



Model Curriculum

QP Name: Sports Goods Craftsperson

QP Code: SPF/Q8107

QP Version: 1.0

NSQF Level: 4

Model Curriculum Version: 1.0

Sports, Physical Education, Fitness and Leisure Sector Skill Council
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Training Parameters

Sector	Sports
Sub-Sector	Sports Manufacturing
Occupation	Sports Goods Craftsperson
Country	India
NSQF Level	4
Aligned to NCO/ISCO/ISIC Code	NCO-2015/7522.1804
Minimum Educational Qualification and Experience	12th Class with 1 Year of relevant experience OR 10th Class with 2 Years of relevant experience OR 10th grade pass with two years of any combination of NTC/NAC/CITS or in relevant trade OR Certificate-NSQF (Level 3- Sports Bat & Racquet Craftsperson (Junior) / Sports Ball Craftsperson (Junior) with 3 years of relevant experience
Pre-Requisite License or Training	NA
Minimum Job Entry Age	18 years
Last Reviewed On	29/09/2023
Next Review Date	29/09/2026
NSQC Approval Date	29/09/2023
QP Version	1.0
Model Curriculum Creation Date	29/09/2023
Model Curriculum Valid Up to Date	29/09/2026
Model Curriculum Version	1.0
Minimum Duration of the Course	450 Hours
Maximum Duration of the Course	600 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 will be able to:

- Select equipment for the production
- Prepare materials for the production
- Manufacture variety of sports bats and racquets
- Manufacture variety of sports balls
- Assemble different components of bats and racquets
- Assemble different components of sports balls
- Carry out final quality and standards check
- Work effectively with others

Compulsory Modules

The table lists the modules, their duration and mode of delivery.

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
SPF/N8118: Plan manufacturing of sports goods NOS Version No. 1.0 NSQF Level 4	35:00	85:00	30:00	00:00	150:00
Bridge Module Module 1: Introduction to sports goods craftsperson job role	05:00	05:00			10:00
Module 2: Prepare equipment and materials for manufacturing sports	30:00	80:00	30:00	00:00	140:00
SPF/N8114: Maintain health and safety at manufacturing workplace NOS Version No. 1.0 NSQF Level 4	15:00	45:00	00:00	00:00	60:00
Module 3: Ensure personal and equipment safety measures	15:00	45:00	00:00	00:00	60:00
SPF/N1169: Improve workplace resource usage NOS Version No. 1.0	10:00	20:00	00:00	00:00	30:00

NSQF Level 3					
Module 8: Build an environmental friendly workplace	10:00	20:00	00:00	00:00	30:00
DGT/VSQ/N0102: Employability skills (90 Hours) NOS Version No-1.0	30:00	30:00	00:00	00:00	60:00
NSQF Level 4					
Module 9: Employability skills	30:00	30:00	00:00	00:00	60:00
Total Duration	90:00	180:00	30:00	00:00	300:00

Elective Modules

The table lists the option modules, their duration and mode of delivery.

Elective 1: Sports Ball

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
SPF/N8119: Manufacture a variety of sports ball NOS Version No. 1.0 NSQF Level 4	30:00	60:00	60:00	00:00	150:00
Module 4: Produce different components of popular sports ball	15:00	30:00	30:00	00:00	75:00
Module 5: Assemble different components of sports ball	15:00	30:00	30:00	00:00	75:00
Total Duration	30:00	60:00	60:00	00:00	150:00

Elective 1: Sports bats and racquets

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
SPF/N8120: Manufacture a variety	30:00	60:00	60:00	00:00	150:00

of sports bats and racquets NOS Version No. 1.0 NSQF Level 4					
Module 6: Produce different parts of sports bats and racquets	15:00	30:00	30:00	00:00	75:00
Module 7: Assemble different components of popular sports bats and racquets	15:00	30:00	30:00	00:00	75:00
Total Duration	30:00	60:00	60:00	00:00	150:00

Module Details

Module 1: Introduction to the job role of sports goods craftsperson

Bridge Module

Mapped to SPF/N8118, v1.0

Terminal Outcomes:

- Describe the role and career opportunities of a sports goods craftsperson

Duration: 05:00	Duration: 05:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> State the role and responsibilities of a sports goods craftsperson Discuss the skills required to be a successful sports goods craftsperson 	<ul style="list-style-type: none"> Create a career progression chart of a sports manufacturing industry Discuss the entrepreneurship opportunities in sports goods manufacturing sector
Classroom Aids:	
Laptop, whiteboard, marker, projector, chart paper, clipboards	
Tools, Equipment, and Other Requirements	
NA	

Module 2: Plan materials and equipment for the production of sports ball, bats and racquets

Mapped to SPF/N8118, v1.0

Terminal Outcomes:

- Prepare equipment to produce multi-sport goods
- Select materials to produce multi-sport goods
- Ensure hygiene and sanitation at the production area

Duration: 30:00	Duration: 80:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the difference between raw materials and equipment required for the production of sports ball • Discuss the types of equipment used for the production of sports ball • Identify the production requirement for the day as per the job card • Explain the materials used in the production of sports ball • Explain Process of leather treatment. • Discuss the types of leather • Discuss the types of synthetic leather • Discuss the types of rubber used for the production of sports ball • Explain the difference between raw materials and equipment required for the production of sport bat and racquet • Discuss the types of equipment used for the production of sports bat and racquet • Explain the materials used in the production of sports bat and racquet • Explain process of wood treatment • Explain the process of grading wood • Explain the types of aluminium and their suitability to craft racquets • Explain the ways to ensure hygiene and sanitation at workplace 	<ul style="list-style-type: none"> • List the equipment required for the production of sports ball • Differentiate between cutting and stitching tools • Differentiate between animal leather and synthetic leather used in the production of sports ball • Calculate the total amount of materials required for the target production • Select the leather that can be used in making of leather-based cricket ball, football, basketball, etc. • Select proper coloring of the leather material as per the specification before it is put in use • List the equipment required for the production of sports bat and racquet • Select the wood and other materials that can be used in making of cricket bats, baseball bats, table tennis racquets, etc. • Demonstrate ways to maintain hygiene and sanitation at workplace
Classroom Aids:	
Laptop, whiteboard, marker, projector, chart paper, clipboards, height & weight chart	
Tool, Equipment and Other Requirements	
Raw materials (synthetic leather, animal leather, rubber), panel cutting dye (hexagon, pentagon, etc.), traditional silk screen printing, industrial computerized printing, die cutting machine, rubber bladder mold, industrial single needle lock-stitch sewing machine, needle guard, stool, personal protective equipment, overlock machine(5 thread), flat lock machine, feed of the arm machine, straight knife cutting machine, pressing unit, pattern making set, tracing wheel, storage boxes, quality tag, stopwatch, protective goggles, gloves, ear plugs, machine oil, latex adhesive	

Module 3: Ensure personal and equipment safety measures

Mapped to SPF/N8114, v1.0

Terminal Outcomes:

- Ensure health and safety measures at workplace

Duration: 15:00	Duration: 45:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the importance of Personal Protective Equipment • Discuss the common workplace hazards that one might encounter inside workplace • Explain the nature of the workplace accidents and its root cause • Recognize the environment-friendly materials available to replace conventional materials. • Discuss ways of disposing non-recyclable waste appropriately. • Explain common sources of pollution and ways to minimize them. 	<ul style="list-style-type: none"> • Analyze why safety is most important for workplace operations • Identify the common workplace hazards that one might encounter • Demonstrate the necessary precautionary care to be taken to prevent workplace hazards • Maintain proper records on accidents and incidents taking place inside workplace • Prepare statutory documents relevant to safety and hygiene. • Demonstrate the methods of disposing non-recyclable waste. • Report malfunctioning. (fumes/sparks/emission/vibration/noise) and lapse in maintenance of equipment.
Classroom Aids:	
Laptop, whiteboard, marker, projector, chart paper, clipboards	
Tools, Equipment and Other Requirements	
Gloves, safety goggles, radio, whistle, stopwatch, fork lift, ladder, first-aid box, PPE Kit, Sanitizing agents, disinfectants, fire extinguisher, stretcher	

Module 4: Produce different components of popular sports ball

Mapped to SPF/N8119, v1.0

Terminal Outcomes:

- Create components of leather and synthetic ball
- Manufacture football, basketball, volleyball, handball, cricket ball, tennis ball
- Work effectively with others

