LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

Job Role: Unarmed Security Guard

(QUALIFICATION PACK: Ref. Id. MEP/Q7101)

Sector: Private Security

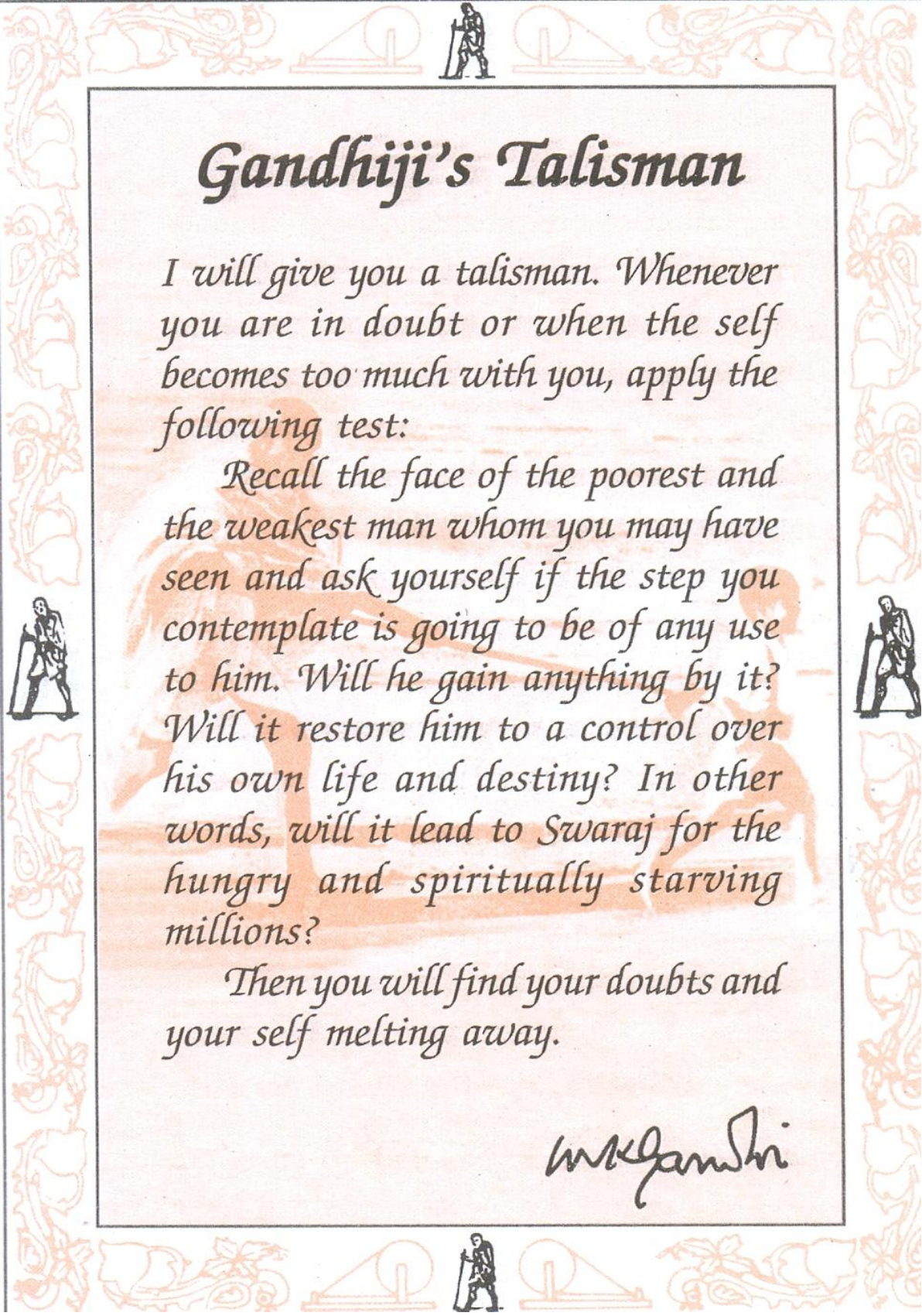**Classes 9 and 10**

Gandhiji's Talisman

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

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

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

M.K. Gandhi

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Classes 9 and10

NCERT

PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION

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

LEARNING OUTCOME BASED VOCATIONAL CURRICULUM
Security – Unarmed Security Guard

June, 2017

http://www.psscive.ac.in

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FOREWORD

The Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE) a constituent of the National Council of Educational Research and Training (NCERT) is spearheading the efforts of developing learning outcome based curricula and courseware aimed at integrating both vocational and general qualifications to open pathways of career progression for students. It is a part of Centrally Sponsored Scheme of Vocationalisation of Secondary and Higher Secondary Education (CSSVSHSE) launched by the Ministry of Human Resource Development, Government of India in 2012. The PSS Central Institute of Vocational Education (PSSCIVE) is developing curricula under the project approved by the Project Approval Board (PAB) of *Rashtriya Madhyamik Shiksha Abhiyan* (RMSA). The main purpose of the competency based curricula is to bring about the improvement in teaching-learning process and working competences through learning outcomes embedded in the vocational subject.

It is a matter of great pleasure to introduce this learning outcome based curriculum as part of the vocational training packages for the job role of Unarmed Security Guard. The curriculum has been developed for the secondary students of vocational education and is aligned to the National Occupation Standards (NOSs) of a job role identified and approved under the National Skill Qualification Framework (NSQF).

The curriculum aims to provide children with employability and vocational skills to support occupational mobility and lifelong learning. It will help them to acquire specific occupational skills that meet employers' immediate needs. The teaching process is to be performed through the interactive sessions in classrooms, practical activities in laboratories and workshops, projects, field visits, and professional experiences.

