



QUALIFICATION FILE

Sports Gear Specialist

☒ 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: 5

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.	Qualification Name	Sports Gear Specialist																						
2.	Sector/s	Sports																						
3.	Type of Qualification: <input checked="" type="checkbox"/> New <input type="checkbox"/> Revised <input type="checkbox"/> Has Electives/Options <input type="checkbox"/> OEM	NQR Code & version of existing/previous qualification: <i>(change to previous, once approved)</i>	Qualification Name of existing/previous version:																					
4.	a. OEM Name b. Qualification Name <i>(Wherever applicable)</i>	NA																						
5.	National Qualification Register (NQR) Code &Version <i>(Will be issued after NSQC approval)</i>	QG-05-SP-00924-2023-V1-SPEFLSC	6. NCrf/NSQF Level: 5																					
7.	Award (Certificate/Diploma/Advance Diploma/ Any Other <i>(Wherever applicable specify multiple entry/exits also & provide details in annexure)</i>	Certificate																						
8.	Brief Description of the Qualification	The sports gear specialist is a specialized job role that involves providing expert advice and guidance on sports equipment, apparel, and accessories to individuals, teams, or organizations involved in sports activities. Their primary responsibility is to assist users in selecting the right sports gear that suits their needs and enhances their performance.																						
9.	Eligibility Criteria for Entry for Student/Trainee/Learner/Employee	a. Entry Qualification & Relevant Experience: <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>Completed 2nd year of 3-year/ 4-years UG</td> <td></td> </tr> <tr> <td>2.</td> <td>Pursuing 2nd year of 3-year/ 4-years UG and continuing education</td> <td></td> </tr> <tr> <td>3.</td> <td>12th grade Pass</td> <td>2 Years of relevant experience</td> </tr> <tr> <td>4.</td> <td>12th pass with 2 years of any combination of NTC/NAC/CITS or equivalent.</td> <td></td> </tr> <tr> <td>5.</td> <td>10th grade pass</td> <td>4 Years of relevant experience</td> </tr> <tr> <td>6.</td> <td>Certificate-NSQF, Level 4- Store Sales Executive- Sports</td> <td>3 Years of relevant experience</td> </tr> </tbody> </table> b. Age: 18		S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)	1.	Completed 2nd year of 3-year/ 4-years UG		2.	Pursuing 2nd year of 3-year/ 4-years UG and continuing education		3.	12th grade Pass	2 Years of relevant experience	4.	12th pass with 2 years of any combination of NTC/NAC/CITS or equivalent.		5.	10th grade pass	4 Years of relevant experience	6.	Certificate-NSQF, Level 4- Store Sales Executive- Sports	3 Years of relevant experience
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10.	Credits Assigned to this Qualification, Subject to Assessment (as per National Credit Framework (NCrF))	18	11. Common Cost Norm Category (I/II/III) (wherever applicable): NA																										
12.	Any Licensing requirements for Undertaking Training on This Qualification (wherever applicable)																												
13.	Training Duration by Modes of Training Delivery (Specify Total Duration 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>120</td> <td>240</td> <td>90</td> <td>-</td> <td>90</td> <td>540</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)	120	240	90	-	90	540	Online						
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Classroom (offline)	120	240	90	-	90	540																							
Online																													
14.	Aligned to NCO/ISCO Code/s (if no code is available mention the same)	NCO-2015/3423.0205																											
15.	Progression path after attaining the qualification (Please show Professional and Academic progression)	Level-6 (Vertical)- Store Manager-Sports																											
16.	Other Indian languages in which the Qualification & Model Curriculum are being submitted	Hindi																											
17.	Is similar Qualification(s) available on NQR-if yes, justification for this qualification	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No URLs of similar Qualifications:																											
18.	Is the Job Role Amenable to Persons with Disability	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If "Yes", specify applicable type of Disability:																											
19.	How Participation of Women will be Encouraged Golf Instructor	Encouraging the participation of women in the Sports Gear Specialist 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 Sports Gear Specialist: <ol style="list-style-type: none"> 1. Actively reach out to women's clubs, institutes, management colleges, it is to promote the Sports Gear Specialist job role. Participate in career fairs, networking events to engage with the potential candidates. 2. Offer training and development programs specifically designed to enhance the skills and knowledge required for the Sports Gear Specialist job-role. Provide equal opportunities for women to participate in these programs, ensuring they have the necessary expertise to excel in the position. 3. Establish mentorship programs that pair aspiring female Sports Gear Specialist 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. 4. Collaborate with organizations that promote women's empowerment and gender equality at work. Seek sponsorship and funding to support initiatives aimed at encouraging women's participation as Sports Gear Specialist, such as scholarships or mentorship programs.	
20.	Are Greening/ Environment Sustainability Aspects Covered (Specify the NOS/Module which covers it)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
21.	Is Qualification Suitable to be Offered in Schools/Colleges	Schools <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Colleges <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
22.	Name and Contact Details of Submitting / Awarding Body SPOC (In case of CS or MS, provide details of both Lead AB & Supporting ABs)	Name: Priya Dwivedi Email: Priya.dwivedi@sportsskills.in Contact No.: 011-47563351 Website: www.sportsskills.in	
23.	Final Approval Date by NSQC: 31/08/2023	24. Validity Duration: 3 Years	25. Next Review Date: 31/08/2026

