Competency Based Curriculum

National Skills Qualification Program
NSQF Level 4
Sector: Physical Education and Sports

PSS Central Institute of Vocational Education, Bhopal
(a constituent unit of NCERT, an autonomous organization under Ministry of Human
Resource Development, Government of India)

Contents

Introduction

The National Skills Qualifications Framework (NSQF) developed by the Ministry of Human Resource Development (MHRD), Government of India provides a common reference for linking various qualifications to be used for setting common principles and guidelines for a nationally recognized qualification system covering Schools, Vocational Education and Training Institutions, Technical Education Institutions, and Universities/Colleges.

As per NSQF qualifications are to be developed in series of levels of knowledge and skills, defined in terms of learning outcomes i.e., the competencies (knowledge, skills and attitude) which the learners must possess regardless of whether they were acquired through formal, non-formal or informal education and training system. Units of competency are the specification of knowledge and skill and the application of that knowledge and skill to the standard of performanceexpected in the workplace.

Competency is defined in terms of what a person is required to perform, under what conditions it is done and how well it is to be done. Generic competencies are considered essential for a person to participate effectively in the workforce, whereas technical competencies are an individual's knowledge and expertise in the specific group task and its processes. An executive order F.No.1-4/2011-VE dated 3 Sept., 2012 on the various aspects of NSQF has been issued by the MHRD. For more details on the NSQF, please visit the website of MHRD at www: mhrd.gov.in. A competency based curriculum describes what learners must "know" and "be able to do" by the end of a program or study. It identifies the competencies and sub-competencies each learner is expected to master. It states clearly the criteria and conditions by which performance will be assessed. It also defines the learning activities that will lead the learner to mastery of the targeted learning outcome.The **competency based curriculum** is broken down into parts known as **Units**. Each unit is further broken down into knowledge and skills on the basis of which evidence is to be provided by the learner and the evaluation is to be done by the teacher or trainer.

About the Sector

Physical education and Sports is a sector which is very wide in scope and extremely significant in its impact on society. There is lack of sports consciousness and culture in the country. In general it is believed that Sports can only be pursued at the cost of academics. We even have a very well-known saying in India for it;

   "Padhoge Likhoge Banoge Nawab, Kheloge Kudoge Banoge Kharab"

Such Myths exaggerate our imbalance towards physical activity.

As we live in the 21st century with all the issues of sedentary lifestyles, unhealthy food habits, stressful careers, this imbalance needs to change else we will face a generation which will have a lower life span than the previous. There are already studies indicating that30% population of children today is obese. Obesity is a disease. That is an alarmingly high number as there is research to show that 80% of obese children grow upto be obese adults. Diseases like type II diabetes, high cholesterol, stress related disorders are very common in this category.

The sowing of the seeds of physical activity as part of one's lifestyle can only happen from childhood. It is a habit that needs to be formed early on. It is therefore clear that physical education needs to be an integral part of education in all our schools. Other that the obvious health and fitness outcomes we are also looking at a great deal of life skills learning through sports, grooming better citizens.

The need for physical education as an integral part of education has been recognized by the government and efforts are being made to elevate the status of physical education in schools. That is the grass roots level intervention which will eventually drive the demand for physical education and sports related industry in India.

The immediate need is of good quality physical education and sports professionals at various levels. This demand is going to explode in the coming years offering opportunities for all who want to be associated with Sports and build a career in this field. Several job opportunities already exist and new ones are taking shape.

Self	Schools	Sports Academies	Fitness Centers	Hospitals	Sports Events
-Professional Players	-Physical Education Teachers -Early Years Physical Trainers -Sports Coaches	- Sports Coaches - Facility Managers - Academy Managers	-Fitness Trainers -Nutritionists	-Sports Doctors -Physiotherapists -Nutritionists	-Event Managers -Officials -Commentators -Journalists

There is already a gap today in the demand and supply of professionals in this sector in quantity as well as quality. A vocational course on physical training and sports gives basic exposure of the relevant knowledge and skills required for someone interested in this sector. Participation in such a vocational course should build entry level knowledge and skills giving the student an advantage when pursuing further education in this field or employability skills, should the student decide to go for a job.

