



Physical Education Assistant (Primary Years)

QP Code: SPF/Q4005

Version: 2.0

NSQF Level: 3

Sports, Physical Education, Fitness and Leisure Sector Skill Council || 207, 2nd floor DLF Tower,
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SPF/Q4005: Physical Education Assistant (Primary Years)

Brief Job Description

Physical Education Assistant (Primary Years) works in primary schools, apartments and clubs to teach age appropriate basics of sports skills and fitness in children between 9-12 years old.

Personal Attributes

Individuals should possess the passion for playing with children and be physically fit themselves. They should be self-motivated, energetic, creative, active, pleasant, calm and most importantly patient.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. [SPF/N0406: Plan sports and fitness activities for the year](#)
2. [SPF/N0407: Teach basics of popular sports skill and develop fitness](#)
3. [SPF/N0408: Conduct multi sports assessments](#)
4. [SGJ/N1702: Optimize resource utilization at workplace](#)

Qualification Pack (QP) Parameters

Sector	Sports
Sub-Sector	Sports
Occupation	Physical Training
Country	India
NSQF Level	3
Aligned to NCO/ISCO/ISIC Code	NCO-2015/3423.0200
Minimum Educational Qualification & Experience	10th Class (pursuing continuous regular education) OR Certificate-NSQF (Level 2- Physical Education Assistant (Early Years))

Minimum Level of Education for Training in School	
Pre-Requisite License or Training	Level 2 Physical Education Assistant (Early Years)
Minimum Job Entry Age	18 Years
Last Reviewed On	NA
Next Review Date	NA
NSQC Approval Date	
Version	2.0

SPF/N0406: Plan sports and fitness activities for the year

Description

This unit is about planning sports and fitness activities for the year

Scope

The scope covers the following :

- Plan infrastructure to teach popular sports
- Plan sports teaching sessions for the year
- Plan assessments for sports skill and fitness

Elements and Performance Criteria

Plan infrastructure to teach different sports skills

To be competent, the user/individual on the job must be able to:

- PC1.** identify and allocate safe place to conduct different sports sessions
- PC2.** identify age-appropriate props and equipment for specific sport
- PC3.** plan regular inspection of play space, facilities, props and equipment for cleanliness, safety and usage
- PC4.** identify special and customized equipment for participants with special needs and disabilities
- PC5.** plan for first aid and medical facilities required in case of emergency

Plan sports teaching and fitness building sessions for the year

To be competent, the user/individual on the job must be able to:

- PC6.** identify the sports that need to be covered in a year as per the infrastructure available (football ground, basketball court, etc.)
- PC7.** create yearly plan to teach identified sports
- PC8.** create session plans to teach basics of each sport
- PC9.** plan sports rotation for each group and create a timetable
- PC10.** plan sports competition for the year
- PC11.** plan regular interaction with parents

Plan assessments for sports skill and fitness

To be competent, the user/individual on the job must be able to:

- PC12.** plan for skill and fitness assessment
- PC13.** collect children's data – height, weight, age, etc.
- PC14.** plan the time and resources required for assessments
- PC15.** plan the area where the assessments would be conducted
- PC16.** publish the assessment dates to children and their parents with timelines
- PC17.** check safety and cleanliness of assessment equipment
- PC18.** plan and procure the props and equipment to be used and create ground markings for assessment

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** emergency response to injury / accident
- KU2.** emergency evacuation procedure/ protocol
- KU3.** laws and rules of popular sports
- KU4.** need-based teaching schedules
- KU5.** types of sports and fitness assessments
- KU6.** usage of sports equipment
- KU7.** ground/court markings for various sports
- KU8.** different types of disabilities
- KU9.** safe acts and safety measures during activities
- KU10.** maintenance of play space and sports equipment
- KU11.** basic first aid

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** read and comprehend all job-related documents like policy, code of conduct.
- GS2.** read and comprehend sports law books, information on physical activities
- GS3.** write emails
- GS4.** prepare events report
- GS5.** read and comprehend feedbacks

