

**Competency Based Curriculum**

**National Skills Qualification Framework  
NSQF Level 2  
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)

Copyright ©

All rights reserved. All copyright of this competency based curriculum is solely and exclusively owned by PSSCIVE.

## Contents

|   |           |
|---|-----------|
| <b>Introduction</b>                           | <b>4</b>  |
| <b>About the Sector</b>                       | <b>5</b>  |
| <b>Objectives of the course</b>               | <b>7</b>  |
| <b>Course Structure</b>                       | <b>8</b>  |
| <b>Classroom Activities</b>                   | <b>9</b>  |
| <b>Practical Activities</b>                   | <b>10</b> |
| <b>On the Job Training</b>                    | <b>10</b> |
| <b>Units</b>                                  | <b>11</b> |
| <b>Assessment Guide</b>                       | <b>25</b> |
| <b>List of tools, Equipment and Materials</b> | <b>26</b> |
| <b>Trainer’s Qualification</b>                | <b>26</b> |
| <b>List of Contributors</b>                   | <b>27</b> |
| <b>Acknowledgements</b>                       | <b>28</b> |

## 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 performance expected 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](http://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 21<sup>st</sup> 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 that 30% 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 up to 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 than 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<br>-Early Years Physical Trainers<br>-Sports Coaches | - Sports Coaches<br>- Facility Managers<br>- Academy Managers | -Fitness Trainers<br>-Personal trainers<br>-Aqua trainers<br>-Nutritionists | -Sports Doctors<br>-Physiotherapists<br>-Nutritionists | -Event Managers<br>-Officials<br>-Commentators<br>-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 2 course students will be able to

- Understand the evolution of physical education
- Explain the meaning of health education, hygiene and communicable diseases
- Understand the role of sports in society
- Demonstrate the knowledge of age appropriate skills to be taught to the various age groups starting from early years to middle school.
- Demonstrate how to test skills and fitness
- Understand the functions of various organ systems in the human body
- Demonstrate the knowledge of correct postures, basic training methods and safety in sports
- Demonstrate the knowledge of first aid for common injuries
- Understand the role of a good teacher in education and effective training methodologies
- Demonstrate the knowledge of planning and its use in planning sports days and tournaments
- Demonstrate the technical knowledge of ground markings, rules and regulations, skills required, and creating fixtures for tournaments in the following sports: football, basketball, volleyball and cricket.
- Understand the importance of nutrition and the technical knowledge of caloric values and energy balance in the body

## Course Structure: Competency Based Curriculum

### Sector: Physical Education 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 2                           |
|--|---------------|---------------------------------|---|--------------------------------|-----------------------------------|
| Sl. #                                      | Unit Code     | Unit Title                      | Sub-Unit  | No. of Notional Learning hours | Pre-requisite Unit, if any        |
| 1  | PS201-NQ2014  | Evolution of Physical Education | Understanding the Evolution of physical education                         | 10                             | Nil                               |
|  |               |                                 | Understanding the difference between ancient and modern Olympic Games     |                                |                                   |
|  |               |                                 | Understanding the evolution of Indian sporting events                     |                                |                                   |
|  |               |                                 | Identifying the role of sports in society                                 |                                |                                   |
| 2  | PS 202-NQ2014 | Health and Fitness              | Learning about health education, hygiene, communicable diseases           | 25                             | 0                                 |
|  |               |                                 | Understanding the functions of human body                                 |                                |                                   |
|  |               |                                 | How to test your fitness (basic)  |                                |                                   |
| 3  | PS203-NQ2014  | Games and Sports                | Demonstrating the knowledge of fundamental skills for pre-school children | 50                             | PS 103 - NQ2013: Games and Sports |
|  |               |                                 | Teaching physical education in primary school ( Grade 1 and 2)            |                                |                                   |
|  |               |                                 | Teaching physical education in primary school ( Grade 3 to 5)             |                                |                                   |
|  |               |                                 | Teaching Physical education in middle school ( Grad 6 and above)          |                                |                                   |
|  |               |                                 | Demonstrating Yogic exercises ( Basic)                                    |                                |                                   |

