Unarmed Self-Defence Instructor

QP Code: SPF/Q1105

Version: 2.0

NSQF Level: 5

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SPF/Q1105: Unarmed Self-Defence Instructor

Brief Job Description

Unarmed self-defence instructor works with children and adults to teach unarmed self-defence techniques. The individual plans programme as per the skill level of participants.

Personal Attributes

The self-defence 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-defence programme

2. SPF/N1118: Deliver unarmed self-defence sessions

3. SPF/N1119: Evaluate the unarmed self-defence programme

4. SGJ/N1702: Optimize resource utilization at workplace

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

Qualification Pack (QP) Parameters

Sector	Sports
Sub-Sector	Sports Coaching and Fitness
Occupation	Sports Coaching
Country	India
NSQF Level	5
Credits	15
Aligned to NCO/ISCO/ISIC Code	NCO-2015/ 3423.0200

Minimum Educational Qualification & Experience	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 experience relevant
Minimum Level of Education for Training in School	10th Class
Pre-Requisite License or Training	NA
Minimum Job Entry Age	20 Years
Last Reviewed On	NA
Next Review Date	NA
NSQC Approval Date	
Version	2.0

SPF/N1117: Plan an unarmed self-defence programme

Description

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

Scope

The scope 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-defence 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 authority on executing a combat training for self-defence

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-defence 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-defence classes

KU5. organisational policies and procedures regarding the planning and conduct of an unarmed self-defence program

KU6. biomechanics associated with the unarmed self-defence to enable safe and effective instruction

KU7. common injuries sustained through self-defence 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-defence

GS2. source, access and coordinate resources and equipment necessary for the implementation of the self-defence 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-defence program

GS5. plan self-defence programs according to participants' needs, abilities and risk factors

GS6. identify and implement effective teaching strategies to promote skills development

GS7. analyze self-defence 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

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Determine participant needs and expectations	**19**	**31**	**-**	**-**
PC1. identify the goals and ability of each participant	4	6	-	-
PC2. analyze collected information	4	6	-	-
PC3. set appropriate goals for participants as per their experience and ability	3	7	-	-
PC4. advise participants of reasons why they should not participate in self-defence activities e.g. medical complications	4	6	-	-
PC5. establish coaching hours which are convenient for both male and female participants	4	6	-	-
Plan program execution	**17**	**18**	**-**	**-**
PC6. identify equipment (dummy weapons, mats, etc.) and resources (manuals etc.) appropriate for the program	4	6	-	-
PC7. prepare a detailed plan for manpower support and training area requirements to execute the programme	3	2	-	-
PC8. identify risks to participants' safety and take action to minimize these.	3	2	-	-
PC9. establish an agreement with the nearby medical facility for emergency situations	4	6	-	-
PC10. get an approval from the relevant law enforcement authority on executing a combat training for self-defence	3	2	-	-
NOS Total	**36**	**49**	**-**	**-**

National Occupational Standards (NOS) Parameters

NOS Code	SPF/N1117
NOS Name	Plan an unarmed self-defence programme
Sector	Sports
Sub-Sector	Sports Coaching and Fitness
Occupation	Sports Coaching
NSQF Level	5
Credits	2
Version	2.0
Next Review Date	NA

SPF/N1118: Deliver unarmed self-defence sessions

Description

This unit is about delivering unarmed self-defence sessions.

Scope

The scope covers the following :

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

Elements and Performance Criteria

Prepare for unarmed self-defence 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-defence 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. implement injury prevention strategies

PC20. ensure the protocols are followed in case of any medical emergencies

PC21. provide one-to-one counseling on mental preparation for an attack

Work effectively with others

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

PC22. interact (verbal, non-verbal and written) with participants in a gender, disability and culturally sensitive manner

PC23. promote a safe and interactive environment

PC24. 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:

PC25. ensure personal hygiene

PC26. ensure equipment, work area, restrooms etc. are sanitized before and after sessions

PC27. educate others about hygiene and sanitation regulatory and workplace requirements

PC28. check availability of running water, hand wash and alcohol-based sanitizers at work area

PC29. ensure everyone (self, participants, assistants etc.) clean hands before and after session

PC30. ensure that participants who are ill do not attend the sessions

PC31. conduct routine hygiene and sanitation checks of work area and equipment

PC32. report advanced hygiene and sanitation issues to appropriate authority

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-defence sessions

KU3. laws, policies and procedures regarding the planning and conduct of an unarmed self-defence 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-defence principles, strategies, techniques and teaching methods

KU9. biomechanics associated with the unarmed self-defence to enable safe and effective instruction

KU10. common injuries sustained through self-defence drills

KU11. basic first aid procedures to enable effective management of injuries

KU12. manoeuvres, techniques, and methods to enable accurate demonstration and correction of skills

KU13. factors that affect skills acquisition, effective skills development and confidence

KU14. factors affecting group dynamics and conflict resolution strategies to enable constructive engagement of participants

KU15. equipment testing to enable the safe use of all equipment

KU16. evaluation processes to enable improvements to be made to the program

KU17. ways to identify and defend against skilled and unskilled attacker

KU18. types of unacceptable behavior

KU19. importance of gender and its related concepts such as gender roles, gender equality, gender power relations etc.

