

Competency Based Curriculum

**National Skills Qualification Program
NSQF Level 3
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)

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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 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 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 -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 3 course students will be able to

- Understand the job profile of a Physical Trainer and the various other career opportunities in Physical Education and Sports
- Understand the role of Sports Federations and Associations in promoting sports and allied activities within the country
- Demonstrate the knowledge of planning and implementing various physical activities, games, sports and recreation for different age groups
- Reflect upon the role and functions of various organs in the physical growth and development of human body
- Reflect upon the importance of various physical activities in regulating and maintaining the fitness, flexibility and endurance of various parts and systems of human body
- Teach fundamental skills of walking, hopping, jumping and crawling to the pre-school children
- Teach fundamental skills to children of Grade 1 and 2 in primary school
- Teach sport specific skills, such as running, turning, twisting, hopping, etc. to the children of Grade 3 and 4
- Select players for the school team by talent detection and talent identification and conduct coaching sessions
- Prepare a training calendar, keeping in view the preparation, competition and transitional periods
- Demonstrate teaching skills for preparing students for adaptive and positive behavior during various sport activities
- Demonstrate the knowledge of the importance of verbal and non-verbal communication skills in sports
- Understand the importance of coaching creed in achieving learning outcomes and becoming a competent coach
- Demonstrate the knowledge of qualities of a good coach, facilitator and mentor
- Demonstrate an understanding of the factors that affect team building and performance
- Demonstrate the knowledge of organizing Sports Day
- Teach the various aspects of March Past and Mass Display
- Prepare and follow a diet plan before, during and after a training session
- Understand the diet to be followed during illness
- Understand and prevent unhealthy eating habits
- Describe the impact of a balanced diet on the performance of a sports person

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 3
Sl. #	Unit Code	Unit Title	Sub-Unit	No. of Notional Learning hours	Pre-requisite Unit, if any
1	PS 301 - NQ2015	About Physical Education and sports Sector	Understanding the job profile and career opportunities in physical education and sports	10	PS 201 - NQ2014: Foundation of Physical Education
			Understanding the role of sports federations and associations		
			Differentiate between physical activity, games, sports and recreation		
			Understanding the influence of environment, economy, technology and politics on the development of sports		
			Identifying National Sports Awards		

Sl. #	Unit Code	Unit Title	Sub-Unit	No. of Notional Learning hours	Pre-requisite Unit, if any
2	PS 302 - NQ2015	Health and Fitness	Understanding the Functions of Human Body	20	PS 202 - NQ2014: Health and Fitness
			Understanding the movements of human body		
			Understanding the effects of exercise on different systems of human		
			Understanding fitness components and tests		
			Understanding the factors affecting physical fitness		
3	PS 303 - NQ2015	Games and Sports	Demonstrating the knowledge of teaching fundamental skills to pre-school children (aged 1.5 to 5 years)	50	PS 203 - NQ2014: Games and Sports
			Demonstrating the knowledge of teaching fundamental skills of sports to primary school children (Grade 1 & 2)		
			Understanding the importance of physical activity for health in primary school (Grade 3 to 5)		
			Teaching the advance skills of four team sports		
			Understanding the process of talent detection, identification and development		
			Demonstrating the benefits of Yoga in keeping body healthy and flexible		
4	PS 304 - NQ2015	Developing an Athlete	Demonstrating the methods of training	25	PS 204 - NQ2014: Developing an Athlete
			Learning about season and offseason training plan		
			Teaching First Aid		
			Understanding first aid procedures for common sport injuries and rehabilitation		
			Understanding importance of life skills in sports		

Sl. #	Unit Code	Unit Title	Sub-Unit	No. of Notional Learning hours	Pre-requisite Unit, if any
5	PS 305 - NQ2015	Teaching-Learning	Understanding advanced communication skills	30	PS 205 - NQ2014: Teaching-Learning
			Evaluating a training plan		
			Understanding the importance of coaching creeds in achieving learning outcomes		
			Coach as a role model		
			Building a team		
6	PS 306 - NQ2015	Managing Sports Events	Teaching to manage tournaments	20	PS 206 - NQ2014: Managing Sports Events
			Teaching advanced competencies of officiating		
			Teaching to organize sports day and events in school		
			Teaching basics of march past and mass display		
7	PS 307 - NQ2015	Nutrition	Understanding diet and food before, during and after training and competition	15	Repeat concepts from level 1 and 2
			Understanding diet during illness		
			Understanding healthy eating habits		
8	PS 308 - NQ2015	Work Integrated Learning	Plan and teach lessons of major sports for middle school students (Std. VI to VIII)	30	NA
			Assist school PE teacher/ coach during the school team's practice sessions.		
			Demonstrate and teach mass display to peer/ junior grades as a part of school sports day.		
			Participate as official(s) for various games/ events during the inter-house and school sports day.		
Total				200	

