

LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

YOGA INSTRUCTOR

(QUALIFICATION PACK: Ref. Id. BWS/Q2201)

SECTOR: Beauty and Wellness

Classes 11 and 12

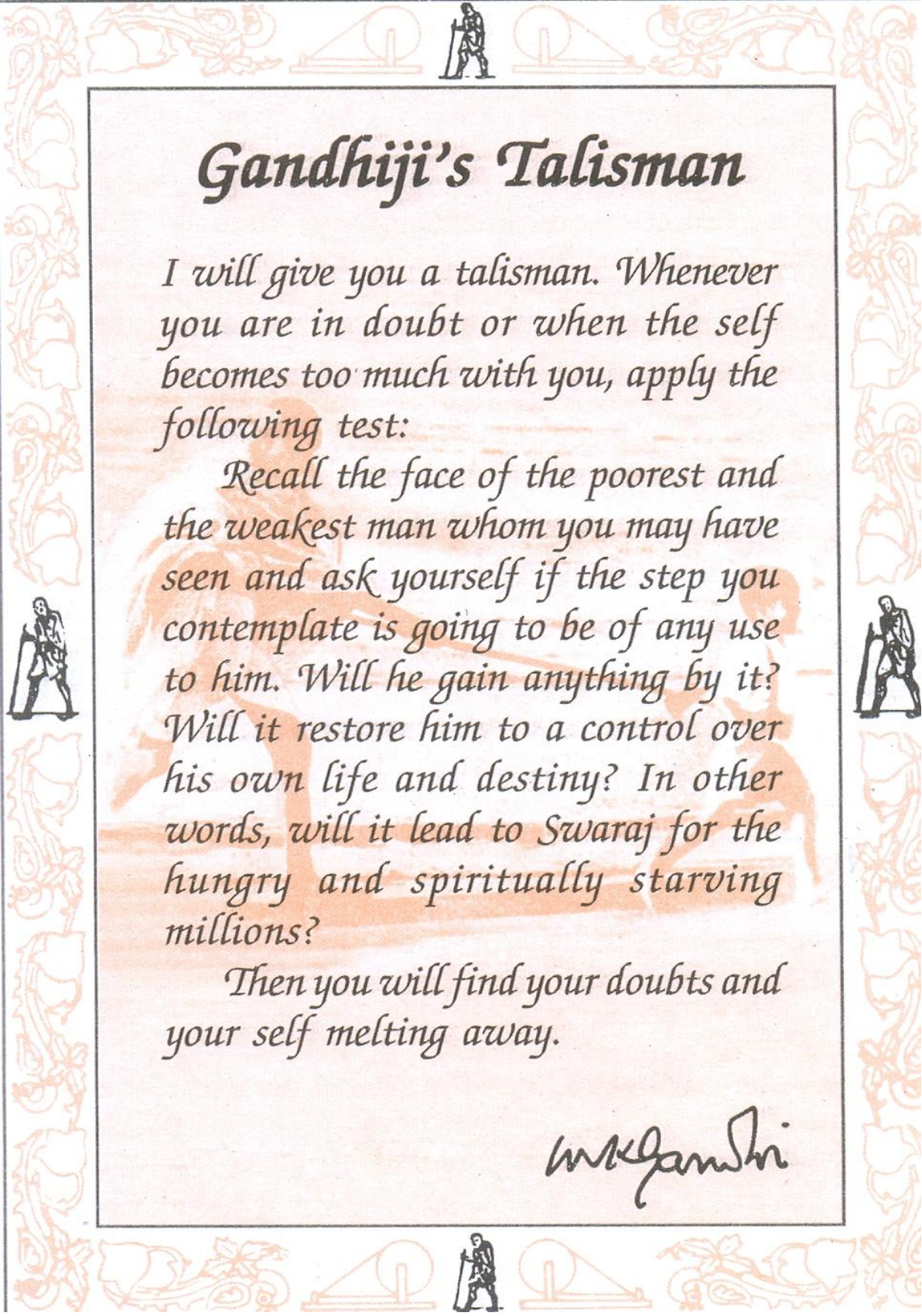


PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION

(a constituent unit of NCERT, under MHRD, Government of India)

Shyamla Hills, Bhopal- 462 002, M.P., India

<http://www.psscive.ac.in>



Gandhiji's Talisman

I will give you a talisman. Whenever you are in doubt or when the self becomes too much with you, apply the following test:

Recall the face of the poorest and the weakest man whom you may have seen and ask yourself if the step you contemplate is going to be of any use to him. Will he gain anything by it? Will it restore him to a control over his own life and destiny? In other words, will it lead to Swaraj for the hungry and spiritually starving millions?