KU20. communicable diseases and their prevention

KU21. hygiene and sanitation workplace and regulatory requirements

KU22. importance of hygiene and sanitation

Generic Skills (GS)

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

GS1. document programs for unarmed self-defence

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. identify and implement effective teaching strategies to promote skills development

GS5. analyze self-defence technique to provide instructions for improvement

GS6. evaluate and modify programs as required

GS7. write to seek permission for support, report an event, an incident, a grievance etc.

GS8. evaluate the physical condition and mental skills of the participants

GS9. use positive words to encourage participants

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Prepare for unarmed self-defence sessions	**18**	**32**	**-**	**-**
PC1. set up activity areas and equipment safely and effectively	2	8	-	-
PC2. assess if participants' level of experience and ability is relevant to the session	5	5	-	-
PC3. design safe teaching strategies appropriate to the learner's abilities and special needs	4	6	-	-
PC4. educate participants' on session goals	2	3	-	-
PC5. ensure participants' attire is safe and appropriate for the training session	3	7	-	-
PC6. ensure first aid kit is stocked	2	3	-	-
Conduct unarmed self-defence sessions	**44**	**96**	**-**	**-**
PC7. use appropriate warm-up and lead-up activities for the sessions	3	7	-	-
PC8. ensure dummy weapons/props are regularly inspected for wear and tear	2	8	-	-
PC9. instruct participants in different types of punches, kicks, strikes etc.	2	8	-	-
PC10. conduct drills against unarmed assault e.g. choke, strangle, fists etc.	2	8	-	-
PC11. conduct drills against armed assault e.g. bats, knives, clubs, sticks etc.	2	8	-	-
PC12. conduct drills against sexual assault	2	8	-	-
PC13. train in identifying and defending against skilled and unskilled attackers	5	5	-	-
PC14. analyze participants' execution of techniques and apply corrective measures	3	7	-	-
PC15. monitor participants' progress against program aims and modify session as required	3	7	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC16. ensure active involvement of all participants	3	7	-	-
PC17. use appropriate cool-down activities to end the sessions	2	8	-	-
PC18. provide feedback to participant after each session	4	6	-	-
PC19. implement injury prevention strategies	3	2	-	-
PC20. ensure the protocols are followed in case of any medical emergencies	3	2	-	-
PC21. provide one-to-one counseling on mental preparation for an attack	5	5	-	-
Work effectively with others	**9**	**11**	**-**	**-**
PC22. interact (verbal, non-verbal and written) with participants in a gender, disability and culturally sensitive manner	2	3	-	-
PC23. promote a safe and interactive environment	2	3	-	-
PC24. identify and report inappropriate behaviour (e.g. sexual harassment) to appropriate authority	5	5	-	-
Maintain hygiene and sanitation	**8**	**32**	**-**	**-**
PC25. ensure personal hygiene	1	4	-	-
PC26. ensure equipment, work area, restrooms etc. are sanitized before and after sessions	1	4	-	-
PC27. educate others about hygiene and sanitation regulatory and workplace requirements	1	4	-	-
PC28. check availability of running water, hand wash and alcohol-based sanitizers at work area	1	4	-	-
PC29. ensure everyone (self, participants, assistants etc.) clean hands before and after session	1	4	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC30. ensure that participants who are ill do not attend the sessions	1	4	-	-
PC31. conduct routine hygiene and sanitation checks of work area and equipment	1	4	-	-
PC32. report advanced hygiene and sanitation issues to appropriate authority	1	4	-	-
NOS Total	**79**	**171**	**-**	**-**

National Occupational Standards (NOS) Parameters

NOS Code	SPF/N1118
NOS Name	Deliver unarmed self-defence sessions
Sector	Sports
Sub-Sector	Sports Coaching and Fitness
Occupation	Sports Coaching
NSQF Level	5
Credits	5
Version	2.0
Next Review Date	NA

SPF/N1119: Evaluate the unarmed self-defence programme

Description

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

Scope

The scope 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-defence 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

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-defence program

KU2. health and other factors affecting the ability to participate in self-defence classes

KU3. organisational policies and procedures regarding the planning and conduct of an unarmed self-defence program such as those related to the appropriate use of equipment and venues

