



QUALIFICATION FILE

Physical Education Trainer

☐ 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	Physical Education Trainer																	
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-00916-2023-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	Physical Education Trainer is responsible for planning, organizing, and delivering physical education programs to students of all ages, with the goal of promoting physical fitness, health, and overall wellness. They design and implement lesson plans that include a range of physical activities and sports, and work to create a safe, inclusive, and positive learning environment that fosters student growth and development.																	
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></td> <td>10th grade pass with two years of any combination of NTC/NAC/CITS or equivalent</td> <td></td> </tr> <tr> <td>3.</td> <td>Certificate-NSQF, Level 3- Physical Education Assistant-Primary Years</td> <td>3 Years of relevant experience</td> </tr> </tbody> </table> b. Age: 18			S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)	1.	12th Class	1 Year of relevant experience	2.	10th Class	2 Year of relevant experience		10th grade pass with two years of any combination of NTC/NAC/CITS or equivalent		3.	Certificate-NSQF, Level 3- Physical Education Assistant-Primary Years	3 Years of relevant experience
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10.	Credits Assigned to this Qualification, Subject to Assessment <i>(as per National Credit Framework (NCrF))</i>	17	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>	<input checked="" type="checkbox"/> Offline <input type="checkbox"/> Online <input type="checkbox"/> Blended <i>(Refer Blended Learning Annexure for details)</i> <table border="1"> <thead> <tr> <th>Training Delivery Modes</th> <th>Theory (Hours)</th> <th>Practical (Hours)</th> <th>OJT Man. (Hours)</th> <th>OJT Rec. (Hours)</th> <th>ES (Hours)</th> <th>Total (Hours)</th> </tr> </thead> <tbody> <tr> <td>Classroom (offline)</td> <td>120</td> <td>210</td> <td>90</td> <td>-</td> <td>90</td> <td>510</td> </tr> <tr> <td>Online</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>							Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Man. (Hours)	OJT Rec. (Hours)	ES (Hours)	Total (Hours)	Classroom (offline)	120	210	90	-	90	510	Online						
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Classroom (offline)	120	210	90	-	90	510																							
Online																													
14.	Aligned to NCO/ISCO Code/s <i>(if no code is available mention the same)</i>	NCO-2015/3423.0206																											
15.	Progression path after attaining the qualification <i>(Please show Professional and Academic progression)</i>	Level-5 (Vertical)- Community Sports Coach																											
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 Physical Education Trainer 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 yoga trainer:</p> <ol style="list-style-type: none"> 1. Actively reach out to women's clubs, school, colleges, sports academies, local communities to promote the physical education trainer job role. Participate in career fairs, networking events, and sports clubs to engage with potential candidates. 2. Offer training and development programs specifically designed to enhance the skills and knowledge required for the physical education trainer 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 physical education trainers 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 in sports. Seek sponsorship and funding to support initiatives aimed at 																											

		encouraging women's participation as physical education trainer, 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/N1191: Plan a physical education program

SPF/N1192: Implement a physical education program

SPF/N1193: Conduct sports events

SPF/N1194: Maintain health & safety standards at playfield

SPF/N1169: Improve workplace resource usage

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

Mandatory NOS/s:

Specify the training duration and assessment criteria at NOS/ Module level. For further details refer to the curriculum document.

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

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/ Non-Core	NCrF/NSQF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
1.	Plan a physical education program	SPF/N1191, v1.0	Core	4	2	20	25	15	-	60	40	60			100	17
2.	Implement a physical education program	SPF/N1192, v1.0	Core	4	3	30	45	15	-	90	50	150			200	33
3.	Conduct sports events	SPF/N1193, v1.0	Core	4	4	30	60	30	-	120	30	70			100	17
4.	Maintain health & safety standards at playfield	SPF/N1194, v1.0	Core	4	4	30	60	30	-	120	30	70			100	17
5.	Improve workplace resource usage	SPF/N1169, v1.0	Non-core	3	1	10	20	-	-	30	20	30			50	8
6.	Employability Skills (90 Hours)	DGT/VSQ/N0103, v1.0	Non-core	5	3	30	30	-	-	90	20	30			50	8
Duration (in Hours) / Total Marks				4	17	165	255	90		510	190	410			600	100

Assessment - Minimum Qualifying PercentagePlease specify **any one** of the following:

Minimum Pass Percentage – Aggregate at qualification level: 70 % (Every Trainee should score specified minimum aggregate passing percentage at qualification level to successfully clear the assessment.)

