



QUALIFICATION FILE

Unarmed Self-Defense Instructor

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: 5

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	Unarmed Self-Defense Instructor	
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: 5
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	Unarmed Self-Defense Instructor works with children and adults to teach unarmed Self-Defense techniques. The individual plans programme as per the skill level of participants.	
9.	Eligibility Criteria for Entry for Student/Trainee/Learner/Employee	a. Entry Qualification & Relevant Experience:	
		S. No.	Academic/Skill Qualification (with Specialization - if applicable)
		1.	12 + 2 years of Diploma with knowledge of sports
		2.	12th Class
		3.	Certificate-NSQF (Level 4 – Self-Defense Trainer)
			Required Experience (with Specialization - if applicable)
			2 years of relevant experience
			3 Years of relevant experience
			4.5 Years of experience
		b. Age: 18	

10.	Credits Assigned to this Qualification, Subject to Assessment (as per National Credit Framework (NCrF))	19	11. Common Cost Norm Category (I/II/III) (wherever applicable): NA																								
12.	Any Licensing requirements for Undertaking Training on This Qualification (wherever applicable)	NA																									
13.	Training Duration by Modes of Training Delivery (Specify Total Duration as per selected training delivery modes and as per requirement of the qualification)	<input checked="" type="checkbox"/> Offline <input type="checkbox"/> Online <input type="checkbox"/> Blended (Refer Blended Learning Annexure for details) <table border="1" data-bbox="1016 448 2119 655"> <thead> <tr> <th data-bbox="1016 448 1285 539">Training Delivery Modes</th> <th data-bbox="1285 448 1442 539">Theory (Hours)</th> <th data-bbox="1442 448 1592 539">Practical (Hours)</th> <th data-bbox="1592 448 1753 539">OJT Man. (Hours)</th> <th data-bbox="1753 448 1883 539">OJT Rec. (Hours)</th> <th data-bbox="1883 448 2013 539">ES (Hours)</th> <th data-bbox="2013 448 2119 539">Total (Hours)</th> </tr> </thead> <tbody> <tr> <td data-bbox="1016 539 1285 603">Classroom (offline)</td> <td data-bbox="1285 539 1442 603">120</td> <td data-bbox="1442 539 1592 603">270</td> <td data-bbox="1592 539 1753 603">90</td> <td data-bbox="1753 539 1883 603">-</td> <td data-bbox="1883 539 2013 603">90</td> <td data-bbox="2013 539 2119 603">570</td> </tr> <tr> <td data-bbox="1016 603 1285 655">Online</td> <td data-bbox="1285 603 1442 655"></td> <td data-bbox="1442 603 1592 655"></td> <td data-bbox="1592 603 1753 655"></td> <td data-bbox="1753 603 1883 655"></td> <td data-bbox="1883 603 2013 655"></td> <td data-bbox="2013 603 2119 655"></td> </tr> </tbody> </table>					Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Man. (Hours)	OJT Rec. (Hours)	ES (Hours)	Total (Hours)	Classroom (offline)	120	270	90	-	90	570	Online						
Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Man. (Hours)	OJT Rec. (Hours)	ES (Hours)	Total (Hours)																					
Classroom (offline)	120	270	90	-	90	570																					
Online																											
14.	Aligned to NCO/ISCO Code/s (if no code is available mention the same)	NCO-2015/3423.0200																									
15.	Progression path after attaining the qualification (Please show Professional and Academic progression)	Level-6 (Vertical)- Armed Self-Défense 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	Encouraging the participation of women in the Unarmed Self-Defense Instructor 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 a Unarmed Self-Defense Instructor: <ol style="list-style-type: none"> 1. Actively reach out to women's combat & fitness academies, clubs to promote the Unarmed Self-Defense Instructor job role. Participate in career fairs, networking events, and sports, fitness, and combat clubs to engage with potential candidates. 2. Offer training and development programs specifically designed to enhance the skills and knowledge required for the Unarmed Self-Defense Instructor role. Provide 																									

