



Physical Education Assistant (Early Years)

QP Code: SPF/Q4004

Version: 3.0

NSQF Level: 2

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SPF/Q4004: Physical Education Assistant (Early Years)

Brief Job Description

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.

Personal Attributes

Individuals should possess the passion for playing with children and be physically fit themselves. Individuals should be self-motivated, energetic, creative, active, pleasant, calm and most importantly patient to work with children. Individuals should have a positive approach, should demonstrate respect for children and commitment to their physical well-being.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. [SPF/N1157: Plan physical activities for the year](#)
2. [SPF/N1158: Conduct physical activities planned for the year](#)
3. [SPF/N1159: Conduct assessments](#)
4. [DGT/VSQ/N0101: Employability Skills \(30 Hours\)](#)

Qualification Pack (QP) Parameters

Sector	Sports
Sub-Sector	Sports
Occupation	Physical Training
Country	India
NSQF Level	2
Credits	10
Aligned to NCO/ISCO/ISIC Code	NCO-2015/3423.0200
Minimum Educational Qualification & Experience	8th Class (with pursuing regular continuous schooling)

Minimum Level of Education for Training in School	
Pre-Requisite License or Training	NA
Minimum Job Entry Age	18 Years
Last Reviewed On	NA
Next Review Date	NA
NSQC Approval Date	
Version	3.0

SPF/N1157: Plan physical activities for the year

Description

This unit is about planning physical activities for the year.

Scope

The scope covers the following :

- Plan age appropriate physical activities
- Plan safety measures and maintenance of equipment
- Plan physical events for the year

Elements and Performance Criteria

Plan age appropriate physical activities

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

- PC1.** plan age appropriate physical activities that develops Fundamental Movement Skills in children
- PC2.** plan adequate play spaces required for the activities
- PC3.** identify age appropriate props and equipment required to execute the activities
- PC4.** identify special and customized equipment for participants with special needs and disabilities
- PC5.** create timetable

Plan safety measures and maintenance of equipment

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

- PC6.** identify and allocate safe place to conduct physical activities
- PC7.** plan regular inspection of play space, facilities, props and equipment for cleanliness, safety and usage
- PC8.** plan first aid and medical facilities for any medical emergencies

Plan events for the year

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

- PC9.** identify competitive fun and recreational events that needs to be covered in a year
- PC10.** prepare a detailed plan with material, resources and venues for the events
- PC11.** prepare a detailed agenda for each of planned events
- PC12.** plan regular interaction with parents

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** vision, mission and values of the organization
- KU2.** goals and objectives of the institution in general and in the specific context of fitness, physical education and sports
- KU3.** reporting structure of the institution

- KU4.** curriculum of physical activity sessions
- KU5.** age appropriate fundamental movement skills
- KU6.** types of age appropriate recreational and competitive events for children
- KU7.** assessments for children
- KU8.** mass displays
- KU9.** round markings for various activities
- KU10.** timetable, agenda for the activities and events
- KU11.** checklists for various events
- KU12.** safety procedures during events
- KU13.** maintenance of play space
- KU14.** maintenance of props and equipment
- KU15.** first aid techniques including CPR
- KU16.** activities for the children based on their capabilities and interest
- KU17.** the roles and responsibilities of the activity teacher, physical education & sports staff
- KU18.** the working culture in the institution
- KU19.** emergency response to injury / accident
- KU20.** emergency evacuation procedure/ protocol followed by organization

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 curriculum, information on physical activities
- GS3.** write emails
- GS4.** prepare events report
- GS5.** explain the activities and benefits to school principal, parents
- GS6.** read and comprehend feedbacks

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Plan age appropriate physical activities</i>	20	20	-	-
PC1. plan age appropriate physical activities that develops Fundamental Movement Skills in children	4	2	-	-
PC2. plan adequate play spaces required for the activities	4	2	-	-
PC3. identify age appropriate props and equipment required to execute the activities	4	6	-	-
PC4. identify special and customized equipment for participants with special needs and disabilities	4	6	-	-
PC5. create timetable	4	4	-	-
<i>Plan safety measures and maintenance of equipment</i>	14	16	-	-
PC6. identify and allocate safe place to conduct physical activities	4	6	-	-
PC7. plan regular inspection of play space, facilities, props and equipment for cleanliness, safety and usage	4	6	-	-
PC8. plan first aid and medical facilities for any medical emergencies	6	4	-	-
<i>Plan events for the year</i>	30	10	-	-
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	4	-	-
PC12. plan regular interaction with parents	8	2	-	-
NOS Total	64	46	-	-

