



## QUALIFICATION FILE

### Physical Education Head

☒ Short Term Training (STT) ☐ Long Term Training (LTT) ☐ Apprenticeship

☐ Upskilling ☐ Dual/Flexi Qualification ☐ For ToT ☐ For ToA

☒ General ☐ Multi-skill (MS) ☐ Cross Sectoral (CS) ☐ Future Skills ☐ OEM

NCrF/NSQF Level: 7

Submitted By:

Sports, Physical Education, Fitness and Leisure Sector Skill Council (SPEFL-SC)  
207, DLF Galleria Mall, Mayur Vihar Extension, Delhi- 110091

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## Section 1: Basic Details

1.	<b>Qualification Name</b>	<b>Physical Education Head</b>	
2.	<b>Sector/s</b>	<b>Sports</b>	
3.	<b>Type of Qualification:</b> <input checked="" type="checkbox"/> New <input type="checkbox"/> Revised <input type="checkbox"/> Has Electives/Options <input type="checkbox"/> OEM	<b>NQR Code &amp; version of existing/previous qualification:</b> <i>(change to previous, once approved)</i>	<b>Qualification Name of existing/previous version:</b>
4.	<b>a. OEM Name</b> <b>b. Qualification Name</b> <i>(Wherever applicable)</i>	NA	
5.	<b>National Qualification Register (NQR) Code &amp;Version</b> <i>(Will be issued after NSQC approval)</i>	QG-07-SP-00917-2023-V1-SPEFLSC	6. NCrf/NSQF Level: 7
7.	<b>Award (Certificate/Diploma/Advance Diploma/ Any Other)</b> <i>(Wherever applicable specify multiple entry/exits also &amp; provide details in annexure)</i>	Certificate	
8.	<b>Brief Description of the Qualification</b>	Physical Education Head or PE head oversees and promotes physical education and sports activities within the educational institution. They manage the curriculum, staff, programs, facilities, and student support within the domain of physical education, fostering a positive environment that encourages students to lead an active and healthy lifestyle.	
9.	<b>Eligibility Criteria for Entry for Student/Trainee/Learner/Employee</b>	<b>a. Entry Qualification &amp; Relevant Experience:</b>	

		<table border="1"> <thead> <tr> <th>S. No.</th><th>Academic/Skill Qualification (with Specialization - if applicable)</th><th>Required Experience (with Specialization - if applicable)</th></tr> </thead> <tbody> <tr> <td>1.</td><td>Pursuing PhD</td><td>2 Years of experience in fitness industry as a trainer/business development executive</td></tr> <tr> <td>2.</td><td>Pursuing 2nd year of 2-year PG program in the relevant field after completing 4-year UG degree</td><td>3 Years of experience in fitness industry as a trainer/business development executive</td></tr> <tr> <td>3.</td><td>Completed 2-year PG degree in the relevant field after 3-year UG</td><td>1 Year of relevant experience</td></tr> <tr> <td>4.</td><td>Completed 4th year UG in the relevant field (in case of 4-year UG)</td><td>2 Years of relevant experience</td></tr> <tr> <td>5.</td><td>Pursuing 4th year UG in the relevant field (in case of 4-year UG) and continuing education</td><td></td></tr> <tr> <td>6.</td><td>Completed 3-Year UG Degree in the relevant field</td><td>3 years of relevant experience</td></tr> <tr> <td>7.</td><td>Certificate-NSQF 6- Strength &amp; Conditioning Coach)</td><td>3 years of relevant experience</td></tr> </tbody> </table> <p><b>b. Age: 18</b></p>							S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)	1.	Pursuing PhD	2 Years of experience in fitness industry as a trainer/business development executive	2.	Pursuing 2nd year of 2-year PG program in the relevant field after completing 4-year UG degree	3 Years of experience in fitness industry as a trainer/business development executive	3.	Completed 2-year PG degree in the relevant field after 3-year UG	1 Year of relevant experience	4.	Completed 4th year UG in the relevant field (in case of 4-year UG)	2 Years of relevant experience	5.	Pursuing 4th year UG in the relevant field (in case of 4-year UG) and continuing education		6.	Completed 3-Year UG Degree in the relevant field	3 years of relevant experience	7.	Certificate-NSQF 6- Strength & Conditioning Coach)	3 years of relevant experience
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10.	<b>Credits Assigned to this Qualification, Subject to Assessment</b> (as per National Credit Framework (NCrF))	24	<b>11. Common Cost Norm Category (I/II/III)</b> (wherever applicable): NA																													
12.	<b>Any Licensing requirements for Undertaking Training on This Qualification</b> (wherever applicable)	NA																														
13.	<b>Training Duration by Modes of Training Delivery</b> (Specify <b>Total Duration</b> as per selected training delivery modes and as per requirement of the qualification)	<input checked="" type="checkbox"/> Offline <input type="checkbox"/> Online <input type="checkbox"/> Blended (Refer Blended Learning Annexure for details) <table border="1"> <thead> <tr> <th>Training Delivery Modes</th><th>Theory (Hours)</th><th>Practical (Hours)</th><th>OJT Man. (Hours)</th><th>OJT Rec. (Hours)</th><th>ES (Hours)</th><th>Total (Hours)</th></tr> </thead> <tbody> <tr> <td>Classroom (offline)</td><td>150</td><td>360</td><td>120</td><td>-</td><td>90</td><td>720</td></tr> <tr> <td>Online</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>							Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Man. (Hours)	OJT Rec. (Hours)	ES (Hours)	Total (Hours)	Classroom (offline)	150	360	120	-	90	720	Online									
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Classroom (offline)	150	360	120	-	90	720																										
Online																																
14.	<b>Aligned to NCO/ISCO Code/s</b> (if no code is available mention the same)	NCO-2015/3423.0207																														