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

HRUSHIKESH SENAPATY
Director
National Council of Education Research and Training

PREFACE

India today stands poised at a very exciting juncture in its saga. The potential for achieving inclusive growth are immense and the possibilities are equally exciting. The world is looking at us to deliver sustainable growth and progress. To meet the growing expectations, India will largely depend upon its young workforce. The much-discussed demographic dividend will bring sustaining benefits only if this young workforce is skilled and its potential is channelized in the right direction.

In order to fulfil the growing aspirations of our youth and the demand of skilled human resource, the Ministry of Human Resource Development (MHRD), Government of India introduced the revised Centrally Sponsored Scheme of Vocationalisation of Secondary and Higher Secondary Education that aims to provide for the diversification of educational opportunities so as to enhance individual employability, reduce the mismatch between demand and supply of skilled manpower and provide an alternative for those pursuing higher education. For spearheading the scheme, the PSS Central Institute of Vocational Education (PSSCIVE) was entrusted the responsibility to develop learning outcome based curricula, student workbooks, teacher handbooks and e-learning materials for the job roles in various sectors, with growth potential for employment.

The PSSCIVE firmly believes that the vocationalisation of education in the nation need to be established on a strong footing of philosophical, cultural and sociological traditions and it should aptly address the needs and aspirations of the students besides meeting the skill demands of the industry. The curriculum, therefore, aims at developing the desired professional, managerial and communication skills to fulfil the needs of the society and the world of work. In order to honour its commitment to the nation, the PSSSCIVE has initiated the work on developing learning outcome based curricula with the involvement of faculty members and leading experts in respective fields. It is being done through the concerted efforts of leading academicians, professionals, policy makers, partner institutions, Vocational Education and Training experts, industry representatives, and teachers. The expert group through a series of consultations, working group meetings and use of reference materials develops a National Curriculum. Currently, the Institute is working on developing curricula and courseware for over 100 job roles in various sectors.

We extend our gratitude to all the contributors for selflessly sharing their precious knowledge, acclaimed expertise, and valuable time and positively responding to our request for development of curriculum. We are grateful to MHRD and NCERT for the financial support and cooperation in realising the objective of providing learning outcome based modular curricula and courseware to the States and other stakeholders under the PAB (Project Approval Board) approved project of *Rashtriya Madhyamik Shiskha Abhiyan* (RMSA) of MHRD.

Finally, for transforming the proposed curriculum design into a vibrant reality of implementation, all the institutions involved in the delivery system shall have to come together with a firm commitment and they should secure optimal community support. The success of this curriculum depends upon its effective implementation and it is expected that the managers of vocational education and training system, including subject teachers will make efforts to create better facilities, develop linkages with the world of work and foster a conducive environment as per the content of the curriculum document.

The PSSCIVE, Bhopal remains committed in bringing about reforms in the vocational education and training system through the learner-centric curricula and courseware. We hope that this document will prove useful in turning out more competent Indian workforce for the 21st Century.

RAJESH P. KHAMBAYAT
Joint Director
PSS Central Institute of Vocational Education

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ACKNOWLEDGEMENTS

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1. COURSE OVERVIEW

COURSE TITLE: Private Security – Unarmed Security Guard

An Unarmed Security Guard maintains a post or security checkpoint. He/she greets members of the public and provides directions to them. He/she is responsible for the security of the building or people and prevents damage to property. He/she may screen individuals with a hand held metal detector or have them pass through a metal detection device. He may also possess and use a walkie-talkie. He/she is required to maintain simple log or record of undesirable things.

COURSE OUTCOMES: On completion of the course, students should be able to:

☐ Apply effective oral and written communication skills to interact with people and customers;
☐ Identify the principal components of a computer system;
☐ Demonstrate the basic skills of using computer;
☐ Demonstrate self-management skills;
☐ Demonstrate the ability to provide a self-analysis in context of entrepreneurial skills and abilities;
☐ Demonstrate the knowledge of the importance of green skills in meeting the challenges of sustainable development and environment protection;
☐ Assess potential workplace hazards and initiate appropriate security measures.
☐ Provide basic first aid in case of emergencies.
☐ 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.
☐ Demonstrate the knowledge of 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.

COURSE REQUIREMENTS: The learner should have the basic knowledge of science.

COURSE DURATION:

		400 hrs
Class 9	:	200 hrs
Class 10	:	200 hrs
Total	**:**	**400 hrs**

2. SCHEME OF UNITS AND ASSESSMENT

This course is a planned sequence of instructions consisting of Units meant for developing employability and vocational competencies of students of Class 9 and 10 opting for vocational subject along with general education subjects. The unit-wise distribution of hours and marks for Class 9 is as follows:

	CLASS 9		
	Units	No. of Hours for Theory and Practical 200	Max. Marks for Theory and Practical 100
Part A	**Employability Skills**		
	Unit 1: Communication Skills – I	20	
	Unit 2: Self-management Skills – I	10	
	Unit 3: Information and Communication Technology Skills – I	20	10
	Unit 4: Entrepreneurial Skills – I	15	
	Unit 5: Green Skills – I	10	
	Total	**75**	**10**
Part B	**Vocational Skills**		
	Unit 1: Introduction to Security Services	50	
	Unit 2: Security Equipment for Unarmed Security Guard	15	30
	Unit 3: Access control	30	
	Total	**95**	**30**
Part C	**Practical Work**		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
	Total	**10**	**35**
Part D	**Project Work/Field Visit**		
	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
	Total	**15**	**15**
Part E	**Continuous and Comprehensive Evaluation (CCE)**		
	Total	**05**	**10**
	Grand Total	**200**	**100**

The unit-wise distribution of hours and marks for Class 10 is as follows:

		No. of Hours for Theory and Practical 200	Max. Marks for Theory and Practical 100
	CLASS 10		
	Units		
Part A	**Employability Skills**		
	Unit 1: Communication Skills – I	20	10
	Unit 2: Self-management Skills – I	10	
	Unit 3: Information and Communication Technology Skills – I	20	
	Unit 4: Entrepreneurial Skills – I	15	
	Unit 5: Green Skills – I	10	
	Total	**75**	**10**
Part B	**Vocational Skills**		
	Unit 1: Hygiene and Safety	15	30
	Unit 2: Documentation	20	
	Unit 3: Traffic Control and Parking	25	
	Unit 4: Security in Industrial and Commercial Deployments	15	**30**
	Total	**95**	**30**
Part C	**Practical Work**		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
	Total	**10**	**35**
Part D	**Project Work/Field Visit**		
	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
	Total	**15**	**15**
Part E	**Continuous and Comprehensive Evaluation (CCE)**		
	Total	**05**	**10**
	Grand Total	**200**	**100**

3. TEACHING/TRAINING ACTIVITIES

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

CLASSROOM ACTIVITIES

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

PRACTICAL WORK IN LABORATORY/WORKSHOP

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

FIELD VISITS/ EDUCATIONAL TOUR

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

4. ASSESSMENT AND CERTIFICATION

The National Skills Qualifications Framework (NSQF) is based on outcomes referenced to the National Occupation Standards (NOSs), rather than inputs. The NSQF level descriptors, which are the learning outcomes for each level, include the process, professional knowledge, professional skills, core skills and responsibility. The assessment is to be undertaken to verify that individuals have the knowledge and skills needed to perform a particular job and that the learning programme undertaken has delivered education at a given standard. It should be closely linked to certification so that the individual and the employer could come to know the competencies acquired through the vocational subject or course. The assessment should be reliable, valid, flexible, convenient, cost effective and above all it should be fair and transparent. Standardized assessment tools should be used for assessment of knowledge of students. Necessary arrangements should be made for using technology in assessment of students.

KNOWLEDGE ASSESSMENT (THEORY)

Knowledge Assessment should include two components: one comprising of internal assessment and second an external examination, including theory examination to be conducted by the Board. The assessment tools shall contain components for testing the

knowledge and application of knowledge. The knowledge test can be objective paper based test or short structured questions based on the content of the curriculum.

WRITTEN TEST

It allows candidates to demonstrate that they have the knowledge and understanding of a given topic. Theory question paper for the vocational subject should be prepared by the subject experts comprising group of experts of academicians, experts from existing vocational subject experts/teachers, subject experts from university/colleges or industry. The respective Sector Skill Council should be consulted by the Central/State Board for preparing the panel of experts for question paper setting and conducting the examinations.

The blue print for the question paper may be as follows:

Duration: 3 hrs   **Maximum Marks: 30**

| S.No. | Typology of Question | No. of Questions | | | Marks |
		Very Short Answer (1 mark)	Short Answer (2 Marks)	Long Answer (3 Marks)	
1.	Remembering – (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, or theories; identify, define or recite, information)	2	1	2	10
2.	Understanding – (Comprehension – to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	1	2	2	11
3.	Application – (Use abstract information in concrete situation, to apply knowledge to new situations: Use given content to interpret a situation, private an example, or solve a problem)	0	1	1	05
4.	High Order Thinking Skills – (Analysis & Synthesis – Classify, compare, contrast, or differentiate between different pieces of information; Organize and/ or integrate unique pieces of information from a variety of sources)	0	1	0	02
5.	Evaluation – (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to	0	1	0	02

predict outcomes based on values)				
Total	3x1=3	6x2=12	5x3=15	30 (14 questions)

SKILL ASSESSMENT (PRACTICAL)

Assessment of skills by the students should be done by the assessors/examiners on the basis of practical demonstration of skills by the candidate, using a competency checklist. The competency checklist should be developed as per the National Occupation Standards (NOSs) given in the Qualification Pack for the Job Role to bring about necessary consistency in the quality of assessment across different sectors and Institutions. The student has to demonstrate competency against the performance criteria defined in the National Occupation Standards and the assessment will indicate that they are 'competent', or are 'not yet competent'. The assessors assessing the skills of the students should possess a current experience in the industry and should have undergone an effective training in assessment principles and practices. The Sector Skill Councils should ensure that the assessors are provided with the training on the assessment of competencies.

Practical examination allows candidates to demonstrate that they have the knowledge and understanding of performing a task. This will include hands-on practical exam and viva voce. For practical, there should be a team of two evaluators – the subject teacher and the expert from the relevant industry certified by the Board or concerned Sector Skill Council. The same team of examiners will conduct the viva voce.

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

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

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

CONTINUOUS AND COMPREHENSIVE EVALUATION

Continuous and Comprehensive Evaluation (CCE) refers to a system of school-based evaluation of students that covers all aspects of student's development. In this scheme, the term `continuous' is meant to emphasize that evaluation of identified aspects of students `growth and development' is a continuous process rather than an event, built into the total teaching-learning process and spread over the entire span of academic session. The second term `comprehensive' means that the scheme attempts to cover both the scholastic and the co-scholastic aspects of students' growth and development. For details, the CCE manual of Central Board of Secondary Education (CBSE) or the guidelines issued by the State Boards on the procedure for CCE should be followed by the Institutions.

Upon successful completion of the course by the candidate, the Central/ State Examination Board for Secondary Education and the respective Sector Skill Council will certify the competencies.

