		Private Security NVEQF Level 1	
S N	Unit Title	Contents	Distribution of Marks
1	Communication at workplace	Identifying Elements Of Communication Cycle, Providing Feedback, Overcoming Barriers In Communication, Applying Principles Of Communication, Applying Elements Of Verbal And Non-Verbal Communication And Using Communication Equipment And Channels	03+02=05
2	Disaster Management and Emergency Response(Basic)	Identify natural and manmade disasters , Identify elements of disaster and emergency management, Deal with fire emergencies	05+01+01=07
3	Development and Maintenance of Relationship with Stakeholders	Identify stakeholders and their role, Communicate effectively with stakeholders, Describe the factors that influence the development and maintenance of relationship with stakeholders, Manage conflicts	02+01=03
4	Occupational Health and Safety Procedures	Describe the various common hazards and risks at workplace ,Describe the various stages involved in assessment and management of risks associated with hazards, Describe the measures for controlling hazards at workplace,	03
5	Observation and Monitoring People	Demonstrate the knowledge of using senses in observing people, Describing the procedure for maintaining a secure environment, Describe the reason of security breach and procedure for reporting incidents.	03+02=05
6	First Aid at workplace(Basic)	Describe the various factors affecting health at workplace and relate them with first aid practices, Identify facilities, equipment and materials for First Aid, Perform the role of First Aider in case of fever, heat stroke, back pain, asthma, and food borne illness, Perform the role of first aider in cuts, bleeding, burns, insect bites and stings, dog bites and snake bites	05+01+01=07
7	Work integrated Learning-Security Services-L1	Describe the role of security, Distinguish between different types and purposes of security, Describe the various career opportunities in national security forces, Keep physically fit	05

The web addresses for access the following materials:

1) For curriculum and syllabus softcopy of 9th class(Level-1) will be available at www.psscive.nic.in , www.himachal.nic.in/higher education/ recourse centre/NVEQF & www.cive.org

2) For National occupational standard of concerned sector are available at: www.nsdc.org   at NOS

For reporting at District and State:

3) You will report to your following official from Govt side at your district and state:
   1) School coordinator and Principal of concerned school.
   2) District Project officer cum Principal DIET
   3) District Coordinator Vocational Education (RMSA) at DIET.
   4) Dr. G.N. Chauhan, State Nodal officer Shimla
   5) Sh. Ghanshyam Chand, State Project Director RMSA.

4) For Vocational Trainer Providers (VTP)side:
   1) State coordinator
   2) State Project Manager
   3) Company heads

ANNUAL EXAMINATION
PRIVATE SECURITY (THEORY)
9th (Normal Track)

Time Allowed – 3 Hours   Max Marks – 35

NOTE: -- (i) All questions are compulsory.
   (ii) Answer should be brief and to the point.
   (iii) Answer to question of 1 mark in one word or in a line, 2 marks in 20 to 40
      words, of 3 marks in 40 to 60 words and 5 marks in 60 to 90 words.

Q.1   Answer the following Questions briefly: 5x1 = 5
   a) What are the important Parts of Communication?
   b) What is disaster management?
   c) What are those senses which are involved in observation?
   d) What is health?
   e) What are the three elements that are necessary for a fire to ignite

Q.2   Answer the following: 3x2 = 6
   (a)   What do you mean by duty log?
   (b)   What is the role of Government Agencies in Disaster Management?
   (c)   Write down the names of the items which are necessary in first aid kit

Q.3   Answer any three of the following Question.   3x3 = 9
   a) Who will you define about General risks?
   b) What is the role of a disaster management committee at the village level?
   c) What are the different classes of fire?
   d) What are the Principles of first aid?

Q.4   Write any three of the following.   3x5 = 15
   a) Describe the role of security also write various career opportunities in national
      security forces are.
   b) Explain the role of First Aider in case of fever, heat stroke, back pain, bleeding,
      snake and dog bites.
   c) Explain element of emergency managements? How a person can deal with fire
      emergencies.
   d) Describe different facilities, equipments and material available for First aid.

ANNUAL EXAMINATION
PRIVATE SECURITY (Practical)
9th (Normal Track)

Time: 3hrs   Max. Marks: 50

NOTE: The candidates are required to perform any two practical.

<u>Marks Distribution</u>

(a) Objective   01
(b) Circuit diagram/Figure   03
(c)Theory and procedure   03
(d)Performance   10
(e)Practical copy and Charts   03
(f)Viva and Project/Model   05

1. Write and demonstrate verbal and non verbal communication.   (25X2=50)

2. Write and demonstrate role of First Aider in case of fever, back pain, asthma, bleeding and dog bites.

3. Write and demonstrate different steps in case of natural and manmade disasters.

राष्ट्रीय व्यावसायिक शिक्षा योग्यता कार्यक्रम
एन.वी.ई.क्यू. - स्तर 1
क्षेत्रः निजी सुरक्षा

पं.सु.श. केन्द्रीय व्यावसायिक शिक्षा संस्थान
(एन.सी.ई.आर.टी की इकाई,मानव संसाधन विकास मंत्रालय,भारत सरकार के अन्तर्गत)
श्यामला हिल्स, भोपाल

विषय वस्तु

प्रस्तावना

राष्ट्रीय व्यावसायिक शिक्षा योग्यता रूपरेखा (एनवीईक्यूएफ) मानव संसाधन विकास मंत्रालय (एमएचआरडी), भारत सरकार द्वारा विकसित एक वर्णनात्मक रूपरेखा है जो विभिन्न योग्यताओं को जोड़ने के लिए एक सामान्य संदर्भ प्रदान करती है। यह स्कूलों, व्यावसायिक शिक्षा और प्रशिक्षण संस्थान, तकनीकी शिक्षा संस्थानों और विश्वविद्यालयों/कॉलेजों को शामिल करते हुए एक राष्ट्रीय स्तर पर मान्यता प्राप्त योग्यता प्रणाली के लिए सामान्य सिद्धांतों और दिशा निर्देशों की स्थापना के लिए उपयोग किया जाता है।

एनवीईक्यूएफ ज्ञान और कौशल के स्तर की एक श्रृंखला के अनुसार योग्यता का आयोजन करता है। इन स्तरों को अधिगम के परिणामों अर्थात दक्षताओं (ज्ञान, कौशल और दृष्टिकोण) के संदर्भ में परिभाषित किया गया है जो इस पर ध्यान दिए बिना छात्रों में होने चाहिए कि यह औपचारिक, अनौपचारिक या अनौपचारिक शिक्षा और प्रशिक्षण प्रणाली के माध्यम से हासिल किया गया है। योग्यताएं अधिगम इकाइयों या योग्यता की इकाई के विशिष्ट क्षेत्रों के व्यावसायिक मानकों से बने होते हैं। योग्यता की इकाइयां ज्ञान और कौशल की विशिष्टियां और कार्यस्थल में अपेक्षित उस ज्ञान और कौशल स्तर के अनुप्रयोग हैं। दक्षता की इकाइयों या राष्ट्रीय व्यवसाय मानकों में वे सामान्य तथा तकनीकी दक्षताएं होती हैं जो एक कर्मचारी में होनी चाहिए, जैसा कि संबंधित आर्थिक या सामाजिक क्षेत्र की क्षेत्र कौशल परिषद द्वारा निर्दिष्ट किया गया है।

दक्षता को उस संदर्भ में परिभाषित किया जाता है जो एक व्यक्ति को करने (निष्पादन) की आवश्यकता होती है, किस परिस्थिति में (परिस्थितियां) में इसे किया जाता है और इसे कितनी अच्छी तरह (स्तर) किया जाता है। इसे मोटे तौर पर मूलभूत, व्यावहारिक और बाध्य दक्षताओं में वर्गीकृत किया जा सकता है। एक व्यक्ति कार्यबल में प्रभावी रूप से भाग लेने के लिए सामान्य दक्षताओं को आवश्यक माना जाता है जबकि यह तकनीकी दक्षता के विशिष्ट समूह कार्य और इसकी प्रक्रियाओं और अपने नियमों और विनियमों में एक व्यक्तिगत ज्ञान और विशेषज्ञता हैं। मानव संसाधन विकास मंत्रालय द्वारा दिनांक 3 सितंबर, 2012 को एनवीईक्यूएफ के विभिन्न पहलुओं पर एक कार्यकारी आदेश एफ. सं. 1–4 / 2011 – वीई जारी किया गया है। एनवीईक्यूएफ पर अधिक जानकारी के लिए मानव संसाधन विकास मंत्रालय की वेबसाइट www: mhrd.gov.in पर देखें।

पद ''पाठ्यचर्या'' (बहुवचन : पाठ्यचर्याएं) को अंग्रेजी भाषा में ''करिकुलम' शब्द लेटिन भाषा ''रेस कोर्स'' से आया है, जिसका अर्थ विलेखों (दस्तावेज) का क्रम और बच्चों के अनुभव हैं जिनसे गुजरकर वे वयस्क बनते हैं। दक्षता आधारित पाठ्यचर्या में बताया गया है कि छात्र को कार्यक्रम या अध्ययन के अंत में क्या 'सीखना' चाहिए और 'क्या करने में सक्षम होना चाहिए', इसे पूरा करने में सक्षम होना चाहिए। इसमें प्रत्येक छात्र से अभिज्ञात दक्षताओं और उप दक्षताओं में महारत पाने की अपेक्षा की जाती है। इसमें वे मानदंड और शर्तें स्पष्ट रूप से बताए जाते हैं, जिनसे निष्पादन का आकलन किया जाता है। इसमें उन अधिगम गतिविधियों को भी परिभाषित किया जाता है जिनसे छात्र लक्षित अधिगम परिणाम में महारत हासिल करेंगे।

दक्षता आधारित पाठ्यचर्या को आपस में जुड़े हुए हिस्सों में तोड़ा जाता है जिन्हें, इकाई कहते हैं। प्रत्येक इकाई को इस आधार पर ज्ञान और कौशलों में बांटा जाता जिसके लिए छात्र द्वारा साक्ष्य दिए जाए और अध्यापक और प्रशिक्षक द्वारा मूल्यांकन किया जाए।

क्षेत्र के बारे में

शब्दकोश की परिभाषा में सुरक्षित और सुरक्षा का अर्थ है खतरे या जोखिम से मुक्त। कोई भी कार्य जो सुरक्षा देने या इसका आश्वासन देता है या एक दायित्व की पूर्ति या प्रतिज्ञा के रूप में किया जाता है उसे सुरक्षा कहते हैं। सुरक्षा शब्द का अर्थ है ''सुरक्षित महसूस करना''। अंग्रेजी का सिक्योर शब्द लैटिन भाषा के सेक्यूरस शब्द से आया है जिसका अर्थ है ''चिंता रहित'', जबकि अंग्रेजी के गार्ड शब्द का जन्म फ्रांसीसी शब्द गार्डे या गार्डर से हुआ है, जिसका अर्थ है ''सुरक्षा देना''। इन शब्दों को एक साथ रखकर अंग्रेजी का शब्द सिक्योरिटी (सुरक्षा) गार्ड बनता है, जिसका अर्थ है ''चिंता रहित अनुभूति के साथ सुरक्षा देना''।

राष्ट्रीय सुरक्षा एजेंसियों अर्थात् थल सेना, नौसेना, वायु सेना, पुलिस और गुप्त खुफिया संगठन राष्ट्र के नागरिकों को सुरक्षा प्रदान करने के लिए जिम्मेदार हैं। स्थानीय स्तर पर, निजी ''सुरक्षा फर्मों'' की ''सुरक्षा व्यवस्था'' के प्रावधान के माध्यम से कंपनी, घरेलू और व्यक्ति की लोगों और परिसंपत्ति को सुरक्षा प्रदान करते हैं जिसमें बर्गलर अलार्म, इलेक्ट्रॉनिक निगरानी, निजी सुरक्षा गार्ड आदि शामिल हैं। सुरक्षा और सुरक्षा कर्मी व्यक्तियों, भवनों, सुविधाओं और अन्य प्रमुख परिसंपत्तियों की रक्षा करने में अपने कौशल का उपयोग करके सार्वजनिक सुरक्षा और व्यवस्था का समर्थन करते हैं। वे परिसंपत्ति की सुरक्षा, परिवहन सेवाएं, घटनाओं के साथ ही निजी सुरक्षा और निजी और सार्वजनिक क्षेत्रों में मूल्यवान वस्तुओं की सुरक्षा के क्षेत्रों में कार्य करते हैं।

विभिन्न रोजगार के अवसर जिसमें निजी सुरक्षा क्षेत्र में निम्नलिखित प्रस्ताव शामिल हैं (1) अंग रक्षक, (2) वरिष्ठ सुरक्षा कार्यपालक, (3) सुरक्षा कार्यपालक, (4) कनिष्ठ सुरक्षा विशेषज्ञ (5) सुरक्षा प्रशिक्षु, (6) शस्त्र रहित सुरक्षा प्रशिक्षक, (7) मुख्य सुरक्षा प्रबंधक, (8) मुख्य सुरक्षा अधिकारी / सुरक्षा प्रबंधक, (9) सुरक्षा और प्रशासनिक प्रमुख, (10) सुरक्षा अधिकारी, (11) सुरक्षा अभियंता, (12) सर्कल सुरक्षा अधिकारी, (13) सुरक्षा एसोसिएट, (14) सुरक्षा सहायक / गार्ड।

पाठ्यक्रम के उद्देश्य

इस पाठ्यक्रम के पूरा होने पर, आप यह करने में सक्षम होंगे :

- कार्यस्थल पर प्रभावी रूप से संचार करने के लिए ज्ञान का प्रदर्शन।
- संभावित कार्यस्थल खतरों का आकलन करना और उचित सुरक्षा उपायों को आरंभ करना।
- पणधारकों के साथ संबंध विकसित करने और बनाए रखने के ज्ञान का प्रदर्शन।
- विभिन्न व्यवसाय संबंधी स्वास्थ्य और सुरक्षा खतरों को रोकने और नियंत्रित करना तथा इसके लिए उपायों का वर्णन।
- संभावित खतरों का वर्णन करना और अवलोकन तथा निगरानी के माध्यम से उनका पता कैसे लगाएं।
- आपातकालीन स्थिति के मामले में बुनियादी प्राथमिक चिकित्सा प्रदान करना।
- निजी सुरक्षा उद्योग के कार्य की दुनिया के साथ शिक्षण एकीकृत करना।

योग्यता आधारित पाठ्यचर्या
क्षेत्र: निजी सुरक्षा

पाठ्यक्रम संरचनाः इस पाठ्यक्रम (व्यावसायिक योग्यता पैकेज) की योजना में निर्देशों का अनुक्रम है जिसमें निम्नलिखित 07 मॉड्यूलों को इकाई कहा जाता है।

		एनवीईक्यू स्तर 1		
क्र.सं.	इकाई कोड	इकाई शीर्षक	सांकेतिक अधिगम घंटों की सं.	पूर्व – अपेक्षित इकाई, यदि कोई हो
1.	एसएस 101 – एनक्यू 2012	कार्यस्थल में संचार	35	शून्य
2.	एसएस 102 – एनक्यू 2012	आपदा प्रबंधन और आपातकालीन प्रतिक्रिया (मूलभूत)	15	शून्य
3.	एसएस 103 – एनक्यू 2012	पणधारकों के साथ संबंधों का विकास और अनुरक्षण	10	शून्य
4.	एसएस 104 – एनक्यू 2012	व्यवसाय संबंधी स्वास्थ्य और सुरक्षा प्रक्रियाएं	15	शून्य
5.	एसएस 105 – एनक्यू 2012	लोगों का अवलोकन और निगरानी	20	शून्य
6.	एसएस 106 – एनक्यू 2012	कार्यस्थल में प्राथमिक चिकित्सा (मूलभूत)	25	शून्य
7.	एसएस 107 – एनक्यू 2012	कार्य के साथ समेकित अधिगम – सुरक्षा सेवा एल–1	10	शून्य
कुल			130	

पूर्ण योग्यता के लिए सिद्धांत सत्र के **130 घंटे** तथा अभ्यास गतिविधियां तथा रोजगार अधिगम के लिए **70 घंटे** के सत्र सफलता पूर्वक पूर्ण किया जाना चाहिए।

कक्षा गतिविधियां : कक्षा कक्ष गतिविधियां इस कार्यक्रम का अविभाज्य भाग हैं और इसमें प्रशिक्षित अध्यापकों द्वारा अंतःक्रियात्मक व्याख्यान सत्र, इसके बाद चर्चाओं का आयोजन किया जाना चाहिए। अध्यापकों को विभिन्न प्रकार के अनुदेशात्मक सहायक साधनों जैसे विडियो, रंगीन स्लाइड, चार्ट, आरेख, मॉडल, दस्तावेज, हैंडआउट, रिकॉर्डेड कॉम्पेक्ट डिस्क आदि से सुरक्षात्मक और अंतःक्रियात्मक विधि में ज्ञान का प्रसार करना चाहिए।

प्रायोगिक गतिविधियां : सुरक्षा का प्रबंधन करने के लिए व्यवहारिक अनुभव प्रदान करने वाली गतिविधियों में प्रकरण आधारित समस्याओं, अभिनय, खेल आदि को शामिल किया जाना चाहिए, जो सुरक्षा घटनाओं पर आधारित हों और प्रायोगिक अभ्यासों में प्रोपटेक, उपकरण और मशीनें तथा

कवायद उपयोग किए जाते हैं। उपकरण और आपूर्तियां चुने गए व्यावसाय में छात्रों को अपने आप कार्य करने का अनुभव बढ़ाने हेतु दिए जाने चाहिए। प्रशिक्षित कार्मिकों को विशेष तकनीकें जैसे प्राथमिक चिकित्सा, आत्म रक्षा तकनीकें, अग्नि शमन आदि सिखाने चाहिए। एक प्रशिक्षण योजना पर छात्र, अध्यापक और नियोक्ता के हस्ताक्षर होने चाहिए, जिसमें संगठन / उद्योग में छात्रों के प्रशिक्षण के लिए उपकरण, कौशलों और कार्यों की तैयारी का विवरण होना चाहिए।

कार्य के दौरान प्रशिक्षण : कार्य के दौरान प्रशिक्षण (ओजेटी) तब दिया जाता है जब अधिक अनुभव रखने वाला कर्मचारी या पर्यवेक्षक कम अनुभवी व्यक्तियों को कार्य के एक या अनेक पक्षों की जानकारी देता है। प्रशिक्षण में वास्तविक उपकरण और सामग्रियों का उपयोग किया जाता है। ओजेटी एक संरचित तरीके से किया जाना चाहिए जिसमें एक अनुभवी प्रशिक्षक या पर्यवेक्षक के निरीक्षण में प्रशिक्षण योजना बनाई जानी चाहिए। प्रशिक्षण योजना में निष्पादन और दक्षताओं के कार्य प्रदर्शित होने चाहिए जिन्हें पूरा किया जाना है और इस पर संगठन / उद्योग में छात्रों के प्रशिक्षण के लिए कार्य स्थल पर छात्र, अध्यापक और पर्यवेक्षक के हस्ताक्षर होने चाहिए। प्रशिक्षक को कार्य के सभी चरणों की जानकारी देकर छात्रों को प्रशिक्षण योजना के अनुसार प्रशिक्षण प्रदान करना चाहिए। एक संरचित प्रशिक्षण (ओजेटी) में निम्नलिखित चरणों का पालन किया जाना चाहिए :

चरण 1: अनुदेशक या प्रशिक्षक बोलता, दिखाता, प्रदर्शित करता और समझाता है। प्रशिक्षक कार्य का पूरा विवरण देकर रचनात्मक विवरण समझाता है और कार्य के निष्पादन में पुर्जों, उपकरण, सामग्री आदि का उपयोग बताता है।

चरण 2: अनुदेशक या प्रशिक्षक कार्य के चरणों को वास्तविक रूप से करने के लिए एक बार में एक, इस प्रकार प्रत्येक चरण का प्रदर्शन करता है, जबकि प्रशिक्षु देखते हैं। कार्य में चरणों का प्रदर्शन वास्तविक प्रचालन के क्रम में करना अनिवार्य नहीं है, कई बार यह बेहतर होता है कि सरल कार्यों का प्रदर्शन पहले करते हुए आत्म विश्वास का निर्माण किया जाए। प्रत्येक उपयुक्त चरण पर तैयार उत्पाद दर्शाने से छात्र को यह समझने में सहायता मिलेगी कि परिणाम के रूप में क्या आवश्यक है। प्रदर्शन करते हुए प्रशिक्षक समझाता है कि प्रत्येक चरण उसी प्रकार किया जाए जिस प्रकार इसे किया जाना है।

चरण 3: इसमें प्रशिक्षु की सीधी भागीदारी शामिल है। प्रशिक्षक दक्षताओं की जांच सूची पर प्रगति की निगरानी करता है और जब या जहां आवश्यक हो, वहां प्रतिक्रिया तथा पॉइंटर प्रदान करता है।

चरण 4: इसमें प्रशिक्षु निष्पादन मानकों के लिए स्पष्ट लक्ष्य परिभाषित करता है।

प्रमाणीकरण : इस पाठ्यक्रम के सफलतापूर्वक पूरे होने पर राज्य शिक्षा बोर्ड और सुरक्षा ज्ञान तथा कौशल विकास परिषद (एसकेएसडीसी) छात्रों को उनके द्वारा अर्जित दक्षताओं के सत्यापन के बाद प्रमाणपत्र प्रदान करेगा। एसएससी के बारे में अधिक जानकारी के लिए एसकेएसडीसी की वेबसाइट http://www.sksdc.in देखें।

इकाई कोड : एसएस 101 – एनक्यू 2012	इकाई का शीषक : कार्यस्थल में संचार			
	अवधि : 35 घंटे			
	अधिगम के परिणाम	ज्ञान मूल्यांकन	निष्पादन मूल्यांकन	शिक्षण और प्रशिक्षण विधि
स्थानः कक्षा कक्ष	1. संचार चक्र के तत्व की पहचान करें।	1. संचार के अर्थ का वर्णन करें। 2. संचार चक्र के विभिन्न तत्वों को बताएं। 3. प्रेषक, संदेश, मीडिया, प्राप्तिकर्ता और प्रतिक्रिया के बीच के बीच अंतर।	1. संचार चक्र के तत्व की पहचान करें। 2. संचार चक्र का चित्र बनाएं।	**पारस्परिक व्याख्यान :** संचार चक्र के तत्व **गतिविधि :** एक संचार चक्र बनाएं
	2. प्रतिक्रिया दें	1. प्रतिक्रिया के अर्थ का वर्णन करें 2. प्रतिक्रिया के महत्व का वर्णन करें। 3. वर्णनात्मक और विशिष्ट प्रतिक्रिया के बीच अंतर।	1. वर्णनात्मक प्रतिक्रिया प्रदान करने के लिए एक वाक्य निर्माण करना 2. विशिष्ट प्रतिक्रिया प्रदान करने के लिए एक वाक्य निर्माण करना	**पारस्परिक व्याख्यान :** प्रतिक्रिया की विशेषताएं **गतिविधि :** वर्णनात्मक और विशिष्ट प्रतिक्रिया प्रदान करने के लिए एक वाक्य निर्माण करने पर कार्य
	3. संचार में बाधाओं को दूर करने के लिए ज्ञान का प्रदर्शन	1. कारकों का वर्णन जो संचार की बाधा के रूप में कार्य करते हैं। 2. प्रभावी संचार की बाधाओं के विभिन्न प्रकारों के बीच अंतर 3. प्रभावी संचार में बाधाओं को	1. कार्यस्थल में प्रभावी संचार की बाधाओं की सूची बनाएं। 2. संचार में बाधाओं को दूर करने के लिए कार्यनीतियों का चयन	**पारस्परिक व्याख्यान :** प्रभावी संचार की बाधाएं **गतिविधि :**

| | | | दूर करने के तरीकों के बारे में बताएं। | | प्रभावी संचार में भूमिका निभाने और बाधाओं को दूर करने के लिए बाधाओं और समाधानों की सूचीबद्ध करना। |
| | 4. संचार के लागू सिद्धांत | 1. प्रभावी संचार के विभिन्न सिद्धांतों का वर्णन करें। | 1. ग्राही द्वारा आवश्यक सभी तथ्यों को प्रेषित करने वाले एक वाक्य का निर्माण करना
2. विशिष्ट संदेश पर जोर देने वाले वाक्य निर्माण करना
3. ग्राही को संदेश प्राप्त होने पर उसके प्रति आदर दर्शाने का व्यवहार | **पारस्परिक व्याख्यान :**

प्रभावी संचार के सिद्धांत।

गतिविधि :
वाक्यों के निर्माण पर भूमिका निभाने, खेल और कार्य जो तथ्यों और विशेष संदेश पर जोर देता है।

संचार, मान्यता के पत्रों, प्रशस्तियों आदि जैसे विष्यों पर प्रदर्शित लेख पढ़ें। |

इकाई कोड : एसएस 102 – एनक्यू 2012	इकाई का शीर्षक: आपदा प्रबंधन और आपातकालीन प्रतिक्रिया (मूलभूत)			
	अवधि : 15 घंटे			
	अधिगम के परिणाम	ज्ञान मूल्यांकन	निष्पादन मूल्यांकन	शिक्षण और प्रशिक्षण विधि
स्थान : कक्षा कक्ष और संगठन या संस्थान (उदाहरण के लिए, आपदा प्रबंधन संस्थान, फायर स्टेशन आदि)	1. प्राकृतिक और मानव निर्मित आपदाओं की पहचान करना	1. प्राकृतिक आपदाओं के विभिन्न प्रकारों के कारण और प्रभाव का वर्णन करें। 2. प्राकृतिक और मानव प्रेरित आपदाओं के बीच अंतर बताएं। 3. खतरे और आपदा के बीच अंतर बताएं। 4. आपदा और आपातकालीन स्थिति के बीच अंतर बताएं। 5. प्राकृतिक और मानव निर्मित खतरों के उदाहरण बताएं।	1. खतरों के विभिन्न प्रकारों की सूची बनाना 2. प्राकृतिक आपदाओं की सूची बनाना 3. मानव निर्मित आपदाओं की सूची बनाना 4. प्राकृतिक और मानव निर्मित आपदाओं के कारणों की पहचान	**पारस्परिक व्याख्यान :** प्राकृतिक और मानव निर्मित आपदा **गतिविधि :** आपदा/आपातकालीन स्थितियों की बैठक के लिए स्थापित उपकरण का अध्ययन और पहचान करने के लिए संगठन/संस्था/फैक्टरी का दौरा करें।
	2. आपदा और आपातकालीन प्रबंधन के तत्वों की पहचान	1.आपातकालीन और आपदा प्रबंधन के बीच अंतर। 2.आपदा प्रबंधन में शामिल चरण बताएं। 3.आपदा प्रबंधन में शामिल एजेंसियों के नाम।	1. एक भवन की दी गई योजना में निकासी के आपातकालीन द्वार पहचानें। 2. आपदा के दौरान पहनने वाले व्यक्तिगत सुरक्षा उपकरण की पहचान करें।	**पारस्परिक व्याख्यान :** आपदा और आपातकालीन प्रबंधन **गतिविधि :**

			3. आपदा से पीड़ित परिवहन के लिए हाथ से बैठने की व्यवस्था का प्रदर्शन। 4. आपातकालीन टेलीफोन नंबरों की सूची बनाना। 5. आपदा के एक काल्पनिक स्थिति के लिए एक आपदा योजना तैयार करें।	हाथ से बैठने की व्यवस्था पर अभ्यास कार्य का अभ्यास आपदा योजना में संबोधित किए जाने वाले प्रश्नों पर चर्चा और आपदा योजना की तैयारी।
	3. आगजनी की आपातकालीन स्थितियों से निपटना	1. आग के विभिन्न तत्वों का वर्णन। 2. आग के विभिन्न वर्गों के बीच अंतर। 3. आग के विभिन्न कारणों को बताए। 4. कार्यस्थल में आग के सामान्य कारणों की सूची बनाएं	1. इसमें फायर टेट्राहेड्रोन और नामांकित करें। 2. एक उदाहरण द्वारा आग के विभिन्न प्रकारा को वर्गीकृत करना। 3. अग्निशमन उपकरण के लेबल पढ़ें। 4. अग्निशमन यंत्र के उपयोग का प्रदर्शन करें	**पारस्परिक व्याख्यान :** आगजनी की आपातकालीन स्थितियों से निपटना **गतिविधि :** अग्नि शमन के लिए उपकरण के प्रयोगिक पर अभ्यास कार्य के अभ्यास के लिए फायर स्टेशन का दौरा। सामग्री के प्रकार और पते लेबलों के निर्धारण के लिए आग बुझाने के लेबल पढ़ें। छुट–पुट आग के लिए आग बुझाने के उपयोग पर प्रदर्शन और अभ्यास सत्र।

इकाई कोड : एसएस 103 – एनक्यू 2012	इकाई का शीर्षक : पणधारकों के साथ संबंधों का विकास और अनुरक्षण			
	अवधि : 10 घंटे			
	अधिगम के परिणाम	ज्ञान मूल्यांकन	निष्पादन मूल्यांकन	शिक्षण और प्रशिक्षण विधि
स्थान : कक्षा कक्ष और संगठन	1. पणधारकों और उनकी भूमिका की पहचान।	1. पणधारकों के विभिन्न प्रकारों के नाम 2. पणधारकों के विभिन्न प्रकारों के बीच अंतर का वर्णन। 3. संबंध का अर्थ समझाएं। 4. पणधारकों के साथ अच्छे संबंध बनाए रखने के महत्व को बताएं।	1. सुरक्षा उद्योग में मुख्य पणधारकों की सूची बनाएं। 2. एक दिए गए संगठन में पणधारकों की पहचान और संगठन में उनकी भूमिका के बारे में लिखें।	**पारस्परिक व्याख्यान :** पणधारकों और उनकी भूमिका तथा कार्यों के प्रकार। **गतिविधि :** पणधारकों की पहचान करने और उनकी भूमिका तथा कार्यों के बारे में लिखने के लिए एक शॉपिंग मॉल, इंडस्ट्रीज या एक संगठन का दौरा करें।
	2. पणधारकों के साथ प्रभावी संचार	1. मौखिक संचार के लाभों और सीमाओं का वर्णन। 2. लिखित संचार के लाभों और सीमाओं का वर्णन। 3. औपचारिक और अनौपचारिक संचार के बीच अंतर का वर्णन। 4. वरिष्ठ अधिकारियों, सह कर्मियों और ग्राहकों / आगंतुकों के साथ संचार	1. एक स्पष्ट और संक्षिप्त रूप में संचार करें। 2. निजी सुरक्षा उद्योग में उपयोगी विभिन्न रिकॉर्ड, लॉगबुक और रिपोर्ट (लिखित संचार) को पहचानें। 3. प्रभावी संचार के लिए दी गई संक्षिप्त जानकारी।	**पारस्परिक व्याख्यान :** प्रभावी रूप से संचार **गतिविधि :** संचार कौशल पर भूमिका निभाना और ''चाइनीज व्हिस्पर'' जैसा खेल।

		स्थापित करते समय किन बिंदुओं को ध्यान में रखा जाए बताएं	लॉगबुक, रिकॉर्ड और रिपोर्टों का अध्ययन करने के लिए एक उद्योग / सुरक्षा प्रशिक्षण संस्थान का दौरा।
	3. पणधारकों के साथ संबंधों के विकास और रखरखाव को प्रभावित करने वाले कारकों का वर्णन।	1. पणधारकों के साथ संबंधों के विकास और रखरखाव में व्यक्तिगत स्वच्छता और प्रस्तुतीकरण के महत्व को बताएं। 2. पणधारकों के साथ संबंधों को प्रभावित करने वाले कारकों को समझाएं।	1. विभिन्न प्रकार के स्वभावों के ग्राहकों के साथ बात करने की क्षमता का प्रदर्शन करें। 2. एक आक्रामक ग्राहक /आगंतुक को सुनने के बाद नियंत्रित रखने के अभ्यास का प्रदर्शन कैसे करें। 3. पणधारकों के साथ संबंधों को प्रभावित करने वाले कारकों को बताएं।	**पारस्परिक व्याख्यान :** व्यक्तिगत तैयारी और स्वच्छता पणधारकों के साथ संबंधों को प्रभावित करने वाले कारक **गतिविधि :** सुरक्षा सेवाओं में विभिन्न पणधारकों की भूमिका पर समूह चर्चा।
	4. विवादों का प्रबंधन	1. कार्यस्थल में विवादों के मुख्य कारणों का वर्णन। 2. विवाद को हल करने में शामिल चरण बताएं।	1. कार्यस्थल में विवाद के लिए कारणों की सूची बनाएं।	**पारस्परिक व्याख्यान :** विवादों का प्रबंधन **गतिविधि :** विवाद को हल करने की भूमिका निभाना

इकाई कोड : एसएस 104 – एनक्यू 2012	इकाई का शीर्षक : व्यावसायिक स्वास्थ्य और सुरक्षा प्रक्रियाएं			
	अवधि : 15 घंटे			
	अधिगम के परिणाम	ज्ञान मूल्यांकन	निष्पादन मूल्यांकन	शिक्षण और प्रशिक्षण विधि
स्थान : **कक्षा कक्ष और उद्योग / संगठन**	1. कार्यस्थल में विभिन्न सामान्य खतरों और जोखिमों का वर्णन।	1. कार्यस्थल में खतरों के कारण बताए। 2. स्वास्थ्य और स्वच्छता, संबंधी, औजारों के उपयोग और भारी मशीनरी, खतरनाक पदार्थों, ऊंचाई पर काम करने से, वस्तुओं पर हाथ से काम करने, सीमित स्थान, आग आदि के संबंध में खतरों की उदाहरण दें। 3. खतरों (जैविक, रासायनिक, भौतिक, मनोसामाजिक) के बीच अंतर समझाएं। 4. सामान्य और कार्यस्थल की जोखिम के बीच अंतर समझाएं। 5. प्राकृतिक आपदाओं, जलवायु परिस्थितियों, सामाजिक या कानूनी कार्रवाई से उत्पन्न होने वाले सामान्य जोखिम के उदाहरण दें।	1. एक दिए गए कार्यस्थल में खतरों के स्रोतों की पहचान और सूची। 2. एक दिए गए कार्यस्थल में स्वास्थ्य और स्वच्छता, संबंधी, औजारों के उपयोग और भारी मशीनरी, खतरनाक पदार्थों, ऊंचाई पर काम करने से, वस्तुओं पर हाथ से काम करने, सीमित स्थान, आग आदि के संबंध में खतरों की पहचान और सूची। 3. एक दिए गए कार्यस्थल में श्रमिकों के जोखिम की पहचान और सूची।	**पारस्परिक व्याख्यान :** कार्यस्थल में खतरे और जोखिम **गतिविधि :** लोगो के लिए खतरों और जोखिमों की पहचान के लिए एक शॉपिंग मॉल, इंडस्ट्रीज या एक संगठन का दौरा।

	2. खतरों के साथ जुड़े जोखिमों का आकलन और प्रबंधन में शामिल विभिन्न चरणों का वर्णन	1. एक व्यावसायिक स्वास्थ्य और सुरक्षा कार्यनीति के चरणों का वर्णन। 2. जोखिम प्रबंधन प्रक्रिया में शामिल चरण बताएं। 3. कार्यस्थल में जोखिमों और खतरों की पहचान करने का वर्णन करो। 4. कारकों की व्याख्या करें जो कार्यस्थल पर जोखिम की गंभीरता के स्तर को प्रभावित करती है। 5. उन तत्वों की व्याख्या करें जो कार्यस्थल में जोखिमों के आकलन को निर्धारित करती है। 6. कार्यस्थल में सामान्य समस्याओं से संबंधित खतरों को नियन्त्रित करने के लिए किए गए कार्यों के उदाहरण दें।	1. कार्यस्थल में औजार, उपकरण, मशीनरी, रसायन के उपयोग के साथ जुड़े जोखिम की गंभीरता का पहचान और आकलन। 2. एक दी गई स्थिति में खतरे की संभावना को निर्धारित करें।	पारस्परिक व्याख्यान : खतरों के साथ जुड़े जोखिमों का आकलन गतिविधि : कार्यस्थल में जोखिम को कम करने या रोकने के लिए उठाए गए चरणों का अध्ययन करने के लिए और औजार, उपकरण, मशीनरी, रसायन के उपयोग के साथ जुड़े जोखिम की गंभीरता का आकलन करने के लिए भी एक उद्योग / संगठन का दौरा करें।
	3. कार्यस्थल में खतरों को नियंत्रित करने के लिए उपायों का वर्णन करें।	1. आपातकालीन प्रतिक्रिया प्रक्रिया के विभिन्न तत्वों का वर्णन करें। 2. खतरा नियंत्रण उपायों का वर्णन करें। 3. कार्य स्थल पर जोखिम	1. कार्यस्थल में उपयोगी व्यक्तिगत सुरक्षा उपकरण (पीपीई) की पहचान करें। 2. कर्मचारियों के व्यावसायिक स्वास्थ्य	पारस्परिक व्याख्यान : कार्यस्थल में खतरों को नियंत्रित करना गतिविधि :

| और सुरक्षा सुनिश्चित करने के लिए एक संगठन / उद्योग द्वारा अपनाए गए नियंत्रण उपायों / प्रक्रियाओं को पहचानें और सूची बनाएं। | कर्मचारियों के व्यावसायिक स्वास्थ्य और सुरक्षा और रिपोर्ट तैयार करना सुनिश्चित करने के लिए एक संगठन / उद्योग द्वारा अपनाए गए नियंत्रण उपायों / प्रक्रियाओं के अध्ययन के लिए उद्योग / संगठन का दौरा करें। |
| कम करने हेतु किए जाने वाले कार्य बताएं। | | |

इकाई कोड : एसएस 105 – एनक्यू 2012	इकाई का शीर्षक : लोगों का अवलोकन और निगरानी			
	अवधि : 20 घंटे			
	अधिगम के परिणाम	ज्ञान मूल्यांकन	निष्पादन मूल्यांकन	शिक्षण और प्रशिक्षण विधि
स्थान : कक्षा कक्ष, सार्वजनिक स्थल, पुलिस स्टेशन, फॉरेंसिक प्रयोगशाला	1. लोगों के अवलोकन में इंद्रियों का इस्तेमाल करने के ज्ञान का प्रदर्शन करें।	1. एक अवलोकन – सूचना बनाने, व्याख्या और वापस बुलाने में शामिल विभिन्न चरणों का वर्णन करें। 2. निरीक्षण में पांच इंद्रियों की भूमिका के बारे में बताएं – दृष्टि, श्रवण, गंध, स्वाद और स्पर्श। 3. निरीक्षण में इंद्रियों की प्रभावशीलता को प्रभावित करने वाले कारकों का वर्णन करें।	1. एक दी गई स्थिति में इंद्रियों की भूमिका की पहचान – स्थितियों में शामिल हैं, किंतु सीमित नहीं है : 1) एक सुरक्षा अधिकारी लोगों की तलाशी या किसी सार्वजनिक सीन पर सामान की जांच और 2) निजी सुरक्षा अधिकारी द्वारा एक वीआईपी को दिया गया शरीर कवर।	पारस्परिक व्याख्यान : अवलोकन में इंद्रियों का इस्तेमाल करना गतिविधि : अवलोकन में पांच इंद्रियों और यात्रा की रिपोर्ट की तैयार का उपयोग कर सुरक्षा कर्मियों को देखने के लिए एक शॉपिंग मॉल, उद्योग, संगठन, हवाई अड्डे, रेलवे स्टेशन आदि के लिए जाएं।

	4. सुरक्षा के संभावित खतरे का पता लगाने में इंद्रियों के उपयोग के उदाहरण दें।		रिपोर्ट में वांछनीय और अवांछनीय गतिविधियां, अवलोकन की प्रक्रिया, सुरक्षा कर्मियों का लोगों से निपटना, अवलोकन के प्रभाव को प्रभावित करने वाले कारक, संदिग्ध गतिविधियों की पहचान, सुरक्षा कर्मियों के साथ चर्चा आदि को शामिल करना चाहिए।
	2. सुरक्षित परिवेश बनाए रखने के लिए प्रक्रिया का वर्णन।	1. सुरक्षित परिवेश बनाए रखने में प्रौद्योगिकी की भूमिका का वर्णन करें। 2. सुरक्षा में सीसीटीवी, फिंगरप्रिंट स्कैनर, आइरिस स्कैनर और चेहरे के स्कैनर के उपयोग को समझाना। 3. पहुँच नियंत्रण प्रणाली का वर्णन करें। 4. पहुँच नियंत्रण प्रणाली में भौतिक सुरक्षा की भूमिका का वर्णन करें। 5. भौतिक नियंत्रण – प्राकृतिक और संरचनात्मक सुरक्षात्मक बाधाओं के उदाहरण दें।	1. विभिन्न संरचनात्मक सुरक्षा बाधाओं को पहचानें और इनकी सूची बनाएं।	**पारस्परिक व्याख्यान :** सुरक्षित परिवेश बनाए रखना **गतिविधि :** सुरक्षा उद्देश्यों के लिए स्थापित संरचनात्मक सुरक्षा बाधाओं का अध्ययन करने के लिए किसी उद्योग / संगठन / सार्वजनिक स्थानों पर जाएं। इसमें शामिल लोगों, वाहनों और घटनाओं तथा सुरक्षा गार्ड द्वारा की गई कार्रवाई विवरण को पढ़ें।
	3. घटनाओं की रिपोर्टिंग के लिए सुरक्षा में उल्लंघन और प्रक्रिया के कारण का वर्णन करें।	1. सुरक्षा में उल्लंघन के कारण का वर्णन करें। 2. अपराधियों के विभिन्न कार्य करने के तरीकों	1. रिपोर्ट के विभिन्न प्रकारों की पहचान करें और इसकी सूची बनाएं। 2. एक घटना की रिपोर्ट	**पारस्परिक व्याख्यान :** सुरक्षा में उल्लंघन की रोकथाम और रिपोर्टिंग

		को समझाएं – डकैती, चोरी, लूटपाट, आगजनी और बर्बरता।	3. साक्ष्य के विभिन्न प्रकार को पहचानें और इनकी सूची बनाएं	
			तैयार करें।	साक्ष्य का संग्रह और संरक्षण
		3. घटनाएं बताएं जिसके लिए सुरक्षा का उल्लंघन की सूचनी दी गई है।		**गतिविधि :**
		4. घटनाओं की रिपोर्टिंग के लिए प्रक्रियाओं का वर्णन।		1. घटना की रिपोर्ट का अध्ययन करने के लिए एक पुलिस स्टेशन पर जाएं।
		5. प्रत्यक्ष और अप्रत्यक्ष साक्ष्य के बीच अंतर बताएं।		2. संग्रह की प्रक्रियाएं और साक्ष्य के संरक्षण तथा साक्ष्य की अखंडता की रक्षा का अध्ययन करने के लिए एक फोरेंसिक विज्ञान प्रयोगशाला का दौरा करें।
		6. प्रमाणपत्र और वास्तविक साक्ष्य के बीच अंतर बताएं।		
		7. प्रदर्शनात्मक और दस्तावेजी साक्ष्य के बीच अंतर बताएं।		

इकाई कोड : एसएस 106 – एनक्यू 2012	इकाई का शीर्षक : कार्यस्थल में प्राथमिक चिकित्सा (मूलभूत)			
	अवधि : 25 घंटे			
	अधिगम के परिणाम	ज्ञान मूल्यांकन	निष्पादन मूल्यांकन	शिक्षण और प्रशिक्षण विधि
स्थान : कक्षा कक्ष, उद्योग, संगठन, अस्पताल	1. कार्यस्थल पर स्वास्थ्य को प्रभावित करने वाले विभिन्न कारकों का वर्णन करें और इन्हें प्राथमिक	1. आपातकालीन स्वास्थ्य स्थिति का अर्थ समझाएं। 2. आपातकालीन स्वास्थ्य स्थिति के कारण बताएं।	1. कार्यस्थल पर आपातकालीन स्वास्थ्य स्थिति को पहचानें और उनकी सूची बनाएं।	**पारस्परिक व्याख्यान :** आपातकालीन स्वास्थ्य स्थिति और प्राथमिक चिकित्सा

चिकित्सा प्रथाओं से जोड़ें	3. शारीरिक, मानसिक और सामाजिक कल्याण के बीच अंतर बताएं। 4. सांस लेने और रक्त संचार से संबंधित विभिन्न पक्षों का वर्णन करें और प्राथमिक चिकित्सा के साथ इनका संबंध बताएं। 5. कार्यस्थल पर विभिन्न स्वास्थ्य, मनोसामाजिक और सुरक्षा खतरों के उदाहरण दें। 6. प्राथमिक चिकित्सा के बुनियादी सिद्धांत बताएं।	2. सार्वजनिक स्थलों, उद्योग या संगठन में सुरक्षा कार्मिकों के स्वास्थ्य और निष्पादन को प्रभावित करने वाले कारक पहचानें और इनकी सूची बनाएं।	**गतिविधि :** आपातकालीन स्थिति पर चर्चा करने के लिए उद्योग, संगठन, हवाई अड्डा, रेलवे स्टेशन आदि पर जाएं और सुरक्षा कार्मिकों के साथ उनके स्वास्थ्य को प्रभावित करने वाले कारकों तथा उनके स्वास्थ्य और सुरक्षा की देखभाल हेतु उठाए गए कदमों पर चर्चा करें।
	2. प्राथमिक चिकित्सा की सुविधाओं, उपकरण और सामग्रियों को पहचानना।	1. कार्यस्थल पर प्राथमिक चिकित्सा सुविधाओं का महत्व समझाना। 2. प्राथमिक चिकित्सा उपकरण और सामग्रियों के उपयोग का वर्णन करें।	1. प्राथमिक चिकित्सा में उपयुक्त सुविधाओं, उपकरण और सामग्रियों को पहचानना।	**पारस्परिक व्याख्यान :** प्राथमिक चिकित्सा सुविधाएं, उपकरण और सामग्रियां। **गतिविधि :** 1. प्राथमिक चिकित्सा की सुविधाओं का अध्ययन करने के लिए किसी उद्योग / संगठन में जाएं। 2. रिपोर्ट की तैयारी, जिसमें निम्नलिखित से संबंधित पक्ष शामिल हो सकते हैं :1) मूलसंरचनात्मक सुविधाएं, 2) एम्बुलेंस में

			लगाए गए उपकरण, 3) प्राथमिक चिकित्सा किट, 4) एम्बुलेंस, 5) प्राथमिक उपचारक का प्रशिक्षण, 6) कर्मचारियों का प्रशिक्षण, 7) सुविधा का उपयोग आदि।
	3. बुखार, लू पीठ में दर्द, अस्थमा और भोजन से होने वाली बीमारियों में प्राथमिक उपचारक की भूमिका निभाना।	1. स्वास्थ्य संबंधी आपातकालीन स्थिति में प्राथमिक उपचारक की भूमिका समझाएं। ा 2. प्राथमिक चिकित्सा जांच, कॉल, देखभाल के मूलभूत नियम समझाएं। 3. एबीसी सांस के रास्ते, सांस लेने और रक्त संचरण की प्रक्रिया समझाएं। 4. कम, मध्यम और अधिक बुखार के बीच अंतर बताएं। 5. पीठ का दर्द होने के कारणों और उसे बढ़ाने वाले कारकों का वर्णन करना। 6. अस्थमा के लक्षणों का वर्णन करना। 7. अस्थमा का हमला होने के मामले में राहत पाने के लिए प्रयुक्त विभिन्न	1. एक पुतले पर एबीसी करें। 2. डिजिटल थर्मामीटर का उपयोग करते हुए तापमान दर्ज करें। 3. मौखिक पुनर्जलीकरण लक्षण (ओआरएस) तैयार करें। 4. मोच और तनाव सहित चोटों की देखभाल प्रदान करें। 5. अचानक होने वाली बीमारी जैसे भोजन से होने वाली विषालुता की देखभाल प्रदान करें।	**पारस्परिक व्याख्यान :** बुखार, लू पीठ में दर्द, अस्थमा और भोजन से होने वाली बीमारियों में प्राथमिक उपचारक की भूमिका। **गतिविधि :** प्राथमिक चिकित्सा प्रथाओं और प्रक्रियाओं पर विशेषज्ञों द्वारा प्रदर्शन और छात्रों द्वारा अभ्यास।