15.	<b>Progression path after attaining the qualification</b> <i>(Please show Professional and Academic progression)</i>	Level-8 (Vertical)- Regional Head	
16.	<b>Other Indian languages in which the Qualification &amp; Model Curriculum are being submitted</b>	Hindi	
17.	<b>Is similar Qualification(s) available on NQR-if yes, justification for this qualification</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <b>URLs of similar Qualifications:</b>	
18.	<b>Is the Job Role Amenable to Persons with Disability</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <b>If "Yes", specify applicable type of Disability:</b>	
19.	<b>How Participation of Women will be Encouraged</b>	<p>Encouraging the participation of women in the Physical Education Head job role can be achieved through several strategies aimed at creating an inclusive and welcoming environment. Here are some ways to promote and support the participation of women as a Fitness centre heads:</p> <ol style="list-style-type: none"> <li>1. Actively reach out to women's academies, schools, colleges, clubs to promote the Physical Education Head job role. Participate in career fairs, networking events, and sports clubs to engage with potential candidates.</li> <li>2. Offer training and development programs specifically designed to enhance the skills and knowledge required for the Physical Education Head role. Provide equal opportunities for women to participate in these programs, ensuring they have the necessary expertise to excel in the position.</li> <li>3. Establish mentorship programs that pair aspiring female physical education heads with experienced professionals who can provide guidance, support, and career advice. Highlight successful women who have excelled in the field as role models and showcase their achievements to inspire and motivate others.</li> <li>4. Collaborate with organizations that promote women's empowerment and gender equality. Seek sponsorship and funding to support initiatives aimed at encouraging women's participation such as scholarships or mentorship programs.</li> </ol>	
20.	<b>Are Greening/ Environment Sustainability Aspects Covered</b> <i>(Specify the NOS/Module which covers it)</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
21.	<b>Is Qualification Suitable to be Offered in Schools/Colleges</b>	Schools <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Colleges <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
22.	<b>Name and Contact Details of Submitting / Awarding Body SPOC</b> <i>(In case of CS or MS, provide details of both Lead AB &amp; Supporting ABs)</i>	<b>Name:</b> Priya Dwivedi <b>Email:</b> Priya.dwivedi@sportsskills.in <b>Contact No.:</b> 011-47563351 <b>Website:</b> www.sportsskills.in	
23.	<b>Final Approval Date by NSQC:</b> 31/08/2023	<b>24. Validity Duration:</b> 3 Years	<b>25. Next Review Date:</b> 31/08/2026

## Section 2: Module Summary

## NOS/s of Qualifications

*(In exceptional cases these could be described as components)*

SPF/N1195: Develop plan for Physical Education department

SPF/N1196: Manage daily routines and operations of the PE department

SPF/N1197: Manage sports events and field trips

SPF/N1198: Review performance of the PE department for the year

SPF/N1194: Maintain health &amp; safety standards at playfield

SPF/N1169: Improve workplace resource usage

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

## Mandatory NOS/s:

Specify the training duration and assessment criteria at NOS/ Module level. For further details refer curriculum document.

**Th.-Theory** **Pr.-Practical** **OJT-On the Job** **Man.-Mandatory** **Training** **Rec.-Recommended** **Proj.-Project**

S. N o.	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/ Non-Core	NCrF/ NSQF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJ T-Rec	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
1.	Develop plan for Physical Education department	SPF/N1195, v1.0	Core	7	3.5	15	90	-	-	105	66	134			200	25
2.	Manage daily routines and operations of the PE department	SPF/N1196, v1.0	Core	7	4	30	60	30	-	120	65	135			200	25
3.	Manage sports events and field trips	SPF/N1197, v1.0	Core	7	4.5	30	75	30	-	135	40	60			100	12
4.	Review performance of the PE department for the year	SPF/N1198, v1.0	Core	7	4	30	60	30	-	120	40	60			100	12
5.	Maintain health & safety standards at playfield	SPF/N1194, v1.0	Core	7	4	30	60	30	-	120	30	70			100	12
6.	Improve workplace resource usage	SPF/N1169, v1.0	Non-core	3	1	15	15	-	-	30	20	30			50	7

S. N o.	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/ Non-Core	NCrF/ NSQF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJ T-Rec	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
7.	Employability Skills (90 Hours)	DGT/VSQ/N0 103, v1.0	Non-core	5	3	45	45	-	-	90	20	30			50	7
<b>Duration (in Hours) / Total Marks</b>					24	195	405	120		720	281	519			800	100

**Assessment - Minimum Qualifying Percentage**Please specify **any one** of the following:

**Minimum Pass Percentage – Aggregate at qualification level: 70 %** (Every Trainee should score specified minimum aggregate passing percentage at qualification level to successfully clear the assessment.)

**Minimum Pass Percentage – NOS/Module-wise: 70 %** (Every Trainee should score specified minimum passing percentage in each mandatory and selected elective NOS/Module to successfully clear the assessment.)

**Section 3: Training Related**

1.	<b>Trainer's Qualification and experience in the relevant sector (in years)</b> (as per NCVET guidelines)	BPED or equivalent with specialization as a Physical education/ sports teacher with 3 years of academic/industry experience and 3 years of training experience
2.	<b>Master Trainer's Qualification and experience in the relevant sector (in years)</b> (as per NCVET guidelines)	BPED or equivalent with specialization as a Physical education/ sports teacher with 3 years of academic/industry experience and 4 years of training experience
3.	<b>Tools and Equipment Required for Training</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (If "Yes", details to be provided in Annexure)
4.	<b>In Case of Revised Qualification, Details of Any Upskilling Required for Trainer</b>	NA

**Section 4: Assessment Related**

1.	<b>Assessor's Qualification and experience in relevant sector (in years)</b> (as per NCVET guidelines)	BPED or equivalent with specialization in Physical education with 3 years of academic/industry experience and 2 years of training experience
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2.	<b>Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)</b>	
3.	<b>Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)</b>	
4.	<b>Assessment Mode (Specify the assessment mode)</b>	<b>Theoretical and Practical Assessment</b>
5.	<b>Tools and Equipment Required for Assessment</b>	<input checked="" type="checkbox"/> Same as for training <input type="checkbox"/> Yes <input type="checkbox"/> No (details to be provided in Annexure-if it is different for Assessment)

## Section 5: Evidence of the need for the Qualification

Provide Annexure/Supporting documents name.

