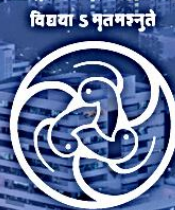


LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

Job Role: CCTV Video Footage Auditor
(Qualification Pack: Ref. Id.: MEP/Q7205)

SECTOR: SECURITY
Grades 11 and 12



एन सी ई आर टी
NCERT

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

Shyamla Hills, Bhopal- 462 002, M.P., India
<http://www.psscive.ac.in>

Gandhiji's Talisman

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

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

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

M.K. Gandhi

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JOB ROLE: CCTV Video Footage Auditor

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LEARNING OUTCOME-BASED VOCATIONAL CURRICULUM

Security-CCTV Video Footage Auditor

March, 2023

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<http://www.psscive.ac.in>

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FOREWORD

The Pandit Sundarlal Sharma Central Institute of Vocational Education (PSSCIVE), a constituent of the National Council of Educational Research and Training (NCERT) is spearheading the efforts of developing learning outcome-based curricula and courseware aimed at integrating both vocational and general education to open pathways of career progression for students. The curriculum has been developed for the vocational education programme introduced under the Centrally Sponsored Scheme of *Samagra Shiksha* of the *Ministry of Education* (erstwhile, *Ministry of Human Resource Development*) and is aligned to the National Skill Qualifications Framework (NSQF). The curricula for vocational courses are being developed under the project approved by the Project Approval Board (PAB) of 'Samagra Shiksha', which is an overarching programme for the school education sector extending from pre-school to Grade 12.

It is a matter of great pleasure to introduce this learning outcome-based curriculum as part of the vocational training package for the job role of CCTV Video Footage Auditor. The curriculum has been developed for the secondary students of Grades 11 and 12 and is aligned to the National Occupation Standards (NOSs) for the job role. The curriculum aims to provide children with employability and vocational skills to support occupational mobility and lifelong learning. It will help them to acquire specific occupational skills that meet employers' immediate skill needs. The teaching-learning is to be done through interactive sessions in classrooms, practical activities in laboratories or workshops, projects, field visits, etc. and professional experience is to be provided through on-the-job training.

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

DINESH PRASAD SAKLANI
Director
National Council of Education Research and Training

PREFACE

India today stands poised at a very exciting juncture in its saga. The potential for achieving inclusive growth is immense and the possibilities are equally exciting. The world is looking at us to deliver sustainable growth and progress. To meet the growing expectations, India will largely depend upon its young workforce. In order to fulfil the growing aspirations of our youth and the demand for a skilled human resource, the Ministry of Education (erstwhile, Ministry of Human Resource Development (MHRD), Government of India introduced the revised Centrally Sponsored Scheme of Vocationalisation of School Education that aims to provide for the diversification of educational opportunities so as to enhance individual employability, reduce the mismatch between demand and supply of skilled manpower and provide an alternative for those pursuing higher education. For spearheading the scheme, the PSS Central Institute of Vocational Education (PSSCIVE) was entrusted with the responsibility to develop learning outcome- based curricula, student textbooks and e-learning material for job roles in various sectors.

The PSSCIVE firmly believes that the vocationalisation of education in the nation needs to be established on a strong footing of philosophical, cultural and sociological traditions and it should aptly address the needs and aspirations of the students besides meeting the skill demands of the industry. The curriculum, therefore, aims at developing the desired professional, managerial and communication skills to fulfil the needs of society and the world of work. In order to honour its commitment to the nation, the PSSCIVE is developing learning outcome-based curricula with the involvement of faculty members and leading experts in the field. It is being done through the concerted efforts of leading academicians, professionals, policymakers, partner institutions, Vocational Education and Training (VET) experts, industry representatives, and teachers. The expert group, through a series of consultations, working group meetings and use of reference materials develops a National curriculum. We extend our gratitude to all the contributors for selflessly sharing their precious knowledge, acclaimed expertise, and valuable time and positively responding to our request for development of curriculum.

The success of this curriculum depends upon its effective implementation, and it is expected that the managers of vocational education programme, vocational educators, vocational teachers/trainers, and other stakeholders will make earnest efforts to provide better facilities, develop linkages with the industry or world of work and foster a conducive learning environment for the students for effectively transacting the curriculum and to achieve the learning outcomes as per the content of the curriculum document.

DEEPAK PALIWAL
Joint Director
PSS Central Institute of Vocational Education

ACKNOWLEDGEMENTS

On behalf of the team at the PSS Central Institute of Vocational Education (PSSCIVE) we are grateful to the members of the Project Approval Board (PAB) of *Samagra Shiksha* and the officials of the Ministry of Education (MoE), Government of India for the financial support to the project for development of learning outcome-based curricula.

We are grateful to the Director, National Council of Educational Research and Training (NCERT) for his support and guidance. We also acknowledge the contributions of our colleagues at the NCERT, National Council for Vocational Education and Training (NCVET), National Skill Development Corporation (NSDC) and Sector Skill Council for Management and Entrepreneurship and Professional Skills for their academic support and cooperation in the development of Qualification file and curriculum.

We are grateful to Prof. Vinay Swarup Mehrotra, Course Coordinator for his untiring efforts and contribution to the development of this learning outcome-based curriculum. The contribution made by Col. Anil Kumar Pokriyal, (CEO), Mr Santosh Saha, Ms Rakhee Gorewal, Ms Neha Sharma, MEPSC, and Mr Gautam D Goradia and his team, Industry Partner in the development of the curriculum for domain and non-domain skills is duly acknowledged.

The suggestions and editorial support provided by Ms Shubha Misra, Assistant Professor (Education), Mr Sushant Ram Kamble, Assistant Professor (Education) and Ms Nidhi Rawal Gautam, Consultant on contractual basis at PSSCIVE, Bhopal are duly appreciated and acknowledged.

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1. COURSE OVERVIEW

COURSE TITLE: CCTV Video Footage Auditor

A CCTV Video Footage Auditor audits, reviews, examines, and minutely inspects CCTV footage daily, at periodic intervals, as per set guidelines, SOPs, and situational awareness. Using specialized CCTV video footage auditing and investigation tools, the auditor looks out for exceptions, process violations, abnormalities, performance lapses, behavioural patterns, potential threats, and risks.

A CCTV video footage auditor can help in the following:

- Identifying the process violations or flouting of standard operating procedures.
- Assessing abnormal, suspicious behaviour or activity.
- Health and safety issues.
- Issues with cameras/video feed.
- Issues pertaining to the respective scenarios.