Section 2: Module Summary

NOS/s of Qualifications

(In exceptional cases these could be described as components)

SPF/N9104: Understand developments in sports gear product and business

SPF/N9105: Provide need-based consultancy on sports gear selection

SPF/N9106: Provide follow-up consultancy to the user

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 to the curriculum document.

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

S. No	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.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
1.	Understand developments in sports gear product and business	SPF/N9104, v1.0	Core	5	6	55	80	45	-	180	60	140			200	40
2.	Provide need-based consultancy on sports gear selection	SPF/N9105, v1.0	Core	5	5	30	90	30	-	150	40	60			100	20
3.	Provide follow-up consultancy to the user	SPF/N9106, v1.0	Core	5	3	30	45	15	-	90	40	60			100	20
4.	Improve workplace resource usage	SPF/N1169, v1.0	Non-core	3	1	15	15	-	-	30	20	30			50	10
5.	Employability Skills (90 Hours)	DGT/VSQ/N0103, v1.0	Non-core	5	3	45	45	-	-	90	20	30			50	10
Duration (in Hours) / Total Marks				5	18	165	285	90		540	180	320			500	100

Assessment - Minimum Qualifying PercentagePlease 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.	Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	12th Class with specialization in retail with 1 years of academic/industry experience and 2 year of training experience.
2.	Master Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	12th Class with specialization in retail with 2 years of academic/industry experience and 2 year of training experience.
3.	Tools and Equipment Required for Training	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (If "Yes", details to be provided in Annexure)
4.	In Case of Revised Qualification, Details of Any Upskilling Required for Trainer	NA

Section 4: Assessment Related

1.	Assessor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	12th Class with specialization in retail with 2 years of academic/industry experience and 2 year of training experience.
2.	Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	
3.	Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	
4.	Assessment Mode (Specify the assessment mode)	Theoretical and Practical Assessment
5.	Tools and Equipment Required for Assessment	<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.	Latest Skill Gap Study (not older than 2 years) (Yes/No): Work in Progress
2.	Latest Market Research Reports or any other source (not older than 2 years) (Yes/No):
3.	Government /Industry initiatives/ requirement (Yes/No): Yes
4.	Number of Industry validation provided: 30
5.	Estimated nos. of persons to be trained and employed: 200 in three years
6.	Evidence of Concurrence/Consultation with Line Ministry/State Departments: If "No", why: SPEFL-SC submitted the qualification for the line ministry concurrence.

