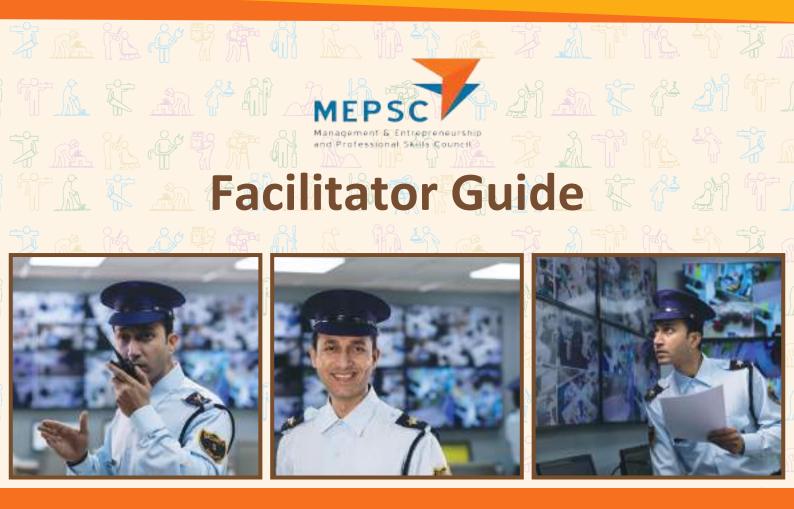




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Sector Management, Entrepreneurship and Professional Skills

Sub-Sector Private Security

Occupation Supervisory

Reference ID: MEP/Q7201, Version 1.0 NSQF level: 5

# Security Supervisor

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Shri Narendra Modi Prime Minister of India



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The preparation of this facilitator guide would not have been possible without the Management and Entrepreneurship Industry's support. Industry feedback has been extremely encouraging from inception to conclusion and it is with their input that we have tried to bridge the skill gaps existing today in the industry.

This facilitator guide is dedicated to the aspiring youth who desire to achieve special skills which will be a lifelong asset for their future endeavours.

#### About this Guide –

This Facilitator Guide is designed for providing skill training and /or upgrading the knowledge level of the Trainees to take up the job of an "Security Supervisor" in the Management and Entrepreneurship Sector.

This Facilitator Guide is designed based on the Qualification Pack (QP) under the National Skill Qualification framework (NSQF) and it comprises of the following National Occupational Standards (NOS)/topics and additional topics.

- MEP/N7101: Perform security tasks in accordance with basic security practices •
- MEP/N7102: Conform to regulatory and legal requirements governing security tasks •
- MEP/N7103: Provide guarding service to people, property and premises •
- MEP/N7105: Carry out screening and search activities to maintain security
- MEP/N7106: Control parking in designated areas •
- MEP/N7108: Maintain health and safety •
- MEP/N7109: Security in commercial deployments •
- MEP/N7110: Perform security tasks in industrial deployments
- MEP/N7111: Project positive image of self and the organisation •
- MEP/N7201: Supervise a security unit
- MEP/N7202: Carry out job-specific security duties
- MEP/N7203: Process lost and found property •
- MEP/N7204: Supervise security escort duties •
- MEP/N7205: Supervise access control to the assigned premises

Key Learning Objectives for the specific NOS mark the beginning of the Unit/s for that NOS. the symbols used in this book are describe below.

#### Symbols Used \_\_\_\_\_



Ask



Demonstrate



Resources



Explain

Activity



Example



Elaborate



**Team Activity** 



Summary





Objectives



Practical





Do



Sav







**Facilitation Notes** 

**Role Play** 





Learning Outcomes

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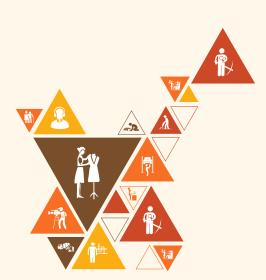


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## 1. Introduction

Unit 1.1 - An Overview of Security Industry and Security Supervisor





## Key Learning Outcomes

By the end of this module, the participants will be able to:

- 1. Evaluate important aspects of the security industry
- 2. Discuss the job role of a security supervisor

#### Unit 1.1: An Overview of Security Industry and Security Supervisor

#### Unit Objectives 6



By the end of this unit, the participants will be able to:

- 1. Discuss the current scenario of the security industry
- 2. Analyze the important aspects of a security supervisor

#### Resources to be Used

Participant handbook, Pen, writing pad, whiteboard / flipchart, markers

#### Note

This session of the program will give the trainees a brief introduction of the job role and current indus-try scenario.

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

## Ask

Ask the trainees the following questions:

- What is the job of a security supervisor?
- Name some of the security trends.

Write down the trainee's answers on whiteboard / flipchart. Take appropriate cues from the an-swers and start teaching the lesson.

#### Elaborate

- 1. A security guard is a person employed by a government or private party to protect the employing party's assets from a variety of hazards by enforcing preventative measures.
- 2. The officer to whom a security supervisor reports to is the manager of a workplace or the secretary of a residential complex.
- 3. Responsibilities and duties of a Security Supervisor includes:
  - Training the new officers and assigning particular duties to them

- Assisting in timekeeping operation system
- Communicating with local law enforcement agencies
- Maintaining attendance records regularly, in a consistent manner
- Investigating incidents, based on the reports placed by workplace employees or customer complaints
- Ensuring protection and safety measures to control loss of time and minimise the injuries due to it
- Putting various data together to ensure accurate incident reporting
- 4. The person working as Security Supervisor should be at least bilingual with good idea of computer operations.
- 5. The age of the person wishing to become a security supervisor should be at least 21 years

### Say 🤷

Let us now participate in an activity to understand the concepts better.

## - Activity

• Ask the trainees to remember and say few words on security services. Capture each response as it comes in on the whiteboard. You can use this opportunity to introduce essential terms, too

Activity	Duration	Resources used
Word Flash	15 mins	Laptop, internet connection, overhead projector, white screen, whiteboard, markers (black and blue), laser pointer

## Say 🤦

Did you enjoy this activity? Friends, now that we have played the Word Flash game. I hope you have learned to open up a bit.

## - Do 🗸

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.
- Ask a student to summarize what was discussed in the session.
- Demonstrate enthusiasm for subject matter, course and participant's work

## – Notes for Facilitation 🖃

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

#### – Answers to the Exercise Questions

- 1. a) security supervisor
- 2. b) Rs. 40,000
- 3. d) All of the above
- 4. d) all of the above
- 5. d) all of the above







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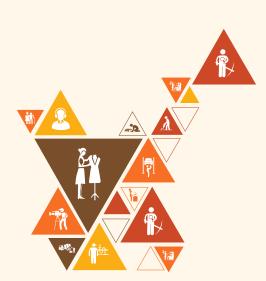
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# 2. Physical Training

Unit 2.1 - Physical Health, Strength and Dexterity Training

Unit 2.2 - Sound Health, Hygiene and Grooming Habits for Security Supervisor





## Key Learning Outcomes

By the end of this module, the participants will be able to:

- 1. Improve physical health, strength and dexterity in trainees
- 2. Inculcate good personal hygiene practices

#### Unit 2.1: Physical Health, Strength and Dexterity Training

Unit Objectives

By the end of this unit, the participants will be able to:

- 1. Practice understanding the importance of physical training, strength and dexterity for security personnel
- 2. Demonstrate different types of exercises for various purposes

#### – Resources to be Used 🔄

Participant handbook, pen, writing pad, whiteboard / flipchart, markers

Note

This session of the program will give the trainees a brief introduction of physical fitness.

Say 🤷

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

## Ask

Ask the trainees the following questions:

- What are some of the examples of physical training?
- What are some of the ways of maintaining hygiene?
- How can an unarmed security guard groom himself?

Write down the trainee's answers on whiteboard / flipchart. Take appropriate cues from the an-swers and start teaching the lesson.

#### Elaborate

- 1. A healthy body with proper diet is important for an individual no matter which field he or she is working in.
- 2. There is a minimum level of physical fitness that is expected of a security person, however, the more 'in-shape" you are, the better. This job often requires you to run and lift heavy objects or you may need to protect someone else.
- 3. Physically fit security officers are better able to provide high levels of organizational safety and customer service for employees, consumers and visitors.

- 4. Physical exercises and activities includes:
  - Cardio Running, jumping jacks
  - Upper body Push-Ups, running, swimming
  - Lower body

Sav 🤷

Let us now participate in an activity to understand the concepts better.

#### – Activity 🖉

- The Trainer shows the Trainees few videos related to the topic
- The sample links for the videos are:
  - https://www.youtube.com/watch?v=50kH47ZztHs (Cardio)
  - https://www.youtube.com/watch?v=1fbU\_MkV7NE (Sit-Ups)
  - o https://www.youtube.com/watch?v=HtUF5DMRyCI (Ladder Drills)
- The Trainer will conduct the lesson by taking suitable cues from the videos.

Activity	Duration	Resources used
Video Session	20 mins	Laptop, internet connection, overhead projector, white screen, whiteboard, markers (black and blue), laser pointer

## Say 🤷

So friends, what did you learn from the videos? So friends, what did you learn from the videos? Now, let us move to the next session.

## - Do 🗸

- Pause and repeat as per requests from students.
- Translate the English words into the local language known by a majority of the students in the class.
- Explain the videos patiently and with a smiling face.
- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

## – Notes for Facilitation 🗐

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

# Unit 2.2: Sound Health, Hygiene and Grooming Habits for Security Supervisor

#### Unit Objectives 🥝

By the end of this unit, the participants will be able to:

- 1. Demonstrate how to maintain hygiene
- 2. Practice grooming habits
- 3. Evaluate the importance for healthy habits

#### - Resources to be Used 🖉

Participant handbook, pen, writing pad, whiteboard / flipchart, markers

#### Note

This session of the program will give the trainees a brief introduction on grooming and maintaining hy-giene

## Say 🔓

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

## Ask

Ask the trainees the following questions:

- Why is it important to maintain hygiene?
- What are the different ways of maintaining personal hygiene?

Can you give me some examples on how an unarmed security guard should be groomed?

Write down the trainee's answers on whiteboard / flipchart. Take appropriate cues from the an-swers and start teaching the lesson.

#### Elaborate

- 1. Personal grooming and maintaining hygiene are two of the most important things that one must follow, irrespective of his or her profession
- 2. Uniform must be maintained in the below manner:
  - Regular washing, according to recommendations and instructions
  - Damages, wear and tear must be checked and repaired regularly

- Cases of loss, dilapidation (destruction beyond repair) and theft must be reported to concerned authority
- 3. Grooming tips for security supervisors:
  - Fingernails should be trimmed neatly and should never be dirty
  - Hair must be trimmed neatly (for men)
  - Sideburns and moustache must be neatly trimmed
  - For women, hair should not extend below the bottom seam of the blouse collar
  - Elaborate and heavy jewellery are prohibited for both men and women
  - Undergarments, if visible through uniform, must be white
  - Women must wear supportive undergarments
  - Tie pins, cuff links and hair pins may be worn

## Say 🔎

Let us now participate in an activity to understand the concepts better.

#### - Activity 🖉

- Ask students to individually prepare a list of any one of the following:
  - o Different ways an unarmed security guard should maintain hygiene
  - o Grooming procedures for an unarmed security guard

Activity	Duration	Resources used
Prepare a list	45 mins	Participant handbook, notebook, pen, white-board, markers (black and blue)

## - Do 🗹

- Jot down the crucial points on the whiteboard as the students work on the activity.
- Share your inputs and insight, to encourage the students and add onto what they do.
- Ensure that all students participate in the class.
- Ask a student to summarize what was discussed in the session.
- Demonstrate enthusiasm for subject matter, course and participant's work.
- Prepare in advance and use appropriate energizers.
- Encourage the students to explore how the training session can help them improve their work.
- Keep the students on track.
- Keep the ambience constructive and positive.
- Ensure each contribution is given fair consideration

## – Notes for Facilitation 🖃

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

#### - Answers to the Exercise Questions

- 1. a) maintaining hygiene
- 2. d) all of the above
- 3. b) Physically fit
- 4. d) all of the above
- 5. d) All of the above





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## 3. Drill

Unit 3.1 - Safety Practices and Drill Unit 3.2 - Preventing Electrical Hazard and Fire at Work





## Key Learning Outcomes

By the end of this module, the participants will be able to:

1. Improve bearing and deportment and grooming trainees into smart individuals

#### Unit 3.1: Safety Practices and Drill



By the end of this unit, the participants will be able to:

- 1. Recognize the best industrial practices for workplace safety
- 2. Explain the importance of drilling

#### - Resources to be Used 💆

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools (as recommended for the job role)



This session will explain the importance and need of safety practices and drill



In this session, we will learn how an emergency evacuation is performed



Ask the trainees the following questions:

- Can anyone tell me what the meaning of drill is?
- If there is an emergency, and you need to evacuate the place, what would you do?

Write down the trainee's answers on whiteboard / flipchart. Take appropriate cues from the an-swers and start teaching the lesson.

#### Elaborate

- 1. Drilling is a part of emergency management and it is related to the safety of people whether they are customers, clients or employees of an organization.
- 2. Drilling comprises of both preventing the situation from escalating to a worse stage as well as to keep people's safety the topmost priority.
- 3. Best Industrial Practices in Workplace Safety:
  - Report to superiors and emergency service organizations for assistance in the event of emergencies
  - Identify the different types of breaches in health, safety and security and know how and when to report them

- Always keep the clothes tucked in neatly because loose clothes may get entangled in the unit or catch fire
- Seek for help and assistance while carrying heavy tools, objects or while rescuing an injured person
- Always keep Communication devices and first aid kit handy while on duty
- Keep emergency and escape routes free from obstructions and report violation
- 4. Wear personal safety gear and clothing as per organizational procedure
- 5. Report to superiors and emergency service organizations for assistance in the event of emergencies

Say 🤷

Let us go through an activity to learn evacuation and perform when the time comes.

#### • Activity 🖉

- Take the trainees to the lab.
- Divide the class into groups comprising five trainees.
- In this activity, the trainees will enact the role of firefighters and victims.
- The trainees who will be enacting the role of firefighters will showcase the correct method of safe lifting and carry the victim(s) to a secure area.
- They will also showcase a smooth evacuation process and the techniques of carrying out babies and elderly
- For every group, set a fix time limit to complete the evacuation process.
- Appreciate the group that can demonstrate the evacuation process and correct way of removing victims from the fire hazards effectively

Activity	Duration	Resources used
Role play	3 hours	Whiteboard/Flipchart, mark-er, laptop, pen, notebooks, etc.

## Say 🔓

Friends, these activities were aimed at making you realise that you already know something about the places, where the services of an unarmed security Guard are used. Hope you will be able to use this experience when the situation demands.

### - Do 🗹

- Guide the students to learn new things from the session
- Keep in mind that the students come from different backgrounds, try to be less judgemental with different viewpoints
- Tell them the importance of sensitivity and cooperation in workplace
- Check whether they understand the concept of constructive criticism

#### – Notes for Facilitation [

- Ask the trainees if they understand the importance of clean, safe, and secure environment
- Check if the trainees know how to identify various types of breaches
- Ensure that they do not compromise on arranging the medical assistance for the victim if required
- Ask them if they know how to report about things that is beyond control

#### Unit 3.2: Preventing Electrical Hazard and Fire at Work

Unit Objectives 6

By the end of this unit, the participants will be able to:

- 1. Demonstrate how to prevent electrical hazards at work
- 2. Demonstrate how to prevent fire at work

### - Resources to be Used 🖉

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools (as recommended for the job role)

### Note

This session is going to be crucial for having a deep understanding on prevention methods of electrical and fire hazards.

## - Say 🖸

We will go through a session that would help us get an in-depth understanding of hazard prevention in workplace.

## - Ask

- What is an electrical hazard?
- Have you ever experienced power cut due to electrical surge? What did you do?
- Why is fire safety important?

### - Elaborate

- 1. The knowledge about the following is essential and critical for preventing or fighting a fire outbreak at work:
  - Types of fuel
  - Types of Fire
  - Causes of Fire
  - Fire Alarms
  - Types of fire-fighting equipment
  - Firefighting procedure

- 2. Various types of fuel according to physical state are:
  - Solid Fuel
  - Liquid Fuel
  - Gaseous Fuel
- 3. A fire alarm is a device used to raise and alert and warn people via audio-visual appliances during fire outbreaks, smoke, carbon monoxide and similar emergencies
- 4. All the electrical equipment should be regularly checked for following electrical safety. The time should be of 6 months maximum. A competent person should conduct the check, which could be an electrician.
- 5. If any of the electrical apparatus is found to be faulty, the equipment should immediately withdraw from its use.
- 6. The P.A.S.S technique must be adopted for extinguishing the fire Pull, Aim, Squeeze, Sweep
- 7. Immediate evacuation must be initiated if the extinguisher is exhausted and the fire still exists
- 8. Types of Fire-fighting equipment includes:
  - Water extinguisher
  - Foam extinguisher
  - Powder extinguisher
  - Carbon dioxide (CO2) extinguishers
  - Wet chemical extinguishers
  - Fire blankets

## Say

Once you complete this course and start working in real life, you would be required to have practical knowledge related to preventive measures on any breaches and medical assistance if needed. Now, without waiting any longer, let's jump into an activity.

#### – Activity 🗟

- This will be an individual activity
- The students will do the following activities with the help of trainer
  - o plugging into a GFCI (Ground Fault Circuit Interrupter)
  - o checking each extension cord before use
  - o conducting a thorough check for electrical wiring
  - o inspecting power tools on a regular basis
  - o checking insulated tools for damage
  - keeping extension cords in a safe place
  - o ensuring that all electrical components stay dry
  - using the right extension cord for the job
- All the students will be evaluated on the basis of performance

Activity	Duration	Resources used
Prevention of electrical hazards	3 hours	Whiteboard/Flipchart, mark-er, laptop, pen, notebooks, etc.



Hope this was an interesting activity and you get a proper insight how things may go wrong in real life and proper prevention is needed.

#### – Do 🗹

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.
- Ask a student to summarize what was discussed in the session

#### – Notes for Facilitation 빌

- Ensure that students are able to understand the gravity of preventing electrical and fire hazards
- Encourage students to know more about prevention techniques
- Make sure that the students are practically aware of prevention methods so that they can perform better when the time comes

#### - Answers to the Exercise Questions

- 1. c) Drilling
- 2. d) all of the above
- 3. d) all of the above
- 4. d) none of the above





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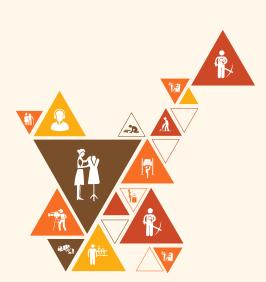


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## 4. Unarmed Combat

Unit 4.1 - Unarmed Combat and Security, Keys, Responsibilities and Skills





## Key Learning Outcomes

By the end of this module, the participants will be able to:

- 1. Familiarize unarmed combat techniques
- 2. Recognise the importance of unarmed combat and skills and responsibilities associated with it

## Unit 4.1: Unarmed Combat and Security, Keys, Responsibilities and Skills

## Unit Objectives



By the end of this unit, the participants will be able to:

- 1. Explain Unarmed Security
- 2. Discuss the key job responsibilities, duties and required skills for unarmed security guards

### Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools (as recommended for the job role)

## Note

This session is going to unfold the importance of unarmed security and methods to defend with un-armed techniques.

# Sav

Today, we will learn about unarmed security with special focus on unarmed combat techniques.

### Ask

Ask the trainees the following questions:

- What is unarmed security?
- What is self-defence? Why is it important?

Write down the trainees' answers on whiteboard/flipchart. Take appropri-ate cues from the answers and start teaching the lesson.

#### **Flaborate**

- 1. Unarmed combat is important in a field of work like security. Unarmed combat skills help to control the ensuing threat or secure the safety of the surrounding.
- 2. Some of the unarmed combat techniques are:
  - Tiger Claws
  - Chin jab
  - Edge of hand blow

- Stomp kick
- 3. Safeguarding and extending protection services to the properties and persons in designated premises, against risks and threats like:
  - Trespassing and unauthorized entry
  - Violent behaviour and loitering
  - Sexual abuse and molestation
  - Theft, robbery and cyber crime
  - Unruly mob
  - Littering and Vandalism
- 4. A Security Supervisor must stay vigilant about suspicious letters and packages, because:
  - Suspicious letters and packages have proved to be effective IED (Improvised Explosive Device) over time
  - Such letters and packages may often carry highly confidential information and have proved effective tools of conducting domestic and internal Espionage and seditious actions over time
  - Any such suspicious letter or package, if ignored, may prove fatal later on and this may adversely affect the job reputation of the guard
- 5. A Security Supervisor must gather knowledge about the organisation like basic layout plan of the site, physical obstacles in the site, safety evacuation routes available and standard operating procedures (sops) laid down by the organization

# - Say 🖻

Let us go through an activity that will help us in self-defence.

### - Activity 🖉

- This will be a group activity
- Divide students in two groups
- Ask for a student to be volunteer
- Demonstrate different techniques like chin jab, knee stomp, tiger claw, etc.
- Call one student from each group and pair them
- Tell them to observe closely and mimic the techniques with each other
- Evaluate whether the students are able to learn the proper methods
- Show them their mistakes with repeated demonstrations

Activity	Duration	Resources used
Role play	3 hours	Whiteboard/Flipchart, mark-er, laptop, pen, notebooks, etc.

# - Say 🖻

Hope this was an interesting activity. Now you are prepared to tackle any such unwanted situation where you may need to defend yourself or someone else.

### - Do 🗹

- Encourage the students to explore how the training session can help them improve their work.
- Keep the students on track.
- Keep the ambience constructive and positive.
- Ensure each contribution is given fair consideration

### – Notes for Facilitation 🕒

- Ensure that the students understand the importance of unarmed techniques
- Encourage students to keep on practicing till they master the moves to their advantage
- Make sure that their technique is accurate and effective
- Ask students if they have any difficulty regarding tackling emergency situations

#### Answers to the Exercise Questions

- 1. d) All of the above
- 2. d) All of the above
- 3. d) all of the above
- 4. a) Unarmed







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# 5. Supervise a Security Unit

Unit 5.1 - Commence Security Operations at the New or Existing Site Unit 5.2 - Training, Administration and Welfare of the Personnel Unit 5.3 - Deal with Emergencies, Documentation and Reports





### Key Learning Outcomes

By the end of this module, the participants will be able to:

- 1. Demonstrate security operations at a new or existing site
- 2. Explain how to manage resources at the workplace
- 3. Ensure training, administration and welfare of the personnel
- 4. Illustrate how to deal with emergencies
- 5. Demonstrate documentation process
- 6. Explain how to prepare and submit various reports

# Unit 5.1: Commence Security Operations at the New or Existing Site

### Unit Objectives 🧭

By the end of this unit, the participants will be able to:

- 1. Explain how to start operations at a new or existing site as per organisational procedure
- 2. Explain ways of managing resources at the workplace
- 3. Illustrate deployment of manpower and surveillance equipment
- 4. Demonstrate Collection of intelligence and information

#### - Resources to be Used 🖉

Whiteboard, markers, duster, Laptop, projector, screen, laser pointer, notebook, pen, participant's handbook, recommended equipment and tools

#### Note

This session of the program will give the trainees a brief introduction of Security Operations at the New or Existing Site.

# Say 🦻

Before we begin this session, let us have a round of interaction.

#### Ask ask

Ask the trainees the following questions:

- How do you protect assets in an organization?
- What is the role of a supervisor?

Write down the trainee's answers on whiteboard / flipchart. Take appropriate cues from the an-swers and start teaching the lesson.

#### - Elaborate 🖄

- 1. It is the responsibility of the supervisor to maintain a brief shift report. The report should comprise all the occurrences that took place during the shifts.
- 2. It is also the supervisor's responsibility to obtain the complete documentation and check it after each shift.

- 3. It is also the supervisor's responsibility to obtain the complete documentation and check it after each shift.
- 4. The supervisor should know the guards on patrol duty and the tools they are carrying during their watch. They should also check whether the guards' equipment is relevant to the job role and not for some other purpose.
- 5. A duty roster shows the allotment of jobs, hours of duty, and days off for each staff member. Duty Roster is usually prepared by the supervisors and then authorised by the HOD / Manager of the department.
- 6. One of the important job duties of a Security Supervisor is the preparation of reports for daily attendance for personnel. Attendance report helps to track the total headcount for a particular day, the number of absentees, and the specific duty shift timings for each employee.

# Say 🤦

Let us now participate in an activity to understand the concepts better.

# - Activity

- Divide the students in two groups
- Ask them to identify manpower, available equipment resources and security operations required
- Ask them to identify the details to be mentioned in a document which is preapred after shift for handover.
- Evaluate their answers

Activity	Duration	Resources used
Make a list	40 mins	Laptop, internet connection, overhead projector, white screen, whiteboard, markers (black and blue), laser pointer

# - Do 🗸

- Prepare in advance and use appropriate energizers
- Encourage the students to explore how the training session can help them improve their work
- Keep the students on track
- Keep the ambience constructive and positive
- Ensure each contribution is given fair consideration
- Give them constrauctive feedback

# – Notes for Facilitation 🗐

- Ask the trainees if they have any questions
- Encourage other trainees to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the trainees
- Ask them to answer the questions given in the participant manual
- Ensure that all the trainees answer every question
- Make a summery of all the best answers and appreciate the students



#### Unit 5.2: Training, Administration and Welfare of the Personnel

Unit Objectives

By the end of this unit, the participants will be able to:

- 1. Identify training requirements of team members
- 2. Identify and resolve concerns/ grievances of team members

# - Resources to be Used 🖉

Whiteboard, markers, duster, laptop, projector, screen, laser pointer, notebook, pen, participant's handbook, recommended equipment and tools.

### - Note 🗐

This session of the program will give the trainees a brief introduction of Training, Administration and Welfare of the Personnel

# Say 🖻

Before we begin this session, let us have a round of interaction.

# Ask

Ask the trainees the following questions:

• What are the differnet types of training that are given to the security guards?

Write down the trainee's answers on whiteboard / flipchart. Take appropriate cues from the an-swers and start teaching the lesson.

### Elaborate

- 1. One of the methods for deploying personnel and resources is the use of the intelligence cycle. With the help of this cycle, a supervisor can easily attain information and organise resources and workforce efficiently.
- 2. Types of training for security personnel include:
  - o Guards training
  - o Officers training
  - o Online training
  - o Self-defence training

- o Corporate training
- o Physical training
- Fire safety training
- Emergency evacuation training
- o Disaster management training
- o Behavioural training
- 3. Amongst the other fundamentals, the trainee learns:
  - o Breath control
  - o Trigger control
  - o Combat site alignment vs Site picture target
  - o Combat positions
  - o Bench shooting
  - Target practice
  - The grip of firearms (2 handed or 1 handed)
- 4. "Employee Grievance" is a specific complaint of employee dissatisfaction, related to compensation package, job requirements, current work conditions, or other aspects of employment.
- 5. The results of the grievance must be shared with the employee, and during the entire period, the supervisor must ensure that the employee can work properly as per their daily schedule.

# Say 🔎

Let us now participate in an activity to understand the concepts better

### - Activity 🖉

- Ask students to write about the sequence of training that needs to be given to the team mem-bers.
- Ask the students to write about the details of each training that a security personnel should receive.

Activity	Duration	Resources used
Exchange ideas	60	Laptop, internet connection, overhead projector, white screen, whiteboard, markers (black and blue), laser pointer

- Do
- Share your inputs and insight, to encourage the students and add onto what they talk about
- Ensure that all students participate in the class
- Ask a student to summarize what was discussed in the session
- Demonstrate enthusiasm for subject matter, course and participant's work

# – Notes for Facilitation

- Ask the trainees if they have any questions
- Encourage other trainees to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the trainees
- Ask them to answer the questions given in the participant handbook
- Ensure that all the trainees answer every question
- Provide the students with constructive feedback

#### Unit 5.3: Deal with Emergencies, Documentation and Reports

Unit Objectives

By the end of this unit, the participants will be able to:

- 1. Demonstrate how to deal with emergencies
- 2. Explain how to lodge a complaint, record and report incidents

#### - Resources to be Used 🙋

Whiteboard, markers, duster, Laptop, projector, screen, laser pointer, notebook, pen, participant's handbook, recommended equipment and tools

## - Note 🗐

This session of the program will give the trainees a brief introduction to emergency situation handling, documentation and preparation of incident reports.

# Say 🔎

Before we begin this session, let us have a round of interaction.

# Ask

Ask the trainees the following questions:

- What should be the role of a supervisor and a team member during emergency?
- What should be the appropriate steps to be taken during an emegency?
- What should be written in an incident report.

Write down the trainee's answers on whiteboard / flipchart. Take appropriate cues from the an-swers and start teaching the lesson.

#### - Elaborate 🖉

- 1. Security supervisors are trained to respond to any emergencies. However, their client or employer often determines their role in a specific emergency.
- 2. The most important aspect of evidence collection and preservation is protecting the crime scene. This is to keep the pertinent evidence uncontaminated until it can be recorded and collected.
- 3. To cordon off is to block an area, usually with a rope, so that people are kept from going there. There are several ways with the help of which a security supervisor can cordon off (prevent) people to come within the boundary of any crime scene.

- 4. According to the Criminal Procedure Code, 1973 (Section 154), an Indian citizen (or any other country's citizen present in India at that time) can complain about the police.
- 5. The first step to lodge or report a complaint is to meet with the policemen who is in charge of the concerned area. If the current situation doesn't allow you to leave the crime scene area or the premises, you can send the complaint in written format
- 6. When lodging a complaint or reporting an incident, it is your responsibility as a security supervisor to include these aspects in the police report.

Say 🕍 -

Let us now participate in an activity to understand the concepts better

### • Activity 🖉

- Divide the trainees into 4 groups
- Conduct a role-play on how to conduct evacuation during an emergency
- Participants will help each other for safe evacuation

Activity	Duration	Resources used
Demonstration of equipment	60 mins	Laptop, internet connection, overhead projector, white screen, whiteboard, markers (black and blue), laser pointer

### – Do 🗹

- Prepare in advance and use appropriate energizers
- Encourage the students to explore how the training session can help them improve their work
- Keep the students on track
- Keep the ambience constructive and positive
- Ensure each contribution is given fair consideration

### - Notes for Facilitation 🖃

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

### – Answers to the Exercise Questions -

- 1. d) All of the above
- 2. d) all of the above
- 3. b) Roster management
- 4. b) preventive maintenance
- 5. a) safety equipment







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# 6. Carry Out Job- Specific Security Duties

- Unit 6.1 Basic Operating Knowledge of Security Equipment in Front Office/ Entry/ Exit Points
- Unit 6.2 Documentation, Material Movement and Organisational Procedures
- Unit 6.3 Procedure for Carrying out Operations Manually
- Unit 6.4 Indications Regarding Suspicious Mails and Packages
- Unit 6.5 Procedure for Dealing with Irregular Situations



### Key Learning Outcomes

By the end of this module, the participants will be able to:

- 1. Discuss various security equipment in front office/ entry/ exit points
- 2. Demonstrate documentation, material movement and organisational procedures
- 3. Practice the procedure for carrying out operations manually
- 4. Identify the indications regarding suspicious mails and packages
- 5. Demonstrate dealing with irregular situations

### Unit 6.1: Basic Operating Knowledge of Security Equipment in Front Office/ Entry/ Exit Points

## Unit Objectives 6

By the end of this unit, the participants will be able to:

- 1. Practice how to check authorization of visitors, material and vehicle for entry/ visit to premises
- 2. Demonstrate ways of communicating with visitors, over telephone
- 3. Practice directing visitors to designated authority, preventive actions, and maintaining personal safety

# - Resources to be Used 🖉

Whiteboard, markers, duster, laptop, projector, screen, laser pointer, notebook, pen, participant's handbook, recommended equipment and tools.

#### Note

This session of the program will give the trainees a brief introduction of job specific security duties.

# Say 🖸

Before we begin this session, let us have a round of interaction.

# - Ask

Ask the trainees the following questions:

- Do you carry an ID card with you while visiting places?
- What is your take on maintaining personal safety?

Write down the trainees' answers on whiteboard / flipchart. Take appropriate cues from the an-swers and start teaching the lesson.

#### Elaborate

- 1. The guard on escort duty must check the following documents:
  - Id card issued by the agency / employer
  - Authorization letter issued by the agency / employer to enable the guard to carry on with the escort duty
  - Route map
  - Details of driver

- Details of the vehicle
- Details of the passenger
- 2. It is the responsibility of a security guard to escort a guest or a visitor to the premises. However, this responsibility is not just of the guard. The responsibility lies with the supervisor too.
- 3. It is important for a supervisor to see if the guard is performing his or her duty diligently.
- 4. The greeting to use with customers while communicating can be:
  - Addressing at arrival or departure
  - When unable to meet with the request of the visitor
  - Communicate over telephone in professional manner
- 5. In case the visitor is on a vehicle, the guard should note down the vehicle's registration number

# Say 🦻

Let us now participate in an activity to understand the concepts better.

### – Activity 🦉

- Demonstrate different ways to communicate with visitors
- Show them how to handle a telephone call perfectly
- Ask them to play different roles and practice among themselves
- Take mock calls to check whether they have improved

Activity	Duration	Resources used
Practice session	60 mins	Laptop, internet connection, overhead projector, white screen, whiteboard, markers (black and blue), laser pointer

# Say 🔎

So friends, what did you learn from this activity? Now, let us move to the next session.

### Do 🗸

- Prepare in advance and use appropriate energizers
- Encourage the students to explore how the training session can help them improve their work
- Keep the students on track
- Keep the ambience constructive and positive
- Ensure each contribution is given fair consideration

# – Notes for Facilitation 🗐

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

# Unit 6.2: Documentation, Material Movement and Organisational Procedures

# - Unit Objectives 🦾

By the end of this unit, the participants will be able to:

- 1. Demonstrate ways to control material movement and prepare documentation
- 2. Discuss key issue and deposit documentation
- 3. Know how to record and report irregular situations with regard to key management

# - Resources to be Used 🖉

Whiteboard, markers, duster, Laptop, projector, screen, laser pointer, notebook, pen, participant's handbook, recommended equipment and tools.

# – Note 🗐

This session of the program will give the trainees a brief introduction of documentation and organiza-tional procedure.

# Say 뎥

Before we begin this session, let us have a round of interaction.

### - Ask

Ask the trainees the following questions:

- What do you understand by vendor management?
- Why do we need to store duplicate keys?

Write down the trainees' answers on whiteboard / flipchart. Take appropriate cues from the an-swers and start teaching the lesson.

#### - Elaborate 🖉

- 1. While handling and moving raw materials, the important factor is a transportation system. It embraces the basic operations related to individual products, packaging and bulk movement with the help of machinery or workforce.
- 2. The types of material that are supplied by vendors are:
  - Industrial machinery

- Raw material samples
- Ready material
- Scrap items
- Various valuables and properties of organisation
- 3. To keep a constant check regarding the authorisation and submission of keys, the security supervisor should maintain a key register
- 4. There are different registers that are dedicated to different aspects of key keeping and labelling.
- 5. Some of the irregular situations in the content of key management are:
  - Loss of keys
  - Copying of keys
  - Late deposit of keys
  - Expiry of authorisation to draw/ deposit keys
  - Damage to keys
  - Tampering with key holding panels

Let us now participate in an activity to understand the concepts better.

# - Activity

Sav

• Ask students to write down and discuss challenges in material movement and vendor management

Activity	Duration	Resources used
Exchange of ideas	40 mins	Laptop, internet connection, overhead projector, white screen, whiteboard, markers (black and blue), laser pointer

# - Say 🖻

So friends, what did you learn from this activity? Now, let us move to the next session.

# – Do 🗸

- Jot down the crucial points on the whiteboard as the students speak
- Share your inputs and insight, to encourage the students and add onto what they talk about
- Ensure that all students participate in the class
- Ask a student to summarize what was discussed in the session
- Demonstrate enthusiasm for subject matter, course and participant's work

# – Notes for Facilitation 🗐

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

#### Unit 6.3: Procedure for Carrying out Operations Manually

Unit Objectives 🥝

By the end of this unit, the participants will be able to:

- 1. Plan security of key panels by implementing approved processes
- 2. Demonstrate how to prepare passes/ permits for visitors

#### - Resources to be Used 🖄

Whiteboard, markers, duster, Laptop, projector, screen, laser pointer, notebook, pen, participant's handbook, recommended equipment and tools.

### - Note 🗐

This session of the program will give the trainees a brief introduction of procedure of manual operations.

# Say 🗣

Before we begin this session, let us have a round of interaction.

# Ask (ask)

Ask the trainees the following questions:

- What is the purpose of taking a permit?
- Have you ever gone to a place where you needed prior permission?

Write down the trainees' answers on whiteboard / flipchart. Take appropriate cues from the answers and start teaching the lesson.

### - Elaborate 🖉

- 1. The register following the key labelling system ensures that the keys for different purposes are kept separately.
- 2. RFID (Radio Frequency Identification) access via a key panel that is usually positioned on the front of the door ensures the security of the key cabinets or boxes.
- 3. In order to take or deposit keys, the users require strict authorisation. The administrator or the supervisor can set up specific personnel who will be in-charge of securing the key panels.
- 4. Security Tokens are physical devices used to gain access through the main gate. These systems allow the feeding of a PIN or password/key (Token) into the system, via RFID or Bluetooth interface.

Let us now participate in an activity to understand the concepts better.

# - Activity 🖉

Sav

- Demonstrate different procedures for carrying out procedures manually
- Ask students to show what they have learned

Activity	Duration	Resources used
Demonstration on manual process	120 mins	Laptop, internet connection, overhead projector, white screen, whiteboard, markers (black and blue), laser pointer

# - Say 🤦

So friends, what did you learn from this activity? Now, let us move to the next session.

# - Do 🗹

- Prepare in advance and use appropriate energizers
- Encourage the students to explore how the training session can help them improve their work
- Keep the students on track
- Keep the ambience constructive and positive
- Ensure each contribution is given fair consideration

#### – Notes for Facilitation 🖃

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

#### Unit 6.4: Indications Regarding Suspicious Mails and Packages

Unit Objectives 🙆

By the end of this unit, the participants will be able to:

- 1. Practice how to respond in case of delivery of suspicious mail/ package
- 2. Practice how to report to designated superior
- 3. Discuss receiving postal mail and couriers

#### Resources to be Used 🦉

Whiteboard, markers, duster, Laptop, projector, screen, laser pointer, notebook, pen, participant's handbook, recommended equipment and tools.

#### Note 🗐

This session of the program will give the trainees a brief introduction of indications regarding suspicious mails and packages.

# Say 🦻

Before we begin this session, let us have a round of interaction.

# Ask (ask)

Ask the trainees the following questions:

- What is the purpose of reporting a problem?
- Have you ever sent a letter using postal services?

Write down the trainees' answers on whiteboard / flipchart. Take appropriate cues from the answers and start teaching the lesson.

#### - Elaborate 🕍

- 1. Types of Suspicious mail/package:
  - Potential IED device
  - Wrongly addressed package
  - Package without any sender information
  - Package with the name of any suspicious place of origin

- Package without any stamp of postal authority
- 2. Many instances of premature detonation due to Radio transmission do take place. Therefore, the supervisor and the guards should consider these points:
  - Keep a considerable distance from the suspected package, call the bomb squad, and coordinate accordingly
  - It is the responsibility of the supervisor or the officer in charge to evacuate the area and remove the people types of suspicious mail/package
  - Wrongly addressed package
  - Package without any sender information
- 3. Action on finding a suspicious package/suspected bomb:
  - It is extremely important that when a security guard or the supervisor finds a Suspicious Package, they should not touch it. Chances are that the package may contain a bomb or some explosive material
  - The next step from the control room is to report to designated superior as per procedure about the suspicious package. It is mandatory to inform the section in charge, security officer or the security supervisor
- 4. In case a guard or the supervisor himself catches a person with such a suspicious package, detaining that person is necessary. The points to follow in this case are:
  - While conducting search operations, a guard may come across prohibited or suspicious items
  - A person carrying such items must be immediately held and detained (not arrested) by the guard, and the incident must be conveyed to the supervisor immediately.
  - If the suspect takes back the item and escapes the detention, it may lead to severe legal consequences for the guard

# – Say 🔎

Let us now participate in an activity to understand the concepts better.

# – Activity 🎤

- Ensure that the following things are practiced:
  - Responding in case of delivery of suspicious mail/ package
  - o Reporting to designated superior
  - Receiving postal mail and couriers

Activity	Duration	Resources used
Practice session	60 mins	Laptop, internet connection, overhead projector, white screen, whiteboard, markers (black and blue), laser pointer

#### So friends, what did you learn from this activity? Now, let us move to the next session.

# Do

Sa

- Jot down the crucial points on the whiteboard as the students speak
- Share your inputs and insight, to encourage the students and add onto what they talk about
- Ensure that all students participate in the class
- Ask a student to summarize what was discussed in the session
- Demonstrate enthusiasm for subject matter, course and participant's work

### - Notes for Facilitation 🕒

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

#### Unit 6.5: Procedure for Dealing with Irregular Situations

Unit Objectives 🙆

By the end of this unit, the participants will be able to:

- 1. Plan security of key panels by implementing approved processes
- 2. Demonstrate how to prepare passes/ permits for visitors

### – Resources to be Used 🔄

Whiteboard, markers, duster, Laptop, projector, screen, laser pointer, notebook, pen, participant's handbook, recommended equipment and tools.

# - Note 🗐

This session of the program will give the trainees a brief introduction of procedures dealing with irregular situations.

# Say 🔎

Before we begin this session, let us have a round of interaction.

# Ask

Ask the trainees the following questions:

- Have you ever lost an important document? What did you do?
- What do you understand by visitor management system?

Write down the trainees' answers on whiteboard / flipchart. Take appropriate cues from the answers and start teaching the lesson.

# Elaborate

- 1. One of the common irregular situations that security supervisors have to often deal with is related to identification documents. In most cases, the documents (passes and permits) are expired.
- 2. Guards have also witnessed situations where they have to deal with individuals who try to enter the secured area forcibly, engage in aggressive behaviour and often tail others to seek entry.
- 3. Visitor management system:
  - The most common method of visitor management system is the one where the system functionality revolves around the use of software

- The system should have the capability to capture photographs of visitors via digital camera
- This system also creates an instant database, including the visitors' details like name, or-ganisation's name, address, the purpose of visit, contact details, designation, etc.
- If fed with a "print" command, the system then issues and prints a gate pass in that visi-tor's name, consisting of all these details.
- 4. In case a guard or the supervisor (while supervising the area) catches a person entering or exiting in an unauthorised manner, the first step is to detain them in a separate place. The same is to be followed for an unidentified person or an individual(s) who is creating ruckus (disturbance) in the premises.

Say 🦻

Let us now participate in an activity to understand the concepts better.

# - Activity

- Divide students in two groups
- Give them some unusual situations
- Ask them how they are going to handle them
- The group with the most appropriate answers wins

Activity	Duration	Resources used
Handling a situation	60 mins	Laptop, internet connection, overhead projector, white screen, whiteboard, markers (black and blue), laser pointer

# Say 🖻

So friends, what did you learn from this activity? Now, let us move to the next session.