Minimum Pass Percentage – NOS/Module-wise: 70 % (Every Trainee should score specified minimum passing percentage in each mandatory and selected elective NOS/Module to successfully clear the assessment.)

Section 3: Training Related

1.	Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	BPED or equivalent with specialization as a Physical education/ sports teacher with 1 years of academic/industry experience and 1 year of training experience
2.	Master Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	BPED or equivalent with specialization as a Physical education/ sports teacher 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)	BPED or equivalent with specialization in Physical education 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: 27
5.	Estimated nos. of persons to be trained and employed: 200 in three years
6.	Evidence of Concurrence/Consultation with Line Ministry/State Departments: If "No", why: SPEFL-SC submitted the qualification for the line ministry concurrence.

Section 6: Annexure & Supporting Documents Check List

Specify Annexure Name / Supporting document file name

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

Annexure: Evidence of Level

NCrF/NSQF Level Descriptors	Key requirements of the job role/ outcome of the qualification	How the job role/ outcomes relate to the NCrF/NSQF level descriptor	NCrF/NSQF Level
Professional Theoretical Knowledge/Process	The Physical Education Trainer must be able to integrate curriculum, assessments, and events in the yearly plan. He/She discusses the parameters to be considered while setting goals with participants with specific need and list the equipment used to assess skill levels in children.	The job requires well-developed skills, with a clear choice of procedures in a familiar context which involves the inspection and assistance to the clients. The yoga trainer requires knowledge, skills and aptitudes that are needed to carry out fitness sessions and maintain health and safety standards to prevent the issues that may arise due to negligence and health issues of the clients. Physical Education Trainer must be able to make choices about the best procedures to address problems.	4

Professional and Technical Skills/ Expertise/ Professional Knowledge	The Physical Education Trainer should be able to identify the needs and preferences of the participants by considering their individual goals, areas for improvement, and any specific challenges they may be facing. They should also be able to adjust the curriculum based on their progress and feedback from previous classroom and training sessions	The Physical Education Trainer must have knowledge of facts, principles, processes and general concepts, in a field of work or study. The physical education trainer 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	A physical education trainer should be able to identify information to be collected to design a PE program for participants. They also plan to make a PE training session effective and injury free	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 physical education trainer must be able to oversee the coordination and supervision of the activities of the assistants. They should proactively manage daily workflow at the playfield and make a PE training session productive and hassle free by keeping all the safety checks and other fundamentals into consideration.	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

