

## Qualification Pack



# Yoga Trainer-Sports

QP Code: SPF/Q1128

Version: 1.0

NSQF Level: 4

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## Qualification Pack

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## Qualification Pack

### SPF/Q1128: Yoga Trainer-Sports

#### Brief Job Description

Yoga trainer is a professional who works with athletes/client to help them improve their physical performance and mental well-being through the practice of basic yoga. The individual, uses yoga to create a positive impact on their performance by reducing stress, improving focus and concentration, and promoting a sense of calm and relaxation.

#### Personal Attributes

Yoga trainer should have strong communication skills, empathy, patience, adaptability, and a passion for health and wellness. They should be able to build a rapport with athletes/client and create a positive and motivating environment.

#### Applicable National Occupational Standards (NOS)

##### Compulsory NOS:

1. [SPF/N1183: Develop basic yoga program for athletes/client](#)
2. [SPF/N1184: Deliver a variety of yoga sessions](#)
3. [SPF/N1185: Monitor and evaluate yoga program](#)
4. [SPF/N1186: Maintain safety standards at yoga studio/centre](#)
5. [SPF/N1169: Improve workplace resource usage](#)
6. [DGT/VSQ/N0102: Employability Skills \(60 Hours\)](#)

#### Qualification Pack (QP) Parameters

<b>Sector</b>	Sports
<b>Sub-Sector</b>	Sports Coaching and Fitness
<b>Occupation</b>	Sports Coaching
<b>Country</b>	India
<b>NSQF Level</b>	4
<b>Credits</b>	15

## Qualification Pack

<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/3423.0204
<b>Minimum Educational Qualification &amp; Experience</b>	12th Class with 1 Year of experience relevant OR 10th Class with 2 Years of experience relevant OR 10th grade pass (with two years of any combination of NTC/NAC/CITS or equivalent) OR Certificate-NSQF (Level-3, Yoga Assistant-Sports) with 3 Years of experience
<b>Minimum Level of Education for Training in School</b>	
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	18 Years
<b>Last Reviewed On</b>	NA
<b>Next Review Date</b>	31/08/2026
<b>NSQC Approval Date</b>	31/08/2023
<b>Version</b>	1.0
<b>Reference code on NQR</b>	QG-04-SP-00920-2023-V1-SPEFLSC
<b>NQR Version</b>	1

## Qualification Pack

### SPF/N1183: Develop basic yoga program for athletes/client

#### Description

This unit is about developing basic yoga program for athletes/client

#### Scope

The scope covers the following :

- Determine the objectives of athletes/client
- Prepare athletes/client for the yoga program

#### Elements and Performance Criteria

##### *Determine the objectives of athletes/client*

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

- PC1.** identify the specific goal or purpose of the yoga session, such as improving flexibility, enhancing strength and balance, or promoting relaxation and stress reduction
- PC2.** identify the needs and preferences of the athlete/client by considering their individual goals, areas for improvement, and any specific challenges they may be facing
- PC3.** align the objective with the overall training or performance goals of the athlete/client
- PC4.** consider any specific requirements or considerations related to the athletes'/client sports activities/general activities or upcoming competitions
- PC5.** ensure that the objective is realistic and attainable within the given time frame of the yoga session

##### *Prepare athletes/client for the yoga program*

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

- PC6.** provide guidance on the appropriate attire for yoga sessions, emphasizing comfort, flexibility, and freedom of movement
- PC7.** identify any concerns or questions athletes/client may have about incorporating yoga into their training routine
- PC8.** instruct athletes/client to arrive at the yoga session well-hydrated and properly fueled, considering their nutritional needs and timing
- PC9.** inform athletes/client about the potential physical sensations they may experience during yoga, such as stretching sensations or muscle fatigue
- PC10.** identify athletes'/client medical history and any existing injuries or health conditions
- PC11.** review the yoga session plan with the yoga assistant, if available and delegate specific tasks to them
- PC12.** adjust the session plan based on the athletes'/client progress and feedback from previous training sessions

