



QUALIFICATION FILE

Sports Goods Manufacturing Helper

☒ 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: 2

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 Goods Manufacturing Helper								
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-02-SP-00606-2023-V1-SPEFLSC	6. NCrf/NSQF Level: 2							
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	Sports goods manufacturing helper are responsible for assisting with the production process in factories. Moves carts and dollies with items on them, unloads trucks and boxes, and loads pieces onto conveyor belts, assists in cleanup, start up and stop equipment, etc.								
9.	Eligibility Criteria for Entry for Student/Trainee/Learner/Employee	a. Entry Qualification & Relevant Experience: <table border="1" style="width: 100%;"> <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>Ability to read & write</td> <td>1 Year of relevant experience</td> </tr> </tbody> </table> b. Age: 18 Year			S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)	1.	Ability to read & write	1 Year of relevant experience
S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)								
1.	Ability to read & write	1 Year of relevant experience								
10.	Credits Assigned to this Qualification, Subject to Assessment <i>(as per National Credit Framework (NCrF))</i>	8	11. Common Cost Norm Category (I/II/III) <i>(wherever applicable):</i> NA							
12.	Any Licensing requirements for Undertaking Training on This Qualification <i>(wherever applicable)</i>	NA								

13.	Training Duration by Modes of Training Delivery (Specify Total Duration as per selected training delivery modes and as per requirement of the qualification)	<div> <input checked="" type="checkbox"/>Offline <input type="checkbox"/>Online <input type="checkbox"/>Blended (Refer Blended Learning Annexure for details) </div> <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>60</td> <td>120</td> <td>30</td> <td>-</td> <td>30</td> <td>240</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)	60	120	30	-	30	240	Online						
Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Man. (Hours)	OJT Rec. (Hours)	ES (Hours)	Total (Hours)																	
Classroom (offline)	60	120	30	-	30	240																	
Online																							
14.	Aligned to NCO/ISCO Code/s (if no code is available mention the same)	NCO-2015/9329.8101																					
15.	Progression path after attaining the qualification (Please show Professional and Academic progression)	Level-3 (Vertical) Sports Bat & Racquet Craftsperson (Junior)/ Sports Ball Craftsperson (Junior)																					
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	<p>In India, encouraging the participation of women in the sports goods manufacturing helper job-role requires addressing specific challenges and taking into account the prevalent scenarios. Here are some practical strategies that can be implemented:</p> <ol style="list-style-type: none"> 1. Women-centric skill development programs: Collaborate with vocational training institutes and organizations to implement skill development programs specifically targeted at women interested in sports goods manufacturing. These programs should focus on practical training in machine operation, assembly techniques, quality control, and safety protocols, providing women with the necessary skills to excel in the job-role. 2. Government incentives and support: Advocate for government incentives and support for companies hiring and training women in sports goods manufacturing. This could include subsidies for training programs, and financial assistance for setting up women-centric manufacturing units 3. Addressing safety concerns: Establish stringent safety protocols and provide a safe working environment for women in the manufacturing units 4. Collaborations with women's organizations: form partnerships with women's organizations and NGOs working towards women's empowerment. 																					

		5. Flexibility in working hours: Recognize the responsibilities women may have outside of work and provide flexible working hours. This could include options for part-time work, job-sharing arrangements, or shift timings that accommodate their personal commitments.	
20.	Are Greening/ Environment Sustainability Aspects Covered <i>(Specify the NOS/Module which covers it)</i>	<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 <i>(In case of CS or MS, provide details of both Lead AB & Supporting ABs)</i>	Name: Priya Dwivedi Email: Priya.dwivedi@sportsskills.in Contact No.: 011-47563351 Website: www.sportsskills.in	
23.	Final Approval Date by NSQC: 23/06/2023	24. Validity Duration: 3 Years	25. Next Review Date: 23/06/2026

Section 2: Module Summary

NOS/s of Qualifications

(In exceptional cases these could be described as components)

SPF/N8101: Assist in production of sports goods

SPF/N8102: Maintain waste and scrap control

SPF/N1169: Improve workplace resource usage

DGT/VSQ/N0101: Employability Skills (30 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. 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.	Assist in production of sports goods	SPF/N8101	Core	2	3	35	40	15	-	90	50	100			150	43
2.	Maintain waste and scrap control	SPF/N8102	Core	2	3	15	60	15	-	90	33	67			100	29
3.	Improve workplace resource usage	SPF/N1169	Non-core	2	1	10	20	-	-	30	20	30			50	14
4.	Employability Skills (30 Hours)	DGT/VSQ/N0101	Non-core	2	1	15	15	-	-	30	20	30			50	14
Duration (in Hours) / Total Marks					8	75	135	30		240	123	227			300	100