# - Do 🗹

- Prepare in advance and use appropriate energizers
- Encourage the students to explore how the training session can help them improve their work
- Keep the students on track
- Keep the ambience constructive and positive
- Ensure each contribution is given fair consideration

# - Notes for Facilitation 🗐

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

#### - Answers to the Exercise Questions

- 1. a) security guard
- 2. d) all of the above
- 3. d) all of the above
- 4. d) all of the above
- 5. a) software





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# 7. Deal with Lost and Found Property

- Unit 7.1 Process of Organising Immediate Search to Recover Lost Property
- Unit 7.2 Necessary Documentation for Recording Information on a Lost/ Found Property
- Unit 7.3 Method of Handling Found Property, Process of Maintaining Confidentiality





## Key Learning Outcomes

By the end of this module, the participants will be able to:

- 1. Discuss the process of organising immediate search to recover lost property
- 2. Practice necessary documentation for recording information on a lost/ found property
- 3. Practice the method of handling found property, process of maintaining confidentiality

### Unit 7.1: Process of Organising Immediate Search to Recover Lost Property

### Unit Objectives 🖾



By the end of this unit, the participants will be able to:

- 1. Practice obtaining information or report of lost property directly from complainant or superiors
- 2. Practice informing superior on lost property complaints and take approved action

#### Resources to be Used

Whiteboard, markers, duster, Laptop, projector, screen, laser pointer, notebook, pen, participant's handbook, recommended equipment and tools.

### Note

This session of the program will give the trainees a brief introduction of immediate search for lost property.

# Sav

Before we begin this session, let us have a round of interaction.

# Ask

Ask the trainees the following questions:

- How would you inform your supervisor about a lost property complaint? •
- What are the information that you would jot down while recording the complaint? ٠

rite down the trainees' answers on whiteboard / flipchart. Take appropriate cues from the answers and start teaching the lesson.

### Elaborate

1. The steps for the search process to recover lost objects are:

- Ask the complainant to try and remember the place where they have lost the property
- With the help of a torchlight, search every nook and cranny
- In case the area in question is obscured under bushes, the guard, under the guidance of the supervisor
- can use the baton to bend aside the bushes to look for the item
- In case the lost property is metallic, the guards can take the help of a metal detector.

- 2. Inform superior on lost property complaints:
  - If the property of complainant got lost in any private establishment, he or she could inform the front office or reception
  - If the property of complainant got lost at the airport or railway station, he or she could inform the airport or station manager
  - If the property of complainant got lost in the hotel perimeter, he or she could inform the lost property office or the security guard
- 3. When a property is lost, it is mandatory for the security guard to create a report based on the statement of the complainant. Report about the lost property (if it is an expensive item or confidential document) to the police station

# - Say 🔎

Let us now participate in an activity to understand the concepts better.

#### - Activity 🖉

- Demonstrate the following processes to the students:
  - o The steps for the search process to recover lost objects
  - o Informing superior on lost property complaints
  - o Obtaining Information
  - o Reporting of lost property
  - o Taking approved action

Activity	Duration	Resources used
Demonstration based activity	60 mins	Laptop, internet connection, overhead projector, white screen, whiteboard, markers (black and blue), laser pointer

#### So friends, what did you learn from this activity? Now, let us move to the next session.

# Do 🗠

Sav

- Jot down the crucial points on the whiteboard as the students speak
- Share your inputs and insight, to encourage the students and add onto what they talk about
- Ensure that all students participate in the class
- Ask a student to summarize what was discussed in the session
- Demonstrate enthusiasm for subject matter, course and participant's work

# – Notes for Facilitation 🗐

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

#### Unit 7.2: Necessary Documentation for Recording Information on a Lost/ Found Property

## Unit Objectives 6



By the end of this unit, the participants will be able to:

- 1. Plan ways to seek additional information, on lost property
- 2. Demonstrate how to record details of the lost property

#### Resources to be Used

Whiteboard, markers, duster, Laptop, projector, screen, laser pointer, notebook, pen, participant's handbook, recommended equipment and tools.

## Note

This session of the program will give the trainees a brief introduction of recording information on lost property.

# Sa

Before we begin this session, let us have a round of interaction.

## Ask

Ask the trainees the following questions:

- How much helpful are CCTV footages?
- What additional information would you want on lost property?

Write down the trainees' answers on whiteboard / flipchart. Take appropriate cues from the answers and start teaching the lesson.

- 1. An item left behind by a guest either in the room or in public area, which is identified by any security staff member, is termed as a "lost and found" item. Lost and found items are stored in separate lockers. Before storing, registers are maintained to keep track of the item.
- 2. The best way to ensure that the information regarding the lost item is secure is by keeping it in a separate document. The next step in this process is to keep that document in the lost and found register
- 3. It is important to keep the details of the complainant as well as the lost property confidential to avoid

any false claimant coming forward and misappropriating the lost property. To establish the identity of the claimant, it is important that the security supervisor compares and rechecks these same details as well.

4. CCTV has proved itself to be one of the most apt and efficient equipment. It not only works as an excellent surveillance device but is also helpful in reconstructing an event that was not captured by the human eye

Let us now participate in an activity to understand the concepts better.

## - Activity 🖉

Sav

- Ask students to devise some plans to seek additional information on a lost property
- Evaluate students as per their performance

Activity	Duration	Resources used
Devising plans	60 mins	Laptop, internet connection, overhead projector, white screen, whiteboard, markers (black and blue), laser pointer

#### Sav Sav

So friends, what did you learn from this activity? Now, let us move to the next session.

#### - Do 🗅

- Prepare in advance and use appropriate energizers
- Encourage the students to explore how the training session can help them improve their work
- Keep the students on track
- Keep the ambience constructive and positive
- Ensure each contribution is given fair consideration

#### - Notes for Facilitation 🕒

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

#### Unit 7.3: Method of Handling Found Property, Process of **Maintaining Confidentiality**

## Unit Objectives



By the end of this unit, the participants will be able to:

- 1. Practice how to store and handle information, receive and record details of lost and found property
- 2. Demonstrate the process of reporting to supervisors

#### Resources to be Used

Whiteboard, markers, duster, laptop, projector, screen, laser pointer, notebook, pen, participant's handbook, recommended equipment and tools.

## Note

This session of the program will give the trainees a brief introduction of methods of handling lost and found property.

# Sav

Before we begin this session, let us have a round of interaction.

## Ask

Ask the trainees the following questions:

- What documents would you ask from the complainant on lost property? •
- How would you release the found property to the owner?

Write down the trainees' answers on whiteboard / flipchart. Take appropriate cues from the answers and start teaching the lesson.

- 1. When a property is lost, the entire incident is reported to the complaint cell. This report is forwarded to the security supervisor, which again is stored in the lost register.
- 2. Before giving away the property, it is necessary from the side of the security supervisor to match the information. After the security supervisor hands over the property to the rightful owner, they should store, retrieve and update information relating to the found property.

- 3. Store and handle information, receive and record details of lost and found property, reporting to supervisor:
  - Identify and contact the claimant of found property
  - Release the found property to the owner

## - Say 🗣

Let us now participate in an activity to understand the concepts better.

#### – Activity 🖉

- Teach students how to handle information on lost property
- Show them how to inform supervisors regarding a lost property

Activity	Duration	Resources used
Handling information	60 mins	Laptop, internet connection, overhead projector, white screen, whiteboard, markers (black and blue), laser pointer

# - Say 🔎

So friends, what did you learn from this activity? Now, let us move to the next session.

# – Do 🗸

- Jot down the crucial points on the whiteboard as the students speak
- Share your inputs and insight, to encourage the students and add onto what they talk about
- Ensure that all students participate in the class
- Ask a student to summarize what was discussed in the session
- Demonstrate enthusiasm for subject matter, course and participant's work

#### – Notes for Facilitation 🕒

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

#### – Answers to the Exercise Questions –

- 1. d) all of the above
- 2. a) create a report
- 3. a) lost and found item
- 4. a) a separate document
- 5. d) all of the above





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# 8. Supervise Security Escort Duties

- Unit 8.1 Obtain All Relevant Duty Details and Task-Related Briefing from Designated Superior
- Unit 8.2 Necessary Weapon and Ammunition, Safety Gear, Equipment/ Aids
- Unit 8.3 Threat/ Risks Associated With Vehicle Escort Duty
- Unit 8.4 Communication Protocol with Designated Superior/ Concerned Agencies and their Contact Details
- Unit 8.5 Security and Safety Requirements for Security Escort Duty



#### Key Learning Outcomes

By the end of this module, the participants will be able to:

- 1. Discuss escort task-related details
- 2. List the necessary weapon and ammunition, safety gear, equipment/ aids
- 3. Identify threat/ risks associated with vehicle escort duty
- 4. Discuss communication protocol with designated superior/ concerned agencies and their contact details
- 5. Identify security and safety requirements for security escort duty

#### Unit 8.1: Obtain All Relevant Duty Details and Task-Related **Briefing from Designated Superior**

## Unit Objectives 6



By the end of this unit, the participants will be able to:

- 1. Practice obtaining information or report of lost property directly from complainant or superiors
- 2. Practice informing superior on lost property complaints and take approved action

#### Resources to be Used

Whiteboard, markers, duster, laptop, projector, screen, laser pointer, notebook, pen, participant's handbook, recommended equipment and tools.

## Note

This session of the program will give the trainees a brief introduction of relevant duty details and brief from supervisors.

# Sav

Before we begin this session, let us have a round of interaction.

## Ask

Ask the trainees the following questions:

- Do you think that the vehicle must have fire extinguisher? •
- What is the best way to deal with any suspicious activity?

Write down the trainees' answers on whiteboard / flipchart. Take appropriate cues from the answers and start teaching the lesson.

- 1. Task-related Briefing from Designated Superior
  - Vehicles boarded by the client (person or persons under protection/escort) must be thoroughly checked before boarding, to ensure that no harmful items are kept inside.
  - Only authorised persons must board the vehicle, and the client must be consulted in case of deviations
  - Only the codriver seat must be occupied by the escort guard

- The guard must ensure that he/she does not consume heavy or oily food before or during duty hours
- The guard must ensure that he/she and the driver do not become too friendly with the client. Professional decorum and discipline must be maintained throughout
- Any suspicious activity must be reported to the supervisor / line manager immediately
- 2. Co-Ordinating with the Transport Supervisor
  - When a customer or any visitor, staying or working in the premise requests for a particular vehicle type
  - Ensuring the requested vehicle matches what the visitor has asked for
  - Calling up transporting personnel and car service providers regarding any impending assignment
  - Answering the doubts of the escorting driver and clarifying details related to duty
- 3. Approve Driver, Escort, Vehicle for Escort Duty
  - The vehicle should have proper papers like Registration certificate, License of the vehicle, Emission test certificate, Insurance certificate, Pollution undercontrol certificate, etc.
  - Friends and acquaintances of the driver, or strangers, must not travel with the client
  - The driver's license and credentials must be inspected before the vehicle starts

# Say 🖻

Let us now participate in an activity to understand the concepts better.

## - Activity

- Ask students to share what kind of steps they would take when someone complains for a lost property
- Evaluate students on individual basis

Activity	Duration	Resources used
Handling complaint	60 mins	laptop, internet connection, overhead projector, white screen, whiteboard, markers (black and blue), laser pointer



#### - Do 🗹

- Prepare in advance and use appropriate energizers
- Encourage the students to explore how the training session can help them improve their work
- Keep the students on track
- Keep the ambience constructive and positive
- Ensure each contribution is given fair consideration

## Notes for Facilitation

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

## Unit 8.2: Necessary Weapon and Ammunition, Safety Gear, **Equipment/ Aids**





By the end of this unit, the participants will be able to:

1. Identify the safety equipment, clothing and communication equipment

## Resources to be Used

Whiteboard, markers, duster, Laptop, projector, screen, laser pointer, notebook, pen, participant's handbook, recommended equipment and tools.



This session of the program will give the trainees a brief introduction of necessary weapon and ammunition.

# Sav

Before we begin this session, let us have a round of interaction.

## Ask

Ask the trainees the following questions:

- What is a safety equipment?
- Can you identify safety equipment? •

Write down the trainees' answers on whiteboard / flipchart. Take appropriate cues from the answers and start teaching the lesson.

- 1. Personal safety equipment and clothing:
  - Bullet-proof vest •
  - Flashlight
  - Uniform
  - Safety shoes with slip-resistant properties
  - Metal and bomb detectors

- Security equipment used by Security Supervisor includes Bulletproof vest, Highly visible uniform, Digital camera, Heavy-duty security belt, Smoke detector, Fire alarm, Closed-circuited television (CCTV), Access control equipment like metal detectors and Baggage scanner
- 3. Communication equipment
  - Flashlight
  - Stop and go baton
  - Walky-talky
  - Public announcement system (pas)
  - Cell phones
  - Landline phone

## Say 뎖

Let us now participate in an activity to understand the concepts better.

## - Activity

- Let the students identify the following equipment:
  - o Personal Safety Equipment and Clothing
  - o Security equipment
  - o Communication equipment
- Demonstrate the functions and advantages of these equipment

Activity	Duration	Resources used
Identifying equipment	60 mins	laptop, internet connection, overhead projector, white screen, whiteboard, markers (black and blue), laser pointer

## - Say 🖻

So friends, what did you learn from this activity? Now, let us move to the next session.

# – Do 🗸

- Jot down the crucial points on the whiteboard as the students speak
- Share your inputs and insight, to encourage the students and add onto what they talk about
- Ensure that all students participate in the class
- Ask a student to summarize what was discussed in the session
- Demonstrate enthusiasm for subject matter, course and participant's work

## – Notes for Facilitation 🗐

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

#### Unit 8.3: Threat/ Risks Associated With Vehicle Escort Duty

Unit Objectives 🦉

By the end of this unit, the participants will be able to:

1. Identify the threat/ risks associated with vehicle escort duty

## – Resources to be Used 🙆

Whiteboard, markers, duster, Laptop, projector, screen, laser pointer, notebook, pen, participant's handbook, recommended equipment and tools.



This session of the program will give the trainees a brief introduction of threats and risks associated with vehicles.

## Say 🦻

Before we begin this session, let us have a round of interaction.

## Ask ask

Ask the trainees the following questions:

- What is the benefit of briefing before starting work?
- What should be the plan of action if you suspect something is wrong?

Write down the trainees' answers on whiteboard / flipchart. Take appropriate cues from the answers and start teaching the lesson.

## – Elaborate 🖉

- 1. There are a number of hazards that are common to the type of services you would be involved in providing. Potential hazards may include:
  - Manual tasks
  - Gravity
  - Electricity
  - Machinery and equipment
  - Hazardous chemicals
  - Extreme temperatures

- Noise
- Radiation
- Biological
- Psychosocial hazards
- 2. Few other risks and threats included in this case are:
  - Road accident
  - Vehicle breakdown
  - Medical emergencies
  - Potential criminal/miscreant action

Say 🤦

Let us now participate in an activity to understand the concepts better.

#### - Activity 🖉

• Ask the students to make a list on possible threats/risks and how they would tackle those situations

A	ctivity	Duration	Resources used
Ma	ake a list	45 mins	laptop, internet connection, overhead projector, white screen, whiteboard, markers (black and blue), laser pointer

## Say 🔎

So friends, what did you learn from this activity? Now, let us move to the next session.

## - Do 🗹

- Prepare in advance and use appropriate energizers
- Encourage the students to explore how the training session can help them improve their work
- Keep the students on track
- Keep the ambience constructive and positive
- Ensure each contribution is given fair consideration

# – Notes for Facilitation 🗐

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

## Unit 8.4: Communication Protocol with Designated Superior/ **Concerned Agencies and their Contact Details**

## Unit Objectives 6



By the end of this unit, the participants will be able to:

- 1. Comply with reporting, recording, communication protocol with designated superior
- 2. Maintain communication with an escort as per instructions

#### Resources to be Used

Whiteboard, markers, duster, laptop, projector, screen, laser pointer, notebook, pen, participant's handbook, recommended equipment and tools.

#### Note

This session of the program will give the trainees a brief introduction of communication protocol with designated superior.

# Sav

Before we begin this session, let us have a round of interaction.

## Ask

Ask the trainees the following questions:

- In case of an emergency, how would you call an ambulance? •
- What is a route chart?

Write down the trainees' answers on whiteboard / flipchart. Take appropriate cues from the answers and start teaching the lesson.

- 1. When it comes to maintaining or following communication protocols to the concerned Agencies, those governing bodies include:
  - Controlling headquarter/ superiors
  - Police
  - Ambulance service
  - Road patrol

- Hospital services
- 2. Maintain communication with escort as per instructions:
  - The guard must carry with their list of emergency helpline numbers.
  - The security control room must be contacted for general contingencies, like car failure.
  - The guard must obtain destination details from the client alone
- 3. Route charts or maps are effective tools that help the transportation personnel while driving. In simple words, these maps help the driver by instructing them to take/find shortcut paths and alerting them to avoid congested roads.

Sav 🦻

Let us now participate in an activity to understand the concepts better.

## – Activity 🦉

- Describe what sort of emergencies can occur
- Show how to handle these situations
- Instruct them on how to contact a designated superior on such matters

Activity	Duration	Resources used
Handling emergency situations	60 mins	laptop, internet connection, overhead projector, white screen, whiteboard, markers (black and blue), laser pointer

# - Say 🤦

So friends, what did you learn from this activity? Now, let us move to the next session.

# – Do 🗹

- Jot down the crucial points on the whiteboard as the students speak
- Share your inputs and insight, to encourage the students and add onto what they talk about
- Ensure that all students participate in the class
- Ask a student to summarize what was discussed in the session
- Demonstrate enthusiasm for subject matter, course and participant's work

## – Notes for Facilitation 🗐

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

#### Unit 8.5: Security and Safety Requirements for Security Escort Duty

## Unit Objectives 6



By the end of this unit, the participants will be able to:

- 1. Discuss security escort duty
- 2. Demonstrate how to obtain all relevant duty details and task-related briefing

#### Resources to be Used

Whiteboard, markers, duster, Laptop, projector, screen, laser pointer, notebook, pen, participant's handbook, recommended equipment and tools.

#### Note

This session of the program will give the trainees a brief introduction of security and safety requirements.

# Sav

Before we begin this session, let us have a round of interaction.

## Ask

Ask the trainees the following questions:

- In case of an emergency, how would you call an ambulance?
- What is a route chart? •

Write down the trainees' answers on whiteboard / flipchart. Take appropriate cues from the answers and start teaching the lesson.

- 1. According to the dictionary, security escort duty is defined as "a military duty in which one or more servicemen accompany a person, group of people, or vehicle, for protection, guidance, restraint, or as a mark of honour".
- 2. Background verification of the security escort guard:
  - Police verification (not sufficient)
  - Previous employment verification
  - Verification through third party

- Reference check
- 3. Physical and psychological health test of security guard:
  - Basic medical tests (blood group, HIV, sexually transmitted diseases, audio and visual impairment, cardiovascular conditions, kidney functions, etc.)
  - Psychological tests like basic situation and reaction-based tests, psychometric tests, etc.

Let us now participate in an activity to understand the concepts better.

#### – Activity 🦉

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- Teach students to check these requirements:
  - o Background Verification of the Security Escort Guard
  - o Physical and Psychological Health
  - o Obtain All Relevant Duty Details and Task-Related Briefing from Designated Superior
- Ask their views on why this seems necessary

Activity	Duration	Resources used
Background check	60 mins	laptop, internet connection, overhead projector, white screen, whiteboard, markers (black and blue), laser pointer

# So friends, what did you learn from this activity? Now, let us move to the next session.

## Do 🗸

- Prepare in advance and use appropriate energizers
- Encourage the students to explore how the training session can help them improve their work
- Keep the students on track
- Keep the ambience constructive and positive
- Ensure each contribution is given fair consideration

# – Notes for Facilitation 🗐

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

#### - Answers to the Exercise Questions

- 1. d) all of the above
- 2. d) all of the above
- 3. d) all of the above
- 4. a) route charts
- 5. d) all of the above







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# 9. Control Access to the Assigned Premises

- Unit 9.1 Modus Operandi of People/ Criminals for Gaining Entry/ Exit from the Premises
- Unit 9.2 Types of Identity/ Authorisation Documents Carried By People, Vehicle and Material
- Unit 9.3 Access Control Operations
- Unit 9.4 Basic Knowledge, Faults, Capability and Procedure to Carry Access Control Operations



## Key Learning Outcomes

By the end of this module, the participants will be able to:

- 1. Discuss the modus operandi of people/ criminals for gaining entry/exit from the premises
- 2. Identify the types of identity/ authorisation documents carried by people/vehicle
- 3. Discuss access control operations
- 4. Identify faults, capability and procedure to carry access control operations

#### Unit 9.1: Modus Operandi of People/ Criminals for Gaining Entry/ Exit from the Premises

## Unit Objecti

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By the end of this unit, the participants will be able to:

- 1. Identify the equipment to attain access to a premise
- 2. Identity the purpose and authorisation of different categories of people/vehicles/material

#### Resources to be Used

Whiteboard, markers, duster, Laptop, projector, screen, laser pointer, notebook, pen, participant's handbook, recommended equipment and tools.

#### Note

This session of the program will give the trainees a brief introduction of modus operandi of people/criminals.

# Sav

Before we begin this session, let us have a round of interaction.

## Ask

Ask the trainees the following questions:

- How effective is fingerprint access? •
- What is biometric access? •

Write down the trainees' answers on whiteboard / flipchart. Take appropriate cues from the answers and start teaching the lesson.

- 1. Types of access controls:
  - Electronically operated systems Fingerprint access and Card Swapping •
  - Manual access control Id card, Permit, Authorization letter, Visitor's card •
  - **Biometric** access
- 2. Gates are one of the important access control equipment. Various types of gates are Vertical lift gates, Slide gates, Bifolding gates, Barrier arm gates, Cantilever gates, Swing gates

- 3. Vehicle control equipment RFID tag based vehicle access control system, Tripod turnstile, Full height turnstile, Tyre killer, Vehicle blocker, Blocking bollard
- 4. Category of people and vehicles:
  - Employee: Be it a residential complex or an industrial establishment; these premises require staff for various purposes.
  - Visitors: In commercial or industrial areas, one can see different categories of customers or visitors.
  - Vehicles: A number of vehicles + come and go in different types of premises. It is important that the security guards keep necessary information of those vehicles.

Say 🤷

Let us now participate in an activity to understand the concepts better.

# - Activity

- Familiarise students with the following electronically operated systems:
  - o Fingerprint Access
  - o Card Swiping
  - o Manual Access Control
  - o Biometric Access
  - o Access Control Equipment
  - o Vehicle Control Equipment

Activity	Duration	Resources used
Familiarise with systems	120 mins	laptop, internet connection, overhead projector, white screen, whiteboard, markers (black and blue), laser pointer

## Say 🤦

Hope you have understood everything. It will help you in the long run.

## – Do 🗠

- Jot down the crucial points on the whiteboard as the students answer.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.
- Ask a student to summarize what was discussed in the session.
- Demonstrate enthusiasm for subject matter, course and participant's work.

# – Notes for Facilitation 🗐

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

#### Unit 9.2: Types of Identity/ Authorisation Documents Carried By People, Vehicle and Material

## Unit Objectives 6



By the end of this unit, the participants will be able to:

- 1. Discuss personal identification and authorisation documents
- 2. Identify different documents for movement of goods/materials

#### Resources to be Used ি

Whiteboard, markers, duster, Laptop, projector, screen, laser pointer, notebook, pen, participant's handbook, recommended equipment and tools.

## Note

This session of the program will give the trainees a brief introduction of types of identity/authorization documents.

# Sa

Before we begin this session, let us have a round of interaction.

Ask

Ask the trainees the following questions:

- What is employee identity card?
- What is the difference between employee identity card and temporary identity card?

Write down the trainees' answers on whiteboard / flipchart. Take appropriate cues from the answers and start teaching the lesson.

- 1. An identity card is defined as "a card carrying the holder's photograph, name, date of birth, and other personal details. The identity card of an employee serves as official proof of their identity".
- 2. Temporary Identity Card Unlike that of the employee card holders, people like vendors or visitors of employees do not have authorisation or permission to enter into any industrial institutions. So, these id cards are issued by the security supervisors at the time of entry so that the visitors can enter in the premise for a temporary period

- 3. Gate pass is a printed document that requires to be filled out by the person, who wants to exit from the premises of the organisation. The person is required to fill out the necessary information, including the purpose of travel, to obtain approval.
- 4. Employee gate pass:
  - It is for employees, who want to move out.
  - Either way, they would have to fill out the employee gate pass and submit it for approval from the supervisor.

Let us now participate in an activity to understand the concepts better.

## - Activity

Sav

• Tell students to share their ideas on the benefits of personal identification and authorization documents

Activity	Duration	Resources used
Sharing your ideas	60 mins	laptop, internet connection, overhead projector, white screen, whiteboard, markers (black and blue), laser pointer

# - Say 🔓

So friends, what did you learn from this activity? Now, let us move to the next session.

## – Do 🗅

- Jot down the crucial points on the whiteboard as the students answer.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.
- Ask a student to summarize what was discussed in the session.
- Demonstrate enthusiasm for subject matter, course and participant's work.

## Notes for Facilitation

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

#### **Unit 9.3: Access Control Operations**

Unit Objectives

By the end of this unit, the participants will be able to:

- 1. Discuss access control
- 2. Demonstrate how to carry out access control operations manually
- 3. Demonstrate how to carry out assigned tasks and perform duties

#### – Resources to be Used 🖉

Whiteboard, markers, duster, laptop, projector, screen, laser pointer, notebook, pen, participant's handbook, recommended equipment and tools.

#### Note

This session of the program will give the trainees a brief introduction of access control operations.

# Say 🤦

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

## - Ask

Ask the trainees the following questions:

- What do you understand by access control?
- What is frisking?

Write down the trainees' answers on whiteboard / flipchart. Take appropriate cues from the answers and start teaching the lesson.

#### - Elaborate 🖉

- 1. Types of access control methods widely used:
  - Card swiping
  - Fingerprint access
  - Biometric access
  - Manual access control (by displaying ID card or as per policy)

- 2. Frisking and manual access control operations can be adopted either as a part of the daily routine or for cases of "reasonable suspicion", which implies that the guard has substantial reasons to suspect a person, a group of people or an object(s) of concealing something dangerous.
- 3. Steps related to frisking:
  - Start the frisking and searching process in the area of the person's clothing, which has aroused suspicion.
  - Start the frisk with a "patdown" motion of the outer clothing.
  - Do not reach beneath the outer clothing unless the guard has valid reasons to suspect that the inner clothing is concealing hazardous stuff or weapon.
  - Instruct the person to open the outer clothing if it is too bulky and hampers your search.
  - Pat down on the inner clothing with the permission of the person being frisked.
  - If the person objects, state the reasons behind the detailed frisking firmly.
- 4. Carrying out assigned tasks and perform duties:
  - Organise queues to manage people at the screening and search points
  - Respond to situations arising during screening and search
  - Carry out screening and search manually/ with equipment
  - Maintain personal safety during screening and search
  - Carry out screening and search using provided equipment
  - Carry out physical search of vehicle as per laid down procedures
  - Segregate suspected vehicle for detailed search
  - Operate provided equipment in line with organisation's instructions
  - Report malfunctioning of equipment to superiors
  - Stay vigilant of people trying to defeat the process/ equipment

# - Say 🖻

Let us now participate in an activity to understand the concepts better.

## – Activity 🦉

- Demonstrate different types of access control operations
- Show them the manual access control operations
- Ensure that they are well-versed with different technology

Activity	Duration	Resources used
Access control demonstration	60 mins	laptop, internet connection, overhead projector, white screen, whiteboard, markers (black and blue), laser pointer

So friends, what did you learn from this activity? Now, let us move to the next session.

## - Do 🗠

Sav

- Jot down the crucial points on the whiteboard as the students speak
- Share your inputs and insight, to encourage the students and add onto what they talk about
- Ensure that all students participate in the class
- Ask a student to summarize what was discussed in the session
- Demonstrate enthusiasm for subject matter, course and participant's work

#### - Notes for Facilitation 🖃

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

#### Unit 9.4: Basic Knowledge, Faults, Capability and Procedure to **Carry Access Control Operations**





By the end of this unit, the participants will be able to:

1. Identify the common faults occurring in the access control equipment

#### Resources to be Used

Whiteboard, markers, duster, Laptop, projector, screen, laser pointer, notebook, pen, participant's handbook, recommended equipment and tools.

#### Note

This session of the program will give the trainees a brief introduction of basic knowledge, faults and capabilities.

# Sav

Before we begin this session, let us have a round of interaction.

## Ask

Ask the trainees the following questions:

- What is power line interference? ٠
- What causes excess vibration?

Write down the trainee's answers on whiteboard / flipchart. Take appropriate cues from the answers and start teaching the lesson.

- 1. Common Faults Occurring in the Access Control Equipment:
  - Power line interference •
  - **Excess vibration**
  - Twisting or straining of the inspection/detection head
  - Erratic use
  - Radiated signal interference
  - Ground loop interference

- 2. A security supervisor must not only learn the thorough use of the above access control devices but also how to interpret the signals generated by them and report to concerned team in case of equipment failure and troubleshooting needs.
- 3. A security supervisor must have a basic understanding of the capability and limitations of the access control equipment in use and how to read and write error detection reports

Let us now participate in an activity to understand the concepts better.

## – Activity 🖉

Sav

• Ask the students to write down the common faults occurring in access control equipment and causes behind them and what steps one must take

Activity	Duration	Resources used
Write down faults	60 mins	laptop, internet connection, overhead projector, white screen, whiteboard, markers (black and blue), laser pointer

## - Say 뎥

So friends, what did you learn from this activity? Now, let us move to the next session.

## – Do 🗹

- Prepare in advance and use appropriate energizers
- Encourage the students to explore how the training session can help them improve their work
- Keep the students on track
- Keep the ambience constructive and positive
- Ensure each contribution is given fair consideration

## - Notes for Facilitation 🗐

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

#### - Answers to the Exercise Questions -

- 1. a) accomplished
- 2. a) Card swiping
- 3. a) biometric access
- 4. d) all of the above
- 5. a) entering







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# 10. Security and Security Practices and Tasks

- Unit 10.1 Private Security Sector Role, Different Domains, Organisation
- Unit 10.2 Importance of Security for Society and Risks and Threats Associated
- Unit 10.3 Badges of Rank in Police and Military
- Unit 10.4 Different Types of Arms and Types of Improvised Explosive Devices
- Unit 10.5 Types of Hazards, Accidents, Disasters, Emergencies and Organisations Dealing



#### Key Learning Outcomes

By the end of this module, the participants will be able to:

- 1. Discuss the private security sector: role, different domains, and organisation
- 2. Discuss the importance of security for society and risks and threats associated to it
- 3. Identify different badges of rank in police and military
- 4. Identify different types of arms and types of improvised explosive devices
- 5. Identify the types of hazards, accidents, disasters, emergencies and organisations dealing with it

# Unit 10.1: Private Security Sector: Role, Different Domains, Organisation

#### Unit Objectives 🧭

By the end of this unit, the participants will be able to:

- 1. Discuss the private security sector
- 2. Discuss the importance of security for society, institutions and corporate
- 3. Identify the different domains of the private security sector
- 4. Evaluate the organisation of the private security sector

#### - Resources to be Used 🖉

Whiteboard, markers, duster, Laptop, projector, screen, laser pointer, notebook, pen, participant's handbook, recommended equipment and tools.

#### – Note 📃

This session of the program will give the trainees a brief introduction of private security sector.

# Say

Before we begin this session, let us have a round of interaction.

#### - Ask

Ask the trainees the following questions:

- What are the names of our armed forces?
- What is the importance of security for society, institutions and corporate?

Write down the trainees' answers on whiteboard / flipchart. Take appropriate cues from the answers and start teaching the lesson.

#### · Elaborate 🕍

- 1. Private security companies are also alternative measures formed to prevent crime and bring safety to the society.
- 2. To earn a good reputation, goodwill or competitive edge, institutions seek hard to secure, encrypt and protect their information and intellectual property (data, trade secrets, copyright, patents, etc.) Against falling into external or unauthorised hands.

- 3. The role of private security in the industrial sector is known for providing security services for various products, logistics support, field surveys, and technological support.
- 4. The Indian Army is the land-based branch and the largest component of the Indian Armed Forces. The President of India is the Supreme Commander of the Indian Army, and the Chief of Army Staff, who is a four star general, commands it.
- 5. The Indian Navy is the naval branch of the Indian Armed Forces. The President of India is the Supreme Commander of the Indian Navy.
- 6. The Indian Air Force is the air arm of the Indian armed forces. Its complement of personnel and aircraft assets ranks fourth amongst the air forces of the world.
- 7. The security supervisor is a person, who executes multiple security functions to protect the person(s) and properties in the designated premises.

# Say 🗣

Let us now participate in an activity to understand the concepts better.

### - Activity

• Tell students to sit in a circle and discuss the importance of armed forces in the internal and external security of a country

Activity	Duration	Resources used
Discussion	40 mins	laptop, internet connection, overhead projector, white screen, whiteboard, markers (black and blue), laser pointer

#### Say 🤷

So friends, what did you learn from this activity? Now, let us move to the next session.

# - Do 🗸

- Prepare in advance and use appropriate energizers
- Encourage the students to explore how the training session can help them improve their work
- Keep the students on track
- Keep the ambience constructive and positive
- Ensure each contribution is given fair consideration

#### – Notes for Facilitation 🖃

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

# Unit 10.2: Importance of Security for Society and Risks and Threats Associated

#### Unit Objectives 🦉

By the end of this unit, the participants will be able to:

- 1. Discuss the importance of security for society, institutions, corporate and individuals
- 2. Identify the risks and threats to society, corporate and other organisations or institutions
- 3. Demonstrate how to respond to risks and threats

#### Resources to be Used 🖉

Whiteboard, markers, duster, Laptop, projector, screen, laser pointer, notebook, pen, participant's handbook, recommended equipment and tools.

#### Note

This session of the program will give the trainees a brief introduction of importance of security for society.

# Say 뎍

Before we begin this session, let us have a round of interaction.

### - Ask

Ask the trainees the following questions:

- What are some of the threats to society?
- What is a cybercrime?

Write down the trainees' answers on whiteboard / flipchart. Take appropriate cues from the answers and start teaching the lesson.

#### Elaborate

- 1. Organisations desire a competitive edge and goodwill, thus they try various things to earn a good reputation. This includes securing, encrypting and protecting Intellectual Property and information so that it does not fall into unauthorised hands.
- 2. Hazard is defined as a factor, which may cause harm to people and properties alike, like electricity, inflammable products, explosive material, corrosive chemical, using heavy ladders at workplace etc.
- 3. Risk is the possibility (high or low) for any hazard to actually cause somebody harm.

- 4. The potential or imminent danger to which Risks and Hazards expose the concerned premises is known as a threat.
- 5. Common risks and threats encountered:
  - Trespassing and unauthorized entry
  - Violent behaviour and mobbing
  - Sexual abuse, molestation and murder
  - Theft, robbery and cyber crime
  - Littering and vandalism
  - Terrorism
- 6. Types of terrorism:
  - Criminal terrorism
  - Religious terrorism
  - State-sponsored terrorism
  - Dissent terrorism
  - Political terrorism

Say 🖻

Let us now participate in an activity to understand the concepts better.

# - Activity

- Tell students to share their experiences on any of the following security threats:
  - o Trespassing and unauthorized entry
  - Violent behaviour and mobbing
  - o Sexual abuse, molestation and murder
  - Theft, robbery and cyber Crime
  - o Littering and vandalism
  - o Terrorism
- Ask them the possible precautions or ways to stop

Activity	Duration	Resources used
Exchange ideas	60 mins	laptop, internet connection, overhead projector, white screen, whiteboard, markers (black and blue), laser pointer



So friends, what did you learn from this activity? Now, let us move to the next session.

# – Do 🗸

- Jot down the crucial points on the whiteboard as the students speak
- Share your inputs and insight, to encourage the students and add onto what they talk about
- Ensure that all students participate in the class
- Ask a student to summarize what was discussed in the session
- Demonstrate enthusiasm for subject matter, course and participant's work

#### - Notes for Facilitation 📗

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

#### Unit 10.3: Badges of Rank in Police and Military

Unit Objectives 6

By the end of this unit, the participants will be able to:

- 1. Identify the different badges as per ranks
- 2. Identify rank by recognising the badge of rank of police and military personnel

### - Resources to be Used 🖉

Whiteboard, markers, duster, laptop, projector, screen, laser pointer, notebook, pen, participant's handbook, recommended equipment and tools.

#### – Note 빌

This session of the program will give the trainees a brief introduction of badges of police and military.

# Say 🔎

Before we begin this session, let us have a round of interaction.

# Ask (ask)

Ask the trainees the following questions:

• Can you identify a badge or insignia by rank?

rite down the trainees' answers on whiteboard / flipchart. Take appropriate cues from the answers and start teaching the lesson.

### Elaborate

- 1. In India, the police force is one of the most significant forces. Each state has its police. The police force in every state is empowered to maintain law and order and provide protection and safety to the citizens.
- 2. Hierarchy of Police in India:
  - Constabulary
  - Upper Subordinate
  - PPS/ SPS or Provincial/ State Police Service Officers
  - IPS Officers or Indian Police Service Officers
- 3. Officer Ranks in Indian Armed Forces:
  - Commissioned officers

- Junior commissioned officers
- Non-commissioned officers
- 4. The easiest way to recognise rank/ badge of rank in police and military is to study, check and identify the insignia and the emblems in them. The designations or ranks of few officers are written on the chest badge, along with their names

Let us now participate in an activity to understand the concepts better.

# – Activity 🎤

Sav

Show students different types of badges and ask them to identify the ranks

Activity	Duration	Resources used
Identify ranks with badges	60 mins	laptop, internet connection, overhead projector, white screen, whiteboard, markers (black and blue), laser pointer

# - Say 🖻

So friends, what did you learn from this activity? Now, let us move to the next session.

# - Do 🗹

- Prepare in advance and use appropriate energizers
- Encourage the students to explore how the training session can help them improve their work
- Keep the students on track
- Keep the ambience constructive and positive
- Ensure each contribution is given fair consideration

#### - Notes for Facilitation 🛽

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

# Unit 10.4: Different Types of Arms and Types of Improvised Explosive Devices

#### - Unit Objectives 💆

By the end of this unit, the participants will be able to:

- 1. Identify arms commonly used by the police and perpetrators
- 2. Identify components of improvised explosive devices

#### - Resources to be Used 💆

Whiteboard, markers, duster, laptop, projector, screen, laser pointer, notebook, pen, participant's handbook, recommended equipment and tools.

#### - Note 🗐

This session of the program will give the trainees a brief introduction of different types of arms and explosive devices.

# - Say 뎥

Before we begin this session, let us have a round of interaction.

# - Ask

Ask the trainees the following questions:

- Have you seen a police gun?
- Do you know how x-ray is used for identification?

Write down the trainees' answers on whiteboard / flipchart. Take appropriate cues from the answers and start teaching the lesson.

#### – Elaborate 🕍

- 1. It is not mandatory for the security supervisors to use firearms all the time; they must be able to identify arms from their physical appearance and features.
- 2. An IED (Improvised Explosive Devices) is an unconventional bomb, uniquely designed, constructed and deployed in a non-traditional way.
- 3. The components of an IED are:
  - Initiator

- Switch
- Main charge
- Power source
- Container
- 4. IED bombs can be broadly categorised in 3 ways, namely:
  - Warhead
  - Delivery mechanism
  - Trigger mechanism
- 5. In Infrared thermography, infrared radiation emitted from an object is converted into temperature, and the corresponding temperature distribution image/map is displayed.
- 6. Sniffer dogs are specially trained to pick up scents of common explosives, like RDX and TNT.
- 7. X-Ray machines can be used to detect the presence of explosives in suspicious objects, by examining the density of the objects under scan

Say 🗣

Let us now participate in an activity to understand the concepts better.

# - Activity

- Familiarise students with the following:
  - o Features of SLR rifle, AK-47, revolver, police gun, semi-automatic pistol
  - o Components of improvised explosive devices
  - o IED

Activity	Duration	Resources used
Familiarise with different arms	120 mins	laptop, internet connection, overhead projector, white screen, whiteboard, markers (black and blue), laser pointer



So friends, what did you learn from this activity? Now, let us move to the next session.

### - Do 🗹

- Jot down the crucial points on the whiteboard as the students speak
- Share your inputs and insight, to encourage the students and add onto what they talk about
- Ensure that all students participate in the class
- Ask a student to summarize what was discussed in the session
- Demonstrate enthusiasm for subject matter, course and participant's work

# Notes for Facilitation

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

#### Unit 10.5: Types of Hazards, Accidents, Disasters, Emergencies and Organisations Dealing

# Unit Objectives 6



By the end of this unit, the participants will be able to:

- 1. Identify types of hazards, accidents, disasters, emergencies
- 2. Identify organisations dealing with those

#### Resources to be Used

Whiteboard, markers, duster, Laptop, projector, screen, laser pointer, notebook, pen, participant's handbook, recommended equipment and tools.

#### Note

This session of the program will give the trainees a brief introduction of types of hazards, accidents, disasters and emergencies.

# Sav

Before we begin this session, let us have a round of interaction.

# Ask

Ask the trainees the following questions:

- Name two types of hazards.
- What can be done to prevent electric hazard?

Write down the trainees' answers on whiteboard / flipchart. Take appropriate cues from the answers and start teaching the lesson.

#### Elaborate

- 1. Hazard are known as a factor, which may cause harm to people and properties alike, like electricity, inflammable products, explosive material, corrosive chemical, using heavy ladders at workplace etc.
- 2. Risk is known as the likeliness or the chance that a hazard can actually cause harm to somebody
- 3. An emergency is known as "a serious, unexpected, and often dangerous situation requiring immediate action."
- 4. Disaster is known as "a sudden accident or a natural catastrophe that causes great damage or loss of life."

- 5. Common types of hazards that the supervisors, society, institutions and corporate encounter on a daily basis:
  - Electrical hazards
  - Chemical hazards
  - Fire hazards
  - Strains and sprains from slips / trips/fall
  - Burns, scalds and cuts
- 6. Few disasters and emergencies:
  - Earthquake
  - Flood
  - Fire outbreak
- 7. Organisation involved in disaster management:
  - NDMA (National Disaster Management Authority)
  - NIDM (National Institute of Disaster Management)
  - NDRF (National Disaster Response Force)
  - WHO (World Health Organisation)

# - Say 🦻

Let us now participate in an activity to understand the concepts better.

# - Activity

- Demonstrate the following things to students:
  - o Respond to hazards and emergencies as per organisational policies
  - o Electrical hazards
  - o Fire hazards
  - o Chemical hazards
  - o Strains and sprains due to Slips / Trips / fall
  - o Handling heavy materials, like trolleys, ladders, and others
  - Some of the preventive measures like preparation, lifting, carrying, setting down, burns, scalds and cuts

Activity	Duration	Resources used
Demonstration based activity	60 mins	laptop, internet connection, overhead projector, white screen, whiteboard, markers (black and blue), laser pointer



So friends, what did you learn from this activity? Now, let us move to the next session.

