



Unarmed Self-Defence Instructor

QP Code: SPF/Q1105

Version: 1.0

NSQF Level: 5

Sports, Physical Education, Fitness and Leisure Sector Skill Council || FICCI, Federation House, Tansen Marg
New Delhi 110001

Qualification Pack

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SPF/Q1105: Unarmed Self-Defence Instructor

Brief Job Description

Unarmed self-defence instructor works with children and adults to teach unarmed self-defence techniques. The individual plans programme as per the skill level of participants.

Personal Attributes

The self-defence instructor must be physically fit with good communication skills. The individual must be detail-oriented and attentive.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. [SPF/N1117: Plan an unarmed self-defence programme](#)
2. [SPF/N1118: Deliver unarmed self-defence sessions](#)
3. [SPF/N1119: Evaluate the unarmed self-defence programme](#)
4. [SGJ/N1702: Optimize resource utilization at workplace](#)

Qualification Pack (QP) Parameters

Sector	Sports
Sub-Sector	Sports Coaching and Fitness
Occupation	Sports Coaching
Country	India
NSQF Level	5
Aligned to NCO/ISCO/ISIC Code	NCO-2015/ 3423.0200

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Minimum Educational Qualification & Experience	12th Class with 1-2 Years of experience in teaching/coaching self-defence, any form of combat sports OR 10th Class + I.T.I with 1-2 Years of experience in teaching/coaching self-defence, any form of combat sports
Minimum Level of Education for Training in School	10th Class
Pre-Requisite License or Training	NA
Minimum Job Entry Age	20 Years
Last Reviewed On	29/04/2020
Next Review Date	29/04/2025
Deactivation Date	29/04/2025
NSQC Approval Date	20/11/2020
Version	1.0
Reference code on NQR	2020/SPEFL/SPEFLSC/03991
NQR Version	1

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SPF/N1117: Plan an unarmed self-defence programme

Description

This unit is about planning an unarmed self-defence programme.

Scope

The scope covers the following :

- Determine participant needs and expectations
- Plan programme execution

Elements and Performance Criteria

Determine participant needs and expectations

To be competent, the user/individual on the job must be able to:

- PC1.** identify the goals and ability of each participant
- PC2.** analyze collected information
- PC3.** set appropriate goals for participants as per their experience and ability
- PC4.** advise participants of reasons why they should not participate in self-defence activities e.g. medical complications
- PC5.** establish coaching hours which are convenient for both male and female participants

Plan program execution

To be competent, the user/individual on the job must be able to:

- PC6.** identify equipment (dummy weapons, mats, etc.) and resources (manuals etc.) appropriate for the program
- PC7.** prepare a detailed plan for manpower support and training area requirements to execute the programme
- PC8.** identify risks to participants' safety and take action to minimize these.
- PC9.** establish an agreement with the nearby medical facility for emergency situations
- PC10.** get an approval from the relevant law enforcement authority on executing a combat training for self-defence

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** relevant legislation to enable safe and non-discriminatory conduct of the self-defence program
- KU2.** laws regarding conducting combat training
- KU3.** appropriate use of equipment in compliance to the law
- KU4.** health and other factors affecting ability to participate in self-defence classes

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- KU5.** organisational policies and procedures regarding the planning and conduct of an unarmed self-defence program
- KU6.** biomechanics associated with the unarmed self-defence to enable safe and effective instruction
- KU7.** common injuries sustained through self-defence drills
- KU8.** basic first aid procedures to enable effective management of injuries
- KU9.** factors affecting group dynamics and conflict resolution strategies to enable constructive engagement of participants
- KU10.** equipment testing to enable safe use of all equipment
- KU11.** evaluation processes to improve the program

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** document programs for unarmed self-defence
- GS2.** source, access and coordinate resources and equipment necessary for the implementation of the self-defence program
- GS3.** convey information to participants about safe participation in the program
- GS4.** consult with participants and elicit information required to design an appropriate unarmed self-defence program
- GS5.** plan self-defence programs according to participants' needs, abilities and risk factors
- GS6.** identify and implement effective teaching strategies to promote skills development
- GS7.** analyze self-defence techniques to provide instructions for improvement
- GS8.** write to seek permission for support, report an event, an incident, a grievance etc.
- GS9.** evaluate the physical condition and mental skills of the participants
- GS10.** set achievable challenges