Then you will find your doubts and your self melting away.

M.K. Gandhi

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Beauty and Wellness – Yoga instructor

January, 2020

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FOREWORD

The Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), a constituent unit of National Council of Educational Research and Training (NCERT) is spearheading the efforts of developing learning outcome based vocational curriculum and courseware aimed at integrating both vocational and general qualifications to open pathways of career progression for students. It is a part of Vocationalisation of Education under *Samagra Shiksha*. The PSS Central Institute of Vocational Education (PSSCIVE) is developing curricula under the project approved by the Project Approval Board (PAB) of *Samagra Shiksha* of Ministry of Human Resource Development (MHRD), Govt. of India. The main purpose of the learning outcome based vocational curriculum is to bring about improvement in teaching-learning process and working competencies through learning outcomes embedded in the vocational subject.

It is a matter of great pleasure to introduce this learning outcome based vocational curriculum as part of the vocational training package for the job role of **YOGA INSTRUCTOR (BWS/Q2201)**. The curriculum has been developed for the higher secondary students of vocational education and is aligned to the National Occupation Standards (NOSs) of a job role identified and approved under the National Skill Qualification Framework (NSQF).

The curriculum aims to provide children with employability and vocational skills to support occupational mobility and lifelong learning. It will help them to acquire specific occupational skills that meet employers' immediate needs. The teaching process is to be performed through the interactive sessions in classrooms, practical activities in laboratories and workshops, projects, field visits, and professional experiences.

The curriculum has been developed and reviewed by a group of experts and their contributions are greatly acknowledged. The utility of the curriculum will be adjudged by the qualitative improvement that it brings about in teaching-learning. The feedback and suggestions on the content by the teachers and other stakeholders will be of immense value to us in bringing about further improvement in this document.

HRUSHIKESH SENAPATY

Director

National Council of Education Research and Training

PREFACE

India today stands poised at a very exciting juncture in its saga. The potential for achieving inclusive growth are immense and the possibilities are equally exciting. The world is looking at us to deliver sustainable growth and progress. To meet the growing expectations, India will largely depend upon its young workforce. The much-discussed demographic dividend will bring sustaining benefits only if this young workforce is skilled and its potential is channelized in the right direction.

In order to fulfil the growing aspirations of our youth and the demand of skilled human resource, the Ministry of Human Resource Development (MHRD), Government of India introduced the revised Centrally Sponsored Scheme of Vocationalisation of Secondary and Higher Secondary Education in 2012 with the aim to provide for the diversification of educational opportunities so as to enhance individual employability, reduce the mismatch between demand and supply of skilled manpower and provide an alternative for those pursuing higher education. The scheme was subsumed in *Samagra Shiksha* in 2018 along with other schemes of school education. For spearheading the Vocationalisation Education, the PSS Central Institute of Vocational Education (PSSCIVE) was entrusted the responsibility to develop learning outcome based vocational curriculum, student workbooks, teacher handbooks and e-learning materials for the job roles in various sectors, with growth potential for employment.

The PSSCIVE firmly believes that the vocationalisation of education in the nation needs to be established on a strong footing of philosophical, cultural and sociological traditions and it should aptly address the needs and aspirations of the students besides meeting the skill demands of the industry. The curriculum, therefore, aims at developing the desired professional, managerial and communication skills to fulfil the needs of the society and the world of work. In order to honour its commitment to the nation, the PSSCIVE has initiated the work on developing learning outcome based vocational curriculum with the involvement of faculty members and leading experts in respective fields. It is being done through the concerted efforts of leading academicians, professionals, policy makers, partner institutions, Vocational Education and Training experts, industry representatives, and teachers. The expert group through a series of consultations, working group meetings and use of reference materials develops a National Curriculum. Currently, the Institute is working on developing curricula and courseware for over 50 job roles in various sectors, besides the curricula developed for 100 job roles.

We extend our gratitude to all the contributors for selflessly sharing their precious knowledge, acclaimed expertise, valuable time and positively responding to our request for development of curriculum. We are grateful to MHRD and NCERT for the financial support and cooperation in realising the objective of providing learning outcome based vocational curriculum and courseware to the States and other stakeholders under the PAB (Project Approval Board) approved project of *Samagra Shiksha* of Ministry of Human Resource Development (MHRD), Government of India.

Finally, for transforming the proposed curriculum design into a vibrant reality of implementation, all the institutions involved in the delivery system shall have to come together with a firm commitment and they should secure optimal community support. The success of this curriculum depends upon its effective implementation and it is expected that

the managers of vocational education and training system, including subject teachers will make efforts to create better facilities, develop linkages with the world of work and foster a conducive environment as per the content of the curriculum document.

