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Skilling is building a better India. If we have to move India towards development then Skill Development should be our mission.

Shri Narendra Modi
Prime Minister of India
Acknowledgements

In Private Security Sector, Security Supervisor is an important job role. Supervisors lead and work with security guards to secure life and property. They assign work and ensure compliance to organisational standing operating procedures and instructions. Amongst the security personnel present at any site, security supervisor is expected to identify potential risk and threats and respond in time to avert accidents, crimes and other emergencies.

For imparting training to aspiring supervisors, need for a quality training material was always felt. During the preparation of this Facilitator Guide for Security Supervisor, we received useful inputs and encouragement from the Private Security Sector and Security Sector Skill Development Council (SSSDC). Handbook has been enriched by the recommendations and inputs so received.

Amongst the others, we specifically acknowledge the unstinted support received from SSSDC, Central Association of Private Security Industry, Topsgrup, Scientific Security Management Services Pvt Ltd, Force 1 Guarding Service Pvt Ltd, Force 10 Protection Services Pvt Ltd and GDX Facility & Management Services Pvt Ltd in completing the project.

With the release of the Facilitator Guide, we are hopeful that the requirements of the trainees and trainers will be met, adequately.
About this Guide

The Facilitator Guide for Unarmed Security Guard is primarily designed to facilitate skill development training of persons who wants to become an Unarmed Security Guard.

The Facilitator Guide is aligned to the Qualification Pack (QP) and National Occupational Standards (NOS) drafted by Security Sector Skill Development Council (SSSDC) and ratified by National Skill Development Corporation.

It includes the following National Occupational Standards (NOSs):
1. Security tasks in accordance with basic security practices (SSS/N0101)
2. Conform to rudimentary legal requirements of Private Security Agencies (Regulation) Act – 2005 when undertaking security tasks (SSS/N0102)
3. Provide private guarding service to people, property and premises (SSS/N0103)
4. Control access to the assigned premises (SSS/N0104)
5. Carry out screening and search activities to maintain security (SSS/N0105)
6. Control parking in designated areas (SSS/N0106)
7. Security escort (SSS/N0107)
8. Health and safety (SSS/N0108)
9. Security in commercial deployments (SSS/N0109)
10. Security in industrial deployments (SSS/N0110)
11. Positive projection of self and the organisation (SSS/N0111)

Post this training, the participant will be able to perform their task as an Unarmed Security Guard.

We hope that this Facilitator Guide will provide a sound learning support to our young friends to build an attractive career in the private security industry.

Symbols Used

- Ask
- Tips
- Notes
- Objectives
- Do
- Activity
- Elaborate
- Facilitation Notes
- Learning Outcomes
- Say
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1. Introduction
1. Introduction

Unit 1.1 – Objectives of the Program
Unit 1.2 – Private Security Sector
Unit 1.3 – Role of an Unarmed Security Guard
Unit 1.4 – Code of conduct and commencing duties
Key Learning Outcomes

At the end of this module, you will be able to:

1. Identify the objectives of the program
2. Learn the role and responsibilities of a security supervisor
3. Get an overview of the Private Security Sector
4. Understand the concept of security
5. Identify the need for security
6. Explain about the Private Security Sector and Major Players
7. Define Security and Careers in the private Security Sector
8. Identify the role and responsibilities of an Unarmed Security Guard
9. Learn about the Career in private security industry
10. Understand code of conduct for Unarmed Security Guards
11. Recognise aspects of code of conduct
12. Recognise importance of commencing duties correctly
13. Understand important terms related to commencing duties
UNIT 1.1: Objectives of the Program

Unit Objectives

At the end of this unit, students will be able to:

- Identify the objectives of the program
- Learn the role and responsibilities of a security supervisor
- Get an overview of the Private Security Sector

1.1.1 Note

This is the first session of the program. Introduce yourself, the program and its purpose in detail. Explain the background, the duration of the training assessment and finally how the program will make them to get a job ready. Ensure the participants understand how their entire month will be structured and how they will benefit from the course. Answer their questions satisfactorily.

1.1.2 Say

Good morning and a very warm welcome to all the participants to this training program ‘Unarmed Security Guard’.

1.1.3 Do

Introduce yourself with your name, background and your role in the training program.

Give the students a background of the training program. Talk about:

1. The total duration of the program
2. How their day will be divided
3. Periodic assessments
4. Final assessments
5. Your expectations from them about their conduct, laying ground rules

1.1.4 Say

Now that you understand what the program is all about us get to know each other better.
1.1.5 Activity 🌟

Take a ball of wool and get the participants in a circle. You are also a part of the circle. Tell them here is a ball of wool, I am going to hold one end of the thread in my hand and throw the ball to anyone. So please be alert and do not let the ball fall. Whoever gets the ball, please introduce yourself (name, and one adjective that best describes you) hold the thread and throw it to anyone you want. Slowly all participants will be connected to each other.

**Debrief**

Ask them now that we know each other can you see what we have created. Wait for answers. Tell them, “We have created a web, a web of energy.” Ask everyone to loosen their hold on the thread and say, “See if we leave the thread how the web looses connectivity and we hold it tight we remain connected. Similarly as we do this program and study together, each one is responsible for the learning and maintaining friendly environment in the group. So be responsible, alert and engaged.”

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1.1.6 Say 🌟

Now let us start the unit by talking about objectives of the program.

1.1.7 Ask 🌟

Ask the participants which are the top five private security agencies in India. Wait for their response and then write down their suggestions on the board and link it with the one given in the Participant Handbook in order to create an interactive learning session.

1.1.8 Do 🌟

Share with the participants about the objectives of the program.

1.1.9 Elaborate 🌟

**Overview of the program**

This program will facilitate an overview of:

- Security Industry
- Behavioural, Professional and Technical skills required for performing your job effectively
• How to perform a guard’s duties effectively
• Handling various deployments (commercial, industrials etc.)
• Developing a relationship with clients, colleagues, visitors and others while performing duties effectively

### 1.1.10 Activity

Ask the participants to refer to Participant Handbook and study in detail about objectives of the program, so that when they are asked question regarding it they are able to answer it.

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### 1.1.11 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question
UNIT 1.2: Private Security Sector

Unit Objectives

At the end of this unit, students will be able to:
- Understand the concept of security
- Identify the need for security
- Explain about the Private Security Sector and Major Players
- Define Security and Careers in the private Security Sector

1.2.1 Note
This unit talks about Private Security Sector.

1.2.2 Say
Good morning and a very warm welcome to all the participants to this training program ‘Unarmed Security Guard’.

1.2.3 Do
1. Begin with revising the topics explained in the previous session. Ask the following questions:
   - What are the objectives of the program?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify any doubts that they may have
5. Tell them about what they are going to learn in this session

1.2.4 Say
Now let us begin with a new session which is about Private Security Sector. In the previous sessions we have had a clear understanding about the objectives of the program, now we will talk about Private Security Sector.

1.2.5 Say
Now let us understand what do we mean by security?
1.2.7 Do

a. Share with the participants about what is security?
b. Take them through some methods in which society maintains its security
c. Discuss about the places where we need security
d. Share about the assets which needs to be protected and secured
e. Share with them the reasons for hiring private security for individuals and organisations.
f. Talk to them about the threats from which protection is required.

1.2.8 Elaborate

Security is the degree of resistance to, or protection from, any harm. It applies to any vulnerable and valuable asset, such as a person, dwelling, community, nation, or organisation.

Industrial security is a process which creates a safe environment to conduct business activities within the organisation without loss or disruption and to establish a system which would protect the enterprise from actual, potential, internal or external loss-causing threats.

Refer to Participant Handbook (Pg. 5-6) to explain to the participants in detail about the following:

a. Methods in which a society maintains its security
b. Places where we need security
c. Reasons for hiring private security by individuals and organisations
d. Assets needs to be protected/secured
e. Threats from which protection is needed

1.2.9 Activity

Divide the class into two groups and then ask both the groups to share their views regarding the following:

- Methods in which a society maintains its security
- Places where we need security
- Reasons for hiring private security by individuals and organisations
- Assets needs to be protected/secured
- Threats from which protection is needed

At the end of the activity reiterate about the concept discussed above in order to conclude the activity in a proper manner.

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1.2.10 Activity

1. Divide the class into groups A and B
2. Group A will recall commercial domains of security
3. Group B will recall industrial domains of security
4. The group which recalls 10 domains first will be a winner
5. Say Go, and count down for 5 minutes

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1.2.11 Say

Let us now discuss about the role of private security.

1.2.12 Ask

Ask the participant about the role of private security. Write down their steps/points they share on a flip chart/blackboard and link it with the steps/points given in the Participant Handbook in order to create an interactive and interesting learning session.

1.2.13 Do

Take the participants through the role of private security.

1.2.14 Elaborate

To protect the business, people, property, material, information and environment from all types of risks and losses and ensure safe premises.

Security is therefore a process, a system and not an act. Utmost care should be taken to describe its role, objectives, authority and control.

What is security?

a. Management of risks (crime, fire, accidents, terror and other hazards)
b. Loss prevention (production, theft, pilferage) by Misuse, Neglect, Damage and Wastage (MNDW)
c. Personnel security
d. Security of information (IT, Documents)
e. Workplace (Departmental) security
f. Environmental security
1.2.15 Activity

Ask the participants to refer to Participant Handbook and study in detail about role of private security, so that when they are asked question regarding it they are able to answer it.

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1.2.16 Do

- Share with the participants about Private Security Sector and service.
- Share with the participants about private security services
- Take them through the key segments of global market
- Share with them about the key players

1.2.17 Elaborate

Key segments of the global market

The security services comprise of manned security, electronic security systems, cash solutions, and others. Manned security accounts for the biggest part of the security services market with a 62% share. Manned security is predominantly a manpower intensive service. Security systems and cash solutions are the other significant segments.

The Key players

G4S and Securitas are the market leaders in the private security sector, followed by a diverse group of companies, including ISS, Secom, Brinks and Prosegur.

Major players have varied business models. While G4S and Prosegur focus on an integrated business model with presence across all the segments of the security services industry, other players such as Securitas, Secom and Brinks specialise in few segments.

Refer to Participant Handbook (Pg. 7-8) to explain the participants in detail about private security services by referring to the table and chart given in the book.

1.2.18 Activity

Divide the class into two groups and then ask both the groups to share their views regarding the following:
1. Private security services
2. Key segments of global market
3. Key players
At the end of the activity reiterate about the concept discussed above in order to conclude the activity in a proper way.

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1.2.19 Do

- Share with the participants about security sectors in India
- Share with them about the key players in India

1.2.20 Elaborate

The Private Security Sector in India finds its origins in the early 1970s. Currently, India has the largest private guard-force in the world and this force is employed in various deployments across the country. Despite the high numbers, the security industry in the country is still in its infancy and is growing at high rates. The sector in the country is regulated by the Private Security Agencies (Regulation) Act 2005.

The main area of focus of private security sector is of guarding services (private security guards). Other key services undertaken by the sector are:

- Personal Protection
- Cash Management
- ATM Security
- Investigations Services
- Special Event Security

Refer to Participant Handbook (Pg-9) to explain the participants about the key players of private security industry in India.

1.2.21 Activity

Divide the participants in four groups and make them play a quiz on private security sector in India and its key players. The winning group will be called leading group for the week. At the end of the activity reiterate about Private Security Sector in India and its key players, in order to conclude the activity in a proper manner.

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1.2.22 Do ✔
Share with the participants about Central Association of Private Security Industry.

1.2.23 Elaborate 🎓
Central Association of Private Security Industry (CAPSI): CAPSI made its unpretentious beginning in 2005 and has emerged as largest industry body for private security agencies in India, whose combined strength is over seven million private security personnel. CAPSI's governing processes are being guided by board of governors having former army generals, veteran police and para-military officers, high ranking intelligence professionals from premier governmental intelligence agencies and leading industry captains.

1.2.24 Notes for Facilitation 📝
- Ask the participants if they have any questions
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question
UNIT 1.3: Role of an Unarmed Security Guard

Unit Objectives
At the end of this unit, students will be able to:
- Identify the role and responsibilities of an Unarmed Security Guard
- Learn about the Career in private security industry

1.3.1 Note
This unit talks about Role of an Unarmed Security Guard.

1.3.2 Say
Good morning and a very warm welcome to all the participants to this training program ‘Unarmed Security Guard’.

1.3.3 Do
1. Begin with revising the topics explained in the previous session. Ask the following questions:
   - What do you understand by CAPSI?
   - List down the key segments of global market.
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify any doubts that they may have
5. Tell them about what they are going to learn in this session

1.3.4 Say
Now let us begin with a new session which is about Role of an Unarmed Security Guard. In the previous sessions we have had a clear understanding about Private Security Sector, now we will talk about Role of an Unarmed Security Guard.

1.3.5 Say
As an Unarmed Security Guard one has a huge responsibility. The very lives of people may be in your hands. You will be trusted with information that many other people are not allowed to know. You will be responsible for property that
is not your own and that may be worth as much as several million. Your duties can cover everything from looking for safety hazards to enforcing company rules to taking charge in an emergency.

Let us discuss about role and responsibilities of unarmed security guard.

1.3.6 Do

- Share with the participants about role and responsibilities of unarmed security guard.
- Discuss with them the career ladder of unarmed security guard.

1.3.7 Elaborate

**General duties and responsibilities**

- Observing and reporting
- Deterring and detecting crime
- Keeping good public relations
- Responding to emergencies
- Controlling access and using alarm systems
- Patrolling
- Controlling traffic
- Finding and reporting safety hazards

Refer to participant handbook (Pg 12-13) to study in detail about role and career ladder of an unarmed security guard.

1.3.8 Activity

Ask the participants to refer to Participant Handbook and study in detail about role and career ladder of an unarmed security guard, so that when they are asked question regarding it they are able to answer it.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Study</td>
<td>1 hr</td>
<td>Small writing pads, pens, participant handbook</td>
</tr>
</tbody>
</table>

1.3.9 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question
UNIT 1.4: Code of Conduct and Commencing Duties

Unit Objectives

At the end of this unit, students will be able to:

- Understand code of conduct for Unarmed Security Guards
- Recognise aspects of code of conduct
- Recognise importance of commencing duties correctly
- Understand important terms related to commencing duties

1.4.1 Note

This unit talks about code of conduct and commencing duties.

1.4.2 Say

Good morning and a very warm welcome to all the participants to this training program ‘Unarmed Security Guard’.

1.4.3 Do

1. Begin with revising the topics explained in the previous session. Ask the following questions:
   - List down the general duties of unarmed security guard.
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify any doubts that they may have
5. Tell them about what they are going to learn in this session

1.4.4 Say

Now let us begin with a new session which is about code of conduct and commencing duties. In the previous sessions we have had a clear understanding about Role of an Unarmed Security Guard, now we will talk about code of conduct and commencing duties.

1.4.5 Do

Share with the participants about code of conduct.
1.4.6 Elaborate

The Code of Conduct underlines the important behavioural and operational rules. While performing duties, a guard has to follow certain rules and regulations. An Unarmed Security Guard deployed at the main gate represents the company as he is the first person who interacts with visitors visiting the facility/site. He is the one through whom, the company intends to convey and enforce its instructions and guidelines to be followed. An Unarmed Security Guard has to follow certain rules to carry out his duties effectively and efficiently. An Unarmed Security Guard performs duties in accordance with the rules and regulations of the employer and the law of the land.

Refer to participant handbook (Pg 15) to study in detail about code of conduct which an unarmed security guard must follow.

1.4.7 Activity

Ask the participants to refer to Participant Handbook and study in detail about code of conduct, so that when they are asked question regarding it they are able to answer it.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Study</td>
<td>1 hr</td>
<td>Small writing pads, pens, participant handbook</td>
</tr>
</tbody>
</table>

1.4.8 Do

Share with the participants about the important points to be kept in mind while commencing duty.

1.4.9 Elaborate

Some of the important points to be kept in mind while commencing duty:

- Always report on time for commencement of duty so that proper handing/taking over can be done. (15 minutes before duty starts)
- Report to your senior or reporting authority on duty.
- Report on duty in uniform and in good health. If not feeling well, take prior permission/leave.
- Know the site and the post instructions thoroughly.
- Never leave your post unattended/vacant. In case of emergency, call reliever.
- Always check that the equipment allotted at the post is in working condition.
- Check the documents/registers for any pending work or important point.
- Make a note of work which is not completed in the previous shift and the reason for the same.
- Update yourself with the events that happened in the previous duty. If any problem occurred, understand the reason and action taken in the previous shift.
- Check if any important instruction is given/any important visit planned.
- Inspect the area.
- Familiarise with nearby building and facilities.
- Check/count stores according to inventory.

