



QUALIFICATION FILE

Store Sales Executive-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: 4

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	Store Sales Executive-Sports																	
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-04-SP-00923-2023-V1-SPEFLSC	6. NCrf/NSQF Level: 4																
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	A store sales executive-sports are primarily responsible for selling sports products to customers. Their focus is on achieving sales targets and providing excellent customer service. They engage directly with customers and contribute to the overall sales performance of the store.																	
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>12th Class</td> <td>1 Year of relevant experience</td> </tr> <tr> <td>2.</td> <td>10th Class</td> <td>2 Year of relevant experience</td> </tr> <tr> <td>3.</td> <td>10th grade pass with two years of any combination of NTC/NAC/CITS or equivalent</td> <td></td> </tr> <tr> <td>4.</td> <td>Certificate-NSQF, Level 3- Sports Store Sales Associate</td> <td>3 Years of relevant experience</td> </tr> </tbody> </table>			S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)	1.	12th Class	1 Year of relevant experience	2.	10th Class	2 Year of relevant experience	3.	10th grade pass with two years of any combination of NTC/NAC/CITS or equivalent		4.	Certificate-NSQF, Level 3- Sports Store Sales Associate	3 Years of relevant experience
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4.	Certificate-NSQF, Level 3- Sports Store Sales Associate	3 Years of relevant experience																	
		b. Age: 18																	
10.	Credits Assigned to this Qualification, Subject to Assessment <i>(as per National Credit Framework (NCrf))</i>	15	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>																		

13.	Training Duration by Modes of Training Delivery (<i>Specify Total Duration as per selected training delivery modes and as per requirement of the qualification</i>)	<div> <input checked="" type="checkbox"/>Offline <input type="checkbox"/>Online <input type="checkbox"/>Blended <i>(Refer Blended Learning Annexure for details)</i> </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>90</td> <td>210</td> <td>90</td> <td>-</td> <td>60</td> <td>450</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)	90	210	90	-	60	450	Online						
Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Man. (Hours)	OJT Rec. (Hours)	ES (Hours)	Total (Hours)																	
Classroom (offline)	90	210	90	-	60	450																	
Online																							
14.	Aligned to NCO/ISCO Code/s (<i>if no code is available mention the same</i>)	NCO-2015/3423.0204																					
15.	Progression path after attaining the qualification (<i>Please show Professional and Academic progression</i>)	Level-5 (Vertical)- Sports Gear Specialist																					
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>Encouraging the participation of women in the Store Sales Executive-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 Sales Executive-Sports:</p> <ol style="list-style-type: none"> 1. Actively reach out to women's clubs, institutes, management colleges, it is to promote the Store Sales Executive-Sports 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 Store Sales Executive-Sports 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 Store Sales Executives-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. 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 Sales Executive-Sports, such as scholarships or mentorship programs. 																					

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: 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/N9101: Prepare for sales at sports store

SPF/N9102: Conduct sales at the sports store

SPF/N9103: Perform post-sales activities

SPF/N1169: Improve workplace resource usage

DGT/VSQ/N0102: Employability Skills (60 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/N SQF 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.	Prepare for sales at sports store	SPF/N9101, v1.0	Core	4	1	15	15		-	30	36	64			100	25
2.	Deliver a variety of yoga sessions	SPF/N9102, v1.0	Core	4	5	30	60	60	-	150	25	75			100	25
3.	Monitor and evaluate yoga program	SPF/N9103, v1.0	Core	4	6	30	120	30	-	180	30	70			100	25
4.	Improve workplace resource usage	SPF/N1169, v1.0	Non-core	3	1	15	15	-	-	30	20	30			50	12
5.	Employability Skills (60 Hours)	DGT/VSQ/N0102, v1.0	Non-core	4	2	30	30	-	-	60	20	30			50	13
Duration (in Hours) / Total Marks				4	15	120	240	90		450	131	269			400	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.	Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	12th Class with specialization in retail with 1 year 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)	12th Class with specialization in retail with 2 years of academic/industry experience and 2 years 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 years 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
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Professional Theoretical Knowledge/Process	The store sales executive-sports must be able to state the role and responsibilities and prepare store for the sale of sports products. He/She should be able to define sales target and differentiate between upselling and cross-selling	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 store sales executive-sports requires knowledge, skills and aptitudes that are needed to carry out sales.	4
Professional and Technical Skills/ Expertise/ Professional Knowledge	The store sales executive-sports 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 store sales executive-sports must have knowledge of facts, principles, processes and general concepts, in a field of work or study. The store sales executive-sports 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.	4