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Plan infrastructure to teach different sports skills</i>	20	11	-	-
PC1. identify and allocate safe place to conduct different sports sessions	4	2	-	-
PC2. identify age-appropriate props and equipment for specific sport	4	2	-	-
PC3. plan regular inspection of play space, facilities, props and equipment for cleanliness, safety and usage	4	2	-	-
PC4. identify special and customized equipment for participants with special needs and disabilities	4	2	-	-
PC5. plan for first aid and medical facilities required in case of emergency	4	3	-	-
<i>Plan sports teaching and fitness building sessions for the year</i>	24	12	-	-
PC6. identify the sports that need to be covered in a year as per the infrastructure available (football ground, basketball court, etc.)	4	2	-	-
PC7. create yearly plan to teach identified sports	4	2	-	-
PC8. create session plans to teach basics of each sport	4	2	-	-
PC9. plan sports rotation for each group and create a timetable	4	2	-	-
PC10. plan sports competition for the year	4	2	-	-
PC11. plan regular interaction with parents	4	2	-	-
<i>Plan assessments for sports skill and fitness</i>	28	15	-	-
PC12. plan for skill and fitness assessment	4	2	-	-
PC13. collect children's data – height, weight, age, etc.	4	2	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC14. plan the time and resources required for assessments	4	2	-	-
PC15. plan the area where the assessments would be conducted	4	2	-	-
PC16. publish the assessment dates to children and their parents with timelines	4	2	-	-
PC17. check safety and cleanliness of assessment equipment	4	2	-	-
PC18. plan and procure the props and equipment to be used and create ground markings for assessment	4	3	-	-
NOS Total	72	38	-	-

National Occupational Standards (NOS) Parameters

NOS Code	SPF/N0406
NOS Name	Plan sports and fitness activities for the year
Sector	Sports
Sub-Sector	Sports Fitness And Leisure
Occupation	Physical Training
NSQF Level	4
Credits	TBD
Version	2.0
Next Review Date	NA

SPF/N0407: Teach basics of popular sports skill and develop fitness

Description

This unit is about conducting physical activities planned for the year.

Scope

The scope covers the following :

- Conduct everyday sports and fitness sessions
- Conduct sports competition
- Maintain equipment and facility
- Work effectively with others

Elements and Performance Criteria

Conduct everyday sports and fitness sessions

To be competent, the user/individual on the job must be able to:

- PC1.** ensure readiness, cleanliness, safety of the play area
- PC2.** ensure first aid kit is complete and easily accessible
- PC3.** ensure the required props and equipment for the activities are available
- PC4.** check if children's outfits are appropriate for the planned activities
- PC5.** conduct appropriate warm-up and lead-up activities
- PC6.** ensure adequate ratio of props such as football, basketball, bats, etc. for faster learning
- PC7.** create smaller groups to maximize learning time
- PC8.** conduct drills to develop sports skills
- PC9.** conduct drills to develop specific fitness (endurance, strength, flexibility, etc.)
- PC10.** simplify the techniques of the sport for the children with different abilities
- PC11.** ensure children who are unwell do not attend to the session
- PC12.** interact with children using gender-sensitive, non-discriminatory language
- PC13.** treat all children equally irrespective of gender
- PC14.** use appropriate cool down activities to end the sessions
- PC15.** conclude every session summarizing participants progress and areas of improvement

Conduct sports competition

To be competent, the user/individual on the job must be able to:

- PC16.** create checklist for the competition
- PC17.** create fixtures for the competition
- PC18.** create teams for the competition for different age groups
- PC19.** create registration form for individual and team sport competition
- PC20.** officiate the matches during the competition
- PC21.** create event completion report

Maintain equipment and facility

To be competent, the user/individual on the job must be able to:

PC22. conduct all sports sessions in a safe place (free from sharp objects, obstacles, etc.)

PC23. inspect all sports facilities for safety

PC24. arrange first aid / medical emergency services readily available

PC25. replace broken props and report to supervisor

PC26. audit and keep track of all props and equipment documented

Work effectively with others

To be competent, the user/individual on the job must be able to:

PC27. interact (verbal, non-verbal and written) in a gender, disability, and culturally sensitive manner

PC28. promote a safe and interactive environment

PC29. identify and report inappropriate behaviour (e.g. sexual harassment) to appropriate authority

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. skill progression of different sports