Section 6: Annexure & Supporting Documents Check List

Specify Annexure Name / Supporting document file name

1.	Annexure: NCrf/NSQF level justification based on NCrf level/NSQF descriptors <i>(Mandatory)</i>	Yes
2.	Annexure: List of tools and equipment relevant for qualification <i>(Mandatory, except in case of online course)</i>	Yes
3.	Annexure: Detailed Assessment Criteria <i>(Mandatory)</i>	Yes
4.	Annexure: Assessment Strategy <i>(Mandatory)</i>	Yes
5.	Annexure: Blended Learning <i>(Mandatory, in case selected Mode of delivery is "Blended Learning")</i>	-
6.	Annexure: Multiple Entry-Exit Details <i>(Mandatory, in case qualification has multiple Entry-Exit)</i>	-
7.	Annexure: Acronym and Glossary <i>(Optional)</i>	Yes
8.	Supporting Document: Model Curriculum <i>(Mandatory – Public view)</i>	Yes
9.	Supporting Document: Career Progression <i>(Mandatory - Public view)</i>	Yes
10.	Supporting Document: Occupational Map <i>(Mandatory)</i>	Yes
11.	Supporting Document: Assessment SOP <i>(Mandatory)</i>	Yes
12.	Any other document you wish to submit:	

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
Professional Theoretical Knowledge/Process	The sports gear specialist must be able to state the role and responsibilities and prepare store for the sale of sports gears. He/She should be able to discuss materials used in sports gear: fabrics, leathers, metals, plastics, composites for the suitable gear selection	The job requires well-developed skills, with a clear choice of procedures in familiar context which involves the inspection and assistance to the clients. The sports gear specialist requires knowledge, skills and aptitudes that are needed to carry out sales.	5
Professional and Technical Skills/ Expertise/ Professional Knowledge	The sports gear specialist should be able to recommend suitable products based on customer requirements, highlighting their features and benefits. He/She must demonstrate product usage, if necessary, to showcase its functionality and enhance customer understanding	The sports gear specialist must have knowledge of facts, principles, processes and general concepts, in a field of work or study. The sports gear specialist is responsible for completion of their own work and expected to learn and improve their performance on the job. They will require well-developed practical and cognitive skills to complete their work such as creating training schedules based on the age, abilities and skill levels of the clients. They may also have some responsibility for others' work and learning like those of the clients and sometimes the PATs who might be assisting them.	5
Employment Readiness & Entrepreneurship Skills & Mind-set/Professional Skill	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.	5

Broad Learning Outcomes/Core Skill	The sports gear specialist must be able to carry out gear adjustments and be equipped with the customization options for personalized fit.	Desired mathematical skill; understanding of social, political; and some skill of collecting and organising 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.	5
Responsibility	The sports gear specialist must be able to process sales transactions efficiently and accurately using the store's point of sale (POS) system, if required. They follow standard procedures to deal with accidents and emergency situations. They also process customer orders accurately and efficiently and ensure all necessary details are recorded	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.	5

Annexure: Tools and Equipment (Lab Set-Up)

List of Tools and Equipment

Batch Size:

S. No.	Tool / Equipment Name	Specification	Quantity for specified Batch size
1	Dummy sports products	Standard	1 set
2	Display racks	Standard	1
3	Shelves,	Standard	1
4	Board with product categories	Standard	1
5	Mannequins	Standard	2
6	Hanger	Standard	1 set
7	Shopping bag	Standard	5
8	Printed receipts	Standard	1 roll
9	Printer	Non-slip, breathable	1
10	Calculator	Impact-resistant	1
11	Feedback sheet	Portable, adjustable	30
12	Cart	Standard	2
13	Point of sale system	Standard	1
14	Alcohol-based sanitizer	Hand sanitizer, disinfecting wipes	1 litre
15	Surface disinfectant	Standard	1 Litre