- Do 🗹

- Prepare in advance and use appropriate energizers
- Encourage the students to explore how the training session can help them improve their work
- Keep the students on track
- Keep the ambience constructive and positive
- Ensure each contribution is given fair consideration

#### – Notes for Facilitation 🛽

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

#### - Answers to the Exercise Questions

- 1. a) Corporate security
- 2. d) all of the above
- 3. a) The Central Industrial Security Force
- 4. a) Hazard
- 5. b) X-Ray machines





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# 11. Basic Rules Pertaining to Private Security Service and Security Personnel

- Unit 11.1 Responsibilities and Limitations of Assigned Role and Tasks
- Unit 11.2 Difference between Legal and Illegal Activities and Legal Implication of Assigned Role
- Unit 11.3 Procedure for Co-Operating With Investigations and Relevant Authorities
- Unit 11.4 Method of Giving Evidence in Court



#### Key Learning Outcomes

By the end of this module, the participants will be able to:

- 1. Identify the responsibilities and limitations of assigned role and tasks
- 2. Categorize between legal and illegal activities and legal implication of assigned role
- 3. Demonstrate co-operation with investigations and relevant authorities
- 4. Discuss the method of giving evidence in court

#### Unit 11.1: Responsibilities and Limitations of Assigned Role and Tasks

#### Unit Objectives



By the end of this unit, the participants will be able to:

- 1. Discuss basic regulatory and legal provisions
- 2. Discuss rules and regulations about employment terms and conditions

#### Resources to be Used

Whiteboard, markers, duster, Laptop, projector, screen, laser pointer, notebook, pen, participant's handbook, recommended equipment and tools.

#### Note

This session of the program will give the trainees regarding responsibilities and limitations of assigned role and tasks

# Sa

Before we begin this session, let us have a round of interaction.

#### Ask

Ask the trainees the following questions:

- Do you know about any legal act?
- What is a provident fund?

Write down the trainees' answers on whiteboard / flipchart. Take appropriate cues from the answers and start teaching the lesson.

#### Elaborate

- 1. The Indian Penal Code is the official criminal code of India. It is a comprehensive code intended to cover all substantive aspects of criminal law. It was drafted in the year 1860 and implemented in the year 1862, under the British rule.
- 2. The IPC comprises 23 chapters, which are sub-divided into 511 sections
- 3. The Code of Criminal Procedure (CrPC) commonly called Criminal Procedure Code is the main legislation on procedure for administration of substantive criminal law in India. It was enacted in 1973 and came into force on 1 April 1974.

- 4. Cognisable offences are the ones for which a police officer may arrest a person without a warrant issued by the court of law. These are mentioned in the section 154 of the code and are extremely grave in nature
- 5. For non-cognisable offences, a police officer only against a warrant duly issued by the court of law may arrest a person. These are mentioned in section 155 of the code.
- 6. Any Indian citizen, on becoming aware of a malicious intent, crime or offence, must duly inform the nearest magistrate or police officer about the same.
- 7. The arms act 1959 prohibited most Indians from owning weapons and arms illegally. It also introduced the issuance of a license to any Indian citizen.
- 8. Protection of Human Rights Act, 1993 An Act to provide for the constitution of a National Human Rights Commission, State Human Rights Commissions in States and Human Rights Courts for better protection of human rights and for matters connected therewith or incidental thereto.
- 9. Explosives Act, 1884 An Act to regulate the manufacture, possession, use, sale, transport, import and export of explosives
- 10. Provident Fund can be defined as "an investment fund contributed to, by employees, employers, and (sometimes) the state, out of which a lump sum is provided to each employee on retirement".
- 11. The introduction of the UAN ensures the seamless transfer of the same Provident Fund ID from one company to another.
- 12. Minimum Wages Act, 1948 This act has been enforced by the Indian Parliament, under the Indian Labour Law, aimed at setting the minimum wages for skilled and unskilled labourers.
- 13. Employee's State Insurance Act, 1948, commonly known as the ESI Act, this act introduced a self-financed social security and health insurance scheme for Indian workers.
- 14. Effective communication is an extremely important aspect of carrying out the job responsibilities of a supervisor.

Say 🔎

Let us now participate in an activity to understand the concepts better.

### - Activity

- Carry out Tasks Relevant to the Role While Complying with Basic Regulatory and Legal Provisions
- The Code of Criminal Procedure- 1973

Activity	Duration	Resources used
Demonstration based activity	60 mins	laptop, internet connection, overhead projector, white screen, whiteboard, markers (black and blue), laser pointer



So friends, what did you learn from this activity? Now, let us move to the next session

#### - Do 🗹

- Jot down the crucial points on the whiteboard as the students speak
- Share your inputs and insight, to encourage the students and add onto what they talk about
- Ensure that all students participate in the class
- Ask a student to summarize what was discussed in the session
- Demonstrate enthusiasm for subject matter, course and participant's work

#### 🗖 Notes for Facilitation 🗏

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

# Unit 11.2: Difference between Legal and Illegal Activities and Legal Implication of Assigned Role

# Unit Objectives

- By the end of this unit, the participants will be able to:
- 1. Analyze the difference between legal and illegal activities
- 2. Demonstrate how to obtain clarity in case of lack of understanding

#### - Resources to be Used 🖉

Whiteboard, markers, duster, Laptop, projector, screen, laser pointer, notebook, pen, participant's handbook, recommended equipment and tools.

#### Note

This session of the program will give the trainees a brief introduction of legal and illegal acts.

# Say 🔓

Before we begin this session, let us have a round of interaction.

# Ask

Ask the trainees the following questions:

• What is legal activity?

Write down the trainees' answers on whiteboard / flipchart. Take appropriate cues from the answers and start teaching the lesson.

# - Elaborate 🖉

- 1. Learning and understanding the difference between legal and illegal activities is one of the preliminary job responsibilities of private security personnel.
- 2. The term "legal" implies "related to or permitted by the law".
- 3. The term "illegal" implies "against or forbidden by the law".
- 4. The essential elements of legal activities are:
  - Professional integrity
  - Authorization of access
  - Controlled access to data and intellectual property

- Adherence to sops (standard operating procedures)
- Acting in the best interests of the organisation's clients
- 5. The following elements define illegal activities:
  - Guilty or corrupt intention
  - Going against the established principles of law
  - Injury to another entity (person, group of person, organisation or intellectual property)
- 6. Proper understanding is possible if the guards abide by the briefing by the supervisor and communication cycle:
  - Aim
  - Formulate / encode message
  - Transmit / deliver message to receiver
  - Receive feedback from the receiver
  - Decode, analyse and act
  - Ask questions to sender, to clarify doubts, if message is still not clear

# Let us now participate in an activity to understand the concepts better.

Sav

Activity 2

- Difference between Legal and Illegal Activities
- Obtain Clarity In Case Of Lack of Understanding

Activity	Duration	Resources used
Demonstration based activity	60 mins	laptop, internet connection, overhead projector, white screen, whiteboard, markers (black and blue), laser pointer

#### - Say 🔎

So friends, what did you learn from this activity? Now, let us move to the next session.

#### Do

- Prepare in advance and use appropriate energizers
- Encourage the students to explore how the training session can help them improve their work
- Keep the students on track
- Keep the ambience constructive and positive
- Ensure each contribution is given fair consideration

### – Notes for Facilitation 🖃

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

#### Unit 11.3: Procedure for Co-Operating With Investigations and **Relevant Authorities**

#### Unit Objectives 6



By the end of this unit, the participants will be able to:

- 1. Discuss the procedure for co-operating with investigations
- 2. Demonstrate how to report offences and security violations

#### Resources to be Used

Whiteboard, markers, duster, laptop, projector, screen, laser pointer, notebook, pen, participant's handbook, recommended equipment and tools.

#### Note

This session of the program will give the trainees a brief introduction of procedure for cooperating with investigations and relevant authorities.

# Sav

Before we begin this session, let us have a round of interaction.

Ask

Ask the trainees the following questions:

- What do you understand by investigation?
- What is procedural fairness?

Write down the trainees' answers on whiteboard / flipchart. Take appropriate cues from the answers and start teaching the lesson.

#### Elaborate

1. The procedure for co-operating with investigations involves actively assisting in the following steps:

- Adhering to "Procedural Fairness" •
- Abiding by and enforcing a systematic framework
- Preparing for, conducting and assessing the results
- Finalizing and reporting the results of the investigation

2. Security guards must have a basic understanding of the protocols to be followed, in case they encounter offences.

Based on the fact, whether an offence falls under the scope of "summon" or "warrant", the security guard must take adequate steps to report the same to his / her superiors and police



- Difference between Legal and Illegal Activities
- Obtain Clarity In Case Of Lack of Understanding

Activity	Duration	Resources used
Demonstration based activity	60 mins	laptop, internet connection, overhead projector, white screen, whiteboard, markers (black and blue), laser pointer

So friends, what did you learn from this activity? Now, let us move to the next session.

#### - Do 🗹

Sav

- Jot down the crucial points on the whiteboard as the students speak
- Share your inputs and insight, to encourage the students and add onto what they talk about
- Ensure that all students participate in the class
- Ask a student to summarize what was discussed in the session
- Demonstrate enthusiasm for subject matter, course and participant's work

#### – Notes for Facilitation 📗

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

#### Unit 11.4: Method of Giving Evidence in Court

Unit Objectives 6

By the end of this unit, the participants will be able to:

- 1. Elaborate the methods of providing evidence in court
- 2. Demonstrate the methods of evidence sharing in details

#### – Resources to be Used 🖄

Whiteboard, markers, duster, laptop, projector, screen, laser pointer, notebook, pen, participant's handbook, recommended equipment and tools.

### - Note 🗐

This session of the program will give the trainees a brief introduction of methods of giving evidence in court.

# Say 🔎

Before we begin this session, let us have a round of interaction.

# - Ask

Ask the trainees the following questions:

- What is the importance of evidence in court?
- How can you give evidence in court?

Write down the trainees' answers on whiteboard / flipchart. Take appropriate cues from the answers and start teaching the lesson.

#### - Elaborate 🖉

- 1. Security supervisors may sometimes get involved, actively or passively, in the task of giving evidence in court.
- 2. The various methods of providing evidence in court are:
  - Witness box evidence in open court
  - Evidence while the witness is screened from the defendant
  - Evidence via video recording
  - Evidence via CCTV from another unit in the court premises

- 3. Provide information, access and materials for investigations:
  - Evidence via CCTV from another unit in the court premises
  - Evidence via video recording
  - Evidence while the witness is screened from the defendant
  - Witness box evidence in open court

Say 🔎

Let us now participate in an activity to understand the concepts better.

- Activity

- Show the class various types of evidence as discussed in the class
- Ask students (individually) to identify the most effective method of evidence collection
- Ask random students to explain why they think one method is better than the other

Activity	Duration	Resources used
Identify the most effective method	30	Laptop, internet connection, overhead projector, white screen, whiteboard, markers (black and blue), laser pointer

# - Say 🔎

So friends, what did you learn from this activity? Now, let us move to the next session.

# – Do 🗸

- Jot down the crucial points on the whiteboard as the students speak
- Share your inputs and insight, to encourage the students and add onto what they talk about
- Ensure that all students participate in the class
- Ask a student to summarize what was discussed in the session
- Demonstrate enthusiasm for subject matter, course and participant's work

#### – Notes for Facilitation 🖃

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

#### – Answers to the Exercise Questions –

- 1. a) 1862
- 2. b) 511
- 3. a) CRPC
- 4. d) all of the above
- 5. d) all of the above







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# 12. Private Guarding Services to People, Property and Premises

- Unit 12.1 Methods of Assigned Guarding, Monitoring and Patrolling
- Unit 12.2 Procedure for Checking the Vehicle and Conducting Baggage Search in a Systematic Manner
- Unit 12.3 Common Hiding Places in Human Body, Dos and Don'ts of Frisking



#### Key Learning Outcomes

By the end of this module, the participants will be able to:

- 1. Demonstrate methods of assigned guarding, monitoring and patrolling
- 2. Demonstrate the procedure for checking the vehicle and conducting baggage search in a systematic manner
- 3. Discuss the common hiding places in human Body and the Dos and Don'ts of frisking

# Unit 12.1: Methods of Assigned Guarding, Monitoring and Patrolling

#### Unit Objectives 🧭

By the end of this unit, the participants will be able to:

- 1. Demonstrate the methods of assigned guarding
- 2. Explain the methods of patrolling
- 3. Identify the various methods of monitoring

#### - Resources to be Used 🖄

Whiteboard, markers, duster, laptop, projector, screen, laser pointer, notebook, pen, participant's handbook, recommended equipment and tools.

# - Note 🗐

This session of the program will give the trainees a brief introduction of the methods of assigned guarding, patrolling and monitoring.

# Say 🖻

Before we begin this session, let us have a round of interaction.

#### - Ask

Ask the trainees the following questions:

- Do you know the difference between guarding and patrolling?
- Can anyone list the various methods of monitoring the duty premises?

Write down the trainees' answers on whiteboard / flipchart. Take appropriate cues from the answers and start teaching the lesson.

#### - Elaborate 🖉

- 1. Security supervisors, in anticipation of and in response to likely risks and threats at the place of duty, provide private guarding service to people, property and premises and carry out screening and search activities to maintain security.
- 2. Methods of Assigned Guarding:
  - Static guarding

- Patrol guarding
- Undercover or secret guarding
- 3. Methods of Patrolling:
  - Combat patrol
  - Clearing patrol
  - Standing patrol
  - Reconnaissance (recce) patrol
  - Screening patrol
- 4. Methods of Monitoring:
  - Observation and vigilance
  - Surveillance and detection
  - Screening and control
  - Communicating and reporting

Say 🔎

Let us now participate in an activity to understand the concepts better.

#### – Activity 🏼

- Demonstrate the methods of patrolling, monitoring and guarding
- Tell students to perform after learning from you
- Evaluate as per their performance

Activity	Duration	Resources used
Demonstration	40 mins	Laptop, internet connection, overhead projector, white screen, whiteboard, markers (black and blue), laser pointer



So friends, what did you learn from this activity? Now, let us move to the next session.

## - Do 🗸

- Pause and repeat as per requests from students.
- Translate the English words into the local language known by a majority of the students in the class.
- Explain the videos patiently and with a smiling face
- Jot down the crucial points on the whiteboard as the students speak

## - Notes for Facilitation

- Make sure that the students understand the role of assigned guarding
- Encourage them to learn monitoring properly
- Ensure that their methods of patrolling is as per the standards

## Unit 12.2: Procedure for Checking the Vehicle and Conducting Baggage Search in a Systematic Manner

## Unit Objectives 🥝

By the end of this unit, the participants will be able to:

- 1. Demonstrate the systematic procedure for checking the vehicle
- 2. Demonstrate the systematic procedure for searching bags

#### - Resources to be Used 💇

Whiteboard, markers, duster, laptop, projector, screen, laser pointer, notebook, pen, participant's handbook, recommended equipment and tools.

#### Note 🗐

This session of the program will give the trainees a brief introduction of the systematic procedures for checking vehicle and baggage.

## Say 🦻

Before we begin this session, let us have a round of interaction.

## Ask

Ask the trainees the following questions:

- Have you ever seen security guards checking the vehicle and bags before allowing visitors to enter certain premises?
- Do you think checking and searching vehicles and baggage are important? Why?

Write down the trainees' answers on whiteboard / flipchart. Take appropriate cues from the answers and start teaching the lesson

#### - Elaborate 🖉

- 1. Conducting security check on vehicles must be done with vigilance, diligence and care. The security supervisor must never open and close the doors and boot of the vehicle all by himself.
- 2. Systematic Procedure for Checking the Vehicle:
  - Identify the vehicle, the driver and their purpose of travel by asking basic questions
  - Instruct the approaching vehicle to pull over to one side

- Note down the vehicle's registration number
- Inform the driver and passengers politely the purpose of holding them up
- Ask for their IDs and check their identities
- Take a quick glance to ensure that nothing suspicious exists in the vehicle
- Ask politely to show the contents and assess them
- If everything is fine, give a green signal to leave
- Thank the driver and the passengers and see them off
- 3. Bag checks must be done in a way that respects the rights of the customer and protects staff from unfounded allegations. Only employees, who have completed the required training, are permitted to undertake bag checking tasks.
- 4. Where bags are offered for inspection, ask the person carrying the bag to open the bag so that you can clearly see its contents. Avoid placing your hand into someone else's bag, as you run the risk of injury, contact with contagious diseases or even an allegation of removing their personal possessions.

## Say 🔎

Let us participate in an activity to explore the unit a little more. We are now going to take part in an interesting activity

## - Activity

- Take the trainees to a room that has a huge screen.
- You will make arrangements to show them visuals on the internet.
- You can do so with the help of your laptop and using the Overhead Projector.
- This is a training video that talks about Security Searching Technique.
- The YouTube link is: https://www.youtube.com/watch?v=qawC8yjOsNo
- The trainees will watch the video attentively with pin drop silence.
- They can note down pointers from the video that they may find relevant.
- Trainees will maintain decorum in the class and will not talk whisper or discuss in the class.
- In case of any queries or confusions, they will write those down in their notebooks..
- The trainees will raise their hands and will place their questions.
- The answering session will be in the form of a discussion where either you or the other trainees can give the answers.

Activity	Duration	Resources used
Video	15 minutes	Chair, table, notebook, pen, pencil, eraser, participant handbook, wide screen or laptop, overhead screen, projector, internet connection, etc.

## - Do 🗹

- Conduct a doubt clarification session, if needed.
- Share your inputs and insight, to encourage the trainees and add into what they talk about.
- Ensure that all trainees participate in the class.
- Encourage the non-participating trainees to open up and speak.

## Notes for Facilitation

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

## Unit 12.3: Common Hiding Places in Human Body, Dos and Don'ts of Frisking

## Unit Objectives



By the end of this unit, the participants will be able to:

- 1. Identify the common hiding places in a human body
- 2. List and explain the Dos and Don'ts of Frisking

#### Resources to be Used

Whiteboard, markers, duster, laptop, projector, screen, laser pointer, notebook, pen, participant's handbook, recommended equipment and tools.

#### Note

This session of the program will throw light on the common hiding places in the human body, dos and don'ts of frisking.

## Sav

Before we begin this session, let us have a round of interaction.

## Ask ask

Ask the trainees the following questions:

- Have you ever heard the term frisking?
- Have you ever seen security guards engage in frisking activities? Where?
- Do you think frisking is essential? Why?

Write down the trainees' answers on whiteboard / flipchart. Take appropriate cues from the answers and start teaching the lesson.

- 1. Common hiding places in the human body, where search operations (manual frisking and hand held metal detectors) must be conducted are:
  - Mouth cavity, especially below the tongue and towards the sides of each cheek
  - Creases of external garments
  - Middle ear

- Pockets, especially those which are sewn deep within one's garments
- Inner lining of clothes
- Hair, especially if the suspect is wearing a long hairdo
- Medicine bottles (hidden in clothes)
- Hollow biscuits (hidden in clothes)
- Small toys (hidden in clothes)
- Soles of shoes
- 2. Frisking is defined as passing the hands over someone or something in search for hidden and prohibited items.
- 3. Explain firmly but politely the reason why you are conducting the frisking operation. Request the suspect to open jackets, shoes, socks and external clothing.
- 4. Do not get into casual conversation with the suspect or any colleague; this may hamper your focus. Also do not force the suspect to open religious headgear or accessories



Let us now participate in an activity to understand this activity better.

## - Activity 🖉

• Choose a volunteer from the class. With his permission, demonstrate the act of Frisking in the manner as discussed while teaching the lesson. Then, ask for another volunteer, who would now repeat the act. This process would be repeated and practised by 3-4 more students.

Activity	Duration	Resources used
Role Play	30 mins (maximum)	Participant handbook, notebook, pen, whiteboard, markers (black and blue), props

## Do 🗸

- Jot down the crucial points on the whiteboard as the students work on the activity.
- Share your inputs and insight, to encourage the students and add onto what they do.
- Ensure that all students participate in the class.
- Ask a student to summarize what was discussed in the session.
- Demonstrate enthusiasm for subject matter, course and participant's work.
- Prepare in advance and use appropriate energizers.
- Encourage the students to explore how the training session can help them improve their work.
- Keep the students on track.
- Keep the ambience constructive and positive.
- Ensure each contribution is given fair consideration

## - Notes for Facilitation

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

#### - Answers to the Exercise Questions

- 1. d) all of the above
- 2. d) all of the above
- 3. d) all of the above
- 4. c) both a and b
- 5. a) Frisking







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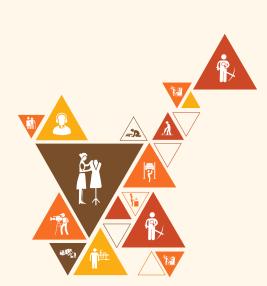
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## 13. Screening and search

- Unit 13.1 Security, Screening, Detection and Communication Equipment
- Unit 13.2 Common Faults occurring in the Screening and Search Equipment

Unit 13.3 - Common Methods / Techniques to Defeat Screening and Searching Equipment



#### Key Learning Outcomes

By the end of this module, the participants will be able to:

- 1. Illustrate the use of security, screening, detection and communication equipment
- 2. Identify the common faults occurring in the screening and search equipment
- 3. Identify the common methods and techniques for defeating screening and search equipment and listing the items that cannot be put through them

## Unit 13.1: Security, Screening, Detection and Communication Equipment

## Unit Objectives 6



By the end of this unit, the participants will be able to:

- 1. Identify and discuss the common security and communication equipment
- 2. Identify and discuss the common surveillance, screening and detection equipment

#### Resources to be Used

Whiteboard, markers, duster, laptop, projector, screen, laser pointer, notebook, pen, participant's handbook, recommended equipment and tools.

#### Note

This session of the program will give the trainees a brief introduction of the Security, Screening, and Detection and Communication equipment used by Unarmed Security Guards

Good day and a very warm welcome to this training program. Before we begin this session, let us have a round of interaction.

## Ask

Ask the trainees the following questions:

- Have you ever visited an airport? Did you see the baggage scanner?
- Can anyone list the various equipment used in security?

Write down the trainees' answers on whiteboard / flipchart. Take appropriate cues from the answers and start teaching the lesson

- 1. Security and communication equipment and tools are used by security supervisors while practising vigilance during private guarding and patrolling operations
- 2. The common security and communication equipment are:
  - Bullet-proof Vest
  - Highly visible Uniform

- Flashlight
- Baton (optional for Security Supervisors)
- Digital Camera
- Public Announcement System
- Notepad & Pen
- Walky Talky
- Mobile Phone
- Heavy-Duty Security Belt
- Landline Phone (at Control Room)
- 2-way Radio
- 3. Surveillance, screening and detection mechanisms help in anticipating, identifying and ruling out risks, hazards and threats from the designated premises
- 4. Common surveillance, screening and detection equipment:
  - Closed-circuited Television (CCTV)
  - Audio Catcher
  - Smoke Detector
  - Fire Alarm
  - Multi-screen Monitoring System
  - Cargo / Baggage Scanner
  - Bomb Detector
  - X-Ray Scanner

## - Say ᡗ

Let us now participate in an activity to understand this activity better.

## – Activity

- From your laptop, show the Trainees few videos related to the topic.
- The sample links for the videos are:
  - https://www.youtube.com/watch?v=qawC8yjOsNo (Security Searching Technique)
  - o https://www.youtube.com/watch?v=DdBm3xc8UI0 (Security Screening Tips)
  - o https://www.youtube.com/watch?v=aakue\_EF\_EY (5 Things not to carry in your luggage)
- The Trainer will conduct the lesson by taking suitable cues from the videos.

Activity	Duration	Resources used
Video Session	30 mins (maximum)	Laptop, internet connection, overhead projector, white screen, whiteboard, markers (black and blue), laser pointer

#### So friends, what did you learn from the videos? Now, let us move to the next session.

## - Do 🗹

Sa

- Pause and repeat as per requests from students.
- Translate the English words into the local language known by a majority of the students in the class.
- Explain the videos patiently and with a smiling face.
- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class

#### Say 🤷

We will now hold a Show and Tell session to demonstrate the applicability of the common security equipment.

#### - Activity 🦉

- This activity is in the form of "Show and Tell" session.
- Take the Trainees to the lab and divide the class into groups of 3-4 members each, depending on the capacity of the class.
- An assortment of Communication, Screening and Security equipment are given to the Trainees.
- Each team shall pick a tool and explain its functions and features.
- Once an item has been discussed, it must be put back to safety.
- The team, which conducts the activity in the best possible manner, shall be appreciated in the class.

Activity	Duration	Resources used
Show and Tell Session	30 mins (maximum)	Various communication, screening and security equipment (as decided or recommended by trainer / sme), whiteboard, markers (black and blue), laser pointer



So friends, what did you learn from this activity? Now, let us move to the next session

## - Do 🗹

- Jot down the crucial points on the whiteboard as the students answer.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.
- Ask a student to summarize what was discussed in the session.
- Demonstrate enthusiasm for subject matter, course and participant's work.
- Prepare in advance and use appropriate energizers.
- Encourage the students to explore how the training session can help them improve their work.
- Keep the students on track.
- Keep the ambience constructive and positive.
- Ensure each contribution is given fair consideration.

## - Notes for Facilitation 🖃

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

#### Unit 13.2: Common Faults occurring in the Screening and Search Equipment

## Unit Objectives 6



By the end of this unit, the participants will be able to:

1. Identify and assess the common faults in Screening and Search equipment

## Resources to be Used

Whiteboard, markers, duster, laptop, projector, screen, laser pointer, notebook, pen, participant's handbook, recommended equipment and tools.

#### – Note 🗎

This session of the program will give the trainees a brief introduction of the common faults in the screening and search equipment used by Unarmed Security Guards.

## Sav

Before we begin this session, let us have a round of interaction.

## Ask

Ask the trainees the following questions:

- Have you ever seen a faulty equipment? Can you please elaborate? ٠
- Do you remember how was the fault rectified?

Write down the trainees' answers on whiteboard / flipchart. Take appropriate cues from the answers and start teaching the lesson.

- 1. Equipment and tools are prone to faults, wear and tear but having a basic understanding of signals emanating from equipment would help in identifying and reporting faults on time.
- 2. The common electrical and electronic faults, associated with screening and search equipment:
  - Open circuit faults •
  - Short circuit faults
  - Transient faults
  - Persistent faults

- Realistic faults
- Bolted faults

Sav 🗣

Let us now participate in an activity to understand this activity better

- Activity 🖉

• Take the students to the laboratory and show them few faulty equipment and gadgets used by Unarmed Security Guards. The students will try to identify the faults and state the probable causes.

Activity	Duration	Resources used
Laboratory Visit	60 mins (maximum)	Equipment and gadgets used by unarmed security guards (as recommended by master trainer / sme), whiteboard, markers (black and blue)

## - Do 🗹

- Jot down the crucial points on the whiteboard as the students work on the activity.
- Share your inputs and insight, to encourage the students and add onto what they do.
- Ensure that all students participate in the class.
- Ask a student to summarize what was discussed in the session.
- Demonstrate enthusiasm for subject matter, course and participant's work.
- Prepare in advance and use appropriate energizers.
- Encourage the students to explore how the training session can help them improve their work.
- Keep the students on track.
- Keep the ambience constructive and positive.
- Ensure each contribution is given fair consideration

#### - Notes for Facilitation 📗

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

#### Unit 13.3: Common Methods / Techniques to Defeat Screening and Searching Equipment

## Unit Objectives 6



By the end of this unit, the participants will be able to:

- 1. Identify the common methods and techniques for defeating screening and searching equipment
- 2. List the items that cannot be put through Screening & Search equipment

#### Resources to be Used

Whiteboard, markers, duster, laptop, projector, screen, laser pointer, notebook, pen, participant's handbook, recommended equipment and tools.

## Note

This session of the program will give the trainees a brief introduction of the common methods of defeating screening and searching equipment used by Unarmed Security Guards, as well as items that cannot be put through these equipment.

## Sav

Before we begin this session, let us have a round of interaction

## Ask

Ask the trainees the following questions:

Have you ever seen the baggage scanner at the airport or metro station? Can you put any object through • it for scanning? Why?

Write down the trainees' answers on whiteboard / flipchart. Take appropriate cues from the answers and start teaching the lesson.

- 1. The common methods and techniques adopted by people to defeat the screening and search equipment are:
  - Resorting to the extensive use of IEDs (Improvised Explosive Devices) •
  - Smuggling banned, rare and expensive things via carriers (designated people or items with inbuilt mechanisms to carry hidden items)

- Resorting to the use of suspicious letters, boxes and packages
- Carrying items that cannot be put through screening and search equipment
- Private security services are often baffled by the various common methods and techniques adopted by people to defeat the screening and search equipment. Hence, the use and maintenance guidelines of such equipment prohibit or restrict items that cannot be put through screening and search equipment.
- 3. Items that cannot be put through screening:
  - Water
  - Laptops and computers
  - Camera
  - Cell phones
  - Oxygen tanks
  - Metal objects
  - Gels and liquids
  - Sharp objects
  - Guns and firearm
  - Combustible and lighting material
  - Common tools
  - Radioactive materials
  - Banned and restricted medicines

## Say 🗣

Let us now participate in an activity to understand this activity better.

#### – Activity 🛓

- Ask students to individually prepare a list of any one of the following:
  - o Methods / techniques of defeating screening and searching equipment
  - o Items that cannot be put through Screening and Search Equipment

Activity	Duration	Resources used
Prepare a list	45 mins (maximum)	Participant handbook, notebook, pen, whiteboard, markers (black and blue)

## Say 痛

This activity really gives an edge on understanding methods and techniques of searching equipment.

## - Do 🗹

- Jot down the crucial points on the whiteboard as the students work on the activity.
- Share your inputs and insight, to encourage the students and add onto what they do.
- Ensure that all students participate in the class.
- Ask a student to summarize what was discussed in the session.
- Demonstrate enthusiasm for subject matter, course and participant's work.
- Prepare in advance and use appropriate energizers.
- Encourage the students to explore how the training session can help them improve their work.
- Keep the students on track.
- Keep the ambience constructive and positive.
- Ensure each contribution is given fair consideration.

## - Notes for Facilitation 🗏

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

#### - Answers to the Exercise Questions

- 1. d) all of the above
- 2. d) all of the above
- 3. d) all of the above
- 4. a) Private security services
- 5. c) both a and b







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MEP/N7106



# 14. Parking and Traffic Management

Unit 14.1 - Layout and Traffic Plan of the Parking Areas Unit 14.2 - Traffic Signals, Signage and Markings Unit 14.3 - Traffic Control and Protective Gear Unit 14.4 - Dealing with Irregular Situations



## Key Learning Outcomes

By the end of this module, the participants will be able to:

- 1. Discuss the layout and traffic plan of the parking areas
- 2. Discuss the traffic signals, signage and markings
- 3. Explain traffic control and protective gear
- 4. Demonstrate the procedures for dealing with irregular situations and identify the various categories of vehicles

## Unit 14.1: Layout and Traffic Plan of the Parking Areas

Unit Objectives 🦉

By the end of this unit, the participants will be able to:

1. Sketch the general layout of a parking area

## - Resources to be Used

Whiteboard, markers, duster, laptop, projector, screen, laser pointer, notebook, pen, participant's handbook, recommended equipment and tools.



This session of the program will give the trainees a brief introduction of layout and traffic plan.

## Say 🔎

Before we begin this session, let us have a round of interaction.

## - Ask ask

Ask the trainees the following questions:

- Why is a general layout required?
- Why it is important for security supervisors to be aware of the general layout of parking areas? Write down the trainees' answers on whiteboard / flipchart. Take appropriate cues from the answers and start teaching the lesson.

## - Elaborate

- 1. General Layout of a Parking Area
  - The layout design of the parking area must be flexible enough to cope up with further and future changes in vehicle dimensions
  - Spaces must be optimally utilized
  - Critical parameters for layout designing must be taken care of
  - Depending on the suitability of prevailing conditions for parking, critical size should be considered during designing the layout
- 2. Critical parameters for layout designing are:
  - Dimensions (length and width) of slots

- Width of aisles
- Angle of parking
- Radius of turns
- Vehicle dimensions
- Vehicle performance characteristics

Let us now participate in an activity to understand the concepts better.

## - Activity

Sav

- Divide the class into small groups
- Provide each group with a blueprint depicting the general layout of a parking area
- Ensure that no parts of the layout are labelled
- Ask each group to label the components in the blueprint/layout and explain the same to the class

Activity	Duration	Resources used
Mark, show and tell	60	Blueprint of parking areas (1 for each group), pencil (1 for each group)

## Say 🔎

So friends, what did you learn from this activity? Now, let us move to the next session.

#### - Do 🗹

- Ensure each blueprint is different from the rest
- Prepare in advance and use appropriate energizers
- Encourage the students to explore how the training session can help them improve their work
- Keep the students on track
- Keep the ambience constructive and positive
- Ensure each contribution is given fair consideration

## – Notes for Facilitation 🗐

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



#### Unit 14.2: Traffic Signals, Signage and Markings

Unit Objectives

By the end of this unit, the participants will be able to:

- 1. Identify and interpret traffic signals
- 2. Identify and interpret signage, symbols and markings

## – Resources to be Used 🔄

Whiteboard, markers, duster, laptop, projector, screen, laser pointer, notebook, pen, participant's handbook, recommended equipment and tools.



This session of the program will give the trainees a brief introduction of traffic signals, signage and markings.

## Say 🦻

Before we begin this session, let us have a round of interaction.

## Ask ask

Ask the trainees the following questions:

Do you know the meaning of all the traffic signs?

Write down the trainees' answers on whiteboard / flipchart. Take appropriate cues from the answers and start teaching the lesson.

- 1. Traffic signal or traffic light is a device positioned at a road connection, ordinary crossing, or other place in order to designate, when it is safe to drive, ride, or walk using a colour code popularly used across the globe.
- 2. Apart from the traffic police force, security supervisors need to have an understanding of traffic signals and signage, in order to control traffic in their designated premises of responsibility.
- 3. The purpose of traffic signal is to control the traffic on roads and thus, to minimize the number of accidents.
- 4. Mandatory and cautionary signs These are used to facilitate free traffic movement and make road users aware of the general rules, cautions, restrictions, prohibitions and mandates while travelling on road.

5. Informative signs - These signs direct and instruct the road users on destinations, distances, alternative routes, gas stations, parking lots, restaurants, motels, public toilets, hospitals etc.

## Say 🔎

Let us now participate in an activity to understand the concepts better.

#### Activity

- Divide the class into pairs
- Ask each pair to prepare a poster about various traffic signals, signage, and their meanings
- Encourage each pair to present their respective poster

Activity	Duration	Resources used
Poster Presentation	30	1/1 set for each pair - chart paper of light pastel colour, poster colours, general stationery items, etc.

## Say 🔎

So friends, what did you learn from this activity? Now, let us move to the next session.

## Do

- Jot down the crucial points on the whiteboard as the students speak
- Share your inputs and insight, to encourage the students and add onto what they talk about
- Ensure that all students participate in the class
- Ask a student to summarize what was discussed in the session
- Demonstrate enthusiasm for subject matter, course and participant's work

#### - Notes for Facilitation 빌

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

#### Unit 14.3: Traffic Control and Protective Gear

Unit Objectives 🙆

By the end of this unit, the participants will be able to:

- 1. Illustrate how to control traffic
- 2. Demonstrate the use of protective gear

## – Resources to be Used 🙋

Whiteboard, markers, duster, laptop, projector, screen, laser pointer, notebook, pen, participant's handbook, recommended equipment and tools.



This session of the program will give the trainees a brief introduction of traffic control and protective gear.

Say 🦻

Before we begin this session, let us have a round of interaction.

## Ask ask

Ask the trainees the following questions:

- What is protective gear?
- Why is it helpful?

Write down the trainees' answers on whiteboard / flipchart. Take appropriate cues from the answers and start teaching the lesson.

- 1. Traffic control can be perfectly accomplished if few general rules are followed on roads. Security supervisors must always educate others on traffic control and rules.
- 2. Communication equipment used during traffic control:
  - Walky talky
  - Whistle for alerting
  - 2-Way radio
  - Cell phone
  - Smartphone or digital camera, whichever is allowed

- Landline in the traffic control room
- 3. Parking stickers may be issued to allow people to park their vehicles at certain designated parking areas. To avoid duplicity and counterfeiting, these are nowadays equipped with various security features.
  - Barcode
  - Hologram
  - Validity period
  - Date of expiry
  - Tamper-resistant text
  - Die-cut shapes
  - Customized logos
- 4. In few commercial places, where there are chances of high traffic congestion, parking lots are segregated into separate zones designated for different categories of vehicles

Sav 🦻

Let us now participate in an activity to understand the concepts better.

#### - Activity 🖉

- Divide the class into small groups
- Instruct each group to demonstrate, via role-play, acts of traffic control and the use of various protective gear

Activity	Duration	Resources used
Role-play	45 mins	Personal protective equipment (PPE) – 1 set for each group

## Say 🤷

So friends, what did you learn from this activity? Now, let us move to the next session.

## Do

- Prepare in advance and use appropriate energizers
- Encourage the students to explore how the training session can help them improve their work
- Keep the students on track
- Keep the ambience constructive and positive
- Ensure each contribution is given fair consideration

## – Notes for Facilitation 🖃

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

#### Unit 14.4: Dealing with Irregular Situations

Unit Objectives

By the end of this unit, the participants will be able to:

- 1. Identify and evaluate irregular situations
- 2. Discuss how to deal with irregular situations
- 3. Identify the various categories of vehicles

#### - Resources to be Used 🖾

Whiteboard, markers, duster, laptop, projector, screen, laser pointer, notebook, pen, participant's handbook, recommended equipment and tools.

#### Note 🗐

This session of the program will give the trainees a brief introduction of dealing with irregular situations.

## Say 🖻

Before we begin this session, let us have a round of interaction.

## Ask

Ask the trainees the following questions:

- What is left turn conflict?
- What are some of the ways to deal with irregular situations?

Write down the trainees' answers on whiteboard / flipchart. Take appropriate cues from the answers and start teaching the lesson.

- 1. The security supervisor, while controlling traffic in the designated premises, must be aware about the possible irregular situations arising during parking and the procedures for dealing with irregular situations.
- 2. Common irregular situations are:
  - Left-turn conflict
  - Weave conflict
  - Cross-traffic conflict

- Red-light violation
- Rear-end conflict
- 3. Duties while controlling parking in designated areas:
  - Identify entry and exit routes to available parking areas
  - Check prevailing conditions within the parking areas
  - Observe correct positioning of signage for guiding drivers
  - Ensure drivers leave the area after parking as per laid down instructions
  - Call for assistance and take preventive steps
  - Report hazards and defects to superior
- 4. A vehicle is a mobile machine that transports people or cargo. Typical vehicles include wagons, bicycles, motor vehicles (motorcycles, cars, trucks, and buses), railed vehicles (trains, trams), watercraft (ships, boats), amphibious vehicles (screw-propelled vehicle, hovercraft), aircraft (aeroplanes, helicopters), etc.

## - Say 痛

Let us now participate in an activity to understand the concepts better.

## - Activity

- Divide the class into small groups
- Instruct each group to choose one of the below topics for poster presentation:
  - Methods of dealing with irregular situations
  - Dos and don'ts for controlling parking in designated areas
  - o Categories of vehicles
- Encourage each group to present their respective poster

Activity	Duration	Resources used
Poster Presentation	60	1 set for each group – chart paper of light pastel colour, poster colours, general stationery items, etc.



## - Do 🗹 -

- Jot down the crucial points on the whiteboard as the students speak
- Share your inputs and insight, to encourage the students and add onto what they talk about
- Ensure that all students participate in the class
- Ask a student to summarize what was discussed in the session
- Demonstrate enthusiasm for subject matter, course and participant's work

#### - Notes for Facilitation 🕒

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

#### - Answers to the Exercise Questions

- 1. d) all of the above
- 2. a) traffic signal
- 3. a) informative
- 4. d) all of the above
- 5. d) all of the above







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## 15. Health and Safety

- Unit 15.1 Conform To Rudimentary Legal Requirements of Private Security Agencies
- Unit 15.2 Security and Safety Requirements for Security Escort Duty and Likely Risks
- Unit 15.3 The Various Means of Communication during Security Escort Duty and the Best Practices in Workplace Safety
- Unit 15.4 Identifying Signage and Warning
- Unit 15.5 Ill-effects of Alcohol, Tobacco and Drugs, the Knowledge about First Aid
- Unit 15.6 Safety Evacuation Routes and Few Emergency Toll Free Numbers in India



#### Key Learning Outcomes

By the end of this module, the participants will be able to:

- 1. Illustrate the outline of the Private Security Agencies (Regulation) Act 2005
- 2. Describe the security and safety requirements for security escort duty and identify the likely risks
- 3. Discuss the various means of communication during security escort duty and the best practices in workplace safety
- 4. Demonstrate how to prevent electrical hazards and fire at work
- 5. Identify signage and warning
- 6. Discuss the importance of sound health, hygiene and grooming habits
- 7. Discuss the III-effects of alcohol, tobacco and drugs and practise first aid
- 8. Discuss safety evacuation routes and list few emergency numbers in India

#### Unit 15.1: Conform To Rudimentary Legal Requirements of **Private Security Agencies**

# Unit Objectives



By the end of this unit, the participants will be able to:

- 1. Identify the rudimentary legal requirements of the Private Security Agencies (Regulation) Act 2005
- 2. Discuss how to abide by various legal requirements

#### Resources to be Used

Whiteboard, markers, duster, laptop, projector, screen, laser pointer, notebook, pen, participant's handbook, recommended equipment and tools.

#### Note

This session of the program will give the trainees a brief introduction legal requirements for undertaking security tasks.

# Sav

Before we begin this session, let us have a round of interaction.

Ask

Ask the trainees the following questions:

- What is an act?
- How would you deal with an illegal act? •

Write down the trainees' answers on whiteboard / flipchart. Take appropriate cues from the answers and start teaching the lesson.

#### Elaborate

- 1. The security supervisor must diligently conform to rudimentary legal requirements of private security agencies (regulation) act - 2005 (psara - 2005) while undertaking security tasks.
- 2. Any security agency, within 6 months of procuring registration number and license, must is legally eligible to commence its activities.

- 3. No employee of the agency, nor any member of the managing team, must disclose any confidential information to any entity, internal or external to the agency, without prior permission granted on unanimous board decision.
- 4. The code of criminal procedure (CrPC) is the main legislative framework for the administration of substantive (governs how members in the society must behave) criminal law in India.
- 5. The arms act 1959 prohibited most Indians to own weapons and arms illegally. It also introduced the issuance of license to any Indian citizen.
- 6. Security escort duty, according to the dictionary, is defined as "a military duty in which one or more servicemen accompany a person, group of people, or vehicle, for protection, guidance, restraint, or as a mark of honour".

# Say 🤷

Let us now participate in an activity to understand the concepts better.

#### - Activity

- Provide students with a "Match the Column" worksheet based on various sections of the Indian Penal Code (IPC) and penalties covered in the unit
- Design the worksheet in such a manner that the left-hand column comprises the sections/penalties and the right-hand side column comprises the features of the sections or the crime triggering the penalties
- Ask students to draw lines to match both columns using pencils

Activity	Duration	Resources used
Worksheet	30	Worksheets (1 for each student), pencil and eraser (1 for each student)

# - Say 🖻

So friends, what did you learn from this activity? Now, let us move to the next session.

# - Do 🗹

- Ensure that this activity is done by the students individually
- Jot down the crucial points on the whiteboard as the students speak
- Share your inputs and insight, to encourage the students and add onto what they talk about
- Ensure that all students participate in the class
- Ask a student to summarize what was discussed in the session
- Demonstrate enthusiasm for subject matter, course and participant's work

# – Notes for Facilitation 🗐

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

#### Unit 15.2: Security and Safety Requirements for Security Escort Duty and Likely Risks

# Unit Objectives 🦉

By the end of this unit, the participants will be able to:

- 1. Describe the implication of security escort duty
- 2. Explain security and safety requirements for security escort duty
- 3. Analyse the role and duties of security escort guards
- 4. Identify likely risks (using a risk assessment matrix)

# - Resources to be Used 🖉

Whiteboard, markers, duster, laptop, projector, screen, laser pointer, notebook, pen, participant's handbook, recommended equipment and tools.