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	Measuring Tape	Standard	1
2	Chalk Powder	Standard	5 kg
3	Popular Sports Equipment (football, basketball, cricket bat and ball, badminton racquets with shuttle cork)	Standard	1 set each
4	Assessment equipment (medicine ball, sit and reach box, clapper, marking cones, saucer cones, poly spots, low hurdles, flat ring)	Standard	1 set each
5	Assessment Input Sheet	Hardcopy and digital copy	1
6	Officiating Flags	Standard	5
7	Loudspeaker	Standard	1
8	Bibs	Standard	2
9	Stopwatch	Standard	2
10	Alcohol based sanitizer	Hand sanitizer, disinfecting wipes	1 litre
11	Surface disinfectant	Standard	1 Litre
12	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
1	EduSports	Murali Krishna	Regional manager	Bangalore	9886923910	Murali.krishna@edusports.in
2	Sunbeam School	Perveen Quaiser	Principal	Uttar Pradesh	9721452301	principal.lahartara@sunbeamschools.com
3	Jawahar Navodya Vidyalaya	B.M Rajyaguru	Principal	Dwarka	7016431390	bmraiyaaguru1963@gmail.com
4	Little Flower Public Sr. Sec. School	Neeta	Principal	Delhi	9818069771	info@lfpsdelhi.com
5	Prim Buds Garden	J. Senthil Swamy	Director	Tamilnadu	9962549991	admin@primbudsgarden.com
6	JNV Mainpuri	Rajesh Kumar Yadav	Principal	Uttar Pradesh	8840896080	invmainpuri@gmail.com
7	New GMT Public School, Batha Dhua	Ms. Kanika	Principal		7589144445	kanikasachdeva204@gmail.com
8	St. Michael Academy	Bro. A. Thomas	Principal	Tamilnadu	8220283866	stmichaelacademychennai@gmail.com
9	Little Flower Public School	S. Vijaya Laxmi	Principal	Tamilnadu	7395888179	lfcbsschool@gmail.com
10	Airforce School	Mrs. Preeti Sharma	Principal		9101127522	afssarsawa@gmail.com
11	bright Scholar Sr. Sec. School	Kiran Dalal	Principal	Haryana	9467170973	kirandalal88@gmail.com
12	Jawahar Navodya Vidyalaya, Satna	Shabana Praveen	PET	Madhya Pradesh	9098214152	tashurawat1@gmail.com
13	DAV International School, Amritsar	Rahul Sharma	PRT, Physical Education	Punjab	8054721570	rahuldavsharma@gmail.com
14	HIM Internation School	Giridhara.S	Head of the Department	Arunachal Pradesh	9164479434	sportshod.himschool@gmail.com
15	MP International School	Dr. Abdul Jaleel P	Principal	Kerala	9495727307	drjaleelmarthya@gmail.com
16	Mayoor School, Ajmer	Harshu Verma	HOD Games Dept.	Uttar Pradesh	7976454097	hmv@mayoorschool.org
17	Rainbow School, Nellore	S. Ani	Principal	Andhra Pradesh	9490033853	anigopa67@gmail.com
18	JNV Sarsaul	Dr. S.K Mishra	Principal	Uttar Pradesh	9634778177	drskmishra@gmail.com

19	Creekside Internation School,Hyderabad	Mrs Husna Haseeb	Principal	Andhra Pradesh	7993972894	principal@creekside.edu.in
20	SportzVillage Foundation	Krish Iyengar	Business Head	Karnataka	9611840557	krish.iyengar@sportzvillage.com
21	JNV Kanpur Nagar	Kanchan Gupta	PET	Uttar Pradesh		guptakanchan030@gmail.com
22	Theresian Academy	Laisa Joseph	Principal	Chattisgarh	9407798966	theresianhc@gmail.com
23	SM Sportathon Pvt. Ltd.	Vijay Sharma	Co Founder	New Delhi	9595137533	vijay@sportathon.in
24	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
25	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
26	Kaahilan Pvt. Ltd.	Rajani kant	Chief Executive Officer	Housing Society, Mahada Colony, Andheri-Mumbai	98201154757	Rajni.kant@rozgarkhoj.com
27	FICCI	Pranav Yadav	Assistant Director	Federation House, tansen marg, Delhi	9911132393	Pranav.yadav@ficci.com

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/N1191: Plan physical education program

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Plan physical education curriculum for the year</i>	26	39	-	-
PC1. identify the overall goals and objectives of the PE program	2	3	-	-
PC2. evaluate the alignment of program objectives with current educational standards and guidelines	2	3	-	-
PC3. integrate the physical education curriculum with the school timetable	2	3	-	-
PC4. analyze the sequencing and progression of skills and concepts within the curriculum	2	3	-	-
PC5. identify opportunities to integrate technology and digital resources to enhance learning experiences	2	3	-	-
PC6. plan regular inspection of play space, facilities, props and equipment for cleanliness, safety and usage	2	3	-	-
PC7. plan for first aid and medical facilities required in case of emergency	2	3	-	-

