



Community Sports Coach

QP Code: SPF/Q1106

Version: 2.0

NSQF Level: 5

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SPF/Q1106: Community Sports Coach

Brief Job Description

Community Sports Coach promotes sports and an active lifestyle within communities. The individual plans and organizes basic sports and activities to improve skill and fitness levels.

Personal Attributes

The individual should be patient and a good listener. The person should have a basic understanding of all major sports and a good level of physical fitness. The individual should have good decision making, communication and supervisory skills.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. [SPF/N1114: Plan a sports coaching programme](#)
2. [SPF/N1115: Deliver a Series of sports coaching sessions](#)
3. [SPF/N1116: Review the Sports Coaching 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	19
Aligned to NCO/ISCO/ISIC Code	NCO-2015/3422.9900

Minimum Educational Qualification & Experience	<p>Completed 2nd year diploma after 12th OR Pursuing 2nd year of 2-year diploma after 12th OR 12th Class with 2 Years of experience in sports coaching in school/ colleges, sports academies, NGO working in the field of sports OR 10th Class with 4 Years of experience in sports coaching in school/ colleges, sports academies, NGO working in the field of sports OR Certificate-NSQF (Level 4-Fitness Trainer) with 3 Years of experience in sports coaching in school/ colleges, sports academies, NGO working in the field of sports</p>
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/N1114: Plan a sports coaching programme

Description

This unit is about planning a sports coaching programme for the community.

Scope

The scope covers the following :

- Determine community and participants needs
- Design sports coaching programme
- Plan for a safe coaching environment

Elements and Performance Criteria

Determine community and participants needs

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

- PC1.** establish community's goals for a sports coaching programme
- PC2.** identify participants' needs and potential
- PC3.** analyze collected information

Design sports coaching programme

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

- PC4.** establish appropriate goals for each participant
- PC5.** develop programme structures which encourage participants' development and retention
- PC6.** define training plan to enhance the participant's sports skills and fitness levels
- PC7.** identify sports and activities appropriate for participants with special needs and disabilities
- PC8.** prepare a detailed plan with equipment, manpower support and play spaces required to execute the coaching programme

Plan for a safe coaching environment

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

- PC9.** identify and allocate a safe place to conduct coaching programme
- PC10.** identify methods to minimize potential risks which may arise during the coaching programme
- PC11.** ensure availability of special and customized equipment for participants with special needs and disabilities
- PC12.** plan regular inspection of play space, facilities and equipment for cleanliness, safety and usage
- PC13.** establish an agreement with the nearby medical facility for emergency situations
- PC14.** ensure the protocols are followed in case of any medical emergencies

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** culture of the community

- KU2.** medium of communication
- KU3.** procedure for training for the relevant sports
- KU4.** guidelines for scheduling training sessions
- KU5.** emergency response to injury / accident
- KU6.** emergency evacuation procedure/ protocol
- KU7.** laws and rules of popular sports
- KU8.** various techniques of the sports
- KU9.** need-based training schedules
- KU10.** how to conduct skill and fitness drills
- KU11.** usage of sports equipment
- KU12.** ground/court markings for various sports
- KU13.** deal with different types of disabilities
- KU14.** safety acts and measures for activities
- KU15.** maintenance of play space and sports equipment
- KU16.** basic first aid practices

Generic Skills (GS)

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

- GS1.** prepare an annual plan of sports coaching
- GS2.** prepare a questionnaire for the needs-based assessments
- GS3.** inform about an event, an incident, report a grievance
- GS4.** seek permission for help and support via written communication
- GS5.** read and comprehend all job-related documents like policy, code of conduct, curriculum, rules of game etc
- GS6.** incorporate feedback
- GS7.** implement and follow policies governing the protection of children and vulnerable adults from abuse
- GS8.** use appropriate sports vocabulary
- GS9.** use appropriate language in accordance to the age group
- GS10.** listen to and understand any challenges faced by participants
- GS11.** determine the type of technical training the participants should undergo
- GS12.** identify and plan activities for the participants based on their capabilities and inclinations
- GS13.** determine the corrective actions for slow and fast learners
- GS14.** organize and conduct the sessions and meetings
- GS15.** maintain a count of equipment, machinery etc.
- GS16.** interact with all relevant stakeholders- parents, sporting officials, athletes in an open and patient manner
- GS17.** address any deviation in the yearly plan and change it accordingly to meet the desired goal
- GS18.** set achievable challenges