		<p>equal opportunities for women to participate in these programs, ensuring they have the necessary expertise to excel in the position.</p> <ol style="list-style-type: none"> 3. Establish mentorship programs that pair aspiring female Unarmed Self-Defense Instructor 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. 4. Collaborate with organizations that promote women's empowerment and gender equality. Seek sponsorship and funding to support initiatives aimed at encouraging women's participation 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>	<p>Name: Priya Dwivedi Email: Priya.dwivedi@sportsskills.in Contact No.: 011-47563351 Website: www.sportsskills.in</p>		
23.	Final Approval Date by NSQC: 31/01/2024	<table border="1" style="width: 100%;"> <tr> <td>24. Validity Duration: 3 Years</td> <td>25. Next Review Date: 31/01/2027</td> </tr> </table>	24. Validity Duration: 3 Years	25. Next Review Date: 31/01/2027
24. Validity Duration: 3 Years	25. Next Review Date: 31/01/2027			

Section 2: Module Summary

NOS/s of Qualifications

(In exceptional cases these could be described as components)

SPF/N1117: Plan an unarmed Self-Defense programme

SPF/N1118: Deliver unarmed Self-Defense sessions

SPF/N1194: Maintain health and safety standards at playfield

SPF/N1119: Evaluate the unarmed Self-Defense programme

SPF/N1169: Improve workplace resource usage

DGT/VSQ/N0103: Employability Skills (90 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 (if applicable)	Core / Non-Core	NCrF/ NSQF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
1.	Plan an unarmed Self-Defense programme	SPF/N1117, v3.0	Core	5	2	15	45	-	-	60	32	68			100	17
2.	Deliver unarmed Self-Defense sessions	SPF/N1118, v3.0	Core	5	5	30	90	30	-	150	67	133			200	33
3.	Maintain health and safety standards at playfield	SPF/N1194, v1.0	Core	4	4	30	60	30	-	120	30	70			100	17
4.	Evaluate the unarmed Self-Defense programme	SPF/N1119, v3.0	Core	5	4	30	60	30	-	120	31	69			100	17
5.	Improve workplace resource usage	SPF/N1169, v1.0	Non-core	3	1	15	15	-	-	30	20	30			50	8
6.	Employability Skills (90 Hours)	DGT/VSQ/N0103, v1.0	Non-core	5	3	45	45	-	-	90	20	30			50	8

S. No.	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core / Non-Core	NCrF/ NSQF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
Duration (in Hours) / Total Marks						19	165	315	90	570	200	400			600	100

Assessment - Minimum Qualifying Percentage

Please specify **any one** of the following:

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)	Class 10 th pass with specialization in popular sports or indigenous games or fitness & conditioning with 1 year 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)	Class 12 th pass with specialization in fitness & conditioning with 2 year of academic/industry experience and 1 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)	Class 12 th pass with specialization in fitness & conditioning with 2 year of academic/industry experience and 1 year of training experience.
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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.

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: 30
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 (Mandatory)	Yes
2.	Annexure: List of tools and equipment relevant for qualification (Mandatory, except in case of online course)	Yes
3.	Annexure: Detailed Assessment Criteria (Mandatory)	Yes

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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>)	
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:	

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
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Professional Theoretical Knowledge/Process	The Unarmed Self-Defense Instructor must be able to establish key performance factors and participant needs, involve participants in planning and analysis, Set program goals appropriate to performance factors and participant needs, Design and plan unarmed Self-Defense coaching programs to achieve program goals, Plan the resources needed for unarmed Self-Defense coaching programs, Plan how to evaluate unarmed Self-Defense coaching programs, Review participant needs, produce a series of coaching sessions to meet participant needs, Plan how to evaluate coaching sessions.	The job requires well developed skill, with clear choice of procedures in a familiar context which involves the Unarmed Self-Defense Instructor ideating and developing coaching schedules. The Unarmed Self-Defense Instructor requires knowledge, skills and aptitudes that are needed to carry out Self-Defense coaching sessions both outdoor and indoor like marking safe areas, but also ones where problems may arise like rescue situation or unforeseen weather changes or dealing with injury. Unarmed Self-Defense Instructor must be able to make choices about the best procedures to adopt to address problems where the choices are clear.	5
Professional and Technical Skills/ Expertise/ Professional Knowledge	The Unarmed Self-Defense Instructor needs to know and have thorough understanding of the Self-Defense techniques, Ability to identify potential hazards, risks and threats based on the nature of work. Ability to teach/coach Self-Defense or any form of combat sports Understanding of training curriculum. Ability to structure trainings according to requirements of trainees, understanding of biomechanics associated with the unarmed Self-Defense to enable safe and effective instruction. Administration of basic first aid, Ability to do equipment testing to enable safe use of all equipment, accepted best practices in training, Injury management, Industry standards that enable the provision of a safe environment for players.	The Community Sports Coach must have knowledge of facts, principles, processes and general concepts, in a field of work or study. The coach is responsible for completion of their own work and expected to learn and improve their performance on the job. They will require well-developed practical and cognitive skills to complete their work such as creating training schedules based on the age, abilities and skill levels of the participants. They may also have some responsibility for others' work and learning like those of the participants and sometimes the PATs who might be assisting them.	5