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)

Unit Code: PS301- NQ2015	Unit Title : About Physical Education and Sports Sector			
	Duration: 26 hours			
Location:	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Methods
Classroom & Play ground	1. Understand the job profile and career opportunities in physical education and sports	1. Discuss the qualifications required to become: <ul style="list-style-type: none"> • Physical Education Teacher Coach • Sports Psychologist • Sports Nutritionist • Fitness Trainer • Equipment Manager • Sports Journalist • Sports Photographer 2. Explain their roles and responsibilities	1. List the competencies required to pursue a desired field in physical education and sports 2. Explain the differences between: <ol style="list-style-type: none"> a. Physical Education teacher and a Coach b. Sports Psychologist and a Sports Nutritionist c. Fitness Trainer and an Equipment Manager d. Sports Journalist and a Sports Photographer 	Interactive Lecture: About Physical Education and Sports Sector Activity: Role Play 1. Collect information on the career opportunities in physical education and sports sector 2. Perform the duties of player, journalist, referee, coach, asst. coach etc. to understand the various roles in physical education and sports sector

	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Methods
Location: Classroom & Play ground	2. Understand the role of sports federations and associations	1 Explain how International Olympic Committee govern different Olympic sports through affiliated bodies 2. Explain the responsibilities of Indian Olympic Association, National Sports Association, State Sports Association and District Sports Association?	1. Identify the parent bodies and the procedure to form, support and develop sports organizations in different levels 2. Differentiate between the role of International Olympic Committee and Indian Olympic Association	Interactive Lecture: Role of sports associations and federations Group Activity: 1. Draw the organizational structure of different Olympic and Non-Olympic games governing body in your town. Present them to the class in groups.
	3. Differentiate between physical activity, games, sports and recreation	1. Discuss the differences between physical activity, recreation, game and sport 2. Explain when a Game is considered as a Sport	1. What are the physical activities performed while playing football, basketball, and cricket? 2. Demonstrate the knowledge of designing recreational activities for different age groups	Interactive Lecture: Physical activity, games, sports and recreation Activity: on ground: 1. perform physical activities, sports, games and recreational activities. Involve the entire school including teachers and students 2. Conduct physical activities and games for the senior citizens

	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Methods
Location: Classroom & Play ground	4. Understand the influence of environment, economy, technology and politics on the development of sports	1. Discuss the influence of society on sports 2. Discuss the four major factors in a society due to which sports develop or deteriorate/ decline 3. Discuss the negative impact of war in sports	1. Demonstrate the knowledge of starting a coaching session for any sport with the analysis as per the environmental, political, technological and economic factors 2. List three modern technology used in Cricket matches 3. List three major technological changes in the game of Hockey in recent years.	Interactive Lecture: Role of sports in society Group Activity: 1. Collect information on the opportunities for developing sports in different societies as per the environmental/ geographic advantages 2. Do a research on how and why people in Haryana play more Wrestling, Boxing and Kabaddi than Golf, Lawn Tennis and Sailing
	5. Identify national sports awards	1. Discuss the different types and categories of sports awards in India 2. How these awards are categorized and to whom they are awarded	1. List three names of the recipients of Arjuna Award, Dronacharya Award, Dhyan Chand Award, Rajiv Gandhi Khel Ratna Award 2. Demonstrate the knowledge of how different national sports awards are categorized 3. Identify the selection criteria to be eligible to get these awards	Interactive Lecture: National Sports Awards Group Activity: 1. List and paste the pictures of the winners of different sports awards in all categories of this year

