

Qualification Pack



Yoga Instructor-Sports

QP Code: SPF/Q1127

Version: 1.0

NSQF Level: 5

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SPF/Q1127: Yoga Instructor-Sports

Brief Job Description

A yoga instructor is a highly trained and experienced yoga professional who specializes in working with athletes to help them achieve their highest level of physical and mental performance. This role requires a deep understanding of yogasana and meditation techniques, anatomy, sports medicine, and sports performance, as well as excellent communication and teaching skills

Personal Attributes

A yoga instructor should possess strong communication skills, be adaptable and flexible, have patience and empathy, and be passionate about yogasana and meditation. These personal attributes can help an instructor effectively connect with athletes and provide high-quality instruction and coaching.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. [SPF/N1187: Plan an advanced yoga program](#)
2. [SPF/N1188: Implement an advanced yoga program \(poses specific\)](#)
3. [SPF/N1189: Implement an advanced meditation program](#)
4. [SPF/N1186: Maintain safety standards at yoga studio/centre](#)
5. [SPF/N1169: Improve workplace resource usage](#)
6. [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	18

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Aligned to NCO/ISCO/ISIC Code	NCO-2015/3423.0205
Minimum Educational Qualification & Experience	<p>Completed 2nd year of UG (UG Diploma) (3-year/ 4-years UG)</p> <p>OR</p> <p>Pursuing 2nd year of UG (3-year/ 4-years UG and continuing education)</p> <p>OR</p> <p>Certificate-NSQF (Level 4- Yoga Trainer- Sports) with 3 Years of experience relevant</p> <p>OR</p> <p>12th grade Pass with 2 Years of experience relevant</p> <p>OR</p> <p>12th grade pass with 2 year NTC/ CITS/NAC (or equivalent)</p> <p>OR</p> <p>10th grade pass with 4 Years of experience relevant</p>
Minimum Level of Education for Training in School	
Pre-Requisite License or Training	NA
Minimum Job Entry Age	18 Years
Last Reviewed On	NA
Next Review Date	31/08/2026
NSQC Approval Date	31/08/2023
Version	1.0
Reference code on NQR	QG-05-SP-00921-2023-V1-SPEFLSC
NQR Version	1

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SPF/N1187: Plan an advanced yoga program

Description

This unit is about planning an advanced yoga program for athletes/client

Scope

The scope covers the following :

- Execute postural and fitness examination
- Analyze and gather information
- Prepare a sports specific advance yoga program

Elements and Performance Criteria

Execute postural and fitness examination

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

- PC1.** observe the athlete's overall posture, body alignment, and movement patterns to identify any imbalances or asymmetries
- PC2.** evaluate the athlete's range of motion in different joints, focusing on key areas related to their sport or specific movement patterns
- PC3.** conduct strength tests to assess the athlete's muscular strength
- PC4.** conduct balance tests to assess the athlete's stability and proprioception
- PC5.** assess the athlete's ability to perform functional movements relevant to their sport

Analyze and gather information

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

- PC6.** conduct a thorough interview with the athlete to gather information about their training history, previous injuries, current fitness level, and specific goals
- PC7.** review the athlete's medical history, including any past injuries, surgeries, illnesses, or medical conditions
- PC8.** collect physical measurements such as height, weight, body composition, and relevant body circumferences
- PC9.** analyze the athlete's movement patterns
- PC10.** analyze the athlete's dietary habits and hydration practices
- PC11.** analyze the athlete's mental and emotional well-being, stress levels, motivation, and mindset
- PC12.** gather information about the athlete's stress management strategies, such as relaxation techniques, mindfulness, or other coping mechanisms
- PC13.** gather information about the external stressors or life events that may be affecting the athlete's mental and emotional state
- PC14.** analyze the athlete's self-talk and thought patterns to identify any negative or self-limiting beliefs that may be hindering their performance

Prepare an advance yoga program

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

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- PC15.** plan yoga program according to athlete's specific requirements, goals, and areas of improvement
- PC16.** ensure to use creativity and innovation in designing sequences of advanced poses
- PC17.** plan to use the props to enhance their practice of advance poses
- PC18.** explain the demands of the sports yoga program to the athletes
- PC19.** develop customized yoga sequences that target the athlete's sport-specific movements, flexibility, strength, balance, and recovery needs
- PC20.** ensure to create a challenging yet accessible practice of advanced poses for athletes
- PC21.** create dynamic warm-up routines that include yoga poses and movements
- PC22.** plan for including sport-specific poses and movements that mimic the athlete's sport, focusing on enhancing their agility, coordination, and functional movements
- PC23.** explain the importance of breath awareness and control during advanced poses
- PC24.** plan for integrating specific pranayama (breath control) techniques that enhance the athlete's focus, concentration, and regulation of energy during training and competition
- PC25.** plan to collaborate with coaches, sports scientists, and other relevant professionals to ensure the yoga program aligns with the overall training plan