|              |                 |  |  |            |   |
|--------------|-----------------|--|--|------------|---|
| 4            | PS 204-NQ2014   | Developing an Athlete                  | Identifying postural deformities and learning corrective measures  | 25         | PS 104 - NQ2013: Developing an Athlete  |
|              |                 |  | Demonstrating basic training methods                               |            |   |
|              |                 |  | Teaching safe ways to participate in physical education and sports |            |   |
|              |                 |  | Teaching basic first aid   |            |   |
| 5            | PS 205 - NQ2013 | Learning to train<br>Training to learn | Learning to train and training to learn                            | 25         | PS 105 - NQ2013: Teaching-Learning      |
|              |                 |  | Demonstrating the knowledge of effective teaching methods          |            |   |
|              |                 |  | Demonstrate effective communication skills                         |            |   |
|              |                 |  | Demonstrating the knowledge of planning an event                   |            |   |
| 6            | PS 206 - NQ2013 | Managing Sports Events                 | Teaching basic competencies of officiating                         | 20         | PS 106 - NQ2013: Managing Sports Events |
|              |                 |  | Demonstrating the knowledge of ground and court marking            |            |   |
|              |                 |  | Teaching maintenance of props and equipment and sports facilities  |            |   |
|              |                 |  | Teaching to organise sports days and tournaments                   |            |   |
| 7            | PS 207 - NQ2013 | Nutrition                              | Understanding the role of nutrition and the use of food pyramid    | 15         | PS 107 - NQ2013: Nutrition              |
|              |                 |  | Calculating caloric values   |            |   |
|              |                 |  | Diet and Weight  |            |   |
| 8            |                 | Work Integrated learning               | Projects, field trips and guest lectures                           | 30         |   |
| <b>Total</b> |                 |  |  | <b>200</b> |   |

Successful completion of **200 hours 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 an 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 facilities etc. 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 learner 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)

|                                       |   |  |  |   |
|---------------------------------------|---|--|--|---|
| <b>Unit Code:</b><br>PS201-<br>NQ2014 | <b>Unit Title : Evolution of Physical Education</b>                   |  |  |   |
|                                       | <b>Duration: 26 hours</b>   |  |  |   |
| <b>Location:</b>                      | <b>Learning Outcome</b>   | <b>Knowledge Evaluation</b>  | <b>Performance Evaluation</b>  | <b>Teaching and Training Methods</b>  |
| <b>Classroom &amp; Play ground</b>    | 1. Understand the evolution of Physical Education                     | 1. Explain why physical activity was necessary during the pre-historic time<br>2. Identify the different forms of physical education during pre-historic, ancient, medieval and modern periods<br>3. Explain when people started to consider physical education as the medium for the overall development of an individual                     | 1. List and demonstrate the physical activities and the dominant skills in pre- historic, ancient, medieval and modern periods<br>2. List the differences between pre-historic physical activities and modern games and sports | <b>Interactive Lecture:</b><br>Evolution of physical education<br><b>Activity: on ground</b><br>1. Perform skills used for hunting and war during the ancient periods<br>2. Perform skills used in playing modern day games and sports<br>3. Visit nearby akhara and write down your observations and experiences |
|                                       | 2. Understand the difference between ancient and modern Olympic Games | 1 Explain how Olympic Games played an important role in bringing peace among the rival city states in ancient Greece<br>2. Explain how Olympic Games can foster international peace, understanding, friendship, etc.<br>3. Identify the differences between ancient and modern Olympic Games<br>3.Explain Olympism and what ideals it promotes | 1. List the fundamental changes that took place in ancient and modern Olympic Games<br>2. Demonstrate the sportsman spirit and teamwork during participation in a sporting event   | <b>Interactive Lecture:</b><br>Difference between ancient and modern Olympic Games<br><b>Activity: on ground</b><br>1. Organize an Olympic event in school choosing the games from the ancient Olympics<br>2.Organize an Olympic event in school choosing the games from the modern Olympics                      |