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.	4
Broad Learning Outcomes/Core Skill	The store sales executive-sports evaluates the effectiveness of sales strategies and adjusts them as needed. He/She provides guidance and ensures a comfortable shopping experience. They set-up the store and make it visually appealing.	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.	4

Responsibility	The store sales executive-sports 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.	4
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Annexure: Tools and Equipment (Lab Set-Up)

List of Tools and Equipment

Batch Size: 30

S. No.	Tool / Equipment Name	Specification	Quantity for specified Batch size
1	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

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- 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

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/N9101: Prepare for sales at sports store

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Gather product knowledge</i>	8	12	-	-
PC1. check new product releases, features, and trends	2	3	-	-
PC2. learn about product specifications and variations	2	3	-	-
PC3. analyze previous customer reviews and feedback	2	3	-	-

PC4. collaborate with colleagues to share insights and recommendations	2	3	-	-
<i>Prepare for store setup and visual merchandising</i>	10	16	-	-
PC5. arrange and maintain appealing product displays	2	3	-	-
PC6. check and restock inventory levels	2	3	-	-
PC7. check the product information display	2	3	-	-
PC8. create attractive and logical product arrangements	2	3	-	-
PC9. keep the store clean and organized	2	4	-	-
<i>Prepare for own sales target analysis</i>	10	20	-	-
PC10. track daily or weekly sales performance to check own progress towards set targets	2	4	-	-
PC11. identify areas of improvement based on sales trends and customer feedback	2	4	-	-
PC12. set individual goals aligned with overall sales targets	2	4	-	-
PC13. analyze customer preferences and purchasing patterns to identify potential upselling or cross-selling opportunities	2	4	-	-
PC14. seek guidance from sports store manager to develop strategies for achieving sales targets	2	4	-	-
<i>Prepare for sales pitch</i>	8	16	-	-
PC15. familiarize with the key features and benefits of the products to be promoted	2	4	-	-
PC16. practice delivering a concise and engaging sales pitch that highlights the value and relevance of the products to customers	2	4	-	-
PC17. prepare a list of common customer questions and practice providing clear and confident responses	2	4	-	-
PC18. identify and highlight any special promotions, discounts, or offers that can be included in sales pitch	2	4	-	-
NOS Total	36	64	-	-

SPF/N9102: Conduct sales at the sports store

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Engage customers and perform sales</i>	13	39	-	-
PC1. greet customers with a warm and friendly demeanour to create a positive first impression	1	3	-	-
PC2. engage customers in conversation to understand their needs, preferences, and budget	1	3	-	-
PC3. recommend suitable products based on customer requirements, highlighting their features and benefits	1	3	-	-
PC4. demonstrate product usage, if necessary, to showcase its functionality and enhance customer understanding	1	3	-	-
PC5. assist customers in trying on or testing products	1	3	-	-
PC6. provide guidance, and ensure a comfortable shopping experience	1	3	-	-
PC7. handle customer inquiries, provide accurate information, and address any concerns or objections they may have	1	3	-	-
PC8. create a sense of urgency by highlighting limited-time promotions or special offers	1	3	-	-
PC9. maintain a positive and customer-centric attitude throughout the sales process	1	3	-	-
PC10. process sales transactions efficiently and accurately using the store's point of sale (POS) system, if required	1	3	-	-
PC11. adhere to cash management procedures and maintain cash register accuracy	1	3	-	-
PC12. upsell and cross-sell additional products or accessories that complement customers' original purchases	1	3	-	-