National Occupational Standards (NOS) Parameters

NOS Code	SPF/N1157
NOS Name	Plan physical activities for the year
Sector	Sports
Sub-Sector	Sports, Fitness and Leisure
Occupation	Sports Coaching
NSQF Level	2
Credits	2
Version	2.0
Next Review Date	NA

SPF/N1158: Conduct physical activities planned for the year

Description

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

Scope

The scope covers the following :

- Conduct age appropriate physical activity sessions
- Execute events planned for the year
- Maintain equipment and facility
- Work effectively with others

Elements and Performance Criteria

Conduct age appropriate physical activity sessions

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

- PC1.** ensure readiness, cleanliness, safety of the play area, props and equipment
- PC2.** ensure the required props and equipment for the activities are available
- PC3.** set up equipment safely for the planned activities
- PC4.** check if children's outfits are appropriate for the planned activities
- PC5.** teach Fundamental Movement Skills planned for the specific age group
- PC6.** conduct appropriate warm-up and lead-up activities
- PC7.** conduct sessions according to age groups with clear learning outcomes
- PC8.** teach children, all aspects of skill and fitness; play, exercise, hygiene, good eating habits
- PC9.** ensure all children are engaged throughout the activities
- PC10.** interact with children using age-appropriate language
- PC11.** treat all children equally irrespective of their abilities, gender
- PC12.** identify alternative activities as appropriate to meet changing needs of children
- PC13.** conduct appropriate cool down activities
- PC14.** ensure first aid kit is complete and easily accessible

Execute events planned for the year

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

- PC15.** create event checklist form
- PC16.** train children for mass drills and displays
- PC17.** execute fun and recreational events
- PC18.** conduct sports day, summer and winter camps
- PC19.** execute events for parents and teachers
- PC20.** create event completion report

Maintain equipment and facility

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

- PC21.** conduct all physical activities session in a safe place (free from sharp objects, obstacles, etc.)

- PC22.** inspect all sports facilities for safety
- PC23.** arrange first aid / medical emergency services readily available
- PC24.** replace broken props and report to supervisor
- PC25.** 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:

- PC26.** interact (verbal, non-verbal and written) in a gender, disability, and culturally sensitive manner
- PC27.** promote a safe and interactive environment
- PC28.** 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.** age appropriate Fundamental Movement Skills
- KU2.** types of age appropriate recreational and competitive events for children
- KU3.** mass displays
- KU4.** ground markings for various activities
- KU5.** special events like Sports Day, Grandparents Day, Children's Day etc.
- KU6.** parents meeting, orientation
- KU7.** timetable, agenda for the activities and events checklists for various events
- KU8.** safety procedures during events
- KU9.** make changes in the sessions based on weather conditions
- KU10.** maintenance of play space
- KU11.** maintenance of props and equipment
- KU12.** first aid techniques including CPR
- KU13.** factors leading to disengagement of children with the activity
- KU14.** types of learners
- KU15.** corrective actions for slow learners
- KU16.** ways to include children with disabilities to the regular sessions
- KU17.** POSH (Prevention of Sexual Harassment) Act

Generic Skills (GS)

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

- GS1.** in case of situations that are different from plan, ability to assess situation and act accordingly
- GS2.** monitor child behaviour
- GS3.** resolve conflicts
- GS4.** communicate effectively to children
- GS5.** report and record incidents of emergency situations

- GS6.** read and comprehend feedbacks
- GS7.** comprehend yearly plan
- GS8.** document children's performance and improvement plan on a regular basis
- GS9.** write an email to inform about an event, an incident, ask for permission, report about a grievance
- GS10.** seek permission for help and support required through written communication
- GS11.** instruct children during an on-ground activity
- GS12.** answer any queries raised by the children, parents

