

Qualification Pack



Unarmed Self-Defense Instructor

QP Code: SPF/Q1105

QP Version: 3.0

NSQF Level: 5

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SPF/Q1105: Unarmed Self-defense Instructor

Brief Job Description

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.

Personal Attributes

The self-defense instructor must be physically fit with good communication skills. The individual must be detail-oriented and attentive.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. [SPF/N1117: Plan an unarmed self-defense programme](#)
2. [SPF/N1118: Deliver unarmed self-defense sessions](#)
3. [SPF/N1194: Maintain health & safety standards at playfield](#)
4. [SPF/N1119: Evaluate the unarmed self-defense programme](#)
5. SPF/N1169: Improve workplace resource usage
6. [DGT/VSQ/N0103: Employability Skills \(90 Hours\)](#)

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Qualification Pack (QP) Parameters

Sector	Sports
Sub-Sector	Sports Coaching and Fitness
Occupation	Sports Coaching
Country	India
NSQF Level	5
Credits	19
Aligned to NCO/ISCO/ISIC Code	Aligned to NCO-2015/ 3423.0200
Minimum Educational Qualification & Experience	12 + 2 years of Diploma with knowledge of sports with 2 years of relevant experience OR 12th Class pass with 3 Years of relevant experience OR Certificate-NSQF (Level 4 – Self-Defense Trainer) with 4.5 Years of relevant experience
Minimum Level of Education for Training in School	
Pre-Requisite License or Training	NA
Minimum Job Entry Age	21
Last Reviewed On	31/01/2024
Next Review Date	31/01/2027
NSQC Approval Date	31/01/2024
Version	3.0
Reference code on NQR	QG-05-SP-02037-2024-V1-SPEFLSC
NQR Version	3

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SPF/N1117: Plan an unarmed self-defense programme

Description

This unit is about planning an unarmed self-defense programme.

Scope

This unit covers the following

- Determine participant needs and expectations
- Plan programme execution

Elements and Performance Criteria

Determine participant needs and expectations

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

PC1: identify the goals and ability of each participant

PC2: analyze collected information

PC3: set appropriate goals for participants as per their experience and ability

PC4: advise participants of reasons why they should not participate in self-defense activities e.g. medical complications

PC5: establish coaching hours which are convenient for both male and female participants

Plan program execution

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

PC6: identify equipment (dummy weapons, mats, etc.) and resources (manuals etc.) appropriate for the program

PC7: prepare a detailed plan for manpower support and training area requirements to execute the programme

PC8: identify risks to participants' safety and take action to minimize these.

PC9: establish an agreement with the nearby medical facility for emergency situations

PC10: get an approval from the relevant law enforcement on executing a combat training for self-defense

Plan for providing Psychological and Emotional Support

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

PC11: identify the stress management techniques, as self-defense situations can be emotionally challenging

PC12: implement crisis intervention techniques to provide support to individuals experiencing trauma or crisis

PC13: implement empathetic and active listening skills to effectively understand and address participants' emotional concerns

PC14: provide information and access to mental wellness resources

PC15: advise participants on self-care promotion

PC16: create positive and supportive training environment

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Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1: relevant legislation to enable safe and non-discriminatory conduct of the self-defense program
- KU2: laws regarding conducting combat training
- KU3: appropriate use of equipment in compliance to the law
- KU4: health and other factors affecting ability to participate in self-defense classes
- KU5: organisational policies and procedures regarding the planning and conduct of an unarmed self-defense program
- KU6: biomechanics associated with the unarmed self-defense to enable safe and effective instruction
- KU7: common injuries sustained through self-defense drills
- KU8: basic first aid procedures to enable effective management of injuries
- KU9: factors affecting group dynamics and conflict resolution strategies to enable constructive engagement of participants
- KU10: equipment testing to enable safe use of all equipment
- KU11: evaluation processes to improve the program

Generic Skills (GS)