1.4.10 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question
2. Security Tasks and Basic Security Practices

Unit 2.1 – Risk and Threats
Unit 2.2 – Emergency Planning
Unit 2.3 – Disaster Management
Unit 2.4 – Security Organisations
Unit 2.5 – Crowd Control
Unit 2.6 – Weapons and Firearms
1. Identify and respond to the risks and threats faced by an organisation where you are deployed
2. Identify and report hazards and emergencies.
3. List down the organisations dealing with hazards, disasters and emergencies
4. Understand different type of emergencies
5. Understand emergency planning
6. Understand the role of a security guard during emergencies
7. Effectively perform emergency response
8. Learn about disaster management
9. Handle situations of disaster confidently
10. Learn about different security organisations
11. Understand process of crowd control
12. Recognise various methods of crowd control
13. Effectively control a crowd
14. Queue management
15. Recognise common weapons used in public and police
16. Identify improvised explosive devices
UNIT 2.1: Risk and Threats

**Unit Objectives**

At the end of this unit, students will be able to:

- Identify and respond to the risks and threats faced by an organisation where you are deployed
- Identify and report hazards and emergencies.
- List down the organisations dealing with hazards, disasters and emergencies

**2.1.1 Note**

This unit talks about risk and threats.

**2.1.2 Say**

Good morning and a very warm welcome to all the participants to this training program ‘Unarmed Security Guard’.

**2.1.3 Do**

Begin with revising the things explained in previous session. Ask the following questions

- List down the code of conduct for an unarmed security guard.
1. Encourage the participants to give their response
2. Ensure that the class should not lose focus
3. Clarify if they have any doubts
4. Tell them about what they are going to learn in this session.

**2.1.4 Say**

Now let us begin with a new session which is about risk and threats. In the previous sessions we have had a clear understanding about code of conduct and commencing duties, now we will talk about risk and threats.

**2.1.5 Say**

Let us discuss about

- Risk
- Threat
- Hazards
2.1.6 Elaborate

Risk:
Risk is the potential of losing something of value. Values (such as physical health, social status, emotional wellbeing or financial wealth) can be gained or lost when taking risk resulting from a given action, activity and/or inaction, foreseen or unforeseen. Risk can also be defined as the intentional interaction with uncertainty. Security at an assignment, in fact, includes safety.

Threat:
A threat is a possible danger that might exploit a vulnerability to breach security and thus cause possible harm. A threat can be either "intentional" (i.e., intelligent; e.g., an individual cracker or a criminal organization) or "accidental" (e.g., the possibility of a computer malfunctioning, or the possibility of a natural disaster such as an earthquake, a fire, or a Storm) or otherwise a circumstance, capability, action, or events.

Hazards:
A hazard is a situation that poses a level of threat to life, health, property, or environment. Most hazards are dormant or potential, with only a theoretical risk of harm; however, once a hazard becomes "active", it can create an emergency situation. A hazardous situation that has come to pass is called an incident.

Refer to participant handbook (Pg-21-23) to study the types of risks, hazards and threats.

2.1.7 Activity

Ask the participants to get into groups and make them play a quiz on types of risks, hazards and threats. The group which gives the maximum answer will be awarded with a gift hamper.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz</td>
<td>1 hr</td>
<td>Small writing pads, pens, participant handbook</td>
</tr>
</tbody>
</table>

2.1.8 Say

Let us discuss about some common risk and threats that may be witnessed by a guard.

2.1.9 Do

Share with the participants about some common risk and threats that may be witnessed by a guard.
2.1.10 Elaborate

Some common threats and risks that may be witnessed by a guard are:
- Unauthorised entry and trespass
- Eve-teasing and molestation
- Robbery/theft/pilferage/shoplifting
- Murder/suicide

Refer to participant handbook (Pg-24) to explain about the common threats and risks that may be witnessed by a guard.

2.1.11 Activity

Ask the participants to refer to participant handbook and study in detail about common threats and risks that may be witnessed by a guard, so that when they are asked question regarding it they are able to answer it.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Study</td>
<td>1 hr</td>
<td>Small writing pads, pens, participant handbook</td>
</tr>
</tbody>
</table>

2.1.12 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question
UNIT 2.2: Emergency Planning

Unit Objectives
At the end of this unit, students will be able to:
- Understand different type of emergencies
- Understand emergency planning
- Understand the role of a security guard during emergencies
- Effectively perform emergency response

2.2.1 Note
This unit talks about emergency planning.

2.2.2 Say
Good morning and a very warm welcome to all the participants to this training program ‘Unarmed Security Guard’.

2.2.3 Do
1. Begin with revising the topics explained in the previous session. Ask the following questions:
   - List down the types of risk, hazard, threats.
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify any doubts that they may have
5. Tell them about what they are going to learn in this session

2.2.4 Say
Now let us begin with a new session which is about emergency planning. In the previous sessions we have had a clear understanding about risk and threats, now we will talk about emergency planning.

2.2.5 Say
An emergency is a situation that carries an instant threat to life, property, or environment. An emergency can escalate into a disaster if not handled properly. As security personnel are organised, uniformed, and trained professionals, they
have a special role in handling emergencies and ensuring that they do not escalate. Let us discuss about emergency in detail.

2.2.6 Do

- Share with the participants about emergency planning
- Discuss with them about common organisational emergencies

2.2.7 Elaborate

Emergencies can be classified as:
- Natural emergencies: Emergencies that occur naturally are known as natural emergencies. e.g. floods, earthquakes etc.
- Man-made emergencies: These emergencies are caused by human intentions or acts. e.g. theft, assault, bomb threat etc.
- Accidental emergencies: An emergency that happens by chance. Natural, human or machine fault is responsible for such an emergency. e.g. gas/oil leak, fire etc.

Types of emergencies:
- Strike and Labour Unrest
- Lockout

Refer to participant handbook (Pg-26-27) to explain about common organisational emergency and emergency planning.

2.2.8 Do

- Share with the participants about role of an unarmed security guard in emergency
- Share with the participants about different organisations dealing with emergencies

2.2.9 Elaborate

Role of an unarmed security guard in emergency:
- Protect life and property at the site and assist the management as required by them.
- Ensure that there is no vandalism and prevent escalation leading to a disaster.
- If police is deployed, work in close coordination with them.
- Be firm but do not antagonise the striking workers or get into any argument with them.
- Protect willing workers who are not part of the strike conditions and unfair labour practices strike (Contention over unfair labour practices on the part of the employer).
- Facilitate smooth entry and exit of willing workers.
- Observe the striking workers and report untoward and violent incidents.
- Make a video record of the strike for future reference and evidence.
• Provide First Aid and emergency medical help if required.
• Put in place all emergency procedures and carry out lawful instructions of the management as per company code.

**Different organisations dealing with emergencies:**

There are different organisations that deal with emergencies. A guard should always know which organisation to contact in case of different emergencies. Some organisations dealing with emergencies include:

- Police
- Fire Department
- Medical Services (Ambulance)

Refer to participant handbook (Pg-28-30) to explain about the different organisations dealing with emergencies.

### 2.2.10 Activity

Ask the participants to get into groups and discuss about the organisations dealing with emergencies. Ask them to make notes and share it with the class.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Discussion</td>
<td>1 hr</td>
<td>Small writing pads, pens, participant handbook</td>
</tr>
</tbody>
</table>

### 2.2.11 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer the questions and to encourage peer learning in the class
- Clarify all doubts that the participants may have
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question
UNIT 2.3: Disaster Management

Unit Objectives

At the end of this unit, students will be able to:
- Learn about disaster management
- Handle situations of disaster confidently

2.3.1 Note

This unit talks about disaster management.

2.3.2 Say

Good morning and a very warm welcome to all the participants to this training program ‘Unarmed Security Guard’.

Fig 2.3.1 Disasters

2.3.3 Do

1. Begin with revising the topics explained in the previous session. Ask the following question:
   - What are the different organisations dealing with emergencies?
   - List down the role of an unarmed security guard in emergency.
2. Encourage the participants to give their response
3. Ensure that the class does not lose focus
4. Clarify if they have doubts
5. Tell them about what they are going to learn in this session.
2.3.4 Say
Now let us begin with a new session which is about disaster management. In the previous sessions we have had a clear understanding about emergency planning, now we will talk about disaster management.

2.3.5 Say
Disaster management (or emergency management) is the creation of plans through which communities reduce vulnerability to hazards and cope with disasters. Disaster management does not avert or eliminate the threats; instead it focuses on creating plans to decrease the impact of disasters. Failure to create a plan could lead to damage to assets, human mortality, and lost revenue.

Events covered by disaster management include acts of terrorism, industrial sabotage, fire, natural disasters (such as earthquakes, hurricanes, etc.), public disorder, industrial accidents, and communication failures.

2.3.6 Do
Share with the participants about various types of disasters
Elaborate:
Types of disaster are:
- Earthquake
- Flood
- Landslide
- Urban Flooding

Refer to participant handbook (Pg-32-36) to explain about the types of disaster in detail.

2.3.7 Activity
Ask the participants to refer to participant handbook and study in detail about types of disasters, so that when they are asked question regarding it they are able to answer it.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self study</td>
<td>1 hr</td>
<td>Small writing pads, pens, participant handbook</td>
</tr>
</tbody>
</table>

2.3.8 Notes for Facilitation
- Ask the participants if they have any questions
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of participants.
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question
UNIT 2.4: Security Organisations

Unit Objectives
At the end of this unit, students will be able to:
- Learn about different security organisations

2.4.1 Note
This unit talks security organisations.

2.4.2 Say
Good morning and a very warm welcome to all the participants to this training program ‘Unarmed Security Guard’.

2.4.3 Do
1. Begin with revising the things explained in previous session. Ask the following questions
   - Explain the different types of disasters. Encourage the participants to give their response
2. Ensure that the class should not lose focus
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

2.4.4 Say
Now let us begin with a new session which is about security organisations. In the previous sessions we have had a clear understanding about disaster management, now we will talk about security organisations.

2.4.5 Say
The Indian Armed Forces are the military forces of the Republic of India, which function under Ministry of Defence. It consists of four professional uniformed services:
- Indian Army
- Indian Navy
- Indian Air Force
- Indian Coast Guard
2.4.6 Do

Share with the participants about the following in detail by referring to participant handbook (Pg 38-41):
- Indian Army
- Indian Navy
- Indian Air Force
- Indian Coast Guard

2.4.7 Activity

Provide the participants with various badges and ask them to identify which badge of Indian Army, Indian Navy and Indian Air Force.

Ask them to put the badges which belong to Indian army in one box, badges which belong to Indian Navy in another box and finally badges which belong to Indian Air Force in third box. Participants can take the help of rank chart.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification</td>
<td>1 hr</td>
<td>Various badges and boxes</td>
</tr>
</tbody>
</table>

2.4.8 Say

Let us now discuss about the following by referring to Participant Handbook (Pg-42-45)

- Central Para Military Force
- Central Armed Police Forces
- Border Security Force
- Central Industrial Security Force
- Indo-Tibetan Border Police Force
- Shastra Seema Dal
- National Security Guard

2.4.9 Activity

a. Prepare a 20 questions quiz on CAPF
b. Ask questions from the class
c. Felicitate the participants who gives maximum correct answers

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz</td>
<td>1 hr</td>
<td>Small writing pads, pens, participant handbook</td>
</tr>
</tbody>
</table>
2.4.10 Notes for Facilitation

• Ask the participants if they have any questions
• Encourage other participants to answer it and to encourage peer learning in the class
• Clarify all doubts of participants.
• Ask them to answer the questions given in the participant manual
• Ensure that all the participants answer every question
UNIT 2.5: Crowd Control

Unit Objectives

At the end of this unit, students will be able to:

- Understand process of crowd control
- Recognise various methods of crowd control
- Effectively control a crowd
- Queue management

2.5.1 Note

This unit talks security organisations.

2.5.2 Say

Good morning and a very warm welcome to all the participants to this training program ‘Unarmed Security Guard’.

2.5.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
   
   - Explain the different types of disasters.
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

2.5.4 Say

Now let us begin with a new session which is about crowd control. In the previous sessions we have had a clear understanding about disaster management, now we will talk about crowd control.

2.5.5 Say

A crowd is defined as a large and definable group of people. The members of a crowd are not necessarily part of an organisation and they may think and act individually.
2.5.6 Do  
Share with the participants about types of crowd and crowd controlling techniques.

2.5.7 Elaborate  
Types of crowd
Casual crowd: Gathers around a passing event and its members have little interaction with one another, like a crowd at a street play.

Conventional crowd: Gathers for a socially sanctioned purpose.

Expressive crowd: Gathers specifically for the purpose of letting out emotions.

Aggressive crowd: Focuses on a specific action or goal. This crowd is controlled or guided by a leader and is determined to accomplish a specific goal.

Refer to participant handbook (Pg-46-47) to explain about the types of disaster in detail.

2.5.8 Do  
Share with the participants about queuing.

2.5.9 Elaborate  
A queue management system is used to control queues. Queues of people form in various situations and locations in a queue area. The process of queue formation and propagation is defined as queuing theory.

Types of queue
Structured queues: Here people form a queue in a fixed, predictable position, such as at supermarket checkouts, some other retail locations such as banks, airport security and so on. Unstructured queues: Where people form a queue in unpredictable and varying locations and directions. This is often the case in some forms of retail, taxi queues, ATMs and at periods of high demand in many situations.

Refer to participant handbook (Pg-48) to explain about the queuing in detail.

2.5.10 Notes for Facilitation  
- Ask the participants if they have any questions
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of participants.
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question.
UNIT 2.6: Weapons and Firearms

Unit Objectives

At the end of this unit, students will be able to:
- Recognise common weapons used in public and police
- Identify improvised explosive devices

2.6.1 Note

This unit talks weapons and firearms.

2.6.2 Say

Good morning and a very warm welcome to all the participants to this training program ‘Unarmed Security Guard’.

2.6.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
   - What do you understand by crowd management?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

2.6.4 Say

Now let us begin with a new session which is about weapons and firearms. In the previous sessions we have had a clear understanding about crowd control, now we will talk about weapons and firearms.

2.6.5 Say

A weapon is any device that is used to cause damage or harm to living things, structures or vehicles. There are a number of weapons that are used by police or other law enforcement agencies and also by public. For a security guard, it is important to recognise these weapons and also know the legal procedure of carrying these weapons. Weapons can be anything from a mere stick or stone to a rifle or a bomb.
2.6.6 Do

- Share with the participants about some common weapons
- Share with the participants about explosive detective equipments

2.6.7 Elaborate

Some common weapons are:
- Gun
- Rifle
- Pistol
- Revolver
- Bomb
- Grenade

Explosive detective equipments are:
- Explosives Vapor Detector (EVD)
- X-ray baggage scanner
- Door Frame Metal Detector
- Hand Held Metal Detector
- Sniffer Dogs

2.6.8 Activity

Divide the class into five groups and ask them to make a chart on weapons used by police and explosive detective equipments. The best chart will be pinned up on the board in order to encourage passive learning.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chart Making</td>
<td>2 hr</td>
<td>Small writing pads, pens, pencils, colour pencils, scale, eraser</td>
</tr>
</tbody>
</table>

2.6.9 Say

Let us now discuss about things to note down when you receive a call about bomb threat.

2.6.10 Elaborate

In case you receive a call about a bomb threat from a caller, remember to note down and ask for the following information:
2.6.12 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of participants.
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question.

Accent of the caller
- Area where explosive is placed
- Background sounds, if any
- Listen to caller and do not interrupt him/her
- Obtain maximum information from caller
- Ask where and why bomb has been placed?
- Type of bomb?
- Name of the caller
- Group to which the caller belongs to

Remember, in case of a bomb threat, do not panic. Contact your supervisors and police and assist in evacuation.