Since most of the job roles in this sector require the employee to be dealing with fellow human beings, there is a certain level of maturity and skills required in dealing with the customers. Level 1 of this vocational course would give exposure to students on several skills that are required across the sector so that they get a flavor of what is the scope and also get an opportunity to explore their innate choices. As the course progresses to level 2, students would be confident of doing roles like grounds marking, facility readiness, assisting a physical education teacher in a school or academy. By level 4 the students would have confidence to conduct lessons on their own under the guidance of a Physical Education director in a school or a team coach. They would have basic knowledge of Sports like skills, rules, ground markings, conducting tournaments, basic first aid and a lot of exposure to actually conducting such lessons with children. They will have knowledge of skills versus fitness and what can be done to improve both.

In schools, there is a dire need of physical education trainers who are able to focus on engaging the whole class and exciting children to participate in physical activity for the pleasure on playing, social interaction, fun and fitness.

Objectives of the Course

Upon completion of this level 4 course students will be able to

- Describethe role and responsibilities of a Physical Education Teacher and a Sports Coach
- Describe the professional standards that a Physical Education Teacher and a Sports Coach should demonstrate
- Describe the educational structure in India
- Demonstrate how to plan for the school calendar year for Physical Education and Sports Programme
- Demonstrate the knowledge of House Allocation and Investiture Ceremony;
- Demonstrate how to mark ground, court and athletic track
- Describe the process of maintaining props, equipment and sports facilities on a regular basis
- Conduct events in school following the standard procedure and using proper event management tools
- Conduct Intramural in school for games like Football, Basketball, Volleyball, Track Field, etc.
- Conduct Sports Day in school, engaging all the students, teachers and support staff
- Conduct Parent Teachers meeting in an efficient manner
- Describe the importance of dress code and personal presentation as a Physical Education Teacher and Sports Coach
- Demonstrate the knowledge of hygienic practices
- Demonstrate the knowledge of managing a school assembly in an efficient manner
- Identify ways used for Community Services
- Demonstrate how to manage your time efficiently to be more productive at work and at home
- Develop the competencies required to conduct age appropriate physical activities in school
- Demonstrate the knowledge of teaching major team sports in school
- Demonstrate the knowledge of conducting fitness assessment of school children
- Evaluate a coaching plan
- Describe the difference between normal diet and a diet for the sports person
- Demonstrate the basic knowledge of MS
- Write job application letters, using the correct format

Course Structure:Competency Based Curriculum

Sector: Physical Training and Sports

Course Structure: This course (vocational qualification package) is a planned sequence of instructions consisting of the following 08 modules called as Units.

Physical Training and Sports - Unit Matrix					Level 4
Sl. #	Unit Code	Unit Title	Sub-Unit	No. of Notional Learning hours	Pre-requisite Unit, if any
1	**PS 401 - NQ2016**	**Roles and Responsibilities of a Physical Education Teacher and a Sports Coach**	Roles and Responsibilities of a Physical Education Teacher and a Sports Coach Code of conduct for a Physical Education Teacher and a Sports Coach Physical Education Teacher - Then and Now Educational Structure in India	10	PS 301 - NQ2015: Foundation of Physical Education
2	**PS 402 - NQ2016**	**Learn to Plan for the Year**	Making a Year Plan House Allocation - Investiture Ceremony Creating Playing Environment - Ground, Court and Track Marking Maintenance of Props, Equipment and Sports Facility	30	PS 303 - NQ2015: Games and Sports
3	**PS 403 - NQ2016**	**Identify and Conduct Events in School**	Events Planning Conducting Intramural Conducting Sports Day Parent Teacher meeting	30	PS 306 - NQ2015: Managing Sports Events, PS 303 - NQ2015:

					Games and Sports,
4	PS 404 - NQ2016	**Maintain Everyday Health and Hygiene**	Personal Grooming of a PE teacher and a Sports Coach	20	PS 304 - NQ2015: Developing an Athlete, PS 305 - NQ2015: Teaching-Learning
			Roles of PE Teacher or a Coch in Maintaining Everyday Hygiene of Students		
			Conduct Assemble in School		
			Community Services		
5	PS 405 - NQ2016	**Teaching Age Appropriate Activities to Children**	Managing Time Efficiently	40	PS 303 - NQ2015: Games and Sports
			Teaching Age Appropriate Physical Activities in School		
			Teaching Team Sports in School		
			Learn to Conduct Fitness Tests for Students		
6	PS 406 - NQ2016	**Learn to Coach and Build School Team**	Understanding Talent Detection, Identification and Development	30	PS 305 - NQ2015: Teaching-Learning, PS 303 - NQ2015: Games and Sports
			Making a Coaching Plan		
			Understanding Diet and Food Before, During and After the Training and Competition		
			Training for Speed, Agility and Quickness (SAQ)		
7	PS 407 - NQ2016	**Introduction to Information and Communication Technology (ICT)**	Introduction to MS Office	10	NA
			Learn to Write Application Letters		
			Learn to Write Events Report		
			Preparing for a Job Interview		
8	PS 408 - NQ2016	**Work Integrated Learning**	Conduct Talent Identification	30	PS 303 - NQ2015: Games and Sports, PS 304 - NQ2015: Developing an Athlete
			Build School Teams		
			Conduct Fitness Related Assessments		
			Visit to Stadiums to Understand and Observe the Stadium Operations/ Maintenance		
			Visit to Montessori/ Play-Schools to Understand the School Operations and Observe Teaching Methods.		
Total				**200**	

Successful completion of **200hours** of **theory and practical sessions** is a requirement for full qualification.

Classroom Activities:

The main activity in classroom will be an interactive lecture session, followed by discussions. Teachers should make effective use of a variety of instructional aids, such as Videos, Power Point Presentations, Charts, Diagrams, Models, Exhibits, Handouts, etc. to transmit knowledge in and effective and interactive mode.A variety of teaching methods will be used like projects, role-play, demonstration, discussion and debate and hands on learning.

Practical Activities:

Activities that provide practical experience are termed as practical activities. Most of the modules in this vocation lend very well to hands on learning. Conducting physical activities according to lesson plans for students of various age groups in the schools, planning and organizing tournaments involving students, teachers and perhaps the community, ground markings, visiting sports facilitiesetc. are good examples of practical activities. Props, tools and equipment are used for practical activities to make the activity fun and engaging.The vocational teacher with the permission of the school principal will plan practical activities where the students can get exposure to all skills required in the course.

On-the-Job Training:

On-the-job training (OJT) utilizes actual equipment and materials in a structured manner, following a training plan that reflects tasks to be performed and competencies to be imparted under the supervision of an experienced trainer or supervisor. Training plan is prepared and signed by the student, teacher, and supervisor at the organization/industry. In the first step of OJT the trainer will provide an overview of the task to the student, explaining the use of the tools, equipment, materials, etc. in performing the tasks. In the second step trainer will tell, show, and demonstrate step by step the use of tools, materials and equipment for performing a task showing the finished products at each step which will help the leaner understand what is required as outcome. Student will learn and demonstrate these activities while the trainer will monitor the progress and provide feedback. Students should be able demonstrate clearly the performance standards defined in the modules.

Certification:

The certificate will be issued by the State's Secondary Education Board/Central Board of Secondary Education (CBSE)

Unit Code: PS401-NQ2016	Unit Title : Roles and Responsibilities of a Physical Education Teacher and a Sports Coach			
	Duration: 10 hours			
Location: Classroom & Play ground	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Methods
	1. Understand the role of a Physical Education Teacher and a Sports Coach	1. What are the roles and responsibilities of a Physical Education Teacher in school? 2. What are the roles and responsibilities of a Sports Coach in school?	1. List 3 responsibilities of a Physical Education Teacher in a school 2. List 3 responsibilities of a Sports Coach in school	**Interactive Lecture:** Roles and Responsibilities of a Physical Education Teacher and a Sports Coach **Activity: Role Play** 1. Divide the class into two teams and discuss on the importance of Physical Education Teacher and a Sports Coach in the life of a student.
	2. Understand the code of conduct for a Physical Education Teacher and a Sports Coach	1. Explain is the code and conduct of a PE teacher and sports coach? 2. Explain What is personal and professional etiquette?	1. Demonstrated the knowledge of code of conduct of a PE Teacher and a Sports Coach 2. List at least three points that indicates that a PE teacher or a coach collaborate with school staff, parents and the community.	**Interactive Lecture:** Code of conduct for a Physical Education Teacher and a Sports Coach **Role Play:** 1. Conduct a skit play to demonstrate personal and professional integrity