Unit Code: PS302- NQ2015	Unit Title : Health and Fitness			
	Duration: 21.5 hours			
Location:	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Methods
Classroom & Play ground	1. Understanding the functions of human body	1. Explain the functions of muscular system and blood 2. Discuss the role and functions of various organs in physical growth and development of human body 3. Discuss and explain the common movements at major joints of human body	1. Perform various movements and identify the correct vocabulary for movement planes, axes and types 2. Demonstrate anatomical reference position and fundamental standing position 3. Demonstrate and explain the movements possible at the knee joint while kicking a ball?	Interactive Lecture: Functions of human body Activity: on ground/ project 1. Play an outdoor game and identify movements performed in all planes and axis and discuss it during the warm down 2. Make a diagram of all organ systems on a chart paper and explain its functions

	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Methods
Location: Classroom & Play ground	2. Understanding the effects of exercise on different parts of human body	1. Explain the effect of exercises on the internal organ systems 2. Discuss chronic and acute effects of exercise	1. List the chronic effects of exercise on respiratory system 2. Why there is sudden increase in heart rate at the beginning of exercise 3. Differentiate between immediate and chronic effects of exercise	Interactive Lecture: Effects of exercise on different parts of human body Activity: on ground 1. Play different sports like football, Kho-Kho etc. and talk about the immediate and chronic effects of exercise on different systems. In order to see chronic affects you would have to observe a student over at least a three month period
	3. Understanding fitness components and tests	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 6 th , 7 th and 8 th and present outcome

	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Methods
Location: Classroom & Play ground	4. Understanding factors affecting physical fitness	1. Discuss the factors that affect physical fitness 2. Explain with examples different body types	1. List 6 factors affecting our physical fitness 2. What is somatotyping 3. Differentiate between Endomorph Mesomorph Ectomorph	Interactive Lecture: Factors affecting physical fitness Activity: on ground: 1. Do a chart paper presentation on different factors affecting physical fitness 2. Do a survey and find out how many open spaces are there in your neighborhood which can be used for conducting physical activities

Unit Code: PS303- NQ2015	Unit Title : Games and Sports			
Duration: 37.5 hours				
Location: Classroom & Play ground	Learning Outcome 1. Teach fundamental skills for pre-school children (aged 1.5 to 5 years)	Knowledge Evaluation 1. Explain Action, Balance and Coordination as fundamental skills 2. Explain why it is important to have age appropriate props and activities 3. Discuss the <i>Mantras</i> to deliver the lessons in an effective manner 4. Explain the correct technique of executing running, hopping, balancing, jumping 5. Discuss why is it important to have fun and inclusive activity	Performance Evaluation 1. List the teaching points for the children of age group 1.5 to 5 years 2. Demonstrate correct technique of executing running, hopping, balancing, jumping, catching. 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	Teaching and Training Methods Interactive Lecture: Fundamental skills for pre-school children Activity: on ground 1. Design an age appropriate lesson plans (one each), for the age group of 1.5 to 5 years, to develop the following fundamental skills. Perform each of these activities on ground with props following all the <i>Mantras</i> . a) Action b) Balance c) Co-ordination 2. Conduct skill assessment

Location:	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Methods
Classroom & Play ground	2. Demonstrate the knowledge of teaching fundamental skills of sports to primary school children (Grade 1 and 2)	1. Explain with examples manipulative skill, non-manipulative and locomotor skills 2. Discuss why is it important to understand the role of manipulative and non-manipulative skills in the primary school physical education program 3. Discuss the teaching points for the children of the age group 6 to 8 years	1. List the teaching points for the children of age group 6 to 8 years 2. Perform Locomotor, Manipulative and Non-manipulative skill 3. Demonstrate how you start and end your class while conducting lesson for the children of age group 6 to 8 years? Mention at least three points each	Interactive Lecture: Fundamental skills for primary school (Grade 1 and 2) Activity: on ground 1. Find a suitable school (Primary school) in your locality and take permission to conduct activities that develop fundamental skills 2. Prepare a chart showing all these fundamental skills with pictures
	3. Understand the importance of physical activity for health in primary school	1. Discuss why is it important to learn fundamental skills before learning any sports specific skills 2. Discuss why is specialization not recommended for children of the age group 8 to 11 years	1. List the teaching points for the children of the age group 8 to 11 years 2. List the differences between fundamental skills and sports specific skills 3. List What the fundamental skills that cut across football, touch rugby, basketball and cricket	Interactive Lecture: Importance of physical activity for health in primary school Activity: on ground: 1. Find a suitable school, primary school with grade 3, 4, 5 in your locality. Take permission from the principal and do the above mentioned activities with the children. 2. Demonstrate the basic skills of football, touch rugby, basketball and cricket