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

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- KU1.** different styles and approaches to yoga practice
- KU2.** the benefits and goals of yoga for athletes/client
- 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/client 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.** anatomy and biomechanics relevant to the practice of yoga
- KU9.** ethical considerations and professional boundaries in a yoga setting
- KU10.** POSH (Prevention of Sexual Harassment) Act

## Generic Skills (GS)

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

- GS1.** communicate effectively and clearly
- 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



## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Determine the objectives of athletes/client</i>	<b>5</b>	<b>14</b>	-	-
<b>PC1.</b> identify the specific goal or purpose of the yoga session, such as improving flexibility, enhancing strength and balance, or promoting relaxation and stress reduction	1	3	-	-
<b>PC2.</b> identify the needs and preferences of the athlete/client by considering their individual goals, areas for improvement, and any specific challenges they may be facing	1	3	-	-
<b>PC3.</b> align the objective with the overall training or performance goals of the athlete/client	1	3	-	-
<b>PC4.</b> consider any specific requirements or considerations related to the athletes'/client sports activities/general activities or upcoming competitions	1	3	-	-
<b>PC5.</b> ensure that the objective is realistic and attainable within the given time frame of the yoga session	1	2	-	-
<i>Prepare athletes/client for the yoga program</i>	<b>10</b>	<b>21</b>	-	-
<b>PC6.</b> provide guidance on the appropriate attire for yoga sessions, emphasizing comfort, flexibility, and freedom of movement	1	3	-	-
<b>PC7.</b> identify any concerns or questions athletes/client may have about incorporating yoga into their training routine	1	3	-	-
<b>PC8.</b> instruct athletes/client to arrive at the yoga session well-hydrated and properly fueled, considering their nutritional needs and timing	1	3	-	-
<b>PC9.</b> inform athletes/client about the potential physical sensations they may experience during yoga, such as stretching sensations or muscle fatigue	1	3	-	-
<b>PC10.</b> identify athletes'/client medical history and any existing injuries or health conditions	2	3	-	-

### Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC11.</b> review the yoga session plan with the yoga assistant, if available and delegate specific tasks to them	2	3	-	-
<b>PC12.</b> adjust the session plan based on the athletes'/client progress and feedback from previous training sessions	2	3	-	-
<b>NOS Total</b>	<b>15</b>	<b>35</b>	-	-



## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	SPF/N1183
<b>NOS Name</b>	Develop basic yoga program for athletes/client
<b>Sector</b>	Sports
<b>Sub-Sector</b>	Sports Coaching and Fitness
<b>Occupation</b>	Sports Coaching
<b>NSQF Level</b>	4
<b>Credits</b>	2
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	31/08/2023
<b>Next Review Date</b>	31/08/2026
<b>NSQC Clearance Date</b>	31/08/2023

## Qualification Pack

### SPF/N1184: Deliver a variety of yoga sessions

#### Description

This unit is about delivering a yoga session.

#### Scope

The scope covers the following :

- Teach basics of yoga asanas (poses)
- Teach basics of breathing techniques
- Teach basics of meditation
- Work effectively with others

#### Elements and Performance Criteria

##### *Teach basics of yoga poses*

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

- PC1.** carry out effective warm up, stretching and cool down exercises
- PC2.** demonstrate and teach basics of yoga poses and sequences
- PC3.** demonstrate and teach athletes the proper alignment, technique, and modifications for various yoga poses
- PC4.** provide clear and concise verbal cues during the yoga session
- PC5.** provide clear and concise instructions on how to enter and exit poses safely and effectively
- PC6.** teach yoga poses to accommodate different fitness levels and individual needs
- PC7.** use the appropriate methods of instruction
- PC8.** ensure the usage of props and equipment, such as yoga blocks, straps, or bolsters, to support athletes in their practice
- PC9.** guide athletes/client in finding their balance and stability while performing the yoga poses
- PC10.** carry out dynamic and static stretching exercises within yoga poses to improve flexibility

##### *Teach basics of breathing techniques*

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

- PC11.** teach athletes/client the concept of breath awareness and its importance
- PC12.** teach techniques to establish a connection between breath and various aspects of physical and mental well-being
- PC13.** teach the diaphragmatic breathing technique to deepen their breath and increase lung capacity
- PC14.** guide in finding a comfortable and relaxed posture for breathwork exercise
- PC15.** demonstrate the process of inhaling deeply through the nose and exhaling fully through the mouth
- PC16.** teach the importance of slow and controlled breathing to promote relaxation and focus
- PC17.** demonstrate breathwork for specific sports movements or techniques

