

**NCVET Code**

**2022/SPEFL/SPEFLSC/05824**

**CONTACT DETAILS OF THE BODY SUBMITTING THE QUALIFICATION FILE**

**Name and address of submitting body:**

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

**Name and contact details of individual dealing with the submission**

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**Position in the organization:** COO

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**List of documents submitted in support of the Qualifications File**

1. Qualification Pack
2. Validation of Qualification Pack by industry experts
3. Model Curriculum

## SUMMARY

1	<b>Qualification Title</b>	Physical Education Assistant (Early Years)
2	<b>Qualification Code</b>	SPF/Q4004
3	<b>NCO code and occupation</b>	NCO-2015/3423.0200
4	<b>Nature and purpose of the qualification (Please specify whether qualification is short term or long term)</b>	This qualification pack is based on the National Occupational Standards. The aim is to skill up the unemployed young people aspiring to become Physical Education Assistant (Early Years).
5	<b>Body/bodies which will award the qualification</b>	SPEFL -SC
6	<b>Body which will accredit providers to offer courses leading to the qualification</b>	SPEFL- SC
7	<b>Whether accreditation/affiliation norms are already in place or not , if applicable (if yes, attach a copy)</b>	SPEFL-SC's Norms
8	<b>Occupation(s) to which the qualification gives access</b>	Physical Education Assistant (Early Years)
9	<b>Job description of the occupation</b>	Physical Education Assistant (Early Years) works in play schools, day care centres, apartments and clubs to teach age appropriate physical activities to build fundamental skills and fitness in children up to the age of 8 years.
10	<b>Licensing requirements</b>	NA
11	<b>Statutory and Regulatory requirement of the relevant sector (documentary evidence to be</b>	NA

	provided)	
12	<b>Level of the qualification in the NSQF</b>	Level 2
13	<b>Anticipated volume of training/learning required to complete the qualification</b>	270 hours
14	<b>Indicative list of training tools required to deliver this qualification</b>	Please refer to the Model Curriculum
15	<b>Entry requirements and/or recommendations and minimum age</b>	8 <sup>th</sup> class pass and pursuing regular continuous schooling
16	<b>Progression from the qualification (Please show Professional and academic progression)</b>	Level 3- Physical Education Assistant (Primary Years)
17	<b>Arrangements for the Recognition of Prior learning (RPL)</b>	SPEFL has developed RPL policy to conduct pre assessment of students for gap analysis as per NOS, sharing the gap & final assessments of students and certification. It is explained in section 1 under Assessment, Point 2
18	<b>International comparability where known</b>	While writing the NOSs, UK and Australia NOSs were also referred to, and extensive discussions were held with coaches from NIS Patiala at NIS Patiala to validate their relevance to Indian context. Then the QP and NOSs were referred to relevant organizations in India for getting their inputs, before finalization.
19	<b>Date of planned review of the qualification.</b>	27/04/2026
2	<b>Formal structure of the qualification</b>  <b>Mandatory components</b>	

(i)	<b>Title of component and identification code/NOSs/Learning outcomes</b>	<b>Estimated size (learning hours)</b>	<b>Level</b>
	SPF/N1157: Plan physical activities for the year  SPF/N1158: Conduct physical activities planned for the year  SPF/N1159: Conduct assessments	270 hours	2
	<b>Sub Total (A)</b>	<b>270 Hrs</b>	<b>2</b>
	<b>Optional components</b>		
	<b>Title of component and identification code/NOSs/ Learning outcomes</b>	<b>Estimated size (learning hours)</b>	<b>Level</b>
	<b>No optional components</b>		
	<b>Sub Total (B)</b>		
	<b>Total (A+B)</b>	<b>270 Hrs</b>	<b>2</b>