1.	<b>Latest Skill Gap Study (not older than 2 years) (Yes/No):</b> Work in Progress
2.	<b>Latest Market Research Reports or any other source (not older than 2 years) (Yes/No):</b>
3.	<b>Government /Industry initiatives/ requirement (Yes/No):</b> Yes
4.	<b>Number of Industry validation provided:</b> 30
5.	<b>Estimated nos. of persons to be trained and employed:</b> 200 in three years
6.	<b>Evidence of Concurrence/Consultation with Line Ministry/State Departments:</b> If "No", why: SPEFL-SC submitted the qualification for the line ministry concurrence.

## Section 6: Annexure &amp; Supporting Documents Check List

Specify Annexure Name / Supporting document file name

1.	<b>Annexure:</b> NCrf/NSQF level justification based on NCrf level/NSQF descriptors (Mandatory)	Yes
2.	<b>Annexure:</b> List of tools and equipment relevant for qualification (Mandatory, except in case of online course)	Yes
3.	<b>Annexure:</b> Detailed Assessment Criteria (Mandatory)	Yes
4.	<b>Annexure:</b> Assessment Strategy (Mandatory)	Yes
5.	<b>Annexure:</b> Blended Learning (Mandatory, in case selected Mode of delivery is "Blended Learning")	-
6.	<b>Annexure:</b> Multiple Entry-Exit Details (Mandatory, in case qualification has multiple Entry-Exit)	-



7.	<b>Annexure:</b> Acronym and Glossary ( <i>Optional</i> )	Yes
8.	<b>Supporting Document:</b> Model Curriculum ( <i>Mandatory – Public view</i> )	Yes
9.	<b>Supporting Document:</b> Career Progression ( <i>Mandatory - Public view</i> )	Yes
10.	<b>Supporting Document:</b> Occupational Map ( <i>Mandatory</i> )	Yes
11.	<b>Supporting Document:</b> Assessment SOP ( <i>Mandatory</i> )	Yes
12.	<b>Any other document you wish to submit:</b>	

## Annexure: Evidence of Level

NCrF/NSQF Level Descriptors	Key requirements of the job role/ outcome of the qualification	How the job role/ outcomes relate to the NCrF/NSQF level descriptor	NCrF/NSQF Level
<b>Professional Theoretical Knowledge/Process</b>	A Physical Education Head must be able to oversee the daily operations of the PE department. He/She plans PE teacher and coaches and equipment requirement for the year. He/She also plan curriculum for the academic session and summarizes the SOP (standard operating procedure) to be followed to achieve efficiency, quality output and uniformity of performance	The job requires well developed skill, with factual and theoretical knowledge. The Physical Education Head requires knowledge, skills and high aptitudes to carry out operations, recruitment, team management to manage the PE department.	7

<b>Professional and Technical Skills/ Expertise/ Professional Knowledge</b>	The Physical Education Head needs to know and have thorough understanding of the relevant labour laws and the capacity and capability of the current workforce. He/She should have a thorough understanding of types of materials and equipment required for the department	The Physical Education Head is responsible for executing the different ways in which workforce requirements can be met, their advantages and disadvantages, costs and benefits. He/She is responsible for the organization's vision, strategic objectives and associated plans, structure, values, and culture.	7
<b>Employment Readiness &amp; Entrepreneurship Skills &amp; Mind-set/Professional Skill</b>	1. speak with others using some basic English phrases or sentences. 2. follow good manners while communicating with others 3. communicate and behave appropriately with all genders and PwD 4. calculate income, expenses, savings etc. use internet and social media platforms securely and safely 5. identify customer needs and address them appropriately	Recall and demonstrate practical skill, routine and repetitive in a narrow range of application, using appropriate tools.	7
<b>Broad Learning Outcomes/Core Skill</b>	The Physical Education Head on the job needs to know the usage of the existing data points to generate required reports for assessments. He/she should be able to apply, analyse, and evaluate the information gathered from assessment to re-plan and strategies the performance improvement plan for the participants	Desired mathematical skill; understanding of social, political; and some skill of collecting and organizing information, communication. S/he must be able to communicate and demonstrate the previous knowledge and skills in the occupation, and know the application of facts, principles, processes and general concepts in the occupation. They are expected to conduct themselves in ways which show an understanding of the social and political environment.	7

<b>Responsibility</b>	A Physical Education Head should be able to question team appropriately to understand the nature of the problem and make a diagnosis. He/She should be able to manage relationships with team and stakeholders.	Responsibility for own work and learning and some responsibility for others' works and learning. They are expected to understand the quality of the work that needs to be delivered. They are expected to operate hygienically and demonstrate an understanding of environmental issues. They will take account of health and safety issues as they affect the work they carry out or supervise	7
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## Annexure: Tools and Equipment (Lab Set-Up)