|  |   |   |  |
|--|---|---|--|
| <p>3. Understand the evolution of Indian sporting events</p> | <p>1. Trace the history and evolution of Indian games and sports from Indus valley civilization to the present day<br/>2. List Indian sporting achievements on the international stage</p>  | <p>1. List all the Indian games and identify which ones have transformed themselves into modern international games<br/>2. List all the major international sporting events in the world</p>    | <p><b>Interactive Lecture:</b><br/>Evolution of Indian sporting events<br/><b>Activity: on ground:</b><br/>1. Demonstrate and play indigenous games– like Kabaddi, Kho-Kho, tug-of-war, gullidanda, mall-stambha, bhrashram, etc.<br/>2. Identify actions/tasks to be performed while playing gullidanda and cricket and list similarities and differences between the two games.</p>    |
| <p>4. Identifying the role of sports in society</p>          | <p>1. Discuss how sports can bring a positive change in society<br/>2. Discuss how sports can be used as a medium to establish peace and equity among different gender, abilities, communities, economic backgrounds<br/>3. How can sports be used to build confidence<br/>4. How can sports inculcate personal and social skills</p> | <p>1. Demonstrate the knowledge of inter-personal and social skills while playing a game or sport<br/>2. Give examples from across the world on how sports is used to address social issues</p> | <p><b>Interactive Lecture:</b><br/>Role of sports in society<br/><b>Activity: on ground:</b><br/>1. Organize a small sports event involving participants of different age groups, gender, religion and background. Prepare a note on how a sports activity can be used for bringing harmony in such groups.<br/>2. Design a program to improve health and fitness of school teachers</p> |

|                                       |   |   |   |  |
|---------------------------------------|---|---|---|--|
| <b>Unit Code:</b><br>PS202-<br>NQ2014 | <b>Unit Title : Health and Fitness</b>                            |   |   |  |
| <b>Duration: 21.5 hours</b>           |   |   |   |  |
| <b>Location:</b>                      | <b>Learning Outcome</b>   | <b>Knowledge Evaluation</b>   | <b>Performance Evaluation</b>   | <b>Teaching and Training Methods</b>   |
| <b>Classroom &amp; Play ground</b>    | 1. Understand health education, hygiene and communicable diseases | 1. Explain physical health, mental health and social health<br>2. Explain how physical, mental and social health of an individual is inter-related<br>3. Explain personal hygiene and community hygiene | 1. List healthy personal hygiene practices<br>2. List things to be done to improve community hygiene in your village?<br>3. List communicable diseases and explain the precautions to be taken to avoid them from spreading<br>4. Identify the ways to improve one’s physical, mental and social health | <b>Interactive Lecture:</b><br>Health education, hygiene and communicable diseases<br><b>Activity: Projects</b><br>Do the following projects:<br>1. Survey your classroom, playground and common areas, and propose measures on how the hygienic conditions can be improved<br>2. Survey your village/community and identify the potential threats that could lead to the outbreak of different communicable diseases. Propose and present the preventive measures to be taken.<br>3. Track your sickness to see how often you fall sick and why |