5. UNIT CONTENTS

CLASS 9

Part A: Employability Skills

S.No.	Units	Duration (Hrs)
1.	Communication Skills – I	20
2.	Self-management Skills – I	10
3.	Information and Communication Technology Skills-I	20
4.	Entrepreneurial Skills – I	15
5.	Green Skills – I	10
	Total	**75**

UNIT 1: COMMUNICATION SKILLS – I			
Learning Outcome	**Theory (08 hrs)**	**Practical (12 hrs)**	**Duration (20 Hrs)**
1. Demonstrate knowledge of various methods of communication	1. Methods of communication - Verbal - Non-verbal - Visual	1. Writing pros and cons of written, verbal and non-verbal communication 2. Listing do's and don'ts for avoiding common body language mistakes	05
2. Identify elements of communication cycle	1. Meaning of communication 2. Importance of communication skills 3. Elements of communication cycle–	1. Draw a diagram of communication cycle 2. Role plays on communication	05

UNIT 1: COMMUNICATION SKILLS – I

Learning Outcome	Theory (08 hrs)	Practical (12 hrs)	Duration (20 Hrs)
	(i) sender, (ii) ideas, (iii) encoding, (iv) communication channel, (v) receiver, (vi) decoding, and (vii) feedback	process related to the sector/job role	
3. Identify the factors affecting our perspectives in communication	1. Perspectives in communication 2. Factors affecting perspectives in communication - Visual perception - Language - Past experience - Prejudices - Feelings - Environment	1. Group discussion on factors affecting perspectives in communication 2. Sharing of experiences on factors affecting perspectives 3. Sharing experiences on factors affecting communication at workplace	05
4. Demonstrate the knowledge of basic writing skills	1. Writing skills related to the following: • Phrases • Kinds of sentences • Parts of sentence • Parts of speech • Use of articles • Construction of a paragraph	1. Demonstration and practice of writing sentences and paragraphs on topics related to the subject	05
Total			**20**

UNIT 2: SELF-MANAGEMENT SKILLS – I

Learning Outcome	Theory (07 hrs)	Practical (03 hrs)	Duration (10 Hrs)
1. Demonstrate the knowledge ofthe meaning and importance of self-management	1. Meaning of self-management 2. Positive results of self-management 3. Self-management skills	1. Identification of self-management skills 2. Strength and weakness analysis	05

UNIT 2: SELF-MANAGEMENT SKILLS – I

Learning Outcome	Theory (07 hrs)	Practical (03 hrs)	Duration (10 Hrs)
2. Identify the factors that helps in building self-confidence	1. Factors that help in building self-confidence – social, cultural, and physical factors 2. Self-confidence building tips – getting rid of the negative thoughts, thinking positively, staying happy with small things, staying clean, hygienic and smart, chatting with positive people, etc.	1. Role play exercises on building self-confidence 2. Use of positive metaphors/ words 3. Positive stroking on wakeup and before going bed 4. Helping others and working for community	05
Total			**10**

UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS – I

Learning Outcome	Theory (06 hrs)	Practical (14 hrs)	Duration (20 Hrs)
1. Demonstrate the knowledge of the role of Information and Communication Technology (ICT) in day-to-day life and workplace	1. Introduction to ICT 2. Role and importance of ICT in personal life and at workplace 3. ICT in our daily life (examples) 4. ICT tools - Mobile, tab, radio, TV, email, etc.	1. Discussion on the role and importance of ICT in personal life and at workplace. 2. Preparing posters / collages for showing the role of ICT at workplace	04
2. Identify components of basic computer system and their functions	1. Computer system - Central Processing Unit (CPU), memory, motherboard, storage devices 2. Hardware and software of a computer system 3. Role and functions of Random Access Memory(RAM) and Read Only Memory(ROM) 4. Role and functions of Central Processing Unit 5. Procedure for starting and shutting down a computer	1. Connecting the cables and peripherals to the Central Processing Unit 2. Starting and shutting down a computer 3. Group discussion on the various aspects of hardware and software	07

UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS – I

Learning Outcome	Theory (06 hrs)	Practical (14 hrs)	Duration (20 Hrs)
3. Demonstrate use of various components and peripherals of computer system	1. Peripherals devices and their uses – mouse, keyboard, scanner, webcam, etc. of a computer system	1. Identification of various parts and peripherals of a computer 2. Demonstration and practice on the use of mouse 3. Demonstration and practice on the use of keyboard 4. Demonstration of the uses of printers, webcams, scanner and other peripheral devices 5. Drawing diagram of computer system and labelling it	05
4. Demonstrate basic computer skills	1. Primary operations on a computer system – input, process, storage, output, communication networking, etc.	1. Identification of the various input and output units and explanation of their purposes	04
Total			**20**

UNIT 4: ENTREPRENEURIAL SKILLS - I

Learning Outcome	Theory (06 hrs)	Practical (09 hrs)	Duration (15 Hrs)
1. Identify various types of business activities	1. Types of businesses – service, manufacturing, hybrid 2. Types of businesses found in our community 3. Business activities around us	1. Prepare posters of business activities found in cities/villages, using pictures 2. Discuss the various types of activities, generally adopted by small businesses in a local community 3. Best out of waste	09

UNIT 4: ENTREPRENEURIAL SKILLS - I

Learning Outcome	Theory (06 hrs)	Practical (09 hrs)	Duration (15 Hrs)
		4. Costing of the product made out of waste 5. Selling of items made from waste materials 6. Prepare list of businesses that provides goods and services in exchange for money 7.	
2. Demonstrate the knowledge of distinguishing characteristics of entrepreneurship	1. Meaning of entrepreneurship development 2. Distinguishing characteristics of entrepreneurship 3. Role and rewards of entrepreneurship	1. Prepare charts showing advantages of entrepreneurship over wages 2. Group discussions on role and features of entrepreneurship 3. Lectures/presentations by entrepreneurs on their experiences and success stories 4. Identify core skills of successful entrepreneur	06
Total			**15**

UNIT 5: GREEN SKILLS – I

Learning Outcome	Theory (07 hrs)	Practical (03 hrs)	Duration (10 Hrs)
1. Demonstrated the knowledge of the factors influencing natural resource conservation	1. Introduction to environment, 2. Relationship between society and environment, ecosystem and factors causing imbalance 3. Natural resource conservation 4. Environment protection and conservation	1. Group discussion on hazards of deteriorating environment 2. Prepare posters showing environment conservation 3. Discussion on various factors that influence our environment	05
2. Demonstrate the knowledge of the importance	1. Definition of green economy	1. Discussion on the benefits of green skills	05

