



# Model Curriculum

**QP Name: Self-Defense Trainer**

**QP Code: SPF/Q1119**

**QP Version: 2.0**

**NSQF Level: 4**

**Model Curriculum Version: 2.0**

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## Training 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>	4
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/ 3423.0200
<b>Minimum Educational Qualification and Experience</b>	12th class pass OR 10th class pass with 2 years of relevant experience OR 10th class pass and continuous regular schooling
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	18 years
<b>Last Reviewed On</b>	30/06/2022
<b>Next Review Date</b>	30/06/2025
<b>NSQC Approval Date</b>	30/06/2022
<b>QP Version</b>	2.0
<b>Model Curriculum Creation Date</b>	30/06/2022
<b>Model Curriculum Valid Up to Date</b>	30/06/2025
<b>Model Curriculum Version</b>	2.0
<b>Minimum Duration of the Course</b>	420 Hours
<b>Maximum Duration of the Course</b>	420 Hours

## Program Overview

This section summarizes the end objectives of the program along with its duration.

### Training Outcomes

At the end of the program, the learner will be able to:

- Select equipment appropriate for the self-defense training.
- Prepare participants for the self-defense training.
- Conduct regular checks to identify malfunctioning equipment and report the same.
- Teach basic self-defense techniques to participants.
- Guide and monitor participants during the training session.
- Demonstrate correct forms, posture, and techniques to make training effective and injury free.
- Promote a co-operative environment amongst participants to avoid any conflicts.
- Follow safety protocols for injury prevention and medical emergencies.
- Maintain hygiene and sanitation at the training center.

### Compulsory Modules

The table lists the modules, their duration and mode of delivery.

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
<b>SPF/N1162 - Prepare for self-defense training</b> NOS Version No. 2.0 NSQF Level: 4	15:00	45:00	30:00	00:00	90:00
<b>(Bridge Module)</b> Module 1: Introduction to basics of self-defense techniques	05:00	05:00		00:00	10:00
Module 2: Prepare equipment and participants for the training session	10:00	40:00	30:00	00:00	80:00
<b>SPF/N1163 - Guide and monitor participants</b> NOS Version No. 2.0 NSQF Level: 4	30:00	90:00	60:00	00:00	180:00
Module 3: Apply correctivemeasures during the training session	30:00	90:00	60:00	00:00	180:00
<b>SPF/N1122 – Maintain health and safety standards</b>	30:00	30:00	00:00	00:00	60:00

<b>NOS Version No. 2.0</b> <b>NSQF Level: 4</b>					
Module 4: Maintain hygiene and sanitation	15:00	15:00	00:00	00:00	30:00
Module 5: Identify potential risks and respond to medical emergencies	15:00	15:00	00:00	00:00	30:00
<b>SGJ/Q1702 - Optimize resource utilization at workplace</b> <b>NOS Version No. 1.0</b> <b>NSQF Level: 3</b>	15:00	15:00	00:00	00:00	30:00
Module 6: Create an environmentally sustainable workplace	15:00	15:00	00:00	00:00	30:00
<b>DGT/VSQ/N0102- Employability skills (60 Hours)</b> <b>NOS Version No-1.0</b> <b>NSQF Level: 4</b>	30:00	30:00	00:00	00:00	60:00
Module 6: Employability skills	30:00	30:00	00:00	00:00	60:00
<b>Total Duration</b>	<b>120:00</b>	<b>210:00</b>	<b>90:00</b>	<b>00:00</b>	<b>420:00</b>

# Module Details

## Module 1: Introduction to basics of self-defense techniques

*Mapped to SPF/N1162, v2.0*

### Terminal Outcomes:

- Distinguish between different types of self-defenses (unarmed/armed).
- Identify the career opportunities as a self-defense professional.
- Demonstrate basics of self-defense techniques

<b>Duration: 05:00</b>	
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain self-defense.</li> <li>• List the career opportunities of a self-defense trainer.</li> <li>• Identify the techniques to defend against physical assaults.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how to identify armed and unarmed attackers and to prepare for the defense.</li> <li>• Demonstrate techniques to defend against choke, strangle, jab, wrist grab, fist, push, bear hug, hair grab, kicks, strikes, punches</li> <li>• Demonstrate correct forms, posture, and techniques to make workout effective and injury free.</li> <li>• Demonstrate 360 defense drills against oriental, ice pick, slash against mouth grab</li> <li>• use appropriate methods of self-defense instruction to develop the basic combat skills</li> </ul>
<b>Classroom Aids:</b>	
Laptop, whiteboard, marker, projector, chart paper, clipboards, posters of human muscular and skeletal system	
<b>Tools, Equipment and Other Requirements</b>	
Nirbhaya self-defense kit, Gym mats, punching bag or body opponent bag (BOB), focus mitt or punching mitts, striking shield, double end bag, medicine ball, mirrors, rattan sticks, foam and plastic bats, kicking pads, chalkable knives, trigger-sensitive (dummy) guns, boxing and digit gloves, full-body armor	

## Module 2: Prepare equipment and participants for the training session

Mapped to SPF/N1162, v2.0

### Terminal Outcomes:

- Inspect equipment and participants' readiness for the self-defense session.