Assessment - Minimum Qualifying PercentagePlease specify **any one** of the following:**Minimum Pass Percentage – Aggregate at qualification level: 50 %** (Every Trainee should score specified minimum aggregate passing percentage at qualification level to successfully clear the assessment.)**Minimum Pass Percentage – NOS/Module-wise: 50 %** (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 working at Sports goods manufacturing unit as an assistant, supervisor, manager with 1 years of academic/industry experience and 1 year of training experience.
2.	Master Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	Graduation with specialization in working at Sports goods manufacturing unit as an assistant, supervisor, manager with 3 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 working at Sports goods manufacturing unit as an assistant, supervisor, manager with 2 years of academic/industry experience and 1 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: 15
5.	Estimated nos. of persons to be trained and employed: 500 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	Sports goods manufacturing helper are responsible for assisting with the production process in factories. Moves carts and dollies with items on them, unloads trucks and boxes, and loads pieces onto conveyor belts, assists in cleanup, start up and stop equipment, etc.	Work in familiar, predictable, routine, the situation of clear choice. Key tasks of a sports goods manufacturing helper Prioritizes and schedules the work in the most efficient order for the day, accounting for inventory, maintenance schedules, etc.	2
Professional and Technical Skills/ Expertise/ Professional Knowledge	Sports goods manufacturing helper should have a knowledge of manual handling techniques and how to operate industrial vehicles.	Sports goods manufacturing helper 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 skills to complete their work.	2
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.	2
Broad Learning Outcomes/Core Skill	Sports goods manufacturing helper should be able to read and understand all usage and safety manuals and communicate in a clear and polite manner.	The person in charge should be able to read, write and do basic arithmetic to write down schedules and read and understand all usage and safety manuals.	2
Responsibility	The key responsibility of Sports goods manufacturing helper is to clean machine and ensures that it is in safe and proper working order for the next shift	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.	2

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	First aid kit	Basic essentials	1
2	Whistle		30
3	Stopwatch		5
4	Forklift		1
5	PPE Kit	Personal Protective Equipment	30
6	Fire Extinguisher		2
7	Stretcher Wrench (all sizes)	Various sizes	2 sets (multiple sizes)
8	Screwdriver – set	Assorted screwdriver set	2 sets
9	Sanitizing agents	Hand sanitizer, disinfecting wipes	1 litre
10	Gloves	Non-slip, breathable	30
11	Safety goggles	Impact-resistant	30
12	Ladder	Portable, adjustable	1

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 East, Dist : Thane, Maharashtra, www.proskillsindia.com	7777052578	proskillsindia@gmail.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-Datawali, 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	150	150	40	40	-	-
2	150	150	40	40	-	-
3	200	200	50	50	-	-

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/N8101: Assist in Production of Sports Goods

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Assist in preparing for the production of sports goods</i>	16	24	-	-
PC1. identify the work order and is able to meet the timelines as specified by the supervisor	4	4	-	-

PC2. prioritizes and schedules the work in the most efficient order for the day, accounting for inventory, maintenance schedules, etc.	2	4	-	-
PC3. help with machine setup by ensuring that materials and tools are correct, available, and ready to use.	2	4	-	-
PC4. load materials and/or removes product to prevent bottlenecks from forming.	2	4	-	-
PC5. assist in the monitoring of production equipment, under direction, to ensure machine operation is within acceptable limits.	2	4	-	-
PC6. provide relevant information (e.g., inventory levels, production numbers, build records, etc.) in order to enable decision- makers to have reliable information for review.	4	4	-	-
Handle production materials	14	28	-	-
PC7. ensure self and others use appropriate lifting and handling techniques according to Occupational Health and Safety (OHS) standards and SOPs	2	4	-	-
PC8. assess safest and most efficient way to move materials to appropriate destination(s)	2	4	-	-
PC9. select appropriate equipment to aid in material handling, as required.	2	4	-	-
PC10. ensure the availability of the material to run the order	2	4	-	-
PC11. follow quality processes to identify nonconforming materials	2	4	-	-
PC12. mix ingredients, according to procedure	2	4	-	-
PC13. load and unloads processing equipment or conveyance used to receive raw materials or to ship finished products	2	4	-	-
Assist with equipment handling	20	48	-	-
PC14. clean and lubricates equipment	2	6	-	-
PC15. replace damaged or worn equipment parts	2	6	-	-
PC16. turn valves to regulate flow of liquids or air, to reverse machine, to start pump, and to regulate equipment	2	6	-	-
PC17. mark or tags identification on parts	2	6	-	-

PC18. place or position equipment or partially assembled product for further processing, manually, or using hoist	2	4	-	-
PC19. adjust machine settings to complete tasks accurately according to specifications and in a timely fashion	2	4	-	-
PC20. perform pre-operation activities on one or more pieces of equipment to ensure proper start- up and operation	2	4	-	-
PC21. follow appropriate procedures for changing over the machine to prepare for next order	2	4	-	-
PC22. check output quality to ensure it is as per the instruction	2	4	-	-
PC23. clean machine and ensures that it is in safe and proper working order for the next shift	2	4	-	-
NOS Total	50	100	-	-

