



## QUALIFICATION FILE

### Self-Defense Assistant

Short Term Training (STT)  Long Term Training (LTT)  Apprenticeship

Upskilling  Dual/Flexi Qualification  For ToT  For ToA

General  Multi-skill (MS)  Cross Sectoral (CS)  Future Skills  OEM

NCrF/NSQF Level: 2

Submitted By:

Sports, Physical Education, Fitness and Leisure Sector Skill Council (SPEFL-SC)  
207, DLF Galleria Mall, Mayur Vihar Extension, Delhi- 110091

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Section 1: Basic Details

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1.	<b>Qualification Name</b>	<b>Self-Defense Assistant</b>	
2.	<b>Sector/s</b>	<b>Sports</b>	
3.	<b>Type of Qualification:</b> <input checked="" type="checkbox"/> New <input type="checkbox"/> Revised <input type="checkbox"/> Has Electives/Options <input type="checkbox"/> OEM	<b>NQR Code &amp; version of existing/previous qualification:</b> <i>(change to previous, once approved)</i>	<b>Qualification Name of existing/previous version:</b>
4.	<b>a. OEM Name</b> <b>b. Qualification Name</b> <i>(Wherever applicable)</i>	NA	
5.	<b>National Qualification Register (NQR) Code &amp;Version</b> <i>(Will be issued after NSQC approval)</i>		<b>6. NCrf/NSQF Level:</b> 2
7.	<b>Award (Certificate/Diploma/Advance Diploma/ Any Other)</b> <i>(Wherever applicable specify multiple entry/exits also &amp; provide details in annexure)</i>	Certificate	
8.	<b>Brief Description of the Qualification</b>	Self-Defense Assistants are individuals who offer support to self-defense trainers/instructors during the self-defense training. They help in pre-session tasks such as registration of participants and crowd management. During the self-defense sessions, they provide dummy equipment and also facilitate trainers/instructors in demonstrating self-defense techniques. They work with people of all ages and genders.	
9.	<b>Eligibility Criteria for Entry for Student/Trainee/Learner/Employee</b>	<b>a. Entry Qualification &amp; Relevant Experience:</b>	
		<b>S. No.</b>	<b>Academic/Skill Qualification (with Specialization - if applicable)</b>
			<b>Required Experience (with Specialization - if applicable)</b>
		1.	Ability to read & write
			1 Year of relevant experience
		<b>b. Age: 18</b>	
10.	<b>Credits Assigned to this Qualification, Subject to Assessment</b> <i>(as per National Credit Framework (NCrF))</i>	9	<b>11. Common Cost Norm Category (I/II/III)</b> <i>(wherever applicable): NA</i>
12.	<b>Any Licensing requirements for Undertaking Training on This Qualification</b> <i>(wherever applicable)</i>	NA	

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13.	<b>Training Duration by Modes of Training Delivery</b> ( <i>Specify Total Duration as per selected training delivery modes and as per requirement of the qualification</i> )	<input checked="" type="checkbox"/> Offline <input type="checkbox"/> Online <input type="checkbox"/> Blended (Refer Blended Learning Annexure for details)						
		<b>Training Delivery Modes</b>	<b>Theory (Hours)</b>	<b>Practical (Hours)</b>	<b>OJT Man. (Hours)</b>	<b>OJT Rec. (Hours)</b>	<b>ES (Hours)</b>	<b>Total (Hours)</b>
		<b>Classroom (offline)</b>	60	120	60	-	30	270
		<b>Online</b>						
14.	<b>Aligned to NCO/ISCO Code/s</b> ( <i>if no code is available mention the same</i> )	NCO-2015/ 3423.0200						
15.	<b>Progression path after attaining the qualification</b> ( <i>Please show Professional and Academic progression</i> )	Level-3 (Vertical) Physical Education Assistant (Primary Years)						
16.	<b>Other Indian languages in which the Qualification &amp; Model Curriculum are being submitted</b>	Hindi						
17.	<b>Is similar Qualification(s) available on NQR-if yes, justification for this qualification</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No URLs of similar Qualifications:						
18.	<b>Is the Job Role Amenable to Persons with Disability</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If "Yes", specify applicable type of Disability:						
19.	<b>How Participation of Women will be Encouraged</b>	<p>In India, encouraging the participation of women in Self-Defense Assistant job-role requires addressing specific challenges and taking into account the prevalent scenarios. Here are some practical strategies that can be implemented:</p> <ol style="list-style-type: none"> <li>1. Women-centric skill development programs: Collaborate with vocational training institutes and organizations to implement skill development programs specifically targeted at women interested in self-defense coaching. These programs should focus on practical training in providing women with the necessary skills to excel in the job-role.</li> <li>2. Government incentives and support: Advocate for government incentives and support for companies hiring and training women for Self-Defense Assistant job-role. This could include subsidies for training programs, and financial assistance for setting up women-centric training academies</li> <li>3. Addressing safety concerns: Establish stringent safety protocols and provide a safe working environment for women.</li> <li>4. Collaborations with women's organizations: form partnerships with women's organizations and NGOs working towards women's empowerment.</li> </ol>						