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

- Demonstrate how to audit CCTV video footage.
- Prepare a report of audit findings/incidents in a standardized format.
- Demonstrate how to back up CCTV video footage
- Demonstrate how to use computers to store, retrieve, and communicate information
- Apply principles of professional practice at the workplace.
- Communicate with visitors and colleagues effectively.
- Apply relevant health and safety practices at the workplace.

COURSE REQUIREMENTS: The learner should have a basic knowledge of computer.

COURSE LEVEL: On completion of this course, a student can take up a course for a job role in Security.

COURSE DURATION: 600 hrs

Grade 11 : 300 hrs

Grade 12 : 300 hrs

Total : 600 hrs

2. SCHEME OF UNITS

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

GRADE 11			
	Units	No. of Hours for Theory and Practical 300	Max. Marks for Theory and Practical 100
Part A	Employability Skills		
	Unit 1: Communication Skills – III	25	10
	Unit 2: Self-management Skills – III	25	
	Unit 3: Information and Communication Technology Skills – III	20	
	Unit 4: Entrepreneurial Skills – III	25	
	Unit 5: Green Skills – III	15	
	Total	110	10
Part B	Vocational Skills		
	Unit 1: Introduction to Security	30	40
	Unit 2: Introduction to CCTV Video Surveillance	40	
	Unit 3: Introduction to CCTV Video Footage Auditor	40	
	Unit 4: Investigation and Detection of Incidence from Video Footage	55	
	Total	165	40
Part C	Practical Work		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
	Total	10	35
Part D	Project Work/Field Visit		
	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
	Total	15	15
	Grand Total	300	100

The unit-wise distribution of hours and marks for Grade 12 is as follows:

GRADE 12			
	Units	No. of Hours for Theory and Practical 300	Max. Marks for Theory and Practical 100
Part A	Employability Skills		
	Unit 1: Communication Skills – IV	25	10
	Unit 2: Self-management Skills – IV	25	
	Unit 3: Information and Communication Technology Skills – IV	20	
	Unit 4: Entrepreneurial Skills – IV	25	
	Unit 5: Green Skills – IV	15	
	Total	110	10
Part B	Vocational Skills		
	Unit 1: Tagging of Audit Findings and Maintaining a Library	75	40
	Unit 2: Security Incident Reporting and Documentation	50	
	Unit 3: Backing up of CCTV Video Footage	20	
	Unit 4: Occupational Health and Safety	20	
	Total	165	40
Part C	Practical Work		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
	Total	10	35
Part D	Project Work/Field Visit		
	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
	Total	15	15
	Grand Total	300	100

3. TEACHING/TRAINING ACTIVITIES

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

CLASSROOM ACTIVITIES

Classroom activities are an integral part of this course and interactive lecture sessions, followed by discussions should be conducted by trained vocational teachers. Vocational teachers

should make effective use of a variety of instructional or teaching aids, such as audio-video materials, colour slides, charts, diagrams, models, exhibits, hand-outs, online teaching materials, etc. to transmit knowledge and impart training to students.

PRACTICAL WORK IN LABORATORY/WORKSHOP

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

FIELD VISITS/ EDUCATIONAL TOUR

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

4. ASSESSMENT AND CERTIFICATION

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

KNOWLEDGE ASSESSMENT (THEORY)

Knowledge Assessment should include two components: one comprising an internal assessment and a second, an external examination, including a theory examination to be conducted by the Board. The assessment tools shall contain components for testing the knowledge and application of knowledge. The knowledge test can be an objective paper-based test or short structured questions based on the content of the curriculum.

WRITTEN TEST

It allows students to demonstrate that they have the knowledge and understanding of a given topic. Theory question papers for the vocational subject should be prepared by the subject

experts comprising a group of academicians, experts from existing vocational subject experts/teachers, and subject experts from universities/colleges or industries. The respective Sector Skill Council should be consulted by the Central/State Board for preparing the panel of experts for question paper setting and conducting the examinations.

The blueprint for the question paper may be as follows:

Duration: 3 hrs

Maximum Marks: 40

	Typology of Question	No. of Questions			Marks
		Very Short Answer (1 mark)	Short Answer (2 Marks)	Long Answer (3 Marks)	
1.	Remembering – (Knowledge-based simple recall questions, to know specific facts, terms, concepts, principles, or theories; identify, define or recite, information)	3	2	2	13
2.	Understanding – (Comprehension – to be familiar with the meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	2	3	2	14
3.	Application – (Use abstract information in a concrete situation, to apply knowledge to new situations: Use given content to interpret a situation, provide an example, or solve a problem)	0	2	1	07
4.	High Order Thinking Skills – (Analysis and Synthesis – Classify, compare, contrast, or differentiate between different pieces of information; Organize and/ or integrate unique pieces of information from a variety of sources)	0	2	0	04
5.	Evaluation – (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	0	1	0	02
	Total	5x1=5	10x2=20	5x3=15	40

SKILL ASSESSMENT (PRACTICAL)

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

A practical examination allows students to demonstrate that they have the knowledge and understanding of performing a task. This will include a hands-on practical exam and viva voce.

For practical, there should be a team of two evaluators – the subject teacher and the expert from the relevant industry certified by the Board or concerned Sector Skill Council. The same team of examiners will conduct the viva voce.

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

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

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

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

5. UNIT CONTENTS

GRADE 11

Part A: Employability Skills

S.No.	Units	Duration (hrs)
1.	Communication Skills- III	25
2.	Self-management Skills – III	25
3.	Information and Communication Technology Skills - III	20
4.	Entrepreneurial Skills – III	25
5.	Green Skills – III	15
	Total	110

UNIT 1: COMMUNICATION SKILLS – III			
Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)
1. Demonstrate the knowledge of communication	<ol style="list-style-type: none"> 1. Introduction to the communication process 2. Importance of communication 3. Elements of communication. 4. Perspectives in communication 5. Effective communication 	<ol style="list-style-type: none"> 1. Role-play on the communication process. 2. Group discussion on the importance of communication and factors affecting perspectives in communication. 3. Charts preparation on elements of communication. 4. Classroom discussion on the 7Cs (i.e. Clear, Concise, Concrete, Correct, Coherent, Courteous and Complete) for effective communication. 	03
2. Demonstrate verbal communication	<ol style="list-style-type: none"> 1. Verbal communication 2. Public Speaking 	<ol style="list-style-type: none"> 1. Role-play of a phone conversation. 2. Group activity on delivering a speech and practicing public speaking. 	02
3. Demonstrate non-verbal communication	<ol style="list-style-type: none"> 1. Importance of non-verbal communication 2. Types of non-verbal communication 3. Visual communication 	<ol style="list-style-type: none"> 1. Role-play on non-verbal communication. 2. Group exercise and discussion on Do's and Don'ts to avoid body language mistakes. 3. Group activity on methods of communication. 	02
4. Demonstrate speech using correct pronunciation	<ol style="list-style-type: none"> 1. Pronunciation basics 2. Speaking properly 3. Phonetics 4. Types of sounds 	<ol style="list-style-type: none"> 1. Group activities on practicing pronunciation. 	01