Employment Readiness & Entrepreneurship Skills & Mind-set/Professional Skill	<p>The Unarmed Self-Defense Instructor must be able to establish key performance factors and participant needs, involve participants in planning and analysis, Set program goals appropriate to performance factors and participant needs, Design and plan unarmed Self-Defense coaching programs to achieve program goals. Plan the resources needed for unarmed Self-Defense coaching programs, Plan how to evaluate unarmed Self-Defense coaching programs, Review participant needs. Produce a series of coaching sessions to meet participant needs, Plan how to evaluate coaching sessions</p>	<p>The Unarmed Self-Defense Instructor must have knowledge of processes and technical concepts such as situational Awareness, peripheral vision VS tunnel vision, toolbox methodology of techniques, role of adrenaline hormone during a sudden dangerous situation, Importance of speed and quick reflexes and Power and how to use it for one's benefit. The Unarmed Self-Defense Instructor is responsible for completion of work and expected to learn and improve performance on the job. The Unarmed Self-Defense Instructor will require well developed practical and cognitive skills to complete the work such as creating training schedules based on age, abilities and skill levels of the participants.</p>	5
Broad Learning Outcomes/Core Skill	<p>The Unarmed Self-Defense Instructor needs to have high standards of Physical Fitness. Instructor needs to have an understanding of general psychology and Body language. He should possess role model attitude for teaching participants. He should have a skill to evaluate and modify programs as required. He should possess a skill to plan Self-Defense programs according to participants' needs, abilities and risk factors. He should have a skill to identify and implement effective teaching strategies to promote skills development.</p>	<p>The Unarmed Self-Defense Instructor should be able to Recall and demonstrate practical skill of unarmed Self-Defense by creating different eligible scenarios and situations such as:</p> <ul style="list-style-type: none"> - Under Stress training. - Enough repetitions in a challenging environment to make the candidate grasp the technique. - Slow and fast demonstrations. - Dry Drill concept <p>He should have cognitive and analytical skill to prepare individuals for multiple attack scenarios.</p>	5
Responsibility	<p>The Unarmed Self-Defense Instructor provides direction, instruction and training of the operations of a sports team or of individual sportspeople. Ensure the safety of the young people participating in his sessions and provide first aid as and when needed. A sports coach 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>	5

Annexure: Tools and Equipment (Lab Set-Up)

List of Tools and Equipment

Batch Size:

Sno.	Name of Equipment	Minimum No.of Equipment required (per batch of 30 trainers)	Mandatory Equipment
1	chalk powder	1	No
2	First-aid kit	1	No
3	Printer	1	No
4	Rubber - Knife	2	Yes
5	Dummy Gun	2	Yes
6	Gym mats	10	Yes
7	Striker Bag	1	Yes
8	Body opponent bag (BOB)	1	Yes
9	Holding Shield	2	Yes
10	Mirrors	1	No
11	Double end bag	1	Yes
12	Rattan Sticks	5	Yes
13	Foam and plastic bats	5	No

14	Full-Body Armor	1	No
15	Pro kicking pad	5	Yes
16	Chalkable knives	5	No
17	Trigger-Sensitive (dummy) guns	2	No
18	Boxing and digit gloves	5	Yes
19	Palm Pad	5	Yes
20	Kick power pad	5	Yes
21	Grappling Gloves	5	Yes
22	Safety Goggles	5	No
23	Medicine ball	2	Yes
24	Sample performance report	30	No
25	Copy of POCSO (Protection of Children against Sexual Offences) and POSH (Prevention of Sexual Harassment) Acts	30	Yes
26	Copy of IPC (Indian Penal Code 96-106) book	30	No
27	Team uniform/bibs	30	Yes
28	Whistle	1	Yes

Classroom Aids

The aids required to conduct sessions in the classroom are:

1. Laptop
2. Whiteboard
3. Marker
4. Projector
5. Chart paper

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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	
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	Uttrakhand	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	

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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
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

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**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
1	50	50	10	10	-	-
2	75	75	15	15	-	-
3	75	75	15	15	-	-

Data to be provided year-wise for next 3 years

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

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

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

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

- 1.
- 2.