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Conduct age appropriate physical activity sessions</i>	28	56	-	-
PC1. ensure readiness, cleanliness, safety of the play area, props and equipment	2	4	-	-
PC2. ensure the required props and equipment for the activities are available	2	4	-	-
PC3. set up equipment safely for the planned activities	2	4	-	-
PC4. check if children's outfits are appropriate for the planned activities	2	4	-	-
PC5. teach Fundamental Movement Skills planned for the specific age group	2	4	-	-
PC6. conduct appropriate warm-up and lead-up activities	2	4	-	-
PC7. conduct sessions according to age groups with clear learning outcomes	2	4	-	-
PC8. teach children, all aspects of skill and fitness; play, exercise, hygiene, good eating habits	2	4	-	-
PC9. ensure all children are engaged throughout the activities	2	4	-	-
PC10. interact with children using age-appropriate language	2	4	-	-
PC11. treat all children equally irrespective of their abilities, gender	2	4	-	-
PC12. identify alternative activities as appropriate to meet changing needs of children	2	4	-	-
PC13. conduct appropriate cool down activities	2	4	-	-
PC14. ensure first aid kit is complete and easily accessible	2	4	-	-
<i>Execute events planned for the year</i>	12	24	-	-
PC15. create event checklist form	2	4	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC16. train children for mass drills and displays	2	4	-	-
PC17. execute fun and recreational events	2	4	-	-
PC18. conduct sports day, summer and winter camps	2	4	-	-
PC19. execute events for parents and teachers	2	4	-	-
PC20. create event completion report	2	4	-	-
<i>Maintain equipment and facility</i>	7	20	-	-
PC21. conduct all physical activities session in a safe place (free from sharp objects, obstacles, etc.)	2	4	-	-
PC22. inspect all sports facilities for safety	1	4	-	-
PC23. arrange first aid / medical emergency services readily available	1	4	-	-
PC24. replace broken props and report to supervisor	1	4	-	-
PC25. audit and keep track of all props and equipment documented	2	4	-	-
<i>Work effectively with others</i>	3	10	-	-
PC26. interact (verbal, non-verbal and written) in a gender, disability, and culturally sensitive manner	1	4	-	-
PC27. promote a safe and interactive environment	1	2	-	-
PC28. identify and report inappropriate behaviour (e.g. sexual harassment) to appropriate authority	1	4	-	-
NOS Total	50	110	-	-

National Occupational Standards (NOS) Parameters

NOS Code	SPF/N1158
NOS Name	Conduct physical activities planned for the year
Sector	Sports
Sub-Sector	Sports, Fitness and Leisure
Occupation	Sports Coaching
NSQF Level	2
Credits	4
Version	2.0
Next Review Date	NA

SPF/N1159: Conduct assessments

Description

This unit is on conducting assessment of children.

Scope

The scope covers the following :

- Conduct skill assessments
- Generate assessment reports
- Assess the effectiveness of the whole program

Elements and Performance Criteria

Conduct skill assessment

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

- PC1.** educate children on skill tests and conduct practice sessions
- PC2.** prepare the grounds and equipment for assessments
- PC3.** create skill assessment circuit
- PC4.** assess children on each Fundamental Movement Skill and document

Generate assessment reports

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

- PC5.** capture data on excel and create reports for children and parents with improvement actions
- PC6.** explain grades on the report cards
- PC7.** compare the report with last year to see the progression
- PC8.** prepare the remedial measure for the weak children