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** different styles and approaches to yoga practice
- KU2.** the benefits and goals of yoga
- KU3.** the athletes' specific sport and its physical demands
- KU4.** the principles of goal setting and how to apply them to yoga sessions
- KU5.** the ways to create a safe and supportive environment for athletes to explore and practice yoga
- KU6.** yoga props and their uses, such as blocks, straps, bolsters, or blankets
- KU7.** the importance of proper warm-up and cool-down techniques in yoga sessions
- KU8.** advance anatomy and biomechanics relevant to the practice of yoga for athletes/client
- KU9.** the use of motivational strategies
- KU10.** ways of making athletes feel at ease
- KU11.** ways to develop self-efficacy
- KU12.** ways to analyze psychology of the athletes/client
- KU13.** ethical considerations and professional boundaries when working with athletes in a yoga setting
- KU14.** POSH (Prevention of Sexual Harassment) Act

Generic Skills (GS)

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

- GS1.** communicate effectively and clearly

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- GS2.** maintain a positive and professional demeanor
- GS3.** build rapport
- GS4.** make timely decisions for potential issues
- GS5.** handle multiple tasks simultaneously and prioritize accordingly
- GS6.** stay updated on new trends related to yoga
- GS7.** pay attention to detail
- GS8.** remain adaptable under complex situations
- GS9.** demonstrate empathy
- GS10.** remain updated with the latest research, trends, and advancements in yoga and sports science
- GS11.** foster a growth mindset

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Execute postural and fitness examination</i>	5	15	-	-
PC1. observe the athlete's overall posture, body alignment, and movement patterns to identify any imbalances or asymmetries	1	3	-	-
PC2. evaluate the athlete's range of motion in different joints, focusing on key areas related to their sport or specific movement patterns	1	3	-	-
PC3. conduct strength tests to assess the athlete's muscular strength	1	3	-	-
PC4. conduct balance tests to assess the athlete's stability and proprioception	1	3	-	-
PC5. assess the athlete's ability to perform functional movements relevant to their sport	1	3	-	-
<i>Analyze and gather information</i>	9	27	-	-
PC6. conduct a thorough interview with the athlete to gather information about their training history, previous injuries, current fitness level, and specific goals	1	3	-	-
PC7. review the athlete's medical history, including any past injuries, surgeries, illnesses, or medical conditions	1	3	-	-
PC8. collect physical measurements such as height, weight, body composition, and relevant body circumferences	1	3	-	-
PC9. analyze the athlete's movement patterns	1	3	-	-
PC10. analyze the athlete's dietary habits and hydration practices	1	3	-	-
PC11. analyze the athlete's mental and emotional well-being, stress levels, motivation, and mindset	1	3	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC12. gather information about the athlete's stress management strategies, such as relaxation techniques, mindfulness, or other coping mechanisms	1	3	-	-
PC13. gather information about the external stressors or life events that may be affecting the athlete's mental and emotional state	1	3	-	-
PC14. analyze the athlete's self-talk and thought patterns to identify any negative or self-limiting beliefs that may be hindering their performance	1	3	-	-
<i>Prepare an advance yoga program</i>	11	33	-	-
PC15. plan yoga program according to athlete's specific requirements, goals, and areas of improvement	1	3	-	-
PC16. ensure to use creativity and innovation in designing sequences of advanced poses	1	3	-	-
PC17. plan to use the props to enhance their practice of advance poses	1	3	-	-
PC18. explain the demands of the sports yoga program to the athletes	1	3	-	-
PC19. develop customized yoga sequences that target the athlete's sport-specific movements, flexibility, strength, balance, and recovery needs	1	3	-	-
PC20. ensure to create a challenging yet accessible practice of advanced poses for athletes	1	3	-	-
PC21. create dynamic warm-up routines that include yoga poses and movements	1	3	-	-
PC22. plan for including sport-specific poses and movements that mimic the athlete's sport, focusing on enhancing their agility, coordination, and functional movements	1	3	-	-
PC23. explain the importance of breath awareness and control during advanced poses	1	3	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC24. plan for integrating specific pranayama (breath control) techniques that enhance the athlete's focus, concentration, and regulation of energy during training and competition	1	3	-	-
PC25. plan to collaborate with coaches, sports scientists, and other relevant professionals to ensure the yoga program aligns with the overall training plan	1	3	-	-
NOS Total	25	75	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	SPF/N1187
NOS Name	Plan an advanced yoga program
Sector	Sports
Sub-Sector	Sports Coaching and Fitness
Occupation	Sports Coaching
NSQF Level	5
Credits	2
Version	1.0
Last Reviewed Date	31/08/2023
Next Review Date	31/08/2026
NSQC Clearance Date	31/08/2023