|  |  |   |  |
|--|--|---|--|
| <p>2. Understand the functions of human body</p> | <p>1 Explain with diagram the functions of:<br/> a. Muscular system<br/> b. Skeletal system<br/> c. Respiratory system<br/> d. Digestive system<br/> e. Nervous system<br/> 2. Describe the functions of blood in human body</p> | <p>1. List the differences between:<br/> a. Muscular system and skeletal system<br/> b. Respiratory and digestive system<br/> c. Nervous system and circulatory system<br/> 2. Explain the importance of blood in human body</p>                      | <p><b>Interactive Lecture:</b><br/> Functions of human body<br/> <b>Activity:</b><br/> 1. Choose three of your favourite organ systems, make a diagram on a chart paper and describe its functions<br/> 2. Perform an on ground warm up activity, each student to demonstrate an exercise for a particular muscle or a group of muscles.</p> |
| <p>3. Learn to test your fitness</p>             | <p>1. Explain with examples the components of skill related fitness<br/> 2. Explain with examples the components of health related fitness</p>   | <p>1. List the battery of health and skill related fitness tests and perform them<br/> Explain the differences between:<br/> a. Aerobic capacity and anaerobic ability<br/> b. Strength and flexibility<br/> c. Action, Balance and Co-ordination</p> | <p><b>Interactive Lecture:</b><br/> Types of fitness tests<br/> <b>Activity: on ground:</b><br/> 1. Plan and demonstrate on ground health and skill related fitness assessments<br/> 2. Calculate BMI</p>  |

|                                       |  |  |  |   |
|---------------------------------------|--|--|--|---|
| <b>Unit Code:</b><br>PS203-<br>NQ2014 | <b>Unit Title : Games and Sports</b>                                       |  |  |   |
| <b>Duration: 37.5 hours</b>           |  |  |  |   |
| <b>Location:</b>                      | <b>Learning Outcome</b>  | <b>Knowledge Evaluation</b>  | <b>Performance Evaluation</b>  | <b>Teaching and Training Methods</b>  |
| <b>Classroom &amp; Play ground</b>    | 1. Demonstrate the knowledge of fundamental skills for pre-school children | 1. Explain age appropriateness<br>2. Explain why it is important to have age appropriate props and activities<br>3. Explain importance of teaching skills based on Action, Balance and Co-ordination in early years physical education program | 1. List the teaching points for the children of age group 1.5 to 5 years<br>2. Demonstrate Action, Balance and Co-ordination with examples<br>3. Demonstrate the capability of designing and performing physical activities appropriate for the 1.5 to 5 years age group with focus on action, balance and co-ordination | <b>Interactive Lecture:</b><br>Fundamental skills for pre-school children<br><b>Activity: on ground</b><br>1. Perform on ground activities that focus on the development of fundamental skills like Action, Balance and Co-ordination<br>2. Demonstrate skills to conduct classes for pre-school children under various situations/challenges |
|                                       | 2. Teach Physical Education in primary school (Grade 1 and 2)              | 1. Explain with examples manipulative skill, non-manipulative and locomotor skills<br>2. Explain why is it important to teach fundamental skills to children of the age group 6 to 8 years   | 1. List the teaching points for the children of age group 6 to 8 years<br>2. Demonstrate an understanding of all the fundamental skills applicable to the children of this age group   | <b>Interactive Lecture:</b><br>Fundamental skills for primary school (Grade 1 and 2)<br><b>Activity: on ground</b><br>1. Perform on ground activities that focus on the development of fundamental skills<br>2. Demonstrate skills to conduct classes for pre-school children under various situations/challenges                             |