Content availability for previous versions of qualifications:

Unarmed Self-Defence Instructor

Participant Handbook Facilitator Guide Digital Content Qualification Handbook Any Other:

Languages in which Content is available:

Annexure: Blended Learning

Blended Learning Estimated Ratio & Recommended Tools:

Refer NCVET “Guidelines for Blended Learning for Vocational Education, Training & Skilling” available on:

<https://ncvet.gov.in/sites/default/files/Guidelines%20for%20Blended%20Learning%20for%20Vocational%20Education,%20Training%20&%20Skilling.pdf>

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/N1117: Plan an unarmed Self-Defense programme

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Determine participant needs and expectations</i>	10	20	-	-
PC1. identify the goals and ability of each participant	2	4	-	-

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PC2. analyze collected information	2	4	-	-
PC3. set appropriate goals for participants as per their experience and ability	2	4	-	-
PC4. advise participants of reasons why they should not participate in Self-Defense activities e.g. medical complications	2	4	-	-
PC5. establish coaching hours which are convenient for both male and female participants	2	4	-	-
<i>Plan program execution</i>	10	24	-	-
PC6. identify equipment (dummy weapons, mats, etc.) and resources (manuals etc.) appropriate for the program	2	6	-	-
PC7. prepare a detailed plan for manpower support and training area requirements to execute the programme	2	6	-	-
PC8. identify risks to participants' safety and take action to minimize these.	2	4	-	-
PC9. establish an agreement with the nearby medical facility for emergency situations	2	4	-	-
PC10. get an approval from the relevant law enforcement authority on executing a combat training for Self-Defense	2	4	-	-

<i>Plan for providing Psychological and Emotional Support</i>	12	24		
PC11. identify the stress management techniques, as self-defense situations can be emotionally challenging	2	4		
PC12. implement crisis intervention techniques to provide support to individuals experiencing trauma or crisis	2	4		
PC13. implement empathetic and active listening skills to effectively understand and address participants' emotional concerns	2	4		
PC14. provide information and access to mental wellness resources	2	4		
PC15. advise participants on self-care promotion	2	4		
PC16. create positive and supportive training environment	2	4		
NOS Total	32	68	-	-

SPF/N1118: Deliver unarmed Self-Defense sessions

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
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<i>Prepare for unarmed self-defense sessions</i>	18	30	-	-
PC1: set up activity areas and equipment safely and effectively	3	5	-	-
PC2: assess participants' level of experience and ability is relevant to the session	3	5	-	-
PC3: design safe teaching strategies appropriate to the learner's abilities and special needs	3	5	-	-
PC4: educate participants on session goals	3	5	-	-
PC5: ensure participants' attire is safe and appropriate for the training session	3	5	-	-
PC6: ensure first aid kit is stocked	3	5	-	-
<i>Conduct unarmed self-defense sessions</i>	39	65		
PC7: use appropriate warm-up and lead-up activities for the sessions	2	6	-	-
PC8: ensure dummy weapons/props are regularly inspected for wear and tear	2	6	-	-
PC9: instruct participants in different types of punches, kicks, strikes etc.	2	6	-	-
PC10: conduct drills against unarmed assault e.g. choke, strangle, fists etc.	2	6	-	-
PC11: conduct drills against armed assault e.g. bats, knives, clubs, sticks etc.	2	6	-	-
PC12: conduct drills against sexual assault	2	6	-	-
PC13: train in identifying and defending against skilled and unskilled attackers	3	5	-	-
PC14: analyze participants' execution of techniques and apply corrective measures	3	5	-	-

