

CBSE | DEPARTMENT OF SKILL EDUCATION

CURRICULUM FOR SESSION 2025-2026

SECURITY (SUBJECT CODE – 403)

JOB ROLE: UNARMED SECURITY GUARD

CLASS – IX & X

INTRODUCTION:

An Unarmed Security Guard mans a post or security checkpoint. S/he greets members of the public and provides directions to them. S/he is responsible for the security of the building or people and prevents damage to property. S/he may screen individuals with a hand held metal detector or have them pass through a metal detection device. He may also possess and use a walkie-talkie. S/he is required to maintain simple log or record of undesirable things.

COURSE OBJECTIVES:

1. Apply effective oral and written communication skills to interact with people and customers;
2. Identify the principal components of a computer system;
3. Demonstrate the basic skills of using a computer;
4. Demonstrate self-management skills;
5. Demonstrate the ability to provide a self-analysis in the context of entrepreneurial skills and abilities;
6. Demonstrate the knowledge of the importance of green skills in meeting the challenges of sustainable development and environment protection;
7. Assess potential workplace hazards and initiate appropriate security measures.
8. Provide basic first aid in case of emergencies.
9. Demonstrate the knowledge and skills of using technological aids and practices in securing premises and property.
10. Identify and demonstrate the use of technological aids in security operations.
11. Demonstrate the knowledge of current relevant legislation, regulations, codes of practice and guidelines relating to security of people, property and premises.
12. Demonstrate the knowledge and skills of patrolling and crowd control.
13. Demonstrate the use of surveillance and protection systems.
14. Demonstrate the knowledge of responding to security incidents and breaches.
15. Demonstrate the knowledge of social responsibility and gender, cultural and environmental sensitivity.

CURRICULUM:

This course is a planned sequence of instructions consisting of Units meant for developing employability and Skills competencies of students of Class IX and X opting for Skills subject along with other subjects.

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CLASS – IX (SESSION 2025-2026)

Total Marks: 100 (Theory-50 + Practical-50)

	UNITS	NO. OF HOURS for Theory and Practical 200		MAX. MARKS for Theory and Practical 100
Part A	Employability Skills			
	Unit 1 : Communication Skills-I	10		2
	Unit 2 : Self-Management Skills-I	10		2
	Unit 3 : ICT Skills-I	10		2
	Unit 4 : Entrepreneurial Skills-I	15		2
	Unit 5 : Green Skills-I	05		2
	Total	50		10
Part B	Subject Specific Skills	Theory (In Hours)	Practical (In Hours)	Marks
	Unit 1: Disaster Management and Emergency Response	20	10	20
	Unit 2: Development and Maintenance of Relationship with Stakeholders	15	05	
	Unit 3: Occupational Health and Safety Procedures	20	10	
	Unit 4: Observing and Monitoring People	20	10	20
	Unit 5: First Aid at Workplace (Basic)	20	20	
	Total	95	55	40
Part C	Practical Work			
	Practical Examination			15
	Written Test			10
	Viva Voce			10
	Total			35
Part D	Project Work/Field Visit			
	Practical File/ Student Portfolio			10
	Viva Voce			05
	Total			15
	GRAND TOTAL	200		100

DETAILED CURRICULUM/TOPICS:

Part-A: EMPLOYABILITY SKILLS

S. No.	Units	Duration in Hours
1.	Unit 1: Communication Skills-I	10
2.	Unit 2: Self-management Skills-I	10
3.	Unit 3: Basic Information and Communication Technology Skills-I	10
4.	Unit 4: Entrepreneurial Skills-I	15
5.	Unit 5: Green Skills-I	05
	TOTAL	50

NOTE: Detailed Curriculum/ Topics to be covered under Part A: Employability Skills can be downloaded from CBSE website.

