



QUALIFICATION FILE

Self-Defense Trainer

- 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: 4

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

1.	Qualification Name	Self-Defense Trainer													
2.	Sector/s	Sports													
3.	Type of Qualification: <input checked="" type="checkbox"/> New <input type="checkbox"/> Revised <input type="checkbox"/> Has Electives/Options <input type="checkbox"/> OEM	NQR Code & version of existing/previous qualification: <i>(change to previous, once approved)</i>	Qualification Name of existing/previous version:												
4.	a. OEM Name b. Qualification Name <i>(Wherever applicable)</i>	NA													
5.	National Qualification Register (NQR) Code &Version <i>(Will be issued after NSQC approval)</i>		6. NCrF/NSQF Level: 4												
7.	Award (Certificate/Diploma/Advance Diploma/ Any Other) <i>(Wherever applicable specify multiple entry/exits also & provide details in annexure)</i>	Certificate													
8.	Brief Description of the Qualification	Self-Defense Trainers are individuals who teach the basics of self-defense techniques and fitness development. They ensure all dummy equipment is appropriate to the participant's need and abilities. They also act as an assistant to self-defense instructors and monitor participants during the training sessions. They work with people of all ages and genders.													
9.	Eligibility Criteria for Entry for Student/Trainee/Learner/Employee	a. Entry Qualification & Relevant Experience: <table border="1"> <thead> <tr> <th>S. No.</th> <th>Academic/Skill Qualification (with Specialization - if applicable)</th> <th>Required Experience (with Specialization - if applicable)</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>12th grade pass</td> <td></td> </tr> <tr> <td>2.</td> <td>10th grade pass</td> <td>2 Years of experience</td> </tr> <tr> <td>3.</td> <td>10th grade pass and continuous regular schooling</td> <td></td> </tr> </tbody> </table> b. Age: 18		S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)	1.	12th grade pass		2.	10th grade pass	2 Years of experience	3.	10th grade pass and continuous regular schooling	
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1.	12th grade pass														
2.	10th grade pass	2 Years of experience													
3.	10th grade pass and continuous regular schooling														
10.	Credits Assigned to this Qualification, Subject to Assessment <i>(as per National Credit Framework (NCrF))</i>	14	11. Common Cost Norm Category (I/II/III) <i>(wherever applicable):</i> NA												