**SECTION 1**  
**ASSESSMENT**

21	<b>Body/Bodies which will carry out assessment</b>  TBD
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22	<p><b>How will RPL assessment be managed and who will carry it out?</b></p> <p>The assessment body or employer assessors shall be responsible for RPL assessment.</p> <p>In RPL, the candidate has acquired the skills and knowledge while working and requires assessment and certification only. RPL is the acknowledgement of skills and knowledge obtained through:</p> <ul style="list-style-type: none"> <li>• formal training</li> <li>• work experience</li> <li>• life experiences</li> </ul> <p>The focus of RPL is the competence gained from these experiences; not how, when or where the learning occurred.</p> <p><b>Process or steps in RPL assessments</b></p> <ol style="list-style-type: none"> <li>1. Offering RPL to potential candidates</li> <li>2. Providing information to the candidate</li> <li>3. Evidence collation</li> <li>4. Pre-screening &amp; orientation</li> <li>5. Self-assessment</li> <li>6. Assessment and making the decision</li> <li>7. Feedback to the candidate</li> <li>8. Documentation of outcomes</li> <li>9. certification</li> </ol>
23	<p>Describe the overall assessment strategy and specific arrangements which have been put in place to ensure that assessment is always valid, reliable and fair and show that these are in line with the requirements of the NSQF.</p> <p>QA regarding accreditation of Assessing Body:</p> <p>The SPEFL SC's Accreditation process is divided into two steps:</p> <ol style="list-style-type: none"> <li>1) Pre-accreditation process: <ul style="list-style-type: none"> <li>• Apply for Accreditation: Application form with desired documents in prescribed format to be sent.</li> <li>• Document Compliance Check: to be done for ensuring the compliance and adherence of applied assessing body according to criteria laid down by SPEFL SC.</li> <li>• Presentation on Quality Assurance: to be given by Assessing body highlighting the quality assurance process laid down by Assessing body at the process points.</li> <li>• Once the assessing body clears the due diligence process, the accreditation is given along with terms and conditions.</li> </ul> </li> <li>2) Post-accreditation process: Post accreditation, the accredited assessing bodies needs to fulfil following minimum eligibility criteria or requisites for implementation: <ul style="list-style-type: none"> <li>• All Empanelled Assessors would have to undergo "Train the</li> </ul> </li> </ol>

Assessor” Program conducted by SPEFL SC for each job role time to time.

- Accredited Assessing Body would have to abide with requisite timelines, policies and regulations declared by SPEFL sector skill council.
- Accredited Assessing Body with times would have to contribute in expansion of the questionnaire.

QA regarding accreditation of Assessing Body:

The SPEFL SC Accreditation process is divided into two steps:

- 3) Pre-accreditation process:
  - Apply for Accreditation: Application form with desired documents in prescribed format to be sent.
  - Document Compliance Check: to be done for ensuring the compliance and adherence of applied assessing body according to criteria laid down by SPEFL sector skill council.
  - Presentation on Quality Assurance: to be given by Assessing body highlighting the quality assurance process laid down by Assessing Body at the process points
  - Once the assessing body clears the due diligence process, the accreditation is given along with terms and conditions.
- 4) Post-accreditation process: Post accreditation, the accredited assessing bodies needs to fulfil following minimum eligibility criteria or requisites for implementation:
  - All Empanelled Assessors would have to undergo “Train the Assessor” Program conducted by SPEFL SC for each job role time to time.
  - Accredited Assessing Body would have to abide with requisite timelines, policies and regulations declared by SPEFL sector skill council.
  - Accredited Assessing Body with times would have to contribute in expansion of the questionnaire.

QA Regarding Assessment Criteria & papers:

The emphasis is on ‘learning-by-doing’ and practical demonstration of skills and knowledge based on the performance criteria. Accordingly, assessment criteria for each job role is set and made available in qualification pack.

The assessment papers for both theory and practical are developed by Subject Matter Experts (SME) hired by SPEFL SC or with the SPEFL SC accredited Assessment Agency as per the performance and assessment criteria mentioned in the Qualification Pack. The assessments papers are also checked for the various outcome-based parameters such as quality, time taken, precision, tools & equipment requirement etc.

The assessment sets as well as assessment criteria are then reviewed by panel of experts from Industry as well as SPEFL SC official for consistency and suitability. The assessments are designed so as to assess maximum parts during the practical hands on work. The technical limitations at the training centres are taken care in theory and viva.

All SPEFL SC accredited Assessment Agency follow the "SPEFL SC process of Assessment Framework" and SPEFL SC approved assessment papers. The assessment by assessment agency will be completely based on the assessment criteria as mentioned in the Qualification Pack developed by SPEFL sector skill council.

Each NOS in the Qualification Pack (QP) will be assigned a relative weightage for assessment based on the criticality of the NOS. Therein each Performance Criteria in the NOS will be assigned marks for or practical based on relative importance, criticality of function and training infrastructure.