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

- GS1: document programs for unarmed self-defense
- GS2: source, access and coordinate resources and equipment necessary for the implementation of the self-defense program
- GS3: convey information to participants about safe participation in the program
- GS4: consult with participants and elicit information required to design an appropriate unarmed self-defense program
- GS5: plan self-defense programs according to participants' needs, abilities and risk factors
- GS6: identify and implement effective teaching strategies to promote skills development
- GS7: analyze self-defense techniques to provide instructions for improvement
- GS8: write to seek permission for support, report an event, an incident, a grievance etc.
- GS9: evaluate the physical condition and mental skills of the participants
- GS10: set achievable challenges

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Assessment Criteria

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	-	-
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	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	SPF/N1117
NOS Name	Plan an Unarmed Self-defense Programme
Sector	Sports
Sub-Sector	Sports Coaching and Fitness
Occupation	Sports Coaching
NSQF Level	5
Credits	2
Version	3.0
Last Reviewed Date	31/01/2024
Next Review Date	31/01/2027
NSQC Clearance Date	31/01/2024

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SPF/N1118: Deliver unarmed self-defense sessions

Description

This unit is about delivering unarmed self-defense sessions.

Scope

This unit covers the following

- Prepare for unarmed self-defense sessions
- Conduct unarmed self-defense sessions
- Work effectively with others
- Maintain hygiene and sanitation

Elements and Performance Criteria

Prepare for unarmed self-defense sessions

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

- PC1: set up activity areas and equipment safely and effectively
- PC2: assess if participants' level of experience and ability is relevant to the session
- PC3: design safe teaching strategies appropriate to the learner's abilities and special needs
- PC4: educate participants on session goals
- PC5: ensure participants' attire is safe and appropriate for the training session
- PC6: ensure first aid kit is stocked

Conduct unarmed self-defense sessions

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

- PC7: use appropriate warm-up and lead-up activities for the sessions
- PC8: ensure dummy weapons/props are regularly inspected for wear and tear
- PC9: instruct participants in different types of punches, kicks, strikes etc.
- PC10: conduct drills against unarmed assault e.g. choke, strangle, fists etc.
- PC11: conduct drills against armed assault e.g. bats, knives, clubs, sticks etc.
- PC12: conduct drills against sexual assault
- PC13: train in identifying and defending against skilled and unskilled attackers
- PC14: analyze participants' execution of techniques and apply corrective measures
- PC15: monitor participants' progress against program aims and modify session as required
- PC16: ensure active involvement of all participants
- PC17: use appropriate cool down activities to end the sessions
- PC18: provide feedback to participant after each session
- PC19: provide one-to-one counseling on mental preparation for an attack

Work effectively with others

- PC20: interact (verbal, non-verbal and written) with participants in a gender, disability and culturally sensitive manner

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PC21: promote a safe and interactive environment

PC22: identify and report inappropriate behaviour (e.g. sexual harassment) to appropriate authority

Maintain hygiene and sanitation

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

PC23: ensure everyone (self, participants, assistants etc.) clean hands before and after session

PC24: ensure equipment, work area, restrooms etc. are sanitized before and after sessions

PC25: ensure that participants who are ill do not attend the sessions

PC26: conduct routine hygiene and sanitation checks of work area and equipment

PC27: report advanced hygiene and sanitation issues to appropriate authority

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Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1: relevant legislation to enable safe and non-discriminatory sessions
- KU2: health and other factors affecting the ability to participate in self-defense sessions
- KU3: laws, policies and procedures regarding the planning and conduct of an unarmed self-defense program
- KU4: POCSO (Protection of Children against Sexual Offences) Act
- KU5: POSH (Prevention of Sexual Harassment) Act
- KU6: equipment/weapons that are forbidden to use as per the Indian Penal Code
- KU7: types of common weapon used by attackers
- KU8: self-defense principles, strategies, techniques and teaching methods
- KU9: biomechanics associated with the unarmed self-defense to enable safe and effective instruction
- KU10: basic first aid procedures to enable effective management of injuries
- KU11: manoeuvres, techniques, and methods to enable accurate demonstration and correction of skills
- KU12: factors that affect skills acquisition, effective skills development and confidence
- KU13: factors affecting group dynamics and conflict resolution strategies to enable constructive engagement of participants
- KU14: evaluation processes to enable improvements to be made to the program
- KU15: ways to identify and defend against skilled and unskilled attacker
- KU16: types of unacceptable behavior
- KU17: importance of gender and its related concepts such as gender roles, gender equality, gender power relations etc.
- KU18: communicable diseases and their prevention
- KU19: hygiene and sanitation workplace and regulatory requirements
- KU20: importance of hygiene and sanitation