1. Apply an assertive communication style	<ol style="list-style-type: none"> 1. Important communication styles 2. Assertive communication 3. Advantages of assertive communication 4. Practicing assertive communication 	<ol style="list-style-type: none"> 1. Group discussion on communication styles. 2. Group discussion on observing and sharing communication styles. 	03
2. Demonstrate the knowledge of saying no	<ol style="list-style-type: none"> 1. Steps for saying 'No' 2. Connecting words 	<ol style="list-style-type: none"> 1. Group discussion on how to say 'No'? 	02
3. Identify and use parts of speech in writing	<ol style="list-style-type: none"> 1. Capitalisation 2. Punctuation 3. Basic parts of speech 4. Supporting parts of speech 	<ol style="list-style-type: none"> 1. Group activity on identifying parts of speech. 2. Writing a paragraph with punctuation marks. 3. Group activity on constructing sentences. 4. Group activity on identifying parts of speech. 	03
4. Write correct sentences and paragraphs	<ol style="list-style-type: none"> 1. Parts of a sentence 2. Types of object 3. Types of sentences 4. Paragraph 	<ol style="list-style-type: none"> 1. Activity on framing sentences. 2. Activity on active and passive voice. 3. Assignment on writing different types of sentences. 	02
5. Communicate with people	<ol style="list-style-type: none"> 1. Greetings 2. Introducing self and others 	<ol style="list-style-type: none"> 1. Role-play on formal and informal greetings. 2. Role-play on introducing someone. 3. Practice and group discussion on how to greet different people? 	02
6. Introduce yourself to others and write about oneself	<ol style="list-style-type: none"> 1. Talking about self 2. Filling a form 	<ol style="list-style-type: none"> 1. Practicing self-introduction and filling up forms 2. Practicing self-introduction to others 	01
7. Develop questioning skill	<ol style="list-style-type: none"> 1. Main types of questions 2. Forming closed and open-ended questions 	<ol style="list-style-type: none"> 1. Practice exercise on forming questions . 2. Group activity on framing questions. 	01

8. Communicate information about family to others	1.Names of relatives 2.Relations	1. Practice talking about family. 2. Role-play on talking about family members.	01
9. Describe habits and routines	1.Concept of habits and routines	1. Group discussion on habits and routines. 2. Group activity on describing routines.	01
10. Ask or give directions to others	1.Asking for directions 2.Using landmarks	1. Role-play on asking and giving directions. 2. Identifying symbols used for giving directions.	01
Total			25

UNIT 2: SELF-MANAGEMENT-III			
Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)
1. Identify and analyse own strengths and weaknesses	1. Understanding self 2. Techniques for identifying strengths and weaknesses 3. Difference between interests and abilities	1. Activity on writing aims in life. 2. Preparing a worksheet on interests and abilities.	03
2. Demonstrate personal grooming skills	1. Guidelines for dressing and grooming 2. Preparing a personal grooming checklist	1. Role-play on dressing and grooming standards. 2. Self-reflection activity on various aspects of personal grooming.	04
3. Maintaining personal hygiene	1. Importance of personal hygiene 2. Three steps to personal hygiene 3. Essential steps of hand washing	1. Role-play on personal hygiene. 2. Assignment on personal hygiene.	03
4. Demonstrate the knowledge of working in a team and participating in group activities	1. Describe the benefits of teamwork 2. Working in a team	1. Assignment on working in a team. 2. Self-reflection on teamwork.	03
5. Develop networking skills	1. Benefits of networking skills 2. Steps to build networking skills	1. Group activity on networking in action. 2. Assignment on networking skills.	03

6. Describe the meaning and importance of self-motivation	1. Meaning of self-motivation 2. Types of motivation 3. Steps to building self-motivation	1. Activity on staying motivated. 2. Assignment on reasons hindering motivation.	03
7. Set goals	1. Meaning of goals and purpose of goal-setting 2. Setting SMART goals	1. Assignment on setting SMART goals. 2. Activity on developing long-term and short-term goals using SMART method.	03
8. Apply time management strategies and techniques	1. Meaning and importance of time management 2. Steps for effective time management	1. Preparing a checklist of daily activities.	03
Total			25

UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY-III			
Learning Outcome	Theory (08 hrs)	Practical (12 hrs)	Duration (20 hrs)
1. Create a document on the word processor	1. Introduction to ICT 2. Advantages of using a word processor 3. Work with Libre Office Writer	1. Demonstration and practice of the following: <ul style="list-style-type: none"> • Creating a new document • Typing text • Saving the text • Opening and saving a file on Microsoft Word/Libre Office Writer. 	02
2. Identify icons on the toolbar	1. Status bar 2. Menu bar 3. Icons on the Menu bar 4. Multiple ways to perform a function	1. Group activity on using basic user interface of LibreOffice writer. 2. Group activity on working with Microsoft Word.	02
3. Save, close, open and print document	1. Save a word document 2. Close a word document 3. Open an existing document 4. Print	1. Group activity on performing the functions for saving, closing and printing documents in LibreOffice Writer. 2. Group activity on performing the functions	02

