



# Self-Defense Assistant

QP Code: SPF/Q1118

Version: 2.0

NSQF Level: 2

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## SPF/Q1118: Self-Defense Assistant

### Brief Job Description

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.

### Personal Attributes

Self-Defense Assistants should possess the passion for combat sport and be physically fit. They should be self-motivated and energetic individuals.

### Applicable National Occupational Standards (NOS)

#### Compulsory NOS:

1. [SPF/N1160: Provide pre-training assistance](#)
2. [SPF/N1161: Assist during the training](#)
3. [SPF/N1122: Maintain health and safety standards](#)
4. [SGJ/N1702: Optimize resource utilization at workplace](#)
5. [DGT/VSQ/N0101: Employability Skills \(30 Hours\)](#)

### Qualification Pack (QP) Parameters

<b>Sector</b>	Sports
<b>Sub-Sector</b>	Sports Coaching and Fitness
<b>Occupation</b>	Sports Coaching
<b>Country</b>	India
<b>NSQF Level</b>	2
<b>Credits</b>	9
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/ 3423.0200

<b>Minimum Educational Qualification &amp; Experience</b>	8th Class (with pursuing continuous schooling)
<b>Minimum Level of Education for Training in School</b>	Not Applicable
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	18 Years
<b>Last Reviewed On</b>	NA
<b>Next Review Date</b>	NA
<b>NSQC Approval Date</b>	
<b>Version</b>	2.0

## SPF/N1160: Provide pre-training assistance

### Description

This unit is about preparing the area for self-defense training

### Scope

The scope covers the following :

- Set up the self-defense training area
- Assist in mobility of participants
- Work effectively with others

### Elements and Performance Criteria

#### *Set up the self-defense training area*

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

- PC1.** inspect the premises for any potential hazards
- PC2.** ensure there are no oil and grease spills on the floors of the training area
- PC3.** inspect if there are enough provisions for lighting and ventilation in case of indoor area
- PC4.** check if loud speakers, mics are in working condition
- PC5.** ensure drinking water cans are refilled on time
- PC6.** ensure first aid kit is well stocked
- PC7.** carry out routine cleaning of tools, machines and equipment

#### *Assist in mobility of participants*

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

- PC8.** ensure participants follow the entry and exit protocols
- PC9.** ensure the registration forms are enough and readily available for all participants
- PC10.** map participants to their respective age-groups, training types, etc.
- PC11.** guide participants to locate changing area
- PC12.** guide participants on using appropriate clothing, footwear, etc. for the training
- PC13.** check if any participant is unwell and report to the senior authority

#### *Work effectively with others*

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

- PC14.** interact (verbal, non-verbal and written) with everyone in a gender, disability, and culturally sensitive manner
- PC15.** ensure women, particularly, feel welcomed, comfortable, and safe
- PC16.** ensure personal space of all participants is maintained
- PC17.** apply conflict management techniques to maintain positive interaction
- PC18.** identify and report inappropriate behavior (e.g. sexual harassment) to appropriate authority
- PC19.** address conscious and unconscious gendered bias of self and others

### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** risk-assessment principles and methodology
- KU2.** risk-evaluation criteria
- KU3.** principles of crowd management
- KU4.** escalation matrix for reporting problems
- KU5.** importance of gender and its related concepts such as roles, equality, gender power relations etc.
- KU6.** types of unacceptable behavior
- KU7.** POSH (Prevention of Sexual Harassment) Act
- KU8.** factors affecting group dynamics and conflict resolution strategies to enable constructive engagement of participants

### **Generic Skills (GS)**

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

- GS1.** read and understand all usage and safety manuals for self-defense equipment
- GS2.** report faults
- GS3.** follow instructions
- GS4.** document and summarize maintenance reports
- GS5.** differentiate different metrics like, kilogram, pound, etc.
- GS6.** differentiate between materials like plastic, iron, wood ,etc.
- GS7.** identify toxic and non-toxic materials