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**PC18.** guide to incorporate breath awareness during dynamic movements and high-intensity training

**PC19.** teach athletes/client to use breath as a way of regulating energy level

### *Teach basics of meditation*

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

**PC20.** introduce the concept and benefits of meditation for sports performance

**PC21.** provide guidance on finding a quiet and comfortable space for meditation

**PC22.** carry out meditation techniques to enhance focus, mental clarity, and emotional well-being for optimal sports performance

**PC23.** identify goal-setting exercises and visualization techniques into meditation

### *Work effectively with others*

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

**PC24.** interact (verbal, non-verbal and written) in a gender, disability, and culturally sensitive manner

**PC25.** promote a safe and interactive environment

**PC26.** 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.** the specific needs and requirements of athletes based on their sport

**KU2.** the principles and techniques of yoga

**KU3.** the common injuries and physical limitations that athletes/client may have

**KU4.** various yoga styles, their specific characteristics and benefits to enhance the athletic performance

**KU5.** yoga poses (asanas) and their proper alignment and modifications

**KU6.** basic anatomy and biomechanics relevant to the practice of yoga

**KU7.** the importance of warm-up and cool-down sequences in a yoga session

**KU8.** principles of body awareness, balance, and proprioception in yoga practice

**KU9.** the principles of goal setting and how to apply them to yoga sessions

**KU10.** the importance of creating a supportive and inclusive environment

**KU11.** importance of gender and its related concepts such as gender roles, gender equality, gender power relations etc.

**KU12.** 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

**GS3.** manage time

## Qualification Pack

- GS4.** make timely decisions for potential issues
- GS5.** be creative and innovative
- GS6.** foster interpersonal skills
- GS7.** be adaptable and flexible
- GS8.** stay updated on new trends related to yoga

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Teach basics of yoga poses</i>	<b>10</b>	<b>30</b>	-	-
<b>PC1.</b> carry out effective warm up, stretching and cool down exercises	1	3	-	-
<b>PC2.</b> demonstrate and teach basics of yoga poses and sequences	1	3	-	-
<b>PC3.</b> demonstrate and teach athletes the proper alignment, technique, and modifications for various yoga poses	1	3	-	-
<b>PC4.</b> provide clear and concise verbal cues during the yoga session	1	3	-	-
<b>PC5.</b> provide clear and concise instructions on how to enter and exit poses safely and effectively	1	3	-	-
<b>PC6.</b> teach yoga poses to accommodate different fitness levels and individual needs	1	3	-	-
<b>PC7.</b> use the appropriate methods of instruction	1	3	-	-
<b>PC8.</b> ensure the usage of props and equipment, such as yoga blocks, straps, or bolsters, to support athletes in their practice	1	3	-	-
<b>PC9.</b> guide athletes/client in finding their balance and stability while performing the yoga poses	1	3	-	-
<b>PC10.</b> carry out dynamic and static stretching exercises within yoga poses to improve flexibility	1	3	-	-
<i>Teach basics of breathing techniques</i>	<b>9</b>	<b>27</b>	-	-
<b>PC11.</b> teach athletes/client the concept of breath awareness and its importance	1	3	-	-
<b>PC12.</b> teach techniques to establish a connection between breath and various aspects of physical and mental well-being	1	3	-	-
<b>PC13.</b> teach the diaphragmatic breathing technique to deepen their breath and increase lung capacity	1	3	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC14.</b> guide in finding a comfortable and relaxed posture for breathwork exercise	1	3	-	-
<b>PC15.</b> demonstrate the process of inhaling deeply through the nose and exhaling fully through the mouth	1	3	-	-
<b>PC16.</b> teach the importance of slow and controlled breathing to promote relaxation and focus	1	3	-	-
<b>PC17.</b> demonstrate breathwork for specific sports movements or techniques	1	3	-	-
<b>PC18.</b> guide to incorporate breath awareness during dynamic movements and high-intensity training	1	3	-	-
<b>PC19.</b> teach athletes/client to use breath as a way of regulating energy level	1	3	-	-
<i>Teach basics of meditation</i>	<b>4</b>	<b>9</b>	-	-
<b>PC20.</b> introduce the concept and benefits of meditation for sports performance	1	3	-	-
<b>PC21.</b> provide guidance on finding a quiet and comfortable space for meditation	1	3	-	-
<b>PC22.</b> carry out meditation techniques to enhance focus, mental clarity, and emotional well-being for optimal sports performance	1	3	-	-
<b>PC23.</b> identify goal-setting exercises and visualization techniques into meditation	1	-	-	-
<i>Work effectively with others</i>	<b>3</b>	<b>8</b>	-	-
<b>PC24.</b> interact (verbal, non-verbal and written) in a gender, disability, and culturally sensitive manner	1	3	-	-
<b>PC25.</b> promote a safe and interactive environment	1	3	-	-
<b>PC26.</b> identify and report inappropriate behaviour (e.g. sexual harassment) to appropriate authority	1	2	-	-

### Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>NOS Total</b>	<b>26</b>	<b>74</b>	<b>-</b>	<b>-</b>



## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	SPF/N1184
<b>NOS Name</b>	Deliver a variety of yoga sessions
<b>Sector</b>	Sports
<b>Sub-Sector</b>	Sports Coaching and Fitness
<b>Occupation</b>	Sports Coaching
<b>NSQF Level</b>	4
<b>Credits</b>	4
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	31/08/2023
<b>Next Review Date</b>	31/08/2026
<b>NSQC Clearance Date</b>	31/08/2023

## Qualification Pack

### SPF/N1185: Monitor and evaluate yoga program

#### Description

This unit is about monitoring the athletes/client during the yoga session

#### Scope

The scope covers the following :

- Assess athletes/client while practicing yoga
- Evaluate the yoga program

#### Elements and Performance Criteria

##### *Monitor athletes/client while practicing yoga*

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

- PC1.** identify the athletes'/client alignment and posture during yoga poses
- PC2.** identify the ability of athletes/client to perform stretches and yoga poses
- PC3.** pay attention to the breathing patterns to ensure they are maintaining a steady and controlled breath throughout the session
- PC4.** monitor level of engagement and focus
- PC5.** identify the signs of fatigue or physical discomfort
- PC6.** identify the overall sense of well-being and satisfaction
- PC7.** identify the range of motion of athletes/client
- PC8.** foster a sense of body-mind connection to enhance their overall yoga experience
- PC9.** identify athletes'/client muscular strength and endurance in relation to yoga poses
- PC10.** ensure that the athletes'/client stabilize and engage the appropriate muscles during poses
- PC11.** identify the concerns or questions athletes/client may have about incorporating yoga into their training routine
- PC12.** provide guidance on the appropriate attire for yoga sessions, emphasizing comfort, flexibility, and freedom of movement
- PC13.** ensure that the athletes/client remain well-hydrated

##### *Evaluate the yoga program*

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

- PC14.** identify, from the feedback provided, how well your instructing style matched athletes'/clients' needs
- PC15.** discuss your ideas with other professionals and consider their views
- PC16.** reflect on your own professional practice and modify, if required
- PC17.** identify methods and sources to keep you up to date with developments in yoga methods
- PC18.** develop a personal action plan that will help you improve your professional practice

#### Knowledge and Understanding (KU)

## Qualification Pack

The individual on the job needs to know and understand:

- KU1.** various yoga styles, their specific characteristics and benefits
- KU2.** yoga poses (asanas) and their proper alignment and modifications
- KU3.** basic anatomy and how it relates to yoga poses and movements
- KU4.** the importance of warm-up and cool-down sequences in a yoga session
- KU5.** principles of body awareness, balance, and proprioception in yoga practice
- KU6.** principles of sports performance and the physical and mental demands that athletes face
- KU7.** the importance of nutrition and how it can impact an athlete's/client's performance
- KU8.** importance of gender and its related concepts such as gender roles, gender equality, gender power relations etc.
- KU9.** 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
- GS3.** manage time
- GS4.** make timely decisions for potential issues
- GS5.** remain creative and innovative
- GS6.** foster interpersonal skills
- GS7.** remain adaptable and flexible
- GS8.** stay updated on new trends related to yoga