2.6.11 Activity

Ask the participants to refer to participant handbook and study in detail about things to note down when a call for bomb threat is received, so that when they are asked question regarding it they are able to answer it.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
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<tbody>
<tr>
<td>Self Study</td>
<td>1 hr</td>
<td>Small writing pads, pens, participant handbook</td>
</tr>
</tbody>
</table>
3. Legal Knowledge

Unit 3.1 – IPC – 1860, CrPC – 1973 and Other Acts
Unit 3.3 – Rules Concerning Employment of Private Security Personnel
Unit 3.4 – Procedure for Joining in the Investigations and Giving Statement in the Court
Key Learning Outcomes

At the end of this module, you will be able to:

1. Understand the applicable provision of the Indian Penal Code, 1860
2. Understand the applicable provision of Code of Criminal Procedure, 1973
3. Understand the applicable provision of the Arms Act - 1959
4. Understand the applicable provision of Explosive Act, 1884 and The Explosive Substances Act, 1908
5. Understand the applicable provision of Universal Declaration of Human Rights Act - 1948
6. Understand the applicable provision of Employees’ Provident Fund
7. Understand the applicable provision of Employee’s State Insurance
8. Understand the applicable provision of Working hours, leave, minimum wage
9. Understand the applicable provision of Private Security Agencies (Regulation) Act - 2005
10. Understand the applicable provision of the Private Security Agencies Central Model Rules - 2006

Unit Objectives
At the end of this unit, students will be able to:
- Understand about legal provisions and offences
- Understand applicable sections of the Indian Penal Code (IPC)
- Understand applicable sections of the Code of Criminal Procedure (CrPC)

3.1.1 Note
This is the fourteenth session of the program which talks about Indian Penal Code-1860 and Code of Criminal Procedure -1973

3.1.2 Say
Good morning and a very warm welcome to this training program ‘Unarmed Security Guard’. Before we begin this session let us have a quick recap of the previous session.

3.1.3 Do
1. Begin with revising the things explained in previous session. Ask the following questions
   - What do you understand by Proprietary Security?
   - What is the role of private security sector?
   - What do you understand by controlling authority?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

3.1.4 Say
Now let us begin with a new session which is about Indian Penal Code-1860 and Code of Criminal Procedure -1973. In the previous sessions we have had a clear understanding about private security sector; now we will talk about Indian Penal Code-1860 and Code of Criminal Procedure -1973.
Let us begin the session by discussing about legal provisions and offences.

Legal Provisions:
Every citizen of India is bound by the country’s laws and rules. It is thus important that every person is conversant with laws of the land.
The private security personnel also ensure that people do not violate laws in their area of responsibility. They also assist the police in various situations. Therefore, security personnel should have basic knowledge of laws concerning private security.

Offences:
Offence or crime is the violation of a law. There are two types of offences:

a. Cognizable Offence means a police officer has the authority to arrest a person without a warrant. The police can also start an investigation with or without the permission of a court.
b. Non Cognizable Offence is that for which a police officer needs a warrant from the court to arrest a person.

In India, Indian Penal Code (IPC) is the main criminal code that defines various offences and their punishments. It was drafted in 1860. IPC is applicable to the entire country, except in the state of Jammu and Kashmir which has its separate criminal code - the Ranbir Penal Code.

As a security personnel one should be conversant with important sections of IPC, which are related to private guarding.

Let us now discuss about important sections of Indian Penal Code.

Refer to Participant Handbook (Pg-112) to explain the participant in detail about the sections given above.
The Code of Criminal Procedure- 1973 (Cr PC) is an act/legislation on the procedure of administration of criminal law in India. It came into force in 1974 and extends to the entire country, except Jammu and Kashmir. The provisions of this code do not apply to the State of Nagaland and certain tribal areas, designated by the government. It provides guidelines for the investigation of crime, apprehension of suspected criminals, collection of evidence, determination of guilt or innocence and deter¬mination of punishment for the guilty.
CrPC categorises offences in two categories, cognisable and non-cognisable offences.
Cognisable offences are usually more serious offences than non-cognisable ones. Cognisable offences do not generally require court warrants as such offences are committed in presence of a police officer or it is evident from the evidences and the crime scene.
Now that we know about CrPC, let us discuss about important provisions of CrPC.

Let us conclude the session by sharing with the participants about FIR, Summons and Warrants.

For an offence to be acted upon by the police, it must be reported to them. Security guards can play an important role in reducing crime if they promptly report its occurrence.

What is an FIR?
FIR stands for First Information Report. It is the information recorded by the police officer on duty, given either by the aggrieved person or any other person about the commission of an alleged offence. The police commence its investi¬gation based on the FIR.

Who can file an FIR?
Any person can file an FIR. He/She need not be the aggrieved party to file a FIR.
Refer to Participant Handbook (Pg-114) to explain the participants in detail about FIR, Summons and Warrants.

What is a Summon?
A summon is a court order to an individual to before it. Summon may be issued for both criminal and civil cases. A security guard may receive a summon if he/she is involved in a case as a witness or complainant.
3.1.13 Do
Tell the participants to get ready for an activity which would energise them.

3.1.14 Activity
Ask the class to study the important provisions of IPC and CrPC.
Ask questions from the class
Felicitate student who gives maximum correct answers.

<table>
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<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
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<tbody>
<tr>
<td>Self Study and Quiz</td>
<td>1 hr</td>
<td>Participant Handbook</td>
</tr>
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</table>

3.1.15 Notes for Facilitation
- Ask the participants if they have any questions
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of participants.
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question.

Unit Objectives
At the end of this unit, students will be able to:

- Understand the applicable provisions of Private Security Agencies (Regulation) Act - 2005 (PSARA)
- Understand the applicable provisions of Private Security Agencies Central Model Rules – 2006

3.2.1 Note
This session helps the participant become familiar with Private Security Agencies (Regulation) Act – 2005 and Private Security Agencies Central Model Rules - 2006.

3.2.2 Say
Good morning and a very warm welcome to this training program ‘Unarmed Security Guard’. Before we begin this session let us have a quick recap of the previous session.

3.2.3 Do
1. Begin with revising the things explained in previous session. Ask the following questions
   - What is an offence?
   - What is the Article 3 of Universal Declaration of Human Rights pertaining to?
   - What is the normal duration of an arms licence?
   - Enumerate any three acts or behaviour which tantamount to sexual harassment at workplace.
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session.

3.2.4 Say
Let us now discuss in detail about important provisions of PSARA and Private Security Agencies Central Model Rules – 2006.

3.2.5 Do
Share with the participants about important provisions of PSARA and Private Security Agencies Central Model Rules – 2006 by referring to pg 66-69.
3.2.6 Activity

Ask the participants to refer to participant handbook and study in detail about important provisions of PSARA and Private Security Agencies Central Model Rules – 2006, so that when they are asked question regarding it they are able to answer it.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
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</thead>
<tbody>
<tr>
<td>Self Study</td>
<td>1 hr</td>
<td>Small writing pads, pens, participant handbook</td>
</tr>
</tbody>
</table>

3.2.7 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of participants.
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question.
UNIT 3.3: Rules Concerning Employment of Private Security Personnel

Unit Objectives

At the end of this unit, students will be able to:

- Understand the applicable provisions of Employees’ Provident Fund Act-1952
- Understand the applicable provisions of Employees’ State Insurance Scheme
- Understand the applicable provisions of the Minimum Wages Rules

3.3.1 Note

This is the seventeenth session of the program which will deal with Employees’ Provident Fund Act, Employees’ State Insurance Scheme and Minimum Wages Rules.

3.3.2 Say

Good morning and a very warm welcome to this training program ‘Security Supervisor’. Before we begin with this session let us have a quick recap of the previous sessions.

3.3.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
   - Explain the applicable provisions of the PSARA-2005
   - Explain the applicable provisions of the Central Model Rules-2006
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session.

3.3.4 Say

Now let us begin with a new session which is about rules concerning employment of private security personnel. In the previous sessions we had learnt about PSARA-2005 and Central Model Rules- 2006.

3.3.5 Say

Now let us begin with a new session which is about rules concerning employment of private security personnel. In the previous sessions we had learnt about PSARA-2005 and Central Model Rules- 2006.
### 3.3.6 Do
- Share with the participants the applicable provisions of Employees’ Provident Fund Act- 1952
- Share with the participants the applicable provisions of Employees’ State Insurance Schemes
- Share with the participants the applicable provisions of Minimum Wages Rules

### 3.3.7 Elaborate
1. Employees’ Provident Fund Organisation (EPFO) operates the following three schemes:
   - Employees’ Provident Fund Scheme
   - Employees’ Pension Scheme
   - Employees’ Deposit Linked Insurance Scheme
2. Maximum wage limit for employees’ provident fund is Rs15000 per month. An employee contributes 12% of his/her basic wage towards employees’ provident fund, whereas the employer contributes 13.61% of the basic wages.
3. Employees’ State Insurance Scheme provides medical cover to the employees and their families. An employee contributes 1.75% of his/her basic wages towards this scheme, whereas the employer contributes 4.75%.
4. Minimum Wages Rules safeguard a worker from exploitation from the employer. All workers will be paid their wages either on seventh or tenth day of the month, depending upon the strength of the company.

### 3.3.8 Do
- Ask the participants to get ready for a quiz

### 3.3.9 Activity
- Ask the class to study the applicable provisions
- Ask questions from the class
- Felicitate the student who gives maximum right answers

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<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
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<tbody>
<tr>
<td>Self Study and Quiz</td>
<td>1 hr</td>
<td>Participant Handbook, Pen, Paper</td>
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</tbody>
</table>

### 3.3.10 Notes for Facilitation
- Ask the participants if they have any questions
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of participants.
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question.
UNIT 3.4: Procedure for Joining in the Investigations and Giving Statement in the Court

Unit Objectives
At the end of this unit, students will be able to:

- Understand the process of internal and police investigations
- Understand the process of appearing before court of law as witness
- Understand the requirement of information/details to support investigations

3.4.1 Note
This unit talks about procedure for joining in the investigation and giving statement in the court.

3.4.2 Say
Good morning and a very warm welcome to this training program ‘Unarmed Security Guard’. Before we begin this session let us have a quick recap of the previous session.

3.4.3 Do
1. Begin with revising the things explained in previous session. Ask the following questions
   - Which are schemes that are operated under the Employee Provident Fund Organisation?
   - What is the maximum wage limit for EPF?
   - What is the rate of contribution under the EPF?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session.

3.4.4 Say
Now let us begin with a new session which is about the following
- Investigation
- Appearing in the court as witness
- Confidentiality
3.4.5 Elaborate

Investigation:
Process of investigation starts with an order from an appropriate authority in the organisation, giving out the following details:

- Purpose of investigation
- Composition of investigating team
- Date, time and place of commencement of investigation
- Date of submission of investigation report
- Name and designation ordering the investigation

Appearing in the court as witness
Actions on receiving summon: On receiving the court summon, you should take the following actions:-

- Inform your senior about the summon, who in turn will inform HR dept or legal department of the organisation.
- Prepare a draft statement based on facts and figures of the incident/accident/mishap.
- If you need certain document or other material to support your statement inform your senior, who in turn will inform the concerned department.
- Consult the legal department of the organisation, in case of doubt.
- On the due date report to prosecution or defence lawyer as the case may be.
- Appear before the court as guided by the lawyer.
- Record your statement and present desired information in the court.
- Sign the statement after reading it.

Refer to participant handbook (Pg-75-76) to study in detail about Investigation, appearing in the court as witness and confidentiality.

3.4.6 Activity

Ask the participants to get in pairs and about investigation, appearing in the court as witness and confidentiality. Tell them to represent this concept in front of the class in the form of presentation.

<table>
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<tr>
<th>Skill Practice</th>
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<th>Resources</th>
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<tbody>
<tr>
<td>Group Discussion</td>
<td>1 hr</td>
<td>Small writing pads, pens, participant handbook</td>
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</table>

3.4.7 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of participants.
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question.
4. Provide Private Guarding Services to People, Property, Premise

Unit 4.1 – Guarding, Observation, Briefing, Patrolling And Search Operations
Unit 4.2 – Guarding People, Property And Premises
Unit 4.3 – Security, Communication And Personal Protective Equipment
And Security Systems Used For Private Security
Unit 4.4 – Documentation
At the end of this module, you will be able to:

1. Understand and carry out guarding, observation, briefing, patrolling and search operations.
2. Understand process of guarding people, property and premises.
3. Understand security, communication and personal protective equipment and security systems used for private security.
4. Understand need for documentation.
5. Familiarise with procedure of reporting incidents.
6. Recognise and fill different registers/log books/note books.
UNIT 4.1: Guarding, Observation, Briefing, Patrolling And Search Operations

Unit Objectives

At the end of this unit, students will be able to:

- Understand and carry out guarding, observation, briefing, patrolling and search operations

4.1.1 Note

This unit talks about guarding, observation, briefing, patrolling and search operations.

4.1.2 Say

Good morning and a very warm welcome to this training program ‘Unarmed Security Guard’. Before we begin this session let us have a quick recap of the previous session.

4.1.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
   - Enumerate the documents that may be sought by the court.
   - What do you understand by defence witness?
   - What actions would you take after receiving the court summon?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

4.1.4 Say

Guarding is an activity performed by a private security guard to protect designated person or property or premises from risk and threat.

Guarding can be visible or invisible. It could be individual or collective activity. It could be unarmed or armed. Guarding can be assisted by equipment, such as, binoculars and surveillance systems – sensors, alarms and CCTV. It is performed from a security post or a watch tower or a control room.

4.1.5 Do

Share with the participants about process of guarding and observation.
### 4.1.6 Elaborate

The process of guarding involves the following steps:
- Observe
- Identify
- Warn
- Respond

The process of observation involves the following steps:
- Notice
- Interpret
- Recall

Refer to participant handbook (Pg-81-82) to explain the process of guarding and observation.

### 4.1.7 Activity

Divide the class into four groups. Allot each group with a different area in which they would carry out the guarding and perform observation.

Ask the participants to carry out the service efficiently.

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<tr>
<th>Skill Practice</th>
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<tr>
<td>Skill Practical</td>
<td>4 hr</td>
<td>Small writing pads, pens, participant handbook</td>
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### 4.1.8 Say

Patrolling is a regular visit to an area by guards or police to keep watch.

Patrolling is an important function in private security. We have mines, refineries, pipelines, airports, sea ports, container depots, power plants, etc., which occupy large areas. In order to maintain security patrolling by security personnel is carried out. Patrolling is also done in smaller establishments such as factories, malls, residential colonies, and multi-storied complexes.

### 4.1.9 Do

Share with the participants about the following by referring to participant handbook (Pg 83-86):
- Purpose of patrolling
- Types of patrolling
- Patrol equipments
- Area Search
4.1.10 Activity

Divide the class into four groups. Allot each group with a different area in which they would carry out the patrolling service.

Ask the participants to carry out the patrolling service efficiently.

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<tr>
<td>Skill Practical</td>
<td>4 hr</td>
<td>Small writing pads, pens, participant handbook</td>
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</table>

4.1.11 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question
UNIT 4.2: Guarding People, Property And Premises

Unit Objectives
At the end of this unit, students will be able to:
- Understand process of guarding people, property and premises.

4.2.1 Note
This unit talks about guarding people, property and premises.

4.2.2 Say
Good morning and a very warm welcome to this training program ‘Unarmed Security Guard’. Before we begin this session let us have a quick recap of the previous session.

4.2.3 Do
1. Begin with revising the things explained in previous session. Ask the following questions
   - What do you understand by term ‘Recall’ in the process of observation?
   - Describe strip method of search.
   - Enumerate the duties of an Unarmed Security Guard.
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

4.2.4 Say
One of the most important tasks of private security personnel is to guard people, property and premises. We see security guards, both men and women guarding various types of property and premises.

4.2.5 Do
Share with the participants about
- People, property and premise
- Process of guarding
4.2.6 Elaborate

a. **People:** Many types of people – men, women, elderly and children visit the premises, where security personnel are deployed. You must have noticed that places like schools, railway stations, cinema hall, malls, offices, banks, tourist spots, residential colonies, factories, etc. are visited by more number of people. In any organisation, visiting people can be categorised as under: Staff, workers and residents

- Regular visitors such as contractors, vendors, facility staff, etc.
- Visitors
- Government officials
- Local population

b. **Property:** Property entrusted to the care of security personnel is of many types. It could be ‘movable’ like vehicle, fridge, television, machinery, etc. or ‘immovable’ such as a plot of land, house, heavy machinery, etc. Owner of the property normally makes arrangements such as boundary wall, gates, lights, locks, CCTV, etc. to secure the property, before handing it over to security personnel.

c. **Premises:** Take a walk through any road in your city, you will come across many types of premises – houses, offices, public places, high rise buildings, schools, etc., which are secured by a variety of ways like, boundary wall, wire fence, gates, security post, watch tower, etc. Similarly, there are large premises like mines, refineries, airports, sea ports, railway stations and yards, container yards, etc., where private security personnel are involved in security.

Refer to participant handbook (Pg-89) to explain about the process of guarding.

4.2.7 Activity

- Divide the entire class into 3 groups. One group will guard people, second group will guard property and third group will guard premise.
- Tell them to prepare a role play each demonstrating how to do each activity effectively.
- When one group is performing ask the rest of the class to observe and give their feedback on things done well.
- Close each role play after reiterating best practices.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
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<tbody>
<tr>
<td>Role Play</td>
<td>3 hrs</td>
<td>Small writing pads, pens, participant handbook</td>
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4.2.8 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question
UNIT 4.3: Security, Communication And Personal Protective Equipment And Security Systems Used For Private Security

Unit Objectives

At the end of this unit, students will be able to:

- Understand security, communication and personal protective equipment and security systems used for private security

4.3.1 Note

This unit talks about security, communication and personal protective equipment and security systems used for private security.

