces	1. Describe the role and functions of Central Police Force (Central Reserve Police Force, Rapid Action Force, Central Industrial Security Force, Railway Protection Force,	1. Differentiate between the role and functions of Central Reserve Police Force, Rapid Action Force, Central Industrial Security Force, Railway	**Interactive lecture:** Role and Functions of Central Police Force **Activity:** Web search to locate the headquarters and

		National Security Guards)	Protection Force, National Security Guards	strategic locations of Central Police Force
	5. Describe the major role and functions of State Police Force	1. Describe the major role and functions of State Police Force (Metropolitan Police, State Armed Police, Special Armed Police Force, State Reserve Police Force.	1. Differentiate between the role and functions of Metropolitan Police, State Armed Police, Special Armed Police Force, State Reserve Police Force 2. Differentiate between the ranks and insignia of Gazetted and Non-Gazetted officers	**Interactive lecture:** Role and Functions of State Police Force **Activity:** 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:** 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:** 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: 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 4. Distinguish between common I/O ports and connectors. 5. Connect various parts and devices of computer system. 6. Start and shut down a computer system	**Interactive lecture:** Introduction to Computer System **Activity:** Practice session on identification of various components of computer system and connecting them to the CPU.
	2. Describe the various features of a computer system used for creating documents and pictures	1. Describe the use of the features such as Desktop, My Computer, Recycle Bin, My Network Places, My Documents, Help and Support,	1. Identify the desktop icons and state their use. 2. Create and rename folders 3. Restore files from Recycle Bin 4. Create a text file in	**Interactive lecture:** Desktop Icons and Creation of Documents and Picture **Activity:**

		Search, Settings, Documents, Programs, etc.	Notepad and save it in desired location. 5. Draw a picture in Paint and save it in desired location	Practice sessions on identification of desktop icons and their uses. Practice sessions on creation of documents and pictures.
	3. Describe the procedure of managing file and folders	1. Describe the purpose of file and folders. 2. Describe the procedure for locating files and folders on the drive 3. Describe most commonly uses file and picture formats	1. Create a file and folder. 2. Locate and rename a folder and file 3. Delete a file or folder. 4. COPY-PASTE file and folder 5. CUT-PASTE file and folder	**Interactive lecture:** Managing Files and Folders **Activity:** Practices sessions on managing files and folders

Unit Code: SS205-NQ2012	Unit Title: Email Messaging			
	Duration: 25 hours			
Location: **Classroom and Computer Lab**	**Learning Outcome**	**Knowledge Evaluation**	**Performance Evaluation**	**Teaching and Training Method**
	1. Describe the use and features of email	1. Describe the meaning and purpose of email 2. Describe the various features of email and their uses	1. Open an email account 2. Sign in 3. Open the Inbox to read the emails 4. Compose mail 5. Attach file 6. Send mail 7. Open the Outbox 8. Open the Sent box to see the emails sent 9. Add signatures 10. Prepare a Draft message and save in drafts folder.	**Interactive lecture:** Using Email Services **Activity:** Practice sessions on opening and managing email account
	2. Describe the procedure of sending forwarding and searching emails	1. Describe the procedure of sending, forwarding and searching emails	1. Send email 2. View emails and attachments 3. Download attachments 4. Reply to emails 5. Forwarding email 6. Deleting emails	**Interactive lecture:** Sending, Forwarding and Searching Emails **Activity:** Practice sessions on sending, forwarding

			7. Archiving emails 8. Flagging email as Spam 9. Recovering email from Spam folder 10. Searching for email 11. Retrieve emails saved in the Drafts box and edit them before sending.	and searching emails
	3. Organizing emails and managing contacts	1. Describe the procedure of organizing and managing emails 2. Describe the utility of labels and filters in managing emails	1. Create a label 2. Apply label to a message 3. View labeled messages 4. Choose a label colour 5. Customize colour for labels 6. Remove a label from a message 7. Create filters 8. Use filters for organizing mails 9. Edit and delete filters 10. Specify search criteria 11. Create a contact 12. Edit a contact 13. Create a contact	**Interactive lecture:** Organizing and Managing Contacts **Activity:** Practice sessions on organizing and managing contacts

			group 14. Add contacts to contact group 15. Remove contacts from contact group 16. Edit contact group name 17. Search contacts	
	4. Describe the various aspects of email etiquettes	1. Describe the importance and benefits of email etiquettes.	1. Use appropriate prefixes in Subject Lines 2. Greet recipients appropriately 3. Keep the messages short 4. Watch the spelling 5. Demonstrate the knowledge of being careful when using abbreviations and emoticons 6. Use proper intonations	**Interactive lecture:** Email etiquettes **Activity:** Practice sessions on following basic rules of email etiquettes.

Unit Code: SS206-NQ2012	Unit Title: **First Aid Practices (Advanced)**			
	Duration: 10 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:** 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	1. Perform two and four handed seat carry.	**Interactive lecture:** Methods used in Evacuation and Rescue Operations

		forming human crutch, drag, and two and handed seat and four handed seat carry.		**Activity:** 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:** Practice sessions on preparing different types of knots
	4. Describe the role and functions of human body systems	1. Describe the role and functions 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:** 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:** 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		
Location: **Classroom**	**Learning Outcome**	**Knowledge Evaluation**	**Performance Evaluation**	**Teaching and Training Method**
	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 3. Describe the various types of threats anticipated from internal and external forces 4. Describe the methods/	1. Demonstrate the knowledge of methods and techniques generally adopted for preventing and detecting crime	**Interactive lecture:** Introduction to Private Security in India **Activity:** Group Discussion on the role of private security in India

		techniques generally adopted to prevent theft and losses 5. Describe the organization structure of a typical Private Security Organization/ Company		
	2. Describe the various legislations and rules governing private security companies	1. Describe the various legislations and rules governing private security companies	1. Demonstrate the knowledge of legislations and rules governing license selection of security personnel, uniform, identity cards, etc. for Private Security	**Interactive lecture:** Legislations and Rules Governing Private Security **Activity:** Group Discussion on the various aspects of private security regulations and rules in India
	3. Describe the utility of various security equipment in preventing and deterring crime	**1.** Describe the use of various communication equipment, intruder alarm systems closed circuit television system access control systems fire detection systems security lighting	1. Demonstrate the use of various communication equipment, intruder alarm systems, closed circuit television system, access control systems, fire detection systems, security lighting, etc.	**Interactive lecture:** Security Equipment **Activity:** Practice sessions on identification and use of security equipment.

	4. Describe the procedure of performing operations related to searching and documentation	1. Describe the procedure of performing operations related to searching and documentation	1. Demonstrate the procedure for issuance of badge and visitor slips. 2. Demonstrate the procedure of stopping and searching vehicles 3. Demonstrate the procedure of stopping and searching personnel. 4. Demonstrate the procedure of recording incidents of search.	**Interactive lecture:** Searching and Documentation in Security **Activity:** Role play and practice sessions on searching and documentation
	4. Describe the role and functions of Private Security Personnel	1. Describe the duties and responsibilities of Security Manager, Security Supervisor, Security Officer, Assistant and Security Officer	1. Demonstrate the knowledge of the duties and responsibilities of security personnel	**Interactive lecture:** Duties and responsibilities of security personnel **Activity:** Role play on duties and responsibilities of security personnel.

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	12.	Displays friendly and cooperative attitude		

		relationship		
	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.

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