Assessing the effectiveness of the whole program

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

- PC9.** take feedback from supervisors/managers, colleagues, children and parents
- PC10.** document feedback and discuss with supervisors/managers for improvement actions
- PC11.** document learning outcomes of classes and share with parents and supervisors/managers
- PC12.** 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.** the battery of tests to be conducted for the various age groups during Skill 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.** approval 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.** children's eating habit and lifestyle habits and its effect on their health and well being
- KU15.** handle a change in plan with respect to the time table in case of adverse weather or other events
- KU16.** report to parents, the progress of their children
- KU17.** report to authorities and parents, of any unusual event
- KU18.** address any deviation on yearly plan and change the plan accordingly to meet the desired goal of the year
- KU19.** 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
- KU20.** adapt the session creatively when children seem bored
- KU21.** notice non-participating children and act
- KU22.** focus on the class and not be distracted during session
- KU23.** identify the 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>Conduct skill assessment</i>	26	28	-	-
PC1. educate children on skill tests and conduct practice sessions	5	5	-	-
PC2. prepare the grounds and equipment for assessments	6	8	-	-
PC3. create skill assessment circuit	5	5	-	-
PC4. assess children on each Fundamental Movement Skill and document	10	10	-	-
<i>Generate assessment reports</i>	9	7	-	-
PC5. capture data on excel and create reports for children and parents with improvement actions	3	3	-	-
PC6. explain grades on the report cards	3	2	-	-
PC7. compare the report with last year to see the progression	3	2	-	-
PC8. prepare the remedial measure for the weak children	-	-	-	-
<i>Assessing the effectiveness of the whole program</i>	9	11	-	-
PC9. take feedback from supervisors/managers, colleagues, children and parents	3	2	-	-
PC10. document feedback and discuss with supervisors/managers for improvement actions	2	3	-	-
PC11. document learning outcomes of classes and share with parents and supervisors/managers	2	3	-	-
PC12. generate quarterly, half-yearly and yearly report for the management	2	3	-	-
NOS Total	44	46	-	-

National Occupational Standards (NOS) Parameters

NOS Code	SPF/N1159
NOS Name	Conduct assessments
Sector	Sports
Sub-Sector	Sports, Fitness and Leisure
Occupation	Sports Coaching
NSQF Level	2
Credits	3
Version	2.0
Next Review Date	NA

DGT/VSQ/N0101: Employability Skills (30 Hours)

Description

This unit is about employability skills, Constitutional values, becoming a professional in the 21st Century, digital, financial, and legal literacy, diversity and Inclusion, English and communication skills, customer service, entrepreneurship, and apprenticeship, getting ready for jobs and career development.

Scope

The scope covers the following :

- Introduction to Employability Skills
- Constitutional values - Citizenship
- Becoming a Professional in the 21st Century
- Basic English Skills
- Communication Skills
- Diversity & Inclusion
- Financial and Legal Literacy
- Essential Digital Skills
- Entrepreneurship
- Customer Service
- Getting ready for Apprenticeship & Jobs

Elements and Performance Criteria

Introduction to Employability Skills

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

PC1. understand the significance of employability skills in meeting the job requirements

Constitutional values - Citizenship

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

PC2. identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices

Becoming a Professional in the 21st Century

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

PC3. explain 21st Century Skills such as Self-Awareness, Behavior Skills, Positive attitude, self-motivation, problem-solving, creative thinking, time management, social and cultural awareness, emotional awareness, continuous learning mindset etc.

Basic English Skills

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

PC4. speak with others using some basic English phrases or sentences

Communication Skills

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

PC5. follow good manners while communicating with others

PC6. work with others in a team

Diversity & Inclusion

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

PC7. communicate and behave appropriately with all genders and PwD

PC8. report any issues related to sexual harassment

Financial and Legal Literacy

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

PC9. use various financial products and services safely and securely

PC10. calculate income, expenses, savings etc.

PC11. approach the concerned authorities for any exploitation as per legal rights and laws

Essential Digital Skills

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

PC12. operate digital devices and use its features and applications securely and safely

PC13. use internet and social media platforms securely and safely

Entrepreneurship

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

PC14. identify and assess opportunities for potential business

PC15. identify sources for arranging money and associated financial and legal challenges

Customer Service

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

PC16. identify different types of customers

PC17. identify customer needs and address them appropriately

PC18. follow appropriate hygiene and grooming standards

Getting ready for apprenticeship & Jobs

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

PC19. create a basic biodata

PC20. search for suitable jobs and apply

PC21. identify and register apprenticeship opportunities as per requirement

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. need for employability skills

KU2. various constitutional and personal values

KU3. different environmentally sustainable practices and their importance

KU4. Twenty first (21st) century skills and their importance

KU5. how to use basic spoken English language

KU6. Do and dont of effective communication

KU7. inclusivity and its importance

KU8. different types of disabilities and appropriate communication and behaviour towards PwD