PC8. review the inclusion of diverse and culturally relevant content in the curriculum	2	3	-	-
PC9. evaluate the balance between individual skill development and cooperative learning experiences	2	3	-	-
PC10. identify areas where interdisciplinary connections can be fostered with other subjects	2	3	-	-
PC11. identify the incorporation of inclusive practices for students with varying abilities and needs	2	3	-	-
PC12. analyze the utilization of student-centered and inquiry-based instructional approaches	2	3	-	-
PC13. determine if the curriculum promotes physical literacy and lifelong participation in physical activity	2	3	-	-
<i>Plan for student's assessment</i>	14	21	-	-
PC14. gather information about students' current fitness levels, skills, interests, and preferences in physical activities	2	3	-	-
PC15. use appropriate tools and techniques to evaluate students' sports skills, fitness levels and knowledge on physical education	2	3	-	-
PC16. interview to gather subjective information about students' motivations, past experiences in physical activities, and their perceived strengths and weaknesses	2	3	-	-
PC17. conduct surveys, questionnaires, to assess students' participation, technique, effort, and engagement levels in physical activities during class	2	3	-	-
PC18. assess the effectiveness of assessment strategies in measuring student learning and progress	2	3	-	-
PC19. collaborate with teachers, parents, and other relevant stakeholders to gain insights into students' individual needs, interests, and any health or medical conditions that may require special attention	4	6	-	-

NOS Total	40	60	-	-
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SPF/N1192: Implement a physical education program

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Conduct everyday physical activities</i>	15	45	-	-
PC1. establish clear expectations for behavior and participation from the beginning of each class	1	3	-	-
PC2. develop a detailed implementation plan outlining objectives, activities, and timelines for the physical education program	1	3	-	-
PC3. carry out a variety of engaging physical education activities and lessons that align with program goals and standards	1	3	-	-
PC4. ensure the availability and proper maintenance of equipment and resources needed for program implementation	1	3	-	-
PC5. carry out variety of engaging and age- appropriate activities to promote active participation and skill development	1	3	-	-
PC6. establish routines and procedures for equipment setup, cleanup, and storage to promote efficiency	1	3	-	-
PC7. use proximity and nonverbal cues to redirect off-task behavior and maintain focus	1	3	-	-
PC8. demonstrate proper techniques and movements to teach fundamental skills effectively	1	3	-	-

PC9. utilize interactive warm-up activities to engage students and prepare them for physical activity	1	3	-	-
PC10. incorporate a variety of instructional strategies, such as direct instruction, guided practice, and peer learning	1	3	-	-
PC11. incorporate technology tools and apps to enhance instruction and provide visual demonstrations	1	3	-	-
PC12. utilize visual aids, such as posters or diagrams, to illustrate key concepts or movement patterns	1	3	-	-
PC13. carry out physical activities and exercises to accommodate students with different abilities, providing variations or alternatives to ensure active participation	1	3	-	-
PC14. adjust the size, weight, or structure of equipment to make it accessible and suitable for students with diverse abilities	1	3	-	-
PC15. modify activities by providing individualized support, and creating inclusive learning opportunities	1	3	-	-
<i>Conduct assessments</i>	16	48	-	-
PC16. implement appropriate protocols and safety measures during fitness assessments	1	3	-	-

PC17. administer fitness assessments to measure cardiovascular endurance, such as the mile run or pacer test	1	3	-	-
PC18. evaluate muscular strength and endurance through exercises like push-ups, sit-ups, or plank holds	1	3	-	-
PC19. assess flexibility using tests like the sit-and- reach or shoulder stretch	1	3	-	-
PC20. measure body composition through techniques like skinfold caliper measurements or bioelectrical impedance analysis	1	3	-	-
PC21. conduct agility assessments using drills like shuttle runs or ladder drills	1	3	-	-
PC22. assess coordination and balance through activities like balancing on one leg or completing an obstacle course	1	3	-	-
PC23. evaluate students' speed and sprinting ability through timed sprints or agility ladder drills	1	3	-	-
PC24. measure power and explosiveness using tests like vertical jump or standing long jump	1	3	-	-
PC25. assess muscular endurance through activities like timed circuit training or bodyweight exercises	1	3	-	-