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SPF/N1188: Implement an advanced yoga program (poses specific)

Description

This unit is about implementing an advanced yoga program

Scope

The scope covers the following :

- Guide and supervise during the yoga session
- Conduct yoga session to develop core stability
- Conduct yoga session to develop flexibility and range of motion
- Conduct yoga session to develop balance and coordination
- Conduct yoga session to develop strength and coordination
- Work effectively with others

Elements and Performance Criteria

Guide and supervise during the yoga session

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

- PC1.** guide athletes on using appropriate clothing, footwear, etc. for the yoga session
- PC2.** carry out dynamic and static stretching exercises within yoga poses to improve flexibility
- PC3.** guide athletes on correct posture, and techniques to make a yoga session effective
- PC4.** guide athletes in finding their balance and stability while performing the yoga poses
- PC5.** monitor and give feedback after each yoga session

Conduct yoga session to develop core stability

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

- PC6.** carry out gentle movements and activation exercises such as cat-cow, bird-dog, and pelvic tilts to engage and activate the core muscles
- PC7.** ensure to include a variety of plank variations, such as high plank, forearm plank, and side plank, to strengthen the deep core muscles, including the rectus abdominis, transverse abdominis, and obliques
- PC8.** ensure to integrate yoga poses that require core engagement, such as boat pose, chair pose, and warrior III, to strengthen the core muscles while working on balance and stability
- PC9.** execute side plank pose (Vasisthasana) to target the obliques and deep core muscles
- PC10.** carry out bridge pose (Setu Bandhasana) to engage the core muscles, promoting stability in the hips and lower back

Conduct yoga session to develop flexibility and range of motion

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

- PC11.** ensure to incorporate deep stretching poses such as deep forward folds, hip openers, and backbends etc.
- PC12.** carry out standing forward bend (Uttanasana) to stretch the hamstrings, calves, and lower back, improving flexibility in the posterior chain

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- PC13.** ensure to integrate downward facing dog (Adho Mukha Svanasana) to lengthen the spine, stretch the shoulders, hamstrings, and calves, while promoting overall body flexibility
- PC14.** execute extended triangle pose (Utthita Trikonasana) to stretch the hamstrings, hips, and side body, improving flexibility and range of motion in the lower body
- PC15.** ensure to incorporate pigeon pose (Eka Pada Rajakapotasana) to stretch the hip flexors, glutes, and outer hips, enhancing hip mobility and flexibility
- PC16.** carry out camel pose (Ustrasana) to stretch the hip flexors, quads, and chest, promoting flexibility in the front body and improving posture
- PC17.** carry out gate pose (Parighasana) to stretch the side body, open the chest, and improve flexibility and range of motion in the shoulders and hips
- PC18.** carry out seated Forward Bend (Paschimottanasana) to stretch the entire back body, hamstrings, and calves while promoting deep relaxation
- PC19.** carry out revolved Triangle Pose (Parivrtta Trikonasana) to improve spinal mobility
- PC20.** carry out supine Spinal Twist (Supta Matsyendrasana) to stretch the back muscles and improve spinal flexibility
- PC21.** ensure to modify the poses as needed and provide cues to breathe deeply throughout the sequence

Conduct yoga session to develop balance and coordination

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

- PC22.** ensure to incorporate advanced such as handstands, arm balances, and one-legged balance yoga poses that challenge balance and coordination
- PC23.** ensure to incorporate techniques to find their center of gravity and distribute weight evenly in standing and balancing poses
- PC24.** ensure to carry out Tree Pose (Vrksasana), Warrior I Pose (Virabhadrasana I), Warrior III Pose (Virabhadrasana III), Extended Hand-to-Big-Toe Pose (Utthita Hasta Padangusthasana), Eagle Pose (Garudasana) that focuses on improving stability and balance
- PC25.** ensure to incorporate coordination-focused yoga poses such as warrior poses (Warrior I, Warrior II, and Warrior III) in a continuous, fluid movement, coordinating breath and movement
- PC26.** ensure to integrate vinyasa or flow sequences that fluidly transition between poses, adding a dynamic element to the routine and promoting breath-body coordination

Conduct yoga session to develop strength and endurance

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

- PC27.** ensure to integrate yoga poses that build strength and endurance in specific muscle groups relevant to their sport
- PC28.** ensure to integrate safe and effective methods to engage muscles to develop functional strength
- PC29.** ensure to incorporate Chaturanga Push-ups to build strength and endurance in the arms, chest, and core
- PC30.** ensure to incorporate sun salutations and warrior flow to build strength and endurance

Work effectively with others

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

- PC31.** interact (verbal, non-verbal and written) in a gender, disability, and culturally sensitive manner