KU4. biomechanics associated with the unarmed self-defence to enable safe and effective instruction

KU5. common injuries sustained through self-defence drills

KU6. basic first aid procedures to enable effective management of injuries

KU7. manoeuvres, techniques, and methods of the self-defence system being taught to enable accurate demonstration and correction of skills

KU8. risk analysis processes to enable assessment of the potential impact of planned techniques and manoeuvres on participant safety

KU9. self-defence principles, strategies, teaching methods and factors that affect skills acquisition, to promote effective skills development and confidence

KU10. factors affecting group dynamics and conflict resolution strategies to enable constructive engagement of participants

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)

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

GS1. document and prepare reports

GS2. review and reflect on own work performance to facilitate personal development and self-confidence

GS3. seek and provide feedback about the self-defence program

GS4. plan self-defence programs according to participants' needs, abilities and risk factors

GS5. analyze self-defence technique to provide instructions for improvement

GS6. evaluate and modify programs as required

GS7. write to seek permission for support, report an event, an incident, a grievance etc.

GS8. evaluate the physical condition and mental skills of the participants

GS9. use positive words to encourage participants

GS10. set achievable challenges

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Evaluate the participant's progress	**12**	**28**	**-**	**-**
PC1. create controlled real-time combat situations to assess each participant's application of techniques	2	8	-	-
PC2. record peer feedback on behavioural changes after the implementation of the unarmed self-defence programme	2	8	-	-
PC3. prepare the performance report for each participant	3	7	-	-
PC4. discuss the performance report with each participant and set achievable goals for improvement	5	5	-	-
Evaluate the effectiveness of the programme	**19**	**31**	**-**	**-**
PC5. collect feedback from appropriate sources on the effectiveness of the programme	3	7	-	-
PC6. analyze the attendance of participants to determine the drop-out rate, if any	4	6	-	-
PC7. identify potential areas for improvement in future programmes	4	6	-	-
PC8. review own performance, e.g. coaching methodology and identify areas of improvement	4	6	-	-
PC9. incorporate feedback received from relevant stakeholders	4	6	-	-
NOS Total	**31**	**59**	**-**	**-**

National Occupational Standards (NOS) Parameters

NOS Code	SPF/N1119
NOS Name	Evaluate the unarmed self-defence programme
Sector	Sports
Sub-Sector	Sports Coaching and Fitness
Occupation	Sports Coaching
NSQF Level	5
Credits	4
Version	2.0
Next Review Date	NA

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

National Occupational Standards (NOS) Parameters

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

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
- 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. 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

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

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

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

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Introduction to Employability Skills	**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	-	-	-	-
Constitutional values – Citizenship	**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	-	-	-	-
Becoming a Professional in the 21st Century	**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	-	-	-	-
Basic English Skills	**3**	**4**	**-**	**-**
PC9. use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-

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-mails etc. in English	-	-	-	-
Career Development & Goal Setting	**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	-	-	-	-
Communication Skills	**2**	**2**	**-**	**-**
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	**1**	**1**	**-**	**-**
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	**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 various methods and check the entries in the passbook	-	-	-	-

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	-	-	-	-
Essential Digital Skills	**3**	**5**	**-**	**-**
PC24. operate digital devices and use their features and applications securely and safely	-	-	-	-
PC25. carry out basic internet operations by connecting to the internet safely and securely, using the mobile data or other available networks through Bluetooth, Wi-Fi, etc.	-	-	-	-
PC26. display responsible online behaviour while using various social media platforms	-	-	-	-
PC27. create a personal email account, send and process received messages as per requirement	-	-	-	-
PC28. carry out basic procedures in documents, spreadsheets and presentations using respective and appropriate applications	-	-	-	-
PC29. utilize virtual collaboration tools to work effectively	-	-	-	-
Entrepreneurship	**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	-	-	-	-
Customer Service	**1**	**2**	**-**	**-**
PC33. identify different types of customers and ways to communicate with them	-	-	-	-

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	-	-	-	-
Getting ready for apprenticeship & Jobs	**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**	**-**	**-**

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	30/12/2024
NSQC Clearance Date	30/12/2021

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.

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

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
SPF/N1117.Plan an unarmed self-defence programme	36	49	-	-	85	16
SPF/N1118.Deliver unarmed self-defence sessions	79	171	-	-	250	49
SPF/N1119.Evaluate the unarmed self-defence programme	31	59	-	-	90	17
SGJ/N1702.Optimize resource utilization at workplace	13	26	-	-	39	8
DGT/VSQ/N0103.Employability Skills (90 Hours)	20	30	-	-	50	10
Total	**179**	**335**	**-**	**-**	**514**	**100**

Acronyms

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

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.
Knowledge and Understanding (KU)	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.

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.