		for saving, closing and printing documents in Microsoft Word.	
4.Format text in a word document	<ol style="list-style-type: none"> 1. Change style and size of text 2. Align text 3. Cut, Copy, and Paste 4. Find and replace 	<ol style="list-style-type: none"> 1. Group activity on formatting text in LibreOffice Writer. 2. Group activity on formatting text in Microsoft Word. 	02
5.Check spelling and grammar in a word document	<ol style="list-style-type: none"> 1. Use of spell checker 2. Autocorrect 	<ol style="list-style-type: none"> 1. Group activity on checking spellings and grammar using LibreOffice Writer. 2. Group activity on checking spellings and grammar using Microsoft Word. 	02
6.Insert lists, tables, pictures, and shapes in a word document	<ol style="list-style-type: none"> 1. Insert bullet list 2. Number list 3. Tables 4. Pictures 5. Shapes 	<ol style="list-style-type: none"> 1. Practical exercise of inserting lists and tables using LibreOffice Writer. 	03
7.Insert header, footer and page number in a word document	<ol style="list-style-type: none"> 1. Insert header 2. Insert footer 3. Insert page number 4. Page count 	<ol style="list-style-type: none"> 1. Practical exercise of inserting header, footer and page numbers in LibreOffice Writer. 2. Practical exercise of inserting header, footer and page numbers in Microsoft Word. 	03
8.Make changes by using the track change option in a word document	<ol style="list-style-type: none"> 1. Tracking option 2. Manage option 3. Compare documents 	<ol style="list-style-type: none"> 1. Group activity on performing track changes in LibreOffice Writer. 2. Group activity on performing track changes in Microsoft Word. 	04
Total			20

UNIT 4: ENTREPRENEURSHIP SKILLS – III			
Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)
1. Differentiate between different kinds of businesses	<ol style="list-style-type: none"> 1. Introduction to entrepreneurship 2. Types of business activities 	<ol style="list-style-type: none"> 1. Role-play on different kinds of businesses around us. 	03

2. Describe the significance of entrepreneurial values	<ol style="list-style-type: none"> 1. Meaning of value 2. Values of an Entrepreneur 3. Case study on qualities of an entrepreneur 	1. Role-play on qualities of an entrepreneur.	03
3. Demonstrate the attitudinal changes required to become an entrepreneur	<ol style="list-style-type: none"> 1. Difference between the attitude of entrepreneur and employee 	1. Interviewing employees and entrepreneurs.	03
4. Develop thinking skills like an entrepreneur	<ol style="list-style-type: none"> 1. Problems of entrepreneurs 2. Problem-solving 3. Ways to think like an entrepreneur 	1. Group activity on identifying and solving problems.	04
5. Generate business ideas	<ol style="list-style-type: none"> 1. The business cycle 2. Principles of idea creation 3. Generating a business idea 4. Case studies 	1. Brainstorming on generating business ideas.	04
6. Describe customer needs and the importance of conducting a customer survey	<ol style="list-style-type: none"> 1. Understanding customer needs 2. Conducting a customer survey 	1. Group activity to conduct a customer survey.	04
7. Create a business plan	<ol style="list-style-type: none"> 1. Importance of business planning 2. Preparing a business plan 3. Principles to follow for growing a business 4. Case studies 	1. Group activity on developing a business plan.	04
Total			25

UNIT 5: GREEN SKILLS – III			
Learning Outcome	Theory (07 hrs)	Practical (08 hrs)	Duration (15 hrs)
1. Describe the importance of the main sector of the green economy	1. Meaning of ecosystem, food chain and sustainable development 2. Main sectors of the green economy- E-waste management, green transportation, renewal energy, green construction, and water management	1. Group discussion on sectors of green economy. 2. Poster making on various sectors for promoting green economy.	06
2. Describe the main recommendations of policies for the green economy	1. Policies for a green economy	1. Group discussion on initiatives for promoting the green economy. 2. Writing an essay or a short note on the important initiatives for promoting green economy.	03
3. Describe the major green sectors/ areas and the role of various stakeholders in the green economy	1. Stakeholders in the green economy	1. Group discussion on the role of stakeholders in the green economy 2. Making solar bulbs.	03
4. Identify the role of government and private agencies in the green economy	1. Role of the government in promoting a green economy 2. Role of private agencies in promoting green economy	1. Group discussion on the role of Government and Private Agencies in promoting a green economy. 2. Poster-making on green sectors.	03
Total			15

B: Vocational Skills

S.No.	Units	Duration (hrs)
1.	Unit 1: Introduction to Security	30
2.	Unit 2: Introduction to CCTV Video Surveillance	40
3.	Unit 3: Introduction to the Job Role of CCTV Video Footage Auditor	40
4.	Unit 4: Investigation and Detection of incidence from Video Footages	55
Total		165

UNIT 1: INTRODUCTION TO SECURITY			
Learning Outcome	Theory (15 hrs)	Practical (15 hrs)	Duration (30 hrs)
1. Demonstrate the knowledge of guarding duties	<ol style="list-style-type: none"> 1. Introduction to security. 2. Terminologies used in Security system and usage 3. Principles of security 4. Difference between public and private security 5. Structure and function of private security in India 6. Types of security guards (personal, residential, corporate, private, mobile, static, etc.) 7. Security equipment 8. Guarding duties (observation, access control, handling information) 9. Security tasks in commercial and industrial deployments 10. Routine activities in the premises (as per the industry vertical) 	<ol style="list-style-type: none"> 1. Group discussion on the roles and responsibilities of security personnel. 2. Practice exercises on the use of security equipment for surveillance and screening. 3. Role-plays on guarding duties. 4. Demonstration of procedures for, recognising activities or incidents that should be recorded following organisation's instructions and guidelines. 	10
2. Demonstrate the knowledge required to respond to risks, threats and security breaches.	<ol style="list-style-type: none"> 1. Risk and threats to life, property, and premises 2. Possible security breaches 3. Ways to respond to risks, threats and security breaches 	<ol style="list-style-type: none"> 1. Role-play on how to respond to risks and threats 2. Group discussion on the sources and detection of risks and threats 	10

	4. Reporting risks and hazards		
3. Describe the rules and regulations in security	<ol style="list-style-type: none"> 1. Legal and illegal activities 2. Regulatory and legal requirements 3. Rules and regulations governing private security in India 4. The Private Security Agencies (Regulation) Act, 2005 	1. Group discussion on different regulatory and legal requirements for security in India	10
Total			30

UNIT 2: INTRODUCTION TO CCTV VIDEO SURVEILLANCE			
Learning Outcome	Theory (20 hrs)	Practical (20 hrs)	Duration (40 hrs)
1. Demonstrate the knowledge of Closed-circuit television (CCTV) surveillance system	<ol style="list-style-type: none"> 1. Elements of a basic CCTV system 2. Camera, monitor and digital recorder 3. Types of CCTV Cameras (Dome Camera - Bullet Type Camera - C-Mount Camera - Day/Night Camera - Infrared/Night Vision CCTV Camera - Varifocal Camera - Wireless Camera) 4. Network Devices (Switches, Routers, OLT and ONT, Types and Applications, Configuration and termination) 5. Applications of CCTV cameras on police operations and security. 	<ol style="list-style-type: none"> 1. Group discussion on CCTV surveillance techniques. 2. Demonstration of procedures for confirming that CCTV equipment is functioning correctly, following the organisation's instructions and procedures. 3. Demonstration of procedures for adjusting equipment and system controls to obtain optimum performance from the system. 4. Demonstration on the difference between the different types of cameras. 5. Demonstration on adjustment and use of system controls to get the best performance, including making the best use of external lighting. 	20