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12.	Any Licensing requirements for Undertaking Training on This Qualification (<i>wherever applicable</i>)	NA																										
13.	Training Duration by Modes of Training Delivery (<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 <i>(Refer Blended Learning Annexure for details)</i> <table border="1" data-bbox="1032 309 2150 517"> <thead> <tr> <th data-bbox="1032 309 1305 403">Training Delivery Modes</th> <th data-bbox="1305 309 1456 403">Theory (Hours)</th> <th data-bbox="1456 309 1608 403">Practical (Hours)</th> <th data-bbox="1608 309 1771 403">OJT Man. (Hours)</th> <th data-bbox="1771 309 1904 403">OJT Rec. (Hours)</th> <th data-bbox="1904 309 2031 403">ES (Hours)</th> <th data-bbox="2031 309 2150 403">Total (Hours)</th> </tr> </thead> <tbody> <tr> <td data-bbox="1032 403 1305 467">Classroom (offline)</td> <td data-bbox="1305 403 1456 467">90</td> <td data-bbox="1456 403 1608 467">180</td> <td data-bbox="1608 403 1771 467">90</td> <td data-bbox="1771 403 1904 467">-</td> <td data-bbox="1904 403 2031 467">60</td> <td data-bbox="2031 403 2150 467">420</td> </tr> <tr> <td data-bbox="1032 467 1305 517">Online</td> <td data-bbox="1305 467 1456 517"></td> <td data-bbox="1456 467 1608 517"></td> <td data-bbox="1608 467 1771 517"></td> <td data-bbox="1771 467 1904 517"></td> <td data-bbox="1904 467 2031 517"></td> <td data-bbox="2031 467 2150 517"></td> </tr> </tbody> </table>						Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Man. (Hours)	OJT Rec. (Hours)	ES (Hours)	Total (Hours)	Classroom (offline)	90	180	90	-	60	420	Online						
Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Man. (Hours)	OJT Rec. (Hours)	ES (Hours)	Total (Hours)																						
Classroom (offline)	90	180	90	-	60	420																						
Online																												
14.	Aligned to NCO/ISCO Code/s (<i>if no code is available mention the same</i>)	NCO-2015/ 3423.0200																										
15.	Progression path after attaining the qualification (<i>Please show Professional and Academic progression</i>)	Level-5 (Vertical)- Unarmed Self-Defence Instructor																										
16.	Other Indian languages in which the Qualification & Model Curriculum are being submitted	Hindi																										
17.	Is similar Qualification(s) available on NQR-if yes, justification for this qualification	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No URLs of similar Qualifications:																										
18.	Is the Job Role Amenable to Persons with Disability	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If “Yes”, specify applicable type of Disability:																										
19.	How Participation of Women will be Encouraged	<p>Encouraging the participation of women in the Self-Defense Trainer job role can be achieved through several strategies aimed at creating an inclusive and welcoming environment. Here are some ways to promote and support the participation of women as Self-Defense Trainer:</p> <ol style="list-style-type: none"> 1. Actively reach out to women's clubs, academies, and local communities to promote the Self-Defense Trainer job role. Participate in career fairs, networking events, and sports clubs to engage with potential candidates. 2. Offer training and development programs specifically designed to enhance the skills and knowledge required for the Self-Defense Trainer role. Provide equal opportunities for women to participate in these programs, ensuring they have the necessary expertise to excel in the position. 3. Establish mentorship programs that pair aspiring female Self-Defense Trainer with experienced professionals who can provide guidance, support, and career advice. Highlight successful women who have excelled in the field as role models and showcase their achievements to inspire and motivate others. 																										

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		4. Collaborate with organizations that promote women's empowerment and gender equality in sports. Seek sponsorship and funding to support initiatives aimed at encouraging women's participation as Self-Defense Trainer, such as scholarships or mentorship programs.
20.	Are Greening/ Environment Sustainability Aspects Covered <i>(Specify the NOS/Module which covers it)</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
21.	Is Qualification Suitable to be Offered in Schools/Colleges	Schools <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Colleges <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
22.	Name and Contact Details of Submitting / Awarding Body SPOC <i>(In case of CS or MS, provide details of both Lead AB & Supporting ABs)</i>	Name: Priya Dwivedi Email: Priya.dwivedi@sportsskills.in Contact No.: 011-47563351 Website: www.sportsskills.in
23.	Final Approval Date by NSQC: 30/06/2022	24. Validity Duration: 3 Years 25. Next Review Date: 30/06/2025

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Section 2: Module Summary

NOS/s of Qualifications

(In exceptional cases these could be described as components)

- SPF/N1162: Prepare for self-defense training
- SPF/N1163: Guide and monitor participants
- SPF/N1122: Maintain health and safety standards
- SGJ/N1702: Optimize resource utilization at workplace
- DGT/VSQ/N0102: Employability Skills (60 Hours)

Mandatory NOS/s:

Specify the training duration and assessment criteria at NOS/ Module level. For further details refer 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 <i>(if applicable)</i>	Core/ Non-Core	NCrF/N SQF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) <i>(if applicable)</i>
1.	Prepare for self-defense training	SPF/N1162, v2.0	Core	4	3	15	45	30	-	90	38	96			134	24
2.	Guide and monitor participants	SPF/N1163, v2.0	Core	4	6	30	90	60	-	180	84	124			208	38
3.	Maintain health and safety standards	SPF/N1122, v2.0	Core	4	2	30	30	-	-	60	27	90			117	22
4.	Optimize resource utilization at workplace	SGJ/N1702, v1.0	Non-core	3	1	15	15	-	-	30	13	26			39	7
5.	Employability Skills (60 Hours)	DGT/VSQ/N0102, v1.0	Non-core	4	2	30	30	-	-	60	20	30			50	9
Duration (in Hours) / Total Marks					4	14	120	210	90	420	182	366			548	100