| | | | 3. List at least five points that indicates that a PE teacher or a coach nurture each student's cognitive, physical, emotional and social development | 2. Through Role Play demonstrate the code of conduct of the PE teachers and a Sports coach. Following are the list of indicative role play activities;

a. Engage teachers and school staff in a fitness programme e.g. Yoga session.
b. Publish a bulletin on the notice board on the importance of physical activities.
c. Conduct community wellness programme in the nearby locality.
d. Conduct a skit/play to demonstrate personal and professional etiquette. |
| | 3. Understand old and modern system of Physical Education | 1. What are the recent changes in the Physical Education activities conducted in school?
2. What is the difference between old fashioned and modern day Physical Education Programme? | 1. Why is it important to have a structured Physical Education Programme in school? List at least 5 reasons.

2. What are the criteria that you look at to interpret whether the Physical Education Programme is structured or not? | **Interactive Lecture:** Physical Education Teacher - Then and Now
Activity:
1. Play a game or perform an on-ground activity that indicates that it is an unstructured physical education programme. |

				After the session, list your suggestions to transform it into a structured programme.

	4.Understand theeducational structure in India	1. Explain is the Indian school education system?	1. Differentiate between the qualifications required to become
			  a. Primary Education and Secondary Education
			  b. Vocational Education and Open and Distance Learning
			2. Demonstrated the knowledge of different types of schools in India
				Interactive Lecture: Education in India
				Group Activity:
				1.Chronologically collect information on the changes in Indian Education System right from the Vedic period till today

Unit Code: PS402-NQ2016	Unit Title : Learn to plan for the Year			
	Duration: 30 hours			
Location:	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Methods
Classroom & Play ground	1.Develop the knowledge and skill to make a year plan for the school	1. Explain is the importance of planning? 2. Why is it important to understand the organizational structure of a school? 3. Why props are used in training? 4. What are the factors that affect the success of a year plan?	1.List five things that you will consider while planning a curriculum for the school which has only a Basketball court 2. Demonstrate the knowledge of making a School Year Plan for Physical Education 3. Define a goal to win an inter-school football tournament using SMART planning 3. Demonstrate an understanding of SMART Goals	Interactive Lecture: Making a Year Plan **Activity: on ground/ project** 1. In a group activity make a Year Plan for your school 2. Make an organizational structure of a school on a chart paper

2. Learn how to conduct house allocation and investiture ceremony in school	1. Explain with examples the process of House Division in school 2. Explain the process of selecting Student Council Members 3. what are the General practices during the Investiture Ceremony	1. Write the names of the heads of Council Members under which students will be elected 2. Demonstrate the knowledge of dividing students into different houses 3. Demonstrate the knowledge to conduct Investiture Ceremony 4.Differentiate between a. House Division and Investiture Ceremony b. Head Boy/Girl and Flag Bearer	**Interactive Lecture:** House Allocation - Investiture Ceremony **Activity: on ground** 1. Do a mock house division in your class and also conduct an Investiture Ceremony
3. Learn how to do ground, court and track marking for different sports	1. Explain with examples how to mark a. Athletic track b. Kho-kho court c. Basketball court d. Football Ground	2. Differentiate between a. Radius and circumference. b. Process of marking a 100m running track and a 400m running track c. Stagger start and Alley start	**Interactive Lecture:** Fitness components and tests **Activity: on ground:** 1. Marka400m Athletic Track on a chart paper displaying all the formulas for calculating the track distances. 2. Doground/ court marking of the infrastructure available at your school

4. Learn to maintain props, equipment and sports facilities	1. Explain the correct procedures to maintain balls before and after their use 2. Explain the correct procedures to maintain props and equipment before and after their use	1. Inflate the balls with correct pressure 2. Demonstrate an understanding of maintaining the props and equipment before and after their use 3. List down the maintenance procedure of a volleyball court after the match	**Interactive Lecture:** Factors affecting physical fitness **Activity: on ground:** 1. Clean your sports room and arrange the props and equipment neatly 2. Make a chart stating the best practices in maintaining balls