PC13. offer promotional deals, discounts, or loyalty programs to encourage customer loyalty and repeat business	1	3	-	-
<i>Maintain personal hygiene and safety at the store</i>	8	24	-	-
PC14. create effective routines to ensure healthy and hygienic conditions at the store	1	3	-	-
PC15. ensure work premises are constantly monitored/inspected for undesirable breaches in health and hygiene measures	1	3	-	-
PC16. perform safety checks before operation of any electrical equipment	1	3	-	-
PC17. wear protective clothing and gear as and when required and ensure adherence to safety guidelines	1	3	-	-
PC18. report potential hazards to the manager immediately	1	3	-	-
PC19. follow standard procedures to deal with accidents and emergency situations	1	3	-	-
PC20. use first aid kit as and when required and provide appropriate treatment in case of any injuries	1	3	-	-
PC21. perform Cardiopulmonary Resuscitation (CPR)	1	3	-	-
<i>Work effectively with others</i>	4	12	-	-
PC22. interact (verbal, non-verbal and written) in a gender, disability, and culturally sensitive manner	1	3	-	-
PC23. promote a safe and interactive environment	1	3	-	-
PC24. identify and report inappropriate behavior (e.g. sexual harassment) to appropriate authority	1	3	-	-
PC25. share product knowledge and best practices with team members	1	3	-	-
NOS Total	25	75	-	-

SPF/N9103: Perform post-sales activities

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Carry out order processing</i>	15	35	-	-
PC1. process customer orders accurately and efficiently and ensure all necessary details are recorded	3	7	-	-
PC2. coordinate with the inventory team to check product availability for timely fulfillment	3	7	-	-
PC3. ensure that products are packaged securely and presented in an aesthetically pleasing manner	3	7	-	-
PC4. ensure customer focused packaging orders, including adding personalized touches, gift wrapping options	3	7	-	-
PC5. provide customers with return and exchange policies	3	7	-	-
<i>Carry out customer follow-up and other activities</i>	15	35	-	-
PC6. initiate post-sales follow-up with customers to ensure their satisfaction with the purchased products	3	7	-	-
PC7. address any concerns or issues that may have arisen after the sale and resolve them promptly	3	7	-	-
PC8. seek feedback from customers to gain insights and identify opportunities for improvement	3	7	-	-
PC9. engage with customers after the sale to request referrals or online reviews	3	7	-	-
PC10. assist management in executing loyalty programs to encourage repeat business	3	7	-	-
NOS Total	30	70	-	-

SPF/N1169: Improve workplace resource usage

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
conservation procedures for materials	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	-	-
Total Marks	20	30	-	-

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

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Introduction to Employability Skills</i>	1	1		
PC1. understand the significance of employability skills in meeting the job requirements	-	-	-	-
PC2. identify and explore learning and employability portals				
<i>Constitutional values – Citizenship</i>	1	1	-	-
PC3. identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices	-	-	-	-
PC4. follow environmentally sustainable practices				
<i>Becoming a Professional in the 21st Century</i>	2	4	-	-
PC5. recognize the significance of 21st Century Skills for employment				
PC6. explain 21st Century Skills such as Self Awareness, Behavior Skills, Positive attitude, self-motivation, problem-solving, creative thinking, time management, social and cultural awareness, emotional awareness, continuous learning mindset etc	-	-	-	-
<i>Basic English Skills</i>	2	3	-	-
PC7. use basic English for everyday conversation in different contexts, in person and over the telephone				
PC8. read and understand routine information, notes, instructions, mails, letters etc. written in English				
PC9. write short messages, notes, letters, e-mails etc. in English	-	-	-	-
<i>Career Development & Goal Setting</i>	1	2		
PC10. understand the difference between job and career				
PC11. prepare a career development plan with short- and long-term goals, based on aptitude				

Communication Skills	2	2		
PC12. follow verbal and non-verbal communication etiquette and active listening techniques in various settings	-	-		
PC13. work collaboratively with others in a team	-	-	-	-
Diversity & Inclusion	1	2	-	-
PC14. communicate and behave appropriately with all genders and PwD	-	-	-	-
PC15. communicate and behave appropriately with all genders and PwD	-	-	-	-
Financial and Legal Literacy	2	3		
PC16. select financial institutions, products and services as per requirement	-	-	-	-
PC17. carry out offline and online financial transactions, safely and securely	-	-		
PC18. identify common components of salary and compute income, expenses, taxes, investments etc	-	-		
PC19. identify relevant rights and laws and use legal aids to fight against legal exploitation				
Essential Digital Skills	3	4		
PC20. operate digital devices and carry out basic internet operations securely and safely	-	-		
PC21. use e- mail and social media platforms and virtual collaboration tools to work effectively	-	-		
PC22. use basic features of word processor, spreadsheets, and presentations				
Entrepreneurship	2	3		
PC23. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-		

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