The following tools are proposed to be used for final assessment:

1 Practical Assessment: This will comprise of a creation of mock environment in the skill lab which is equipped with all equipment's required for the qualification pack.

Candidate's soft skills, communication, aptitude, safety consciousness, quality consciousness etc. will be ascertained by observation and will be marked in observation checklist. The end product will be measured against the specified dimensions and standards to gauge the level of his skill achievements.

2 Viva/Structured Interview: This tool will be used to assess the conceptual understanding and the behavioral aspects as regards the job role and the specific task at hand. It will also include questions on safety, quality, environment and equipment's etc.

3 Written Test: Under this test few key items which cannot be assessed practically will be assessed. The written assessment will comprise of

- i. True / False Statements
- ii Multiple Choice Questions
- iii Matching Type Questions.
- iv) Fill in the blanks

QA Regarding Assessors:

Assessors are selected as per the "eligibility criteria" laid down by SPEFL SC for assessors for each job role. The assessors selected by Assessment Agencies are scrutinized and made to undergo training and introduction to SPEFL SC Assessment Framework, competency-based assessments, assessors guide etc. SPEFL SC conducts "Training of Assessors" program time to time for each job role and sensitize assessors regarding assessment process and strategy which is outlined on following mandatory parameters:

- 1) Guidance regarding NSQF
- 2) Qualification Pack Structure
- 3) Guidance for the assessor to conduct theory, practical and viva assessments
- 4) Guidance for trainees to be given by assessor before the start of the assessments.
- 5) Guidance on assessments process, practical brief with steps of operations practical observation checklist and mark sheet
- 6) Viva guidance for uniformity and consistency across the batch.

- 7) MOCK assessments
- 8) Sample question paper and practical demonstration

SPEFL SC also conduct telephonic orientation of the assessors before each assessment for the given job role to assure quality, fairness and timely conduct of assessment.

The assessment agencies are instructed to hire assessors with integrity, reliability and fairness. Each assessor shall sign a document with its assessment agency by which they commit themselves to comply with the rules of confidentiality and conflict of interest, independence from commercial and other interests that would compromise impartiality of the assessments.

QA before, during and after Assessments:

SPEFL SC ensures pre-requisites of Assessment needed by training institute regarding ARTICLES like Mannequins, Mock Ward Infrastructure, Transferring Equipment, Job role related equipment; INFRASTRUCTURE like Class rooms, Skill Lab, Aids like board/marker/logistics, Furniture like display tables, chairs; STAFF like Co-ordinator from training institute, Peon, Some additional members(for simulated situations, if required); DOCUMENTS like Admit Card, Govt. validated ID proof, Record Books like attendance, log book, internal evaluation sheets, Student Enrollment details; for CO-ORDINATION one full time co-ordination point for co-ordination with assessment coordinator before, during and after assessment.

SPEFL SC ensures the three Phases of Assessment to be assured by assessing body and assessor for fair, consistent and quality assessment.

The three phases of assessment are enlisted below:

PREPARATORY PHASE: Documents ensured to be packed, sent and received: Seal Pack of Sets of Papers, Invigilation Sheet/Covering letter, OMR/Answer sheet; Well Co-ordination needs to be assured between Assessment Co-ordinator of assessing body, SPEFLSC official, Co-ordinator from skill center and assessor.

PHASE OF CONDUCT:

1)Written Examination:

- Assessor should reach the VTP 30 minutes before the assessment and ensure that all the arrangements are as per the SPEFL SC's rules and regulation
- He should make seating arrangement to students leaving minimum 3 feet space between candidates.
- He should make the students sit in the order of seating arrangements.
- The enrolment numbers are to be written on the desks before the arrival of students.
- The details to be filled like assessor name, date and Qualification name should be written on the board
- Learners should keep all their belongings outside the