Assessment - Minimum Qualifying Percentage
 Please specify **any one** of the following:

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Minimum Pass Percentage – Aggregate at qualification level: 70 % (Every Trainee should score specified minimum aggregate passing percentage at qualification level to successfully clear the assessment.)

Minimum Pass Percentage – NOS/Module-wise: 70 % (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.	Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	10th Class with specialization in any combat sports with 1 years of academic/industry experience and 1 year of training experience.
2.	Master Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	10th Class with specialization in any combat sports with 2 years of academic/industry experience and 2 year of training experience.
3.	Tools and Equipment Required for Training	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (If "Yes", details to be provided in Annexure)
4.	In Case of Revised Qualification, Details of Any Upskilling Required for Trainer	NA

Section 4: Assessment Related

1.	Assessor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	12th Class with specialization in any combat sports with 2 years of academic/industry experience and 2 year of training experience.
2.	Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	
3.	Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	
4.	Assessment Mode (Specify the assessment mode)	Theoretical and Practical Assessment
5.	Tools and Equipment Required for Assessment	<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)

Section 5: Evidence of the need for the Qualification

Provide Annexure/Supporting documents name.

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1.	Latest Skill Gap Study (not older than 2 years) (Yes/No): Work in Progress
2.	Latest Market Research Reports or any other source (not older than 2 years) (Yes/No):
3.	Government /Industry initiatives/ requirement (Yes/No): Yes
4.	Number of Industry validation provided: 11
5.	Estimated nos. of persons to be trained and employed: 200 in three years
6.	Evidence of Concurrence/Consultation with Line Ministry/State Departments: If “No”, why: SPEFL-SC submitted the qualification for the line ministry concurrence.

Section 6: Annexure & Supporting Documents Check List

Specify Annexure Name / Supporting document file name

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

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 Annexure: Evidence of Level

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
<p>Professional Theoretical Knowledge/Process</p>	<p>A Self-Defense Trainer must be able to establish key performance factors such as needs and requirement of clients and assist them to achieve desired goal.</p>	<p>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. Key tasks of a self-defense trainer include setting up equipment, preparing clients for exercise and demonstrating correct self-defense techniques. Other duties may include keeping the department tidy and basic administration work. This is an activity of a routine nature in a situation of clear choice as demanded by the workplace.</p>	<p>4</p>

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Professional and Technical Skills/ Expertise/ Professional Knowledge	The Self-Defense Trainer needs to know and have 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 Trainer should be aware of different types of equipment and maintenance of the equipment.	4
Employment Readiness & Entrepreneurship Skills & Mind-set/Professional Skill	<ol style="list-style-type: none"> 1. speak with others using some basic English phrases or sentences. 2. follow good manners while communicating with others 3. communicate and behave appropriately with all genders and PwD 4. calculate income, expenses, savings etc. use internet and social media platforms securely and safely 5. identify customer needs and address them appropriately	The Self-Defense Trainer should be aware of different types of equipment and maintenance of the equipment.	4
Broad Learning Outcomes/Core Skill	The Self-Defense Trainer needs to analyze the needs, expectations and limitation of clients. He needs to comprehend all usage and safety manuals for exercise equipment. He needs to know the hazards associated with specific activities and equipment and document and summarize maintenance reports	Desired mathematical skill; The Self-Defense Trainer 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	4

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		<p>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</p>	
<p>Responsibility</p>	<p>A Self-Defense Trainer 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 Trainer must adhere to child protection legislation of the state and policies of the government.</p>	<p>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.</p>	<p>4</p>

