



## QUALIFICATION FILE

### Store Manager-Sports

☒ 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: 6

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>Store Manager-Sports</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-06-SP-00925-2023-V1-SPEFLSC	6. <b>NCrF/NSQF Level:</b> 6																								
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>	The Store Manager-Sports is responsible for overseeing the day-to-day operations of a retail store that sells sports-related products. This job role involves managing a team of sales associates, ensuring that the store meets sales goals, and providing excellent customer service to customers.																									
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 1-year PG diploma after 3-year UG degree</td> <td></td> </tr> <tr> <td>2.</td> <td>Completed 4th year UG (in case of 4-year UG)</td> <td></td> </tr> <tr> <td>3.</td> <td>Pursuing 4th year UG (in case of 4-year UG) and continuing education</td> <td></td> </tr> <tr> <td>4.</td> <td>Completed 3-Year UG Degree</td> <td>1 year of relevant experience</td> </tr> <tr> <td>5.</td> <td>Certificate-NSQF (Level 5- Sports Gear specialist)</td> <td>3 Years of relevant experience</td> </tr> <tr> <td>6.</td> <td>12th grade Pass</td> <td>4 Years of relevant experience</td> </tr> <tr> <td>7.</td> <td>12th Grade Pass with 2 years of any combination of NTC/NAC/CITS</td> <td></td> </tr> </tbody> </table>		S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)	1.	Pursuing 1-year PG diploma after 3-year UG degree		2.	Completed 4th year UG (in case of 4-year UG)		3.	Pursuing 4th year UG (in case of 4-year UG) and continuing education		4.	Completed 3-Year UG Degree	1 year of relevant experience	5.	Certificate-NSQF (Level 5- Sports Gear specialist)	3 Years of relevant experience	6.	12th grade Pass	4 Years of relevant experience	7.	12th Grade Pass with 2 years of any combination of NTC/NAC/CITS	
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		<b>b. Age: 18</b>						
<b>10.</b>	<b>Credits Assigned to this Qualification, Subject to Assessment</b> (as per National Credit Framework (NCrF))	22	<b>11. Common Cost Norm Category (I/II/III)</b> (wherever applicable): NA					
<b>12.</b>	<b>Any Licensing requirements for Undertaking Training on This Qualification</b> (wherever applicable)							
<b>13.</b>	<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)						
		<b>Training Delivery Modes</b>	<b>Theory (Hours)</b>	<b>Practical (Hours)</b>	<b>OJT Man. (Hours)</b>	<b>OJT Rec. (Hours)</b>	<b>ES (Hours)</b>	<b>Total (Hours)</b>
		Classroom (offline)	150	300	120	-	90	660
		Online						
<b>14.</b>	<b>Aligned to NCO/ISCO Code/s</b> (if no code is available mention the same)	NCO-2015/2434.0204						
<b>15.</b>	<b>Progression path after attaining the qualification</b> (Please show Professional and Academic progression)	Level-7 (Vertical)- Regional Head						
<b>16.</b>	<b>Other Indian languages in which the Qualification &amp; Model Curriculum are being submitted</b>	Hindi						
<b>17.</b>	<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>						
<b>18.</b>	<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>						
<b>19.</b>	<b>How Participation of Women will be Encouraged</b>	Encouraging the participation of women in the store manager-sports 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 store manager-sports: <ol style="list-style-type: none"> <li>1. Actively reach out to women's clubs, institutes, management colleges, it is to promote the store manager-sports job role. Participate in career fairs, networking events to engage with the potential candidates.</li> <li>2. Offer training and development programs specifically designed to enhance the skills and knowledge required for the store manager-sports job-role. Provide equal</li> </ol>						

		<p>opportunities for women to participate in these programs, ensuring they have the necessary expertise to excel in the position.</p> <p>3. Establish mentorship programs that pair aspiring female store manager-sports 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.</p> <p>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 store manager-sports, such as scholarships or mentorship programs.</p>	
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: Priya Dwivedi</b> <b>Email: Priya.dwivedi@sportsskills.in</b> <b>Contact No.: 011-47563351</b> <b>Website: www.sportsskills.in</b>	
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/N9107: Develop recruitment and sales plan for sports retail store