	<p>classroom. All mobiles should be switched off and kept on the desk in front of the invigilator</p> <ul style="list-style-type: none"> <li>• The seal of the assessment materials is opened in front of the students.</li> <li>• OMR sheets to be distributed to all learners</li> <li>• Assessors should instruct the learners on the rules and regulation of the assessment</li> </ul> <p>No. of questions Duration of paper Disciplinary rules Administrative rules</p> <p>2) Attendance:</p> <ul style="list-style-type: none"> <li>• The assessor/assessment co-ordinator needs to get signature of all candidates while theory as well as practical examination on invigilation sheet. The sheets are signed and stamped by the In-charge /Head of the Training Centre.</li> <li>• The assessor/assessment co-ordinator needs to verify the authenticity of the candidate by checking the photo ID card issued by the institute as well as any one Photo ID card issued by the Central/Government. The same needs to be mentioned in the attendance sheet. In case of suspicion, the assessor should authenticate, and cross verify trainee's credentials in the enrolment form.</li> <li>• The assessor/assessment co-ordinator needs to punch the trainee's roll number on all the test pieces.</li> <li>• The assessor/assessment co-ordinator needs to take a photograph of all the students along with the assessor standing in the middle and with the centre name/banner at the back as evidence.</li> <li>• The assessor/assessment co-ordinator needs to carry a camera to click photograph of the trainees working on the job and giving theory exam as evidence.</li> <li>• The assessor/assessment co-ordinator also needs to carry a photo ID card.</li> <li>• The assessor/assessment co-ordinator also needs to take the photographs as evidence from appropriate angles/sides of the final work piece/job submitted by the trainee. This evidence is signed by the trainee at the time of submission of the job piece.</li> <li>• The assessor/assessment co-ordinator needs to measure the dimensions and finish of the submitted job piece as per the tolerance or standards mentioned in the assessment guide.</li> </ul> <p>3) Segregate learners into batches:</p> <ul style="list-style-type: none"> <li>• Assign combination of one critical and one elementary NOS along with the soft skill NOS</li> <li>• Allocate time to learner</li> <li>• Ask learners to be present 5 minutes earlier than the time allotted at the lab</li> </ul>
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4) Conduct Practical Assessments:

- Assign practical task to the learners
- Ask the learner to collect articles and be ready for assessments
- Observe learner conducting the assigned task
- Evaluate and Record observations and marks and in the recording sheets
- You may ask learners question on the task being done

5) Conduct Viva:

- Ask questions from the learners on the assigned task
- Ask questions prescribed in the assessment guide on non-prescribed tasks to ensure that the learners have complete knowledge on the assessment

6) Collate Results:

- Check written answer scripts
- Sum up the practical NOS marks
- Sum up the viva marks
- Remember to sign off on all sheets where scores are mentioned
- Submit the collated result to assessment body representative/project manager.

- 7) Surprise Visits/Surveillance check is kept to ensure the quality and fair assessments.

POST-ASSESSMENT PHASE

1) Verify Result

- Check for accuracy of names and date of birth
- Check for accuracy of marks against each learner
- Ensure that the pass percentage is correctly applied to the result
- Ensure that the learner has cleared all sections of the assessments in line with the SPEFL SC's assessment strategy.
- Check if the excel sheet for each learner is accurately filled and is available for cross referencing with the covering result sheet
- Each and every result has to get cross-verified by SPEFL SC official

2) Upload/Sharing of Results

- Once the results are ready it is uploaded on the SDMS website/portal and verified on the same
- Or the results are shared to Training institute only by SPEFL SC.
- In case of any query or issue raised for assessment, the assessments are subjected to re-evaluation as per

	<p>protocol laid down by SPEFL SC.</p> <p>3) Documentation</p> <ul style="list-style-type: none"> <li>• Question papers are kept in secure cupboard with limited and controlled access.</li> <li>• Used OMR sheets are to be stored for the next ten years</li> <li>• QP should be always current version</li> </ul>
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## SECTION 1

Please attach any documents giving further information about assessment and/or RPL.

Give the titles and other relevant details of the document(s) here. Include page references showing where to find the relevant information.

### **ASSESSMENT EVIDENCE**

**Complete a grid for each component as listed in “Formal structure of the qualification” in the Summary.**

*NOTE: this grid can be replaced by any part of the qualification documentation which shows the same information – i.e. Learning Outcomes to be assessed, assessment criteria and the means of assessment*

#### **24. Assessment evidences**

**Title of Component:**

<b><u>CRITERIA FOR ASSESSMENT OF TRAINEES</u></b>
<p>Job Role: Physical Education Assistant (Early Years)</p> <p>Qualification Pack Code: SPF/Q4004</p> <p>Sector Skill Council: Sports, Physical Education, Fitness and Leisure Skill Council</p> <p>Guidelines for Assessment</p> <ol style="list-style-type: none"> <li>1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC</li> <li>2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC</li> <li>3. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below)</li> <li>4. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on this criterion</li> <li>5. To pass the Qualification Pack, every trainee should score a minimum of 70% in</li> </ol>

aggregate.