4.3.2 Say

Good morning and a very warm welcome to this training program ‘Unarmed Security Guard’. Before we begin this session let us have a quick recap of the previous session.

4.3.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
   - Enumerate the people who normally visit a premise.
   - Enumerate the process of guarding.
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

4.3.4 Say

Security personnel use a wide array of equipment for performance of their duties. The equipment and systems may be fixed installations like walls, fencings and surveillance cameras, or portable like hand held metal detectors and under chassis scanning mirrors. The equipment being used is becoming increasingly sophisticated and a number of equipment requires specialists for their handling.

4.3.5 Elaborate

- Share the broad categories of the basic security systems around these:
  - Boundary Wall
  - Fencing
To manage an emergency effectively, an Unarmed Security Guard should have adequate training. There are many types of emergency that can happen in a premise, such as violence, accident, fire, medical emergency, etc. Each emergency would require expert help to deal with, but a security guard should be able to react to situation, provide help and call for emergency services.

An Unarmed Security Guard should be familiar with the following, for an effective emergency management:-

- Layout of the premise
- Location of lifts, staircases, refuse area, assembly area
- Evacuation plan of the premise and floors
- Location of control room

Refer to participant handbook (Pg-90-95) to explain about the points mentioned above in detail.
4.3.9 Activity

Ask the participants to refer to participant handbook and study in detail about security and safety equipments and emergency management, so that when they are asked question regarding it they are able to answer it.

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<th>Skill Practice</th>
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<tr>
<td>Self Study</td>
<td>1 hr</td>
<td>Small writing pads, pens, participant handbook</td>
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</table>

4.3.10 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question
UNIT 4.4: Documentation

Unit Objectives

At the end of this unit, students will be able to:

- Understand need for documentation
- Familiarise with procedure of reporting incidents
- Recognise and fill different registers/log books/note books

4.4.1 Note

This unit talks about documentation process.

4.4.2 Say

Good morning and a very warm welcome to this training program ‘Unarmed Security Guard’. Before we begin this session let us have a quick recap of the previous session.

4.4.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
   - Enumerate the security equipment found in premises.
   - What are the parts of a two-way communication radio set?
   - How would you ensure proper functioning of security and safety equipment under your charge?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

4.4.4 Say

Documentation is one the most crucial aspects of every job. By completing documents it is ensured that details of every transaction/event/incident are recorded and can be accessed when required.

Security is a 365 days function and is carried out by security personnel whose posts/duties/timings etc. keep changing. Due to limitations of human memory, it is very difficult to remember each transaction and its details. In order to keep a record of all the transactions, routine or special, security maintains and updates different types of registers. Also, as the job of security personnel is very dynamic, he comes across volumes of information while performing duty. The importance of this information varies with time and situation.
4.4.5 Do

- Share with the participants about the need of maintaining register.
- Discuss with them about notebook entries and incident reporting.

4.4.6 Elaborate

The need for maintaining registers is explained below:

- To keep a record of transactions carried out
- To maintain order and uniformity in recording details
- A register is a documentary proof of a transaction carried out
- Gives a consolidated summary of a particular kind of transaction in a given period
- Can be used as a legal document
- Details of a past event can be retrieved whenever required
- To provide statistics of daily/monthly movement of men/material
- To maintain proper records of an incident on a day for future reference

Refer to participant handbook (Pg-99-101) to discuss about the key aspects which should be kept in mind while maintaining a register and the things which a notebook entries and incident reporting should contain.

4.4.7 Activity

Ask the participants to practice:

1. Effectively maintaining and fill registers/notebooks.
2. Filling registers and incident reporting notebooks.

<table>
<thead>
<tr>
<th>Skill Practice</th>
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<tr>
<td>Skill Practical</td>
<td>1 hr</td>
<td>Small writing pads, pens, participant handbook</td>
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4.4.8 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question
5. Access Control

Unit 5.1 – Access Control
Unit 5.2 – Identification and Authorization Papers
Key Learning Outcomes

At the end of this module, you will be able to:
1. Understand Access Control
2. Recognize different access control systems
3. Use access control equipment
4. Control entry and exit from premises
5. Manage visitors
6. Check and identify required documents for entry and exit of people
7. Check and identify required documents for entry and exit of material
8. Receive and check mails and couriers
UNIT 5.1: Assess Control

Unit Objectives

At the end of this unit, students will be able to:

- Understand Access Control
- Recognize different access control systems
- Use access control equipment
- Control entry and exit from premises
- Manage visitors

5.1.1 Note

This unit talks about access control.

5.1.2 Say

Good morning and a very warm welcome to this training program ‘Unarmed Security Guard’. Before we begin this session let us have a quick recap of the previous session.

5.1.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
   - List down the importance of maintaining a register.
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

5.1.4 Say

Access control is similar to what your parents do to secure your home. Your house lock may have three keys, one each for your father, mother and you. This makes sure that you have the access and denies access to anyone without a key. An access control system determines who is allowed to enter or exit from premises. It is achieved in many ways. Oldest method of access control is the use of locks and keys. Normally, people post guard or a receptionist to exercise access control. Nowadays, technology is being used to achieve efficient and foolproof access control. A good access control system has technological as well as human interface. An effective access control system determines:

- Who (person/material/vehicle) is allowed to enter or exit
5.1.5 Do  
Share with the participants about access control equipments.

5.1.6 Elaborate  
Access Control through Physical Means  
- Gates and doors  
- Perimeter Security - Boundary wall / Wire fence / Barriers and bollards  
Access Control through Electronic means  
- Biometric system attached to doors, turnstile gates, etc.  
- Sensors and Alarms  
- CCTV Surveillance System  
Refer to participant handbook (Pg 105-107) to explain about access control equipments, in detail

5.1.7 Activity  
Ask them to get into groups and prepare charts on access control equipments. The best chart will be pinned up on the board in order to encourage passive learning.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chart Making</td>
<td>2 hrs</td>
<td>Small writing pads, pens, participant handbook, chart paper, pencil, colour pencils, scale, eraser</td>
</tr>
</tbody>
</table>

5.1.8 Do  
Share with the participants about the following by referring to participant handbook (Pg 108-109).  
- Vehicle entry.  
- Situation faced during access control

5.1.9 Activity  
Ask the participants to get in pairs and discuss about situations which they will have to face during access control. Tell them to note down few points and share it with the class.
### Skill Practice Time Resources

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Discussion</td>
<td>2 hrs</td>
<td>Small writing pads, pens, participant handbook</td>
</tr>
</tbody>
</table>

### 5.1.10 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question
UNIT 5.2: Identification and Authorization Papers

Unit Objectives
At the end of this unit, students will be able to:

- Check and identify required documents for entry and exit of people
- Check and identify required documents for entry and exit of material
- Receive and check mails and couriers

5.2.1 Note
This unit talks about the process of identification and authorization.

5.2.2 Say
Good morning and a very warm welcome to this training program ‘Unarmed Security Guard’. Before we begin this session let us have a quick recap of the previous session.

5.2.3 Do
1. Begin with revising the things explained in previous session. Ask the following questions
   - What are the electronic mean that are used in access control?
   - Enumerate the types of visitors that you may receive in your premise.
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

5.2.4 Say
Visitors to a facility are required to prove their identity. Commonly used identity papers for proving identity are as under:

- Identity card issued by company for its staff and workers
- Identity card issued by other organizations
- Aadhar card, voter ID card, PAN card, etc.
- Driving license
5.2.5 Do ✅

- Share with the participants about the document required for material movement
- Discuss with them about postal mails and couriers

5.2.6 Elaborate

Documents for material movement include:
- Gate Pass, Invoice, Purchase Order, Delivery Challan
- Authorisation regarding movement of Stores and Machinery

Unarmed Security Guard shall organize this task in the following manner:
- Receiving mails and couriers
- Suspicious letters and parcels

Refer to participant handbook (Pg 111-116) to explain about the points mentioned above, in detail.

5.2.7 Activity

- Divide the class into 4 groups.
- They will do a role play demonstrating how to do prepare, collect and verify passes and permits for people, vehicles entering/exiting the premises highlighting the criteria and factors that must be checked.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role Play</td>
<td>3 hr</td>
<td>Small writing pads, pens, participant handbook</td>
</tr>
</tbody>
</table>

5.2.8 Do ✅

Share with the participants about important aspects of key control by referring to participant handbook (Pg-117).

5.2.9 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question
6. Carry out Screening and Search to Maintain Security
6. Carry out Screening and Search to Maintain Security

Unit 6.1 – Screen and Search People and Material Passing Through the Area of Control
Unit 6.2 – Screen and Search Vehicles Passing Through the Area of Control
Key Learning Outcomes

At the end of this module, you will be able to:

1. Understand and carry out screen and search operations on people and material
UNIT 6.1: Screen and Search People and Material Passing Through the Area of Control

Unit Objectives
At the end of this unit, students will be able to:

- Understand and carry out screen and search operations on people and material

6.1.1 Note
This unit talks about searching and screening people and material who pass through the area of control.

6.1.2 Say
Good morning and a very warm welcome to this training program ‘Unarmed Security Guard’. Before we begin this session let us have a quick recap of the previous session.

6.1.3 Do
1. Begin with revising the things explained in previous session. Ask the following questions
   - What are common indications that will suggest that the parcel being delivered to you may be a letter bomb?
   - Why is it necessary to obtain the signature of the official whom a visitor has paid a visit to?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

6.1.4 Say
Let us start the discussion with personal search.

Personal search is a sensitive issue. It needs training of security personnel and their awareness about personal issues and sensitivities. A senior security staff should be detailed to oversee such operation.

Certain sensitive/ important establishments like government mints, strong rooms storing currency, bullion, gems and jewellery, ammunition stores, currency printing press, pharmaceutical companies etc. have stringent policies for rigorous checking and searching of their employees.
6.1.5 Ask

Ask the participants have they ever seen frisking being carried out. If yes, ask them what are the steps followed during frisking. List down the points they share on the flip chart/whiteboard and link it with the points given in the participant handbook in order to create an interactive session.

6.1.6 Do

Share with the participants about frisking procedure.

6.1.7 Elaborate

Refer to participant handbook (Pg 123-124) to explain the participants about

- Procedure of frisking
- Possible hiding places of male
- Possible hiding places of female

6.1.8 Activity

Take the participants to a mall or a hotel and ask them to perform frisking under a trained guard. The search of females and their belongings must be carried out by females only.

Ask them to perform search of security staff when they leave after duty hours.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill Practical-Frisking</td>
<td>3 hr</td>
<td>Search equipments</td>
</tr>
</tbody>
</table>

6.1.9 Do

Share with the participants about

- Baggage and material search
- Types of search

6.1.10 Elaborate

Types of search are as under:

- Routine search
- Selective search
- Intelligence-based search

Refer to participant handbook (Pg 124-125) to discuss about baggage and material search.
### 6.1.11 Activity

Give the participants some time to study about types of search so that when they are asked questions regarding it, they are able to answer it properly.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Study</td>
<td>2 hr</td>
<td>Small writing pads, pens, participant handbook</td>
</tr>
</tbody>
</table>

### 6.1.12 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question
UNIT 6.2: Screen and Search Vehicles Passing Through the Area of Control

Unit Objectives
At the end of this unit, students will be able to:
- Understand and carry out screen and search operations on people and material

6.2.1 Note
This unit talks about searching and screening vehicles passing through the area of control.

6.2.2 Say
Good morning and a very warm welcome to this training program ‘Unarmed Security Guard’. Before we begin this session let us have a quick recap of the previous session.

6.2.3 Do
1. Begin with revising the things explained in previous session. Ask the following questions
   - Why is it necessary to search visitors and material entering or leaving a premise?
   - What are the types of searches?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

6.2.4 Say
Let us discuss about vehicle search.
Vehicles can be a security threat as these can be used to hide stolen material or to carry unauthorised material like explosives/arms/ammunition into a premise. There are many places in vehicle where cavities can be made to hide things. Hence, it is important to carry out vehicle search.

6.2.5 Elaborate
Vehicle search can be of two types:
- External Search
- Internal Search
Refer to participant handbook (Pg- 127) to explain about vehicle search.
6.2.6 **Activity**

Take the participants to a parking area and ask each participant to carry out vehicle search by following the steps given in the participant handbook. The vehicle may be a car, truck or a bike.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vehicle Search</td>
<td>2 hrs</td>
<td>Vehicles</td>
</tr>
</tbody>
</table>

6.2.7 **Do**

Share with the participant about equipments used in search.

6.2.8 **Elaborate**

Some commonly used equipment used in vehicle/personnel search are:
- Hand Held Metal Detector (HHMD) (for personnel search)
- Door Frame Metal Detector (DFMD) (for personnel search)
- X-ray scanner (baggage/luggage search)
- Vehicle X-ray scanner (cargo search)
- Under Vehicle Search Mirror
- Under vehicle surveillance system

6.2.9 **Activity**

Take the participants to a movie hall or a mall and ask them to observe how screening is done and then tell them to pair themselves and perform screening on each other by using the appropriate equipment.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Visit</td>
<td>4 hrs</td>
<td>Metal detector, X-Ray Machine</td>
</tr>
</tbody>
</table>

6.2.10 **Notes for Facilitation**

- Ask the participants if they have any questions
- Encourage other participants to answer it and to encourage peer learning in the class
- Clarify all doubts of participants.
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question
7. Parking Control

Unit 7.1 – Parking Control
Key Learning Outcomes

At the end of this module, you will be able to:
1. Understand need for parking control
2. Understand methods of effective parking
3. Familiarise with parking equipment
UNIT 7.1: Parking Control

Unit Objectives

At the end of this unit, students will be able to:

- Understand need for parking control
- Understand methods of effective parking
- Familiarise with parking equipment

7.1.1 Note

This unit talks about essentials of parking control.

7.1.2 Say

Good morning and a very warm welcome to this training program ‘Unarmed Security Guard’. Before we begin this session let us have a quick recap of the previous session.

7.1.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
   - What is the purpose of vehicle signs at IN and OUT gate?
   - List down the possible hiding places on a person.
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

7.1.4 Say

Now let us begin with a new session which is about essentials of parking control. In the previous sessions we have had a clear understanding about personal and vehicle search; now we will talk about essentials of parking control.

7.1.5 Say

There is a defined traffic plan for every premise. A security guard should be fully familiar with the traffic plan of a premise as it:
Signs form a vital and integral part of the traffic and parking system for the safety of the road users. As per IRC (Indian Roads Congress) road signs are for indications on the road. The road signs are categorized into 3 types:

1. Mandatory signs or regulatory signs
2. Cautionary or warning or precautionary signs
3. Informatory signs

Refer to participant handbook (Pg-134-135) to study in detail about different signs.

Let us now move further and talk about different signs.

Ask them can they identify the signs. If yes, provide them with few signs and ask them to identify it.

Share with the participants about parking area and conditions.

Collect all the traffic and parking signs and ask the participants to identify the signs. The person who gives maximum correct answers will be awarded with a gift hamper.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification</td>
<td>3 hrs</td>
<td>Parking signs</td>
</tr>
</tbody>
</table>
Let us now discuss about
- Vehicle categories
- Effective parking
- Equipments used in parking
- Vehicle number plates

Effective parking

Effective parking control can be achieved by a guard by:
- Allowing entry to one vehicle at a time.
- Maintaining record of entry.
- Providing parking tickets/receipts to every vehicle.
- Parking vehicles in their designated spots (spots for two-wheelers, cars, commercial vehicles).
- Using hand signals or parking signs to assist in parking.
- Conducting search of every vehicle entering the premise.
- Periodical patrolling in parking area.
- Separate parking of employees/residents and visitors.

Let us move further and discuss about hand signals.

Share with the participants about hand signals by referring to participant handbook (Pg-136).

Divide the class into four groups and ask each group to make a chart on different hand signs used during traffic control. The best chart will be pinned up on the board in order to encourage passive learning.
• Assistance to disabled persons to park their vehicles in ‘parking for disabled’ area.

**Vehicle Categories**

In parking areas, there are different spots designated for parking of different type of vehicles. The common categories of vehicles in a parking area are:

- Cars (sedans, hatchbacks)
- SUVs (jeeps, MUV)
- Vans
- Commercial vehicles (goods vehicles)
- Two/ three wheelers (motorcycles, scooters, auto rickshaws)
- Heavy vehicles (trucks)

Refer to participant handbook (Pg-137-138) to study in detail about equipments used in parking and vehicle number plates.