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Determine community and participants needs</i>	12	18	-	-
PC1. establish community's goals for a sports coaching programme	4	6	-	-
PC2. identify participants' needs and potential	6	4	-	-
PC3. analyze collected information	2	8	-	-
<i>Design sports coaching programme</i>	15	35	-	-
PC4. establish appropriate goals for each participant	4	6	-	-
PC5. develop programme structures which encourage participants' development and retention	3	7	-	-
PC6. define training plan to enhance the participant's sports skills and fitness levels	2	8	-	-
PC7. identify sports and activities appropriate for participants with special needs and disabilities	4	6	-	-
PC8. prepare a detailed plan with equipment, manpower support and play spaces required to execute the coaching programme	2	8	-	-
<i>Plan for a safe coaching environment</i>	11	41	-	-
PC9. identify and allocate a safe place to conduct coaching programme	2	4	-	-
PC10. identify methods to minimize potential risks which may arise during the coaching programme	2	8	-	-
PC11. ensure availability of special and customized equipment for participants with special needs and disabilities	1	5	-	-
PC12. plan regular inspection of play space, facilities and equipment for cleanliness, safety and usage	2	8	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC13. establish an agreement with the nearby medical facility for emergency situations	2	8	-	-
PC14. ensure the protocols are followed in case of any medical emergencies	2	8	-	-
NOS Total	38	94	-	-

National Occupational Standards (NOS) Parameters

NOS Code	SPF/N1114
NOS Name	Plan a sports coaching programme
Sector	Sports
Sub-Sector	Sports Fitness And Leisure
Occupation	Sports Coaching, Sports Coaching
NSQF Level	5
Credits	3
Version	2.0
Next Review Date	NA

SPF/N1115: Deliver a Series of sports coaching sessions

Description

This unit is about understanding how to deliver a series of sports coaching sessions.

Scope

The scope covers the following :

- Prepare for sports coaching sessions
- Conduct sports coaching sessions

Elements and Performance Criteria

Prepare for sports coaching sessions

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

- PC1.** ensure the required sports equipment and accessories are available
- PC2.** set up equipment safely for the planned activity(s)
- PC3.** undertake safety checks to ensure the coaching environment meets the required standards
- PC4.** explain the emergency procedures to the participants
- PC5.** ensure first aid kit is complete and easily accessible
- PC6.** inform participants of individual and session goals
- PC7.** check if participants' outfits are appropriate for the planned sports and activities

Conduct sports coaching sessions

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

- PC8.** conduct appropriate warm-up and lead-up activities
- PC9.** change the delivery plans as per the circumstances/needs
- PC10.** apply coaching techniques and strategies as per the training plan
- PC11.** provide opportunities for the active involvement of all participants
- PC12.** ensure participants respect the opposite gender while playing contact sports
- PC13.** interact with participants using gender-sensitive, non-discriminatory language
- PC14.** treat all participants equally irrespective of gender and disability
- PC15.** identify alternative activities as appropriate to meet changing needs of participants
- PC16.** use appropriate cool down activities to end the sessions
- PC17.** conclude every session summarizing participants' progress and areas of improvement

Maintain hygiene and sanitation

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

- PC18.** ensure personal hygiene
- PC19.** ensure equipment, work area, restrooms etc. are sanitized before and after sessions
- PC20.** educate others about hygiene and sanitation regulatory and workplace requirements
- PC21.** check availability of running water, hand wash and alcohol-based sanitizers at work area
- PC22.** ensure everyone (self, participants, assistants etc.) clean hands before and after session

