



# Self-Defense Trainer

QP Code: SPF/Q1119

Version: 2.0

NSQF Level: 4

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## **SPF/Q1119: Self-Defense Trainer**

### **Brief Job Description**

Self-Defense Trainers are individuals who teach basics of self-defense techniques and fitness development. They ensure all dummy equipment are appropriate to the participant's need and abilities. They also act as an assistant to self-defense instructors and monitor participants during the training sessions. They work with people of all ages and genders.

### **Personal Attributes**

Self-Defense Trainer should possess the passion for combat sport and be physically fit. He/She should be self-motivated and energetic.

### **Applicable National Occupational Standards (NOS)**

#### **Compulsory NOS:**

1. [SPF/N1162: Prepare for self-defense training](#)
2. [SPF/N1163: Guide and monitor participants](#)
3. [SPF/N1122: Maintain health and safety standards](#)
4. [SGJ/N1702: Optimize resource utilization at workplace](#)
5. [DGT/VSQ/N0102: Employability Skills \(60 Hours\)](#)

### **Qualification Pack (QP) Parameters**

<b>Sector</b>	Sports
<b>Sub-Sector</b>	Sports Coaching and Fitness
<b>Occupation</b>	Sports Coaching
<b>Country</b>	India
<b>NSQF Level</b>	4
<b>Credits</b>	14
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/ 3423.0200

<b>Minimum Educational Qualification &amp; Experience</b>	12th grade Pass OR 10th grade pass with 2 Years of experience relevant OR 10th grade pass and pursuing continuous schooling
<b>Minimum Level of Education for Training in School</b>	
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	18 Years
<b>Last Reviewed On</b>	NA
<b>Next Review Date</b>	NA
<b>NSQC Approval Date</b>	
<b>Version</b>	2.0

## **SPF/N1162: Prepare for self-defense training**

### **Description**

This unit is about preparing the area for self-defense training

### **Scope**

The scope covers the following :

- Prepare equipment for self-defense training
- Prepare participants for the self-defense training

### **Elements and Performance Criteria**

#### *Prepare equipment for the self-defense training*

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

- PC1.** ensure the labels on the dummy weapons are easily visible (weight, type, etc.)
- PC2.** ensure risky weapons are stored safely (pepper spray, stun gun, etc.)
- PC3.** ensure enough dummy props and equipment are available as per the number of participants
- PC4.** carry out safety checks to ensure the delivery environment meets the required standards
- PC5.** report any issues related to training equipment and activity area to the appropriate authority
- PC6.** ensure first aid kit is complete and easily accessible
- PC7.** carry out routine cleaning of tools, machines and equipment

#### *Prepare participants for the self-defense training*

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

- PC8.** ensure participants' attire is safe and appropriate for the training session
- PC9.** guide participants on effective warm up, stretching and cool down exercises
- PC10.** educate participants on training goals
- PC11.** educate participants on the types of self-defense
- PC12.** ensure participants understand the types of techniques, and their benefits
- PC13.** inform participants about the timing, repetition, and intensity of each technique
- PC14.** provide support to participants in handling dummy weapons
- PC15.** ensure the participants understand the correct posture, and techniques to make exercise effective and injury free
- PC16.** explain the procedures for dealing with injury and accidents
- PC17.** assess if participants' level of experience and ability is relevant to the training

### **Knowledge and Understanding (KU)**

The individual on the job needs to know and understand:

- KU1.** recognize hazards associated with specific activities and equipment
- KU2.** types of self-defense equipment and their usage

- KU3.** names and functions of equipment, components and materials
- KU4.** the purpose of tags and logs of use for equipment
- KU5.** usage, lifecycle, storage of the self-defense equipment
- KU6.** precautions to be taken for handling lethal equipment like stun gun, pepper spray, etc.
- KU7.** laws and regulations with regards to the usage of dummy weapons

### **Generic Skills (GS)**

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

- GS1.** read and understand all usage and safety manuals for self-defense equipment
- GS2.** report faults
- GS3.** follow instructions
- GS4.** document and summarize maintenance reports
- GS5.** differentiate different metrics like, kilogram, pound, etc.
- GS6.** differentiate between materials like plastic, iron, wood ,etc.

## Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Prepare equipment for the self-defense training</i>	<b>14</b>	<b>42</b>	-	-
<b>PC1.</b> ensure the labels on the dummy weapons are easily visible (weight, type, etc.)	2	6	-	-
<b>PC2.</b> ensure risky weapons are stored safely (pepper spray, stun gun, etc.)	2	6	-	-
<b>PC3.</b> ensure enough dummy props and equipment are available as per the number of participants	2	6	-	-
<b>PC4.</b> carry out safety checks to ensure the delivery environment meets the required standards	2	6	-	-
<b>PC5.</b> report any issues related to training equipment and activity area to the appropriate authority	2	6	-	-
<b>PC6.</b> ensure first aid kit is complete and easily accessible	2	6	-	-
<b>PC7.</b> carry out routine cleaning of tools, machines and equipment	2	6	-	-
<i>Prepare participants for the self-defense training</i>	<b>24</b>	<b>54</b>	-	-
<b>PC8.</b> ensure participants' attire is safe and appropriate for the training session	2	6	-	-
<b>PC9.</b> guide participants on effective warm up, stretching and cool down exercises	2	6	-	-
<b>PC10.</b> educate participants on training goals	2	6	-	-
<b>PC11.</b> educate participants on the types of self-defense	2	6	-	-
<b>PC12.</b> ensure participants understand the types of techniques, and their benefits	2	6	-	-
<b>PC13.</b> inform participants about the timing, repetition, and intensity of each technique	2	6	-	-
<b>PC14.</b> provide support to participants in handling dummy weapons	4	6	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC15.</b> ensure the participants understand the correct posture, and techniques to make exercise effective and injury free	4	6	-	-
<b>PC16.</b> explain the procedures for dealing with injury and accidents	2	3	-	-
<b>PC17.</b> assess if participants' level of experience and ability is relevant to the training	2	3	-	-
<b>NOS Total</b>	<b>38</b>	<b>96</b>	-	-



## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	SPF/N1162
<b>NOS Name</b>	Prepare for self-defense training
<b>Sector</b>	Sports
<b>Sub-Sector</b>	Sports Coaching and Fitness
<b>Occupation</b>	Sports Coaching
<b>NSQF Level</b>	4
<b>Credits</b>	3
<b>Version</b>	2.0
<b>Next Review Date</b>	NA

## **SPF/N1163: Guide and monitor participants**

### **Description**

This unit is about assisting self-defense trainer, instructor during the self-defense training.

### **Scope**

The scope covers the following :

- Guide participants on correct execution of techniques
- Monitor participants

### **Elements and Performance Criteria**

#### *Teach basics of self-defense techniques*

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

- PC1.** teach basic technique to prevent an attack against an unarmed attacker
- PC2.** conduct defense drills against choke, strangle, jab, grip, fist
- PC3.** teach basic technique to prevent an attack against an armed attacker
- PC4.** use appropriate methods of self-defense instruction to develop the basic combat skills
- PC5.** identify skilled and unskilled attackers
- PC6.** conduct activities to develop strength, functional movements, flexibility, and coordination
- PC7.** use appropriate cooldown activities to end the sessions

#### *Monitor participants during the training session*

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

- PC8.** analyze participants' execution of techniques and apply corrective measures when required
- PC9.** ensure any dangerous weapons/props used to role play an attacker is properly monitored
- PC10.** demonstrate safe methods of handling training equipment to participants
- PC11.** provide opportunities for the active involvement of all participants
- PC12.** ensure participants respect the opposite gender during combat drills
- PC13.** analyse various principles of group dynamics and group management
- PC14.** implement appropriate intervention strategies in case of bullying, intolerance, racial comments, and behaviors
- PC15.** provide feedback to participant on their progress and take corrective measures

#### *Work effectively with others*

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

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

## **Knowledge and Understanding (KU)**

The individual on the job needs to know and understand:

- KU1.** roles and responsibilities of all individuals, teams involved in the organization
- KU2.** self-defense techniques
- KU3.** laws regarding self-defense rights
- KU4.** anatomy and physiology of human body
- KU5.** organizational procedure for accidents, safety
- KU6.** fundamental principles of technical analysis to enable accurate and prompt corrections to self-defense technique
- KU7.** emergency response teams aligned to organization
- KU8.** risk-assessment principles and methodology
- KU9.** risk-evaluation criteria
- KU10.** principles of crowd management
- KU11.** escalation matrix for reporting problems
- KU12.** importance of gender and its related concepts such as roles, equality, gender power relations etc.
- KU13.** types of unacceptable behavior
- KU14.** POSH (Prevention of Sexual Harassment) Act
- KU15.** factors affecting group dynamics and conflict resolution strategies to enable constructive engagement of participants

## **Generic Skills (GS)**

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

- GS1.** comprehend and follow instructions
- GS2.** comprehend and follow instructions
- GS3.** remain updated about developments in self-defense techniques
- GS4.** read and comprehend the organizational policies and procedures
- GS5.** communicate in a clear and polite manner
- GS6.** manage the time of participants and facility schedules

## Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Teach basics of self-defense techniques</i>	<b>28</b>	<b>40</b>	-	-
<b>PC1.</b> teach basic technique to prevent an attack against an unarmed attacker	4	6	-	-
<b>PC2.</b> conduct defense drills against choke, strangle, jab, grip, fist	4	6	-	-
<b>PC3.</b> teach basic technique to prevent an attack against an armed attacker	4	6	-	-
<b>PC4.</b> use appropriate methods of self-defense instruction to develop the basic combat skills	4	6	-	-
<b>PC5.</b> identify skilled and unskilled attackers	4	6	-	-
<b>PC6.</b> conduct activities to develop strength, functional movements, flexibility, and coordination	4	6	-	-
<b>PC7.</b> use appropriate cooldown activities to end the sessions	4	4	-	-
<i>Monitor participants during the training session</i>	<b>32</b>	<b>48</b>	-	-
<b>PC8.</b> analyze participants' execution of techniques and apply corrective measures when required	4	6	-	-
<b>PC9.</b> ensure any dangerous weapons/props used to role play an attacker is properly monitored	4	6	-	-
<b>PC10.</b> demonstrate safe methods of handling training equipment to participants	4	6	-	-
<b>PC11.</b> provide opportunities for the active involvement of all participants	4	6	-	-
<b>PC12.</b> ensure participants respect the opposite gender during combat drills	4	6	-	-
<b>PC13.</b> analyse various principles of group dynamics and group management	4	6	-	-
<b>PC14.</b> implement appropriate intervention strategies in case of bullying, intolerance, racial comments, and behaviors	4	6	-	-

<b>Assessment Criteria for Outcomes</b>	<b>Theory Marks</b>	<b>Practical Marks</b>	<b>Project Marks</b>	<b>Viva Marks</b>
<b>PC15.</b> provide feedback to participant on their progress and take corrective measures	4	6	-	-
<i>Work effectively with others</i>	<b>24</b>	<b>36</b>	-	-
<b>PC16.</b> interact (verbal, non-verbal and written) with everyone in a gender, disability, and culturally sensitive manner	4	6	-	-
<b>PC17.</b> ensure women, particularly, feel welcomed, comfortable, and safe	4	6	-	-
<b>PC18.</b> ensure personal space of all participants is maintained	4	6	-	-
<b>PC19.</b> apply conflict management techniques to maintain positive interaction	4	6	-	-
<b>PC20.</b> identify and report inappropriate behavior (e.g. sexual harassment) to appropriate authority	4	6	-	-
<b>PC21.</b> address conscious and unconscious gendered bias of self and others	4	6	-	-
<b>NOS Total</b>	<b>84</b>	<b>124</b>	-	-

## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	SPF/N1163
<b>NOS Name</b>	Guide and monitor participants
<b>Sector</b>	Sports
<b>Sub-Sector</b>	Sports Coaching and Fitness
<b>Occupation</b>	Sports Coaching
<b>NSQF Level</b>	4
<b>Credits</b>	6
<b>Version</b>	2.0
<b>Next Review Date</b>	NA

## **SPF/N1122: Maintain health and safety standards**

### **Description**

This unit is about understanding how to observe and supervise the clients during workout sessions

### **Scope**

The scope covers the following :