KU2. stages of skill acquisition in sports

KU3. procedure for training for the relevant sport

KU4. guidelines for scheduling training sessions

KU5. emergency response to injury / accident

KU6. emergency evacuation procedure/ protocol

KU7. laws and rules of popular sports

KU8. various techniques of the sport

KU9. need-based training schedules

KU10. how to conduct skill and fitness drills

KU11. usage of sports equipment

KU12. ground/court markings for various sports

KU13. methods of creating competition schedules, fixtures

KU14. different types of disabilities

KU15. safe acts and safety measures during activities

KU16. maintenance of play space and sports equipment

KU17. how to administer basic first aid

KU18. make changes in the sessions based on weather conditions

KU19. maintenance of play space

KU20. maintenance of props and equipment

KU21. first aid techniques including CPR

KU22. factors leading to disengagement of children with the activity

KU23. types of learners

KU24. corrective actions for slow learners

KU25. ways to include children with disabilities to the regular sessions

KU26. POSH (Prevention of Sexual Harassment) Act

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** monitor child behaviour
- GS2.** resolve conflicts
- GS3.** communicate effectively to children
- GS4.** report and record incidents of emergency situations
- GS5.** read and comprehend feedbacks
- GS6.** comprehend yearly plan
- GS7.** document children's performance and improvement plan on a regular basis
- GS8.** seek permission for help and support required through written communication
- GS9.** instruct children during an on-ground activity
- GS10.** answer any queries raised by the children, parents
- GS11.** prepare a yearly plan of sports coaching
- GS12.** inform about an event, an incident, report a grievance
- GS13.** seek permission for help and support via written communication

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Conduct everyday sports and fitness sessions</i>	30	47	-	-
PC1. ensure readiness, cleanliness, safety of the play area	2	3	-	-
PC2. ensure first aid kit is complete and easily accessible	2	3	-	-
PC3. ensure the required props and equipment for the activities are available	2	3	-	-
PC4. check if children's outfits are appropriate for the planned activities	2	3	-	-
PC5. conduct appropriate warm-up and lead-up activities	2	3	-	-
PC6. ensure adequate ratio of props such as football, basketball, bats, etc. for faster learning	2	3	-	-
PC7. create smaller groups to maximize learning time	2	3	-	-
PC8. conduct drills to develop sports skills	2	3	-	-
PC9. conduct drills to develop specific fitness (endurance, strength, flexibility, etc.)	2	3	-	-
PC10. simplify the techniques of the sport for the children with different abilities	2	3	-	-
PC11. ensure children who are unwell do not attend to the session	2	3	-	-
PC12. interact with children using gender-sensitive, non-discriminatory language	2	3	-	-
PC13. treat all children equally irrespective of gender	2	3	-	-
PC14. use appropriate cool down activities to end the sessions	2	4	-	-
PC15. conclude every session summarizing participants progress and areas of improvement	2	4	-	-
<i>Conduct sports competition</i>	12	24	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC16. create checklist for the competition	2	4	-	-
PC17. create fixtures for the competition	2	4	-	-
PC18. create teams for the competition for different age groups	2	4	-	-
PC19. create registration form for individual and team sport competition	2	4	-	-
PC20. officiate the matches during the competition	2	4	-	-
PC21. create event completion report	2	4	-	-
<i>Maintain equipment and facility</i>	10	20	-	-
PC22. conduct all sports sessions in a safe place (free from sharp objects, obstacles, etc.)	2	4	-	-
PC23. inspect all sports facilities for safety	2	4	-	-
PC24. arrange first aid / medical emergency services readily available	2	4	-	-
PC25. replace broken props and report to supervisor	2	4	-	-
PC26. audit and keep track of all props and equipment documented	2	4	-	-
<i>Work effectively with others</i>	8	9	-	-
PC27. interact (verbal, non-verbal and written) in a gender, disability, and culturally sensitive manner	2	3	-	-
PC28. promote a safe and interactive environment	2	3	-	-
PC29. identify and report inappropriate behaviour (e.g. sexual harassment) to appropriate authority	4	3	-	-
NOS Total	60	100	-	-

National Occupational Standards (NOS) Parameters

NOS Code	SPF/N0407
NOS Name	Teach basics of popular sports skill and develop fitness
Sector	Sports
Sub-Sector	Sports Fitness And Leisure
Occupation	Physical Training
NSQF Level	4
Credits	TBD
Version	2.0
Next Review Date	NA

SPF/N0408: Conduct multi sports assessments

Description

This unit is on conducting assessment of children.