SPF/N9108: Manage the operations of a sports retail store

SPF/N8126: Manage Supply Chain of the sports retail store

SPF/N9109: Implement health &amp; safety measures at sports retail store

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. 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.	Develop recruitment and sales plan for sports retail store	SPF/N9107, v1.0	Core	6	3	60	105	30	-	195	60	140			200	28
2.	Manage the operations of a sports retail store	SPF/N9108, v1.0	Core	6	6	30	75	30	-	135	60	140			200	28
3.	Manage Supply Chain of the sports retail store	SPF/N8126, v1.0	Core	6	7	30	60	45	-	135	32	68			100	14
4.	Implement health & safety measures at sports retail store	SPF/N89109, v1.0	Core	5	2	15	45	15		75	30	70			100	14
5.	Improve workplace resource usage	SPF/N1169, v1.0	Non-core	3	1	15	15	-	-	30	20	30			50	8
6.	Employability Skills (90 Hours)	DGT/VSQ/N0103, v1.0	Non-core	5	3	45	45	-	-	90	20	30			50	8
<b>Duration (in Hours) / Total Marks</b>					22	195	345	120		660	222	478			700	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)	12th Class with specialization in retail with 2 years of academic/industry experience and 2 years of training experience.
2.	<b>Master Trainer's Qualification and experience in the relevant sector (in years)</b> (as per NCVET guidelines)	12th Class with specialization in retail with 2 years of academic/industry experience and 2 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)	12th Class with specialization in retail with 2 years of academic/industry experience and 3 years of training experience.
2.	<b>Proctor's Qualification and experience in relevant sector (in years)</b> (as per NCVET guidelines)	
3.	<b>Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years)</b> (as per NCVET guidelines)	
4.	<b>Assessment Mode</b> (Specify the assessment mode)	<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 <i>(details to be provided in Annexure-if it is different for Assessment)</i>
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## 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> 15
5.	<b>Estimated nos. of persons to be trained and employed:</b> 500 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 <i>(Mandatory)</i>	Yes
2.	<b>Annexure:</b> List of tools and equipment relevant for qualification <i>(Mandatory, except in case of online course)</i>	Yes
3.	<b>Annexure:</b> Detailed Assessment Criteria <i>(Mandatory)</i>	Yes
4.	<b>Annexure:</b> Assessment Strategy <i>(Mandatory)</i>	Yes
5.	<b>Annexure:</b> Blended Learning <i>(Mandatory, in case selected Mode of delivery is "Blended Learning")</i>	-
6.	<b>Annexure:</b> Multiple Entry-Exit Details <i>(Mandatory, in case qualification has multiple Entry-Exit)</i>	-
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 (Mandatory)	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>	Store Manager, co-ordinate and schedule the activities of executives. They resolve work problems and recommend work measures to improve productivity and product quality. They are also expected to train staff in job duties, safety procedures and company policy.	Work in familiar, predictable, routine, the situation of clear choice. Key tasks of a store managers are to prioritize and schedule the work in the most efficient order for the day.	6
<b>Professional and Technical Skills/ Expertise/ Professional Knowledge</b>	Store Managers should have a knowledge of inventory management quality. They should also have a knowledge of inventory management, supply chain and the workforce management.	Store managers are 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.	6
<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.	6
<b>Broad Learning Outcomes/Core Skill</b>	Store Managers should be able to communicate in a clear and polite manner.	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	6

		occupation, and know 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.	
<b>Responsibility</b>	The key responsibility of the store manager is to co-ordinate and schedule the activities of executives who prepare store for the sale and display all the products in the hangers and the shelves. They resolve work problems and recommend work measures to improve productivity and product quality.	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.	6

## 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	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

Store Manager-Sports

## 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 ,	7777052578	proskillsindia@gmail.com	

				Chinchpada, Kalyan 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	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

Store Manager-Sports


*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/N9107: Develop recruitment and sales plan for sports retail store

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Set sales goals and analyze performance data</i>	<b>14</b>	<b>35</b>	-	-
PC1. utilize historical data, market research, and industry insights for accurate sales forecasting	2	5	-	-
PC2. adjust forecasts based on seasonality, trends, and external factors that may influence sales	2	5	-	-
PC3. establish specific and measurable sales targets for revenue, units sold, or average transaction value	2	5	-	-
PC4. break down the annual sales goal into smaller, time-bound targets for better tracking and evaluation	2	5	-	-
PC5. consider market conditions and industry trends when setting sales goals to align with customer demand	2	5	-	-
PC6. analyze sales data to identify strengths, weaknesses, and opportunities	2	5	-	-
PC7. evaluate product performance, customer behavior, and sales trends for informed decision- making	2	5	-	-
<i>Develop sales marketing strategies</i>	<b>16</b>	<b>40</b>	-	-
PC8. identify and define target customer segments based on preferences, needs, and purchasing patterns	2	5	-	-
PC9. tailor sales strategies to effectively attract and retain the identified target markets	2	5	-	-
PC10. create impactful marketing initiatives aligned with sales goals	2	5	-	-
PC11. utilize various channels such as social media, email marketing, and partnerships to reach target customers	2	5	-	-