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Monitor athletes/client while practicing yoga</i>	<b>26</b>	<b>49</b>	-	-
<b>PC1.</b> identify the athletes'/client alignment and posture during yoga poses	2	4	-	-
<b>PC2.</b> identify the ability of athletes/client to perform stretches and yoga poses	2	4	-	-
<b>PC3.</b> pay attention to the breathing patterns to ensure they are maintaining a steady and controlled breath throughout the session	2	4	-	-
<b>PC4.</b> monitor level of engagement and focus	2	4	-	-
<b>PC5.</b> identify the signs of fatigue or physical discomfort	2	4	-	-
<b>PC6.</b> identify the overall sense of well-being and satisfaction	2	4	-	-
<b>PC7.</b> identify the range of motion of athletes/client	2	4	-	-
<b>PC8.</b> foster a sense of body-mind connection to enhance their overall yoga experience	2	4	-	-
<b>PC9.</b> identify athletes'/client muscular strength and endurance in relation to yoga poses	2	4	-	-
<b>PC10.</b> ensure that the athletes'/client stabilize and engage the appropriate muscles during poses	2	4	-	-
<b>PC11.</b> identify the concerns or questions athletes/client may have about incorporating yoga into their training routine	2	3	-	-
<b>PC12.</b> provide guidance on the appropriate attire for yoga sessions, emphasizing comfort, flexibility, and freedom of movement	2	3	-	-
<b>PC13.</b> ensure that the athletes/client remain well-hydrated	2	3	-	-
<i>Evaluate the yoga program</i>	<b>10</b>	<b>15</b>	-	-

### Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC14.</b> identify, from the feedback provided, how well your instructing style matched athletes'/clients' needs	2	3	-	-
<b>PC15.</b> discuss your ideas with other professionals and consider their views	2	3	-	-
<b>PC16.</b> reflect on your own professional practice and modify, if required	2	3	-	-
<b>PC17.</b> identify methods and sources to keep you up to date with developments in yoga methods	2	3	-	-
<b>PC18.</b> develop a personal action plan that will help you improve your professional practice	2	3	-	-
<b>NOS Total</b>	<b>36</b>	<b>64</b>	-	-

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	SPF/N1185
<b>NOS Name</b>	Monitor and evaluate yoga program
<b>Sector</b>	Sports
<b>Sub-Sector</b>	Sports Coaching and Fitness
<b>Occupation</b>	Sports Coaching
<b>NSQF Level</b>	4
<b>Credits</b>	3.5
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	31/08/2023
<b>Next Review Date</b>	31/08/2026
<b>NSQC Clearance Date</b>	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



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

### Qualification Pack

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

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	SPF/N1186
<b>NOS Name</b>	Maintain safety standards at yoga studio/centre
<b>Sector</b>	Sports
<b>Sub-Sector</b>	Sports Coaching and Fitness
<b>Occupation</b>	Sports Coaching
<b>NSQF Level</b>	4
<b>Credits</b>	2.5
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	31/08/2023
<b>Next Review Date</b>	31/08/2026
<b>NSQC Clearance Date</b>	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>	<b>4</b>	<b>12</b>	-	-
<b>PC1.</b> determine ways to optimize usage of material including water in various tasks/activities/processes	1	3	-	-
<b>PC2.</b> examine various tasks/activities/processes for spills/leaks	1	3	-	-
<b>PC3.</b> eliminate spills/leaks and escalate to appropriate authorities if they cannot be corrected	1	3	-	-
<b>PC4.</b> conduct routine cleaning of tools, machines, and equipment	1	3	-	-
<i>power conservation practices</i>	<b>8</b>	<b>10</b>	-	-
<b>PC5.</b> determine ways to optimize usage of electricity/energy in various tasks/activities/processes	2	3	-	-
<b>PC6.</b> ensure if the equipment/machine is functioning normally before commencing work and rectify wherever required	2	3	-	-
<b>PC7.</b> report equipment malfunctions (fumes/sparks/emission/vibration/noise) and lapses in maintenance	2	2	-	-
<b>PC8.</b> 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>	<b>8</b>	<b>8</b>	-	-
<b>PC9.</b> determine recyclable and non-recyclable, and hazardous waste generated	2	2	-	-
<b>PC10.</b> separate waste into different categories	2	2	-	-
<b>PC11.</b> discard non-recyclable waste appropriately	2	2	-	-
<b>PC12.</b> store recyclable and reusable materials in a designated spot	2	2	-	-
<b>NOS Total</b>	<b>20</b>	<b>30</b>	-	-