Generic Skills (GS)

The user/ individual on the job needs to know and understand how to:

- GS1: document programs for unarmed self-defense
- GS2: review and reflect on own work performance to facilitate personal development and self-confidence
- GS3: convey information and instructions to participants about safe participation in the program
- GS4: write to seek permission for support, report an event, an incident, a grievance etc.
- GS5: use positive words to encourage participants

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<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	-	-

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<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	-	-

National Occupational Standards (NOS) Parameters

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NOS Code	SPF/N1118
NOS Name	Deliver Unarmed Self-defense Sessions
Sector	Sports
Sub-Sector	Sports Coaching and Fitness
Occupation	Sports Coaching
NSQF Level	5
Credits	5
Version	3.0
Last Reviewed Date	31/01/2024
Next Review Date	31/01/2027
NSQC Clearance Date	31/01/2024

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SPF/N1194: Maintain health & safety standards at playfield

This unit is about maintaining health & safety standards at playfield.

Scope

This unit covers the following

- Conduct risk assessment
- Conduct equipment maintenance
- Implement Injury prevention measures

Elements and Performance Criteria

conduct risk assessment

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

- PC1: Conduct a thorough inspection of the playfield to identify any potential hazards or risks that could pose a danger to students
- PC2: Assess the severity and likelihood of identified hazards to determine the level of risk they pose to students' safety
- PC3: develop a plan to mitigate or eliminate the risks effectively
- PC4: implement safety signage, set up protective barriers, and provide necessary safety equipment
- PC5: monitor and review the effectiveness of risk mitigation measures and make necessary adjustments

Conduct equipment maintenance

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

- PC6: conduct routine inspections of sports equipment to identify any signs of damage, wear, or malfunction
- PC7: get the sports equipment clean and sanitized to maintain cleanliness, hygiene, and prevent the spread of germs or infections.
- PC8: take immediate action to repair or replace any equipment that is damaged, faulty, or poses a safety risk to students
- PC9: ensure proper storage of equipment when not in use
- PC10: maintain detailed records of equipment maintenance activities, including inspections, repairs, and replacements, to track the history and condition of equipment

Implement injury prevention measures

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

- PC11: ensure that students/participants warm up before physical activities
- PC12: demonstrate proper technique and form for different movements and exercises to minimize the risk of strains, sprains, or other musculoskeletal injuries
- PC13: supervise students during physical activities to ensure they are using proper techniques, following safety guidelines, and engaging in safe behaviors
- PC14: carry out rest and recovery session to prevent overuse injury
- PC15: perform first aid and Cardiopulmonary Resuscitation (CPR) when required

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Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1. safety protocols, including emergency procedures, first aid, and CPR
- KU2. safety rules, guidelines, and practices specific to different sports and activities to develop their awareness and adherence to safety protocols
- KU3. emergency response procedures
- KU4. how to assess physical injuries
- KU5. administration of basic first aid including CPR
- KU6. anatomy and physiology
- KU7. the effect of various exercises according to physical characteristics of a person

Generic Skills (GS)

The user/ individual on the job needs to know and understand how to

- GS1: seek medical assistance
- GS2: maintain accurate records of incidents, injuries, and safety checks
- GS3: collaborate with other staff members, such as school administrators, coaches, and medical professionals, to implement and maintain health and safety protocols effectively
- GS4: facilitate open and effective communication channels
- GS5: create a safe and inclusive space for athletes
- GS6: read and comprehend all usage and safety manuals for exercise equipment
- GS7: provide counselling
- GS8: remain emphatic and sensitive towards athletes
- GS9: uphold professional standards and ethical guidelines

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Assessment Criteria

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	-	-

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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	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	SPF/N1194
NOS Name	Maintain health & safety standards at playfield
Sector	Sports
Sub-Sector	Sports Coaching and Fitness
Occupation	Sports Coaching
NSQF Level	4
Credits	4
Version	1.0
Last Reviewed Date	31/08/2023
Next Review Date	31/08/2026
NSQC Clearance Date	31/08/2023

Qualification Pack

SPF/N1119: Evaluate the unarmed self-defense programme

Description

This unit is about understanding how to review the unarmed self-defense programme.