KU9. different types of financial products and services

KU10. how to compute income and expenses

KU11. importance of maintaining safety and security in financial transactions

- KU12.** different legal rights and laws
- KU13.** how to operate digital devices and applications safely and securely
- KU14.** ways to identify business opportunities
- KU15.** types of customers and their needs
- KU16.** how to apply for a job and prepare for an interview
- KU17.** apprenticeship scheme and the process of registering on apprenticeship portal

Generic Skills (GS)

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

- GS1.** communicate effectively using appropriate language
- GS2.** behave politely and appropriately with all
- GS3.** perform basic calculations
- GS4.** solve problems effectively
- GS5.** be careful and attentive at work
- GS6.** use time effectively
- GS7.** maintain hygiene and sanitisation to avoid infection

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Introduction to Employability Skills</i>	1	1	-	-
PC1. understand the significance of employability skills in meeting the job requirements	-	-	-	-
<i>Constitutional values - Citizenship</i>	1	1	-	-
PC2. identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	1	3	-	-
PC3. explain 21st Century Skills such as Self-Awareness, Behavior Skills, Positive attitude, self-motivation, problem-solving, creative thinking, time management, social and cultural awareness, emotional awareness, continuous learning mindset etc.	-	-	-	-
<i>Basic English Skills</i>	2	3	-	-
PC4. speak with others using some basic English phrases or sentences	-	-	-	-
<i>Communication Skills</i>	1	1	-	-
PC5. follow good manners while communicating with others	-	-	-	-
PC6. work with others in a team	-	-	-	-
<i>Diversity & Inclusion</i>	1	1	-	-
PC7. communicate and behave appropriately with all genders and PwD	-	-	-	-
PC8. report any issues related to sexual harassment	-	-	-	-
<i>Financial and Legal Literacy</i>	3	4	-	-
PC9. use various financial products and services safely and securely	-	-	-	-
PC10. calculate income, expenses, savings etc.	-	-	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC11. approach the concerned authorities for any exploitation as per legal rights and laws	-	-	-	-
<i>Essential Digital Skills</i>	4	6	-	-
PC12. operate digital devices and use its features and applications securely and safely	-	-	-	-
PC13. use internet and social media platforms securely and safely	-	-	-	-
<i>Entrepreneurship</i>	3	5	-	-
PC14. identify and assess opportunities for potential business	-	-	-	-
PC15. identify sources for arranging money and associated financial and legal challenges	-	-	-	-
<i>Customer Service</i>	2	2	-	-
PC16. identify different types of customers	-	-	-	-
PC17. identify customer needs and address them appropriately	-	-	-	-
PC18. follow appropriate hygiene and grooming standards	-	-	-	-
<i>Getting ready for apprenticeship & Jobs</i>	1	3	-	-
PC19. create a basic biodata	-	-	-	-
PC20. search for suitable jobs and apply	-	-	-	-
PC21. identify and register apprenticeship opportunities as per requirement	-	-	-	-
NOS Total	20	30	-	-

National Occupational Standards (NOS) Parameters

NOS Code	DGT/VSQ/N0101
NOS Name	Employability Skills (30 Hours)
Sector	Cross Sectoral
Sub-Sector	Professional Skills
Occupation	Employability
NSQF Level	2
Credits	1
Version	1.0
Last Reviewed Date	17/11/2022
Next Review Date	17/11/2025
NSQC Clearance Date	17/11/2022

Assessment Guidelines and Assessment Weightage

Assessment Guidelines

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down the proportion of marks for Theory and Skills Practical for each PC.
2. The assessment for the theory part will be based on the 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 the 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 a minimum of 50% aggregate marks to successfully clear the assessment.
7. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

Minimum Aggregate Passing % at QP Level : 50

(**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/N1157.Plan physical activities for the year	64	46	-	-	110	27
SPF/N1158.Conduct physical activities planned for the year	50	110	-	-	160	39
SPF/N1159.Conduct assessments	44	46	-	-	90	22
DGT/VSQ/N0101.Employability Skills (30 Hours)	20	30	-	-	50	12
Total	178	232	-	-	410	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.

<p>Organisational Context</p>	<p>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.</p>
<p>Technical Knowledge</p>	<p>Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.</p>
<p>Core Skills/ Generic Skills (GS)</p>	<p>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.</p>
<p>Electives</p>	<p>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.</p>
<p>Options</p>	<p>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.</p>