<i>Duration: 10:00</i>	<i>Duration: 40:00</i>
<p><b>Theory – Key Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>Recall the factors to be considered while identifying the dummy weapons for the session.</li> <li>Explain the ways to handle risky weapons safely (e.g. pepper spray, stun gun, etc.)</li> <li>Discuss the importance of warm up, stretching and cool down activities.</li> <li>Explain the types of self-defense techniques and their benefits.</li> <li>Explain ways to identify whether participant's abilities are appropriate for the planned self-defense sessions.</li> <li>Recall the importance of adhering to the specifics such as repetitions, intensity for each technique.</li> <li>Describe the protocols to be followed in case of medical emergency during training sessions.</li> <li>Discuss the ways to maintain personal hygiene before the workout and its significance.</li> </ul>	<p><b>Practical – Key Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>Classify equipment as per their usage – weight, type, contact, non-contact, etc.</li> <li>Examine the equipment for any kind of malfunction.</li> <li>Prepare a sample report on maintenance of self-defense equipment.</li> <li>Demonstrate age-appropriate warm up and cool down activities.</li> <li>Classify self-defense training as per participants' ability.</li> <li>Demonstrate the process of administering First aid for common injuries.</li> </ul>
<p><b>Classroom Aids:</b></p> <p>Laptop, whiteboard, marker, projector, chart paper, clipboards, posters of human muscular and skeletal system</p>	
<p><b>Tools, Equipment and Other Requirements</b></p> <p>Gym mats, punching bag, body opponent bag (BOB), focus mitt or punching mitts, striking shield, double end bag, medicine ball, mirrors, rattan sticks, foam and plastic bats, kicking pads, chalkable knives, trigger-sensitive (dummy) guns, boxing and digit gloves, full-body armor</p>	

## Module 3: Apply corrective measures during the training session

*Mapped to SPF/N1163, v2.0*

### Terminal Outcomes:

- Guide participants on correct execution of techniques to get better results.
- Monitor participants to ensure they comply with the best practices of training.

<i>Duration: 30:00</i>	<i>Duration: 90:00</i>
<p><b>Theory – Key Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Identify the techniques to defend against physical assaults.</li> <li>• Identify incorrect execution of self-defense techniques.</li> <li>• Recall the safety measures to be taken while participants handle dangerous props/weapons during the training session.</li> <li>• Discuss inappropriate behaviour and sexual harassment at workplace.</li> <li>• Explain the significance and the process of reporting appropriate behaviour and sexual harassment at workplace.</li> </ul>	<p><b>Practical – Key Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Demonstrate basic self-defense techniques like duck, punches, kicks, strikes, etc.</li> <li>• Demonstrate correct forms, posture, and techniques to make workout effective and injury free.</li> <li>• Demonstrate the usage of dummy weapons safely and effectively.</li> <li>• Demonstrate activities to develop endurance, strength, co-ordination, flexibility, etc.</li> <li>• Apply gender-sensitive, non-discriminatory language.</li> </ul>
<p><b>Classroom Aids:</b></p> <p>Laptop, whiteboard, marker, projector, chart paper, clipboards, posters of human muscular and skeletal system, copy of POCSO (Protection of Children against Sexual Offences) and POSH (Prevention of Sexual Harassment) Acts, IPC book</p>	
<p><b>Tools, Equipment and Other Requirements</b></p> <p>Gym mats, punching bag, body opponent bag (BOB), focus mitt or punching mitts, striking shield, double end bag, medicine ball, mirrors, rattan sticks, foam and plastic bats, kicking pads, chalkable knives, trigger-sensitive (dummy) guns, boxing and digit gloves, full-body armor</p>	



## Module 4: Maintain hygiene and sanitation

*Mapped to SPF/N1122, v2.0*

### Terminal Outcomes:

- Create a healthy and hygienic environment for participants.

