



# Model Curriculum

**QP Name: Unarmed Self-Defence Instructor**

**QP Code: SPF/Q1105**

**QP Version: 2.0**

**NSQF Level: 5**

**Model Curriculum Version: 2.0**

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## Training Parameters

<b>Sector</b>	Sports
<b>Sub-Sector</b>	Sports Coaching and Fitness
<b>Occupation</b>	Sports Coaching
<b>Country</b>	India
<b>NSQF Level</b>	5
<b>Aligned to NCO/ISCO/ISIC Code</b>	Aligned to NCO-2015/3423.0200
<b>Minimum Educational Qualification and Experience</b>	12th Class with 2 Years of experience in teaching/coaching self-defence, any form of combat sports OR 10th Class with 4 Years of experience in teaching/coaching self-defence, any form of combat sports OR Certificate-NSQF (Level 4 - Self-Defense Trainer) with 3 Years of relevant experience
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	20 years
<b>Last Reviewed On</b>	20/11/2020
<b>Next Review Date</b>	20/11/2023
<b>NSQC Approval Date</b>	20/11/2020
<b>QP Version</b>	2.0
<b>Model Curriculum Creation Date</b>	20/11/2020
<b>Model Curriculum Valid Up to Date</b>	20/11/2023
<b>Model Curriculum Version</b>	2.0
<b>Minimum Duration of the Course</b>	450 Hours
<b>Maximum Duration of the Course</b>	450 Hours

## Program Overview

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

### Training Outcomes

At the end of the program, the learner should have acquired the listed knowledge and skills.

- develop a plan to implement an unarmed self-defence programme
- identify laws and regulations required to conduct self-defence programme
- identify equipment, training area and other resources required to conduct an unarmed self-defence programme
- develop safety protocols for injury prevention and medical emergency
- plan drills to defend against armed and unarmed assaults
- conduct drills to develop techniques of unarmed combating skills
- create performance report of participants
- evaluate unarmed self-defence programme and create programme reports

### Compulsory Modules

The table lists the modules and their duration corresponding to the Compulsory NOS of the QP.

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
<b>SPF/N1117: Plan an unarmed self-defence programme</b> NOS Version No. 2.0 NSQF Level: 5	15:00	45:00	00:00	00:00	60:00
<b>(Bridge Module)</b> Module 1: Introduction to self-defence	05:00	00:00	00:00	00:00	05:00
Module 2: Develop a plan to implement an unarmed self-defence programme	10:00	45:00	00:00	00:00	55:00
<b>SPF/N1118: Deliver unarmed self-defence sessions</b> NOS Version No. 2.0 NSQF Level: 5	30:00	90:00	30:00	00:00	150:00
Module 3: Prepare for unarmed self-defence sessions	15:00	30:00	15:00	00:00	60:00
Module 4: Conduct unarmed self-defence sessions	15:00	60:00	15:00	00:00	90:00
<b>SPF/N1119: Evaluate the unarmed self-defence programme</b>	30:00	60:00	30:00	00:00	120:00

<b>NOS Version No. 2.0</b> <b>NSQF Level: 5</b>					
Module 5: Evaluate the participants' progress	15:00	30:00	15:00	00:00	60:00
Module 6: Evaluate the effectiveness of the program	15:00	30:00	15:00	00:00	60:00
<b>SGJ/Q1702: Optimize resource utilization at workplace</b> <b>NOS Version No. 1.0</b> <b>NSQF Level: 3</b>	15:00	15:00	00:00	00:00	30:00
Module 7: Create an environmentally sustainable workplace	15:00	15:00	00:00	00:00	30:00
<b>DGT/VSQ/N0103- Employability skills (90 Hours)</b> <b>NOS Version No-1.0</b> <b>NSQF Level: 5</b>	45:00	45:00	00:00	00:00	90:00
Module 8: Employability skills	45:00	45:00	00:00	00:00	90:00
<b>Total Duration</b>	<b>135:00</b>	<b>255:00</b>	<b>60:00</b>	<b>00:00</b>	<b>450:00</b>

## Module Details

### Module 1: Introduction to Self-Defence Bridge Module

*Mapped to SPF/N1117, v2.0*

#### Terminal Outcomes:

- Describe self-defence.
- Explain the difference between armed and unarmed self-defence instructor.
- Identify the career opportunities of a self-defence instructor.