- PC23.** ensure that participants who are ill do not attend the sessions
- PC24.** conduct routine hygiene and sanitation checks of work area and equipment
- PC25.** report advanced hygiene and sanitation issues to appropriate authority

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** culture of the community
- KU2.** medium of communication
- KU3.** procedure for training for the relevant sports
- KU4.** guidelines for scheduling training sessions
- KU5.** emergency response to injury / accident
- KU6.** emergency evacuation procedure/ protocol
- KU7.** laws and rules of popular sports
- KU8.** various techniques of the sports
- KU9.** need-based training schedules
- KU10.** how to conduct skill and fitness drills
- KU11.** usage of sports equipment
- KU12.** ground/court markings for various sports
- KU13.** deal with different types of disabilities
- KU14.** importance of gender sensitivity and respecting personal space
- KU15.** types of unacceptable behaviour
- KU16.** safety acts and safety measures during activities
- KU17.** maintenance of play space and sports equipment
- KU18.** basic first aid practices

Generic Skills (GS)

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

- GS1.** prepare a questionnaire for the needs-based assessments
- GS2.** inform about an event, an incident, report a grievance
- GS3.** seek permission for help and support via written communication
- GS4.** read and comprehend all job-related documents like policy, code of conduct, curriculum, rules of game etc.
- GS5.** incorporate feedback
- GS6.** implement and follow policies governing the protection of children and vulnerable adults from abuse
- GS7.** use appropriate sports vocabulary
- GS8.** use appropriate language in accordance to the age group
- GS9.** listen to and understand any challenges faced by participants
- GS10.** determine the type of technical training the participants should undergo

- GS11.** identify and plan activities for the participants based on their capabilities and inclinations
- GS12.** determine the corrective actions for slow and fast learners
- GS13.** organize and conduct the sessions and meetings
- GS14.** maintain a count of equipment, machinery etc.
- GS15.** resolve conflicts during coaching sessions

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Prepare for sports coaching sessions</i>	16	49	-	-
PC1. ensure the required sports equipment and accessories are available	3	7	-	-
PC2. set up equipment safely for the planned activity(s)	2	8	-	-
PC3. undertake safety checks to ensure the coaching environment meets the required standards	3	7	-	-
PC4. explain the emergency procedures to the participants	2	8	-	-
PC5. ensure first aid kit is complete and easily accessible	2	8	-	-
PC6. inform participants of individual and session goals	2	3	-	-
PC7. check if participants' outfits are appropriate for the planned sports and activities	2	8	-	-
<i>Conduct sports coaching sessions</i>	39	61	-	-
PC8. conduct appropriate warm-up and lead-up activities	4	6	-	-
PC9. change the delivery plans as per the circumstances/needs	4	6	-	-
PC10. apply coaching techniques and strategies as per the training plan	4	6	-	-
PC11. provide opportunities for the active involvement of all participants	4	5	-	-
PC12. ensure participants respect the opposite gender while playing contact sports	5	6	-	-
PC13. interact with participants using gender-sensitive, non-discriminatory language	4	6	-	-
PC14. treat all participants equally irrespective of gender and disability	4	8	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC15. identify alternative activities as appropriate to meet changing needs of participants	2	6	-	-
PC16. use appropriate cool down activities to end the sessions	4	6	-	-
PC17. conclude every session summarizing participants' progress and areas of improvement	4	6	-	-
<i>Maintain hygiene and sanitation</i>	8	32	-	-
PC18. ensure personal hygiene	1	4	-	-
PC19. ensure equipment, work area, restrooms etc. are sanitized before and after sessions	1	4	-	-
PC20. educate others about hygiene and sanitation regulatory and workplace requirements	1	4	-	-
PC21. check availability of running water, hand wash and alcohol-based sanitizers at work area	1	4	-	-
PC22. ensure everyone (self, participants, assistants etc.) clean hands before and after session	1	4	-	-
PC23. ensure that participants who are ill do not attend the sessions	1	4	-	-
PC24. conduct routine hygiene and sanitation checks of work area and equipment	1	4	-	-
PC25. report advanced hygiene and sanitation issues to appropriate authority	1	4	-	-
NOS Total	63	142	-	-