<b>Duration:</b> 15:00	<b>Duration:</b> 15:00
<p><b>Theory – Key Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Recall the importance of hygiene and sanitation regulatory at training area.</li> <li>• Discuss the ways to maintain personal hygiene before and after the training session.</li> <li>• Identify the sanitizing agents which are safe for both machinery and equipment.</li> <li>• Identify the sanitizing agents safe for the participants.</li> <li>• Discuss ways to promote a safe and interactive environment.</li> </ul>	<p><b>Practical – Key Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Demonstrate hygiene and sanitation checks of training area and equipment.</li> <li>• Prepare a sample report on maintenance of hygiene and sanitation in the training area.</li> <li>• Demonstrate ways to sanitize equipment and machinery before and after the usage.</li> <li>• Draft a sample report for advanced hygiene and sanitation issues to appropriate authority.</li> </ul>
<p><b>Classroom Aids:</b></p> <p>Laptop, whiteboard, marker, projector, chart paper, clipboards</p>	
<p><b>Tools, Equipment and Other Requirements</b></p> <p>Alcohol-based sanitizer, surface disinfectant</p>	

## Module 5: Identify potential risks and respond to medical emergencies

*Mapped to SPF/N1122, v2.0*

### Terminal Outcomes:

- Apply first aid to minor injuries.
- Identify medical emergencies.

<b>Duration: 15:00</b>	<b>Duration: 15:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the common types of injuries that might occur during the training session.</li> <li>• Explain the steps to be followed during medical emergencies.</li> <li>• Explain the factors that lead to injuries during the training session.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate ways to find if the injury is major or minor.</li> <li>• Demonstrate the process of administering first aid for common injuries.</li> <li>• Perform CPR (Cardio-Pulmonary Resuscitation)</li> <li>• Demonstrate emergency evacuation procedure and protocol in case of fire or natural disaster.</li> </ul>
<b>Classroom Aids:</b>	
Laptop, whiteboard, marker, projector, chart paper, clipboards, sample performance report	
<b>Tools, Equipment and Other Requirements</b>	
First aid kit, stretcher, arm-sling, crutches	

## Module 6: Create an environmentally sustainable workplace

Mapped to SGJ/N1702, v1.0

### Terminal Outcomes:

- Identify effective waste management techniques at the workplace.
- Ways to make the workplace environmentally sustainable.

<b>Duration:</b> 15:00	<b>Duration:</b> 15:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Recognize the environment-friendly materials available to replace conventional materials.</li> <li>• Discuss ways of disposing non-recyclable waste appropriately.</li> <li>• Explain common sources of pollution and ways to minimize it.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare statutory documents relevant to safety and hygiene.</li> <li>• Demonstrate the methods of disposing of non-recyclable waste.</li> <li>• Report malfunctioning. (fumes/sparks/emission/vibration/noise) and lapse in maintenance of equipment.</li> </ul>
<b>Classroom Aids:</b>	
Laptop, whiteboard, marker, projector, chart paper, clipboards	
<b>Tools, Equipment and Other Requirements</b>	
Gloves, safety goggles, ladder	

## Module 7: Employability Skills

### Mapped to DGT/VSQ/N0102, v1.0

#### Terminal Outcomes:

- Understand Employability skills along with communication skills and constitutional values
- Able to set a goal and create a career plan, along with knowledge financial and legal knowledge

Duration: 30:00	Duration: 30:00
<b>Theory – Key Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Discuss the Employability Skills required for jobs in various industries.</li> <li>• Explain the constitutional values, including civic rights and duties, citizenship, responsibility towards society and personal values and ethics such as honesty, integrity, caring and respecting others that are required to become a responsible citizen</li> <li>• Describe the role of digital technology in today's life</li> <li>• Explain entrepreneurship and opportunities available</li> <li>• Understanding different types of customers and their needs</li> <li>• Explain skills required to become a 21st century professional</li> <li>• Understand to read and write basic English</li> <li>• Understand how to create a career plan</li> <li>• Explain effective communication skills</li> <li>• Understand basic financial and legal knowledge</li> </ul>	<b>Practical – Key Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Create a career plan</li> <li>• Implement Self-awareness, time management, critical thinking, problem solving</li> <li>• Create sample word documents, excel sheets and presentations using basic features, utilize virtual collaboration tools to work effectively wherever necessary</li> <li>• Implement communication skills while handling different customers</li> </ul>
<b>Classroom Aids:</b> Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b> Computer (PC) with latest configurations, Computer Tables, Computer Chairs, UPS, Scanner cum Printer	

## On-the-Job Training

### *Mapped to Self-Defense Trainer*

<b>Mandatory Duration: 90:00</b>	<b>Recommended Duration: 00:00</b>
<b>Location: On Site</b>	
<b>Terminal Outcomes</b>	
<ul style="list-style-type: none"><li>• Identify self-defense equipment required for the training.</li><li>• Prepare a plan for equipment inspection.</li><li>• Teach basic self-defense techniques.</li><li>• Demonstrate ways to guide and monitor participants during the self-defense training.</li><li>• Demonstrate ways of communicating with participants using gender-sensitive, non-discriminatory language.</li><li>• Practice effective waste management techniques at the workplace.</li></ul>	

## Annexure

### Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Class 10 <sup>th</sup> pass	Combat sports	Minimum of 1 year	Self-defense trainer in an academy, educational institution, fitness center/gym	Minimum of 1 year	Must have worked in a sports/fitness industry	Must undergo <b>“Train the Trainer”</b> Program conducted by SPEFL-SC for each job role time to time.