<b>Duration:</b> 05:00	<b>Duration:</b> 00:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain self-defence.</li> <li>• Identify the difference between armed and unarmed self-defence instructor.</li> <li>• State the role and responsibilities of a self-defence instructor.</li> <li>• List the career opportunities of a self-defence instructor.</li> </ul>	<ul style="list-style-type: none"> <li>• Classify armed and unarmed self-defence instructor.</li> <li>• Create a career progression chart of a self-defence instructor.</li> </ul>
<b>Classroom Aids:</b>	
Laptop, whiteboard, marker, projector, chart paper, clipboards	
<b>Tools, Equipment and Other Requirements</b>	
Dummy weapons (plastic/rubber - knife, gun)	

## Module 2: Develop a plan to implement an unarmed self-defence programme

*Mapped to SPF/N1117, v2.0*

### Terminal Outcomes:

- Design an unarmed self-defence programme.

<b>Duration: 10:00</b>	<b>Duration: 45:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Explain the laws governing conduct of unarmed combat trainings.</li> <li>Identify key factors to be considered while designing an unarmed self-defence programme.</li> <li>Discuss the ways to identify goals and abilities of a participant.</li> <li>Explain the steps to be followed during medical emergencies.</li> <li>Recall the factors to be considered while preparing a timetable for an unarmed self-defence training</li> </ul>	<ul style="list-style-type: none"> <li>Draft sample letters to the nearby law enforcement office seeking permission to conduct an unarmed self-defence programme.</li> <li>Prepare a sample plan taking into consideration equipment, manpower support and training area required to implement an unarmed self-defence programme.</li> <li>Draft a sample agreement/MoU with the nearby medical facility to address any emergency situations during training sessions.</li> <li>Prepare an unarmed self-defence training timetable.</li> </ul>
<b>Classroom Aids:</b>	
Laptop, whiteboard, marker, projector, chart paper, clipboards, copy of IPC (Indian Penal Code) book	
<b>Tools, Equipment and Other Requirements</b>	
Gym mats, punching bag, body opponent bag (BOB), focus mitt or punching mitts, striking shield, double end bag, medicine ball, mirrors, rattan sticks, foam and plastic bats, kicking pads, chalkable knives, trigger-sensitive (dummy) guns, boxing and digit gloves, full-body armor	

## Module 3: Prepare for unarmed self-defence sessions

*Mapped to SPF/N1118, v2.0*

### Terminal Outcomes:

- Prepare for the delivery of an unarmed self-defence sessions.
- Identify laws governing self-defence in India.

<b>Duration:</b> 15:00	<b>Duration:</b> 30:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Identify dummy weapons and their usage for conducting unarmed self-defence sessions.</li> <li>• Recall POCSO (Protection of Children against Sexual Offences) and POSH (Prevention of Sexual Harassment) Acts.</li> <li>• Explain ways to identify whether participant's abilities are appropriate for the planned unarmed self-defence sessions.</li> <li>• Describe the process of identifying participants with special needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the usage of dummy weapons.</li> <li>• Demonstrate ways of identifying inappropriate behaviour (e.g. sexual harassment) to appropriate authority.</li> <li>• Prepare a self-defence training session plan for as per learner's ability and special needs.</li> </ul>
<b>Classroom Aids:</b>	
Laptop, whiteboard, marker, projector, chart paper, clipboards, copy of POCSO (Protection of Children against Sexual Offences) and POSH (Prevention of Sexual Harassment) Acts	
<b>Tools, Equipment and Other Requirements</b>	
Gym mats, punching bag, body opponent bag (BOB), focus mitt or punching mitts, striking shield, double end bag, medicine ball, mirrors, rattan sticks, foam and plastic bats, kicking pads, chalkable knives, trigger-sensitive (dummy) guns, boxing and digit gloves, full-body armor, first-aid kit	



## Module 4: Conduct unarmed self-defence sessions

*Mapped to SPF/N1118, v2.0*

### Terminal Outcomes:

- Identify various techniques to defend against armed and unarmed attackers.
- Deliver a series drill to implement the unarmed self-defence techniques.