Location:	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Methods
Classroom & Play ground	4. Teach advance skills of four team sports	1. Discuss how playing different sports help in overall development of skills 2. Explain the difference in the teaching approaches in early year’s physical education program and middle school physical education program.	1. List three difference in the teaching approaches in early years physical education programme and middle school physical education programme 2. Perform the following skills: Football – Dribbling Basketball – Dribbling in moves Volleyball – Passing Cricket – Batting and Bowling 3. Demonstrate the example of Skill specific warm-up over the traditional warm up	Interactive Lecture: Physical education program in middle school Activity: on ground: 1. Take permission from the principal and do the following activities with the standard 6, 7, 8 students Football – Dribbling Basketball – Dribbling in moves Volleyball – Passing Cricket – Batting and Bowling

Location:	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Methods
Classroom & Play ground	5. Understand the process of 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 football	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.
	6. Demonstrate the benefits of Yoga in keeping body healthy and flexible	1. Explain the importance of yoga for both body and mind 2. Explain asanas, hatha yoga and pranayama	1. List the differences between asana and pranayama 2. Demonstrate all the steps of Surya Namaskar 3. Perform three yogic asanas in standing position, sitting position, and lying position	Interactive Lecture: Yogic exercises Activity: on ground 1. Draw the different yogic <i>asanas</i> on a chart paper 2. Make a weekly schedule for you to perform different yogic <i>asanas</i> , <i>pranayama</i> and <i>dhyana</i>

Unit Code: PS304- NQ2015	Unit Title : Developing an athlete			
Duration: 21.5 hours				
Location: Classroom & Play ground	Learning Outcome 1. Demonstrate the methods of training 2. Learn about Season and Off season training	Knowledge Evaluation 1. Discuss why scientific and well planned training is important 2. Explain and discuss the benefits of different types of training like Aerobic, Interval, Plyometric, Circuit and Weight Training 1. Discuss long term sports training 2. Explain the with the example of a typical 12 months training year	Performance Evaluation 1. Demonstrate the knowledge of conducting: a. Endurance training b. speed training c. fartlek training method d. weight training 2. Differentiate between Continuous and interval training, Circuit training and fartlek training 1. List the three periods of a training year 2. List the examples of season and off season training 3. What is transitional period	Teaching and Training Methods Interactive Lecture: Methods of training Activity: on ground 1. Demonstrate and perform different types of training like Aerobic, Interval, Plyometric, Circuit and Weight Training Interactive Lecture: Season and Off season training Activity: 1. Prepare a chart explaining the components to be trained of an athlete during preparation period, competition period and transitional period.

Location:	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Methods
Classroom & Play ground	3. Teaching First Aid	1. Explain the basic principles of First Aid 2. Explain the treatment for sprains and strains 3. Explain and demonstrate RICE	1. Make a list of items to be included in a First Aid kit List common sports injuries and their First Aid 2. Differentiate between: a. Heat exhaustion and heat stroke b. first aid box and a medical kit	Interactive Lecture: First Aid Activity: on ground: 1. Demonstrate the basic first aid for the following: cuts, bruises, heat stroke, nose bleeds, strain and sprain 2. Conduct on-ground demonstration of first aid. Ask your students to remember the action measures of first aid while demonstrating.
	4. Understand first aid procedures for common sport injuries and rehabilitation	1. Discuss the types of common sports injuries 2. Explain the prevention and First Aid of common sports injuries 3. Explain Rehabilitation of sports injuries	1. List the common points an athlete or coach should keep in mind to prevent the occurrence of sports injuries 2. Differentiate between First Aid and Rehabilitation	Interactive Lecture: First Aid procedures for common sport injuries and rehabilitation Activity: on ground: Conduct a survey about different sports injuries and its rehabilitation. Instruct your students to talk about their research in the class room
	5. Understand the importance of life skills in sports	1. Discuss how playing sports will help to develop life skills 2. Explain time management	1. Differentiate between Life Skills and Physical Skills 2. List any 5 life skills that playing sport will help you to develop 3. Identify life skill aspects from a physical education session	Interactive Lecture: Importance of life skills in sports Activity: on ground: Conduct a touch rugby class on the ground and ask students to identify life skill aspects learned in the chapter