#### Note 🗐

This session of the program will give the trainees a brief introduction of security and safety requirements.

# Say 🖻

Before we begin this session, let us have a round of interaction.

#### - Ask

Ask the trainees the following questions:

- What is the implication of security escort duty?
- Tell us some security and safety requirements for security escort duty.

Write down the trainees' answers on whiteboard / flipchart. Take appropriate cues from the answers and start teaching the lesson.

#### – Elaborate 🏼

- 1. Role and duties of security escort guards:
  - Receive task and briefing related to the vehicular security escort duty from superior
  - Ascertain readiness of driver
  - Maintain communication as per instructions

- Respond to risks
- Ensure necessary equipment and aids are carried
- 2. Various security equipment used during security escort duty:
  - Bullet-proof vest
  - Highly visible uniform
  - Digital camera
  - Heavy-duty security belt
  - Access control equipment like metal detectors
  - Baggage scanner
  - Personal safety equipment and clothing
- 3. It is a good industrial practice to assess the severity and likeliness of risks, before undertaking a particular security service. This can be successfully understood from a risk assessment matrix or risk matrix.
- 4. Risks can be assessed from the following parameters: Severity: Negligible, Marginal, Critical and Catastrophic

#### - Say 🖆

Let us now participate in an activity to understand the concepts better.

#### – Activity 🦉

- Divide the class into small groups
- Instruct each group to choose one of the below topics for poster presentation:
  - Security and safety requirements for security supervisors
  - o Readiness during security escort duties
  - o Emergency communication during security escort duties
  - o Risk management during security escort duties
  - o Necessary equipment and aids to be carried during security escort duties
  - Necessary documents to be carried during security escort duties
- Encourage each group to present their respective poster

Activity	Duration	Resources used
Poster Presentation	60	1 set for each group – chart paper of light pastel colour, poster colours, general stationery items, etc.



So friends, what did you learn from this activity? Now, let us move to the next session.

- Do 🗹

- Jot down the crucial points on the whiteboard as the students speak
- Share your inputs and insight, to encourage the students and add onto what they talk about
- Ensure that all students participate in the class
- Ask a student to summarize what was discussed in the session
- Demonstrate enthusiasm for subject matter, course and participant's work

# - Notes for Facilitation 🕒

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

Unit 15.3: The Various Means of Communication during Security Escort Duty and the Best Practices in Workplace Safety

#### Unit Objectives

By the end of this unit, the participants will be able to:

- 1. Identify the various means of communication during security escort duty
- 2. Discuss the best industrial practices in workplace safety
- 3. Demonstrate how to conduct physical training and exercises

#### Resources to be Used 🖉

Whiteboard, markers, duster, laptop, projector, screen, laser pointer, notebook, pen, participant's handbook, recommended equipment and tools.

#### Note

This session of the program will give the trainees a brief introduction of best practices in workplace safety.

#### Say 6

Before we begin this session, let us have a round of interaction.

- Ask

Ask the trainees the following questions:

- What is organizational procedure?
- Why is communication important during security escort duty?

Write down the trainees' answers on whiteboard / flipchart. Take appropriate cues from the answers and start teaching the lesson.

#### – Elaborate 🕍

- 1. Various means of communication during security escort duty:
  - 2-Way radio
  - Walky talky
  - Cell phone
  - Duress alarm for alerting the security guard control room

- Whistle
- Flashlight signals
- Hand and arm signals
- 2. Best industrial practices in workplace safety:
  - Carry out safety of workplace in line with organisational procedures
  - Wear personal safety gear and clothing as per organisational procedure
  - Refrain from alcohol, tobacco, drugs and other intoxicants: avoiding smoking or drinking in the duty premises and during duty hours
  - Guard against sexually transmitted diseases and HIV
  - Report to superiors and emergency service organisations for assistance in the event of emergencies

# Say 🦻

Let us now participate in an activity to understand the concepts better.

#### – Activity 🦉

- Divide the class into small groups
- Provide each group with a set of communication devices essential for security supervisors
- Instruct each group to present the uses and maintenance tips of each communication equipment

Activity	Duration	Resources used
Show and tell	60	1 set of communication devices for each group

# Say 🦻

So friends, what did you learn from this activity? Now, let us move to the next session.

# ┌ Do 🗹

- Prepare in advance and use appropriate energizers
- Encourage the students to explore how the training session can help them improve their work
- Keep the students on track
- Keep the ambience constructive and positive
- Ensure each contribution is given fair consideration

# – Notes for Facilitation 🗐

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



#### Unit 15.4: Identifying Signage and Warning

Unit Objectives 6

By the end of this unit, the participants will be able to:

- 1. Discuss the purpose behind using various signs
- 2. Identify and interpret prohibition signs
- 3. Identify and interpret warning signs
- 4. Identify and interpret mandatory signs
- 5. Identify and interpret emergency escape signs
- 6. Identify and interpret direction signs
- 7. Identify and interpret first aid signs
- 8. Identify and interpret firefighting signs
- 9. Identify and interpret chemical labeling and packaging signs

#### Resources to be Used

Whiteboard, markers, duster, laptop, projector, screen, laser pointer, notebook, pen, participant's handbook, recommended equipment and tools.

# Note

This session of the program will give the trainees a brief introduction of identifying signage and warnings.

Say 🦻

Before we begin this session, let us have a round of interaction.

# - Ask

Ask the trainees the following questions:

- Are signs useful?
- Can you recognize different signs for different purposes?

Write down the trainees' answers on whiteboard / flipchart. Take appropriate cues from the answers and start teaching the lesson.

#### 🖵 Elaborate 🕍

- 1. Purpose behind using various signs:
  - Emergency escape route signs: to display emergency exits
  - Fire equipment safety signs: to indicate the location of fire equipment and convey compliance with fire precaution regulations
  - Prohibition safety signs: to indicate prohibited actions
  - Supplementary safety signs: to indicate additional information to be followed by employees
  - Safety equipment signs: to emphasise on the protective equipment to be worn

# - Say 🔎

Let us now participate in an activity to understand the concepts better.

#### – Activity 🦉

- Divide the class into small groups
- Conduct a quiz and ask questions related to the unit
- Display all questions on the projector screen
- Display the correct answer after all groups have got their chances of answering a given question

Activity	Duration	Resources used
Quiz – interpreting signs	30	Laptop, internet connection, overhead projector, white screen, whiteboard, markers (black and blue), laser pointer

# Say 🤷

So friends, what did you learn from this activity? Now, let us move to the next session.

# – Do 🗸

- Ask a student to maintain the scores on the whiteboard
- Jot down the crucial points on the whiteboard as the students speak
- Share your inputs and insight, to encourage the students and add onto what they talk about
- Ensure that all students participate in the class
- Ask a student to summarize what was discussed in the session
- Demonstrate enthusiasm for subject matter, course and participant's work

# - Notes for Facilitation

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

# Unit 15.5: Ill-effects of Alcohol, Tobacco and Drugs, the Knowledge about First Aid

# Unit Objectives 🥝

By the end of this unit, the participants will be able to:

- 1. Identify the ill effects of alcohol, tobacco and drugs
- 2. Explain the principles and objectives of first aid
- 3. Demonstrate how to carry out first aid techniques
- 4. List the essential contents of a first aid kit

# - Resources to be Used 🖉

Whiteboard, markers, duster, laptop, projector, screen, laser pointer, notebook, pen, participant's handbook, recommended equipment and tools.

#### Note 🗐

This session of the program will give the trainees a brief introduction of ill effects of alcohol, tobacco and drugs.

#### Say 🦻

Before we begin this session, let us have a round of interaction.

#### Ask ask

Ask the trainees the following questions:

- What would you do if someone is bleeding?
- How important is it to have first aid kit?

Write down the trainees' answers on whiteboard / flipchart. Take appropriate cues from the answers and start teaching the lesson.

#### Elaborate

- 1. Alcohol, tobacco and drugs have numerous adverse effects on the human body and decreases one's level of concentration, productivity and output.
- 2. First aid refers to the emergency or immediate care you should provide when a person is injured or ill until full medical treatment is available.

- 3. Basic principles of first aid include: Safe response to emergencies for the benefit of casualties, bystanders and rescuers. Securing the emergency site to reduce further harm to the casualty. ... Safely moving the casualty, minimising pain and helping stabilise the condition.
- 4. The aims of first aid are to preserve life, prevent harm, and promote recovery. In first aid, ABC stands for airway, breathing, and circulation. The recovery position helps minimize further injury
- 5. Cardiopulmonary Resuscitation, commonly known as CPR, is an emergency procedure that combines chest compressions along with artificial ventilation to keep brain functions intact (for prevention of coma), until further steps are adopted to restore spontaneous blood circulation and breathing.
- 6. Essential content of first aid kit:
  - Gloves/Eye Protection.
  - CPR Pocket Mask.
  - Tourniquet.
  - Roller Gauze.
  - 4×4 Gauze Pads.
  - Medical Tape.
  - Two Triangular Bandages.
  - Sam Splint, etc.

# Say 🔎

Let us now participate in an activity to understand the concepts better.

# - Activity

- Bring students to the laboratory
- Divide the class into small groups
- Instruct each group to practise the following first-aid treatment on the dummies:
  - o Heavy bleeding
  - o Burns
  - o Broken bones and fractures
  - o Heart attack/stroke
  - o Head injury
  - o Electric shocks and Elecrocution
  - o CPR

Activity	Duration	Resources used
Practice session	60	1 set for each group - Dummy, first-aid kit, etc.

#### - Say 🔄 So friends, what did you learn from this activity? Now, let us move to the next session.

# Do 🗸

- Prepare in advance and use appropriate energizers
- Encourage the students to explore how the training session can help them improve their work
- Keep the students on track
- Keep the ambience constructive and positive
- Ensure each contribution is given fair consideration

#### - Notes for Facilitation ا 🗏

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

#### Unit 15.6: Safety Evacuation Routes and Few Emergency Toll Free Numbers in India

# Unit Objectives 6

By the end of this unit, the participants will be able to:

- 1. Devise the correct sequence of evacuation
- 2. Comply with the guidelines for safety evacuation
- 3. List few emergency toll free numbers in India

#### Resources to be Used 🖉

Whiteboard, markers, duster, laptop, projector, screen, laser pointer, notebook, pen, participant's handbook, recommended equipment and tools.

#### Note

This session of the program will give the trainees a brief introduction of safety evaluation routes.

# Say

Before we begin this session, let us have a round of interaction.



Ask the trainees the following questions:

- What is the meaning of evacuation?
- Is there a sequence of evacuation?

Write down the trainees' answers on whiteboard / flipchart. Take appropriate cues from the answers and start teaching the lesson.

#### – Elaborate 🏼

- 1. The sequence of an Evacuation situation is:
  - Detection of emergency
  - Decision to evacuate
  - Raising alarm
  - Reaction to the alarm

- Movement to an area of refuge or an assembly station
- Transportation and evacuation
- 2. Guidelines on Safety Evacuation Points or Exit Routes are:
  - A workshop must have at least 2 Exit Routes to facilitate prompt evacuation of Gas Cutters and other employees
  - Exit routes must be permanent parts of the workshop.
  - Exit discharges must lead directly outside or to a street, walkway, refuge area, public way, or open space with access to the outside.
  - Exit route doors must be unlocked from the inside.
  - Ceilings of exit routes must be at least 7 feet and 6 inches high.
  - An exit access must be at least 28 inches wide at all points.
  - Exits are permitted to have only those openings necessary to allow access to the exit from occupied areas of the workplace or to the exit discharge.

# - Say 🔎

Let us now participate in an activity to understand the concepts better.

#### – Activity 🦉

• Instruct the students to participate in a role-play demonstrating the correct sequence of safety evacuation.

Activity	Duration	Resources used
Role-play	30	laptop, internet connection, overhead projector, white screen, whiteboard, markers (black and blue), laser pointer

#### Say 🤷

So friends, what did you learn from this activity? Now, let us move to the next session.

# – Do 🗹

- Jot down the crucial points on the whiteboard as the students speak
- Share your inputs and insight, to encourage the students and add onto what they talk about
- Ensure that all students participate in the class
- Ask a student to summarize what was discussed in the session
- Demonstrate enthusiasm for subject matter, course and participant's work

# - Notes for Facilitation

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

#### – Answers to the Exercise Questions

- 1. d) all of the above
- 2. a) provident fund
- 3. d) all of the above
- 4. d) all of the above
- 5. d) all of the above





MINISTRY OF SKILL DEVELOPMENT

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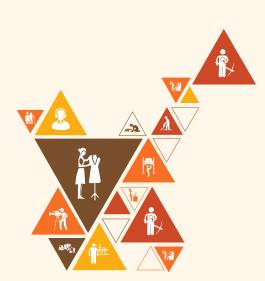


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# 16. Provide Security in Commercial and Industrial Deployments

Unit 16.1 - Security in Commercial Deployments Unit 16.2 - Security in Industrial Deployments



MEP/N7109 & MEP/N0710

# Key Learning Outcomes

By the end of this module, the participants will be able to:

- 1. Manage security in commercial deployments
- 2. Manage security in industrial deployments

#### Unit 16.1: Security in Commercial Deployments

Unit Objectives 🥝

By the end of this unit, the participants will be able to:

- 1. Explain the concept of commercial premises
- 2. Discuss how to deal with risks and threats specific to domain / organisation where deployed
- 3. Comply with security duties as per organisation's procedures and instructions
- 4. Demonstrate how to operate security equipment
- 5. Manage and maintain basic security registers
- 6. Use appropriate communication methods and equipment
- 7. Comply with good behavioural standards

#### Resources to be Used 🖄

Whiteboard, markers, duster, laptop, projector, screen, laser pointer, notebook, pen, participant's handbook, recommended equipment and tools.

#### Note

This session of the program will give the trainees a brief introduction of security in commercial deployment.

- Say 🔎

Before we begin this session, let us have a round of interaction.

# - Ask

Ask the trainees the following questions:

- What are commercial premises?
- Do you know how to operate any security equipment?

Write down the trainees' answers on whiteboard / flipchart. Take appropriate cues from the answers and start teaching the lesson.

#### - Elaborate 🗄

1. The term "Commercial" is applicable for organizations that run businesses of serving customers. Such organizations must have very sophisticated infrastructure and get-up, to attract customers.

- 2. The hazards involved in commercial premises are not less grave than the ones in industrial premises, but the scale and span of effects is narrower, as compared to industrial premises.
- 3. The various methods of communication that can be adopted, depending on the context, are:
  - Verbal or oral communication
  - Written communication
  - Non-verbal communication
- 4. A security supervisor must be:
  - Alert and vigilant
  - Well-groomed and courteous
  - Responsive and helpful
  - Respectful and caring towards elderly, women and children
  - Communicate effectively and assertively
  - Responsible and cooperative

Say 🤷

Let us now participate in an activity to understand the concepts better.

#### - Activity 🖉

- You will play two videos for the class.
- The 1st video will explain the role of a guard in the apartment/complex.
- The YouTube link for the video is: https://www.youtube.com/watch?v=cYYgRHBqupw
- The 2nd video will explain the job responsibilities of a security guard in commercial places that a supervisor should know and see.
- The YouTube link for the video is: https://www.youtube.com/watch?v=xSsb1I\_cutU
- The trainees will watch the videos attentively with pin drop silence.
- They can note down pointers from the video that they may find relevant.
- Trainees will maintain decorum in the class and will not talk whisper or discuss in the class.
- In case of any queries or confusions, trainees will write those down in their notebooks.
- The trainees will raise their hands, and you will pick up the trainees who will place their questions.
- The answering session will be in the form of a discussion where the answers can be given by either you or any of the trainees knowing the answer.

Activity	Duration	Resources used
Video	20 minutes	Chair, table, notebook, pen, pencil, eraser, participant handbook, wide screen or laptop, overhead screen, projector, internet connection, etc.

#### - Do 🗹

- Prepare in advance and use appropriate energizers
- Encourage the students to explore how the training session can help them improve their work
- Keep the students on track
- Keep the ambience constructive and positive
- Ensure each contribution is given fair consideration

# – Notes for Facilitation 壃

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



#### Unit 16.2: Security in Industrial Deployments

Unit Obiectives <sup>©</sup>

By the end of this unit, the participants will be able to:

- 1. Explain the concept of industrial premises
- 2. Discuss how to deal with risks and threats specific to domain / organisation where deployed
- 3. Demonstrate how to respond to and report hazards and emergencies
- 4. Use the hazard reporting form

# - Resources to be Used 🖉

Whiteboard, markers, duster, laptop, projector, screen, laser pointer, notebook, pen, participant's handbook, recommended equipment and tools.

# - Note 🗎

This session of the program will give the trainees a brief introduction of security in industrial deployment.

# - Say 🖻

Before we begin this session, let us have a round of interaction.

# - Elaborate 🕮

- 1. The term "Industrial" implies that the business is associated with the manufacturing of goods. For example, an organization that manufactures FMCG products is an "Industrial" concern. The premises of such an organization are generally very large, comprising facto-ries and plants, heavy machinery and tools, heavy vehicles, huge power consumption, etc.
- 2. Reporting an accident / incident to an authorized person can be best done with the help of the hazard reporting form.
- 3. While identifying and reporting a hazard / potential threat / potential risk, one must de-scribe the following:
  - Nature and location of the hazard
  - Who it was reported to
  - What action was taken
  - Whether it was fixed
- 4. There are few differences in the nature and intensity of hazards, risks and threats that one is subjected to at an industrial domain, as compared to commercial domains.

5. Chemical and electrical hazards, with a larger span of effect, come into play, in addition with the common hazards in commercial workplace. Chemical spills, power overloads, gas leakages etc. must be re-ported and responded to immediately.

# - Say 痛

Let us now participate in an activity to understand the concepts better.

#### - Activity 🖉

- Provide each student with a blank hazard reporting form and a sample hazard reporting form
- Ask each student to study the sample form and fill up the blank one
- Check each form and give your feedback

Activity	Duration	Resources used
Form-filling	20	1 for each student – blank hazard reporting form, sample (filled up) hazard reporting form, and pen

# Say 🦻

So friends, what did you learn from this activity? Now, let us move to the next session.

# – Do 🗠

- Jot down the crucial points on the whiteboard as the students speak
- Share your inputs and insight, to encourage the students and add onto what they talk about
- Ensure that all students participate in the class
- Ask a student to summarize what was discussed in the session
- Demonstrate enthusiasm for subject matter, course and participant's work

#### – Notes for Facilitation 🕒

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

#### – Answers to the Exercise Questions –

- 1. a) serving customers
- 2. d) all of the above
- 3. d) all of the above
- 4. a) goods
- 5. d) all of the above





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Transforming the skill landscape



# 17. Image Projection

- Unit 17.1 Positive Projection of Self and the Organisation and Procedure for Co-operating with Investigations
- Unit 17.2 Difference between Legal and Illegal activities and Methods of Giving Evidence in Court
- Unit 17.3 Communicate Effectively with Clients, Colleagues and Supervisor
- Unit 17.4 Importance of Teamwork, Managing Anger and Stress while on Duty, Reading and Writing in Basic English



#### Key Learning Outcomes

By the end of this module, the participants will be able to:

- 1. Apply a positive projection of self and the organisation and demonstrate the procedure for co-operating with investigations
- 2. Compare legal and illegal activities and methods of giving evidence in court
- 3. Demonstrate how to communicate effectively with clients, colleagues and supervisor and identify the barriers to communication and active listening
- 4. Analyse the importance of teamwork, manage anger and stress while on duty and practise reading and writing in Basic English

# Unit 17.1: Positive Projection of Self and the Organisation and Procedure for Co-operating with Investigations

#### Unit Objectives 🥝

By the end of this unit, the participants will be able to:

- 1. Identify the elements of positive projection of self and organisation
- 2. Demonstrate how to co-operate during investigations

#### - Resources to be Used 🖉

Whiteboard, markers, duster, laptop, projector, screen, laser pointer, notebook, pen, participant's handbook, recommended equipment and tools.

#### Note

This session of the program will give the trainees a brief introduction of positive projection of self.

# Say 🔎

Before we begin this session, let us have a round of interaction.

# - Ask ask

Ask the trainees the following questions:

- What do you understand by positive projection of image?
- Why do you think that positive projection if image is necessary?

Write down the trainees' answers on whiteboard / flipchart. Take appropriate cues from the answers and start teaching the lesson.

#### - Elaborate 💆

- 1. Implementing security in commercial and industrial deployments is done by operating, maintaining and reporting malfunctioning of the security equipment in use, where deployed.
- 2. The procedure for cooperating with investigations involve actively assisting in the following steps:
  - Adhering to "Procedural Fairness"
  - Abiding by and enforcing a systematic framework
  - Addressing and resolving preliminary issues before conducting interviews
  - Preparing for, conducting and assessing the results

• Finalizing and reporting the results of the investigation

# Say 뎗

Let us now participate in an activity to understand the concepts better.

– Activity 💈

- Tell students to write on the following topics
  - o Importance of punctuality
  - o Self-discipline
  - Cooperation during investigation
- Rate the students based on their answers

Activity	Duration	Resources used
Writing ideas	2 hrs	Laptop, internet connection, overhead projector, white screen, whiteboard, markers (black and blue), laser pointer

# - Say 🔎

So friends, what did you learn from this activity? Now, let us move to the next session

# – Do 🗹

- Prepare in advance and use appropriate energizers
- Encourage the students to explore how the training session can help them improve their work
- Keep the students on track
- Keep the ambience constructive and positive
- Ensure each contribution is given fair consideration

# - Notes for Facilitation 🗏

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

# Unit 17.2: Difference between Legal and Illegal activities and Methods of Giving Evidence in Court

#### Unit Objectives 6

By the end of this unit, the participants will be able to:

- 1. Differentiate between legal and illegal acts
- 2. Explain the essential elements of legal and illegal activities
- 3. List the methods of giving evidence in court

#### - Resources to be Used 🖉

Whiteboard, markers, duster, laptop, projector, screen, laser pointer, notebook, pen, participant's handbook, recommended equipment and tools.

# - Note 🗐

This session of the program will give the trainees a brief introduction of legal activities.

# Say 🖻

Before we begin this session, let us have a round of interaction.



Ask the trainees the following questions:

What are the differences between legal and illegal acts?

Write down the trainees' answers on whiteboard / flipchart. Take appropriate cues from the answers and start teaching the lesson.

#### - Elaborate 🖉

- 1. Learning and understanding the difference between legal and illegal activities is one of the preliminary job responsibilities of private security personnel.
- 2. The term "legal" implies "related to or permitted by the law".
- 3. The term "illegal" implies "against or forbidden by the law".
- 4. A security supervisor may sometimes get involved, actively or passively, in the method of giving evidence in court.
- 5. The various methods of providing evidence in court are:

- Witness box evidence in open court
- Evidence while the witness is screened from the defendant
- Evidence via video recording
- Evidence via CCTV from another unit in the court premises

Say 🦻

Let us now participate in an activity to understand the concepts better.

#### - Activity 🦉

- Describe students the difference between legal and illegal acts
- Tell them to write down ten things that they deem illegal
- Ask them to write down the reasons for their choices
- Evaluate their answers

Activity	Duration	Resources used
Describing the act	2 hrs	laptop, internet connection, overhead projector, white screen, whiteboard, markers (black and blue), laser pointer

# Say 🔎

So friends, what did you learn from this activity? Now, let us move to the next session.

#### Do

- Jot down the crucial points on the whiteboard as the students speak
- Share your inputs and insight, to encourage the students and add onto what they talk about
- Ensure that all students participate in the class
- Ask a student to summarize what was discussed in the session
- Demonstrate enthusiasm for subject matter, course and participant's work

# - Notes for Facilitation 🖃

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

# Unit 17.3: Communicate Effectively with Clients, Colleagues and Supervisor

# - Unit Objectives 🧕

By the end of this unit, the participants will be able to:

- 1. Demonstrate how to communicate effectively with clients, colleagues and supervisor
- 2. Discuss how to build good relationships with clients, supervisor and colleagues
- 3. List the components of effective communication
- 4. Identify the barriers of effective communication and active listening
- 5. Demonstrate how to observe the organisation's "Meet and greet" procedure

#### Resources to be Used 🖉

Whiteboard, markers, duster, laptop, projector, screen, laser pointer, notebook, pen, participant's handbook, recommended equipment and tools.

#### – Note 📃

This session of the program will give the trainees a brief introduction of effective communication.

# Say 🦻

Before we begin this session, let us have a round of interaction.

#### Ask (ask)

Ask the trainees the following questions:

- What is the importance of communication?
- What are some of the barriers of effective communication?

Write down the trainees' answers on whiteboard / flipchart. Take appropriate cues from the answers and start teaching the lesson.

#### - Elaborate 🕮

- 1. Components of communicating with supervisors are:
  - The tone of the communication
  - Amicable but professional approach

- Knowing what you speak
- Thinking before you speak
- Building rapport, based on mutual trust and respect
- 2. Barriers to effective communication:
  - Use of jargon and technical terms
  - Lack of attention, interest, distractions, or irrelevance to the receiver
  - Differences in perception
  - Physical disabilities like hearing ailments or impaired speech
  - Cultural & language differences and unfamiliar accents
  - Expectations and prejudices leading to false assumptions or stereotyping
- 3. Nurturing traits and habits: practising certain essential elements of ethics like honesty, truthfulness, integrity, discipline and punctuality
- 4. Carrying necessary equipment: these include baton, pen, guard's notebook, whistle, torch, clothing as per the weather, communication equipment, etc.

Sav

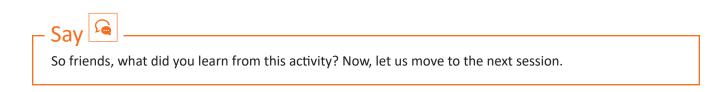
# Activity 2

- Divide students in two groups
- Choose each student from each group and tell them to speak on a topic
- Keep repeating the activity until everyone is done participating

Let us now participate in an activity to understand the concepts better.

• Group with the best performances must win

Activity	Duration	Resources used
Speak on a topic	2 hrs	Laptop, internet connection, overhead projector, white screen, whiteboard, markers (black and blue), laser pointer



#### - Do 🗹

- Prepare in advance and use appropriate energizers
- Encourage the students to explore how the training session can help them improve their work
- Keep the students on track
- Keep the ambience constructive and positive
- Ensure each contribution is given fair consideration

# – Notes for Facilitation 🕒

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

# Unit 17.4: Importance of Teamwork, Managing Anger and Stress while on Duty, Reading and Writing in Basic English

#### - Unit Objectives 🧕

By the end of this unit, the participants will be able to:

- 1. Analyse the importance of working as a team
- 2. Analyse the benefits of teamwork
- 3. List the components of team work
- 4. Demonstrate how to manage anger and stress on duty, while dealing with team, clients and supervisor
- 5. Practise reading and writing exercises in basic english

#### - Resources to be Used 🖉

Whiteboard, markers, duster, laptop, projector, screen, laser pointer, notebook, pen, participant's handbook, recommended equipment and tools.

#### – Note 🗐

This session of the program will give the trainees a brief introduction of importance of team work and coordination.

#### Say 🤷

Before we begin this session, let us have a round of interaction.

# Ask ask

Ask the trainees the following questions:

- How do you manage stress and anger?
- What is the benefit of developing writing skills?

Write down the trainees' answers on whiteboard / flipchart. Take appropriate cues from the answers and start teaching the lesson.

### – Elaborate 🖉

- 1. Teamwork is defined as the "actions of individuals, brought together for a common purpose or goal, which subordinate the needs of the individual to the needs of the group".
- 2. Benefits of teamwork
  - The benefits of teamwork are:
  - Promotes creativity and learning
  - Combines complementary strengths
  - Builds trust
  - Teaches conflict resolution skills
  - Promotes a wider sense of ownership
  - Teaches effective risk management
- 3. Security supervisors often have to receive guests / visitors and direct them to their destinations. They have to observe the respective organisation's "meet and greet" procedure and decorum
- 4. Managing anger and stress while dealing with clients and people in designated premises:
  - Informing on time
  - Being polite and courteous
  - Choosing your words with care
  - Acknowledging the client's anger but never snap back
  - If you cannot fix the problem, assuring them of a follow-up

## - Say 뎥

Let us now participate in an activity to understand the concepts better.

### – Activity 🗟

- Divide the students in two groups
- Give them jigsaw puzzles to solve checking their team coordination
- This will be a time bound activity
- The group which performs better wins

Activity	Duration	Resources used
Jigsaw puzzle	2 hrs	Laptop, internet connection, overhead projector, white screen, whiteboard, markers (black and blue), laser pointe

#### So friends, what did you learn from this activity? Now, let us move to the next session.

- Do 🗸
- Jot down the crucial points on the whiteboard as the students speak
- Share your inputs and insight, to encourage the students and add onto what they talk about
- Ensure that all students participate in the class
- Ask a student to summarize what was discussed in the session
- Demonstrate enthusiasm for subject matter, course and participant's work

### - Notes for Facilitation 🗐

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

### Answers to the Exercise Questions

- 1. d) all of the above
- 2. d) all of the above
- 3. a) actively or passively
- 4. d) all of the above
- 5. d) all of the above





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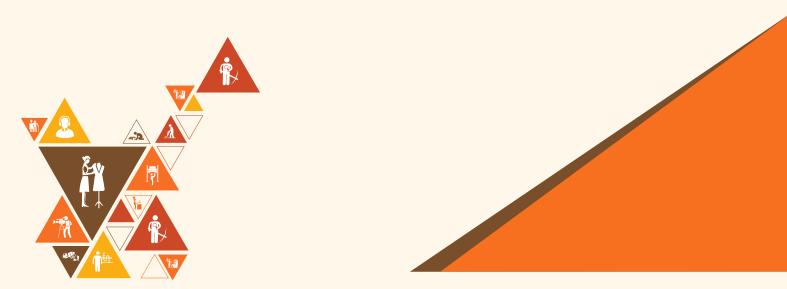


Transforming the skill landscape



# 18. Employability & Entrepreneurship Skills

- Unit 18.1 Personal Strengths & Value Systems Unit
- Unit 18.2 Digital Literacy: A Recap
- Unit 18.3 Money Matters
- Unit 18.4 Preparing for Employment & Self Employment
- Unit 18.5 Understanding Entrepreneurship
- Unit 18.6 Preparing to be an Entrepreneur



### Key Learning Outcomes

By the end of this module, the participants will be able to:

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- 1. Explain the meaning of health
- 2. List common health issues
- 3. Discuss tips to prevent common health issues
- 4. Explain the meaning of hygiene
- 5. Discuss the purpose of Swacch Bharat Abhiyan
- 6. Explain the meaning of habit
- 7. Discuss ways to set up a safe work environment
- 8. Discuss critical safety habits to be followed by employees
- 9. Explain the importance of self-analysis
- 10. Discuss motivation with the help of Maslow's Hierarchy of Needs
- 11. Discuss the meaning of achievement motivation
- 12. List the characteristics of entrepreneurs with achievement motivation
- 13. List the different factors that motivate you
- 14. Discuss the role of attitude in self-analysis
- 15. Discuss how to maintain a positive attitude
- 16. List your strengths and weaknesses
- 17. Discuss the qualities of honest people
- 18. Describe the importance of honesty in entrepreneurs
- 19. Discuss the elements of a strong work ethic
- 20. Discuss how to foster a good work ethic
- 21. List the characteristics of highly creative people
- 22. List the characteristics of highly innovative people
- 23. Discuss the benefits of time management
- 24. List the traits of effective time managers
- 25. Describe effective time management technique
- 26. Discuss the importance of anger management
- 27. Describe anger management strategies
- 28. Discuss tips for anger management
- 29. Discuss the causes of stress
- 30. Discuss the symptoms of stress
- 31. Discuss tips for stress management
- 32. Identify the basic parts of a computer
- 33. Identify the basic parts of a keyboard
- 34. Recall basic computer terminology
- 35. Recall the functions of basic computer keys
- 36. Discuss the main applications of MS Office
- 37. Discuss the benefits of Microsoft Outlook
- 38. Identify different types of e-commerce

- 39. List the benefits of e-commerce for retailers and customers
- 40. Discuss Digital India campaign will help boost e-commerce in India
- 41. Describe how you will sell a product or service on an e-commerce platform
- 42. Discuss the importance of saving money
- 43. Discuss the benefits of saving money
- 44. Discuss the main types of bank accounts
- 45. Describe the process of opening a bank account
- 46. Differentiate between fixed and variable costs
- 47. Describe the main types of investment options
- 48. Describe the different types of insurance products
- 49. Describe the different types of taxes
- 50. Discuss the uses of online banking
- 51. Discuss the main types of electronic funds transfer
- 52. Discuss the steps to follow to prepare for an interview
- 53. Discuss the steps to create an effective Resume
- 54. Discuss the most frequently asked interview questions
- 55. Discuss how to answer the most frequently asked interview questions
- 56. Identify basic workplace terminology
- 57. Discuss the concept of entrepreneurship
- 58. Discuss the importance of entrepreneurship
- 59. Describe the characteristics of an entrepreneur
- 60. Describe the different types of enterprises
- 61. List the qualities of an effective leader
- 62. Discuss the benefits of effective leadership
- 63. List the traits of an effective team
- 64. Discuss the importance of listening effectively
- 65. Discuss how to listen effectively
- 66. Discuss the importance of speaking effectively
- 67. Discuss how to speak effectively
- 68. Discuss how to solve problems
- 69. List important problem solving traits
- 70. Discuss ways to assess problem solving skills
- 71. Discuss the importance of negotiation
- 72. Discuss how to negotiate
- 73. Discuss how to identify new business opportunities
- 74. Discuss how to identify business opportunities within your business
- 75. Explain the meaning of entrepreneur
- 76. Describe the different types of entrepreneurs
- 77. List the characteristics of entrepreneurs
- 78. Recall entrepreneur success stories
- 79. Discuss the entrepreneurial process
- 80. Describe the entrepreneurship ecosystem

- 81. Discuss the purpose of the Make in India campaign
- 82. Discuss key schemes to promote entrepreneurs
- 83. Discuss the relationship between entrepreneurship and risk appetite
- 84. Discuss the relationship between entrepreneurship and resilience
- 85. Describe the characteristics of a resilient entrepreneur
- 86. Discuss how to deal with failure
- 87. Discuss how market research is carried out
- 88. Describe the 4 Ps of marketing
- 89. Discuss the importance of idea generation
- 90. Recall basic business terminology
- 91. Discuss the need for CRM
- 92. Discuss the benefits of CRM
- 93. Discuss the need for networking
- 94. Discuss the benefits of networking
- 95. Discuss the importance of setting goals
- 96. Differentiate between short-term, medium-term and long-term goals
- 97. Discuss how to write a business plan
- 98. Explain the financial planning process
- 99. Discuss ways to manage your risk
- 100. Describe the procedure and formalities for applying for bank finance
- 101. Discuss how to manage their own enterprise
- 102. List the important questions that every entrepreneur should ask before starting an enterprise

### Unit 18.1: Personal Strengths & Value Systems Unit

Unit Objectives 🙆

By the end of this unit, the participants will be able to:

- 1. Explain the meaning of health
- 2. List common health issues
- 3. Discuss tips to prevent common health issues
- 4. Explain the meaning of hygiene
- 5. Discuss the purpose of Swachh Bharat Abhiyan
- 6. Explain the meaning of habit
- 7. Discuss ways to set up a safe work environment
- 8. Discuss critical safety habits to be followed by employees
- 9. Explain the importance of self- analysis
- 10. Discuss motivation with the help of Maslow's Hierarchy of Needs
- 11. Discuss the meaning of achievement motivation
- 12. List the characteristics of entrepreneurs with achievement motivation
- 13. List the different factors that motivate you
- 14. Discuss the role of attitude in self- analysis
- 15. Discuss how to maintain a positive attitude
- 16. List your strengths and weaknesses
- 17. Discuss the qualities of honest people
- 18. Describe the importance of honesty in entrepreneurs
- 19. Discuss the elements of a strong work ethic
- 20. Discuss how to foster a good work ethic
- 21. List the characteristics of highly creative people
- 22. List the characteristics of highly innovative people
- 23. Discuss the benefits of time management
- 24. List the traits of effective time managers
- 25. Describe effective time management techniques
- 26. Discuss the importance of anger management
- 27. Describe anger management strategies
- 28. Discuss tips for anger management
- 29. Discuss the causes of stress
- 30. Discuss the symptoms of stress
- 31. Discuss tips for stress management

### 18.1.1: Health, Habits, Hygiene: What is Health?

- Resources to be Used	(Q)	
	<u>~</u>	

Participant Handbook

### - Ask

- What do you understand by the term "Health?"
- According to you, who is a healthy person?

- Say 🖻

Discuss the meaning of health and a healthy person as given in the Participant Handbook.

## Ask ask

When did you visit the doctor last? Was it for you or for a family member?

## Say 🔓

Discuss the meaning of health and a healthy person as given in the Participant Handbook.

## - Role Play 💆

- Conduct a small skit with volunteers from the class. Consider one of the villagers has been appointed as ahealth representative of the village, what measures will you as a health representative suggest to thecommon villagers to prevent common health issues discussed.
- You will need at least 4 volunteers (Narrator, Health Representative, Head of the Village, Doctor).
- Explain the health concerns of the village to the Narrator. The Narrator will brief the class about the skit.
- Give the group of volunteers, 5 minutes to do discuss.
- At the end of 5 minutes, ask the group to present the skit to the class assuming them as the villagers.
- The class can ask questions to the group as a common villager.

### Summary

• Conduct a small skit with volunteers from the class. Consider one of the villagers has been appointed as ahealth representative of the village, what measures will you as a health representative suggest to thecommon villagers to prevent common health issues discussed.

- You will need at least 4 volunteers (Narrator, Health Representative, Head of the Village, Doctor).
- Explain the health concerns of the village to the Narrator. The Narrator will brief the class about the skit.
- Give the group of volunteers, 5 minutes to do discuss.
- At the end of 5 minutes, ask the group to present the skit to the class assuming them as the villagers.
- The class can ask questions to the group as a common villager.

Say 🤷

Let us now see how many of these health standards we follow in our daily life.

## - Ask ask

How many of you think that you are healthy? How many of you follow healthy habits?

## – Say 🖻

- Let's do an exercise to find out how healthy you are.
- Open your Participant Handbook section 'Health, Habits, Hygiene: What is Health?', and read through the health standards given.
- Tick the points which you think are true for you.
- Try to be as honest as possible as this test is for your own learning.

## - Do 🗠

- Ensure that all the trainees have opened the right page in the Participant Handbook.
- Read aloud the points for the trainees and explain if required.
- Give them 5 minutes to do the exercise.
- At the end of 5 minutes, ask the trainees to check how many ticks have they got.

### Summary 2

Tell them that they need to follow all the tips given in this checklist regularly in order to remain healthy and fit.

- Ask

Discuss:

- Is it necessary to practice personal hygiene every day? Why?
- How does a person feel when they do not practice good personal hygiene? Why?
- Can good personal hygiene help a person feel good about his/her self? How?

Sav 🤷

Discuss the meaning of hygiene as given in the Participant Handbook.

– Activity 🦉

Health Standard Checklist: Hygiene

Say 🦻

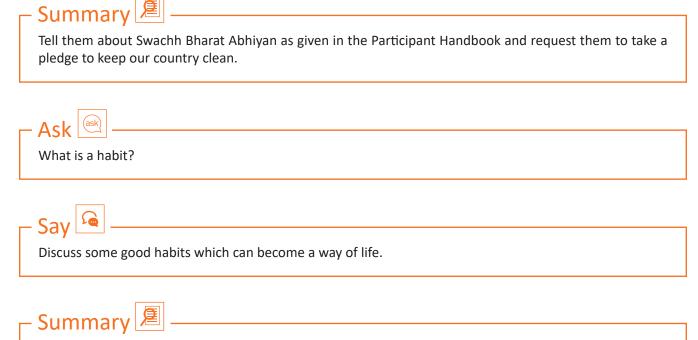
- Let's do an exercise to find out if we maintain good hygiene habits or not.
- Open the Participant Handbook and read through the Health Standard checklist given.
- Tick the points which you think are true for you.
- Try to be as honest as possible as this test is for your own learning.

## - Do 🗸

- Ensure that all the trainees have opened the right page in the Participant Handbook.
- Read aloud the points for the trainees and explain if required.
- Give them 5 minutes to do the exercise. .
- At the end of 5 minutes, ask the trainees to check how many ticks have they got.
- Ask them to calculate their score.
- Tell them what each score indicates by reading aloud what has been mentioned in the Participant Handbook.



- How many of you have heard about "Swachh Bharat Abhiyan"?
- Can you tell the class what it is about?



Tell them about good and bad habits and the reasons to make good habits a way of life.

### 18.1.2: Health, Habits, Hygiene: What is Health?

## Resources to be Used

- Participant Handbook
- Safety signs and symbols
- Safety equipments
- Blank papers
- Pens

### – Ask 🖾

- What do you understand by the term "Health?"
- According to you, who is a healthy person?

## - Say 🖻

- There are many common safety hazards present in most workplaces at one time or another. They include
- unsafe conditions that can cause injury, illness and death.
- Safety Hazards include:
  - o Spills on floors or tripping hazards, such as blocked aisles or cords running across the floor.
  - o Working from heights, including ladders, scaffolds, roofs, or any raised work area.
  - o Unguarded machinery and moving machinery parts; guards removed or moving parts that a worker can
  - o accidentally touch.
  - o Electrical hazards like cords, missing ground pins, improper wiring.
  - o Machinery-related hazards (lockout/tag out, boiler safety, forklifts, etc.)

## - Team Activity 🔀

#### Safety Hazards

- There are two parts to this activity.
- First part will cover the potential safety hazards at work place.
- Second part will cover a few safety signs, symbols and equipments at work place.
- Use this format for the first part of the activity.

PART 1					
Hazard	What could happen?	How could it be corrected?			

### Ask (ask) How could you or your employees get hurt at work?

## Say 🖻

Let's understand it better with the help of an activity. You will be given a handout within your groups. You have to think about the possible hazards of your workplace, what damage these hazards could cause and about the corrective action.

### – Do 🗹

- Divide the class into five to six groups of four trainees each.
- Put the format on the board for the activity.
- Give blank papers and pens to each group.
- The group is expected to think and discuss the potential safety hazards in the workplace.
- Ask the group to discuss and fill the format using the blank sheet.
- Give the groups 5 minutes for the activity.
- For the second part of the activity, show the class some pictures of safety signs, symbols and equipments.
- Now they will put down a few safety symbols, signs or equipment against the safety hazards identified.
- Give them 5 to 10 minutes to discuss and draw/note it.
- At the end of 10 minutes the groups will present their answers to the class.

## - Say 🔎

- Now, let's discuss the answers with the class.
- All the groups will briefly present their answers.

## - Do 🗸

- Ask the audience to applaud for the group presentation.
- Ask de-brief questions to cull out the information from each group.
- Keep a check on time.
- Tell the group to wind up the discussion quickly if they go beyond the given time limit.

### - Ask (ask)

#### **De-briefing**

- What did you learn from the exercise?
- As an entrepreneur, is it important to ensure the safety of your employees from possible hazards? Why?