6. In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack

Subject Domain		Skills Practical (70%)		Theory (30%)	
Assessable Outcome	Assessment criteria for the outcome	Total Marks: 94	Out Of	Total Marks: 38	Out Of
<b>Plan physical activities for the year</b>	PC1. plan age appropriate physical activities that develops Fundamental Movement Skills in children		2		4
	PC2. plan adequate play spaces required for the activities		2		4
	PC3. identify age appropriate props and equipment required to execute the activities		6		4
	PC4. identify special and customized equipment for participants with special needs and disabilities		6		4
	PC5. create timetable		4		4
	PC6. identify and allocate safe place to conduct physical activities		6		4
	PC7. plan regular inspection of play space, facilities, props and equipment for cleanliness, safety and usage		6		4

	PC8. plan first aid and medical facilities for any medical emergencies		4		6
	PC9. identify competitive fun and recreational events that needs to be covered in a year		8		2
	PC10. prepare a detailed plan with material, resources and venues for the events		8		2
	PC11. prepare a detailed agenda for each of planned events		6		1
	PC12. plan regular interaction with parents		8		2
			<b>46</b>		<b>64</b>

Subject Domain		Skills Practical (70%)		Theory 30%	
Assessable Outcome	Assessment criteria for the outcome	Total Marks: 110	Out Of	Total Marks: 50	Out Of
<b>Conduct physical activities planned for the year</b>	<b>PC1.</b> ensure readiness, cleanliness, safety of the play area, props and equipment		4		2
	<b>PC2.</b> ensure the required props and equipment for the activities are available		4		2
	<b>PC3.</b> set up equipment safely for the planned activities		4		2
	<b>PC4.</b> check if children's outfits are appropriate for the planned activities		4		2
	<b>PC5.</b> teach Fundamental Movement Skills planned for the specific age group		4		2
	<b>PC6.</b> conduct appropriate warm-up and lead-up activities		4		2
	<b>PC7.</b> conduct sessions according to age groups with clear learning outcomes		4		2
	<b>PC8.</b> teach children, all aspects of skill and fitness; play, exercise, hygiene, good eating habits		4		2

	<b>PC9.</b> ensure all children are engaged throughout the activities		4		2
	<b>PC10.</b> interact with children using age- appropriate language		4		2
	<b>PC11.</b> treat all children equally irrespective of their abilities, gender		4		2
	<b>PC12.</b> identify alternative activities as appropriate to meet changing needs of children		4		2
	<b>PC13.</b> conduct appropriate cool down activities		4		2
	<b>PC14.</b> ensure first aid kit is complete and easily accessible		4		2
	<b>PC15.</b> create event checklist form		4		2
	<b>PC16.</b> train children for mass drills and displays		4		2
	<b>PC17.</b> execute fun and recreational events		4		2
	<b>PC18.</b> conduct sports day, summer and winter camps		4		2
	<b>PC19.</b> execute events for parents and teachers		4		2
	<b>PC20.</b> create event completion report		4		2
	<b>PC21.</b> conduct all physical activities session in a safe place (free from sharp objects, obstacles, etc.)		4		2
	<b>PC22.</b> inspect all sports facilities for safety		4		1
	<b>PC23.</b> arrange first aid / medical emergency services readily available		4		1

	<b>PC24.</b> replace broken props and report to supervisor		4		1
	<b>PC25.</b> audit and keep track of all props and equipment documented		4		2
	<b>PC26.</b> interact (verbal, non-verbal and written) in a gender, disability, and culturally sensitive manner		4		1
	<b>PC27.</b> promote a safe and interactive environment		2		1
	<b>PC28.</b> identify and report inappropriate behaviour (e.g. sexual harassment) to appropriate authority		4		1
			<b>110</b>		<b>50</b>