UNIT 5: GREEN SKILLS – I			
Learning Outcome	**Theory (07 hrs)**	**Practical (03 hrs)**	**Duration (10 Hrs)**
of green economy and green skills	2. Importance of green economy	and importance of green economy 2. Prepare a Poster showing the importance of green economy with the help of newspaper/magazine cuttings	
Total			**10**

Part B: Vocational Skills

S.No.	Units	Duration (Hrs)
1.	Introduction to Security Services	50
2.	Security Equipment for Unarmed Security Guard	15
3.	Access Control	30
	Total	**95**

UNIT 1: INTRODUCTION TO SECURITY SERVICES			
Learning Outcome	**Theory (30 hrs)**	**Practical (20 hrs)**	**Duration (50 Hrs)**
1. Identify the roles and responsibilities of security personnel	1. Roles and responsibilities of security personnel (protective, preventive and detective) 2. General roles and responsibilities of an Unarmed Security Guard 3. Public security 4. Private security 5. Security agency 6. Types of security guards (Personal , Residential, Corporate, Private, Mobile, Static Security guards)	1. Visit to an organisation or an ATM and observe the security guard and note down the activities which s/he is engaged in as part of the job. 2. Prepare note on the roles mentioned in the session, which the student found were not performed by that particular security guard	15

UNIT 1: INTRODUCTION TO SECURITY SERVICES

Learning Outcome	Theory (30 hrs)	Practical (20 hrs)	Duration (50 Hrs)
2. Demonstrate the knowledge of risks, threats, hazards, emergencies, including responding and reporting emergencies	1. Assets and risks 2. Risk factors – (drunken behaviour, drug use, violence, overcrowding, excessive heat, blocked fire exits, inadequate fire safety measures, etc.) 3. Types of threats and hazards 4. Typical workplace hazards (slips, trips, falls (possible causes, such as inappropriate foot wear, wet floor, poor lighting), exposure to harmful substances, obstacles, sharp objects, manual handling, faulty equipment, fires and explosion.) 5. Risk management- identify potential hazards, evaluate risks (low, medium, high)and implement changes, and minimize hazards 6. Factors influencing degree of risk 7. Practical measures to eliminate or control risk 8. Types of emergencies (related to power, system or equipment failure, flood, etc.) 9. Risks and threats associated with common assault, actual bodily harm, grievous bodily harm, violence, etc. 10. Observing and reporting 11. Response mechanism, especially for	1. Students will make a note on the following at the school, imagining that they are responsible for the security of the premises: (a) Identification of assets which need to be protected (b) Vulnerability (c) Threats to the office (d) Risks to the children (e) Risks to the staff (f) Potential hazards (g) Potential health risks (h) Fire prevention measures (i) Signage installed 2. Mock drill on identifying emergencies and responding to them	15

UNIT 1: INTRODUCTION TO SECURITY SERVICES

Learning Outcome	Theory (30 hrs)	Practical (20 hrs)	Duration (50 Hrs)
	suspicious packages and weapon threat 12. Types of safety signs (signs for prohibition, warning, mandatory, emergency, escape of first aid, safety colour, fire safety, etc.) 13. Types of safety Signages (visual and acoustic)		
3. State the various procedures for cooperating with police and people in other organizations and the regulations in PSARA Act 2005	1. Duties and responsibilities of a Private Security Guard v/s Police Officer 2. Common offences – trespass or breach of contract 3. Arresting a person – limitations 4. First Information Report (FIR) 5. Types of evidence 6. Securing a crime scene 7. Testifying in courts 8. Private Security Agencies Regulation Act, 2005 9. Ranks and badges in military and police	1. Detailing a response mechanism of an unarmed security guard in a residential complex in case of a crime being reported 2. Visit to a police station to know the role of police in maintaining law and order and expectations from police in ensuring law and order	10
4. Demonstrate the knowledge of identifying arms that are used by police and public	1. Identification of arms	-------	05
5 Demonstrate the knowledge of identifying suspicious objects, which may be Improvised Explosive Devices	1. Parts of an IED 2. Types of IED 3. Action on locating an IE 4. Recognizing Packaged IED	-----------	05
Total			**50**

UNIT 2: SECURITY EQUIPMENT FOR UNARMED SECURITY GUARD

Learning Outcome	Theory (05 hrs)	Practical (10 hrs)	Duration (15Hrs)
1. Demonstrate the knowledge of security equipment used by unarmed security guard.	1. Uniform and Equipment for security guard 2. Electronic security systems (Intrude Alarm System, Close circuit Television system, Access control system, Security lighting system , Fire detection system, Safety and emergency system)	1. Observe an Unarmed Security Guard from a distance and note down the equipment which s/he is using to carry out the duties. 2. Make a list of those equipment and purpose for which it is being used.	15
Total			15

UNIT 3: ACCESS CONTROL

Learning Outcome	Theory (20 hrs)	Practical (10 hrs)	Duration (30 Hrs)
1. Demonstrate the procedure of searching people and baggage at the entry/exit gates as well as patrolling and seizing prohibited articles with/without equipment.	1. Patrolling a premise 2. Security searches-people and baggage 3. Norms during search and seizure 4. Electronic equipment used in search 5. Manual search of persons and baggage 6. Reporting risk, threat and hazard during search 7. Guidelines for security staff for detaining a suspect found during search activities	1. Searching an individual with the help of a handheld metal detector or its replica as per the procedure mentioned in the session. 2. Practice searching a bag in the absence of an equipment. 3. Practice observation and recollection skills with the help of household items.	20
2. Demonstrate knowledge of structures and techniques for access control	1. Organizational rules and access control 2. Levels of access control 3. Access control techniques 4. Access control in the absence of equipment 5. Vehicle search and access control 6. Queues and access	1. Listing equipment and structures used in school for access control 2. Identification of vulnerability and supplementary requirements to convert one's	10