List of Tools and Equipment

**Batch Size: 30**

S. No.	Tool / Equipment Name	Specification	Quantity for specified Batch size
1	Measuring Tape	Standard	1
2	Chalk Powder	Standard	5 kg
3	Popular Sports Equipment (football, basketball, cricket bat and ball, badminton racquets with shuttle cork)	Standard	1 set each
4	Assessment equipment (medicine ball, sit and reach box, clapper, marking cones, saucer cones, poly spots, low hurdles, flat ring)	Standard	1 set each
5	Assessment Input Sheet	Hardcopy and digital copy	1
6	Officiating Flags	Standard	5
7	Loudspeaker	Standard	1
8	Bibs	Standard	2
9	Stopwatch	Standard	2
10	Alcohol based sanitizer	Hand sanitizer, disinfecting wipes	1 litre
11	Surface disinfectant	Standard	1 Litre
12	First aid kit	Basic essentials	1 box

## Classroom Aids

The aids required to conduct sessions in the classroom are:

1. Laptop
2. Whiteboard
3. Marker
4. Projector
5. Chart paper
6. Clipboards
7. Height & Weight chart

## Annexure: Industry Validations Summary

Provide the summary information of all the industry validations in table. This is not required for OEM qualifications.

S. No	Organization Name	Representative Name	Designation	Contact Address	Contact Phone No	E-mail ID
1	EduSports	Murali Krishna	Regional manager	Bangalore	9886923910	Murali.krishna@edusports.in
2	Sunbeam School	Perveen Quaiser	Principal	Uttar Pradesh	9721452301	<a href="mailto:principal.lahartara@sunbeamschools.com">principal.lahartara@sunbeamschools.com</a>
3	Jawahar Navodya Vidyalaya	B.M Rajyaguru	Principal	Dwarka	7016431390	<a href="mailto:bmraiyaaguru1963@gmail.com">bmraiyaaguru1963@gmail.com</a>
4	Little Flower Public Sr. Sec. School	Neeta	Principal	Delhi	9818069771	<a href="mailto:info@lfpsdelhi.com">info@lfpsdelhi.com</a>
5	Prim Buds Garden	J. Senthil Swamy	Director	Tamilnadu	9962549991	<a href="mailto:admin@primbudsgarden.com">admin@primbudsgarden.com</a>
6	JNV Mainpuri	Rajesh Kumar Yadav	Principal	Uttar Pradesh	8840896080	<a href="mailto:jnvmainpuri@gmail.com">jnvmainpuri@gmail.com</a>
7	New GMT Public School, Batha Dhua	Ms. Kanika	Principal		7589144445	<a href="mailto:kanikasachdeva204@gmail.com">kanikasachdeva204@gmail.com</a>
8	St. Michael Academy	Bro. A. Thomas	Principal	Tamilnadu	8220283866	<a href="mailto:stmichaelacademychennai@gmail.com">stmichaelacademychennai@gmail.com</a>
9	Little Flower Public School	S. Vijaya Laxmi	Principal	Tamilnadu	7395888179	<a href="mailto:lfcbsschool@gmail.com">lfcbsschool@gmail.com</a>
10	Airforce School	Mrs. Preeti Sharma	Principal		9101127522	<a href="mailto:afssarsawa@gmail.com">afssarsawa@gmail.com</a>

11	bright Scholar Sr. Sec. School	Kiran Dalal	Principal	Haryana	9467170973	<a href="mailto:kirandalal88@gmail.com">kirandalal88@gmail.com</a>
12	Jawahar Navodaya Vidyalaya, Satna	Shabana Praveen	PET	Madhya Pradesh	9098214152	<a href="mailto:tashurawat1@gmail.com">tashurawat1@gmail.com</a>
13	DAV International School, Amritsar	Rahul Sharma	PRT, Physical Education	Punjab	8054721570	<a href="mailto:rahuldavsharma@gmail.com">rahuldavsharma@gmail.com</a>
14	HIM Internation School	Giridhara.S	Head of the Department	Arunachal Pradesh	9164479434	<a href="mailto:sportshod.himschool@gmail.com">sportshod.himschool@gmail.com</a>
15	MP International School	Dr. Abdul Jaleel P	Principal	Kerala	9495727307	<a href="mailto:drjaleelmarthya@gmail.com">drjaleelmarthya@gmail.com</a>
16	Mayoor School, Ajmer	Harshu Verma	HOD Games Dept.	Uttar Pradesh	7976454097	<a href="mailto:hmv@mayoorschool.org">hmv@mayoorschool.org</a>
17	Rainbow School, Nellore	S. Ani	Principal	Andhra Pradesh	9490033853	<a href="mailto:anigopa67@gmail.com">anigopa67@gmail.com</a>
18	JNV Sarsaul	Dr. S.K Mishra	Principal	Uttar Pradesh	9634778177	<a href="mailto:drskmishra@gmail.com">drskmishra@gmail.com</a>
19	Creekside Internation School, Hyderabad	Mrs Husna Haseeb	Principal	Andhra Pradesh	7993972894	<a href="mailto:principal@creekside.edu.in">principal@creekside.edu.in</a>
20	SportzVillage Foundation	Krish Iyengar	Business Head	Karnataka	9611840557	<a href="mailto:krish.iyengar@sportzvillage.com">krish.iyengar@sportzvillage.com</a>
21	JNV Kanpur Nagar	Kanchan Gupta	PET	Uttar Pradesh		<a href="mailto:guptakanchan030@gmail.com">guptakanchan030@gmail.com</a>
22	Theresian Academy	Laisa Joseph	Principal	Chattisgarh	9407798966	<a href="mailto:theresianhc@gmail.com">theresianhc@gmail.com</a>
23	SM Sportathon Pvt. Ltd.	Vijay Sharma	Co Founder	New Delhi	9595137533	<a href="mailto:vijay@sportathon.in">vijay@sportathon.in</a>
24	ACME India	Santosh P. Channalwar	Director	Acme India Microsys Pvt Ltd, 1st Floor, Zunjarrao Building, Above Deccan Tailor, Zunjarrao Market, Kalyan West, Dist : Thane, Maharashtra, <a href="http://www.acmeskillsindia.com">www.acmeskillsindia.com</a>	9987933332	<a href="mailto:director@acmeskillsindia.com">director@acmeskillsindia.com</a>
25	Proskills Global Skill Developers Pvt Ltd	Supriya Mishra	Operations Head	Proskills Global Skill Developers Pvt Ltd, A 005,004 Shree Krishna Villa, Near Durga Nagar Complex, Chinchpada, Kalyan East, Dist : Thane, Maharashtra, <a href="http://www.proskillsindia.com">www.proskillsindia.com</a>	7777052578	<a href="mailto:proskillsindia@gmail.com">proskillsindia@gmail.com</a>