## – Summary 🔎

- Ask the trainees what they have learnt so far.
- Ask if they have any questions related to what they have talked about so far.
- Close the discussion by summarizing the tips to design a safe workplace and non-negotiable employee safety habits.

# 18.1.3: Self Analysis- Attitude, Achievement Motivation: What is Self Analysis?

## - Resources to be Used 🦉

- Participant Handbook
- Old newspapers
- Blank papers
- Pencils/ pens

## 🗖 Activity 🖉

- This is a paper pencil activity.
  - o What are the three sentences that describe you the best?
  - What do you need to live happily?
  - o What are your strengths and weaknesses?

### – Do 🗹

- Write the three questions on the board/ flipchart before the session begins.
- Give plain papers and pencils/ pens to each participant.
- Tell trainees to write the answer for the three questions on the paper.
- Tell them the purpose of this activity is not to judge anyone but to understand more about self.

## Say 🤦

Discuss the concept of Self Analysis and motivation with reference to Maslow's Hierarchy of Needs as discussed in the Participant Handbook.

### Team Activity 🔀

#### Tower building

• Each group which will create tower using the old newspapers.

- Do 🗹

- Divide the class into groups.
- Give them some old newspapers.
- The task is to create a tower out of the newspapers.
- The group which will create the highest tower standing on its own will be considered the winning group.
- Groups can use as many newspapers as they want to and in any way they want.

Ask

- What did the winning group do differently?
- If you were given a chance, how would you have made the tower differently?
- How did you feel while making the tower?
- Did you feel motivated?

Say 🔄 -

Discuss the concept of achievement motivation and characteristics of entrepreneurs with achievement motivation as discussed in the Participant Handbook.

## - Ask ask

Is your attitude positive or negative?



Let me tell you a story:

#### It's Little Things that Make a Big Difference.

There was a man taking a morning walk at the beach. He saw that along with the morning tide came hundreds of starfish and when the tide receded, they were left behind and with the morning sun rays, they would die. The tide was fresh and the starfish were alive. The man took a few steps, picked one and threw it into the water. He did that repeatedly. Right behind him there was another person who couldn't understand what this man was doing. He caught up with him and asked, "What are you doing? There are hundreds of starfish. How many can you help? What difference does it make?" This man did not reply, took two more steps, picked up another one, threw it into the water, and said, "It makes a difference to this one." What difference are we making? Big or small, it does not matter. If everyone made a small difference, we'd end up with a big difference, wouldn't we?

### - Ask (ask) What did you learn from this story?

## – Activity 🔎

#### What Motivates You?

- This is an individual activity.
- It is an exercise given in the Participant Handbook.

## - Do 🗹

- Ask the class to open their Participant Handbook and complete the exercise given in the section WhatMotivates You?
- Ensure that the trainees have opened the correct page for the activity.
- Give the class 5 minutes to complete the activity.

## - Say 🔎

Discuss the concept of attitude and how to cultivate a positive attitude as discussed in the Participant Handbook.

## - Summary 🔎

Discuss the concept of attitude and how to cultivate a positive attitude as discussed in the Participant Handbook.

### 18.1.4: Honesty & Work Ethics

## Resources to be Used 🥙 -

Participant Handbook

## - Ask

- What do you understand by honesty?
- Why is it important for entrepreneurs to be honest?
- Do you remember any incident where your honesty helped you in gaining confidence?
- Do you remember any incident where someone lost business due to dishonesty?

## - Say 🔎

- Talk about honesty, qualities of an honest person, and the importance of honesty in entrepreneurs as discussed in the Participant Handbook.
- "Let's understand it better with the help of some case scenarios. You will be given some cases within your groups. You have to analyse the case scenario that has been given to you and then find an appropriate solution to the problem.
- Keep your discussion focussed around the following:
  - o What went wrong?
  - Who was at fault?
  - o Whom did it impact- the customer or the businessman?
  - o How would it impact the business immediately? What would be the long term impact?
  - o What could be done?
  - o What did you learn from the exercise?

## - Do 🗸

- Divide the class into four groups of maximum six trainees depending on the batch size.
- Give one case study to each group.
- Instruct them to read the case carefully.
- Put down the de-brief questions on the board and ask the groups to focus their discussion around these questions.
- The group is expected to analyse and discuss the case amongst them and find a solution to the given problem.
- Give the class5-10 minutes to discuss the case and note down their solutions.
- At the end of 10 minutes the team should present their case solution to the class. The presentation can be a narration or a role play.
- Ask the group to select a group leader for their group. The group leader to discuss and assign roles to the group members for the presentation.

## - Ask

#### **Case Study Analysis**

#### Scenario 1

Aakash has a small mobile retail sales and repair shop in Allahabad. He has one of the most popular outlets and has great rapport with his customers.

It's around 11 AM when a customer barges in to the shop and starts shouting at Aakash for giving her a faulty instrument. The screen of her mobile is cracked from one side. Aakash remembered thoroughly checking the handset before handing it over to the customer. The customer threatens to sue him and to go to Consumer Court for cheating her. Now, the problem occurred somewhere outside the shop but as other customers were listening to the conversation, it might impact his business. The situation needs to be managed very sensitively. What would you do if you were in Aakash's place?

#### Scenario2

Rajni does beautiful Phulkari embroidery on suits and sarees. She has a small home-based business. She has a huge list of customers on Facebook and WhatsApp who give her orders regularly. Smita is one of her old and regular customers. As her sister-in-law's weddingwas around the corner, Smita wanted to buy few handcrafted Phulkari duppatta. She placed an order for three duppattas via WhatsApp and requested Rajni to send them as soon as possible. When the parcel reached Smita through courier she found that out of the three duppatas, only one was hand embroidered and the other two had machine embroidery on them. Even the length and the quality of the material was not as desired. Smita was heartbroken. It was a complete waste of money and moreover she couldn't wear what she had planned to during the wedding functions. She sent a message to Rajni on WhatsApp, expressing her anger and disappointment.

Smita has also sent a feedback and expressed her disappointment on the social media. This will directly affect Rajni's business. What would you do if you were in Rajni's place?

#### Scenario 3

Shankar is a tattoo artist who has a small tattoo showroom in a big, reputed mall in New Delhi. Mr Saksham had an appointment for today, at 11:00 am but he reached at 11:50 am. Meanwhile, Shankar had to reschedule his next appointment. After availing Shankar's services, Mr Saksham started yelling in an abusive language, refusing to pay the requisite amount, and finding faults in the services provided by him. Who was at fault in this case? What should Shankar do? Should he confront Saksham or give in to the demands of the client?

#### Scenario 4

Shailender is an online cloth reseller who does business through social networking sites such as Facebook and WhatsApp. Priyanka made online payment for a dress to Shailander. But she did not receive the dress for a month. When she asked for a cancellation, Shailander started misleading her. For almost 45 days, he kept promising her that he will pay the amount today, tomorrow, day after tomorrow, etc. Even after repeated calls and messages when she did not receive the payment or the dress, she decided to write a post against him on a popular social media platform. As a result, Shailender lost lots of customers and his flourishing business faced a major crisis. How could this situation have been managed?

– Say 🖻

- Ask the trainees what they have learnt so far.
- Ask if they have any questions related to what they have talked about so far.
- Close the discussion by summarizing the tips to design a safe workplace and non-negotiable employee safety habits.

- Do 🗠

- Congratulate each group for the group presentation.
- Ask the audience to applaud for them.
- Ask de-brief questions to cull out the information from each group.
- Keep a check on time. Tell the group to wind up the discussion quickly if they go beyond the given time limit.



- Ask the trainees what they have learnt from the exercise/ activity.
- Ask if they have any questions related to what they have talked about so far.
- Close the discussion by summarizing the importance of honesty and work ethics for entrepreneurs.

### 18.1.5: Creativity and Innovation

### - Resources to be Used 🖉

Participant Handbook, Chart papers, Marker pens

## Say 🔎

- Let's have a look at these stories.
- There are some inspiring stories about people which I would like to share with you.
- Narrate these stories to the class.

#### A.P.J. Abdul Kalam

Who has not heard of A.P.J. Abdul Kalam: Avul Pakir Jainulabdeen Abdul Kalam hailed from a very humble background. His father was a boat owner. To help his family, Kalam would work as a newspaper vendor. With limited resources, he graduated in Physics and studied aerospace engineering. He was instrumental in India's step towards nuclear energy. In 2002, he became the 11th President of India.

#### Water filter/purifier at source

Two young boys studying in classes 4 and 5, from Lingzya Junior High School, Sikkim designed a simple innovative low cost water purifier.

Inspiration behind the idea: Most people today prefer to use a water filter/purifier at their home.

Both the children have given idea to have filter/purifier at the source of water so that everyone has access to clean water without having to make an investment in purchasing a filter/purifier.

Soring's idea is to have a centralised purification system at the point of distribution like water tank while

Subash's idea is to have such purifiers attached to public taps.

Source: http://www.rediff.com/getahead/report/achievers-top-31-amazing-innovations-fromyoungindians/20151208.htm

#### Solar seeder

This is a story of a innovative solar seeder and developed by Subash Chandra Bose, a class 8, student from St Sebasthiyar Matriculation School, Pudukkottai, Tamil Nadu. Subash has developed a solar powered seed drill, which can undertake plantation for different size of seeds at variable depth and space between two seeds.

Source: http://www.rediff.com/getahead/report/achievers-top-31-amazing-innovations-fromyoungindians/20151208.htm

#### Looms for physically challenged

Now this is really inspiring of two sisters, Elakkiya a Class 6 student and Pavithra a Class 9 student of SRC Memorial Matriculation, Erode, Tamil Nadu.

The two sisters have come up with loom for lower limbed physically challenged. In their loom they have replaced the pedal operated system with a motor and a gearbox attached to a pulley mechanism.

Source: http://www.rediff.com/getahead/report/achievers-top-31-amazing-innovations-fromyoungindians/20151208.htm - Ask

• If they can, why can't you? Discuss concepts related to 'Creativity and Innovation' with the trainees as given in the Participant Handbook.

## - Say 🖻

- Recall the stories on motivation.
- What is the inner drive that motivates people to succeed?
- Let's learn more about such creative and innovative entrepreneurs with the help of an activity.

– Team Activity 🏙

#### **Activity De-brief**

#### Think of any one famous entrepreneur and write a few lines about him or her.

- Why did you choose this particular entrepreneur?
- What is his/her brand name?
- What creativity does he/she possess?
- What was innovative about their ideas?

Do

- Instruct the trainees that this is group work.
- Divide the class into small groups of 4 or 6 depending on the batch size.
- Give each group a chart paper.
- Tell the trainees they have to write a few lines about any one famous entrepreneur.
- Give the trainees 10 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.
- Ask each group to read out what they have written.
- Ask the de-brief questions.

### - Summary 🛿

- Ask the trainees what they have learnt from the exercise/ activity.
- Ask if they have any questions related to what they have talked about so far.
- Close the discussion by summarizing the importance of honesty and work ethics for entrepreneurs.

### - Notes for Facilitation

 Source for stories on innovations: http://www.rediff.com/getahead/report/achievers-top-31-amazing-innovations-fromyoungindians/20151208.htm

### 18.1.6: Time Management

## Resources to be Used 🥙 -

Participant Handbook

## Ask

Does this sound like you?

- I can never get enough time to finish what I am doing in a day.
- I have so many things to do that I get confused.
- I want to go for a walk and exercise, but I just do not have the time.
- I had so much to do, so I could not deliver that order on time.
- I would love to start my dream business; but, I just do not have the time.

## Example 🗣

• Let's look at these two examples:

#### Example 1:

Ankita works from home as a freelance writer. She says she can easily put in 8 hours of dedicated work in a day. Because she works from home, she saves money on travel and has a comfortable work routine. But there is a challenge and it is distraction. As she works from home, she can easily just get up and sit down on the sofa to watch TV, wasting valuable time. She may have chores to do, errands to run and bills to pay. She ends up working only two to three hours a day and the result is, her work gets piled up. She is unable to take on more work due to this. Even though her quality of work is appreciated her clients are not very happy about the delay in submission.

#### Example 2:

Javed has started a successful online selling company from home and makes a good living from his sales. He has set up a small office space in his living room. As both his parents are working full-time, he also has the role of taking care of his two younger siblings. He almost spends half of his day with the younger kids. He does not mind it but it means taking time away from the work. He is still able to manage his online business with these commitments. He wants to spend some more dedicated hours so as to increase his profits. He also wants to look into new business avenues. What should he be doing.

## Ask (ask)

- Does this happen with you too?
- Do you find it difficult to prioritize your work?
- Are you able to manage your time effectively?

### – Activity 🦉

- Conduct a group discussion based on the above examples.
- Direct the discussion on how to prioritize work and manage time effectively.

## - Say 🔎

- Time management is not only about how hard you work but also about how smart you work.
- Discuss "What is Time Management" with the trainees as given in the Participant Handbook.

### - Ask

- Why is it important to manage time? How does it help?
- What happens when you don't manage your time effectively?
- Do you find it difficult to prioritize your work?
- Say 🤦
  - Discuss the benefits of time management given in the Participant Handbook.
  - Let's learn effective time management with the help of an activity.

## - Activity 🎤

#### **Effective Time Management**

• This activity has two parts:

#### PART 1 TO-DO LIST

- You have to make a to-do list.
- List all of the activities/ tasks that you have to do.
- Try to include everything that takes up your time, however unimportant it may be.
- o If they are large tasks, break them into action steps, and write this down with the larger task.
- You can make one list for all your tasks or have separate to-do lists for personal and professional tasks.

#### PART 2 URGENT-IMPORTANT GRID

- You have to make a grid as shown on the board here. .
- This grid has four boxes. As you can see, each box has a different heading.
- At the heart of the urgent-important grid, are these two questions:
  - o Is this task important?
  - o Is this task urgent?
  - Now, you have to think about each activity that you have written in your to-do list and put it into one of the four categories.
- What do these categories depict?
- Category 1: Urgent/Important
  - This category is for the highest priority tasks. They need to get done now.

#### • Category 2: Not Urgent/Important

- This is where you want to spend most of your time.
- This category allows you to work on something important and have the time to do it properly.
- This will help you produce high quality work in an efficient manner.
- The tasks in this category are probably the most neglected ones, but also the most crucial ones for success.
- The tasks in this category can include strategic thinking, deciding on goals or general direction and
- o planning all vital parts of running a successful business.

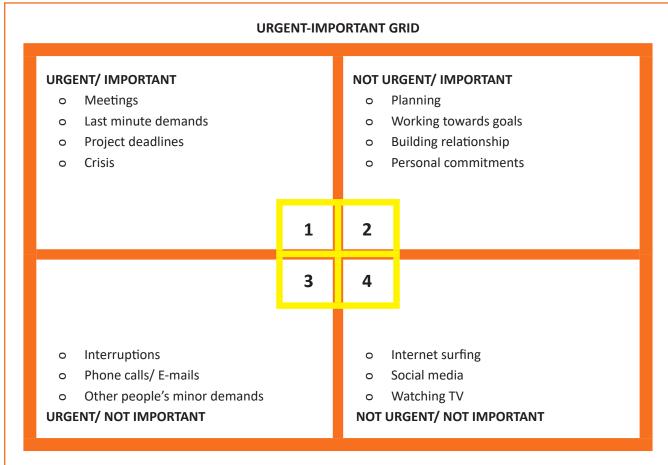
#### • Category 3: Urgent/Not Important

- This is where you are busy but not productive. These tasks are often mistaken to be important, whenthey're most often busywork.
- Urgent but not important tasks are things that prevent you from achieving your goals.
- However, some may be activities that other people want you to do.

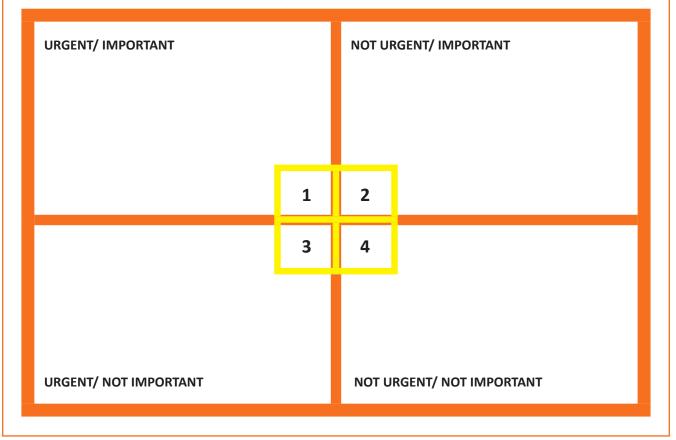
#### • Category 4: Not Important and Not Urgent

- This category doesn't really include tasks, but rather habits that provide comfort, and a refuge frombeing disciplined and rigorous with your time management.
- Some may be activities that other people want you to do.
- o These might include unplanned leisure activities as well.

TO- DO list format		
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10		
11.		
12.		



#### **URGENT/ IMPORTANT GRID format**



- Do 🗹

- Put down the formats for the to-do list and the urgent/ important grid on the board.
- Instruct the trainees to prepare their to-do list first.
- Give the trainees 10 minutes to prepare the list.
- Once done, instruct them to divide the tasks in to-do list into the four categories.
- Explain the four categories to the trainees giving examples specific to their context.
- As you explain the categories fill the grid with the type of tasks.
- Give the trainees 40 minutes to fill the grid.
- Then explain how to balance the tasks between the four categories.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

## Say 🔎

#### Activity De-brief:

#### How can we balance tasks between the four categories?

#### How to manage time through this grid?

- Category 1: Urgent/Important
  - Try to keep as few tasks as possible here, with the aim to eliminate.
  - If you spend too much of your time in this category, you are working solely as a trouble shooter, and never finding time to work on longer-term plans.

#### • Category 2: Not Urgent/Important

- o Plan these tasks carefully and efficiently as they are most crucial ones for success.
- If necessary, also plan where you will do these tasks, so that you're free from interruptions.
- Include strategic thinking, deciding on goals or general direction and planning in your planning process.

#### • Category 3: Urgent/Not Important

- o Ask yourself whether you can reschedule or delegate them.
- A common source of such activities is other people. Sometimes it's appropriate to say "no" to peoplepolitely, or to encourage them to solve the problem themselves.

#### • Category 4: Not Important and Not Urgent

- You also want to minimize the tasks that you have in this category.
- These activities are just a distraction avoid them if possible.
- You can simply ignore or cancel many of them.
- o Politely say "no" to work assigned by others, if you can, and explain why you cannot do it.
- Schedule your leisure activities carefully so that they don't have an impact on other important tasks.
- Discuss the traits of effective time managers and effective time management techniques as given in the Participant Handbook.

### – Summary 🗏

 Discuss the traits of effective time managers and effective time management techniques as given in the Participant Handbook.

### – Notes for Facilitation 🗏

- Here is a short story. You can conclude the session narrating the story. To make it more interesting you can perform the demonstration described and discuss the short story.
  - One day an expert in time management was speaking to a group of students. As he stood in front of the group, he pulled out a large wide-mouthed glass jar and set it on the table in front of him. Then he took out a bag of about a dozen rocks and placed them, one at a time, into the jar. When the jar was filled to the top and no more rocks would fit inside, he asked, "Is this jar full?" Everyone in the class said, "Yes." Then he said, "Really?"
  - He reached under the table and pulled out a bucket of gravel (small stones). He dumped some gravel in and shook the jar causing pieces of gravel to work themselves down into the space between the rocks. Then he asked the group once more, "Is the jar full?" By this time, the class began to understand. "Probably not," one of them answered. "Good!" he replied.
  - He reached under the table and brought out a bucket of sand. He started dumping the sand in the jar and it went into all of the spaces left between the rocks and the gravel. Once more he asked the question, "Is this jar full?" No!" the class shouted. Once again he said, "Good." Then he grabbed a jug of water and began to pour it in until the jar was filled to the brim. Then he looked at the class and asked, "What is the point of this illustration? "One student raised his hand and said, "No matter how full your schedule is, if you try really hard you can always fit some more things in it!" "No," the speaker replied, "that's not the point. The truth this illustration teaches us is: If you don't put the big rocks in first, you'll never get them in at all." What are the 'big rocks' in your life? Your children; your loved ones; your education; your dreams; a worthy cause; teaching or mentoring others; doing things that you love; time for yourself; your health; your mate (or significant other). Remember to put these BIG ROCKS in first or you'll never get them in at all. If you sweat about the little stuff (the gravel, sand, and water) then you'll fill your life with little things you worry about that don't really matter, and you'll never have the time you need to spend on the big, important stuff (the big rocks).
- End the story with these lines...

So, tonight, or in the morning tomorrow, when you are reflecting on this short story, ask yourself thisquestion: What are the 'big rocks' in my life? Then, put those in your jar first

### 18.1.7: Anger Management

## - Resources to be Used 🖉 ——

Participant Handbook

## - Ask

- What is anger? Is anger good or bad?
- Is anger normal or an abnormal behaviour? How can anger harm you?
- Why is it important for entrepreneurs to manage their anger?

### - Say 🔎

- Talk about anger and the importance of anger management in entrepreneurs as discussed in the Participant Handbook.
- Let us do a small activity. This is an individual activity.
- Think of the incidents and situations that angered you and hurt you.

## - Do 🗸

- Instruct them to note down these situations under different categories (as given in the Activity).
- Give the class 3-5 minutes to think and note down their answers.
- At the end of 5 minutes, ask some trainees to volunteer and present their answers.
- They can also share these situations with their fellow trainees if they do not wish to share it with the entire class.

## – Activity

- Do you remember any incident which has hurt
  - o you physically
  - o you mentally
  - o your career
  - o your relationships

### – Ask ask

- Do you ever get angry?
- What are the things that make you angry?
- Do you remember any incident where your anger management helped you in maintaining healthy relationship?
- Do you remember any incident where someone lost business/ friend/ relationship due to temper (anger)?

### Say

- There are a few strategies which can help in controlling your anger. Let's do an activity to understand the anger management process better.
- This is an individual activity.
- Think of the incidents/ situations which trigger your anger (the cause).
- Then think what happened as a result of your anger (the effect).
- You need to come up with some techniques to manage your anger.

### – Do 🗹

- There are a few strategies which can help in controlling your anger. Let's do an activity to understand the anger management process better.
- This is an individual activity.
- Think of the incidents/ situations which trigger your anger (the cause).
- Then think what happened as a result of your anger (the effect).
- You need to come up with some techniques to manage your anger.

### Activity

Trigger points and Anger Management Techniques Activity

#### Anger Triggers

List of triggers that make you angry:

Someone says you did something wrong.

You want something you can't have now.

You get caught doing something you shouldn't have been doing.

You are accused of doing something you didn't do.

You are told that you can't do something.

Someone doesn't agree with you.

Someone doesn't do what you tell him to do.

Someone unexpected happens that messes up your schedule.

#### **Result of your anger:**

Write the techniques that you use to manage your anger:

Anger Management Techniques

## - Say 🖻

- Now, let's discuss the problems and solution with all.
- The individual will first briefly describe trigger points to the class.
- Then discuss the result of the anger. Other trainees are requested to remain quiet while one is making the presentation.
- Post presentation, other trainees may ask questions.

## – Do 🗹

- Congratulate each individual for sharing their points.
- Ask the audience to applaud for them.
- Ask de-brief questions after the presentation to the class.
- Keep a check on the time. Ask the trainees to wind up the activity quickly if they go beyond the given time limit.

### - Ask 🖾 –

#### **De-brief questions:**

- In the situation described by the presenter, who was at fault?
- How could you have handled this situation alternatively?

### - Summary / 🕭

- Close the discussion by summarizing the strategies and tips of anger management for entrepreneurs.
- Ask the trainees what have they learnt from this exercise/ activity.
- Ask if they have any questions related to what they have talked about so far.

### – Notes for Facilitation 🔚

- Encourage the trainees to share information about them while presenting the situations to the class.
- Keep the format of the Activity prepared in a chart paper so that it can be displayed during the session.



### 18.1.8: Stress Management: What is stress?

– Resources to be Used 🖉	
Participant Handbook	

## - Ask

- You are waiting in the reception for an interview or a very important meeting, suddenly your legs are shaky, your hands are cold, you are feeling nervous. Have you ever been in this kind of situation?
- Have you had days when you had trouble sleeping?
- Have you ever been so worried about something that you ended up with a terrible headache?



You've probably heard people say, I'm really stressed out" or "This is making me totally stressed."

## – Ask ask

- What do you understand by stress?
- What gives you stress?
- How do you feel when you are stressed or what are the symptoms of stress?
- How can stress harm you?
- Why is it important for entrepreneurs to manage stress?

### Say 🥻

- When we feel overloaded or unsure of our ability to deal with certain challenges, we feel stressed.
- Discuss about stress, causes of stress, and symptoms of stress as discussed in the Participant Handbook.
- Let's understand the causes of stress and how to deal with them with the help of some case scenarios.
- You will be given some cases.
- You have to analyse the case scenario and then find an appropriate solution to the problem.
- This will be a group activity.

## - Do 🗸

- Divide the class into four groups of 5- 6 trainees (depending on the batch size).
- Assign one case scenario to each group.
- Instruct them to read the case carefully.
- The group is expected to analyse and discuss the case amongst them and find a solution to the given problem.

- Explain their discussion should result in getting answers for the following questions:
  - o What was/ were the cause(s) of stress?
  - Was the stress avoidable or manageable under the given circumstances?
  - o If yes, how do you think that the stress could be avoided (managed)?
  - o If no, then why not?
- Give the class 10-12 minutes to discuss the case and note down their solutions.
- At the end of 12 minutes, the team should present their case solution to the larger group.
- Ask the group to select a group leader for their group.
- The group leader should discuss and assign roles to the group members for the presentation.
- Explain their discussion should result in getting answers for the following questions.

## Team Activity

#### **Case Study Analysis**

#### Scenario 1

Akash's alarm doesn't go off and he gets late getting out of the house. He hits traffic and ends up 15 minutes late to work, which his boss notices. He gets to his desk and finds he has to complete 2 reports in next one hour. Just when he is about to begin work, a message pops up "Telecon with the client begins in 10 minutes. Please be in the conference room in 5 minutes."

He is not prepared for the call. He is stressed. He does not want to speak to his boss about this. He is stressed, feeling uncomfortable and sick; not in a position to attend the call or finish the reports on time.

#### Scenario 2

While paying his overdue bills, Rahul realised that it's the middle of the month and he has only Rs 500 left in his account. He has already asked all of his friends, and family for loans, which he hasn't paid back yet. He is still contemplating over the issue when his phone rings. His sister's birthday is due next week and she has seen a beautiful dress which she wants to buy but cannot tell the parents as it is a bit expensive. She wishes if Rahul could buy the dress for her. Rahul has promised to buy her the dress for her birthday.

Rahul is stressed, does not understand what to do. He is unable to concentrate on his work and unable to complete the tasks assigned. His team leader has already warned him of the delay.

#### Scenario 3

Sheela calls the cable company as she has unknown charges on her bill. She has to go through the automated voice mail menu three times and still can't get through to a customer care executive. After 15 minutes of repeated efforts, her call is answered. She explains the entire issue to the customer care executive but before the person could suggest a way out, the call drops.

Now Sheela has to call back and repeat the whole process all over again with a new customer care executive. She is very angry and calls again but cannot connect this time.

She has to leave to office so she decides to call from office and check. When she connects this time she is angry and argues with the executive on the call. All her co-workers around are looking at her as her volume has suddenly increased. She bangs the phone and ends the call.

Her co-worker Neelam enquires what has happened to her. She ignores her and just walks off. She has become irritable and her behaviour and tone with other co-workers is not acceptable.

#### Scenario 4

Arpit is a young entrepreneur who started doing business through Facebook few weeks back. He had always been into a job. Although Arpit has very few financial liabilities, it wasn't an easy decision to leave a comfortable job at once and look for newer pastures. Arpit's boss warned him of the consequences and the challenges of starting a business when nobody ever in his family had been in business.

He has not been able to get a good deal till now. This is an important life shift for him which comes with unknown variables. Arpit is nervous and is wondering if he has what it takes to fulfill the requirement of his new role, or the new experiences he's likely to face.

### - Ask

#### **De-brief questions:**

- What was/ were the cause(s) of stress?
- Was the stress avoidable or manageable under the given circumstances?
- If yes, how do you think that the stress could be avoided (managed)?
- If no, then why not?

### Say 5

- Now, let's discuss the problem and solution with the larger group.
- The group will first briefly describe the case to the class.
- Then discuss the issue identified and the proposed solution.
- Post presentation, the other groups may ask questions to the group that has presented.

## Do 🗸

- Congratulate each group for sharing their points.
- Ask the audience to applaud for them.
- Ask de-brief questions to cull out the information from each group.
- Keep a check on time. Tell trainees to wind up the discussion quickly if they go beyond the given time limit.

## – Say 🖻

- While it is common and normal to feel some tension. This feeling nervous and tensed can interfere with your thinking process and can have a negative impact on your performance.
- Stress can deplete the most vibrant of souls. It can have a negative effect on every aspect of a person's life including their health, emotional well-being, relationships, and career. However, one needs to understand the causes and types of stress before looking for ways to manage it.

#### **De-brief:**

#### Scenario 1

The cause of stress was lack of time management and the habit of procrastinating. If Akash would have managed his time well, planned alternate ways to get up on time, finished prior tasks on time and planned for client meetings in advance then he wouldn't have faced stress.

#### Scenario 2

The cause of stress was lack of financial planning. Rahul should have planned his financial resources well in advance and saved some money for the rainy day. Also, differentiating between needs and wants and keeping a check on non-essential expenditure would have saved Rahul from this situation.

#### Scenario 3

Sometimes, stress is caused due to external factors instead of internal ones. In this case, the stress was unavoidable because we have no control over this customer care system. Every time, you will get in touch with a new executive and will have to explain all over again. This might cause stress but despite being frustrated and angry there is little that we can do about it. All Sheela could do was to find ways to calm herself down through some breathing exercises and meditation, reading some good book or listening to music and then start afresh.

#### Scenario 4

A positive, major life change can be a source of good stress. Regardless of how good the change is, it can be stressful. Stress caused by a positive and major life change can be beneficial because it causes a person to step out of their comfort zone and learn new skills. Here, Arpit may become a successful entrepreneur or learn new ways to do things differently. Now let us see this scenario, can I have a volunteer to read out this case to the class.

# Do

• Ask one of the participant who can volunteer and read out this scenario to the class.

#### Scenario 5

Rakesh lives in Kathmandu with his wife and two beautiful daughters Sarah and Sanya. Nepal was hit by a massive earthquake and Rakesh's building collapsed during the earthquake. During evacuation, Rakesh realised that though his wife and Sarah were fine and suffered only minor bruises, Sanya was nowhere in the scene. Panic stricken, he started calling her name and searching her frantically. A little later, he heard a meek voice from beneath the debris. He quickly removed the rubble to find a huge bed. Rakesh was pretty sure that Sanya was trapped underneath. Though he was badly bruised, he gathered all his courage and with all his might, he lifted the several-ton bed to save Sanya's life. Everyone was relieved to see Sanya alive and also extremely surprised to see this father's ability to access superhuman strength.

- Ask the audience to applaud for the participant after the scenario is read completely.
- Discuss the scenario, ask de-brief questions:
- What kind of stress was Rakesh undergoing in this case?
  - o Was the stress avoidable or manageable under the given circumstances?
  - o What was the result of the stress?

# - Say 🔎

#### De-brief:

 Not all stress is harmful; good stress is actually energizing. This was a case of lifesaving stress, or hero stress, which is an important example of good stress. You may have heard stories in which a person performs an impossible feat of physical strength in order to save their life or the life of someone they love. This type of stress causing a surge of adrenaline is good for us.

### - Summary 🛛

- Close the discussion by summarizing the tips to manage stress as given in the Participant Handbook.
- Ask the trainees what they have learnt from this exercise/ activity.
- Ask if they have any questions related to what they have talked about so far.

### - Notes for Facilitation

- Keep printed copies of the activities/ scenarios ready for the session.
- Put down the de-brief questions on a flip chart so that it can be displayed in the class during the activity.
- Encourage participation and make the discussions interative.

### Unit 18.2: Digital Literacy: A Recap



By the end of this unit, the participants will be able to:

- 1. Identify the basic parts of a computer
- 2. Identify the basic parts of a keyboard
- 3. Recall basic computer terminology
- 4. Recall the functions of basic computer keys
- 5. Discuss the main applications of MS Office
- 6. Discuss the benefits of Microsoft Outlook
- 7. Identify different types of e-commerce
- 8. List the benefits of e-commerce for retailers and customers
- 9. Discuss Digital India campaign will help boost e-commerce in India
- 10. Describe how you will sell a product or service on an e-commerce platform



### 18.2.1: Computer and Internet Basics: Basic Parts of a Computer

### Resources to be Used 🥙

Participant Handbook, Computer Systems with the required applications

# - Say 🔎

- Let's take a quick recap of the basic computer parts.
- Discuss 'Basic Parts of Computer' and 'Basic Parts of a Keyboard' with the class as given in the Participant Handbook.



• Explain all the parts of the computer and the keyboard by demonstrating on the real system.

### - Ask

- Do you know about internet?
- Have you ever used internet?
- Why do you think internet is useful?
- What was the last task you performed on internet?

# - Say 🦻

- Let's look at some basic internet terms.
- Discuss 'Basic Internet Terms' with the trainees as given in the Participant Handbook.

### - Summary 🏼 🎗

- Ask the trainees what they have learnt from this exercise/ activity.
- Ask if they have any questions related to what they have talked about so far.
- Close the discussion by summarizing the importance of computer and internet for entrepreneurs.

### - Practical 🖄

- Divide the class into four groups of 5- 6 trainees (depending on the batch size).
- Assign one case scenario to each group.
- Instruct them to read the case carefully.

- The group is expected to analyse and discuss the case amongst them and find a solution to the given problem.
- Explain their discussion should result in getting answers for the following questions:
  - What was/ were the cause(s) of stress?
  - o Was the stress avoidable or manageable under the given circumstances?
  - o If yes, how do you think that the stress could be avoided (managed)?
  - o If no, then why not?
- Give the class 10-12 minutes to discuss the case and note down their solutions.
- At the end of 12 minutes, the team should present their case solution to the larger group.
- Ask the group to select a group leader for their group.
- The group leader should discuss and assign roles to the group members for the presentation.
- Explain their discussion should result in getting answers for the following questions.

# - Do 🗹

- Group the trainees for the activity depending on the batch size and the number of computer systems available in the lab.
- Explain the purpose and duration of the activity.
- Ensure the trainees complete the practical exercises assigned.

### 18.2.2: MS Office and Email: About MS Office

### Resources to be Used

Participant Handbook, Computer Systems with MS Office

### - Ask

- What is the most frequent activity that you do on the computer?
- Do you know how to make presentations on the computer?

# - Say 🔎

- Give a brief introduction of MS Office as given in the Participant Handbook.
- Discuss the most popular office products. Explain in brief their application, benefits and working.
- **Microsoft Word** is a word processing program that allows for the creation of documents. The program is equipped with templates for quick formatting. There are also features that allow you to add graphics, tables, etc.
- **Microsoft Excel** is a tool for accounting and managing large sets of data. It can also simplify analysing data. It is also used to create charts based from data, and perform complex calculations. A Cell is an individual data box which will have a corresponding Column and Row heading. This gives the cell a name, referred to as the Cell Reference. There can be multiple pages in each workbook. Each page, or sheet, is called a Worksheet. When you open a new Excel file, it automatically starts you with three worksheets, but you can add more.

### - Explain 🗍

Explain the working and frequently used features of Office on a real system.

# - Ask (ask)

- What do you know about e-mails?
- Do you have an email id?
- How often do you check your e-mails?

# - Say 痛

- Communication is vital for every business. The fastest and the safest way to communicate these days are through emails. MS Outlook helps to manage your emails in a better way and also offers a host of other benefits.
- Discuss "Why Choose Microsoft Outlook?" with the trainees as given in the Participant Handbook.

# - Do 🗹 -

- Ask the trainees to assemble in the computer lab.
- Explain the working of Outlook on a real system.

### - Demonstrate

- Demonstrate how to create email id.
- Demonstrate how to write new mails, send mails.
- Demonstrate how to use MS Office application to create a letter and send it as attachment in an email.
- Demonstrate how to use other MS Office applications.

### - Practical

- Give some hands on practice exercises
- Group the trainees for the activity depending on the batch size and the number of computer systems available in the lab.
- Explain the purpose and duration of the activity.

### – Summary 🛽

- Ask the trainees what they have learnt from this exercise/ activity.
- Ask if they have any questions related to what they have talked about so far.

### 18.2.3: E-Commerce

# Resources to be Used

Computer System with internet connection, Participant Handbook

Ask

- How many of you have done shopping online?
- Can you name at least five shopping websites?
- What is the product that you most frequently buy online?
- Why do you do shopping online instead of going to the market?
- Say 🦻
  - Give a brief introduction of "What is E-commerce". Refer to the Participant Handbook.
  - E-commerce emerged in the early 1990s, and its use has increased at a rapid rate. Today, many companies sell their products online. Everything from food, clothes, entertainment, furnitureand many other items can be purchased online.

– Explain 🖞

Explain the working and frequently used features of Office on a real system.

# - Ask ask

• What other types of transactions have you performed on the internet other than buying products?

# - Say 🖻

• Give examples of e-commerce activities from Participant Handbook.

# - Team Activity 🏙

#### **E-commerce examples**

- Instruct the trainees to list some of the payment gateways that they have used for e-commerce activities.
- Give them 5 minutes to make this list.

- Discuss payment gateways and transaction through payment gateways.
- Conclude the discussion by mentioning how important e-commerce has become in our day to day transactions.
- Say 🖻
  - E-commerce activities can be classified based on the types of trainees in the transaction.
  - Discuss "Types of E-commerce" from the Participant Handbook.

– Do 🗹

- Discuss all types of E-commerce by giving examples and names of some popular websites which use them.
- Make the discussion interactive by asking the class to share some popular e-commerce sites of each type.

# - Say 🔎

- E-commerce activities bring a host of benefits for both, retailers and customers.
- Discuss benefits of E-commerce from the Participant Handbook.

# – Explain 🖺

- The majority of the population that uses E-commerce activities lives in tier-1 and tier-2 cities. To
  encourage the use of digital money in tier-3 and 4 areas, PM Mr. Modi launched the "Digital India
  Campaign".
- Discuss "Digital India Campaign" from the Participant Handbook.
- By Digital India project the government will deliver services via mobile connectivity and in doing so, is expected to bring the internet and broadband to remote corners of the country. This connectivity will in turn enhance e-commerce activities also. Furthermore, the Indian Government is also modernizing India Post and aims to develop it as a distribution channel for e-commerce related services.



- Now let us discuss how to sell a product using E-commerce.
- Every product has to be sold on a platform on the internet. Think of it as a shop that you have to sell your product. Now this shop can be your own or shared or rented. If the shop is your own or rented there will be only your products in that shop. If the shop is shared, there will be products of multiple sellers in that shop. A common example is a departmental store which has products from multiple brands in the shop.

- Similarly, in E-commerce the shop is the website where your products are displayed. If it is your own website it will exclusively showcase your products. In this case the cost that you will incur will be:
  - o Developing the website
  - o Hosting the website
  - o Maintenance of the website
- If you rent a website it will also showcase your own products but the development, hosting and maintenance parts goes to the owner. This saves time and the cost to manage these activities.
- Smaller companies usually go for renting a website and the bigger ones develop their own website.
- The concept of shared platforms has become very popular in recent times. In this platform the sellers have to register and then they can sell their goods on a common platform. Among the most popular of these are Amazon, Myntra, Flipkart, etc.

### – Role Play 🛽

- Tell the trainees to choose a product or service that they want to sell online.
- Tell them to write a brief note explaining how they will use existing e-commerce platforms, or create a new ecommerce platform to sell their product or service.

# - Ask

- How much money are you carrying in your wallet?
- Do you have a credit/debit card?
- How do you make payments while doing online shopping?

# - Say 뎍

- Demonetization has made carrying cash in the wallet very difficult. People either shop through cards or some other form of digital money.
- So what do you think is digital money?
- In this form the money is both paid and received digitally. There is no hard cash involved. It is an instant and convenient way to make payments.
- There are various types of digital payments. Let us discuss some of them in brief here.
- The first one is the most commonly used system i.e. the cards. Debit card, credit card, prepaid card, all fall under this category.
- Then is the e-wallet or the mobile wallet. This has become the most used form of digital money after demonetization. Examples are Paytm, state bank buddy, Freecharge, etc.
- Many other forms of digital money are also coming up in market like mobile apps, Aadhar card based payment, etc.

### Do 🗸

Demonstrate how to make and receive payments through digital models like Paytm and state bank buddy.

### Ask ask

Why do you think people have started using digital money instead of hard cash? Is demonetization the only reason?

# - Say 🖻

- Digital money gives a lot of advantages over the conventional hard cash. Some of them are:
  - Digital payments are easy and convenient. You do not need to take loads of cash with you, a mobile phone or a card will suffice.
  - With digital payment modes, you can pay from anywhere anytime.
  - o Digital payments have less risk.

### - Summary 🛿

- Ask the trainees what they have learnt from this exercise/ activity.
- Ask if they have any questions related to what they have talked about so far.
- Close the discussion by summarizing the importance of e-commerce and digital money.

### Unit 18.3: Money Matters

– Unit Objectives 🦉

By the end of this unit, the participants will be able to:

- 1. Discuss the importance of saving money
- 2. Discuss the benefits of saving money
- 3. Discuss the main types of bank accounts
- 4. Describe the process of opening a bank account
- 5. Differentiate between fixed and variable costs
- 6. Describe the main types of investment options
- 7. Describe the different types of insurance products
- 8. Describe the different types of taxes
- 9. Discuss the uses of online banking
- 10. Discuss the main types of electronic funds transfer

### 18.3.1: Personal Finance – Why to Save?

# Resources to be Used

Participant Handbook

# Say 🧣

- How many of you save money?
- Why do you feel the need to save it?
- Do you plan your savings?
- Where do you keep the money you save?
- How do you use the money that you have saved?

# Explain

• Let's look at these two examples:

#### Example 1:

Suhani works in a good company and earns Rs.30, 000 month. She always saves 5000 per month and keeps it aside as a personal saving. She keeps the money at home and has saved quite a lot. One day her mother has a medical emergency and has to be taken to the hospital. Her family is worried about the amount they have to spend for the treatment. It will cost them atleast 40,000.

Suhani says tells her family not to worry and that she has about 50,000, which she has saved over the months.

#### Example 2:

Jasmeet works in the same company and earns the same as Suhani. She is very fond of shopping and spends most of her money on buying new clothes. At the end of the month, she is always asking her father for money as her pay is finished.

# - Ask ask

- Who do you identify with –Suhani or Jasmeet ?
- How do you think Suhani manages to save money which Jasmeet is unable to do?

# Say 뎍

- We should always set aside some and save some money from our monthly pay. The future is unpredictable.
- Saving money not only gives you a sense of financial security but it can be used in case of emergencies.
- Discuss "Importance of Saving" with the trainees as given in the Participant Handbook.

# - Ask

- What are the benefits of saving money?
- What does being financially independent mean to you?

# - Say 🖻

- Discuss "Benefits of Saving" with the trainees as given in the Participant Handbook.
- Now let us continue with Suhani's story. Suhani has told her family not to worry and that she has about 50,000, which she has saved over the months. The family is happy about Suhani's decision of saving money, which will be of great help for them now.

Suhani is going to the hospital today to pay the first instalment for the treatment. Suddenly finds only 35,000 in her cash box when she counts and does not remember using it. She has not kept any record and now she is upset.