		6. Identify faults (if any) in system performance and report them to the appropriate person. Group discussion on limitations of the surveillance system.	
2. Demonstrate the knowledge of CCTV surveillance techniques	<ol style="list-style-type: none"> 1. Transmission in CCTV – Wired, Wireless and IP Network transmission 2. CCTV coverage techniques 3. CCTV surveillance techniques 4. Operating principles and limitations of the surveillance system. 5. Recording the footage (analogue and digital video recorders. backup and archiving) 6. Data storage devices - cloud storage technology 	<ol style="list-style-type: none"> 1. Demonstration on recording the footage (analogue and digital video recorders. backup and archiving). 2. Demonstration on using CCTV systems to get best performance, including using real and time-lapse recording. 3. Discussion on the operational capabilities and limitations of systems and equipment. 	20
Total			40

UNIT 3: INTRODUCTION TO CCTV VIDEO FOOTAGE AUDITOR			
Learning Outcome	Theory (15 hrs)	Practical (25 hrs)	Duration (40 hrs)
1. Describe the various aspects of CCTV video footage	<ol style="list-style-type: none"> 1. Role and importance of CCTV footage 2. Retrieving CCTV footage 3. Ensuring authenticity of CCTV footage 4. Preserving CCTV footage 5. Video tampering and detection 6. Analysing CCTV footage 7. Use of CCTV as evidence before court 	<ol style="list-style-type: none"> 1. Discussion on the operational instructions and procedures one should follow when preparing to observe areas using CCTV systems. 2. Demonstration on CCTV video footage auditing in order to detect exceptions, process violations, abnormalities, performance lapses, behavioural patterns, potential threats, and risks. 	20

		<ol style="list-style-type: none"> 3. Determining and reconstructing the chain of events by analysing physical evidence and electronic data. 4. Demonstration on accessing a live CCTV video feed using a video management system (VMS). 5. Demonstration on completing incident logs accurately, legibly. 6. Discussion on current relevant legislation, regulations, codes of practice and guidelines relating to using CCTV systems. 	
<p>2. Demonstrate the knowledge of video footage auditing</p>	<ol style="list-style-type: none"> 1. Importance of auditing CCTV video footage 2. Standard Operating Procedures (SoPs) for auditing CCTV video footage 3. Steps of auditing CCTV video footage 	<ol style="list-style-type: none"> 1. Practice exercises on the use of auditing software for converting the live CCTV video feed into images. 2. Demonstration on the use of appropriate auditing software/ media player to access the images. 3. Demonstration on how to zoom/pan to observe exceptions and anomalies in single or multiple cameras. 4. Group discussion on how to flag an image depicting an item or person of interest. 5. Playback for displaying recorded footage of a particular timeline using a Video Management System. 	20

		6. Using frame extraction software to extract frames from recorded video.	
Total			40

UNIT 4: INVESTIGATION AND DETECTION OF INCIDENCE FROM VIDEO FOOTAGE			
Learning Outcome	Theory (20 hrs)	Practical (35 hrs)	Duration (55 hrs)
1. Demonstrate the knowledge of forensic analysis	1. Introduction to forensic analysis 2. Internet of Things (IoT) forensics (Cloud, Network, IoT device level forensics) 3. Difference between digital forensics and IoT forensics 4. Law-enforced forensic video analysis 5. Forensic analysis for video and multimedia 6. Image/video comparison 7. Enhanced forensic video analysis. 8. Evidence identification and acquisition 9. Evidence examination, preservation, analysis and correlation 10. Tools for forensic analysis (autopsy, wireshark, encrypted disk detector, magnet RAM capture, network miner) 11. Process of carrying out the forensic analysis as per Standard Operating Procedure (SOP).	1. Discussion on how to meet the forensic requirements and apply forensic standards in order to undertake an investigation. 2. Demonstration on carrying out forensic analysis of the CCTV video footage using the requisite software. 3. Discussion on current relevant legislation, regulations, codes of practice and guidelines relating to using CCTV systems. 4. Carrying out forensic analysis of CCTV video footage. 5. Demonstration on the use of finer playback mechanisms of the auditing software to carry out minute examination.	25

<p>2. Demonstrate the knowledge of Investigation and detection of video footages</p>	<ol style="list-style-type: none"> 1. Modus operandi of criminals /miscreants against life and property based on historical data. 2. Video capture, screen, and analog video import with legacy format, synchronization of multiple videos to a common time-based for playing and processing. 	<ol style="list-style-type: none"> 1. Group discussion on investigation of video footages from multiple CCTV cameras at a time using the requisite software. 2. Role-play on detecting threats, risks, emergencies, and other kinds of exceptions, process violations/standard operating procedures being flouted/compliance issues, abnormal/suspicious behavior/activity, behavioral patterns/body language, health and safety issues, issues with camera/video feed, issues pertaining to specific scenarios, from the CCTV footage being audited. 3. Demonstration of image enhancement techniques - spatial domain and frequency domain methods. 4. Demonstration of enhancing the exposure (brightness, contrast) to improve image quality in terms of exposure. 5. Applying various filters, such as inverted colours, grayscale and/or tints (false colour) using a heat map. 6. Use of the highlight mechanisms of the auditing software to highlight the respective 	<p style="text-align: center;">30</p>
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		<p>cameras displayed in the images.</p> <p>7. Application of auditing software to playback a custom view, i.e., to display only a certain set of cameras.</p> <p>8. Zoom/pan in relevant areas to make a closer inspection.</p>	
Total			55

Part A: Employability Skills

S.No.	Units	Duration (hrs)
1.	Communication Skills – IV	25
2.	Self-management Skills – IV	25
3.	Information and Communication Technology Skills - IV	20
4.	Entrepreneurship Skills – IV	25
5.	Green Skills – IV	15
	Total	110