26	Kaahilan Pvt. Ltd.	Rajani kant	Chief Executive Officer	Housing Society, Mahada Colony, Andheri-Mumbai	98201154757	Rajni.kant@rozgarkhoj.com
27	FICCI	Pranav Yadav	Assistant Director	Federation House, tansen marg, Delhi	9911132393	Pranav.yadav@ficci.com

## Annexure: Training &amp; Employment Details

## Training and Employment Projections:

Year	Total Candidates		Women		People with Disability	
	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities
1	50	50	10	10	-	-
2	75	75	15	15	-	-
3	75	75	15	15	-	-

Data to be provided year-wise for next 3 years

## Training, Assessment, Certification, and Placement Data for previous versions of qualifications:

Qualification Version	Year	Total Candidates				Women				People with Disability			
		Trained	Assessed	Certified	Placed	Trained	Assessed	Certified	Placed	Trained	Assessed	Certified	Placed

Applicable for revised qualifications only, data to be provided year-wise for past 3 years.

## List Schemes in which the previous version of Qualification was implemented:

- 1.
- 2.

## Content availability for previous versions of qualifications:

☐ Participant Handbook ☐ Facilitator Guide ☐ Digital Content ☐ Qualification Handbook ☐ Any Other:

## Languages in which Content is available:

## Annexure: Blended Learning

**Blended Learning Estimated Ratio & Recommended Tools:**

Refer NCVET “Guidelines for Blended Learning for Vocational Education, Training & Skilling” available on:

<https://ncvet.gov.in/sites/default/files/Guidelines%20for%20Blended%20Learning%20for%20Vocational%20Education,%20Training%20&%20Skilling.pdf>

S. No.	Select the Components of the Qualification	List Recommended Tools – for all Selected Components	Offline : Online Ratio
1	<input type="checkbox"/> Theory/ Lectures - Imparting theoretical and conceptual knowledge		
2	<input type="checkbox"/> Imparting Soft Skills, Life Skills, and Employability Skills /Mentorship to Learners		
3	<input type="checkbox"/> Showing Practical Demonstrations to the learners		
4	<input type="checkbox"/> Imparting Practical Hands-on Skills/ Lab Work/ workshop/ shop floor training		
5	<input type="checkbox"/> Tutorials/ Assignments/ Drill/ Practice		
6	<input type="checkbox"/> Proctored Monitoring/ Assessment/ Evaluation/ Examinations		
7	<input type="checkbox"/> On the Job Training (OJT)/ Project Work Internship/ Apprenticeship Training		

## Annexure: Detailed Assessment Criteria

Detailed assessment criteria for each NOS/Module are as follows:

***SPF/N1195: Develop plan for Physical Education department***

	Theory Marks	Practical Marks	Project Marks	Viva Marks
Assessment Criteria for Outcomes				
<i>Plan PE teachers and coach's requirement for the year</i>	<b>14</b>	<b>28</b>	-	-
PC1. identify the overall goals and objectives of the PE program	2	4	-	-

PC2. recommend PE teachers, coach's requirements mapped to the goals of the institution	2	4	-	-
PC3. calculate the number of a full-time, part- time, temporary, and contractual are required for the sports department	2	4	-	-
PC4. specify PE teachers, coaches' specialization, experience required	2	4	-	-
PC5. ensure recruitment process is impartial and a diverse workforce is recruited	2	4	-	-
PC6. ensure all PE teachers and coaches have relevant certifications and experience	2	4	-	-
PC7. identify training needs of the team members and recommend development requirements	2	4	-	-
Plan equipment requirement for the year	10	20	-	-
PC8. identify and secure necessary props and equipment, supplies, and materials within budgetary constraint	2	4	-	-
PC9. prioritize props and equipment allocation based on program priorities, events planned and goals of the institution	2	4	-	-
PC10. ensure props and equipment are age- appropriate for specific sport and activities	2	4	-	-
PC11. collaborate with finance or procurement departments to optimize equipment allocation strategies and maximize cost-effectiveness	2	4	-	-
PC12. develop and enforce protocols for equipment maintenance and repairs to ensure the longevity and functionality of departmental resources	2	4	-	-
<i>Plan curriculum for the academic session</i>	<b>26</b>	<b>52</b>	-	-
PC13. identify the updated guidelines and syllabus recommendation of the affiliated education board	2	4	-	-
PC14. evaluate the alignment of program objectives with current educational standards and guidelines	2	4	-	-