Trainer Certification	
Domain Certification	Platform Certification
Certified ToT for job role “ Self-Defense Trainer” mapped to QP “SPF/Q1119, v2.0” Minimum accepted score is 80%	Recommended that the trainer is certified for the Job-Role “Trainer” (VET and skills), mapped to Qualification Pack: MEP/Q2601, v2.0” Minimum accepted score is 80%

## Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
Class 12 <sup>th</sup> pass	Combat sports	Minimum of 2 year	Self-defense trainer in an academy, educational institution, fitness center and/or gym	Minimum of 2 year	Must have worked in a sports/ fitness industry	Must undergo <b>“Train the Assessor”</b> Program conducted by SPEFL SC for each job role time to time.

Assessor Certification	
Domain Certification	Platform Certification
Certified ToA for job role “ Self-Defense Trainer” mapped to QP “SPF/Q1119, v2.0” Minimum accepted score is 80%	Recommended that the assessor is certified for the Job-Role “Assessor” (VET and skills) mapped to the Qualification Pack: MEP/Q2701, v2.0” Minimum accepted score is 80%

## Assessment Strategy

### Assessment Guidelines

1. Criteria for assessment for each Qualification Pack will be created by the SPEFL - 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.
7. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

### Recommended Pass % aggregate for QP: 70

Each NOS in the Qualification Pack (QP) will be assigned a relative weightage for assessment based on the criticality of the NOS. Therein each Performance Criteria in the NOS will be assigned marks for or practical based on relative importance, criticality of function and training infrastructure.

The following tools are proposed to be used for final assessment:

1. **Practical Assessment:** This will comprise of a creation of mock environment in the skill lab which is equipped with all equipment's required for the qualification pack. Candidate's soft skills, communication, aptitude, safety consciousness, quality consciousness etc. will be ascertained by observation and will be marked in observation checklist. The product will be measured against the specified dimensions and standards to gauge the level of his skill achievements.
2. **Viva/Structured Interview:** This tool will be used to assess the conceptual understanding and the behavioral aspects as regards the job role and the specific task at hand. It will also include questions on safety, quality, environment, and equipment, etc.
3. **Written Test:** Under this test few key items which cannot be assessed practically will be assessed. The written assessment will comprise of:
  - i. True / False Statements
  - ii Multiple Choice Questions
  - iii Matching Type Questions.
  - iv Fill in the blanks



## Accreditation of Assessing Body:

The SPEFL SC's Accreditation process is divided into two steps:

### 1. Pre-accreditation process:

- Apply for Accreditation: Application form with desired documents in prescribed format to be sent.
- Document Compliance: to be done for ensuring the compliance and adherence of applied assessing body according to criteria laid down by SPEFL SC.
- Presentation on Quality Assurance: to be given by Assessing body highlighting the quality assurance process laid down by Assessing body at the process points.
- Once the assessing body clears the due diligence process, the accreditation is given along with terms and conditions.

### 2. Post-accreditation process: Post accreditation, the accredited assessing bodies needs to fulfil following minimum eligibility criteria or requisites for implementation:

- All Empanelled Assessors would have to undergo "**Train the Assessor**" Program conducted by SPEFL SC for each job role time to time.
- Accredited Assessing Body would have to abide with requisite timelines, policies and regulations declared by SPEFL sector skill council.
- Accredited Assessing Body with times would have to contribute to expansion of the questionnaire.

## Glossary

Term	Description
<b>Key Learning Outcome</b>	Key learning outcome is the statement of what a learner needs to know, understand and be able to do in order to achieve the terminal outcomes. A set of key learning outcomes will make up the training outcomes. Training outcome is specified in terms of knowledge, understanding (theory) and skills (practical application).
<b>OJT (M)</b>	On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on site
<b>OJT (R)</b>	On-the-job training (Recommended); trainees are recommended the specified hours of training on site
<b>Training Outcome</b>	Training outcome is a statement of what a learner will know, understand and be able to do upon the completion of the training.
<b>Terminal Outcome</b>	Terminal outcome is a statement of what a learner will know, understand and be able to do <b>upon the completion of a module</b> . A set of terminal outcomes help to achieve the training outcome.

## Acronyms and Abbreviations

Term	Description
QP	Qualification Pack
NSQF	National Skills Qualification Framework
NSQC	National Skills Qualification Committee
NOS	National Occupational Standards