Unit Code: PS205- NQ2014	Unit Title : Learning to train : Training to learn			
	Duration: 26 hours			
Location: Classroom & Play ground	Learning Outcome 1. Understand Advanced Communication Skills	Knowledge Evaluation 1. Explain communication and the different types of communication 2. Discuss how do non- verbal communicators help in communication 3. What are the different non-verbal communicators? 2. Explain the qualities of a reflective teacher 3. Explain the meaning of discipline	Performance Evaluation 1. List three different types of communication 2. List examples and three uses of non-verbal communicators 3. Demonstrate the ability to communicate in three different ways	Teaching and Training Methods Interactive Lecture: Advanced communication skills Activity: Role Play 1. Do a role play between students and teachers and identify the various gestures, facial expressions. 2. Play a game of football or volleyball or Kho-Kho and do a group discussion on the use of non-verbal communication

Location:	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Methods
Classroom & Play ground	2. Evaluate a training plan	1. Explain the elements of teaching or coaching 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	1. Name the four elements that 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	Interactive Lecture: Evaluate Training 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.

Location:	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Methods
Classroom & Play ground	3. Understand the importance of coaching creeds in achieving learning outcomes	1. Discuss Coaching Creed 2. Explain why is it important to abide by these principles	1. Reflect on a game that you have watched recently. Identify one coaching creed that was not followed by the coach. Write five lines describing it. 2. Demonstrate the understanding of the coaching creeds for achieving learning outcomes through a training program 3. Differentiate between Strive and creed Honesty and dishonesty Ethical and unethical Discipline and indiscipline	Interactive Lecture: Importance of coaching creed in learning outcomes Role Play: Group activity 1. Choose a specific coaching creed like curbing illegal activities or having an inclusive approach. Have a group discussion on how these creeds can be implemented and what will be their impact 2. Conduct coaching sessions demonstrating coaching creeds
	4.Coach as a role model	1. Discuss what is meant by being a role model 2. Explain with examples the responsibilities of a coach	1. List three essential characteristics you must possess in order to be a good role model 2. What are the responsibilities of a coach	Interactive Lecture: Coach as a role model Activity: Choose a popular sportsman as a role model. Demonstrate how some of his qualities can be emulated. Discuss the advantages and disadvantages

Location:	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Methods
Classroom & Play ground	5. Building a team	1. Discuss the different stages of team development 2. Discuss the factors that determine a team’s ability to succeed on the field 3. Discuss Six C’s of team building	1. Identify and list three qualities demonstrated by your favourite team in any sport 2. What are the stages of team development 3. List the six C’s of team building that leads to building winning teams	Interactive Lecture: Building a team Activity: Choose the example of a successful team of a popular sport. Discuss and identify if this team has the six C’s that are ideally possessed by winning teams

Unit Code: PS206- NQ2014	Unit Title : Managing sports events			
	Duration: 33.5 hours			
Location: Classroom & Play ground	Learning Outcome 1. Teach to manage tournaments	Knowledge Evaluation 1. Discuss the three stages of organizing a tournament and the key factors to keep in mind before you start planning a tournament 2. Explain various roles and duties of a tournament organizing committee members 3. Explain what is a check list and its importance	Performance Evaluation 1. Demonstrate the knowledge to organize an inter class tournament 2. Prepared a checklist of items and activities for organizing Sports Day 3. Identify the three most important stages of a tournament	Teaching and Training Methods Interactive Lecture: Manage tournaments Activity: on ground 1. Make groups and divide the roles and duties required to organize a tournament. Organize inter class tournament in your school – Football, Volleyball, Cricket, Basketball. Make sure you follow all the three stages of organizing a tournament.