PC26. administer skill assessments to evaluate students' performance in various physical activities, such as running, jumping, throwing, and catching	1	3	-	-
PC27. observe and assess students' technique and form in specific sports or activities	1	3	-	-
PC28. measure students' proficiency in sport- specific skills, such as shooting in basketball	1	3	-	-
PC29. evaluate students' coordination and balance through activities that require body control and movement precision	1	3	-	-
PC30. utilize video analysis tools to review and assess students' performances	1	3	-	-
PC31. administer timed skill assessments to measure students' speed and agility in various physical tasks	1	3	-	-
<i>Document and generate reports</i>	19	57	-	-
PC32. document skill & fitness assessment results using structured rubrics or checklists	1	3	-	-
PC33. evaluate skill & fitness assessment results to identify strengths and areas for improvement for individual students and the overall group	1	3	-	-
PC34. compile formative & summative assessment data, including observation notes, self-assessment feedback, and student work samples	1	3	-	-

PC35. organize assessment data in a systematic manner for easy retrieval and analysis	1	3	-	-
PC36. examine formative assessment data to monitor students' ongoing progress, identifying learning gaps and areas requiring additional support	1	3	-	-
PC37. compare summative assessment data to establish a comprehensive picture of students' performance and growth over time	1	3	-	-
PC38. observe students' performance during physical activities and provide immediate feedback for improvement	1	3	-	-
PC39. engage in ongoing discussions to assess students' understanding of key concepts	1	3	-	-
PC40. utilize self-assessment and peer assessment strategies to encourage students' reflection and self-evaluation	1	3	-	-
PC41. use checklists and rubrics to systematically assess students' progress and mastery of specific skills	1	3	-	-
PC42. implement informal quizzes or quick assessments to gauge students' comprehension of rules, techniques, or tactics	1	3	-	-
PC43. conduct written exams or tests to assess students' knowledge of use data visualization tools and statistical analysis	1	3	-	-
PC44. teach theoretical concepts	1	3	-	-
PC45. organize and oversee structured competitions or tournaments to assess students' performance in game-based settings	1	3	-	-
PC46. use performance portfolios to assess students' application of physical education concepts	1	3	-	-

PC47. collaborate with students to establish personalized fitness and skill development goals based on assessment results	1	3	-	-
PC48. guide students in setting relevant, and time- bound (SMART) goals to track progress	1	3	-	-
PC49. identify areas of improvement from the assessment data and create action plans to target those areas	1	3	-	-
PC50. provide ongoing support, guidance, and feedback to students	1	3	-	-
NOS Total	50	150	-	-

SPF/N1193: Conduct sports events

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Conduct sports tournaments and competitions</i>	12	24	-	-
PC1. create checklist for the competition	2	4	-	-
PC2. create fixtures for the competition	2	4	-	-
PC3. create teams for the competition for different age groups	2	4	-	-
PC4. create registration form for individual and team sport competition	2	4	-	-
PC5. officiate the matches during the competition	2	4	-	-
PC6. create event completion report	2	4	-	-

<i>Conduct annual sports day</i>	10	30	-	-
PC7. conduct a school sports day including creating event schedules, coordinating logistics, and ensure the smooth flow of activities	2	6	-	-
PC8. prepare and setting up the sports day venue, including fields or tracks, boundaries, and ensuring proper equipment and facilities are in place	2	6	-	-
PC9. ensure fair play	2	6	-	-
PC10. prepare equipment required during the practice leading to sports day, including inventory management, distribution, etc.	2	6	-	-
PC11. collect feedback from participants, staff, and stakeholders, and using this information to improve future events	2	6	-	-
<i>Work effectively with others</i>	8	16	-	-
PC12. interact (verbal, non-verbal and written) in a gender, disability, and culturally sensitive manner	2	4	-	-
PC13. promote a safe and interactive environment	2	4	-	-
PC14. identify and report inappropriate behavior (e.g. sexual harassment) to appropriate authority	2	4	-	-
PC15. build professional relationships with colleagues and other stakeholders	2	4	-	-
NOS Total	30	70	-	-