National Occupational Standards (NOS) Parameters

NOS Code	SPF/N1115
NOS Name	Deliver a Series of sports coaching sessions
Sector	Sports
Sub-Sector	Sports Fitness And Leisure
Occupation	Sports Coaching
NSQF Level	5
Credits	7
Version	2.0
Next Review Date	NA

SPF/N1116: Review the Sports Coaching Programme

Description

This unit is about understanding how to review the sports coaching programme

Scope

The scope covers the following :

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

Elements and Performance Criteria

Evaluate the participants' progress

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

- PC1.** identify the assessment metrics to conduct assessment for all components of fitness and skill
- PC2.** conduct matches and tournaments to assess the skills of each participant
- PC3.** record peer feedback on behavioral changes
- PC4.** prepare the fitness report for each participant which summarizes their performance, progress, achievements and areas of improvement
- PC5.** conduct personal feedback session for all participants
- PC6.** set achievable goals of improvement for each participant
- PC7.** design strategies and training methods to address areas of development

Evaluate the effectiveness of the program

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

- PC8.** collect information from appropriate sources on the effectiveness of the coaching methodology
- PC9.** review the data on retention of participants
- PC10.** analyze the findings to make modifications to the coaching programme

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** culture of the community
- KU2.** medium of communication
- KU3.** procedure for training for the relevant sports
- KU4.** emergency response to injury / accident
- KU5.** emergency evacuation procedure/ protocol
- KU6.** laws and rules of popular sports
- KU7.** various techniques of the sports
- KU8.** how to conduct skill and fitness drills

- KU9.** usage of sports equipment
- KU10.** ground/court markings for various sports
- KU11.** deal with different types of disabilities
- KU12.** safety acts and safety measures during activities
- KU13.** maintenance of play space and sports equipment
- KU14.** basic first aid practices

Generic Skills (GS)

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

- GS1.** prepare an annual plan of sports coaching
- GS2.** inform about an event, an incident, report a grievance
- GS3.** seek permission for help and support via written communication
- GS4.** read and comprehend all job-related documents like policy, code of conduct, curriculum, rules of game etc.
- GS5.** incorporate feedback
- GS6.** implement and follow policies governing the protection of children and vulnerable adults from abuse
- GS7.** use appropriate sports vocabulary
- GS8.** use language (verbal, non-verbal and written) that is gender and disability inclusive
- GS9.** use appropriate language in accordance to the age group
- GS10.** listen to and understand any challenges faced by participants
- GS11.** determine the type of technical training the participants should undergo
- GS12.** determine the corrective actions for slow and fast learners
- GS13.** maintain a count of equipment, machinery etc.
- GS14.** organize and conduct meetings, orientations and workshops
- GS15.** interact with all relevant stakeholders- parents, sporting officials, athletes in an open and patient manner
- GS16.** address any deviation in the yearly plan and change it accordingly to meet the desired goal
- GS17.** compare the performance of participants on a monthly/ quarterly basis and propose remedial plans
- GS18.** set achievable challenges

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Evaluate the participants' progress</i>	20	60	-	-
PC1. identify the assessment metrics to conduct assessment for all components of fitness and skill	3	10	-	-
PC2. conduct matches and tournaments to assess the skills of each participant	3	10	-	-
PC3. record peer feedback on behavioral changes	3	10	-	-
PC4. prepare the fitness report for each participant which summarizes their performance, progress, achievements and areas of improvement	3	10	-	-
PC5. conduct personal feedback session for all participants	3	6	-	-
PC6. set achievable goals of improvement for each participant	3	7	-	-
PC7. design strategies and training methods to address areas of development	2	7	-	-
<i>Evaluate the effectiveness of the program</i>	16	28	-	-
PC8. collect information from appropriate sources on the effectiveness of the coaching methodology	5	10	-	-
PC9. review the data on retention of participants	6	10	-	-
PC10. analyze the findings to make modifications to the coaching programme	5	8	-	-
NOS Total	36	88	-	-