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		5. Flexibility in working hours: Recognize the responsibilities women may have outside of work and provide flexible working hours. This could include options for part-time work, job-sharing arrangements, that accommodate their personal commitments.	
20.	<b>Are Greening/ Environment Sustainability Aspects Covered</b> <i>(Specify the NOS/Module which covers it)</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
21.	<b>Is Qualification Suitable to be Offered in Schools/Colleges</b>	Schools <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Colleges <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
22.	<b>Name and Contact Details of Submitting / Awarding Body SPOC</b> <i>(In case of CS or MS, provide details of both Lead AB &amp; Supporting ABs)</i>	Name: Priya Dwivedi Email: Priya.dwivedi@sportsskills.in Contact No.: 011-47563351 Website: www.sportsskills.in	
23.	<b>Final Approval Date by NSQC:</b> 28/04/2022	<b>24. Validity Duration:</b> 3 Years	<b>25. Next Review Date:</b> 28/04/2025

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## Section 2: Module Summary

## NOS/s of Qualifications

*(In exceptional cases these could be described as components)*

SPF/N1160: Provide pre-training assistance

SPF/N1161: Assist during the training

SPF/N1122: Maintain health and safety standards

SGJ/N1702: Optimize resource utilization at workplace

DGT/VSQ/N0101: Employability Skills (30 Hours)

## Mandatory NOS/s:

Specify the training duration and assessment criteria at NOS/ Module level. For further details refer to the curriculum document.

**Th.-Theory Pr.-Practical OJT-On the Job Man.-Mandatory Training Rec.-Recommended Proj.-Project**

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/ Non-Core	NCrF/ NSQF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
1.	Provide pre-training assistance	SPF/N1160, v2.0	Core	2	1	10	20	-	-	30	46	100			146	28
2.	Assist during the training	SPF/N1161, v2.0	Core	2	4	30	60	30	-	120	48	120			168	32
3.	Maintain health and safety standards	SPF/N1122, v2.0	Core	2	2	10	30	20	-	60	27	90			117	22
4.	Optimize resource utilization at workplace	SGJ/N1702, v1.0	Non-core	3	1	10	10	10	-	30	13	26			39	8
5.	Employability Skills (30 Hours)	DGT/VSQ/N0101, v1.0	Non-core	2	1	15	15	-	-	30	20	30			50	10
<b>Duration (in Hours) / Total Marks</b>					9	75	135	60		270	154	366			520	100

**Assessment - Minimum Qualifying Percentage**Please specify **any one** of the following:**Minimum Pass Percentage – Aggregate at qualification level: 50 %** (Every Trainee should score specified minimum aggregate passing percentage at qualification level to successfully clear the assessment.)**Minimum Pass Percentage – NOS/Module-wise: 50 %** (Every Trainee should score specified minimum passing percentage in each mandatory and selected elective NOS/Module to successfully clear the assessment.)**Section 3: Training Related**

1.	<b>Trainer's Qualification and experience in the relevant sector (in years)</b> (as per NCVET guidelines)	Class 10 <sup>th</sup> Pass with specialization in combat sports with 1 years of academic/industry experience and 1 year of training experience.
2.	<b>Master Trainer's Qualification and experience in the relevant sector (in years)</b> (as per NCVET guidelines)	Class 10 <sup>th</sup> Pass with specialization in combat sports with 2 years of academic/industry experience and 2 years of training experience.
3.	<b>Tools and Equipment Required for Training</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (If "Yes", details to be provided in Annexure)
4.	<b>In Case of Revised Qualification, Details of Any Upskilling Required for Trainer</b>	NA