|   |   |  |   |
|---|---|--|---|
| <p>3. Teach Physical education in primary school ( Grade 3 to 5)</p>    | <p>1. Explain the importance of introducing sports specific skills along with fundamental skills for the age group 8 to 11 years<br/>2. Explain why specialization should not start at the age group of 8 to 11 years</p>                                     | <p>1. List the teaching points for the children of the age group 8 to 11 years<br/>2. List the differences between fundamental skills and sports specific skills<br/>3. List five fundamental skills required to play all the outdoor games</p>                              | <p><b>Interactive Lecture:</b><br/>Fundamental skills and sports specific skills in primary school (Grade 3 to 5)<br/><b>Activity: on ground:</b><br/>1. Design and conduct a lesson on fundamental skills applicable to the children of the age group 8 to 11 years<br/>2. Demonstrate the basic skills of football, touch rugby, basketball and cricket</p> |
| <p>4. Teach Physical education in middle school ( Grad 6 and above)</p> | <p>1. Explain why it is important to include multiple games in middle school physical education program<br/>2. Explain the difference in the teaching approaches in early year’s physical education program and middle school physical education program.</p> | <p>1. List the teaching Points for the age group of 12 to 16 years<br/>2. Demonstrate the understanding of the rules of the following sports</p> <ul style="list-style-type: none"> <li>• Football</li> <li>• Basketball</li> <li>• Cricket</li> <li>• Volleyball</li> </ul> | <p><b>Interactive Lecture:</b><br/>Physical education program in middle school<br/><b>Activity: on ground:</b><br/>1.Design a coaching session on the following skills</p> <ul style="list-style-type: none"> <li>• passing and receiving skills in football</li> <li>• dribbling skills in basketball</li> <li>• passing skills in volleyball</li> </ul>     |
| <p>4.Demonstrate the basic knowledge of yogic exercises</p>             | <p>1. Explain the importance of yoga for both body and mind<br/>2. Explain asanas, hatha yoga and pranayama</p>   | <p>1. List the differences between asana and pranayama<br/>2. Perform three yogic asanas in standing position, sitting position, and lying position</p>  | <p><b>Interactive Lecture:</b><br/>Yogic exercises<br/><b>Activity:</b><br/>1. Perform hatha yoga</p>   |

|                                       |  |   |   |  |
|---------------------------------------|--|---|---|--|
| <b>Unit Code:</b><br>PS204-<br>NQ2014 | <b>Unit Title : Developing an athlete</b>                            |   |   |  |
|                                       | <b>Duration: 21.5 hours</b>  |   |   |  |
| <b>Location:</b>                      | <b>Learning Outcome</b>  | <b>Knowledge Evaluation</b>   | <b>Performance Evaluation</b>   | <b>Teaching and Training Methods</b>   |
| <b>Classroom &amp; Play ground</b>    | 1. Identify postural deformities and learn about corrective measures | 1. Explain active and inactive postures<br>2. Explain the common causes of deformity<br>3. Explain the causes of the following postural deformities:<br>a. Spinal curvature<br>b. Flat foot<br>c. Knock knees<br>d. Bow legs<br>d. Round shoulder | 1. Demonstrate different types of standing, sitting, bending and sleeping postures<br>2. Demonstrate different types of deformities and the corrective measures to be taken   | <b>Interactive Lecture:</b><br>Correct posture, deformities and corrective measures<br><b>Activity:</b><br>1. Make a chart on different postural deformities<br>2. Make a chart on correct postures of standing, sitting, bending and sleeping |
|                                       | 2. Understand the basic training methods                             | 1. Explain the different types of training methods<br>2. Explain the benefits of aerobic or continuous training<br>3. Explain the factors one should consider before choosing a training method   | 1. List the differences between:<br>a. Continuous and interval training<br>b. Plyometric and circuit training<br>2. Demonstrate and perform different types of training like aerobic, interval, plyometric, circuit and weight training | <b>Interactive Lecture:</b><br>Basic training methods<br><b>Activity:</b><br>1. Make a chart on different training methods   |

|   |   |  |   |
|---|---|--|---|
| <p>3. Learn safe ways to participate in physical education and sports</p> | <p>1. Explain how to make ground conditions safe<br/>2. Explain why it is important to know the correct ways to perform an exercise</p> | <p>1. List the differences between safe conditions and safe acts<br/>2. List the key guidelines for safe conditions and safe acts<br/>3. List and demonstrate the best practices for cool down and warm up</p> | <p><b>Interactive Lecture:</b><br/>Safe ways to participate in physical education and sports<br/><b>Activity:</b><br/>1. Survey the school sports facility and list the safety issues<br/>2. Perform an on-ground activity to demonstrate safe conditions while playing outdoor games<br/>2. Demonstrate the safe use of props<br/>3. Demonstrate the correct method to perform the basic exercises</p> |
| <p>4. Learn basic First Aid</p>   | <p>1. Explain the basic principles of First Aid<br/>2. Explain and demonstrate RICE</p>   | <p>1. Make a list of items to be included in a First Aid kit<br/>List common sports injuries and their First Aid<br/>2. Differentiate between:<br/>a. Cuts and nose bleeds<br/>b. Sprain and strain</p>        | <p><b>Interactive Lecture:</b><br/>First Aid<br/><b>Activity: on ground:</b><br/>1. Demonstrate the basic first aid for the following: cuts, bruises, heat stroke, nose bleeds, strain and sprain</p>   |