	प्रकार के इनहेलरों का वर्णन करना।		
	4. कटने, खून बहाव, जलने, कीटे के काटने और डंक लगाने, कुत्ते के काटने तथा सांप के काटने में प्राथमिक उपचारक की भूमिका निभाएं।	1. कटने, खून बहाव, जलने जैसी चोटों में प्राथमिक चिकित्सा प्रदान करने के लिए प्राथमिक उपचारक की भूमिका। 2. आंतरिक और बाहरी खून के बहाव के बीच अंतर का वर्णन करना। 3. प्रथम, द्वितीय, तृतीय स्तर के जलने के बीच अंतर का वर्णन करना। 4. कीड़े के काटने और डंक के लक्षणों का वर्णन करना।	1. कटने, खून बहाव और जलने जैसी चोटों में प्राथमिक चिकित्सा देना। 2. कीड़े के काटने और डंक लगने में प्राथमिक चिकित्सा देना।	**पारस्परिक व्याख्यान :** कटने, खून बहाव, जलने, कीटे के काटने और डंक लगने, कुत्ते के काटने तथा सांप के काटने में प्राथमिक उपचारक की भूमिका। **गतिविधि :** प्राथमिक चिकित्सा प्रथाओं और प्रक्रियाओं पर विशेषज्ञों द्वारा प्रदर्शन और छात्रों द्वारा अभ्यास।

इकाई कोड : एसएस 107 – एनक्यू 2012	इकाई का शीर्षक : कार्य के साथ समेकित अधिगम – सुरक्षा सेवा – एल–1		
	अवधि : 10 घंटे		
	अधिगम के परिणाम	ज्ञान मूल्यांकन	निष्पादन मूल्यांकन	शिक्षण और प्रशिक्षण विधि
स्थान : कक्षा कक्ष, उद्योग, संगठन, सैनिक छावनी, प्रशिक्षण अकादमी, पुलिस मुख्यालय, आर्मी स्कूल, प्रशिक्षण शिविर	1. सुरक्षा की भूमिका का वर्णन करना।	1. सुरक्षा के मूलभूत प्रयोजन का वर्णन करना। 2. खतरों के विभिन्न प्रकारों के बीच अंतर बताना। 3. सुरक्षा की निवारक,	1. कार्य स्थल पर विभिन्न प्रकार के खतरों को अभिज्ञात करना तथा उनकी सूची बनाना।	**पारस्परिक व्याख्यान :** सुरक्षा की भूमिका **गतिविधि :** उद्योग, संगठन में जाना और खतरों को अभिज्ञात करना तथा सुरक्षा

		सुरक्षात्मक और जासूसी भूमिका समझाना।		की भूमिका की जांच करना। लॉगबुक और पारी की रिपोर्ट में सुरक्षा गार्डों और पर्यवेक्षकों द्वारा लिखी गई संक्षिप्त टिप्पणियां पढ़ना। पारी की रिपोर्ट में पारी बदलने के अनुरोधों तथा अनुसूची अलार्म प्रणाली के अनुस्मारकों के बारे में पढ़ना।
	2. सुरक्षा के विभिन्न प्रकारों और प्रयोजनों के बीच अंतर का वर्णन करना।	1. सुरक्षा के विभिन्न प्रकारों और प्रयोजनों के बीच अंतर का वर्णन करें – मानव, सार्वजनिक, निजी, राष्ट्रीय, भौतिक, सूचना, संचार, औद्योगिक, आंतरिक, बाह्य और अंतरराष्ट्रीय सुरक्षा।	1. दी गई परिस्थिति में सुरक्षा के विभिन्न प्रकारों को अभिज्ञात करनों।	**पारस्परिक व्याख्यान :** सुरक्षा के प्रकार **गतिविधि :** सुरक्षा का प्रयोजन प्रदर्शित करने के लिए सुरक्षा की विभिन्न परिस्थितियों पर भूमिका अभिनय।
	3. राष्ट्रीय सुरक्षा बलों में कैरियर के विभिन्न अवसरों का वर्णन करनों।	1. भारतीय थल सेना की संगठनात्मक संरचना तथा रेंकों का वर्णन करना। 2. भारतीय थल सेना में नौकरी पाने के लिए चयन प्रक्रिया का वर्णन	1. अधिकारियों तथा अधिकारियों से निचले स्तर के व्यक्तियों के अधिकारी चिह्न के साथ उनके रैंक का मिलान करना। 2. थल सेना, नौ सेना या	**पारस्परिक व्याख्यान :** राष्ट्रीय सुरक्षा बलों की संगठनात्मक संरचना और भूमिका तथा कार्य। **गतिविधि :** 1. कैरियर के अवसरों का

		करें। 3. भारतीय वायु सेना संगठनात्मक संरचना का वर्णन करना। 4. भारतीय नौ सेना संगठनात्मक संरचना का वर्णन करना। 5. तट रक्षक, सीमा सुरक्षा बल, भारत – तिब्बत सेना पुलिस, सशस्त्र सीमा बल, असम राइफल, केंद्रीय रिजर्व पुलिस बल, रैपिड एक्शन फोर्स और राज्य सुरक्षा बलों की भूमिका का वर्णन करना। 6. निजी सुरक्षा एजेंसियों की भूमिका का वर्णन करें। 7. निजी सुरक्षा एजेंसियों के अधिकारियों के कर्तव्यों तथा जिम्मेदारी का वर्णन करनों।	वायु सेना में कैरियर के अवसरों का पता लगाना।	अध्ययन करने तथा सुरक्षा में विभिन्न नौकरियों की कार्य रूपरेखा देखने के लिए प्रशिक्षण अकादमी और संस्थानों का दौरा करना। 2. उद्योग के रुझानों, नए उपकरण और प्रशिक्षण के अवसरों पर अद्यतन/ताजा जानकारी पाने के लिए सुरक्षा उद्योग की पत्रिकाएं पढ़ना।
	4. शारीरिक रूप से चुस्त रहना ।	1. शारीरिक रूप से चुस्त रहने के विभिन्न घटकों का वर्णन करना – मजबूती, ताकत, फुरती, संतुलन, समन्वय, शारीरिक मजबूती आदि।	1. शारीरिक रूप से चुस्त रहने के लिए व्यायाम करना। इन व्यायामों में यह शामिल हैं किंतु इन तक सीमित नहीं हैं : वील बेरो, ट्रीज इन द	**पारस्परिक व्याख्यान :** शारीरिक रूप से चुस्त रहना। **गतिविधि :** व्यायामों पर व्यवहारिक सत्र।

		2. शारीरिक रूप से चुस्त रहने का महत्व समझाएं।	विन्ड, द बीयर वॉक, द फ्रॉग स्टैंड, और मेजरिंग वॉर्म	

आकलन मार्गदर्शिका

आकलन एक ऐसी प्रक्रिया है जो व्यासायिक क्षेत्र में व्यक्ति की प्रगति या उसकी विशेषता/दक्षता को स्तर निर्धारण करती है। यह रचनात्मक (निरंतर) और/या योगात्मक (अंतिम) हो सकती है। यह साक्ष्य जमा करने और उस सीमा के बारे में निर्णय लेने की प्रक्रिया है, जिस तक एक व्यक्ति मानकों में तय किए गए ज्ञान और कौशल या दक्षता की इकाई में अधिगम परिणाम प्रदर्शित करता है। आकलन व्यक्ति की क्षमता के बारे में सूचना और साक्ष्य के आधार पर किया जाए जिसमें उद्देश्य या मानक स्पष्ट रूप से बताए जाएं। आकलन विधियों की विविधता से अनेक प्रयोजन पूरे होते हैं और दक्षता आधारित आकलन की आवश्यकताएं पूरी होती हैं। उन गतिविधियों से उचित साक्ष्य प्राप्त किए जाने चाहिए जिन्हें दक्षता की इकाइयों में स्पष्ट रूप से जोड़ा जा सके। इसमें दक्षता मानकों के सभी तत्वों और निष्पादन मानदंड/सूचकांकों को शामिल किया जाना चाहिए। छात्र की उपलब्धियों का आकलन निम्नलिखित आकलन विधियों का उपयोग करते हुए होना चाहिए।

क्र. सं.	कार्यों की विधि	भारांक (अधिकतम अंक)	मूल्यांकन कर्ता
1.	लिखित परीक्षा	30	अध्यापक
2.	व्यावहारिक परीक्षा	30	प्रमाणित निर्धारक
3.	मौखिक परीक्षा / मौखिक	10	अध्यापक / बाह्य परीक्षक
4.	पोर्टफोलियो	10	अध्यापक
5.	परियोजना	10	अध्यापक / प्रशिक्षक
6.	प्रत्यक्ष अवलोकन	10	अध्यापक / प्रशिक्षक
कुल		100	

निर्धारक को राज्य शिक्षा बोर्ड द्वारा प्रमाणित किया जाएगा।

1. **लिखित परीक्षा** : इससे प्रत्याशी प्रदर्शित करते हैं कि उन्हें दिए गए विषय का ज्ञान और समझ है।
2. **प्रायोगिक परीक्षा** : इससे प्रत्याशी दक्षता मानकों (कौशल और शैक्षिक मानकों) की तुलना में नकली या वास्तविक कार्य परिस्थितियों में कौशलों का अनुप्रयोग का प्रदर्शन कर सकते हैं।
3. **मौखिक परीक्षा / वाइवा** : इससे प्रत्याशी संचार कौशलों और सामग्री के ज्ञान का प्रदर्शन करते हैं। मौखिक परीक्षा या वाइवा के समय ऑडियो या विडियो रिकॉर्डिंग की जा सकती है।
4. **पोर्टफोलियो** : यह प्रत्याशी द्वारा किए गए दक्षता के दावे का समर्थन करने वाले दस्तावेजों का संकलन है जो पूर्व अधिगम या प्रायोगिक अनुभव से अर्जित की गई है। कार्यस्थल या समुदाय में व्यावहारिक अनुभव के दस्तावेज (फोटो, समाचार पत्र के लेख, रिपोर्ट आदि सहित) और दक्षता की इकाइयों से संबंधित प्रत्याशियों द्वारा तैयार किए गए उत्पादों की तस्वीरें पोर्टफोलियो में शामिल किए जाएं।
5. **परियोजना** : परियोजनाएं (अलग – अलग या समूह की परियोजना) एक समय सीमा में कौशलों के अभ्यास का आकलन करने का अच्छा तरीका है किंतु इन्हें परियोजना में शामिल कार्यों या गतिविधियों के निष्पादन के लिए व्यक्ति की क्षमता के आधार पर दिया जाना चाहिए। कक्षा में परियोजनाओं पर चर्चा की जानी चाहिए और अध्यापक को परियोजना की प्रगति की समय समय पर निगरानी करनी चाहिए तथा सुधार और नवाचार के लिए प्रतिक्रिया प्रदान करनी चाहिए।
6. **प्रत्यक्ष अवलोकन** : प्रत्यक्ष अवलोकन के लिए देखने वाले व्यक्ति और जिन्हें देखा जा रहा है, उनकी ओर से एक पर्याप्त प्रतिबद्धता की आवश्यकता होती है। तालिका में दर्शाए गए रोजगार क्षमता के कौशलों के मूल्यांकन अध्यापक / प्रशिक्षक के प्रत्यक्ष अवलोकन द्वारा किया जाना चाहिए और मूल्यांकन में पारदर्शिता बनाए रखने के लिए उचित रिकॉर्ड रखे जाने चाहिए।

रोजगार कौशल केंद्र	क्र. सं.	सक्षमता और निष्पादन मानक	सक्षम	अब तक सक्षम नहीं
संचार	1.	उचित प्रश्न पूछता है		
	2.	स्पष्ट और रूप से पठनीय लिखता है		
	3.	अच्छी तरह सुनने और प्रत्युत्तर देने के कोशल का प्रदर्शन		

		करता है		
	4.	अनुपस्थिति के बारे में बताता है और कारण भी बताता है।		
दायित्व	5.	कार्य की व्यवस्था करता है		
	6.	समय पर और प्रभावी रूप से कार्य करता है		
	7.	कार्य समय पर पूरे करता है		
	8.	पुर्जों और उपकरणों की देखभाल करता है		
	9.	जिम्मेदारी खुशी से स्वीकार करता है		
	10.	धीरज दर्शाता है		
	11.	कार्य पर गर्व प्रदर्शित करता है		
आपसी संबंध	12.	दोस्ताना और सहयोगात्मक स्वभाव दर्शाता है		
	13.	कठिन परिस्थितियों में चतुराई का प्रदर्शन करता है		
	14.	रचनात्मक आलोचना स्वीकार करता है		
	15.	सकारात्मक मनोवृत्ति दर्शाता है		
स्वास्थ्य और सुरक्षा	16.	उत्तम व्यक्तिगत स्वच्छता का नियमित रूप से पालन करता है		
	17.	अच्छा व्यक्तिगत स्वास्थ्य बनाए रखता है		
	18.	अच्छी तरह से उपयुक्त कपड़े पहनता है		
नवाचार और रचनात्मकता	19.	कारण बताता है और वस्तुनिष्ठ निर्णय देता है		
	20.	विचारों और रायों को अन्य के साथ बांटता है		

1. सक्षम = 0.5 अंक
2. अब तक सक्षम नहीं = 0

उपकरण और सामग्रियों की सूची

नीचे दी गई सूची सुझावात्मक है और अध्यापक द्वारा विस्तृत सूची बनाई जानी चाहिए। संस्थान में केवल मूलभूत पुर्जों, उपकरण और सहायक सामग्रियों की उपलब्ध होती है, अतः छात्रों को अभ्यास और पर्याप्त प्रायोगिक अनुभव के लिए कार्यों का नियमित निष्पादन करना चाहिए।

उपकरण और सामग्रियां

1.	टॉर्च लाइट
2.	छड़ी
3.	हथकड़ी
4.	जूते
5.	सुरक्षा गार्ड बेल्ट
6.	नोटबुक
7.	पेन
8.	अतिरिक्त बैटरी और बल्ब
9.	दो मार्गी रेडियो और चार्ज
10.	सुरक्षा हेलमेट
11.	ड्यूटी की वर्दी
12.	घड़ी
13.	टेलीफोन
14.	की बोर्ड
15.	अग्नि ामक यंत्र
16.	पार्किंग साइन
17.	अलार्म पैनल

18.	चेन के साथ मिलकर पेडलॉक्स
19.	रस्सी
20.	आपातकालीन चेतावनी लाइट
21.	आपातकालीन फलड लाइट
22.	धुआं डिटेक्टर
23.	प्राथमिक चिकित्सा उपकरण
24.	प्राथमिक चिकित्सा किट

रजिस्टर / रिकॉर्ड / रिपोर्ट बुक

1. **अलार्म जांच रजिस्टर :** इसे उन सभी घटनाओं को दर्ज करने में इस्तेमाल किया जाता है, जहां परिसर में अलार्म की जांच की जाती है। इसमें तिथि, समय, जांच करने वाले व्यक्ति का नाम और परिणाम सहित किसी खराबी का विवरण होता है।

2. **प्रति दिन की घटनाएं / घटना की रिपोर्ट / गार्ड रिपोर्ट पुस्तिका –** इसमें घटनाओं के प्रतिदिन के रिकॉर्ड होते हैं जैसे परिसरों में लोगों का आना और जाना, यातायात नियंत्रण, आपूर्तियां और संग्रह तथा ड्यूटी के दौरान होने वाली कोई भी घटना।

3. **चाबी का रजिस्टर :** इसे सुरक्षा विभाग के पास मौजूद सभी चाबियों को दर्ज करने में उपयोग किया जाता है।

4. **खोई और पाई वस्तुओं का रजिस्टर :** इसमें परिसर में खोई या पाई गई सभी चीजों का विवरण दर्ज होता है।

5. **कार्मिक पास का रजिस्टर :** यह कार्य आरंभ होने या समाप्त होने के समय परिसर से बाहर जाने पर कर्मचारियों के विवरणों का रिकॉर्ड रखने के लिए इस्तेमाल किया जाता है।

6. **कबाड़ के पास के लिए रजिस्टर –** इसे परिसर से हटाई जाने वाली सामग्रियां दर्ज करने में उपयोग किया जाता है। इसमें पास के विवरण और अधिकृत व्यक्ति के हस्ताक्षर होते हैं।

7. **खोज रजिस्टर :** इसमें तिथि, समय, खोजे गए व्यक्ति का नाम और पता   ामिल है।

8. **अस्थायी अनु   देश फाइल –** इसमें अनुदेशों के प्रतिदिन के बदलाव या नई जानकारी होती है।

9. **टेलीफोन संदेश पुस्तिका :** इसे प्राप्त सूचना और संदेश दर्ज करने में इस्तेमाल किया जाता है।

10. **पुर्जा और उपकरण उधारी रजिस्टर –** इसमें पुर्जों या उपकरण को उधार देने के विवरण दर्ज किए जाते हैं।

11. **आगंतुक रजिस्टर :** इसे परिसरों में आने और जाने वाले गैर कर्मचारियों के नाम और पते दर्ज करने के लिए इस्तेमाल किया जाता है।

12. **वाहन रजिस्टर :** इसमें परिसर में आने वाले या जाने वाले वाहनों की विवरण दर्ज करने के लिए इस्तेमाल किया जाता है।

योगदानकर्ताओं की सूची

1. मेजर जनरल (सेवानिवृत्त) बी एस घोत्रा, मुख्य प्रचालन अधिकारी, सुरक्षा ज्ञान और कौशल विकास परिषद (एसकेएसडीसी), 305 सिटी कोर्ट, सिकंदरपुर, एम जी रोड, गुड़गांव – 122 002

2. डॉक्टर विनय स्वरूप मेहरोत्रा, एसो. प्रोफेसर और प्रमुख, पाठ्यचर्या विकास और मूल्यांकन केन्द्र, पं. सुं. श. केंद्रीय व्यावसायिक शिक्षा संस्थान (पी.एस.एस.सी.आई.वी.ई.), एनसीईआरटी, श्यामला हिल्स, भोपाल – 462 013

3. कर्नल (सेवानिवृत्त) तपेश चंद्र सेन, उप निदेशक (एसीडी) , सुरक्षा ज्ञान और कौशल विकास परिषद (एसकेएसडीसी), 305 सिटी कोर्ट, सिकंदरपुर, एम जी रोड, गुड़गांव – 122 002

4. श्रीमती लीना कपूर, यूनिफायर्स सोशल वेंचर्स प्रा. लि., डी–253, सर्वोदय एन्क्लेव, नई दिल्ली – 110017

5. श्री मोहित शर्मा, इंटरनेशनल कॉलेज फॉर सिक्योरिटी स्टडीज, डी–452, रामफल चौक, सेक्टर 7, द्वारका, नई दिल्ली।

6. मेजर (सेवानिवृत्त) बिक्रम सिंह, एफ–15 एफएफ, लाजपत नगर –3, नई दिल्ली – 110024

7. लेफ्टिनेंट जनरल (सेवानिवृत्त) प्रदीप बजाज, जी–2, सेक्टर – 25, नोएडा – 201301

8. लेफ्टिनेंट जनरल (सेवानिवृत्त) नीरज गुप्ता, डी–003, राम विहार, सेक्टर 30, नोएडा – 201 303

9. श्री गिरवर सिंह नरुका, सामान्य नौसेना प्रशिक्षक, एचवीटीआई, टीसीपीएल–1, टापुखेड़ा, भिवाड़ी, अलवर, राजस्थान।

10. श्री सी. पाल सिंह, पूर्व आईजी, पुलिस और निदेशक, आंतरिक सुरक्षा अकादमी, माउंट आबू, 949 सेक्टर 37, नोएडा (उ. प्र.)

11. श्री देवेन्द्र कुमार, सतर्कता सह सुरक्षा अधिकारी, राष्ट्रीय शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद (एनसीईआरटी), श्री अरबिंदो मार्ग, नई दिल्ली– 16.

12. कैप्टन बी एन यादव, मुख्य सुरक्षा अधिकारी, भारतीय प्रौद्योगिकी संस्थान (आईआईटी), हौज खास, नई दिल्ली – 16.

13. डॉ. पी वीरैया, सहायक प्रोफेसर, व्यापार और वाणिज्य प्रभाग, पं. सुं. श. केंद्रीय व्यावसायिक शिक्षा संस्थान (पी.एस.एस.सी.आई.वी.ई.), श्यामला हिल्स, भोपाल – 462 013

14. सुश्री अनुपम लखेरा, प्रमुख, सामग्री विकास, यूनिफायर्स सोशल वेंचर्स प्रा. लि., डी–253, सर्वोदय एन्क्लेव, नई दिल्ली – 110017

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TEACHER'S HANDBOOK
SS101-NQ2012

Communication at Workplace

PREFACE

The Teacher's Handbook on **"Communication at Workplace"** is a part of the qualification package developed by the Security Knowledge and Skill Development Council (SKSDC) for the National Vocational Education Qualification of "Unarmed Security Guard (Private Security Sector). The National Vocational Education Qualification Framework (NVEQF) is an initiative of the Ministry of Human Resource Development (MHRD), Government of India to set common principles and guidelines for a nationally recognized qualification system covering Schools, Vocational Education and Training Institutions, Technical Education Institutions, Colleges and Universities. It is envisaged that the NVEQF will promote transparency of qualifications, cross-sectoral learning, student-centred learning and facilitate learner's mobility between different qualifications, thus encouraging lifelong learning.

The private security industry comprises those agencies or people who provide security for people and property under contract and for profit. An Unarmed Security Guard is required to observe, deter, record and report. The basic difference between government and private security is that the government security personnel are empowered by legislation to enforce the law, but it is not so for private security.

The National Curriculum Framework, 2005, recommends that children's life at school must be linked to their life outside the school. This principle makes a departure from the legacy of bookish learning which continues to shape our system and causes a gap between the school, home, community and the workplace. Experiential learning, which is a cyclical process involving observation, reflection and action, should be an integral part of the teaching-learning process. Attempt by the students to solve problems, guided by the teachers or instructors, would enable them to explore and discover new knowledge and develop problem solving skills. A range of pedagogies, including interactive lecture, role plays, case based studies, assignments, projects and on-the-job activities that provide students with generic, technical and professional knowledge and skills should be adopted by the teachers and instructors to foster student-centred learning.

The success of this effort of integrating knowledge and skills depends on the steps that the teachers will take to encourage children to reflect their own learning and to pursue imaginative and on-the-job activities and questions. Participation of learners in skill development exercises and inculcation of values and creativity is possible if children are involved as participants in learning, and not as receiver of information. These aims imply considerable change in school routines and mode of functioning. Flexibility in the daily time-table would be a necessity to maintain the rigour in implementing the activities and the required number of teaching days will have to be increased for teaching and training.

The suggestions by the teachers and other stakeholders in education and training will be of great value to us in bringing about qualitative improvement in the teacher's handbook.

ACKNOWLEDGEMENTS

ABOUT HANDBOOK

The handbook is to assist teachers with teaching and training their students for meeting the occupational standards for "**Unarmed Security Guard** (Private Security Sector) set by the Security Knowledge and Skill Development Council (SKSDC) of India. Occupational Standards describe what individuals need to know, understand and do in order to carry out a particular job role or functions. These are the standards that individuals must achieve when carrying out the various functions at the workplace. The Module on "Communication at Workplace" covers the following elements, performance criteria, knowledge and skills for the job role of Unarmed Security Guard (Private Security Sector):

Unit Code	SKS/N 0001
Unit Title	**Security Tasks in Accordance with Basic Security Practices**
Element	**Carry out assigned security tasks**
Performance Criteria	PC 03: Respond and report about hazards and emergencies
Core/ Generic Skills	SA1: Record and report incidents SA2: Communication skills

Unit Code	SKS/N 0003
Unit Title	**Provide Private Guarding Service to People, Property and Premises**
Element	**Carry out search of designated premises**
Performance Criteria	PC14: Maintain communication during search
Knowledge and Understanding (K)	
Organisational Context	KA3: Means of available communication
Technical/Domain Knowledge	KB4: Use of communication equipment
Skills (S)	
Core/Generic Skills	SA3: Communicate effectively
Professional Skills	SB2: Report and record incidents accurately

Unit Code	SKS/N 0004
Unit Title	**Control Access to the Assigned Premises**
Element	**Control entry and exit from premises**
Performance Criteria	PC 1: Comply with organizational procedures related to access control in the premises with or without use of equipment
Knowledge and Understanding (K)	
Technical/Domain Knowledge	KB6: How to read and write
Skills (S)	
Professional Skills	SB1: Recognize and read different kinds of identification papers
	SB4: Basic communication skills and courtesy

Unit Code	SKS/N 0006
Unit Title	**Control Parking in Designated Areas**
Element	**Conduct parking in designated areas**
Performance Criteria	PC4: Guide drivers to the available parking areas
Knowledge and Understanding (K)	
Technical/ Domain knowledge	KB8: Use of communication equipment
Skills (S)	
Core/ Generic Skills	SA3: Communicate effectively

Unit Code	SKS/N 0007
Unit Title	**Security Escort**
Element	**E1: Carry out security escort duty**
	E2: Respond to incidents affecting security and safety
Performance Criteria	PC4: Maintain communication as per instruction
	PC7: Communicate and seek assistance
Knowledge and Understanding (K)	
Technical/Domain Knowledge	KB4: Means of communication
Skills (S)	
Core/Generic Skills	SA2: Use of communication equipment

Unit Code	SKS/N 0008
Unit Title	**Health and Safety**
Element	**Respond to fire accidents**
Performance Criteria	PC13: Report fire incidents to superiors and emergency service organizations
Knowledge and Understanding (K)	
Technical/Domain Knowledge	KB14: Communicate effectively
Skills (S)	
Core/Generic Skills	SA5: Respond to fire incidents
	SA7: Communicate effectively

Unit Code	SKS/N 0009
Unit Title	**Security in Commercial Deployments**
Element	**Carry out security tasks in commercial domains**
Performance Criteria	PC4: Communicate effectively with concerned stakeholders
Knowledge and Understanding (K)	
Technical/Domain Knowledge	KB3: Communication methods and equipment used
Skills (S)	
Core/Generic Skills	SA2: Be courteous and helpful to customers/stakeholders
	SA3: Communicate effectively with customers/stakeholders
Professional Skills	SB2: Communicate and report
	SB4: Use security and communication equipment in

	the prescribed manner

Unit Code	SKS/N 0010
Unit Title	**Security in Industrial Deployments**
Element	**Carry out security tasks in industrial domains**
Performance Criteria	PC4. Communicate
Knowledge and Understanding (K)	
Technical/Domain Knowledge	KB3: Communication methods and equipment used
Skills (S)	
Professional Skills	SB2: Communicate with the equipment provided

Unit Code	SKS/N 0011
Unit Title	**Positive Projection of Self and the Organisation**
Element	**Conform to the organization's standards of grooming and behaviour**
Performance Criteria	PC7: Observe organization's 'Meet and Greet Procedure'
Knowledge and Understanding (K)	
Technical/Domain Knowledge	KB1: Use of communication equipment

You will have to ensure that the following performance standards are met by each student on completion of the sessions given in the module:

Performance standards	Yes	No
Identify elements of communication cycle		
Draw a diagram of communication cycle		
Construct a sentence for providing descriptive feedback		
Construct a sentence for providing specific feedback		
Compile a list of barriers in communication at workplace		
Demonstrate knowledge to select strategies to overcome barriers in communication		
Construct a sentence that convey all facts required by the receiver		
Construct a sentence with a specific message		
Express in a manner that shows respect to the receiver of the message		
Identify methods of verbal communication		
Identify methods of non-verbal communication		
Deliver a speech with variations in tone and pitch		
Greet politely and appropriately, keeping in view the time of the day		
List the static features of non-verbal communication		
List the dynamic features of non-verbal communication		
Apply telephone etiquette		
Identify logbooks used in security industry		
Recognise reports common to security industry		
Fill in the requisite information in the format of the logbook		
Communicate effectively with words that are appropriate for a particular situation in the security industry		
Operate basic security equipment for communication		

GENERAL INSTRUCTIONS FOR TEACHERS

- Read the Teacher's Handbook carefully before teaching or conducting the training.
- Follow the session plan strictly
- Familiarize yourself thoroughly with the relevant knowledge and skills to be transacted.
- Ensure all materials/aids/equipment required for teaching and training is available.
- Introduce the skill by explaining the purpose.
- Demonstrate the skill to the participants, explaining each step in detail.
- Invite the students to ask questions.
- Ask the students to practice the skill themselves and make observation while they perform the task.
- Provide the students with constructive feedback.
- Discuss in class, the problems faced by the students in performing the task.
- Summarize the key learning.
- Ensure key learning is captured and performance standards are met at the end of each session.
- Regularly check student's workbook to ensure all exercises are being completed on time.
- Ensure that all participants complete the required assessments given in the student workbook.
- Always encourage participants. Never discourage them from getting actively engaged in discussions, question-answer sessions and task-oriented activities.

TABLE OF CONTENTS

Communication is the ability to express and interpret thoughts, feelings and facts in oral and written form. It is also a means of interacting linguistically in an appropriate way in a range of societal, cultural and work context. It is the use of messages to produce meaning within and across a variety of contexts, cultures, methods and media. It is an important way through which facts, ideas, experiences and feelings are shared and exchanged. Humans communicate both **verbally and non-verbally**. Verbal communication includes written and oral communication, whereas non-verbal communication includes body language, facial expression and pictures.

Effective communication occurs only if the receiver understands the exact information or idea that the sender intended to transmit. It involves the use of proper equipment, providing information to the appropriate people and carrying out communication effectively. Breakdown in communication is either due to lack of skills in communicating or lack of coherent thought process. It can also happen due to the breakdown of the communication network. Communication has three important parts – **transmitting, listening and feedback.**
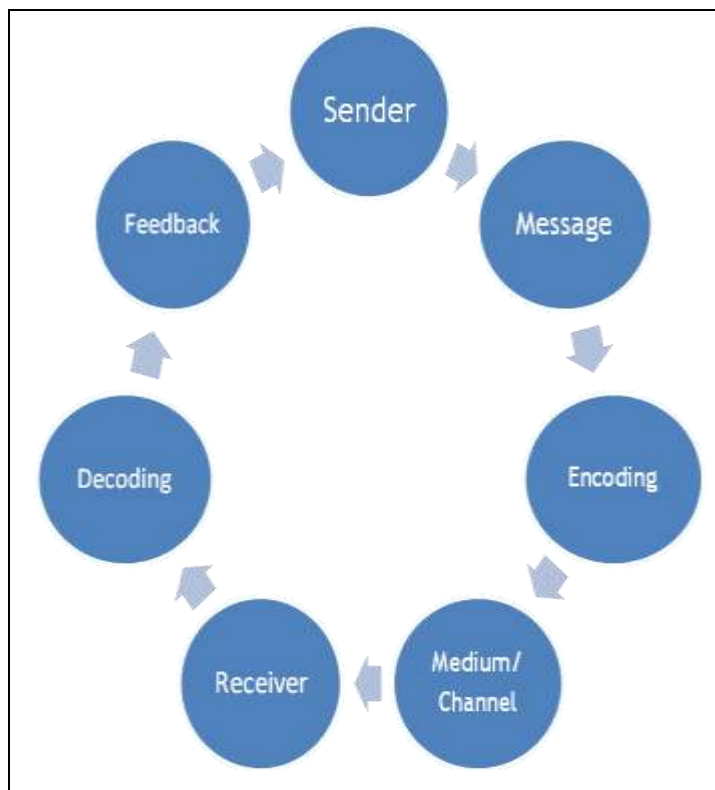
Elements of Communication

The various elements of a communication cycle are as follows:

- **Sender:** The sender gives or **encodes** the message, for example the sender greets a visitor or a client by saying "Good morning Sir/Madam".

- **Message:** The message in this case is "Good morning Sir/Madam", which is also known as the content of the communication.
- **Medium:** It is the **channel** used for communication. It may-be in any of the following forms – **verbal, non-verbal, pictorial, symbolic or written.**
- **Receiver:** The receiver **decodes** the incoming message, or expression, translates and presents an output in the form of a response or reaction.
- **Feedback:** How the receiver responds or reacts is known as feedback. It is the effect, reply or reaction to the information being transmitted.

Communication Cycle

The communication cycle in essence is the process of communication.

Slide 1: Elements of Communication Cycle

The "sender" "encodes" the message into words and sent the coded message as he/she speaks or writes the "message" out. Message is conveyed through **channels including telephone, video-conferencing, letters, emails, meetings, memos, records and reports.** It is then "decoded" by the "receiver" by hearing or reading the message in order to understand what the sender wants to convey.

In an effective communication cycle, the receiver understands the language and the message in the same way that the sender meant it to be. The **words, tonal quality, body language, etc.,** all convey the same message and nothing gets distorted or lost in the process of sending it and the receiver is able to relay back exactly what was intended to be conveyed to him/her.
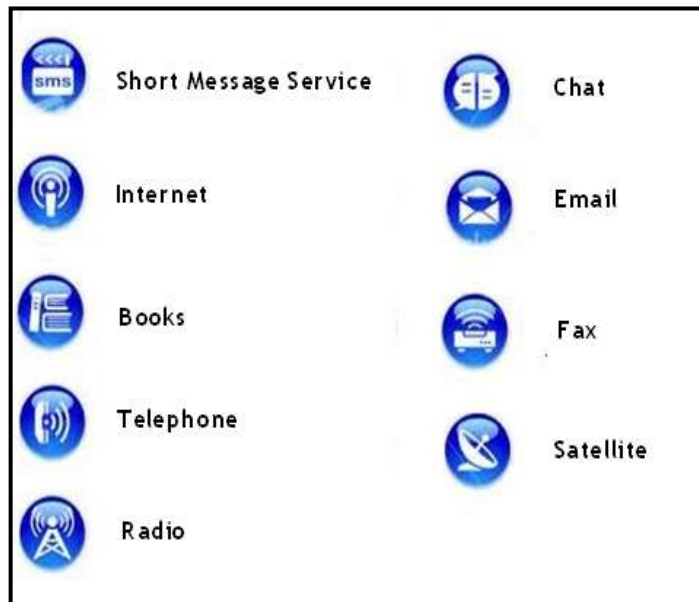
SESSION PLAN 1

1. SESSION TOPIC: Identifying Elements of Communication Cycle

2. OBJECTIVE: To develop student's knowledge, skills and abilities for identifying elements of communication cycle.

3. MATERIALS/EQUIPMENT REQUIRED: Charts, Sketch Pens, Rulers, Computer, Slides, Open Source Software for Slide Presentation, LCD Projector.

4. PREPARATIONS

o Read the glossary given at the end of this handbook.
o Arrange all the materials well in advance

5. TEACHING/TRAINING METHODOLOGY:

T1: Interactive Lecture

DURATION: 1 hr.

PROCESS

1. Prepare the points for the lecture.
2. Introduce the topic.
3. Make an opening by telling students the purpose of the lecture or presentation.
4. Introduce the topic in the class and provide relevant knowledge to the students.
5. Draw the communication cycle on the blackboard/whiteboard and explain each element to the students/Make a slide presentation on communication cycle and explain the same to the students.
6. Relate the topic to the situation and ask questions.
7. Provide specific examples.
8. Involve students by giving them the opportunity to ask questions related to the topic.
9. Clarify any questions students may have.
10. Summarize the topic and emphasize on the key points.
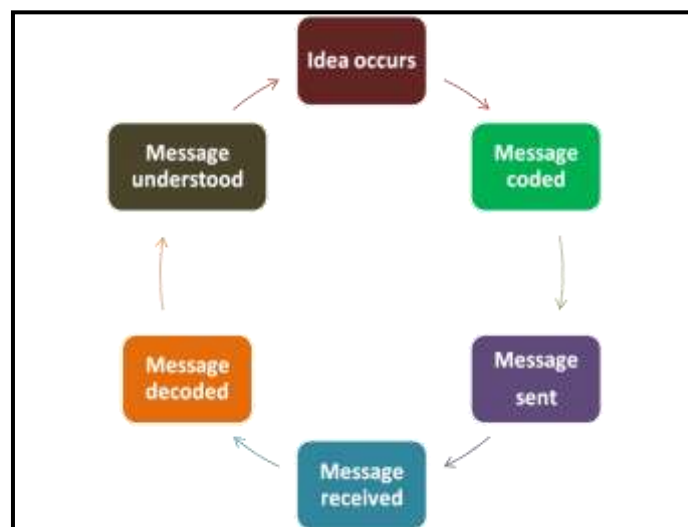
T2: Role Play

Conduct "Role Plays" to make your students understand the various elements of the communication cycle. Ask your students to remember the six essential principles of an effective communication, which are as follows:

1. The information should be delivered in a clear message.
2. Message should be delivered timely.
3. Message should be complete.
4. Message should be concise.
5. Message should be factual.
6. Message should be accurate.

You may use the following scenario to conduct the role play

Scenario

The Security Officer at the entrance of ABC Company stopped a vehicle and asked, 'Good morning Sir! may I help you?' Mr. Vikram in the driver's seat replied, 'Oh yes! I have an appointment with the Vice President of the Marketing Department'. The Security Officer politely replies, 'Alright Sir, please park your vehicle in the parking lot on your left and in the meantime, I will check up the availability of the Vice President'. Mr. Vikram replied 'Thank you Officer'.

T3: Practice session

Ask your students to draw the communication cycle and submit the same as part of their student portfolio.

WRAP UP (20 min.)

1. Discuss in the class what the students have learnt from the activity.
2. You may ask questions, such as
   (i)   What is communication cycle?
   (ii) What are the different elements of communication cycle?
   (iii) Why understanding communication cycle is important in effective communication?

CHECKLIST FOR ASSESSMENT ACTIVITY

Use the following checklist to check whether your students could meet all the requirements for assessment.

Part A

Students could differentiate between

(a) Sender and receiver
(b) Idea and message

Part B

Students could answer the following questions:

(a) What is communication cycle?
(b) What are the different elements of communication cycle?
(c) Why understanding communication cycle is important for effective communication?

Part C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. Performance standards may include, but not limited to:

Performance standards	Yes	No
Identify elements of communication cycle		
Draw a diagram of communication cycle		

SESSION 2: PROVIDING FEEDBACK

RELEVANT KNOWLEDGE

Feedback conveys to the sender, the effectiveness of his/her communication. For individuals who are not trained in communication skills, providing feedback is unconscious. However, when individuals are trained in communication, feedback is a tool for both the listener and the sender to make the communication effective. Giving and receiving feedback are skills that can be learnt. Let us now look at the characteristics of feedback. Some of the characteristics of feedback are as follows:

☐ **It is *descriptive*, rather than *evaluative*: Descriptive feedback** mentions the behaviour that needs to change, whereas **evaluative feedback** makes judgments which do not help in changing behaviour.

☐ **It is *specific*, rather than *general*:** The feedback should be specific as the receiver should know specifically the area that needs to be handled.

☐ *It is directed to changeable behaviour:* Feedback that suggests alternative ways of behaving allows individuals to choose and own the changed behaviour. This ensures that the behaviour change is permanent.

☐ **It is *solicited*, rather than imposed:** Feedback is most useful when the receiver himself/herself has formulated the kind of questions, which those observing him/her can answer.

☐ **It is *well-timed:*** In general, feedback is most useful if it is timely or given at the earliest opportunity.

☐ **It is _checked_ to ensure clear communication:** In order to check whether the receiver has been conveyed the message clearly, the receiver can be asked to rephrase the feedback he/she has received to see if it corresponds to what the sender has in mind.

You need to convey to the students that the three aspects that they should always keep in mind while **giving a constructive feedback** are

(i) Give neutral and honest (stick to facts) observations.
(ii) Propose an alternative or give examples to prove your point.
(iii) Show the benefits of the alternative.

Similarly, you also need to emphasize that the three aspects of feedback that they should always consider **while receiving feedback** are

(i) Listen carefully what the other person has to say.
(ii) Ask questions, if you need any clarifications.
(iii) Do not become defensive or emotional.

SESSION PLAN 2

SESSION TOPIC: Providing Feedback

1. **OBJECTIVE:** To develop students' knowledge, skills and abilities in providing feedback.

2. **MATERIALS/EQUIPMENT REQUIRED:** Charts, Sketch Pens, Rulers, Computer, Slides, Open Source Software for Slide Presentation, LCD Projector, Chairs.

4. **PREPARATIONS**

    o Read the glossary given at the end of the handbook.
    o Prepare points for the interactive lecture
    o Prepare the figures for the game, well in advance

5. **TEACHING/TRAINING METHODOLOGY:**

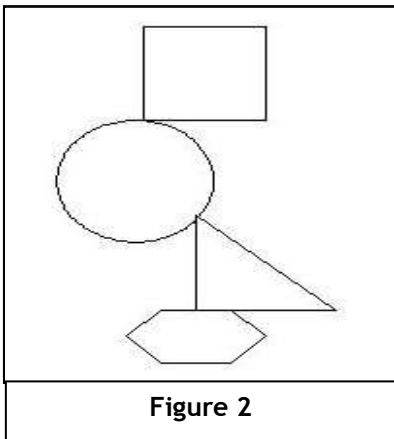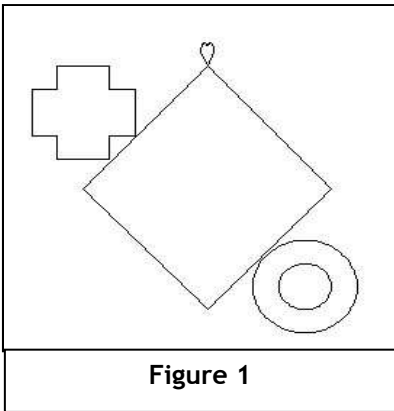**DURATION:** 2 hrs.

PROCESS

1. Introduce the topic.
2. Make an opening by telling the student's, the purpose of the lecture or presentation.
3. Introduce the topic in the class and provide relevant knowledge to the students.
4. Explain to the student's the characteristics of feedback.
5. Give examples of aspects that need to be considered while **giving** feedback.
6. Give examples of aspects that need to considered while **receiving** feedback.
7. Summarize the topic and emphasize on the key points.
8. Check to make sure that each student understands the meaning of feedback.
9. Provide specific examples.
10. Involve students' by giving them the opportunity to ask questions related to the topic.
11. You may ask questions, such as
    (a) What is feedback?
    (b) Why feedback is important in communication?

Figure 1

Figure 2

Speak clearly and not too quickly

Repeat the information in a slightly different way

DURATION: 2 hrs
Ask your students to play this game.
PROCESS

1. This game is played in <u>pairs</u>. It is played in <u>two rounds</u>. The seating for this game are <u>pairs of chairs</u> are placed in the room, giving the participants the room to spread out. The <u>chairs have their back to each other</u>, so that when the participants are seated they will have their backs to each other.

2. In the pairs, one of the participants is assigned the letter name A and the other is assigned the letter name B. All the 'A's in this training game are given **figure1** on a paper. The figure can also be modified as per the requirement. The 'B's in this game are given an empty sheet of paper and a pen or a pencil.

3. In the first round, the 'A's are expected to communicate to 'B' the figure in their hands so that the 'B's are able to draw an exact replica on the sheet given to them. In this round a <u>constraint</u> is introduced.

4. The 'B's are told not to speak while playing this round. They have just to listen and draw according to the instructions by 'A'.

5. After everybody has finished playing the round, the 'B's share their version of the figure with the 'A's. Very rarely does anybody get the figure right. There's quite a bit of laughter at the figures that the 'B's have drawn. In the second round of the game, the 'A's are given **figure 2**.

6. This time, the 'B's are given the opportunity to speak and check with the 'A's about any instructions that they did not understand. After, they have finished, the 'B' show their figures.

1. Using the questions (i) What constraints or barriers did you face?, and (ii) Could you communicate better when you sought clarification from the partner?, clarify the various concepts and principles of communication.
2. Ask the group to reflect on how their 'listening skill' was improved when they sought feedback from the partners.
3. Drive home the fact that in order to communicate effectively, listening skills and feedback are important.

T 3: Role Play

Conduct "Role Plays" to make you student understand the various aspects of giving and receiving feedback. You may utilize the following scenario for the role play.

Scenario

The Security Supervisor overheard a conversation of the Security Guard (S) with a Visitor (V) which went as follows:
  S: Yes.
  V: I would like to meet my friend who is a receptionist.
  S: What is his name?
  V: His name is Mahesh.
The Security Guard dials the number on the telephone and enquires about the availability of Mr. Mahesh.
        S: Yes, you can go in.

CHECKLIST FOR ASSESSMENT ACTIVITY

Use the following checklist to check whether your students could meet all the requirements for assessment.

Part A

Students could differentiate between

(a) Characteristics of feedback.

Part B

Students could answer the following questions:

(a) What is feedback?
(b) Why feedback is important in communication?

Part C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include, but not limited to:

Performance standards	Yes	No
Construct a sentence for providing descriptive feedback		
Construct a sentence for providing specific feedback		

SESSION 3: OVERCOMING BARRIERS IN COMMUNICATION

RELEVANT KNOWLEDGE

- Environmental
- Attitudinal
- System design
- Individual's linguistic ability
- Poor retention
- Inattention
- Emotional state

Slide 1: Factors affecting communication

The various factors that not only influence communication, but may also act as barriers or deterrent to an effective communication can be broadly categorized as environmental, attitudinal, system design, individual linguistic ability, poor retention, inattention and emotional state. You need to teach your students about these factors and also expose them to the possible measures that they may adopt as solution(s) to overcome the barriers.

A. Environmental Factors:

Environmental factors that affect communication include noise and physical obstacles like distance and lack of proper instruments for communication.

(i) Noise: Noise causes stress. Background noise and excessive echo are great distracters to listening, especially for the persons with poor concentration. Similarly use of loud speakers, noise from generators or other machinery interferes with communication.

Tips: Explain your students how removing noise elements or sound proofing the area of verbal communication will improve communication.

You may take your students to a studio and show how sound proofing is done for sound isolation and noise blocking.

You may ask a student to deliver a lecture, while other students are talking to each other in loud voice to demonstrate why it is important to maintain silence when a teacher is delivering a lecture in a class.

You may mention specific advantages of maintaining silence, for example it helps in effective listening, concentration, etc.

(ii) Physical Obstacles: Physical obstacles like distance and use of defective instruments for communication affects the effectiveness of communication. Poor lighting, uncomfortable seating arrangements and unhygienic room also affect communication.

Tips: Explain your students why it is important to develop expertise in using instruments like telephone, fax machine and computers to overcome the barriers. You may also highlight that checking the instrument before using it for communication is useful in avoiding unpleasant situation.

You may demonstrate how poor lighting in the classroom affects visibility and concentration and show the importance of proper lighting. You may also switch off some of the lights. You may demonstrate the checking of proper functioning of the microphone before actually using the same for addressing the audience during the assembly.

B. Attitudinal Factors

Attitudinal factors that affect communication include cultural compulsions, fear of upsetting others, fear of rejection or ridicule like "*Don't speak unless you are asked to*", feeling responsible for the other person, circle of musts (ought to, must, have to), and low self image.

Tips: You may explain your students how personality development training sessions can help them to develop abilities for removing

attitudinal barriers and to make communication effective.

C. <u>System design</u>

(i) Time: Some functions are time sensitive and cannot be delayed. They however, may cause other procedures to be completed in haste and as a result communication could be hampered. Time pressures affect the ability to communicate.

<u>Tips</u>: You may explain your students how to manage time and pace of communication to ensure effectiveness.

You may ask your students to prepare a speech of 5 minutes for a specific occasion, for example Teacher's Day. Ask the students to deliver the speech one by one and suggest how they should manage time. Demonstrate how to effectively deliver a speech within the alloted time.

(ii)Information overload: Overloading a person with a pool of information may result in confusion, misinterpretation and loss of information.