UNIT 3: ACCESS CONTROL

Learning Outcome	Theory (20 hrs)	Practical (10 hrs)	Duration (30 Hrs)
	control 7. Responding to situations arising during screening and search activities 8. Procedure to be followed for body search in the absence of equipment 9. Record keeping and reporting 10.　Identity, purpose and authorization for different categories of people 11.　Directing visitors	school into a bank. 3. Mock drills on controlling site access and egress. 4. Mock drills on performing searches, supervising premises evacuation, and responding to emergencies	
Total			30

CLASS 10

Part A - Employability Skills

S.No.	Units	Duration (Hrs)
1.	Communication Skills – II	20
2.	Self-management Skills – II	10
3.	Information and Communication Technology Skills – II	20
4.	Entrepreneurial Skills – II	15
5.	Green Skills – II	10
	Total	**75**

UNIT 1: COMMUNICATION SKILLS – II

Learning Outcome	Theory (12 hrs)	Practical (08 hrs)	Duration (20 Hrs)
1. Demonstrate knowledge of various methods of communication	1. Methods of communication - Verbal - Non-verbal - Visual	1. Writing pros and cons of written, verbal and non-verbal communication 2. Listing do's and don'ts for avoiding common body language mistakes	**05**
3. Provide descriptive and specific feedback	1. Communication cycle and importance of feedback	1. Constructing sentences for providing descriptive and specific feedback	**03**

UNIT 1: COMMUNICATION SKILLS – II

Learning Outcome	Theory (12 hrs)	Practical (08 hrs)	Duration (20 Hrs)
	2. Meaning and importance of feedback 3. Descriptive feedback - written comments or conversations 4. Specific and non-specific feedback		
3. Apply measures to overcome barriers in communication	1. Barriers to effective communication – types and factors 2. Measures to overcome barriers in effective communication	1. Enlisting barriers to effective communication 2. Applying measures to overcome barriers in communication	04
4. Apply principles of communication	1. Principles of effective communication 2. 7 Cs of effective communication	1. Constructing sentences that convey all facts required by the receiver 2. Expressing in a manner that shows respect to the receiver of the message 3. Exercises and games on applying 7Cs of effective communication	03
5. Demonstrate basic writing skills	2. Writing skills to the following: • Sentence • Phrase • Kinds of Sentences • Parts of Sentence • Parts of Speech • Articles • Construction of a Paragraph	1. Demonstration and practice of writing sentences and paragraphs on topics related to the subject	05
Total			20

UNIT 2: SELF-MANAGEMENT SKILLS – II			
Learning Outcome	Theory (05 hrs)	Practical (05 hrs)	Duration (10 Hrs)
1. Apply stress management techniques	1. Meaning and importance of stress management 2. Stress management techniques – physical exercise, yoga, meditation 3. Enjoying, going to vacations and holidays with family and friends 4. Taking nature walks	1. Exercises on stress management techniques – yoga, meditation, physical exercises 2. Preparing a write-up on an essay on experiences during a holiday trip	06
3. Demonstrate the ability to work independently	1. Importance of the ability to work independently 2. Demonstrate the knowledge of the types of self-awareness 3. Demonstrate the knowledge of the meaning of self-motivation and self-regulation	1. Demonstration on working independently 2. goals 3. Planning of an activity 4. Executing tasks in a specific period, with no help or directives 5. Demonstration on the qualities required for working independently	04
Total			10

UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS – II			
Learning Outcome	Theory (08 hrs)	Practical (12 hrs)	Duration (20 Hrs)
1. Distinguish between different operating systems	1. Classes of operating systems 2. Menu, icons and task bar on the desktop 3. File concept, file operations, file organization, directory structures, and file-system structures 4. Creating and managing files and folders	1. Identification of task bar, icons, menu, etc. 2. Demonstration and practicing of creating, renaming and deleting files and folders, saving files in folders and sub-folders, restoring files and folders from recycle bin	17

UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS – II

Learning Outcome	Theory (08 hrs)	Practical (12 hrs)	Duration (20 Hrs)
2. Apply basic skills for care and maintenance of computer	1. Importance and need of care and maintenance of computer - Cleaning computer components - Preparing maintenance schedule - Protecting computer against viruses - Scanning and cleaning viruses and removing SPAM files, temporary files and folders	1. Demonstration of the procedures to be followed for cleaning, care and maintenance of hardware and software	03
Total			20

UNIT 4: ENTREPRENEURIAL SKILLS – II

Learning Outcome	Theory (06 hrs)	Practical (09 hrs)	Duration (15 Hrs)
1. List the characteristics of successful entrepreneur	1. Entrepreneurship and society 2. Qualities and functions of an entrepreneur 3. Role and importance of an entrepreneur 4. Myth about entrepreneurship 5. Entrepreneurship as a career option	1. Writing a note on entrepreneurship as career option 2. Collecting success stories of first generation and local entrepreneurs 3. Listing the entrepreneurial qualities – analysis of strength and weaknesses 4. Group discussion of self-qualities that students feel are needed to become successful entrepreneur 5. Collect information and related data for a business 6. Make a plan in team for setting up a business	15

UNIT 4: ENTREPRENEURIAL SKILLS – II			
Learning Outcome	**Theory (06 hrs)**	**Practical (09 hrs)**	**Duration (15 Hrs)**
Total			**15**

UNIT 5: GREEN SKILLS – II			
Learning Outcome	**Theory (07 hrs)**	**Practical (03 hrs)**	**Duration (10 Hrs)**
1. Demonstrate the knowledge of importance, problems and solutions related to sustainable development	1. Definition of sustainable development 2. Importance of sustainable development 3. Problems related to sustainable development	1. Identification of the problem related to sustainable development in the community 2. Group discussion on the importance of respecting and conserving indigenous knowledge and cultural heritage 3. Discussion on the responsibilities and benefits of environmental citizenship, including the conservation and protection of environmental values 4. Preparing models on rain water harvesting, drip / sprinkler irrigation, vermin-compost, solar energy, solar cooker, etc.	10
Total			**10**