**Section 4: Assessment Related**

1.	<b>Assessor's Qualification and experience in relevant sector (in years)</b> (as per NCVET guidelines)	Class 12 <sup>th</sup> Pass with specialization in combat sports with 2 years of academic/industry experience and 2 years of training experience.
2.	<b>Proctor's Qualification and experience in relevant sector (in years)</b> (as per NCVET guidelines)	
3.	<b>Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years)</b> (as per NCVET guidelines)	
4.	<b>Assessment Mode</b> (Specify the assessment mode)	<b>Theoretical and Practical Assessment</b>
5.	<b>Tools and Equipment Required for Assessment</b>	<input checked="" type="checkbox"/> Same as for training <input type="checkbox"/> Yes <input type="checkbox"/> No (details to be provided in Annexure-if it is different for Assessment)

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## Section 5: Evidence of the need for the Qualification

Provide Annexure/Supporting documents name.

1.	<b>Latest Skill Gap Study (not older than 2 years) (Yes/No):</b> Work in Progress
2.	<b>Latest Market Research Reports or any other source (not older than 2 years) (Yes/No):</b>
3.	<b>Government /Industry initiatives/ requirement (Yes/No):</b> Yes
4.	<b>Number of Industry validation provided:</b> 15
5.	<b>Estimated nos. of persons to be trained and employed:</b> 500 in three years
6.	<b>Evidence of Concurrence/Consultation with Line Ministry/State Departments:</b> If "No", why: SPEFL-SC submitted the qualification for the line ministry concurrence.

## Section 6: Annexure &amp; Supporting Documents Check List

Specify Annexure Name / Supporting document file name

1.	<b>Annexure:</b> NCrf/NSQF level justification based on NCrf level/NSQF descriptors <i>(Mandatory)</i>	Yes
2.	<b>Annexure:</b> List of tools and equipment relevant for qualification <i>(Mandatory, except in case of online course)</i>	Yes
3.	<b>Annexure:</b> Detailed Assessment Criteria <i>(Mandatory)</i>	Yes
4.	<b>Annexure:</b> Assessment Strategy <i>(Mandatory)</i>	Yes
5.	<b>Annexure:</b> Blended Learning <i>(Mandatory, in case selected Mode of delivery is "Blended Learning")</i>	-
6.	<b>Annexure:</b> Multiple Entry-Exit Details <i>(Mandatory, in case qualification has multiple Entry-Exit)</i>	-
7.	<b>Annexure:</b> Acronym and Glossary <i>(Optional)</i>	Yes
8.	<b>Supporting Document:</b> Model Curriculum <i>(Mandatory – Public view)</i>	Yes
9.	<b>Supporting Document:</b> Career Progression <i>(Mandatory - Public view)</i>	Yes
10.	<b>Supporting Document:</b> Occupational Map <i>(Mandatory)</i>	Yes
11.	<b>Supporting Document:</b> Assessment SOP <i>(Mandatory)</i>	Yes
12.	<b>Any other document you wish to submit:</b>	



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Annexure: Evidence of Level

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NCrF/NSQF Level Descriptors	Key requirements of the job role/ outcome of the qualification	How the job role/ outcomes relate to the NCrF/NSQF level descriptor	NCrF/NSQF Level
<b>Professional Theoretical Knowledge/Process</b>	A Self-Defense Assistant must be able to establish key performance factors such as needs and requirement of a self-defense trainer and assist them to achieve desired goal	The job requires well developed skill, with clear choice of procedures in familiar context which involves the work in familiar, predictable, routine, the situation of clear choice.	2
<b>Professional and Technical Skills/ Expertise/ Professional Knowledge</b>	A Self-Defense Assistant needs to know and have a thorough understanding of hazards associated with specific activities and equipment. He/She should be aware of the precautions to be taken for handling lethal equipment like stun gun, pepper spray, etc.	The Self-Defense Assistant should be aware of different types of equipment and maintenance of the equipment.	2
<b>Employment Readiness &amp; Entrepreneurship Skills &amp; Mind-set/Professional Skill</b>	<ol style="list-style-type: none"> <li>1. speak with others using some basic English phrases or sentences.</li> <li>2. follow good manners while communicating with others</li> <li>3. communicate and behave appropriately with all genders and PwD</li> <li>4. calculate income, expenses, savings etc.</li> <li>use internet and social media platforms securely and safely</li> <li>5. identify customer needs and address them appropriately</li> </ol>	The Self-Defense Assistant must possess a range of cognitive and practical skills required to give assistance to the clients and solve problems by selecting and applying basic methods, tools, materials and information. Individuals employed to carry out these jobs will be expected to be able to communicate clearly in speech and writing and may be required to apply mathematical processes. They should also be able to collect and organise information to communicate about the work. They will solve problems by selecting and applying methods, tools, materials and information.	2
<b>Broad Learning Outcomes/Core Skill</b>	Document class execution and learnings. Document The Self-Defense Assistant on the job needs to know and understand how to read and comprehend modules on standard training procedures. The user/individual on the job needs to know and understand how to communicate in a clear and polite manner and maintain good working relationship with players, other Self-Defense Assistants, and have the ability Listen to and understand any challenges faced by clients.	Desired mathematical skill; understanding of social, political; and some skill of collecting and organising information, communication. S/he must be able to communicate and demonstrate the previous knowledge and skills in the occupation, and know application of facts, principles, processes and general concepts in the occupation. They are expected to conduct themselves in ways which show an understanding of the social and political environment.	2