### 7.1.16 Activity

Give the participants some time to study about effective parking and types of equipments used in parking so that when they are asked questions regarding it, they are able to answer it properly.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Study</td>
<td>1 hr</td>
<td>Participant handbook, Note Pad, Pen</td>
</tr>
</tbody>
</table>

### 7.1.17 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question
8. Security Escort

Unit 8.1 – Security Escort
Key Learning Outcomes

At the end of this module, you will be able to:
1. Understand need and importance for security escorts
2. Perform vehicular escort duties effectively
UNIT 8.1: Security Escort

Unit Objectives

At the end of this unit, students will be able to:

- Understand need and importance for security escorts
- Perform vehicular escort duties effectively

8.1.1 Note

This unit talks about fundamentals of security escort. Explain the participants about the fundamentals in a proper manner.

8.1.2 Say

Good morning and a very warm welcome to this training program ‘Unarmed Security Guard’. Before we begin this session let us have a quick recap of the previous session.

8.1.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
   - What are the equipments used for controlling the traffic?
   - What are the risks and threats faced during parking?
   - List down the different signs used during controlling the traffic.
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

8.1.4 Say

Now let us begin with a new session which is about fundamentals of security escort. In the previous sessions we have had a clear understanding about parking control; now we will talk about fundamentals of security escort.

8.1.5 Say

Security escort is a service provided by security agencies to provide security to private/institutional/public vehicles. In this service a security guard accompanies the vehicle/vehicles to be escorted from the starting point to its destination and vice versa. Security escorts are common for school buses, BPO cabs (taxis) and VIPs/celebrities. It is the transport/vehicular escort’s responsibility to escort the person/persons being escorted in safe, comfortable, and timely manner. Let us discuss about escort duties and readiness.
8.1.6 Do ✔️
Share with participants about escort duties and readiness.

8.1.7 Elaborate 🌼
The responsibilities of a guard on escort duties can be divided in three main categories:
- Before transit
- During transit
- After transit
Refer to participant handbook (Pg-143-144) to explain about escort duties and readiness in detail.

8.1.8 Activity 🤝
Ask the participants to get in groups of four and discuss about three main categories of escort duties. Ask them to make notes about the same and present it in front of the class.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Discussion</td>
<td>2 hr</td>
<td>Participant handbook, Note Pad, Pen</td>
</tr>
</tbody>
</table>

8.1.9 Say 🚀
Let us discuss about responsibility of the guard performing school escort duties.

8.1.10 Do ✔️
Share with the participants about responsibility of the guard performing school escort duties.

8.1.11 Elaborate 🌼
Responsibility of the guard performing school escort duties:
- Read and understand guidelines/code of conduct specified by the school management.
- Dress appropriately for the job and wear specified identification provided by the employer.
- Work as a team with the driver.
- Assist children on and off the vehicle as required.
- Avoid physical contact with children and do not use the language and behaviour that is offensive and threatening.
- Treat children in a manner appropriate to their age.
• Follow the procedure for handing over the children at the schools.
• Maintain confidentiality for information of all students you escort.
• Ensure children board and alight safely.
• Do not allow children to open and close the doors.
• Do not allow children to play pranks or gesticulate at passing vehicles or persons.
• In case of repeated misbehaviour by any child, report the matter to your supervisor.
• In case of a break down, call the control room. Never leave children unattended.

8.1.13 Elaborate

Route Planning
One of the most important components of any transit is the route the vehicle is going to follow. An escort’s duty is to ensure that he is taking the passengers from appropriate and safe route.

Passenger and public safety
When the vehicle is on the move, the foremost duty of an escort is to ensure not only passengers’ safety but the general public safety as well. For this he must:
• Ensure that all the passengers are wearing seat-belts.
• The car is properly locked.
• The vehicle is not over loaded and everyone is comfortably seated.
• The passengers are not fighting and are not harming each other by any means.
• The driver is doing sane driving, not applying abrupt brakes or driving rash.
• Ensure their safety from any anti-social elements which may try to harm the vehicle or people inside.

Refer to participant handbook (Pg-146-147) to explain about things to keep in mind while route planning and the importance of passenger and public safety.

8.1.14 Activity

Give the participants some time to study about things to keep in mind while route planning and the importance of passenger and public safety so that when they are asked questions regarding it, they are able to answer it properly.
### 8.1.15 Do

Share with the participants about risk and emergencies which can be encountered by a guard during escort duty by referring to participant handbook (Pg -147-149).

### 8.1.16 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question
9. Health and Safety

- Unit 9.1 – Health
- Unit 9.2 – Outdoor Training
- Unit 9.3 – Fire Safety
- Unit 9.4 – First Aid and CPR
- Unit 9.5 – HIV and AIDS
At the end of this module, you will be able to:

1. Understand personal health and hygiene
2. Live a healthy and hygienic life
3. Understand the need for being physically fit and train to be physically fit
4. Take part in physical fitness exercises
5. Follow and understand code of conduct for security guards
6. Assemble/fall in, salute and march and wearing correct uniform
7. Get familiar with endurance and its need
8. Take part in endurance practice
9. Understand importance of fire safety
10. Recognise various methods of fire control
11. Effectively perform fire control using correct equipments and precautions
12. Understand Importance of First Aid and CPR
13. Know about common injuries/illness
14. Perform first aid for common injuries and administer CPR effectively
15. Understand HIV and AIDS
16. Know precautions to be taken to stay away from HIV
UNIT 9.1: Health

Unit Objectives
At the end of this unit, students will be able to:

- Understand personal health and hygiene
- Live a healthy and hygienic life

9.1.1 Note
This unit talks about Health and Hygiene.

9.1.2 Say
Good morning and a very warm welcome to this training program ‘Unarmed Security Guard’. Before we begin this session let us have a quick recap of the previous session.

9.1.3 Do
1. Begin with revising the things explained in previous session. Ask the following questions
   - What are the things to be kept in mind by the guard while performing school escort duties?
   - What do you understand by route planning?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

9.1.4 Say
Now let us begin with a new session which is about health and hygiene. In the previous sessions we have had a clear understanding about security escort; now we will talk about health and hygiene.

9.1.5 Say
Let us talk about personal health and hygiene and things to avoid to remain healthy.
9.1.6 Do

Share with the participants about personal health and hygiene and things to avoid to remain healthy.

9.1.7 Elaborate

Everyone is familiar with an old saying. ‘Health is wealth’. Without health, there is no use of money or comforts. A tough job like security guard’s requires one to be in perfect health. Good health is achieved by following certain principles of hygiene, physical activity and cleanliness. Certain hygienic practices to be followed are:

a. Taking a bath daily.
b. Brushing teeth daily.
c. Wearing neat and tidy clothes.
d. Washing hands before and after eating.
e. Keeping your home clean.
f. Keeping your nails short.
g. Avoiding habits like smoking, drinking alcohol and eating tobacco.

Refer to Participant Handbook (Pg-153-154) to explain the participant in detail about personal health and hygiene and things to avoid.

9.1.8 Activity

Ask the participants to refer to Participant Handbook and study in detail about personal health and hygiene and things to avoid, so that when they are asked question regarding it they are able to answer it.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Study</td>
<td>1 hr</td>
<td>Participant handbook, Note Pad, Pen</td>
</tr>
</tbody>
</table>

9.1.9 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question
UNIT 9.2: Outdoor Training

Unit Objectives
At the end of this unit, students will be able to:
- Understand the need for being physically fit and train to be physically fit
- Take part in physical fitness exercises
- Follow and understand code of conduct for security guards
- Assemble/fall in, salute and march and wearing correct uniform
- Get familiar with endurance and its need
- Take part in endurance practice

9.2.1 Note
This unit talks about Outdoor Training.

9.2.2 Say
Good morning and a very warm welcome to this training program ‘Unarmed Security Guard’. Before we begin this session let us have a quick recap of the previous session.

9.2.3 Do
1. Begin with revising the things explained in previous session. Ask the following questions
   - What are the things to avoid in order to lead a healthy life?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

9.2.4 Say
Now let us begin with a new session which is about Outdoor Training. In the previous sessions we have had a clear understanding about health and hygiene; now we will talk about Outdoor Trainin

9.2.5 Do
Share with the participants about physical fitness by referring to Participant Handbook (Pg-155-156).
9.2.6 Activity

Ask each participant to perform:

a. Warm up for 10 mins
b. Running
c. Stretching exercises
d. 30 push-ups
e. 30 squats

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill Practical</td>
<td>14 hr</td>
<td>Participant handbook, Note Pad, Pen</td>
</tr>
</tbody>
</table>

9.2.7 Say

Let us discuss about drill and endurance practice.

9.2.8 Do

Share with the participants about drill and endurance practice

9.2.9 Elaborate

**Drill**

Drill comprises of a set of movements to carry out a particular move, for example, standing, marching, halting, turning, saluting, dispersing, etc. Drill movements are practiced by individuals as well as a group known as squad.

Apart from smart movements, drill is also used for simplifying complex movements in training, such as weapon handling, vehicle driving, searching, access control, etc.

A drill ground should be levelled, hard-surfaced and large enough for 20-30 trainees practice drill together as a squad.

The benefits of the drill are as under:

- Quick response from an individual or a group during an emergency.
- Easy familiarisation with organisational SOP or equipment.
- Gives self-confidence to the individuals.

**Endurance Practice**

Endurance is the quality or capacity to withstand tiredness and exhaustion. For a security guard it is an important quality as a guard has to stand or patrol while on duty. Endurance is built by certain exercises that enhance the stamina of a person:

- Free hand exercise
- 10 Push-ups
- 5 Squat-ups
Unarmed Security Guard

9.2.10 Activity

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill Practical</td>
<td>14 hr</td>
<td>Drill Ground</td>
</tr>
</tbody>
</table>

Ask each participant to follow the trainer and perform the drill exercise accordingly.

9.2.11 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question

Running
Refer to participant handbook (Pg-156-158) to study about drill in detail.
UNIT 9.3: Fire Safety

Unit Objectives

At the end of this unit, students will be able to:
- Understand importance of fire safety
- Recognise various methods of fire control
- Effectively perform fire control using correct equipments and precautions

9.3.1 Note

This unit talks about Fire Safety.

9.3.2 Say

Good morning and a very warm welcome to this training program ‘Unarmed Security Guard’. Before we begin this session let us have a quick recap of the previous session.

9.3.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
   - What do you understand by drill?
   - What are squats?
   - What do you understand by push-ups?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

9.3.4 Say

Now let us begin with a new session which is about Fire Safety. In the previous sessions we have had a clear understanding about Outdoor Training; now we will talk about Fire Safety.

9.3.5 Do

Share with the participants about types of fire and fire fighting.
9.3.6 Elaborate

Fire is one of the most common causes of the accidents in establishments. Fire is defined as a self-sustaining combustion process in which a substance (fuel) combines with oxygen in air to produce immense heat and light. Fire requires certain conditions: fuel, oxygen, heat and a chain reaction. Fires start when a flammable (or combustible) material combines with a sufficient quantity of oxygen gas and is exposed to a source of heat or a temperature above the flash point for the fuel/oxidizer mix, and is able to sustain a rate of rapid oxidation that produces a chain reaction. As four elements are required to start a fire, it is commonly known as fire tetrahedron. Fire cannot exist without all of these elements in place and in the right proportions.

Refer to Participant Handbook (Pg-159-160) to explain the participants about types of fire and fire fighting, in detail.

9.3.7 Activity

Divide the class in four groups and ask the participants to make charts on:

a. Types of fire
b. Fire fighting

The best chart will be pinned on the board in order to encourage passive learning.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chart Making</td>
<td>1 hr</td>
<td>Chart, pencil, sketch pens, scale and eraser</td>
</tr>
</tbody>
</table>

9.3.8 Say

Share with the participants about Fire Fighting Equipment.

9.3.9 Elaborate

Fire Fighting Equipments include:

a. Fire Extinguisher
b. Smoke Detectors
c. Fire Alarm System
d. Water Sprinkler System

Refer to Participant Handbook (Pg-160-162) to explain the participants about Fire Fighting Equipments, in detail.

9.3.10 Activity

Ask the participants to select one fire fighting equipments and explain about it in their own words.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Interpretation</td>
<td>1 hr</td>
<td>Pen, notepad, participant handbook</td>
</tr>
</tbody>
</table>
9.3.11 Do
Conclude the session by discussing with the participants about role of security guard in case of fire.

9.3.12 Elaborate
As a security guard, one of your duties includes prevention and control of fire. Some fire prevention methods are:

- Good housekeeping: Keep the premise free of any flammable material like fuel, cloth, garbage etc.
- Spreading awareness: Make everyone aware of fire hazards and safety.
- Conducting fire safety drills: Conduct regular fire safety drills.
- Identifying smoking zones: Clearly define smoking and non-smoking zones in the premise.
- Display of proper exit signs: Display exit and fire-exit signs in the building.
- Fire-assembly area: Clearly demarcate a fire-assembly area, in case of a fire.
- No obstruction on emergency exits: Always keep emergency exits free of any obstructions.
- Proper placement of fire extinguishers: Keep fire-extinguishers and other fire-fighting equipments at their designated places.
- Storage: Store flammable material like gas, petrol etc. securely.

9.3.13 Activity
- Ask the participant to recognise the type (class) of fire and use correct fire-fighting equipments (fire-extinguishers).
- Ask them to effectively extinguish fire using correct fire extinguisher.
- Ask them to extinguish fire using water.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill Practical</td>
<td>1 hr</td>
<td>Different types of fire extinguishers</td>
</tr>
</tbody>
</table>

9.3.14 Notes for Facilitation
- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question
UNIT 9.4: First Aid and CPR

Unit Objectives
At the end of this unit, students will be able to:

- Understand Importance of First Aid and CPR
- Know about common injuries/illness
- Perform first aid for common injuries and administer CPR effectively

9.4.1 Note
This unit talks about First Aid and CPR.

9.4.2 Say
Good morning and a very warm welcome to this training program 'Unarmed Security Guard'. Before we begin this session let us have a quick recap of the previous session.

9.4.3 Do
1. Begin with revising the things explained in previous session. Ask the following questions
   - Explain about the different fire extinguishers.
   - What is the role of a security guard in case of fire?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

9.4.4 Say
Now let us begin with a new session which is about First Aid and CPR. In the previous sessions we have had a clear understanding about Fire Safety; now we will talk about First Aid and CPR.

9.4.5 Say
First aid is the delivery of initial care for an illness or injury. It is usually performed by a non-expert, but trained personnel to a sick or injured person until medical care arrives. It generally consists of a series of simple and in some cases, potentially life-saving techniques that an individual can be trained to perform with minimal equipments.
To carry out effective First Aid, you should have basic knowledge of vital signs of a human body.
Let us discuss about these vital signs of a human body.
9.4.6 Ask
Ask the participants to list the vital signs of human body and link it with the table given in the Participant Handbook.

9.4.7 Do
Share with the participant about vital signs of a human body by referring to the Participant Handbook (Pg-164).

9.4.8 Activity
Ask the participants to refer to Participant Handbook and study in detail about vital signs of a human body, so that when they are asked question regarding it they are able to answer it.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Study</td>
<td>1 hr</td>
<td>Participant Handbook, Pen, Pencil, notebook</td>
</tr>
</tbody>
</table>

9.4.9 Say
Let us now discuss about four A's of first aid.

9.4.10 Do
a. Share with the participants about awareness
b. Share with them about assessment
c. Share with them about action
d. Share with them about aftercare
Refer to Participant Handbook (Pg-164-165) to explain the participants about four A's of first aid.

9.4.11 Say
Let us discuss with the participants about common injuries and their first aid.

9.4.12 Do
a. Share with the participants about common injuries and their first aid
b. Share with them about fracture
c. Share with them about burns
d. Discuss with them about bleeding
e. Discuss with them about heart stroke/ sun stroke
f. Share with them about signs of unconsciousness

Refer to the Participant Handbook (Pg-165-167) to explain the participants about common injuries and their first aid.

9.4.13 Activity 🌱

Divide the class in four groups and ask the participants to make a chart on common injuries and their first aid. The best chart will be pinned on the board in order to encourage passive learning.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chart Making</td>
<td>1 hr</td>
<td>Chart, pencil, sketch pens, scale and eraser</td>
</tr>
</tbody>
</table>

9.4.14 Say 🎧

Let us now discuss about ‘ABC’ of Cardio Pulmonary Resuscitation (CPR).

9.4.15 Elaborate 🌟

Cardio Pulmonary Resuscitation (CPR) is an emergency procedure, performed in an effort to manually preserve intact brain function until further measures are taken to restore spontaneous blood circulation and breathing in a person in cardiac arrest.