SPF/N8102: Maintain Waste and Scrap Control

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Handle waste and recyclable materials</i>	22	45	-	-
PC1. report of materials ordered, materials used, and waste/scrap generated in order to ultimately reduce waste/scrap	2	4	-	-
PC2. categorizes waste according to SOPs and determines if waste is hazardous and/or regulated by legislation to ensure compliance	2	4	-	-
PC3. store the waste according to the waste characteristics and storage requirements	2	4	-	-
PC4. ensure all hazardous waste is labelled, stored, and/or sent to the correct location as per internal and external requirements to minimize harm to people and the environment	2	4	-	-
PC5. keep records to provide evidence that the waste is stored according to all requirements	2	5	-	-
PC6. remove product, machine attachments, and waste material from machine	2	4	-	-
PC7. identify recyclable and non-recyclable, and hazardous waste generated	2	4	-	-

PC8. segregate waste into different categories	2	4	-	-
PC9. dispose non-recyclable waste appropriately	2	4	-	-
PC10. deposit recyclable and reusable material at identified location	2	4	-	-
PC11. follow processes specified for disposal of hazardous waste	2	4	-	-
<i>Follow safe housekeeping practices</i>	5	10	-	-
PC12. practice good housekeeping in own area to reduce risk of injury to self and others.	1	2	-	-
PC13. use lockout/tag-out procedures when repairing/servicing tools and equipment.	1	2	-	-
PC14. ensures self and others use personal protective equipment (e.g., face masks, gloves, safety glasses, steel-toed boots, hearing protection, etc.).	1	2	-	-
PC15. inspect tools, materials, equipment, and machines prior to use for visible defects and informs appropriate personnel if damage found	1	2	-	-
PC16. report health and safety hazards, injuries, or concerns, including any unsafe machine practices, damaged equipment, and workplace harassment to supervisors.	1	2	-	-
<i>Work effectively with others</i>	6	12	-	-
PC17. interact (verbal, non-verbal and written) in a gender, disability, and culturally sensitive manner	2	4	-	-
PC18. promote a safe and interactive environment	2	4	-	-
PC19. identify and report inappropriate behaviour (e.g. sexual harassment) to appropriate authority	2	4	-	-
NOS Total	33	67	-	-

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	-	-
<i>power conservation practices</i>	8	10	-	-
PC5. determine ways to optimize usage of electricity/energy in various tasks/activities/processes	2	3	-	-
PC6. ensure if the equipment/machine is functioning normally before commencing work and rectify wherever required	2	3	-	-
PC7. report equipment malfunctions (fumes/sparks/emission/vibration/noise) and lapses in maintenance	2	2	-	-
PC8. ensure that all electrical equipment and appliances are correctly connected and turned off when not in use	2	2	-	-
<i>waste management/recycling procedures</i>	8	8	-	-
PC9. determine recyclable and non-recyclable, and hazardous waste generated	2	2	-	-
PC10. separate waste into different categories	2	2	-	-
PC11. discard non-recyclable waste appropriately	2	2	-	-
PC12. store recyclable and reusable materials in a designated spot			-	-

	2	2		
Total Marks	20	30	-	-

DGT/VSQ/N0101: Employability Skills (30 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	-	-	-	-
Constitutional values – Citizenship	1	1	-	-
PC2. identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices	-	-	-	-
Becoming a Professional in the 21st Century	1	3	-	-
PC3. explain 21st Century Skills such as SelfAwareness, Behavior Skills, Positive attitude, self-motivation, problem-solving, creative thinking, time management, social and cultural awareness, emotional awareness, continuous learning mindset etc	-	-	-	-
Basic English Skills	2	3	-	-
PC4. speak with others using some basic English phrases or sentences	-	-	-	-
Communication Skills	1	1		
PC5. follow good manners while communicating with others	-	-		
PC6. work with others in a team	-	-	-	-
Diversity & Inclusion	1	1	-	-
PC7. communicate and behave appropriately with all genders and PwD	-	-	-	-
PC8. report any issues related to sexual harassment	-	-	-	-
Financial and Legal Literacy	3	4		

PC9. use various financial products and services safely and securely	-	-	-	-
PC10. calculate income, expenses, savings etc.	-	-		
PC11. approach the concerned authorities for any exploitation as per legal rights and laws	-	-		
Essential Digital Skills	4	6		
PC12. operate digital devices and use its features and applications securely and safely	-	-		
PC13. use internet and social media platforms securely and safely	-	-		
Entrepreneurship	3	5		
PC14. identify and assess opportunities for potential business	-	-		
PC15. identify sources for arranging money and associated financial and legal challenges	-	-		
Customer Service	2	2		
PC16. identify different types of customers	-	-		
PC17. identify customer needs and address them appropriately	-	-		
PC18. follow appropriate hygiene and grooming standards	-	-		
Getting ready for apprenticeship & Jobs	1	3		
PC19. create a basic biodata	-	-		
PC20. search for suitable jobs and apply	-	-		
PC21. identify and register apprenticeship opportunities as per requirement	-	-		
Total Marks	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