|                                       |   |   |  |   |
|---------------------------------------|---|---|--|---|
| <b>Unit Code:</b><br>PS205-<br>NQ2014 | <b>Unit Title : Learning to train : Training to learn</b> |   |  |   |
|                                       | <b>Duration: 26 hours</b>                                 |   |  |   |
| <b>Location:</b>                      | <b>Learning Outcome</b>                                   | <b>Knowledge Evaluation</b>   | <b>Performance Evaluation</b>  | <b>Teaching and Training Methods</b>  |
| <b>Classroom &amp; Play ground</b>    | 1. Learn to train and train to learn                      | 1. Explain the idea of a perfect teacher. Describe based on their personal qualities, core values, social skills and code of conduct.<br>2. Explain the qualities of a reflective teacher<br>3. Explain the meaning of discipline | 1. List the expected code of conduct a teacher<br>2. List examples from your everyday life where appropriate behavior is required<br>3. Identify the difference between a reflective and a non-reflective teacher<br>4. List the differences between proactive and reactive strategies to deal with discipline | <b>Interactive Lecture:</b><br>Qualities of a good teacher<br><b>Role Play:</b><br>1. Play the role of a teacher teaching some topics.<br>2. Do a role play on a discipline issue in class. Discuss the effectiveness of the teacher's approach to solving the issue.<br><b>Activity:</b><br>3. Make a chart on the roles and responsibilities of a teacher and an expected code of conduct in school |

|   |   |   |  |
|---|---|---|--|
| <p>2.<br/>Demonstrate the knowledge of effective teaching methods</p> | <p>1. Explain and demonstrate different teaching methods<br/>2. List different teaching methods. Explain why there is a need for these teaching methods</p>                                 | <p>1. List the differences between:<br/>a. A lecture method and a role play method<br/>b. Hands on learning and discussion and debate<br/>2. Demonstrate the knowledge of using role play as a teaching method<br/>3. Demonstrate the difference between a kinesthetic learner and a reflective learner</p> | <p><b>Interactive Lecture:</b><br/>Effective teaching methods<br/><b>Role Play:</b><br/>1. Play the role of a teacher using a training method, lecture method and a role play method</p>   |
| <p>3.<br/>Demonstrate effective communication skills</p>              | <p>1. Explain various elements of communications, their usage and relevance<br/>2. Explain why communication is important<br/>3. Explain the significance of listening in communication</p> | <p>1. Identify the elements of effective communication<br/>2. Identify the ways to improve one’s listening skills<br/>3. Demonstrate effective listening skills, speaking skills, writing skills, and reading skills</p>  | <p><b>Interactive Lecture:</b><br/>Effective communication skills<br/><b>Role Play:</b><br/>1. Situation 1: Parent - teacher meeting. One student plays the role of a teacher and all others play the role of parents. This meeting is to convince parents of the importance of physical education and sports for their children.<br/>2. Situation 2: Principal addressing the assembly on children’s day<br/>3. Situation 3: An oral exam being conducted by an external examiner. Appoint a few students as examiners and rest as students.<br/>4. Situation 4: A teacher taking a physical activity class for grade 4 students.</p> |

|  |   |   |   |   |
|--|---|---|---|---|
|  | 4. Demonstrate knowledge of planning an event | <ol style="list-style-type: none"> <li>1. Explain the different elements of planning</li> <li>2. Explain with examples why planning is important</li> </ol> | <ol style="list-style-type: none"> <li>1. Demonstrate the knowledge of planning by organizing a volleyball competition</li> <li>2. Demonstrate the knowledge of planning by organizing a school sports day</li> </ol> | <p><b>Interactive Lecture:</b><br/>Planning an event</p> <p><b>Activity:</b><br/>1 Plan a sports day for a primary school. List the major items you would consider in this plan</p> |
|--|---|---|---|---|