Scope

This unit covers the following

- Evaluate the participants' progress
- Evaluate the effectiveness of the program

Elements and Performance Criteria

Evaluate the participant's progress

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

- PC1: create controlled real-time combat situations to assess each participant's application of techniques
- PC2: record peer feedback on behavioural changes after the implementation of the unarmed self-defense programme
- PC3: prepare the performance report for each participant
- PC4: discuss the performance report with each participant and set achievable goals for improvement

Evaluate the effectiveness of the programme

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

- PC5: collect feedback from appropriate sources on the effectiveness of the programme
- PC6: analyze the attendance of participants to determine the drop-out rate, if any
- PC7: identify potential areas for improvement in future programmes
- PC8: review own performance, e.g. coaching methodology and identify areas of improvement
- PC9: incorporate feedback received from relevant stakeholders

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Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1: relevant legislation to enable safe and non-discriminatory conduct of the self-defense program
- KU2: health and other factors affecting the ability to participate in self-defense classes
- KU3: organisational policies and procedures
- KU4: biomechanics associated with the unarmed self-defense
- KU5: common injuries sustained through self-defense drills
- KU6: basic first aid procedures to enable effective management of injuries
- KU7: manoeuvres, techniques, and methods of the self-defense system
- KU8: risk analysis processes to enable assessment of the potential impact of planned techniques
- KU9: self-defense principles, strategies, teaching methods and factors that affect skills acquisition
- KU10: factors affecting group dynamics and conflict resolution strategies
- KU11: equipment testing and checking techniques to enable the safe use of all equipment
- KU12: evaluation processes to improve the program
- KU13: fundamental principles of technical analysis to enable accurate and prompt corrections to technique
- KU14: physiology and psychology of pain and danger to enable an appropriate response

Generic Skills (GS)

The user/ individual on the job needs to know and understand how to:

- GS1: document and prepare reports
- GS2: write to seek permission for support, report an event, an incident, a grievance etc.
- GS3: evaluate the physical condition and mental skills of the participants
- GS4: use positive words to encourage participants
- GS5: set achievable challenges

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<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	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	SPF/N1119
NOS Name	Evaluate the Unarmed Self-defense Programme
Sector	Sports
Sub-Sector	Sports Coaching and Fitness
Occupation	Sports Coaching
NSQF Level	5
Credits	4
Version	1.0
Last Reviewed Date	31/01/2024
Next Review Date	31/01/2027
NSQC Clearance Date	31/01/2024

Qualification Pack

SPF/N1169: Improve workplace resource usage

Description

This unit is about increasing efficiencies and maximizing the use of materials, particularly resources, energy, and trash, in workplace operations.

Scope

This unit covers the following

- conservation procedures for materials
- power conservation methods
- waste management/recycling procedures

Elements and Performance Criteria

conservation procedures for materials

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

- PC1: determine ways to optimize usage of material including water in various tasks/activities/processes
- PC2: examine various tasks/activities/processes for spills/leaks
- PC3: eliminate spills/leaks and escalate to appropriate authorities if they cannot be corrected
- PC4: conduct routine cleaning of tools, machines, and equipment

power conservation practices

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

- PC5: determine ways to optimize usage of electricity/energy in various tasks/activities/processes
- PC6: ensure if the equipment/machine is functioning normally before commencing work and rectify wherever required
- PC7: report equipment malfunctions (fumes/sparks/emission/vibration/noise) and lapses in maintenance
- PC8: ensure that all electrical equipment and appliances are correctly connected and turned off when not in use

waste management/recycling procedures

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

- PC9: determine recyclable and non-recyclable, and hazardous waste generated
- PC10: separate waste into different categories
- PC11: discard non-recyclable waste appropriately
- PC12: store recyclable and reusable materials in a designated spot