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Annexure: Tools and Equipment (Lab Set-Up)

List of Tools and Equipment

Batch Size:

S. No.	Tool / Equipment Name	Specification	Quantity for specified Batch size	Mandatory Equipment
1	Sample performance report	Standard	30	Yes
2	Ladder	Standard	1	No
3	Safety goggles	Standard	5	No
4	Gloves	Standard	5	Yes
5	Crutches	Standard	1	No
6	Arm-sling	Standard	1	No
7	Stretcher	Standard	1	No
8	First aid kit	Standard	1	Yes
9	Surface disinfectant	Standard	1	Yes
10	Alcohol-based sanitizer	Standard	1	Yes
11	IPC book	Digital & hard copy	30	Yes
12	Copy of POCSO (Protection of Children against Sexual Offences) and POSH (Prevention of Sexual Harassment) Acts	Digital & hard copy	30	Yes
13	Full-body armor	Standard	1	Yes
14	Boxing and digit gloves	Standard	5	No
15	Trigger-sensitive (dummy) guns	Standard	3	No
16	Chalkable knives	Standard	5	No
17	Kicking pads	Standard	5	Yes
18	Foam and plastic bats	Standard	5	No
19	Rattan sticks	Standard	5	No
20	Mirrors	Standard	1	No
21	Medicine ball	Standard	2	No
22	Double end bag	Standard	1	No
23	Striking shield	Standard	5	Yes
24	Focus mitt or punching mitts	Standard	5	Yes
25	Punching bag or body opponent bag (BOB)	Standard	1	Yes
26	Gym mats	Standard	30	Yes
27	Nirbhaya self-defense kit	Standard	3	No

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28	Posters of human muscular and skeletal system	Standard	1	Yes
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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	Contact Phone No	E-mail ID	LinkedIn Profile (if available)
1	Lotus Veda Education Pvt Ltd	Shikha Sawhney	Director	New Delhi	shikha@lotusvedagroup.com	9971338898	
2	Insta Krav Maga	Gopal Raghavan Iyengar	Director	Tamilnadu	instakravmaga@gmail.com	9445428378	
3	Sacred Heart Convent School	Monika Sharma	PGT English	Punjab	monikasharma211@hotmail.com	9815712939	
4	Ramanlal Shorawala Public School	Himanshu Goyal	Director	Uttar Pradesh	himanshu.goyal07@gmail.com	9568984222	
5	Sudeva	Anuj Gupta	Co-Founder	New Delhi	anuj.gupta@sudeva.in	8800722118	
6	The Wishing Chair	Ruth Ralsun	Manager	Haryana	ruth.ralsun@gmail.com	9999606125	
7	Fighting Fit India	Shihan Hemal Shah	Director	Maharashtra	fightingfitindia@gmail.com	9594505050	

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

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26	YoungEdspolrer Pvt. Ltd.	Shikha Agnihotri	Co-Founder	New Delhi	shikha@youngedspolrer.com	9953747471
27	Beyond Limits	Ankur Agarwal	Associate Director	Haryana	ankur.agarwal@bt.com	9910478158
28	Urban Warriors	Vaibhav	Proprietor	New Delhi	info@urbanwarriors.in	9717732878
29	Cinevista Limited	Vljay Phulka	Executive Director	Maharashtra	vj7861@gmail.com	9821476009
30	iConfida Services	Anuj Panwar	Director	New Delhi	info@iconfida.com	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	50	50	10	10	-	-
2024	75	75	15	15	-	-
2025	75	75	15	15	-	-

Data to be provided year-wise for next 3 year

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:

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 Annexure: Blended Learning

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/N1162: Prepare for self-defense training

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Prepare equipment for the self-defense training</i>	14	42	-	-
PC1. ensure the labels on the dummy weapons are easily visible (weight, type, etc.)	2	6	-	-