National Occupational Standards (NOS) Parameters

NOS Code	SPF/N1116
NOS Name	Review the Sports Coaching Programme
Sector	Sports
Sub-Sector	Sports Fitness And Leisure
Occupation	Sports Coaching
NSQF Level	5
Credits	5
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
<i>Material conservation practices</i>	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	-	-
<i>Energy/electricity conservation practices</i>	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	-	-
<i>Effective waste management/recycling practices</i>	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
<i>Introduction to Employability Skills</i>	1	1	-	-
PC1. understand the significance of employability skills in meeting the current job market requirement and future of work	-	-	-	-
PC2. identify and explore learning and employability relevant portals	-	-	-	-
PC3. research about the different industries, job market trends, latest skills required and the available opportunities	-	-	-	-
<i>Constitutional values – Citizenship</i>	1	1	-	-
PC4. recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.	-	-	-	-
PC5. follow environmentally sustainable practices	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	1	3	-	-
PC6. recognize the significance of 21st Century Skills for employment	-	-	-	-
PC7. practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life	-	-	-	-
PC8. adopt a continuous learning mindset for personal and professional development	-	-	-	-
<i>Basic English Skills</i>	3	4	-	-
PC9. use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-

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	-	-	-	-
<i>Career Development & Goal Setting</i>	1	2	-	-
PC12. identify career goals based on the skills, interests, knowledge, and personal attributes	-	-	-	-
PC13. prepare a career development plan with short- and long-term goals	-	-	-	-
<i>Communication Skills</i>	2	2	-	-
PC14. follow verbal and non-verbal communication etiquette while communicating in professional 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	-	-	-	-
<i>Diversity & Inclusion</i>	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	-	-	-	-
<i>Financial and Legal Literacy</i>	2	3	-	-
PC20. identify and select reliable institutions for various financial products and services such as bank account, debit and credit cards, loans, insurance etc.	-	-	-	-
PC21. carry out offline and online financial transactions, safely and securely, using 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	-	-	-	-
<i>Essential Digital Skills</i>	3	5	-	-
PC24. operate digital devices and use their features and applications securely and safely	-	-	-	-
PC25. carry out basic internet operations by connecting to the internet safely and securely, using the mobile data or other available 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	-	-	-	-
<i>Entrepreneurship</i>	2	3	-	-
PC30. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	-	-
PC31. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	-	-
PC32. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-	-	-
<i>Customer Service</i>	1	2	-	-
PC33. identify different types of customers and ways to communicate with them	-	-	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC34. identify and respond to customer requests and needs in a professional manner	-	-	-	-
PC35. use appropriate tools to collect customer feedback	-	-	-	-
PC36. follow appropriate hygiene and grooming standards	-	-	-	-
<i>Getting ready for apprenticeship & Jobs</i>	2	3	-	-
PC37. create a professional Curriculum vitae (Résumé)	-	-	-	-
PC38. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-
PC39. apply to identified job openings using offline /online methods as per requirement	-	-	-	-
PC40. answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-	-
PC41. identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	-	-
NOS Total	20	30	-	-

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/N1114.Plan a sports coaching programme	38	94	-	-	132	24
SPF/N1115.Deliver a Series of sports coaching sessions	63	142	-	-	205	37
SPF/N1116.Review the Sports Coaching Programme	36	88	-	-	124	23
SGJ/N1702.Optimize resource utilization at workplace	13	26	-	-	39	7
DGT/VSQ/N0103.Employability Skills (90 Hours)	20	30	-	-	50	9
Total	170	380	-	-	550	100

Acronyms

NOS	National Occupational Standard(s)
NSQF	National Skills Qualifications Framework
QP	Qualifications 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.