C: Cardio- Function of the heart
P: Pulmonary- Function of the lungs
R: Resuscitation- Revival of heart and lung actions

The primary aim of the first aider is to ensure that the victim’s medical condition is maintained and is not allowed to deteriorate till he/she is transferred to hospital. If a person stops breathing, first aider has only 3-4 minutes to revive the victim.

CPR is based on - Airway, Breathing and Compression - The 'ABC' of CPR.

Refer to Participant Handbook (Pg-167-168) to explain the participants in detail about the ‘ABC’ of CPR.

9.4.16 Activity 🎁

Ask the participants to get in pairs and discuss about the ‘ABC’ of CPR. Tell each group to note down few points and share it with the class.
9.4.17 Do
Share with the participants about how to perform CPR on adult.

9.4.18 Elaborate
Steps involved in CPR process:
- a. Check the scene for immediate danger
- b. Assess the victim's consciousness
- c. Do not check for a pulse
- d. Check for breathing
- e. Place the victim on his or her back
- f. Place the heel of one hand on the victim's breastbone
- g. Place your second hand on top of the first hand
- h. Position your body directly over your hands
- i. Perform 30 chest compressions
- j. Minimize pauses in chest compression
- k. Make sure the airway is open
- l. Give two rescue breaths (optional).
- m. Repeat the cycle of 30 chest compressions

Refer to Participant Handbook (Pg-168-170) to explain the participants in detail about steps involved in CPR process.

9.4.19 Activity
Provide the participants with dummies and ask them to perform Cardio Pulmonary Resuscitation process under supervision.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
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</thead>
<tbody>
<tr>
<td>Skill Practical</td>
<td>2 hr</td>
<td>Participant Handbook, dummies</td>
</tr>
</tbody>
</table>
9.4.20 Do
Share with the participants about dealing with casualties.

9.4.21 Elaborate
As a security guard on duty, you may come across various types of incidents and accidents, in which there will be casualties. In case you notice a casualty takes the following actions:

a. Depending up on the severity of accident, do not hesitate to call ambulance or organisation's medical staff.
b. In case casualty is trapped in a vehicle get help from others to extricate.
c. Do not forget to call fire brigade
d. Approach casualty and remove him/her from harm's way
e. Lay casualty in a safe place
f. Ascertain consciousness and breathing status of the casualty
g. Ascertain any other injury on body
h. Give first aid to casualty to revive
i. Call ambulance
j. Talk to casualty and reassure him/her
k. Do not treat a casualty, unless you are trained and confident to do it
l. Note down incident methodically and prepare a report

9.4.22 Notes for Facilitation
- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question
UNIT 9.5: HIV and AIDS

Unit Objectives

At the end of this unit, students will be able to:

- Understand HIV and AIDS
- Know precautions to be taken to stay away from HIV

9.5.1 Note

This unit talks about HIV and AIDS.

9.5.2 Say

Good morning and a very warm welcome to this training program ‘Unarmed Security Guard’. Before we begin this session let us have a quick recap of the previous session.

9.5.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
   - What do you understand by first aid?
   - b. What do you understand by CPR? Explain in detail.
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

9.5.4 Say

Now let us begin with a new session which is about HIV and AIDS. In the previous sessions we have had a clear understanding about First Aid and CPR; now we will talk about HIV and AIDS.

9.5.5 Say

AIDS (Acquired Immunodeficiency Syndrome) is caused by HIV (Human Immuno-deficiency Virus). It is the last stage of the HIV infection. AIDS is transmitted by:

a. Unprotected sexual relationships
b. Contaminated blood transfusion
c. Hypodermic needles

d. From infected mother to child

There is no cure or vaccines for AIDS so far. AIDS is not a disease like cancer or malaria, but is a condition that weakens a person’s ability to fight diseases (immune system). AIDS not only affects you, but also has a severe impact on family and friends. Even one mistake is enough to get HIV infection.

Refer to Participant Handbook (Pg. 172-173) to explain the participants about precautions to be taken in order to avoid HIV and AIDS.

**9.5.6 Activity**

Ask the participants to refer to Participant Handbook and study in detail about HIV and AIDS and its precautionary measure, so that when they are asked question regarding it they are able to answer it.

<table>
<thead>
<tr>
<th>Skill Practice</th>
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<th>Resources</th>
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<tbody>
<tr>
<td>Self Study</td>
<td>1 hr</td>
<td>Participant Handbook, pen, pencil, notepad</td>
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</table>

**9.5.7 Notes for Facilitation**

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question
10. Security in Commercial and Industrial Deployment
10. Security in Commercial and Industrial Deployment

Unit 10.1 – Security in Commercial and Industrial Deployment
Key Learning Outcomes

At the end of this module, you will be able to:

1. Understand commercial and industrial deployments
2. Familiarise with common commercial and industrial deployment domains
UNIT 10.1: Security in Commercial and Industrial Deployment

Unit Objectives

At the end of this unit, students will be able to:

- Understand commercial and industrial deployments
- Familiarise with common commercial and industrial deployment domains

10.1.1 Note

This unit talks about security in commercial and industrial deployment.

10.1.2 Say

Good morning and a very warm welcome to this training program ‘Unarmed Security Guard’. Before we begin this session let us have a quick recap of the previous session.

10.1.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
   - What are HIV and AIDS?
   - What are the precautionary measures of HIV and AIDS?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

10.1.4 Say

Now let us begin with a new session which is about security in commercial and industrial deployment. In the previous sessions we have had a clear understanding about HIV and AIDS; now we will talk about security in commercial and industrial deployment.

10.1.5 Say

Let us talk about commercial and industrial deployment.
10.1.6 Do
Share with the participants about commercial and industrial deployment.

10.1.7 Elaborate

**Industrial Deployment**
You must have visited a factory/ mill in your neighbourhood or got a chance to visit a bigger factory, such as a car manufacturing plant. What is a common feature between a factory and plant? Factory and plant employ a large number of workers and staff. Many visitors also come to these places. Industrial production takes place here. Unlike the commercial places, factory and plants have restricted entry.

The following places can be categorized as industrial establishments:

a. Factories: Workshops, mills, plants and special economic zones (SEZ)
b. Minerals: Mines, dumps and plants
c. Oil and Gas Industry: Wells, pumping stations, store tanks, pipe lines, refineries, bottling plants, oil depots
d. Maritime and Aviation Infrastructure: Sea ports, ships and airports
e. Transport and Logistics: Vehicle and container yards, depots and warehouses
f. Gems and Jewellery: Diamond polishing and jewellery manufacturing units

Refer to Participant Handbook (Pg-177-183) to explain the participant in detail about commercial and industrial deployments.

10.1.8 Activity
Ask the participants to refer to Participant Handbook and study in detail about commercial and industrial deployment, so that when they are asked question regarding it they are able to answer it.

<table>
<thead>
<tr>
<th>Skill Practice</th>
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<tr>
<td>Self Study</td>
<td>1 hrs</td>
<td>Participant Handbook, pen, pencil, notepad</td>
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</table>

10.1.9 Do

- Share with the participants about domain specific risk and threats
- Discuss with them about accidents and natural hazards

10.1.10 Elaborate

Commercial and industrial deployments have certain common risk and threats. Risks and threats can be classified as under:

- Against Body and Life
Violent behaviour, assault, kidnapping, grievous hurt, molestation, ragging, rape, murder, suicide, accidents and other hazards pose threat to body and life.

- **Against Premises**
  Trespass, intrusion, break-in, forcible entry, vandalism and defacement are some of the risks and threats that a premise may face.

- **Against Property**
  Property is vulnerable to theft, loot, robbery, arson, vandalism, shoplifting and misappropriation

- **Against Information**
  Personal or business information stored in files and documents or computers is vulnerable to be stolen, if not guarded properly.

- **Against Law and Order**
  Drunken and aggressive behaviour, eve-teasing, loitering, littering, unrest, demonstration and unruly crowd can cause serious law and order issues.

Refer to Participant Handbook (Pg. 184-185) to explain the participants about:

- Domain specific risk and threats
- Accidents
- Natural Hazards

### 10.1.11 Activity

Ask the participants to refer to Participant Handbook and study in detail about risks and threats, so that when they are asked question regarding it they are able to answer it.

<table>
<thead>
<tr>
<th>Skill Practice</th>
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<tbody>
<tr>
<td>Self Study</td>
<td>1 hr</td>
<td>Participant Handbook, pen, pencil, notepad</td>
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</table>

### 10.1.12 Say

Let us discuss about pre-requisites of successful deployment at a new site.

### 10.1.13 Elaborate

No two private security deployments would be similar. Their risk and threats and method of providing security would differ. Therefore, certain training and preparation is required for the security unit, which is going to be deployed at a new site.

There are certain prerequisites for a successful deployment, these are:
Let us discuss about pre-requisites of successful deployment at a new site.

Share with the participants about general security duties by referring to Participant Handbook (Pg-186-187).

The facilitator should take the class to a nearby factory.

a. Ask the group to go around the factory in an organised manner.
b. Notice risks and threats present at the workplace
c. Assemble the group and ask them to give out their impressions

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visit to factory</td>
<td>3 hr</td>
<td>Pen, notepad</td>
</tr>
</tbody>
</table>

Ask the participants if they have any questions
Encourage other participants to answer it and encourage peer learning in the class
Answer all the doubts in case any to the participants
Ask them to answer the questions given in the participant manual
Ensure that all the participants answer every question
11. Positive Projection of self and organisation

Unit 11.1 – Communication Skills
Unit 11.2 – Interpersonal and Intrapersonal skills
Unit 11.3 – Time Management and Goal Setting
Unit 11.4 – Gender Sensitivity
At the end of this module, you will be able to:

1. Understand importance of communication
2. Know various methods of effective communication
3. Understand basic values like honesty and discipline
4. Be a team player
5. Get familiar with common courtesy and deal with people effectively.
6. Groom themselves appropriately
7. Understand the importance of time management.
8. Manage time effectively at home and work.
9. Understand importance of goal setting.
11. Understand the importance of gender sensitivity for a security guard
UNIT 11.1: Communication Skills

Unit Objectives

At the end of this unit, students will be able to:

- Understand importance of communication
- Know various methods of effective communication

11.1.1 Note

This unit talks about communication skills.

11.1.2 Say

Good morning and a very warm welcome to this training program ‘Unarmed Security Guard’. Before we begin this session let us have a quick recap of the previous session.

11.1.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
   - Mention any five commercial establishments, where private security is deployed.
   - Mention any five industrial establishments, where private security is deployed.
   - Examine risk and threat to a shopping mall, petrol pump and railway station.
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

11.1.4 Say

Now let us begin with a new session which is about communication skills. In the previous sessions we have had a clear understanding about security in commercial and industrial deployment; now we will talk about communication skills.

11.1.5 Say

All living beings communicate with each other. Humans are the only living beings who communicate by a variety of ways, Communication is the process of sharing/conveying information through speech, writing, visuals, signals or gestures. This process of conveying a message is considered complete only when the person receiving the message has fully understood it.

Let us talk about process and types of communication.
11.1.6 Do

- Share with the participants about process of communication
- Share with them about types of communication

11.1.7 Elaborate

Types of communication include:

a. Verbal Communication
b. Non-Verbal Communication

Refer to Participant Handbook (Pg-192-194) to explain the participant in detail about process and types of communication.

11.1.8 Activity

Divide the class in four groups and ask the participants to make a chart on verbal and non-verbal communication. Ask them to divide the chart into two parts in which one part will contain examples from verbal communication and the other part will contain examples of non-verbal communication.

The best chart will be pinned on the board in order to encourage passive learning.

At the end of the activity reiterate about types and process of communication, in order to conclude the activity in a proper way.

<table>
<thead>
<tr>
<th>Skill Practice</th>
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<th>Resources</th>
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<tbody>
<tr>
<td>Chart Making</td>
<td>1 hr</td>
<td>Chart, pencil, sketch pens, scale and eraser</td>
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</tbody>
</table>

11.1.9 Say

There are 7 C’s of effective communication which are applicable to both written as well as oral communication.

11.1.10 Do

Share with the participants about effective communication.

11.1.11 Elaborate

7 C’s of effective communication:

a. Completeness
b. Conciseness
c. Consideration
d. Clarity
Ask the participants to refer to Participant Handbook and study in detail about 7 C’s of effective communication, so that when they are asked question regarding it they are able to answer it.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
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<tr>
<td>Self Study</td>
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<td>Participant Handbook, pen, pencil, notepad</td>
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</table>

Let us discuss about telephone etiquettes.

**Elaborate**

Etiquette is defined as manners that are acceptable, pleasing and courteous. The different elements of etiquette are to do with appearance, choice of words and body language. The following etiquette should be followed while talking on the telephone:

a. Pick up or answer the telephone before the third ring.

b. Some words that you should use in your conversations on telephone are: Hello! Good Morning/Good Afternoon/Good Evening.

c. Speak clearly and introduce yourself.

d. If the caller does not introduce himself/herself, say, “May I know who is speaking?”

Refer to Participant Handbook (Pg-195) to explain the participants about telephone etiquettes.

**Activity**

Pair the participants and ask one of them to become a security supervisor and the other a person who is making a call. Ask the person who is acting as a security supervisor to attend the call and perform all the steps which are mentioned in telephone etiquettes.

Ask them to reverse their roles.

<table>
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<tr>
<th>Skill Practice</th>
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<th>Resources</th>
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<tbody>
<tr>
<td>Skill Practical</td>
<td>1 hr</td>
<td>Participant Handbook, pen, pencil, notepad, telephone</td>
</tr>
</tbody>
</table>
11.1.16 Do ✔
Share what is listening and its importance with the participants.

11.1.17 Do ✔
Tell the participants to get ready for an activity on listening skills.

11.1.18 Elaborate 🌟
Demonstrating active listening non-verbally

a. Mirroring: The facial expressions of the speaker. This suggests that feelings are being recognised and empathised with.
b. Direct eye contact: Averted gaze often indicates a lack of interest or unease with others and what they have to say.
c. Head nods: These signal attention, interest and agreement and as such are examples of nonverbal encouragers, facilitating speakers in pursuing their lines of conversation.
d. Attention posture: A relaxed, open, forward-leaning posture is commonly regarded as indicative of deep interest with another’s dialogue.
e. Reflecting: Reflective statements depend upon careful listening and are a further means of listening actively. They can be thought of as statements that represent the essential message conveyed in what the employee has just said. In doing so they are a way of showing empathy. They can either be paraphrasing statements that have been said or a reflection of feeling. Guidelines for using reflective statements include:

i. Use your own words

ii. Do not go beyond the information just received by including your own interpretation of it

iii. Be concise – remember it is only the core message that you are trying to reflect

iv. Be specific, it usually aids understanding

v. Be accurate

vi. Do not over-use reflections – doing so may restrict the exploration of issue

Open Questioning: Open questions are ones that place few restrictions on how they should be responded to.

Open questions tend to:
1. Be broad in nature
2. Leave the answer entirely up to the respondent
3. Encourage the other person to talk at length
4. Be particularly helpful in getting at more than just limited pieces of factual information. As such they are especially functional in exploring opinions, emotions and attitudes
5. Start with, how, what when, where, tell me, explain to me, describe to me.

Refer to Participant Handbook (Pg-196-197) to explain the participants about listening in detail.
Let us now discuss about reading skill.

**11.1.21 Elaborate**

Reading refers to the specific abilities that enable a person to read with independence and interact with the message.

a. Why is reading Important  
b. Reading is fundamental to function in today’s society.  
c. Reading is a vital skill in finding a good job.  
d. Reading is important because it develops the mind.  
e. It is how we discover new things.  
f. Reading develops the imagination.  
g. Reading develops the creative side of people.  
h. Reading is fundamental in developing a good self-image.

Refer to Participant Handbook (Pg-198) to explain the participants in detail about reading skills.

**11.1.22 Activity**

Divide the class in pairs and ask them to role play a security supervisor and visitor. Supervise their activity and sum up.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
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<tbody>
<tr>
<td>Role Play</td>
<td>1 hr</td>
<td>Participant Handbook, pen, pencil, notepad</td>
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</table>

Let us now discuss about writing skills.

**11.1.23 Say**

Provide the participant with Participant Handbook and ask them to study in detail about listening skills, so that when the asked questions regarding it they are able to answer it properly.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Study</td>
<td>1 hr</td>
<td>Participant Handbook, pen, pencil, notepad</td>
</tr>
</tbody>
</table>
11.2.24 Elaborate

Writing is a medium of communication that represents language through the inscription of signs and symbols. When writing anything you must keep in mind:

a. Its relevance – sticking to the point
b. Its structure – it must be organised
c. Its style – easy to read and suited to the job

Refer to Participant Handbook (Pg-198) to explain the participants in detail about writing skills.