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Determine participant needs and expectations</i>	19	31	-	-
PC1. identify the goals and ability of each participant	4	6	-	-
PC2. analyze collected information	4	6	-	-
PC3. set appropriate goals for participants as per their experience and ability	3	7	-	-
PC4. advise participants of reasons why they should not participate in self-defence activities e.g. medical complications	4	6	-	-
PC5. establish coaching hours which are convenient for both male and female participants	4	6	-	-
<i>Plan program execution</i>	17	18	-	-
PC6. identify equipment (dummy weapons, mats, etc.) and resources (manuals etc.) appropriate for the program	4	6	-	-
PC7. prepare a detailed plan for manpower support and training area requirements to execute the programme	3	2	-	-
PC8. identify risks to participants' safety and take action to minimize these.	3	2	-	-
PC9. establish an agreement with the nearby medical facility for emergency situations	4	6	-	-
PC10. get an approval from the relevant law enforcement authority on executing a combat training for self-defence	3	2	-	-
NOS Total	36	49	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	SPF/N1117
NOS Name	Plan an unarmed self-defence programme
Sector	Sports
Sub-Sector	Sports Coaching and Fitness
Occupation	Sports Coaching
NSQF Level	5
Credits	TBD
Version	1.0
Last Reviewed Date	NA
Next Review Date	NA
NSQC Clearance Date	

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SPF/N1118: Deliver unarmed self-defence sessions

Description

This unit is about delivering unarmed self-defence sessions.

Scope

The scope covers the following :

- Prepare for unarmed self-defence sessions
- Conduct unarmed self-defence sessions
- Work effectively with others
- Maintain hygiene and sanitation

Elements and Performance Criteria

Prepare for unarmed self-defence sessions

To be competent, the user/individual on the job must be able to:

- PC1.** set up activity areas and equipment safely and effectively
- PC2.** assess if participants' level of experience and ability is relevant to the session
- PC3.** design safe teaching strategies appropriate to the learner's abilities and special needs
- PC4.** educate participants' on session goals
- PC5.** ensure participants' attire is safe and appropriate for the training session
- PC6.** ensure first aid kit is stocked

Conduct unarmed self-defence sessions

To be competent, the user/individual on the job must be able to:

- PC7.** use appropriate warm-up and lead-up activities for the sessions
- PC8.** ensure dummy weapons/props are regularly inspected for wear and tear
- PC9.** instruct participants in different types of punches, kicks, strikes etc.
- PC10.** conduct drills against unarmed assault e.g. choke, strangle, fists etc.
- PC11.** conduct drills against armed assault e.g. bats, knives, clubs, sticks etc.
- PC12.** conduct drills against sexual assault
- PC13.** train in identifying and defending against skilled and unskilled attackers
- PC14.** analyze participants' execution of techniques and apply corrective measures
- PC15.** monitor participants' progress against program aims and modify session as required
- PC16.** ensure active involvement of all participants
- PC17.** use appropriate cool-down activities to end the sessions
- PC18.** provide feedback to participant after each session
- PC19.** implement injury prevention strategies
- PC20.** ensure the protocols are followed in case of any medical emergencies
- PC21.** provide one-to-one counseling on mental preparation for an attack

Work effectively with others

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To be competent, the user/individual on the job must be able to:

- PC22.** interact (verbal, non-verbal and written) with participants in a gender, disability and culturally sensitive manner
- PC23.** promote a safe and interactive environment
- PC24.** identify and report inappropriate behaviour (e.g. sexual harassment) to appropriate authority

Maintain hygiene and sanitation

To be competent, the user/individual on the job must be able to:

- PC25.** ensure personal hygiene
- PC26.** ensure equipment, work area, restrooms etc. are sanitized before and after sessions
- PC27.** educate others about hygiene and sanitation regulatory and workplace requirements
- PC28.** check availability of running water, hand wash and alcohol-based sanitizers at work area
- PC29.** ensure everyone (self, participants, assistants etc.) clean hands before and after session
- PC30.** ensure that participants who are ill do not attend the sessions
- PC31.** conduct routine hygiene and sanitation checks of work area and equipment
- PC32.** report advanced hygiene and sanitation issues to appropriate authority