PC12. develop compelling promotional campaigns to drive engagement and increase	2	5	-	-
PC13. determine competitive pricing strategies that maximize revenue and profitability	2	5	-	-
PC14. develop discount strategies to drive sales during peak periods or for specific products	2	5	-	-
PC15. regularly analyze pricing data, market trends, and customer behavior to adjust pricing and discounting approaches	2	5	-	-
<i>Develop inventory management plan</i>	10	25	-	-
PC16. analyze product performance to identify top- selling items and prioritize their availability	2	5	-	-
PC17. plan inventory levels to ensure optimal stock availability while minimizing excess inventory	2	5	-	-
PC18. monitor market trends and customer preferences to adjust product assortment and make informed inventory purchasing decisions	2	5	-	-
PC19. review slow-moving or outdated inventory and develop strategies to clear or reposition those products	2	5	-	-
PC20. coordinate with suppliers to ensure timely delivery and maintain a balance between inventory turnover and availability of popular products	2	5	-	-
<i>Plan and recruit sales team for the sports store</i>	<b>10</b>	<b>20</b>	-	-
PC21. determine the staffing needs and roles required to achieve the goals of the sports store	2	4	-	-
PC22. develop a recruitment plan to attract the right workforce for the sports store using internal and external sources	2	4	-	-



PC23. determine the suitable mix of full-time, part- time, temporary, and contractual workers based on the store's needs	2	4	-	-
PC24. ensure a fair and unbiased recruitment process for all candidates	2	4	-	-
PC25. promote diversity by actively seeking a workforce with diverse backgrounds and perspectives for the sports store	2	4	-	-
PC26. provide comprehensive product training to equip the sports store sales team and consultants with in-depth knowledge	2	4	-	-
PC27. offer ongoing sales technique training to enhance the team's selling skills and customer interaction	2	4	-	-
PC28. implement a performance-based incentive program to motivate and reward high-performing sales team members	2	4	-	-
PC29. conduct regular coaching and feedback sessions to support individual growth and improvement	2	4	-	-
PC30. foster a collaborative team environment that encourages knowledge sharing and best practices	2	4	-	-
NOS Total	60	140	-	-

### SPF/N9108: Manage the operations of a sports retail store

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Enhance Store Layout and Merchandising</i>	<b>10</b>	<b>25</b>	-	-
PC1. strategize product placement to optimize store layout and maximize visibility	2	5	-	-
PC2. utilize advanced visual merchandising techniques to enhance product presentation and drive sales	2	5	-	-
PC3. analyze customer flow patterns to inform layout adjustments and improve the shopping experience	2	5	-	-

PC4. implement digital signage and interactive displays to create an engaging and immersive environment	2	5	-	-
PC5. collaborate with suppliers and brands to curate appealing product displays aligned with the store's branding and target audience	2	5	-	-
<i>Enhance customer service</i>	<b>10</b>	<b>25</b>	<b>-</b>	<b>-</b>
PC6. implement a personalized customer service approach to exceed expectations and build strong customer relationships	2	5	-	-
PC7. develop advanced training programs to equip staff with in-depth product knowledge, return and exchange processes and exceptional sales techniques	2	5	-	-
PC8. implement advanced customer feedback mechanisms to gather insights and continuously improve service quality	2	5	-	-
PC9. establish clear and customer-friendly return and exchange policies to facilitate hassle-free customer experiences	2	5	-	-
PC10. review and update return and exchange policies to align with industry standards and customer expectations	2	5	-	-
<i>Implement systems for cash &amp; data management</i>	<b>10</b>	<b>25</b>	<b>-</b>	<b>-</b>
PC11. implement modern POS systems to streamline transactions and improve efficiency	2	5	-	-
PC12. integrate inventory management software with the POS system for real-time stock tracking and accurate product availability	2	5	-	-
PC13. utilize mobile payment options to offer convenient and seamless checkout experiences for customers	2	5	-	-
PC14. regularly update and maintain POS hardware and software to ensure smooth operations and data security	2	5	-	-
PC15. leverage customer relationship management (CRM) tools to capture and analyze customer data for targeted marketing and personalized service	2	5	-	-
<i>Implement systems for security and loss prevention</i>	<b>10</b>	<b>25</b>	<b>-</b>	<b>-</b>