Duration: 15:00	Duration: 30:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe the stages of production of sports ball • Calculate the number of components required for the target production • Discuss the importance of agreeing work targets with the supervisor • Discuss the raw materials • Discuss the defects on the material, if any • Explain the types of stitches • Explain the variation of stitches • Recall the types of needles and thread used in stitching of synthetic and leather materials • Discuss the types and number of panels used in football, basketball, volleyball, cricket ball, etc. • Explain different seams used in leather balls (edge binding, reverse stitch, French seam top stitch). • Explain variations in stitch types - darts, tucks, pleats, piping, gathering, etc. • Discuss the process, duration, techniques required to flatten the rubber • Discuss how to identify and respond to imperfections, defects and damage due to mishandling • Discuss the importance of storing the cut material carefully to minimise the risk of damage • Explain the importance of reporting defects in the tools and equipment one does not have the authority to repair • Recall the importance of grouping components before sending it to the next stage of production • Explain the importance of documentation • Explain the importance of reporting 	<ul style="list-style-type: none"> • Calculate time required for each stages of production • Use scissors or cutting knife to cut the leather piece as per the markings given on the components • Use clicking machine or dyes to cut the batch of materials • Thread the needles of an industrial sewing machine • Identify any imperfections in the material when cutting • Demonstrate the use of rollers to kneed and thin the rubber • Cut the flattened rubber using hand or clipping machine into slugs • Prepare heat molds to create half-shells • Check the temperature and pressure of the moulds to ensure perfection • Demonstrate the ways to cut, trim the extra rubber from the half-shells to get perfect semi-circle balls • Demonstrate the smoothening the seams by buffing the half-shell seams using sanding paper • Glue the two half-shells together using an adhesive • Load the glued half-shells into the hydraulic molds to create a solid core • Rough the surface of the balls using a sanding drum • Apply uniform amount of rubber adhesive to the rough balls through tumbling operation • Cut the nylon/woolen felts into 'dogbones' shape and stack them • Dip the stacked felt to the vat of adhesive to adhere it to the core • Use hand or ball-covering machine to apply two felts to the rubber core (2in wide, 6in long) • Use roll-down conveyor to remove any lumps or wrinkles along the sim. • Carry out closedown procedures on completion of work

	<ul style="list-style-type: none"> Complete forms, records and other documentation
Classroom Aids:	
Laptop, whiteboard, marker, projector, chart paper, clipboards	
Tools, Equipment and Other Requirements	
<p>Raw materials (synthetic leather, animal leather, rubber), panel cutting dye (hexagon, pentagon, etc.), traditional silk screen printing, industrial computerized printing, die cutting machine, rubber bladder mold, industrial single needle lock-stitch sewing machine, needle guard, stool, personal protective equipment, overlock machine(5 thread), flat lock machine, feed of the arm machine, straight knife cutting machine, pressing unit, pattern making set, tracing wheel, storage boxes, quality tag, stopwatch, protective goggles, gloves, ear plugs, machine oil, latex adhesive</p>	

Module 5: Assemble different components of sports ball

Mapped to SPF/N8119, v1.0

Terminal Outcomes:

- Carry out final assembling of balls with bladder, stuffed or hollow core
- Carry out final quality and standards check