## Assessment Criteria

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

<b>Assessment Criteria for Outcomes</b>	<b>Theory Marks</b>	<b>Practical Marks</b>	<b>Project Marks</b>	<b>Viva Marks</b>
<b>PC15.</b> ensure women, particularly, feel welcomed, comfortable, and safe	2	4	-	-
<b>PC16.</b> ensure personal space of all participants is maintained	2	4	-	-
<b>PC17.</b> apply conflict management techniques to maintain positive interaction	2	4	-	-
<b>PC18.</b> identify and report inappropriate behavior (e.g. sexual harassment) to appropriate authority	2	4	-	-
<b>PC19.</b> address conscious and unconscious gendered bias of self and others	2	4	-	-
<b>NOS Total</b>	<b>46</b>	<b>100</b>	-	-



## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	SPF/N1160
<b>NOS Name</b>	Provide pre-training assistance
<b>Sector</b>	Sports
<b>Sub-Sector</b>	Sports Coaching and Fitness
<b>Occupation</b>	Sports Coaching
<b>NSQF Level</b>	2
<b>Credits</b>	1
<b>Version</b>	2.0
<b>Next Review Date</b>	NA

## SPF/N1161: Assist during the training

### Description

This unit is about assisting self-defense trainer, instructor during the self-defense training.

### Scope

The scope covers the following :

- Supply equipment during the training session
- Demonstrate self-defense situations

### Elements and Performance Criteria

#### *Supply equipment during the training session*

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

- PC1.** provide support to self-defense trainer/instructor in equipment handing during the session
- PC2.** identify the type of props and equipment requested by the self-defense trainer/instructor during the session
- PC3.** distribute the props and equipment as per the instruction of the self-defense trainer/instructor
- PC4.** collect and place the equipment from the participants efficiently without disturbing the ongoing training session
- PC5.** assist the self-defense trainer/instructor to spot the wrong technique in participants as per the instruction

#### *Demonstrate self-defense situations*

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

- PC6.** perform the role of assailant/ victim as assigned by the self-defense trainer/instructor
- PC7.** apply defense, attack strategies for demonstration as instructed by the self-defense trainer/instructor
- PC8.** assist self-defense trainer/instructor identify wrong techniques of participants

### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** hazards associated with specific activities and equipment
- KU2.** types of self-defense equipment and their usage
- KU3.** names and functions of equipment, components and materials
- KU4.** the purpose of tags and logs of use for equipment
- KU5.** usage, lifecycle, storage of the self-defense equipment
- KU6.** precautions to be taken for handling lethal equipment like stun gun, pepper spray, etc.
- KU7.** laws and regulations with regards to the usage of dummy weapons
- KU8.** roles and responsibilities of all individuals, teams involved in the organization
- KU9.** self-defense techniques

- KU10.** laws regarding self-defense rights
- KU11.** anatomy and physiology of human body
- KU12.** organizational procedure for accidents, safety
- KU13.** fundamental principles of technical analysis to enable accurate and prompt corrections to self-defense technique
- KU14.** emergency response teams aligned to organization

### **Generic Skills (GS)**

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

- GS1.** comprehend and follow instructions
- GS2.** comprehend all usage and safety manuals of equipment
- GS3.** remain updated about developments in self-defense techniques
- GS4.** read and comprehend the organizational policies and procedures
- GS5.** communicate in a clear and polite manner
- GS6.** manage the time of participants and facility schedules