Part B–Vocational Skills

S.No.	Units	Duration (95 Hrs)
1.	Hygiene and Safety	15
2.	Documentation	20
3.	Traffic Control and Parking	25
4.	Security in Industrial and Commercial Deployment	15
5.	Security Escorts	15
	Total	**95**

UNIT 1: HYGIENE AND SAFETY			
Learning Outcome	Theory (10 hrs)	Practical (05 hrs)	Duration (15 Hrs)
1. Demonstrate the knowledge of personal safety at the workplace	1. Personal safety 2. Risks associated while working alone 3. Safety of others – keeping employees and customers safe 4. Dealing with hostile crowd for avoiding damage to equipment and property 5. Types of fires – classification 6. Components of fire – fire pyramid 7. Control of fuel and ignition sources (bins and waste disposal) 8. Safe storage of inflammables 9. Inspection and maintenance of electrical equipment 10. Ensuring availability of adequate fire extinguishing equipment and materials, including fire blanket, fire extinguishers (colour codes) and sprinkler systems 11. Avoiding negative consequences – loss to productivity, business disruption, long term effects on employee health, damage to organisation's image and reputation 12. Dealing with aggressive individuals and intoxicated persons 13. Use of Personal Protection Equipment, personal alarms, mobile, and radios 14. Personal safety during screening and search	1. Extinguishing a small fire in the presence of the teacher in an open and safe area of school premises with the help of fire extinguishers 2. Application of fire hose for extinguishing large fires	05

	15. Procedures for lone working 16. Daily duties to check for safety and potential hazards		
3. Demonstrate the knowledge of maintaining good public relations and exhibiting professionalism at the workplace	1. Personal appearance (presentable and clean attire, meet employer guidelines, professional attitude and skills) 2. Right conduct and positive attitude for maintaining good public relations 3. Meet and greet procedure 4. Being a team player 5. Acting without discrimination 6. Personal integrity and understanding 7. Right to Dignity 8. Right to Privacy 9. Gender Sensitivity 10. Staying free from intoxicants 11. Keeping physically fit 12. Compliance with employer's policies and guidelines 13. Following organisational values and standards	1. Developing a protocol for answering a phone call when the outsider is cordial/irritated. 2. Role play- meet and greet procedure, visitor management	05
4. Demonstrating knowledge on safety plans, emergency response and First Aid	1. Security guard and safety plans 2. Escape and escape routes 3. Personal safety gear and clothing 4. Violations of safety rules 5. Identifying and reporting fire hazards 6. Assisting fire fighters	1. Observe and make a note of the emergency escape routes of a large building such as a shopping mall 2. Demonstrate the suggested physical exercises in the presence of a trainer	**05**

	7. First aid – providing first aid facilities and basic first aid practices for unconsciousness, choking, bleeding, seizures, fractures, shock, burns, injuries, bites, stroke, etc. 8. Whom to contact in case of health emergencies - Ambulance services and Supervisor 9. Staying safe from aids, sexually transmitted diseases and few common ailments 10. Basic exercises to remain healthy 11. Occupational hazards, such as slips, trips, etc. 12. Assessment of load and use of mechanical aid for lifting. 13. Correct posture of head, feet and back for sitting, standing and lifting things 14. Correct positing of load, smooth movements, avoidance of twisting, etc.		
Total			**15**

UNIT 2: DOCUMENTATION			
Learning Outcome	**Theory (10 hrs)**	**Practical (10 hrs)**	**Duration (20 Hrs)**
1. Demonstrate the knowledge of general guidelines which help in proper documentation	1. Recording and reporting methods – manual, online, telephone and by post 2. Recording in diary and reporting to the	1. Practice sessions on writing about incidents and reporting through various methods 2. Memory games 3. Practice sessions on answering	10

Learning Outcome	Theory	Practical	Duration
	relevant enforcing authority 3. Keeping record of incidents 4. Things to remember during documentation 5. Recording observations 6. Who, what, where, when, why, and how- guiding questions in report writing	questions related to incidents	
2. Demonstrate the knowledge of security registers and types of gate passes	1. Different types of identity cards 2. Different types of gate passes 3. Different types of registers	1. Developing a plan of action on documentation and access control for an imaginary event at school	10
Total			**20**

UNIT 3: TRAFFIC CONTROL AND PARKING

Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 Hrs)
1. Demonstrate the knowledge of traffic signs and procedures for controlling traffic and managing parking	1. Safety aspects during traffic control 2. Traffic control signals 3. Accidents 4. Emergency vehicles 5. Parking principles 6. Hazards in parking lots 7. Parking lot signage	1. Demonstration and identification of various traffic signals 2. Observing and make a note of how a traffic police man/woman is managing the traffic	25
Total			25

UNIT 4: SECURITY IN INDUSTRIAL AND COMMERCIAL DEPLOYMENT

Learning Outcome	Theory (10 hrs)	Practical (05 hrs)	Duration (15Hrs)
1. Demonstrate the knowledge of security in industrial deployment	1. Physical security measures 2. Material gate and vehicle stickers 3. Keys of the organization 4. Emergency response plan 5. Material security	1. Mock drill on prevention and reduction of loss and damage to materials and protection of life	10

2. Demonstrate the knowledge of security in commercial deployment	1. Role and Responsibilities of Security Guard in Commercial deployments 2. Security of shopping mall	1. Assessment of vulnerability of a shopping mall towards shoplifting 2. Mock drill on prevention and reduction of loss and damage to materials and protection of life. 3. Mock drills on protection of life, reduction in loss of goods from shoplifting, burglary and pilferage, reduction in damage to building and contents.	5
Total			**15**

UNIT 5: SECURITY ESCORTS			
Learning Outcome	**Theory (10 hrs)**	**Practical (15 hrs)**	**Duration (15Hrs)**
Demonstrate the knowledge of roles and responsibilities of a security escort	1. Mobile protection plan 2. Convoy composition 3. Communication 4. Readiness of driver 5. Assistance to protectee 6. Personal security officer for body protection	1. Mock drills on monitoring and responding to safety risks	**15**
Total			**15**

6. ORGANISATION OF FIELD VISITS

In a year, at least 3 field visits/educational tours should be organised for the students to expose them to the activities in the workplace.