16	First aid kit	Basic essentials	1 box
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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	LinkedIn Profile (if available)
1.	Cosco Polymers Industries Private Ltd.	Neeraj Jain	Managing Director	Roop Nagar, Delhi	011-23843000	mail@cosco.in	
2.	FICCI	Pranav Yadav	Assistant Director	Federation House, tansen marg, Delhi	9911132393	Pranav.yadav@ficci.com	
3.	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, www.acmeskillsindia.com	9987933332	director@acmeskillsindia.com	
4.	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	7777052578	proskillsindia@gmail.com	

				East, Dist : Thane, Maharashtra, www.proskillsindia.com			
5.	Kaahilan Pvt. Ltd.	Rajani kant	Chief Executive Officer	Housing Society, Mahada Colony, Andheri- Mumbai	98201154757	Rajni.kant@rozgarkhoj.com	
6.	Cosco India Limited	Nitian Yadav	Sales Representative	Roop Nagar, Delhi- 110007	9999734533	mail@cosco.in	
7.	Nelco India Pvt. Ltd.	Abhishek Mishra	Zonal Head	Delhi Road, Meerut- 250002	+91-121- 2511149	sales@nelcoworld.com	
8.	Garg Sports Pvt. Ltd.	Manas Rastogi	Business Executive	Khasra No. 867, Village- Datawli, Meerut	080- 486034373	info@gargsports.com	
9.	MPS Sports Equipment Pvt. Ltd.	Subhash Yadav	Chief	Vikas Nagar, Mehta Enclave, New Delhi	9136735802		
10.	SportsFitIndia	Sumit Saini	Customer Manager	Sector 5, Noida	9205303733	sales@sportsfitindia.com	
11.	Vinex	A Bhalla	Chief Executive for Production	A1/1Udyogpuram Industrial Estate, Delhi road, Meerut	+91-121- 2441111	info@vinex.co.in	

[Annexure: Training & 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

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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/N9104: Understand developments in sports gear product and business

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Analyze technical aspects of a sports gear</i>	27	63	-	-
PC1. identify materials used in sports gear: fabrics, leathers, metals, plastics, composites	3	7	-	-
PC2. assess durability for gear that withstands rigorous use	3	7	-	-

PC3. identify performance-enhancing technologies: moisture-wicking fabrics, shock absorption, aerodynamic designs	3	7	-	-
PC4. evaluate weight's impact on performance and recommend optimal gear	3	7	-	-
PC5. evaluate right size, considering brand and model variations	3	7	-	-
PC6. identify safety features: impact resistance, padding, protective elements	3	7	-	-
PC7. explain gear adjustments and customization options for personalized fit	3	7	-	-
PC8. compare gear options based on specifications, highlighting performance differences	3	7	-	-
PC9. communicate maintenance requirements: cleaning, storage, maintenance intervals	3	7	-	-
<i>Conduct market research and trend analysis</i>	18	45	-	-
PC10. conduct market research to identify current and emerging trends in the sports gear industry	3	7	-	-
PC11. identify niche markets or untapped opportunities within the sports gear industry	3	7	-	-
PC12. track and analyze previous sales data to identify popular gear categories, best-selling products, and user preferences	3	7	-	-
PC13. collaborate with suppliers and manufacturers to gain insights into upcoming product releases and innovation	3	8	-	-
PC14. identify and anticipate future market trends to guide product selection	3	8	-	-
PC15. assess the impact of external factors like fashion trends, sports events, and cultural influences on sports gear preferences	3	8	-	-
<i>Assist in managing sports gear inventory</i>	15	32	-	-
PC16. organize sports gear inventory based on product types, sizes, and brands for efficient management	3	8	-	-
PC17. implement stock rotation strategies to ensure the freshness and quality of sports gear items	4	8	-	-

PC18. conduct regular competitor analysis to identify gaps in product assortment	4	8	-	-
PC19. check sales data and user preferences to forecast demand and communicate to sports store manager	4	8	-	-
NOS Total	60	140	-	-