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PC32. promote a safe and interactive environment

PC33. identify and report inappropriate behaviour (e.g. sexual harassment) to appropriate authority

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** yoga philosophy and its application in the context of sports performance
- KU2.** the specific needs and requirements of athletes based on their sport
- KU3.** various sports and their specific movement patterns, demands, allowing for the integration of sport-specific poses and movements into the yoga program
- KU4.** the principles and techniques of yoga that can benefit athlete
- KU5.** variety of advanced yoga poses, gradually progressing from foundational poses to more complex variations
- KU6.** yoga poses (asanas) and their proper alignment and modifications
- KU7.** the importance of deep, controlled breathing throughout the routine
- KU8.** anatomy and physiology, particularly related to movement, muscle groups, joint mechanics
- KU9.** the importance of warm-up and cool-down sequences in a yoga session
- KU10.** principles of body awareness, balance, and proprioception in yoga practice
- KU11.** the principles of goal setting and how to apply them to yoga sessions
- KU12.** sports injuries and the role of yoga in injury prevention and rehabilitation
- KU13.** administration of first aid, CPR, and basic life-saving techniques
- KU14.** the importance of creating a supportive and inclusive environment
- KU15.** Importance of gender and its related concepts such as gender roles, gender equality, gender power relations etc.
- KU16.** POSH (Prevention of Sexual Harassment) Act

Generic Skills (GS)

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

- GS1.** maintain a positive and professional demeanor
- GS2.** communicate effectively to clearly explain and demonstrate yoga techniques
- GS3.** build rapport and trust with athletes
- GS4.** manage time to maximize the effectiveness of the yoga program
- GS5.** make timely decisions for potential issues
- GS6.** be creative and innovative
- GS7.** foster interpersonal skills
- GS8.** be adaptable and flexible
- GS9.** stay updated on new trends related to sports yoga
- GS10.** seek input and feedback from athletes
- GS11.** give clear instructions to athletes