Unit Code: PS403-NQ2016	**Unit Title : Conduct Sports Events in School**		
	Duration: 30 hours		
Location:	**Learning Outcome**	**Knowledge Evaluation**	**Performance Evaluation**	**Teaching and Training Methods**
Classroom & Play ground	1. Learn to conduct events in school	1. What are the advantages of working with tournament checklist? 2. What is post tournament checklist? 3. Why do we need to study the guidelines for organizing a tournament?	1. Demonstrate the knowledge of constituting a tournament organizing committee with roles and responsibilities 2. Demonstrate the knowledge of identifying important events of a school in an academic year 3. Demonstrate the knowledge of preparing a knock out tournament fixture	**Interactive Lecture:** Conducting events in school **Activity: on ground** Plan for an inter-class tournament in your school and constitute the organizing committee with roles and responsibilities
	2. Learn to conduct intramural in school	1. What are the different roles and duties of an organizing team? 2. What should a checklist	1. What are the three stages in organizing a tournament? 2. What are the key factors to keep in mind before you start	**Interactive Lecture:** Conducting intramural in school **Activity: on ground** 1. Make groups and divide the roles

	of a ground manager and table official/ manager look like? 3. What are the points to be seen in a ground readiness checklist	planning a tournament? 3. Who are the members of 'Jury of Appeal' in a track and field competition? 4. Demonstrate the knowledge of preparing an agenda for the Sports Day 5. Demonstrate the knowledge of working with a checklist 4. List the points to keep in mind to be a good official?	and duties required to organize a tournament. Organize inter class tournament in your school – Football, Volleyball, Cricket, Basketball. 2. Prepare an agenda for opening and closing ceremony of an athletic meet. 3. Conduct an annual athletic meet in your school. Follow the procedures as discussed in "conducting track and field competition".
	3. Learn to conduct sports day in school	1. How do you conduct a Sports Day in school following different stages2.What is a check list and is it important to have a checklist 3. What is the difference between a march past and a drill	1. Demonstrate the knowledge of commanding a March Past 2. Prepare an agenda for the closing ceremony of a Sports Day 3. List the elements of a good mass display	**Interactive Lecture:** How to conduct sports day in school **Activity: on ground:** 1. Practice march past in your physical education period – every student should get the opportunity to command 2.Make a model agenda for the inauguration ceremony of sports day in your school 3.Prepare a free hand Mass Drill

| 4. Learn to conduct parent teacher meeting in school | 1. Explain the importance of a parent teacher meeting
2. What are the points to remember while preparing for a parent-teacher meeting
3. How do you effectively manage parent teacher meeting? | 1. Demonstrate the knowledge of writing an invitation letter for the PTM
2. Demonstrate the knowledge of preparing a PTM feedback form

3. List the tips to conduct an effective parent-teacher meeting | **Interactive Lecture:**
Parent teacher meeting
Activity:
1.**Role Play:** Parent Teacher Meeting in your class

2.Prepare an invitation for a parent teacher meeting in the school |

Unit Code: PS404-NQ2016	Unit Title : Maintain everyday health and hygiene			
	Duration: 20 hours			
Location:	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Methods
Classroom & Play ground	1. Learn the personal grooming of a PE Teacher and a Sports Coach	1. What are the general guidelines on how a Physical Education teacher and a Sports coachshould dress and present himself/ herself?	1. Demonstrated the knowledge of wearing appropriate attire as a PE teacher and a Sports Coach 2. Demonstrated the knowledge of correct head and facial grooming as a PE teacher and a Sports Coach	**Interactive Lecture:** Personal grooming of a PE Teacher and a Sports Coach **Activity: on ground** Role Play: Through Role Play demonstrate appropriate and inappropriate presentation of a Physical Education Teacher and Sports Coach in school.

2. Understand the role of a PE Teacher or a Coach in maintaining everyday hygiene of students	1. What are the benefits of good hygienic practices? 2. How often should you brush your teeth and why? 3. List down the tips to keep your teeth in top shape? 4.Hygiene assessment and hygienic practices 5. Personal and environmental hygiene	1. Demonstrated the knowledge of everyday hygiene 2. Demonstrated the knowledge of factors affecting personal hygiene 3. What is transitional period	**Interactive Lecture:** Role of a PE Teacher or a Coach in maintaining everyday hygiene of students **Activity:** Make a checklist and conduct a hygiene survey in your school.
3. Learn to conduct assembly in school	1. What is the importance of School Assembly? 2. How to prepare an Agenda for an Assembly? 3. What are the key learnings from the Assembly, which would be useful in performing effectively in the world of work?	1. Create an Agenda for the Assembly 2. List the tasks that you should do before conducting an Assembly 3. List the tasks that you should do during an Assembly	**Interactive Lecture:** Conduct assembly in school **Activity: on ground:** 1. Conduct an Assembly for your school. 2. Select and train a group of students to do a skit in an appropriate theme. The theme could be; • Importance of Physical Fitness • Healthy eating habits • Tips for Summer/ Winter • Importance of reading books, newspapers and magazines • Global warming • World Environment Day (5th June) • World AIDS Day (1st December) • International Literacy Day