PC15. integrate the physical education curriculum with the school timetable	2	4	-	-
PC16. integrate technology or multimedia resources to enhance engagement and learning	2	4	-	-
PC17. include modifications or adaptations to meet the needs of diverse learners	2	4	-	-
PC18. incorporate cooperative learning strategies to encourage teamwork and collaboration	2	4	-	-
PC19. plan cross-curricular connections to reinforce learning in other subjects	2	4	-	-
PC20. identify opportunities for inclusive games or activities that promote participation for all students	2	4	-	-
PC21. incorporate strategies for developing school teams	2	4	-	-
PC22. integrate opportunities for health and wellness education within the lesson	2	4	-	-
PC23. plan for formative and summative assessments	2	4	-	-
PC24. create self-assessment tools for students to track their progress and set goals	2	4	-	-
PC25. identify technology-based tools for accurate and efficient assessments	2	4	-	-
<i>Plan sports events and field trips for the year</i>	16	34	-	-
PC26. plan for the intramural and extramural competitions	2	4	-	-
PC27. incorporate the shortlisted competitions in the year calendar	2	4	-	-
PC28. plan annual sports day drills, marchpast, mass display practice sessions	2	4	-	-

PC29. identify suitable venues and facilities for the sports field trip	2	4	-	-
PC30. determine the objectives and goals of the field trip to align with the physical education curriculum	2	4	-	-
PC31. coordinate transportation arrangements, including buses or vans, to ensure smooth logistics	2	4	-	-
PC32. plan a schedule of activities and events for the field trip, considering both competitive and recreational opportunities	2	5	-	-
PC33. develop data collection methods and tools gather quantitative and qualitative data	2	5	-	-
NOS Total	66	134	-	-

### *SPF/N1196: Manage daily routines and operations of the PE department*

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Prepare to start a new academic session</i>	<b>16</b>	<b>32</b>	-	-
PC1. create timetables for PE teacher taking physical education classes during the class hours	2	4	-	-
PC2. assign timing for the after-school hours coaching	2	4	-	-
PC3. conduct investiture ceremony to select school captain, house captains, prefects, etc.	2	4	-	-
PC4. draft notices and guidelines to be published on the department's noticeboard	2	4	-	-

PC5. managing the day-to-day operations of the physical education department, including scheduling, equipment maintenance, and playfield management	2	4	-	-
PC6. develop and implement efficient systems and processes to streamline departmental operations	2	4	-	-
PC7. implement efficient inventory management systems to track and maintain stock levels of equipment, supplies, and materials	2	4	-	-
PC8. coordinate logistics for field trips, competitions, and events, including transportation, permissions, and scheduling, to ensure smooth operations	2	4	-	-
<i>Manage PE and coaching sessions</i>	<b>42</b>	<b>84</b>	<b>-</b>	<b>-</b>
PC9. set clear outcomes and expectations for the PE and coaching sessions	2	4	-	-
PC10. ensure PE teachers, coaches carry out a variety of engaging physical education activities and lessons that align with program goals and standards	2	4	-	-
PC11. ensure effective student engagement strategies are followed	2	4	-	-
PC12. establish clear expectations for behavior and participation from the beginning of each class	2	4	-	-
PC13. review weekly, daily plan of PE teachers, coaches and ensure they follow the same	2	4	-	-
PC14. develop a detailed implementation plan outlining objectives, activities, and timelines for the physical education program	2	4	-	-
PC15. ensure the availability and proper maintenance of equipment and resources needed for program implementation	2	4	-	-
PC16. carry out variety of engaging and age- appropriate activities to promote active participation and skill development	2	4	-	-
PC17. oversee after school team coaching sessions for quality and engagement	2	4	-	-

PC18. establish routines and procedures for equipment setup, cleanup, and storage to promote efficiency	2	4	-	-
PC19. use proximity and nonverbal cues to redirect off-task behavior and maintain focus	2	4	-	-
PC20. demonstrate proper techniques and movements to teach fundamental skills effectively	2	4	-	-
PC21. include opportunities for creative expression through movement or dance	2	4	-	-
PC22. include appropriate safety guidelines and procedures for each activity	2	4	-	-
PC23. provide opportunities for feedback and formative assessment throughout the lesson	2	4	-	-
PC24. incorporate cultural diversity and awareness into the lesson activities	2	4	-	-
PC25. include a cool-down routine and reflection at the end of the lesson	2	4	-	-
PC26. implement assessments for evaluating physical activity proficiency	2	4	-	-
PC27. ensure PE teachers and coaches provide clear instructions and demonstrations for each activity or skill	2	4	-	-
PC28. ensure progressions or variations to challenge students as they develop their skills	2	4	-	-
PC29. integrate opportunities for student self- assessment and reflection	2	4	-	-
<i>Collaborate and coordinate with all stakeholders</i>	<b>7</b>	<b>19</b>	-	-
PC30. collaborate with other faculty members, administrators, and stakeholders to integrate physical education with other academic disciplines	2	4	-	-

PC31. communicate the goals, objectives, and requirements of the physical education program to team members and stakeholders	1	3	-	-
PC32. collaborate with community organizations, sports clubs, and health professionals to expand opportunities for student participation and engagement	1	3	-	-
PC33. utilize various communication tools and platforms, such as newsletters, websites, and social media, to promote and share information about the physical education program	1	3	-	-
PC34. advocate for the importance of physical education and its benefits in the overall well-being and academic success of students	1	3	-	-
PC35. foster positive relationships with parents, students, and stakeholders through clear and consistent communication channels	1	3	-	-
NOS Total	65	135	-	-

### *SPF/N1197: Manage sports events and field trips*

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Conduct sports tournaments and competition</i>	<b>16</b>	<b>24</b>	-	-
PC1. conduct intramural competitions	2	3	-	-
PC2. form technical and non-technical teams to support in organizing the tournament	2	3	-	-
PC3. create checklist for the competition	2	3	-	-
PC4. create fixtures for the competition	2	3	-	-
PC5. create teams for the competition for different age groups, houses, etc.	2	3	-	-