# - Ask ask

- Was it a good decision by Suhani to save a part of her earnings every month?
- Was it a wise decision to keep all her savings as cash in a cash box?
- Could she have managed to save money in a better and more effective manner?
- Do you want to learn how to save money and use it effectively?

# - Say 🖻

Let's learn personal saving with the help of a group activity.

### Team Activity 🏙

#### Personal Finance- Why to save

This activity has two parts:

#### PART 1

#### WAYS TO SAVE MONEY

- You are earning 30,000/- per month. You have recently changed your job and have to move to a metropolitan city. You are now living as a paying guest paying 10,000/- per month. Your other estimated expenditures like travel, food, recreation would be around Rs. 17, 000 per month.
- Make a list of different ways to save money.

#### PART 2

#### HOW WILL YOU USE THE MONEY

- After a year how much have you been able to save?
- How will you use the money that you have saved?

### - Do 🗸

- Divide the class into groups of four.
- Instruct the trainees to think and prepare a list of the various ways they can save money.
- Give the trainees 10 minutes to prepare the list.
- Once done, instruct them to think of how they could use the money they have saved.
- Give the trainees 10 minutes to prepare the list.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

#### **Activity De-brief**

- What were the different ways you could save money?
- How much money were you able to save?
- How will you use the money you have saved in one year?

Say 🦻

Discuss the importance of personal finance and why it is important to save money.

### Summary 🔎

You can summarize the session by discussing:

- The importance of saving money.
- Ways to save money.
- How the money saved can be used for different purposes.

### 18.3.2: Types of Bank Accounts, Opening a Bank Account

# Resources to be Used

Account opening sample forms, Participant Handbook

# Ask ask

- How many of you save money?
- Where do you keep the money you save?
- How many of you have a bank account?
- What type of account do you have?

# Explain

• Let's look at these two examples:

Reena is in the third year of college but in the evening she gives tuitions for children living in her colony. She earns 15,000/- per month. As her students stay in different parts of the city, she has to walk a lot.

To save time, she decides to buy a second hand scooter for herself. But she has to save money for it. Her class mate advises her to open a recurring deposit account in the bank.

She goes to the bank close to her home. The personal manager gives her some forms to fill. She is confused as she has never done this before. Her elder sister has an account in the same bank. She asks for help from her sister. She goes to the bank the next day with her sister. The personal banker gives her a list of documents that she will need to submit with the form for opening an account. The banker advises her to open a 6 months recurring deposit.

# - Ask

- Do you try to save money monthly but have to spend it on unforeseen expenditure?
- Have you ever thought of depositing your savings in a bank?

### - Say 🔎

- Before opening a bank account, you need to know the types of accounts we have in India.
- Discuss "Types of Bank Accounts" with the trainees as given in the Participant Handbook.



Can someone say what are the different types of bank accounts?

# 

• Let's learn about the different types of bank accounts through an activity.

### - Team Activity 🏙

#### **Activity De-brief**

#### Each group to present the key points of their account.

- Divide the class in four groups.
- Label the groups as savings account, current account, recurring account and fixed deposit.
- On a chart paper, ask them to write the key points of their account.

### Say 🔎

- Now that you know about the four different types of accounts, let's learn how to open a bank account.
- Discuss "Opening a Bank Account" with the trainees as given in the Participant Handbook.
- Discuss "Tips" that the trainees should keep in mind while opening a bank account as given in the Participant Handbook.

### - Ask ask

- What are the main documents required for opening a bank account?
- What are some important points to ask the bank personnel while opening an account?

- Say 🔎

- Mention officially valid KYC documents (refer to the Participant Handbook)
- Now, let's understand the procedure of opening a bank account through an activity.

# - Team Activity 환

#### **Opening a Bank Account**

- This activity is done in groups.
- Divide the class in groups of four or six.

#### PART 1

#### FILLING A BANK ACCOUNT OPENING FORM

- You have to fill a bank opening form.
- You can refer to the section "Opening a Bank Account" of your Handbook for reference.
- List all the steps that you will be required to fill in the form.
- List the documents that you needs for filling the form.
- Now fill in the form.

#### Activity De-brief

#### How did you design the form?

- What all details did you fill in the form?
- What were your KYC documents?
- How would this activity help you in future?
- Do
- Instruct the trainees to read the section "Opening a Bank Account' of the Participant Handbook.
- Give each group one sample account opening form.
- Give the trainees 5 minutes to read the form.
- Give them 15 minutes to fill it.
- Assist them by explaining each category and how to fill it.
- Keep a check on time.
- Tell the group to wind up quickly if they go beyond the given time limit.

# – Summary 🔎

#### Note:

- You can summarize the unit through a role play.
  - A person wanting to open an account in the bank.
  - What is the procedure that he will go through?
  - o Discuss the key points of different types of bank accounts.
  - How to select the type of account
  - How to fill the account opening form.
- A sample account opening form is given in the following page for reference. Use it for the activity in the class.

#### Sample Bank Account Opening form.

SAVING BANK AC	COUNT OPENING FORM
Account No.:	Date:
Name of the Branch	
Village/Town	
Sub District/Block Name	
District	
State	
SSA Code/Ward No.	
Village Code/Town Code	

Full Name	Mr./Mrs./Ms.	First	Middle	Last Name
Marital Status	5			
Name of Spou	use/Father			
Name of Mot	her			
Address				
Pin Code				
Tel No. Mobil	e			Date of Birth
Aadhaar No.				Pan No.
MNREGA Job Card No.				
Occupation/P	rofession			
Annual Incom	e			
No. of Depen	dents			
Detail of Asse	ts	Owning House: Y/N No. of Animals :	YIN	Owning Farm : Any other:
Existing Bank members/hou	Alc. of family usehold		lf yes, No. of	f A/cs

Kisan Credit Card Whether Eligible Y/N					
I request you to issue me a Rupay Card.					
I also understand that I am eligible for an Overdraft after satisfactory operation of my account after months of opening my account for meeting my emergency/ family needs subject to the condition th only one member from the household will be eligible for overdraft facility. I shall abide by the terms are					

conditions stipulated by the Bank in this regard.

**Declaration:** I hereby apply for opening of a Bank Account. I declare that the information provided by me in this application form is true and correct. The terms and conditions applicable have been read over and explained to me and have understood the same. I shall abide by all the terms and conditions as may be in force from time to time. I declare that I have not availed any Overdraft or Credit facility from any other bank.

Place: Date:	Signature/LTI of Applicant

Name of Nominee	Relationship	Age	Date of birth in case of minor	Person authorised in case to receive the amount of deposit on behalf of the nominee in the event of my /minor(s) death.

Witness(es)\*

1.\_\_\_\_\_

2.\_\_\_\_\_

\*Witness is requires only for thumb impression and not for signature

# 18.3.3: Costs: Fixed vs. Variables: What are Fixed and Variable Costs?

# - Resources to be Used 🦉

Participant Handbook, Blank sheets of paper, Pens



- What is cost?
- Will a telephone bill fall under the category of a fixed or variable cost?

- Say 뎥

Discuss: Fixed and Variable cost with examples.Let us do a small activity.

# Team Activity 🏙

#### Identify the type of cost

- 1. Rent
- 2. Telephone bill
- 3. Electricity bill
- 4. Machinery
- 5. Insurance
- 6. Office supplies/ Raw materials
- 7. Employee salaries
- 8. Commision percentage given to sales person for every unit sold
- 9. Credit card fees
- 10. Vendor bills

Do

- Divide the class into two groups. Read out the list of costs given in the activity.
- Read out each item from the cost list and ask the groups in turns to identify whether it is a fixed or variable cost.

- Say 🤦

- We saw that your utility bills like rent, electricity, telephone, etc. are all fixed costs because you have to pay it
- every month.
- Variable costs is an expense which varies with production output or volume. For example commission, raw material, etc.
- Discuss "Cost: Fixed vs. variables" with the trainees as given in the Participant Handbook.
- Illustrate the relation between the costs with a graph.

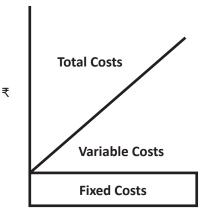


Fig. 18.3.3.1: Relation between fixed and variable costs

• Let's learn the difference between fixed and variable cost with the help of an activity.

# Team Activity 📩

#### Fixed vs. Variable Costs

#### You want to start your own entrepreneur business.

- State the type of business you want to start.
- List down all the cost or requirements for your business.
- How will you differentiate between the fixed and variable cost.

#### **Activity De-brief**

- What is the total cost of your business?
- What are the fixed costs?
- What are the variable costs?
- How did you differentiate between the fixed and variable costs?

# – Do 🗹 -

- Instruct the trainees that this is group work.
- Divide the class into small groups of 4 or 6.
- Give each group a sheet of paper.
- Tell the trainees that they have to start their own entrepreneur business.
- Ask them the type of business they want to start.
- Instruct them to differentiate between the fixed and the variable costs of the business they want to start.
- Give the trainees 15 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

### - Summary 🖉

• Note: You can summarize the unit either by having a role play between a consultant and a buddingentrepreneur explaining the differences between fixed and variable costs or by discussing the key points of the unit.

# – Notes for Facilitation 🖃

•	An	swers for the activity - Identify the type of cost	
	1.	Rent	(Fixed)
	2.	Telephone bill	(Fixed)
	3.	Electricity bill	(Fixed)
	4.	Machinery	(Fixed)
	5.	Insurance	(Fixed)
	6.	Office supplies/ Raw materials	(Variable)
	7.	Employee salaries	(Fixed)
	8.	Commision percentage given to sales person for every unit sold	(Variable)
	9.	Credit card fees	(Variable)
	10.	Vendor bills	(Variable)

### 18.3.4: Investments, Insurance and Taxes



Participant Handbook

Ask ask

- Ask the trainees- "What do you see first thing in when you get your mobile bill? Apart from the amount and due date do you have a look at the taxes you are being billed for?
- Why do you think people get their cars insured or have a medical insurance?
- You have saved money and want to invest it, how would you decide what is the best investment for your money?



Let's have a look at a few scenarios.

Ranbir has sold his house and deposited the money in his bank. His Chartered Accountant tells him that he will have to re-invest the money otherwise he will have to pay capital tax. What is capital tax and how is it different from income tax?

Jasmeet and Anup are blessed with a baby girl. They decide to have an insurance policy that will mature when their daughter is ready to higher education.

Shivani is working in a corporate office and getting good pay. She will have to pay income tax so she decides to invest her money in tax saving schemes. She goes to the bank manager to discuss the best products in which she can invest.

Say 🤷

Discuss the Investment, Insurance and Taxes as given in the Participant Handbook.

Ask 🛄

How do investments, insurances and taxes differ from each other?

Sav 🥯

Let's learn the differences between the three by having an activity.

### - Say 🗣 . We will have a quiz today.

# - Team Activity 🏙

The activity is a quiz.

# - Do 🗸

- Divide the class into groups of three and give a name to each group
- Explain the rules of the quiz. For each correct answer the group gets 1 mark. If the group is unable to answer the question is rolled over to the next group.
- Explain the purpose and duration of the activity.
- On the blackboard write the names of the groups.
- Ask the questions of the quiz.
- Keep a score for the groups.
- Set guidelines pertaining to discipline and expected tasks.

### - Summary 🏼

• Summarize the unit by discussing the key points and answering question

# Notes for Facilitation

#### Questions for the quiz

1. What are bonds?

Bonds are instruments used by public and private companies to raise large sums of money.

#### 2. Who issues the bonds?

Private and public companies issue the bonds.

#### 3. Why are bonds issued?

To raise large amount of money as it cannot be burrowed from the bank.

#### 4. Who is the buyer of stocks and equities?

The general public is the buyer.

#### 5. What types of scheme is the Sukanya Samriddhi Scheme?

Small Saving Scheme

#### 6. What is the difference between mutual and hedge funds?

Mutual funds are professionally managed financial instruments that invest the money in different securities on behalf of investors. Hedge funds invest in both financial derivatives and/or publicly traded securities.

7.	Why is a loan taken from the bank to purchase real estate?
	To lease or sell to make profit on appreciated property price.
8.	Name the two types of insurances?
	Life Insurance and Non-life or general insurance
9.	Which insurance product offers financial protection for 15-20 years?
	Term Insurance
10.	What is the benefit of taking an endowment policy?
	It offers the dual benefit of investment and insurance.
11.	Mr. Das gets monthly return on one of his insurance policies. Name the policy?
	Money Back Life Insurance
12.	What are the two benefits of a Whole Life Insurance?
	It offers the dual benefit of investment and insurance
13.	Which policy covers loss or damage of goods during transit?
	Marine Insurance
14.	After what duration is the income tax levied?
	One financial year
15.	What is long term capital gain tax?
	It is the tax payable for investments held for more than 36 months.
16.	Name the tax that is added while buying shares?
	Securities Transaction Tax
17.	What is the source of corporate tax?
	The revenue earned by a company.
18.	Name the tax whose amount is decided by the state?
	VAT or Value Added Tax
19.	You have bought a T.V. What tax will you pay?
	Sales Tax
20.	What is the difference between custom duty and OCTROI?
	Custom duty is the charges payable when importing or purchasing goods from another country. OCTROI

is levied on goods that cross borders within India.

### 18.3.5: Online Banking, NEFT, RTGS, etc.

### Resources to be Used 🖉

Participant Handbook, Computer System with internet connection, Debit card

# Ask

- When was the last time you visited a bank?
- How do you pay your bill for electricity and telephone?
- Have you ever tried to transfer money from one bank account to another bank account using the online banking facility?

# – Say 🖻

- Most of us lead a busy life. Time has become more important than money. In this busy schedule
  no one has time to stand in bank queues. That's where Online Banking comes in. Online banking or
  internet banking means accessing your bank account and carrying out financial transactions through
  the internet.
- Discuss "What is online banking?" from the Participant Handbook.
- There are various advantages of online banking:
  - o It saves time, as you need to visit the branch.
  - You can conduct your banking transactions safely and securely without leaving the comfort of your home.
  - Online Banking also gives you round the clock access.
  - o Online Banking makes it possible for you to pay your bills electronically.

### – Do 🗹

- Show them how they can use the internet banking.
- Use the computer system and show the demo videos on how to use internet banking provided on most banking sites.
- Tell the class the various features of online banking:
  - o Through their website set-up your online account.
  - Choose a secure username and password.
  - Set-up your contact information.
  - Once your information is verified, you are good to go.
  - Once you enter the portal explore all the features and learn your way through the portal.
- Discuss about maintaining the security of the online account.

- Say 🖻

- One of the biggest advantage that online banking offers, as discussed earlier, is transferring money
  from one account to another. This transaction is called electronic funds transfer. Electronic transfers are
  processed immediately with the transferred amount being deducted from one account and credited
  to the other in real time, thus saving time and effort involved in physically transferring a sum of money.
- Discuss "Electronic Funds Transfer" from the Participant Handbook.

### Do 🗸

- Discuss how to transfer money from one account to another using online banking (NEFT/ RTGS, etc.).
- Illustrate with an example.

### Summary 🛿

- Close the discussion by summarizing the about online banking.
- Ask the trainees if they have any questions related to what they have talked about so far.

### Unit 18.4: Preparing for Employment & Self Employment

- Unit Ob	jectives	0
- Unit Oh	iectives	C

By the end of this unit, the participants will be able to:

- 1. Discuss the steps to follow to prepare for an interview
- 2. Discuss the steps to create an effective Resume
- 3. Discuss the most frequently asked interview questions
- 4. Discuss how to answer the most frequently asked interview questions
- 5. Identify basic workplace terminology

### 18.4.1: Interview Preparation: How to Prepare for an Interview?

# Resources to be Used

Participant Handbook

# - Ask

- Have you ever attended an interview?
- How did you prepare before going for an interview?

# – Say 🔎

- An interview is a conversation between two or more people (the interviewer(s) and interviewee) where questions are asked by the interviewer to obtain information from the interviewee.
- It provides the employer with an opportunity to gather sufficient information about a candidate and help them select the ideal candidate.
- It also provides the interviewee with an opportunity to present their true potential to the employer, build confidence and help make a decision about the job by asking questions regarding designation, salary, perks, benefits, promotions, transfers, etc.
- Let's do an activity to understand how to prepare for interviews better.

# – Activity 1

Introducing Yourself

### – Do 🗠

- Select a participant and ask him/her to answer the following questions: "What can you tell me about yourself."
- Give the participant at least one minute to speak.
- Once he/she is done, ask the rest of the participant what they gathered about the participant who was providing information.
- Now repeat the exercise with five other trainees.

# - Ask

- What information you should include when you are describing or introducing yourself in an interview?
- What information you should not include when you are describing or introducing yourself in an interview?

# – Say 🖻

- Tell the trainees that when an interviewer asks you to say something about yourself, he/she is not asking you to present your life history.
- Introduction should be short and crisp, and should present you in a positive light. It should include the following points:
  - o Any work experience that you might have
  - o A brief summary of your educational qualifications
  - o Your strengths and achievements
  - o Any special projects that you might have been part of
  - The following topics should be avoided during an introduction:
    - o Detailed description of your family (unless you are specifically asked to do so)
    - o Too much information about your weaknesses
    - o Information that is not true

### – Do 🗸

- Congratulate each participant for sharing their points.
- Ask the audience to applaud for them.
- Ask de-brief questions to cull out the information from each group.
- Keep a check on time.

### - Activity 🦉

• Planning the right attire

### – Do 🗹

- Congratulate each participant for sharing their points.
- Ask the audience to applaud for them.
- Ask de-brief questions to cull out the information from each group.
- Keep a check on time.

# – Summary 🛛

- Close the discussion by discussing 'how to prepare for an interview' as discussed in the Participant Handbook.
- You can add the following points to it:
  - o Tell the trainees to create a positive and good impression in an interview. It is important for them to prepare for an interview beforehand.
  - o The interviewer analyses not only your technical knowledge in relation to the job, but also whether or not you are a fit for the organization.
  - o Every employer looks at the whole package and not just one or two things in isolation. Therefore, the way you dress and the way you present yourself is also important along with your skills and talents.
  - o The trainees will get only one chance to create a good first impression.

### 18.4.2: Interview Preparation: How to Prepare for an Interview?

### - Resources to be Used 🖉

Participant Handbook, Blank papers, Pens

### Ask ask

- When preparing for an interview, what are the most important things that you need to do?
- What documents do you carry with you, when you go for an interview?
- What is a resume?
- Why do you need a resume?

# - Say 🔎

- Resume is not just a sheet of paper with your qualifications printed on it.
- It is a selling tool that will help the employer to see how and what you can contribute for company.
- Talk about the steps involved in creating an effective/attractive resumes discussed in the Participant Handbook.
- Now let's prepare a resume to understand the process in a better way.

# – Do 🗹

- This is an individual activity.
- Give the details of the activity.
- Instruct them to read the activity carefully.
- The participant is expected to make an attractive resume based on the information provided.
- Give the class 25-30 minutes to study the case and create a resume.
- At the end of 30 minutes, the trainees should exchange the resume with the person sitting next to him or her.
- Every participant will evaluate the resume prepared with their fellow trainees.

# - Say 🔓

- Do you think the candidate should apply for the job posting described in the advertisement?
- We have already discussed the steps involved in creating an effective/attractive resumes.
- Now let's prepare a resume for the candidate details given in the activity.

### - Activity 🤔

Case Study Analysis

- In the first section of the activity, you are being given the information about a candidate who is applying for a particular job.
- In the second section, you are being given the detailed description of the job posting. Create a resume for the candidate to apply for the job posting.
- Use the information that has been provided about the candidate to create this resume.

#### **Candidate Details**

Nipesh Singla was born on 20th April, 1988 in Chandigarh, India. He currently resides at 1XX7, Sector XX D, Chandigarh –160018. His mobile number is 988XXXX01, and e-mail address is nxxxxxxxla@gmail. com. Nipesh attended middle and senior school at Government Boys Senior Secondary School, Sector 15, Chandigarh. He has been a very talented boy since school. He was fond of painting and watching old Hindi movies. As part of a school charity program, he volunteered at the children's hospital during his senior years.

In July 2007, he joined Westwood School of Hotel Management, Zirakpur to pursue a diploma course in Hotel Management and Catering. After completing this course, he joined XYZ Group of Hotels as a Housekeeping intern in June 2010 for six months. In this role, he was responsible for cleanliness and maintenance of one floor in the hotel. Taking advantage of his strong interpersonal skills, he also got opportunities to make housekeeping arrangements for corporate meetings. While pursuing education, he gained working knowledge of Microsoft Word, Excel, Access and PowerPoint.

Nipesh is detail-oriented, flexible and adaptable. He has successfully worked with a diverse work force. He gelled well with his peers, both in college and during his internship. After completing the internship, his objective has been to find a job opportunity where he can use his skills and experience. Backed by experience, he is confident about his skills as housekeeping assistant.

#### Job Posting

\*Do you see yourself as a HOUSEKEEPING SUPERVISOR?

What's your passion? Whether you're into cricket, reading or hiking, at IHG we are interested in YOU. At IHG, we employ people who apply the same amount of care and passion to their jobs as they do in their hobbies - people who put our guests at the heart of everything they do. And we're looking for more people like this to join our friendly and professional team.

#### THE LOCATION:

At the moment, we are looking for HOUSEKEEPING SUPERVISOR to join our youthful and dynamic team at Holiday Inn Amritsar, Ranjit Avenue in Amritsar, Punjab (India). Holiday Inn Amritsar is ideally located in Amritsar's commercial district on Ranjit Avenue with the world famous Golden Temple located only a short distance away. Sparkling chandeliers mark an incomparable arrival experience as you escape to the welcoming environment that is, Holiday Inn Amritsar. The fresh international brand to celebrate and explore Amritsar.

#### Salary: Negotiable

Industry: Travel/Hotels/Restaurants/Airlines/Railways

Functional Area: Hotels, Restaurants

Role Category: Housekeeping

Role: Housekeeping Executive/Assistant.

**Desired Candidate Profile** 

Friendly, pleasant personality, Service - oriented.

You should ideally be Graduate/ Diploma holder in HM and at least 2 years of experience as a supervisor in good brand with good communication skills, English is a must.

In return we'll give you a competitive financial and benefits package. Hotel discounts worldwide are available as well as access to wide variety of discount schemes and the chance to work with a great team of people.

Most importantly, we'll give you the room to be yourself.

\*Please get in touch and tell us how you could bring your individual skills to IHG.

Education-

UG: Any Graduate/ Diploma holder

PG: Post Graduation Not Required

# - Say 🦻

• Now, let's share the resume with the fellow participant sitting next to you and evaluate each other's effort.

# - Do 🗹

- Congratulate each participant for making their first attempt towards creating an effective resume.
- As a follow up activity, you can suggest them to prepare their own resume and show it to you the next day.

### – Summary 🏒

- Close the discussion by showing some effective resume samples to the candidates.
- Ask the trainees what they have learnt from this activity.
- Ask if they have any questions related to what they have talked about so far.

### - Notes for Facilitation 📗

- Keep printed copies of the activity ready for the session.
- Put down the suggested format of the resume on the board while explaining the steps in preparing a resume.
- Do check the trainees' resume and suggest necessary changes.
- Suggested example for the case presented:

Nipesh Singla #1XX7, Sector XX-D Chandigarh-160018 Mobile No: 91-988XXXXX01 E-mail: nxxxxxxxxla@gmail.com

**Objective:** Seeking an opportunity to use my interpersonal skills and experience to contribute to your company's growth, profitability and objectives.

#### **Professional strengths:**

- Proficient in housekeeping
- Experienced in and capable of working with a diverse work force
- Team player and friendly in nature
- Successful working in a multi-cultural environment
- Detail oriented, flexible, and adaptable
- Knowledge of Microsoft Word, Excel, Access and PowerPoint

#### **Educational background:**

- Diploma in Hotel Management and Catering, Westwood School of Hotel Management, Zirakpur
- High School, Government Boys Senior Secondary School, Sector 15, Chandigarh

#### Professional internships:

- Housekeeping Intern, XYZ Group of Hotels, New Delhi (June 2010 August 2010)
  - o Responsible for cleanliness and maintenance of one floor in the hotel.
  - o Got opportunities to make housekeeping arrangements for corporate meetings.

#### Volunteer Work:

• Student volunteer at children's hospital in Chandigarh.

#### Nipesh Singla

### 18.4.3: Interview FAQs

Resources to be Used

Participant Handbook

- Say 🔎

- Tell the trainees you will provide them with interview situation and questions and they have to try to answer them.
- Tell them you will also explain the different ways to approach these questions.

- Do 🗠

- Divide the class in pairs and ask the trainees to perform a role play.
- One partner will play the role of the interviewer while the other will play the role of the interviewee.
- Tell them the interviewer can start the interview by asking the interviewee to introduce himself/herself.
- Call all the pairs one by one in front of the class to enact the role play.
- Follow the same pattern for all other situations.
- Time allotted for each situation is 8-10 minutes.
- Congratulate each participant for giving their input.
- Ask the class to applaud each time a team has completed their role play.
- Keep a check on time.

### 🗖 Role Play 💆

Conduct a role play for the situation given.

#### Situation 1

- The interviewer will start by asking the interviewee a few generic questions such as:
  - o What is your name?
  - o Tell me something about yourself?
  - o Can you tell me something about your family?
- Then, the interviewer will bluntly ask the following questions:
  - o How do you explain this huge time gap in your resume?
  - o What is the reason for this?
  - o Weren't you looking for a job or is it that no one selected you?

# - Say 🖻

De-brief:

- When you put information on your resume, you should be prepared to answer any questions about it.
- Be present and focused on the questions being asked to you.
- One way of tackling the blunt questions is to tell the interviewer you did not come across an opportunity where you were sufficiently satisfied with both the remuneration offered as well as the profile. Therefore, you waited for the right opportunity to come along while looking for an ideal job.

### - Role Play 💆

Conduct a role play for the situation given.

### Role Play – Situation 2

- The interviewer will start by asking the interviewee a few generic questions such as:
  - o What is your name?
  - o Tell me something about yourself?
  - o Can you tell me something about your family?
- Then, at the end of the interview, ask the interviewee:
  - o There are over 200 people who have applied for this job, some with excellent work experience. Why should I hire you?

# - Say 🔎

#### De-brief:

- There is nothing wrong with stating your strengths and achievements. However, do not come across as arrogant or too boastful.
- You need show the interviewee that you have unique skills or talents to contribute to the company. The interviewer needs to know how you stand apart from the rest of the crowd.
- Tell the interviewer you are looking forward to working with the company and that you are a hardworking individual.

### Role Play

Conduct a role play for the situation given.

#### Role Play – Situation 3

- The interviewer will start by asking the interviewee a few generic questions such as:
  - o What is your name?
  - o Tell me something about yourself?
  - o Can you tell me something about your family?
- Then, lean forward, clasp your hands on the table and in a soft voice ask the interviewee:
  - o Did you ever experience any neglect or disregard from your previous office? In other words, did you ever suffer because your office or team displayed favouritism?

# - Say 🤦

#### De-brief:

- Keep this in mind: Do not criticize anyone during an interview.
- You are free to express your opinion, however, your language, answers, body language, and the tone of your voice should remain constructive and neutral.
- Since criticism will show you in negative light, you should keep your answers honest yet diplomatic.
- You can tackle such questions by saying, "I got along well with most of my faculty and peers."

### Role Play 🦉

Conduct a role play for the situation given.

### Role Play – Situation 4

- The interviewer will start by asking the interviewee a few generic questions such as:
  - o What is your name?
  - o Tell me something about yourself?
  - o Can you tell me something about your family?
- Then very bluntly ask the interviewee:
  - o How long do you plan to stay with this company if you are selected?
- After the candidate responds, ask sarcastically:
  - o Do you seriously mean that?

# Say 🤦

#### De-brief:

- Don't provide unreal and idealistic answers.
- Your answers should be honest yet diplomatic. In a situation like this, the interviewer does not expect you to provide a specific timeline.
- You can say something like, "I would like to stay with the company as long as I can contribute constructively and develop as an employee, within the organization, professionally and financially."

# - Role Play 💆

Conduct a role play for the situation given.

#### Role Play – Situation 5

- The interviewer will start by asking the interviewee a few generic questions such as:
  - o What is your name?
  - o Tell me something about yourself?
  - o Can you tell me something about your family?
- Ask him/her how important he/she thinks it is to be punctual in the corporate world.
- After he/she answers, look up sternly at the interviewee and in a crisp voice, say:
  - o You were late for this interview by 10 minutes. That surely does not seem to be in line with what you just said?

# - Say 🤦

#### De-brief:

- Politely apologize for being late.
- You can add something such as, "I assure you this is not a habit". All your future actions should be in line with this statement.
- Avoid giving any excuses.
- You might feel obligated to provide a justification for your tardiness, but the interviewer is not interested in that.
- Do not over apologize. Once this response is out of the way, turn your focus back to the interview.

### - Role Play 【

Conduct a role play for the situation given.

#### **Role Play – Situation 6**

- The interviewer will start by asking the interviewee a few generic questions such as:
  - o What is your name?
  - o Tell me something about yourself?
  - o Can you tell me something about your family?
- After asking a few academic or job-related questions, ask the interviewee:
  - o If you get this job, what salary package do you expect us to give you?

# Say 🔎

### **De-brief:**

• If there is no way for you to avoid this question, respond to the interviewer by providing a reasonable and well-thought out salary range.

### - Role Play 💆

Conduct a role play for the situation given.

#### Role Play – Situation 7

- The interviewer will start by asking the interviewee a few generic questions such as:
  - o What is your name?
  - o Tell me something about yourself?
  - o Can you tell me something about your family?
- Then, bringing the interview to a close, ask the interviewee:
  - o Do you have any questions for me?

# - Say 🖻

#### De-brief:

- Ask relevant questions.
- Don't bombard the interviewer with questions.
- If you have questions about the result of the interview, you can limit your questions to 1 or 2. Keep them short and relevant like:
  - o When will I be informed about the results of the interview?
  - o What are the working hours?
  - o Will the job require me to travel?

# - Explain 🖺

- Tell the trainees to be prepared for answering different types of questions in an interview.
- Stay calm and focused, and take a moment to think about how you should respond. Always maintain a confident tone.
- Even if you don't intend to, your body language conveys your level of discomfort with a particular question. Try to keep your actions, tone, and gestures neutral.
- Maintain your composure while answering personal question.

# - Do 🗸

- Tell all the trainees to form pairs again.
- Tell them to use the following list of frequently asked interview questions to conduct mock interviews.
- They will use all or some of these questions to conduct mock interviews with their partners.
- One partner will play the role of the interviewer while the other will play the role of the interviewee.
- After they are through asking and answering the questions, the roles will be reversed.
- The same list of questions will be used again.
- After each mock interview ask the interviewer to provide feedback and clear any doubts that may arise.
- Time allotted for each situation is 30-35 minutes.

# Activity 1

Mock Interview Questions

Mock Interview Questions

Tell me something about your family.

What qualities would you look for in a Manager or a Supervisor?

Why did you apply for this job?

What do you know about this company?

How do you deal with criticism?

How do you plan to strike a good work-life balance?

Where do you see yourself five years from now?

Have you applied for jobs in other companies?

What kind of salary do you expect from this job?

Do you have any questions for me?

### Summary



- Close the discussion by discussing the questions in the both activities.
- Ask the trainees what they have learned from this activity.
- Ask if they have any questions related to what they have talked about so far.

### 18.4.4: Work Readiness – Terms and Terminology

# Resources to be Used

Participant Handbook, Chart papers, Blank sheets of paper, Pens.

# - Ask

- What do you understand by workplace terminology?
- Are offer letter and contract of employment the same?

# - Say 🤦

Let's start this unit with an activity.

# Team Activity 🏙

### Workplace terminology

• This is a group activity conducted in three parts.

#### Part 1

Sheila received a call from the recruiter of MND Company. Before she is recruited by the company, think of the recruitment process she will have to go through. Start from the telephone call to signing her letter of acceptance. Write down all the words that come to your mind.

#### **Activity De-brief**

- Have the trainees read out the words they have written
- Encourage all the trainees to participate in the activity

# Do 🗸

- Divide the class into small groups of 4 or 6.
- Instruct the trainees that they will be doing a brainstorming activity.
- Give them one chart paper each. Tell them to divide the chart in two parts.
- Instruct them that they have to use one half of the chart paper now. The other half will be used later.
- The trainees have to write all the words that come to their mind related to the recruitment process.
- Give them 10 minutes to do the activity.
- Tell them that there are no right or wrong answers.
- Keep a track of the time.

- Say 🖻

- You all know quite a few words related to the terms used in the office.
- Let us talk about some new terms that have been missed out.
- Discuss "Work Readiness Terms and Terminology" with the trainees as given in the Participant Handbook.

Ask ask

- Why is it important to know the workplace terms?
- How do they help?
- Can the words be categorised further?

### Say 🦻

• Let's now continue the activity.

# - Team Activity 🏙

### **Terms and Terminology**

• This is again a group activity. The members of the group remain the same as in Activity 1.

#### Part 2

With the help of the new terms you have learned, make a flow chart of the hiring process of MND Company.

#### **Activity De-brief**

• Ask the groups to share the flow charts and the new terms they added while preparing the flow chart.

# - Do 🗹

- Instruct the trainees that they have to use the 2nd half of the same chart they had used before.
- Using the new terminology and the terms they had previously written on the chart, they have to make a flow chart of the hiring process of the MND Company.
- Give them 10 minutes for this activity.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.



Let's go ahead with the activity.

# Team Activity 🏙

#### **Terms and Terminology**

The activity continues with the same group members.

#### Part 3

Sheila now works for the MND Company. She is not aware of the company culture and policies. She goes to the HR Department to get her doubts clarified. Can you think of the terms for which she wants clarity? Make a list of those words.

#### **Activity De-brief**

• Ask the groups to share their list of words. Some of the words are benefits, comp. time, deduction, employee training, holidays, lay-off, leave, maternity leave, mentor, notice, paternity leave, and time sheet.

# Do 🗸

- Instruct the trainees to identify the key terms an employee of a company should know. They can use the same chart paper for this activity.
- Give them 5 minutes for this activity.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

# - Summary 🔎

Note: You can either summarize the key points of the unit or have a role play where an employee has just joined a company and the HR Manager explains the terms of employment.

### Unit 18.5: Understanding Entrepreneurship



By the end of this unit, the participants will be able to:

- 1. Discuss the concept of entrepreneurship
- 2. Discuss the importance of entrepreneurship
- 3. Discuss the characteristics of an entrepreneur
- 4. Describe the different types of enterprises
- 5. List the qualities of an effective leader
- 6. Discuss the benefits of effective leadership
- 7. List the traits of an effective team
- 8. Discuss the importance of listening effectively
- 9. Discuss how to listen effectively
- 10. Discuss the importance of speaking effectively
- 11. Discuss how to speak effectively
- 12. Discuss how to solve problems
- 13. List the important problem solving traits
- 14. Discuss ways to assess problem solving skills
- 15. Discuss the importance of negotiation
- 16. Discuss how to negotiate
- 17. Discuss how to identify new business opportunities
- 18. Discuss how to identify business opportunities within their business
- 19. Explain the meaning of entrepreneur
- 20. Describe the different types of entrepreneurs
- 21. List the characteristics of entrepreneurs
- 22. Recall entrepreneur success stories
- 23. Discuss the entrepreneurial process
- 24. Describe the entrepreneurship ecosystem
- 25. Discuss the purpose of the 'Make in India' campaign
- 26. Discuss the key schemes to promote entrepreneurs
- 27. Discuss the relationship between entrepreneurship and risk appetite
- 28. Discuss the relationship between entrepreneurship and resilience
- 29. Describe the characteristics of a resilient entrepreneur
- 30. Discuss how to deal with failure

# 18.5.1: Concept Introduction (Characteristic of an Entrepreneur, types of firms/ types of enterprises)

– Resources to be Used 🖾	Resources to be Used	s S
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Participant Handbook

# Say 🦻

• Let's start this session with some interesting questions about Indian entrepreneurs.

# Team Activity 🏙

### **Quiz Questions**

- Who is the founder of Reliance Industries? Dhirubhai Ambani
- Who is the Chairman of Wipro Limited? Azim Premji
- 3. Who launched e-commerce website Flipkart? Sachin Bansal and Binny Bansal
- Who is the founder of Paytm? Vijay Shekhar Sharma
- 5. CEO OLA Who is of Cabs? Bhavish Aggarwal
- Who is the founder of Jugnoo?
   Samar Singla (autorickshaw aggregator)
- OYO Who is the founder of Rooms? Bhavish Aggarwal

Do

- Tell them that you will ask them few questions about a few entrepreneurs.
- Divide the class in to two groups.
- In turns ask the quiz questions to the groups.
- If the answer is incorrect pass the question to the other group.
- Share the answer if the groups are not able to answer.
- Congratulate the trainees who answered correctly.

– Ask 🖾

- What do you understand by entrepreneurs?
- What is the importance of entrepreneurship in today's scenario?
- What do you think are the characteristics of successful entrepreneurs?
- What are different types of enterprises that an entrepreneur in India can own and run?

- Say 🔎

- Talk about entrepreneurs, importance of entrepreneurship, characteristics of successful entrepreneurs, and different types of enterprises in India as discussed in the Participant Handbook.
- Tell the trainees, stories of successful Indian entrepreneurs- their struggles, the moments of heartbreak, the perseverance and triumph.
- Ask them if they know of any such entrepreneur.



• Close the discussion by summarizing about the opportunities for entrepreneurs in India.

### – Notes for Facilitation 🖃

- Check out different Government schemes for small entrepreneurs. Share the information with the trainees.
- You can tell them about the government websites like Start Up India, mudra.org.in, etc.
- Discuss about various schemes and policies by the Government of India for entrepreneurs.

### 18.5.2: Leadership and Teamwork

### Resources to be Used

Participant Handbook, Blank sheets of paper, Pens.

# - Do 🗸

- Show the picture given below to the class.
- Ask them to quickly write on a piece of paper what comes to their mind after seeing the picture.
- Now ask them, "What do you understand from this picture?"
- Encourage trainees to share their thoughts.

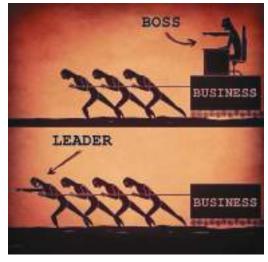


Fig. 18.5.2.1: Difference between Leader and Boss

# Say 🤷

- This picture depicts the qualities of a leader and the difference between a leader and a boss.
- A boss focuses on structure and inspires fear whereas a leader follows vision and generates enthusiasm.
- A boss blames employees for the breakdown whereas a leader fixes breakdowns.
- A boss depends on authority whereas a leader depends on goodwill.
- A boss says "I" and a leader says "We".
- A boss drives employees whereas a leader coaches them.
- A boss takes credit whereas a leader gives credit.

### - Say 🔎

• Talk about leadership and leadership qualities for an entrepreneur as discussed in the Participant Handbook.

- Ask

- Why is it important for a leader to be effective? How does it help the organization?
- Say 🖻
  - Let us discuss benefits of effective leadership as discussed in the Participant Handbook.
  - "Out-of-the-box thinking" is one of the new leadership styles. It means thinking differently and from a new perspective.

- Ask

• Do you consider yourself a team player?

### Team Activity 🖁

#### Long Chain

• This is a group activity.

# Do

- Divide the class into 2 teams.
- Ask each team to create a chain using materials they have in class such as shoe laces, belts, paper, handkerchief, ribbons, etc.
- The team that creates the longest chain wins the game.
- Observe if the trainees are interacting with their team or working in isolation.
- Share your observations with the class.

# - Say 🔎

#### **De-brief:**

- What did the winning team do differently?
- Who was responsible for the winning team's success?
- How does this activity explain the role of teamwork in entrepreneurial success?

Say 🦻

- Tell the class that both the teams performed well.
- Discuss that the objective of this activity was to open communication channels and how this has been achieved.

- The trainees should aim to keep the communication channels open when interacting with their peers and team members.
- It will set the pace and enthusiasm required for all the ensuing teamwork activities.
- Talk about teamwork and importance of teamwork in entrepreneurial success as discussed in the Participant Handbook.

# – Summary 🛛

- Close the discussion by summarizing about the importance of teamwork for employees.
  - o Teamwork helps in reducing stress for the employees.
  - o Teamwork helps employers in generating more number of solutions to a problem and developing improved communication amongst employees.
- Ask the trainees what they have learned from these exercises.
- Ask if they have any questions related to what they have talked about so far.

# 18.5.3: Communication Skills: Listening & Speaking: The Importance of Listening Effectively

– Resources to be	Used	Ê	
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Participant Handbook

# Activity 1 🆉

### Activity – Chinese Whisper

Step 1: Form a circle.

Step 2: Start a whisper chain. Any one participant will whisper a message into his/her neighbour's ear. No one else must hear the message. The message can be serious or downright silly.

Step 3: The next person who first heard the message should whisper the message very quickly to the person sitting next to them.

Step 4: The game goes on until the last person says whatever they heard out loud and the first person reveals the real message.

Compare them and have a great laugh!



### **De-brief questions:**

- Was the original message the same as the message that is communicated at the end of the game?
- Why do you think there was a difference in the messages?



- No, the original message was not same at the end of game.
- The barriers to communication like language, disturbance and noise, poor listening skills, boredom, poor speaking skills, etc. are the potential reasons this happens.
- There are various aspects to communication. Speaking skills and listening skills are two major components to any communication. There is always some room for improvement in the way we communicate.
- It is important to accept the reality of miscommunication and work to minimise its negative impacts.

- Say 🖻

- Communication is a two-way process where people exchange information or express their thoughts and feelings
- It involves effective speaking and effective listening.

• If I go to the store to get bread, I exchange money for the bread. I give something and get something in return. Communication takes place in the same manner. You have to provide and receive information for communication to take place.

# - Ask

- How often do you hear these statements?
  - o "You're not listening to me!"
  - o "Why don't you let me finish what I'm saying?"
  - o "You just don't understand!"
- What do you think the other person is trying to convey to you through these sentences?
- We will not talk about the importance of listening effectively as discussed in the Participant Handbook.

### - Say 뎍

• Let's play a game to understand effective listening process better.

# – Do 🗹

- This is a class activity.
- The trainees need to answer the questions they hear.
- Instruct them to listen carefully.
- You will read it at a stretch and if need be repeat it once more.
- Tell the trainees to raise their hand if they know the answer to the question asked.
- Keep a check on time.



#### **Riddles:**

Is there any law against a man marrying his widow's sister?

If you went to bed at eight o'clock at night and set the clock's alarm to ring at nine o'clock, how many hours of sleep would you get?

Do they have a 26th of January in England?

If you had only one match and entered a dark room that had a kerosene lamp, oil heater, and a wood stove, what would you light first?

The Delhi Daredevils and the Chennai Super Kings play five IPL matches. Each wins three matches. No match was a tie or dispute. How is this possible?

There was an airplane crash. Every single person died, but two people survived. How is this possible?

If an airplane crashes on the border of two countries, would unidentified survivors be buried in the country they were travelling to or the country they were travelling from?

A man builds an ordinary house with four sides except that each side has a southern exposure. A bear comes to the door and rings the doorbell. What is the colour of the bear?

#### Answers:

There's no law against a man marrying his widow's sister, but it would be the neatest trick in the book since to have a widow, the man would have to be dead.

You'd get one hour's sleep since alarm clocks do not know the difference between morning and night.

