

## PREFACE

In the curricular structure introduced by this University for students of Diploma Programme, the opportunity to pursue Diploma course in any Subject introduced by this University is equally available to all learners. Instead of being guided by any presumption about ability level, it would perhaps stand to reason if receptivity of a learner is judged in the course of the learning process. That would be entirely in keeping with the objectives of open education which does not believe in artificial differentiation.

Keeping this in view, study materials on the Graduate level in different subjects are being prepared on the basis of well laid-out syllabus. The course structure combines the best elements in the approved syllabi of Central and State Universities in respective subjects. It has been so designed as to be upgradable with the addition of new information as well as results of fresh thinking and analysis.

The accepted methodology of distance education has been followed in the preparation of these study materials. Co-operation in every form of experienced scholars is indispensable for a work of this kind. We, therefore, owe an enormous debt of gratitude to everyone whose tireless efforts went into the writing, editing and devising of a proper lay-out of the materials. Practically speaking, their role amount to an involvement in 'invisible teaching'. For, whoever makes use of these study materials would virtually derive the benefit of learning under their collective care without each being seen by the other.

The more a learner will seriously pursue these study materials the easier it will be for him or her to reach out to larger horizons of a subject. Care has also been taken to make the language lucid and presentation attractive so that it may be rated as quality self-learning materials. If anything remains still obscure or difficult to follow, arrangements are there to come to terms with them through the counselling sessions regularly available at the network of study centres set up the University.

Needless to add, a great part of these efforts is still experimental-in fact, pioneering in certain areas. Naturally, there is every possibility of some lapse or deficiency here and there. However, these do admit of rectification and further improvement in due course. On the whole, therefore, these study materials are expected to evoke wider appreciation the more they receive serious attention of all concerned.

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*Vice-Chancellor*

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# **Diploma in Fire Safety and Security Management (DFSSM)**

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## **Notification**

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Mohan Kumar Chattopadhyay  
Registrar



**Netaji Subhas  
Open University**

**Diploma in Fire Safety  
and Security Management**

### **Paper 1 : Safety Fire & Industrial Hazards**

<b>Unit 1</b>	<b>❑ Introduction of Fire Safety &amp; Management</b>	<b>9-43</b>
<b>Unit 2</b>	<b>❑ Building Fire Safety System</b>	<b>44-78</b>
<b>Unit 3</b>	<b>❑ Fire Prevention</b>	<b>79-109</b>
<b>Unit 4</b>	<b>❑ Industrial Hazards</b>	<b>110-128</b>

### **Paper 2 : Security Operational Skill**

<b>Unit 1</b>	<b>❑ Introduction, operating skill required for planning crisis (Management)</b>	<b>131-149</b>
<b>Unit 2</b>	<b>❑ Skill for Guard Force</b>	<b>150-179</b>
<b>Unit 3</b>	<b>❑ Skill for Security of Women &amp; Children</b>	<b>180-233</b>
<b>Unit 4</b>	<b>❑ Operating Skill for handling Natural Diasters</b>	<b>234-332</b>

### **Paper 3 : Regulatory & Management Skills**

<b>Unit 1</b>	<b>❑ Supervisory &amp; Management Skill</b>	<b>335-376</b>
<b>Unit 2</b>	<b>❑ Communication &amp; Leadership in Safety Skill</b>	<b>377-446</b>
<b>Unit 3</b>	<b>❑ Regulatory Affairs &amp; Legal Provision</b>	<b>447-502</b>

### **Paper 4 : Disaster Risk Management**

<b>Unit 1</b>	<b>❑ Disaster, Hazards &amp; Vuluerability</b>	<b>505-526</b>
<b>Unit 2</b>	<b>❑ Disaster Risk</b>	<b>527-548</b>
<b>Unit 3</b>	<b>❑ Assessing Disaster Risk</b>	<b>549-581</b>
<b>Unit 4</b>	<b>❑ Ways of Minimising Disaster Risk</b>	<b>582-620</b>

### **Paper 5 : Communication and Equipment Handling**

<b>Unit 1</b>	<b>❑ Communication System</b>	<b>623-656</b>
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