<u>Tips</u>

You may tell your students how to manage information flow and document the information. You may explain your students that if the flow of information is not controlled, then it may result in misinterpretation and loss of information. Give them the tips for effectively filing papers and organizing the files for easy retrieval of documents. Give example of the procedure adopted by the computer in storing the information in files and directories.

3. Complexity in Organisational Structure: Greater the hierarchy in an organisation (i.e., more the number of managerial levels), more are the chances of communication getting misinterpreted or destroyed.

Tips

Explain your students about the hierarchy in an organization and how communication takes place between the people working in administration, accounts, academics, etc. Take your students to the various departments in your school or nearby institution and ask them to interact with the officers and staff and understand the issues with regard to communication. Explain your students how systematic flow of information will reduce the problem of distortion in communication or communication breakdown.

D. Individual linguistic ability

(i) Individual characteristics – Individual characteristics include biological factors like lisping (a speech disorder characterized by the inability to correctly pronounce the sounds of 's' for 'z', known as sibilant consonants), and educational factors, like proficiency in language. Individual differences in terms of the knowledge of vocabulary, grammar, etc. affect communication effectiveness.

(ii) Perceptual and language differences: Perception is generally how each individual interprets the world around him. Communication distortion occurs if there is wrong perception about the message. Rephrasing communication and checking for understanding helps in reducing barrier due to perceptual differences.

You may tell your students why it is important to know different languages and what they can do for learning different languages.

E. Poor retention

Human memory cannot function beyond a limit. One cannot always retain what is being told, especially if he/she is not interested or not attentive. This leads to communication breakdown.

Explain your students the importance of keeping or maintaining records. Use of notes, written messages, e-mails, etc. should be made to avoid communication breakdown. Explain how emailing not only makes communication fast, but also helps in saving paper and time. Demonstrate the use of email in communicating and maintaining e-files for future reference.

F. Inattention

At times we do not listen, but only hear, especially when there are more important things to be taken care of. For instance, if a visitor comes to you at the same instance when you are answering the phone, then it is important to excuse yourself from the person on the phone so that exclusive attention can be given to the visitor or you may request the visitor to wait for some time.

G. Emotional State

Emotional state at a particular point of time also affects communication. For example, if you are shocked for whatever reasons, you may not able to express yourself as you are in unstable state of mind.

SESSION PLAN 3

1. **SESSION TOPIC:** Overcoming Barriers in Communication

2. **SESSION OBJECTIVES:** To develop students' knowledge, skills and abilities in overcoming barriers in communication.

3. **MATERIALS/EQUIPMENT REQUIRED:** Charts, Sketch Pens, Rulers, Computer, Slides, Open Source Software for Slide Presentation, LCD projector.

4. **PREPARATIONS**

   o Read the glossary given at the end of this handbook.

5. **TEACHING/TRAINING METHODOLOGY:**

T1: Interactive Lecture

DURATION: 2 hrs.

PROCESS

1. Prepare the points for the lecture.
2. Introduce the topic.
3. Make an opening by telling the student's the purpose of the lecture or presentation.
4. Introduce the topic in the class and provide relevant knowledge to the students.
5. Explain to the students the various types of barriers in communication.
6. Give examples of barriers in communication.
7. Give examples of strategies to be adopted for overcoming barriers in communication.
8. Summarize the topic and emphasize on the key points.

T2: Discussion

DURATION: 1 hrs.

PROCESS

1. Discuss how noise becomes a barrier to effective communication in places like playgrounds, workstations, front office area, cafeteria, etc.
2. Discuss how physical obstacles like distance and use of defective instruments for communication affects the effectiveness of communication.
3. Discuss how statements like "Don't speak unless you are asked to" and fear of upsetting others or rejection or ridicule act as barriers in communication.

4. Discuss how individual characteristics and mental state affect communication.
5. Discuss the various solutions to the barriers in communication. For example, asking the audience to put the mobile in silent/ meeting mode during the meeting.
6. Share with the students lots of real life case studies so that the students are able to relate themselves with the situation.

Tips

You may ask your students to write a short note (not more than 25 words) on how the various types of barriers affect effective communication.

CHECKLIST FOR ASSESSMENT ACTIVITY

Use the following checklist to check whether your students could meet all the requirements for assessment.

Part A

Students could differentiate between
(a) Types of barrier.

Part B

Students could answer the following questions:

(a) How one can overcome the various types of barriers in effective communication?

Part C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include, but not limited to:

Performance standards	Yes	No
Compile a list of barriers in communication at workplace		

SESSION 4: APPLYING PRINCIPLES OF COMMUNICATION

RELEVANT KNOWLEDGE

The principles of effective communication can be categorized as 7 C's, which are applicable to both written as well as oral communication. These are as follows:

1. <u>Completeness</u> - The communication must be complete. It should convey all facts required by the receiver. A complete communication has the following features:

- No crucial information is missing from the message.
- It gives additional information, wherever required.
- It leaves no questions in the mind of the receiver.
- It persuades the receiver.

2. <u>Conciseness</u> - Conciseness or shortness means that minimum words without forgoing the other C's of communication should be used to communicate. It is time-saving as well as cost-saving.

- It underlines the main message.
- It is more appealing to the receiver.

3. <u>Consideration</u> - Consideration implies that the audience's view point, background, mind-set, education level, their specific requirements, emotions, etc. are considered while communicating with them.

4. <u>Clarity</u> - Clarity implies emphasizing on a specific message or goal at a time, rather than trying to achieve too much at once. Clear message makes use of exact, appropriate and concrete words. Clarity ensures that communication is simple and intelligible.

Avoid words with masculine origin	
Sexist	**Non-Sexist**
Chairman	Chairperson
Cameraman	Camera operator
Congressman	Member of Congress
Businessman	Business Executive
Policeman	Police Officer
Manpower	Personnel

5. <u>**Concreteness**</u> **-** Concrete communication implies being particular than general. Concrete message has the following features:

- It is supported with specific facts and figures.
- It makes use of words that are clear and that build the authenticity.

6. <u>**Courtesy**</u> **-** Courtesy in message implies that the message should show the sender's expression as well as respect to the receiver. Courteous message has the following features:

- It uses terms and feelings of the receiver of the message.
- It is positive and focused on the audience.
- It is not biased.

7. <u>**Correctness**</u> **-** Correctness in communication implies that there are no grammatical errors in the communication. Correct communication has the following features:

- The message is exact, correct and well-timed.
- It makes use of appropriate and correct language.

SESSION PLAN 4

1. **SESSION TOPIC:** Applying Principles of Communication.

2. **SESSION OBJECTIVES:** To develop students' knowledge, skills and abilities in applying principles of communication.

3. **MATERIALS/EQUIPMENT REQUIRED:** Charts, Sketch Pens, Rulers, Computer, Slides, Open Source Software for Slide Presentation, LCD projector.

4. **PREPARATIONS**

   o Read the glossary given at the end of this handbook.
   o Make necessary arrangements well in advance to play the game

5. **TEACHING/TRAINING METHODOLOGY:**

T1: Role Play

Conduct role plays to teach application of principles of communication in different scenarios related to security. The sentences may include the following:

(i) The function is at 6.30 PM on Monday, 16th December, 2013.
(ii) I will not do a job against my conscience.
(iii) We expect every man/woman to do his/her best.
(iv) You must reach the office on time.
(v) Complete the work and report to the Supervisor.
(vi) I will write the report and submit it you.

T2: Game

PREPARATIONS (20 min.)

This game is played in pairs, with a student as an observer. Divide the class into groups of 2 students each. Designate a student as an observer for each group. The observer will take note of the answers given by the students in the group.

PROCESS (1hr. 10 min.)

1. Ask the students from each group to make a group chart of their school premises. They have to especially represent the entry and exit points of the school .The task should be done in a group.
2. The observers will write down their observations.
3. At the end of half-an hour, the chart drawing stops.

The observers are expected to report their observations of their group to the whole class. The group provides feedback to the observer on his/her report, based on the principles of communication.

CHECKLIST FOR ASSESSMENT ACTIVITY

Use the following checklist to check whether your students could meet all the requirements for assessment.

Part A

Student could differentiate between

(a) Principles of effective communication.

Part B

Students could answer the following questions:

(a) How to apply various principles for making communication effective?
(b) What is the difference between clarity and concreteness?

Part C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include, but not limited to:

Performance standards	Yes	No
Construct a sentence that convey all **facts** required by the receiver		
Construct a sentence with a **specific** message		
Express in a manner that shows **respect** to the receiver of the message		

SESSION 5: APPLYING ELEMENTS OF VERBAL AND NON VERBAL COMMUNICATION

VERBAL COMMUNICATION

Language should be clear, specific, accurate and appropriate to the audience and purpose.

The medium of communication determines the type of communication. Based on the medium used for communicating, the process of communication can be broadly classified as **verbal communication** and **non-verbal communication**.

Verbal communication includes **written** and **oral communication,** whereas non-verbal communication includes **body language, facial expressions and pictures.** Thus, the two methods of communication are verbal communication (oral and written), and non-verbal communication (body language, pictorial communication, symbolic communication).

Verbal communication uses words as the medium of communication. An effective verbal communication is a two-way process; speaking and listening must occur. Usually verbal communication is in the one-to-one mode or one-to-one interaction. It is very important to maintain **accuracy, brevity** and **clarity** in verbal communication. The sender should also ensure that he speaks clearly into the instrument (channel) and also conveys respect through his choice of words. The acronym RSTP[1] is a useful guide for speaking clearly.

R - Rhythm – Maintaining rhythm while speaking is important for communicating effectively. Pauses in speech allow the speaker the time to think of his/her next thought, and also provide the listener enough time to process the information.

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[1] http://www.ehow.com/info_8594284_elements-rhythm-speech.html#ixzz1oWhLze9L

S – Speech – It is the act of delivering a formal spoken communication to an audience.

T – Tone – Tone is the quality of sound that portrays feelings or changes in meaning. A monotone delivery could indicate that a speaker is fed up.

P – Pitch – Pitch occurs because of the vibration of the human vocal cords. Changes in the tension of the vocal cords cause differences in pitch. Usually, the pitch of women's voices is higher than that of men.

Written communication skill is the ability of an individual to communicate in writing. Important skills in effective written communication are:

- Write clearly and legibly, giving all the essential information needed.
- Use approved styles and formats for written communication.

Effective writing involves careful choice of words, their organization in correct order in sentences and preparing a comprehensive composition of sentences.

Non-verbal communication: It is the communication that uses physical parts of the body. It includes facial expressions, tone of voice, sense of touch, sense of smell, and body movements. By understanding the important aspects of non-verbal communication or body language, you can learn to read people more easily. Argyle[2] and his associates have been studying the features of non-verbal communication that convey information.

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[2] Argyle, Michael; Salter, Veronica; Nicholson, Hilary; Williams, Marylin; and Burgess, Philip (1970). The communication of inferior and superior attitudes by verbal and non-verbal signals. British Journal of Social and Clinical Psychology (9): 222–231

The following summarizes their findings:

(a) Static Features

1. **Distance:** The distance one stands from another frequently conveys a non-verbal message. In some cultures it is a sign of attraction, while in others it may reflect status or the intensity of the warmth or feeling. In India, a foot away from another person is considered as a respectful distance while communicating.

2. **Orientation:** People may present themselves in various ways: face-to-face, side-to-side, or even back-to-back. For example, cooperating people are likely to sit side-by-side while competitors frequently face one another. In the security sector, face-to-face orientation is common.

3. **Posture:** Your posture conveys message. For example if you are sitting on a chair with your legs crossed or our arms folded, then such postures convey a degree of relaxation in the communication exchange. For a security officer on duty, there are only two acceptable postures – attention and stand-at-ease.

4. **Gestures with hands and arms:** Shaking hands, touching, holding, embracing or patting on the back, all convey messages. They all reflect an element of intimacy. For instance, in case of people who have to be escorted out of the premises, physical contact can involve touching the hand or the shoulder to emphasize the message of moving from that area.

Body Language

Different aspects of body language and behaviour may include the following:

- Eye contact
- Facial expression
- Whole body posture
- Hand gestures
- Fiddling with things
- Looking around as if searching
- Walking with/without purpose
- Actions that demonstrate anger
- Actions that demonstrate confusion.
- A person is relaxed or comfortable.

(b) Dynamic Features

1. **Facial expressions:** A smile, frown, raised eyebrow, yawn, and sneer all convey information. Facial expressions continually change during interaction and are observed constantly by the recipient. Smiling is considered to be pleasant and helpful. A frown conveys confusion and at times anger. Raised eyebrows, yawn, a sneer are all unacceptable body language, as they reflect anger or ignorance.

2. **Gestures:** One of the most frequently observed, but least understood cues is a hand movement. Most people use hand movements regularly when talking.

3. **Looking:** A major feature of social communication is eye contact. The frequency of contact may suggest either interest or boredom. For example, a Security Officer should look straight into the eyes of the person, although pleasantly and affably.

Pictorial Communication includes communicating with signs like traffic signals, the 21-gun salute, horns, sirens, etc. For example the sign of U-turn tells you to take a U turn, and the sign of a person crossing the road indicates the place where you can cross the road.

Symbolic Communication uses symbols that signify religion, school, status, affiliation, communication devices, etc.

SESSION PLAN 5

1. **SESSION TOPIC:**
   Applying Elements of
   Verbal and Non-Verbal
   Communication.

2. **OBJECTIVES:** To
   develop students'
   knowledge, skills and
   abilities in application
   of various elements of
   verbal and non-verbal
   communication.

3. **MATERIALS/EQUIPMET
   REQUIRED:** Charts,
   Sketch Pens, Rulers,
   Computer, Slides, Open
   Source Software for
   Slide Presentation, LCD
   projector.

4. **PREPARATIONS**

   o Read the glossary
     given at the end of
     this handbook.

5. **TEACHING/TRAINING
   METHODOLOGY:**

T1: Activity

DURATION:

PROCESS

Arrange the students in pairs and demonstrate
how to use various communication equipment.
In the first round, one of the pair instructs the
other, while the other follows the instructions.
In the second round the roles are reversed.
Ask the students to read the operating manual
of the communication equipment in pairs.
While one of the pairs reads out the manual,
the other gives a physical demonstration of
what his/her partner just read.

T2: Game

Fish Bowl Activity
(i)   Select a group of volunteers from the class
       (10 in number);
(ii)   This group will sit in the centre in a circle;
(iii) The rest of the class will form an outer
       circle;
(iv) The inner circle is the fish bowl and is asked
       to discuss a topic of interest – like a cricket
       game (for 10 minutes).
(v)   The outer circle is given a copy of a set of
       emoticons. The copy of the sheet of
       emoticons is pasted below for your
       reference. They have to use this sheet, to
       identify the expressions of their friends
       (each one should be asked to observe not
       more than two people) as they discuss the
       topic.
(vi) At the end of ten minutes the discussion
       stops and the outer circle reports the various
       emoticons that was close to the expressions
       on their friends' faces.
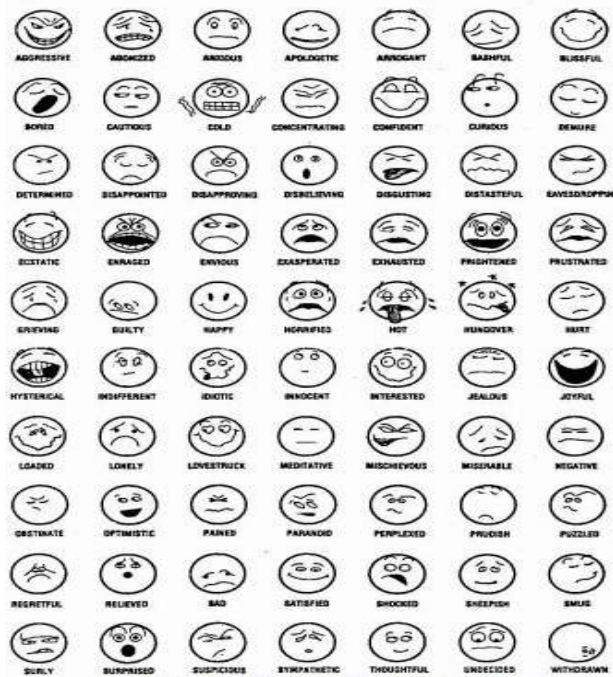
T3: Role Play

Conduct "Role Plays" to make you student understand the various aspects of giving and receiving feedback. The following expression generally used in various situations may be used for communicating feelings.

- **Greeting visitors:** *good morning, good afternoon, good evening.*
- **Expressing gratitude:** *thank you, I sincerely thank you for the favour, I am grateful to you, etc.*
- **Responding to questions:** *"Yes, Mr./Ms X is available in his/her room"* or *"No, Mr./Ms X is not available in his/her room".*
- **Dealing with security related problems and complaints:** *"What is your problem Sir/Madam?"* or *"Is there anything that I need to do to solve your problem"*

In pairs, students may be asked to try out different ways to say the same sentence by changing the tone and the emphasis on different words.

Use the following checklist to check whether your students could meet all the requirements for assessment.

Part A

Student could differentiate between
(a)   Forms of communication.

Part B

Student could answer the following questions:

(a)   What are the important aspects that need to be kept in mind while communicating verbally?
(b)   What are the important aspects that need to be kept in mind while communicating non-verbally?

Part C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include, but not limited to:

Performance standards	Yes	No
Identify methods of verbal communication		
Identify methods of non-verbal communication		
Deliver a speech with variations in **tone** and pitch.		
Greet politely and appropriately, keeping in view the **time** of the day.		
Enlist the **static features** of non-verbal communication.		
Enlist the **dynamic features** of non-verbal communication.		

SESSION 6: USING COMMUNICATION EQUIPMENT AND CHANNELS

RELEVANT KNOWLEDGE

A range of electronic devices exist to help people overcome the constraint in communication due to distance. These include telephone, mobile, wireless set, walkie-talkie, etc., which are used to send and receive messages.

(i) Telephone: The telephone is a telecommunication device that transmits and receives sounds. All modern telephones have a microphone to speak into, an earphone which reproduces the voice of the other person, a ringer which makes a sound to alert the owner when a call is coming in, and a keypad to enter the telephone number.

(ii) Mobile Phone: The mobile phone (also known as a cell phone) **i**s a device that can make and receive telephone calls over a radio link whilst moving around a wide geographical area. Mobile phones also support a wide variety of other services which include text messaging, popularly known as Short Message Service (SMS), electronic mail (e-mail), and short-range wireless communications (infrared, blue-tooth).

(iii) Electronic Private Automatic Branch Exchange (EPABX) system: It is an instrument used to place telephonic calls to various people in the premises which could be an organization or a residential colony to check on the availability of the residents/officials and also to confirm the authenticity of the visitor's claims. EPABX also allows access to external telephone lines.

(iv) Walkie-Talkie

A walkie-talkie is a hand-held, portable two-way radio transceiver. Typical walkie-talkies resemble a telephone handset, with an antenna sticking out of the top. A walkie-talkie has the following parts:
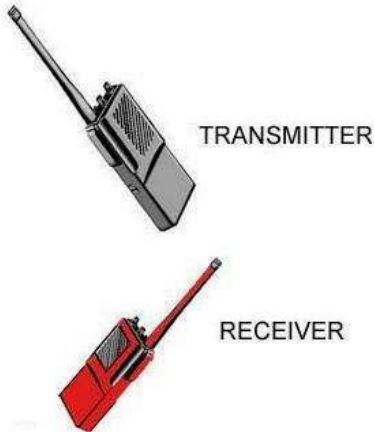
- **Transmitter** - Sends your voice to another walkie-talkie after turning it into radio waves.
- **Receiver** - Receives the radio waves sent out by the transmitter.
- **Speaker** - Amplifies the sound received by the receiver.
- **Microphone** - This part attunes your voice and converts it into an electric signal.
- **Crystal** – The crystal is also known as a channel. It sets the frequency used for communication.
- **Batteries** – The power supply is usually from the batteries.

Walkie-talkies are widely used in any setting where portable radio communications are necessary, including security sector, business, public safety, airport and military.

(v) Fax Machine

Fax (short for facsimile) is the telephonic transmission of scanned printed material (both text and images) from a fax machine to another fax machine through a telephone line. The original document is scanned with a fax machine, which processes the contents (text or images) as a single fixed graphic image, converting it into a bitmap image. The information is then transmitted as electrical signals through the telephone system. The receiving fax machine reconverts the coded image, printing a paper copy.

(vi) Global Positioning System Navigation Device: It is any device that receives Global Positioning System (GPS) signals for the purpose of determining the device's current location on Earth. GPS devices are used in military, aviation, marine transport and consumer product applications. It is now being extensively used for regulating the movement of taxis.

(vii) Computers: A computer is a programmable machine designed to perform arithmetic and logical operations to produce meaningful results in desired format. A computer system includes hardware and software. Computer has now become an important and rapidly expanding medium of communication, as it offers the possibility of rapid communication, through e-mails, e-forums blogs, social sites, access to educational materials on websites, searchable databases, and e-commerce.

Dedicated Channels for Emergencies of Communication Breakdown

At times, there could be an excessive traffic load on network or breakdown in communication due to technical problems at the sender's or receiver's end. Some of the dedicated channels of communication are as follows:

(i) Radio Communication: Wireless communication based on radio waves can be used for short distance communication as well as long distance communication. Radio communications are most widely used during war and war like situations. People can communicate across hundreds of kilometers using High Frequency (HF) radio communication. Examples of instruments that work on this principle are walkie-talkie or hand held wireless transreceiver sets.

(ii) Satellite Based Communication Systems

It is a form of radio communication where the radio waves from earth are sent to a communication satellite, which relays the message back to the receiver. International Maritime Satellite Organisation (INMARSAT) is a common satellite communication network that is used on the high seas and in emergencies and disasters because they do not require any earth based systems like towers or cables.

(iii) Amateur (Ham) Radio

Amateur or ham radio refers to hobbyists who communicate on radio and are able to communicate across thousands of kilometers. Amateur radio operators use various modes of transmission to communicate. The two most common modes for voice transmissions are frequency modulation (FM) and single side band (SSB). The operation is coordinated by the International Telecommunication Unit (ITU) and licensed by the individual national governments that regulate technical and operational characteristics of transmissions and issue individual stations with an identifying call sign. Their communications have been extremely useful in contacting isolated communities during calamities like tsunamis and earthquakes.

(iv) Dedicated Short Range Communications

DSRC combines high reliability wireless connectivity, accurate positioning (via global positioning satellites and vehicle dead-reckoning) and an on-board computer to allow vehicles to communicate directly to each other (vehicle-to-vehicle, or V2V links), and to road-side units (vehicle-to-infrastructure or V2I).

The word **"Dedicated"** means that DSRC operates in its own protected frequency band at 5.9 GHz (Giga Hertz). This ensures that the system does not suffer from interference from other wireless technologies. This band has already been allocated in the United States and Europe.

Communication channels: There are two general ways of delivering the information: **informal and formal communication.**

(i) *Informal Communication* occurs on a person-to-person basis, in a face-to-face manner, without formalities, ceremony or fanfare. Informal ways to communicate include texting, post-it notes, personal email letters, instant messaging, emoticons, online chat rooms and cyberspace bulletin boards, an informal drop in visit to another person's house or office, or a quick and spontaneous meeting. Informal communication also may take a non-verbal form as facial expressions, sign language, or manner of dress.
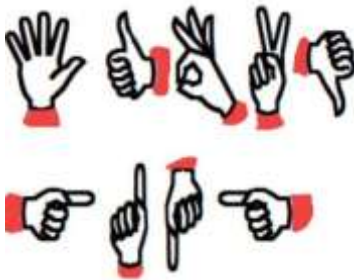
(ii) *Formal Communication* is organized and managed information that is shared with relevant individuals in an organization or between organizations. Formal communication channels are based on an individual's role in the organization and distributed in an organized way according to the established norms in an organization. Formal communication generally flows "downward" from executives to directors to managers to staff regarding company direction and instruction and "upward" from staff to managers to directors to executives in the form of data and reports. The communication flowing through these channels is specific to the jobs and departments.

Security personnel have to track information of people movement, material movement, and telephone calls. They have to maintain records and generate reports in electronic and printed formats which are then forwarded to concerned officials in the electronic form or in the printed form.

Documentation is done to plan, execute and monitor activities and programmes. It also serves as a useful tool for information sharing, advocacy, ensuring accountability and providing evidence. Documents are used to record, report and file information. Common records pertaining to security duties include opening and closing of premises, presence or absence, penalties, beat patrolling, search procedures, etc. Examples of documents used in security sector are logbooks, registers, report books, incident reports, etc. Records or reports thus generated are maintained by the supervisor in a form that is easily accessible. The categorization is usually time wise, alphabet wise and function wise. The functions of the security will depend on the nature of the organization or industry (hospital, defense forces, airport, manufacturing units, hazardous industry, retail industry, etc.).

The data or records available in a security control room are several and can be classified as: unclassified, confidential, secret and top secret. These levels are in order of the increasing confidentiality. The reports that are generated in security services include the following:

(i) Duty log: It is a record of personnel who are expected to report at a location on a certain time. It provides attendance details of security personnel at various points. Absence is recorded and reported to the appropriate authority.

(ii) **Incident report:** It is a report of an abnormal incident. The details of date, time and people involved, the specification of vehicles or materials involved, and the geographical location of the incident are included in the incident report.

(iii) **Action report**: It is the report which provides the details of action taken vis-à-vis an incident as reported in the incident log. The details of date, time, action taken, the person taking the action, procedures executed, and any pending action to be undertaken are recorded.

(iv) **Movement log:** These are logs that record movement of people, material, and vehicle through a check point.

Date	Time in	Name of the visitor	Official/ residential address	Purpose of visit	Pass Yes/No	Time out

(v) **Back-up and stand-by logs:** These are records and reports of the back-up or stand-by procedures that were executed as a result of equipment breakdown or emergencies that have occurred.

(vi) **Contingency log:** These are records and reports of contingency procedures that have been executed in case of incidents or emergencies.

SESSION PLAN 6

1. SESSION TOPIC: Using Communication Equipment and Channels.

2. SESSION OBJECTIVES: To familiarize students with the various types of documents maintained in Private Security Services

3. MATERIALS/ EQUIPMENT REQUIRED: Duty log, incident report/log, action report, movement log, back-up and stand-by log, contingency log, compliance report.

4. PREPARATIONS

o Read the glossary given at the end of this handbook.

5. TEACHING/TRAINING METHODOLOGY:

(vii) **Compliance report:** It is a checklist of standard procedures relating to opening, closing, beat patrolling, absence, etc., that have to be executed everyday and the items in it are ticked off as and when they are completed. In case any item on the checklist has not been completed, the reason for it is specified.

T1: Role Play

DURATION: 2 hrs.

PROCESS

Make a simulated telephone conversation based on given scenario and improve the responses of the caller and the receiver.

o Ask two students to come forward.
o Place to chair back to back and ask them to sit on it. This helps them not to see each other
o Tell them the scenario and the role (*caller* and the *receiver*) that they will play.
o Ask other students to watch as they go through a role play.
o The caller should introduce himself/herself after the greeting the receiver.
o He/she should tell why is he/she calling.
o After the conversation, the students can be asked to provide feedback.
o Provide your feedback in line with the content.
o Ask other students to come forwards and repeat the exercise. Observe whether there is any improvement based on feedback.

Teach your students about the following telephone etiquettes:

- Pick up or answer the telephone before the third ring.
- Some words that you should use in your conversations on telephone are "**Hello! Good Morning/Good Afternoon/Good Evening**".
- Speak clearly and identify yourself.
- If the caller does not introduce himself/herself, say, "**May I know who is speaking?**"
- In case the caller does not tell to whom he/she wants to talk to, then you may ask questions like "**May I know to whom you want to talk to?**"
- In case you have to take a message then you may say "**I'm sorry, he's busy at the moment. May I take a message?**" or May I take your name and number and have him/her call you back? (Be sure to write down the name, phone number, time the caller had called and the message).
- Ask the caller to wait while you acquire the information required.
- Don't make the caller wait for more than 02 minutes. It is better to return a call than to keep someone on hold too long. Do not forget to return the call.
- At the end of the waiting period, please express your gratitude for caller's patience.
- Keep your conversation to the point.
- End the conversation with gratitude.
- Always use a pleasant and friendly tone.
- Before placing a caller on hold, ask his/her permission first. For example**, "could you please hold the line, while I call the person**".
- Avoid leaving long messages.

- Do not interrupt the person while he/she is talking to you.
- Do not answer the phone if you are eating. You should mention that you are having your meal and you will call back after you have finished.
- When hanging up the phone, make sure the caller hangs up first.

Remind students about the difference between formal and informal language, and of the occasions when they are likely to use each type of language.

T2: Assignments

1. Log books are used to record movements of people who enter the premises. Ask the students to use the table given below for conducting a practical exercise and filling the information collected at school events, such as annual day, parent's day, children's day, senior citizen day, to record the details of the visitor's and submit the filled in table as an assignment.

Date	Time in	Name of the visitor	Official/ residential address	Purpose of visit	Pass Yes/No	Time out

2. You may ask your students to maintain logbook of the telephone calls that they receive at home in the format given below and submit the same as an assignment.

Name of the Caller	Telephone number	Purpose of call	Time

CHECKLIST FOR ASSESSMENT ACTIVITY

Use the following checklist to check whether your students could meet all the requirements for assessment.

Part A

Students could differentiate between

(a) Different communication equipment.
(b) Informal and formal communication.

Part B

Students could answer the following:

(a) What are the uses of logbooks and reports in security?

Part C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include, but not limited to:

Performance standards	Yes	No
Apply telephone etiquette		
Identify logbooks used in security industry		
Recognise sample reports common to security industry		
Fill in the requisite information in the format of the logbook		
Operate equipment for communication.		

GLOSSARY

1. **Active listening:** It is a process of analyzing and evaluating what another person is saying in an effort to understand the true meaning of the message.

2. **Alarm Test Register:** It is used to record all incidents where alarms have been tested on the premises. Details include the date, time, name of the person carrying out the test and the results including any faults detected.

3. **Attitude:** It is the transference of a value into action that is consistent over a period of time.

4. **Clause:** A clause is a sentence that forms part of a larger sentence.

5. **Communication:** The process by which a person, group, organization (the sender) transmits some type of information (the message) to another person, group, organization (the receiver). It is derived from the Latin word 'communis' meaning to share.

6. **Community**: A society where peoples relations with each other are direct and personal and in mutual bonds of emotion and obligation.

7. **Courtesy** – is the name of a social behavior that extends respect to another human being, by giving him/her the right to act first.

8. **Descriptive feedback** – when feedback describes the effect of a communication in words, it is called 'descriptive feedback'.

9. **Evaluative feedback** – when feedback judges the effect of a communication in terms like 'good', 'bad', 'average', 'correct', 'right', 'wrong', it is called 'evaluative feedback'.

10. **Feedback** – is an element of communication which indicates the completion and the extent of completion of the communication cycle. It provides information to the sender on the receipt of his message. It could be in the form of another message that conveys to the sender that his message has been received and understood, or it could be in the form an action by the receiver, which informs the sender that the message has been received and acted upon.

11. **Formal Communication** – It is that which is connected with the formal organizational arrangement and the official status or the place of the communicator and the receiver. Formal communication is mostly recorded in some form for future reference.

12. **Gesture** – is a hand movement that communicates a message. For example, a salute or a handshake is a gesture of greeting.

13. **Informal Communication** – It arises out of all those channels that fall outside the formal channels. It is established around the societal affiliation of members of the organization. Informal communication does not follow authority lines, as in the case of formal communication.

14. **Key Register:** It is used for recording all keys in the custody of the security department. It includes date and time of issue and return of keys to personnel, the signature of the person receiving them, the signature of the security guard who issued them, the date and time they are returned and the signature of the security guard to whom they are returned.

15. **Lost and Found Register:** It is used to record details of all reported property lost or found on the premises.

16. **Message** – generally speaking, 'message' is the object of communication.

17. **Organization:** Hierarchically organized group of people so large that personal relationships with every member of the group are impossible.

18. **Organizational communication**: Communication between and among the individuals and groups which make up an organization.

19. **Organizational structure***:* The formal configuration between individuals and groups with respect to the allocation of tasks, responsibilities, and authorities within organizations.

20. **Phrase** - A phrase is a group of words which does not make a complete sentence.

21. **Register of Personnel Passes:** It is used to keep an account of employees leaving the premises outside the normal starting or finishing times. It gives permission to the person to leave the premises for personal reasons.

22. **Rhythm** – is the sequence that is repeated in a period of time.

23. **Search Register:** It is used to record date, time, name of the person searched, address, signature of person searched and the signature of the searcher.

24. **Sentence** - A sentence is a group of words which makes a complete sense.

25. **Sexism:** Actions or attitudes that discriminate against people based solely on their gender.

26. **Sexist language:** Language that creates sexual stereo-types or implies that one gender is superior to another.

27. **Sign**: Something that stands for or represents something else and bears a natural, nonarbitrary relationship to it.

28. **Solicited feedback** – when feedback is requested by sender on the effect of a communication, it is called 'solicited feedback'

29. **Symbol:** Representation of an idea.

30. **Team**: A group whose members has complementary skills and is committed to a common purpose or set of performance goals for which they hold themselves mutually accountable.

31. **Telephone Message Book**: It is used to record accurately messages and information received on telephone.

32. **Vehicle Register:** It includes the number of the vehicle entering the premises

33. **Visitors Register:** It includes the name of visitor, date and time of visit and the signature of the visitor.

SUGGESTED READINGS

BOOKS

- ☐ Developing Communication Skills - Krishna Mohan and Meera Banerji, MacMillan India Limited, Delhi.
- ☐ More than Words: A Handbook for Writers and Editors- Chitta R. Samant, DIPS Communication Centre, Bhubaneshwar.
- ☐ Messages: The Communication Skills - Matthew McKay.
- ☐ Communication: Principles for a Lifetime (4th Edition) - Steven A. Beebe and Susan J. Beebe.
- ☐ Communication: Making Connections (8th Edition) - William J. Seiler
- ☐ My Fair Lady - G.B.Shaw & J Lerner

WEBSITES

- ☐ http://en.wikipedia.org/wiki/Communication

TEACHER'S HANDBOOK
SS102-NQ2012

Disaster Management and Emergency response (Basic)

PREFACE

The Teacher's Handbook on **"Disaster Management and Emergency Response (Basic)"** is a part of the qualification package developed by the Security Knowledge and Skill Development Council (SKSDC) for the National Vocational Education Qualification of "Unarmed Security Guard (Private Security Sector). The National Vocational Education Qualification Framework (NVEQF) is an initiative of the Ministry of Human Resource Development (MHRD), Government of India to set common principles and guidelines for a nationally recognized qualification system covering Schools, Vocational Education and Training Institutions, Technical Education Institutions, Colleges and Universities. It is envisaged that the NVEQF will promote transparency of qualifications, cross-sectoral learning, student-centred learning and facilitate learner's mobility between different qualifications, thus encouraging lifelong learning.

The private security industry comprises those agencies or people who provide security for people and property under contract and for profit. An Unarmed Security Guard is required to observe, deter, record and report. The basic difference between government and private security is that the government security personnel are empowered by legislation to enforce the law, but it is not so for private security.

The National Curriculum Framework, 2005, recommends that children's life at school must be linked to their life outside the school. This principle makes a departure from the legacy of bookish learning which continues to shape our system and causes a gap between the school, home, community and the workplace. Experiential learning, which is a cyclical process involving observation, reflection and action, should be an integral part of the teaching-learning process. Attempt by the students to solve problems, guided by the teachers or instructors, would enable them to explore and discover new knowledge and develop problem solving skills. A range of pedagogies, including interactive lecture, role plays, case based studies, assignments, projects and on-the-job activities that provide students with generic, technical and professional knowledge and skills should be adopted by the teachers and instructors to foster student-centred learning.

The success of this effort of integrating knowledge and skills depends on the steps that the teachers will take to encourage children to reflect their own learning and to pursue imaginative and on-the-job activities and questions. Participation of learners in skill development exercises and inculcation of values and creativity is possible if children are involved as participants in learning, and not as receiver of information. These aims imply considerable change in school routines and mode of functioning. Flexibility in the daily time-table would be a necessity to maintain the rigour in implementing the activities and the required number of teaching days will have to be increased for teaching and training.

The suggestions by the teachers and other stakeholders in education and training will be of great value to us in bringing about qualitative improvement in the teacher's handbook.

ACKNOWLEDGEMENTS

The handbook is to assist teachers with teaching and training their students for meeting the occupational standards for "**Unarmed Security Guard** (Private Security Sector) set by the Security Knowledge and Skill Development Council (SKSDC) of India. Occupational Standards describe what individuals need to know, understand and do in order to carry out a particular job role or functions. These are the standards that individuals must achieve when carrying out the various functions at the workplace. The Module on "**Disaster Management and Emergency Response (Basic)**" covers the following elements, performance criteria, knowledge and skills for the job role of Unarmed Security Guard (Private Security Sector):

Unit Code	SKS/N 0001
Task	**Security Tasks in Accordance with Basic Security Practices**
Element	**Carry out assigned security tasks**
Performance Criteria	PC2: Respond and report about risks and threats
	PC3: Respond and report about hazards and emergencies
Knowledge and Understanding (K)	
Technical/Domain Knowledge	KB2: Risks and threats to society and corporate
	KB7: Types of hazards/disaster and emergencies
Skills (S)	
Professional Skills	SB1: Respond to risks and threats

Unit Code	SKS/N 0003
Task	**Provide Private Guarding Service to People, Property and Premises**
Element	**Carry out search of designated premises**
Performance Criteria	PC9: Caution and report risks, threats and hazards during the search
Knowledge and Understanding (K)	
Technical/Domain Knowledge	KB2: Response to likely risks and threats at the place of duty

Unit Code	SKS/N 0006
Unit Title (Task)	**Control Parking in Designated Areas**
Element	**Monitor Hazards and conditions of parking areas**
Performance Criteria	PC10: Report hazards and defects to superior
Skills (S)	
Core/ Generic Skills	SA2: Identify hazards and defects

Unit Code	SKS/N 0007
Unit Title (Task)	**Security Escort**
Element	**Respond to incidents affecting security and safety**
Performance Criteria	PC6: Responds to risks
Knowledge and Understanding (K)	
Technical/Domain Knowledge	KB3: Likely risks

Unit Code	SKS/N 0008
Task	Health and Safety
Element	**E1: Contribute to maintaining a safe workplace** **E2: Respond to fire accidents**
Performance Criteria	PC2: Keep emergency and escape routes free from obstructions and report violation PC3: Wear personal safety gear and clothing as per organizational procedure PC5: Report to superiors and emergency service organizations for assistance in the event of emergencies PC11: Identify and report fire hazards PC12: Carry out fire-fighting in line with organizational training and procedures PC13: Report fire incidents to superiors and emergency service organizations PC14: Participate in evacuation of casualty and premises
Knowledge and Understanding (K)	
Organisational Context	KA2: Details of emergency exits, alarm, signage and other safety equipment KA4: Details of local emergency service KA7: Details of floor plans, emergency exits, alarm, signage and other fire-fighting equipment KA10: Details of emergency exits, alarm, signage and location of first-aid and evacuation equipment KA11: Reporting procedure in case of medical emergencies
Technical/Domain Knowledge	KB1: Risks and hazards KB3: Identify signage and warning KB7: Types of fire KB8: Causes of fire KB10: Types of fire-fighting equipment KB11: Fire-fighting procedure
Skills (S)	
Core/Generic Skills	SA1: Respond to emergencies SA2: Remain calm during emergencies SA5: Respond to fire incidents SA8: Identify medical emergency SA9: Rescue and evacuation of casualty
Professional Skills	SB3: Report to senior/emergency service organizations for assistance SB4: Carry out periodic walk-through to keep work area free from hazards and obstructions, if assigned SB8: Identify potential fire hazards SB10: Keep work area free from fire hazards SB13: Report to senior/medical emergency service organizations for assistance

Unit Code	SKS/N 0009
Unit Title (Task)	Security in Commercial Deployments
Element	Carry out security tasks in commercial domains
Performance Criteria	PC2: Respond to domain-specific risks and threats
Knowledge and Understanding (K)	
Technical/Domain Knowledge	KB1: Risks and threats specific to domain/organization where deployed
Skills (S)	
Core/Generic Skills	SA1: Be alert and vigilant to guard against risks & threats and respond effectively
Professional Skills	SB3: Respond to risks and threats

Unit Code	SKS/N 0010
Unit Title (Task)	Security in Industrial Deployments
Element	Carry out security tasks in industrial domains
Performance Criteria	PC2.Respond to domain-specific risks and threats
	PC7: Report incidents to superiors
Knowledge and Understanding (K)	
Technical/Domain Knowledge	KB1: Risks and threats specific to domain/organization where deployed
Skills (S)	
Core/Generic Skills	SA2: Be alert and vigilant to guard against risks & threats and respond effectively

You will have to ensure that the following performance standards are met by each student on completion of the sessions given in the module:

Performance standards	Yes	No
Enlist different types of hazards		
Enlist natural disasters		
Enlist manmade disasters		
Identify the causes of natural and man made disasters		
Identify the emergency route of exit in a given plan of a building		
Make a hand seating arrangement for transporting a victim of disaster		
Enlist the emergency telephone numbers		
Identify personal protective equipment worn during the disaster		
Draw a fire tetrahedron and label it		
Classify the various types of fire		
Read the label on the fire equipment		
Identify the firefighting equipment		
Demonstrate the use of fire extinguisher		
Enlist common causes of fire at workplace		

GENERAL INSTRUCTIONS FOR TEACHERS

- Read the Teacher's Handbook carefully before teaching or conducting the training.
- Follow the session plan strictly.
- Familiarize yourself thoroughly with the relevant knowledge and skills to be transacted.
- Ensure all materials/aids/equipment required for teaching and training is available.
- Introduce the skill by explaining the purpose.
- Demonstrate the skill to the participants, explaining each step in detail.
- Invite the students to ask questions.
- Ask the students to practice the skill themselves and make observation while they perform the task.
- Provide the students with constructive feedback.
- Discuss in class, the problems faced by the students in performing the task.
- Summarize the key learning.
- Ensure key learning is captured and performance standards are met at the end of each session.
- Regularly check student's workbook to ensure all exercises are being completed on time.
- Ensure that all participants complete the required assessments given in the student workbook.
- Always encourage participants. Never discourage them from getting actively engaged in discussions, question-answer sessions and task-oriented activities.

TABLE OF CONTENTS	

RELEVANT KNOWLEDGE

Almost every day, newspapers, radio and television channels carry reports on disaster striking parts of the world. But what is disaster?

What is Disaster?

The term disaster owes its origin to the French word "Desastre" which is a combination of two words 'des' meaning bad and 'aster' meaning star. Thus, the term refers to 'Bad or Evil star'.

A disaster can be defined as "*A serious disruption in the functioning of the community or a society causing wide spread, economic, social or environmental losses which exceed the ability of the affected society to cope using its own resources*".

Disasters are either natural, such as floods, droughts, cyclones and earthquakes, or human-made such as riots, conflicts, devastating fires, epidemics, industrial accidents, and environmental fallouts.
A disaster is a result from the combination of (i) hazard, (ii) vulnerability and (iii) insufficient capacity to reduce the potential chances of risk.

Risk is a "measure of the expected losses due to a hazard event occurring in a given area over a specific time period." The level of risk depends upon the (i) Nature of the hazard, (ii) Vulnerability, and (iii) Economic value of the elements. For example, destruction and economic losses caused by the occurrence of earthquake will be more at a place, where the density of buildings and population is more.

Figure 1: Factors affecting occurrence of disaster
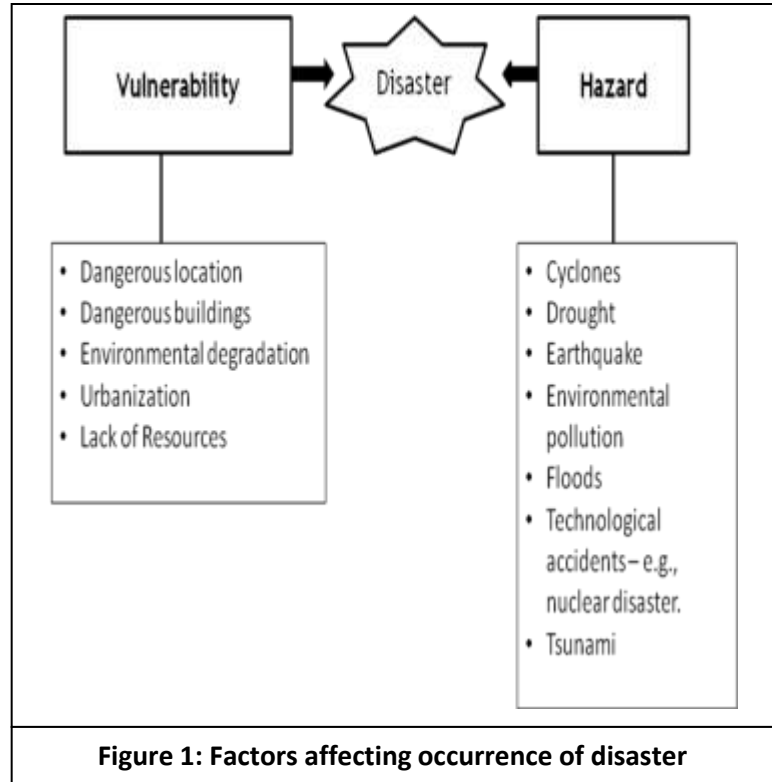
Any hazard, for instance flood which may be triggered by a certain vulnerability factor, for example environmental degradation, would lead to disaster causing loss to life and property. On the other hand, for example an earthquake in an uninhabited desert cannot be considered a disaster, as it will not be affecting life and property.

Figure 1 illustrates that when vulnerability and hazard combine, a disaster may occur. An earthquake is disastrous only when it affects people, their properties and activities. Thus, disaster occurs only when hazards and vulnerability meet. But it is also to be noted that with greater capacity of the individual/community to face these disasters, the impact of hazard reduces. Therefore, we need to understand the three major components of disaster namely hazard, vulnerability and capacity of the people to cope with the risk. But first, let us differentiate between hazard and disaster.

Hazards

Hazard is defined as "a dangerous condition or event that threatens or has the potential to cause injury to life or damage to property or the environment." Hazards can be grouped into two broad categories namely natural and manmade.

1.Natural hazards: These are hazards which are caused because of natural phenomena, which could be meteorological (e.g., heavy rains), geological (e.g., landslides) or even biological origin (e.g., gas leak). Examples of natural disasters are cyclones, earthquake, tsunami, and volcanic eruption which are exclusively of natural origin.

Landslides, floods, drought, fires are socio-natural or hybrid disasters since their causes are both natural and manmade. For example flooding may be caused because of heavy rains or blocking of drains and landslides may occur after humans have cut forest trees on a mountain slope. The natural disasters threatening India include earthquakes (usually in the Himalayan region), floods including tsunamis (usually in river deltas, coastal areas) and landslides (particularly in hilly areas during the rainy season).

2. Man made hazards: These are hazards which are due to human negligence or wrong intentions. Manmade hazards are associated with industries or energy generation facilities and include explosions, leakage of toxic waste, pollution, dam failure, wars, civil strife, train crashes, road accidents, industrial accidents, large-scale blazes, cyber attacks and terrorist attacks. The list of such hazards is very long and it has been summarized for you in table 1. Safety hazard is anything that can have an adverse impact on your safety.

Slide 1: Difference between Disaster and Hazard

Disasters	Hazards
1. A serious disruption in the functioning of the community or a society causing wide spread, economic, social or environmental losses which exceed the ability of the affected society to cope using its own resources.	1. A dangerous condition or event that threatens or has the potential to cause injury to life or damage to property or the environment.
2. It is the result of interaction between a hazard, the vulnerability of a population and the insufficient capacity to reduce the potential chances of risk.	2. Dangerous events can be natural, or man-made.
3. Disasters can be mitigated or avoided with adequate preparation	3. Hazards occur, despite disaster preparedness.