Scope

The scope covers the following :

- Prepare for assessments
- Conduct sports skill and fitness assessments
- Document assessments

Elements and Performance Criteria

Prepare for assessments

To be competent, the user/individual on the job must be able to:

- PC1.** plan the time and resources required for assessments
- PC2.** get the plan approved by the school/academy/coaching centre principal and publish the dates to the class teachers, students and their parents
- PC3.** plan the area where the assessments would be conducted
- PC4.** check safety and cleanliness
- PC5.** plan and procure the props and equipment to be used and create ground markings as required

Conduct sports skill and fitness assessments

To be competent, the user/individual on the job must be able to:

- PC6.** ensure if any child is sick or have any physical discomfort before the assessment
- PC7.** ensure children are in sports attire and prepared for the assessment
- PC8.** ensure all children are properly hydrated before fitness assessment
- PC9.** identify the assessment metrics to conduct assessment for all components of fitness and skill
- PC10.** create skill assessment and fitness assessment circuits
- PC11.** record assessment timings
- PC12.** deal with any medical emergency

Document assessments

To be competent, the user/individual on the job must be able to:

- PC13.** input assessment results into an excel file
- PC14.** validate the results
- PC15.** upload the excel into the system, if an automated system is available
- PC16.** fill in the results in a school/academy/coaching centre report card, if no automated system is available
- PC17.** ensure that report card reaches the parents

Evaluate the sports teaching program

To be competent, the user/individual on the job must be able to:

- PC18.** collect feedback from supervisors/managers, colleagues, children and parents
- PC19.** document feedback and discuss with supervisors/managers for improvement actions
- PC20.** analyze the findings to make modifications to the teaching style, if any
- PC21.** document learning outcomes of classes and share with parents and supervisors/managers
- PC22.** generate quarterly, half-yearly and yearly report for the management

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** types of tests to be conducted for the various age groups during fitness assessment
- KU2.** norms to be used to qualify the level of performance of each child
- KU3.** correct method of performing each test
- KU4.** props, equipment and markings required for each test
- KU5.** time taken for each test so as to estimate time required for the entire class/ batch
- KU6.** safety during assessment
- KU7.** the philosophy and requirements of organization regarding assessments and feedback
- KU8.** the procedures to take permission for assessment and informing children and parents
- KU9.** the approval process required for the design of a report card
- KU10.** approvals required to involve other teachers/staff to help during assessments.
- KU11.** key dates for which the report cards need to be available (Parent Meetings/ Orientation)
- KU12.** reporting and documentation requirement of the school/ organization
- KU13.** how to take care of a medical emergency
- KU14.** effect of eating habit and lifestyle on health and well being
- KU15.** how to address any deviation on yearly plan and change the plan accordingly to meet the desired goal of the year
- KU16.** how to compare the performance of children on a monthly/ quarterly basis and propose remedial classes for those who are slow in improving their skill, fitness levels
- KU17.** how to adapt the session creatively when children seem bored
- KU18.** relationship between planned vs actual program delivery

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** maintain student records
- GS2.** maintain incident records
- GS3.** basic language and literacy skills
- GS4.** read report card
- GS5.** read emails, application
- GS6.** work on laptop, computer
- GS7.** explain grades on the report card to the parents and management
- GS8.** explain Programme Report to the management

- GS9.** motivate children to do their best
- GS10.** give positive and motivating feedback to children and parents
- GS11.** handle students who are injured or perform poorly