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<b>Responsibility</b>	A Self-Defense Assistant provides direction, assistance to clients. Ensure safety of the clients participating in his sessions and provides first aid as and when needed. A Self-Defense Assistant must adhere to child protection legislation of the state and policies of the government.	Responsibility for own work and learning and some responsibility for others' works and learning. They are expected to understand the quality of the work that needs to be delivered. They are expected to operate hygienically and demonstrate an understanding of environmental issues. They will take account of health and safety issues as they affect the work they carry out or supervise.	2
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## Annexure: Tools and Equipment (Lab Set-Up)

List of Tools and Equipment

Batch Size: 30

S. No.	Tool / Equipment Name	Specification	Quantity for specified Batch size
1	Ladder	Standard	1
2	safety goggles	Standard	5
3	Gloves	Standard	5
4	Crutches	Standard	1
5	Arm-sling	Standard	1
6	Stretcher	Standard	1
7	Sample performance report	Standard	30
8	Surface disinfectant	Standard	1
9	Alcohol-based sanitizer	Hand sanitizer, disinfecting wipes	1
10	Trigger-sensitive (dummy) guns	Standard	5
11	Chalkable knives	Standard	5
12	Kicking pads	Standard	5
13	Rattan sticks	Standard	5
14	Foam and Plastic bats	Standard	5
15	Mirrors	Standard	1
16	Focus mitt or Punching mitts	Standard	5
17	Punching bag	Standard	1
18	Gym mats	Standard	30
19	IPC book	Standard	30

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20	Copy of POCSO (Protection of Children against Sexual Offences) and POSH (Prevention of Sexual Harassment) Acts	Standard	30
21	Posters of human muscular and skeletal system	Standard	1
22	first aid box	Standard	1
23	whistle	Standard	1
24	Loud speaker	Standard	1
25	Registration form	Standard	40

## Classroom Aids

The aids required to conduct sessions in the classroom are:

1. Laptop
2. Whiteboard
3. Marker
4. Projector
5. Chart paper
6. Clipboards
7. Height & Weight chart

## Annexure: Industry Validations Summary

Provide the summary information of all the industry validations in table. This is not required for OEM qualifications.

S. No	Organization Name	Representative Name	Designation	Contact Address	E-mail ID	Contact Phone No
1	Lotus Veda Education Pvt Ltd	Shikha Sawhney	Director	New Delhi	<a href="mailto:shikha@lotusvedagroup.com">shikha@lotusvedagroup.com</a>	9971338898
2	Insta Krav Maga	Gopal Raghavan Iyengar	Director	Tamilnadu	<a href="mailto:instakravmaga@gmail.com">instakravmaga@gmail.com</a>	9445428378
3	Sacred Heart Convent School	Monika Sharma	PGT English	Punjab	<a href="mailto:monikasharma211@hotmail.com">monikasharma211@hotmail.com</a>	9815712939
4	Ramanlal Shorawala Public School	Himanshu Goyal	Director	Uttar Pradesh	<a href="mailto:himanshu.goyal07@gmail.com">himanshu.goyal07@gmail.com</a>	9568984222
5	Sudeva	Anuj Gupta	Co-Founder	New Delhi	<a href="mailto:anuj.gupta@sudeva.in">anuj.gupta@sudeva.in</a>	8800722118
6	The Wishing Chair	Ruth Ralsun	Manager	Haryana	<a href="mailto:ruth.ralsun@gmail.com">ruth.ralsun@gmail.com</a>	9999606125