Emergency

An emergency is "a sudden, urgent, usually unexpected occurrence requiring immediate action". In an emergency, immediate response and relief activities are carried out by government, non-government and volunteer agencies.

These activities include alleviating a disastrous situation, search and rescue, First Aid, provision of food, clothing, shelter, medicine to those affected, etc. Emergency could also be in anticipation of a hazard turning into disaster and could involve evacuation, provision of food, clothing, shelter, medicine, etc.

Slide 2: Difference between Disaster and Emergency

Disaster	Emergency
1. Disaster can begin suddenly. The impact of a disaster is large on a community and can cause large scale destruction of life and property.	1. An emergency can also begin suddenly but the impact of an emergency is not as large on a community. It can involve a single person who has suffered a heart attack or an injury etc.
2. Disaster preparedness is a difficult task, as the extent of a disaster cannot be predicted	2. Emergencies can be predicted and necessary preparations can be made well in advance.

Types of Natural Disaster

Let us now have a look at the different **types of natural disasters, which include** cyclone, floods, volcanic eruption, landslide, tsunami, torrential rains, earthquake, etc. from the point of view of their cause and effects.

(i) Cyclones: Cyclones are caused by atmospheric disturbances around a low-pressure area distinguished by swift and often destructive air circulation. They are usually accompanied by violent storms and bad weather. Cyclones are classified as: (i) extra tropical cyclones (also called temperate cyclones), and (ii) tropical cyclones. In India, cyclones occur frequently on the west coast of Arabian Sea; and the east coast of Bay of Bengal.

Tropical cyclones form only over warm ocean waters near the equator. To form a cyclone, warm moist air over the ocean rises upward from near the surface.

As the warm air rises, it causes an area of lower air pressure below. Air from surrounding areas with higher air pressure pushes into the low pressure area.

Then this new "cool" air becomes warm and moist and rises, too. And this cycle continues. As the warm, moist air rises and cools, the water in the air forms clouds. The whole system of clouds and wind spins and grows and is fed by the ocean's heat and water evaporating from the ocean surface. As the storm
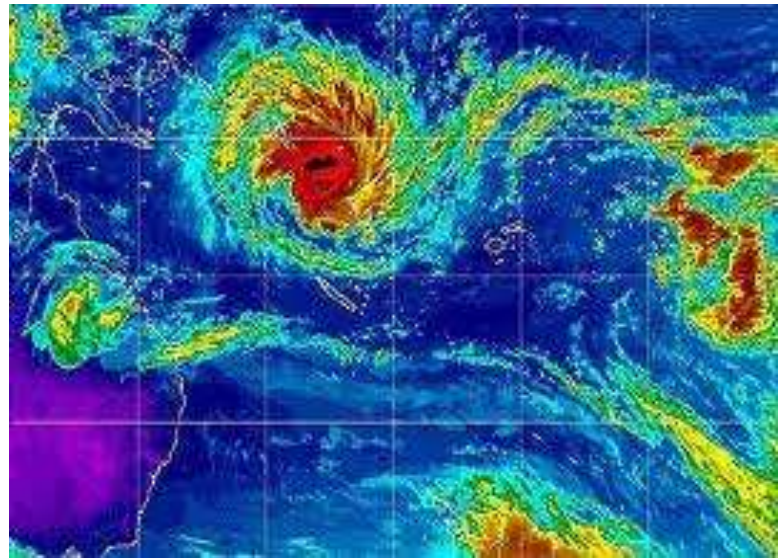
system rotates faster and faster, an eye forms in the centre. It is very calm and clear in the eye, with very low air pressure. Higher pressure air from above flows down into the eye. When the winds in the rotating storm reach 63 kmph (kilometers per hour), the storm is called a "tropical storm". And when the wind speeds reach 119 kmph, the storm is officially a "tropical cyclone" or hurricane. These are deadly to all life on the coasts, and cause widespread destruction.

(ii) Earthquake: Earthquake refers to shaking of earth. There are several large plates below the surface of the earth, which move at a very slow speed. As a part of this movement, sometimes, they collide against each other. And, after the collision, they might still continue to push each other. As they

continually keep pushing each other, there is a pressure building up across these plates below the surface. And, then, at a certain time, one of the plates might slide over another. This causes an earthquake.

The place where the earthquake originates is known as "focus" and just above the focus is the "epicenter". Seismic energy is usually caused by the brittle failure (fracturing) of rocks under stress. This commonly occurs due to movement along tectonic plate boundaries. The intensity of the earthquake is measured on a "Richter Scale", just like we measure the temperature on Celsius or Fahrenheit scale. The categorization of earthquake on the basis of magnitude on Richter scale is given in table below.

Categorization of Earthquake

Earthquake Intensity	Measurement on Richter Scale
Great	More than 7.0
Moderate	5.0 to 7.0
Slight	Less than 5.0

India has been divided into five different seismic zones with respect to the severity of the earthquakes. Of this, Zone V is seismically the most active region where earthquakes of the magnitude of 8 or more on the Richter scale could occur.

(iii) Floods: Floods are the most frequent natural calamity that India has to face almost every year in varying magnitudes in some or the other parts of the country. Flooding is caused by the inadequate capacity within the banks of the rivers to contain the high flows brought down from the upper catchment due to heavy rainfall. Areas having poor drainage get flooded by accumulation of water from heavy rainfall. It is disastrous to the ecology and human habitations.

(iv) **Landslide:** Landslide occurs when the stability of a slope changes from a stable to an unstable condition. A landslide could be rock-fall, deep failure of slopes and shallow debris flows, which can occur in offshore /onshore / coastal environments. Landslides and avalanches are among the major hydro-geological hazards that affect large parts of India, especially the Himalayas, the Northeastern hill ranges, the Western Ghats, the Nilgiris, the Eastern Ghats and the Vindhyas.

(v) **Tsunami:** The term Tsunami has been coined from the Japanese term "Tsu" meaning "harbour" and "Nami" meaning "waves". It is caused by undersea earthquakes or underwater landslides. The tidal waves caused by the tsunami can reach 15 m or more in height and are disastrous to all life on the seashore. With satellite technology, tsunami can be predicted and warning can be issued before the tsunami reaches the seashore or becomes devastating.

(vi) **Torrential Rains:** It simply means very heavy rain, which is liable to cause flooding. It is the rain which comes down 'like a torrent' and may damage life and property.

(vii) **Volcanic eruption:** A volcano is an opening or rupture, in the Earth's surface or crust which allows hot magma, volcanic ash and gases to escape from below the surface.

Human Induced Disasters

Let's us now look at some of the human-induced disasters.

(i) **Accident**: It is an unforeseen event or circumstance, often with lack of intention or necessity, leading to a negative outcome, which is

painful or fatal e.g., road accident, fire accident, etc.

(ii) Bomb blasts: Bomb blasts are the results of a detonated explosive or inflammatory device causing property damage, death and injuries.

(iii) Fire: Bush fires, forest fires, wild fires and mine fires are generally caused by lightning or human beings. Fires can turn thousands of square kilometers into lifeless stretches. If a fire intensifies enough to produce its own winds and 'weather', it will turn into a **firestorm**.

(iv) Theft or burglary: It is the act of taking of another person's property without that person's permission or consent with the intent to deprive the rightful owner of it. It is also used as a term for crimes against property. Sometimes the thief or burglar causes harm to life during the act of theft or burglary.

(v) Acts of violence: It is the intentional use of physical force or power against another person or against a group or community that either results in or has a high likelihood of resulting in injury, death, psychological harm or deprivation.

(vi) Industrial accidents: Rapid industrialisation has increased the hazard, risk and vulnerability to the industry and the environment. Chemical accidents can occur due to lack of safety measure, technical break down, or due to a human error. It, thereby, initiates a series of uncontrolled physiochemical phenomenon such as runaway chemical reactions, large spills, fires and explosions.

SESSION PLAN 1

1. **SESSION TOPIC:** Identifying Natural and Manmade Disasters

2. **OBJECTIVE:** To develop students' knowledge, skills and abilities for identification of natural and manmade disasters.

3. **MATERIALS/ EQUIPMENT REQUIRED:** Charts, Sketch Pens, Rulers, Computer, Slides, Open Source Software for Slide Presentation, LCD projector.

4. **PREPARATIONS**

   o Read the glossary given at the end of the handbook.

5. **TEACHING/TRAINING METHODOLOGY:**

T1: Interactive Lecture

DURATION: 1 hr.

PROCESS

1. Prepare the points for the lecture.
2. Make an opening by telling students' the purpose of the lecture or presentation.
3. Introduce the topic e.g., meaning of disaster, hazard and emergency, types of disasters-natural and manmade, meaning of risk, difference between disaster and emergency, etc.
4. You may also make a slide presentation on natural and manmade disasters.
5. Involve students' by giving them the opportunity to ask questions related to the topic.
6. Clarify any questions students may have.
7. Summarize the topic and emphasize on the key points.
8. Check to make sure that each student understands the meaning of hazards, disaster, and the difference between the natural and manmade disasters.

T2: Discussion

DURATION: 1 hr.

PROCESS

1. Prepare the points for discussion.
2. Make an opening by telling student's the purpose of the discussion.
3. Involve students' by giving them the opportunity to ask questions related to the topic.

4. Topics for discussion may include the following:

   a) Buildings, cinema halls, parks, shopping malls and factories are more prone to hazards and disasters.
   b) What are danger prone areas in public places.
   c) What are those things which should be watched during earthquakes (e.g., falling cupboards, falling ceilings, falling objects, falling trees in a park, open areas in a cyclones) or during fire (the pantry where gas cylinders are housed, electrical installations, storage areas, closed rooms like cinema halls, where smoke can accumulate and asphyxiate the occupants).

T3 : Assignments

Ask your students to

1. Visit a library and write in 100 words about two incidents of disaster published in the newspaper or magazine. The topics may include the following:

- **Natural disaster** (such as flood, storm, drought, coastal erosion, landslide or disaster arising from storm and heavy rain).
- **Industrial disaster** (such as explosion, fire, pollution and leaking of hazardous materials from factories, plants and industrial centre that process, produce and store such materials).
- **Accident** (involving transportation, drainage and transfer of dangerous materials).
- Collapse of high rise buildings and special structures.
- **Air disaster**.
- **Train collision** or derailment.
- **Fire involving big area** or fire in high rise building
- **Collapse of hydro dam** or **water reservoir**.
- **Nuclear accident**.
- **Emanation of toxic gasses** at public places.

T4 : Field Visit

Take your students to an organisation/institution/factory and take note of the equipment that the organisation/institution/ factory has in place for meeting disaster/ emergency situations. Discuss with the concerned person whether the organisation/institution/factory has a contingency plan for meeting the situations arising due to emergency or disaster.

CHECKLIST FOR ASSESSMENT ACTIVITY

Use the following checklist to see that your students could meet all the following requirements for assessment.

Part A

Students could differentiate between

(a) Disaster and hazard.

(b) Natural hazards and man made hazards.

(c) Disaster and emergency.

Part B

Students could answer the following questions:

(a) What is hazard?

(b) What is disaster?

(c) What are the natural and human induced disasters?

(d) Why do we need to study about disaster management?

Part C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include, but not limited to:

Performance standards	Yes	No
Enlist the types of hazards		
Enlist natural disasters		
Enlist man made disasters		
Identify the cause of natural and man made disasters		

SESSION 2: IDENTIFYING ELEMENTS OF DISASTER AND EMERGENCY MANAGEMENT

RELEVANT KNOWLEDGE

Disaster management

Disaster management is a continuous and integrated process of planning, organising, coordinating and implementing measures which are necessary for prevention of danger or threat of any disaster, mitigation or reduction of risk of any disaster or its severity. In simple terms, it means dealing effectively with disaster. It includes prompt response to any disastrous situation or disaster, which includes (i) preparedness, (ii) evacuation, (ii) rescue and relief, (iii) recovery, (iv) rehabilitation and (v)reconstruction.

Emergency management

Emergency management is defined as a process to reduce loss of life and property and to protect assets from all types of hazards through a comprehensive, risk based, emergency management programme which include the following: (i) **mitigation**, (ii) **preparedness,** (iii) **response**, and (iv) **recovery**.

Mitigation of emergency includes all those activities taken to eliminate or reduce the probability of the event, or reduce its severity or consequences, either prior to or following emergency. It is accomplished by identifying risks and implementing counter measures to reduce the risks. The goal of mitigation is to reduce the risks that a facility and its personnel are exposed to.

What is Disaster Management?

Preparedness -- activities prior to a disaster.
Examples: preparedness plans; emergency exercises/training; warning systems.

Response -- activities during a disaster.
Examples: public warning systems; emergency operations; search and rescue.

Recovery -- activities following a disaster.
Examples: temporary housing; claims processing and grants; long-term medical care and counseling.

Mitigation - activities that reduce the effects of disasters.
Examples: building codes and zoning; vulnerability analyses; public education.

Source: Information and Communication Technology in Disaster Risk Management - presentation prepared by Sujit Mohanty; Manager-Disaster Information Systems, GOI-UNDP Programme, Ministry of Home Affairs, GOI, 2005

(A) Preparedness (before a disaster)

Preparedness before a disaster helps in minimising loss of life and property and disruption of critical services. Preparedness includes activities, programmes, and systems developed and implemented prior to an earthquake that are used to support and enhance mitigation of, response to and recovery from disaster or emergency.

Security personnel can play many roles in the preparedness for an emergency or disaster. It includes security awareness, safety, terrorism awareness, and emergency evacuation procedures. Preparedness activities also include training for emergency situations and ensuring that the equipment and supplies are in place and in proper working conditions.

Security personnel should have complete knowledge of the layout of the building and routes of entry and exit. They can also identify critical areas that needs to be secured and the locations of hazardous materials. With proper training, security forces can play significant roles in identifying the vulnerabilities and weaknesses of a facility. Patrols by security officers are effective in ensuring that emergency exits are kept clear.

The rescue team should be trained in use of acoustic devices to detect faint noises from the debris of collapsed buildings. The members of the rescue team should also know how to use infrared cameras for locating people under the rubble or bioradar equipment.

(i) Preparing a Disaster Plan: It is important that a disaster plan should be prepared, especially for disaster prone areas. Knowledge of nearby shelters, emergency numbers and contact information of nearby people is essential as there may be an emergency to evacuate the area and move them to safer or less threatened places. Some questions that need to be addressed for preparing a disaster plan will include the following:

a)   How will everybody **get out** of the premises?
b)   Who will be responsible for special assistance for **evacuation** of children, elderly and disabled people?
c)   Where will everybody **assemble**?
d)   How will people **communicate** with each other if groups are separated?
e)   What **materials** would be needed for rescue?

An emergency plan contains the following aspects in appropriate details:

(i) Brief introduction of the area (topography, climate, demography, industry)

(ii) Natural and manmade disasters (history and statistics).

(iii) Command area (structure of the government at various levels, powers and responsibilities, role of emergency services, etc.).

(iv) List of emergency and other services (name of agency, address and telephone numbers of the agencies, police, fire services, essential services, water and power supply, medical, transport and railways, post and telegraph, telephone, national cadet corps, etc.).

(v) Activation of operations (warning systems)

(vi) Establishment of control room.

(vii) Co-ordination with various agencies.

(viii) Arrangements at the scene of disaster (responsibility and accountability of each agency, duties of first officer/responder at scene, duties of control room staff, senior supervisory officer, incident officer, investigating officer,etc.).

(ix) Dissemination of information to agencies/ departments concerned.

(x) Medical centre (collection point for survivors, shelters for survivors, temporary mortuary, identification of victims, etc.).

(xi) Search, rescue and evacuation procedures to be adopted (team, method, etc.).

(xii) Transport and traffic arrangements.

(xiii) Management of law and order.

(xiv) Role of media (to broadcast and telecast accurate information, etc.).

(xv) Communication system (public information system, etc.).

(xvi) Housing (number and location of houses, etc.).

(xii) Monitoring and evaluation.

(ii) Maintaining a Contact List: A **contact list** should be prepared and updated regularly. It should include the phone and fax numbers and e-mail addresses of law-enforcement agencies, fire-and-rescue authorities, hospital emergency rooms, the Red Cross, and local emergency management office. The basic responsibility of the government is to undertake rescue, relief and rehabilitation in the aftermath of a disaster. Some of the authorities or departments at various levels – national, state, district, block and village level which are responsible for playing an active role in disaster management.

(iii) Role of Government Agencies in Disaster Management: At the National level, the Central Government provides supplementary physical and financial resources. The various Ministries involved in disaster management are listed in table below.

Ministries of Government of India involved in Disaster Management

Disaster	Name of Ministry
Earthquakes and Tsunami	Ministry of Home Affairs/Ministry of Earth Sciences
Floods	Ministry of Home Affairs /Ministry of Water Resources
Cyclones	Ministry of Home Affairs /Ministry of Earth Sciences
Drought	Ministry of Agriculture
Biological Disasters	Ministry of Health and Family Welfare
Chemical Disasters	Ministry of Environment and Forest
Nuclear Disasters	Ministry of Atomic Energy
Air Accidents	Ministry of Civil Aviation
Railway Accidents	Ministry of Railways
Civil Strife	Ministry of Home Affairs

Disaster Management Authorities and Institutions

Let us now look at some of the Authorities and Institutions directly involved in the disaster management at various levels.

(a) National level

The **National Disaster Management Authority** (NDMA), headed by the Prime Minister of India, is the apex body for disaster management in India. The setting up of the NDMA and the creation of an enabling environment for institutional mechanisms at the State and District levels is mandated by the Disaster Management Act, 2005. The Authority is required to prepare guidelines, based on which the Nodal Ministry prepare a detailed Action Plan for effective management of disasters. The other authorities and Institutions or Centres are as follows:

1. Central Disaster Management Authority (CDMA).
2. National Center for Disaster Management (NCDM), New Delhi.
3. National Information Center (NIC) of Earthquake Engineering, Indian Institute of Technology, Kanpur, Uttar Pradesh.
4. Disaster Management Institute, Bhopal, Madhya Pradesh.
5. Disaster Mitigation Institute (DMI), Ahmedabad, Gujarat.
6. Environment Protection Training and Research Institute, Hyderabad
7. National Civil Defense College, Nagpur, Maharashtra.

(b) State level

At the State level, a State level Committee headed by the Chief Minister or the Chief Secretary of the State is the overall in-charge of the relief and rehabilitation measures during a disaster. The Relief Commissioner of the Committee or the Secretary, Department of Revenue is in-charge of the relief operations. The States develops relief manual and contingency plan called as **"State Relief Code"** and **"State Contingency Plan"** respectively to deal with the situation in case of emergency or disaster.

(c) District level

At the district level, a **District Disaster Management Committee**, headed by the District Magistrate and comprising officials from the Departments of Health, Irrigation, Veterinary, Water and Sanitation, Police, etc. and representatives from International and National non-government organizations are responsible for oversight of the relief and rescue operations during the disaster. It takes the help of the disaster management teams of Fire Service Department, Police Department and Health Department.

(d) Block level

At the block level, **Block Development Officer (BDO) or *Taluka* Development Officer** is the nodal officer of the disaster management committee.

(e) Village level

At the village level, the Village Disaster Management Committee, headed by a *Sarpanch* or Village Headman is responsible for preparing the Village Disaster Management Plan and coordinating with various agencies for providing training to the

members of the local rescue team and managing rescue and relief operations during the disaster. *Panchayati Raj* bodies are the most appropriate local institutions for involving people in natural disaster preparedness. *Panchayati Raj* bodies have a role to play in all phases of disaster management.

(iv) Role of Other Agencies

Besides the government, there are several other agencies or institutions which are involved in preparedness and rescue and relief operations during the disaster. These agencies include paramilitary forces, civil defence, Home Guards, National Cadet Corps (NCC), member of National Service Scheme (NSS), youth organizations, United Nation (UN) Agencies, International and National Voluntary Groups/Organizations, and Non-government Organizations (NGOs).

(B) During a disaster (disaster occurrence)

Activities undertaken at this stage are called emergency response activities. The community members are the 'first responder' and they should take the initiative to ensure that the needs and provisions of victims are met and the suffering is minimized.

Evacuation Procedures for Building Occupants: Some of the measures that we need to take in the event of an earthquake are as follows:

- All occupants should know where **primary and alternate exits** are located, and be familiar with the various evacuation routes available.
- Floor plans with escape routes, alternate escape routes, exit locations, and designated meeting

sites should be available with the occupants of the building.

- When the alarm sounds, occupants of the building should ensure that nearby attendees are kept calm, and are made aware of the ensuing procedure that will be followed.
- Quickly shutdown operating equipment (e.g., Liquid Petroleum Gas cylinders), close doors and exit the building using stairs. Never use lift.
- All occupants should proceed to the designated evacuation **assembly point** and await further instructions.

(C) After a disaster (post disaster)

After a disaster, steps will have to be taken to achieve early recovery and rehabilitation of affected people or communities. These are called as **response and recovery** activities. Response includes activities designed to address the immediate and short-term effects of the disaster or emergency. This could include handling equipment, ordering evacuations, ordering shelter in place actions, and coordinating evacuations to move personnel to less dangerous locations. Recovery involves activities conducted after the disaster or emergency to return conditions to a level that is acceptable to the entity i.e., restoring facilities to operations. This also includes developing the capacity of the people to cope with the consequences of disaster.

Role of Private Security Personnel in Disaster Management: The Security personnel are expected to initiate an emergency response sequence by activating an alarm and notifying the proper authorities of the emergency. He/she should respond in a defensive manner to protect the property, person or the environment from a safe distance.

He/She should respond in an aggressive manner for controlling the hazard only when adequately trained for the purpose and possesses specialized competencies. To deal with the situations of emergency, the Security Personnel must be educated and trained on various aspects of emergencies, which include but not limited to the following:

(i) An understanding of the basic hazards and risk assessment techniques.
(ii) An understanding of how to select and use Personal Protective Equipment (PPE).
(iii) An understanding of the classification and verification of hazardous tools, equipment and materials.
(iv) An ability to function within an assigned role in the incident command system.
(v) An ability to report, perform basic or advance control and containment and/or confinement operations within the given resources and capability.
(vi) An ability to undertake necessary precautions while entering a damaged building. The precautions will include, but not limited to:

(a) Use of helmet, (b) Working in pairs, (c) Keep calling, (d) Listening for sounds, (e) Not touching or disturbing any damaged walls or blocked doors, (vi) Not moving through doors and windows which are broken and/or projecting, (vii) Treating all naked wires as live wires, (viii) Not igniting fire, (ix) Keeping close to the walls, and (x) Not pulling anything projecting out from the collapsed portions.

SESSION PLAN 2

1. **SESSION TOPIC:** Identifying Elements of Disaster and Emergency Management

2. **OBJECTIVE:** To develop students' knowledge, skills and abilities for identification of natural and manmade disasters.

3. **MATERIALS/ EQUIPMENT REQUIRED:** Charts, Post-it notes, pieces of card, Sketch Pens, Rulers, Computer, Slides, Open Source Software for Slide Presentation, LCD projector.

4. **PREPARATIONS**

   o Read the glossary given at the end of the handbook.

   o Arrange the materials for the activities.

5. **TEACHING/TRAINING METHODOLOGY:**

T1: Interactive Lecture

DURATION: 1 hr.

PROCESS

1. Prepare the points for the lecture.
2. Make an opening by telling student's the purpose of the lecture or presentation.
3. Introduce the topic e.g., disaster management, emergency management, preparedness before the disaster, preparing a disaster plan, preparing a contact list, government and other agencies responsible for disaster management, steps to be taken after disaster.
4. You may also use the slide presentation for explaining the various aspects of disaster management. Provide specific examples.
5. Involve students' by giving them the opportunity to ask questions related to the topic.
6. Clarify any question student's may have.
7. Summarize the topic and emphasize on the key points.
8. Check to make sure that each student understands the meaning of hazards, disaster, and the difference between the natural and manmade disasters.

T2: Activity

Ask students to think about words and phrases related to natural or man made disasters. For example, earthquake, cyclone, tsunami, etc. Give students post-it notes to write the words/ phrases and/ ask to submit them to you. Write natural and Man made disaster on the black/white board and paste the post-it notes according to the category.

DURATION: 2 hrs.

PROCESS

1. Introduce the **purpose** of the skill being demonstrated e.g., inform the students that only a conscious casualty can be transported with **the four-hand seat carry** because he/she must help support himself/herself by placing his arms around the bearers' shoulders. This carry is especially useful in transporting casualty with a head or foot injury and is used when the distance to be travelled is moderate. It is also useful for placing a casualty on a stretcher.
2. Present the materials that are going to be used.
3. Pair up the students and demonstrate the skill to the students e.g., **making a hand seating arrangement for transporting a victim of disaster or emergency.**
4. Inform about the precautions to be taken e.g., know where you will move the victim before trying to move him. Be sure that you would be able to lift the victim before lifting him.

Two-handed seat carry

The **two-hand seat carry** is used in carrying a casualty for a short distance and in placing him on a stretcher. With casualty lying on his back, a person kneels on each side of him at the casualty's hips. Each person passes his/her arms under the casualty's thighs and back, and grasps the other bearer's wrists (as shown in figure). Both the persons then rise on their feet, lifting the casualty.

1. Repeat the demonstration, explaining each step in detail.
2. Invite the students to ask questions.
3. Allow participants to practice the skill themselves.
4. Go to each student to observe him/her while he/she performs the skill and provide them with constructive feedback.
5. Bring participants back to the larger group.
6. Discuss how easy or difficult it was for the students to perform the skill.
7. Discuss "what are the other ways of transporting victims of disasters to the ambulance?"
8. Summarize the key points of the exercise.

CHECKLIST FOR ASSESSMENT ACTIVITY

Use the following checklist to check whether your students could meet all the following requirements for assessment.

Part A

Students could differentiate between
(a)   Disaster and emergency management.

Part B

Students could answer the following:

(a)   What is emergency management?
(b)   What is disaster management?
(c)   What are the steps involved in disaster management?
(d)   What are the different agencies involved in disaster management?
(e)   What is the role of Central and State governments in disaster management?

Part C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include, but not limited to:

Performance standards	Yes	No
Identify the emergency route of exit in a given plan of a building		
Make a hand seating arrangement for transporting a person		
Enlist the emergency telephone numbers		

Everything in nature is made up of five basic elements: (i) earth, (ii) water, (iii) fire, (iv) air, and (v) space. Each of the five elements has a certain relationship with the other elements. These relationships form the laws of nature. An element could support or act as an enemy to the other element. For example, air (contains oxygen) support fire, but water can block the spread of fire. Therefore, in order to co-exist fire and water need to be separated.

Fire is the rapid oxidation of a material in the chemical process of combustion, releasing heat, light and various reaction products. The **flame** is the visible portion of the fire and consists of glowing hot gases. Fire has the potential to cause physical damage through burning.

For a fire, three things are necessary – heat, oxygen and fuel. Fuel (in a non-gaseous state) does not burn directly. When you apply heat to fuel, it produces a gas. When the oxygen in the air combines with this gas, it burns. Remove one of those things (add water to eliminate heat, cover with dirt or sand to eliminate oxygen, for instance) and the fire will go out. Therefore the three elements that are necessary for a fire to ignite are:

- Heat
- Oxygen
- Fuel

Fires start when a flammable and/or a combustible material, in combination with a sufficient quantity of oxygen gas is exposed to a source of heat that reaches above the flash point for the fuel/ oxidizer mix, and is able to sustain a rate of rapid
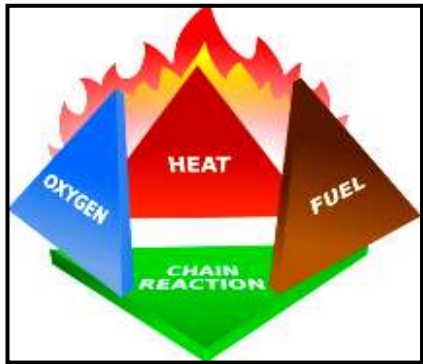
Fig.1: Fire Tetrahedron

oxidation that produces a chain reaction. This is commonly called the "*fire tetrahedron*" (Figure 1).

Classification of Fires

Most fires that occur will fall into one or more of the following classes:

Class A: Fires involving ordinary combustible materials, such as paper, wood, and textile fibers. **Cooling, blanketing, or wetting extinguishing agents** are used for extinguishing such fires.

Class B: Fires involving flammable liquids such as gasoline, thinners, oil-based paints and greases. Extinguishers for this type of fire include **carbon dioxide, dry chemical and halogenated agent types**.

Class C: Fires involving energized electrical equipment. The most common type of extinguisher for this class is **carbon dioxide extinguisher**.

Class D: Fires involving combustible metals such as magnesium, sodium, potassium, titanium, and aluminum. Special dry powder[*]extinguishing agents are required for this class of fire, and must be tailored to the specific hazardous metal.

Class K: Fires involving commercial cooking appliances with vegetable oils, animal oils, or fats at high temperatures. A wet potassium acetate, low pH-based agent is used for this class of fire. This is also called as class F fire.

Responding to fire emergencies is a systematic set of actions which are usually practiced during fire drills. A fire officer is responsible for ensuring that a fire drill effectively trains the building's occupants on how to respond in an actual fire. The fire officer is responsible for the same responsibilities during a drill and an actual fire. In large buildings with multiple floors, there may be a fire officer for each floor. You would need to adopt "RACE" i.e. Rescue, Alarm, Confine and Evacuate to deal effectively with fire emergencies.

- **R – Rescue:** Search and rescue is a team effort that needs planning, trained people and coordination amongst the members. When you discover a small fire you can rescue people in immediate danger, but this you should do without endangering yourself. In case of big fires, evacuation should be done and people should calmly exit via safe Fire Exit.
- **A – Alarm:** Sound the alarm by pulling a fire box and call from a safe distance.
- **C – Confine:** Close all doors, windows and other openings.
- **E – Evacuate:** Evacuate the building, but take necessary precautions while entering the building.

Evacuation: Evacuation is the procedure of removing people from dangerous area to a safe one. The fire warden is responsible for ensuring that the building is evacuated in a safe and controlled fashion in the quickest manner possible. This includes directing people to the nearest exits, helping people with disabilities, guiding visitors to emergency exits and ensuring that no elevators are used.

The fire officer is responsible for checking that everyone has been evacuated from the building after the fire drill begins. It is the officer's job to check all washrooms and common areas for people who may not have been evacuated. When the building has been checked, the fire officer conducts a head count in the designated meeting area to make sure that everyone is accounted for.

Securing the Area: While leaving the building, the fire officer is responsible for closing the doors and windows. If groups have separated or gathered in places other than designated meeting areas, the fire officer directs them to safe areas. The officer also makes sure that fire lanes and hydrants are clear for emergency services and is available for questioning when emergency personnel arrive on the scene.

Prevention: There is a famous phrase "Prevention is better than Cure". Always follow this when you are dealing with hazardous substances and fire. The goal of fire prevention is to educate the public to take precautions to prevent potentially harmful fires, and be educated about surviving them. Fire prevention education can take the form of messages, videos, pamphlets, and banners. Effective and important messages and lessons may include the following:

Message 1: Don't play with fire: **Playing with fire causes many unnecessary emergencies and hurts and kills many people.**

Message 2: Don't just leave to do something else: One of the most common reasons for fires is how people often leave stoves, ovens, toasters, irons, for ironing clothes, etc. and candles unattended. Handle these electrical equipment safely and put them at the right place after use.

Message 3: Stop, drop and roll: If your clothing catches on fire, the most effective method of extinguishing the fire is to stop, drop to the ground, and roll back and forth to smother the flame. Don't run around because it fans the flames.

Message 4: Get out and stay out: Every year, many people are injured or killed because they re-enter their burning homes. If you are lucky enough to have escaped, stay out.

Training Log: All fires, even those that have been extinguished, must be reported immediately. The fire officer is responsible for filling in the training log in the building's fire safety logbook. The training log will include the time and nature of the drill, the length of time that it took to complete the drill and the groups involved in the drill. The fire officer can also make suggestions to improve evacuation time.

Extinguishing Fire

Small fires can be extinguished only if you are trained to use a fire extinguisher under the direction of a trained fire fighting personnel. We will now try to identify some of the fire fighting protective clothing, tools, equipment and materials to get a feel of the requirements for fighting a fire.

Fire Fighting Protective Clothing

S.No.	Name	
1.	Fire Protection Suit	
2.	Helmet	
3.	Gloves	
4.	Gum boots	
5.	Fireman Masks	

Fire Fighting Tools

S.No.	Name	
1.	Fireman Tools	
2.	Cutter	
3.	Fireman Bell	
4.	Bucket	

Fire Fighting Equipment

S.No.	Particulars	Specifications and Uses
1.	Fire Tender	
2.	Hose Reel	
3.	Fire Hose Box	

Fire Extinguisher

S.No.	Particulars	Specifications and Uses
1.	**Water-Carbon Dioxide type Fire Extinguisher**	• Type - Upright & trolley mounted • Capacity-9, 50,135,150 litre • Suitable for extinguishing fires of Wood, Paper, Cotton and Jute
2.	**Foam type Fire Extinguisher**	• Type - Inverted, upright & trolley • Capacity-9, 50, 150 Litres • Suitable for fighting fire of Petrol, Oil, Paints, Spirits, Chemicals and Flammable liquids fires.

3.	CLASS OF FIRE IS : 2171 **BC** **Dry Chemical Powder type Fire Extinguisher**	• Type-Upright Rolley & Trailer Mounted • Capacity-1, 2,5,10,25,50,75,150,300 kg • Suitable for fighting fire of oils, solvents, gases, paints, varnish, electrical wiring, live machinery fire, flammable liquid & gas fires
4.	CLASS OF FIRE IS : 2878 **BC** **Carbon Dioxide type Fire Extinguisher**	• Upright & trolley mounted • Capacity-2,3,4,5,6.5,9,22.5, 45 kg • Suitable for fighting fire of all flammable liquids gases, live and delicate machinery fires, electrical and sophisticated electronics equipment fires.

Using a Fire Extinguisher
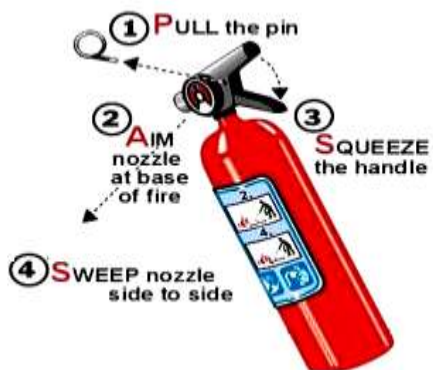
To extinguish a fire with a portable extinguisher, you must have immediate access to the extinguisher, know how to actuate the unit, and how to apply the extinguishing agent effectively. Prior to fighting any fire with a portable fire extinguisher you must perform a risk assessment that evaluates the fire size, the atmosphere in the vicinity of the fire and the fire evacuation path. Let us now understand the various steps followed for using a fire extinguisher. To remember the sequence of the steps, you may learn it as 'PASS' i.e., Pull, Aim, Squeeze and Sweep.

Step 1: Pull the pin or ring of the extinguisher. This will allow you to squeeze the handle in order to discharge the extinguishing agent i.e., water, carbon dioxide, foam, etc.

Step 2: Aim- Aim the nozzle at the base of the fire, but maintain a distance of at least 6 feet away from the fire.

Step 3: Squeeze or Press the handle together. This will release the extinguishing agent.

Step 4: Sweep the nozzle from side to side, aiming at the base of the fire. Continue until the fire is extinguished.

SESSION PLAN 3

1. SESSION TOPIC:
DEALING WITH FIRE EMERGENCIES

2. OBJECTIVE:
To develop students' knowledge, skills and abilities to draw a fire tetrahedron and label it and to demonstrate the use of a fire extinguisher for extinguishing small fires

3. MATERIALS/ EQUIPMENT REQUIRED:
Charts, Sketch Pens, Rulers, Computer, Slides, Open Source Software for Slide Presentation, LCD projector, Fire extinguishers.

4. PREPARATIONS

- Read the glossary given at the end of this handbook.

5. TEACHING/TRAINING METHODOLOGY:

T1: Interactive Lecture

DURATION: 2 hrs.

PROCESS

1. Prepare the points for the lecture.
2. Make an opening by telling students' the purpose of the lecture or presentation.
3. Introduce the topic e.g., classification of fires, common causes of fire, dealing with fire emergencies, evacuation, extinguishing fires, etc.
4. You may also use the slide presentation on classification of fires, strategies adopted for extinguishing fires, etc. Provide specific examples.
5. Involve students' by giving them the opportunity to ask questions related to the topic.
6. Clarify any questions students may have.
7. Summarize the topic and emphasize on the key points.
8. Check to make sure that each student understands the meaning of fire, difference between different types of fires, difference between different types of fire extinguishers, purpose of various fire fighting equipment.

T2: Demonstration

DURATION: 2 hrs.

PROCESS

1. Introduce the **purpose** of the skill being demonstrated e.g., small fires can be readily extinguished using the fire extinguisher, thus preventing major fire disaster.
2. Present the materials that are going to be used.

3. Inform about the precautions to be taken e.g., install the appropriate fire extinguisher as per the class of fire, do not go very close to the fire, etc.
4. Demonstrate the steps involved to the students, which should involve but not limited to: (i) how to remove fire extinguisher from the stand, (ii) how to handle fire extinguisher, (iii) how to use fire extinguisher for extinguishing fire.

Using a Fire Extinguisher
Ask students to remember 'PASS' i.e., Pull, Aim, Squeeze and Sweep.

Step 1: **Pull** the pin or ring of the extinguisher. This will allow you to squeeze the handle in order to discharge the extinguishing agent i.e., water, carbon dioxide, foam, etc.

Step 2: Aim- Aim the nozzle at the base of the fire, but maintain a distance of at least 6 feet away from the fire.

Step 3: Squeeze or Press the handle together. This will release the extinguishing agent.

Step 4: Sweep the nozzle from side to side, aiming at the base of the fire. Continue until the fire is extinguished.

5. Repeat the demonstration, explaining each step in detail.
6. Invite the students to ask questions.
7. Allow students to practice the skill themselves.
8. Go to each student to observe him/her while he/she performs the skill and provide them with constructive feedback.
9. Bring participants back to the larger group.
10. Discuss how easy or difficult it was for the students to perform the skill.

11. Summarize the key points of the exercise.

Use the following checklist to check whether your students could meet all the requirements for assessment.

Part A

Students could differentiate between
(a) Classes of fire.

Part B

Students could answer the following questions:

(a) What is fire?
(b) What are the different classes of fire?
(c) What are the common causes of fire?
(d) What are the steps involved in dealing with fire emergencies?
(e) Why do we need to select a fire extinguisher?

Part C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include, but not limited to:

Performance standards	Yes	No
Draw a fire tetrahedron and label it		
Classify the various types of fire		
Read the label on the fire equipment		
Identify the firefighting equipment		
Demonstrate the use of fire extinguisher		
Enlist common causes of fire at workplace		

1. **Disaster:** A disaster can be defined as "a serious disruption in the functioning of the community or a society causing wide spread, economic, social or environmental losses which exceed the ability of the affected society to cope using its own resources".

2. **Drill**: A training that develops a combination or series of skills. A drill conducted primarily for evaluation rather than training is referred to as an "evaluative drill."

3. **Emergency management:** It is the organisation and management of resources and responsibilities for addressing all aspects of emergencies, in particular preparedness, response and initial recovery steps.

4. **Emergency relief:** When organizations or governments help people to meet their basic needs by helping with water, sanitation, food, shelter, clothing, blankets, etc.

5. **Evacuation:** It is the process whereby people are moved from a dangerous area to a safe one.

6. **Hazard:** Anything that might cause harm to a person.

7. **Hazard Identification**: The process of recognizing that a hazard exists and defining its characteristics.

8. **Hazardous material:** is a substance with potential to cause harm to persons, property or the environment because of one or more of the following:
    (a) the chemical properties of a substance;
    (b) the physical properties of a substance;
    (c) the biological properties of a substance.

9. **HAZMAT**: The common acronym for "hazardous materials.

10. **HAZMAT Team**: It is a term used to describe a team of highly skilled professionals who specialize in dealing with hazardous material incidents.

11. **Intentional Hazard**: A hazard produced primarily by threatened or executed intentional actions, threatening or resulting in human or property impact of sufficient severity to be deemed an emergency. The intent may be sabotage, criminal actions, conflict and civil disobedience or disturbance, or acts of terrorism.

12. **Mitigation** – It is the lessening or limitation of the adverse impacts of hazards and related disasters.

13. **Natural Hazard**: Any hazard produced primarily by forces of nature that result in human or property impact of sufficient severity to be deemed an emergency. Natural hazards include earthquake, flood, hurricane, tornado, storm, tsunami, tidal wave, drought, fire, epidemic, etc.

14. **Preparedness:** It involves activities designed to minimise loss of life and damage, to organise the temporary removal for people and property from a threatened location and to facilitate timely and effective rescue, relief and rehabilitation.

15. **Prevention**: It encompasses activities designed to provide permanent protection from disasters. It includes engineering and other physical protective measures, as well as legislative measures controlling land use and urban planning.

16. **Recovery**: It is a focus on how best to restore the capacity of the government and communities to rebuild and recover from crisis and to prevent

relapses into conflict.

17. **Risk:** The probability that harm might come to a person.

18. **Risk management:** The process of managing risks caused by hazards in the workplace. Risk management involves hazard identification, risk assessment and risk control.

19. **Technological Hazard**: A hazard created primarily by manmade technology or unplanned and non-malicious actions, which result in human or property impact of sufficient severity to be deemed an emergency. Technological hazards include industrial, nuclear or transportation accidents, unintentional natural gas and other explosions, conflagration, building collapse from primary structural failure, power failure, financial and resource shortage, oil and other hazardous materials spills and other injury-threatening environmental contamination.

20. **Vulnerability**: The likelihood of an organization being affected by a hazard, and its susceptibility to the impact and consequences (injury, death, and damage) of the hazard.

21. **Warning**: It is the dissemination of message signaling imminent hazard which may also include advice on protective measures.

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TEACHER'S HANDBOOK
SS103-NQ2012

Development and Maintenance of Relationship with Stakeholders

PREFACE

The Teacher's Handbook on **"Development and Maintenance of Relationship with Stakeholders"** is a part of the qualification package developed by the Security Knowledge and Skill Development Council (SKSDC) for the National Vocational Education Qualification of "Unarmed Security Guard (Private Security Sector). The National Vocational Education Qualification Framework (NVEQF) is an initiative of the Ministry of Human Resource Development (MHRD), Government of India to set common principles and guidelines for a nationally recognized qualification system covering Schools, Vocational Education and Training Institutions, Technical Education Institutions, Colleges and Universities. It is envisaged that the NVEQF will promote transparency of qualifications, cross-sectoral learning, student-centred learning and facilitate learner's mobility between different qualifications, thus encouraging lifelong learning.

The private security industry comprises those agencies or people who provide security for people and property under contract and for profit. An Unarmed Security Guard is required to observe, deter, record and report. The basic difference between government and private security is that the government security personnel are empowered by legislation to enforce the law, but it is not so for private security.

The National Curriculum Framework, 2005, recommends that children's life at school must be linked to their life outside the school. This principle makes a departure from the legacy of bookish learning which continues to shape our system and causes a gap between the school, home, community and the workplace. Experiential learning, which is a cyclical process involving observation, reflection and action, should be an integral part of the teaching-learning process. Attempt by the students to solve problems, guided by the teachers or instructors, would enable them to explore and discover new knowledge and develop problem solving skills. A range of pedagogies, including interactive lecture, role plays, case based studies, assignments, projects and on-the-job activities that provide students with generic, technical and professional knowledge and skills should be adopted by the teachers and instructors to foster student-centred learning.

The success of this effort of integrating knowledge and skills depends on the steps that the teachers will take to encourage children to reflect their own learning and to pursue imaginative and on-the-job activities and questions. Participation of learners in skill development exercises and inculcation of values and creativity is possible if children are involved as participants in learning, and not as receiver of information. These aims imply considerable change in school routines and mode of functioning. Flexibility in the daily time-table would be a necessity to maintain the rigour in implementing the activities and the required number of teaching days will have to be increased for teaching and training.

The suggestions by the teachers and other stakeholders in education and training will be of great value to us in bringing about qualitative improvement in the teacher's handbook.

ACKNOWLEDGEMENTS

ABOUT HANDBOOK

The handbook is to assist teachers with teaching and training their students for meeting the occupational standards for "**Unarmed Security Guard** (Private Security Sector) set by the Security Knowledge and Skill Development Council (SKSDC) of India. Occupational Standards describe what individuals need to know, understand and do in order to carry out a particular job role or functions. These are the standards that individuals must achieve when carrying out the various functions at the workplace. The Module on "**Development and Maintenance of Relationship with Stakeholders**" covers the following elements, performance criteria, knowledge and skills for the job role of Unarmed Security Guard (Private Security Sector):

Unit Code	SKS/N 0009
Unit Title (Task)	**Security in Commercial Deployments**
Element	**Carry out security tasks in commercial domains**
Performance Criteria	PC4: Communicate effectively with concerned Stakeholders
Skills (S)	
Core/Generic Skills	SA2: Be courteous and helpful to customers/stakeholders SA3: Communicate effectively with customers/stakeholders

You will ensure that the following performance standards are met by each student on completion of the Unit:

Performance standards	Yes	No
Classify the stakeholders based on their key characteristics		
List the key stakeholders in security industry		
Identify the stakeholders in a given sector or organisation		
Communicate in a clear and concise manner.		
Select appropriate means of communication		
Summarise information for effective communication		
Demonstrate the ability to respond to customers of different temperament styles.		
Demonstrate and maintain personal hygiene.		
Exercise restrains and act after listening to a customer/visitor		
List the factors affecting relationship with stakeholders.		
List the causes of conflict		
Identify the cause of conflict in a given situation.		

GENERAL INSTRUCTIONS FOR TEACHERS

- Read the Teacher's Handbook carefully before teaching or conducting the training.
- Follow the session plan strictly. Bring any deviations to the notice of the Head of the Institution.
- Familiarize yourself thoroughly with the relevant knowledge and skills to be transacted.
- Ensure all materials/aids/equipment required for teaching and training is available.
- Introduce the skill by explaining the purpose.
- Demonstrate the skill to the participants, explaining each step in detail.
- Invite the students to ask questions.
- Ask the students to practice the skill themselves and make observation while they perform the task.
- Provide the students with constructive feedback.
- Discuss in the class the problems faced by the students in performing the task.
- Summarize the key learning.
- Ensure key learning is captured and performance standards are met at the end of each session.
- Regularly check student's workbook to ensure all exercises are being completed on time.
- Ensure that all participants complete the required assessments given in the student workbook.
- Always encourage participants. Never discourage them from getting actively engaged in discussions, question-answer sessions and task-oriented activities.

TABLE OF CONTENTS

According to the business dictionary, a stakeholder is "a person, group, or organisation that has direct or indirect stake in an organisation because it can affect or be affected by the organisation's actions, objectives, and policies".

The stakeholders can be broadly categorised as **internal and external stakeholders**. Internal stakeholders are people, who are already committed to serving the organisation such as Government representatives/Board members, executives, staff, trade unions, volunteers, and donors. External stakeholders are people who are impacted by the work of the organisation such as clients/customers, community partners, and others.

The key characteristics and the role of the stakeholders are summarized in table 1.

Table 1: Key characteristics of stakeholders	
Kind of Stakeholder	**Key Characteristics and Role**
Key or Core Stakeholders	• In a business organisation, key stakeholders include Creditors, Government, Customers, Owners , Management (executive and middle level), Employees, Suppliers, Trade Unions/ Associations and the Community. • They have significant influence on the success of a project, scheme or system. • They control decisions or can influence others in the decision making process.

Primary Stakeholders	• In a business organisation, primary stakeholders are the President, Vice President, Managers, Executives of Accounting, Executives of Marketing, and all entry level employees. • They are the ones who have a direct stake in the organisation and its success. • They are the main beneficiaries of the project, scheme or a system.
Secondary Stakeholders	• They perform as intermediaries within a project or scheme.
Active Stakeholders	• They affect or determine a decision or action in the project, scheme or a system.
Passive Stakeholders	• They do not play an active role, but are affected by the decisions or actions of others.