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Prepare for assessments</i>	14	15	-	-
PC1. plan the time and resources required for assessments	4	2	-	-
PC2. get the plan approved by the school/academy/coaching centre principal and publish the dates to the class teachers, students and their parents	2	1	-	-
PC3. plan the area where the assessments would be conducted	3	2	-	-
PC4. check safety and cleanliness	2	3	-	-
PC5. plan and procure the props and equipment to be used and create ground markings as required	3	7	-	-
<i>Conduct assessments</i>	14	27	-	-
PC6. ensure if any child is sick or have any physical discomfort before the assessment	2	3	-	-
PC7. ensure children are in sports attire and prepared for the assessment	2	4	-	-
PC8. ensure all children are properly hydrated before fitness assessment	2	4	-	-
PC9. identify the assessment metrics to conduct assessment for all components of fitness and skill	2	4	-	-
PC10. create skill assessment and fitness assessment circuits	2	4	-	-
PC11. record assessment timings	2	4	-	-
PC12. deal with any medical emergency	2	4	-	-
<i>Document assessments</i>	12	18	-	-
PC13. input assessment results into an excel file	2	4	-	-
PC14. validate the results	2	4	-	-
PC15. upload the excel into the system, if an automated system is available	2	4	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC16. fill in the results in a school/academy/coaching centre report card, if no automated system is available	2	4	-	-
PC17. ensure that report card reaches the parents	4	2	-	-
<i>Evaluate the sports teaching program</i>	10	20	-	-
PC18. collect feedback from supervisors/managers, colleagues, children and parents	2	4	-	-
PC19. document feedback and discuss with supervisors/managers for improvement actions	2	4	-	-
PC20. analyze the findings to make modifications to the teaching style, if any	2	4	-	-
PC21. document learning outcomes of classes and share with parents and supervisors/managers	2	4	-	-
PC22. generate quarterly, half-yearly and yearly report for the management	2	4	-	-
NOS Total	50	80	-	-

National Occupational Standards (NOS) Parameters

NOS Code	SPF/N0408
NOS Name	Conduct multi sports assessments
Sector	Sports
Sub-Sector	Sports Fitness And Leisure
Occupation	Physical Training
NSQF Level	4
Credits	TBD
Version	2.0
Next Review Date	NA

SGJ/N1702: Optimize resource utilization at workplace

Description

This unit is about adopting sustainable practices and optimizing use of resources, especially material, energy and waste, in day-to-day operations at work

Scope

The scope covers the following :

- Material conservation practices
- Energy/electricity conservation practices
- Effective waste management/recycling practices

Elements and Performance Criteria

Material conservation practices

To be competent, the user/individual on the job must be able to:

- PC1.** identify ways to optimize usage of material including water in various tasks/activities/processes
- PC2.** check for spills/leakages in various tasks/activities/processes
- PC3.** plug spills/leakages and escalate to appropriate authority if unable to rectify
- PC4.** carry out routine cleaning of tools, machines and equipment

Energy/electricity conservation practices

To be competent, the user/individual on the job must be able to:

- PC5.** identify ways to optimize usage of electricity/energy in various tasks/activities/processes
- PC6.** check if the equipment/machine is functioning normally before commencing work and rectify wherever required
- PC7.** report malfunctioning (fumes/sparks/emission/vibration/noise) and lapse in maintenance of equipment
- PC8.** ensure electrical equipment and appliances are properly connected and turned off when not in use

Effective waste management/recycling practices

To be competent, the user/individual on the job must be able to:

- PC9.** identify recyclable and non-recyclable, and hazardous waste generated
- PC10.** segregate waste into different categories
- PC11.** dispose non-recyclable waste appropriately
- PC12.** deposit recyclable and reusable material at identified location
- PC13.** follow processes specified for disposal of hazardous waste

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** potential hazards, risks and threats based on the nature of work
- KU2.** layout of the workstation and electrical and thermal equipment used
- KU3.** organizations procedures for minimizing waste
- KU4.** efficient and inefficient utilization of material and water
- KU5.** ways of efficiently managing material and water in the process
- KU6.** basics of electricity and prevalent energy efficient devices
- KU7.** ways to recognize common electrical problems
- KU8.** common practices of conserving electricity
- KU9.** usage of different colours of dustbins
- KU10.** categorization of waste into dry, wet, recyclable, non-recyclable and items of single-use plastics
- KU11.** waste management and methods of waste disposal
- KU12.** common sources of pollution and ways to minimize it

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** record data on waste disposal at workplace
- GS2.** complete statutory documents relevant to safety and hygiene
- GS3.** read Standard Operating Practices (SOP) documents
- GS4.** communicate with colleagues on the significance of greening of jobs
- GS5.** make timely decisions for efficient utilization of resources
- GS6.** complete tasks efficiently and accurately within stipulated time
- GS7.** work with supervisors/team members to carry out work related tasks
- GS8.** identify cause and effect of greening of jobs