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7	Fighting Fit India	Shihan Hemal Shah	Director	Maharashtra	<a href="mailto:fightingfitindia@gmail.com">fightingfitindia@gmail.com</a>	9594505050
8	Daemon India	Rajesh Kumar	Managing Director	Tamilnadu	<a href="mailto:rajesh.kumar@daemon.co.in">rajesh.kumar@daemon.co.in</a>	9880451448
9	Ignite Foundation	Prem Shankar	Trustee	New Delhi	<a href="mailto:prem.shankar@ignitefoundation.org">prem.shankar@ignitefoundation.org</a>	9811250294
10	Gyananda School for Girls	Prathna Sadwani	Admission Head	Uttarakhand	<a href="mailto:schoolofficegyananda@gmail.com">schoolofficegyananda@gmail.com</a>	7895754488
11	ASAR Socia Impact Advisors	Medha Kapoor	Researcher	Karnataka	<a href="mailto:medha.kapoor@asar.co.in">medha.kapoor@asar.co.in</a>	9711746354
12	Kalah System India	Vijeth Rao	Head Instructor	Maharashtra	<a href="mailto:kalahcombatsystemindia@gmail.com">kalahcombatsystemindia@gmail.com</a>	9623567206
13	Martial Art Academy Phulera	Mohit Kardia	Chief Instructor	Rajasthan	<a href="mailto:kardiamohit1@gmail.com">kardiamohit1@gmail.com</a>	9269721234
14	Auckland House School	Sunita John	Director-Principal	Himachal Pradesh	<a href="mailto:auck65@gmail.com">auck65@gmail.com</a>	9816025698
15	Mount Carmel School	Divya Dwivedi	Teacher (PRT)	New Delhi	<a href="mailto:divyadwivedi@mounycarmeldelhi.com">divyadwivedi@mounycarmeldelhi.com</a>	9582009059
16	Flextronics Technologies (India) Pvt Ltd	Rajeev Kashyap	Vice President-Operations	Hyderabad	<a href="mailto:rkashyap@nextracker.com">rkashyap@nextracker.com</a>	9810122807
17	Sumita Mehra Reflections Pvt Ltd	Sumita Mehra	Director	New Delhi	<a href="mailto:ceo@sumitamehra.com">ceo@sumitamehra.com</a>	8178480848
18	APRC Healthcare Pvt Ltd	Dr. Ravinder Kumar	Direcrtor	Uttar Pradesh	<a href="mailto:drrravinderphysio@gmail.com">drrravinderphysio@gmail.com</a>	9213202109
19	Choudhary Tours & Travels Pvt Ltd	Rajeev Choudhary	Director	Uttar Pradesh	<a href="mailto:Rajeev@choudharytours.com">Rajeev@choudharytours.com</a>	9971598659
20	Rogue Warriors and Tactical	Varun Rawat	Director	Uttar Pradesh	<a href="mailto:info.rawatac@gmail.com">info.rawatac@gmail.com</a>	9999721746
21	247 Around	Nitin Malhotra	CEO	Uttar Pradesh	<a href="mailto:nits@247around.com">nits@247around.com</a>	9810872244
22	Noida Deaf Society	Stuti Patel	Program Manager	Uttar Pradesh	<a href="mailto:stuti@noidadeafsociety.org">stuti@noidadeafsociety.org</a>	7042123969
23	Baba Kedarnath Memorial Society	Aditya Srivastava	Treasurer	Uttar Pradesh	<a href="mailto:info@ishaancollege.com">info@ishaancollege.com</a>	8010054746
24	MINDA INDUSTRIES LTD.	Sachchidanand Pande	HRM	Haryana	<a href="mailto:spande@mindagroup.com">spande@mindagroup.com</a>	9560180666
25	TCNS Ltd.	Zinnia Pasricha	Business Head	New Delhi	<a href="mailto:zinnia@tcnslimited.com">zinnia@tcnslimited.com</a>	98101 89695
26	YoungEdspolrer Pvt. Ltd.	Shikha Agnihotri	Co-Founder	New Delhi	<a href="mailto:shikha@youngedspolrer.com">shikha@youngedspolrer.com</a>	9953747471