|  |  |  |   |  |
|--|--|--|---|--|
| <b>Unit Code:</b><br>PS206-<br>NQ2014                      | <b>Unit Title : Managing sports events</b>               |  |   |  |
|  | <b>Duration: 33.5 hours</b>                              |  |   |  |
| <b>Location:</b><br><br><b>Classroom &amp; Play ground</b> | <b>Learning Outcome</b>                                  | <b>Knowledge Evaluation</b>  | <b>Performance Evaluation</b>   | <b>Teaching and Training Methods</b>   |
|  | 1. Learn to manage sports events                         | <ol style="list-style-type: none"> <li>1. Explain rules of the four major games: football, basketball, volleyball and cricket</li> <li>2. Explain officiating dress codes for different games</li> <li>3. Explain different signals while officiating different games</li> </ol> | <ol style="list-style-type: none"> <li>1. Demonstrate the understanding of the rules of football, basketball, volleyball and cricket</li> <li>2. Demonstrate the knowledge of officiating football, basketball, volleyball and cricket</li> </ol>   | <p><b>Interactive Lecture:</b><br/>Managing sports events</p> <p><b>Activity: on ground</b><br/>1. Officiate football, basketball, volleyball and cricket matches</p>                              |
|  | 2. Demonstrate the knowledge of ground and court marking | <ol style="list-style-type: none"> <li>1. Explain the measurements of a football ground, a cricket pitch, a volleyball court and a basketball court.</li> <li>2. Describe the various tools and equipment needed to mark a court or a ground</li> </ol>                          | <ol style="list-style-type: none"> <li>1. Demonstrate the court/ground marking on a chart paper for football, basketball, volleyball and cricket</li> <li>2. List the tools and equipment needed to mark football ground, volleyball court, basketball court and cricket pitch and field</li> </ol> | <p><b>Interactive Lecture:</b><br/>Ground and court marking</p> <p><b>Activity: on ground</b><br/>Mark the ground and court of four major games – football, basketball, volleyball and cricket</p> |

|  |   |  |  |
|--|---|--|--|
| <p>3. Learn to maintain props, equipment and sports facilities</p> | <p>1. Explain the correct procedures to maintain balls before and after their use<br/>2. Explain the correct procedures to maintain props and equipment before and after their use</p>  | <p>1. Inflate the balls with correct pressure<br/>2. Demonstrate an understanding of maintaining the props and equipment before and after their use<br/>3. List down the maintenance procedure of a volleyball court after the match</p> | <p><b>Interactive Lecture:</b><br/>Maintaining props, equipment and sports facilities<br/><b>Activity:</b><br/>1. Clean your sports room and arrange the props and equipment neatly<br/>2. Make a chart stating the best practices in maintaining balls</p>  |
| <p>4. Learn to organize sports day and tournaments</p>             | <p>1. Explain the different stages of planning an event<br/>2. Explain different roles and responsibilities in planning and execution of sports day and a tournament<br/>3. Explain how to prepare the checklist for an event and also the importance of it</p> | <p>1. Design a sports day mentioning different stages of planning<br/>2. Make an agenda for the sports day<br/>3. Make a checklist for before and after a football tournament<br/>4. Prepare a knock out fixture for 15 teams</p>        | <p><b>Interactive Lecture:</b><br/>Organizing sports day and tournaments<br/><b>Activity:</b><br/>1. Make four groups in a class. Each group prepares a sports day schedule for your school and presents it in the class<br/><b>2. On Ground:</b><br/>a. Organize inter class tournaments in your school for football, volleyball, cricket and basketball<br/>b. Plan and conduct annual sports day of your school</p> |