Stakeholders in Security Services

Types of Organisation

An organisation is a social group which distributes task for a collective goal. There are a variety of organisations which includes governments, corporations, non-government organisations, international organisations, armed forces, charitable trusts, not for profit corporations, companies, cooperatives, Universities, etc. These are formal organisations which have certain fixed set of rules for structures and procedures. These rules are usually set out in writing, with a language of rules that generally leave little discretion for interpretation. In some organisations, such rules may be strictly followed, while in others, they may be little more flexible. Most organisations, however, represent some mix of formal and informal structure. In a formal organization, the work is delegated to each individual of the organisation.

The employees work towards the attainment of a definite **goal**, which are in compliance with the **core norms and rules of the organisation**. They have a definite place in the organisation due to a well defined **hierarchical structure**. The authority, responsibility and accountability of every individual in the organisation are very well defined. **For example, a Private Security officer working in the security industry has the authority to control the access of people, is responsible for not allowing entry of unwanted people, and is accountable to his/her superior.**

Stakeholder Management

Stakeholder management is the process by which you identify your key stakeholders and win their support. Stakeholder analysis is the first stage of stakeholder management. The first step to stakeholder analysis is to identify and understand the most important

stakeholders. The identification of the stakeholders and their role in the improvement of the overall system or resolving an issue depends on the establishment and management of linkages between the various actors or interest groups.

Identification of Stakeholders

A stakeholder map is helpful for identifying the stakeholders. Let us take an example of Security Services to identify the most important stakeholders. Now think of the organisations and the people who are involved in internal and external Security of our Nation. It is indeed a long list, but for the moment let us try to map out a few key stakeholders (e.g. Government, Private Security Providers, Media, Security Analyst, Customers/Clients, etc.) and discuss about them to develop an understanding of their role and functions.

Government

The **National Security Council** (NSC) of India is the apex body looking into the political, economic, energy and strategic security concerns of India. The Ministry of Home Affairs (MHA) of Government of India discharges multifarious functions, important among them being the maintenance of internal security. There are two departments of MHA which deals with the security.

(a) Department of Internal Security: It deals with Police, Law and Order and Rehabilitation of Refugees. It also administers the people in the following services and Institutions:
- Indian Police Service (IPS)
- Intelligence Bureau (IB)
- Central Reserve Police Force (CRPF)
- Bureau of Police Research and Development (BPRD)

- Central Industrial Security Force (CISF)
- National Security Guard (NSG)
- National Institute of Criminology & Forensic Sciences (NICFS)
- National Crime Records Bureau
- National Civil Defence College
- North Eastern Police Academy
- Sardar Vallabhbhai Patel National Police Academy
- Assam Rifles
- Rastriya Rifle

(b) Department of Border Management: It deals with management of borders including coastal borders. It also administers the people in the following services and institutions:

- Border Security Force (BSF)
- Indo-Tibetan Border Police (ITBP)

Private Security Providers

The Private Security Agencies provide security guards for protection of people and property to a variety of organisations. Private security agency means a person or body of persons other than a government agency, department or organisation engaged in the business of providing private security services including training to private security guards or their supervisor or providing private security guards to any industrial or business undertaking or a company or any other person or property. These agencies are governed by the Private Security Agencies (Regulation) Act, 2005.

Media

Media have a vital role to play in monitoring security institutions and helping citizens make informed decisions regarding the security sector. The media

A **Customer** is the most important visitor on our premises. He is not dependent on us. We are dependent on him. He is not an interruption in our work. He is the purpose of it. He is not an outsider in our business. He is part of it. We are not doing him a favour by serving him. He is doing us a favor by giving us an opportunity to do so.

Mahatma Gandhi

educates the public and holds the government to account over security policy. It also performs the function of a watchdog and provides information on perceived threats to national security.

Security Analysts

A Security Analyst assesses the appropriateness and effectiveness of a particular security policy. It can be in terms of very specific policy such as checking of Identity Cards at entrances of Airports and Railway Stations, or an overall security policy of a nation. A Military Analyst on the other hand is someone who is trained to collect information about military powers, study that information, and formulate useful analysis which can be utilized in making policy decisions, preparing for war, presenting legal cases to the international court, or taking steps to ensure national security.

Customers/Clients

A customer or a client is the most important stakeholder as he/she indirectly decides the purpose and tasks of the company. For example, a food outlet serving Chinese dishes starts getting customers who demand South Indian dishes then the food outlet will start preparing South Indian dishes, rather than just serving the Chinese dishes.

SESSION PLAN 1

1. SESSION TOPIC:
Identifying Stakeholders

2. OBJECTIVE:
To develop knowledge and skills of students in identifying the stakeholders.

3. MATERIALS/ EQUIPMENT REQUIRED:
Charts, Sketch Pens, Rulers, Computer, Slides, Open Source Software for Slide Presentation, LCD projector.

4. PREPARATIONS
o Prepare the points for the lecture well in advance.

5. TEACHING/TRAINING METHODOLOGY:

T1: Interactive Lecture

DURATION: 1 hr.

PROCESS

1. Prepare the points for the lecture.
2. Make an opening by telling students' the purpose of the lecture or presentation.
3. Introduce the topic e.g., meaning of stakeholders, interests of stakeholder, stakeholders in security industry, etc.
4. You may also use the slide presentation.
5. Provide specific examples.
6. Involve students' by giving them the opportunity to ask questions related to the topic.
7. Clarify any questions students may have.
8. Summarize the topic and emphasize on the key points.
9. Check to make sure that each student understands the meaning of stakeholders and the difference between various types of stakeholders – key stakeholders, primary and secondary stakeholders, and passive and active stakeholders.

T2: Discussion

DURATION: 1 hr.

PROCESS

1. Prepare the points for the discussion on stakeholders.
2. Make an opening by telling student's the purpose of the discussion.
3. Involve students' by giving them the opportunity to ask questions related to the topic.

CHECKLIST FOR ASSESSMENT ACTIVITY

Use the following checklist to check whether your students could meet all the requirements for assessment.

Part A

Students could differentiate between

(a)   Types of stakeholders.

Part B

Students could answer the following questions:

(a)   Who are the stakeholders in private security industry?
(b)   How stakeholders influence the policy and functioning of private security industry/agency?
(c)   Why do we need to maintain relationship with stakeholders?

Part C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include, but not limited to:

Performance standards	Yes	No
Classify the stakeholders based on their key characteristics		
List the key stakeholders in private security industry		

SESSION 2 : COMMUNICATING EFFECTIVELY WITH STAKEHOLDERS

RELEVANT KNOWLEDGE

Communication is an essential part of everyday life. It is the reproduction of a thought, idea, observation, instruction, request, greeting, or warning, expressed in verbal, written, electronic, or pictorial media, originated by and transmitted by a communicator or communicating device to a specifically targeted receiver or receiver group. The inability to effectively communicate with others can create problems for anyone. Security personnel interact with people on a daily basis, whether it is giving directions, interviewing or interrogating a suspect or simply reporting an incident to a supervisor. Effective communication is essential to ones success and to the success of the business they protect. A simple rule that one should follow is that the message must be complete, clear and delivered timely. Security personnel should be able to adjust their behaviour and communication style according to the temperament of the customer/client.

Communication with others is to be conducted in a courteous manner. The secret of good communication is to tailor your approach to the individual. In any situation, it is important to communicate in a clear and concise manner. It is also important to adjust a communication style to accommodate a situation or an audience.

The tone, volume, and rhythm with which a message is presented can have a significant impact on how it is received by the audience. These are especially important when dealing with people over the telephone where the other person is not able to see your reaction to the situation.

Oral Communication

Oral communication implies communication through mouth. It includes individuals conversing with each other, be it direct conversation or telephonic conversation. Speeches, presentations, discussions are all forms of oral communication.

Advantages of Oral Communication

- It is interpersonal.
- There is flexibility for allowing changes in the decisions previously taken.
- Feedback is spontaneous in case of oral communication.
- It saves upon money and efforts.
- Oral communication is an essential element for teamwork and group work.
- Private or confidential matters are best delivered through oral communication channels.

Limitations of Oral Communication

- May not be very useful in formal organizations.
- Oral communication is less authentic than written communication as they are informal and not as organized as written communication.
- Oral communication is time-saving as far as daily interactions are concerned, but in case of meetings, long speeches consume lot of time and are unproductive at times.
- There may be misunderstandings as the information is not complete and may lack essentials.
- Oral communication (such as speeches) is not frequently used as legal records except in investigation work.

Written Communication

It is a permanent means of communication. Thus it is used for maintaining record and provides valid evidence. Security Officers are required to complete records and written reports of duties performed, descriptions of their tasks/observances and incidents. They should have an understanding of how to write notes, records and reports that are objective and in the standard format. The records include general diary, attendance register, duty roster, visitor's register, materials in and out register, vehicle movement register, telephone message book, leave register, overtime register, beat book (beat is the area patrolled by the Security Personnel). It is expected that the Security Personnel maintain a notebook, which should have legible entries, kept neat, with an emphasis on accurate spelling of names and locations. The entries should be organised chronologically, and should not be tampered with.

Limitations of Written Communication

- Written communication costs huge amount of paper, ink and other stationery items, except in case of electronic communication.
- Response in case of letters sent by post takes time i.e.it is time-consuming.
- It requires good writing skills and competencies in language and vocabulary use.

Communication Channels

There are two general ways of delivering the information: formal and informal communication channels.

(i) *Informal Communication*: Informal communication occurs on a person-to-person basis, in a face-to-face manner, without formalities, ceremony or fanfare.

Informal ways to communicate include texting, post-it notes, personal e-mail letters, instant messaging, emoticons, online chat rooms and cyberspace bulletin boards, an informal drop in visit to another person's house or office, or a quick and spontaneous meeting. People involved in informal communication are relaxed and generally wear casual dress. Informal communication also may take a non-verbal form as facial expressions, sign language, or manner of dress.

(ii) *Formal Communication*: Formal communication is organised and managed information that is shared with relevant individuals in an organisation or between organisations. Formal communication channels are based on an individual's role in the organisation and distributed in an organised way, according to the established norms in an organisation. Formal communication generally flows "downward" from executives to directors to managers to staff regarding company goals, targets, direction and instruction and "upward" from staff to managers to directors to executives in the form of data and reports. The communication flowing through these channels is specific to the jobs and departments.

Effective Communication with Stakeholders

Let us now understand how to effectively communicate with the stakeholders. A Security Supervisor, for example, frequently interacts with others, whether it is his/her superiors, subordinates, colleagues or customer. While communicating with the stakeholder he/she should
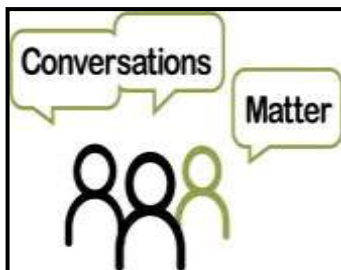
- Greet stakeholder with salutations like good morning/good afternoon/good evening, etc.
- Keep in mind individual's sensitivity to social and cultural differences, which include language, traditional norms and practices, beliefs, values, religion and gender.
- Adopt media and styles appropriate to people.

- Present information clearly, concisely and accurately.
- Keep in mind that the messages communicated comply with the company's policies, professional codes, regulations, legal requirements and professional ethics.

Communication with Superiors

Superiors are stakeholders from whom you receive instructions to perform your job and to whom you report to at the end of the task. You must be aware of the following in order to communicate with your superiors:

- Who is in charge of what?
- Who has the overall authority?
- To whom you are answerable to?
- Who should be approached with grievances?
- How do the disciplinary procedures in your agency/organisation work?

It usually falls in the purview receiving instructions, listening actively, seeking clarifications, acting upon instructions and passing messages. Remember, listening is an awareness of not just words but all the non-verbal messages accompanying the words. It means, therefore, that while listening, you need to:

- Maintain eye-contact to keenly observe.
- Focus on the speaker.
- Do away with distractions and become conscious of the speaker.
- Set aside assumptions about the speaker or the situation.
- Suspend judgment and evaluation about the speaker or the situation and give up the desire to interrupt the speaker.

- Listen for feelings and not just facts, like feelings of frustration, anger, disappointments, happiness, etc.
- Check what you have heard by reflecting both facts and feelings and clarifying the most important information or factor in the message. Murphy's Law states that 'if something can go wrong, it will'. Seeking clarifications is a means to reduce the possibility of going wrong.

Communication with Subordinates

Subordinates are stakeholders who report to you and require instructions from you to perform their tasks. Giving clear instructions, whether written or spoken, requires training in effective communication skills. Instructions are provided in a step-by-step sequence for a reason. If you miss a step you will often end up having to return at some point. Understanding instructions is difficult if the speaker has left out important information or assumed that you know something about the steps. It is hard to put ourselves in the place of a person who does not know how to do something, especially when we can do it so easily and with little thought. Clear instructions should include the following:

- What are the exact steps that a person need to follow to reach the goal or destination?
- What tools and equipment will he/she need?
- What special information does he/she need to finish the task?
- How much money will he/she have to spend?

Communication with Team Members and Colleagues

Success of the team depends on clear roles and responsibilities and the realisation that the tasks can

> It is not the employer who pays the wages. Employers only handle the money. It is the customer who pays the wages.
>
> **Henry Ford**

be achieved through collaboration and not competition.Teams are like chains and a chain is as strong as the weakest link. Teams are a network of relationships, purpose oriented action and information required for it. There are two ways to pass a message - verbally or note passing. Although the purpose of working as a team is to share ideas, complete the tasks together and increase productivity, faulty communication among the members can sidetrack the entire effort. In order to avoid confusion in the team, follow the guidelines given below:

- Create an outline of the task with a clear list of which team member is responsible for the task. If one person shirks his duties, you will be able to identify the shortcoming and compensate accordingly.

- Promise less than you think the team can deliver.

- Set up an e-mail group so you will be able to conveniently send and address questions, updates and changes.

- Be completely honest with your teammates, even if it means telling someone that you don't agree with his ideas or that you want to take the task in a different direction. Express your concerns in front of the entire team rather than talking behind his back.

- Meet in person several times before the deadline, if you need back and forth interaction to change directions or solve problems.

- Assess each person's progress and reassign duties if someone needs help or can take on additional work.

Communication with Customers

By customer, here we also mean clients and visitors. To communicate with customers effectively, it is essential that you develop good communication skills and listening skills. The following are some suggestions for becoming a better listener:

- **Do Not Interrupt:** People have a tendency to become impatient while listening and cannot wait for the speaker to finish. This limits the information exchange and breaks the communication process.
- **Do Not Jump to Conclusions:** Do not assume that you know what the speaker is going to say. Allow him/her to complete his message and then say whatever you wish to say about the idea, issue or the problem.
- **Concentrate on the Content:** While communicating you must concentrate on the content of the message. In case you miss out on certain points, you must seek clarification.
- **Ask Questions:** Ask good questions and provide feedback.

SESSION PLAN 2

1. SESSION TOPIC: Communicating Effectively with Stakeholders

2. OBJECTIVE: To develop knowledge and skills of students in communicating effectively with stakeholders.

3. MATERIALS/ EQUIPMENT REQUIRED: Charts, Sketch Pens, Rulers, Computer, Slides, Open Source Software for Slide Presentation, LCD projector.

4. PREPARATIONS
   o Arrange the materials well in advance

5. TEACHING/TRAINING METHODOLOGY:

DURATION: 3 hr.

PROCESS

1. Prepare the points for the lecture.
2. Make an opening by telling student's the purpose of the lecture or presentation.
3. Introduce the topic e.g., meaning of communication, oral communication, written communication, informal and formal communication channels, and communication with stakeholders.
4. You may also use the slide presentation for explaining the various aspects of communication.
5. Involve students' by giving them the opportunity to ask questions related to the topic.
6. Clarify any question student's may have.
7. Summarize the topic and emphasize on the key points.
8. Check to make sure that each student understands the difference between oral and written communication and formal and informal communication.

CHECKLIST FOR ASSESSMENT ACTIVITY

Use the following checklist to check whether your students could meet all the requirements for assessment.

Part A

Students could differentiate between

(a)   Oral and written communication.
(b)   Informal and formal communication.

Part B

Students could answer the following questions:

(a) What is communication?
(b) What is informal communication?
(c) What is formal communication?

Part C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include, but not limited to:

Performance standards	Yes	No
Communicate in a clear and concise manner.		
Identify the various records, logbooks, and reports of security industry.		
Select appropriate means of communication		
Summarise information for effective communication		

SESSION 3 : DEVELOPING PERSONAL ABILITIES FOR DEVELOPING AND MAINTAINING RELATIONSHIPS WITH STAKEHOLDERS

RELEVANT KNOWLEDGE

As a professional you should learn everything about organisation, business, services and customers. Therefore, keep a professional attitude towards everyone at all times. In order that a Security Officer holds the image of a professional, Security Agency ensures that the personal presentation and actions of the Security Officer is of the highest possible standard.

Personal Presentation and Attributes

Personal presentation skills include personal hygiene, wearing proper uniform, correct posture, effective communication and correct method of presenting in a social environment.

(i) **Personal hygiene:** In whichever profession you are, you are expected to maintain high standards of personal hygiene. Pay attention to your oral hygiene. Brush your teeth in the morning and before you go to sleep. Your hair should be tidy. Trim your fingernails. Men should shave regularly or trim their beard or moustache.

(ii) **Uniform:** The organisation for whom you are working specifies what is required as far as your uniform is concerned. Your uniform should be clean and ironed and you should take care to shine your shoes. According to the Private Security Agencies (Regulation) Act, 2005, there is provision for penalty for unauthorised use of certain uniforms. If any private security guard or supervisor wears the uniform of the Army, Air Force, Navy or any other armed forces of the

Union or Police or any dress having the appearance or bearing any of the distinctive marks of that uniform, he and the proprietor of the private security agency shall be punishable with imprisonment for a term which may extend to one year or with fine which may extend to five thousand rupees, or with both.

(iii) Reporting on time: Never get to work late, as being late upsets schedules and superiors will never like this attitude.

(iv) Taking pride in work: Take pride in whatever you do as part of your job. Consider it as an opportunity to prove your worth. When standing or walking, think tall. When sitting, sit up straight.

(v) Build relationships: Remember that colleagues and the customers are the most important person in the workplace. Be attentive and build understanding and sympathy for them. Customers want to feel that you are genuinely interested in their wants and needs. Be compassionate and build positive relationship with colleagues. Be fair, friendly, considerate and gracious, as all these abilities will help you to gain their trust and confidence. Always respond to customer complaints or requirements in some way even if you have to get help from one of your work colleagues or a supervisor.

(vi) Listening attentively: One should be attentive to what the customer has to say, before he/she reply or act. Give your client or the customer your full attention and listen. Asking a few well-placed questions will demonstrate you are taking them seriously. Watch expressions and reactions or listen for voice tone and you will have all the information you need to service the customer.

Your attention helps to develop understanding of the customer's needs.

(vii) Acting patiently: Customers at times could be undecided, unreasonable, irritable or inconsiderate. Do not get irritated by their attitude and act patiently. Be tactful in your communication and approach in such situations.

(viii)Expect the Unexpected: Sometimes you may find that unforeseen situation arises for which you have not been trained. Be prepared for certain things to go wrong, and plan for contingencies. Be prepared for emergency situations.

(ix) Reporting problem: Provided you have the authority to do so you should try to resolve complaints yourself, but report immediately any incident to your supervisor that you think you may not be able to handle or need immediate attention of the authorities. Have all the facts and information about the problem before you report to your supervisor. Reporting about the incident should be done preferably as a written report. Make sure that you report all necessary information to your supervisor and managers. Be honest and accurate and do not distort the facts while reporting. Get clear understanding of what you have to do next, i.e. you should be clear that whether it will be left to your supervisor or you have to continue to deal with the problem.

(x) Getting Help: Do not tell the customers what you can not do. Tell them what you can do and look for a way to help them fix the problem. Most people just want to be treated fairly. For example, a passenger waiting at the exit of the airport is not getting a taxi for quite sometime and he/she seeks the help of the Security Officer

standing next to him/her. In such a situation, the Security Officer should use his/her rapport with the taxi drivers and help the passenger without leaving his place of duty.

## Developing Relationship with Customers

Companies that emphasize on good customer service keep customers longer than their competitors. Some companies like to call their regular customers 'clients'. Customer service is all about perceptions. They judge service by what they see and hear. First impression is really important and you don't get a second chance. One unfriendly or unhelpful encounter may provoke a customer to choose another store or place. **The most important principle of developing good interpersonal relationship is "treat people how you wish to be treated"**. Developing rapport with a customer or client means you communicate effectively with them. Notice their words and actions or tone of voice and learn to interpret their need. Giving a customer a blank stare is guaranteed to create tension.
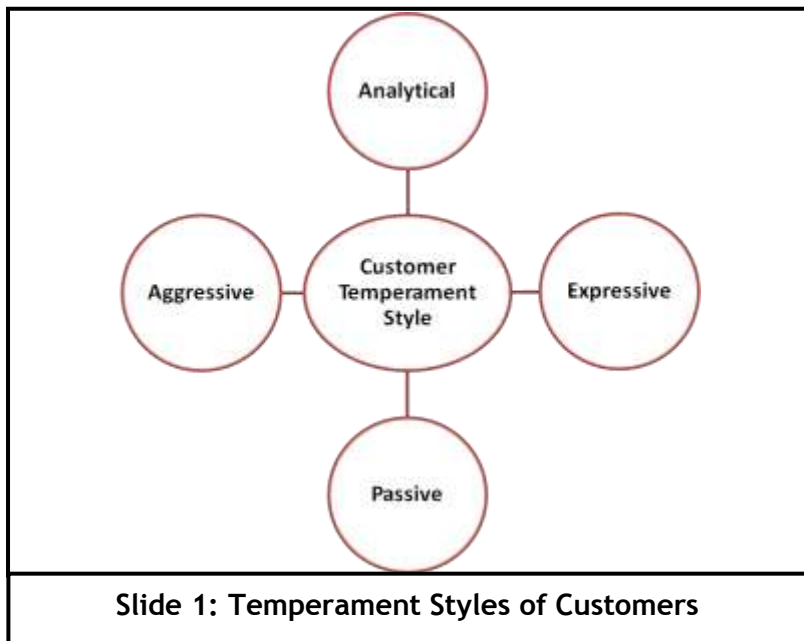
Slide 1: Temperament Styles of Customers

Visitors or customers may have one of the four temperament styles – (i) aggressive, (ii) passive, (iii) analytical and (iv) expressive.

- **Aggressive Person** - An aggressive person is generally an extrovert who is controlling, practical and decisive. To get on his/her wavelength, avoid small talk and get straight down to business.
- **Expressive Person** - The expressive person is also an extrovert but they are more social and impulsive. He/she will respond to an enthusiastic presentation style and need time to talk. Avoid too many details, if you want to win over this type of person.
- **Passive Person** - The passive person is an introvert. He/she is friendly but can be totally indecisive. You cannot hurry this type of person, as he/she hates pressure and need assurance.
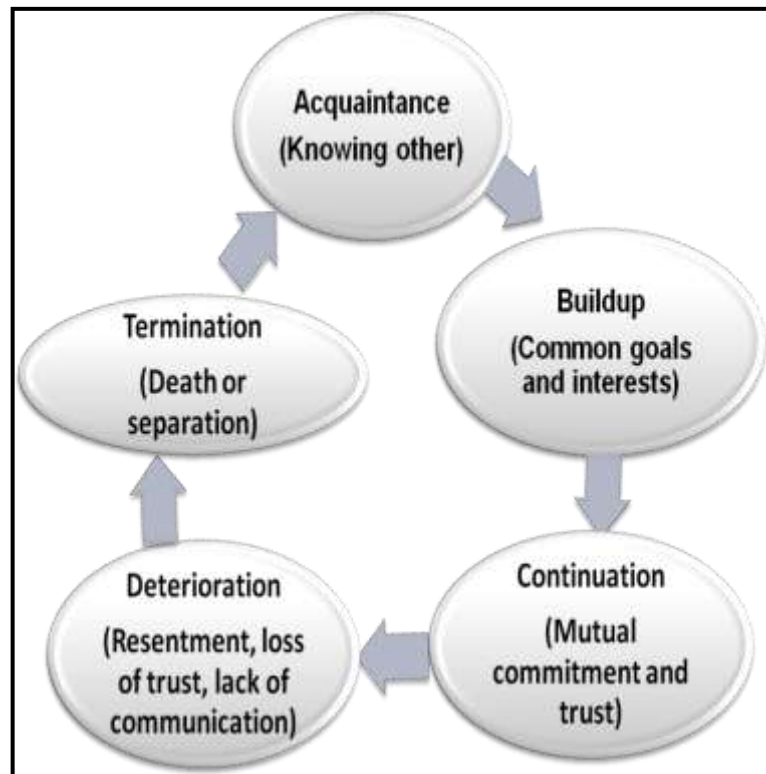
Slide 2: Natural Development of Relationship

Development of Relationship: A relationship is normally viewed as a connection between two individuals. Individuals can also have relationships with groups of people. Interpersonal relationships usually involve some level of interdependence. People in a relationship tend to influence each other, share their thoughts and feelings, and engage in activities together. Because of this interdependence, in most cases' change or impact on one member will have some level of impact on the other.

There are mainly two types of relationships - **formal** and **informal.** Informal relationships are personal relationships that you have developed over time and can rely on for support. For example, relationships that exist between brother and sister, husband and wife, between friends, etc. are informal. The formal relationship generally exists at the workplace between superior and subordinates. Natural development of a relationship follows five stages:

1. **Acquaintance**: Acquaintance, which means knowing the other person, depends on physical presence and proximity and a variety of other factors.
2. **Buildup:** People begin to trust and care about each other and build relationship. Compatibility, common background, goals and interests influence the continuity of relationship.
3. **Continuation:** Continued growth and development will occur during this period, but mutual trust is important for sustaining the relationship. Continuation of relationship depends on mutual trust and commitment.
4. **Deterioration:** Certain relationships may deteriorate over a period. Boredom, resentment, and dissatisfaction are some of the causes and the outcome could be that the individuals may communicate less.

5. **Termination:** Termination of relationship is the final stage which marks the end of the relationship, either by death or by separation.

Factors Affecting Relationships: Factors affecting relationship with management include the following:
- Uniform
- Personal grooming and presentation
- Discipline
- Effective assertiveness
- Readiness to work and perform
- Alertness
- Honesty
- Calmness
- Courtesy
- Patience
- Self-control
- Professional communication skills (including appearance, body language, tone of voice)

Stakeholder's Management

Stakeholder management is the process by which you identify your key stakeholders and win their support. Stakeholder analysis is the first stage of stakeholder management. The first step to stakeholder analysis is to identify and understand the most important stakeholders. The identification of the stakeholders and their role in the improvement of the overall system or resolving an issue depends on the establishment and management of linkages between the various actors or interest groups.

SESSION PLAN 3

1. **SESSION TOPIC:** Developing Personal Abilities for Developing and Maintaining Relationships with Stakeholders

2. **OBJECTIVE:** To develop knowledge and skills of students to deal with customers of different temperament styles.

3. **MATERIALS/ EQUIPMENT REQUIRED:** Charts, Sketch Pens, Rulers, Computer, Slides, Open Source Software for Slide Presentation, LCD projector, Fire extinguishers.

4. **PREPARATIONS**
   o Read the glossary given at the end of this handbook.

5. **TEACHING/ TRAINING METHODOLOGY:**

T1: Interactive Lecture

DURATION: 3 hrs.

PROCESS

1. Prepare the points for the lecture.
2. Make an opening by telling students' the purpose of the lecture or presentation.
3. Introduce the topic e.g., personal presentation (personal hygiene, wearing proper uniform, correct posture, effective communication and correct method of presenting in a social environment), development of relationship, temperament styles of customers, and dealing with customers.
4. Involve students' by giving them the opportunity to ask questions related to the topic.
5. Clarify any questions students may have.
6. Summarize the topic and emphasize on the key points.
7. Check to make sure that each student understands the meaning of personal abilities, personal grooming, etc.

T2: EXERCISE

Practical Exercises

1. Demonstrate making eye contact with the students while speaking to others. Ask them to write few words about their experience when they maintained eye contact with the other person while communicating with him/her.

2. You may ask your students to stand before a mirror and make different faces. Ask them to observe how they look like when they are smiling and ask them to write about their experience.

Use the following checklist to check whether your students could meet all the requirements for assessment.

Part A

(a) Students could differentiate between different temperament styles of visitors/customers.

Part B

Students could answer the following questions:

(a) What is personal presentation?
(b) How attitude matters while dealing with customers?
(c) What are the stages of relationship development?
(d) What are the factors that affect relationship with stakeholders?
(e) What is stakeholder management?

Part C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include, but not limited to:

Performance standards	Yes	No
Demonstrate and maintain personal hygiene.		
List the factor affecting relationship with stakeholders.		
Demonstrate the ability to respond to customers of different temperament styles.		
Exercise restrains and act after listening to a customer/visitor		

SESSION 4 : MANAGING CONFLICT

A conflict is a process, in which two elements exist at one given time together and they oppose each other or are incompatible. Conflict could happen between individuals, groups, communities and nations. People with different interests, skills and experiences working with common interests may have conflicts. However, when conflicts are identified at an early stage, conflict management and resolution is feasible. Managing conflicts is an important aspect of dealing with stakeholders. It is therefore, necessary to understand how to manage conflicts.

Causes of Conflict

There are various causes of conflicts. Conflicts may be due to interests, relationships, miscommunication, resources, values, etc. Let us discuss some of the common causes of conflict.

(a) **Interest conflicts**: These refer to the actions and emotions by which people become involved to gain or protect their interests and needs.

(b) **Relationship conflicts:** Relationship conflicts are due to differences of personality, emotions and prejudices.

(c) **Information conflicts***:* Information conflicts are caused due to lack of information or miscommunication.

(d) **Structural conflicts:** Such conflicts emerge over differing ideas concerning process, rules and power to control resources or issues.

(e) **Value conflicts:** Value conflicts occur between people with different cultural, social or personal beliefs and traditions.

(f) **Conflicts over access:** It includes conflicts that result as a consequence of a change in access or inequitable access. For example, conflicts may happen when people are trying to enter the ground where a cricket match or hockey match is being organised or people trying to enter the bogie of a train which has a stoppage of just 5 minutes.

(g) **Material Conflicts:** Such conflicts arise with regard to ownership of land, wealth, water, minerals, etc.

Resolving conflicts

Resolving conflicts is a difficult task indeed, but not impossible. It requires understanding of the reasons for the conflict, tactful communication and the ability to manage the situation and people. Before you try to resolve a conflict, you need to address some of the questions, for example

- What the conflict is about?
- What is causing the disagreement?
- What does each of individual/people want or do not want?

Once you have understood the reason(s) for the conflict, you need to take the following steps:

- Don't let the conflict get worse. The less angry the people engaged in conflict are, the easier it will be to solve the problem.
- Think of positive options and explore how is it possible to meet the needs of the parties involved in the conflict.
- Explore alternative solutions.
- Choose a positive option that could be agreed upon by both the parties.
- Once the conflict is resolved, celebrate the achievement.

SESSION PLAN 4

1. SESSION TOPIC:
Managing Conflicts

2. OBJECTIVE: To develop knowledge and skills of students in identifying the cause of conflict and resolving conflict.

3. MATERIALS/ EQUIPMENT REQUIRED: Charts, Sketch Pens, Rulers, Computer, Slides, Open Source Software for Slide Presentation, LCD projector.

4. PREPARATIONS
o Prepare points for the lecture well in advance.

5. TEACHING/ TRAINING METHODOLOGY:

DURATION: 2 hrs.

PROCESS

1. Prepare the points for the lecture.
2. Make an opening by telling students' the purpose of the lecture or presentation.
3. Introduce the topic e.g., meaning of conflict. importance of conflict management, causes of conflict, and stages of conflict resolution.
4. Involve students' by giving them the opportunity to ask questions related to the topic.
5. Organize a role play on the cause of conflict and how to resolve it.
6. Clarify any questions students may have.
7. Summarize the topic and emphasize on the key points.

T2: Assignment

1. Ask the students to mention the people who may be involved in conflicts in the places given in the table below. An example is given as a clue.

Place	People
Home	Husband and Wife or Brother and Sister
School	
Factory	
Road	
Railway Platform	
Airport	
Game Ground	

2. Ask the students to think of a conflict situation that has occurred in their life recently at home or in school.

Use the following checklist to check whether your students could meet all the requirements for assessment.

Part A

Students could differentiate between

(a) Different types of conflicts.

Part B

Students could answer the following:

(a) What is conflict?
(b) What are the usual reasons for conflict?
(c) How can one resolve conflicts?

Part C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include, but not limited to:

Performance standards	Yes	No
List the causes of conflict.		
Identify the cause of conflict in a given situation.		

1. **Stakeholders**: They are people who have an interest in a company's or organization's affairs.

2. **Active Partner:** He/She is the one who takes active part in day-to-day working of the business.

3. **Active listening:** It is total involvement of the receiver of the communication in the process and pays attention only to the communicator.

4. **Agency:** A relation between two parties created by an agreement express or implied.

5. **Feedback:** It is the reversal of the communication process in which the receiver expresses the response of the sender's message.

6. **Company:** It is an association of persons who contribute money or money's worth to a common stock and employs it for a common purpose.

7. **Organisation Structure:** It is the framework within which people act.

8. **Conflict:** It is a state of disharmony or clash between incompatible or antithetical persons, ideas, or interests.

SUGGESTED READINGS

BOOKS

Professional Communication, Meenakshi Raman & Sangeeta Sharma, Oxford University Press.

WEBSITES

- http://www.businessdictionary.com/definition/stakeholder.html#ixzz1p0cL6pLD
- http://www.ehow.com/how_ 2294804_ communicate-effectively-team. html#ixzz1 p16w B3QR (How to Communicate Effectively in a Team)

TEACHER'S HANDBOOK
SS104-NQ2012

Occupational Health and Safety Procedures
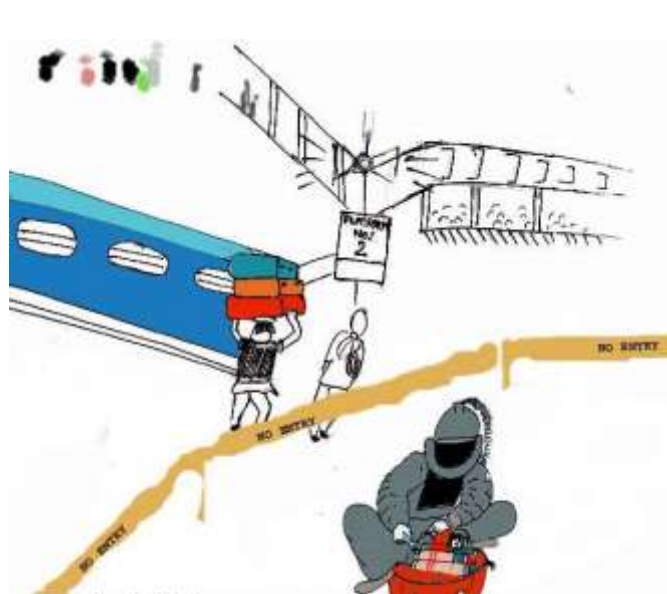
PREFACE

The Teacher's handbook on **"Occupational Health and Safety Procedures"** is a part of the qualification package developed by the Security Knowledge and Skill Development Council (SKSDC) for the National Vocational Education Qualification of "Unarmed Security Guard (Private Security Sector). The National Vocational Education Qualification Framework (NVEQF) is an initiative of the Ministry of Human Resource Development (MHRD), Government of India to set common principles and guidelines for a nationally recognized qualification system covering Schools, Vocational Education and Training Institutions, Technical Education Institutions, Colleges and Universities. It is envisaged that the NVEQF will promote transparency of qualifications, cross-sectoral learning, student-centred learning and facilitate learner's mobility between different qualifications, thus encouraging lifelong learning.

The private security industry comprises those agencies or people who provide security for people and property under contract and for profit. An Unarmed Security Guard is required to observe, deter, record and report. The basic difference between government and private security is that the government security personnel are empowered by legislation to enforce the law, but it is not so for private security.

The National Curriculum Framework, 2005, recommends that children's life at school must be linked to their life outside the school. This principle makes a departure from the legacy of bookish learning which continues to shape our system and causes a gap between the school, home, community and the workplace. Experiential learning, which is a cyclical process involving observation, reflection and action, should be an integral part of the teaching-learning process. Attempt by the students to solve problems, guided by the teachers or instructors, would enable them to explore and discover new knowledge and develop problem solving skills. A range of pedagogies, including interactive lecture, role plays, case based studies, assignments, projects and on-the-job activities that provide students with generic, technical and professional knowledge and skills should be adopted by the teachers and instructors to foster student-centred learning.

The success of this effort of integrating knowledge and skills depends on the steps that the teachers will take to encourage children to reflect their own learning and to pursue imaginative and on-the-job activities and questions. Participation of learners in skill development exercises and inculcation of values and creativity is possible if children are involved as participants in learning, and not as receiver of information. These aims imply considerable change in school routines and mode of functioning. Flexibility in the daily time-table would be a necessity to maintain the rigour in implementing the activities and the required number of teaching days will have to be increased for teaching and training.

The suggestions by the teachers and other stakeholders in education and training will be of great value to us in bringing about qualitative improvement in the teacher's handbook.

ACKNOWLEDGEMENTS

The handbook is to assist teachers with teaching and training their students for meeting the occupational standards for "**Unarmed Security Guard** (Private Security Sector) set by the Security Knowledge and Skill Development Council (SKSDC) of India. Occupational Standards describe what individuals need to know, understand and do in order to carry out a particular job role or functions. These are the standards that individuals must achieve when carrying out the various functions at the workplace. The Module on "**Occupational Health and Safety Procedures**" covers the following elements, performance criteria, knowledge and skills for the job role of Unarmed Security Guard (Private Security Sector):

Unit Code	SKS/N 0003
Task	**Provide Private Guarding Service to People, Property and Premises**
Element	**Carry out search of designated premises**
Performance Criteria	PC13: Maintain personal safety

Unit Code	SKS/N 0005
Task	**Carry out Screening and Search Activities to Maintain Security**
Element	**Carry out screening and search on people and material**
Performance Criteria	PC6: Maintain personal safety during screening and search

Unit Code	SKS/N 0007
Unit Title (Task)	**Security Escort**
Element	**Respond to incidents affecting security and safety**
Performance Criteria	PC1: Respond to risks
Knowledge and Understanding (K)	
Technical/Domain Knowledge	KB1: Security and safety requirements for security escort duty

Unit Code	SKS/N 0008
Task	**Health and Safety**
Element	**Contribute to maintaining a safe workplace**
Performance Criteria	PC1: Carry out safety of workplace in line with organisational procedures PC3: Wear personal safety gear and clothing as per organizational procedure
Knowledge and Understanding (K)	
Organisational Context	KA1: Organization's procedure relating to safety in the workplace KA6: Organization's procedure/guidelines relating to fire safety
Technical/Domain Knowledge	KB2: Personal safety equipment and clothing to be used KB12: Personal safety equipment and clothing to be used

Unit Code	SKS/N 0010
Unit Title (Task)	**Security in Industrial Deployments**
Element	**Carry out security tasks in industrial domains**
Performance Criteria	PC2: Respond to domain specific risks and threats
Skills (S)	
Professional Skills	SB3: Use security and safety equipment in the prescribed manner

Unit Code	SKS/N 0011
Unit Title (Task)	**Positive Projection of Self and the Organisation**
Element	**Conform to the organisation's standards of grooming and behaviour**
Performance Criteria	PC1: Maintain good health, personal hygiene & sanitation PC3: Stay free from intoxicants (alcohol, tobacco and drugs)

You will have to ensure that the following performance standards are met by each student on completion of the sessions given in the module:

Performance standards	Yes	No
Enlist 6 common sources of hazard at work place.		
Enlist 2 types of physical risk.		
Enlist 2 types of social risks.		
Enlist 2 types of operational or production related risks.		
Identify common hazards at workplace		
Enlist 5 factors to be considered for risk assessment.		
Determine the likelihood of hazard in a given situation.		
Identify personal protective equipment.		
Specify control measures for 2 types of hazards at workplace.		
Compile a list of 4 hazard control measures.		

GENERAL INSTRUCTIONS FOR TEACHERS

- Read the Teacher's Handbook carefully before teaching or conducting the training.
- Follow the session plan strictly.
- Familiarize yourself thoroughly with the relevant knowledge and skills to be transacted.
- Ensure all materials/aids/equipment required for teaching and training is available.
- Introduce the skill by explaining the purpose.
- Demonstrate the skill to the participants, explaining each step in detail.
- Invite the students to ask questions.
- Ask the students to practice the skill themselves and make observation while they perform the task.
- Provide the students with constructive feedback.
- Discuss in class, the problems faced by the students in performing the task.
- Summarize the key learning.
- Ensure key learning is captured and performance standards are met at the end of each session.
- Regularly check student's workbook to ensure all exercises are being completed on time.
- Ensure that all participants complete the required assessments given in the student workbook.
- Always encourage participants. Never discourage them from getting actively engaged in discussions, question-answer sessions and task-oriented activities.

TABLE OF CONTENTS

SESSION 1 : IDENTIFYING COMMON HAZARDS AND RISKS AT WORKPLACE

Meaning of Hazard

A **Hazard** is any source of potential damage, harm or adverse health effects on something or someone under certain conditions at work. It is something that can harm or cause adverse effects if not controlled. There could be many sources of occupational hazards. Some of these include the following:

- Wet or slippery surfaces
- Electrical short circuit
- Working at heights
- Manual handling
- Toxic fumes
- Fire
- Plant and equipment
- Hazardous or sharp objects in the waste
- Radiation
- High-crime areas
- Confined spaces like manhole, warehouse, etc.

There are many hazards that exist at the workplace. While some will be common to all, others will be occupation-specific. New hazards may arise throughout the day and from day-to-day. The hazards can be categorized as follows:

(a) Hygiene related

Contamination of hands, face and other exposed parts of the body with solids, liquids and gases from waste may lead to exposure to diseases, such as Hepatitis B. Hepatitis B is a serious infection that affects liver. It is caused by hepatitis B virus.

Stepping on rusty nails, tin or iron may lead to exposure to Tetanus. It is caused by tetanus bacteria (Scientific name – *Clostridium tetani)*.

(b) Tools and machinery causing injury

- Use of cutting and welding machines.
- Heavy vehicles offloading large amount of material.
- Speed of vehicles.
- Unguarded machinery.

(c) Hazardous substances/dangerous goods exposure

- Flammable, explosive or hazardous substances.
- Gas cylinders.
- Dust or other particles, such as glass fines in the air can be inhaled.
- Hazardous chemicals in factories.

(d) Working at heights/falls

- Falls from ladder or buildings.
- Falls from dumping platforms.
- Slip, trip, fall hazards due to liquid leakages around the site.

(e) Manual handling

- Removing sharp materials from waste.
- Assisting in unloading vehicles.
- Manually moving large or awkward loads.

(f) Noise

- High level of constant noise from heavy plant and vehicles moving around the site.
- Wearing ear plugs may render a person unable to hear vehicle movements nearby.

- Use of mobile phones while working.

(g) Electrical

- Overhead or underground live electricity.
- Poorly maintained or exposed electrical leads and plugs.

(h) Confined Spaces

Confined spaces refer to spaces such as septic tanks, pits, manholes, silos, containers, tunnels, etc. A person may enter the confined space if he/she is appropriately trained and also has specific approval from the supervisor to do so.

(i) Fire

Common causes of fire at workplace include careless smoking, disposal of matches, inadequate distance from the combustible materials, defective electrical equipment, and substandard electrical wires.

Adverse health effects

Hazardous equipment and substances may cause change in body function or the structures of cells that can lead to disease or health problems. Adverse health effects include:

- Bodily injury
- Diseases
- Change in the development of tissues
- Effects on a developing foetus (e.g. tragedy that took place in Bhopal in 1984 due to leakage of methyl isocynate gas also affected the developing foetus)
- Effects on children, grandchildren, etc. (inheritable genetic effects)

- Change in mental condition resulting from stress, traumatic experiences, exposure to solvents, etc.

Classification of Hazards

Hazards can be classified into the following broad categories:

(a) Biological – Biological hazards are caused by living organisms like bacteria, viruses, insects, plants, birds, animals, humans, etc.

(b) Chemical – Chemical hazards depend on the physical, chemical and toxic properties of the chemical. The severity of the hazard depends on the toxic properties of the chemical.

(c) Ergonomic – Ergonomic hazards are caused due to repetitive movements, improper set up of workstation (e.g. computer workstation, workstation for repair of electrical gadgets, etc.), faulty designed chairs, tools and equipment, wrong postures, etc.

(d) Physical – Physical hazards are caused due to radiation, magnetic fields, pressure extremes (high pressure or vacuum), noise, etc.

(e) Psychosocial – Psychosocial stress are caused due to violence, excessive pressure at workplace for meeting deadlines, conflicts at workplace, etc.

(f) Safety – Safety hazards at workplace include slipping/tripping hazards, inappropriate machine guarding, and equipment malfunctions or breakdown.

Meaning of Risk

Risk is the chance or probability that a person will be harmed or experience an adverse health effect if exposed to a hazard. Risks usually arise because of financial problems, organization, employee, workplace, product changes, security and storage of data and records and other problems. Common risks include things like accidents in the workplace, disasters like earthquakes, fire, cyclone, etc. It can also include legal risks like fraud, theft, and sexual harassment lawsuits. Risks can be categorized into (a) general or pure risks, and (b) workplace or business risks.

Risk identification

In order to identify the risk, we need to identify the source or the cause of the problem. Risk identification process begins by collecting the information about the events that could pose a risk. The employer should identify how the workers might be harmed, i.e., what type of injury or ill health might occur at the workplace.

(a)   General or Pure Risks

These are the risks related to life in general i.e. risks that may arise at home, on road or at public place.

(i) *Physical risks*: These include due to natural disturbance risks or disasters e.g. earthquake, tsunami, volcanic eruption, etc.

(ii) *Risks due to extreme climatic and meteorological conditions*: These include risks due to tycoon, tornado, cyclone, flood, drought.

(iii) *Social risks*: Risks due to theft, malicious damage, and fraud.

(iv) *Legal risks*: Risks due to legal actions against the organization/firm by the consumers or other stakeholders.

(b) Workplace or business risks

These are risks related to business or occupation.

(i) *Operational or Production risks*: Risks which interrupt the operation of the production process, such as mechanical failure, failure of technical processes or late delivery of supplies and services.

(ii) *Technological risks*: Risks associated with lack of technical information or technological expertise.

(iii) *Financial risks*: Risks due to government financial policies, terms of credit, inflation, operational costs, etc.

(iv) *Social risks*: Risks due to action of special interest groups.

(v) *Market-related risks*: Risks due to loss of product quality, lack of market information or actions of third party.

(vi) *Consumer-related risks*: Risks due to loss of consumer interests, health regulations or actions of consumers.

SESSION PLAN 1

1. SESSION TOPIC:
Identifying Common Hazards and Risks at Workplace

2. OBJECTIVE: To develop knowledge and skill of students in identifying common hazards and risks at workplace.

3. MATERIALS/ EQUIPMENT REQUIRED:
Charts, Sketch Pens, Rulers, Computer, Slides, Open Source Software for Slide Presentation, LCD projector.

4. PREPARATIONS
   o Read the glossary given at the end of this handbook.

5. TEACHING/TRAINING METHODOLOGY:

DURATION: 1 hr.