Oh, yes. They have a 26th of January in England. They also have a 27th, a 28th, and so on.

First of all, you would light the match.

Who said the Delhi Daredevils and the Chennai Super Kings were playing against each other in those games?

Every SINGLE person died, but those two were married.

You can't bury survivors under any law especially if they still have enough strength to object.

The bear that rang the doorbell would have to be a white bear. The only place you could build a house with four southern exposures is at the North Pole where every direction is in South.



#### **De-brief question:**

- What were the barriers that came into your way of listening?
- How can you overcome barriers to listening?

# – Say 🦻

- There is a difference between hearing and listening.
- If you don't listen properly, the message may be misunderstood.
- Be open-minded while listening to someone.
- It is important to listen effectively and carefully without making assumptions.

# Activity 1

**Elevator Pitch:** You are in the lift of a hotel and you bumped into your former client who is a famous businessman. He has financed a lot of small business ventures and can finance your new start-up too. After exchanging pleasantries, he asks you what your new company does. You open your mouth, and then pause. Where do you even begin?

Then, as you try to organize your thoughts, his meeting is called, and he is on his way. If you would been better prepared, you're sure that he would have stayed long enough to schedule a meeting with you too.

If you were given another chance, what would you have said to this person?

# – Do 🗹

- Start off the task by providing a beginning sentence to get the story started, and then go around the classroom getting each one to add a new sentence to keep the story going.
- This task should be done spontaneously allowing only a little time to think (30 seconds).
- For example: There was once a student who was looking for a job after graduation.

### - Notes for Facilitation 🕒

- Tell the trainees to follow these steps to create a great pitch, but bear in mind that you'll need to vary your approach depending on what your pitch is about.
  - 1. Identify Your Goal: Start by thinking about the objective of your pitch. For instance, do you want to tell the potential clients about your organization? Do you have a great new product idea that you want to pitch to an executive or do you want a simple and engaging speech to explain what you do for a living?
  - 2. Explain What You Do: Start your pitch by describing what your organization does. Focus on the problems that you solve and how you help people. Ask yourself this question as you start writing: what do you want your audience to remember most about you? Keep in mind that your pitch should excite you first. After all, if you don't get excited about what you're saying neither will your audience. People may not remember everything that you say, but they will likely remember your enthusiasm.
  - **3.** Communicate Your USP: Your elevator pitch also needs to communicate your unique selling proposition or USP. Identify what makes you, your organization or your idea unique. You'll want to communicate your USP after you've talked about what you do.
  - **4.** Engage with a Question: After you communicate your USP, you need to engage your audience. To do this, prepare open-ended questions (questions that can't be answered with a "yes" or "no" answer) to involve them in the conversation. Make sure that you're able to answer any questions that he or she may have.

**5. Put it all Together:** When you've completed each section of your pitch, put it all together. Then, read it aloud and use a stopwatch to time how long it takes. It should be no longer than 20-30 seconds. Remember, the shorter it is, the better!

#### Example:

Here's how your pitch could come together:

"My company deals with cloth retail online business and we use various e-commerce platforms to sell our products. This means that you can do shopping with ease and spend time on other important tasks. Unlike other similar companies, we have a strong feedback mechanism to find out exactly what people need. This means that, on average, 95 percent of our clients are happy with our products. So, how can you help us in creating our own web portal?

6. Practice: Like anything else, practice makes perfect. Remember, how you say it is just as important as what you say. If you don't practice, it's likely that you'll talk too fast, sound unnatural or forget important elements of your pitch. Set a goal to practice your pitch regularly. The more you practice, the more natural your pitch will become. Practice in front of a mirror or in front of colleagues until the pitch feels natural.



• Close the discussion by summarizing how to speak effectively as discussed in the Participant Handbook.

### 18.5.4: Problem Solving & Negotiation Skills



Participant Handbook

# - Say 🤦

- What is a 'problem'?
- What do you think are the problems you may face in the process of becoming a successful entrepreneur?

# - Say 🔎

- Discuss the definition of problem as given in the Participant Handbook.
- In a hurdle race the hurdles are the obstacles on the way to reach your goal.
- Similarly, obstacles are the hurdles you may face while reaching your goal i.e. to set-up your own business . Your goal will be to reach the finishing line after crossing these hurdles.

# - Ask ask

- What do you do when you face a problem?
- How do you resolve it? You can pick examples from the question asked previously 'the problems they are likely to face in the process of becoming a successful entrepreneur'.

# - Say 🔓

• Discuss how to solve problems as given in the Participant Handbook.

# - Team Activity 🏙

- This is a group activity.
- The groups will solve the problem and come up with the best solution in each case.
  - Unable to arrange for some extra finance for setting up a beauty parlour. The loan sanctioned and disbursed is not enough. You have tried all your contacts, friends and relatives. But unable to manage the extra amount. Bank will not sanction more amount as you have used up the complete sanction limit.
  - You have rented a space for your business and all arrangements are done. You will be operating from the office space rented in two days. Now the owner comes up to you and says he wants to sell the place and wants you to vacate in 15 days.

You have just set up your business and need extra human resource. You have tried invieing a few also tied up with an agency for getting the right candidate. But you are unable to get the right candidate. If the candidate is good, you cannot offer the salary demanded. If the candidate agrees to the salary, he/she has other demands like working hours to be reduced, leaves, etc. which may not work for your set up.

# - Do 🗸

- Divide the class into three groups. Give one scenario to each group.
- Explain the purpose and duration of the activity.
- Ask the groups to build on the scenario and present their solution as a role play.

### Say 🖻

#### **De-brief questions:**

- 1. What was the problem?
- 2. Is there any other alternative solution?
- 3. Is this the best solution presented?



• Try to think of some people around you who are able to solve problems very easily. Even you or your friends might be approaching them when there is a problem. What qualities do they have? What personality traits do such people possess?

# – Say 🖻

• Discuss the important traits for problem- solving as given in the Participant Handbook.



 In order to build a successful organization, you need to hire people who possess good problem solving skills. How would you assess the level of problem solving skills of potential candidates before hiring them?



• Discuss how to assess for problem- solving skills as given in the Participant Handbook.

# 🖵 Summary / 🕭

- Ask the trainees the things that they have learnt so far.
- Ask if they have any questions related to what they have talked about so far.
- Summarize the discussion on problem solving.

### - Activity 1

• The activity is to organise an election event. Select three volunteers from the group. They have to give a speech on their election manifesto to the class. They have to negotiate with the fellow trainees and convince them to vote for them. The best negotiator will win the election.

### - Do 🗸

- Ask three trainees to volunteer for the activity.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.

### - Ask

- Out of the three contestants, whom would you support? Why? What did they say or do which convinced you to make your decision?
- Have you ever tried to negotiate in your personal or professional life?
- Ask the class to share some of their experiences where they have been able to strike a deal by negotiating.

### - Say

• Discuss "What is Negotiation?" as given in the Participant Handbook.

# - Ask ask

• Why is it important to negotiate? As an entrepreneur, where do you think that negotiation skills will be needed?

# - Say 🔎

• Discuss the importance of negotiation while starting a business as given in the Participant Handbook.

– Say 🤦

• Discuss the important steps to negotiate as given in the Participant Handbook.

### – Role Play 💆

- Conduct a role play activity.
- Ask the trainees to assemble together.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.

### – Do 🗹

- Divide them into groups of four (4) (depending on the batch size).
- Give them the hand-outs for role play scenarios.
- Two groups to be given scenarios on problem solving.
- Other two groups to be given scenarios on negotiation.
- The groups will build on the scenarios and prepare for the role play.
- Give the groups atleast 5 mins to discuss and be ready with the role play.
- Invite each group one by one to come and present their role play.

#### **Problem solving Scenario 1**

Avinash has a Mobile Repair Store in Allahabad. His outlet is one of the most popular one in the vicinity and he has great rapport with his customers. He is always well-dressed, jovial and full of energy.

It's around 11 AM, when a customer barges in to the shop and starts shouting at Avinash for giving her back the instrument which is still not working. The screen of her mobile is also cracked from one side. Avinash remembered thoroughly checking the handset before handing it over to the customer. The customer threatens to sue the company and to go to Consumer Court for cheating her.

#### **Problem solving Scenario 2**

You are running a successful small scale business, Shreeji Aggarbattis,. Your staff members do door to door selling and organise marketing campaigns in local markets. Your brand has established it's name in last few years.

Recently, lot of customers have been coming to you and lodging complaints that your staff members indulge in malpractices. Few of them informed you that a staff member engaged them in a friendly conversation. In the meanwhile, the other gave them lesser packets of aggarbattis than they paid for.

Another set of customers lodged complaint about the misconduct and rude behaviour of a particular staff member.

You often hear from your customers that the orders don't get delivered on time or wrong products get delivered.

You have already been struggling with shortage of staff and such complaints are a serious concern as it is hampering your brand image. What strategies will you adopt to solve this problem?

#### **Negotiation Scenario 1**

You have interviewed a prospective new employee who could be a key member of your new entrepreneurial venture. The new person is demanding a salary that is 20% higher than you thought based on your business plan. Finances are tight, yet you believe this person could make a significant impact on future profits. If you paid the required salary for the new person, then you would have to restructure your entire business plan. You've been searching for an individual with this skill level for three months. to the candidate is waiting for your response. Now you have to call him in to make the final negotiations.

#### Negotiation Scenario 2

You are a young entrepreneur who has just registered his start up project and applied for a bank loan accordingly. You receive a letter saying that your loan application has been rejected as your start up idea did not appeal to the bank and they think that it is not a revenue generating model. You have taken an appointment to meet the manager and show your negotiation skills to get your loan approved.

# Notes for Facilitation

#### **Facilitating Role Plays**

#### Preparing for the activity

- 1. Carefully review the details of the scenario and the character descriptions.
- 2. Become familiar with the key issues being addressed in the scenario.
- 3. Study the provided material so that you are ready to address issues related to the situations depicted in the role-plays.
- 4. Anticipate and know how to address issues trainees might raise during the activity.

#### Conducting the activity

- 1. Introduce the activity. Emphasize that role-playing provides trainees with an opportunity to apply their new knowledge, skills, and tools in situations that simulate actual interactions with customers.
- 2. Ask trainees to form pairs. Direct the members of each group to choose who will play the roles. Remind the groups that each participant should be given the opportunity to play/practice the different roles.
- 3. Conduct a demonstration so that trainees become familiar with the expectations related to the roles and support materials.
- 4. Give the pairs/ groups 10 to 15 minutes to conduct the role-play (depending on the duration of the session).
- 5. After all the groups have finished with the role-play, conduct a debriefing session on each role-play.
- 6. Ask the groups to take five minutes to talk about what happened during the role-play. The groups should discuss the questions given in the debriefing for each role-play. Encourage trainees to provide constructive criticism during their discussions.

### – Summary 🕑

• Wrap the unit up after summarizing the key points and answering questions.

### 18.5.5: Business OpportUnity Identification: Entrepreneurs and **OpportUnities**

### Resources to b

e	U	S	e	d	Ę

Participant Handbook, Blank sheets of paper, Pens.

# Ask

- How does an entrepreneur identify an opportunity?
- What do you think are the common queries or concerns faced by entrepreneurs?
- How can you identify new business opportunity?

# Sav

- 1. Let's talk about opportunity, common queries or concerns faced by entrepreneurs, idea as an opportunity, factors to consider when looking for opportunities, ways to identify new business, and opportunity analysis as discussed in Participant Handbook.
- 2. Let's do an activity to understand ways to identify business opportunities within your business.

# Do

- Tell the class that this is an individual activity. •
- Tell the trainees to create a matrix on their notebooks.
- There will be four boxes in your matrix. •
- Strength, Weakness, Opportunity and Threats will be the four headings of the matrix. This is called the SWOT matrix.
- Read out the questions to them and tell the trainees they need to answer the questions asked in each matrix.
- Tell them they can also use their own understanding of themselves to fill the SWOT matrix.

# - Activity 1 😥

Do your SWOT analysis	
Strength	
What are your strengths?	Weakness
What unique capabilities do you possess?	What are your weaknesses?
What do you do better than others?	What do your competitors do better than you?
What do others perceive as your strengths?	
Opportunity	Threat
What trends may positively impact you?	Do you have solid financial support?
What opportunities are available to you?	What trends may negatively impact you?

# Do

- Congratulate everyone for the class activity.
- Ask the audience to applaud for themselves.
- Allot the trainees sufficient time to complete this activity, but do keep a check on time.
- Ask de-brief questions to cull out information from the trainees.

# - Ask ask

#### **De-brief questions:**

- What are your weaknesses according to your SWOT analysis?
- Do you think you can change your weakness into strength? How?
- Do you think you can work on your threats? How?

### – Summary 🛿

- Close the discussion by summarizing ways to identify business opportunities within your business.
- Ask the trainees what they have learned from this exercise.
- Ask if they have any questions related to what they have talked about so far.



### 18.5.6: Entrepreneurship Support Eco-System

# - Resources to be Used 🖉

Participant Handbook, Chart papers, Marker pens, Pencils, Colour pencils, Scale, Eraser, Other requisite stationery material



- Do you think that entrepreneurs need support?
- What do you think is an eco-system?
- What do you think 'entrepreneurship support eco-system' means?



- Let's learn what entrepreneurship support eco-system means.
- Discuss 'Entrepreneurship Support Eco-System' as given in the Participant Handbook.

Ask

- Can you define entrepreneurship support eco-system?
- What are the key domains of the support eco-system?
- Say 🖻
  - 1. Let's learn more about these domains by conducting an activity.
  - 2. You have to make a poster showing the components of the six main domains of entrepreneurship support eco-system.

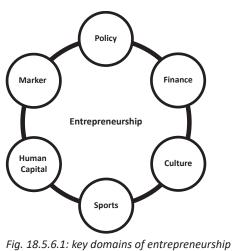


Making a poster showing the entrepreneurship support eco-system.

### - Do 🗠

- Divide the class into groups of four or six.
- Hand out chart paper and coloured pens.
- Explain the purpose and duration of the activity.
- Go around checking the progress of each group.

• Set guidelines pertaining to discipline and expected tasks. Activity De-brief Ask each group to display their poster and explain the key domains of entrepreneurship support eco-system.



. . .

# Ask (ask)

What kind of government support eco-system is available for entrepreneurs in India?

# Say 🔎

Discuss 'Make in India' campaign as given in the Participant Handbook.

# Team Activity

Presentation on key schemes to promote entrepreneurs

- Do 🗹

- Divide the class into pairs.
- Number each pair from 1-15.
- Assign a scheme, same as their group number, to each group.
- Ask them to read the scheme carefully and present it to the class.
- Explain the purpose and duration of the activity.
- Go around checking the progress of each group.
- Set guidelines pertaining to discipline and expected tasks.

Activity De-brief

• Ask each group to explain the scheme offered by government to promote entrepreneurs.



Summarize the unit by discussing the key points and answering questions the trainees may have.

### 18.5.7: Risk Appetite & Resilience

### - Resources to be Used 🖉

Participant Handbook, Chart papers, Blank sheets of paper, Pens, Marker pens

# - Ask

- Can you define risk or explain what constitutes a risk?
- What do you people mean when they say, "This may be a risky proposition"?
- What risks are they talking about?

# Example 🖸

Let's have a look at these two examples:

Rohit and his family were travelling by car from Delhi to Nainital. It was their second trip there. Rohit was familiar with the road. His friends told him that the highway after Rampur was in a bad condition. They advised him to take a shortcut and turn left from Moradabad and take the Kaladhungi road. This road is in a better condition.

Since he was going with his family, and did want take the risk of getting lost, he left early. He took the Kaladhungi road and reached Nainital well in time.

Suresh and his family too were travelling by car from Delhi to Nainital. It was their second trip there. His friends too advised him to take a shortcut and turn left from Moradabad and take the Kaladhungi road as this road was in a better condition.

Suresh too decided to take the Kaladhungi road but he left Delhi in the afternoon. It was dark by the time he reached Kaladhungi, and he was sure that he was taking the correct turn. As it was late, he could not find anyone to give him directions. He ended up being in an unknown place that was scarcely inhabited.

# – Say 🖳

- Let's see what type of risks Rohit and Suresh took.
- Discuss 'Risk Appetite and Resilience' with the trainees as given in the Participant Handbook.

# - Say 🔎

• Let's learn more about risk appetite and resilience with the help of an activity.

# – Team Activity 🔀

#### **Risk Appetite**

- In the previous unit, you read success stories of Mr Dhirubhai Ambani and Dr Karsanbhai Patel.
- Mr Ambani left his job and started his company Reliance with just Rs. 50,000/-.
- Dr Patel kept his job, went door-to-door to sell Nirma, and only when the brand started gaining popularity
- did he start his own company.
- What types of risk did both of them take?
- What risk factors, do you think, did they keep in mind before launching their company?
- Write the Risk Appetite Statement of both the companies.

### Activity De-brief Risk Appetite

- Who took a greater risk?
- What are the differences between the Risk Appetite Statement of both the companies?

# – Do 🗹

- Instruct the trainees that this is group work.
- Divide the class into small groups of 4.
- Give each group a chart paper.
- Tell the trainees that they have to evaluate the risks taken by Mr. Dhirubhai Ambani and Dr. Karsanbhai Patel.
- Give the trainees 15 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

# - Ask

- Do you think all entrepreneurial ventures are successful?
- What happens if the first venture is not successful?
- Should the entrepreneur stop when faced with challenges or face them?

# – Example 🖣

• Let's have a look at the following example:

Vijay Shekhar Sharma is the founder of Paytm, which is a giant Indian e-commerce. He was born in a middleclass family in Uttar Pradesh. He started his first job at an MNC. He quit after six months and built a company One97 with his friends. As One97 grew bigger, it needed more money because it was running more servers, bigger teams, and had to pay royalty. At that time, the tech bubble popped and technology companies were running in losses. Finally, money ran out. So One97 took loans and then more loans at higher rates of interest, as high as 24 per cent, and became caught in a vicious cycle.

In 2014, Paytm was launched with online wallet services after which, the company enabled online payment transactions. The company got licenses from RBI in 2016 to launch India's first ever payment bank. Moreover, the main motive of Paytm was to transform India into a cashless economy.

After demonetization came into effect, Vijay Shekhar Sharma started promoting online and digital transactions to deal with the cash crunch. In fact, the service of the company's mobile wallet is accepted across India. The logo of Paytm is now popular almost everywhere from tea stalls to major companies.

# Say 🤦

- Let's see what qualities made Vijay Shekhar Sharma a resilient entrepreneur.
- Discuss Entrepreneurship and Resilience with the trainees as given in the Participant Handbook.

# Say 🔎

• Let's learn more about entrepreneurship and resilience with the help of an activity.

# - Team Activity 🏙

#### **Entrepreneurship and Resilience**

- Think of some entrepreneurship ventures that faced challenging times, but later resulted in success stories.
- Who is the founder of that company?
- What challenging times did it face?
- How did it overcome those challenges?
- List the resilient characteristics of the entrepreneur.

#### **Activity De-brief**

#### **Entrepreneurship and Resilience**

- Each group to give their presentation.
- Why did you choose this company?
- What is the success story of the company?

– Do 🗹 -

- Instruct the trainees that this is group work.
- Divide the class into small groups of 4.
- Give each group a chart paper.
- Tell the trainees that they have to think of an entrepreneur who faced challenging times, but eventually succeeded.
- Give the trainees 15 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

### – Summary 🛛

- You can summarize the key points of the unit.
- Ask the trainees what they learned from the activities.
- Clarify any questions or doubts they might have.

### 18.5.8: Success and Failures

# - Resources to be Used 🥙 —

Participant Handbook

- Ask

- Have you heard the quote 'nothing is impossible'?
- What do you think it means?
- Do you think that all successful entrepreneurs became famous overnight or did they have to struggle or face failure before succeeding?

# - Example 🖞

• Let's have a look at this example.

Shah Rukh Khan, also known as, SRK or King Khan is a force to reckon with. Did he achieve stardom overnight? Shah Rukh Khan, who has seen many struggles in his life – he has slept on streets, struggled to support himself and his sister at a very young age, and lost his parents very early in life, which led to his sister seeking mental health support. Amidst all the chaos and challenges, he kept pushing himself, and today he stands tall as the 'Badshah of Bollywood'. Certainly those years were not easy for him.

When he was young, he stood at Marine Drive and said, "I will rule this city one day". Failure was not just his companion during or before his stardom, it is still a substantial part of his life. Success does not come easy. What made him a star was his acceptance of failure and the urge to improve.

# - Say 🤦

- How do you define success and failure?
- What is fear?
- Discuss "success and failure" with the trainees as given in the Participant Handbook.

# - Ask

- Have you felt or experienced fear?
- What led you to feel that emotion?
- How did you handle it?

- Say 🖻

• Let's learn the about success and failure with the help of an activity.

# – Team Activity 📩

- Divide the class into groups of four.
- Instruct them to think of one scenario where they have to interview a successful entrepreneur.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- They have to choose one person from the group as the interviewee and one as the interviewer.
- Go around and make sure they have understood what is to be done and are discussing the roles properly.
- Check that everyone understands their role. Give clarifications if needed. Give the trainees about
- minutes to discuss and decide their roles.
- Ask the groups to stop the discussion as soon as the time is over.
- Invite each group one by one to come and present their interview as a role play.

# Notes for Facilitation

#### **Facilitating Role Plays**

### Preparing for the activity

- 1. Carefully review the details of the scenario and the character descriptions.
- 2. Become familiar with the key issues being addressed in the scenario.
- 3. Study the provided material so that you are ready to address issues related to the situations depicted in the role plays.
- 4. Anticipate potential questions that might be raised by the trainees and be ready to address them.

### Conducting the activity

- 1. Introduce the activity. Emphasize that role playing provides trainees with an opportunity to apply their new knowledge, skills, and tools in situations that simulate actual interactions with customers.
- 2. Ask trainees to form pairs. Direct the members of each group to choose who will play the roles. Remind the groups that each participant should be given the opportunity to play/practice the different roles.
- 3. Conduct a demonstration so that trainees become familiar with the expectations related to the roles and support materials.
- 4. To maintain spontaneity of the interactions during the role play, ask the trainees not to discuss the details of their roles prior to the role play.
- 5. Give the pairs 15-20 minutes to conduct the role play.
- 6. Circulate among the groups to answer any questions that may arise and provide guidance as needed.
- 7. After all the pairs have finished with the role play, conduct a de-briefing session on each role play.

- 8. Ask the groups to take five minutes to talk about what happened during the role play. The groups should discuss the questions given in the de-briefing for each role play. Encourage trainees to provide constructive criticism during their discussions.
- 9. Conclude the activity by asking trainees to think about whether and how they might use scripted role plays in their real life.



Wrap the unit up after summarizing the key points and answering questions.

### Unit 18.6: Preparing to be an Entrepreneur



By the end of this unit, the participants will be able to:

- 1. Discuss how market research is carried out
- 2. Describe the 4 Ps of marketing
- 3. Discuss the importance of idea generation
- 4. Recall basic business terminology
- 5. Discuss the need for CRM
- 6. Discuss the benefits of CRM
- 7. Discuss the need for networking
- 8. Discuss the benefits of networking
- 9. Discuss the importance of setting goals
- 10. Differentiate between short-term, medium-term and long-term goals
- 11. Discuss how to write a business plan
- 12. Explain the financial planning process
- 13. Discuss ways to manage your risk
- 14. Describe the procedure and formalities for applying for bank finance
- 15. Discuss how to manage their own enterprise
- 16. List the important questions that every entrepreneur should ask before starting an enterprise

# 18.6.1: Market Study/ The 4Ps of Marketing/ Importance of an IDEA: Understanding Market Research

# - Resources to be Used

Participant Handbook, Chart papers, Markers pens, Blank sheets of paper

# - Ask

- Suppose, you want to open a restaurant, what are the factors you will consider?
- How will you promote your restaurant?

# - Example 🗣

• Let's have a look at this example.

Arjun was an MBA working in a company. But he wanted to start a low cost budget hostel for foreign tourists coming to India. He did a lot or market research before starting the project. Based on the information he gathered, he made his business plan. His hostel is now flourishing and he is thinking of expanding to other tourist destinations.

### - Say 뎍

- Discuss "Market Study" with the trainees. Refer to the Participant Handbook.
- Let's learn about market study and research with the help of an activity.

# - Team Activity 🏙

#### **Market Study**

- This is a group activity.
- You want to start your own tuition centre.
- What type of research will you do?

#### Activity De-brief

#### Market Study

- Ask each group to come forward and give a brief presentation.
- Encourage other groups to be interactive and ask questions.
- What factors did you keep in mind while doing your research?
- Based on our research would you go ahead and open a tuition centre?

– Do 🗹 -

- Instruct the trainees that this is group work.
- Divide the class into small groups of 4 or 6.
- Give each group a chart paper.
- Tell the trainees that they have to start their own tuition centre.
- Give the trainees 10 minutes to discuss and write the research work they need to do.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

# - Say 🔎

By opening a tuition centre you are offering a service.

- Ask

What factors will you keep in mind before opening it?

# – Say 🦻

Discuss "The 4Ps of Marketing" with the trainees as given in the Participant Handbook.

# - Say 뎥

Let's learn about the 4Ps of Marketing with the help of an activity.

### - Team Activity 🏙

#### 4 Ps of Marketing

- You have to sell a pen to four different segments:
  - 1. Rural villagers
  - 2. Rural middle class
  - 3. Urban middle class
  - 4. Upper end rich people (Niche market)
- Keeping the 4Ps of Marketing in mind, what marketing strategy will you design to sell the pen?

#### Activity De-brief 4 Ps of Marketing

- Ask each group to to present their strategy.
- Encourage other groups to be interactive and ask questions.

### - Do 🗹

Instruct the trainees that this is group work.

- Divide the class into four groups.
- Give each group a chart paper.
- Assign each group a target audience for selling the pens:
  - 1. Rural villagers
  - 2. Rural middle class
  - 3. Urban middle class
  - 4. Upper end rich people
- Tell the trainees that they have to design a marketing strategy keeping the 4Ps of Marketing in mind.
- Give the trainees 20 minutes to discuss and come up with their strategy.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit

#### **Activity De-brief**

- Ask each group to come forward and give a brief presentation.
- Ask each group what they kept in mind while designing their marketing strategy.
- Encourage other groups to be interactive and ask questions.

#### - Say 🔎

- Each entrepreneur has an idea of wants he wants to sell. It may be a service or a product.
- Discuss "Importance of an IDEA" as given in the Participant Handbook.

#### – Summary 🛛

- Summarize the key points of the unit.
- Ask the trainees what they learnt from the activities.
- Encourage them to ask if they have any doubts.

### 18.6.2: Business Entity Concepts

– Resources to be Used 🦉	
- Resources to be used 🗠	

Participant Handbook

# - Say 🔎

- Let's recall some basic business terminology.
- Discuss the Business Entity Concepts as given in the Participant Handbook.
- Let's learn some basic business terminology by having an activity.
- We will have a quiz today.

### – Activity 1 🛛

The activity is a quiz.

#### – Do 🗸

- Divide the class in two groups and give a name to each group.
- Explain the rules of the quiz. For each correct answer the group gets 1 mark.
- If the group is unable to answer the question is passed to the next group.
- Explain the purpose and duration of the activity.
- Ask the questions of the quiz.
- Keep a score of the groups.
- Set guidelines pertaining to discipline and expected tasks.

#### Summary

• Summarize the unit by discussing the key points.

# - Notes for Facilitation 🗐

#### Questions for the quiz

- 1. What does B2B mean? Business to business
- **2.** What is a financial report? A comprehensive account of a business' transactions and expenses

3.	Who is a sales prospect?
	A potential customer
4.	How is working capital calculated?
	Current assets minus current liabilities
5.	What is an estimation of the overall worth of a business called?
	Valuation
6.	You are buying a house. What type of transaction is it?
	Complex transaction
7.	How will you calculate the net income?
	Revenue minus expenses
8.	How is Return on Investment expressed?
	As percentage
9.	How will you calculate the cost of goods sold?
	Cost of materials minus cost of outputs
10.	What is revenue?
	Total amount of income before expenses are subtracted.
11.	What is a Break-Even Point?
	This is the point at which the company will not make a profit or a loss. The total cost and total revenues are equal.
12.	What is the formula used to calculate simple interest? A = P(1 + rt); R = r * 100
13	What are the three types of business transactions?
10.	Simple, Complex and Ongoing Transactions
14.	The degrading value of an asset over time is known as .
	Depreciation
15.	What are the two main types of capital?

Debt and Equity

### 18.6.3: CRM & Networking



Participant Handbook

- Ask

- Can your business run without customers/buyers?
- Who is the most important entity in any business?

# - Say 🖻

- The key to every success business lies on understanding the customer's expectations and providing excellent customer service.
- Discuss about CRM and its benefits. Refer to the Participant Handbook.
- Providing excellent customer service entails:
  - Treating your customers with respect.
  - Be available as per their need/ schedule.
  - o Handling complaints effectively.
  - o Building long lasting relationships.
  - o Collecting regular feedback.
- Handle customer complaints proactively. Ask "what happened", "why it happened", "how can it be avoided next time", etc.
- Collecting feedback from the customers regularly will enable you to improve your good/service.
- "Let's understand it better with the help of some case scenarios. You will be given some cases within your groups. You have to analyse the case scenario that has been given to you and then find an appropriate solution to the problem."

# - Do 🗹

- Divide the class into four groups of maximum six trainees depending on the batch size.
- Give one case study to each group.
- Instruct them to read the case carefully.
- The group is expected to analyse and discuss the case amongst them and find a solution to the given problem.
- Put down the discussion points (de-brief questions) on the board. Give the class 5-10 minutes to discuss the case and note down their solutions.
- At the end of 10 minutes, the team should present their case solution to the class.

# – Team Activity 🟙

#### Writing a business Plan

- This is a group activity.
- Give the groups the required resources such as chart paper and markers.
- This activity is divided into two parts:
  - 1. Create a business idea
  - 2. Develop a business plan

The group will discuss and come up with a new business idea and present their idea to the class.

In the second part of the activity the group will develop a business plan for the business idea.

The business plan prepared will be presented by the groups to the class.

#### MY BUSINESS PLAN

Executive Summary: What is your Mission Statement?

Business Description: What is the nature of your business?

Market Analysis: What is your target market?

Organization and Management: What is your company's organizational structure?

Service or Product Line: What is the lifecycle of your product/ service?

Marketing and Sales: How will you advertise and sell your products?

Funding Request: How much fund is required and from where?

Sav 🗣

- Each entrepreneur has an idea of wants he wants to sell. It may be a service or a product.
- Discuss "Importance of an IDEA" as given in the Participant Handbook.

– Say 🔎

- Now, let's discuss the problem and solution with the class.
- The group will first briefly describe the case to the class.
- Then discuss the issue identified and the proposed solution.
- Present the solution as a role play.
- Post presentation, the other groups may ask questions from the group that has presented.

# - Do 🗸

- Congratulate each group for the presentation/ role play.
- Ask the audience to applaud for them.
- Keep a check on time. Tell the group to wind up the discussion quickly if they go beyond the given time limit.



- If your customers are happy with you they will give referrals which will help to grow your business.
- One more way of growing business is 'Networking'.
- Discuss Networking and its benefits. Refer to the Participant Handbook.



#### **Group Discussion**

• Conduct a group discussion in the class on how they can do networking for their business.

#### – Summary 🖄

- Ask the trainees what they have learnt from this exercise/ activity.
- Ask if they have any questions related to what they have talked about so far.
- Close the discussion by summarizing the importance of CRM and Networking for entrepreneurs.
- Close the discussion by summarizing the importance of CRM and Networking for entrepreneurs.

### 18.6.4: Business Plan: Why Set Goals?

# – Resources to be Used 🙆 –

Participant Handbook, Chart papers, Blank papers, Marker pens, Ruler

- Ask 🔄

- Remember we had written SMART Goals in a previous session? Let's try and recall why it is important to set goals?
- While framing SMART goals, we talked about 'T' in SMART, which was 'Time Bound? What do we mean by time bound goals?
- What time limit did you set for your goal-3 weeks, 3 years, 10 years?

Say 🔎

Talk about short term, long term and medium term goals, as discussed in the Participant Handbook.

### - Ask

• As you are planning to become an entrepreneur, you must have thought of an idea for a start-up. What is your business idea?

# - Do 🗹

Ask few trainees to share their business ideas.



- Have you created a business plan for your business idea?
- Do you think it is important to have a business plan in place? Why/ why not?

# - Say 🔎

- Talk about 'Why Create a Business Plan'as discussed in the Participant Handbook.
- Let's understand it better with the help of an activity.

# - Notes for Facilitation 🗐

#### Writing a business Plan

- This is a group activity.
- Give the groups the required resources such as chart paper and markers.
- This activity is divided into two parts:
  - 1. Create a business idea
  - 2. Develop a business plan

The group will discuss and come up with a new business idea and present their idea to the class.

In the second part of the activity the group will develop a business plan for the business idea.

The business plan prepared will be presented by the groups to the class.

#### MY BUSINESS PLAN

Executive Summary: What is your Mission Statement?

Business Description: What is the nature of your business?

Market Analysis: What is your target market?

Organization and Management: What is your company's organizational structure?

Service or Product Line: What is the lifecycle of your product/ service?

Marketing and Sales: How will you advertise and sell your products?

Funding Request: How much fund is required and from where?

### 18.6.5: Procedures and Formalities for Bank Finance

## – Resources to be Used 🖉 —

Participant Handbook, Bank loan/finance form sample

### - Ask 🔤

• While preparing a business plan in the last session, we discussed financial planning to arrange financial resources for your start-up. Therefore, how will you collect funds to start your business?

# - Say 🖻

- While most entrepreneurs think 'product' is the most difficult thing to decide for a business, start-up capital poses an even a bigger obstacle. Though there are various ways of funding the business, to convince investors to invest money is the most challenging.
- Some of the funding options available in India are:
  - o Bootstrapping: Also called self-financing is the easiest way of financing
  - **Crowd funding:** Funds are collected by consumers pre-ordering or donating for starting the business.
  - Angel investors: Individual or group of investors investing in the company
  - **Venture capitalists:** Venture capitals are professionally managed funds who invest in companies that have huge potential. They usually invest in a business against equity.
  - o Bank loans: The most popular method in India.
  - o Microfinance Providers or NBFCs
  - o Government programmes
- Let us know discuss the most popular method i.e. bank finance in detail here.

### - Do 🗸

- Discuss the list of documents that are required to apply for a loan like letter of introduction, business brochure, references of other banks, and financial statements.
- Explain the details to be filled in a loan application form.
- Divide the class into groups. Give each group a loan application form.
- Ask the groups to discuss and fill the form.

#### – Summary / 🗏

- Close the discussion by summarizing the important documents needed for bank loan.
- Ask the trainees if they have any questions related to what they have talked about so far.

#### - Notes for Facilitation 📗

- Checklist of documents is provided as resources for the session.
- You can make some copies and distribute it during the group activity.
- Download sample loan application forms from any nationalised bank's website. Print sufficient copies to circulate it amongst the groups.

#### CHECKLIST OF DOCUMENTS TO BE SUBMITTED ALONG WITH LOAN APPLICATION (Common for all banks)

1. Audited financial statements of the business concern for the last three years

2. Provisional financial statements for the half – year ended on

3. Audited financial statements of associate concern/s for the last three years

4. Copy of QIS II for the previous quarter ended on

5. Operational details in Annexure I

6. CMA data for the last three years, estimates for current year and projection for the next year

7. Term loan/DPG requirements in Annexure II

8. List of machinery in respect of machinery offered as security in Annexure III

9. Additional details for export advances furnished in Annexure IV

10. Property statements of all directors/partners/proprietor/guarantors

11. Copies of ITAO of the company for the last three years

12. Copies of ITAOs/WTAOs of the directors/partners/proprietor and guarantors

13. Copies of certificate from banks and financial institutions certifying the latest liability with them

- 14. Copy of board resolution authorizing the company to apply to your bank for the credit facilities mentioned in application
- 15. Copy of memorandum and article of association (in case of limited company)/partnership deed (in case of partnership firm)
- 16. Cash budget for the current year and next year in case of contractors and seasonal industries

# 18.6.6: Enterprise Management – An Overview: How to Manage Your Enterprise?

- Resources to be Used	(j <sup>a</sup>	

Participant Handbook

- Ask 🔤

- Having set-up a business, do you think it is possible to do everything on your own?
- Does one require trained persons for help?
- What does management mean?

# – Say 🖻

• Let's have a look at this example:

Kapil had a small business that was beginning to pick up pace. He wanted to expand his business, and therefore employed few more people. One day, as he was walking past Ramesh, one of his new employees, he overheard Ramesh talking rudely to a customer on the phone. This set him thinking. Kapil realised that he should have regular team meetings to motivate his employees and speak with them about any problems they might be facing during work. He should also conduct training sessions on new practices, soft skills, and technology, and develop work ethics manual for managing his enterprise.

# - Say 🔎

- Was Kapil correct in his approach or he should have scolded Ramesh instantly in front of his other employees?
- Discuss "Enterprise Management An Overview" with the trainees as given in the Participant Handbook.

# – Say 🖻 -

Let's learn how to effectively manage an enterprise or business through an activity.

# Team Activity 🏙

#### **Enterprise Management**

Design a matrix listing the topics and key words that are needed to run an enterprise effectively and • smoothly.

#### Activity De-brief **Enterprise Management**

- Have each group present their matrix.
- Encourage trainees of the other groups to ask question about each other's presentation. •

### Sav

- Instruct the trainees that this is group work. •
- Divide the class into small groups of 4. •
- Give each group a chart paper and coloured pen. ٠
- Tell the trainees that they have make a matrix they need to fill. •
- They have to write the main topics and key words that will them effectively manage their enterprise. •
- Give the trainees 15 minutes to discuss and write. •
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

#### **Summary**



- Ask the trainees what they have learned from this exercise/activity. •
- Ask if they have any questions related to what they have talked about so far.
- Close the discussion by summarizing the importance of effective management to run an enterprise as given in the Participant Handbook.

### 18.6.7: 20 Questions to Ask Yourself before Considering Entrepreneurship

# - Resources to be Used 🖉

Participant Handbook, Blank sheets of paper, Pens

# Ask (ask)

Why do you want to become an entrepreneur?

- Say 뎥

- It is very important to know why you want to become an entrepreneur. Your personal goals for becoming an entrepreneur play a key role in the success of your business. Your goals should be clear well before you start your business.
- Apart from the goals, the other aspects of business that you need to bear in mind are the potential
  problems that you may face to set-up, your areas of interest, and all the other dimensions of the
  business.
- Let's understand it better with the help of some questions that every entrepreneur should ask before starting their own business.
- Open the Participant Handbook section named '20 Questions to Ask Yourself Before Considering
- Entrepreneurship'. You have to answer the questions individually.
- Then, we will have a class discussion on all the questions.

# – Do 🗹

- Read out the questions one by one in front of all the trainees.
- Trainees have to answer all the one by one questions.
- Give the class 10-15 minutes to note down their answers.
- At the end of 15 minutes, open the discussion for all the questions.
- Moderate the discussion by focusing on the relevant points.
- Keep a check on time and don't let the discussion get sabotaged or lose track of time. Ensure all the questions are covered and discussed.

#### Summary 🖉

- Ask the trainees what they have learned from this exercise/activity.
- Ask if they have any questions related to what they have talked about so far.