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GS12. maintain records

GS13. remain emphatic and sensitive towards athletes

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Guide and supervise during the yoga session</i>	5	8	-	-
PC1. guide athletes on using appropriate clothing, footwear, etc. for the yoga session	1	1	-	-
PC2. carry out dynamic and static stretching exercises within yoga poses to improve flexibility	1	1	-	-
PC3. guide athletes on correct posture, and techniques to make a yoga session effective	1	2	-	-
PC4. guide athletes in finding their balance and stability while performing the yoga poses	1	2	-	-
PC5. monitor and give feedback after each yoga session	1	2	-	-
<i>Conduct yoga session to develop core stability</i>	5	8	-	-
PC6. carry out gentle movements and activation exercises such as cat-cow, bird-dog, and pelvic tilts to engage and activate the core muscles	1	1	-	-
PC7. ensure to Include a variety of plank variations, such as high plank, forearm plank, and side plank, to strengthen the deep core muscles, including the rectus abdominis, transverse abdominis, and obliques	1	1	-	-
PC8. ensure to Integrate yoga poses that require core engagement, such as boat pose, chair pose, and warrior III, to strengthen the core muscles while working on balance and stability	1	2	-	-
PC9. execute side plank pose (Vasisthasana) to target the obliques and deep core muscles	1	2	-	-
PC10. carry out bridge pose (Setu Bandhasana) to engage the core muscles, promoting stability in the hips and lower back	1	2	-	-
<i>Conduct yoga session to develop flexibility and range of motion</i>	11	20	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC11. ensure to Incorporate deep stretching poses such as deep forward folds, hip openers, and backbends etc.	1	1	-	-
PC12. carry out standing forward bend (Uttanasana) to stretch the hamstrings, calves, and lower back, improving flexibility in the posterior chain	1	2	-	-
PC13. ensure to integrate downward facing dog (Adho Mukha Svanasana) to lengthen the spine, stretch the shoulders, hamstrings, and calves, while promoting overall body flexibility	1	1	-	-
PC14. execute extended triangle pose (Utthita Trikonasana) to stretch the hamstrings, hips, and side body, improving flexibility and range of motion in the lower body	1	2	-	-
PC15. ensure to Incorporate pigeon pose (Eka Pada Rajakapotasana) to stretch the hip flexors, glutes, and outer hips, enhancing hip mobility and flexibility	1	2	-	-
PC16. carry out camel pose (Ustrasana) to stretch the hip flexors, quads, and chest, promoting flexibility in the front body and improving posture	1	2	-	-
PC17. carry out gate pose (Parighasana) to stretch the side body, open the chest, and improve flexibility and range of motion in the shoulders and hips	1	2	-	-
PC18. carry out seated Forward Bend (Paschimottanasana) to stretch the entire back body, hamstrings, and calves while promoting deep relaxation	1	2	-	-
PC19. carry out revolved Triangle Pose (Parivrtta Trikonasana) to improve spinal mobility	1	2	-	-
PC20. carry out supine Spinal Twist (Supta Matsyendrasana) to stretch the back muscles and improve spinal flexibility	1	2	-	-
PC21. ensure to modify the poses as needed and provide cues to breathe deeply throughout the sequence	1	2	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Conduct yoga session to develop balance and coordination</i>	5	10	-	-
PC22. ensure to incorporate advanced such as handstands, arm balances, and one-legged balance yoga poses that challenge balance and coordination	1	2	-	-
PC23. ensure to incorporate techniques to find their center of gravity and distribute weight evenly in standing and balancing poses	1	2	-	-
PC24. ensure to carry out Tree Pose (Vrksasana), Warrior I Pose (Virabhadrasana I), Warrior III Pose (Virabhadrasana III), Extended Hand-to-Big-Toe Pose (Utthita Hasta Padangusthasana), Eagle Pose (Garudasana) that focuses on improving stability and balance	1	2	-	-
PC25. ensure to incorporate coordination-focused yoga poses such as warrior poses (Warrior I, Warrior II, and Warrior III) in a continuous, fluid movement, coordinating breath and movement	1	2	-	-
PC26. ensure to integrate vinyasa or flow sequences that fluidly transition between poses, adding a dynamic element to the routine and promoting breath-body coordination	1	2	-	-
<i>Conduct yoga session to develop strength and endurance</i>	6	12	-	-
PC27. ensure to integrate yoga poses that build strength and endurance in specific muscle groups relevant to their sport	1	3	-	-
PC28. ensure to integrate safe and effective methods to engage muscles to develop functional strength	2	3	-	-
PC29. ensure to incorporate Chaturanga Push-ups to build strength and endurance in the arms, chest, and core	2	3	-	-
PC30. ensure to incorporate sun salutations and warrior flow to build strength and endurance	1	3	-	-
<i>Work effectively with others</i>	3	7	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC31. interact (verbal, non-verbal and written) in a gender, disability, and culturally sensitive manner	1	1	-	-
PC32. promote a safe and interactive environment	1	3	-	-
PC33. identify and report inappropriate behaviour (e.g. sexual harassment) to appropriate authority	1	3	-	-
NOS Total	35	65	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	SPF/N1188
NOS Name	Implement an advanced yoga program (poses specific)
Sector	Sports
Sub-Sector	Sports Coaching and Fitness
Occupation	Sports Coaching
NSQF Level	5
Credits	4.5
Version	1.0
Last Reviewed Date	31/08/2023
Next Review Date	31/08/2026
NSQC Clearance Date	31/08/2023

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SPF/N1189: Implement an advanced meditation program

Description

This unit is about implementing a meditation program for athletes/client.

Scope

The scope covers the following :

- Guide and prepare for the meditation session
- Conduct a meditation session

Elements and Performance Criteria

Guide and prepare for the meditation session

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

- PC1.** ensure that athletes dress in loose, comfortable clothing that allows for ease of movement and doesn't restrict their breathing
- PC2.** ensure that athletes turn off or silence electronic devices to minimize distractions and interruptions
- PC3.** provide athletes with a clear understanding of what meditation is and its potential benefits for their mental, emotional, and physical well-being to improve their sports performance
- PC4.** guide athletes on achieving a comfortable and stable posture during meditation
- PC5.** instruct athletes to use the breath as an anchor for their attention during meditation
- PC6.** guide athletes to observe the sensations of the breath as it enters and leaves the body, promoting present-moment awareness
- PC7.** guide athletes on what to focus on, how to deal with distractions, and how to cultivate a relaxed and receptive mindset
- PC8.** guide athletes to observe their thoughts without judgment during meditation
- PC9.** guide athletes to let go of distracting thoughts and bring their attention back to the present moment

Conduct a meditation session

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

- PC10.** incorporate a body scan meditation, encouraging them to notice sensations and areas of tension or relaxation in their body
- PC11.** ensure to carry out guided visualizations to help athletes create positive mental imagery related to their sport
- PC12.** carry out pre-competition meditation routines to help them prepare mentally and emotionally for their sport and post-competition meditation to promote relaxation, recovery, and reflection
- PC13.** carry out techniques to calm nerves, enhance focus, and visualize success
- PC14.** carry out techniques to bring mindfulness and presence into their training sessions and daily activities
- PC15.** carry out techniques to improve concentration and focus during meditation