SPF/N9105: Provide need-based consultancy on sports gear selection

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Conduct user need analysis</i>	14	21	-	-
PC1. engage with users to understand their specific requirements, preferences, and goals for sports gear	2	3	-	-
PC2. ask targeted questions to gather information about the user's sport, skill level, frequency of use, and any specific needs or challenges they may have	2	3	-	-
PC3. utilize effective listening skills to actively understand and clarify user needs related to sports gear	2	3	-	-
PC4. conduct thorough discussions with users to identify their desired performance, comfort, and safety features in sports gear	2	3	-	-
PC5. assess the user's budget constraints	2	3	-	-
PC6. evaluate the user's body type, size, and any unique considerations to suggest sports gear options that provide an optimal fit	2	3	-	-
PC7. analyze the user's previous experiences with sports gear to gain insights into their preferences and potential areas for improvement	2	3	-	-
<i>Recommend sports gear</i>	10	15	-	-
PC8. suggest sports gear options that align with their desired level of performance enhancement.	2	3	-	-

PC9. provide gear recommendations that offer the best value for their investment without compromising quality	2	3	-	-
PC10. consider the user's comfort preferences and recommend sports gear that offers the desired level of comfort and fit	2	3	-	-
PC11. propose gear options that provide the necessary protective features for their sport or activity	2	3	-	-
PC12. provide personalized gear recommendations by taking into account the user's specific body type, playing style, and any other individual considerations	2	3	-	-
<i>Maintain personal hygiene and safety at the workplace</i>	16	24	-	-
PC13. create effective routines to ensure healthy and hygienic conditions at the store	2	3	-	-
PC14. ensure work premises are constantly monitored/inspected for undesirable breaches in health and hygiene measures	2	3	-	-
PC15. perform safety checks before operation of any electrical equipment	2	3	-	-
PC16. wear protective clothing and gear as and when required and ensure adherence to safety guidelines	2	3	-	-
PC17. report potential hazards to the manager immediately	2	3	-	-
PC18. follow standard procedures to deal with accidents and emergency situations	2	3	-	-
PC19. use first aid kit as and when required and provide appropriate treatment in case of any injuries	2	3	-	-
PC20. perform Cardiopulmonary Resuscitation (CPR)	2	3	-	-
NOS Total	40	60	-	-

SPF/N9106: Provide follow-up consultancy to the user

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Evaluate the effectiveness of the consultancy</i>	28	42	-	-
PC1. collect feedback from users regarding their satisfaction with the sports gear consultation	2	3	-	-
PC2. analyze the outcomes and impact of the recommended sports gear on users' performance and satisfaction levels	2	3	-	-
PC3. review user testimonials to gauge the effectiveness of the consultation process	2	3	-	-
PC4. identify areas of improvement based on feedback received from users	2	3	-	-
PC5. assess the extent to which user needs were met during the consultation	2	3	-	-
PC6. determine the success of post-purchase support and assistance provided	2	3	-	-
PC7. assess the level of engagement and rapport- building achieved during the consultation	2	3	-	-
PC8. identify any gaps in product knowledge or expertise that could be addressed for future consultations	2	3	-	-
PC9. evaluate the efficiency and effectiveness of the post-consultancy follow-up process	2	3	-	-
PC10. assess the impact of the consultation on user loyalty and likelihood of repeat business	2	3	-	-
PC11. identify opportunities for upselling or cross- selling based on user feedback and preferences	2	3	-	-