PROCESS

1. Prepare the points for the lecture.
2. Make an opening by telling students' the purpose of the lecture or presentation.
3. Introduce the topic e.g., occupational health and safety (it is an area which is concerned with protecting the safety, health and welfare of people engaged in work or employment), meaning of hazards, types of hazards, types of risk, and identification of risk.
4. Provide specific examples.
5. Involve students' by giving them the opportunity to ask questions related to the topic.
6. Clarify any questions students may have.
7. Summarize the topic and emphasize on the key points.
8. Check to make sure that each student understands the meaning of hazard, difference between natural and manmade hazards, importance of occupational health and safety at workplace.

T2: Assignment

1. Ask the students to name the occupation of the person who performs the following activity in the school:

Activity	Occupation
Manual handling of copies	
Manual handling of books	

Handling of hazardous chemicals	
Stacking books in shelves	
Cleaning floor	
Sorting and delivery of mail	
Standing for long hours at the gate	
Sitting for long hours at the reception	
Typing on computer	
Sitting for long hours for settling accounts	

2. Ask the students to observe and identify two sources of hazards in the school premises and suggest preventive measures that should be taken up to mitigate the risks from the same.

CHECKLIST FOR ASSESSMENT ACTIVITY

Use the following checklist to see that your students could meet all the following requirements for assessment.

Part A

Students could differentiate between

(a) Health and safety.
(b) Hazard and risk.

Part B

Students could answer the following questions:

(a) What is hazard?

(b)   Why occupational safety and health is important for employees and employers?

(c)   What are the common hazards that occur at workplace?

(d)   Why do we need to study about occupational health and safety?

Part C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include, but not limited to:

Performance standard	Yes	No
Enlist 6 common sources of hazard at workplace.		
Enlist 2 types of physical risk.		
Enlist 2 types of social risks.		
Enlist 2 types of operational or production related risks.		
Identify common hazards at workplace		

SESSION 2 : ASSESSING AND REDUCING RISKS ASSOCIATED WITH HAZARDS

Risk is the chance or probability that a person will be harmed or experience an adverse health effect if exposed to a hazard.

Risk Management

Risk management involves Identifying hazards, **assessing** the risks associated with the hazards, implementing the best practicable measure to eliminate or control the risk and monitoring the effectiveness of control measures. Risk management should be applied to the use of all materials and the types of activities carried out in the workplace. It means that you evaluate the hazards and develop strategies to avoid or minimize the potential for an injury to you or any other person. Therefore, occupational health and safety (OHS) strategy involves 3 stages: (i) hazard identification, (ii) risk assessment, and (iii) elimination or control, and (iv) monitoring/ review of control measures.

Steps involved in risk management

There are four steps involved in the risk management process:

Step 1: **Identify** risks and hazards.
Step 2: **Assess** the risks associated with the hazards.
Step 3: **Implement** the best practicable measure to eliminate or control the risk.
Step 4: **Monitor/**review control measures.

1. Identifying risks and hazards: Hazards at workplace could be hygiene related, due to use of tools and machinery, hazardous substances or

chemicals, working at heights, manual handling, electrical fittings or wires, fire, etc.

Identifying risks and hazards

The various ways by which we can identify risks and hazards include the following:

(i)   Incident report forms: It is the report of the incidents that took place in the past. It serves as a record for future reference.

(ii) Self inspection checklist: The self inspection checklist helps the maintenance staff to effectively plan regular and emergency maintenance tasks and check against the list of tasks to be performed for maintenance of the machines or equipment.

(iii) Observations: By observing the activities or tasks being performed by the workers, we can assess the risks or possible hazards.

(iv) Knowledge sharing: If employees share experiences about the untoward incidents that they have faced in the past, then such sharing of knowledge helps in taking necessary precautions and issuing necessary instructions to the workers.

(v)   Consultation with specialists: Consulting specialists in the field helps in mitigating or preventing hazards.

(vi) Regular maintenance checks: Regular maintenance helps in preventing problems such as blockages, leaks or breakdowns, which can increase risks. A maintenance schedule should be in place to ensure that your equipment is maintained at intervals indicated in the manufacturer's operating instructions.

2. Risk Assessment: When a hazard has been identified, the next step is assessing the risks associated with the hazards so that it doesn't harm

you or others in the workplace. This means assessing the risk associated with the hazard.

Risk is normally assessed in terms of how severely someone could be injured or become ill (the consequence) and the likelihood of someone becoming injured or ill from exposure to the identified hazard. Risk assessment is the process where you:

- Identify hazards;
- Analyse or evaluate the risk associated with that hazard; and
- Determine appropriate ways to eliminate or control the hazard.

(a)Judging the likelihood: Keeping the severity/consequence in mind, think about the hazard and ask yourself how likely is it that someone might be affected by the hazard:

- Very likely – could happen at any time.
- Likely – could happen sometime.
- Unlikely – could happen, but very rarely.
- Very unlikely – could happen, but probably never will.

(b)Judging the severity/consequence: When judging the severity of a hazard, think about whether it could:
- Kill or cause permanent disability or ill health.
- Cause long term illness or serious injury.
- Cause someone to need medical attention.
- Cause someone to need first aid.

The severity of the risk can be categorized as follows:
- **X – Extreme Risk** – extremely urgent, action *IMMEDIATELY*.
- **H – High Risk** – urgent, action *AS SOON AS POSSIBLE*.
- **M – Medium Risk** – action within *ONE WEEK*.

- **L** – **Minor Risk** – not urgent, action within *ONE MONTH*.
- **OK** – **No Risk** – no action required.

Factors that influence the degree of risk include:

- How much a person is exposed to a hazardous thing or condition;
- How the person is exposed (e.g., breathing in a vapour, skin contact); and
- How severe are the effects under the conditions of exposure.

The various elements of risk assessment are summarized in the table below:

Stay on the lookout	• Be on the lookout for hazards at all times. • Utilise the systems for hazard reporting so that something can be done about them.
Anticipate hazards	• Think about possible hazards BEFORE you start each task.
Account for change	• Change may occur as a result of a new project commencing, altering the work system, the introduction of new staff, and/or the addition or change of tools plant or substances. • Change can introduce hazards, so be aware and implement the hazard identification process
Report new hazards	• As soon as a new hazard is identified, report it immediately
Conduct risk assessment regularly	• Everyone is responsible for being on the lookout for hazards, and the process should be a part of everyday work practices.
Keep records	• Records of maintenance of plant and equipment should be maintained regularly.

3. Implementing practicable measure to eliminate or control risk: The third step is to implement control measures to eliminate or reduce the risks of a person being injured or harmed and ensure the measures are monitored and reviewed on an ongoing basis. A control is a mechanism or process that minimizes the risk of the hazard becoming actual. Examples of actions that can be taken to control common workplace hazards are given in table below.

PROBLEM	EXAMPLES OF ACTIONS THAT CAN BE TAKEN TO CONTROL HAZARDS
Spillage of wet or dry substances	Isolate and clean-up spills without delay. Use warning signs to alert people to surfaces that are wet following recent cleaning or spills. Use absorbent materials for cleaning up spills.
Unsuitable footwear	Wear the most appropriate footwear for the job and work environment.
Wet or dirty footwear, or wet clothing	Wipe shoes on available mats and shake off wet clothing or umbrellas.
Poor lighting	Provide adequate lighting.
Untidy areas	Keep workplace tidy and walkways clear. Make sure objects don't create a trip hazard.
Rubbish/Waste	Remove waste paper, food, packaging, and other rubbish from the bin regularly. Carry out regular site clean-ups to remove rubbish.
Untidy Stairs	Don't use stairways for storage. Always use handrails. Provide ample lighting above the stairs.
Excessive loads	Report workload problems to your supervisor and avoid carrying excessive workload. When moving materials by hand or by trolleys that are pushed, make sure materials are not stacked so high that the view of the floor ahead is obscured.
Fault with Machinery and equipment	Carry out regular maintenance and inspection of production machinery for signs of leaks.
Risky ladders	Use ladders in accordance with the manufacturer's information on safe use.

4. Monitoring/ review of control measures: The fourth step is to regularly monitored and reviewed. While monitoring, it is essential to know whether the control measures been implemented as planned and whether the control measures are being used as per the procedure.

DURATION: 1 hr.

PROCESS

1. Prepare the points for the lecture.
2. Make an opening by telling student's the purpose of the lecture or presentation.
3. Introduce the topic e.g., meaning of risk management, steps involved in risk management. risk assessment, actions to be taken to control hazards.
4. You may also use slide presentation for explaining the various aspects.
5. Provide specific examples.
6. Involve students' by giving them the opportunity to ask questions related to the topic.
7. Clarify any question student's may have.
8. Summarize the topic and emphasize on the key points.
9. Check to make sure that each student understands the meaning of

SESSION PLAN 2

1. SESSION TOPIC: Assessing and Reducing Risks Associated with Hazards

2. OBJECTIVE: To develop knowledge and skills of students in assessing and reducing risks associated with hazards.

3. MATERIALS/ EQUIPMENT REQUIRED: Charts, Sketch Pens, Rulers, Computer, Slides, Open Source Software for Slide Presentation, LCD projector.

4. PREPARATIONS
   o Make necessary slide preparations well in advance

4. TEACHING/TRAINING METHODOLOGY:

CHECKLIST FOR ASSESSMENT ACTIVITY

Use the following checklist to check whether your students could meet all the requirements for assessment.

Part A

Students could differentiate between

(a) Disaster management and risk management.

Part B

Students could answer the following:

(a) What is risk management?
(b) What are the factors that affect the likelihood of hazard?
(c) What are the factors that influence the severity of hazard?

Part C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include, but not limited to:

Performance standards	Yes	No
Enlist 5 factors to be considered for risk assessment.		
Determine the likelihood of hazard in a given situation.		

SESSION 3 : CONTROLLING HAZARDS

RELEVANT KNOWLEDGE

MEANING OF HAZARD CONTROL

Hazard control refers to the mechanism or practicable measures used for eliminating or reducing a risk. A hazard control program consists of all steps necessary to protect workers from exposure to a substance or system. It includes the procedures required to monitor worker exposure to health hazards such as chemicals, materials or substance, or other types, such as noise and vibration. Occupational Health and Safety law requires employers to provide the systems or opportunities for reporting hazards as they arise, and to respond to the problem when it is brought to the attention of the employer. The process encourages everyone to work together to prevent workplace injury and illness. A written workplace hazard control program should outline which methods are being used to control the exposure and how these controls will be monitored for effectiveness.

Choosing a control method may involve:

- Evaluating and selecting temporary and permanent controls.
- Implementing temporary measures until permanent (engineering) controls can be put in place.
- Implementing permanent controls when reasonably practicable.

Emergency Response

Emergencies can occur due to a variety of circumstances such as chemical leak, ignition of waste materials, someone being injured, power failures affecting equipment, etc. Emergency response procedures cover the roles and

responsibilities of employees and the steps that should be taken in the event of an emergency on-site.

This ensures the following:
1. Alarms are activated.
2. Emergency response procedures for the specific emergency are followed.
3. First aid is given without putting own life in danger.
4. Emergency equipment are used as per their respective operating procedures.
5. Concerned agencies like fire brigade, ambulance and police are informed.

Remember, some emergencies are controlled by external emergency authorities such as the fire brigade, police, ambulance, etc. If external authorities are required, they should be immediately called and then they will assume control of the emergency situation. Just as people need to know what to do if something goes wrong, the workplace itself needs to be ready in the event of an emergency. Some items of safety equipment are specific to the work activities of an organisation, whilst others are mandatory or a requirement of the law. Fire extinguishers and first aid kits are two examples of the types of emergency equipment found in the workplace and are required by law. Eye wash stations and emergency showers are two examples of the types of emergency equipment that would be required as per the organisation's activities.

Hazard control measures

The effectiveness of hazard control measures varies with the method used. Hazard control measures should be considered in the following order:

1. **Elimination** of the hazard involves removal of the risk e.g. by removing the substance or changing work practices. The best approach is to always keep exposures or the risk of a hazard as low as possible. For example, placing a hood on the gas stove in the kitchen helps in eliminating the gases while cooking. A fan draws the air from the hood into the ducts and removes the air from the workspace into an open space.

2. **Substitution** of the hazard with a hazard that carries a lesser risk e.g. replacing the plant or substance with another with a lower risk.

3. **Isolation** of the person at risk from the hazard e.g. by removing or separating people from the source of the hazard. For instance, using Personal Protective Equipment while evacuating people from earthquake devastation site will protect the person.

4. **Engineering control** involving redesign to minimize the risk. For example, use of electric motors rather than diesel ones to eliminate diesel exhaust emissions.

5. **Process control** involves changing the way a job activity or process is done to reduce the risk. For example, instead of using dry method, wet method should be used when drilling or grinding. It reduces the level of dust in the atmosphere.

6. **Administrative control** to minimize the risk involves developing policies, training, changing work methods to ensure safe behaviour (safe work procedures), ensuring proper maintenance and housekeeping. Scheduling maintenance of the equipment definitely helps in avoiding hazards.

7. **Use of Personal Protective Equipment (PPE):** PPE is defined as any clothing, equipment or substance designed to be worn by a person to protect the person from the risks of injury or illness. Personal Protective Equipment includes equipment or clothing designed to provide

protection. This is the least effective option as it does not change the hazard.

Common Personal Protective Equipment includes the following: shoes, goggles, aprons, ear plug, helmet, gloves, eye shield, and gas mask. Personal Protective Equipment should be used in conjunction with other control measures to increase the level of protection from the hazard.

Important aspects of PPE that you must know are:

- Where do you access the required PPE?
- When are you required to use it?
- How do you use it correctly?
- How do you care for and maintain your PPE?
- When does it need to be replaced?
- Does it comply with the relevant standard?

Do's and Don'ts to reduce risk at workplace

- Warn co-workers of the risks when you see them doing something unsafe.
- Perform regular housekeeping to prevent the accumulation of hazardous or toxic materials.
- Develop and implement standard operating procedures.
- Train and educate employees about the operating procedures.
- Keep equipment well maintained.
- Pay attention to safety signs and safety rules.
- Use safe lifting techniques.
- Handle hazardous chemicals safely.
- Never touch electrical equipment with wet hands.
- Prepare and train for emergency response.
- Attend all safety meetings and training sessions.

SESSION PLAN 3

1. **SESSION TOPIC:**
   Controlling Hazards

2. **OBJECTIVE:** To develop knowledge and skills in choosing hazard control method and use of personal protective equipment.

3. **MATERIALS/ EQUIPMENT REQUIRED:** Charts, Sketch Pens, Rulers, Computer, Slides, Open Source Software for Slide Presentation, LCD projector

4. **PREPARATIONS**
   o Prepare the points for the lecture well in advance.

5. **TEACHING/TRAINING METHODOLOGY:**

DURATION: 2 hrs.

PROCESS

1. Prepare the points for the lecture.
2. Make an opening by telling students' the purpose of the lecture or presentation.
3. Introduce the topic e.g., meaning of hazard control, hazard control measures, choosing a hazard control method, importance and use of personal protection equipment.
4. Involve students' by giving them the opportunity to ask questions related to the topic.
5. Clarify any questions students may have.
6. Summarize the topic and emphasize on the key points.
7. Check to make sure that each student understands the difference between (i) elimination and substitution of hazards and (ii) engineering and process control.

T2: Assignment

1. Given below is a list of common problems that occur due to faulty tools/equipment, wrong postures or long hours of work. Ask the students to talk to the people in different occupations in school, home and workplace. Ask your students to find out the common cause(s) for such problems.

   1. Occupation_____

Common problem	Reason		
	Faulty tools/ equipment	**Wrong posture**	**Long hours of work**
Back ache			

Headache			
Neck pain			
Stress			
Irritation			
Depression			

2. Occupation_____

Common problem	Reason		
	Faulty tools/ equipment	Wrong posture	Long hours of work
Back ache			
Headache			
Neck pain			
Stress			
Irritation			
Depression			

2. Ask the students to suggest, what these people should do to solve their problems?

CHECKLIST FOR ASSESSMENT ACTIVITY

Use the following checklist to see that your students could meet all the following requirements for assessment.

Part A

Students could differentiate between

(a) Elimination and substitution of hazards.
(b) Engineering and process control.

Part B

Students could answer the following:

(a) What is hazard control?
(b) What is engineering control?

(c) What is administrative control?

(d) Why do we need to implement different hazard control measures?

Part C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include, but not limited to:

Performance standards	Yes	No
Identify personal protective equipment.		
Specify control measures for 2 types of hazards at workplace.		
Compile a list of 4 hazard control measures.		

1. **Employee:** An individual who works under a contract of employment or apprenticeship.

2. **Employer**: A person who employs persons under contracts of employment or apprenticeship.

3. **Hazard:** Anything that might cause harm to a person.

4. **Hazardous substance**: Products that can harm a person's health causing illness, injury or disease.

5. **Manual handling**: The lifting, lowering and moving of objects by a person.

6. **Incident**: An unintended event that is likely to have resulted in an emergency.

7. **Occupational Health and Safety:** Keeping people safe and healthy at their place of work by prevention of accidents, injury and illness.

8. **Personal Protective Equipment:** Equipment used by workers to protect them from hazards in the workplace. These may include safety boots, gloves, goggles, aprons and sunscreen.

9. **Premises:** It includes any place and in particular any land, building or part of a building, any vehicle, vessel or aircraft, any installation on land, or any movable structure.

10. **Risk:** means the likelihood of harm to persons or damage to property or the environment arising out of a hazard.

11. **Risk management:** It is the process of managing risks caused by hazards in the workplace. It involves hazard identification, risk assessment and risk control.

12. **Safety**: It refers to monitoring and reducing the workplace risk of personnel casualties (injuries and deaths) to some acceptable level.

13. **Safe work method:** The way employees should be trained to do a job safely.

14. **Stress:** Illness caused by mental strain causing psychological illness through negative experiences at work.

15. **Training**: Instructions on how to do a job safely. For example, driving a car or patrol vehicle.

16. **Workplace:** The premises of the employer or any place where an employee carries out work.

BOOKS

☐ Fundamental Principles of Occupational Health and Safety by Benjamin O Alli, International Labour Organisation (ILO).

☐ Fundamental Principles of Occupational Safety and Health by Mark A Friend and James P Kohn, The Scarecrow Press, USA.

☐ Occupational Safety and Health in the Emergency Services by James Angle Delmar, Learning, USA.

WEBSITES

☐ http://www.det.nt.gov.au/__data/assets/pdf_file/0011/4106/risk_management_process.pdf

☐ http://www.comcare.gov.au/__data/assets/pdf_file/0007/41299/Identifying_hazards_in_the_workplace_OHS_10_Feb_05.pdf

☐ http://www.businessdictionary.com/definition/stakeholder.html#ixzz1p0cL6pLD

☐ http:// www.ehow.com/how_2294804_ communicate-effectively-team.html#ixzz1 p16w B3QR (How to Communicate Effectively in a Team)

☐ http://www.hrdp-idrm.in (Disaster Management Institute, Bhopal)

☐ http://www.ilo.org (International Labour Organisation).

TEACHER'S HANDBOOK
SS105-NQ2012

Observing and Monitoring People

The Teacher's Handbook on **"Observing and Monitoring People"** is a part of the qualification package developed by the Security Knowledge and Skill Development Council (SKSDC) for the National Vocational Education Qualification of "Unarmed Security Guard (Private Security Sector). The National Vocational Education Qualification Framework (NVEQF) is an initiative of the Ministry of Human Resource Development (MHRD), Government of India to set common principles and guidelines for a nationally recognized qualification system covering Schools, Vocational Education and Training Institutions, Technical Education Institutions, Colleges and Universities. It is envisaged that the NVEQF will promote transparency of qualifications, cross-sectoral learning, student-centred learning and facilitate learner's mobility between different qualifications, thus encouraging lifelong learning.

The private security industry comprises those agencies or people who provide security for people and property under contract and for profit. An Unarmed Security Guard is required to observe, deter, record and report. The basic difference between government and private security is that the government security personnel are empowered by legislation to enforce the law, but it is not so for private security.

The National Curriculum Framework, 2005, recommends that children's life at school must be linked to their life outside the school. This principle makes a departure from the legacy of bookish learning which continues to shape our system and causes a gap between the school, home, community and the workplace. Experiential learning, which is a cyclical process involving observation, reflection and action, should be an integral part of the teaching-learning process. Attempt by the students to solve problems, guided by the teachers or instructors, would enable them to explore and discover new knowledge and develop problem solving skills. A range of pedagogies, including interactive lecture, role plays, case based studies, assignments, projects and on-the-job activities that provide students with generic, technical and professional knowledge and skills should be adopted by the teachers and instructors to foster student-centred learning.

The success of this effort of integrating knowledge and skills depends on the steps that the teachers will take to encourage children to reflect their own learning and to pursue imaginative and on-the-job activities and questions. Participation of learners in skill development exercises and inculcation of values and creativity is possible if children are involved as participants in learning, and not as receiver of information. These aims imply considerable change in school routines and mode of functioning. Flexibility in the daily time-table would be a necessity to maintain the rigour in implementing the activities and the required number of teaching days will have to be increased for teaching and training.

The suggestions by the teachers and other stakeholders in education and training will be of great value to us in bringing about qualitative improvement in the teacher's handbook.

ACKNOWLEDGEMENTS

The handbook is to assist teachers with teaching and training their students for meeting the occupational standards for "**Unarmed Security Guard** (Private Security Sector) set by the Security Knowledge and Skill Development Council (SKSDC) of India. Occupational Standards describe what individuals need to know, understand and do in order to carry out a particular job role or functions. These are the standards that individuals must achieve when carrying out the various functions at the workplace. The Module on "**Observing and Monitoring People**" covers the following elements, performance criteria, knowledge and skills for the job role of Unarmed Security Guard (Private Security Sector):

Unit Code	SKS/N 0003
Task	Provide Private Guarding Service to People, Property and Premises
Element	Guard people, property and designated premises
Performance Criteria	PC8: Carry out required searches as per instructions
Knowledge and Understanding (K)	
Technical/Domain Knowledge	KB1: Methods of assigned guarding, monitoring and patrolling

Unit Code	SKS/N 0011
Unit Title (Task)	Positive Projection of Self and the Organisation
Element	Conform to the organisation's standards of grooming and behavior
Performance Criteria	PC7: Observe organisation's 'Meet and Greet Procedure' PC8: Observe confidentially as per organisational procedure PC9: Observe discipline and punctuality

You will have to ensure that the following performance standards are met by each student on completion of the sessions given in the module:

Performance standards	Yes	No
Perform the process of observation.		
Enlist 3 senses involved in making observation.		
Enlist 2 factors that affect observation.		
Determine the role of sense(s) in a given activity task.		
Recognize suspicious and undesirable activities.		
Factors that influence the security of people and property at a given public place.		
Enlist 4 equipment used for surveillance, identification and authentication purpose.		
Enlist 3 types of evidence.		
Prepare a report of an incidence.		
Enlist 3 modus operandi of criminals.		
Enlist 2 things that could be produced as real evidence.		

GENERAL INSTRUCTIONS FOR TEACHERS

- Read the Teacher's Handbook carefully before teaching or conducting the training.
- Follow the session plan strictly.
- Familiarize yourself thoroughly with the relevant knowledge and skills to be transacted.
- Ensure all materials/aids/equipment required for teaching and training is available.
- Introduce the skill by explaining the purpose.
- Demonstrate the skill to the participants, explaining each step in detail.
- Invite the students to ask questions.
- Ask the students to practice the skill themselves and make observation while they perform the task.
- Provide the students with constructive feedback.
- Discuss in class, the problems faced by the students in performing the task.
- Summarize the key learning.
- Ensure key learning is captured and performance standards are met at the end of each session.
- Regularly check student's workbook to ensure all exercises are being completed on time.
- Ensure that all participants complete the required assessments given in the student workbook.
- Always encourage participants. Never discourage them from getting actively engaged in discussions, question-answer sessions and task-oriented activities.

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SESSION 1 : USING SENSES IN OBSERVATION

The word observation is derived from the Latin word *"Observationem"* meaning "watching over". Observation can be defined as the act of directing the eyes towards something or perceiving it visually.

Observation is a process that includes (i) **noticing**, which is essential to be aware of something around you using any or all of the five senses i.e., sight, smell, hearing, touch and taste, (ii) **interpreting**, which means organizing the information into something meaningful, and (iii) **recalling**, that is remembering the information and being able to access it when you need to.

(i) Noticing: A trained security personnel must be actively aware of everything that is going on around him. This skill is developed with experience and practice. The smell, sight, sound and touch experienced during duty hours hold definite clues about dangers, accidents or crimes that may happen.

(ii) Interpreting: It is not enough to just notice things using your senses. A continuous analysis and interpretation hold the key to detecting a potential security threat.

(iii) Recalling: Recalling is the process of retrieving information about incidents, faces, names, dates and many other things. It is important to record anything observed as soon as possible, because memories fade away.

Role of Senses in Observation

In security, the sense and ability of observation is employed purposefully and intelligently with the sole aim of nipping any security threat in the bud. There are 5 recognized senses in human beings: sight, hearing, taste, smell, and touch. These senses are used for observing people and keeping an eye on what is happening all around.

(i) Sight: Sight or vision is the capability of the eye to focus and detect images of visible light on photoreceptors in the retina of each eye that generates electrical nerve impulse of varying colours, hues, and brightness. Your eyesight should be normal and you should be able to make a conscious effort to focus on what you see instead of just looking around casually. Visibility, which is a measure of the distance at which an object or light can be seen, depends on the distance, size, position and illumination. Luminosity of the object also affects its visibility. For example, you cannot assess the size of the star, but you can see the star in the sky because of the light it emits which causes it to be visible as a point object.

(ii) Hearing: Hearing or audition is the sense of sound perception. This is an important aid in identifying persons, places of events, and things, especially at night when visibility is limited. Security personnel must be aware of different sounds which are normally heard at the workplace. These noises can be categorized as follows:

a) Activity noises – e.g., animal calls, footsteps, glass breaking, etc.
b) Noise from motors – mechanical tools, automobiles, backfires, etc.
c) Noise from firearms – pistols, rifles, machine gun, etc.

(iii) Smell: Security personnel must be able to distinguish between potentially dangerous odour to detect any leakage of gas, illegal drugs or flammable products. They may be required to distinguish between the various substances of the following nomenclature:

(a) Petroleum products including petrol and diesel.
(b) Cooking gas and Compressed Natural Gas (CNG).
(c) Smoke emitted by electrical short circuit.
(d) Burning of rubber, wood, etc.

(iv) Taste: Taste refers to the capability to detect the taste of substances such as food, minerals, drugs, etc. Our taste buds allow us to experience substances that are sweet, sour, salty, or bitter. Therefore, the four basic tastes are sour, sweet, salty, and bitter.

Different substances affect the membrane in different ways.

(a) Bitter and sweet substances bind into receptor sites which release other substances into the cell.
(b) Salty substances break up into Na+ ions which flow through the membrane directly into the cell.
(c) Sour substances contain H+ ions that block channels in the membrane.

(v) Touch: Our body has about twenty different types of nerve endings that all send messages to our brain. The sense of touch is found all over the body. There are about 100 touch receptors in each of our fingertips. The sense of touch can be used for
(a) Detecting heat from an unnoticed fire by feeling walls or glass.
(b) Vibrations created by sound.
(c) To check the pulse of a person.
(d) To check the warmth of the engine of a vehicle at the crime scene.

Improving Senses: Let us now discuss some of the methods that security personnel can adopt to improve their senses and memory.

(a) Sight: Eyes should be tested for vision. If there is a requirement for wearing glasses or contact lenses, then it should be regularly worn. Eye exercises to improve visual skills include, concentration on the things you do not normally notice, relaxing your eyes by taking breaks during work and paying attention to peripheral vision.

(b) Hearing: Security personnel should enhance their skills by hearing and distinguishing between various sounds associated with crime, and also those sounds which are normally heard at the workplace.

(c) Touch: Skills of touching and identifying the objects can be enhanced through various exercises.

Memory: Security personnel should maintain sharp memory in order to member what they see and to provide evidence as witness to the crime. They should be able to narrate the exact sequence of events that they observed during an incident. Memory is the processes by which information is encoded, stored, and retrieved.

There are two types of memory: recognition and recall. (i) **Recognition** memory tasks require individuals to indicate whether they have encountered a stimulus (such as a picture or a word) before, and (ii) **Recall memory** tasks require participants to retrieve previously learned information.

Being a Good Observant: To be a good observant, one has to improve his/her ability to recognise and report suspicious people and activities and gain necessary information by following the tips given below:

(a) Focus on what people around you are doing and not who the people are.

(b) Watch for people or groups who keep to themselves and may be involved in suspicious activities.

(c) Watch for people who are avoiding contact with others.

(d) Someone who is just loitering around without any specific reason.

SESSION PLAN 1

1. **SESSION TOPIC:** Using Senses in Observation

2. **OBJECTIVE:** To develop knowledge and skills in observing and monitoring people.

3. **MATERIALS/ EQUIPMENT REQUIRED:** Charts, Sketch Pens, Rulers, Computer, Slides, Open Source Software for Slide Presentation, LCD projector.

4. **PREPARATIONS**
   o Prepare points for the lecture well in advance.

5. **TEACHING/TRAINING METHODOLOGY:**

T1: Interactive Lecture

DURATION: 1 hr.

PROCESS

1. Prepare the points for the lecture.
2. Make an opening by telling students' the purpose of the lecture or presentation.
3. Introduce the topic e.g., process of observation noticing, interpreting, recalling), role of senses in observation (sight, hearing, smell, taste and touch), and Improving use of senses in observation and monitoring.
4. You may also use slide presentation and provide specific examples.
5. Involve students' by giving them the opportunity to ask questions related to the topic.
6. Clarify any questions students may have.
7. Summarize the topic and emphasize on the key points.
8. Check to make sure that each student understands the meaning of observation and differentiates between desirable and undesirable activities.

Assignment

1. You may ask your students to get up early in the morning. Pick a sound that is fairly consistent, the sound of a river, a passing car, the hum of a refrigerator, animal calls (e.g. chirping birds, barking dogs, etc.) and identify it. Ask them to write their experience and share with their friends.

2. You may ask your students to pair up with their friend. Take a bag and put similar objects with different texture. Put their hands in the bag and touch it, rub it, hold it. Try to identify the things without actually seeing them. Ask them to practice this with different objects and list the objects that they have identified. Then remove all the objects from the bag and verify how many objects they have identified.

3. You may ask the students to place certain household items (small ones like comb, deodorant, lipstick, bangles, spoons, fork, bandage, medicine, etc.) on a large tray and memorize their names. Now ask them to cover the items with a cloth and list the names of the items without actually seeing them. Note how many items a student can recollect. Repeat the exercise till the student can list almost all items in the tray.

CHECKLIST FOR ASSESSMENT ACTIVITY

Use the following checklist to check whether your students could meet all the requirements for assessment.

Part A

Students could differentiate between

(a)   Human senses in observation.
(b)   Desirable and undesirable activities.

Part B

Students could answer the following:

(a) What are those senses which are involved in

observation?

(b) How senses can be improved for enhancing observation skills?

Part C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include, but not limited to:

Performance standards	Yes	No
Perform the process of observation.		
List 3 senses involved in making observation.		
List 2 factors that affect observation.		
Determine the role of sense(s) in a given activity.		
Recognize suspicious and undesirable activities.		

SESSION 2 : MAINTAINING A SECURE ENVIRONMENT

RELEVANT KNOWLEDGE

Implementation, execution and follow up of security procedures by means of observation is a round the clock obligation. Security measures must be driven by a commitment towards a particular security objective. Therefore, the first step in ensuring a secure environment is to spell out clearly the organisation's security goals and then translating them into concrete security objectives.

Use of technology in surveillance

The word surveillance is derived from the French word meaning "watching over". This term is generally applied for observation from a distance by means of electronic equipment, such as closed circuit television (CCTV) cameras or interception of electronically transmitted information, such as internet traffic (for monitoring of data) or phone calls. CCTV cameras are used to improve the security in public and private places such as airports, railway terminals, banks, government buildings, hotels, shopping malls, etc. These cameras can transmit video signals to a specific location and show the recorded data on one or more than one monitors. The signals are transmitted using point to point wireless links, quite unlike that of broadcast television where the signals are transmitted openly.

Security and protection systems, such as intruder alarms, CCTV, security video recorders, and electronic and / or manual tagging devices are installed and maintained to keep a record of things and in instances when there is a crime, the sequence of events can be studied later on. Now-a-days **biometric surveillance**, which refers to technologies

that measure and analyze human physical and/or behavioural characteristics for authentication, identification, or screening purposes is becoming more popular.

The biometric technologies include (i) **Fingerprint scanner**, an electronic device used to capture a digital image of the fingerprint pattern. The scan is digitally processed to create a biometric template which is stored and used for matching fingerprints, (ii) **Iris scanner** perform recognition detection of a person's identity by take a digital photo of the iris pattern and recreating an encrypted digital template of that pattern, and (iii) **Face scanner** webcam with 2 mega pixel or above which can take a clear photograph of the face.

Use of Good Judgment in Monitoring People: Communicating effectively with a group of people is vital towards enforcing the security procedures and guidelines and initiating the correct course of action in case of any violation. Security personnel must acquire proficiency in spoken English, Hindi or relevant vernacular language. All security personnel should also show good judgment and common sense, follow directions and directives from supervisors, accurately testify in court, and follow company policy and guidelines.

Alert security personnel must observe that the people are complying with the norms of behaviour and mandatory security instructions. He/she must take note of violations promptly and enforce security obligations swiftly, ensuring that his actions flow from established procedures and guidelines. At the same time, he/she must acknowledge graciously the positive contribution by people to cooperate readily with security procedures and guidelines and extend all possible assistance to encourage uninterrupted and unquestioned compliance.

Aadhar Card: A card based on biometric information

The Unique Identification Authority of India (UIDAI) has been created, with the mandate of providing a unique identity Aadhaar number to all residents of India and also defining usages and applicability of Aadhaar for delivery of various services.

Aadhaar is a unique 12 digit number issued by the Government of India to individual, including infant as proof of identity and residence in India. An Aadhar card is issued after collecting demographic and **biometric information** to establish uniqueness of individual. The card with the 12 digit number will serve as a proof of identity and address, anywhere in India and it will remain valid for life. Each individual needs to enroll only once which is free of cost. Aadhaar number will help to provide access to services like banking, mobile phone connections and other Government and Non-government services in due course.

He/she must assume responsibility to maintain proper entry and exit records of people and vehicles. He/she should progressively improve upon his/her senses and competency to detect signs of physical trespassing, intrusions within the premises, any damage to property, and suspicious looking objects or people. He/she must maintain high standards of personal discipline, turnout and conduct. A security officer's observation skills would, therefore, determine the accomplishment of providing security to people and property. He/She must always remain mentally prepared and alert to confront novel and unheard challenges which must be overcome by a fusion of professional competence, self confidence, positive attitude and an optimistic outlook.

Safeguarding People and Property: Security personnel must always detect, observe and study patterns pointing towards a security threat from the activities of suspicious persons, vehicles and objects.
To prevent a security lapse, integrating counter measures like patrolling, surprise security and verification checks, establishing cordons, and rehearsing contingency drills are critical requirements.

Access Control of People, Material and Vehicle: Access control refers to exerting control involving an authority, who does the controlling. Access control is executed by authorized people who exercise physical control over access. The control can be on a given building, group of buildings or a computer-based information system.

Access control is, in reality, an everyday occurrence. For example, a lock on a car door is essentially a form of access control. A Personal Identification Number (PIN) on an Automated Teller Machine (ATM) system is another means of access control.

The possession of access control is of prime importance when persons seek to secure important, confidential, or sensitive information and equipment.

Personnel who control physical access to the premises allow access only to authorized people after verification. When access control is automated, security personnel are trained to acquire complete operating knowledge of access control systems to include monitoring, recording, storing, retrieving and transferring. They should possess an understanding of the complete layout of the premises, layout of access and communication control infrastructure, location of intruder and fire alarms, early warning procedures and security measures to counter and neutralize a security threat. The persons handling access control are also trained to operate efficiently a wide range of communication devices to streamline movement and deal effectively with any contingency or emergency.

Physical security

The first requirement of good security system is to consider a physical means to keep criminals out. Physical security include measures that are designed to deny access to unauthorized personnel (including attackers or even accidental intruders) from physically accessing a building, facility, resource, or stored information through the use of physical barriers. There are at least four layers of physical security:

1. Environmental design.
2. Mechanical, electronic and procedural access control.
3. Intrusion detection.
4. Personnel Identification.

Examples of physical controls are:

- Security guards
- Closed-circuit surveillance cameras, also known as CCTV
- Motion or thermal alarm systems
- Picture identity cards
- Locked and dead-bolted steel doors

Biometrics, which includes fingerprint, and voice, face, iris and handwriting detectors are used to recognize individuals

Physical barriers: Physical barriers could be of two types: natural and structural (man made).

(i) **Natural protective** barriers include mountains, cliffs and ditches, water obstacles, or other terrain features that are difficult to traverse.

(ii) **Structural protective** barriers are man-made devices such as walls, fences, gates, grills, bars, roadblocks, or other construction used to restrict, channel, or impede access. Security rated locks and strong fences helps to deter and delay intrusions. For fencing, three types of fences i.e. chain link, **barbed wire**, and barbed tape or concertina are generally used in restricted areas.

Common structural barriers and procedures used for physical security.

(a) Locks: Locks are the most acceptable and widely used security devices for protecting facilities, classified materials, and property. Security rated locks and strong fences helps to deter and delay intrusions. Thus, locks are considered as delay devices. Some locks require considerable time and expert manipulation to open, but all locks can be defeated by force and with the proper tools.

(b) Identity system: Identity cards, recognition devices, badge-exchange procedures, and personnel escorts, all contribute to an effective access control system. The ID (identity) system provides for personal recognition and the use of security ID cards or badges to aid in the control and movement of personnel activities. Checking of ID includes, checking the name and photograph of the person, signature and seal of the issuing authority and serial number.

(c) Security Searches: Security search is carried out on people and baggage at public places like railway stations and airports before they are allowed to board the train or aircraft.

Frisking, which means checking the person physically from head to foot using hands and metal detectors is done by the security personnel at various public places to prevent crime. There are certain norms and regulations that the security personnel need to follow while searching people and baggage.

(c) Patrolling: A patrol is a group of personnel who are assigned to monitor a specific geographic area and to look out for any signs of security breach. Duties of patrol personnel include responding to calls for service, resolving disputes, taking incident reports, implementing security enforcement guidelines, and crime prevention measures. A patrol In-charge is often the first to arrive on the scene of any breach. The patrol In-charge is the person who is responsible for security of the external periphery of the property and is often closest to a breach. What such an In-charge does or fails to do at the scene can greatly influence the outcome of any subsequent investigation.

REPORTING

Reporting Exceptional and Suspicious Situation: Reporting of incidents is a highly effective means of accident prevention because an incident is a prelude to an accident. It is very important that all deficiencies within a system are identified and reported so that appropriate corrective actions can be taken to resolve the associated problems. An exceptional situation is a public emergency posing imminent danger to the people and property and threatening the life of the organisation which imperils or might imperil the normal operation of public policy.

A suspicious situation arises out of an incident that is something out of the ordinary or unexpected. Examples of exceptional situations include the following:

(i)   Natural catastrophes, like earthquake, tsunami, flood, etc.
(ii)   Internal security threats, like bomb blasts, terrorist attack, militant attack, etc.
(iii)   External threats like enemy artillery bombardment, air raids, missile attacks, etc.

SESSION PLAN 2

1. SESSION TOPIC:
Maintaining a Secure Environment

2. OBJECTIVE:
To develop knowledge and skills of students in use of good judgement and technology in maintaining a secured environment.

3. MATERIALS/ EQUIPMENT REQUIRED:
Charts, Sketch Pens, Rulers, Computer, Slides, Open Source Software for Slide Presentation, LCD projector.

4. PREPARATIONS
- Read the glossary given at the end of this handbook.

5. TEACHING/TRAINING METHODOLOGY:

T1: Interactive Lecture

DURATION: 1 hr.

PROCESS

1. Prepare the points for the lecture.
2. Make an opening by telling student's the purpose of the lecture or presentation.
3. Introduce the topic e.g., meaning of access control and surveillance, use of technology in surveillance, use of good judgement in security of people and material, physical security measures, and reporting exceptional and suspicious situation.
4. You may also use the slide presentation for explaining the various aspects of access control measures and provide specific examples.
5. Involve students' by giving them the opportunity to ask questions related to the topic.
6. Clarify any question student's may have.
7. Summarize the topic and emphasize on the key points.
8. Check to make sure that each student understands the difference between (i) observation and search, and (ii) surveillance and monitoring.

CHECKLIST FOR ASSESSMENT ACTIVITY

Use the following checklist to check whether your students could meet all the requirements for assessment.

Part A

Students could differentiate between

(a)   Observation and search.
(b)   Surveillance and monitoring.

Part B

Students could answer the following questions:

(a) What is surveillance?
(b) How is technology being used in surveillance?
(c) What are the physical control measures adopted in security for safeguarding people and property?
(d) Why are people and baggage searched for security?

Part C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include, but not limited to:

Performance standards	Yes	No
Identify factors that influence the security of people and property at a given public place.		
List 4 equipment used for surveillance, identification and authentication purpose.		

SESSION 3 : PREVENTING AND REPORTING SECURITY BREACH

A security breach is an illegal violation in respect to property and premises. These incidents happen when a poor security enforcement environment encourages people to start misusing their privileges and they willfully violate the security instructions.

Reasons for security breach

Lack of boundary walls, improper screening of visitors, unauthorized access, failure to demarcate the premises as common and closed, negligence on the part of security personnel, etc. are some of the common reasons for security breaches. Lack of sufficient detection and delaying controls, poor video surveillance, insufficient warning alarms, irregular patrolling and unchallenged access can lead to a major security breach. Long work hours, repetitive tasks and an uncertain security environment are drains on security personnel's mental energies and at times leave him mentally and physically exhausted. This could also prove to be a ground for a security breach.

Reporting breach incident

Occurrence of a breach must invite immediate remedial action in the form of immediate sealing of the site, reporting of the incident to the appropriate authorities and preliminary interaction with the people closest in its vicinity. The size and the complexity of the breach is likely to point towards the *modus operandi* of the culprits.

Modus Operandi of Criminals

Modus operandi is a Latin word meaning "method of working". It is a term used by law enforcement authorities to describe the particular manner in which a crime is committed. Some of the *modus operandi* of criminals are as follows:

(i) Robbery: Robbery is the crime of taking or attempting to take something of value by force or threat of force or by putting the victim in fear. Among the various types of robbery, armed robbery involves use of a weapon and aggravated robbery involves use of a deadly weapon or something that appears to be a deadly weapon. Highway robbery or "mugging" takes place outside and in a public place such as a sidewalk, street, or parking lot.

(ii) Theft: In common usage, theft is the taking of another person's property without that person's permission or consent with the intent to deprive the rightful owner of it. Theft is the name of a statutory offense in most countries. The word is also used as an informal shorthand term for some crimes against property, such as burglary, embezzlement, larceny, looting, robbery, shoplifting and fraud. Someone who carries out an act of or makes a career of theft is known as a thief. The act of theft is known by terms such as stealing, thieving, and filching.

(iii) Looting: Looting, also referred to as sacking, plundering, despoiling, despoliation, and pillaging is the indiscriminate taking of goods by force as part of a military or political victory, or during a catastrophe, such as during war, natural disaster or rioting. The term is also used in a broader sense to describe instances of theft and

embezzlement, such as the "plundering" of private or public assets by corrupt or greedy authorities. Looting is loosely distinguished from scavenging by the objects taken; scavenging implies taking of essential items such as food, water, shelter, or other material needed for survival while looting implies items of luxury or not necessary for survival such as art work, precious metals or other valuables. The proceeds of all these activities can be described as loot, plunder, or pillage.

(iv) Arson: Arson is the crime of intentionally or maliciously setting fire to structures, wild land areas, cars or other property. It may be distinguished from other causes such as spontaneous combustion and natural wildfires. Arson often involves fires deliberately set to the property of another or to one's own property as to collect insurance compensation.

(v) Vandalism: Vandalism is the malicious destruction or defamation of public or private property.

Reporting Breach or Illegal Activities

Recording must be carried out of illegal activities, which result because of a security oversight and their impact on security measures assessed continuously. Any illegal or a series of such activities renders shape to a credible pattern, indicating likely involvement of persons, probable causes, potential timing of the incident and prospective areas likely to be targeted for a security breach.

Incidents to Report: The following security-related incidents may indicate mounting tension or possible threat:

- Thefts of funds, goods, or other assets
- Physical attack or assault
- Vehicle accidents that result in injury or death
- Arrest of a person
- Kidnapping or attempted kidnapping
- Extortion attempts
- Bombing
- Ambush

Cordons: Cordoning of an area is done so as to prevent movement in or out of the cordoned area. When cordoning an area, certain points to be kept in mind are as follows:

(i)   Close off the entry and exit to isolate the area as a precautionary measure and wait for investigation party to arrive
(ii) Take photographs
(iii) Look for anything suspicious
(iv) Ask for specialists, if required
(v)   Minimise disruption
(vi) Ensure that the public safety is not compromised
(vii) Carry out evacuation if required

Collecting Information from Witnesses and Victims of Crime: People who have information about the crime are sometimes hesitant to disclose or share it. Often, a person does not want to "bother" the dealing security staff and the police.

Every bit of information that is obtained from witnesses facilitates an early solution to the crime and makes property and premises a safer place to work, live and play. Interaction with the witness must include the following information for taking appropriate and timely action:

- What happened (specifics - keep it brief)
- Time of occurrence and location of the crime (when and where)
- Is anyone hurt (ambulance needed or not).
- How many suspects are there? (give full description)
- Suspect(s): (gender/ approximate age/ clothing/ weapons)
- Vehicle(s): (license plate/colour/year/ make/ model/direction of travel)

Format for Reporting Incident

Serious Incidents must be Reported Immediately on Phone to the concerned Authority (e.g. telephone no. 108 in some cities of India)		
Subject (name or brief description of incident): e.g. collision between bus and car, violence, hazard, etc.		
Time and Date: e.g. 10:30 AM on 12.12.2012		
Details of Persons Involved		
First Name:	Position Title:	
Middle Name:	Contact details:	
Surname:		
Address:		
Date of Birth (DOB)		
Gender (M/F)		
Summary of Incident		
What happened unexpectedly		
What were you doing at that time?		
Describe the incident/hazard that took place.		
What did you do?		
What factors do you feel caused		

the incident/hazard?	
Details of Witness	
Name:	Phone No.
Name:	Phone No.
Signature of Person Reporting the Incident **Full Name**	
Date:	
Place:	

If the witness chooses to share information, the dealing security personnel should include his/her name, phone number, and current location.

Types of Evidence

Evidence is the data presented to an authority, court or jury in proof of the facts and which may include the testimony of witnesses, records, documents or objects. It is helpful in forming a conclusion or judgment and to prove or disprove something. There are two main types of evidence: direct and indirect. Direct evidence is evidence that proves a fact or proposition directly, rather than by secondary deduction or inference. Eyewitness testimony and a defendant's confession are direct evidence. Indirect evidence, also known as circumstantial evidence is a fact that can be used to infer another fact. Such evidence includes body fluids, fibres, and witnesses.

The various types of evidence that could be collected from the crime scene can be classified as follows:

1. **Testimonial evidence:** It is the oral or written assertion offered in a court as a proof of the truth of what is being stated. It is the most basic form of evidence.

2. **Demonstrative evidence**: It demonstrates or illustrates the testimony of a witness.
3. **Documentary evidence**: It is a type of written proof or document that is offered at a trial to establish the existence or non-existence of a fact that is in dispute.

Preserving integrity of evidence

The original evidence from a breach location should be preserved and archived for future reference and to maintain integrity of organization. This includes all original notes, reports, dates, pictures, data collection, charts, etc. All hard copy evidence should be in its original form. This could include printed emails, charts, pictures and their negatives, reference material, etc.

Digital images and their recordings should be copied in their entirety to a Writable Compact Disc (CD) and not Rewritable CDs as the latter can be altered at a future date.

All original data collection media should be labeled with date, investigation, site and other pertinent data and stamped "Original". Back up copies should be labeled so to avoid confusion with the original. All completely compiled files should be stored in a safe place. Backup copies should be stored in another location.