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27	Beyond Limits	Ankur Agarwal	Associate Director	Haryana	<a href="mailto:ankur.agarwal@bt.com">ankur.agarwal@bt.com</a>	9910478158
28	Urban Warriors	Vaibhav	Proprietor	New Delhi	<a href="mailto:info@urbanwarriors.in">info@urbanwarriors.in</a>	9717732878
29	Cinevista Limited	Vijay Phulka	Executive Director	Maharashtra	<a href="mailto:vj7861@gmail.com">vj7861@gmail.com</a>	9821476009
30	iConfida Services	Anuj Panwar	Director	New Delhi	<a href="mailto:info@iconfida.com">info@iconfida.com</a>	9818090007

Annexure: Training & Employment Details  
Training and Employment Projections:

Year	Total Candidates		Women		People with Disability	
	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities
2023	150	150	40	40	-	-
2024	150	150	40	40	-	-
2025	200	200	50	50	-	-

*Data to be provided year-wise for next 3 years*

**Training, Assessment, Certification, and Placement Data for previous versions of qualifications:**

Qualification Version	Year	Total Candidates				Women				People with Disability			
		Trained	Assessed	Certified	Placed	Trained	Assessed	Certified	Placed	Trained	Assessed	Certified	Placed

*Applicable for revised qualifications only, data to be provided year-wise for past 3 years.*

**List Schemes in which the previous version of Qualification was implemented:**

- 1.
- 2.

**Content availability for previous versions of qualifications:**

Participant Handbook  Facilitator Guide  Digital Content  Qualification Handbook  Any Other:

**Languages in which Content is available:**

**Blended Learning Estimated Ratio & Recommended Tools:**

**Refer NCVET “Guidelines for Blended Learning for Vocational Education, Training & Skilling”**

S. No.	Select the Components of the Qualification	List Recommended Tools – for all Selected Components	Offline : Online Ratio
1	<input type="checkbox"/> Theory/ Lectures - Imparting theoretical and conceptual knowledge		
2	<input type="checkbox"/> Imparting Soft Skills, Life Skills, and Employability Skills /Mentorship to Learners		
3	<input type="checkbox"/> Showing Practical Demonstrations to the learners		
4	<input type="checkbox"/> Imparting Practical Hands-on Skills/ Lab Work/ workshop/ shop floor training		
5	<input type="checkbox"/> Tutorials/ Assignments/ Drill/ Practice		
6	<input type="checkbox"/> Proctored Monitoring/ Assessment/ Evaluation/ Examinations		
7	<input type="checkbox"/> On the Job Training (OJT)/ Project Work Internship/ Apprenticeship Training		

[Annexure: Detailed Assessment Criteria](#)

Detailed assessment criteria for each NOS/Module are as follows:

**SPF/N1160: Provide pre-training assistance**

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Set up the self-defense training area</i>	<b>21</b>	<b>43</b>	-	-

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PC1. inspect the premises for any potential hazards	3	6	-	-
PC2. ensure there are no oil and grease spills on the floors of the training area	3	6	-	-
PC3. inspect if there are enough provisions for lighting and ventilation in case of indoor area	3	6	-	-
PC4. check if loudspeakers, mics are in working condition	3	7	-	-
PC5. ensure drinking water cans are refilled on time	3	6	-	-
PC6. ensure first aid kit is well stocked	3	6	-	-
PC7. carry out routine cleaning of tools, machines and equipment	3	6	-	-
<i>Assist in mobility of participants</i>	<b>13</b>	<b>33</b>	-	-
PC8. ensure participants follow the entry and exit protocols	3	6	-	-
PC9. ensure the registration forms are enough and readily available for all participants	2	5	-	-
PC10. map participants to their respective age- groups, training types, etc.	2	5	-	-
PC11. guide participants to locate changing area	2	6	-	-
PC12. guide participants on using appropriate clothing, footwear, etc. for the training	2	5	-	-
PC13. check if any participant is unwell and report to the senior authority	2	6	-	-
<i>Work effectively with others</i>	<b>12</b>	<b>24</b>	-	-
PC14. interact (verbal, non-verbal and written) with everyone in a gender, disability, and culturally sensitive manner	2	4	-	-
PC15. ensure women, particularly, feel welcomed, comfortable, and safe	2	4	-	-
PC16. ensure personal space of all participants is maintained	2	4	-	-