## Assessment Criteria

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>	-	-
<b>PC1.</b> provide support to self-defense trainer/instructor in equipment handing during the session	6	15	-	-
<b>PC2.</b> identify the type of props and equipment requested by the self-defense trainer/instructor during the session	6	15	-	-
<b>PC3.</b> distribute the props and equipment as per the instruction of the self-defense trainer/instructor	6	15	-	-
<b>PC4.</b> collect and place the equipment from the participants efficiently without disturbing the ongoing training session	6	15	-	-
<b>PC5.</b> 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>	-	-
<b>PC6.</b> perform the role of assailant/ victim as assigned by the self-defense trainer/instructor	6	15	-	-
<b>PC7.</b> apply defense, attack strategies for demonstration as instructed by the self-defense trainer/instructor	6	15	-	-
<b>PC8.</b> assist self-defense trainer/instructor identify wrong techniques of participants	6	15	-	-
<b>NOS Total</b>	<b>48</b>	<b>120</b>	-	-

## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	SPF/N1161
<b>NOS Name</b>	Assist during the training
<b>Sector</b>	Sports
<b>Sub-Sector</b>	Sports Coaching and Fitness
<b>Occupation</b>	Sports Coaching
<b>NSQF Level</b>	2
<b>Credits</b>	4
<b>Version</b>	2.0
<b>Next Review Date</b>	NA

## SPF/N1122: Maintain health and safety standards

### Description

This unit is about understanding how to observe and supervise the clients during workout sessions

### Scope

The scope covers the following :

- Maintain hygiene and sanitation
- Maintain safety

### Elements and Performance Criteria

#### *Maintain hygiene and sanitation*

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

- PC1.** ensure personal hygiene
- PC2.** ensure equipment, gym area, restrooms etc. are sanitized before and after the usage
- PC3.** guide others about hygiene and sanitation workplace requirements
- PC4.** check availability of running water, hand wash and alcohol-based sanitizers
- PC5.** ensure everyone (self, clients, assistants etc.) clean hands with soap or alcohol-based sanitizer, before and after the workout
- PC6.** ensure that clients who are ill do not attend the workout session
- PC7.** conduct routine hygiene and sanitation checks of gym area and equipment
- PC8.** report advanced hygiene and sanitation issues to appropriate authority

#### *Maintain safety*

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

- PC9.** advise clients of the facility's emergency procedures
- PC10.** ensure clients adhere to safety guidelines
- PC11.** provide first aid for minor injuries and refer severe injuries to qualified medical practitioner
- PC12.** perform Cardiopulmonary Resuscitation (CPR) when required

### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** emergency response procedures
- KU2.** how to assess physical injuries
- KU3.** administration of basic first aid including CPR
- KU4.** anatomy and physiology
- KU5.** the effect of various exercises according to physical characteristics of a person

### Generic Skills (GS)

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

- GS1.** read and comprehend all usage and safety manuals for exercise equipment
- GS2.** remain updated about developments in fitness and nutrition
- GS3.** communicate in a clear and polite manner
- GS4.** discuss sensitive health issues with clients in an open and understanding manner
- GS5.** assess the emergency situations

## Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Maintain hygiene and sanitation</i>	<b>17</b>	<b>58</b>	-	-
<b>PC1.</b> ensure personal hygiene	2	8	-	-
<b>PC2.</b> ensure equipment, gym area, restrooms etc. are sanitized before and after the usage	2	8	-	-
<b>PC3.</b> guide others about hygiene and sanitation workplace requirements	2	8	-	-
<b>PC4.</b> check availability of running water, hand wash and alcohol-based sanitizers	2	6	-	-
<b>PC5.</b> ensure everyone (self, clients, assistants etc.) clean hands with soap or alcohol-based sanitizer, before and after the workout	2	6	-	-
<b>PC6.</b> ensure that clients who are ill do not attend the workout session	2	6	-	-
<b>PC7.</b> conduct routine hygiene and sanitation checks of gym area and equipment	3	8	-	-
<b>PC8.</b> report advanced hygiene and sanitation issues to appropriate authority	2	8	-	-
<i>Maintain safety</i>	<b>10</b>	<b>32</b>	-	-
<b>PC9.</b> advise clients of the facility's emergency procedures	2	6	-	-
<b>PC10.</b> ensure clients adhere to safety guidelines	2	6	-	-
<b>PC11.</b> provide first aid for minor injuries and refer severe injuries to qualified medical practitioner	3	10	-	-
<b>PC12.</b> perform Cardiopulmonary Resuscitation (CPR) when required	3	10	-	-
<b>NOS Total</b>	<b>27</b>	<b>90</b>	-	-



## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	SPF/N1122
<b>NOS Name</b>	Maintain health and safety standards
<b>Sector</b>	Sports
<b>Sub-Sector</b>	Sports Coaching and Fitness
<b>Occupation</b>	Sports Coaching
<b>NSQF Level</b>	4
<b>Credits</b>	2
<b>Version</b>	2.0
<b>Last Reviewed Date</b>	NA
<b>Next Review Date</b>	27/05/2024
<b>NSQC Clearance Date</b>	27/05/2021

## 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:

- 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

## Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Material conservation practices</i>	<b>4</b>	<b>8</b>	-	-
<b>PC1.</b> identify ways to optimize usage of material including water in various tasks/activities/processes	1	2	-	-
<b>PC2.</b> check for spills/leakages in various tasks/activities/processes	1	2	-	-
<b>PC3.</b> plug spills/leakages and escalate to appropriate authority if unable to rectify	1	2	-	-
<b>PC4.</b> carry out routine cleaning of tools, machines and equipment	1	2	-	-
<i>Energy/electricity conservation practices</i>	<b>4</b>	<b>8</b>	-	-
<b>PC5.</b> identify ways to optimize usage of electricity/energy in various tasks/activities/processes	1	2	-	-
<b>PC6.</b> check if the equipment/machine is functioning normally before commencing work and rectify wherever required	1	2	-	-
<b>PC7.</b> report malfunctioning (fumes/sparks/emission/vibration/noise) and lapse in maintenance of equipment	1	2	-	-
<b>PC8.</b> ensure electrical equipment and appliances are properly connected and turned off when not in use	1	2	-	-
<i>Effective waste management/recycling practices</i>	<b>5</b>	<b>10</b>	-	-
<b>PC9.</b> identify recyclable and non-recyclable, and hazardous waste generated	1	2	-	-
<b>PC10.</b> segregate waste into different categories	1	2	-	-
<b>PC11.</b> dispose non-recyclable waste appropriately	1	2	-	-
<b>PC12.</b> deposit recyclable and reusable material at identified location	1	2	-	-
<b>PC13.</b> follow processes specified for disposal of hazardous waste	1	2	-	-
<b>NOS Total</b>	<b>13</b>	<b>26</b>	-	-

## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	SGJ/N1702
<b>NOS Name</b>	Optimize resource utilization at workplace
<b>Sector</b>	Green Jobs
<b>Sub-Sector</b>	Other Green Jobs
<b>Occupation</b>	Resource Optimization
<b>NSQF Level</b>	3
<b>Credits</b>	1
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	10/08/2022
<b>Next Review Date</b>	30/12/2024
<b>NSQC Clearance Date</b>	30/12/2021

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

### Description

This unit is about employability skills, Constitutional values, becoming a professional in the 21st Century, digital, financial, and legal literacy, diversity and Inclusion, English and communication skills, customer service, entrepreneurship, and apprenticeship, getting ready for jobs and career development.

### Scope

The scope covers the following :

- Introduction to Employability Skills
- Constitutional values - Citizenship
- Becoming a Professional in the 21st Century
- Basic English Skills
- Communication Skills
- Diversity & Inclusion
- Financial and Legal Literacy
- Essential Digital Skills
- Entrepreneurship
- Customer Service
- Getting ready for Apprenticeship & Jobs

### Elements and Performance Criteria

#### *Introduction to Employability Skills*

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

**PC1.** understand the significance of employability skills in meeting the job requirements

#### *Constitutional values - Citizenship*

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

**PC2.** identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices

#### *Becoming a Professional in the 21st Century*

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

**PC3.** explain 21st Century Skills such as Self-Awareness, Behavior Skills, Positive attitude, self-motivation, problem-solving, creative thinking, time management, social and cultural awareness, emotional awareness, continuous learning mindset etc.