Duration: 15:00	Duration: 60:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Identify different types of punches, kicks, strikes etc.</li> <li>• Recognize the techniques to defend against armed and unarmed assaults.</li> <li>• Recognize the techniques to defend against sexual assaults.</li> <li>• Recall how to identify skilled and unskilled attackers.</li> <li>• Discuss the ways to prepare for a counselling session.</li> <li>• Describe the protocols to be followed in case of injuries and medical emergency during the unarmed self-defence sessions.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate different types of punches, kicks, strikes, etc.</li> <li>• Prepare drills and activities to defend against armed and unarmed assaults.</li> <li>• Prepare drills and activities to defend against sexual assaults.</li> <li>• Demonstrate warm up and cool down activities.</li> <li>• Demonstrate ways of communicating with participants using gender-sensitive, non-discriminatory language.</li> <li>• Demonstrate the process of administering first aid for common injuries.</li> </ul>
<b>Classroom Aids:</b>	
Laptop, whiteboard, marker, projector, chart paper, clipboards, copy of POCSO (Protection of Children against Sexual Offences) and POSH (Prevention of Sexual Harassment) Acts, IPC book	
<b>Tools, Equipment and Other Requirements</b>	
Gym mats, punching bag, body opponent bag (BOB), focus mitt or punching mitts, striking shield, double end bag, medicine ball, mirrors, rattan sticks, foam and plastic bats, kicking pads, chalkable knives, trigger-sensitive (dummy) guns, boxing and digit gloves, full-body armor, first-aid kit	

## Module 5: Evaluate the participants' progress

*Mapped to SPF/N1119, v2.0*

### Terminal Outcomes:

- Identify participant's areas of strength and weaknesses.
- Determine progress of each participant against the goals.

Duration: 15:00	Duration: 30:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Explain the components of fitness assessment and skill assessment.</li> <li>• Explain the elements in performance report.</li> <li>• Discuss the ways to prepare for peer feedback on behavioural changes.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare a controlled real-time combat situation to assess each participant's application of self-defence techniques.</li> <li>• Prepare a sample performance report of a participant.</li> <li>• Demonstrate the ways of giving personal feedback to peer</li> </ul>
<b>Classroom Aids:</b>	
Laptop, whiteboard, marker, projector, chart paper, clipboards, sample performance report	
<b>Tools, Equipment and Other Requirements</b>	
Gym mats, punching bag, body opponent bag (BOB), focus mitt or punching mitts, striking shield, double end bag, medicine ball, mirrors, rattan sticks, foam and plastic bats, kicking pads, chalkable knives, trigger-sensitive (dummy) guns, boxing and digit gloves, full-body armor, first-aid kit	

## Module 6: Evaluate the effectiveness of the unarmed self-defence programme

*Mapped to SPF/N1119, v2.0*

### Terminal Outcomes:

- Analyze the effectiveness of the unarmed self-defence programme.

<b>Duration:</b> 15:00	<b>Duration:</b> 30:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Discuss the steps of collecting data from appropriate sources on the effectiveness of the unarmed self-defence programme.</li> <li>Explain the elements of a programme report.</li> </ul>	<ul style="list-style-type: none"> <li>Prepare a sample questionnaire to collect information on programme effectiveness.</li> <li>Prepare a sample report of the programme.</li> <li>Prepare a plan to identify the number of dropouts.</li> </ul>
<b>Classroom Aids:</b>	
Laptop, whiteboard, marker, projector, chart paper, clipboards, sample programme report	
<b>Tools, Equipment and Other Requirements</b>	
Printer	