SESSION PLAN 3

1. **SESSION TOPIC:**
   Preventing and Reporting Security Breach

2. **OBJECTIVE:** To develop knowledge and skills of students to report an incidence in the format

3. **MATERIALS/ EQUIPMENT REQUIRED:** Charts, Sketch Pens, Rulers, Computer, Slides, Open Source Software for Slide Presentation, LCD projector

4. **PREPARATIONS**

   o Read the glossary given at the end of this handbook.

5. **TEACHING/TRAINING METHODOLOGY:**

T1: Interactive Lecture

DURATION: 2 hrs.

PROCESS

1. Prepare the points for the lecture.
2. Make an opening by telling students' the purpose of the lecture or presentation.
3. Introduce the topic e.g., reasons for security breach, identifying security breach, modus operandi of criminals, cordons, collecting information from witnesses and victims of crime, types of evidence, preserving integrity of evidence, etc.
4. Involve students' by giving them the opportunity to ask questions related to the topic.
5. Clarify any questions students may have.
6. Summarize the topic and emphasize on the key points.
7. Check to make sure that each student understands the difference between (i) direct and indirect evidence, (ii) testimonial and real evidence, (iii) demonstrative and documentary evidence.

CHECKLIST FOR ASSESSMENT ACTIVITY

Use the following checklist to check whether your students could meet all the following requirements for assessment.

Part A

Students could differentiate between

(a)   Different modus operandi of criminals.
(b)   Direct and indirect evidence.
(c)   Testimonial and real evidence.
(d)   Demonstrative and documentary evidence.

Part B

Students could answer the following questions:

(a) What is security breach?
(b) What are the reasons of security breach?
(c) What is modus operandi?
(d) What are the different types of evidence?
(e) How to maintain the integrity of evidence?

Part C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include, but not limited to:

Performance standards	Yes	No
List 3 types of evidence.		
Prepare a report of an incidence.		
List 3 modus operandi of criminals.		
List 2 things that could be produced as real evidence.		

GLOSSARY

1. **Biometric:** It is a branch of biology that studies biological phenomena and observations.

2. **Catastrophes:** A sudden disaster of immense proportions that has severe consequences, often accompanied by destruction of assets and/or loss of life.

3. **Evidence:** The available body of facts or information indicating whether a belief or proposition is true or valid.

4. **Modus operandi:** The way something operates or works

5. **Notice:** The act of noting or observing.

6. **Observation:** The act of noting and recording something by a person.

7. **Security Breach:** An act from outside an organization that bypasses or contravenes security policies, practices, or procedures.

8. **Surveillance:** Close observation of a person or group, especially one under suspicion.

9. **Watch:** Look at or observe attentively over a period of time.

SUGGESTED READING

BOOKS

- Effective Physical Security by Lawrence Fennelly, Butterworth-Heinemann
- Critical Infrastructure Security: Assessment, Prevention, Detection, Respons by Francesco Flammini (ed.),Wit Press
- Electronic Access Control by Gerard Honey

WEBSITES

- http://en.wikipedia.org/wiki/Physical_security
- http://en.wikipedia.org/wiki/National_Security_ Council_(India)
- http://searchsecurity.techtarget.com/definition/ physical-security

TEACHER'S HANDBOOK
SS106-NQ2012

First Aid at Workplace (Basic)
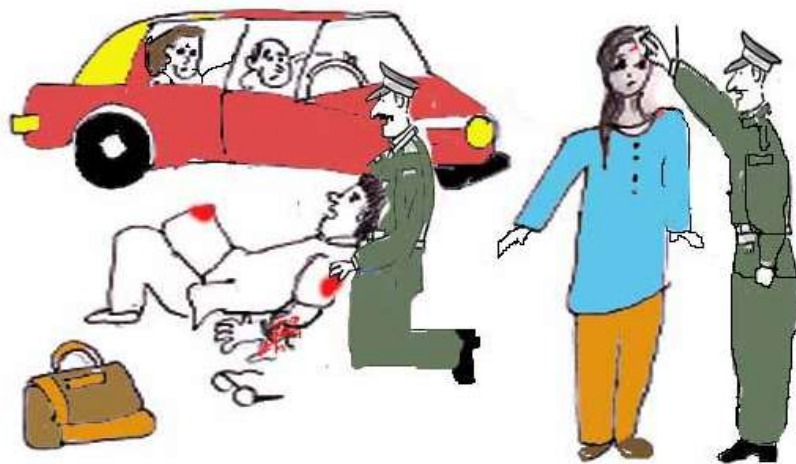
The student workbook on "**First Aid at Workplace (Basic)**" is a part of the qualification package developed by the Security Knowledge and Skill Development Council (SKSDC) for the National Vocational Education Qualification of "Unarmed Security Guard (Private Security Sector). The National Vocational Education Qualification Framework (NVEQF) is an initiative of the Ministry of Human Resource Development (MHRD), Government of India to set common principles and guidelines for a nationally recognized qualification system covering Schools, Vocational Education and Training Institutions, Technical Education Institutions, Colleges and Universities. It is envisaged that the NVEQF will promote transparency of qualifications, cross-sectoral learning, student-centred learning and facilitate learner's mobility between different qualifications, thus encouraging lifelong learning.

The private security industry comprises those agencies or people who provide security for people and property under contract and for profit. An Unarmed Security Guard is required to observe, deter, record and report. The basic difference between government and private security is that the government security personnel are empowered by legislation to enforce the law, but it is not so for private security.

The National Curriculum Framework, 2005, recommends that children's life at school must be linked to their life outside the school. This principle makes a departure from the legacy of bookish learning which continues to shape our system and causes a gap between the school, home, community and the workplace. Experiential learning, which is a cyclical process involving observation, reflection and action, should be an integral part of the teaching-learning process. Attempt by the students to solve problems, guided by the teachers or instructors, would enable them to explore and discover new knowledge and develop problem solving skills. A range of pedagogies, including interactive lecture, role plays, case based studies, assignments, projects and on-the-job activities that provide students with generic, technical and professional knowledge and skills should be adopted by the teachers and instructors to foster student-centred learning.

The success of this effort of integrating knowledge and skills depends on the steps that the teachers will take to encourage children to reflect their own learning and to pursue imaginative and on-the-job activities and questions. Participation of learners in skill development exercises and inculcation of values and creativity is possible if children are involved as participants in learning, and not as receiver of information. These aims imply considerable change in school routines and mode of functioning. Flexibility in the daily time-table would be a necessity to maintain the rigour in implementing the activities and the required number of teaching days will have to be increased for teaching and training.

The suggestions by the teachers and other stakeholders in education and training will be of great value to us in bringing about qualitative improvement in the teacher's handbook.

ACKNOWLEDGEMENTS

ABOUT HANDBOOK

The handbook is to assist teachers with teaching and training their students for meeting the occupational standards for "**Unarmed Security Guard** (Private Security Sector) set by the Security Knowledge and Skill Development Council (SKSDC) of India. Occupational Standards describe what individuals need to know, understand and do in order to carry out a particular job role or functions. These are the standards that individuals must achieve when carrying out the various functions at the workplace. The Module on "**First Aid at Workplace (Basic)**" covers the following elements, performance criteria, knowledge and skills for the job role of Unarmed Security Guard (Private Security Sector):

Unit Code	SKS/N 0008
Task	Health and Safety
Element	Deal with medical emergency
Performance Criteria	PC15: Render first-aid
	PC16: Use available basic first-aid equipment
Knowledge and Understanding (K)	
Technical/Domain Knowledge	KB13: First-Aid
Skills (S)	
Professional Skills	SB12: Render first-aid

You will have to ensure that the following performance standards are met by each student on completion of the sessions given in the module:

Performance standards	Yes	No
Identify 3 types of health risks and hazards at workplace.		
Enlist 3 emergency situations at a workplace.		
Enlist 3 factors that affect good health.		
Enlist 2 factors that influence mental health at workplace.		
Enlist 2 causes of biological hazards at work place.		
Enlist 2 causes of chemical hazards at workplace.		
Enlist 6 causes of physical hazards at workplace.		
Enlist 2 causes of psychosocial hazards.		
Enlist 2 causes of safety hazards.		
Draw the symbol of first aid.		
Correlate the principles of First Aid with the activity of First Aid.		
Identify 3 equipment used for first aid.		
Enlist 3 furniture required for first aid room.		
Differentiated between different types of bandages.		
Read the label on drugs used for common ailment.		
Enlist 6 materials of First Aid kit.		
Enlist 3 types of bandages.		
Place the material at appropriate place in the First Aid kit.		
Perform ABC (airway, breathing and circulation) of first aid.		
Perform all steps for measuring body temperature using a digital thermometer.		

Enlist 3 triggering factors that cause back pain.		
Prepare ORS.		
Administer first aid for cut in a hypothetical situation.		
Enlist 2 symptoms of first degree burns.		
Establish the type of burn-first, second or third degree burn.		
Administer first aid to a victim (bitten by an insect – a hypothetical situation).		
Enumerate steps for providing first and to a victim of snake bite.		

GENERAL INSTRUCTIONS FOR TEACHERS

- Read the Teacher's Handbook carefully before teaching or conducting the training.
- Follow the session plan strictly. Bring any deviations to the notice of the Head of the Institution.
- Familiarize yourself thoroughly with the relevant knowledge and skills to be transacted.
- Ensure all materials/aids/equipment required for teaching and training is available.
- Introduce the skill by explaining the purpose.
- Demonstrate the skill to the participants, explaining each step in detail.
- Invite the students to ask questions.
- Ask the students to practice the skill themselves and make observation while they perform the task.
- Provide the students with constructive feedback.
- Discuss in the class the problems faced by the students in performing the task.
- Summarize the key learning.
- Ensure key learning is captured and performance standards are met at the end of each session.
- Regularly check student's workbook to ensure all exercises are being completed on time.
- Ensure that all participants complete the required assessments given in the student workbook.
- Always encourage participants. Never discourage them from getting actively engaged in discussions, question-answer sessions and task-oriented activities.

Table of Contents

SESSION 1 : RELATING HEALTH EMERGENCY WITH FIRST AID

RELEVANT KNOWLEDGE

Meaning of Health Emergency

A health emergency is a situation in which the health of a person is in danger because of sudden illness or accident, and immediate help is required to "save a life". In case of any health emergency at workplace, the ill or injured person should be given immediate attention and first aid before the medical help arrives. Now the question arises "What could be various emergency situations at workplace". It could be (i) electric shock, (ii) difficulty in breathing due to asthmatic attack, (iii) burns, (iv) bleeding, (iv) injury, (v) fracture, (vi) heart attack, etc.

Health as a Physical, Mental and Social Well Being: According to the World Health Organisation (WHO), "health is a state of complete physical, mental and social well being and not merely the absence of the disease". Although the state of physical, mental and social being is interrelated.

(i) Physical health: A person enjoys good physical health when he/she is eating healthy food, exercising regularly, sits or stands in the right posture, sleeps in the right posture, sleeps well, takes care of oral hygiene, visits doctor regularly for check ups and remains positive about his/her state of health.

(ii) Mental health: Mental health at workplace is influenced by the people and the environment around you. A person enjoys good mental health if he/she has a positive thinking towards life, work and other people. He/She should be able to control his emotions, sensitive to the needs of others, confident in his/her abilities and whatever he/she does and keeps himself/herself from undue and extreme desires and wants.

*(iii) Social health***:** A person is said to have a good social health if he/she gets along with people, work in team, always maintain a pleasant look, helps others in their needs and good deeds, fulfills social obligations and responsibility and does not look for returns while fulfilling social responsibilities.

Relationship between Physical, Mental and Social Health

You must have experienced that at times when things did not happen in the manner you expected, you lost your temper and got irritated. This affected your social relationships.

If you want to stay healthy, you should strictly practice personal hygiene and health schedule. You need to brush your teeth, trim your nails, take bath regularly, wear clean clothes or uniform, develop good eating habits such as washing hands before and after meals, comb your hair, stay away from alcohol and illicit drugs, adopt correct postures while sitting and standing, and exercise regularly. All these practices will help you in keeping fit and healthy. Regular exercise helps you to reduce body fat, facilitate better digestion and respiration, increases blood supply to parts of your body and energizes your body for the tasks ahead. When we say that the first aid is administered to a victim, then we need to first understand the human body in order to treat the victim effectively.

Health and safety risks at workplace: Risk is the chance or probability that a person will be harmed or experience an adverse health effect if exposed to a hazard. The various hazards that you may encounter at workplace:

(i) Biological – Biological hazards are caused by living organisms like bacteria, viruses, insects, plants, birds, animals, humans, etc.

(ii) Chemical – Chemical hazards, which include acids, poisons, cleaning agents, etc. depends on the physical, chemical and toxic properties of the chemical. The severity of the hazard depends on the toxic properties of the chemical.

(iii) Radiation – Radiation hazards are related to exposure to radiations from radioactive substances.

(iv) Ergonomic – Ergonomic hazards are caused due to repetitive movements, improper set up of workstation (e.g. computer workstation, workstation for repair of electrical gadgets, etc.), faulty designed chairs, tools and equipment, wrong postures, etc. Wrong postures often bring about physical fatigue and/or bodily harm, including back pain, and discomfort in shoulders and lower limbs.

(v) Physical – Physical hazards are caused due to slippery surfaces, falling objects, manual handling (lifting, pushing, carrying), sharp tools and equipment, radiation, magnetic fields, extreme pressure (high pressure or vacuum), excessive loud and prolonged noise, and bullying (abnormal, repeated behaviour directed against a worker or group of workers which results in a risk to health and safety. It may result in stress, depression, loss of self-esteem, feelings of guilt, phobias, sleep and eating disorders, sexual harassment (a situation in which unwanted behaviour with a sexual connotation, expressed physically, verbally or non-verbally takes place), verbal threat, abusing, use of weapons, etc.

(vi) Psychosocial –Psychosocial hazard are caused due to violence, excessive pressure or stress at workplace for meeting deadlines, conflicts at workplace, etc. It also includes hazards due to

discrimination on the grounds of caste, race, skin colour, ethnic origin, sex, religion, etc.

(vii) Safety – Safety hazards at workplace include slipping or tripping, inappropriate machine guarding, collision, bumps, road accidents, fire accidents, equipment malfunctions or breakdown and electrical accidents (it could result in skin burns affecting the areas that have been in contact with the electrical current or electric shock due to electrical discharge).

Principles of First Aid: The basic principles of first aid are as follows:

1. **Preserve life**: This includes the life of the casualty and rescuer.

2. **Protect the casualty from further harm**: Ensure the scene is safe and the casualty is not affected by the presence of people.

3. **Provide pain relief**: This could include the use of ice packs or simply applying a sling.

4. **Prevent the injury or illness from becoming worse**: Ensure the treatment you provide as part of the First Aid does not make the condition of the casualty worse.

Symbol of First Aid: The ISO specified symbol for the first aid is white cross on a green background.

First Aid
First-aid is the immediate and temporary treatment given to the victim of an accident or sudden illness, while awaiting the arrival of "Medical Aid".

SESSION PLAN 1

1. **SESSION TOPIC:** Health Emergency and First Aid

2. **OBJECTIVE:** To develop knowledge and skills of students to identify various Health hazard situations and understand principle of first aid

3. **MATERIALS/ EQUIPMENT REQUIRED:** Charts, Sketch Pens, Rulers, Computer, Slides, Open Source Software for Slide Presentation, LCD projector.

4. **PREPARATIONS**

   o Read the glossary given at the end of the handbook.

5. **TEACHING/TRAINING METHODOLOGY:**

T1: Interactive Lecture

DURATION: 1 hr.

PROCESS

1. Prepare the points for the lecture.
2. Make an opening by telling students' the purpose of the lecture or presentation.
3. Introduce the topic e.g.,
4. You may also use the slide presentation on
5. Provide specific examples.
6. Involve students' by giving them the opportunity to ask questions related to the topic.
7. Clarify any questions students may have.
8. Summarize the topic and emphasize on the key points.
9. Check to make sure that each student understands the meaning of

T2: Discussion

DURATION: 1 hr.

PROCESS

1. Prepare the points for the discussion.
2. Make an opening by telling student's the purpose of the discussion.
3. Involve students' by giving them the opportunity to ask questions related to the topic.
4. Topics for discussion may include the following:

Ask your students to visit an organisation or an Industry, interact with the employer and employees of the organisation/ industry, ask the following questions, and write the answers:

(a)   Questions for Employer

(i)   What are the plans/schemes that the organisation/industry is implementing for ensuring physical, mental and social well being of the employees?

(ii)   What are health related factors that affects the productivity and performance of the employees at workplace?

(b)   Questions for Employees

(i)   Are you happy with the provisions made for taking care of your physical and safety requirements at the workplace? Tick on the appropriate answer.

Employee A: Yes/No
Employee B: Yes/No
Employee C: Yes/No
Employee D: Yes/No
Employee E: Yes/No

(ii)   What are those factors that you think are affecting your physical, mental or social well being at the workplace?

Employee A:
Employee B:
Employee C:
Employee D:
Employee E:

(iii) What actions should be taken by the employer in terms of fulfilling health and safety need of the employees?

Employee A:
Employee B:
Employee C:
Employee D:
Employee E:

CHECKLIST FOR ASSESSMENT ACTIVITY

Use the following checklist to check whether your students could meet all the requirements for assessment.

Part A

Students could differentiate between

(a) Physical, mental and social health.
(b) Different types of hazards.

Part B

Students could answer the following questions:

(a) What is health?
(b) What is health emergency?
(c) Why do we need to exercise daily?
(d) What are the common health problems and safety risks of security personnel?
(e) What are the basic principles of first aid?

Part C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include, but not limited to:

Performance standards	Yes	No
Identify 3 types of health risks and hazards at workplace.		
Enlist 3 emergency situations at a workplace.		
Enlist 3 factors that affect good health.		
Enlist 2 factors that influence mental health at workplace.		
Enlist 2 causes of biological hazards at work place.		
Enlist 2 causes of chemical hazards at workplace.		
Enlist 6 causes of physical hazards at workplace.		
Enlist 2 causes of psychosocial hazards.		
Enlist 2 causes of safety hazards.		
Draw the symbol of first aid.		
Correlate the principles of First Aid with the activity of First Aid.		

SESSION 2 : IDENTIFYING FACILITIES, EQUIPMENT AND MATERIALS FOR FIRST AID

First Aid facilities should be located at points convenient to workers. An ambulance should also be made available at the workplace to meet any emergency.

It is the responsibility of the head of the organisation or the employer that the first aid facilities such as a first aid room, a first aid kit, a health centre and first aid equipment are made available in the premises to meet any emergency.

Once the employer has set up first aid facilities, he/she should nominate one or two persons as **First Aider**. They should be trained for first aid facilities and services at the workplace.

(i) First Aid Room: It is the place where equipment and materials are made available and systematically arranged for providing first aid services. It should have the following:

- A name plate with the symbol of **FIRST AID.**
- Proper lighting and ventilation.
- Toilets, which should be friendly for differently-abled (disabled) persons.
- Facilities for easy movement of a person on a stretcher or a wheelchair.

The facilities at the **first aid room** should include:
1. Table and chairs.
2. Telephone.
3. Directory of emergency telephone numbers. (For example, in India telephone number for **fire service station is 101**, for **police** it is **100** and for **emergency services/Ambulance it is 108**)
4. First aid kit.

Ace Bandage Roll
Adhesive Bandage
Cotton Strip
Thermometer

5. Examination lamp.
6. Medical examination couch with blankets and pillows.
7. A portable screen.
8. Container for sharp things like surgical knives, etc.
9. Sink and wash basin with hot and cold running water.
10. Steriliser.
11. Stretcher.
12. Workbench or dressing trolley.
13. Oxygen cylinder.
14. Sphygmomanometer – blood pressure measuring instrument.
15. Resuscitation equipment.
16. Cupboards for storing medicines, dressings and linen.
17. Electric power points.
18. Suitable seating.
19. Container for soiled dressings.
20. Medical waste containers.

First Aid Kit: The contents of the **First Aid Kit** are mainly meant for providing first aid in case of bleeding, bone fractures and burns. The contents of the first aid kit could also be made industry/organisation specific (nature of the job being undertaken at the industry/organisation). A basic first aid kit should include:

1. Band-aids of all sizes.
2. 4" by 4" gauze pads - for cleaning wounds.
3. 4" by 4" dressing bandages - for wounds, cuts, and abrasions.
4. 2" dressing rolls or crepe bandage - for wrapping and bandaging injuries.
5. Medical tape.
6. Cotton balls.
7. Safety pins.

8. Alcohol pads or isopropyl alcohol for cleaning wounds.
9. Antimicrobial hand wipes - placed in a sealed plastic bag to keep them moist.
10. Hydrogen Peroxide for cleansing skin wounds.
11. Sterile water bottle.
12. Eye flushing solution bottle with an eye cup.
13. Ace bandage for wrapping sprains and contused soft tissue.
14. Arm sling.
15. Chemical ice pack.
16. Chemical hot pack.
17. Thermometer - oral and rectal (for kids).
18. Tweezers.
19. Scissors.
20. Torch.
21. Nail clippers.
22. Jackknife.
23. Clean string - for a variety of uses.
24. Sterile gloves.

Important medications and other relief materials that should be kept in a first aid kit and updated (check for expiry of the medicine and replace immediately with fresh batch) include the following:

1. **Antibiotic ointment** for cuts and scrapes of the skin.
2. **Medicated sunburn spray** or cream.
3. **Calamine lotion**
4. **Insect sting relief pads**.
5. **Tylenol** (Acetaminophen) – It is used as pain and fever reducer.
6. **Advil** (Ibuprophen) – It is anti-inflammatory, used for pain, swelling, and fever.
7. **Benadryl** (Diphenhydramine) – It is antihistamine for allergic reactions, itching, and runny nose.
8. **Cough suppressant**
9. **Throat lozenges**

Oral rehydration salt (for dehydration)

10. **Oral Rehydration Salt** (ORS).
11. **Defibrillators:** An electronic device that administers an electric shock of preset voltage to the heart through the chest wall. It is used to restore the normal rhythm of the heart during ventricular fibrillation.
12. **Tourniquet bandage (compression bandage):** If the bleeding does not stop with direct pressure within 15 to 20 minutes the tourniquet bandage is applied.
13. **Slings:** Sling is a bandage used to support an injured forearm. It is a wide triangular piece of cloth which is used to support the hand from around the neck.
14. **Splints:** Splints are orthopedic mechanical devices used to immobilize and protect a part of the body in the case of a fracture (such as a broken leg or hand).

Drugs for Common Ailments: There are a variety of common ailments from which people suffer from. These ailments are not very serious and can be cured by referring to some home remedies or over the counter medicines. A number of common illnesses are treated at home using non-prescription medicines. Some ailments are serious enough to require professional medical attention; even the common cold can become very serious if not treated correctly, as it can advance to other infectious diseases such as influenza and pneumonia. If ailments persist, then the patient should immediately consult a doctor or physician. Some of the common ailment and the drugs generally prescribed are given in the table below:

Ailments	Drugs
Allergies	Cetrizine
Headache	Saridon, Aspirin (Aspirin is also used in case of Chest Pain)
Heartburn/ Acidity	Digene
Nasal Congestion	Vicks Vaporub for rubbing on nose and chest
Cough and Cold	D'cold Total
Fever/Flu	Paracetamol (also used as a General Pain Killer)
Constipation	Isabgol (with hot milk)
Sprains and Strains	Flexon/Combiflam (used as a anti-inflammatory painkillers)
Dehydration	Oral Rehydration Salt (ORS)

SESSION PLAN 2

1. **SESSION TOPIC:**
   Identifying Facilities, Equipment and Material for First Aid

2. **OBJECTIVE:** Identify various first aid facilities available in Work Place/School and various content of first aid kit and first aid equipment.

3. **MATERIALS/ EQUIPMENT REQUIRED:**
   Charts, Sketch Pens, Rulers, Computer, Slides, Open Source Software for Slide Presentation, LCD projector.

4. **PREPARATIONS**

   o Read the glossary given at the end of the handbook.

5. **TEACHING/TRAINING METHODOLOGY:**

T1: Interactive Lecture

DURATION: 1 hr.

PROCESS

1. Prepare the points for the lecture.
2. Make an opening by telling student's the purpose of the lecture or presentation.
3. Introduce the topic e.g.,
4. You may also use the slide presentation for explaining the various aspects
5. Provide specific examples.
6. Involve students' by giving them the opportunity to ask questions related to the topic.
7. Clarify any question student's may have.
8. Summarize the topic and emphasize on the key points.
9. Check to make sure that each student understands the meaning of

T2: Demonstration

DURATION: 2 hrs.

PROCESS

1. Present the materials that are going to be used.
2. Invite the students to ask questions.

T3: Assignment

Ask the students
1. To enlist the facilities that should be set up by an organisation/ industry to provide first aid, services to the employees.

CHECKLIST FOR ASSESSMENT ACTIVITY

Use the following checklist to check whether your students could meet all the requirements for assessment.

Part A

Students could differentiate between

(a)   Equipment used in first aid.

Part B

Discussed in class the following:

(a)   What facilities should be established for administering first aid at workplace?
(b)   What are the contents of a first aid kit?

Part C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include, but not limited to:

Performance standards	Yes	No
Identify 3 equipment used for first aid.		
Enlist 3 furniture required for first aid room.		
Differentiated between different types of bandages.		
Read the label on drugs used for common ailment.		
Enlist 6 materials of First Aid kit.		
Enlist 3 types of bandages.		
Place the material at appropriate place in the First Aid kit.		

RELEVANT KNOWLEDGE

A **First Aider** is a person who takes charge of an emergency scene and gives first aid. Often the first aider at an emergency scene is passerby who is willing to help. A parent can be a first aider to his or her child, a firefighter can be a first-aider to an injured pedestrian, or an employee can be trained as a first-aider.

A first aider does not diagnose or treat injuries and illnesses (except perhaps when they are very minor). He/ she suspects injuries and illnesses and gives first aid. As a first aider, the first thing he/she does is to take charge of the situation. He/she stays in charge until the arrival of the medical help or ambulance. While in charge, many other people may offer to help and crowd the place. In an emergency, where there is a confusion and fear, the actions of a calm and effective first aider reassure everyone, and can make the whole experience less traumatic. Besides giving first aid, he/she should ensure the following:

- Keep unnecessary people away
- Protect the casualties belongings

General Considerations and Rules

The elementary life saving procedures is head tilt, first aid at choking and recovery position. Important rules for first aid are as follows:

1. **Check:** Find out: (a) what has happened, (b) what is wrong with the person, (c) comfort the victim and arrange shelter.
2. **Call:** Arrange for professional aid.

3. **Care:** Help the victim without moving him or her.

Now let us imagine that a person has met with an accident. The services of priority that should be followed by the first aider in an emergency are as follows:

Step 1: Check for bleeding: Stop bleeding by applying direct pressure on the wound site.

Step 2: Check for head, neck and spinal injury: If any of these are suspected, do not move the victim unless it is absolutely necessary to prevent further injury. Moving a victim will often make injuries worse, especially in the case of spinal cord injuries.

Step 3: Determine responsiveness: If a person is unconscious, try to rouse them by gently shaking and speaking to them. Do not give fluid, the victim cannot swallow and could suffocate. Look for the victim's chest to rise and fall and listen for sounds of breathing (place your ear near the nose and mouth and feel for breathe on your cheek).

- If the victim is not breathing then mouth to mouth resuscitation is to be given. If you are not trained to do that, then call for medical help at the earliest.
- If the victim is breathing, but unconscious, roll him/her on one side, keeping the head and neck aligned with the body. This will help drain the mouth and prevent the tongue or vomit from blocking the airway.

If the person remains unresponsive, carefully roll them onto their back and open his airway.

1. Keep head and neck aligned.
2. Carefully roll them onto their back while holding his head.
3. Open the airway by lifting the chin.

Observe ABC as follows:

A – Airway
B – Breathing
C – Circulation

(i) **Airway**: Ensure that the tongue or any foreign body does not obstruct the airway.
(ii) **Breathing**: Make sure the victim is breathing. If you are trained to give mouth to mouth respiration, then facilitate breathing.
(iii) **Circulation** – Check for the pulse to ensure that the heart is beating properly. Check heart beat/pulse of the victim. If there is no pulse and if you are trained to do Cardio Pulmonary Resuscitation (CPR), then begin CPR immediately.

Step 4: Call Emergency Services: Call for help or tell someone else to call for help as soon as possible. If you are the only person on the scene, try to establish breathing before calling for help, and do not leave the victim alone for an extensive amount of time. Stay calm and don't give up. Continue to aid the victim until medical help arrives.

Let us now learn about the basic first aid practices that may be utilised by the first aider to provide first aid to people working in various occupations, with special reference to the security sector. Considering your age and body strength, we will take up only those first aid practices that you can easily perform.

Fever

Fever is higher-than-normal human body temperature (normal body temperature is 37^0C or 98.6^0F). Your body temperature is a good indicator of your health. Fever is a symptom and not disease.

Fever can be categorised as given below:

- Low fever: 98.8^{0}F to 100.8^{0}F
- Mild to moderate: 101^{0}F to 103^{0}F
- High fever: 104^{0}F and above

If the temperature is high, then it is a sign that your body is fighting illness.

Causes: Fever may be caused due to hot weather, bacterial or viral infection, spending too much time under the sun or allergy to medication or food/water.

Symptom: Symptoms may include hot flushed face, nausea, vomiting, head and body ache, constipation, diarrhea.

Taking body temperature
In case of fever, the body temperature is measured using a thermometer. Let us now learn how to take body temperature.

Step 1 – Prepare: Wash the tip of the digital thermometer with clean water and wipe it with a clean cloth. Wipe it with a paper tissue after it has been cleaned. This will remove certain germs on the surface.

Step 2 – Switch On: Switch on the digital thermometer to make sure that it is working properly. The LCD screen should read "0". If this does not occur or the screen remains blank, you may have to replace the battery. Check the instruction manual to replace the battery. Use the thermometer when the starting reading is correct.

Step 3 – Position: Place the thermometer in the mouth of the person by laying the tip on a middle point at the back of the tongue before asking him/her to close the lips around it to hold the length of it.

Step 4 – Take Temperature: Press the button to make the appliance read the temperature. This can take few seconds to a few minutes. Remove the thermometer from the mouth and read the temperature.

Step 5 – Store: After you have finished using the thermometer, switch off the thermometer and clean the lip with water and wipe with tissue paper or dry cloth. Keep the thermometer in its protective case and store it at safe place, away from the reach of children.

First Aid: Monitor temperature using a digital thermometer. Remove the excess clothing. Keep the person in a cool place and if required give a sponge bath in luke warm water. Give plenty of fluids and prescribed dose of paracetamol.

Heat Stroke

Heat stroke is the most severe of all heat-related illness. It could be life threatening. It is caused when the cooling mechanism of the body fails due to excessive heat and humidity. Impairment in sweat gland function may be another cause of heat stoke.

Symptoms: Body temperature greater than 104^0F. Fever may cause headache, dizziness, fatigue, fluctuating blood pressure and irritability.

First Aid: Shift the person to a shady place. Cool the person by sponging with wet towel. Apply ice packs in armpits and groin. Give luke warm water with electrolyte.

Back Pain

Back pain is a short-term acute pain in the back of the body. It indicates that the body is under stress. It is caused due to problems in bones, ligaments and muscles of spine and nerves.

Triggering Factors: Back pain may be aggravated due to poor posture, inappropriate footwear, incorrect walking habits, prolonged sitting, sleeping on soft mattresses, kidney, bladder prostate disorders, constipation, stress, etc.

First Aid: Massage with hot/cold packs and use painkillers or relaxants for pain relief.

Asthma

Asthma is a chronic inflammatory lung disease that causes airways to tighten and narrow. It creates narrowing of air passages of the lung and therefore produces difficulty in breathing.

Symptoms: Symptoms may include wheezing, cough and cold, tightness in the chest, sticky mucus, disturbed sleep, and breathlessness.

Causes: It is believed that heredity factors are the main cause of asthma. Environmental factors like dust, mite, pollen and occupational exposure to irritants aggravate asthma. Colds, viruses, cigarette smoking, scent, pollution, change in weather, etc. are the triggering factors.

First Aid: In case of asthmatic attack, use asthma inhalers. **Asthma inhalers** are hand-held portable devices that deliver medication to your lungs. A variety of asthma inhalers are available to help control asthma symptoms in adults and children. Types of asthma inhalers include:

(i) *Metered dose inhalers***:** These inhalers consist of a pressurized canister containing medication that fits into a boot-shaped plastic mouthpiece. **(ii)** *Metered dose inhaler with a spacer***:** A spacer holds medication after it's released, making it easier to inhale the full dose. Releasing the medication into the spacer gives you time to inhale more slowly, decreasing the amount of medicine that's left on the back of your throat and increasing the amount that reaches your lungs, **(iii)** *Dry powder inhaler***:** These inhalers don't use a chemical propellant to push the medication out of the inhaler. Instead, the medication is released by breathing in a deep, fast breath. Available types include a dry powder tube inhaler, a powder disk inhaler and a single-dose powder disk inhaler. Finding the right asthma inhaler can help make sure you get

the right dose of medication to prevent or treat asthma attacks whenever you need it.

Food Borne Illness

Food borne illnesses occur by eating unhygienic food and water. Bacteria are the most common cause of food contamination.

Symptoms: Common symptoms include diarrhea, which may be bloody, nausea, abdominal cramps, vomiting, fever, dehydration, shallow breath, rapid pulse, pale skin, and chest pain.

First Aid: Oral Rehydration Salt (ORS) should be given with luke warm water. In severe cases, the patient should be hospitalized immediately.Recipe for Making a 1 litre ORS solution using Sugar, Salt and Water

1. Clean Water - 1 litre - 5 cupfuls (each cup about 200 ml.)
2. Sugar - Six level teaspoons
3. Salt - Half level teaspoon
4. Stir the mixture till the sugar dissolves.

SESSION PLAN 3

1. **SESSION TOPIC:** Role of First Aider in Fever, Heat Stroke, Back Pain, Asthma, and Food Borne Illness

2. **OBJECTIVE:** To develop students' knowledge, skills and abilities to provide first aid in the case of Fever, Heat Stroke, Back Pain, Asthma, Food Borne Illness, Gastric Problems.

3. **MATERIALS/ EQUIPMENT REQUIRED:** Charts, Sketch Pens, Rulers, Computer, Slides, Open Source Software for Slide Presentation, LCD projector

4. **PREPARATIONS**

   o Read the glossary given at the end of the handbook.

5. **TEACHING/TRAINING METHODOLOGY:**

T1: Interactive Lecture

DURATION: 2 hrs.

PROCESS

1. Prepare the points for the lecture.
2. Make an opening by telling students' the purpose of the lecture or presentation.
3. Introduce the topic e.g.,
4. Involve students' by giving them the opportunity to ask questions related to the topic.
5. Clarify any questions students may have.
6. Summarize the topic and emphasize on the key points.
7. Check to make sure that each student understands the meaning of

T2: EXERCISE

Practice Session

1. Pair up with your students and practice ABC of first aid

A – Airway
B – Breathing
C – Circulation

Step 1: Airway: Ensure that the tongue or any foreign body does not obstruct the airway.

Step 2: Breathing: Make sure the victim is breathing.

Step 3: Circulation: Check for the pulse to ensure that the heart is beating properly.

2. Ask the students to write their your experience in not more than 25 words.

Practice Session

1. Pair up with your students and perform the steps to take the body temperature using a digital thermometer.

   Step 1 – Prepare.
   Step 2 – Switch On
   Step 3 – Position
   Step 4 – Take Temperature
   Step 5 – Store

   Note the temperature in the table given below.

   Note: Carefully read the instructions before using the digital thermometer. The normal oral temperature for a child is between 97.6° and 99.3° F (36.4° and 37.4° C). The normal oral temperature for older persons is 98.2° F (36.8° C).

S.No.	Student's Name	Temperature (°F)	Temperature (°C)
1.			
2.			
3.			
4.			
5.			
6.			
7.			

CHECKLIST FOR ASSESSMENT ACTIVITY

Use the following checklist to check whether your students could meet all the requirements for assessment.

Part A

Students could differentiate between

(a) Low and high fever.
(b) Low and mild fever.
(c) Mild and high fever.
(d) Fever and heat stroke.

Part B

Students could answer the following questions:

(a) Who is first aider?
(b) What is the role and function of a first aider?
(c) What is ABC of first aid?

Part C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include, but not limited to:

Performance standards	Yes	No
Perform ABC (airway, breathing and circulation) of first aid.		
Perform all steps for measuring body temperature using a digital thermometer.		
Enlist 3 triggering factors that cause back pain.		
Prepare ORS.		

SESSION 4 : ROLE OF FIRST AIDER IN CUTS, BLEEDING, BURNS, INSECT BITES AND STINGS, DOG BITES, SNAKE BITES

RELEVANT KNOWLEDGE

The various first aid procedures that we need to adopt while handling patients with cuts, bleeding, insect bites and stings, dog bites, and snake bites.

Cuts

Cut is an injury which forms an opening in the skin.

Types of Cuts: The two types of cuts are minor and deep cuts.

(i) Minor Cuts / Scrapings: Minor cuts are caused by sharp tools and equipment like scissors, razors, saws, knives, pruners, chisels, and snips.

First Aid: Clean the cut with clean water and then with savlon. Apply antibiotic ointment or first aid band. Apply first aid bandage.

(ii) Deep Cuts: Deep cuts may expose the underlying tissues and cause heavy bleeding.

First Aid: In deep cuts, stitching of tissues may be required, therefore, immediate medical aid needs to be given. **Tetanus toxoid** injection should be given to prevent **tetanus**.

Bleeding

Bleeding refers to the loss of blood. Bleeding can happen inside the body (internal bleeding) or outside the body (external bleeding). Internal bleeding may also occur due to an injury to **blood vessel**.
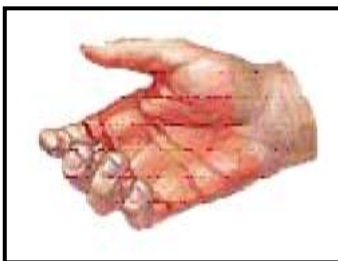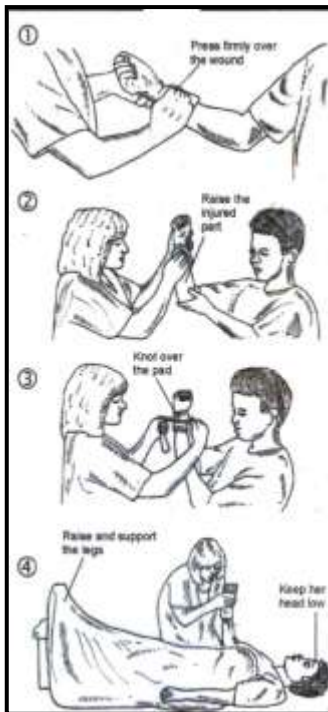
External bleeding could be blood flowing through a natural opening (such as the mouth, vagina or rectum). A cut on the skin can lead to severe external bleeding. It involves loss of large amount of blood.

Causes: Severe bleeding may occur in case of accidents, blow to the head, or due to certain illness like hemophilia, scurvy, cancer, thrombocytopenia, leukemia, hemorrhage, peptic ulcer, etc.

Symptoms: Symptoms include discharge of blood from a wound.

First Aid: Wash your hands and wear surgical gloves before administering first aid to victim. Make the victim lie down. Keep the affected area elevated. Remove any obvious debris/particle. Apply direct pressure using clean cloth/bandage. Hold the bandage in place using an adhesive tape. In case of bleeding does not stop, call the doctor.

Burns

Burns are injuries to the skin and tissues caused due to heat (e.g., fire, hot water, etc.), chemicals (e.g., acids), electricity or radiation. Burns can cause swelling, blistering, scarring and, in serious cases, shock and even death. They can lead to serious infections as they damage the skin's protective covering. Severe burns affect muscles, fat and even bones. Burns can be classified into three categories viz., first, second and third degree burns, depending on the severity of burn.

(i) First degree burns: In first degree burns, injuries are superficial or mild.
**Symptoms:** Swelling and redness of the injured area takes place. Pain develops. No blisters are seen. Burned area becomes white on touch.

First Aid

- Remove patient from heat source
- Remove the burnt clothing.
- **DO NOT** apply lotions, ointment or fat (e.g. ghee) to burns.
- Run cool water over burnt area.
- Wear surgical gloves and gently clean the injured area and dry.
- Apply antibiotic, such as Silver Sulphadiazine or Burnol.
- Use a sterile bandage to cover burns.

(ii) Second-degree burns: Burns extend to middle skin layer. 90% body surface injury results in death, while 60% injury in elderly is fatal.

Symptoms: Swelling, redness and pain are observed. Blisters develop, that ooze a clear fluid. Dehydration may occur.
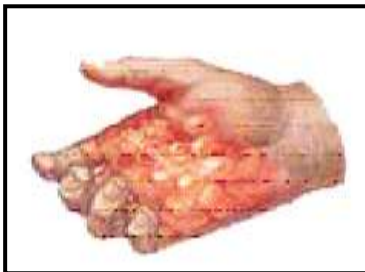
First Aid

- Make the patient lie down.
- Apply antibiotic cream over affected area.
- Splints may be used to rest the affected joints.
- Take the patient immediately to the hospital.

(iii) Third-degree burns: Damage occurs to all the three skin layers. It destroys adjacent hair follicles, sweat glands, and nerve endings.

Symptoms: Lack of pain due to destroyed nerves. The injured area does not turn white on touch. No blisters observed. Swelling occurs. Skin develops leathery texture. Discoloration of skin is observed. Scars develop. Crusty surfaces may occur.

First Aid

Move the patient to the hospital, without any delay.

Insect Bites and Stings

Insect bites are mostly not severe. Sometimes they cause a severe allergic reaction known as **anaphylaxis**. Sting of bees, wasps, hornets, and bites of fire ants are painful. Bites of insects, like mosquitoes cause itching and may result in diseases like malaria. The bite of a black widow spider can be fatal, if left untreated.

Symptoms: General symptoms of insect bites and stings include localised pain, swelling, redness, itching, numbness, burning, tingling sensation, breathlessness, and weakness.

First Aid

- Remove the stinger using a straight- edged object like sterilised needle.
- Wash the area thoroughly with soap and water. Place ice wrapped in a cloth on the affected area. Repeat after every 10 minutes.
- Apply a gentle cream to prevent itching.
- Consult a doctor in case of severe bite.

Dog Bites

Dogs can cause slight injuries such as lesions, light traumas (scratches and bruises) and serious injuries such as bites. They may also cause diseases as a result of infections and allergies caused by **bacteria, fungi, acarids or viruses**. **Rabies** – Latin **rabies**, means "madness is an acute viral disease of the central nervous system that affects humans and other mammals. **Rabies** may be caused by non-immunized dogs or stray dogs.

Symptoms: Symptoms may include skin break, bruise or puncture, cuts, bleeding, swelling and redness of the area, and oozing of fluid. In case of rabies, the affected person is scared of water (hydrophobia).

First Aid

- Wash hands before attending to wound.
- Wash wound with soap and running water.
- Apply antibiotic ointment.
- Dress using sterile bandage.
- Tetanus booster or antibiotics/ anti-rabies injection are required to be given at the hospital.

Snake Bites

Snakebite is an injury caused by a bite from a snake often resulting in puncture wounds. The outcome of snake bites depends on numerous factors, including the species of snake, the area of the body bitten, the amount of venom injected, and the health conditions of the victim. Feelings of terror and panic are common after snakebite and can produce a characteristic set of symptoms mediated by the nervous system such as increased heartbeat, nausea and giddiness. **Even bite from a harmless snake can cause allergic reaction.**

Causes: Snakes which may bite a person includes Viper, Cobra, Rattle snake, Water Moccasin and Coral Snake.

Symptoms: Symptoms may include fang marks, swelling or severe pain at the site, bloody discharge from wound, burning, blurred vision, numbness or tingling sensation, vomiting, loss of muscle co-ordinations, rapid pulse, fainting, etc.

Treatment

- Immediately call for medical help. Get the victim to the hospital as soon as possible.
- Check the snakebite for puncture wounds. If one or two fang markings are visible, the bite is from a poisonous pit viper.
- Remember what the snake looks like. The doctor will need to know this to provide proper treatment
- Keep the victim calm. Keep the bitten arms or leg below the level of his heart to slow the blood flowing from the wound to the heart. The more the victim moves, the faster the venom spreads through the body.
- Wash wound with soap/water, keep the bitten area slightly elevated, and apply cool compress/wet cloth to the affected part. Be sure to wipe away from the bite. This keeps any venom on the unbroken skin around the bite from being wiped into the wound.
- Watch for general symptom (i.e. sharp pain, bruising, swelling around the bite, weakness, shortness of breath, blurred vision, drowsiness, or vomiting. If any of the these symptoms occur within 30 minutes from the time of the bite, and you are over two hours away from medical help, tie a constricting band (3/4 to 1 1/2 inches wide) two inches above the bite or above the swelling.

SESSION PLAN 4

1. SESSION TOPIC: Role of First Aider in Cuts, Bleeding, Burns, Insect Bites and Stings, Dog Bites and Snake Bites

2. OBJECTIVE: To develop students' knowledge, skills and abilities to provide first aid in the case of Cuts, Bleeding, Burns, Insect Bites and Stings, Dog Bites, Snake Bites

3. MATERIALS/ EQUIPMENT REQUIRED: Charts, Sketch Pens, Rulers, Computer, Slides, Open Source Software for Slide Presentation, LCD projector

4. PREPARATIONS

- o Read the glossary given at the end of the handbook.

5. TEACHING/TRAINING METHODOLOGY:

T1: Interactive Lecture

DURATION: 2 hrs.

PROCESS

1. Prepare the points for the lecture.
2. Make an opening by telling students' the purpose of the lecture or presentation.
3. Introduce the topic e.g.,
4. Provide specific examples.
5. Involve students' by giving them the opportunity to ask questions related to the topic.
6. Clarify any questions students may have.
7. Summarize the topic and emphasize on the key points.
8. Check to make sure that each student understands the meaning of

T2: Demonstration

DURATION: 2 hrs.

PROCESS

1. Introduce the **purpose** of the skill being demonstrated e.g.,
2. Present the materials that are going to be used.
3. Inform about the precautions to be taken e.g.,
4. Demonstrate the steps involved to the students, which should involve but not limited to:
5. Repeat the demonstration, explaining each step in detail.
6. Invite the students to ask questions.
7. Allow students to practice the skill themselves.

8. Go to each student to observe him/her while he/she performs the skill and provide them with constructive feedback.
9. Bring participants back to the larger group.
10. Discuss how easy or difficult it was for the students to perform the skill.
11. Summarize the key points of the exercise.

T3: Assignments

Practice session

1. Pair up with your classmate. Imagine that your classmate has met with an accident and injured his/her wrist. Perform the steps shown in the diagram under the supervision of your teacher/trainer and write the steps in the space given below:

Step 1: _____

Step 2: _____

Step 3: _____

Step 4: _____

CHECKLIST FOR ASSESSMENT ACTIVITY

Use the following checklist to check whether your students could meet all the requirements for assessment.

Part A

Students could differentiate between

(a) Types of cuts.
(b) Types of burns.
(c) Degree of burns.
(d) Dog bite and snake bite.

Part B

Students could answer the following questions:

(a) How burns are caused?

(b) What should not be done in case of burns?

(c) Why bite of non-immunised dogs is dangerous?

Part C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include, but not limited to:

Performance standards	Yes	No
Administer first aid for cut in a hypothetical situation.		
Enlist 2 symptoms of first degree burns.		
Establish the type of burn-first, second or third degree burn.		
Administer first aid to a victim (bitten by an insect – a hypothetical situation).		
Enumerate steps for providing first and to a victim of snake bite.		

GLOSSARY

1. **Antibiotic:** A substance produced by or derived from certain fungi, bacteria, and other organisms.