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** relevant legislation to enable safe and non-discriminatory sessions
- KU2.** health and other factors affecting the ability to participate in self-defence sessions
- KU3.** laws, policies and procedures regarding the planning and conduct of an unarmed self-defence program
- KU4.** POCSO (Protection of Children against Sexual Offences) Act
- KU5.** POSH (Prevention of Sexual Harassment) Act
- KU6.** equipment/weapons that are forbidden to use as per the Indian Penal Code
- KU7.** types of common weapon used by attackers
- KU8.** self-defence principles, strategies, techniques and teaching methods
- KU9.** biomechanics associated with the unarmed self-defence to enable safe and effective instruction
- KU10.** common injuries sustained through self-defence drills
- KU11.** basic first aid procedures to enable effective management of injuries
- KU12.** manoeuvres, techniques, and methods to enable accurate demonstration and correction of skills
- KU13.** factors that affect skills acquisition, effective skills development and confidence
- KU14.** factors affecting group dynamics and conflict resolution strategies to enable constructive engagement of participants
- KU15.** equipment testing to enable the safe use of all equipment
- KU16.** evaluation processes to enable improvements to be made to the program
- KU17.** ways to identify and defend against skilled and unskilled attacker
- KU18.** types of unacceptable behavior

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- KU19.** importance of gender and its related concepts such as gender roles, gender equality, gender power relations etc.
- KU20.** communicable diseases and their prevention
- KU21.** hygiene and sanitation workplace and regulatory requirements
- KU22.** importance of hygiene and sanitation

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** document programs for unarmed self-defence
- GS2.** review and reflect on own work performance to facilitate personal development and self-confidence
- GS3.** convey information and instructions to participants about safe participation in the program
- GS4.** identify and implement effective teaching strategies to promote skills development
- GS5.** analyze self-defence technique to provide instructions for improvement
- GS6.** evaluate and modify programs as required
- GS7.** write to seek permission for support, report an event, an incident, a grievance etc.
- GS8.** evaluate the physical condition and mental skills of the participants
- GS9.** use positive words to encourage participants

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Prepare for unarmed self-defence sessions</i>	18	32	-	-
PC1. set up activity areas and equipment safely and effectively	2	8	-	-
PC2. assess if participants' level of experience and ability is relevant to the session	5	5	-	-
PC3. design safe teaching strategies appropriate to the learner's abilities and special needs	4	6	-	-
PC4. educate participants' on session goals	2	3	-	-
PC5. ensure participants' attire is safe and appropriate for the training session	3	7	-	-
PC6. ensure first aid kit is stocked	2	3	-	-
<i>Conduct unarmed self-defence sessions</i>	44	96	-	-
PC7. use appropriate warm-up and lead-up activities for the sessions	3	7	-	-
PC8. ensure dummy weapons/props are regularly inspected for wear and tear	2	8	-	-
PC9. instruct participants in different types of punches, kicks, strikes etc.	2	8	-	-
PC10. conduct drills against unarmed assault e.g. choke, strangle, fists etc.	2	8	-	-
PC11. conduct drills against armed assault e.g. bats, knives, clubs, sticks etc.	2	8	-	-
PC12. conduct drills against sexual assault	2	8	-	-
PC13. train in identifying and defending against skilled and unskilled attackers	5	5	-	-
PC14. analyze participants' execution of techniques and apply corrective measures	3	7	-	-
PC15. monitor participants' progress against program aims and modify session as required	3	7	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC16. ensure active involvement of all participants	3	7	-	-
PC17. use appropriate cool-down activities to end the sessions	2	8	-	-
PC18. provide feedback to participant after each session	4	6	-	-
PC19. implement injury prevention strategies	3	2	-	-
PC20. ensure the protocols are followed in case of any medical emergencies	3	2	-	-
PC21. provide one-to-one counseling on mental preparation for an attack	5	5	-	-
<i>Work effectively with others</i>	9	11	-	-
PC22. interact (verbal, non-verbal and written) with participants in a gender, disability and culturally sensitive manner	2	3	-	-
PC23. promote a safe and interactive environment	2	3	-	-
PC24. identify and report inappropriate behaviour (e.g. sexual harassment) to appropriate authority	5	5	-	-
<i>Maintain hygiene and sanitation</i>	8	32	-	-
PC25. ensure personal hygiene	1	4	-	-
PC26. ensure equipment, work area, restrooms etc. are sanitized before and after sessions	1	4	-	-
PC27. educate others about hygiene and sanitation regulatory and workplace requirements	1	4	-	-
PC28. check availability of running water, hand wash and alcohol-based sanitizers at work area	1	4	-	-
PC29. ensure everyone (self, participants, assistants etc.) clean hands before and after session	1	4	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC30. ensure that participants who are ill do not attend the sessions	1	4	-	-
PC31. conduct routine hygiene and sanitation checks of work area and equipment	1	4	-	-
PC32. report advanced hygiene and sanitation issues to appropriate authority	1	4	-	-
NOS Total	79	171	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	SPF/N1118
NOS Name	Deliver unarmed self-defence sessions
Sector	Sports
Sub-Sector	Sports Coaching and Fitness
Occupation	Sports Coaching
NSQF Level	5
Credits	TBD
Version	1.0
Last Reviewed Date	NA
Next Review Date	NA
NSQC Clearance Date	