11.1.25 Activity

Ask the participants to prepare a report of the activity they have performed today and share it with the class.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparing Report</td>
<td>1 hr</td>
<td>Participant Handbook, pen, pencil, notepad</td>
</tr>
</tbody>
</table>

11.1.26 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question
UNIT 11.2: Interpersonal and Intrapersonal skills

Unit Objectives

At the end of this unit, students will be able to:

- Understand basic values like honesty and discipline
- Be a team player
- Get familiar with common courtesy and deal with people effectively.
- Groom themselves appropriately

11.2.1 Note

This unit talks about interpersonal and intrapersonal skills.

11.2.2 Say

Good morning and a very warm welcome to this training program ‘Unarmed Security Guard’. Before we begin this session let us have a quick recap of the previous session.

11.2.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
   - What is verbal communication?
   - What is non-verbal communication?
   - List down the effective ways of communication.
   - What do you understand by listening?
   - What do you understand by writing?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

11.2.4 Say

Now let us begin with a new session which is about interpersonal and intrapersonal skills. In the previous sessions we have had a clear understanding about communication skills; now we will talk about interpersonal and intrapersonal skills.
11.2.5 Do  
Share with the participants about basic values.

11.2.6 Elaborate  
Being successful does not only mean being aware of ones duties and responsibilities, it also means that the person has basic values that make him a good human being. Some basic values expected from a guard are:

a. Honesty is telling the truth.
b. Honesty is being sincere, truthful, trustworthy, honourable, fair, genuine, and loyal.

Refer to Participant Handbook (Pg-200-201) to explain the participants about basic values.

11.2.7 Say  
Let us discuss about common courtesy.

11.2.8 Elaborate  
Courtesy is the act or gesture of showing respect to others. A security guard, as mentioned many times before, deals with a number of people. These interactions with different people require courtesy. Its only when you respect others, they will respect you.

Some common courtesy phrases are:

a. Thank You.
b. Good Morning/ Good Evening.
c. You’re Welcome.
d. I am sorry.
e. Excuse Me.
f. Have a good day.

Remember:

a. S-Smile.
b. E- Empathy.
c. R- Recognition.
d. V- Value Time.
e. I - Informed.
f. C- Caring.
g. E- Everyone.

11.2.5 Say  
Let us now discuss about grooming.
11.2.9 Elaborate

All of you must have seen parades on the television or in real-life. While watching these parades, you would have been impressed and attracted by the smart uniforms of the personnel.

Uniform represents uniformity and equality for a selected group of people carrying out a particular duty/task. It also differentiates the personnel from general public.

Uniform gives responsibility and authority. It is the duty of a security guard to maintain the respect and decorum of the uniform.

Refer to Participant Handbook (Pg-202) to explain the participants about uniform guidelines of a security supervisor.

11.2.10 Activity

Provide the participant with Participant Handbook and ask them to study in detail about uniform guidelines, so that when the asked questions regarding it they are able to answer it properly.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Study</td>
<td>1 hr</td>
<td>Participant Handbook, pen, pencil, notepad</td>
</tr>
</tbody>
</table>

11.2.11 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question
UNIT 11.3: Time Management and Goal Setting

Unit Objectives

At the end of this unit, students will be able to:

- Understand the importance of time management.
- Manage time effectively at home and work.
- Understand importance of goal setting.
- Plan and set goals for future.

11.3.1 Note

This unit talks about time management and goal setting.

11.3.2 Say

Good morning and a very warm welcome to this training program ‘Unarmed Security Guard’. Before we begin this session let us have a quick recap of the previous session.

11.3.3 Do

1. Begin with revising the things explained in previous session. Ask the following questions
   - What are the basic values which a security supervisor must possess?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

11.3.4 Say

Now let us begin with a new session which is Time Management and Goal Setting. In the previous sessions we have had a clear understanding about Interpersonal and Intrapersonal Skills; now we will talk about Time Management and Goal Setting.

11.3.5 Say

Let us discuss about time management.
11.3.6 Elaborate

Time Management means managing time effectively so that you allocate the right time for the right activity. Refer to Participant Handbook (Pg-206) to explain the participants about time management.

11.3.7 Activity

Ask the participants to identify time wasting habits in their personal life and how they can deal with them.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Waster</td>
<td>1 hr</td>
<td>Participant Handbook, pen, pencil, notepad, PPT</td>
</tr>
</tbody>
</table>

11.3.8 Do

Share with the participants about goal setting.

11.3.9 Elaborate

We can achieve true success only if we plan and set goals for our future. Goal setting is a powerful process of thinking about your ideal future. The process of setting goals helps you choose where you want to go in life.

For setting goals:
- Identify what you want to achieve.
- Identify where you have to concentrate your efforts.
- Identify the distractions that can lead you astray.
- Identify the long-term goals that you want to achieve.
- Break these down into the smaller targets that you must hit to reach your lifetime goals.
- Once you have your plan, start working on it to achieve these goals

Refer to Participant Handbook (Pg-206-208) to explain the participants about goal setting.

11.3.10 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question
UNIT 11.4: Gender Sensitivity

Unit Objectives
At the end of this unit, students will be able to:
- Understand the importance of gender sensitivity for a security guard

11.4.1 Note
This unit talks about gender sensitivity.

11.4.2 Say
Good morning and a very warm welcome to this training program ‘Unarmed Security Guard’. Before we begin this session let us have a quick recap of the previous session.

11.4.3 Do
1. Begin with revising the things explained in previous session. Ask the following questions
   - What do you understand by time management?
   - List down the time robbers.
   - What is the purpose of goal setting?
2. Encourage the participants to give their response
3. Ensure that the class should not lose focus
4. Clarify if they have any doubts
5. Tell them about what they are going to learn in this session

11.4.4 Say
Now let us begin with a new session which is Gender Sensitivity. In the previous sessions we have had a clear understanding about Time Management and Goal Setting; now we will talk about Gender Sensitivity.

11.4.5 Say
There is a need to ensure that women are protected against sexual harassment at all work places, be it in public or private. This will contribute to realisation of their right to gender equality, life and liberty and equality in working conditions everywhere. The sense of security at the workplace will improve women’s participation in work, resulting in their economic empowerment and inclusive growth.

Let us discuss about important terms related to gender sensitivity.
11.4.6 Do

Share with the participants about important terms related to gender sensitivity.

11.4.7 Elaborate

Important terms related to gender sensitivity
a. Sex
b. Gender
c. Sexual Harassment
d. Internal Complaint Committee
e. Prejudice
f. Discrimination
g. Discrimination in employment
h. Racism
i. Eve-Teasing

Refer to Participant Handbook (Pg-209-211) to explain the participants about important terms, in detail.

11.4.8 Activity

Ask the participants to refer to Participant Handbook and study in detail about important terms related to gender sensitivity, so that when they are asked question regarding it they are able to answer it.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Study</td>
<td>1 hr</td>
<td>Participant Handbook, pen, pencil, notepad,</td>
</tr>
</tbody>
</table>

11.4.9 Do

Share with the participants about safety instructions for women and children by referring to the do’s and don’ts given in Participant Handbook (Pg-211-212).

11.4.10 Activity

Divide the class in four groups and ask the participants to make a chart on do’s and don’ts for women and children in order to be safe.

The best chart will be pinned on the board in order to encourage passive learning.

At the end of the activity reiterate about safety instructions for women and children, in order to conclude the activity in a proper way.
### 11.4.11 Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question

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<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chart Making</td>
<td>1 hr</td>
<td>Chart, pencil, sketch pens, scale and eraser</td>
</tr>
</tbody>
</table>
Now let us begin with a new session which is about key words and security terms related to private security sector. In the previous sessions we have had a clear understanding about deportment, conduct and behaviour; now we will talk about key words and security terms related to private security sector.
**Do**

Share with the participants the important key words given in the participants handbook by referring to (Pg-181-182).

---

**Activity**

Divide the class in four groups and ask the participants to make a chart on security terms related to private security sector. The best chart will be pinned on the board in order to encourage passive learning.

At the end of the activity reiterate the security terms related to private security sector in order to conclude the activity in a proper way.

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chart making</td>
<td>4 hrs</td>
<td>Participant handbook, notepad, pen, pencil, colour pencils, eraser, chart paper, scale</td>
</tr>
</tbody>
</table>

**Notes for Facilitation**

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants
- Ask them to answer the questions given in the participant manual
- Ensure that all the participants answer every question
12. Annexures

Annexure I: Training Delivery Plan
Annexure II: Assessment Criteria
## Training Delivery Plan

**Program Name:** Certificate Course in Unarmed Security Guard  

**Qualification Pack Name & Ref. ID**  
Unarmed Security Guard - SSS/Q0101  

**Version No.**  
1.0  
Version Update Date: 1 March 2013  

**Pre-requisites to Training (if any)**  
Preferably Class VIII / the ability to read/write and communicate effectively for the job role  

**Training Outcomes**  
By the end of this program, the participants will be able to:  
1. Explain about the basic security practices  
2. Explain the basic laws  
3. Discuss about people, property and premises  
4. Perform access control  
5. Perform screening and search  
6. Perform parking control  
7. Discuss about security escort  
8. Maintain health and safety  
9. Create security in commercial and industrial deployments  
10. Understand about positive projection of self and organisation

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Module Name</th>
<th>Session Name</th>
<th>Session Objectives</th>
<th>NOS Reference</th>
<th>Methodology</th>
<th>Training Tools/Aids</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
<td>Introduction</td>
<td>• Explain about the program</td>
<td>• Ice-breaker</td>
<td>Small writing pads, pens, ball of wool, Participant Handbook, Chalk/Marker, blackboard/Flipchart</td>
<td>2hrs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Basic Security Practices</td>
<td>Basic of Security</td>
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<td></td>
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</tr>
<tr>
<td>2</td>
<td>Describes security in general and private security in particular. Explain different elements of private security and the inbuilt importance of various parameters and their functioning. Identify yourself with the security system and its organizational structure. Ensure the importance of your role as a trained security guard is maintained.</td>
<td>SSS/N0101 PC1</td>
<td>Word Building</td>
<td>Learning Confirmation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SSS/N0101 PC2-PC4 PC6, PC7, KB2, KB7, KB8, KB9</td>
<td>SSS/N0101 PC1</td>
<td>Word Building</td>
<td>Learning Confirmation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Identify and respond to the risk and threats faced by an organisation where you are deployed. Respond and report about hazards and emergencies. Assist police and other organisations, if required. Identify various arms in use in public and by the police. Identify improvised explosive devices.</td>
<td>SSS/N0101 PC1</td>
<td>Word Building</td>
<td>Learning Confirmation</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Small writing pads, pens, Participant Handbook 2hrs

Self Study Small writing pads, pens, Participant Handbook 5hrs
| 4 | Basic Security Practices | Security Organisations | - Recognize rank/badge of ranks in Army, Navy and Air force  
- Recognize rank/badge of ranks in Central Armed Police Forces and Civil police and others | SSS/N0101 PC5, KB3, KB10 | • Self Study and Test | Small writing pads, pens, Participant Handbook | 5hrs |
| 5 | Basic Security Practices | Private Security Sector | - Explain the role of private security sector and the organization set up of a private security agency  
- Describe the PSARA 2005 and its basic requirements  
- Carry out assigned security duties in line with procedures and instructions | SSS/N0101 KB4 | • Role Play | Participant handbook | 3hrs |
| 6 | Basic Laws | Legal Provision | - Comply with the basic legal provisions applicable to your role and tasks  
- Take cognizance of offences and report to superiors/polic e  
- Cooperate in investigation  
- Give evidence in courts, if required by law  
- Check your basic entitlements | SSS/N0102 PC1-PC5 | • Self Study | Small writing pads, pens and Participant Handbook | 8hrs |
| 7  | Security-People, Property and Premises | Basic Parameters | • Familiarize with the area of your responsibility  
• Check effectiveness and the maintenance of the physical security measure | SSS/N0103 | • Quiz | Small writing pads, pens and Participant Handbook | 6hrs |
| 8  | Security-People, Property and Premises | People, Property and Premises | • Guard people, property and premises as per site instructions.  
• Carry out effective gate control and documentation  
• Ensure proper visitor management | SSS/N0103 PC2, PC1, PC2, PC4, PC5, PC6, PC7 | • Role Play | Small writing pads, pens and Participant Handbook | 6hrs |
| 9  | Security-People, Property and Premises | Guarding, observation and Patrolling | • Receive briefing for guard duty  
• Carry out patrolling of designated premises as per instructions  
• Report and respond to security breaches | SSS/N0103 PC3, PC4, PC6 | • Self Study  
• Skill Practice | Small writing pads, pens and Participant Handbook | 8hrs |
| 10 | Security-People, Property and Premises | Security and Surveillance Equipment | • Use security and surveillance equipment effectively to carry out your tasks  
• Ensure effective communication | SSS/N0103 PC5 | • Learning Confirmation | Participant Handbook | 8hrs |
| 11 | Control Access to the Assigned Premises | Access Control Persons, Vehicles, Material and Documents | • Establish identity, purpose and authorization of different categories of people, vehicles and material seeking to enter or exit from the premises. | SSS/N0104 Control entry and exit from premises PC1-PC9 | • Chart Making  
• Role Play and Practice | Rope, small writing pad, pen, participant handbook, chart, pencil colours, scale, pencil, eraser | 7hrs |
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Control Access to the Assigned Premises</td>
<td>Access Control Operation and Equipment</td>
</tr>
<tr>
<td></td>
<td>• Check and prevent entry to and exit of people, vehicle and material without valid authorization</td>
<td>Handle postal mail and couriers PC1-PC4</td>
</tr>
<tr>
<td></td>
<td>• Prepare/collect passes and permits for people, vehicles entering/Exiting the premises</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Check relevant documents for movement of goods/materials</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Handle postal mail, couriers and suspicious packages</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Control Access to the Assigned Premises</td>
<td>Access Control Operation and Equipment</td>
</tr>
<tr>
<td></td>
<td>• Check and operate different personal and vehicle access control equipment</td>
<td>SSS/N0104 PC1-PC4</td>
</tr>
<tr>
<td></td>
<td>• Handle different situations faced during access control operations</td>
<td>Role Play</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PPT, White Board, Markers, Participant handbook</td>
</tr>
<tr>
<td>13</td>
<td>Screening and Search</td>
<td>Screening and Search Procedure and Equipment</td>
</tr>
<tr>
<td></td>
<td>• Comply with organizational procedures with respect to screening and search of people, vehicle, baggage and material seeking to enter/exit from the gate</td>
<td>SSS/N0105 Use screening and search equipment PC1-PC3</td>
</tr>
<tr>
<td></td>
<td>• Handle and use search equipment effectively</td>
<td>Field Visit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8hrs</td>
</tr>
</tbody>
</table>