Subject Domain		Skills Practical (70%)		Theory 30%	
Assessable Outcome	Assessment criteria for the outcome	Total Marks: 46	Out Of	Total Marks: 44	Out Of
<b>Conduct assessments</b>	<b>PC1.</b> educate children on skill tests and conduct practice sessions		5		5
	<b>PC2.</b> prepare the grounds and equipment for assessments		8		6
	<b>PC3.</b> create skill assessment circuit		5		5
	<b>PC4.</b> assess children on each fundamental movement Skill and document		10		10

# NSQF QUALIFICATION FILE

Approved in 18th NSQC Meeting – NCVET – 28<sup>th</sup> April, 2022

	<b>PC5.</b> capture data on excel and create reports for children and parents with improvement actions		3		3
	<b>PC6.</b> explain grades on the report cards		2		3
	<b>PC7.</b> compare the report with last year to see the progression		2		3
	<b>PC8.</b> prepare the remedial measure for the weak children		4		6
	<b>PC9.</b> take feedback from supervisors/managers, colleagues, children and parents		2		3
	<b>PC10.</b> document feedback and discuss with supervisors/managers for improvement actions		3		2
	<b>PC11.</b> document learning outcomes of classes and share with parents and supervisors/managers		3		2
	<b>PC12.</b> generate quarterly, half-yearly and yearly report for the management		3		2
	<b>NOS Total</b>		<b>50</b>		<b>50</b>

**Means of assessment 1**

The emphasis is on 'learning-by-doing' and practical demonstration of skills and knowledge based on the performance criteria.

The assessment papers for theory and practical are developed by Subject Matter Experts (SME) available with the Assessment Agency as per the performance and assessment criteria mentioned in the Qualification Packs.

All the components and the performance criteria are covered during the test.

**Means of assessment 2**

The assessments for theory is carried out in Offline mode (TAB) and the practical assessments is carried out with the availability of the equipment at the TC, as predefined for the job role.

**Pass/Fail**

**The minimum total marks to be achieved for being competent are 70% in total.**

**SECTION 2****25. EVIDENCE OF LEVEL****OPTION A**

Title/Name of qualification/component: Physical Education Assistant (Early Years)			Level: 2
NSQF Domain	Key requirements of the job role	How the job role relates to the NSQF level descriptors	NSQF Level
Process	The key responsibility of an Physical Education Assistant (Early Years) is to Plan physical activity class in a playschool/ school aligned to the yearly objectives/ goals of the school and integrate it into the timetable. Plan details of age-appropriate lesson plan to be executed with clear learning outcomes Plan the Play area where the activity should be conducted, Check safety and cleanliness. Plan the props and equipment to be used according to the planned lesson. Assimilate the school culture and show respect to all school colleagues and authorities	Work in familiar, predictable, routine, the situation of clear choice. Key tasks of an Physical Education Assistant (Early Years) include setting up equipment, preparing students for exercise and demonstrating correct exercises. Other duties may include keeping the department tidy and basic administration work. This is an activity of a routine nature in a situation of clear choice as demanded by the workplace.	2
Professional knowledge	Create a warm, safe, inviting and fun environment for the class to be conducted Use props appropriately creating a colorful and energetic ambiance. Include all children in the class, get them interested and enthusiastic about playing Treat children with respect and care. Train children in fundamental and sports skills and ensure that they improve their skills and love to play Observe and take corrective	The Facilitator should be aware of different types of exercises and Use various sporting equipment and maintenance of the equipment. The trainer should be versed with Various muscle building and fat burning techniques and also have the concept of Training combinations for athletes, regular and occasional users.	2