## Module 7: Create an environmentally sustainable workplace

*Mapped to SGJ/N1702, v1.0*

### Terminal Outcomes:

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

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

## Module 7: Employability Skills

### Mapped to DGT/VSQ/N0103, v1.0

#### Terminal Outcomes:

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

<b>Duration: 45:00</b>	<b>Duration: 45:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the Employability Skills required for jobs in various industries.</li> <li>• Explain the constitutional values, including civic rights and duties, citizenship, responsibility towards society and personal values and ethics such as honesty, integrity, caring and respecting others that are required to become a responsible citizen</li> <li>• Describe the role of digital technology in today's life</li> <li>• Explain entrepreneurship and opportunities available</li> <li>• Identify different types of customers and their needs</li> <li>• Explain skills required to become a 21st century professional</li> <li>• Teach to read and write basic English</li> <li>• Explain effective communication skills</li> <li>• Teach basic financial and legal knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Create a career plan</li> <li>• Implement Self-awareness, time management, critical thinking, problem solving</li> <li>• Create sample word documents, excel sheets and presentations using basic features, utilize virtual collaboration tools to work effectively wherever necessary</li> <li>• Implement communication skills while handling different customers</li> <li>• Use appropriate basic English sentences/phrases while speaking. Differentiate between types of customers.</li> <li>• Create a biodata.</li> <li>• Use various sources to search and apply for jobs.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b>	
computer (PC) with latest configurations, Computer Tables, Computer Chairs, UPS, Scanner cum Printer	

## On-the-Job Training

*Mapped to Unarmed Self-Defence Instructor*

<b>Mandatory Duration:</b> 60:00	<b>Recommended Duration:</b> 00:00
<b>Module Name:</b> On-the-Job Training	
<b>Location:</b> On Site	
<b>Terminal Outcomes</b> <ul style="list-style-type: none"> <li>• Identify equipment, training area and other resources required to implement an unarmed self-defence programme</li> <li>• Identify various techniques to defend against armed and unarmed attackers.</li> <li>• Deliver a series drill to implement the unarmed self-defence techniques</li> <li>• Prepare a plan for equipment inspection</li> <li>• Conduct assessments to identify participants skill level</li> <li>• Prepare a sample performance report</li> <li>• Demonstrate ways of communicating with participants using gender-sensitive, non-discriminatory language</li> <li>• Practice effective waste management techniques at the workplace</li> </ul>	

## Annexure

### Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
10 <sup>th</sup> Class	Popular sports or indigenous games or fitness and conditioning	Minimum of 1 year	Must be current or past participant in any form of combat sport at least at a District level. Should produce 1 participation certificate	Minimum of 1 year	Teaching/Coaching self-defence, any form of combat sports	The self-defence instructor must be physically fit with good communication skills. The individual must be detail-oriented and attentive.

Trainer Certification	
Domain Certification	Platform Certification
Certified ToT for job role "Unarmed Self-Defence Instructor" mapped to QP "SPF/Q1105, v2.0" Minimum accepted score is 80%	Recommended that the trainer is certified for the Job-Role "Trainer" (VET and skills), mapped to Qualification Pack: MEP/Q2601, v2.0" Minimum accepted score is 80%

## Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
12 <sup>th</sup> Class	Any form of combat sport	Minimum of 2 years	Must be current or past participants in any form of combat sport at least at a District level. Should produce 1 participation certificate	Minimum of 1 years	Teaching/Coaching self-defence, any form of combat sports in school/ colleges, academies, NGOs	All empaneled Assessors would have to undergo “Train the Assessor” Program conducted by SPEFL SC for each job role time to time.

Assessor Certification	
Domain Certification	Platform Certification
Certified ToA for job role “Unarmed Self-Defence Instructor” mapped to QP “SPF/Q1105, v2.0” Minimum accepted score is 80%	Recommended that the assessor is certified for the Job-Role “Assessor” (VET and skills) mapped to the Qualification Pack: MEP/Q2701, v2.0” Minimum accepted score is 80%



## Assessment Strategy

### Assessment Guidelines

1. Criteria for assessment for each Qualification Pack will be created by the SPEFL - Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down the proportion of marks for Theory and Skills Practical for each PC.
2. The assessment for the theory part will be based on the knowledge bank of questions created by the SSC.
3. Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS.
4. Individual assessment agencies will create unique question papers for the theory part for each candidate at each examination/training center as per assessment criteria below.
5. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/ training center based on these criteria.
6. To pass the Qualification Pack assessment, every trainee should score a minimum of 70% of aggregate marks to successfully clear the assessment.
7. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

### Recommended Pass % aggregate for QP: 70

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

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

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

### Accreditation of Assessing Body:

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

#### 1. Pre-accreditation process:

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

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

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

## Glossary

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

## Acronyms and Abbreviations

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