Part-B – SUBJECT SPECIFIC SKILLS

- Unit 1: Disaster Management and Emergency Response
- Unit 2: Development and Maintenance of Relationship with Stakeholders
- Unit 3: Occupational Health and Safety Procedures
- Unit 4: Observing and Monitoring People
- Unit 5: First Aid at Workplace (Basic)

S. No.	UNITS
1	Disaster Management and Emergency Response <ul style="list-style-type: none">- Identify natural and manmade disasters- Identify elements of disaster and emergency management.- Deal with fire emergencies
2	Development and Maintenance of Relationship with Stakeholders <ul style="list-style-type: none">- Identify stakeholders and their role- Communicate effectively with stakeholders- Describe the factors that influence the development and maintenance of relationship with stakeholders- Manage conflicts
3	Occupational Health and Safety Procedures <ul style="list-style-type: none">- Describe the various common hazards and risks at workplace- Describe the various stages involved in assessment and management of risks associated with hazards- Describe the measures for controlling hazards at workplace

S. No.	UNITS
4	<p data-bbox="268 237 740 271">Observing and Monitoring People</p> <ul data-bbox="316 288 1353 423" style="list-style-type: none"> <li data-bbox="316 288 1203 322">- Demonstrate the knowledge of using senses in observing people <li data-bbox="316 340 1182 374">- Describing the procedure for maintaining a secure environment <li data-bbox="316 392 1353 423">- Describe the reason of security breach and procedure for reporting incidents
5	<p data-bbox="268 443 687 477">First Aid at Workplace (Basic)</p> <ul data-bbox="316 495 1442 826" style="list-style-type: none"> <li data-bbox="316 495 1442 577">- Describe the various factors affecting health at workplace and relate them with first aid practices <li data-bbox="316 595 1067 629">- Identify facilities, equipment and materials for First Aid <li data-bbox="316 647 1442 730">- Perform the role of First Aider in case of fever, heat stroke, back pain, asthma, and food borne illness <li data-bbox="316 748 1417 826">- Perform the role of first aider in cuts, bleeding, burns, insect bites and stings, dog bites and snake bites
6	<p data-bbox="268 851 943 884">Work Integrated Learning- Security Services - L1</p> <ul data-bbox="316 902 1238 1084" style="list-style-type: none"> <li data-bbox="316 902 730 936">- Describe the role of security <li data-bbox="316 954 1147 987">- Distinguish between different types and purposes of security <li data-bbox="316 1005 1238 1039">- Describe the various career opportunities in national security forces <li data-bbox="316 1057 603 1084">- Keep physically fit

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CLASS – X (SESSION 2025-2026)

Total Marks: 100 (Theory-50 + Practical-50)

	UNITS	NO. OF HOURS for Theory and Practical 200		MAX. MARKS for Theory and Practical 100
Part A	Employability Skills			
	Unit 1 : Communication Skills-II	10		2
	Unit 2 : Self-Management Skills-II	10		2
	Unit 3 : ICT Skills-II	10		2
	Unit 4 : Entrepreneurial Skills-II	15		2
	Unit 5 : Green Skills-II	05		2
	Total	50		10
Part B	Subject Specific Skills	Theory (In Hours)	Practical (In Hours)	Marks
	Unit 1: Basic Drill and Defensive Techniques	5	10	9
	Unit 2: Disaster Management and Emergency Response (Advanced)	10	15	8
	Unit 3: Security Structure and Laws Governing Private Security	10	2	7
	Unit 4: Introduction to Information Technology	5	10	12
	Unit 5: Email Messaging	5	10	4
	Unit 6: First Aid Practices (Advanced)	5	18	-
	Unit 7: Work Integrated Learning – Security Services L2	20	25	-
		Total	60	90
Part C	Practical Work			
	Practical Examination			15
	Written Test			10
	Viva Voce			10
	Total			35
Part D	Project Work/Field Visit			
	Practical File/ Student Portfolio			10
	Viva Voce			05
	Total			15
	GRAND TOTAL	200		100

DETAILED CURRICULUM/TOPICS:

Part-A: EMPLOYABILITY SKILLS

S. No.	Units	Duration in Hours
1.	Unit 1: Communication Skills-II	10
2.	Unit 2: Self-management Skills-II	10
3.	Unit 3: Basic Information and Communication Technology Skills-II	10
4.	Unit 4: Entrepreneurial Skills-II	15
5.	Unit 5: Green Skills-II	05
	TOTAL	50

NOTE: Detailed Curriculum/ Topics to be covered under Part A: Employability Skills can be downloaded from CBSE website.