UNIT 1: COMMUNICATION SKILLS – IV			
Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)
1. Demonstrate active listening skills	1. Active listening - listening skill, stages of active listening 2. Overcoming barriers to active listening	1. Group discussion on factors affecting active listening. 2. Poster making on steps for active listening. 3. Role-play on negative effects of not listening actively.	10
2. Identify the parts of speech	1. Parts of speech – using capitals, punctuation, basic parts of speech, Supporting parts of speech	1. Group practice on identifying parts of speech. 2. Group practice on constructing sentences.	10
3. Write sentences	1. Writing skills to practice the following: <ul style="list-style-type: none"> • Simple sentence 	1. Group activity on writing sentences and	05

	<ul style="list-style-type: none"> • Complex sentence • Types of object <p>2. Identify the types of sentences</p> <ul style="list-style-type: none"> • Active and Passive sentences • Statement/ • Declarative sentence • Question/ • Interrogative sentence - Emotion/ Reaction or Exclamatory sentence - Order or Imperative sentence <p>3. Paragraph writing</p>	<p>paragraphs.</p> <p>2. Group activity on practicing writing sentences in active or passive voice.</p> <p>3. Group activity on writing different types of sentences (i.e., declarative, exclamatory, interrogative and imperative).</p>	
Total			25

UNIT 2: SELF-MANAGEMENT SKILLS – IV

Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)
1. Describe the various factors influencing motivation and positive attitude	<p>1. Motivation and positive attitude</p> <p>2. Intrinsic and extrinsic motivation</p> <p>3. Positive attitude – ways to maintain a positive attitude</p> <p>4. Stress and stress management - ways to manage stress</p>	<p>1. Role-play on avoiding stressful situations.</p> <p>2. Activity on listing negative situations and ways to turn them it positive.</p>	10
2. Describe how to become result oriented	<p>1. How to become result oriented?</p> <p>2. Goal setting – examples of result-oriented goals</p>	<p>1. Group activity on listing aim in life.</p>	05
3. Describe the importance of self-awareness and the basic personality traits, types and disorders	<p>1. Steps towards self-awareness</p> <p>2. Personality and basic personality traits</p> <p>3. Common personality disorders-</p> <ul style="list-style-type: none"> • Suspicious • Emotional and 	<p>1. Group discussion on self-awareness.</p> <p>2. Group discussion on common personality disorders.</p> <p>3. Brainstorming steps to overcome personality disorder.</p>	10

	impulsive • Anxious 4. Steps to overcome personality disorders		
Total			25

UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS – IV			
Learning Outcome	Theory (06 hrs)	Practical (14 hrs)	Duration (20 hrs)
1. Identify the components of a spreadsheet application	1. Getting started with spreadsheet - types of a spreadsheet, steps to start LibreOffice Calc., components of a worksheet	1. Group activity on identifying components of spreadsheet in LibreOffice Calc.	02
2. Perform basic operations in a spreadsheet	1. Opening workbook and entering data – types of data, steps to enter data, editing and deleting data in a cell 2. Selecting multiple cells 3. Saving the spreadsheet in various formats 4. Closing the spreadsheet 5. Opening the spreadsheet 6. Printing the spreadsheet	1. Group activity on working with data on LibreOffice Calc.	03
3. Demonstrate the knowledge of working with data and formatting text	1. Using a spreadsheet for addition – adding value directly, adding by using cell address, using a mouse to select values in a formula, using sum function, copying and moving formula 2. Need to format cell and content 3. Changing text style and font size	1. Group activity on formatting a spreadsheet in LibreOffice Calc 2. Group activity on performing basic calculations in LibreOffice Calc.	02

	4. Align text in a cell 5. Highlight text		
4. Demonstrate the knowledge of using advanced features in spreadsheet	1. Sorting data 2. Filtering data 3. Protecting spreadsheet with password	1. Group activity on sorting data in LibreOffice Calc.	03
5. Make use of the software used for making slide presentations	1. Presentation software available 2. Steps to start LibreOffice Impress 3. Adding text to a presentation	1. Group practice on working with LibreOffice Impress tools.	02
6. Demonstrate the knowledge to open, close and save slide presentations	1. Open, Close, Save and Print a slide presentation	1. Group activity on saving, closing and opening a presentation in LibreOffice Impress	01
7. Demonstrate the operations related to slides and texts in the presentation	1. Working with slides and text in a presentation- adding slides to a presentation, deleting slides, adding and formatting text, highlighting text, aligning text, changing text colour	1. Group activity on working with font styles in LibreOffice Impress.	04
8. Demonstrate the use of advanced features in a presentation	1. Advanced features used in a presentation 2. Inserting shapes in the presentation 3. Inserting clipart and images in a presentation 4. Changing slide layout	1. Group activity on changing slide layout on LibreOffice Impress.	03
Total			20

UNIT 4: ENTREPRENEURSHIP SKILLS-IV			
Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)
1. Describe the concept of entrepreneurship and the types and roles and functions entrepreneur	<ol style="list-style-type: none"> 1. Entrepreneurship and entrepreneur 2. Characteristics of entrepreneurship 3. Entrepreneurship-art and science 4. Qualities of a successful entrepreneur 5. Types of entrepreneurs 6. Roles and functions of an entrepreneur 7. What motivates an entrepreneur 8. Identifying opportunities and risk-taking 9. Startups 	<ol style="list-style-type: none"> 1. Group discussion on the topic "An entrepreneur is not born but created". 2. Conducting a classroom quiz on various aspects of entrepreneurship. 3. Chart preparation on types of entrepreneurs. 4. Brainstorming activity on What motivates an entrepreneur. 	10
2. Identify the barriers to entrepreneurship	<ol style="list-style-type: none"> 1. Barriers to entrepreneurship 2. Environmental barriers 3. No or faulty business plan 4. Personal barriers 	<ol style="list-style-type: none"> 1. Group discussion about "What we fear about entrepreneurship." 2. Activity on taking an interview of an entrepreneur. 	05
3. Identify the attitude that makes an entrepreneur successful	<ol style="list-style-type: none"> 1. Entrepreneurial attitude 	<ol style="list-style-type: none"> 1. Group activity on identifying entrepreneurial attitude. 	05
4. Demonstrate the knowledge of entrepreneurial attitude and competencies	<ol style="list-style-type: none"> 1. Entrepreneurial competencies 2. Decisiveness 3. Initiative 4. Interpersonal skills- positive attitude, stress management 5. Perseverance 6. Organisational skills- time management, goal setting, efficiency, managing quality 	<ol style="list-style-type: none"> 1. Playing games, such as "Who am I". 2. Brainstorming business ideas. 3. Group practice on "Best out of Waste." 4. Group discussion on the topic of "Let's grow together." 5. Group activity on listing stress and methods to deal with it like Yoga, 	05