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Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1: potential hazards, risks and threats based on the nature of work
- KU2: layout of the workstation and electrical and thermal equipment used
- KU3: organization's procedures for minimizing waste
- KU4: efficient and inefficient utilization of material and water
- KU5: ways of efficiently managing material and water in the process
- KU6: basics of electricity and prevalent energy efficient devices
- KU7: ways to recognize common electrical problems
- KU8: common practices of conserving electricity
- KU9: usage of different colours of dustbins
- KU10: categorization of waste into dry, wet, recyclable, non-recyclable and items of single-use plastics
- KU11: waste management and methods of waste disposal
- KU12: common sources of pollution and ways to minimize it

Generic Skills (GS)

The user/ individual on the job needs to know and understand how to

- GS1: record data on waste disposal at workplace
- GS2: complete statutory documents relevant to safety and hygiene
- GS3: read Standard Operating Practices (SOP) documents
- GS4: communicate with colleagues on the significance of greening of jobs
- GS5: make timely decisions for efficient utilization of resources
- GS6: complete tasks efficiently and accurately within stipulated time
- GS7: work with supervisors/team members to carry out work related tasks
- GS8: identify cause and effect of greening of jobs

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Assessment Criteria

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	-	-
NOS Total	20	30	-	-

Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	SPF/N1169
NOS Name	Improve workplace resource usage
Sector	Sports
Sub-Sector	Sports
Occupation	Sports Coaching
NSQF Level	3
Credits	1
Version	1.0
Last Reviewed Date	NA
Next Review Date	23/06/2026
NSQC Clearance Date	23/06/2023

Qualification Pack

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

Description

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

Scope

The scope covers the following :

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

Elements and Performance Criteria

Introduction to Employability Skills

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

PC1. understand the significance of employability skills in meeting the current job market requirement and future of work

PC2. identify and explore learning and employability relevant portals

PC3. research about the different industries, job market trends, latest skills required and the available opportunities

Constitutional values – Citizenship

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

PC4. recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.

PC5. follow environmentally sustainable practices

Becoming a Professional in the 21st Century

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

PC6. recognize the significance of 21st Century Skills for employment

PC7. practice the 21st Century Skills such as Self-Awareness, Behaviour 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

Qualification Pack

PC8. adopt a continuous learning mindset for personal and professional development

Basic English Skills

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

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

Career Development & Goal Setting

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

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

Communication Skills

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

PC14. follow verbal and non-verbal communication etiquette while communicating in professional and public 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

Diversity & Inclusion

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

PC18. communicate and behave appropriately with all genders and PwD

PC19. escalate any issues related to sexual harassment at workplace according to POSH Act

Financial and Legal Literacy

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

PC20. identify and select reliable institutions for various financial products and services such as bank account, debit and credit cards, loans, insurance etc.

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

Essential Digital Skills

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

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

Qualification Pack

Entrepreneurship

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

- 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

Customer Service

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

- 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

Getting ready for apprenticeship & Jobs

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

- 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

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1. need for employability skills and different learning and employability related portals
- KU2. various constitutional and personal values
- KU3. different environmentally sustainable practices and their importance
- KU4. Twenty first (21st) century skills and their importance
- KU5. how to use English language for effective verbal (face to face and telephonic) and written communication in formal and informal set up
- KU6. importance of career development and setting long- and short-term goals
- KU7. about effective communication
- KU8. POSH Act
- KU9. Gender sensitivity and inclusivity
- KU10. different types of financial institutes, products, and services
- KU11. components of salary and how to compute income and expenditure
- KU12. importance of maintaining safety and security in offline and online financial transactions
- KU13. different legal rights and laws
- KU14. different types of digital devices and the procedure to operate them safely and securely
- KU15. how to create and operate an e- mail account
- KU16. use applications such as word processors, spreadsheets etc.
- KU17. how to identify business opportunities
- KU18. types and needs of customers
- KU19. how to apply for a job and prepare for an interview