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**Facilitator Guide**

134
| 14 | Screening and Search | Personal and Vehicle Search | SSS/N0105 Carry out screening and search manually with equipment  
• Organize queues to manage people at the screening and search  
• Respond to situations arising during screening and search  
• Report irregularities to superiors  
• Maintain personal safety during screening and search | Personnels  
10hrs |
|---|---|---|---|---|
| 15 | Parking Control in Designated Areas | Essentials of Parking Control | SSS/N0106 Conduct parking in designated areas  
• Identify entry and exit routes to available parking area  
• Check prevailing conditions within the parking areas  
• Observe correct positioning of signage for guiding drivers  
• Deal with entities in parking areas  
• Monitor hazards and conditions of parking areas  
• Small writing pad, pen, participant handbook, Balloons, threads/rubber bands, parcel, vehicles |
| 8hrs | 10hrs | 8hrs | 8hrs |
| 16 | Parking Control in Designated Areas | Traffic Plan and Equipment | • Carry out traffic control duties inside any premises  
• Guide drivers to the available parking areas  
• Make effective use of provided traffic and protective gears  
• Ensure drivers leave the area after parking as per laid down instructions | SSS/N0106 KB4, KB8 | • Identification  
• Identification  
• Self Study | Traffic Equipment, Traffic Signs, Participant Handbook, small note pad, pen | 10hrs |
| 17 | Security Escort | Fundamentals of Security Escort | • Carry out effective security escort services  
• Respond to risks and threats during escort duties | SSS/N0107 Carry out security escort duty PC1  
Respond to incidents affecting security and safety PC1, PC3 | • Who are you?  
• Self Study | PPT, White Board, Markers, Participant Handbook | 4hrs |
| 18 | Security Escort | Essential Aspects of Security Escort | • Receive task and briefing related to the vehicular security escort duty from your superior  
• Ascertain readiness of driver  
• Ensure necessary equipment and aids are carried  
• Maintain communication as per instructions  
• Carry documents as per instructions | SSS/N0107 Carry out security escort duty PC2, PC3, PC4  
Respond to incidents affecting security and safety PC2 | • Self Study  
• Quiz  
• Move to the spot  
• Self Study | PPT, White Board, Markers, Participant Handbook | 8hrs |
<table>
<thead>
<tr>
<th>Page</th>
<th>Health and Safety</th>
<th>Health and Fire Fighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>• Undertake physical exercises and activities within your age parameters</td>
<td>• Undertake physical exercises and activities within your age parameters</td>
</tr>
<tr>
<td></td>
<td>• Maintain personal hygiene, good habits and good turnout</td>
<td>• Maintain personal hygiene, good habits and good turnout</td>
</tr>
<tr>
<td></td>
<td>• Follow proper drill practice while on duty</td>
<td>• Follow proper drill practice while on duty</td>
</tr>
<tr>
<td></td>
<td>• Refrain from alcohol, tobacco, drugs and other intoxicants</td>
<td>• Refrain from alcohol, tobacco, drugs and other intoxicants</td>
</tr>
<tr>
<td></td>
<td>• Guard against sexually transmitted diseases and HIV</td>
<td>• Guard against sexually transmitted diseases and HIV</td>
</tr>
<tr>
<td></td>
<td>SSS/N0108 PC1, PC2, PC5, KA5, KA9</td>
<td>SSS/N0108 PC1-PC4, KA2, KA3, KA4, KA7, KA8, KA10, KB7-KB12</td>
</tr>
<tr>
<td>20</td>
<td>• Carry out safety of workplace in line with organizational procedures</td>
<td>• Carry out safety of workplace in line with organizational procedures</td>
</tr>
<tr>
<td></td>
<td>• Identify and report fire hazards</td>
<td>• Identify and report fire hazards</td>
</tr>
<tr>
<td></td>
<td>• Keep emergency and escape routes free from obstructions and report violation</td>
<td>• Keep emergency and escape routes free from obstructions and report violation</td>
</tr>
<tr>
<td></td>
<td>• Carry out fire fighting in line with organizational training and procedures</td>
<td>• Carry out fire fighting in line with organizational training and procedures</td>
</tr>
<tr>
<td></td>
<td>• Effectively handle and operate firefighting equipment and extinguishers</td>
<td>• Effectively handle and operate firefighting equipment and extinguishers</td>
</tr>
<tr>
<td></td>
<td>• Report fire incidents to superiors and emergency service organizations.</td>
<td>• Report fire incidents to superiors and emergency service organizations.</td>
</tr>
<tr>
<td></td>
<td>SSS/N0108 PC1-PC4, KA2, KA3, KA4, KA7, KA8, KA10, KB7-KB12</td>
<td>SSS/N0108 PC1-PC4, KA2, KA3, KA4, KA7, KA8, KA10, KB7-KB12</td>
</tr>
<tr>
<td></td>
<td>• PT Exercise</td>
<td>• Tug of war</td>
</tr>
<tr>
<td></td>
<td>• Sports</td>
<td>• Passing the parcel</td>
</tr>
<tr>
<td></td>
<td>• Drill Commands</td>
<td>• Extinguish Fire</td>
</tr>
<tr>
<td></td>
<td>• Correct Posture</td>
<td>• Quiz</td>
</tr>
<tr>
<td></td>
<td>• Touch Something Blue</td>
<td>• Self Study</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Self Study</td>
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<tr>
<td></td>
<td></td>
<td>• Self Study and Quiz</td>
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<tr>
<td></td>
<td></td>
<td>• Self Study and Quiz</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Participant Handbook, Rope, Parcel, Fire extinguisher/ Chart</td>
</tr>
<tr>
<td></td>
<td>22 hrs</td>
<td>17 hrs</td>
</tr>
<tr>
<td>21</td>
<td>Health and Safety</td>
<td>Medical Emergency</td>
</tr>
<tr>
<td>22</td>
<td>Security in Commercial and Industrial Deployments</td>
<td>Commercial and Industrial Domains</td>
</tr>
<tr>
<td>23</td>
<td>Security in Commercial and Industrial Deployments</td>
<td>Behavioural Standards and Role and Duties of a Security Guard</td>
</tr>
<tr>
<td>24</td>
<td>Positive Projection of Self and the Organisation</td>
<td>Deportment, Conduct and Behaviour</td>
</tr>
</tbody>
</table>
- Improve ‘Soft Skill’ by practicing regularly
- Wear organization’s uniform with name tab correctly and smartly
- Observe confidentiality as per organizational procedures
Annexure II
Assessment Criteria

CRITERIA FOR ASSESSMENT OF TRAINEES

<table>
<thead>
<tr>
<th>Assessment Criteria for Unarmed Security Guard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Role</td>
</tr>
<tr>
<td>Unarmed Security Guard</td>
</tr>
<tr>
<td>Qualification Pack</td>
</tr>
<tr>
<td>SSS/Q0101</td>
</tr>
<tr>
<td>Sector Skill Council</td>
</tr>
<tr>
<td>Security Sector Skill Development Council</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Guidelines for Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC</td>
</tr>
<tr>
<td>2</td>
<td>The assessment for the theory part will be based on knowledge bank of questions created by the SSC</td>
</tr>
<tr>
<td>3</td>
<td>Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below)</td>
</tr>
<tr>
<td>4</td>
<td>Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on this criteria</td>
</tr>
<tr>
<td>5</td>
<td>To pass the Qualification Pack, every trainee should score a minimum of 70% in overall test</td>
</tr>
<tr>
<td>6</td>
<td>In case of successfully passing only certain number of NOS’s, the trainee is eligible to take subsequent assessment on the balance NOS’s to pass the Qualification Pack</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Code</th>
<th>Assessment criteria</th>
<th>Total Mark (400+100)</th>
<th>Out Of</th>
<th>Theory</th>
<th>Skills Practical</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SSS/N0101 - (Security tasks in accordance with basic security practices)</td>
<td>PC1. carry out assigned security duties in line with procedures and instructions</td>
<td>47</td>
<td>8</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>SSS/N0101 - (Security tasks in accordance with basic security practices)</td>
<td>PC2. Select suitable equipment and products required for the treatment</td>
<td>7</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SSS/N0101 - (Security tasks in accordance with basic security practices)</td>
<td>PC3. respond and report about hazards and emergencies</td>
<td>7</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SSS/N0101 - (Security tasks in accordance with basic security practices)</td>
<td>PC4. assist police and other organisations, if required</td>
<td>7</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>
### Unarmed Security Guard

| PC5. recognise rank/ badge of rank in police and military | 6 | 2 | 4 |
| PC6. identify various arms in use in public and police | 6 | 2 | 4 |
| PC7. identify improvised explosive devices | 6 | 2 | 4 |
| **Total** | **47** | **19** | **28** |

#### 2. SSS/N0102 - (Conform to rudimentary legal requirements of Private Security Agencies (Regulation) Act – 2005 (when undertaking security tasks)

| PC1. comply with basic legal provisions applicable to your role and tasks | 4 | 2 | 2 |
| PC2. obtain clarity in case of lack of understanding | 3 | 1 | 2 |
| PC3. take cognisance of offences and report to superiors/ police | 5 | 2 | 3 |
| PC4. cooperate in investigations | 3 | 1 | 2 |
| PC5. give evidence in court, if required by law | 3 | 1 | 2 |
| **Total** | **18** | **7** | **11** |

#### 3. SSS/N0103 - (Provide private guarding service to people, property and premises)

<p>| PC1. familiarise with the area of your responsibility | 5 | 2 | 3 |
| PC2. guard people, property and premises as per site instructions | 8 | 3 | 5 |
| PC3. receive briefing for guard duty and patrolling | 5 | 2 | 3 |
| PC4. patrol designated premises as per instructions | 6 | 3 | 3 |
| PC5. use security equipment to carry out your task | 6 | 2 | 4 |
| PC6. report and respond to security breaches | 6 | 2 | 4 |
| PC7. maintain basic security registers | 7 | 3 | 4 |
| PC8. carry out required searches as per instructions | 5 | 2 | 3 |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PC9. caution and report risks, threats and hazards during the search</td>
<td>5</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>PC10. liaise with other search parties in the premises</td>
<td>5</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>PC11. detain suspect(s) during the search and report to superior</td>
<td>5</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>PC12. prevent tampering of evidence and report</td>
<td>5</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>PC13. maintain personal safety</td>
<td>5</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>PC14. maintain communication during search</td>
<td>5</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>PC15. report incident details to superiors</td>
<td>5</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total** 83 33 50

<p>| | | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>4. SSS/N0104 - (Control access to the assigned premises)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PC1. comply with organisational procedures related to access control in the premises with or without use of equipment</td>
<td>1</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>PC2. establish identity, purpose and authorisation of different categories of people/vehicles/material seeking to enter or exit from the premises</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>PC3. check and prevent entry to and exit of people/vehicles/material without valid authorisation</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>PC4. direct visitors to designated areas and inform concerned staff/department</td>
<td>1</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>PC5. prepare passes/permits for people/vehicles entering the premises</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>PC6. collect passes/permits from people/vehicles exiting the premises</td>
<td>1</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>PC7. check relevant documents for movement of goods/materials</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>PC8. inform concerned department on arrival of consignments</td>
<td>1</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>PC9. handle different situations faced during access control operations</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>PC10. maintain basic security registers as per instructions</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Task</td>
<td>Code</td>
<td>Skill</td>
<td>Experience</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------------</td>
<td>------</td>
<td>-------</td>
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</tr>
<tr>
<td>PC11. report irregularities to superior</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>PC12. operate access control equipment in accordance with laid down procedures</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>PC13. check and report functioning/ malfunctioning of access control equipment</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>PC14. respond to signals from access control equipment</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>PC15. carry out access control operations manually in case of a breakdown</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>PC16. receive postal mail and couriers after office hours, if assigned</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>PC17. report about delivery of suspicious package/s</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>PC18. secure and store letters and packages as per procedures</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>PC19. deliver letters and packages to the designated person</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>35</td>
<td>14</td>
<td>21</td>
</tr>
</tbody>
</table>

5. SSS/N0105 - (Carry out screening and search activities to maintain security)

<p>| PC1. comply with organisational procedures with respect to screening and search of people/ vehicle/ material seeking to enter/ exit from the premises |      | 6     | 2     | 4 |
| PC2. organise queue to manage people at the screening and search point                 |      | 4     | 2     | 2 |
| PC3. respond to situations arising during screening and search                          |      | 3     | 2     | 1 |
| PC4. carry out screening and search manually/ with equipment                           |      | 6     | 2     | 4 |
| PC5. report irregularities to superior                                                |      | 2     | 1     | 1 |
| PC6. maintain personal safety during screening and search                              |      | 3     | 1     | 2 |
| PC7. respect persons’ right to dignity, privacy and gender/ religious/ cultural sensitivity |      | 3     | 1     | 2 |
| PC8. segregate persons violating laid down procedures                                 |      | 3     | 1     | 2 |
| PC9. segregate material containing prohibited/ unauthorised items                      |      | 3     | 1     | 2 |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PC10. carry out physical search of vehicle as per laid down procedures</td>
<td>5</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>PC11. segregate suspected vehicle for detailed search</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>41</strong></td>
<td><strong>16</strong></td>
<td><strong>25</strong></td>
</tr>
</tbody>
</table>

6. SSS/N0106 - (Control parking in designated areas)  

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>PC1. identify entry and exit routes to available parking areas</td>
<td>4</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>PC2. check prevailing conditions within the parking areas</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>PC3. observe correct positioning of signage for guiding drivers</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>PC4. guide drivers to the available parking areas</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>PC5. use provided traffic and protective gear</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>PC6. ensure drivers leave the area after parking as per laid down instructions</td>
<td>1</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>PC7. identify and respond to irregular situations in accordance with organisation’s procedures and guidelines</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>PC8. call for assistance and take preventive steps</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>PC9. report irregular situations immediately to superior</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>PC10. report hazards and defects to superior</td>
<td>1</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>PC11. respond as per organisational procedure</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>PC12. ensure own safety</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>29</strong></td>
<td><strong>12</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

7. SSS/N0107 - (Security escort)  

<p>| | | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>PC1. receive task and briefing related to the vehicular security escort duty from superior</td>
<td>6</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>PC2. ascertain readiness of driver</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>PC3. ensure necessary equipment and aids are carried</td>
<td>5</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>PC4. maintain communication as per instructions</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Task</td>
<td>PC1. carry out safety of workplace in line with organisational procedures</td>
<td>PC2. keep emergency and escape routes free from obstructions and report violation</td>
<td>PC3. wear personal safety gear and clothing as per organisational procedure</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>PC5. carry documents as per instructions</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>PC6. respond to risks</td>
<td>4</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>PC7. communicate and seek assistance</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>PC8. assist person/s being escorted</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>29</strong></td>
<td><strong>12</strong></td>
<td><strong>17</strong></td>
</tr>
<tr>
<td>8. SSS/N0108 -(Health and safety)</td>
<td>PC1. carry out safety of workplace in line with organisational procedures</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>PC2. keep emergency and escape routes free from obstructions and report violation</td>
<td>4</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>PC3. wear personal safety gear and clothing as per organisational procedure</td>
<td>5</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>PC4. check violators of defined safety and security instructions and report violations</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>PC5. report to superiors and emergency service organisations for assistance in the event of emergencies</td>
<td>4</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>PC6. undertake physical exercises and activities (commensurate with age)</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>PC7. maintain personal hygiene and good habits</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>PC8. refrain from alcohol, tobacco, drugs and other intoxicants</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>PC9. guard against sexually transmitted diseases and HIV take precautions against common ailments</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>PC10. identify and report fire hazards</td>
<td>7</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>PC11. carry out fire-fighting in line with organisational training and procedures</td>
<td>14</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>PC12. report fire incidents to superiors and emergency service organisations</td>
<td>4</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>PC13. participate in evacuation of casualty and premises</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>PC14. render first-aid</td>
<td>12</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>PC15. use available basic first-aid equipment</td>
<td>6</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>77</strong></td>
<td><strong>31</strong></td>
<td><strong>46</strong></td>
</tr>
<tr>
<td></td>
<td>SSS/N0109 - (Security in commercial deployments)</td>
<td>PC1. carry out security duties as per organisation’s procedures and instructions</td>
<td>4</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>PC2. respond to domain-specific risks and threats</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PC3. operate security equipment</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PC4. communicate effectively with concerned stakeholders</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PC5. follow good behavioural standards</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PC6. maintain basic security registers as prescribed</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PC7. report incidents to superiors</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>SSS/N0110 - (Security in industrial deployments)</td>
<td>PC1. carry out security duties as per organisation’s procedures and instructions</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PC2. respond to domain-specific risks and threats</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PC3. operate security equipment</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PC4. communicate</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PC5. follow good behavioural standards</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PC6. maintain basic security registers as prescribed</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PC7. report incidents to superiors</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>SSS/N0111 - (Positive projection of self and the organisation)</td>
<td>PC1. maintain good health, personal hygiene &amp; sanitation</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PC2. comply with organisation’s standards of grooming and personal behaviour</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PC3. stay free from intoxicants (alcohol, tobacco and drugs)</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PC4. wear organisation’s uniform with name tab correctly and smartly</td>
<td>7</td>
</tr>
<tr>
<td>PC5. wear, carry and use personal protection gear and equipment</td>
<td>8</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>PC6. observe organisation’s ‘Meet and Greet Procedure’</td>
<td>7</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>PC7. observe confidentiality as per organisational procedure</td>
<td>4</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>PC8. observe discipline and punctuality</td>
<td>5</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>PC9. carry out assigned tasks and duties diligently</td>
<td>6</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>PC10. co-operate with team members</td>
<td>5</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>59</strong></td>
<td><strong>24</strong></td>
<td><strong>35</strong></td>
</tr>
</tbody>
</table>

**Do**

1. Explain each Guideline for Assessment in detail
2. Explain the score that each trainee needs to obtain
3. Recapitulate each NOS one-by-one and take participants through the allocation of marks for Theory and Skills Practical.
4. Explain the Allocation of Marks. Explain that they will be assessed on Theory and Skills Practical.
5. Explain that for the first NOS, 200 marks are allotted for Theory and & 300 for Skills Practical.

**About this Guide**

This Facilitator Guide is designed to enable training for the specific Qualification Pack (QP). Each National Occupational (NOS) is covered across Unit/s. Key Learning Objectives for the specific NOS mark the beginning of the Unit/s for that NOS. The symbols used in this book are described below.
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