Duration: 15:00	Duration: 30:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the difference between assembly, installation and repair of equipment • Discuss the importance of inclusive workforce • Describe the process for finishing • Describe types of tools and equipment should be used for finishing • Explain and list the types of raw material required for finishing • Describe the BIS and International standards • Explain the standard applicable for manufacturing a Cricket Ball of International Label • Explain different inspection/ testing procedures necessary to produces a Cricket Ball of International Label • Describe the process for packaging • Describe types of tools and equipment and other materials used for packaging • Discuss the process of packaging in standard manner to prepare to send to National and International Market • Describe the process for obtaining replacements for worn, faulty or defective tools • Identify different characteristics of the various materials used for supporting the finishing operations • Demonstrate equipment operating procedures to carry out colouring, cleaning, lamping, thread trimming, and packaging operations • Demonstrate that the appearance of the final product is as per the specifications • Discuss the common faults in tools and equipment and implications of working with faulty equipment • Perform task such as polishing, painting, shining different materials • Explain the significance on the use of core in leather-based cricket ball • Demonstrate an appropriate response after assessing an emergency situation 	<ul style="list-style-type: none"> • Confirm the quantity of cut items meet specifications for final assembly • Confirm with the supervisor on styles/ design of the products currently being produced • Demonstrate the process for Inner and outer joint sewing • Sew cut items to specifications and in the correct sequence • Assemble the balls by stitching the panels together • Identify if sewn product conforms to shape and size requirements • Inspect sewn products against specification • Document and store accurate records • Prepare balls for final assembly process – ball with bladder, hollow rubber ball, cricket ball • Perform visual inspection to identify the faulty printed panels if any • Demonstrate how to glue bladder of the ball to the air valve panel before final stitching • Demonstrate how to check if the ball to ensure that the bladder has not been punctured by a needle during stitching • Operate vulcanizing machine to heat the bladder to make it more flexible, durable and stronger • Operate twining or winding machines to wrap polyester or nylon threads around the inner bladder, to prevent the ball from being deformed • Demonstrate how to ensure the shape, size and weight of the ball is as per the manufacturing standards • Differentiate cork and the wool • Check quality of the cork and wool • Identify ratio of the cork to the wool • Demonstrate how to measure weight to be maintained for preparation of core • Perform final stitching of the outer layer of the ball • Check for any incorrect/ damaged stitch/design embroidery

	<ul style="list-style-type: none"> • Demonstrate ways dispose of all waste materials in the approved manner • Sort and place work to assist the next stage of production and to minimise the risk of damage • Check if the final product meets the standards and international specification • Attach brand labels, barcodes/price tags on the article • Perform final quality check • Perform final packaging
Classroom Aids:	
Laptop, whiteboard, marker, projector, chart paper, clipboards	
Tools, Equipment and Other Requirements	
Raw materials (synthetic leather, animal leather, rubber), panel cutting dye (hexagon, pentagon, etc.), traditional silk screen printing, industrial computerized printing, die cutting machine, rubber bladder mold, industrial single needle lock-stitch sewing machine, needle guard, stool, personal protective equipment, overlock machine(5 thread), flat lock machine, feed of the arm machine, straight knife cutting machine, pressing unit, pattern making set, tracing wheel, storage boxes, quality tag, stopwatch, protective goggles, gloves, ear plugs, machine oil, latex adhesive	

Module 6: Produce different parts of sports bats and racquets

Mapped to SPF/N8120, v1.0

Terminal Outcomes:

- Combine different components of ball
- Manufacture cricket bats, baseball bats, hockey sticks, lawn tennis and table tennis racquets

Duration: 15:00	Duration: 30:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the difference between assembly, installation and repair of equipment • Discuss the importance of inclusive workforce • Describe the process for finishing • Describe types of tools and equipment should be used for finishing • Explain and list the types of raw material required for finishing • Describe the BIS and International standards • Explain the standard applicable for manufacturing a Cricket Ball of International Label • Explain different inspection/ testing procedures necessary to produces a Cricket Ball of International Label • Describe the process for packaging • Describe types of tools and equipment and other materials used for packaging • Discuss the process of packaging in standard manner to prepare to send to National and International Market • Describe the process for obtaining replacements for worn, faulty or defective tools • Identify different characteristics of the various materials used for supporting the finishing operations • Demonstrate equipment operating procedures to carry out colouring, cleaning, lamping, thread trimming, and packaging operations • Demonstrate that the appearance of the final product is as per the specifications • Discuss the common faults in tools and equipment and implications of working with faulty equipment • Perform task such as polishing, painting, shining different materials • Explain the significance on the use of core in leather-based cricket ball • Demonstrate an appropriate response after assessing an emergency situation 	<ul style="list-style-type: none"> • Confirm the quantity of cut items meet specifications for final assembly • Confirm with the supervisor on styles/ design of the products currently being produced • Demonstrate the process for Inner and outer joint sewing • Sew cut items to specifications and in the correct sequence • Assemble the balls by stitching the panels together • Identify if sewn product conforms to shape and size requirements • Inspect sewn products against specification • Document and store accurate records • Prepare balls for final assembly process – ball with bladder, hollow rubber ball, cricket ball • Perform visual inspection to identify the faulty printed panels if any • Demonstrate how to glue bladder of the ball to the air valve panel before final stitching • Demonstrate how to check if the ball to ensure that the bladder has not been punctured by a needle during stitching • Operate vulcanizing machine to heat the bladder to make it more flexible, durable and stronger • Operate twining or winding machines to wrap polyester or nylon threads around the inner bladder, to prevent the ball from being deformed • Demonstrate how to ensure the shape, size and weight of the ball is as per the manufacturing standards • Differentiate cork and the wool • Check quality of the cork and wool • Identify ratio of the cork to the wool • Demonstrate how to measure weight to be maintained for preparation of core • Perform final stitching of the outer layer of the ball • Check for any incorrect/ damaged stitch/design embroidery • Demonstrate ways dispose of all waste materials in the approved manner • Sort and place work to assist the next stage of production and to minimise the risk of damage