7. LIST OF EQUIPMENT AND MATERIALS

The list given below is suggestive and an exhaustive list should be prepared by the vocational 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.

1. Alarm Panels
2. Batons

3.   Boots
4.   CCTV Cameras
5.   Clock
6.   Digital Video Recorder
7.   Dome Camera
8.   Door Frame Metal Detector (DFMD)
9.   Duty Uniform
10.   Emergency Flood Lights
11.   Emergency Warning Lights
12.   Explosive Vapour Detector (EVD)
13.   Fire Extinguishers
14.   First Aid Equipment
15.   First Aid Kit
16.   Hand Held Metal Detector (HHMD)
17.   Handcuffs
18.   Infrared Ray based Camera
19.   Key Boards
20.   Notebook
21.   Padlocks together with chains
22.   Pan Tilt and Zoom (PTZ) Camera
23.   Signs
24.   Pen
25.   Public Address System
26.   Rope
27.   Safety helmets
28.   Security Guard Belts
29.   Smoke Detectors
30.   Spare Batteries and Bulbs
31.   Specimen Challan
32.   Specimen Identity Card
33.   Specimen Invoice
34.   Temporary Pass
35.   Torch Light
36.   Two Way Radios and Chargers
37.   Under Chassis Inspection Mirror (UCIM)

8. VOCATIONAL TEACHER'S/ TRAINER'S QUALIFICATION AND GUIDELINES

Qualification and other requirements for appointment of vocational teachers/trainers on contractual basis should be decided by the State/UT. The suggestive qualifications and minimum competencies for the vocational teacher should be as follows:

S.No.	Qualification	Minimum Competencies	Age Limit
1.	Graduate in any discipline with at least one year work/teaching experience in	Effective communication skills (oral and written)	18-37 years (as on Jan. 01 (year)

	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	Basic computing skills Technical competencies	Age relaxation to be provided as per Govt. rules.
	Ex-servicemen who have rendered at least 10 years of service in the Armed Forces are exempted from the 'experience' clause.		

Vocational Teachers/Trainers form the backbone of Vocational Education being imparted as an integral part of *Rashtriya Madhyamik Shiksha Abhiyan* (RMSA). They are directly involved in teaching of vocational subjects and also serve as a link between the industry and the schools for arranging industry visits, On-the-Job Training (OJT) and placement.

These guidelines have been prepared with an aim to help and guide the States in engaging quality Vocational Teachers/Trainers in the schools. Various parameters that need to be looked into while engaging the Vocational Teachers/Trainers are mode and procedure of selection of Vocational Teachers/Trainers, Educational Qualifications, Industry Experience, and Certification/Accreditation.

The State may engage Vocational Teachers/Trainers in schools approved under the component of Vocationalisation of Secondary and Higher Secondary Education under RMSA in the following ways:

(i) directly as per the prescribed qualifications and industry experience suggested by the PSS Central Institute of Vocational Education(PSSCIVE), NCERT or the respective Sector Skill Council(SSC)
OR
(ii) through accredited Vocational Training Providers accredited under the National Quality Assurance Framework (NQAF*) approved by the National Skill Qualification Committee on 21.07.2016. If the State is engaging Vocational Teachers/Trainers through the Vocational Training Provider (VTP), it should ensure that VTP should have been accredited at NQAF Level 2 or higher.

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

The educational qualifications required for being a Vocational Teacher/Trainer for a particular job role are clearly mentioned in the curriculum for the particular NSQF compliant job role. The

State should ensure that teachers / trainers deployed in the schools have relevant technical competencies for the NSQF qualification being delivered. The Vocational Teachers/Trainers preferably should be certified by the concerned Sector Skill Council for the particular Qualification Pack/Job role which he will be teaching. Copies of relevant certificates and/or record of experience of the teacher/trainer in the industry should be kept as record.

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

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

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

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

The State should ensure that the existing trainers undergo in-service training of 5 days every year to make them aware of the relevant and new techniques/approaches in their sector and understand the latest trends and policy reforms in vocational education.

The Head Master/Principal of the school where the scheme is being implemented should facilitate and ensure that the Vocational Teachers/Trainers:

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

Assessment and evaluation of Vocational Teachers/Trainers is very critical for making them aware of their performance and for suggesting corrective actions. The States/UTs should ensure

that the performance of the Vocational Teachers/Trainers is appraised annually. Performance based appraisal in relation to certain pre-established criteria and objectives should be done periodically to ensure the quality of the Vocational Teachers/Trainers. Following parameters may be considered during the appraisal process:

1. Participation in guidance and counselling activities conducted at Institutional, District and State level;
2. Adoption of innovative teaching and training methods;
3. Improvement in result of vocational students of Class X or Class XII;
4. Continuous upgradation of knowledge and skills related to the vocational pedagogy, communication skills and vocational subject;
5. Membership of professional society at District, State, Regional, National and International level;
6. Development of teaching-learning materials in the subject area;
7. Efforts made in developing linkages with the Industry/Establishments;
8. Efforts made towards involving the local community in Vocational Education
9. Publication of papers in National and International Journals;
10. Organisation of activities for promotion of vocational subjects;
11. Involvement in placement of students/student support services.

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