**NSQF QUALIFICATION FILE**Approved in 18th NSQC Meeting – NCVET – 28<sup>th</sup> April, 2022

Title/Name of qualification/component: Physical Education Assistant (Early Years)			Level: 2
NSQF Domain	Key requirements of the job role	How the job role relates to the NSQF level descriptors	NSQF Level
	actions		
Professional skill	Hierarchy and progression of fundamental motor skills and movements going from two years to eleven years. How to engage children in this age group Age appropriate usage of Props and equipment. Which props and equipment to use for which age group. Teaching and learning methods for the relevant age categories	Recall and demonstrate practical skill, routine and repetitive in a narrow range of application, using appropriate rule and tool, using quality concepts. The Physical Education Assistant (Early Years) should understand and determine the best fundamental activities based on need and also decide if training should be terminated or altered in special circumstances. The Facilitator should be skilled in maintaining a record of activity sessions carried out. Work effectively as a team with other Facilitators.	2
Core skill	Document class execution and learnings. Document Children's performance on a regular basis. Write an email to inform about an event, an incident, ask for permission, report about a grievance Read and comprehend the lesson plans to be executed Able to give concise and clear instruction to children during an on-ground activity Communicate with School colleagues and authorities Communicate with Parents Listen to children when they try to say something	The person in charge should be able to read, write and do basic arithmetic to write down play schedules and session planning. He should a good communicator and be able to explain the exercise to participants clearly and effectively. S/he should be able to read and understand all usage and safety manuals of equipment used. Read and learn about the latest developments and best practices and should understand the industrial and business policies. Communicating in a clear and polite manner with students when receiving inquiries, clarifications or feedback	2

**NSQF QUALIFICATION FILE****Approved in 18th NSQC Meeting – NCVET – 28<sup>th</sup> April, 2022**

<b>Title/Name of qualification/component: Physical Education Assistant (Early Years)</b>			<b>Level: 2</b>
<b>NSQF Domain</b>	<b>Key requirements of the job role</b>	<b>How the job role relates to the NSQF level descriptors</b>	<b>NSQF Level</b>
Responsibility	Identify and plan activities for the children based on their capabilities and inclinations Handle a change in plan with respect to school time table in case of adverse weather or other events. Handle a medical emergency Inform of any unusual happening in the school The regular physical activity classes Special events like Sports Day, Grandparents Day, children's day etc. Check the inventory of props and equipment. Store them in the proper place to maintain their quality	Responsibility for own work and learning of the young participants in the program. Must ensure that the activity area is free of threats and be aware of rescue skills in case of an emergency. Must possess the knowledge and application of first aid. Should ensure worker health and safety for self, colleagues, and participants. The person must check the equipment and postures of the same on participants.	2

**SECTION 3****EVIDENCE OF NEED****26. What evidence is there that the qualification is needed? What is the estimated uptake of this qualification and what is the basis of this estimate?**

While collecting data from the companies for the occupational map & functional analysis, we also took feedback from industry, which was collected with respect to roles for which qualification packs development, was to be prioritized. This was largely based on volume of people required, quantitative and qualitative shortfall which the Industry feels they face. Governing council of SPEFL SC gave final approval and endorsement for the same.

(Refer to E&Y Skill gap analysis attached -page 24) All schools require an Physical Education Assistant (Early Years). There is a dire need for teachers in the pre-primary and primary segment. Most graduates of Physical education are not skilled to handle young children. There is enough research to show that Physical activity is an essential part of holistic education and that needs to begin at pre-school. This job role is focused towards this segment. All primary schools, private and government, will be primary employers. This number starts at a minimum of 100,000.

**Industry relevance?**

Yes, This includes minimum 24 validations for the QP from employers in the sector. This has been across small, medium and large companies.

**27. Recommendation from the concerned Line Ministry of the Government/Regulatory Body**

Data to be provided by SPEFLSC

**28. What steps were taken to ensure that the qualification(s) does (do) not duplicate already existing or planned qualifications in the NSQF?**

Sports SSC is a newly formed SSC and there are very few QPs available in this sector. This QP of Physical Education Assistant (Early Years) is not overlapping with any other QP.

**29. What arrangements are in place to monitor and review the qualification(s)? What data will be used and at what point will the qualification(s) be revised or updated?**

The qualification largely deals with the technicalities of running a sports program in a structured manner. The revisions will most likely be depending on the change in the rules and codes of sports being followed. A review may be made at a gap of three years.

Please attach any documents giving further information about any of the topics above.

Give the titles and other relevant details of the document(s) here. Include page references showing where to find the relevant information.

**SECTION 4**

**EVIDENCE OF PROGRESSION**

**30. What steps have been taken in the design of this or other qualifications to ensure that there is a clear path to other qualifications in this sector?**

The occupational mapping displays the career pathway in the stream.

Please attach any documents giving further information about any of the topics above.

Give the titles and other relevant details of the document(s) here. Include page references showing where to find the relevant information.

- Occupational Mapping has been done and attached as separate document
- Qualification Pack of Physical Education Assistant (Early Years) attached
- Model Curriculum of Physical Education Assistant (Early Years) attached as a separate document
- Validations received also attached separately.