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- PC16.** ensure to introduce practices such as focusing on a single point or repeating a mantra
- PC17.** carry out mindful breathing techniques like deep belly breathing or box breathing to cultivate calmness and center their attention
- PC18.** conduct guided imagery meditation routine, guiding them to mentally visualize themselves executing their sport-specific skills with precision and confidence
- PC19.** conduct open awareness meditation routine to develop a broad, open awareness of their thoughts, emotions, and sensations without judgment or attachment
- PC20.** conduct lead walking meditation routine and instruct athletes to practice meditation while walking, bringing attention to the sensations in their feet, body movement, and the surrounding environment
- PC21.** carry out breath counting meditation and Instruct athletes to count their breaths, focusing on each inhalation and exhalation to enhance concentration and mental clarity
- PC22.** conduct lead chakra meditation and instruct athletes to focus on the energy centers in their body, visualizing each chakra and promoting balance and alignment within the energy system

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the specific needs, goals, and challenges of athletes in their respective sports and tailor the meditation program accordingly
- KU2.** the impact of meditation on sports performance, including its potential benefits such as enhanced focus, reduced stress, improved recovery, and increased mental resilience
- KU3.** latest research and scientific findings related to meditation and its effects on athletic performance, mental health, and overall well-being
- KU4.** the psychological factors that affect athletes, such as performance anxiety, stress management, motivation, self-confidence, and the role meditation plays in addressing these factors
- KU5.** the individual differences among athletes, including their varying levels of experience with meditation, personal preferences, learning styles, and cultural backgrounds
- KU6.** the ways to apply mindfulness principles and skills directly to sports training, competitions, and recovery to maximize their impact on athletic performance
- KU7.** the ways to apply mindfulness-based interventions, such as Mindfulness-Based Stress Reduction (MBSR) or Mindfulness-Based Performance Enhancement (MBPE), that can complement the meditation program for athletes
- KU8.** principles of sports performance and the physical and mental demands that athletes face
- KU9.** the importance of nutrition and how it can impact an athlete's performance
- KU10.** importance of gender and its related concepts such as gender roles, gender equality, gender power relations etc.
- KU11.** POSH (Prevention of Sexual Harassment) Act

Generic Skills (GS)

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

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- GS1.** maintain a positive and professional demeanor
- GS2.** communicate effectively to clearly explain and demonstrate meditation techniques
- GS3.** build rapport and trust with athletes
- GS4.** manage time to maximize the effectiveness of the yoga program
- GS5.** make timely decisions for potential issues
- GS6.** be creative and innovative
- GS7.** foster interpersonal skills
- GS8.** stay updated on new trends related to yoga
- GS9.** seek input and feedback from athletes/client
- GS10.** maintain records of athletes' meditation session

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Guide and prepare for the meditation session</i>	9	25	-	-
PC1. ensure that athletes dress in loose, comfortable clothing that allows for ease of movement and doesn't restrict their breathing	1	3	-	-
PC2. ensure that athletes turn off or silence electronic devices to minimize distractions and interruptions	1	3	-	-
PC3. provide athletes with a clear understanding of what meditation is and its potential benefits for their mental, emotional, and physical well-being to improve their sports performance	1	3	-	-
PC4. guide athletes on achieving a comfortable and stable posture during meditation	1	2	-	-
PC5. instruct athletes to use the breath as an anchor for their attention during meditation	1	3	-	-
PC6. guide athletes to observe the sensations of the breath as it enters and leaves the body, promoting present-moment awareness	1	3	-	-
PC7. guide athletes on what to focus on, how to deal with distractions, and how to cultivate a relaxed and receptive mindset	1	2	-	-
PC8. guide athletes to observe their thoughts without judgment during meditation	1	3	-	-
PC9. guide athletes to let go of distracting thoughts and bring their attention back to the present moment	1	3	-	-
<i>Conduct a meditation session</i>	21	45	-	-
PC10. incorporate a body scan meditation, encouraging them to notice sensations and areas of tension or relaxation in their body	1	3	-	-
PC11. ensure to carry out guided visualizations to help athletes create positive mental imagery related to their sport	1	3	-	-

Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC12. carry out pre-competition meditation routines to help them prepare mentally and emotionally for their sport and post-competition meditation to promote relaxation, recovery, and reflection	1	3	-	-
PC13. carry out techniques to calm nerves, enhance focus, and visualize success	1	3	-	-
PC14. carry out techniques to bring mindfulness and presence into their training sessions and daily activities	1	3	-	-
PC15. carry out techniques to improve concentration and focus during meditation	2	4	-	-
PC16. ensure to introduce practices such as focusing on a single point or repeating a mantra	2	4	-	-
PC17. carry out mindful breathing techniques like deep belly breathing or box breathing to cultivate calmness and center their attention	2	4	-	-
PC18. conduct guided imagery meditation routine, guiding them to mentally visualize themselves executing their sport-specific skills with precision and confidence	2	4	-	-
PC19. conduct open awareness meditation routine to develop a broad, open awareness of their thoughts, emotions, and sensations without judgment or attachment	2	4	-	-
PC20. conduct lead walking meditation routine and instruct athletes to practice meditation while walking, bringing attention to the sensations in their feet, body movement, and the surrounding environment	2	4	-	-
PC21. carry out breath counting meditation and instruct athletes to count their breaths, focusing on each inhalation and exhalation to enhance concentration and mental clarity	2	3	-	-
PC22. conduct lead chakra meditation and instruct athletes to focus on the energy centers in their body, visualizing each chakra and promoting balance and alignment within the energy system	2	3	-	-

Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
NOS Total	30	70	-	-

Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	SPF/N1189
NOS Name	Implement an advanced meditation program
Sector	Sports
Sub-Sector	Sports Coaching and Fitness
Occupation	Sports Coaching
NSQF Level	5
Credits	5
Version	1.0
Last Reviewed Date	31/08/2023
Next Review Date	31/08/2026
NSQC Clearance Date	31/08/2023

Qualification Pack

SPF/N1186: Maintain safety standards at yoga studio/centre

Description

This unit is about maintaining the safety standards at yoga studio/centre

Scope

The scope covers the following :

- Assess the yoga studio/centre environment
- Implement safety protocols
- Inspect yoga props and equipment
- Prepare for an emergency situation

Elements and Performance Criteria

Assess the yoga studio/centre environment

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

- PC1.** evaluate the studio space, including flooring, equipment, and props, for potential safety hazards or risks
- PC2.** assess the suitability of the studio environment for a yoga session
- PC3.** analyze the suitability of the studio's space in terms of size, ventilation, and accessibility
- PC4.** evaluate the lighting conditions in the yoga studio/center, ensuring that it is adequate for athletes/client to perform poses safely

Implement safety protocols

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

- PC5.** implement safety protocols and guidelines specific to yoga practices
- PC6.** establish clear procedures for warm-up, cool-down, and modifications to ensure the safety

Inspect yoga props and equipment

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

- PC7.** assess the condition of equipment and props used during sports-focused yoga sessions, such as yoga mats, blocks, straps, and bolsters
- PC8.** assess the storage areas and equipment organization within the yoga studio/center
- PC9.** ensure that equipment, props, and accessories are properly stored, labelled, and easily accessible
- PC10.** identify the maintenance and repair needs

Prepare for an emergency situation

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

- PC11.** develop and implement emergency preparedness plans
- PC12.** establish procedures for handling injuries, medical emergencies, or other unforeseen circumstances that may arise during yoga session
- PC13.** ensure to share safety tips and reminders through signage, pre-session briefings, and educational materials

Qualification Pack

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** proper documentation of safety protocols, incident reports, and any safety-related training or certifications
- KU2.** procedures to keep records of equipment maintenance, cleaning schedules, and safety inspections
- KU3.** systematic approach to equipment storage, promoting a clutter-free environment and reducing the risk of tripping or falling hazards
- KU4.** emergency exits and accessibility
- KU5.** the ways to maintain temperature and humidity levels, to create a comfortable and conducive environment for athletes' practice
- KU6.** administration of basic first aid including CPR

Generic Skills (GS)

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

- GS1.** communicate effectively
- GS2.** solve problems quickly to address any concern
- GS3.** stay updated on the latest developments, research, and trends in yoga safety
- GS4.** create a safe and inclusive space for athletes/client
- GS5.** uphold professional standards and ethical guidelines, including respecting athletes' privacy

Qualification Pack

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Assess the yoga studio/centre environment</i>	4	12	-	-
PC1. evaluate the studio space, including flooring, equipment, and props, for potential safety hazards or risks	1	3	-	-
PC2. assess the suitability of the studio environment for a yoga session	1	3	-	-
PC3. analyze the suitability of the studio's space in terms of size, ventilation, and accessibility	1	3	-	-
PC4. evaluate the lighting conditions in the yoga studio/center, ensuring that it is adequate for athletes/client to perform poses safely	1	3	-	-
<i>Implement safety protocols</i>	2	6	-	-
PC5. implement safety protocols and guidelines specific to yoga practices	1	3	-	-
PC6. establish clear procedures for warm-up, cool-down, and modifications to ensure the safety	1	3	-	-
<i>Inspect yoga props and equipment</i>	4	9	-	-
PC7. assess the condition of equipment and props used during sports-focused yoga sessions, such as yoga mats, blocks, straps, and bolsters	1	3	-	-
PC8. assess the storage areas and equipment organization within the yoga studio/center	1	2	-	-
PC9. ensure that equipment, props, and accessories are properly stored, labelled, and easily accessible	1	2	-	-
PC10. identify the maintenance and repair needs	1	2	-	-
<i>Prepare for an emergency situation</i>	4	9	-	-
PC11. develop and implement emergency preparedness plans	2	5	-	-

Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC12. establish procedures for handling injuries, medical emergencies, or other unforeseen circumstances that may arise during yoga session	1	2	-	-
PC13. ensure to share safety tips and reminders through signage, pre-session briefings, and educational materials	1	2	-	-
NOS Total	14	36	-	-

Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	SPF/N1186
NOS Name	Maintain safety standards at yoga studio/centre
Sector	Sports
Sub-Sector	Sports Coaching and Fitness
Occupation	Sports Coaching
NSQF Level	4
Credits	2.5
Version	1.0
Last Reviewed Date	31/08/2023
Next Review Date	31/08/2026
NSQF Clearance Date	31/08/2023

Qualification Pack

SPF/N1169: Improve workplace resource usage

Description

This unit is about increasing efficiencies and maximizing the use of materials, particularly resources, energy, and trash, in workplace operations.

Scope

The scope covers the following :

- conservation procedures for materials
- power conservation methods
- waste management/recycling procedures

Elements and Performance Criteria

conservation procedures for materials

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

- PC1.** determine ways to optimize usage of material including water in various tasks/activities/processes
- PC2.** examine various tasks/activities/processes for spills/leaks
- PC3.** eliminate spills/leaks and escalate to appropriate authorities if they cannot be corrected
- PC4.** conduct routine cleaning of tools, machines, and equipment

power conservation practices

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

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

waste management/recycling procedures

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

- PC9.** determine recyclable and non-recyclable, and hazardous waste generated
- PC10.** separate waste into different categories
- PC11.** discard non-recyclable waste appropriately
- PC12.** store recyclable and reusable materials in a designated spot

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

Qualification Pack

- 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

Qualification Pack

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>conservation procedures for materials</i>	4	12	-	-
PC1. determine ways to optimize usage of material including water in various tasks/activities/processes	1	3	-	-
PC2. examine various tasks/activities/processes for spills/leaks	1	3	-	-
PC3. eliminate spills/leaks and escalate to appropriate authorities if they cannot be corrected	1	3	-	-
PC4. conduct routine cleaning of tools, machines, and equipment	1	3	-	-
<i>power conservation practices</i>	8	10	-	-
PC5. determine ways to optimize usage of electricity/energy in various tasks/activities/processes	2	3	-	-
PC6. ensure if the equipment/machine is functioning normally before commencing work and rectify wherever required	2	3	-	-
PC7. report equipment malfunctions (fumes/sparks/emission/vibration/noise) and lapses in maintenance	2	2	-	-
PC8. ensure that all electrical equipment and appliances are correctly connected and turned off when not in use	2	2	-	-
<i>waste management/recycling procedures</i>	8	8	-	-
PC9. determine recyclable and non-recyclable, and hazardous waste generated	2	2	-	-
PC10. separate waste into different categories	2	2	-	-
PC11. discard non-recyclable waste appropriately	2	2	-	-
PC12. store recyclable and reusable materials in a designated spot	2	2	-	-
NOS Total	20	30	-	-

Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	SPF/N1169
NOS Name	Improve workplace resource usage
Sector	Sports
Sub-Sector	Sports
Occupation	Sports Coaching
NSQF Level	3
Credits	1
Version	1.0
Last Reviewed Date	31/08/2023
Next Review Date	31/08/2026
NSQC Clearance Date	31/08/2023

Qualification Pack

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

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- 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

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- 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

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- 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

Qualification Pack

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	-	-	-	-

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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	-	-	-	-

Qualification Pack

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	-	-	-	-

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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	-	-

Qualification Pack

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	31/08/2023
Next Review Date	31/08/2026
NSQC Clearance Date	31/08/2023

Assessment Guidelines and Assessment Weightage

Assessment Guidelines

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down the proportion of marks for Theory and Skills Practical for each PC.
2. The assessment for the theory part will be based on the knowledge bank of questions created by the SSC.
3. Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS.
4. Individual assessment agencies will create unique question papers for the theory part for each candidate at each examination/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.

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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/N1187.Plan an advanced yoga program	25	75	-	-	100	22
SPF/N1188.Implement an advanced yoga program (poses specific)	35	65	-	-	100	22
SPF/N1189.Implement an advanced meditation program	30	70	-	-	100	22
SPF/N1186.Maintain safety standards at yoga studio/centre	14	36	0	0	50	11
SPF/N1169.Improve workplace resource usage	20	30	-	-	50	11
DGT/VSQ/N0103.Employability Skills (90 Hours)	20	30	-	-	50	12
Total	144	306	0	0	450	100

Qualification Pack

Acronyms

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

Qualification Pack

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.

Qualification Pack

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.