- Maintain hygiene and sanitation
- Maintain safety

### **Elements and Performance Criteria**

#### *Maintain hygiene and sanitation*

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

- PC1.** ensure personal hygiene
- PC2.** ensure equipment, gym area, restrooms etc. are sanitized before and after the usage
- PC3.** guide others about hygiene and sanitation workplace requirements
- PC4.** check availability of running water, hand wash and alcohol-based sanitizers
- PC5.** ensure everyone (self, clients, assistants etc.) clean hands with soap or alcohol-based sanitizer, before and after the workout
- PC6.** ensure that clients who are ill do not attend the workout session
- PC7.** conduct routine hygiene and sanitation checks of gym area and equipment
- PC8.** report advanced hygiene and sanitation issues to appropriate authority

#### *Maintain safety*

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

- PC9.** advise clients of the facility's emergency procedures
- PC10.** ensure clients adhere to safety guidelines
- PC11.** provide first aid for minor injuries and refer severe injuries to qualified medical practitioner
- PC12.** perform Cardiopulmonary Resuscitation (CPR) when required

### **Knowledge and Understanding (KU)**

The individual on the job needs to know and understand:

- KU1.** emergency response procedures
- KU2.** how to assess physical injuries
- KU3.** administration of basic first aid including CPR
- KU4.** anatomy and physiology
- KU5.** the effect of various exercises according to physical characteristics of a person

### **Generic Skills (GS)**

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

- GS1.** read and comprehend all usage and safety manuals for exercise equipment
- GS2.** remain updated about developments in fitness and nutrition
- GS3.** communicate in a clear and polite manner
- GS4.** discuss sensitive health issues with clients in an open and understanding manner
- GS5.** assess the emergency situations



## Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Maintain hygiene and sanitation</i>	<b>17</b>	<b>58</b>	-	-
<b>PC1.</b> ensure personal hygiene	2	8	-	-
<b>PC2.</b> ensure equipment, gym area, restrooms etc. are sanitized before and after the usage	2	8	-	-
<b>PC3.</b> guide others about hygiene and sanitation workplace requirements	2	8	-	-
<b>PC4.</b> check availability of running water, hand wash and alcohol-based sanitizers	2	6	-	-
<b>PC5.</b> ensure everyone (self, clients, assistants etc.) clean hands with soap or alcohol-based sanitizer, before and after the workout	2	6	-	-
<b>PC6.</b> ensure that clients who are ill do not attend the workout session	2	6	-	-
<b>PC7.</b> conduct routine hygiene and sanitation checks of gym area and equipment	3	8	-	-
<b>PC8.</b> report advanced hygiene and sanitation issues to appropriate authority	2	8	-	-
<i>Maintain safety</i>	<b>10</b>	<b>32</b>	-	-
<b>PC9.</b> advise clients of the facility's emergency procedures	2	6	-	-
<b>PC10.</b> ensure clients adhere to safety guidelines	2	6	-	-
<b>PC11.</b> provide first aid for minor injuries and refer severe injuries to qualified medical practitioner	3	10	-	-
<b>PC12.</b> perform Cardiopulmonary Resuscitation (CPR) when required	3	10	-	-
<b>NOS Total</b>	<b>27</b>	<b>90</b>	-	-

## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	SPF/N1122
<b>NOS Name</b>	Maintain health and safety standards
<b>Sector</b>	Sports
<b>Sub-Sector</b>	Sports Coaching and Fitness
<b>Occupation</b>	Sports Coaching
<b>NSQF Level</b>	4
<b>Credits</b>	2
<b>Version</b>	2.0
<b>Last Reviewed Date</b>	NA
<b>Next Review Date</b>	27/05/2024
<b>NSQC Clearance Date</b>	27/05/2021

## **SGJ/N1702: Optimize resource utilization at workplace**

### **Description**

This unit is about adopting sustainable practices and optimizing use of resources, especially material, energy and waste, in day-to-day operations at work

### **Scope**

The scope covers the following :

- Material conservation practices
- Energy/electricity conservation practices
- Effective waste management/recycling practices

### **Elements and Performance Criteria**

#### *Material conservation practices*

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

- PC1.** identify ways to optimize usage of material including water in various tasks/activities/processes
- PC2.** check for spills/leakages in various tasks/activities/processes
- PC3.** plug spills/leakages and escalate to appropriate authority if unable to rectify
- PC4.** carry out routine cleaning of tools, machines and equipment