PC6. create registration form for individual and team sport competition	2	3	-	-
PC7. officiate the matches during the competition	2	3	-	-
PC8. create event completion report	2	3	-	-
<i>Conduct annual sports day</i>	<b>10</b>	<b>15</b>	<b>-</b>	<b>-</b>
PC9. conduct a school sports day including creating event schedules, coordinating logistics, and ensuring the smooth flow of activities	2	3	-	-
PC10. prepare and setting up the sports day venue, including fields or tracks, boundaries, and ensuring proper equipment and facilities are in place	2	3	-	-
PC11. ensure fair play	2	3	-	-
PC12. prepare equipment required during the practice leading to sports day, including inventory management, distribution, etc.	2	3	-	-
PC13. collect feedback from participants, staff, and stakeholders, and using this information to improve future events	2	3	-	-
<i>Conduct sports field trips</i>	<b>14</b>	<b>21</b>	<b>-</b>	<b>-</b>
PC14. communicate with students, parents, and staff to provide clear information about the field trip, including dates, times, and required permissions	2	3	-	-
PC15. create clear guidelines for the field trips and get it approved by the parents of the students	2	3	-	-
PC16. allocate field trip duties to the sports and non-sports teachers	3	5	-	-
PC17. ensure transportations, food and lodging, if required, are well arranged in advance	3	5	-	-
PC18. incorporate field trip experience with the learnings of academic and sports subjects	4	5	-	-

NOS Total	40	60	-	-
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### *SPF/N1198: Review performance of the PE department for the year*

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Monitor and evaluate the performance of physical education staff and coaches</i>	<b>20</b>	<b>30</b>	-	-
PC1. establish clear performance expectations and standards for physical education teachers and coaches	2	3	-	-
PC2. regularly observe physical education classes and coaching sessions to assess instructional practices, student engagement, and adherence to curriculum guidelines	2	3	-	-
PC3. provide constructive feedback to staff members based on observations, highlighting strengths and areas for improvement	2	3	-	-
PC4. conduct formal performance evaluations on a regular basis, using a combination of self- assessment, peer feedback, and student feedback	2	3	-	-
PC5. set individualized goals for staff members and collaborate on professional development plans to support their growth and improvement	2	3	-	-
PC6. utilize assessment tools and rubrics to evaluate the effectiveness of physical education instruction and coaching	2	3	-	-
PC7. review lesson plans, unit plans, and assessments to ensure alignment with curriculum objectives and standards	2	3	-	-
PC8. monitor student progress and achievement in physical education, using both qualitative and quantitative measure	2	3	-	-
PC9. encourage self-reflection and self-assessment among staff members, promoting a culture of continuous improvement	2	3	-	-

PC10. recognize and celebrate the accomplishments and contributions of staff members, fostering a positive and motivating work environment	2	3	-	-
<i>Evaluate the effectiveness of the sports events conducted during the year</i>	<b>20</b>	<b>30</b>	<b>-</b>	<b>-</b>
PC11. assess the overall organization and execution of the sports day or athletic meet, ensuring it aligns with the planned objectives and expectations	2	3	-	-
PC12. analyze participant feedback and observations to evaluate the quality and effectiveness of the event, identifying areas for improvement	2	3	-	-
PC13. review performance data, such as timings, scores, and rankings, to assess the competitive aspect of the sports day or athletic meet	2	3	-	-
PC14. gather feedback from parents, spectators, and stakeholders to gauge their satisfaction and perception of the event	2	3	-	-
PC15. conduct a comprehensive review of safety measures and protocols implemented during the event to ensure participant well-being	2	3	-	-
PC16. evaluate the adherence to event rules and regulations, addressing any instances of non- compliance or misconduct	2	3	-	-
PC17. assess the utilization and management of event resources, including equipment, facilities, and personnel	2	3	-	-
PC18. examine the event's impact on promoting sportsmanship, teamwork, and a positive school culture	2	3	-	-
PC19. identify areas of success and highlight noteworthy achievements or outstanding performances during the sports day or athletic meet	2	3	-	-
PC20. provide a detailed evaluation report to the physical education trainer, offering constructive feedback, suggestions for improvement, and recommendations for future events	2	3	-	-
NOS Total	40	60	-	-



**SPF/N1194: Maintain health & safety standards at playfield**

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Conduct risk assessment</i>	<b>10</b>	<b>20</b>	-	-
PC1. conduct a thorough inspection of the playfield to identify any potential hazards or risks that could pose a danger to students	2	4	-	-
PC2. assess the severity and likelihood of identified hazards to determine the level of risk they pose to students' safety	2	4	-	-
PC3. develop a plan to mitigate or eliminate the risks effectively	2	4	-	-
PC4. implement safety signage, set up protective barriers, and provide necessary safety equipment	2	4	-	-
PC5. monitor and review the effectiveness of risk mitigation measures and make necessary adjustments	2	4	-	-
<i>Conduct equipment maintenance</i>	<b>10</b>	<b>30</b>	-	-
PC6. conduct routine inspections of sports equipment to identify any signs of damage, wear, or malfunction	2	6	-	-
PC7. get the sports equipment clean and sanitized to maintain cleanliness, hygiene, and prevent the spread of germs or infections	2	6	-	-
PC8. take immediate action to repair or replace any equipment that is damaged, faulty, or poses a safety risk to students	2	6	-	-

PC9. ensure proper storage of equipment when not in use	2	6	-	-
PC10. maintain detailed records of equipment maintenance activities, including inspections, repairs, and replacements, to track the history and condition of equipment	2	6	-	-
<i>Implement injury prevention measures</i>	<b>10</b>	<b>20</b>	-	-
PC11. ensure that students/participants warm up before physical activities	2	4	-	-
PC12. demonstrate proper technique and form for different movements and exercises to minimize the risk of strains, sprains, or other musculoskeletal injuries	2	4	-	-
PC13. supervise students during physical activities to ensure they are using proper techniques, following safety guidelines, and engaging in safe behaviors	2	4	-	-
PC14. carry out rest and recovery session to prevent overuse injuries	2	4	-	-
PC15. perform first aid and Cardiopulmonary Resuscitation (CPR) when required	2	4	-	-
NOS Total	30	70	-	-