PC15: monitor participants' progress against program aims and modify session as required	3	5	-	-
PC16: ensure active involvement of all participants	3	5	-	-
PC17: use appropriate cool down activities to end the sessions	3	5	-	-
PC18: provide feedback to participant after each session	3	5	-	-
PC19: provide one-to-one counselling on mental preparation for an attack	3	5	-	-
<i>Work effectively with others</i>	6	12	-	-
PC20: interact (verbal, non-verbal and written) with participants in a gender, disability and culturally sensitive manner	2	4	-	-
PC21: promote a safe and interactive environment	2	4	-	-
PC22: identify and report inappropriate behaviour (e.g. sexual harassment) to appropriate authority	2	4	-	-
<i>Maintain hygiene and sanitation</i>	10	20		
PC23: ensure everyone (self, participants, assistants etc.) clean hands before and after session	2	4	-	-
PC24: ensure equipment, work area, restrooms etc. are sanitized before and after sessions	2	4	-	-
PC25: ensure that participants who are ill do not attend the sessions	2	4	-	-
PC26: conduct routine hygiene and sanitation checks of work area and equipment	2	4	-	-
PC27: report advanced hygiene and sanitation issues to appropriate authority	2	4	-	-
NOS Total	67	133	-	-

SPF/N1194: Maintain health & safety standards at playfield

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Conduct risk assessment</i>	10	20	-	-
PC1. conduct a thorough inspection of the playfield to identify any potential hazards or risks that could pose a danger to students	2	4	-	-
PC2. assess the severity and likelihood of identified hazards to determine the level of risk they pose to students' safety	2	4	-	-
PC3. develop a plan to mitigate or eliminate the risks effectively	2	4	-	-
PC4. implement safety signage, set up protective barriers, and provide necessary safety equipment	2	4	-	-
PC5. monitor and review the effectiveness of risk mitigation measures and make necessary adjustments	2	4	-	-
<i>Conduct equipment maintenance</i>	10	30	-	-
PC6. conduct routine inspections of sports equipment to identify any signs of damage, wear, or malfunction	2	6	-	-
PC7. get the sports equipment clean and sanitized to maintain cleanliness, hygiene, and prevent the spread of germs or infections	2	6	-	-
PC8. take immediate action to repair or replace any equipment that is damaged, faulty, or poses a safety risk to students	2	6	-	-

PC9. ensure proper storage of equipment when not in use	2	6	-	-
PC10. maintain detailed records of equipment maintenance activities, including inspections, repairs, and replacements, to track the history and condition of equipment	2	6	-	-
<i>Implement injury prevention measures</i>	10	20	-	-
PC11. ensure that students/participants warm up before physical activities	2	4	-	-
PC12. demonstrate proper technique and form for different movements and exercises to minimize the risk of strains, sprains, or other musculoskeletal injuries	2	4	-	-
PC13. supervise students during physical activities to ensure they are using proper techniques, following safety guidelines, and engaging in safe behaviors	2	4	-	-
PC14. carry out rest and recovery session to prevent overuse injuries	2	4	-	-
PC15. perform first aid and Cardiopulmonary Resuscitation (CPR) when required	2	4	-	-
NOS Total	30	70	-	-

SPF/N1119: Evaluate the unarmed Self-Defense programme

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
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Unarmed Self-Defence Instructor

<i>Evaluate the participants' progress</i>	12	32	-	-
PC1: create controlled real-time combat situations to assess each participant's application of techniques	3	8	-	-
PC2: record peer feedback on behavioural changes after the implementation of the unarmed self-defense programme	3	8	-	-
PC3: prepare the performance report for each participant	3	8	-	-
PC4: discuss the performance report with each participant and set achievable goals for improvement	3	8	-	-
<i>Evaluate the effectiveness of the programme</i>	19	37		
PC5: collect feedback from appropriate sources on the effectiveness of the programme	3	8	-	-
PC6: analyze the attendance of participants to determine the drop-out rate, if any	4	8	-	-
PC7: identify potential areas for improvement in future programmes	4	7	-	-
PC8: review own performance, e.g. coaching methodology and identify areas of improvement	4	7	-	-
PC9: incorporate feedback received from relevant stakeholders	4	7	-	-
NOS Total	31	69	-	-

SPF/N1169: Improve workplace resource usage

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>conservation procedures for materials</i>	4	12	-	-