#### *Basic English Skills*

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

**PC4.** speak with others using some basic English phrases or sentences

#### *Communication Skills*

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

**PC5.** follow good manners while communicating with others

**PC6.** work with others in a team

#### *Diversity & Inclusion*

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

**PC7.** communicate and behave appropriately with all genders and PwD

**PC8.** report any issues related to sexual harassment

*Financial and Legal Literacy*

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

**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

*Essential Digital Skills*

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

**PC12.** operate digital devices and use its features and applications securely and safely

**PC13.** use internet and social media platforms securely and safely

*Entrepreneurship*

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

**PC14.** identify and assess opportunities for potential business

**PC15.** identify sources for arranging money and associated financial and legal challenges

*Customer Service*

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

**PC16.** identify different types of customers

**PC17.** identify customer needs and address them appropriately

**PC18.** follow appropriate hygiene and grooming standards

*Getting ready for apprenticeship & Jobs*

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

**PC19.** create a basic biodata

**PC20.** search for suitable jobs and apply

**PC21.** identify and register apprenticeship opportunities as per requirement

**Knowledge and Understanding (KU)**

The individual on the job needs to know and understand:

**KU1.** need for employability skills

**KU2.** various constitutional and personal values

**KU3.** different environmentally sustainable practices and their importance

**KU4.** Twenty first (21st) century skills and their importance

**KU5.** how to use basic spoken English language

**KU6.** Do and dont of effective communication

**KU7.** inclusivity and its importance

**KU8.** different types of disabilities and appropriate communication and behaviour towards PwD

**KU9.** different types of financial products and services

**KU10.** how to compute income and expenses

**KU11.** importance of maintaining safety and security in financial transactions

- KU12.** different legal rights and laws
- KU13.** how to operate digital devices and applications safely and securely
- KU14.** ways to identify business opportunities
- KU15.** types of customers and their needs
- KU16.** how to apply for a job and prepare for an interview
- KU17.** apprenticeship scheme and the process of registering on apprenticeship portal

### Generic Skills (GS)

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

- GS1.** communicate effectively using appropriate language
- GS2.** behave politely and appropriately with all
- GS3.** perform basic calculations
- GS4.** solve problems effectively
- GS5.** be careful and attentive at work
- GS6.** use time effectively
- GS7.** maintain hygiene and sanitisation to avoid infection



## Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Introduction to Employability Skills</i>	<b>1</b>	<b>1</b>	-	-
<b>PC1.</b> understand the significance of employability skills in meeting the job requirements	-	-	-	-
<i>Constitutional values - Citizenship</i>	<b>1</b>	<b>1</b>	-	-
<b>PC2.</b> identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	<b>1</b>	<b>3</b>	-	-
<b>PC3.</b> explain 21st Century Skills such as Self-Awareness, 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>	<b>2</b>	<b>3</b>	-	-
<b>PC4.</b> speak with others using some basic English phrases or sentences	-	-	-	-
<i>Communication Skills</i>	<b>1</b>	<b>1</b>	-	-
<b>PC5.</b> follow good manners while communicating with others	-	-	-	-
<b>PC6.</b> work with others in a team	-	-	-	-
<i>Diversity &amp; Inclusion</i>	<b>1</b>	<b>1</b>	-	-
<b>PC7.</b> communicate and behave appropriately with all genders and PwD	-	-	-	-
<b>PC8.</b> report any issues related to sexual harassment	-	-	-	-
<i>Financial and Legal Literacy</i>	<b>3</b>	<b>4</b>	-	-
<b>PC9.</b> use various financial products and services safely and securely	-	-	-	-
<b>PC10.</b> calculate income, expenses, savings etc.	-	-	-	-