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PC17. apply conflict management techniques to maintain positive interaction	2	4	-	-
PC18. identify and report inappropriate behavior (e.g. sexual harassment) to appropriate authority	2	4	-	-
PC19. address conscious and unconscious gendered bias of self and others	2	4	-	-
<b>NOS Total</b>	<b>46</b>	<b>100</b>	<b>-</b>	<b>-</b>

**SPF/N1161: Assist during the training**

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Supply equipment during the training session</i>	<b>30</b>	<b>75</b>	-	-
PC1. provide support to self-defense trainer/instructor in equipment handling during the session	6	15	-	-
PC2. identify the type of props and equipment requested by the self-defense trainer/instructor during the session	6	15	-	-
PC3. distribute the props and equipment as per the instruction of the self-defense trainer/instructor	6	15	-	-
PC4. collect and place the equipment from the participants efficiently without disturbing the ongoing training session	6	15	-	-
PC5. assist the self-defense trainer/instructor to spot the wrong technique in participants as per the instruction	6	15	-	-
<i>Demonstrate self-defense situations</i>	<b>18</b>	<b>45</b>	-	-



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PC6. perform the role of assailant/ victim as assigned by the self-defense trainer/instructor	6	15	-	-
PC7. apply defense, attack strategies for demonstration as instructed by the self-defense trainer/instructor	6	15	-	-
PC8. assist self-defense trainer/instructor identify wrong techniques of participants	6	15	-	-
<b>NOS Total</b>	<b>48</b>	<b>120</b>	<b>-</b>	<b>-</b>

***SPF/N1122: Maintain health and safety standards***

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Maintain hygiene and sanitation</i>	<b>17</b>	<b>58</b>	-	-
PC1. ensure personal hygiene	2	8	-	-
PC2. ensure equipment, gym area, restrooms etc. are sanitized before and after the usage	2	8	-	-
PC3. guide others about hygiene and sanitation workplace requirements	2	8	-	-
PC4. check availability of running water, hand wash and alcohol-based sanitizers	2	6	-	-
PC5. ensure everyone (self, clients, assistants etc.) clean hands with soap or alcohol-based sanitizer, before and after the workout	2	6	-	-
PC6. ensure that clients who are ill do not attend the workout session	2	6	-	-
PC7. conduct routine hygiene and sanitation checks of gym area and equipment	3	8	-	-
PC8. report advanced hygiene and sanitation issues to appropriate authority	2	8	-	-

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	10	32	-	-
<i>Maintain safety</i>				
PC9. advise clients of the facility's emergency procedures	2	6	-	-
PC10. ensure clients adhere to safety guidelines	2	6	-	-
PC11. provide first aid for minor injuries and refer severe injuries to qualified medical practitioner	3	10	-	-
PC12. perform Cardiopulmonary Resuscitation (CPR) when required	3	10	-	-
<b>NOS Total</b>	<b>27</b>	<b>90</b>	<b>-</b>	<b>-</b>

*SGJ/N1702: Optimize resource utilization at workplace*

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	-	-

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<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	-	-
<b>NOS TOTAL</b>	<b>13</b>	<b>26</b>	-	-

**DGT/VSQ/N0101: Employability Skills (30 Hours)**

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Introduction to Employability Skills</i>	1	1		
PC1. understand the significance of employability skills in meeting the job requirements	-	-	-	-
<i>Constitutional values – Citizenship</i>	1	1	-	-
PC2. identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	1	3	-	-
PC3. explain 21st Century Skills such as SelfAwareness, Behavior Skills, Positive attitude, self-motivation, problem-solving, creative thinking, time management, social and cultural awareness, emotional awareness, continuous learning mindset etc	-	-	-	-
<i>Basic English Skills</i>	2	3	-	-