	<ul style="list-style-type: none"> • Check if the final product meets the standards and international specification • Attach brand labels, barcodes/price tags on the article • Perform final quality check • Perform final packaging
Classroom Aids:	
Laptop, whiteboard, marker, projector, chart paper, clipboards	
Tools, Equipment and Other Requirements	
Raw materials (synthetic leather, animal leather, rubber), panel cutting dye (hexagon, pentagon, etc.), traditional silk screen printing, industrial computerized printing, die cutting machine, rubber bladder mold, industrial single needle lock-stitch sewing machine, needle guard, stool, personal protective equipment, overlock machine(5 thread), flat lock machine, feed of the arm machine, straight knife cutting machine, pressing unit, pattern making set, tracing wheel, storage boxes, quality tag, stopwatch, protective goggles, gloves, ear plugs, machine oil, latex adhesive	

Module 7: Assemble different parts of bats and racquets

Mapped to SPF/N8120, v1.0

Terminal Outcomes:

- Assemble different components of bats
- String and apply finishing touch to racquets
- Perform quality and standards check of bats and racquets

Duration: 15:00	Duration: 30:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the types of tools and equipment should be used for finishing • Discuss the types of raw material should be used require for finishing • Discuss the International standards of equipment applicable for manufacturing a cricket bat, table tennis racquets, tennis racquets. • the process for packaging • Discuss the types of tools and equipment and other materials used for packaging. • Discuss the process of packaging in standard manner to prepare to send national and international market • Recall the potential faults in the various processes and methods to avoid them • Discuss the process for obtaining replacements for worn, faulty or defective tools • appearance of the final product • Discuss the common faults in tools and equipment and implications of working with faulty equipment • Explain the process of polishing, painting, shining different materials • Explain an appropriate response after assessing an emergency situation • Discuss the importance of gender and its related concepts such as gender roles, gender equality, gender power relations etc. • Discuss POSH (Prevention of Sexual Harassment) Act at workplace 	<ul style="list-style-type: none"> • Demonstrate how to rasp the handles using appropriate tools • Demonstrate how to bind the handle with traditional linen thread which is applied on a custom-made binding lathe • Operate foot treadle to bind the handle • Demonstrate the ways to polish the cricket bat once the bindings dry • Use compression machine to ensure rubber, foam and plywood stuck together on a table tennis racquet • Use stringing machine to force the strings through the holes using threader • Stress test the racquets to determine proper stiffness and hardness • Inspect weight of racquets, usually before and after stringing, to make sure they meet specifications • Check the balance of the racquets to ensure it is not too heavy at the head or at the handle • Wound the grip smoothly ensuring no nicks or scratches • Use stringing machine to adjust the tension of the strings • Perform visual inspection to identify the faults, if any • Transfer finished racquets to lab tests to ensure the rackets are within the given constraints • Demonstrate ways to identify if the product conforms to shape and size requirements • Identify, mark and place rejects in the designated location • Use tools and equipment correctly, efficiently and safely • Complete and store accurate records and documentation • Attach brand labels, barcodes/price tags on the article • Clean the final article to remove all residue, dirt, adhesive or any other contamination by hand/ machine

- Wrap the article in paper and prepare for packing in boxes

Classroom Aids:

Laptop, whiteboard, marker, projector, chart paper, clipboards

Tools, Equipment and Other Requirements

Raw materials (English/Kashmir/White willow, plywood, aluminium frames, rubber grips, nylon strings) incubator, draw knife/pod haver, gloves, earplugs, goggles, nose mask, safety shoes, apron, safety cap/helmet, steel rule, measurement tape, inside and outside calliper, chisel set, dropping knife, width seizers, scissors, hammer, round planer/knot remover, scrapper, blow torch, vice, grinder, hand plane, v-shaped knife, pointed knife, mallet, wood saw, hacksaw, pliers, hand drill and bits, sand container power saw, power drill, hand cutting machine, hand splicer, surface planer, trowel, tumbler slats adhesive, sand paper, nails, wood pegs, stringing machine, metal cutting machines, molding machines, equipment, packaging equipment

Module 8: Build an environmentally sustainable workplace

Mapped to SPF/N1169, v1.0

Terminal Outcomes:

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

Duration: 10:00	Duration: 20:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Recognize the environment-friendly materials available to replace conventional materials. • Discuss ways of disposing non-recyclable waste appropriately. • Explain common sources of pollution and ways to minimize them. 	<ul style="list-style-type: none"> • Prepare statutory documents relevant to safety and hygiene. • Demonstrate the methods of disposing non-recyclable waste. • Report malfunctioning. (fumes/sparks/emission/vibration/noise) and lapse in maintenance of equipment.
Classroom Aids:	
Laptop, whiteboard, marker, projector, chart paper, clipboards	
Tools, Equipment and Other Requirements	
Gloves, safety goggles, ladder	

Module 9: Employability Skills

Mapped to DGT/VSQ/N0102

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

Duration: 30:00	Duration: 30:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the Employability Skills required for jobs in various industries. • 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 • Describe the role of digital technology in today's life • Explain entrepreneurship and opportunities available • Identify different types of customers and their needs • Explain skills required to become a 21st century professional • Teach to read and write basic English • Explain effective communication skills • Teach basic financial and legal knowledge 	<ul style="list-style-type: none"> • Create a career plan • Implement Self-awareness, time management, critical thinking, problem solving • Create sample word documents, excel sheets and presentations using basic features, utilize virtual collaboration tools to work effectively wherever necessary • Implement communication skills while handling different customers
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Computer (PC) with latest configurations, Computer Tables, Computer Chairs, UPS, Scanner cum Printer	

On-the-Job Training

Mapped to Sports Goods Craftsperson

Mandatory Duration: 90:00	Recommended Duration: 00:00
Location: On-Site	
Terminal Outcomes <ul style="list-style-type: none"> • Select equipment for the production • Prepare materials for the production • Manufacture bats and racquets • Assemble different components of bats and racquets • Carry out final quality and standards check • Work effectively with others 	

Annexure

Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
12 th Class	Sports Goods Craftsperson	Minimum of 1 year	Must have worked as a sports ball fabricator in manufacturing unit	Minimum of 1 year	Must have worked as a sports goods craftsperson in manufacturing unit	All empanelled Trainers would have to undergo “Train the Trainer” Program conducted by SPEFL SC for each job role time to time

Trainer Certification	
Domain Certification	Platform Certification
Certified ToT for job role “Sports Goods Craftsperson” mapped to QP “SPF/Q8107, v1.0” 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 th Class	NA	Minimum of 2 year	Sports goods making	Minimum of 2 years		All empanelled 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 “Sports Goods Craftsperson” mapped to QP “SPF/Q8107, v1.0” Minimum accepted score is 80%	Recommended that the assessor is certified for the Job-Role “Assessor (VET and skills)”, mapped to 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 centre as per assessment criteria below.
5. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/ training centre 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 equipment's 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 behavioural aspects as regards the job role and the specific task at hand. It will also include questions on safety, quality, 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 to expansion of the questionnaire.

References

Glossary

Term	Description
Key Learning Outcome	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).
OJT (M)	On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on-site
OJT (R)	On-the-job training (Recommended); trainees are recommended the specified hours of training on site
Training Outcome	Training outcome is a statement of what a learner will know, understand and be able to do upon the completion of the training.
Terminal Outcome	Terminal outcome is a statement of what a learner will know, understand and be able to do upon the completion of a module . 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