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SPF/N1119: Evaluate the unarmed self-defence programme

Description

This unit is about understanding how to review the unarmed self-defence programme.

Scope

The scope covers the following :

- Evaluate the participants' progress
- Evaluate the effectiveness of the program

Elements and Performance Criteria

Evaluate the participant's progress

To be competent, the user/individual on the job must be able to:

- PC1.** create controlled real-time combat situations to assess each participant's application of techniques
- PC2.** record peer feedback on behavioural changes after the implementation of the unarmed self-defence programme
- PC3.** prepare the performance report for each participant
- PC4.** discuss the performance report with each participant and set achievable goals for improvement

Evaluate the effectiveness of the programme

To be competent, the user/individual on the job must be able to:

- PC5.** collect feedback from appropriate sources on the effectiveness of the programme
- PC6.** analyze the attendance of participants to determine the drop-out rate, if any
- PC7.** identify potential areas for improvement in future programmes
- PC8.** review own performance, e.g. coaching methodology and identify areas of improvement
- PC9.** incorporate feedback received from relevant stakeholders

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** relevant legislation to enable safe and non-discriminatory conduct of the self-defence program
- KU2.** health and other factors affecting the ability to participate in self-defence classes
- KU3.** organisational policies and procedures regarding the planning and conduct of an unarmed self-defence program such as those related to the appropriate use of equipment and venues
- KU4.** biomechanics associated with the unarmed self-defence to enable safe and effective instruction
- KU5.** common injuries sustained through self-defence drills

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- KU6.** basic first aid procedures to enable effective management of injuries
- KU7.** manoeuvres, techniques, and methods of the self-defence system being taught to enable accurate demonstration and correction of skills
- KU8.** risk analysis processes to enable assessment of the potential impact of planned techniques and manoeuvres on participant safety
- KU9.** self-defence principles, strategies, teaching methods and factors that affect skills acquisition, to promote effective skills development and confidence
- KU10.** factors affecting group dynamics and conflict resolution strategies to enable constructive engagement of participants
- KU11.** equipment testing and checking techniques to enable the safe use of all equipment
- KU12.** evaluation processes to improve the program
- KU13.** fundamental principles of technical analysis to enable accurate and prompt corrections to technique
- KU14.** physiology and psychology of pain and danger to enable an appropriate response

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** document and prepare reports
- GS2.** review and reflect on own work performance to facilitate personal development and self-confidence
- GS3.** seek and provide feedback about the self-defence program
- GS4.** plan self-defence programs according to participants' needs, abilities and risk factors
- GS5.** analyze self-defence technique to provide instructions for improvement
- GS6.** evaluate and modify programs as required
- GS7.** write to seek permission for support, report an event, an incident, a grievance etc.
- GS8.** evaluate the physical condition and mental skills of the participants
- GS9.** use positive words to encourage participants
- GS10.** set achievable challenges