			(8th September) • Child Rights Day or Universal Children's Day (20th November) • World Red Cross Day (8th May)
4. Learn to organize community services	1. Discuss How community services help students learn a variety of skills? 2. How to identify volunteering opportunities to participate in community services?	1. List five ways of doing Community Service 2. Demonstrated the knowledge of identifying volunteering opportunities to participate in community services	**Interactive Lecture:** Community services **Activity: Project:** Form groups and conduct Community Services in the nearby community/ locality/ village, taking up different activities

Unit Code: PS405-NQ2016	Unit Title : Teach age-appropriate physical activities to children			
	Duration: 26 hours			
Location:	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Methods
Classroom & Play ground	1. Learn to manage time effectively	1. Explain What are the effective ways to manage your time efficiently? 2. How to set tasks as per priority and importance?	1. Identify your current tasks at school and at home. Make a Time Management Matrix of your tasks with regard to their importance and priority. 2. Prepared Time Management Matrix 3. List and explain 5 Time management Tips that you can use everyday	**Interactive Lecture:** Managing time effectively **Activity:** 1. Make a Time table of your daily activity (24 Hours) and identify the time which you can use for personal development
	2. Teach age appropriate physical activities in school	1. What are the teaching points for the children of the age group 1.5 to 5 years? 2. What are the teaching points for the children of the age group 6 to 8 years? 3. Why is it important to understand the role of manipulative and non-manipulative skills in the primary school physical	1. List five teaching points for the children of 1.5 to 5 years of age 2. Explain how you start and end your class while conducting lesson for the children of age group 6 to 8 years? List at least three points each. 3. List five parameters to be kept in mind while planning for an evaluation 4. Demonstrated the correct technique of zigzag running,	**Interactive Lecture:** Evaluate Training Plan **Activity:OJT** 1. Find a suitable school in your locality. Take permission from the Principal and do the above mentioned activities with the children. 2. Perform on ground activities that focus on locomotor and manipulative skills. Use age appropriate props.

		education program?	hopping, balancing, turning and twisting, striking, catching, dribbling	
	3. Learn to teach team sports in school	2. What are the teaching points for the age group of 12 to 16 years? 2. Why do we need to understand the skill progression model for Football, Basketball, Volleyball and Cricket? 3. What should be an ideal structure of team sports lesson?	1. List any five teaching points that the physical education teacher needs to consider while teaching students of Middle School students (12 to 16 years old 2. Demonstratedthe knowledge of teaching advance skills of Football, Basketball, Volleyball, Cricket 3. Demonstrate any one the warm up activities and cool down activities 4. Demonstrate an example of team activity and game play	**Interactive Lecture:** Teaching team sports in school **Role Play: Group activity** 1. Form groups and one by one conduct an on ground session to demonstrate the following skills: • Advance skills of Football • Advance skills of Basketball • Advance skills of Volleyball • Advance skills of Cricket
	4.Learn to conduct fitness tests for students	1. Explain with examples the components of skill related fitness 2. Explain with examples the components of health related fitness	1. List the battery of health and skill related fitness tests and perform them 2. Differentiate between a. health related and skill related fitness tests b. Muscular strength and muscular endurance 3. Calculate the BMI of your class mate 4. What is the formula for explaining energy balance	**Interactive Lecture:** Fitness components and tests **Activity: on ground:** 1. Plan and demonstrate on ground health and skill related fitness assessments 2. Conduct health and skill related fitness for the students of standard 6th, 7th and 8th and present outcome