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PC4. speak with others using some basic English phrases or sentences	-	-	-	-
<b>Communication Skills</b>	<b>1</b>	<b>1</b>		
PC5. follow good manners while communicating with others	-	-		
PC6. work with others in a team	-	-	-	-
<b>Diversity &amp; Inclusion</b>	<b>1</b>	<b>1</b>	-	-
PC7. communicate and behave appropriately with all genders and PwD	-	-	-	-
PC8. report any issues related to sexual harassment	-	-	-	-
<b>Financial and Legal Literacy</b>	<b>3</b>	<b>4</b>		
PC9. use various financial products and services safely and securely	-	-	-	-
PC10. calculate income, expenses, savings etc.	-	-		
PC11. approach the concerned authorities for any exploitation as per legal rights and laws	-	-		
<b>Essential Digital Skills</b>	<b>4</b>	<b>6</b>		
PC12. operate digital devices and use its features and applications securely and safely	-	-		
PC13. use internet and social media platforms securely and safely	-	-		
<b>Entrepreneurship</b>	<b>3</b>	<b>5</b>		
PC14. identify and assess opportunities for potential business	-	-		
PC15. identify sources for arranging money and associated financial and legal challenges	-	-		
<b>Customer Service</b>	<b>2</b>	<b>2</b>		
PC16. identify different types of customers	-	-		
PC17. identify customer needs and address them appropriately	-	-		
PC18. follow appropriate hygiene and grooming standards	-	-		

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<b><i>Getting ready for apprenticeship &amp; Jobs</i></b>	1	3		
PC19. create a basic biodata	-	-		
PC20. search for suitable jobs and apply	-	-		
PC21. identify and register apprenticeship opportunities as per requirement	-	-		
<b>Total Marks</b>	<b>20</b>	<b>30</b>	-	-

## Annexure: Assessment Strategy

This section includes the processes involved in identifying, gathering, and interpreting information to evaluate the Candidate on the required competencies of the program.

*Mention the detailed assessment strategy in the provided template.*

## &lt;1. Assessment System Overview:

- Batches assigned to the assessment agencies for conducting the assessment on SIP or email
- Assessment agencies send the assessment confirmation to VTP/TC looping SSC
- Assessment agency deploys the ToA certified Assessor for executing the assessment
- SSC monitors the assessment process & records

## 2. Testing Environment:

- Check the Assessment location, date and time
- If the batch size is more than 30, then there should be 2 Assessors.
- Check that the allotted time to the candidates to complete Theory & Practical Assessment is correct.

## 3. Assessment Quality Assurance levels/Framework:

- Question bank is created by the Subject Matter Experts (SME) are verified by the other SME
- Questions are mapped to the specified assessment criteria
- Assessor must be ToA certified & trainer must be ToT Certified

## 4. Types of evidence or evidence-gathering protocol:

- Time-stamped & geotagged reporting of the assessor from assessment location

- Centre photographs with signboards and scheme specific branding

5. Method of verification or validation:

- Surprise visit to the assessment location

6. Method for assessment documentation, archiving, and access

- Hard copies of the documents are stored

**On the Job:**

1. Each module (which covers the job profile of Automotive Service Assistant Technician) will be assessed separately.
2. The candidate must score 60% in each module to successfully complete the OJT.
3. Tools of Assessment that will be used for assessing whether the candidate is having desired skills and etiquette of dealing with customers, understanding needs & requirements, assessing the customer and perform Soft Skills effectively:
  - Videos of Trainees during OJT
  -
4. Assessment of each Module will ensure that the candidate is able to:
  - Effective engagement with the customers
  - Understand the working of various tools and equipment

## Annexure: Acronym and Glossary

## Acronym

Acronym	Description
AA	Assessment Agency
AB	Awarding Body
ISCO	International Standard Classification of Occupations
NCO	National Classification of Occupations
NCrF	National Credit Framework
NOS	National Occupational Standard(s)
NQR	National Qualification Register
NSQF	National Skills Qualifications Framework
OJT	On the Job Training

## Glossary

Term	Description
<b>National Occupational Standards (NOS)</b>	NOS define the measurable performance outcomes required from an individual engaged in a particular task. They list down what an individual performing that task should know and also do.
<b>Qualification</b>	A formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards
<b>Qualification File</b>	A Qualification File is a template designed to capture necessary information of a Qualification from the perspective of NSQF compliance. The Qualification File will be normally submitted by the awarding body for the qualification.
<b>Sector</b>	A grouping of professional activities on the basis of their main economic function, product, service or technology.
<b>Long Term Training</b>	Long-term skilling means any vocational training program undertaken for a year and above. <a href="https://ncvet.gov.in/sites/default/files/NCVET.pdf">https://ncvet.gov.in/sites/default/files/NCVET.pdf</a>