#### *Energy/electricity conservation practices*

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

- PC5.** identify ways to optimize usage of electricity/energy in various tasks/activities/processes
- PC6.** check if the equipment/machine is functioning normally before commencing work and rectify wherever required
- PC7.** report malfunctioning (fumes/sparks/emission/vibration/noise) and lapse in maintenance of equipment
- PC8.** ensure electrical equipment and appliances are properly connected and turned off when not in use

#### *Effective waste management/recycling practices*

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

- PC9.** identify recyclable and non-recyclable, and hazardous waste generated
- PC10.** segregate waste into different categories
- PC11.** dispose non-recyclable waste appropriately
- PC12.** deposit recyclable and reusable material at identified location
- PC13.** follow processes specified for disposal of hazardous waste

### **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.** organizations 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)**

User/individual on the job needs to know 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

## Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Material conservation practices</i>	<b>4</b>	<b>8</b>	-	-
<b>PC1.</b> identify ways to optimize usage of material including water in various tasks/activities/processes	1	2	-	-
<b>PC2.</b> check for spills/leakages in various tasks/activities/processes	1	2	-	-
<b>PC3.</b> plug spills/leakages and escalate to appropriate authority if unable to rectify	1	2	-	-
<b>PC4.</b> carry out routine cleaning of tools, machines and equipment	1	2	-	-
<i>Energy/electricity conservation practices</i>	<b>4</b>	<b>8</b>	-	-
<b>PC5.</b> identify ways to optimize usage of electricity/energy in various tasks/activities/processes	1	2	-	-
<b>PC6.</b> check if the equipment/machine is functioning normally before commencing work and rectify wherever required	1	2	-	-
<b>PC7.</b> report malfunctioning (fumes/sparks/emission/vibration/noise) and lapse in maintenance of equipment	1	2	-	-
<b>PC8.</b> ensure electrical equipment and appliances are properly connected and turned off when not in use	1	2	-	-
<i>Effective waste management/recycling practices</i>	<b>5</b>	<b>10</b>	-	-
<b>PC9.</b> identify recyclable and non-recyclable, and hazardous waste generated	1	2	-	-
<b>PC10.</b> segregate waste into different categories	1	2	-	-
<b>PC11.</b> dispose non-recyclable waste appropriately	1	2	-	-
<b>PC12.</b> deposit recyclable and reusable material at identified location	1	2	-	-
<b>PC13.</b> follow processes specified for disposal of hazardous waste	1	2	-	-
<b>NOS Total</b>	<b>13</b>	<b>26</b>	-	-

## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	SGJ/N1702
<b>NOS Name</b>	Optimize resource utilization at workplace
<b>Sector</b>	Green Jobs
<b>Sub-Sector</b>	Other Green Jobs
<b>Occupation</b>	Resource Optimization
<b>NSQF Level</b>	3
<b>Credits</b>	1
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	10/08/2022
<b>Next Review Date</b>	30/12/2024
<b>NSQC Clearance Date</b>	30/12/2021

## **DGT/VSQ/N0102: Employability Skills (60 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
- Career Development & Goal Setting
- 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.** identify employability skills required for jobs in various industries
- PC2.** identify and explore learning and employability portals

#### *Constitutional values - Citizenship*

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

- PC3.** 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.
- PC4.** follow environmentally sustainable practices

#### *Becoming a Professional in the 21st Century*

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

- PC5.** recognize the significance of 21st Century Skills for employment
- PC6.** 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

#### *Basic English Skills*

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

- PC7.** use basic English for everyday conversation in different contexts, in person and over the telephone
- PC8.** read and understand routine information, notes, instructions, mails, letters etc. written in English
- PC9.** write short messages, notes, letters, e-mails etc. in English

#### *Career Development & Goal Setting*

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

- PC10.** understand the difference between job and career
- PC11.** prepare a career development plan with short- and long-term goals, based on aptitude

#### *Communication Skills*

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

- PC12.** follow verbal and non-verbal communication etiquette and active listening techniques in various settings
- PC13.** work collaboratively with others in a team

#### *Diversity & Inclusion*

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

- PC14.** communicate and behave appropriately with all genders and PwD
- PC15.** 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:

- PC16.** select financial institutions, products and services as per requirement
- PC17.** carry out offline and online financial transactions, safely and securely
- PC18.** identify common components of salary and compute income, expenses, taxes, investments etc
- PC19.** identify relevant rights and laws and use legal aids to fight against legal exploitation

#### *Essential Digital Skills*

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

- PC20.** operate digital devices and carry out basic internet operations securely and safely
- PC21.** use e- mail and social media platforms and virtual collaboration tools to work effectively
- PC22.** use basic features of word processor, spreadsheets, and presentations

#### *Entrepreneurship*

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

- PC23.** identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research
- PC24.** develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion
- PC25.** identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity

#### *Customer Service*

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

- PC26.** identify different types of customers
- PC27.** identify and respond to customer requests and needs in a professional manner.
- PC28.** follow appropriate hygiene and grooming standards



### *Getting ready for apprenticeship & Jobs*

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

- PC29.** create a professional Curriculum vitae (Résumé)
- PC30.** search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively
- PC31.** apply to identified job openings using offline /online methods as per requirement
- PC32.** answer questions politely, with clarity and confidence, during recruitment and selection
- PC33.** identify apprenticeship opportunities and register for it as per guidelines and requirements

### **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.** 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 and use applications such as word processors, spreadsheets etc.
- KU16.** how to identify business opportunities
- KU17.** types and needs of customers
- KU18.** how to apply for a job and prepare for an interview
- KU19.** 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
- GS2.** communicate effectively using appropriate language in formal and informal settings
- GS3.** behave politely and appropriately with all
- GS4.** how to work in a virtual mode

- 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

## Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Introduction to Employability Skills</i>	<b>1</b>	<b>1</b>	-	-
<b>PC1.</b> identify employability skills required for jobs in various industries	-	-	-	-
<b>PC2.</b> identify and explore learning and employability portals	-	-	-	-
<i>Constitutional values – Citizenship</i>	<b>1</b>	<b>1</b>	-	-
<b>PC3.</b> 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.	-	-	-	-
<b>PC4.</b> follow environmentally sustainable practices	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	<b>2</b>	<b>4</b>	-	-
<b>PC5.</b> recognize the significance of 21st Century Skills for employment	-	-	-	-
<b>PC6.</b> 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	-	-	-	-
<i>Basic English Skills</i>	<b>2</b>	<b>3</b>	-	-
<b>PC7.</b> use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-
<b>PC8.</b> read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
<b>PC9.</b> write short messages, notes, letters, e-mails etc. in English	-	-	-	-
<i>Career Development &amp; Goal Setting</i>	<b>1</b>	<b>2</b>	-	-

<b>Assessment Criteria for Outcomes</b>	<b>Theory Marks</b>	<b>Practical Marks</b>	<b>Project Marks</b>	<b>Viva Marks</b>
<b>PC10.</b> understand the difference between job and career	-	-	-	-
<b>PC11.</b> prepare a career development plan with short- and long-term goals, based on aptitude	-	-	-	-
<i>Communication Skills</i>	<b>2</b>	<b>2</b>	-	-
<b>PC12.</b> follow verbal and non-verbal communication etiquette and active listening techniques in various settings	-	-	-	-
<b>PC13.</b> work collaboratively with others in a team	-	-	-	-
<i>Diversity &amp; Inclusion</i>	<b>1</b>	<b>2</b>	-	-
<b>PC14.</b> communicate and behave appropriately with all genders and PwD	-	-	-	-
<b>PC15.</b> escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
<i>Financial and Legal Literacy</i>	<b>2</b>	<b>3</b>	-	-
<b>PC16.</b> select financial institutions, products and services as per requirement	-	-	-	-
<b>PC17.</b> carry out offline and online financial transactions, safely and securely	-	-	-	-
<b>PC18.</b> identify common components of salary and compute income, expenses, taxes, investments etc	-	-	-	-
<b>PC19.</b> identify relevant rights and laws and use legal aids to fight against legal exploitation	-	-	-	-
<i>Essential Digital Skills</i>	<b>3</b>	<b>4</b>	-	-
<b>PC20.</b> operate digital devices and carry out basic internet operations securely and safely	-	-	-	-
<b>PC21.</b> use e- mail and social media platforms and virtual collaboration tools to work effectively	-	-	-	-
<b>PC22.</b> use basic features of word processor, spreadsheets, and presentations	-	-	-	-
<i>Entrepreneurship</i>	<b>2</b>	<b>3</b>	-	-

