

LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

JOB ROLE: Unarmed Security Guard
(QUALIFICATION PACK: Ref. Id.AGR/Q0701)

SECTOR: PRIVATE SECURITY

Class 11



PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION
(a constituent unit of NCERT, under MHRD, Government of India)

Offered by
Assam Higher Secondary Education Council
In Association with
Rastriya Madhyamik Shiksha Abhijan, Assam

1. COURSE OVERVIEW-

The Dictionary definition of Secure and Security is free from danger or risk. Anything that gives or assures safety or something deposited as the fulfillment of an obligation or pledge is security. The word security means “ the state of feeling secure”. Secure comes from the Latin word securus which , means “ carefree” while the etiology of the word “guard” is rooted from French word garde, or garder which means “ to protect” . By putting these words together, security guard will mean “ to protect the carefree feeling”.

The Security sector is about protecting people. The National Security Agencies i.e. the army, the navy, the air force, the police and the secret intelligence organizations are responsible for providing security to the citizen of the nation. At the local level, Private Security Personnel, provide protection to human body and property of corporate, household and individual through the provision of “ security system” which include burglar alarms, electronic surveillance, personal security guards, etc., safety and security personnel support public safety and order by using their skills in protecting persons, buildings, facilities and other major assets. They work areas of assets protection, transport services, events services as well as personnel protection and the protection of valuable objects in the private and public spheres. The primary rule of the individual entails guarding designated premises and people by malling the first tier protection aided by appropriate security devices / equipment. The core responsibility includes guarding against theft criminal acts, emergencies, fire and other contingencies.

This course has been designed cater to the National Occupation Standard’s (NOSS) for the Qualification Pack of Unarmed Security Guard (QP Ref. id../Q0101). And Unarmed Security Guard needs to bear a good moral character, pleasing deportment, healthy habits and good grooming in addition to being physically fit, mentally robust, intelligent, committed and proficient. Security Guard needs to be alert, calms and confident and maintain a personal demeanor that helps him / her to control situations effectively using personal initiative.

The role requires effective communication.

The various jobs opportunities that the private security sector offers include the following: (i) Body Guard (ii) Senior Security Executives (iii) Security Executives (iv) Junior Security Expert (v) Security Trainer (vi) unearned combat trainer (vii) Chief Security Manager (viii) Chief Security Officer / Manager (ix) Security and Administrative Head (x) Security Officer (xi) Security Engineer (xii) Circle Security Officer (xiii) Security Associate (xiv) Security Assistant / Guards.

On completion of the course, the student will be able to develop skills in areas that the employers value and you will also be prepared for a career that you are aiming for.

1. SCHEME OF UNITS

This course is a planned sequence of instructions consisting of Units meant for developing employability and vocational competencies of students of Class 11 and 12, opting for vocational subject along with general education subjects. The unit-wise distribution of hours and marks for Class 11 is as follows:

CLASS 11			
	Unit	No. of Hours for Theory and Practical 300	Max. Marks for Theory and Practical 100
Part A	Employability Skills		
1.	Communication Skills	25	02
2.	Self-management Skills	25	02
3.	Information and Communication Technology Skills	20	02
4.	Entrepreneurial Skills	25	02
5.	Green Skills	15	02
	Total	110	10
Part B	Vocational Skills		
6.	Advanced Defensive Techniques	30	8
7.	Managing Conflict at Workplace	40	4
8.	Legal and Procedural Requirements in Security Services (Advanced)	25	6
9.	Managing Visitors	15	6
10.	Maintaining Lost and Found Facility	15	6
11.	Dealing with Anxiety and Stress	15	6
12.	Work Integrated Learning - Security Services - L3	20	4
	Total	160	40
Part C	Practical Work		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
	Total	10	35
Part D	Project Work/Field Visit		
	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
	Total	15	15
	Grant Total	300	100

1. ASSESSMENT AND CERTIFICATION

~~Upon successful completion of the course by the candidate, the Central/ State Examination~~

Board for Secondary Education and the respective Sector Skill Council will certify the competencies.

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

KNOWLEDGE ASSESSMENT (THEORY)

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

The assessment tools shall contain components for testing the knowledge and application of knowledge. The knowledge test can be objective paper based test or short structured questions based on the content of the curriculum.

WRITTEN TEST

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

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

Duration: 2 hrs

Marks (Theory): 50

	Typology of Question	No. of Questions			Marks
		Very Short Answer (1 mark)	Short Answer (2 Marks)	Long Answer (3 Marks)	
1.	Remembering – (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, or theories; identify, define or recite, information)	5	2	2	15
2.	Understanding – (Comprehension – to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain,	3	4	2	17

	paraphrase,or interpret information)				
3.	Application – (Use abstract information in concrete situation, to apply knowledge to new situations: Use given content to interpret a situation, private an example, or solve a problem)	0	3	1	09
4.	High Order Thinking Skills – (Analysis & Synthesis – Classify, compare, contrast, or differentiate between different pieces of information; Organize and/ or integrate unique pieces of information from a variety of sources)	0	2	1	04
5.	Evaluation – (Appraise, judge, and/or justify the value or worth of a decision or outcome,or to predict outcomes based on values)	0	1	1	05
	Total	08x1=8	12x2=24	6x3=18	50 (26 questions)

SKILL ASSESSMENT (PRACTICAL)

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

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

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

Student Portfolio is a compilation of documents that supports the candidate's claim of

competence. Documents may include reports, articles, photos of products prepared by students in relation to the unit of competency.

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