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Material conservation practices</i>	4	8	-	-
PC1. identify ways to optimize usage of material including water in various tasks/activities/processes	1	2	-	-
PC2. check for spills/leakages in various tasks/activities/processes	1	2	-	-
PC3. plug spills/leakages and escalate to appropriate authority if unable to rectify	1	2	-	-
PC4. carry out routine cleaning of tools, machines and equipment	1	2	-	-
<i>Energy/electricity conservation practices</i>	4	8	-	-
PC5. identify ways to optimize usage of electricity/energy in various tasks/activities/processes	1	2	-	-
PC6. check if the equipment/machine is functioning normally before commencing work and rectify wherever required	1	2	-	-
PC7. report malfunctioning (fumes/sparks/emission/vibration/noise) and lapse in maintenance of equipment	1	2	-	-
PC8. ensure electrical equipment and appliances are properly connected and turned off when not in use	1	2	-	-
<i>Effective waste management/recycling practices</i>	5	10	-	-
PC9. identify recyclable and non-recyclable, and hazardous waste generated	1	2	-	-
PC10. segregate waste into different categories	1	2	-	-
PC11. dispose non-recyclable waste appropriately	1	2	-	-
PC12. deposit recyclable and reusable material at identified location	1	2	-	-
PC13. follow processes specified for disposal of hazardous waste	1	2	-	-
NOS Total	13	26	-	-

National Occupational Standards (NOS) Parameters

NOS Code	SGJ/N1702
NOS Name	Optimize resource utilization at workplace
Sector	Green Jobs
Sub-Sector	Other Green Jobs
Occupation	Resource Optimization
NSQF Level	3
Credits	TBD
Version	1.0
Last Reviewed Date	24/02/2022
Next Review Date	24/02/2026
NSQC Clearance Date	24/02/2022

Assessment Guidelines and Assessment Weightage

Assessment Guidelines

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Element/ 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 Element/ PC.
2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3. Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS.
4. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below).
5. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/ training center based on these criteria.
6. To pass the Qualification Pack assessment, every trainee should score the Recommended Pass % aggregate for the QP.
7. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

Minimum Aggregate Passing % at QP Level : 70

(**Please note:** Every Trainee should score a minimum aggregate passing percentage as specified above, to successfully clear the Qualification Pack assessment.)

Assessment Weightage

Compulsory NOS

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
SPF/N0406.Plan sports and fitness activities for the year	72	38	-	-	110	25
SPF/N0407.Teach basics of popular sports skill and develop fitness	60	100	-	-	160	36
SPF/N0408.Conduct assessments	50	80	-	-	130	30
SGJ/N1702.Optimize resource utilization at workplace	13	26	-	-	39	9
Total	195	244	-	-	439	100

Acronyms

NOS	National Occupational Standard(s)
NSQF	National Skills Qualifications Framework
QP	Qualifications Pack
TVET	Technical and Vocational Education and Training

Glossary

Sector	Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
Sub-sector	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
Occupation	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
Job role	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
Occupational Standards (OS)	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the Knowledge and Understanding (KU) they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
Performance Criteria (PC)	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
National Occupational Standards (NOS)	NOS are occupational standards which apply uniquely in the Indian context.
Qualifications Pack (QP)	QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualifications pack code.
Unit Code	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
Unit Title	Unit title gives a clear overall statement about what the incumbent should be able to do.
Description	Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for.
Scope	Scope is a set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on quality of performance required.
Knowledge and Understanding (KU)	Knowledge and Understanding (KU) are statements which together specify the technical, generic, professional and organisational specific knowledge that an individual needs in order to perform to the required standard.

Organisational Context	Organisational context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
Technical Knowledge	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
Core Skills/ Generic Skills (GS)	Core skills or Generic Skills (GS) are a group of skills that are the key to learning and working in today's world. These skills are typically needed in any work environment in today's world. These skills are typically needed in any work environment. In the context of the OS, these include communication related skills that are applicable to most job roles.
Electives	Electives are NOS/set of NOS that are identified by the sector as contributive to specialization in a job role. There may be multiple electives within a QP for each specialized job role. Trainees must select at least one elective for the successful completion of a QP with Electives.
Options	Options are NOS/set of NOS that are identified by the sector as additional skills. There may be multiple options within a QP. It is not mandatory to select any of the options to complete a QP with Options.