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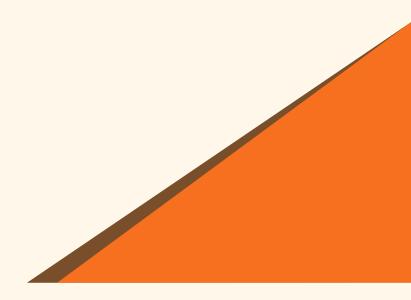
Transforming the skill landscape



# 19. Annexures

Annexure I: Training Delivery Plan Annexure II: Assessment Criteria





### Annexure I

# Training Delivery Plan

Training Delivery Plan							
Program Name:	Security Supervisor						
Qualification Pack Name & Ref. ID	MEP/Q7201, V1.0						
Version No.	1.0Version Update Date16.07.20						
Pre-requisites to Training (if any)	Preferably equivalent to 12th (Average literacy of reading, writing and understanding)						
Training Outcomes	<ul> <li>By the end of this program, the trainees will be able to: <ol> <li>Be able to supervise a security unit – its personnel, operations, training and resources.</li> <li>Perform job-specific security duties.</li> <li>Deal with lost and found property</li> <li>Supervise security escort duties.</li> <li>Control access to the assigned premises.</li> <li>Be able to perform security tasks in accordance with basic security practices.</li> <li>Understand the legal requirements and work within the law when undertaking private security tasks.</li> <li>Provide private guarding service to people, property, premises and businesses.</li> <li>Carry out screening and search operations.</li> <li>Manage traffic and control parking.</li> <li>Maintain personal hygiene and observe occupational health and safety practices at work place.</li> <li>Carry out private security tasks in commercial and industrial deployments</li> <li>Project positive image of self and the organization</li> <li>Communicate effectively with stakeholders</li> <li>Identify and operate security, safety, and fire-fighting and communication equipment effectively and respond to emergencies.</li> </ol></li></ul>						

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
1	Introduction	Introduc- tion to the job role	<ul> <li>Recognise the importance of Introduction to course and ice-breaking session</li> <li>Explain the role of a security supervisor and job opportunities in the private security sector</li> </ul>	Bridge module	Classroom Lecture	Computer, projector, blackboard, classroom, classroom furniture	1 Theory (01:00) Practical (00:00)
2	Physical Training	Physical fitness and dexterity training	<ul> <li>Recognise the importance of physical training, strength and dexterity for security personnel</li> <li>Distinguish different types of exercise and methods to keep fitness</li> <li>Demonstrate different types of exercises for various purposes</li> <li>Evaluate and analyse likely risks before training</li> <li>Elaborate the importance of diet</li> </ul>	MEP/ N7111	Lab Session/Prac- tical Demonstra- tion	PT field, running track, ver- tical rope, beam, 9" ditch, bal- ance, mat	7 Theory (00:00) Practical (07:00)
		Health, hy- giene and grooming habits	<ul> <li>Keep Communication devices and first aid kit handy</li> <li>Display health and safety rules and regulations on the wall in a prominent position</li> <li>Maintain records of injuries or first aid treatment given</li> <li>Monitor and evaluate health and safety arrangements regularly</li> <li>Provide a written health and safety booklet</li> </ul>	MEP/ N7111	Lab Session/Prac- tical Demonstra- tion	PT field, running track, ver- tical rope, beam, 9" ditch, bal- ance, mat	7 Theory (00:00) Practical (07:00)

			<ul> <li>Train all employees on how to summon medical assistance and the emergency services, where necessary</li> <li>Keep emergency and escape routes free from obstructions and report violation</li> <li>Practice maintaining hygiene and grooming standards</li> </ul>				
3	Drill	Safety practices and drill	<ul> <li>Recognize the best industrial practices for workplace safety</li> <li>Explain the importance of drilling</li> <li>Improve bearing and deportment and grooming trainees into smart individuals</li> <li>Practice attending drills and safety training sessions</li> <li>Keep the clothes tucked in neatly because loose clothes may get entangled in the unit or catch fire</li> <li>Seek for help and assistance while carrying heavy tools, objects or while rescuing an injured person</li> <li>Refer to Instruction manuals and directions of use while handling tools and chemicals</li> <li>Keep emergency and escape routes free from obstructions and report violation</li> </ul>	MEP/ N7111	Lab Session/Prac- tical Demonstra- tion	Drill ground, full length mirror, drill charts	7 Theory (00:00) Practical (07:00)

		Preventing electrical hazard and fire at work	<ul> <li>Train all employees on how to summon medical assistance and the emergency services, where necessary</li> <li>Identify, wear and use personal safety equipment and clothing to be used appropriately in a given situation</li> <li>Wear footwear with rubber soles and other appropriate PPE (Personal Protective Equipment) while working with electrical objects, because it helps to prevent electric shocks</li> <li>Practice wearing a protective head gear during any mechanical work to avoid head injury</li> <li>Use safety gloves while working with sharp or hot objects</li> <li>Recognise ways to prevent fire</li> <li>Demonstrate the P.A.S.S technique to use a fire extinguisher in case of an emergency</li> </ul>	MEP/ N7111	Lab Session/Prac- tical Demonstra- tion	Drill ground, full length mirror, drill charts	7 Theory (00:00) Practical (07:00)
4	Unarmed combat	Unarmed combat techniques	<ul> <li>Familiarize unarmed combat techniques</li> <li>Explain Unarmed Security</li> <li>Recognise the importance of unarmed combat and skills and responsibilities associated with it</li> </ul>	MEP/ N7111	Lab Session/Prac- tical Demonstra- tion	Mat, lathi, baton, oth- er weapons	5 Theory (00:00) Practical (05:00)

			<ul> <li>Discuss the key job responsibilities, duties and required skills for unarmed security guards</li> </ul>				
5	Supervise a security unit	Supervise security unit opera- tions	<ul> <li>Identify work instructions and relevant guidelines from the briefing received from superiors</li> <li>Extract relevant information from the shift report received from outgoing supervisor</li> <li>Take attendance of personnel and report about deficiency, if any</li> <li>Identify manpower and equipment resources available and required for security operations at the assigned premises/area of responsibility</li> <li>Report suitability of personnel and equipment provided for specific tasks</li> <li>Assign and earmark available security personnel to cater for anticipated threat/ risks and provide necessary instructions</li> <li>Prepare duty roster for the shift as per deployment plan</li> </ul>	MEP/ N7201 PC2, PC3, PC4, PC5, PC8, PC9, PC10, PC11, PC12, PC13, PC14, PC15, PC16	Classroom Lecture/Lab Session/Prac- tical Demonstra- tion	Attendance sheet, re- port chart, security & safety equipment, operational manual, first aid kit	8 Theory (04:00) Practical (04:00)

	•	Assign tasks to			
		team members,			
		such that all			
		operational			
		activities are			
		covered and			
		as per the			
		capabilities of the			
		team members			
	•	Carry out			
		temporary			
		modifications to			
		site instructions to			
		cover deficiencies			
		in personnel/			
		equipment			
	•	Practice issuing			
		security and safety			
		equipment to			
		team members, as			
		per deployment			
		plan			
	•	Deploy personnel			
		and equipment as			
		per deployment			
		plan			
	•	Organise			
		manpower and			
		resources for			
		collection of			
		intelligence and			
		information			
	•	Monitor			
		deployment and			
		functioning of			
		security team			
		members,			
		using various			
		techniques, to			
		ensure that they			
		are functioning			
		as per site			
		instructions			
	•	Check for proper			
		functioning			
		of equipment			
		and report in			
		case of any			
		malfunctioning			
L			I		

Deal with	•	Identify risk and	MEP/ N7201	Classroom	Attendance	8
emergen		hazards specific	PC30, PC31,	Lecture/Lab	sheet, re-	8 Theory
	-					
cies		to the assigned	PC32, PC33,	Session/Prac-	port chart,	(04:00)
		premises	PC34, PC35,	tical	security	Practical
	•	Seek support	PC36, PC37,	Demonstra-	& safety	(04:00)
		from stakeholders	PC38, PC39,	tion	equipment,	
		and other	PC40, PC41,		operational	
		departments	PC43, PC44,		manual,	
		following	PC45		first aid kit	
		established				
		protocol				
	•	Perform				
		responsibilities as				
		assigned as part				
		of organisations				
		response team				
		responsibilities:				
	•	Select and				
		nominate an on-				
		site emergency				
		team as required				
		for the assigned				
		premises matching				
		requirements and				
		capabilities				
	•	Carry out mock-				
		drills as per				
		instructions for				
		fire alarm and				
		evacuation				
	•	Practice carrying				
		out rehearsals				
		with the team on				
		various emergency				
		scenarios				
	•	Report to				
		designated				
		superior and other				
		agencies during				
		an emergency				
		promptly and				
		accurately				
	•	Secure key assets				
		on priority at				
		the time of an				
		emergency				
	•	Organise				
		evacuation of the				
		premises as per				
		organizational				
		procedure				
		established				

Carry out adminis- tration and	<ul> <li>Ensure on-site reception, briefing and guidance for fire fighters, rescue workers and medical teams</li> <li>Practice ensuring first aid and evacuation within available means and as per established standards</li> <li>Cordon off scene of crime/ incident as per established protocol</li> <li>Record and report incidents as per organizational process</li> <li>Lodge complaint of incident with the police and get first information report</li> <li>Maintain information about team members</li> </ul>	MEP/ N7201 PC45, PC46, PC47, PC48,	Classroom Lecture/Lab Session/Prac-	Attendance sheet, re- port chart,	5 Theory (02:00)
welfare of personnel	<ul> <li>with respect to personal details, training needs, leave, overtime, complaints and welfare-related issues</li> <li>Identify concerns/ grievances of team members and take measures to address the same in line with organisational protocol</li> <li>Record, report and follow-up for resolution of HR/ administration- related problems of team members with the relevant personnel from the respective functions</li> </ul>	PC49, PC50, PC51	tical Demonstra- tion	security & safety equipment, operational manual, first aid kit	Practical (03:00)

			<ul> <li>Recognise recurring grievances or grievances that have an organisational impact and intimate management</li> <li>Display fair and impartial practices during performance of duties</li> <li>Take measures to ensure health and safety of team members in workplace</li> <li>Identify high performers in the team using established performance parameter</li> </ul>				
6	Carry out job-specific security duties	Carrying out the job	<ul> <li>Check authorization of visitors for entry/ visit to premises as per organizational procedures with regard to reception protocol</li> <li>Communicate with visitors in professional manner as per organizational protocol</li> <li>Practice communication over telephone in professional manner as per organizational protocol</li> <li>Answer queries about the organization promptly and within own limits of authority</li> </ul>	MEP/ N7202 PC1, PC3, PC4, PC6, PC5, PC7, PC21, Pc22, PC23	Classroom Lecture/Lab Session/Prac- tical Demonstra- tion	Visitor book for- mat, safety equipment, report chart	5 Theory (02:00) Practical (03:00)

w v	Pealing vith emer- gency • •	Direct visitors/ escort visitors to designated authority as per their purpose of visit Receive postal mail and couriers as per organisational protocol Ensure original and duplicate keys are stored as per organizational procedure Practice following appropriate key labeling system as per organizational procedure Carry out key issue and deposit documentation accurately Documents Identify risk and hazards specific to the assigned premises Seek support from stakeholders and other departments following established protocol Perform responsibilities as assigned as part of organisations response team Responsibilities: Select and nominate an on- site emergency team as required for the assigned premises	MEP/ N7202 PC30, PC31, PC32, PC33, PC34, PC35, PC36, PC97, PC38, PC39	Classroom Lecture/Lab Session/Prac- tical Demonstra- tion	Visitor book for- mat, safety equipment, report chart	5 Theory (02:00) Practical (03:00)
	•	nominate an on- site emergency team as required for the assigned				

			<ul> <li>Practice carrying out rehearsals with the team on various emergency scenarios</li> <li>Report to designated superior and other agencies during an emergency promptly and accurately</li> <li>Secure key assets on priority at the time of an emergency</li> <li>Organise evacuation of the premises as per organizational procedure established</li> <li>Practice ensuring on-site reception, briefing and guidance for fire fighters, rescue workers and medical teams</li> </ul>				
7	Deal with lost and found property	Managing lost and found property	<ul> <li>Recognise the importance of organisational procedure on lost and found property</li> <li>Analyse the received information about lost or found property</li> <li>Establish identity of the claimant</li> <li>Carry out necessary documentation</li> <li>Handover property to the rightful claimant</li> <li>Practice taking necessary actions to recover lost property</li> <li>Report to superior</li> </ul>	MEP/ N7203 PC1, PC2, PC3, PC4, PC5, PC11, PC12	Classroom Lecture/Lab Session/Prac- tical Demonstra- tion	Complaint book for- mat, report chart	4 Theory (02:00) Practical (02:00)

8	Supervise security escort duties	Supervi- sion on security duties	<ul> <li>Recognise how to function as per organisational procedure</li> <li>Organise vehicle escort</li> <li>Practice ensuring fitness of vehicle and driver</li> <li>Brief driver and guard (s)</li> <li>Manage necessary documents</li> <li>Communicate effectively</li> <li>Respond to an incident/ emergency</li> <li>Inform police, superiors and others</li> </ul>	MEP/ N7204 PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11	Classroom Lecture/Lab Session/Prac- tical Demonstra- tion	Charts of various commer- cial and industrial domains, CCTV systems in such domains	8 Theory (04:00) Practical (04:00)
9	Control access to the assigned premises	Controlling entry and exit from premises	<ul> <li>Establish identity, purpose and authorisation of different categories of people/ vehicles/ material seeking to enter or exit from the premises</li> <li>Practice checking and prevent entry to and exit of people/ vehicles/ material without valid authorization as per organisational process</li> <li>Direct visitors to designated areas and inform concerned staff/ department</li> <li>Prepare passes/ permits for people/ vehicles entering the premises</li> </ul>	MEP/ N7205 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8	Classroom Lecture/Lab Session/Prac- tical Demonstra- tion	Chart, notebook, record & report sheet for- mat	5 Theory (03:00) Practical (02:00)

	•	Collect passes/ permits from people/ vehicles exiting the premises before providing them permission to exit Practice checking relevant documents for movement of goods/ materials Inform the correct department promptly on arrival of consignments Handle different situations faced during access control operations as per organizational procedures				
ac co	sing ccess ontrol quipment •	Operate access control equipment in accordance with laid down procedures access control equipment: gates, bollards and barriers, turnstile, locks, electronically operated systems - access card, biometrics and attendance recorder Check and report functioning/ malfunctioning of access control equipment Respond to signals from access control equipment as per organisational process Carry out access control operations manually in case of a breakdown	MEP/ N7205 PC12, PC13, PC14, PC15	Classroom Lecture/Lab Session/Prac- tical Demonstra- tion	Chart, notebook, record & report sheet for- mat	5 Theory (03:00) Practical (02:00)

10	Security and security practices and tasks	Performing security tasks in ac- cordance with basic security practices	<ul> <li>Carry out assigned security duties in line with procedures and instructions</li> <li>Respond to risks and threats as per organisational and legal protocols</li> <li>Report about hazards and emergencies</li> <li>Inform accurately and clearly, conveying relevant data as per organisational policies, procedures and templates</li> <li>Provide accurate information and access to premises, records and other resources to the police as per organisation protocol</li> <li>Identify rank by recognising the badge of rank of police and military personnel</li> <li>Recognise various arms commonly used by the police and perpetrators</li> <li>Identify improvised explosive devices as per established protocol</li> </ul>	MEP/ N7101 PC1, PC2, PC3, PC4, PC5, PC5, PC6, PC7, PC8	Classroom lecture/ PowerPoint Presentation/ Practical Activ- ities/ Role Play	Charts – weapon and fire- arm, badg- es of rank, security organisa- tion, risks and threats	9 Theory (06:00) Practical (03:00)
11	Basic rules pertaining to private security service and security personnel	Conform- ing to rules of private security services	<ul> <li>Comply with basic legal provisions applicable role and tasks</li> <li>Obtain clarity in case of lack of understanding</li> <li>Take cognisance of offences and report to superiors/ police</li> <li>Cooperate in investigations</li> </ul>	MEP/ N7102 PC1, PC2, PC3, PC4, PC5	Classroom lecture/ PowerPoint Presentation/ Activities/ Role Play	Chart, pen, notebook, board	5 Theory (05:00) Practical (00:00)

			<ul> <li>Give evidence in court, if required by law</li> </ul>				
12	Private guarding services to people, property and premises	Guarding people, property and prem- ises	<ul> <li>Familiarise oneself with the area of one's responsibility</li> <li>Guard people, property and premises as per site instructions</li> <li>Identify various categories of people who need guarding</li> <li>Identify various types of property that needs security</li> <li>Restate work instructions received at briefings clearly, stating expectations of performance accurately, and ask clarifying questions where unclear</li> <li>Carry out guarding and observation tasks attentively and effectively</li> <li>Recognise the types of patrolling required and necessary tasks required to carry out patrolling activities effectively</li> <li>Patrol designated premises effectively as per instructions</li> <li>Use security equipment as per organisational and manufacturer guidelines, to carry out security tasks effectively</li> </ul>	MEP/ N7103 PC1, PC2, PC3, PC4, PC5, PC7, PC8, PC9, PC10, PC11	Classroom lecture/ PowerPoint Presentation/ Practical Activ- ities/ Role Play	Personal protective equipment – helmet, goggles, gloves, ERP jacket, boots, knee cap, carabiner, torch, rope, ladder. Forms for recording incidents	5 Theory (03:00) Practical (02:00)

	<ul> <li>Report and respond to security breaches as per organisational procedures, in a timely manner, clearly and accurately</li> <li>Manage basic security registers and records accurately, in an up-to-date and timely manner</li> </ul>				
Carryin out sea of des- ignated premis	<ul> <li>Carry out required searches of premises and properties as per</li> </ul>	MEP/ N7103 PC12, PC13, PC15, PC16, PC17, PC18, PC19	Classroom lecture/ PowerPoint Presentation/ Practical Activ- ities/ Role Play	Personal protective equipment – helmet, goggles, gloves, ERP jacket, boots, knee cap, carabiner, torch, rope, ladder. Forms for recording incidents	5 Theory (03:00) Practical (02:00)

13	Screening and	Preparing	<ul> <li>Report incident details to superiors in an accurate and timely manner, communicating all relevant details</li> <li>Screen and search</li> </ul>	MEP/ N7105	Classroom	Screening	5
	search	screening and car- rying out search on people	people/ vehicle/ material seeking to enter/ exit from the premises as per relevant organisational procedures	PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9	lecture/ PowerPoint Presentation/ Practical Activ- ities/ Role Play	and search equipment – hand- held metal detector, doorframe metal de- tector,	Theory (03:00) Practical (02:00)
			<ul> <li>Organise queues to manage people at the screening and search point effectively</li> <li>Respond effectively, within limits of authority and as per organisational procedures, to situations arising during screening and search</li> <li>Report irregularities to superior in a timely, accurate and effective manner with necessary relevant details</li> <li>Manage personal safety during screening and search operations</li> <li>Carry out assigned tasks and perform duties ensuring persons right to dignity, privacy and gender/ religious/ cultural sensitivity are respected at all times</li> </ul>			Under chassis inspection mirror, torch, chart of prohibit- ed items	

		<ul> <li>Carry out screening and search operations manually or with equipment, efficiently, minimising risks and as per organisational procedures</li> <li>Segregate and isolate person or persons violating laid down procedures safely and effectively, with minimum disturbance</li> <li>Practice segregating and isolate material containing prohibited/ unauthorised items</li> </ul>				
	Carry- ing out screen- ing and searching of vehicles	<ul> <li>Carry out screening and search operations using provided equipment as per laid down procedures</li> <li>Practice carrying out physical search of vehicle as per laid down procedures</li> <li>Segregate and isolate suspected vehicle for detailed search</li> <li>Operate provided equipment in line with organisations instructions</li> <li>Report malfunctioning of equipment to superior in a timely manner, providing relevant detail, using laid down procedures</li> </ul>	MEP/ N7105 PC10, PC11, PC12, PC13, PC14, PC15	Classroom lecture/ PowerPoint Presentation/ Practical Activ- ities/ Role Play	Screening and search equipment – hand- held metal detector, doorframe metal de- tector, Un- der chassis inspection mirror, torch, chart of prohibit- ed items	5 Theory (03:00) Practical (02:00)

			<ul> <li>Spot attempts of people trying to defeat the process/ equipment each time, avoiding possible distractions</li> </ul>				
14	Parking and traffic management	Control parking in designated areas	<ul> <li>Recognise the importance of organisational procedure on parking and traffic management</li> <li>Familiarise with layout, capacity, traffic, lighting and other infrastructure and conditions in parking area</li> <li>Identify various types of vehicles</li> <li>Use various traffic control equipment</li> <li>Analyse and use security, safety and communication equipment necessary for operations</li> <li>Practice the use of personal protective equipment</li> <li>Report functioning of equipment</li> <li>Familiarise with signage and other fixtures in the parking area</li> <li>Guide and communicate with drivers effectively</li> <li>Detect irregular situations and control defaulting persons and vehicles</li> <li>Control emergency arising from incidents and seek assistance</li> </ul>	MEP/ N7106 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9	Classroom Lecture/Lab Session/Prac- tical Demonstra- tion	Chart of parking lay- out, traffic markings, signals, cones, bar- riers, mark- ing tape, signage, jackets, batons, whistle, lights, and commu- nication. Chart on traffic signals and symbols	8 Theory (04:00) Practical (04:00)

15 Health and Safety	Maintain- ing a safe work area	<ul> <li>Carry out tasks to ensure safety of workplace in line with organisational procedures and within limits of authority</li> <li>Wear personal safety gear and clothing as per organisational procedure</li> </ul>	MEP/ N7108 PC1, PC2, PC3, PC4, PC5	Classroom Lecture/Lab Session/Prac- tical Demonstra- tion	Charts regarding health & hygiene, fire-fight- ing, first aid. First aid kit, stretcher, blanket, splints, etc. Fire-fight- ing – extin- guishers, fire tray, hose reel,	5 Theory (03:00) Practical (02:00)
		<ul> <li>Keep emergency and escape routes free from obstructions, where violation is not addressable within limits of own authority, report violation to appropriate authority in a timely manner</li> <li>Check violators of defined safety and security instructions and report violations</li> <li>Report to superiors and emergency service organisations for assistance in the event of emergencies Services and Organization: security team and sub-unit; police and emergency services</li> </ul>			hose pipe assembly, sensor, smoke detector, fire alarm, sprinkler, fire beater, fire beater, fire bucket, etc	

	1					I
ing pe he gie	aintain- g good ersonal ealth, hy- ene and abits •	Perform physical exercises and activities (commensurate with age) regularly Practice maintaining good personal hygiene and habits as per organisational and professional standards Manage own professional standards at work by avoiding alcohol, tobacco, drugs and other intoxicants Follow good and safe practices of personal behaviour to guard against sexually transmitted diseases and HIV	MEP/ N7108 PC6, PC7, PC8, PC9	Classroom Lecture/Lab Session/Prac- tical Demonstra- tion	Charts regarding health & hygiene, fire-fight- ing, first aid. First aid kit, stretcher, blanket, splints, etc. Fire-fight- ing – extin- guishers, fire tray, hose reel, hose pipe assembly, sensor, smoke detector, fire alarm, sprinkler, fire beater, fire bucket, etc.	5 Theory (03:00) Practical (02:00)
	eal with nergen- es •	Identify and report fire hazards in a timely and accurate manner Practice carrying out fire-fighting in line with organisational training and procedures Report fire incidents to superiors and emergency service organisations in a timely and effective manner as per organisation procedures Carry out evacuation of casualty and premises tasks as per organisational procedures, within limits of authority	MEP/ N7108 PC10, PC11, PC12, PC13, PC14	Classroom Lecture/Lab Session/Prac- tical Demonstra- tion	Charts regarding health & hygiene, fire-fight- ing, first aid. First aid kit, stretcher, blanket, splints, etc. Fire-fight- ing – extin- guishers, fire tray, hose reel, hose pipe assembly, sensor, smoke detector, fire alarm, sprinkler, fire beater, fire beater, fire bucket, etc.	7 Theory (04:00) Practical (03:00)

			<ul> <li>Provide first-aid as relevant to the affliction, condition of the victim and as per laid down standards and procedures, using available basic first-aid equipment correctly</li> </ul>				
16	Provide security in commercial and industrial deployments	Under- standing the securi- ty deploy- ments	<ul> <li>Recognise the types and peculiarities of commercial and industrial deployments</li> <li>Comply with organisational procedure and instructions</li> <li>Practice understanding domain-specific risks and threats</li> <li>Provide guarding services at the commercial and industrial deployments</li> <li>Show desired behavioural standards while carrying out guarding duties</li> </ul>	MEP/ N7109 & MEP/ N0710	Classroom Lecture/Lab Session/Prac- tical Demonstra- tion	Charts of various commer- cial and industrial domains	5 Theory (03:00) Practical (02:00)
		Security in Com- mercial Deploy- ments	<ul> <li>Explain the concept of commercial premises</li> <li>Discuss how to deal with risks and threats specific to domain / organisation where deployed</li> <li>Comply with security duties as per organisation's procedures and instructions</li> <li>Demonstrate how to operate security equipment</li> </ul>	MEP/ N7109 & MEP/ N0710	Classroom Lecture/Lab Session/Prac- tical Demonstra- tion	Charts of various commer- cial and industrial domains	5 Theory (03:00) Practical (02:00))

			<ul> <li>Manage and maintain basic security registers</li> <li>Use appropriate communication methods and equipment</li> <li>Comply with good behavioural standards</li> </ul>				
		Security in Industrial Deploy- ments	<ul> <li>Explain the concept of industrial premises</li> <li>Discuss how to deal with risks and threats specific to domain / organisation where deployed</li> <li>Demonstrate how to respond to and report hazards and emergencies</li> <li>Use the Hazard Reporting form</li> </ul>	MEP/ N7109 & MEP/ N0710	Classroom Lecture/Lab Session/Prac- tical Demonstra- tion	Charts of various commer- cial and industrial domains	7 Theory (04:00) Practical (03:00)
17	Image projection	Conform- ing to the organi- sations standards of groom- ing and behaviour	<ul> <li>Practice maintaining good health, personal hygiene &amp; sanitation by following good grooming and hygiene practices</li> <li>Manage a professional appearance by following organisation's standards of grooming and personal behaviour</li> <li>Abstain from using or being under the influence of intoxicants at work at all times (alcohol, tobacco and drugs)</li> <li>Wear organisations uniform with name tag correctly and neatly</li> </ul>	MEP/ N7111 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8	Classroom Lecture/Lab Session/Prac- tical Demonstra- tion	Male and female manne- quins draped in security guard's uniform and accou- trements, personal protection gear. Com- munication equipment	9 Theory (05:00) Practical (04:00))

	• Co-	operate with m members			protection gear. Com- munication equipment	Theory Duration 84:00 Practical Duration 96:00
task per isati	ss as task organ- ions and idards star • Mai con info per and	ry out assigned as and duties per instructions organisational ndards nage fidentiality of ormation as organisational professional ndards	MEP/ N7111 PC9, PC10, PC11	Classroom Lecture/Lab Session/Prac- tical Demonstra- tion	Male and female manne- quins draped in security guard's uniform and accou- trements, personal	8 Theory (05:00) Practical (03:00))
	use prov and all t • Den goo prac at a • Adh orga "Me Prov inte oth wor • Prac mai dec wor prov star by f orga star resp	ry and personal tection gear equipment at imes at work nonstrate d team work ctices at work ll times here to anisations eet and Greet" cedure when eracting with ers at the rkplace ctice ntaining orum of the rkplace and fessional ndards following anizational ndards with bect to cipline and eliness				

## Annexure II

## **Assessment Criteria**

## **CRITERIA FOR ASSESSMENT OF TRAINEES**

Assessment Criteria for Security Supervisor	
Job Role	Security Supervisor
Qualification Pack	MEP/Q7201, V1.0
Sector Skill Council	Management & Entrepreneurship and Professional Skills Council

S. No.	Guidelines for Assessment
1	Criteria for assessment for each Qualification Pack will be created by the Management & Entrepreneurship and Professional Skills 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.
2	The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3	Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/ option NOS/set of NOS.
4	Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below).
5	Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on this criterion.
6	To pass the Qualification Pack, every trainee should score a minimum of 70% of aggregate marks to successfully clear the assessment.
7	In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

0		<b>T</b> -4-1	Quit	Marks Allocation		
Assessable Outcomes	Assessment Criteria for Outcomes	Total Mark	Out Of	Theory	Skills Practical	
MEP/N7201 Supervise a security unit	PC1.commence operations at a new or existing site, as per instructions		2	1	1	
	PC2.identify work instructions and relevant guidelines from the briefing received from superiors		2	1	1	
	PC3.extract relevant information from the shift report received from outgoing supervisor		2	1	1	
	PC4.take attendance of personnel and report about deficiency, if any	100	2	1	1	
	PC5.identify manpower and equipment resources available and required for security operations at the assigned premises/area of responsibility		1	1	0	
	PC6.prepare plan for manpower and equipment deployment as per the operational requirement and site instructions		1	1	0	
	PC7.report suitability of personnel and equipment provided for specific tasks		1	1	0	

PC8.assign and earmark available security personnel to cater for anticipated threat/ risks and provide necessary instructions	1	1	0
PC9.prepare duty roster for the shift as per deployment plan	1	1	0
PC10.assign tasks to team members, such that all operational activities are covered and as per the capabilities of the team members	1	1	0
PC11.carry out temporary modifications to site instructions to cover deficiencies in personnel/ equipment	1	1	0
PC12.issue security and safety equipment to team members, as per deployment plan	2	1	1
PC13.deploy personnel and equipment as per deployment plan	2	1	1
PC14.organise manpower and resources for collection of intelligence and information	2	1	1
PC15.monitor deployment and functioning of security team members, using various techniques, to ensure that they are functioning as per site instructions and maintaining occupational standards of work	2	1	1
PC16.check for proper functioning of equipment and report in case of any malfunctioning	2	1	1
PC17.maintain 'key-control' and 'movement control' to the assigned premises as per site instructions	3	1	2
PC18.liaise with fire, maintenance and control room personnel	2	1	1
PC19.record and report status and issues related to personnel and equipment as per organsational standards	2	1	1
PC20.prepare and share report on achievement of performance standards of personnel to the authorized personnel	3	1	2
PC21.identify training requirements of team members relevant to assigned work in performing the work they are deployed at and report to relevant department	2	1	1
PC22.carry out on-the-job-training for personnel on the training requirements identified	3	1	2
PC23.maintain security documents in line with site instructions	3	1	2
PC24.carry out checks to assess operational effectiveness of security unit	3	1	2
PC25.take proactive measures against possible threat/ risks to the security unit deployment	2	1	1
PC26.observe and report about the standard of response of security personnel and stakeholders	2	1	1
PC27.communicate with superiors/ team members and other stakeholders as per organizational protocol	2	1	1
PC28.maintain own grooming and behaviour in line with organsiational and professional standards	2	1	1
PC29.prepare comprehensive shift report covering all relevant details and handover to the reliever	 3	1	2

	Total	100	40	60
PC51.identify high performers in the team using established performance parameters and recommend for reward/ recognition as per organizational process		1	0	1
PC50.take measures to ensure health and safety of team members in workplace		2	0	2
PC49.display fair and impartial practices during performance of duties		2	0	2
PC48.identify recurring grievances or grievances that have an organisational impact and intimate management		1	0	1
PC47.record, report and follow-up for resolution of HR/ administration-related problems of team members with the relevant personnel from the respective functions		2	0	2
PC46.identify concerns/ grievances of team members and take measures to address the same in line with organisational protocol		1	0	1
PC45.maintain information about team members with respect to personal details, training needs, leave, overtime, complaints and welfare-related issues		2	0	2
PC44.lodge complaint of incident with the police and get first information report		2	0	2
PC43.record and report incidents as per organizational process		2	0	2
PC42.liaise with police in investigation		2	0	2
PC41.cordon off scene of crime/ incident as per established protocol		2	0	2
PC40.ensure first aid and evacuation within available means and as per established standards		2	1	1
PC39.ensure on-site reception, briefing and guidance for fire fighters, rescue workers and medical teams		2	1	1
PC38.organise evacuation of the premises as per organizational procedure established		3	1	2
PC37.secure key assets on priority at the time of an emergency		2	1	1
PC36.report to designated superior and other agencies during an emergency promptly and accurately		2	1	1
PC35.carry out rehearsals with the team on various emergency scenarios		3	1	2
PC34.carry out mock-drills as per instructions for fire alarm and evacuation		3	1	2
PC33.select and nominate an on-site emergency team as required for the assigned premises matching requirements and capabilities		1	1	0
PC32.perform responsibilities as assigned as part of organisation's response team		2	1	1
PC31.seek support from stakeholders and other departments following established protocol		2	1	1
PC30.identify risk and hazards specific to the assigned premises		2	1	1

		Total	45	27	18
	PC25.record and report irregular situations with regard to key management promptly		4	2	2
	PC24.ensure security of key panels by implementing approved processes for the same		2	1	1
	PC23.carry out key issue and deposit documentation accurately		2	2	0
	organizational procedure				
	PC22.follow appropriate key labeling system as per		1	1	0
	PC21.ensure original and duplicate keys are stored as per organizational procedure		1	1	0
	key(s) as per organizational procedure		1	1	0
	PC19.record and report irregularities to superior promptly PC20.check authorization of personnel drawing or depositing	_	1	1	0
	movement		1	1	0
	PC18.prepare various documentation related to material	-			
	personnel entry or exit to/from premises PC17.work within the limits of responsibility		2	1	1
	PC16.check authorization for material and vehicle &		2	1	1
	PC15.control material movement as per organizational procedures		2	1	1
	PC14.report to designated superior as per procedure		1	1	0
	PC13.maintain basic security function-related documents accurately		1	1	0
	PC12.prepare passes/ permits for visitors in approved templates as per organizational guidelines	45	2	1	1
	PC11.maintain personal safety and safety of others while performing front office duties		2	1	1
	PC10.take preventive actions to avoid irregular situations and seek assistance from relevant personal for the same as per organizational protocol		2	1	1
	PC9.deal with irregular situations arising at front office		2	1	1
	PC8.respond in case of delivery of suspicious mail/ package as per established process		2	1	1
	PC7.receive postal mail and couriers as per organisational protocol		2	1	1
	PC6.direct visitors/ escort visitors to designated authority as per their purpose of visit		2	1	1
	PC5.answer queries about the organization promptly and within own limits of authority		2	1	1
	PC4.communicate over telephone in professional manner as per organizational protocol		2	1	1
duties	PC3.communicate with visitors in professional manner as per organizational protocol		2	1	1
	PC2.ensure that visitors to the premises are attended to promptly and appropriately		2	1	1
MEP/N7202 Carry out job- specific security	PC1.check authorization of visitors for entry/ visit to premises as per organisational procedures with regard to reception protocol		2	1	1

MEP/N7203 Process lost & found property	PC1.obtain information or report of lost property directly from complainant or superiors		2	1	1
	PC2.record details of lost property as per organisation's procedures and guidelines		2	1	1
	PC3.seek additional information, on lost property, from complainant if required		2	1	1
	PC4.inform superior, on lost property complaints, as per procedure and timelines		2	1	1
	PC5.take approved action, within area of responsibility to recover lost property as per organisational procedure		2	1	1
	PC6.handle and store information relating to lost property confidentially and as per organisational procedures		2	1	1
	PC7.receive found property and handle it in line with organisation's policies and procedures	25	1	1	0
	PC8.record details of found property as per organisation's procedures and guidelines		3	2	1
	PC9.inform superior, about found property, as per procedure and timelines		1	1	0
	PC10.identify and contact, where possible, the owner of the property		1	1	0
	PC11.establish the identity of the claimant to the found property		2	1	1
	PC13.release the found property to the owner, based on organisational norms	-	2	1	1
	PC14.store, retrieve and update information relating to found property confidentially and as per organisational procedure		3	2	1
		Total	25	15	10
MEP/N7204 Supervise security escort duties	PC1.ensure that appropriate personal safety gear, equipment/ aids, documents, and weapon & ammunition are used as per organizational procedure		1	1	0
	PC2.obtain all relevant duty details and task-related briefing from designated superior		2	1	1
	PC3.co-ordinate with the transport supervisor/ provider for suitable vehicle(s)		2	1	1
	PC4.co-ordinate with the driver of the vehicle		2	1	1
	PC5.approve driver and escort for escort duty after ensuring they follow prescribed fitness standards for the same		3	2	1
	PC6.approve vehicle for escort duty after ensuring they follow prescribed fitness standards for the same	25	2	1	1
	PC7.provide complete briefing to escort regarding escort duty and the potential threat/ risks		3	1	2
	PC8.maintain communication with escort as per instructions		2	1	1
	PC9.respond promptly and as per organizational protocol to communication received from vehicle/escort enroute		2	2	0
	PC10.record and report incidents occurring in line of duty as per organisational procedures		3	2	1
	PC11.instruct escort to disengage from escalated situation before it escalates beyond control		3	2	1
		Total	25	15	10

MEP/N7205 Supervise access control to the assigned premises	PC1.establish identity, purpose and authorisation of different categories of people/ vehicles/ material seeking to enter or exit from the premises	-	4	3	1
	PC2.check and prevent entry to and exit of people/ vehicles/ material without valid authorisation as per organisational process		4	2	2
	PC3.direct visitors to designated areas and inform concerned staff/ department		3	2	1
	PC4.prepare passes/ permits for people/ vehicles entering the premises		3	2	1
	PC5.collect passes/ permits from people/ vehicles exiting the premises before providing them permission to exit		3	3	0
	PC6.check relevant documents for movement of goods/ materials		3	2	1
	PC7.inform the correct department promptly on arrival of consignments	45	3	2	1
	PC8.handle different situations faced during access control operations as per organisational procedures		4	2	2
	PC9.maintain basic security registers as per instructions	-	3	3	0
	PC10.report all irregularities to superiors promptly		3	3	0
	PC11.operate access control equipment in accordance with laid down procedures		3	3	0
	PC12.check and report functioning/ malfunctioning of access control equipment		3	3	0
	PC13.respond to signals from access control equipment as per organisational process		3	2	1
	PC14.carry out access control operations manually in case of a breakdown		3	2	1
		Total	45	34	11
MEP/N7101 Perform	PC1.carry out assigned security duties in line with procedures and instructions	40	7	3	4
security tasks in accordance with basic security	PC2.respond to risks and threats as per organisational and legal protocols		6	2	4
practices	PC3.respond to hazards and emergencies as per organisational policies and procedures		7	3	4
	PC4.report accurately and clearly, conveying relevant information as per organisational policies, procedures and templates		6	2	4
	PC5.provide accurate information and access to premises, records and other resources to the police as per organisation protocol		6	2	4
	PC6.identify rank by recognising the badge of rank of police and military personnel		3	1	2
	PC7.identify various arms commonly used by the police and perpetrators		3	1	2
	PC8.identify improvised explosive devices as per established protocol		2	1	1
		Total	40	15	25

MEP/N7102 Conform to regulatory and legal requirements governing security tasks	PC1.carry out tasks relevant to the role while complying with basic regulatory and legal provisions applicable to the role and tasks	15	5	3	2
	PC2.work within rules and regulations governing employment terms and conditions and discuss the same with employer where required		2	1	1
	PC3.obtain clarity in case of lack of understanding from the appropriate source		2	1	1
	PC4.note offences and security violations and report to superiors/ police		2	1	1
	PC5.provide information, access and materials for investigations by following organisational and legal protocols while dealing with police, seniors, media and other authorities, within limits of own authority		2	1	1
	PC6.give evidence accurately and clearly, when required, in court		2	2	0
		Total	15	9	6
MEP/N7103	PC1.familiarise oneself with the area of one's responsibility		4	1	3
Provide guarding service to people, property and	PC2.guard people, property and premises as per site instructions	70	5	2	3
premises	PC3.identify various categories of people who need guarding		4	1	3
	PC4.identify various types of property that needs security		4	1	3
	PC5.restate work instructions received at briefings clearly, stating expectations of performance accurately, and ask clarifying questions where unclear		4	1	3
	PC6.carry out guarding and observation tasks attentively and effectively		5	1	4
	PC7.identify types of patrolling required and necessary tasks required to carry out patrolling activities effectively		3	1	2
	PC8.patrol designated premises effectively as per instructions		3	1	2
	PC9.use security equipment as per organisational and manufacturer guidelines, to carry out security tasks effectively		3	1	2
	PC10.report and respond to security breaches as per organisational procedures, in a timely manner, clearly and accurately		4	1	3
	PC11.maintain basic security registers and records accurately, in an up-to-date and timely manner		4	1	3
	PC12.carry out required searches of premises and properties as per instructions		3	1	2
	PC13.caution others in a timely and effective manner and report risks, threats and hazards during the search		3	1	2
	PC14.liaise with other authorised search parties in the premises effectively		4	1	3
	PC15.detain suspect(s) during the search as per organisational and legal guidelines and procedures and report to superior immediately		4	1	3
	PC16.prevent tampering of evidence and reports by taking necessary precautions		4	1	3
	PC17.maintain personal safety at all times when at work		3	1	2

	PC18.maintain constant communication during search with relevant authorities and seniors		3	1	2
	PC19.report incident details to superiors in an accurate and timely manner, communicating all relevant details	-	3	1	2
		Total	70	20	50
MEP/N7105 Carry out screening and	PC1.screen and search people/ vehicle/ material seeking to enter/ exit from the premises as per relevant organisational procedures	-	3	1	2
search activities to maintain	PC2.organise queues to manage people at the screening and search point effectively		3	2	1
security	PC3.respond effectively, within limits of authority and as per organisational procedures, to situations arising during screening and search		3	2	1
	PC4.carry out screening and search operations manually or with equipment, efficiently, minimising risks and as per organisational procedures		4	1	3
	PC5.report irregularities to superior in a timely, accurate and effective manner with necessary relevant details		2	1	1
	PC6.maintain personal safety during screening and search operations	35	3	1	2
	PC7.carry out assigned tasks and perform duties ensuring persons' right to dignity, privacy and gender/ religious/ cultural sensitivity are respected at all times		3	1	2
	PC8.segregate and isolate person or persons violating laid down procedures safely and effectively, with minimum disturbance		1	0	1
	PC9.segregate and isolate material containing prohibited/ unauthorised items		2	1	1
	PC10.carry out screening and search operations using provided equipment as per laid down procedures		2	1	1
	PC11.carry out physical search of vehicle as per laid down procedures		2	1	1
	PC12.segregate and isolate suspected vehicle for detailed search		2	1	1
	PC13.operate provided equipment in line with organisation's instructions		2	1	1
	PC14.report malfunctioning of equipment to superior in a timely manner, providing relevant detail, using laid down procedures		2	1	1
	PC15.spot attempts of people trying to defeat the process/ equipment each time, avoiding possible distractions		1	0	1
		Total	35	15	20
MEP/N7106 Control parking in designated areas	PC1.identify different types of parking areas and all entry and exit routes to available parking areas		3	2	1
	PC2.check prevailing conditions within the parking areas that impact operations, safety and security, and list anticipated consequences of these	25	3	2	1
	PC3.ensure correct positioning of signage for guiding drivers		2	0	2
	PC4.guide drivers to the available parking areas correctly	1	2	1	1

	PC5.use protective gear at all times while carrying out parking duties as per company provision and guidelines		3	1	2
	PC6.ensure drivers leave the area after parking as per laid down instructions		1	0	1
	PC8.call for timely assistance from relevant personnel and take preventive steps to minimise risks and damage		3	1	2
	PC9.report irregular situations immediately to superior with all necessary details		2	1	1
	PC10.report hazards and defects to superior as per organisational procedure		2	1	1
	PC11.respond as per organisational procedure on spotting hazards, and parking conditions that may increase risks		2	0	2
	PC12.ensure own safety at work at all times		2	1	1
		Total	25	10	15
MEP/N7108 Maintain health	PC1.carry out tasks to ensure safety of workplace in line with organisational procedures and within limits of authority		4	2	2
and safety	PC2.keep emergency and escape routes free from obstructions, where violation is not addressable within limits of own authority, report violation to appropriate authority in a timely manner	65	3	1	2
	PC3.wear personal safety gear and clothing as per organisational procedure		4	1	3
	PC4.check violators of defined safety and security instructions and report violations		2	1	1
	PC5.report to superiors and emergency service organisations for assistance in the event of emergencies		2	1	1
	PC6.perform physical exercises and activities (commensurate with age) regularly		4	1	3
	PC7.maintain good personal hygiene and habits as per organisational and professional standards		4	1	3
	PC8.maintain own professional standards at work by avoiding alcohol, tobacco, drugs and other intoxicants		3	1	2
	PC9.follow good and safe practices of personal behaviour to guard against sexually transmitted diseases and HIV		3	1	2
	PC10.identify and report fire hazards in a timely and accurate manner		6	2	4
	PC11.carry out fire-fighting in line with organisational training and procedures		12	3	9
	PC12.report fire incidents to superiors and emergency service organisations in a timely and effective manner as per organisation procedures		5	2	3
	PC13.carry out evacuation of casualty and premises tasks as per organisational procedures, within limits of authority		5	1	4
	PC14.provide first-aid as relevant to the affliction, condition of the victim and as per laid down standards and procedures, using available basic first-aid equipment correctly		8	2	6
		Total	65	20	45

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MEP/N7109 Perform	PC1.carry out security duties as per organisation's procedures and instructions		3	1	2
security tasks in commercial deployments	PC2.respond to domain-specific risks and threats as per organisational and professional standards		6	3	3
	PC3.operate security equipment correctly as per manufacturer guidelines		5	1	4
	PC4.communicate effectively with concerned stakeholders	35	5	1	4
	PC5.display good behavioural standards		5	1	4
	PC6.maintain security registers accurately and up-to-date, as per organisational procedures		6	2	4
	PC7.report incidents to superiors as per organisational standards in a timely and accurate manner		5	1	4
		Total	35	10	25
MEP/N7110 Perform security	PC1.carry out security duties as per organisation's procedures and instructions		3	1	2
tasks in industrial deployments	PC2.respond to domain-specific risks and threats as per organisational standards, within limits of authority		6	3	3
	PC3.operate security equipment correctly and effectively, as per manufacturer's instructions	35	5	1	4
	PC4.communicate clearly and effectively with all stakeholders at work		5	1	4
	PC5.follow good behavioural standards at the workplace at all times		5	1	4
	PC6.maintain security registers accurately and up-to-date as per organisational procedure		6	2	4
	PC7.report incidents to superiors accurately and in a timely manner as per organisational procedures		5	1	4
		Total	35	10	25
MEP/N7111 Project positive	PC1.maintain good health, personal hygiene & sanitation by following good grooming and hygiene practices	4 5 5 40 5 4 4 4 4 4 4	4	2	2
image of self and the organisation	PC2.follow organisation's standards of good personal behaviour		5	2	3
	PC3.abstain from using or being under the influence of intoxicants at work at all times (alcohol, tobacco and drugs)		5	2	3
	PC4.wear organisation's uniform with name tag correctly and neatly		5	3	2
	PC5.wear, carry and use personal protection gear and equipment at all times at work		5	3	2
	PC6.demonstrate good team work practices at work at all times		4	2	2
	PC7.adhere to organisation's 'Meet and Greet Procedure' when interacting with others at the workplace		4	2	2
	PC8.carry out assigned tasks and duties as per instructions and organisational standards		4	2	2
	PC9.maintain confidentiality of information as per organisational and professional standards		4	2	2
		Total	40	20	20
	Grand Total		600	260	340







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