2. **Depression:** A condition of mental disturbance, typically with lack of energy and difficulty in maintaining concentration or interest in life.

3. **Disorder:** A lack of order or regular arrangement or confusion.

4. **Emergency:** A serious, unexpected, and often dangerous situation requiring immediate action

5. **Ergonomy:** The applied science of equipment design, as for the workplace, intended to maximize productivity by reducing operator fatigue and discomfort.

6. **First Aid:** is an immediate and temporary care given to a victim of an accident or sudden illness before the services of a physician is obtained.

7. **Harassment:** a feeling of intense annoyance caused by being tormented

8. **Hazard:** Anything that might cause harm to a person.

9. **Safety:** The condition of being protected from or unlikely to cause danger, risk, or injury.

10. **Volunteer:** A person agreeing to provide service outside the scope of his/her employer and/or employed position, without additional or specific compensation for the voluntary commitment.

11. **Vulnerability:** The likelihood of an organization being affected by a hazard, and its susceptibility to the impact and consequences (injury, death, and damage) of the hazard.

12. **Warning:** Dissemination of notification message signaling imminent hazard which may include advice on protective measures.

SUGGESTED READINGS

BOOKS

- First Aid Basics, National Council for Science & Technology Communications, Department of Science & Technology, Ministry of Science & Technology, Government of India.
- First Aid - A Medical Dictionary, Bibliography, and Annotated Research Guide to Internet Reference, Icon health publications.

WEBSITES

- http://www.medindia.net
- http://medical.tpub.com/10669-c/css/10669-c_140.htm
- http://en.wikipedia.org/wiki/First_aid
- http://en.wikipedia.org/wiki/First_aid
- http://en.wikipedia.org/wiki/First_aid_kit
- http://kidshealth.org/parent/firstaid_safe/
- http://www.medindia.net/patients/firstaid.asp
- http://www.nlm.nih.gov/medlineplus/firstaid.html
- http://www.ehow.com/how_7690979_teach-basic-first-aid-kids.html

TEACHER'S HANDBOOK
SS107-NQ2012

Work Integrated Learning- Security Services L1
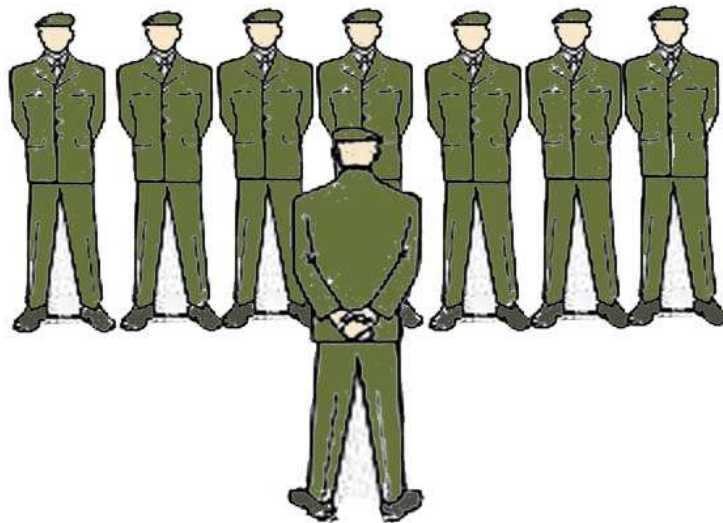
PREFACE

The Teacher's Handbook on **"Work Integrated Learning-Security Services L1"** is a part of the qualification package developed by the Security Knowledge and Skill Development Council (SKSDC) for the National Vocational Education Qualification of "Unarmed Security Guard (Private Security Sector). The National Vocational Education Qualification Framework (NVEQF) is an initiative of the Ministry of Human Resource Development (MHRD), Government of India to set common principles and guidelines for a nationally recognized qualification system covering Schools, Vocational Education and Training Institutions, Technical Education Institutions, Colleges and Universities. It is envisaged that the NVEQF will promote transparency of qualifications, cross-sectoral learning, student-centred learning and facilitate learner's mobility between different qualifications, thus encouraging lifelong learning.

The private security industry comprises those agencies or people who provide security for people and property under contract and for profit. An Unarmed Security Guard is required to observe, deter, record and report. The basic difference between government and private security is that the government security personnel are empowered by legislation to enforce the law, but it is not so for private security.

The National Curriculum Framework, 2005, recommends that children's life at school must be linked to their life outside the school. This principle makes a departure from the legacy of bookish learning which continues to shape our system and causes a gap between the school, home, community and the workplace. Experiential learning, which is a cyclical process involving observation, reflection and action, should be an integral part of the teaching-learning process. Attempt by the students to solve problems, guided by the teachers or instructors, would enable them to explore and discover new knowledge and develop problem solving skills. A range of pedagogies, including interactive lecture, role plays, case based studies, assignments, projects and on-the-job activities that provide students with generic, technical and professional knowledge and skills should be adopted by the teachers and instructors to foster student-centred learning.

The success of this effort of integrating knowledge and skills depends on the steps that the teachers will take to encourage children to reflect their own learning and to pursue imaginative and on-the-job activities and questions. Participation of learners in skill development exercises and inculcation of values and creativity is possible if children are involved as participants in learning, and not as receiver of information. These aims imply considerable change in school routines and mode of functioning. Flexibility in the daily time-table would be a necessity to maintain the rigour in implementing the activities and the required number of teaching days will have to be increased for teaching and training.

The suggestions by the teachers and other stakeholders in education and training will be of great value to us in bringing about qualitative improvement in the teacher's handbook.

ACKNOWLEDGEMENTS

ABOUT HANDBOOK

The handbook is to assist teachers with teaching and training their students for meeting the occupational standards for "**Unarmed Security Guard** (Private Security Sector) set by the Security Knowledge and Skill Development Council (SKSDC) of India. Occupational Standards describe what individuals need to know, understand and do in order to carry out a particular job role or functions. These are the standards that individuals must achieve when carrying out the various functions at the workplace. The Module on "**Work Integrated Learning-Security Services L1**" covers the following elements, performance criteria, knowledge and skills for the job role of Unarmed Security Guard (Private Security Sector):

Unit Code	SKS/N 0001
Task	**Security Tasks in Accordance with Basic Security Practices**
Element	**Carry out assigned security tasks**
Performance Criteria	PC5: Recognise rank/badge of rank in police and military
Knowledge and Understanding (K)	
Organisational Context	KA1: Private Security Agencies (Regulation) Act-2005 and organizational procedures
Technical/Domain Knowledge	KB3: Organisations dealing with security KB4: Organisation of private security sector KB5: Different domains of private security sector KB6: Role of private security sector KB10: Badges of rank in police and military

You will have to ensure that the following performance standards are met by each student on completion of the sessions given in the module:

Performance standards	Yes	No
Enlist 3 types of threat due to natural factors.		
Enlist 3 types of threat due to man made factors.		
Enlist 3 roles of security.		
Correlate the role of security in a given situation or incident.		
Enlist 5 types of security.		
Enlist 3 factors that influence human security.		
Correlate threat with the type of security.		
Enlist 4 security agencies involved in providing internal security.		
Enlist 3 core values of security personnel.		
Enlist the armed forces of India that handle external threats.		
Enlist 2 external threats to India.		
Arrange the ranks in the army according to the hierarchy.		
Enlist 5 components of physical fitness.		
Develop an exercise schedule for keeping physically fit.		
Perform 2 exercises for maintaining physically fitness.		

GENERAL INSTRUCTIONS FOR TEACHERS

- Read the Teacher's Handbook carefully before teaching or conducting the training.
- Follow the session plan strictly.
- Familiarize yourself thoroughly with the relevant knowledge and skills to be transacted.
- Ensure all materials/aids/equipment required for teaching and training is available.
- Introduce the skill by explaining the purpose.
- Demonstrate the skill to the participants, explaining each step in detail.
- Invite the students to ask questions.
- Ask the students to practice the skill themselves and make observation while they perform the task.
- Provide the students with constructive feedback.
- Discuss in class, the problems faced by the students in performing the task.
- Summarize the key learning.
- Ensure key learning is captured and performance standards are met at the end of each session.
- Regularly check student's workbook to ensure all exercises are being completed on time.
- Ensure that all participants complete the required assessments given in the student workbook.
- Always encourage participants. Never discourage them from getting actively engaged in discussions, question-answer sessions and task-oriented activities.

TABLE OF CONTENTS

The basic purpose of providing security is to prevent crime against **person, property** and **proprietary information**. According to the free dictionary, security assures safety and the scope of the security is related to the following areas:

(i) Measures adopted by a government to prevent **espionage** (the act of securing information of a military or political nature that a competing nation holds secret), **sabotage** (destruction of property or obstruction of normal operations, as by civilians or enemy agents in time of war) or **attack.**
(ii) Measures adopted to prevent escape.
(iii) Measures adopted, as by a business or home owner to prevent a crime such as burglary or assault.

Threats to security can originate from people, invasion by other states, from international or cross-border terrorism, menaces from ethnic or religious groups or from gangs (street violence), domestic violence, violence against children (abuse, prostitution, forced labour) or even violence against one's self (suicide or drug abuse).

Type of threats: Threats can be broadly classified into the following categories, according to their type and origin:

(a) **Physical damage**: e.g., fire, water, pollution, etc.
(b) **Natural events**: e.g., climatic, seismic (such as earthquake and tsunami), volcanic eruptions, etc.

(c) **Loss of essential services:** e.g., electrical power, availability of water, telecommunication.

(d) **Loss of secret information**: e.g., eavesdropping (to listen secretly to the private conversation of others), theft of media, retrieval of discarded information.

(e) **Technical failures**: equipment failure, software failure, etc.

(f) **Environmental:** natural events.

Essentially the role of security is protective, preventive and detective in nature.

Protective Role

The role of security in general is to **protect person, property** and **information** from **internal** as well as **external threats** and **aggression**. This is possible through the use of governmental administrative process such as regulatory, supervisory and law enforcement agencies. Police officers, who are the part of law enforcement agencies work in partnership with the communities they serve to maintain law and order, protect members of the public and their property, prevent crime, reduce the fear of crime and improve the quality of life for all citizens.

Preventive Role

The preventive nature of security seeks to prevent disruptive activities against person, property and information.

- **Disruption against person:** It may involve incidents such as armed attack, kidnapping, hijacking, assassination, murder and rape.
- **Disruptive activity against property:** It could involve theft, robbery, dacoity, arson, sabotage, and bombing.

- **Espionage or cyber threat:** It is a common form of disruption against proprietary information security.

The goals of prevention may be attained through a meaningful prevention programme based on gathering of information through intelligence agency, use of advanced electronic devices such as Closed Circuit Television (CCTV), skilled security personnel, reliable communication devices, etc.

Detective Role

The detective role of security includes detection of disruptive activities that may be directed against property and information. An early detection of illicit presence of persons, arms, ammunition, explosive and the weapons may prevent a major security threat. Detective security is said to be at its best when it detects crime in the planning stage.

SESSION PLAN 1

1. **SESSION TOPIC:** Recognizing the Role of Security

2. **OBJECTIVE:** To develop knowledge and skills of students to recognize the role of security

3. **MATERIALS/ EQUIPMENT REQUIRED:** Charts, Sketch Pens, Rulers, Computer, Slides, Open Source Software for Slide Presentation, LCD projector.

4. **PREPARATIONS**
   o Read the glossary given at the end of the handbook.

5. **TEACHING/TRAINING METHODOLOGY:**

T1: Interactive Lecture

DURATION: 1 hr.

PROCESS

1. Prepare the points for the lecture.
2. Make an opening by telling students' the purpose of the lecture or presentation.
3. Introduce the topic e.g., types of threats, protective role of security, preventive role of security, career prospects, etc.
4. You may also use the slide presentation.
5. Provide specific examples.
6. Involve students by giving them the opportunity to ask questions related to the topic.
7. Summarize the topic and emphasize on the key points.

T2: Discussion

DURATION: 1 hr.

PROCESS

1. Prepare the points for the discussion.
2. Make an opening by telling student's the purpose of the discussion.
3. Topics for discussion may include the following:
   • External threats to India
   • Internal threats to India

CHECKLIST FOR ASSESSMENT ACTIVITY

Use the following checklist to check whether your students could meet all the requirements for assessment.

Part A

Students could differentiate between

(a) Different types of threat to people.
(b) Different role of security.

Part B

Students could answer the following questions:

(a) What is security?
(b) What is the main role of security?
(c) Why is security needed by the people?

Part C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include, but not limited to:

| Performance standards	Yes	No
Enlist 3 types of threat due to natural factors.		
Enlist 3 types of threat due to man made factors.		
Enlist 3 roles of security.		
Correlate the role of security in a given situation or incident.		

RELEVANT KNOWLEDGE

Human Security: Human security forms an important part of people's well-being. It includes **economic** security (it can be provided by measures that provide assured basic income), **food** security (it can be provided by measures that increases physical and economic access to basic food), **health** security (protection from diseases and unhealthy lifestyles), **environmental** security (measures to promote healthy physical environment), **personal** security (security from physical violence), **community** security(safe membership in a group), and **political** security (living in a society that honours basic human rights).

Public Security: Public security is the responsibility and function of governments which ensures the protection of citizens, organisations, and institutions against threats to their **well-being** and **productivity**. It is performed by those groups that perform a security function funded exclusively by government in the interest of public. Within the public security sector, there are five sub-sectors: (i) **Law enforcement**, (ii) **Intelligence and information sharing**, (iii) **Emergency management**, (iv) **Justice**, (v) **Global public security.**

Private Security: Private security is different from public security in several ways. Private security is provided to clients for a fee, and except in special circumstances, has its jurisdiction limited to the property owned by the client. A Private Security Guard is the person providing private security with or without arms to either person or property or both. He/she can reach to the position of the Chief Security Officer by his/her competencies, abilities, hard work, and attitude. An enterprise can employ private
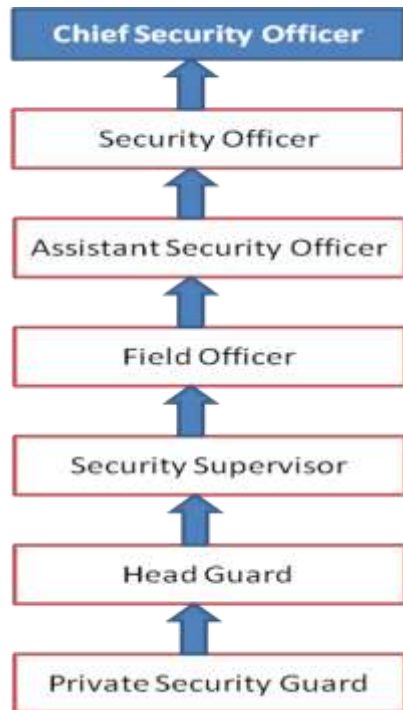
Slide 1: Hierarchy in Private Security Sector

security personnel in two ways: (i) Proprietary Security, and (ii) Contractual Security. The proprietary security is owned by the enterprise and the security personnel are on the payroll of the enterprise. In contractual security, the enterprise outsources or hires the security services on a contract basis. The private security sector can be divided into two domains, namely commercial and Industrial domain.

(i) Commercial domain: The commercial domain includes the following:

- **Habitat:** Single houses, row houses, colonies, multi-storied colonies, townships, etc.
- **Educational Institutions**: Schools, colleges, universities, hostels, etc.
- **Financial Institutions**: Banks, central lockers, ATMs, cash-in-transit operations, pawn shops, etc.
- **Business parks**, offices, shops, warehouses
- **Hotels**, clubs, restaurants, guest houses, inns, hospitals, nursing homes, diagnostic laboratories.
- **Malls**, markets, shops, etc.
- **Entertainment:** Cinema, theatre, multiplex, fair, exhibition, etc.
- **Events:** Sports, live shows, weddings, congregation, rally, etc.
- **Transport** and mass rapid transport system
- **Public places**
- **Religious places**, shrines, tourist spots, monuments.

(ii) Industrial Domains. Factories, plants, mines, refineries, ports, air ports, container yards, Special Economic Zones (SEZs), warehouses, transport and logistics, infrastructure, sensitive and critical infrastructures.

National Security: National security is the function of the government to preserve the nation's physical integrity and territory; to maintain its economic relations with the rest of the world on reasonable

terms; to preserve its nature, institutions, and governance from disruption from outside; and to control its borders.

Physical Security: Physical security includes measures that prevent or deter attackers from accessing a facility, resource, or information stored on physical media.

Information Security: Most of the information is now collected, processed and stored on electronic computers and transmitted across networks to other computers. Information security means protecting information and information systems from unauthorized access, use, disclosure, disruption, modification, inspection, recording or destruction. Governments, military, corporations, financial institutions, hospitals, and private businesses possess a great deal of confidential information about their employees, customers, products, research, and financial status. The type of information and security classification labels selected and used will depend on the nature of the organization.

Communication Security: Communication security includes measures and controls taken to deny unauthorised persons from accessing information from telecommunications. It includes cryptosecurity, transmission security, emission security, and traffic-flow of equipment.

Industrial Security: Industrial security means taking care of all personnel, documents and movable and immovable assets in an industry. Industrial security provides complete safeguard from all kinds of hazards, losses and threats; be it internal or external.

International security: International security consists of the measures taken by nations and international organisations, such as the United Nations, to ensure mutual survival and safety. These measures include military action and diplomatic agreements such as treaties and conventions.

SESSION PLAN 2

1. SESSION TOPIC:
Distinguishing between different types of Security

2. OBJECTIVE:
To develop students' knowledge, skills and abilities for identification of natural and manmade disasters.

3. MATERIALS/ EQUIPMENT REQUIRED:
Charts, Sketch Pens, Rulers, Computer, Slides, Open Source Software for Slide Presentation, LCD projector.

4. PREPARATIONS
- Read the glossary given at the end of the handbook.

5. TEACHING/TRAINING METHODOLOGY:

T1: Interactive Lecture

DURATION: 1 hr.

PROCESS

1. Prepare the points for the lecture.
2. Make an opening by telling student's the purpose of the lecture or presentation.
3. Introduce the topic e.g., Human security, public security, private security, national security, information security, communication security, industrial security, international security.
4. You may also use the slide presentation for explaining the various aspects.
5. Provide specific examples.
6. Involve students by giving them the opportunity to ask questions related to the topic.
7. Summarize the topic and emphasize on the key points.

T2: Assignment

In the table given below, various types of threats (a threat is anything, manmade or an act of nature that has the potential to cause harm) that the people face are given. Ask your students to identify the type of human security that needs to be provided to face the threat.

S. No.	Threats	Identify the type of Human Security
1.	Poverty, unemployment, lack of income.	
2.	Hunger, famines and the lack of physical and economic access to basic food.	

3.	Inadequate healthcare, new and recurrent diseases including epidemics and pandemics, poor nutrition and unsafe environment, unsafe lifestyles.	
4.	Environmental degradation, natural disasters, pollution and resource depletion.	
5.	From the state (torture), other states (war), groups of people (ethnic tension), individuals or gangs (crime), industrial, workplace or traffic accidents.	
6.	From the group (oppressive practices), between groups (ethnic violence), from dominant groups (e.g. indigenous people vulnerability).	
7.	Political or state repression, including torture, disappearance, human rights violations, detention and imprisonment.	

CHECKLIST FOR ASSESSMENT ACTIVITY

Use the following checklist to check whether your students could meet all the requirements for assessment.

Part A

Students could differentiate between

(a) Different types of security.
(b) The purpose of internal and external security.

Part B

Discussed in class the following:

(a) What are the different types of security?

Part C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include, but not limited to:

Performance standards	Yes	No
Enlist 5 types of security.		
Enlist 3 factors that influence human security.		
Correlate threat with the type of security.		

(b) Why do we need different types of security?

SESSION 3 : IDENTIFYING OPPORTUNITIES IN NATIONAL SECURITY FORCES

National security implies the capability of a nation to defend itself, and/or deter military aggression. It is of utmost priority for any nation.

Ministry of Defence

The Government of India is responsible for ensuring the defence of India and every part thereof. The **Supreme Command** of the Armed Forces vests in the **President of India**. The responsibility for national defence rests with the **Cabinet.** This is discharged through the Ministry of Defence, which provides the policy framework and wherewithal to the Armed Forces to discharge their responsibilities in the context of the defence of the country. The **Defence Minister** is the head of the **Ministry of Defence**. The principal task of the Defence Ministry is to obtain policy directions of the government on all defence and security related matters and communicate them for implementation to the services headquarters, inter-services organisations, production establishments and research and development organisations.

Indian Army

The armed forces of a nation have a vital role to play in mitigating the **external threats**. The President of India is the Commander-in-Chief of the Army. The **Chief of Army Staff**, in the rank of **General,** commands the army.

An officer in the Indian Army inherits glorious heritage and timeless traditions, blended

medical sciences. The adventure and extra-curricular activities in the Army ensure an all round development of the **cadet** (trainee). The training includes knowledge and skills related to fields like engineering, medicine, administration, human resource development and management.

Joining the Army is possible both after school as well as after graduation. One can join the armed forces as part of the **Permanent Commission**, which means a career in the Army till you retire. For a permanent commission one has to join the **National Defence Academy (NDA)** or the **Indian Military Academy (IMA)**. He/she will have to take the NDA entrance exam after Class XII. The selection process is a written exam, followed by the **Services Selection Board (SSB)** interview and **medical** examination.

Once selected for **Short Service Commission**, one has go to the **Officers Training Academy (OTA)** at Chennai. He/she will have the option of joining the Army and serving as a **Commissioned Officer** for **10 years.** At the end of this period he/she will have two options, either go for a permanent commission or opt out.

Army Ranks

India has a **Field Marshal** rank, but it is honorary. Two distinguished officers of the Indian Army have been conferred with this rank. They are Late **Sam Manekshaw** and Late **K M Cariappa**. Field Marshals do not retire and the rank is held for life.

perfectly with the latest technology in the field of management, engineering and

Ranks and Insignia of Group 'A' or Class-I (Gazetted) Officers

Officers are commissioned as Lieutenants and can rise to be the Chief of Army Staff. The rank and insignia (rank badges) are as follows:

Ranks and Insignia of Group 'A' or Class-I (Gazetted) Officer

Insignia									
Rank	General	Lt General	Maj Gen	Brigadier	Colonel	Lt Col	Major	Captain	Lieutenant

Ranks and Insignia of Group 'B' or Class-II (Gazetted) -Junior Commissioned Officers

Insigni										
Rank	Subedar/ Risaldar Major	Subeda/ Risaldar	Naib Subeda/ Naib Risaldar	Regimental Havildar Major	Regimental Quarter Master Havildar	Company Havildar Major/Squadron	Company Quarter Master Havildar/ Squadron Quarter Master	Havildar / Daffadar*	Naik / Lance Daffadar	Lance Naik / Acting Lance Daffadar	Sepoy / Sowar

Risaldars, Daffadar, and Sowar are equivalent ranks in the Armoured Corps. Ranks down to Naib Subedar/ Risaldar are Gazetted (Junior Commissioned) and Others are Non-Commissioned ranks

The Indian Air Force (IAF) has the primary objective of safeguarding Indian territory and national interests from all threats in conjunction with other branches of the armed forces by defending Indian airspace. **The President of India** serves as the **Commander-in-Chief of the IAF**. The **Chief of Air Staff** in the rank of **Air Chief Marshal (ACM)** is a four-star commander and commands the Air Force.

Anyone holding Indian citizenship can apply to be an officer in the Air Force as long he or she satisfies the eligibility criteria. Male or female applicants, who are between the ages of 16½ and 19 and have passed high school can apply at the Intermediate level.

Air Force Ranks

The air force uses broad and narrow sleeve stripe combinations for officer ranks and combinations of Chevrons, Lion of Sarnath (National Emblem), and wing symbols for ranks.

Officer Rank

Officers are commissioned as Flying Officers and can rise to be Air Chief Marshal who is a four star General. A Group Captain is of equivalent rank of Colonel and Air Commodores are equivalent to Brigadiers. Similarly Air Vice Marshals and Air Marshals are equivalent to Major Generals and Lieutenant Generals.

Indian Air Force

Insignia									
Rank	Air Chief Marshal	Air Marshal	Air Vice Marshal	Air Commodore	Group Captain	Wing Commander	Squadron Leader	Flight Lieutenant	Flying Officer

Persons Below Officer Ranks (PBOR)

Persons below officer ranks (PBOR) normally join the air force as **Aircraftsmen** and rise to the rank of **Master Warrant Officer** who is the senior most PBOR. However, a large number are also recruited directly as **Junior Warrant Officers**. Ranks above Junior Warrant Officer are **Junior Commissioned Officers**.

Insignia							
Rank	Master Warrant Officer	Warrant Officer	Junior Warrant Officer	Sergeant	Corporal	Leading Aircraftman	Aircraftman

The Indian Navy is the naval branch of the armed forces of India. The President of India serves as the Commander-in-Chief of the Indian Navy. The Chief of Naval Staff (CNS), in the rank of Admiral, commands the navy. In conjunction with other armed forces of the union, Navy acts to deter or defeat any threat or aggression against the territory, people or maritime interests of India, both in war and peace. The navy has the following three commands, each under the control of a Flag:

- The Western Naval Command (Headquarters at Mumbai).
- The Eastern Naval Command (Headquarters at Visakhapatnam).
- The Southern Naval Command (Headquarters at Kochi).

Officers Rank

Officers are commissioned as **Sub Lieutenant** and can rise to be **Admiral** who is a four star General. A **Captain of the Navy** is of equivalent rank of **Colonel** and **Commodores** are equivalent to **Brigadiers**. Similarly Rear Admirals and Vice Admirals are equivalent to Major Generals and Lieutenant Generals. The equivalent of Field Marshal in the Navy is Admiral Fleet.

Shoulder										
Rank	Admiral of the Fleet	Admiral	Vice Admiral	Rear Admiral	Commodore	Captain	Commander	Lieutenant Commander	Lieutenant	Sub Lieutenant

Persons Below the Officer Rank (PBOR)

Persons below officer ranks (PBOR) normally join the Navy as Seaman - II and rise to the rank of Master Chief Petty Officer -I who is the senior most PBOR. However, a large number are also recruited directly as Chief Petty Officers. Ranks above Chief Petty Officer are Junior Commissioned Officers.

Insignia							
Rank	Master Chief Petty Officer-I	Master Chief Petty Officer-II	Chief Petty Officer	Petty Officer on left sleeve	Leading Seaman on left sleeve	Seaman-I	Seaman-II
Petty Officer and below are non commissioned officers							

The Coast Guard: Indian Coast Guard is an armed force of the union for enforcing the maritime laws of the country. The **Coast Guards** play an important role in protecting the interests of the nation all along the maritime boundaries. Coastal Security Scheme has been formulated by the Government of India for strengthening infrastructure for patrolling and surveillance of country's coastal areas to check and counter illegal cross border activities and criminal activities using coast or sea.

The Border Security Force (BSF): The Border Security Force came into existence in December 1965 defending the borders along with the army and checking infiltration on the borders during the current standoff with Pakistan.

The Indo Tibetan Border Police (ITBP): The Indo-Tibetan Border Police (ITBP) was established on October 24, 1962 for security along India's border with the Tibet, covering 2115 kilometres. It is one of the Central Armed Police Forces.

**The *Sashastra Seema Bal (SSB):* *Sashastra Seema Bal* (SSB) (known as Armed Border Force in English) is one of India's Central Armed Police Forces. It is often referred to as a Paramilitary Force, although it is not one of the three officially defined paramilitary forces of India. It was formerly known as the Special Service Bureau and was set up in early 1963 in the wake of the Indo-China conflict under the administrative control of the Ministry of Home Affairs.

Security against Internal Disturbances

Assam Rifles: The Assam Rifles was raised mainly to guard the fertile alluvial plains of Assam. Gradually more units were raised and employed for establishing posts in the interior and thus acted as the strong arm of the civil administration in extending their authority into these remote inaccessible areas. Their long association with the region reflects in the force being fondly called "The Sentinels of the North-East" and "Friends of the Hill People".

Central Reserve Police Force: The Central Reserve Police Force (CRPF) is the largest Industrial Armed Police Forces in India. The CRPF's primary role lies in assisting the State/Union Territories in police operations to maintain law and order and contain **insurgency**. Apart from law and order and counter-insurgency duties, it has been playing a very significant and vital role of policing in the general elections.

Ranks and insignia of Gazetted Police Officers:

Gazetted officers include all the **Indian Police Service (IPS)** officers and all **State Police Services** officers of and above the rank of **Assistant Commissioner of Police (ACP)** or **Deputy Superintendent of Police** (DSP) in State Police and Metropolitan Police forces, respectively.

Indian Police Service Officers Insignia of Non-Gazetted Officers of Indian Police

Insignia										
Rank	Director of Intelligence Bureau	Commissioner of Police (State) or Director General of Police	Joint Commissioner of Police or Inspector General of Police	Additional Commissioner of Police or Deputy Inspector General of Police	Deputy Commissioner of Police or Senior Superintendent of Police	Deputy Commissioner of Police or Superintendent of Police	Additional Deputy Commissioner of Police or Additional Superintendent of Police	Assistant Commissioner of Police or Deputy Superintendent of Police	Assistant Superintendent of Police (Probationary Rank: 2 years of service)	Assistant Superintendent of Police (Probationary Rank: 1 year of service)

Insignia						No Insignia
	Three stars and Blue and red ribbon	Two stars and Blue and red ribbon	One stars and Blue and red ribbon	Three red stripes	Two red stripes as above	---
Rank	Inspector of Police	Sub-Inspector of Police	Assistant Sub-Inspector of Police	Police Head Constable	Senior Police Constable	Police Constable

Rapid Action Force: The Rapid Action Force (RAF) is a specialized wing of the CRPF. It was established in December 1991 and became fully operational in October 1992, to deal with riots and related unrest.

Other Security Organizations

Central Industrial Security Force: Central Industrial Security Force (CISF) was raised in 1969 with three battalions to provide integrated security cover to the Public Sector Undertakings (PSUs). With globalisation and liberalisation of the economy, CISF is no longer a PSU-centric organisation. It is now premier multi-skilled security agency of the country, providing security in diverse areas to major critical infrastructure installations of the country. CISF is currently providing security cover to nuclear installations, space establishments, airports, seaports,
power plants, sensitive Government buildings and heritage monuments.

Railway Protection Force (RPF): Railway Protection Force (RPF) was established to protect and safeguard passengers travelling in trains and to protect the passengers and property of the Indian railways.

Intelligence Agencies

Intelligence agencies such as Intelligence Bureau (IB), Research and Analysis Wing (RAW) and Army Intelligence (AI) help in information gathering, analysing and forecasting, related to various threats and crime. These agencies function under the Central Government and are known as "Eyes and Ears" of the nation.

Central Board of Customs and Central Excise: The Central Board of Excise and Customs (CBEC) is a part of the Department of Revenue under the Ministry of Finance, Government of India. It deals with the tasks

of formulation of policy concerning levy and collection of Customs and Central Excise duties, prevention of smuggling and administration of matters relating to Customs, Central Excise and Narcotics.

Criminal Investigation Agencies: Central Bureau of Investigation (CBI) and Criminal Investigation Department (CID) are the investigation and crime cracking wings of the Central Government.

State Security Agencies

State Security Agencies provide security cover to the citizens of the state, public sector undertakings, vital installations, very important persons and political leaders. State Reserve Police and Armed Reserve Police are organizations that provide backup for guarding, escort, and law and order duties in the states.

Special Forces

Special Forces are the forces which undertake special tasks such as counter insurgency and anti-naxal operations. Special Forces include Mumbai police, Anti Terrorist Squad (ATS), Mumbai Police Force One, Rajasthan Police Special Operations Group, Andhra Pradesh Police GREY Hound Commandos, Chhattisgarh Commando Battalion and Karnataka Anti Terrorist Squad.

Civil Defence Force

Civil Defence Force was raised in 1962 after the Sino-Indian conflict. It was established with the aim to minimise damage to the property and maintaining continuity of industrial production in the event of hostile attack.

Home Guards: Home Guards is a voluntary force, which was raised in December 1946 to assist the police in controlling civil disturbance and communal riots. Subsequently, the concept of the voluntary

citizen's force was adopted by several States. The role of Home Guards is to serve as an auxiliary to the police in maintenance of internal security, help the community in any kind of emergency or disaster, help in maintenance of essential services, promote communal harmony and assist the administration in protecting weaker sections, participate in socio-economic and welfare activities and perform civil defence duties.

Private Security

The role of Private Security is to protect people, property and information. In order to regulate the activities of private security agencies, both Indian and foreign, within a legal framework, "The Private Security Agencies (Regulation) Act, 2005" was notified
in the Gazette of India and brought into force from. The legislation lays down the licensing requirements of the Act and has introduced a mandatory training and equipment requirements before employers can employ an individual as a 'security guard'. The private security sector helps to make public places secure and contributes to the creation of a safer society. This contribution is now becoming more visible and it is getting greater recognition.

General Duties and Responsibilities of Security Personnel

Security personnel use their powers of observation, language, body language, assertiveness and professionalism to achieve the objective of protecting people and property. The security personnel must, wherever possible, avoid placing himself/herself in danger. The duties of security personnel include the following:

- Patrol areas.
- Control access of people and allow only authorised visitors to enter the premises.
- Deter and detect crime.
- Respond to emergencies.
- Control traffic.
- Report and prevent safety hazards.
- Perform emergency duties
- Record and report incidents.
- Seek assistance from the local law enforcement agency.

Core Values of Security Personnel

The security personnel are frequently the first contact to a visitor, customer or employee of an organisation. The manner in which the security personnel deal with people has a marked positive or negative effect on the initial impression of the organisation. The core values that security personnel should possess include the following:

- Be honest and truthful in all dealings.
- Never disobey lawful orders.
- Give due respect to your seniors and follow the chain of command.
- Wear the prescribed uniform with pride.
- Report timely for duty (15 minutes before reporting time in order to ensure proper handing or taking over).
- Respect different religions, cultures and genders.
- Protect public property and save wasteful expenditure of water, electricity and natural resources.
- Protect the environment.

SESSION PLAN 3

1. **SESSION TOPIC:** Identifying Opportunities in National Security Forces

2. **OBJECTIVE:** To identify the career opportunities in National Security Force

3. **MATERIALS/ EQUIPMENT REQUIRED:** Charts, Sketch Pens, Rulers, Computer, Slides, Open Source Software for Slide Presentation, LCD projector

4. **PREPARATIONS**
   o Read the glossary given at the end of the handbook.

5. **TEACHING/TRAINING METHODOLOGY:**

T1: Interactive Lecture

DURATION: 2 hrs.

PROCESS

1. Prepare the points for the lecture.
2. Make an opening by telling students' the purpose of the lecture or presentation.
3. Introduce the topic e.g., Career opportunities in Indian Army, Indian Navy, Indian Airforce and State Police services.
4. Involve students' by giving them the opportunity to ask questions related to the topic.
5. Clarify any questions students may have.
6. Summarize the topic and emphasize on the key points.
7. Check to make sure that each student understands the meaning of

T2: Assignment

You may ask your students to write the primary role of the following security forces

S.No.	Force	Role
1.	Army	
2.	Navy	
3.	Indian Air Force	
4.	Police	
5.	Traffic Police	
6.	Railway Protection force	

CHECKLIST FOR ASSESSMENT ACTIVITY

Use the following checklist to check whether your students could meet all the requirements for assessment.

Part A

Student could differentiate between

(a)   The role of Army, Navy and Air Force.

Part B

Students could answer the following questions:

(a)   What are the different security agencies in India?
(b)   What is the primary role of Indian Army?
(c)   What are the career opportunities in Indian Army/Navy/Airforce?

Part C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include, but not limited to:

Performance standards	Yes	No
List 4 security agencies involved in providing internal security.		
List 3 core values of security personnel.		
List 2 external threats to India.		
Identify the ranks in the Indian army.		

In security sector, training is provided which is specifically geared towards the various duties that the security personnel will have to carry out. It is therefore, essential that security personnel should always be physically and mentally fit.

Physical training standards for keeping security personnel physically fit have been laid down in various orders of respective departments in the security sector.

Fitness programmes that promote physical and mental well-being and increase effectiveness have been developed worldwide for security personnel.

Physical fitness is generally achieved through correct nutrition, exercise, and enough rest. It comprises two related concepts:

(i) **General fitness**: A positive state of health and general well-being.

(ii) **Specific fitness**: It is based on the ability to perform specific aspects of occupations.

Components of Fitness: Fitness can be classified in nine main components: strength, power, agility, balance, local muscle endurance (stamina), cardio muscular endurance, strength endurance and flexibility.

- **Strength** - the extent to which muscles can exert force by contracting against resistance like holding or restraining an object or person.
- **Power -** the ability to exert maximum muscular contraction instantly in an explosive burst of movements. The two components of

power are strength and speed and are required in activities like jumping or a sprint start.

- **Agility** - the ability to perform a series of explosive power movements in rapid succession like zigzag running or cutting movements.
- **Balance** - the ability to control the body's position, either stationary like a handstand, or while moving, like gymnastic stunts.
- **Local muscle endurance** - a single muscle's ability to perform sustained work like rowing or cycling.
- **Cardiovascular endurance -** the heart's ability to deliver blood to working muscles and their ability to use it like running long distances.
- **Strength endurance** - a muscle's ability to perform a maximum contraction time after continuous explosive rebounding through an entire basketball game.
- **Co-ordination-** the ability to integrate the above listed components so that effective movements are achieved.
- **Flexibility**- the ability to achieve an extended range of motion without being impeded by excess tissue, i.e., fat or muscle.

Importance of Physical Fitness: Physical Fitness increases cardiovascular fitness and body endurance. Regular exercise can also help increase the strength of the heart. Physical fitness makes your joints and body more flexible, and regular exercise results in a decrease of body fat and results in a lean body mass.

According to the Private Security Agencies (Regulation) Act, 2005 the requirement for recruitment of private security guards are as follows:

(i) **Height - 160 cm** for **male** and **150 cm** for **female.**

(ii) **Weight** – according to standard table of height and weight.

(iii) **Chest - 80 cm** with an **expansion of 4 cm** (for female no minimum requirements)

(iv) **Eye sight**
- Far sight vision 6/6
- Near vision 0.6/0.6 with or without correction
- Free from colour blindness

(v) Free from knock knee and flat foot and should be able to run 1 km in 6 minutes.

(vi) Free from defect in hearing.

(vii) Strength and dexterity to perform searches, handle objects and use force for restraining individuals.

(viii) Free from evidence of any contagious or infectious disease.

Exercise Routine: To achieve physical fitness a proper exercise routine is essential. Strength training will assist in performing weight bearing exercises such as push-ups, pull-ups or dips. Not only will strength training help you in becoming more powerful, but it will also, through the addition of hard-earned muscle, help your body utilise calories more efficiently.

The trainee warm-up consists of 10 minutes of slow and fast running and 5 minutes riding the bike or walking on the treadmill.

Training Routines for Teamwork: Sports and outdoor activities help develop good personality besides team building. The security sector also uses techniques like "Drill" for personality development and conditioning. Outdoor activity is an experience where we are required to face challenging situations individually and as a team.

Meeting such challenges help us develop our personality through communication, leadership, planning and team work. Some of the outdoor activities and their benefits are as under.

Camping: A camp is a place where a group rests for sometime. A stay in a camp helps us know each other better and teaches us to work as a team.

Trekking: It builds endurance and teaches us how to move in different types of terrain.

Rock climbing: It builds strength and teaches us how to navigate between rocks and climb mountains.

Rafting: It teaches how to navigate rivers and face challenges.

Personality Development: Personality development is the improvement of behaviour, communication skills, interpersonal relationships, attitude towards life and ethics. Character can be considered as the basic factor in determining an individual's personality. Personality is like a building. If personality is developed on the solid base of values and ethics, it will last forever. Personality development can be achieved by training on the following aspects:

(a)   Communication skills
(b)   Public speaking
(c)   Physical fitness
(d)   Body language
(e)   Personal hygiene
(f)   Presentation skills
(g)   Positive attitude

SESSION PLAN 4

1. SESSION TOPIC: Keeping Physically Fit

2. OBJECTIVE: To develop students' knowledge, skills and abilities for identification of natural and manmade disasters.

3. MATERIALS/ EQUIPMENT REQUIRED: Charts, Sketch Pens, Rulers, Computer, Slides, Open Source Software for Slide Presentation, LCD projector.

4. PREPARATIONS
  o Read the glossary given at the end of the handbook.

5. TEACHING/TRAINING METHODOLOGY:

T1: Interactive Lecture

DURATION: 2 hrs.

PROCESS

1. Prepare the points for the lecture.
2. Make an opening by telling students' the purpose of the lecture or presentation.
3. Introduce the topic e.g., general and specific fitness, Personality development, Physical exercises, etc.
4. Provide specific examples.
5. Involve students' by giving them the opportunity to ask questions related to the topic.
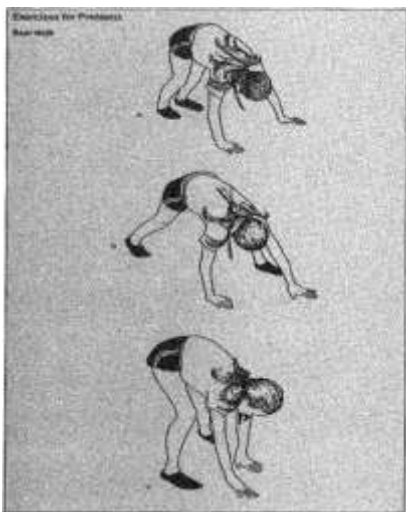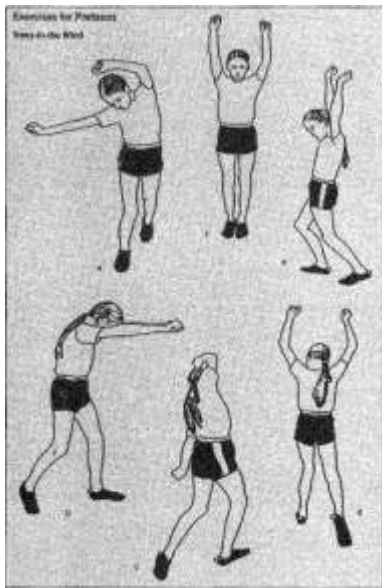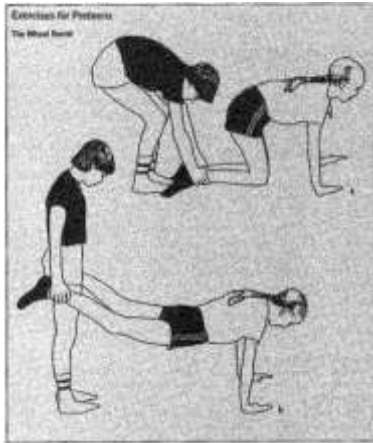6. Summarize the topic and emphasize on the key points.

T2: Practice Session

DURATION: 2 hrs.

PROCESS

1. Introduce the **purpose** of the skill being demonstrated.
2. Present the materials that are going to be used.
3. Inform about the precautions to be taken.
4. Demonstrate the steps for the following exercises (adapted from Pat Stewart's *U.S. Fitness Book):*

1. *The Wheelbarrow:* It develops arm, shoulder, and abdominal strength.

o One participant kneels on the floor and places his hands down flat, directly under the shoulders.
o The fingers should point forward.
o The other child grasps the kneeling child's ankles and raises the legs.
o The first child "walks" forward on his hands while the partner keeps his feet suspended in the air at waist height.
o The walker should travel only three or four feet at the beginning.

2. *Trees in the Wind:* Helps to develop trunk flexibility. The children stand in a circle, arms extended overhead. As the children run slowly in a circle, they bend left, forward, and right, then forward and back like trees swaying in the wind. The exercise can be continued for three or four minutes.

3. *The Bear Walk:* It is useful for leg flexibility. It requires that the child bend forward from the waist. He/she places his/her hands on the floor, moving around in a circle. The child moves his right arm and right leg at the same time as one step. Then he moves the left arm and left leg. Four circles will do. Until they reach the finish line. Variations may be introduced. The children may hop on one leg.
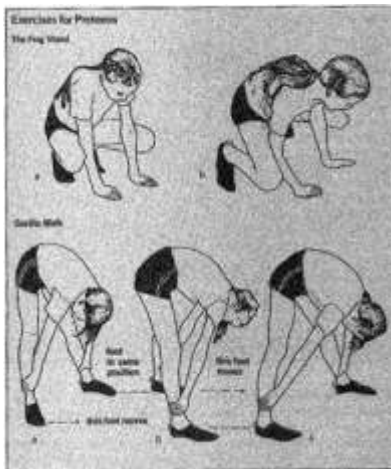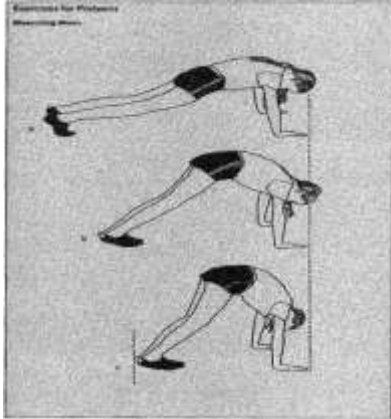
4. *The Frog Stand:* Strengthens the arms and enhances balance. The participant squats and places his hands on the floor. The fingers point forward and the elbows press against the inside of the knees. Leaning forward slowly, the child transfers his weight to his hands, going up on his toes and, if possible, raising his toes off the floor. He balances on his hands, keeping his head up. After several seconds in that position, he returns to the starting position. In repetitions the child tries to maintain his balance for increasingly longer periods.

5. *The Measuring Worm:* It has been found effective in the development of strength in the lower back and hamstrings. The child assumes the push-up position with both hands on the floor and arms straight. Holding his hands in one place, the child "walks" his feet toward his hands. His back arches up. When he has walked his feet forward as far as possible, the child walks his hands forward by slow stages until he has assumed the original push-up position. Both walking actions should be repeated five times.

(Source: http://www.faqs.org/health-encyc/ Physical-Fitness/Exercises-for-Early-Ages-Fun-exercises-for-preteens. html# b#ixzz 1uBl DnX mK)

5. Repeat the demonstration, explaining each step in detail.
6. Invite the students one by one to demonstrate.
7. Allow students to practice the skill themselves.
8. Go to students to observe their performance provide them with constructive feedback.
9. Bring participants back to the larger group.
10. Discuss how easy or difficult it was for the students to perform the skill.

CHECKLIST FOR ASSESSMENT ACTIVITY

Use the following checklist to check whether your students could meet all the requirements for assessment.

Part A

Students could differentiate between

(a) Different components of fitness.

Part B

Students could answer the following questions:

(a) Why do we need to be physically fit?
(b) What are the requirements for being physically fit?
(c) What is personality development?

Part C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include, but not limited to:

Performance standards	Yes	No
Enlist 5 components of physical fitness.		
Develop an exercise schedule for keeping physically fit.		
Perform 2 exercises for maintaining physically fitness.		

GLOSSARY

1. **Espionage:** The practice of spying or of using spies, typically by governments.

2. **Sabotage:** Destruction of property or obstruction of normal operations, as by civilians or enemy agents in time of war.

3. **Security**: Security refers to monitoring and reducing the risk of human induced events that adversely affect people or property to some acceptable level.

4. **Threats:** A statement of an intention to inflict pain, injury, damage, or other hostile action on someone in retribution for something done or not.

SUGGESTED READING

BOOKS

☐ Effective Security Officer's Training Manual by Ralph Brislin, Butterworth-Heinemann
☐ Practical Security Training, Patrick Kane by Butterworth-Heinemann

WEBSITES

☐ www.businessdictionary.com/ definition/ security.html
☐ http://indianarmy.nic.in
☐ http:// itbp.gov.in/
☐ http://bsf.nic.in/
☐ http://indiannavy.nic.in/
☐ http://indianairforce.nic.in/
☐ *Sashatra Seva Bal* - http://ssb.nic.in
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☐ http://en.wikipedia.org/ wiki/ Central_ Industrial_ Security_Force