Unit Code: PS406-NQ2016	Unit Title : Coach and build school teams			
	Duration: 33.5 hours			
Location:	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Methods
Classroom & Play ground	1.Learn to do talent detection, identification and development	1. Explain the process of Talent detection. Identification and Development 2. Explain how to identify talented players from 6-8 standard school students and create school teams. 3. Discuss what are the other attributes that you can detect with regard to a team sport in addition to the skill part during Talent Detection	1.List the differences the process Talent Detection, Talent Identification and Talent Development 2. Conduct warm up exercises, aerobic exercises and cool down exercises to detect the physical strength, endurance and flexibility of an individual 3. Demonstrate the competency of teaching various skills related to ball control, use of hand, sense of direction, stance, passing, and shooting 4. Demonstrate how you fill in the checklist after assessing the ability of the students regarding space awareness, ball control, use of hand, sense of direction, stance, passing, and shooting in basketball	**Interactive Lecture:** Process of Talent Detection, Identification and Development **Activity: on ground** 1. Identify talented players from 6-8 standard school students and create teams. Form teams and make them participate in local tournaments. Map their skill and fitness progress on regular basis. 3. Make a coaching session plan in any sport of your choice.
	2. Learn to make a coaching plan	1. Explain the elements of teaching or coaching	1. Name the four elements that	**Interactive Lecture:**

	2. Discuss the parameters based on which one can assess the high quality physical education class imparted to the students 3. Explain different aspects to be considered while planning for an evaluation	make up the whole process of teaching or coaching? Draw the diagram. 2. List five parameters which give you a fair idea if you have imparted a high quality physical education class 3. List five parameters to be kept in mind while planning for an evaluation 4. Demonstrate the understanding of Plan, Do, Check and Act while conducting a training program	Making a coaching plan **Activity: Project** 1. Create a plan for training a school team for a district tournament. Choose a sport that is popular. Demonstrate all the learnings about planning in the project.
1.Understandingdiet and food before, during and after training and competition	1. Explain and discuss nutrients 2. Discuss why should we have protein rich food after weight training 3. Discuss how diet helps an athlete in training and competition 4. Explain the components of a typical pre training meal 5. Discuss is the importance of water	1. How do you categorize diet before, during and after competition 2. Differentiate between Pre and post training meals 3. List the 5 vital functions of water in our body	**Interactive Lecture:** Diet and food before, during and after training and competition **Activity:** 1. Prepare a chart demonstrating an understanding of diet plan before, during and after training session

4. Learn to conduct speed agility and quickness (SAQ)	1. Explain what is SAQ test 2. Explain the essential components of speed 3. Explain the concepts of speed, agility and quickness	1. Differentiate between speed, agility and quickness 2. Demonstrate the example to activity that builds • Speed • Agility • Quickness	**Interactive Lecture:** Training for Speed Agility and Quickness (SAQ) **Activity: on ground** Conduct SAQ test of your school team in various sports and share the report with them

Unit Code: PS407-NQ2016	Unit Title : Introduction to Information and Communication Technology (ICT)			
	Duration: 19.5 hours			
Location: **Classroom & Play ground**	**Learning Outcome**	**Knowledge Evaluation**	**Performance Evaluation**	**Teaching and Training Methods**
	1.Learn to use Microsoft office	1. What is MS office? What are the advantages of using it? 2. What is Microsoft Word and what are its advantages? 3. What is PowerPoint Presentation? List the tips on how to make a nice presentation?	1. Demonstrated how to type and save in MS Word 2. Demonstrated how to insert pictures and clip art in MS Word 3. Demonstrated how to make a PowerPoint Presentation using animations	**Interactive Lecture:** Introduction to MS office **Activity:** 1. Write a two page essay on 'Importance of computer knowledge' using MS word with Calibri font size 10. Also insert a suitable picture at the beginning of the document 2. Make a PowerPoint Presentation on Importance of physical activity. Use animations.
	2. Learn to write application letters	1. What is a standard format to write application letters? 2. What are the things to keep in mind while writing application letters? 3. What is a job application letter? 4. When do you write a leave application letter?	1. Demonstrate the ability to write a job application letter 2. Demonstrate the ability to write a leave application letter 3. Demonstrate the ability to identify common mistakes while writing a formal letter	**Interactive Lecture:** Diet during illness **Activity:** 1. Prepare Write a job application letter to the principal of a school 2. Write a leave application to your school principal