Qualification Pack

KU20. apprenticeship scheme and the process of registering on apprenticeship portal

Generic Skills (GS)

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

GS1. read and write different types of documents/instructions/correspondence in English and other languages

GS2. communicate effectively using appropriate language in formal and informal settings

GS3. behave politely and appropriately with all to maintain effective work relationship

GS4. how to work in a virtual mode, using various technological platforms

GS5. perform calculations efficiently

GS6. solve problems effectively

GS7. pay attention to details

GS8. manage time efficiently

GS9. maintain hygiene and sanitization to avoid infection

Qualification Pack

Assessment Criteria

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 current job market requirement and future of work	-	-	-	-
PC2. identify and explore learning and employability relevant 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. recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.	-	-	-	-
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, Behaviour 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	-	-	-	-

Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC10. read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
PC11. write short messages, notes, letters, e-mailsetc. 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 while communicating in professional andpublic 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>	1	1	-	-
PC18. communicate and behave appropriately withall 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, debit and credit cards, loans, insurance etc.	-	-	-	-
PC21. carry out offline and online financial transactions, safely and securely, using variousmethods and check the entries in the passbook	-	-	-	-

Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
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 network 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	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
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	-	-

Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	DGT/VSQ/N0103
NOS Name	Employability Skills (90 Hours)
Sector	Cross Sectoral
Sub-Sector	Professional Skills
Occupation	Employability
NSQF Level	5
Credits	3
Version	1.0
Last Reviewed Date	NA
Next Review Date	05/01/2026
NSQC Clearance Date	05/02/2023

Qualification Pack

Assessment Guidelines and Assessment Weightage

Assessment Guidelines

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down the proportion of marks for Theory and Skills Practical for each PC.
2. The assessment for the theory part will be based on the knowledge bank of questions created by the SSC.
3. Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS.
4. Individual assessment agencies will create unique question papers for the theory part for each candidate at each examination/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

Assessment Weightage

Compulsory NOS

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
1. SPF/N1117: Plan an Unarmed Self-defense Programme	36	49	-	-	85	17
2. SPF/N1115: Deliver Unarmed Self-defense Sessions	79	171	-	-	268	54
3. SPF/N1116: Evaluate the Unarmed Self-defense Programme	31	59	-	-	90	18
4. SGJ/N1702: Optimize Resource Utilization at Workplace	13	26	-	-	57	11
DGT/VSQ/N0103. Employability Skills (90 Hours)	20	30	-	-	50	8
Total	215	435			650	100

Qualification Pack

Acronyms

NOS	National Occupational Standard(s)
NSQF	National Skills Qualification Framework
QP	Qualifications Pack
TVET	Technical and Vocational Education and Training

Qualification Pack

Glossary

Sector	Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
Sub-sector	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
Occupation	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
Job role	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
Occupational Standards (OS)	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the Knowledge and Understanding (KU) they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
Performance Criteria (PC)	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
National Occupational Standards (NOS)	NOS are occupational standards which apply uniquely in the Indian context.
Qualifications Pack (QP)	QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualifications pack code.
Unit Code	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
Unit Title	Unit title gives a clear overall statement about what the incumbent should be able to do.
Description	Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for.
Scope	Scope is a set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on quality of performance required.

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Knowledge and Understanding (KU)	Knowledge and Understanding (KU) are statements that together specify the technical, generic, professional and organisational specific knowledge that an individual need in order to perform to the required standard.
Organisational Context	Organisational context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
Technical Knowledge	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
Core Skills/ Generic Skills (GS)	Core skills or Generic Skills (GS) are a group of skills that are the key to learning and working in today's world. These skills are typically needed in any work environment in today's world. These skills are typically needed in any work environment. In the context of the OS, these include communication-related skills that are applicable to most job roles.
Electives	Electives are NOS/set of NOS that are identified by the sector as contributive to specialization in a job role. There may be multiple electives within a QP for each specialized job role. Trainees must select at least one elective for the successful completion of a QP with Electives.
Options	Options are NOS/set of NOS that are identified by the sector as additional skills. There may be multiple options within a QP. It is not mandatory to select any of the options to complete a QP with Options.