PC1. determine ways to optimize usage of material including water in various tasks/activities/processes	1	3	-	-
PC2. examine various tasks/activities/processes for spills/leaks	1	3	-	-
PC3. eliminate spills/leaks and escalate to appropriate authorities if they cannot be corrected	1	3	-	-
PC4. conduct routine cleaning of tools, machines, and equipment	1	3	-	-
<i>power conservation practices</i>	8	10	-	-
PC5. determine ways to optimize usage of electricity/energy in various tasks/activities/processes	2	3	-	-
PC6. ensure if the equipment/machine is functioning normally before commencing work and rectify wherever required	2	2	-	-
PC7. report equipment malfunctions (fumes/sparks/emission/vibration/noise) and lapses in maintenance	2	2	-	-
PC8. ensure that all electrical equipment and appliances are correctly connected and turned off when not in use	2	2	-	-
<i>waste management/recycling procedures</i>	8	8	-	-
PC9. determine recyclable and non-recyclable, and hazardous waste generated	2	2	-	-
PC10. separate waste into different categories	2	2	-	-
PC11. discard non-recyclable waste appropriately	2	2	-	-
PC12. store recyclable and reusable materials in a designated spot	2	2	-	-
Total Marks	20	30	-	-

DGT/VSQ/N0103: Employability Skills (90 Hours)

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
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<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	-	-	-	-
PC3. research about the different industries, job market trends, latest skills required and the available opportunities	-	-	-	-
<i>Constitutional values – Citizenship</i>	1	1	-	-
PC4. identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices	-	-	-	-
PC5. follow environmentally sustainable practices				
<i>Becoming a Professional in the 21st Century</i>	1	3	-	-
PC6. recognize the significance of 21st Century Skills for employment	-	-	-	-
PC7. practice the 21st Century Skills such as Self Awareness, Behavior Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life	-	-	-	-
PC8. adopt a continuous learning mindset for personal and professional development				
<i>Basic English Skills</i>	3	4	-	-
PC9. use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-
PC10. read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
PC11. write short messages, notes, letters, e-mails etc. in English	-	-	-	-
<i>Career Development & Goal Setting</i>	1	2	-	-
PC12. identify career goals based on the skills, interests, knowledge, and personal attributes	-	-	-	-
PC13. prepare a career development plan with short- and long-term goals	-	-	-	-
<i>Communication Skills</i>	2	2	-	-
PC14. follow verbal and non-verbal communication etiquette and active listening techniques in various settings	-	-	-	-

PC15. use active listening techniques for effective communication	-	-	-	-
PC16. communicate in writing using appropriate style and format based on formal or informal requirements	-	-	-	-
PC17. work collaboratively with others in a team	-	-	-	-
<i>Diversity & Inclusion</i>	3	5	-	-
PC18. communicate and behave appropriately with all genders and PwD	-	-	-	-
PC19. escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
<i>Financial and Legal Literacy</i>	2	3		
PC20. identify and select reliable institutions for various financial products and services such as bank account, de	-	-	-	-
PC21. carry out offline and online financial transactions, safely and securely, using various methods and check the entries in the passbook	-	-	-	-
PC22. identify common components of salary and compute income, expenses, taxes, investments etc	-	-	-	-
PC23. identify relevant rights and laws and use legal aids to fight against legal exploitation			-	-
<i>Essential Digital Skills</i>	3	5	-	-
PC24. operate digital devices and use their features and applications securely and safely	-	-	-	-
PC25. carry out basic internet operations by connecting to the internet safely and securely, using the mobile data or other available networks through Bluetooth, Wi-Fi, etc.	-	-	-	-
PC26. display responsible online behaviour while using various social media platforms	-	-	-	-
PC27. create a personal email account, send and process received messages as per requirement	-	-	-	-
PC28. carry out basic procedures in documents, spreadsheets and presentations using respective and appropriate applications	-	-	-	-
PC29. utilize virtual collaboration tools to work effectively	-	-	-	-

<i>Entrepreneurship</i>	2	3	-	-
PC30. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	-	-
PC31. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	-	-
PC32. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-	-	-
<i>Customer Service</i>	1	2	-	-
PC33. identify different types of customers and ways to communicate with them	-	-	-	-
PC34. identify and respond to customer requests and needs in a professional manner	-	-	-	-
PC35. use appropriate tools to collect customer feedback	-	-	-	-
PC36. follow appropriate hygiene and grooming standards	-	-	-	-
<i>Getting ready for apprenticeship & Jobs</i>	2	3	-	-
PC37. create a professional Curriculum vitae (Résumé)	-	-	-	-
PC38. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-
PC39. apply to identified job openings using offline /online methods as per requirement	-	-	-	-
PC40. answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-	-
PC41. 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

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

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- 4. Assessment of each Module will ensure that the candidate is able to:
 - Effective engagement with the customers
 - Understand the working of various tools and equipment

Annexure: Acronym and Glossary

Acronym

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

Glossary

Term	Description
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