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Evaluate the participant's progress</i>	12	28	-	-
PC1. create controlled real-time combat situations to assess each participant's application of techniques	2	8	-	-
PC2. record peer feedback on behavioural changes after the implementation of the unarmed self-defence programme	2	8	-	-
PC3. prepare the performance report for each participant	3	7	-	-
PC4. discuss the performance report with each participant and set achievable goals for improvement	5	5	-	-
<i>Evaluate the effectiveness of the programme</i>	19	31	-	-
PC5. collect feedback from appropriate sources on the effectiveness of the programme	3	7	-	-
PC6. analyze the attendance of participants to determine the drop-out rate, if any	4	6	-	-
PC7. identify potential areas for improvement in future programmes	4	6	-	-
PC8. review own performance, e.g. coaching methodology and identify areas of improvement	4	6	-	-
PC9. incorporate feedback received from relevant stakeholders	4	6	-	-
NOS Total	31	59	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	SPF/N1119
NOS Name	Evaluate the unarmed self-defence programme
Sector	Sports
Sub-Sector	Sports Coaching and Fitness
Occupation	Sports Coaching
NSQF Level	5
Credits	TBD
Version	1.0
Last Reviewed Date	NA
Next Review Date	NA
NSQC Clearance Date	

Qualification Pack

SGJ/N1702: Optimize resource utilization at workplace

Description

This unit is about adopting sustainable practices and optimizing use of resources, especially material, energy and waste, in day-to-day operations at work

Scope

The scope covers the following :

- Material conservation practices
- Energy/electricity conservation practices
- Effective waste management/recycling practices

Elements and Performance Criteria

Material conservation practices

To be competent, the user/individual on the job must be able to:

- PC1.** identify ways to optimize usage of material including water in various tasks/activities/processes
- PC2.** check for spills/leakages in various tasks/activities/processes
- PC3.** plug spills/leakages and escalate to appropriate authority if unable to rectify
- PC4.** carry out routine cleaning of tools, machines and equipment

Energy/electricity conservation practices

To be competent, the user/individual on the job must be able to:

- PC5.** identify ways to optimize usage of electricity/energy in various tasks/activities/processes
- PC6.** check if the equipment/machine is functioning normally before commencing work and rectify wherever required
- PC7.** report malfunctioning (fumes/sparks/emission/vibration/noise) and lapse in maintenance of equipment
- PC8.** ensure electrical equipment and appliances are properly connected and turned off when not in use

Effective waste management/recycling practices

To be competent, the user/individual on the job must be able to:

- PC9.** identify recyclable and non-recyclable, and hazardous waste generated
- PC10.** segregate waste into different categories
- PC11.** dispose non-recyclable waste appropriately
- PC12.** deposit recyclable and reusable material at identified location
- PC13.** follow processes specified for disposal of hazardous waste

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

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- KU1.** potential hazards, risks and threats based on the nature of work
- KU2.** layout of the workstation and electrical and thermal equipment used
- KU3.** organizations procedures for minimizing waste
- KU4.** efficient and inefficient utilization of material and water
- KU5.** ways of efficiently managing material and water in the process
- KU6.** basics of electricity and prevalent energy efficient devices
- KU7.** ways to recognize common electrical problems
- KU8.** common practices of conserving electricity
- KU9.** usage of different colours of dustbins
- KU10.** categorization of waste into dry, wet, recyclable, non-recyclable and items of single-use plastics
- KU11.** waste management and methods of waste disposal
- KU12.** common sources of pollution and ways to minimize it

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** record data on waste disposal at workplace
- GS2.** complete statutory documents relevant to safety and hygiene
- GS3.** read Standard Operating Practices (SOP) documents
- GS4.** communicate with colleagues on the significance of greening of jobs
- GS5.** make timely decisions for efficient utilization of resources
- GS6.** complete tasks efficiently and accurately within stipulated time
- GS7.** work with supervisors/team members to carry out work related tasks
- GS8.** identify cause and effect of greening of jobs