3. Learn to write event reports	1. What is an event Report? 2. What are the elements of a good report? 3. What is the structure of a good report?	1. Demonstrate the ability to write a report 2. Demonstrate the format of a good report 3. Listthe elements of a good report	**Interactive Lecture:** Learn to write event reports **Activity:** 1. Write a report on any recent event that you have conducted in your school 2. Write a report on your recent field visit
4. Prepare for a job interview	1. What is an interview? 2. What are the different types of interview? 3. What are the things to do before, during and after the interview?	1. List three things that you should remember during a telephonic interview. 2. List the things that you should do before the face-to-face interview. 3. List the things that you should do during the face-to-face interview 4. Demonstrate how do a telephonic interview	**Interactive Lecture:** preparing for a job interview **Activity:** 1. Do a mock group interview in the form of group discussion. 2. Do a role-play showing the wrong practices that you must avoid doing during an interview.

Assessment Guide

Assessment is a necessary process to determine the level of progress and learning of knowledge and skills at a particular level and take remedial action. It needs to be continuous and comprehensive in nature to achieve this purpose. The student workbook has sections of Assessment and Assessment checklists in each section of a module to judge the extent to which a student has grasped the concept and is able to demonstrate the skill. A variety of assessment methods are used to evaluate the student as is required in the vocations that pertain to this course. Appropriate evidence is to be collected from activities that can be clearly related to the units of competency. It should cover all the elements and performance criteria/indicatorsin the competency standards.

The final assessment will be in line with the CBSE guidelines.

List of Tools, Equipment and Materials

List of Items	Quantity	Quantity for 30 students
Storage Cupboard for the props	1	1
Volleyball Poles (Mobile in schools where the ground exists)	1 pair	1 pair
Mini Football Goal Posts (2mx1.1m) to full size fixed goal posts	1 pair	1 pair
Kho Kho Posts	1 pair	1 pair
Marking Props: Cones, Flexi poles, Measuring Tape,	1	1
Fitness props: Medicine ball, Agility Ladder, Step hurdles, Weighing scale, Height scale, whistle, stop watch	1	1
	1	1
Sports props: Hoola Hoops, Frisbees, Footballs, Basketballs, Rugby balls,Volleyballs, cricket bats and balls	1	1:2 to 1:4
Props will be configured based on the class size for practical training		

Trainer's Qualification

- Graduate or Post Graduate in Physical Education (BPE/ BPEd/ MPEd) or Diploma in Physical Education/ Sports Coachingwith 1+ years of experience as a Physical Education Teacher or Coach.
- Work experience in school, colleges, academies or in the area of physical training and sports (at least 1 year)
- Good knowledge of school education system or sports coaching with prior experience in training / teaching.

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Acknowledgement

We would like to place on record our gratitude to **Prof. Vinay Swarup Mehrotra,** Head, Curriculum Development and Evaluation Centre (CDEC) and NSQF Cell, **Prof. R.B. Shivagunde,** Joint Director, PSSCIVEfor their support and guidance in developing this curriculum as per NSQF. We would like to thank EduSports, Labournet and Wadhawani Foundation for giving us this opportunity to contribute in this nation building exercise through this vocational course.

The youth of India which is and will continue to be the most sought after resource for this country of a billion people, has inspired us to undertake this journey in strengthening physical education and sports in India.

We would like to thank the schools we have partnered with, who have lent us their support in strengthening physical education and sports at school level. They have believed in our ideas and given us the right platform to make the right impact at the right age.

We would like to thank the physical education colleges which have given us access to their students and have guided us whenever we sought their support.

We would like to thank the physical education professionals who work with us. They have helped us change the way we look at physical education. These physical education professionals who have believed in themselves and worked hard to bring physical education on the radar of school authorities, parents and students.

Special thanks to the Sportsmen of India who have shown us what we are capable of doing if we commit.

We would like to thank all our well-wishers, friends and investors who have appreciated with generosity our efforts so far, given us the right platforms to present our thoughts and given us opportunities to showcase our products and services, without their trust and belief we would not be here.

Our inspiration to offer this vocational course comes from the trust and confidence our schools have placed on us, the smiles that we see on the young school children's faces and the dire need for us as a nation to focus on preventive health and fitness.

We would like to appreciate the government for recognizing the need for elevating the status of physical education and sports in school curriculum and giving us the opportunity to participate in this endeavor.

Thank you All!