		deep breathing exercises, etc. 6. Group activity on time management.	
Total			25

UNIT 5: GREEN SKILLS-IV			
Learning Outcome	Theory (05 hrs)	Practical (10 hrs)	Duration (15 hrs)
1. Identify the benefits of the green jobs	<ol style="list-style-type: none"> 1. Green jobs 2. Benefits of green jobs 3. Green jobs in different sectors: <ul style="list-style-type: none"> • Agriculture • Transportation • Water conservation • Solar and wind energy • Eco-tourism • Building and construction • Solid waste management • Appropriate technology 	<ol style="list-style-type: none"> 1. Group discussion on the importance of green job. 2. Chart preparation on green jobs in different sectors. 	08
3. State the importance of green jobs	<ol style="list-style-type: none"> 1. Importance of green jobs in <ul style="list-style-type: none"> • Limiting greenhouse gas emissions • Minimising waste and pollution • Protecting and restoring ecosystems • Adapting to the effects of climate change 	<ol style="list-style-type: none"> 1. Preparing posters on green jobs. 2. Group activity on tree plantation. 3. Brainstorming different ways of minimising waste and pollution. 	07
Total			15

Part B–Vocational Skills

S.No.	Units	Duration (Hrs)
1.	Unit 1: Tagging of Audit Findings and Maintaining a Library	75
2.	Unit 2: Security Incident Reporting and Documentation	50
3.	Unit 3: Backing up of CCTV Video Footage	20
4.	Unit 4: Occupational Health and Safety	20
	Total	165

UNIT 1: TAGGING OF AUDIT FINDINGS AND MAINTAINING A LIBRARY			
Learning Outcome	Theory (25 hrs)	Practical (50 hrs)	Duration (75 hrs)
1. Demonstrate the knowledge of tagging audit findings	<ol style="list-style-type: none"> 1. Importance of tagging audit findings/incidents 2. Tagging the exception anomaly 3. Adding a tag to single or multiple cameras 	<ol style="list-style-type: none"> 1. Group discussion on tagging of audit findings /incidents. 2. Demonstration on the use of the auditing software to tag the exception and anomaly, using an apt description. 3. Demonstration on adding a tag to single or multiple cameras. 4. Demonstration on adding additional information (description, location, and peculiarities if any), files, and links where required to build a case file. 5. Discussion on maintaining the confidentiality of information observed and recorded in line with relevant legislation and codes of practice. 	40
2. Demonstrate the knowledge of maintaining a library	<ol style="list-style-type: none"> 1. Maintenance of institutional library of audit findings 	<ol style="list-style-type: none"> 1. Group discussion on the operation of the requisite software to 	35

	<p>/incidents that have been tagged</p> <p>2. Trends and patterns of the tagged audit findings</p>	<p>create a well-categorized institutional library of audit findings /incidents that have been tagged.</p> <p>2. Demonstration on use of the library to obtain trends and patterns of the tagged audit findings/incidents.</p>	
Total			75

UNIT 2: SECURITY INCIDENT REPORTING AND DOCUMENTATION			
Learning Outcome	Theory (15 hrs)	Practical (35 hrs)	Duration (50 hrs)
1. Demonstrate the knowledge of recording and preparation of reports	<p>1. Introduction to CCTV footage recording and reporting</p> <p>2. The 5 Ws and 1 H (what, when, where, why, who and how) that are essential for information gathering</p> <p>3. Reporting unusual occurrences/abnormalities detected, at pre-defined intervals in a standardized manner on a daily basis</p>	<p>1. Group discussion on the operation of the requisite software for creating reports of audit findings/ incidents covering the 5 Ws and 1 H (what, when, where, why, who, and how) in a standardized format.</p> <p>2. Demonstration on operating the requisite software for generating 'patterns' based on historical data gathered through systematic audit/ incident reports.</p> <p>3. Role-play on situations on how to brief the reliever in the next shift about the reports.</p> <p>4. Practical exercises on use of gender-neutral statements in communication and reports.</p>	25

UNIT 2: SECURITY INCIDENT REPORTING AND DOCUMENTATION			
Learning Outcome	Theory (15 hrs)	Practical (35 hrs)	Duration (50 hrs)
2. Demonstrate the knowledge of documentation and reporting	<ol style="list-style-type: none"> Interpretation of the 'patterns' based on historical data gathered through systematic audit/incident reports. Recording and reporting procedure and formats (as per the respective industry vertical). Reports on the following: Daily Activities, Incidents, Accidents, Maintenance of Equipment, Summary reports, etc. Sources of evidence related to safety/security incidents, importance of preserving the evidence. Relevant signages and notices 	<ol style="list-style-type: none"> Preparing a project on how to operate different tools to document reports of the audit findings/incidents covering the 5 Ws and 1 H (what, when, where, why, who, and how), in a standardized format. Discussion on the procedure of handing over the reports of the audit findings/incidents to the reliever in the next shift and briefing him/her accordingly. 	25
Total			50

UNIT 3: BACKING UP OF CCTV VIDEO FOOTAGE			
Learning Outcome	Theory (10 hrs)	Practical (10 hrs)	Duration (20 hrs)
1. Demonstrate the knowledge of storing and retrieving the CCTV video footage	<ol style="list-style-type: none"> Introduction to CCTV video footage CCTV video footage backup policies, procedures, and priorities (as per the respective industry vertical to which the establishment belongs) Backing up CCTV video footage at multiple locations for the purpose of recovery (USB Flash drive, cloud, DVR, etc.) 	<ol style="list-style-type: none"> Demonstration of operation of the requisite software for backing up CCTV video footage at multiple locations (external hard drive, computer, cloud storage, etc.). Demonstration on retrieving and sharing requested data from the backup with authorized person(s) after following due approval processes. Group discussion on use of back-ups and archived space in a storage medium 	10