SPF/N1194: Maintain health & safety standards at playfield

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Conduct risk assessment</i>	10	20	-	-
PC1. conduct a thorough inspection of the playfield to identify any potential hazards or risks that could pose a danger to students	2	4	-	-
PC2. assess the severity and likelihood of identified hazards to determine the level of risk they pose to students' safety	2	4	-	-
PC3. develop a plan to mitigate or eliminate the risks effectively	2	4	-	-
PC4. implement safety signage, set up protective barriers, and provide necessary safety equipment	2	4	-	-
PC5. monitor and review the effectiveness of risk mitigation measures and make necessary adjustments	2	4	-	-
<i>Conduct equipment maintenance</i>	10	30	-	-
PC6. conduct routine inspections of sports equipment to identify any signs of damage, wear, or malfunction	2	6	-	-
PC7. get the sports equipment clean and sanitized to maintain cleanliness, hygiene, and prevent the spread of germs or infections	2	6	-	-
PC8. take immediate action to repair or replace any equipment that is damaged, faulty, or poses a safety risk to students	2	6	-	-
PC9. ensure proper storage of equipment when not in use	2	6	-	-

PC10. maintain detailed records of equipment maintenance activities, including inspections, repairs, and replacements, to track the history and condition of equipment	2	6	-	-
<i>Implement injury prevention measures</i>	10	20	-	-
PC11. ensure that students/participants warm up before physical activities	2	4	-	-
PC12. demonstrate proper technique and form for different movements and exercises to minimize the risk of strains, sprains, or other musculoskeletal injuries	2	4	-	-
PC13. supervise students during physical activities to ensure they are using proper techniques, following safety guidelines, and engaging in safe behaviors	2	4	-	-
PC14. carry out rest and recovery session to prevent overuse injuries	2	4	-	-
PC15. perform first aid and Cardiopulmonary Resuscitation (CPR) when required	2	4	-	-
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	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/N0103: Employability Skills (90 Hours)

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Introduction to Employability Skills	1	1		
PC1. understand the significance of employability skills in meeting the job requirements	-	-	-	-
PC2. identify and explore learning and employability portals	-	-	-	-
PC3. research about the different industries, job market trends, latest skills required and the available opportunities	-	-	-	-
Constitutional values – Citizenship	1	1	-	-

PC4. identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices	-	-	-	-
PC5. follow environmentally sustainable practices				
Becoming a Professional in the 21st Century	1	3	-	-
PC6. recognize the significance of 21st Century Skills for employment	-	-	-	-
PC7. practice the 21st Century Skills such as Self Awareness, Behavior Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life	-	-	-	-
PC8. adopt a continuous learning mindset for personal and professional development				
Basic English Skills	3	4	-	-
PC9. use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-
PC10. read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
PC11. write short messages, notes, letters, e-mails etc. in English	-	-	-	-
Career Development & Goal Setting	1	2	-	-
PC12. identify career goals based on the skills, interests, knowledge, and personal attributes	-	-	-	-
PC13. prepare a career development plan with short- and long-term goals	-	-	-	-
Communication Skills	2	2	-	-
PC14. follow verbal and non-verbal communication etiquette and active listening techniques in various settings	-	-	-	-
PC15. use active listening techniques for effective communication	-	-	-	-
PC16. communicate in writing using appropriate style and format based on formal or informal requirements	-	-	-	-
PC17. work collaboratively with others in a team	-	-	-	-
Diversity & Inclusion	3	5	-	-
PC18. communicate and behave appropriately with all genders and PwD	-	-	-	-
PC19. escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
Financial and Legal Literacy	2	3		
PC20. identify and select reliable institutions for various financial products and services such as bank account, de	-	-	-	-