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PC2. ensure risky weapons are stored safely (pepper spray, stun gun, etc.)	2	6	-	-
PC3. ensure enough dummy props and equipment are available as per the number of participants	2	6	-	-
PC4. carry out safety checks to ensure the delivery environment meets the required standards	2	6	-	-
PC5. report any issues related to training equipment and activity area to the appropriate authority	2	6	-	-
PC6. ensure first aid kit is complete and easily accessible	2	6	-	-
PC7. carry out routine cleaning of tools, machines and equipment	2	6	-	-
<i>Prepare participants for the self-defense training</i>	24	54	-	-
PC8. ensure participants' attire is safe and appropriate for the training session	2	6	-	-
PC9. guide participants on effective warm up, stretching and cool down exercises	2	6	-	-
PC10. educate participants on training goals	2	6	-	-
PC11. educate participants on the types of self- defense	2	6	-	-

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PC12. ensure participants understand the types of techniques, and their benefits	2	6	-	-
PC13. inform participants about the timing, repetition, and intensity of each technique	2	6	-	-
PC14. provide support to participants in handling dummy weapons	4	6	-	-
PC15. ensure the participants understand the correct posture, and techniques to make exercise effective and injury free	4	6	-	-
PC16. explain the procedures for dealing with injury and accidents	2	3	-	-
PC17. assess if participants' level of experience and ability is relevant to the training	2	3	-	-
NOS Total	38	96	-	-

SPF/N1163: Guide and monitor participants

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Teach basics of self-defense techniques</i>	28	42	-	-
PC1. teach basic technique to prevent an attack against an unarmed attacker	4	6	-	-
PC2. conduct defense drills against choke, strangle, jab, grip, fist	4	6	-	-
PC3. teach basic technique to prevent an attack against an armed attacker	4	6	-	-

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PC4. use appropriate methods of self-defense instruction to develop the basic combat skills	4	6	-	-
PC5. identify skilled and unskilled attackers	4	6	-	-
PC6. conduct activities to develop strength, functional movements, flexibility, and coordination	4	6	-	-
PC7. use appropriate cooldown activities to end the sessions	4	4	-	-
<i>Monitor participants during the training session</i>	32	48	-	-
PC8. analyze participants' execution of techniques and apply corrective measures when required	4	6	-	-
PC9. ensure any dangerous weapons/props used to role play an attacker is properly monitored	4	6	-	-
PC10. demonstrate safe methods of handling training equipment to participants	4	6	-	-
PC11. provide opportunities for the active involvement of all participants	4	6	-	-
PC12. ensure participants respect the opposite gender during combat drills	4	6	-	-
PC13. analyse various principles of group dynamics and group management	4	6	-	-
PC14. implement appropriate intervention strategies in case of bullying, intolerance, racial comments, and behaviors	4	6	-	-
PC15. provide feedback to participant on their progress and take corrective measures	4	6	-	-

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<i>Work effectively with others</i>	24	36	-	-
PC16. interact (verbal, non-verbal and written) with everyone in a gender, disability, and culturally sensitive manner	4	6	-	-
PC17. ensure women, particularly, feel welcomed, comfortable, and safe	4	6	-	-
PC18. ensure personal space of all participants is maintained	4	6	-	-
PC19. apply conflict management techniques to maintain positive interaction	4	6	-	-
PC20. identify and report inappropriate behavior (e.g. sexual harassment) to appropriate authority	4	6	-	-
PC21. address conscious and unconscious gendered bias of self and others	4	6	-	-
NOS Total	84	126	-	-

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>	17	58	-	-
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	-	-

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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	-	-
<i>Maintain safety</i>	10	32	-	-
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	-	-
NOS Total	27	90	-	-