## SPF/N1169: Improve workplace resource usage

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	-	-
<b>power conservation practices</b>	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	2	-	-
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	-	-
<b>waste management/recycling procedures</b>	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	-	-
<b>NOS Total</b>	<b>20</b>	<b>30</b>	-	-

### DGT/VSQ/N0103: Employability Skills (90 Hours)

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>Introduction to Employability Skills</b>	1	1		
PC1. understand the significance of employability skills in meeting the job requirements	-	-	-	-
PC2. identify and explore learning and employability portals				
PC3. research about the different industries, job market trends, latest skills required and the available opportunities				
<b>Constitutional values – Citizenship</b>	1	1	-	-

PC4. identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices	-	-	-	-
PC5. follow environmentally sustainable practices				
<b><i>Becoming a Professional in the 21st Century</i></b>	<b>1</b>	<b>3</b>	-	-
PC6. recognize the significance of 21st Century Skills for employment				
PC7. practice the 21st Century Skills such as Self Awareness, Behavior 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				
<b><i>Basic English Skills</i></b>	<b>3</b>	<b>4</b>	-	-
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	-	-	-	-
<b><i>Career Development &amp; Goal Setting</i></b>	<b>1</b>	<b>2</b>		
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				
<b><i>Communication Skills</i></b>	<b>2</b>	<b>2</b>		
PC14. follow verbal and non-verbal communication etiquette and active listening techniques in various 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	-	-	-	-
<b><i>Diversity &amp; Inclusion</i></b>	<b>3</b>	<b>5</b>	-	-
PC18. communicate and behave appropriately with all genders and PwD	-	-	-	-
PC19. escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
<b><i>Financial and Legal Literacy</i></b>	<b>2</b>	<b>3</b>		
PC20. identify and select reliable institutions for various financial products and services such as bank account, de	-	-	-	-
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			-	-

<b>Essential Digital Skills</b>	<b>3</b>	<b>5</b>	-	-
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	-	-	-	-
<b>Entrepreneurship</b>	<b>2</b>	<b>3</b>	-	-
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	-	-	-	-
<b>Customer Service</b>	<b>1</b>	<b>2</b>	-	-
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	-	-	-	-
<b>Getting ready for apprenticeship &amp; Jobs</b>	<b>2</b>	<b>3</b>	-	-
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	-	-

## Annexure: Assessment Strategy

This section includes the processes involved in identifying, gathering, and interpreting information to evaluate the Candidate on the required competencies of the program.

*Mention the detailed assessment strategy in the provided template.*

<1. Assessment System Overview:

- Batches assigned to the assessment agencies for conducting the assessment on SIP or email
- Assessment agencies send the assessment confirmation to VTP/TC looping SSC
- Assessment agency deploys the ToA certified Assessor for executing the assessment
- SSC monitors the assessment process & records

2. Testing Environment:

- Check the Assessment location, date and time
- If the batch size is more than 30, then there should be 2 Assessors.
- Check that the allotted time to the candidates to complete Theory & Practical Assessment is correct.

3. Assessment Quality Assurance levels/Framework:

- Question bank is created by the Subject Matter Experts (SME) are verified by the other SME
- Questions are mapped to the specified assessment criteria
- Assessor must be ToA certified & trainer must be ToT Certified

4. Types of evidence or evidence-gathering protocol:

- Time-stamped & geotagged reporting of the assessor from assessment location
- Centre photographs with signboards and scheme specific branding

5. Method of verification or validation:

- Surprise visit to the assessment location

6. Method for assessment documentation, archiving, and access

- Hard copies of the documents are stored

**On the Job:**

1. Each module (which covers the job profile of Automotive Service Assistant Technician) will be assessed separately.
2. The candidate must score 60% in each module to successfully complete the OJT.
3. Tools of Assessment that will be used for assessing whether the candidate is having desired skills and etiquette of dealing with customers, understanding needs & requirements, assessing the customer and perform Soft Skills effectively:
  - Videos of Trainees during OJT
  -
4. Assessment of each Module will ensure that the candidate is able to:
  - Effective engagement with the customers
  - Understand the working of various tools and equipment

## Annexure: Acronym and Glossary

## Acronym

Acronym	Description
<b>AA</b>	Assessment Agency
<b>AB</b>	Awarding Body
<b>ISCO</b>	International Standard Classification of Occupations
<b>NCO</b>	National Classification of Occupations
<b>NCrF</b>	National Credit Framework
<b>NOS</b>	National Occupational Standard(s)
<b>NQR</b>	National Qualification Register
<b>NSQF</b>	National Skills Qualifications Framework
<b>OJT</b>	On the Job Training

## Glossary

Term	Description
<b>National Occupational Standards (NOS)</b>	NOS define the measurable performance outcomes required from an individual engaged in a particular task. They list down what an individual performing that task should know and also do.
<b>Qualification</b>	A formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards
<b>Qualification File</b>	A Qualification File is a template designed to capture necessary information of a Qualification from the perspective of NSQF compliance. The Qualification File will be normally submitted by the awarding body for the qualification.
<b>Sector</b>	A grouping of professional activities on the basis of their main economic function, product, service or technology.
<b>Long Term Training</b>	Long-term skilling means any vocational training program undertaken for a year and above. <a href="https://ncvet.gov.in/sites/default/files/NCVET.pdf">https://ncvet.gov.in/sites/default/files/NCVET.pdf</a>