|                                       |  |   |  |   |
|---------------------------------------|--|---|--|---|
| <b>Unit Code:</b><br>PS207-<br>NQ2014 | <b>Unit Title : Nutrition</b>                                  |   |  |   |
| <b>Duration: 19.5 hours</b>           |  |   |  |   |
| <b>Location:</b>                      | <b>Learning Outcome</b>  | <b>Knowledge Evaluation</b>   | <b>Performance Evaluation</b>  | <b>Teaching and Training Methods</b>  |
| <b>Classroom &amp; Play ground</b>    | 1.Understand the role of nutrition and the use of food pyramid | 1. Explain nutrient and constituents of nutrition<br>2. Explain food pyramid  | 1. Differentiate between:<br>a. Macro and micro nutrients<br>b. Simple and complex carbohydrates<br>2. Demonstrate an understanding of balance diet<br>3. How is a balanced diet linked to a food pyramid  | <b>Interactive Lecture:</b><br>Nutrition and food pyramid<br><b>Activity:</b><br>1. Prepare a chart explaining the different nutrients<br>2. Visit the local vegetable market and list the commodities that are rich in carbohydrates, proteins, vitamins and fat.<br>3. List the food items that are a good source of protein for a vegetarian |
|                                       | 2. Learn to calculate caloric values                           | 1. Explain calorie<br>2. Explain the caloric values of different food items<br>3. Demonstrate how to calculate caloric values<br>3. Explain oxidation of food | 1. List the ingredients of a nutritious diet<br>2. What is caloric value?<br>3. How to calculate caloric value of food items?<br>4. Calculate caloric values of different food items<br>3. List the food items that are good sources of protein for a vegetarian | <b>Interactive Lecture:</b><br>How to calculate caloric values<br><b>Activity:</b><br>1. Prepare a chart explaining the caloric value of different food items<br>2. Visit the local vegetable market and list the commodities that are rich in carbohydrate, protein, vitamins and fat.   |

|                                      |  |  |  |
|--------------------------------------|--|--|--|
| <p>3. Understand diet and weight</p> | <p>1. Explain what leads to energy imbalance<br/>                 2. Identify factors that lead to the increase and decrease in body weight<br/>                 2. Explain basal metabolic rate<br/>                 3. Explain the factors that need to be considered while creating a sports diet</p> | <p>1. Differentiate between:<br/>                 a. Energy in and energy out<br/>                 b. Normal diet and sports diet<br/>                 2. Demonstrate the ability to prepare a diet plan to increase weight<br/>                 3. Demonstrate the ability to prepare a sports diet</p> | <p><b>Interactive Lecture:</b><br/>                 Diet and weight<br/> <b>Activity:</b><br/>                 1. Calculate the basal metabolic rate<br/>                 2. Prepare a chart recommending the food items to be included for regular diet and for sports diet</p> |
|--------------------------------------|--|--|--|

## 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/indicators in 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                        |
| Sports props: Hula 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 Coaching with 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.

## List of Contributors

- Mr. Saumil Majmudar, CEO, SV EduSports Pvt. Ltd., Bangalore
- Ms. Jyoti Majmudar, COO, SV EduSports Pvt. Ltd., Bangalore
- Mr. Parminder Gill, CMO, SV EduSports Pvt. Ltd., Bangalore
- Mr. Meer Waqiruddin Khaleeq, Head – Business Development, SV EduSports Pvt. Ltd., Bangalore
- Ms. Srividya Majmudar, Manager, Quality and Systems, SV EduSports Pvt. Ltd., Bangalore
- Mr. Javed Azad Khan, Product manager, EduSports, Bangalore
- Mr. Delix Issac, Product manager, EduSports, Bangalore

## Acknowledgement

We would like to place on record our gratitude to **Dr. Vinay Swarup Mehrotra**, Head, Curriculum Development and Evaluation Centre (CDEC), PSSCIVE, **Prof. R.B. Shivagunde**, Joint Director, PSSCIVE for their support and guidance in developing this curriculum as per NSQF. We would like to thank 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!