<b>Assessment Criteria for Outcomes</b>	<b>Theory Marks</b>	<b>Practical Marks</b>	<b>Project Marks</b>	<b>Viva Marks</b>
<b>PC11.</b> approach the concerned authorities for any exploitation as per legal rights and laws	-	-	-	-
<i>Essential Digital Skills</i>	<b>4</b>	<b>6</b>	-	-
<b>PC12.</b> operate digital devices and use its features and applications securely and safely	-	-	-	-
<b>PC13.</b> use internet and social media platforms securely and safely	-	-	-	-
<i>Entrepreneurship</i>	<b>3</b>	<b>5</b>	-	-
<b>PC14.</b> identify and assess opportunities for potential business	-	-	-	-
<b>PC15.</b> identify sources for arranging money and associated financial and legal challenges	-	-	-	-
<i>Customer Service</i>	<b>2</b>	<b>2</b>	-	-
<b>PC16.</b> identify different types of customers	-	-	-	-
<b>PC17.</b> identify customer needs and address them appropriately	-	-	-	-
<b>PC18.</b> follow appropriate hygiene and grooming standards	-	-	-	-
<i>Getting ready for apprenticeship &amp; Jobs</i>	<b>1</b>	<b>3</b>	-	-
<b>PC19.</b> create a basic biodata	-	-	-	-
<b>PC20.</b> search for suitable jobs and apply	-	-	-	-
<b>PC21.</b> identify and register apprenticeship opportunities as per requirement	-	-	-	-
<b>NOS Total</b>	<b>20</b>	<b>30</b>	-	-

## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	DGT/VSQ/N0101
<b>NOS Name</b>	Employability Skills (30 Hours)
<b>Sector</b>	Cross Sectoral
<b>Sub-Sector</b>	Professional Skills
<b>Occupation</b>	Employability
<b>NSQF Level</b>	2
<b>Credits</b>	1
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	17/11/2022
<b>Next Review Date</b>	17/11/2025
<b>NSQC Clearance Date</b>	17/11/2022

## 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/workout center (as per assessment criteria below).
5. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/ workout 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.
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

<b>National Occupational Standards</b>	<b>Theory Marks</b>	<b>Practical Marks</b>	<b>Project Marks</b>	<b>Viva Marks</b>	<b>Total Marks</b>	<b>Weightage</b>
SPF/N1160.Provide pre-training assistance	46	100	-	-	146	28
SPF/N1161.Assist during the training	48	120	-	-	168	32
SPF/N1122.Maintain health and safety standards	27	90	-	-	117	22
SGJ/N1702.Optimize resource utilization at workplace	13	26	-	-	39	8
DGT/VSQ/N0101.Employability Skills (30 Hours)	20	30	-	-	50	10
<b>Total</b>	<b>154</b>	<b>366</b>	<b>-</b>	<b>-</b>	<b>520</b>	<b>100</b>

### Acronyms

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

## Glossary

<b>Sector</b>	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.
<b>Sub-sector</b>	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
<b>Occupation</b>	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
<b>Job role</b>	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
<b>Occupational Standards (OS)</b>	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.
<b>Performance Criteria (PC)</b>	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
<b>National Occupational Standards (NOS)</b>	NOS are occupational standards which apply uniquely in the Indian context.
<b>Qualifications Pack (QP)</b>	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.
<b>Unit Code</b>	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
<b>Unit Title</b>	Unit title gives a clear overall statement about what the incumbent should be able to do.
<b>Description</b>	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.
<b>Scope</b>	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.
<b>Knowledge and Understanding (KU)</b>	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.

<p><b>Organisational Context</b></p>	<p>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.</p>
<p><b>Technical Knowledge</b></p>	<p>Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.</p>
<p><b>Core Skills/ Generic Skills (GS)</b></p>	<p>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.</p>
<p><b>Electives</b></p>	<p>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.</p>
<p><b>Options</b></p>	<p>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.</p>