UNIT 3: BACKING UP OF CCTV VIDEO FOOTAGE			
Learning Outcome	Theory (10 hrs)	Practical (10 hrs)	Duration (20 hrs)
		according to organizational policy/as per the respective industry vertical.	
2. Demonstrate the knowledge of data protection and confidentiality	<ol style="list-style-type: none"> 1. Importance of confidentiality and data protection 2. Compliance with a legal obligation when processing data for a particular purpose is a legal requirement 3. Policies and procedures for deleting video footages when not required or necessary 	<ol style="list-style-type: none"> 1. Group discussion on legal requirements and compliance for data confidentiality and protection. 2. Discussion on ways to prioritise multiple incidents, to assess incidents being observed, and the appropriate action that should take. 	10
Total			20

UNIT 4: OCCUPATIONAL HEALTH AND SAFETY			
Learning Outcome	Theory (10 hrs)	Practical (10 hrs)	Duration (20 hrs)
1. Demonstrate the knowledge of health and hygienic at workplace.	<ol style="list-style-type: none"> 1. Introduction to health and hygiene. 2. Issues in health and hygiene. 3. Maintaining the work area in clean and tidy condition. 4. Personal hygiene and grooming. 	1. Group discussion on how to maintain personal hygiene at the workplace.	10
2. Demonstrate the knowledge of procedures and techniques for preventing injuries and hazards	<ol style="list-style-type: none"> 1. Rules governing the use of the computer laboratory and electronic devices. 2. Injuries which may arise from the prolonged use of computer systems (repetitive strain injury, 	<ol style="list-style-type: none"> 1. Demonstration of procedures and techniques for avoiding and preventing injuries. 2. Demonstration of First-Aid procedures. 	10

UNIT 4: OCCUPATIONAL HEALTH AND SAFETY			
Learning Outcome	Theory (10 hrs)	Practical (10 hrs)	Duration (20 hrs)
	carpal tunnel syndrome, computer vision syndrome) 3. Emergencies and hazards at workplace 4. First-aid procedures. 3. Fire safety.	3. Using appropriate fire extinguishers for different classes of fires.	
Total			20

6. ORGANISATION OF FIELD VISITS

In a year, at least 3 field visits/educational tours should be organised for students to expose them to the activities in a workplace. Visit the premises equipped with CCTV cameras. During the visit, students should obtain the following information:

1. Auditing CCTV video footage.
2. Coverage and layout of the premises under surveillance.
3. Inspection and detection of the anomalies in the video footage.
4. Process of forensic analysis of the findings.
5. Tagging the audit findings.
6. Reporting and documentation process.
7. Creating a backup of audit findings.

7. LIST OF EQUIPMENT AND MATERIALS

The tools, equipment and materials required for training are as follows:

1. Computers – Desktops / Laptops
2. CCTV Cameras
3. Video Footage Auditing software

8. VOCATIONAL TEACHERS’/TRAINERS’ QUALIFICATIONS AND GUIDELINES

Qualifications and other requirements for appointment of vocational teachers/trainers on contractual basis should be decided by the respective State/UT.

The suggestive qualifications and minimum competencies for the vocational teacher/trainers should be as follows:

Qualification	Minimum Competencies	Age Limit
Graduation in any discipline with 1 year of experience in Security/ CCTV footage auditing and investigation/related field from a recognised Institution/University. or B.Voc. (Bachelor in Vocation) with specialisation in security/ CCTV footage auditing and investigation/related field from a recognised Institution/University.	<ul style="list-style-type: none"> • Effective communication skills (oral and written) • Basic computing skills. 	<ul style="list-style-type: none"> • Minimum 18 Years • Age relaxation to be provided as per Govt. rules.

These guidelines have been prepared with an aim to help and guide the States in engaging quality Vocational Teachers/Trainers in schools. Various parameters that need to be looked into while engaging the Vocational Teachers/Trainers are the mode and procedure of selection of Vocational Teachers/Trainers, Educational Qualifications, Industry Experience, and Certification/Accreditation. The State may engage Vocational Teachers/Trainers in schools approved under the component of Vocationalisation of Secondary and Higher Secondary Education under RMSA in the following ways:

- (i) directly as per the prescribed qualifications and industry experience suggested by the PSS Central Institute of Vocational Education (PSSCIVE), NCERT or the respective Sector Skill Council (SSC)

OR

- (ii) through accredited Vocational Training Providers accredited under the National Quality Assurance Framework (NQAF*) approved by the National Skill Qualification Committee on 21.07.2016. If the State is engaging Vocational Teachers/Trainers through the Vocational Training Provider (VTP), it should ensure that VTP should have been accredited at NQAF Level 2 or higher.

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

The educational qualifications required for being a Vocational Teacher/Trainer for a particular job role are clearly mentioned in the curriculum for the particular NSQF-compliant job role. The State should ensure that teachers/trainers deployed in the schools have relevant technical competencies for the NSQF qualification being delivered. The Vocational Teachers/Trainers preferably should be certified by the concerned Sector Skill Council for the particular Qualification Pack/Job role which they will be teaching. Copies of relevant certificates and/or records of experience of the teacher/trainer in the industry should be kept as a record.

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

- (i) Written test for the technical/ domain-specific knowledge related to the sector;

- (ii) Interview for assessing the knowledge, interests, and aptitude of the trainer through a panel of experts from the field and state representatives; and
- (iii) Practical test/mock test in classroom/workshop/laboratory.

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

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

The State should ensure that the existing trainers undergo in-service training for 5 days every year to make them aware of the relevant and new techniques/approaches in their sector and understand the latest trends and policy reforms in vocational education. The Head Master/Principal of the school where the scheme is being implemented should facilitate and ensure that the Vocational Teachers/Trainers:

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

Assessment and evaluation of Vocational Teachers/Trainers is very critical for making them aware of their performance and for suggesting corrective actions. The States/UTs should ensure that the performance of the Vocational Teachers/Trainers is appraised annually. Performance-based appraisal in relation to certain pre-established criteria and objectives should be done periodically to ensure the quality of the Vocational Teachers/Trainers. The following parameters may be considered during the appraisal process:

1. Participation in guidance and counselling activities conducted at the Institutional, District and State levels;
2. Adoption of innovative teaching and training methods;
3. Improvement in result of vocational students of Grades 10 or Grade 12;
4. Continuous upgradation of knowledge and skills related to the vocational pedagogy, communication skills and vocational subject;
5. Membership of professional society at District, State, Regional, National and International levels;
6. Development of teaching-learning materials in the subject area;

7. Efforts made in developing linkages with the Industry/Establishments;
8. Efforts made towards involving the local community in Vocational Education;
9. Publication of academic papers in National and International Journals;
10. Organisation of activities for promotion of vocational subjects;
11. Involvement in placement of students/student support services.

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