PC16. implement security protocols to protect the store's assets, including surveillance systems, access control measures, and alarm systems	2	5	-	-
PC17. train staff on loss prevention techniques, such as identifying and addressing potential theft or fraud incidents	2	5	-	-
PC18. conduct regular inventory audits to detect and address any discrepancies or potential inventory shrinkage	2	5	-	-
PC19. implement secure cash handling procedures	2	5	-	-
PC20. collaborate with local law enforcement and security agencies to ensure a swift response in case of security breaches or emergencies	2	5	-	-
<i>Implement sales analysis and performance tracking</i>	<b>20</b>	<b>40</b>	<b>-</b>	<b>-</b>
PC21. analyze sales data to identify trends, patterns, and areas of opportunity	2	4	-	-
PC22. monitor key performance indicators (KPIs) such as sales revenue, conversion rates, and average transaction value	2	4	-	-
PC23. conduct sales performance evaluations to assess individual and team performance	2	4	-	-
PC24. identify top-performing products, categories, or customer segments to inform sales strategies and promotions	2	4	-	-
PC25. implement sales tracking tools and systems to capture and analyze sales data accurately	2	4	-	-
PC26. generate regular sales reports and dashboards to communicate performance metrics and insights to stakeholders	2	4	-	-
PC27. identify factors influencing sales performance, such as seasonality, marketing campaigns, or external market conditions	2	4	-	-
PC28. utilize customer feedback and satisfaction surveys to evaluate the effectiveness of sales strategies and identify areas for improvement	2	4	-	-

PC29. collaborate with sales team members to establish sales targets, goals, and action plans	2	4	-	-
PC30. monitor and adjust sales strategies based on data-driven insights and market dynamics	2	4	-	-
NOS Total	60	140	-	-

## SPF/N8126: Manage Supply Chain of the sports retail store

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Vendor selection and evaluation</i>	<b>8</b>	<b>24</b>	-	-
PC1. identify and select reliable vendors based on product quality, pricing, and delivery capabilities	2	6	-	-
PC2. evaluate vendor performance through metrics such as on-time delivery, product quality, and customer satisfaction	2	6	-	-
PC3. negotiate contracts, terms, and conditions with vendors to ensure mutually beneficial agreements	2	6	-	-
PC4. collaborate with vendors to address any product quality issues or non-compliance concerns	2	6	-	-
<i>Supply Chain, logistics and Inventory Management</i>	<b>24</b>	<b>44</b>	-	-
PC5. formulate a logistics planning framework to address the demands of the logistics processes	4	4	-	-
PC6. create an integrated logistics network plan within the logistics management and organisation structure	2	6	-	-
PC7. decide different inventory requirements in the supply chain	2	6	-	-
PC8. set the procurement objectives	2	6	-	-

PC9. determine collaborative planning, forecasting and replenishment techniques	2	6	-	-
PC10. optimize inventory replenishment processes, including setting reorder points, safety stock levels, and lead times	2	6	-	-
PC11. conduct regular inventory audits and implementing effective stock rotation strategies	4	4	-	-
PC12. analyze market trends, customer demands, and sales data to make informed procurement decisions	4	4	-	-
PC13. monitor supply chain performance to identify vulnerabilities, and implement contingency plans	2	2	-	-
NOS Total	32	68	-	-

### SPF/N9109: Implement health & safety measures at sports retail store

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>conduct risk assessment at retail store</i>	<b>20</b>	<b>45</b>	-	-
PC1. identify and assess potential hazards in the sports store environment	2	4	-	-
PC2. prioritize risks based on likelihood and severity	2	4	-	-
PC3. involve staff members and safety experts, in the risk assessment process to gather insights and perspectives	2	4	-	-
PC4. develop a comprehensive risk assessment plan	2	4	-	-
PC5. document findings and recommendations	2	4	-	-
PC6. implement control measures to mitigate risks	2	5	-	-
PC7. review and update assessments regularly	2	5	-	-

PC8. communicate findings and preventive measures to employees	2	5	-	-
PC9. monitor and evaluate risk controls for effectiveness	2	5	-	-
PC10. maintain records for future reference and compliance	2	5	-	-
<i>Maintain safety of sports related products</i>	<b>10</b>	<b>25</b>	<b>-</b>	<b>-</b>
PC11. conduct routine inspections of sports equipment to identify any signs of damage, wear, or malfunction	2	5	-	-
PC12. implement proper storage and display techniques to prevent accidents and injuries caused by falling or mishandled products	2	5	-	-
PC13. ensure there is clear and visible safety instructions and warnings on products to educate customers about proper usage and potential risks	2	5	-	-
PC14. establish procedures for handling and reporting any safety concerns	2	5	-	-
PC15. examine all equipment, products and tools used so that they are decontaminated, cleaned and switched off after use	2	5	-	-
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	1 2	-	-
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	-	-	-	-
<b>NOS TOTAL</b>	<b>20</b>	<b>30</b>	-	-

#### 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>