Part-B – SUBJECT SPECIFIC SKILLS

- Unit 1: Basic Drill and Defensive Techniques
- Unit 2: Disaster Management and Emergency Response (Advanced)
- Unit 3: Security Structure and Laws Governing Private Security
- Unit 4: Introduction to Information Technology
- Unit 5: Email Messaging
- Unit 6: First Aid Practices (Advanced)
- Unit 7: Work Integrated Learning – Security Services L2

S. No.	UNITS
1	Basic Drill and Defensive Techniques <ul style="list-style-type: none">- Demonstrate the ability to Participate effectively in drill and follow drill commands- Demonstrate personal Grooming practices- Identify vulnerable parts of human body from self-defense point of view- Demonstrate basic self-defense techniques
2	Disaster Management and Emergency Response(Advanced) <ul style="list-style-type: none">- Describe the importance of disaster management and Emergency response- Describe the various aspects of disaster management and emergency response- Describe the role and responsibilities of Emergency Response team- Describe various types of fire, their causes and methods of extinguishing fire

S. No.	UNITS
3	<p>Security Structure and Laws Governing Private Security</p> <ul style="list-style-type: none"> - Describe the security structure in India - Describe the major role and functions of army, Indian air force and navy in providing security from external and internal threats - Describe the major role and functions of Para Military Forces - Describe the major role and functions of Central Police Forces - Describe the major role and functions of State Police Force - Describe the role and functions of Private Security - Describe the various Acts and Regulations governing Security in India
4	<p>Introduction to Information Technology</p> <ul style="list-style-type: none"> - Describe the role and functions of the various parts of computer system - Describe the various features of a computer system used for creating documents and pictures - Describe the procedure of managing file and folders
5	<p>Email Messaging</p> <ul style="list-style-type: none"> - Describe the use and features of email - Describe the procedure of sending forwarding and searching emails - Organizing emails and managing contacts - Describe the various aspects of email etiquettes
6	<p>First Aid at Workplace (Advanced)</p> <ul style="list-style-type: none"> - Describe the procedure for performing basic First Aid - Describe the various methods of evacuation and rescue operation - Describe the use of various types of knots in rescue operation - Describe the role and functions of human body systems - Administer cardio pulmonary resuscitation
7	<p>Work Integrated Learning – Security Services L2</p> <ul style="list-style-type: none"> - Describe the structure and functions of private security - Describe the various legislations and rules governing private security Companies - Describe the utility of various security equipment in preventing and deterring crime - Describe the procedure of performing operations related to searching and documentation - Describe the role and functions of Private Security Personnel

TEACHING ACTIVITIES

The teaching and training activities have to be conducted in classroom, laboratory/ workshops and field visits. Students should be taken to 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 the 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 teachers. 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 the students.

PRACTICAL WORK IN LABORATORY/WORKSHOP

Practical work may include but 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 the students should be submitted by the 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 the teachers for systematic collection of information by the 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.

SKILL ASSESSMENT (PRACTICAL)

Assessment of skills by the students should be done by the assessors/examiners on the basis of practical demonstration of skills by the candidate, Practical examination allows candidates to demonstrate that they have the knowledge and understanding of performing a task. This will include hands-on practical exam and viva voce. For practical, there should be a team of two evaluators. The same team of examiners will conduct the viva voce.

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

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

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

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ORGANISATION OF FIELD VISITS/ EDUCATIONAL TOURS

In a year, at least 3 field visits/educational tours should be organised for the students to expose them to the activities in the workplace.

LIST OF EQUIPMENT/ MATERIALS:

The list given below is suggestive and an exhaustive list should be prepared by the teacher. Only basic tools, equipment and accessories should be procured by the Institution so that the routine tasks can be performed by the students regularly for practice and acquiring adequate practical experience.

1. Alarm Panels
2. Batons
3. Boots
4. CCTV Cameras
5. Clock
6. Digital Video Recorder
7. Dome Camera
8. Door Frame Metal Detector (DFMD)
9. Duty Uniform
10. Emergency Flood Lights
11. Emergency Warning Lights
12. Explosive Vapour Detector(EVD)
13. Fire Extinguishers
14. First Aid Equipment
15. First Aid Kit
16. Hand Held Metal Detector (HHMD)
17. Handcuffs
18. Infrared Ray based Camera
19. Key Boards
20. Notebook
21. Padlocks together with chains
22. Pan Tilt and Zoom (PTZ) Camera
23. Signs
24. Pen
25. Public Address System
26. Rope
27. Safety helmets
28. Security Guard Belts
29. Smoke Detectors
30. Spare Batteries and Bulbs
31. Specimen Challan
32. Specimen Identity Card
33. Specimen Invoice
34. Temporary Pass
35. Torch Light
36. Two Way Radios and Chargers
37. Under Chassis Inspection Mirror (UCIM)