Location:	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Methods
<p>Classroom & Play ground</p>	<p>2. Teach advanced competencies of officiating ground and court marking</p>	<p>1. Discuss and explain Laws of the game of football, volleyball, basketball and cricket</p> <p>2. Explain the signals used by referees and umpires</p> <p>3. Discuss the Dress code of umpires</p>	<p>1. List What are the salient features of a good official</p> <p>2. Draw a referee’s and assistant referee’s movement on the ground during a football match</p> <p>3. Identify the signs and signals used by the umpires/ officials during officiating football, basketball, volleyball and cricket</p> <p>4. Differentiate between</p> <ul style="list-style-type: none"> a. How Direct and indirect free kick are awarded b. The duties of a referee and the duties of an assistant referee in football c. A penalty kick and a corner kick d. A violation and a foul in basketball e. A wide ball and a leg bye in cricket 	<p>Interactive Lecture: Ground and court marking</p> <p>Activity: on ground Involve your students and play the following games– football, basketball, volleyball and cricket. Give every student a chance to officiate each game. The duration of this activity can be extended until all students are familiar with the officiating of all the four games.</p>

Location:	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Methods
<p>Classroom & Play ground</p>	<p>3. Teach to organize sports day and events in school</p>	<p>1. Explain the different phases of Sports Day planning</p> <p>1. Discuss is a Sports Day important for a school?</p> <p>2. Explain the role of the principal, PE teachers and other staff members in organizing a sports day.</p> <p>3. Explain the roles and responsibilities of students in planning and execution of Sports Day?</p> <p>4. Explain the roles and responsibilities of parents in organizing Sports Day?</p>	<p>1. List the three most important stages in organizing a Sports Day in school with examples</p> <p>2. Prepare an Agenda for the Sports Day</p> <p>3. Demonstrate a knowledge on how prepare checklist of the items and activities for organizing a Sports Day</p> <p>4. Identify the roles and responsibilities of the organizing committee of a Sports Day</p> <p>5. Differentiate between</p> <p>a. Athletic events and fun games that are conducted in a Sports Day</p> <p>b. Script for the sports day and a chief guest’s speech during the Sports Day</p>	<p>Interactive Lecture:</p> <p>Maintaining props, equipment and sports facilities</p> <p>Activity:</p> <p>Plan and conduct annual Sports Day of your school or minis Sports Day for the students of junior section following all the three stages of Sports Day planning.</p>

Location:	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Methods
Classroom & Play ground	4. Learn to organize sports day and tournaments	1. Display the key commands in March Past 2. Explain the characteristics of a good March Past 3. Discuss the elements of a good Mass Display 4. List all the important items used to conduct Mass Display	1. List five important commands in March Past. 2. Demonstrate the knowledge to teach Mass Display and Formations for different age groups	Interactive Lecture: Organizing sports day and tournaments Activity: 1. Plan and conduct march past and mass display for different age groups in your school during any event, special day in your school (practise for at least one month before conducting)

Unit Code: PS207- NQ2014	Unit Title : Nutrition			
	Duration: 19.5 hours			
Location:	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Methods
Classroom & Play ground	1. Understand diet and food before, during and after training and competition	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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 	<p>Interactive Lecture: Diet and food before, during and after training and competition</p> <p>Activity: 1. Prepare a chart demonstrating an understanding of diet plan before, during and after training session</p>
	2. Understand diet during illness	<ol style="list-style-type: none"> 1. Discuss the diet control during some of the common illness 2. Explain the caloric values of different food items 3. Demonstrate how to calculate caloric values 4. Explain oxidation of food 	<ol style="list-style-type: none"> 1. List the name of the foods to avoid during diarrhea 2. List the symptoms of typhoid 3. What are the symptoms of yellow fever 4. Differentiate between diet for a person with and without illness 	<p>Interactive Lecture: Diet during illness</p> <p>Activity: 1. Prepare a chart and explain common illness found in India. Discuss the diet to be taken during these illness</p>

Location:	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Methods
Classroom & Play ground	3. Understand healthy eating habits	1. Discuss Healthy and unhealthy food habits 2. Explain how to get more fibre in body 3. Explain how to read food labels	1. List the points on how you understand the food stuff you bought is a junk food item or not by reading the food label. 2. Demonstrate the ability to read and understand food labels given on a food packet 3. Demonstrate an understanding to avoid unhealthy eating habits	Interactive Lecture: Healthy eating habits Activity: 1. Prepare a chart calorie values of different vegetables used at your home for cooking 2. Discuss and debate in class how a. a. you can gain 2 kg of weight b. You can lose 2 kg of weight

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: Hoola Hoops, Frisbees, Footballs, Basketballs, Rugby balls, Volleyballs, cricket bats and balls	1	1:2 to 1:4

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.

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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!