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Material conservation practices</i>	4	8	-	-
PC1. identify ways to optimize usage of material including water in various tasks/activities/processes	1	2	-	-
PC2. check for spills/leakages in various tasks/activities/processes	1	2	-	-
PC3. plug spills/leakages and escalate to appropriate authority if unable to rectify	1	2	-	-
PC4. carry out routine cleaning of tools, machines and equipment	1	2	-	-
<i>Energy/electricity conservation practices</i>	4	8	-	-
PC5. identify ways to optimize usage of electricity/energy in various tasks/activities/processes	1	2	-	-
PC6. check if the equipment/machine is functioning normally before commencing work and rectify wherever required	1	2	-	-
PC7. report malfunctioning (fumes/sparks/emission/vibration/noise) and lapse in maintenance of equipment	1	2	-	-
PC8. ensure electrical equipment and appliances are properly connected and turned off when not in use	1	2	-	-
<i>Effective waste management/recycling practices</i>	5	10	-	-
PC9. identify recyclable and non-recyclable, and hazardous waste generated	1	2	-	-
PC10. segregate waste into different categories	1	2	-	-
PC11. dispose non-recyclable waste appropriately	1	2	-	-
PC12. deposit recyclable and reusable material at identified location	1	2	-	-
PC13. follow processes specified for disposal of hazardous waste	1	2	-	-



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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
NOS Total	13	26	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	SGJ/N1702
NOS Name	Optimize resource utilization at workplace
Sector	Green Jobs
Sub-Sector	Other Green Jobs
Occupation	Resource Optimization
NSQF Level	3
Credits	TBD
Version	1.0
Last Reviewed Date	16/12/2019
Next Review Date	27/04/2022
NSQC Clearance Date	

Assessment Guidelines and Assessment Weightage

Assessment Guidelines

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down the proportion of marks for Theory and Skills Practical for each PC.
2. The assessment for the theory part will be based on the 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 the 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 these criteria.
6. To pass the Qualification Pack assessment, every trainee should score a minimum of 70% of % aggregate marks to successfully clear the assessment.

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7. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

Minimum Aggregate Passing % at QP Level : 70

(Please note: Every Trainee should score a minimum aggregate passing percentage as specified above, to successfully clear the Qualification Pack assessment.)

Assessment Weightage

Compulsory NOS

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
SPF/N1117.Plan an unarmed self-defence programme	36	49	-	-	85	18
SPF/N1118.Deliver unarmed self-defence sessions	79	171	-	-	250	54
SPF/N1119.Evaluate the unarmed self-defence programme	31	59	-	-	90	19
SGJ/N1702.Optimize resource utilization at workplace	13	26	-	-	39	9
Total	159	305	-	-	464	100

Acronyms

NOS	National Occupational Standard(s)
NSQF	National Skills Qualifications Framework
QP	Qualifications Pack
TVET	Technical and Vocational Education and Training

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Glossary

Sector	Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
Sub-sector	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
Occupation	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
Job role	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
Occupational Standards (OS)	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the Knowledge and Understanding (KU) they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
Performance Criteria (PC)	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
National Occupational Standards (NOS)	NOS are occupational standards which apply uniquely in the Indian context.
Qualifications Pack (QP)	QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualifications pack code.
Unit Code	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
Unit Title	Unit title gives a clear overall statement about what the incumbent should be able to do.
Description	Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for.
Scope	Scope is a set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on quality of performance required.

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Knowledge and Understanding (KU)	Knowledge and Understanding (KU) are statements which together specify the technical, generic, professional and organisational specific knowledge that an individual needs in order to perform to the required standard.
Organisational Context	Organisational context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
Technical Knowledge	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
Core Skills/ Generic Skills (GS)	Core skills or Generic Skills (GS) are a group of skills that are the key to learning and working in today's world. These skills are typically needed in any work environment in today's world. These skills are typically needed in any work environment. In the context of the OS, these include communication related skills that are applicable to most job roles.
Electives	Electives are NOS/set of NOS that are identified by the sector as contributive to specialization in a job role. There may be multiple electives within a QP for each specialized job role. Trainees must select at least one elective for the successful completion of a QP with Electives.
Options	Options are NOS/set of NOS that are identified by the sector as additional skills. There may be multiple options within a QP. It is not mandatory to select any of the options to complete a QP with Options.