PC12. evaluate the accuracy and relevance of the product recommendations provided	2	3	-	-
PC13. identify any challenges or issues faced by users and evaluate how they were resolved	2	3	-	-
PC14. determine the overall user experience and identify opportunities for improvement	2	3	-	-
<i>Work effectively with others</i>	12	18	-	-
PC15. interact (verbal, non-verbal and written) in a gender, disability, and culturally sensitive manner	2	3	-	-
PC16. promote a safe and interactive environment	2	3	-	-
PC17. identify and report inappropriate behavior (e.g. sexual harassment) to appropriate authority	2	3	-	-
PC18. share product knowledge and best practices with team members	3	4	-	-
PC19. assist and support team members during peak times or as required	3	5	-	-
NOS Total	40	60	-	-

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	-	-

power conservation practices	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	-	-
waste management/recycling procedures	8	8	-	-
PC9. determine recyclable and non-recyclable, and hazardous waste generated	2	2	-	-
PC10. separate waste into different categories	2	2	-	-
PC11. discard non-recyclable waste appropriately	2	2	-	-
PC12. store recyclable and reusable materials in a designated spot	2	2	-	-
NOS Total	20	30	-	-

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

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Introduction to Employability Skills	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				
Constitutional values – Citizenship	1	1	-	-
PC4. identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices	-	-	-	-
PC5. follow environmentally sustainable practices				
Becoming a Professional in the 21st Century	1	3	-	-

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				
Basic English Skills	3	4	-	-
PC9. use basic English for everyday conversation in different contexts, in person and over the telephone				
PC10. read and understand routine information, notes, instructions, mails, letters etc. written in English				
PC11. write short messages, notes, letters, e-mails etc. in English	-	-	-	-
Career Development & Goal Setting	1	2		
PC12. identify career goals based on the skills, interests, knowledge, and personal attributes				
PC13. prepare a career development plan with short- and long-term goals				
Communication Skills	2	2		
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	-	-	-	-
Diversity & Inclusion	3	5	-	-
PC18. communicate and behave appropriately with all genders and PwD	-	-	-	-
PC19. escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
Financial and Legal Literacy	2	3		
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			-	-
Essential Digital Skills	3	5	-	-
PC24. operate digital devices and use their features and applications securely and safely	-	-	-	-

PC25. carry out basic internet operations by connecting to the internet safely and securely, using the mobile data or other available networks through Bluetooth, Wi-Fi, etc.	-	-	-	-
PC26. display responsible online behaviour while using various social media platforms	-	-	-	-
PC27. create a personal email account, send and process received messages as per requirement	-	-	-	-
PC28. carry out basic procedures in documents, spreadsheets and presentations using respective and appropriate applications	-	-	-	-
PC29. utilize virtual collaboration tools to work effectively	-	-	-	-
Entrepreneurship	2	3	-	-
PC30. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	-	-
PC31. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	-	-
PC32. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-	-	-
Customer Service	1	2	-	-
PC33. identify different types of customers and ways to communicate with them	-	-	-	-
PC34. identify and respond to customer requests and needs in a professional manner	-	-	-	-
PC35. use appropriate tools to collect customer feedback	-	-	-	-
PC36. follow appropriate hygiene and grooming standards	-	-	-	-
Getting ready for apprenticeship & Jobs	2	3	-	-
PC37. create a professional Curriculum vitae (Résumé)	-	-	-	-
PC38. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-
PC39. apply to identified job openings using offline /online methods as per requirement	-	-	-	-
PC40. answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-	-
PC41. identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	-	-
NOS TOTAL	20	30	-	-

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
AA	Assessment Agency

AB	Awarding Body
ISCO	International Standard Classification of Occupations
NCO	National Classification of Occupations
NCrF	National Credit Framework
NOS	National Occupational Standard(s)
NQR	National Qualification Register
NSQF	National Skills Qualifications Framework
OJT	On the Job Training

Glossary

Term	Description
National Occupational Standards (NOS)	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.
Qualification	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
Qualification File	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.
Sector	A grouping of professional activities on the basis of their main economic function, product, service or technology.
Long Term Training	Long-term skilling means any vocational training program undertaken for a year and above. https://ncvet.gov.in/sites/default/files/NCVET.pdf