PC21. carry out offline and online financial transactions, safely and securely, using various methods and check the entries in the passbook	-	-	-	-
PC22. identify common components of salary and compute income, expenses, taxes, investments etc	-	-	-	-
PC23. identify relevant rights and laws and use legal aids to fight against legal exploitation			-	-
Essential Digital Skills	3	5	-	-
PC24. operate digital devices and use their features and applications securely and safely	-	-	-	-
PC25. carry out basic internet operations by connecting to the internet safely and securely, using the mobile data or other available networks through Bluetooth, Wi-Fi, etc.	-	-	-	-
PC26. display responsible online behaviour while using various social media platforms	-	-	-	-
PC27. create a personal email account, send and process received messages as per requirement	-	-	-	-
PC28. carry out basic procedures in documents, spreadsheets and presentations using respective and appropriate applications	-	-	-	-
PC29. utilize virtual collaboration tools to work effectively	-	-	-	-
Entrepreneurship	2	3	-	-
PC30. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	-	-
PC31. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	-	-
PC32. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-	-	-
Customer Service	1	2	-	-
PC33. identify different types of customers and ways to communicate with them	-	-	-	-
PC34. identify and respond to customer requests and needs in a professional manner	-	-	-	-
PC35. use appropriate tools to collect customer feedback	-	-	-	-
PC36. follow appropriate hygiene and grooming standards	-	-	-	-
Getting ready for apprenticeship & Jobs	2	3	-	-
PC37. create a professional Curriculum vitae (Résumé)	-	-	-	-
PC38. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-
PC39. apply to identified job openings using offline /online methods as per requirement	-	-	-	-
PC40. answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-	-
PC41. identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	-	-
NOS TOTAL	20	30	-	-

Annexure: Assessment Strategy

This section includes the processes involved in identifying, gathering, and interpreting information to evaluate the Candidate on the required competencies of the program.

Mention the detailed assessment strategy in the provided template.

<1. Assessment System Overview:

- Batches assigned to the assessment agencies for conducting the assessment on SIP or email
- Assessment agencies send the assessment confirmation to VTP/TC looping SSC
- Assessment agency deploys the ToA certified Assessor for executing the assessment
- SSC monitors the assessment process & records

2. Testing Environment:

- Check the Assessment location, date and time
- If the batch size is more than 30, then there should be 2 Assessors.
- Check that the allotted time to the candidates to complete Theory & Practical Assessment is correct.

3. Assessment Quality Assurance levels/Framework:

- Question bank is created by the Subject Matter Experts (SME) are verified by the other SME
- Questions are mapped to the specified assessment criteria
- Assessor must be ToA certified & trainer must be ToT Certified

4. Types of evidence or evidence-gathering protocol:

- Time-stamped & geotagged reporting of the assessor from assessment location
- Centre photographs with signboards and scheme specific branding

5. Method of verification or validation:

- Surprise visit to the assessment location

6. Method for assessment documentation, archiving, and access

- Hard copies of the documents are stored

On the Job:

1. Each module (which covers the job profile of Automotive Service Assistant Technician) will be assessed separately.
2. The candidate must score 60% in each module to successfully complete the OJT.
3. Tools of Assessment that will be used for assessing whether the candidate is having desired skills and etiquette of dealing with customers, understanding needs & requirements, assessing the customer and perform Soft Skills effectively:
 - Videos of Trainees during OJT
 -
4. Assessment of each Module will ensure that the candidate is able to:

- Effective engagement with the customers
- Understand the working of various tools and equipment

Annexure: Acronym and Glossary

Acronym

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

Glossary

Term	Description
National Occupational Standards (NOS)	NOS define the measurable performance outcomes required from an individual engaged in a particular task. They list down what an individual performing that task should know and also do.
Qualification	A formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards
Qualification File	A Qualification File is a template designed to capture necessary information of a Qualification from the perspective of NSQF compliance. The Qualification File will be normally submitted by the awarding body for the qualification.
Sector	A grouping of professional activities on the basis of their main economic function, product, service or technology.
Long Term Training	Long-term skilling means any vocational training program undertaken for a year and above. https://ncvet.gov.in/sites/default/files/NCVET.pdf