## Qualification Pack

### National Occupational Standards (NOS) Parameters

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

## Qualification Pack

### DGT/VSQ/N0102: Employability Skills (60 Hours)

#### Description

This unit is about employability skills, Constitutional values, becoming a professional in the 21st Century, digital, financial, and legal literacy, diversity and Inclusion, English and communication skills, customer service, entrepreneurship, and apprenticeship, getting ready for jobs and career development.

#### Scope

The scope covers the following :

- Introduction to Employability Skills
- Constitutional values - Citizenship
- Becoming a Professional in the 21st Century
- Basic English Skills
- Career Development & Goal Setting
- Communication Skills
- Diversity & Inclusion
- Financial and Legal Literacy
- Essential Digital Skills
- Entrepreneurship
- Customer Service
- Getting ready for Apprenticeship & Jobs

#### Elements and Performance Criteria

##### *Introduction to Employability Skills*

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

- PC1.** identify employability skills required for jobs in various industries
- PC2.** identify and explore learning and employability portals

##### *Constitutional values - Citizenship*

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

- PC3.** recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.
- PC4.** follow environmentally sustainable practices

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

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

- PC5.** recognize the significance of 21st Century Skills for employment
- PC6.** practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life

##### *Basic English Skills*

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

## Qualification Pack

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

### *Career Development & Goal Setting*

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

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

### *Communication Skills*

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

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

### *Diversity & Inclusion*

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

- PC14.** communicate and behave appropriately with all genders and PwD
- PC15.** escalate any issues related to sexual harassment at workplace according to POSH Act

### *Financial and Legal Literacy*

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

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

### *Essential Digital Skills*

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

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

### *Entrepreneurship*

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

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

### *Customer Service*

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

- PC26.** identify different types of customers
- PC27.** identify and respond to customer requests and needs in a professional manner.

## Qualification Pack

**PC28.** follow appropriate hygiene and grooming standards

*Getting ready for apprenticeship & Jobs*

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

**PC29.** create a professional Curriculum vitae (Résumé)

**PC30.** search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively

**PC31.** apply to identified job openings using offline /online methods as per requirement

**PC32.** answer questions politely, with clarity and confidence, during recruitment and selection

**PC33.** identify apprenticeship opportunities and register for it as per guidelines and requirements

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

**KU1.** need for employability skills and different learning and employability related portals

**KU2.** various constitutional and personal values

**KU3.** different environmentally sustainable practices and their importance

**KU4.** Twenty first (21st) century skills and their importance

**KU5.** how to use English language for effective verbal (face to face and telephonic) and written communication in formal and informal set up

**KU6.** importance of career development and setting long- and short-term goals

**KU7.** about effective communication

**KU8.** POSH Act

**KU9.** Gender sensitivity and inclusivity

**KU10.** different types of financial institutes, products, and services

**KU11.** how to compute income and expenditure

**KU12.** importance of maintaining safety and security in offline and online financial transactions

**KU13.** different legal rights and laws

**KU14.** different types of digital devices and the procedure to operate them safely and securely

**KU15.** how to create and operate an e- mail account and use applications such as word processors, spreadsheets etc.

**KU16.** how to identify business opportunities

**KU17.** types and needs of customers

**KU18.** how to apply for a job and prepare for an interview

**KU19.** apprenticeship scheme and the process of registering on apprenticeship portal

## Generic Skills (GS)

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

**GS1.** read and write different types of documents/instructions/correspondence

**GS2.** communicate effectively using appropriate language in formal and informal settings

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- GS3.** behave politely and appropriately with all
- GS4.** how to work in a virtual mode
- GS5.** perform calculations efficiently
- GS6.** solve problems effectively
- GS7.** pay attention to details
- GS8.** manage time efficiently
- GS9.** maintain hygiene and sanitization to avoid infection