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	-	-

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<i>Energy/electricity conservation practices</i>	4	8		
PC5. identify ways to optimize usage of electricity/energy in various tasks/activities/processes	1	2	-	-
PC6. check if the equipment/machine is functioning normally before commencing work and rectify wherever required	1	2	-	-
PC7. report malfunctioning (fumes/sparks/emission/vibration/noise) and lapse in maintenance of equipment	1	2	-	-
PC8. ensure electrical equipment and appliances are properly connected and turned off when not in use	1	2	-	-
<i>Effective waste management/recycling practices</i>	5	10		
PC9. identify recyclable and non-recyclable, and hazardous waste generated	1	2	-	-
PC10. segregate waste into different categories	1	2	-	-
PC11. dispose non-recyclable waste appropriately	1	2	-	-
PC12. deposit recyclable and reusable material at identified location	1	2		
PC13. follow processes specified for disposal of hazardous waste	1	2	-	-
NOS TOTAL	13	26	-	-

DGT/VSQ/N0102: Employability Skills (60 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	-	-	-	-
PC2. identify and explore learning and employability portals				

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<i>Constitutional values – Citizenship</i>	1	1	-	-
PC3. identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices	-	-	-	-
PC4. follow environmentally sustainable practices				
<i>Becoming a Professional in the 21st Century</i>	2	4	-	-
PC5. recognize the significance of 21st Century Skills for employment				
PC6. 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>	2	3	-	-
PC7. use basic English for everyday conversation in different contexts, in person and over the telephone				
PC8. read and understand routine information, notes, instructions, mails, letters etc. written in English				
PC9. write short messages, notes, letters, e-mails etc. in English	-	-	-	-
<i>Career Development & Goal Setting</i>	1	2		
PC10. understand the difference between job and career				
PC11. prepare a career development plan with short- and long-term goals, based on aptitude				
<i>Communication Skills</i>	2	2		
PC12. follow verbal and non-verbal communication etiquette and active listening techniques in various settings	-	-		
PC13. work collaboratively with others in a team	-	-	-	-

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<i>Diversity & Inclusion</i>	1	2	-	-
PC14. communicate and behave appropriately with all genders and PwD	-	-	-	-
PC15. communicate and behave appropriately with all genders and PwD	-	-	-	-
<i>Financial and Legal Literacy</i>	2	3		
PC16. select financial institutions, products and services as per requirement	-	-	-	-
PC17. carry out offline and online financial transactions, safely and securely	-	-		
PC18. identify common components of salary and compute income, expenses, taxes, investments etc	-	-		
PC19. identify relevant rights and laws and use legal aids to fight against legal exploitation				
<i>Essential Digital Skills</i>	3	4		
PC20. operate digital devices and carry out basic internet operations securely and safely	-	-		
PC21. use e- mail and social media platforms and virtual collaboration tools to work effectively	-	-		
PC22. use basic features of word processor, spreadsheets, and presentations				
<i>Entrepreneurship</i>	2	3		
PC23. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-		
PC24. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-		
PC25. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity				
<i>Customer Service</i>	1	2		

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PC26. identify different types of customers	-	-		
PC27. identify and respond to customer requests and needs in a professional manner.	-	-		
PC28. follow appropriate hygiene and grooming standards	-	-		
Getting ready for apprenticeship & Jobs	2	3		
PC29. create a professional Curriculum vitae (Résumé)	-	-		
PC30. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-		
PC31. apply to identified job openings using offline /online methods as per requirement	-	-		
PC32. answer questions politely, with clarity and confidence, during recruitment and selection				
PC33. identify apprenticeship opportunities and register for it as per guidelines and requirements				
NOS TOTAL	20	30	-	-

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.

<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

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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
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QUALIFICATION FILE- STT

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
National Occupational Standards (NOS)	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.
Qualification	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
Qualification File	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.
Sector	A grouping of professional activities on the basis of their main economic function, product, service or technology.
Long Term Training	Long-term skilling means any vocational training program undertaken for a year and above. https://ncvet.gov.in/sites/default/files/NCVET.pdf