<b>Assessment Criteria for Outcomes</b>	<b>Theory Marks</b>	<b>Practical Marks</b>	<b>Project Marks</b>	<b>Viva Marks</b>
<b>PC23.</b> identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	-	-
<b>PC24.</b> develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	-	-
<b>PC25.</b> identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-	-	-
<i>Customer Service</i>	<b>1</b>	<b>2</b>	-	-
<b>PC26.</b> identify different types of customers	-	-	-	-
<b>PC27.</b> identify and respond to customer requests and needs in a professional manner.	-	-	-	-
<b>PC28.</b> follow appropriate hygiene and grooming standards	-	-	-	-
<i>Getting ready for apprenticeship &amp; Jobs</i>	<b>2</b>	<b>3</b>	-	-
<b>PC29.</b> create a professional Curriculum vitae (Résumé)	-	-	-	-
<b>PC30.</b> search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-
<b>PC31.</b> apply to identified job openings using offline /online methods as per requirement	-	-	-	-
<b>PC32.</b> answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-	-
<b>PC33.</b> identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	-	-
<b>NOS Total</b>	<b>20</b>	<b>30</b>	-	-

## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	DGT/VSQ/N0102
<b>NOS Name</b>	Employability Skills (60 Hours)
<b>Sector</b>	Cross Sectoral
<b>Sub-Sector</b>	Professional Skills
<b>Occupation</b>	Employability
<b>NSQF Level</b>	4
<b>Credits</b>	2
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	23/06/2023
<b>Next Review Date</b>	23/06/2026
<b>NSQC Clearance Date</b>	23/06/2023

## 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/workout center (as per assessment criteria below).
5. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/ workout 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.

**Minimum Aggregate Passing % at QP Level : 70**

(**Please note:** Every Trainee should score a minimum aggregate passing percentage as specified above, to successfully clear the Qualification Pack assessment.)

**Assessment Weightage**

Compulsory NOS

<b>National Occupational Standards</b>	<b>Theory Marks</b>	<b>Practical Marks</b>	<b>Project Marks</b>	<b>Viva Marks</b>	<b>Total Marks</b>	<b>Weightage</b>
SPF/N1162.Prepare for self-defense training	38	96	-	-	134	24
SPF/N1163.Guide and monitor participants	84	124	-	-	208	38
SPF/N1122.Maintain health and safety standards	27	90	-	-	117	22
SGJ/N1702.Optimize resource utilization at workplace	13	26	-	-	39	7
DGT/VSQ/N0102.Employability Skills (60 Hours)	20	30	-	-	50	9
<b>Total</b>	<b>182</b>	<b>366</b>	<b>-</b>	<b>-</b>	<b>548</b>	<b>100</b>

## Acronyms

<b>NOS</b>	National Occupational Standard(s)
<b>NSQF</b>	National Skills Qualifications Framework
<b>QP</b>	Qualifications Pack
<b>TVET</b>	Technical and Vocational Education and Training



## Glossary

<b>Sector</b>	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.
<b>Sub-sector</b>	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
<b>Occupation</b>	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
<b>Job role</b>	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
<b>Occupational Standards (OS)</b>	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.
<b>Performance Criteria (PC)</b>	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
<b>National Occupational Standards (NOS)</b>	NOS are occupational standards which apply uniquely in the Indian context.
<b>Qualifications Pack (QP)</b>	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.
<b>Unit Code</b>	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
<b>Unit Title</b>	Unit title gives a clear overall statement about what the incumbent should be able to do.
<b>Description</b>	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.
<b>Scope</b>	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.
<b>Knowledge and Understanding (KU)</b>	Knowledge and Understanding (KU) are statements which together specify the technical, generic, professional and organisational specific knowledge that an individual needs in order to perform to the required standard.

<b>Organisational Context</b>	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.
<b>Technical Knowledge</b>	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
<b>Core Skills/ Generic Skills (GS)</b>	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.
<b>Electives</b>	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.
<b>Options</b>	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.