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Introduction to Employability Skills</i>	<b>1</b>	<b>1</b>	-	-
<b>PC1.</b> identify employability skills required for jobs in various industries	-	-	-	-
<b>PC2.</b> identify and explore learning and employability portals	-	-	-	-
<i>Constitutional values – Citizenship</i>	<b>1</b>	<b>1</b>	-	-
<b>PC3.</b> recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.	-	-	-	-
<b>PC4.</b> follow environmentally sustainable practices	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	<b>2</b>	<b>4</b>	-	-
<b>PC5.</b> recognize the significance of 21st Century Skills for employment	-	-	-	-
<b>PC6.</b> practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life	-	-	-	-
<i>Basic English Skills</i>	<b>2</b>	<b>3</b>	-	-
<b>PC7.</b> use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-
<b>PC8.</b> read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
<b>PC9.</b> write short messages, notes, letters, e-mails etc. in English	-	-	-	-
<i>Career Development &amp; Goal Setting</i>	<b>1</b>	<b>2</b>	-	-

### Qualification Pack

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



### Qualification Pack

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

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	DGT/VSQ/N0102
<b>NOS Name</b>	Employability Skills (60 Hours)
<b>Sector</b>	Cross Sectoral
<b>Sub-Sector</b>	Professional Skills
<b>Occupation</b>	Employability
<b>NSQF Level</b>	4
<b>Credits</b>	2
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	31/08/2023
<b>Next Review Date</b>	31/08/2026
<b>NSQC Clearance Date</b>	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/N1183.Develop basic yoga program for athletes/client	15	35	-	-	50	12
SPF/N1184.Deliver a variety of yoga sessions	26	74	-	-	100	26
SPF/N1185.Monitor and evaluate yoga program	36	64	-	-	100	26
SPF/N1186.Maintain safety standards at yoga studio/centre	14	36	-	-	50	12
SPF/N1169.Improve workplace resource usage	20	30	-	-	50	12
DGT/VSQ/N0102.Employability Skills (60 Hours)	20	30	-	-	50	12
<b>Total</b>	<b>131</b>	<b>269</b>	<b>-</b>	<b>-</b>	<b>400</b>	<b>100</b>

## Qualification Pack

### Acronyms

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

## Qualification Pack

### Glossary

<b>Sector</b>	Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
<b>Sub-sector</b>	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
<b>Occupation</b>	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
<b>Job role</b>	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
<b>Occupational Standards (OS)</b>	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the Knowledge and Understanding (KU) they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
<b>Performance Criteria (PC)</b>	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
<b>National Occupational Standards (NOS)</b>	NOS are occupational standards which apply uniquely in the Indian context.
<b>Qualifications Pack (QP)</b>	QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualifications pack code.
<b>Unit Code</b>	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
<b>Unit Title</b>	Unit title gives a clear overall statement about what the incumbent should be able to do.
<b>Description</b>	Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for.
<b>Scope</b>	Scope is a set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on quality of performance required.

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<b>Knowledge and Understanding (KU)</b>	Knowledge and Understanding (KU) are statements which together specify the technical, generic, professional and organisational specific knowledge that an individual needs in order to perform to the required standard.
<b>Organisational Context</b>	Organisational context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
<b>Technical Knowledge</b>	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
<b>Core Skills/ Generic Skills (GS)</b>	Core skills or Generic Skills (GS) are a group of skills that are the key to learning and working in today's world. These skills are typically needed in any work environment in today's world. These skills are typically needed in any work environment. In the context of the OS, these include communication related skills that are applicable to most job roles.
<b>Electives</b>	Electives are NOS/set of NOS that are identified by the sector as contributive to specialization in a job role. There may be multiple electives within a QP for each specialized job role. Trainees must select at least one elective for the successful completion of a QP with Electives.
<b>Options</b>	Options are NOS/set of NOS that are identified by the sector as additional skills. There may be multiple options within a QP. It is not mandatory to select any of the options to complete a QP with Options.