The PSSCIVE, Bhopal remains committed in bringing about reforms in the vocational education and training system through the learner-centric curricula and courseware. We hope that this document will prove useful in turning out more competent Indian workforce for the 21st Century.

RAJESH P. KHAMBAYAT
Joint Director
PSS Central Institute of Vocational Education

ACKNOWLEDGEMENTS

On behalf of the team at the PSS Central Institute of Vocational Education (PSSCIVE) we are grateful to the members of the Project Approval Board (PAB) of Samagra Shiksha and the officials of the Ministry of Human Resource Development (MHRD), Government of India for the financial support to the project for development of learning outcome based curricula.

We are grateful to the Director, NCERT for his support and guidance. We also acknowledge the contributions of our colleagues at the Technical Support Group of SAMAGRA SHIKSHA, MHRD, SAMAGRA SHIKSHA Cell at the National Council of Educational Research and Training (NCERT), National Skill Development Agency (NSDA), National Skill Development Corporation (NSDC) and Beauty and Wellness Sector Skill Council for their academic support and cooperation.

We are grateful to the Course Coordinator of Job role 'Yoga Instructor' of Beauty and Wellness Sector Dr. Vipin Kumar Jain, Mr. Vijay Kumar , Consultant (Yoga) and Dr. Nidhi Gupta, consultant (DVET), Department of Humanities Science, Education & Research (DHSER), PSSCIVE and experts in the development of this curriculum are duly acknowledged. We are also thankful to the experts from Beauty & Wellness Sector Skill Council for their untiring efforts and contributions in the development of this curriculum. The names of all the experts are acknowledged in the list of contributors.

The contributions made by Vinay Swarup Mehrotra, Professor and Head, Curriculum Development and Evaluation Centre (CDEC), Vipin Kumar Jain, Associate Professor and Head, Programme Planning and Monitoring Cell (PPMC) and Dipak Shudhalwar, Associate Professor, Department of Engineering and Technology, PSSCIVE in the development of the Part-A Employability Skills of this curriculum are duly acknowledged.

PSSCIVE Team

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2. SCHEME OF UNITS

This course is a planned sequence of instructions consisting of Units meant for developing employability and vocational competencies of students of Class 11 and 12 opting for vocational subject along with general education subjects. The unit-wise distribution of hours and marks for Class 11 is as follows:

| CLASS 11 | | | |
|-----------------|--|--|--|
| | Units | No. of Hours for Theory and Practical 300 | Max. Marks for Theory and Practical 100 |
| Part A | Employability Skills | | |
| | Unit 1: Communication Skills – III | 25 | 10 |
| | Unit 2: Self-management Skills – III | 25 | |
| | Unit 3: Information and Communication Technology Skills – III | 20 | |
| | Unit 4: Entrepreneurial Skills – III | 25 | |
| | Unit 5: Green Skills – III | 15 | |
| | Total | 110 | |
| Part B | Vocational Skills | | |
| | Unit 1: Introduction to Beauty and Wellness Industry and Preventive – Yoga | 14 | 40 |
| | Unit 2: Prepare Work Area, Maintain Health and Safety | 24 | |
| | Unit 3: Create a Positive Impression at Work the place | 15 | |
| | Unit 4: Human Anatomy and Physiology | 32 | |
| | Unit 5: Basic Yoga Session – Part 1 | 80 | |
| | Total | 165 | |
| Part C | Practical Work | | |
| | Practical Examination | 06 | 15 |
| | Written Test | 01 | 10 |
| | Viva Voce | 03 | 10 |
| | Total | 10 | 35 |
| Part D | Project Work/Field Visit | | |
| | Practical File/Student Portfolio | 10 | 10 |
| | Viva Voce | 05 | 05 |
| | Total | 15 | 15 |
| | Grand Total | 300 | 100 |

The unit-wise distribution of hours and marks for Class 12 is as follows:

| CLASS 12 | | | |
|-----------------|--|--|--|
| | Units | No. of Hours for Theory and Practical 300 | Max. Marks for Theory and Practical 100 |
| Part A | Employability Skills | | |
| | Unit 1: Communication Skills – IV | 25 | 10 |
| | Unit 2: Self-management Skills – IV | 25 | |
| | Unit 3: Information and Communication Technology Skills – IV | 20 | |
| | Unit 4: Entrepreneurial Skills – IV | 25 | |
| | Unit 5: Green Skills – IV | 15 | |
| | Total | 110 | 10 |
| Part B | Vocational Skills | | |
| | Unit 1 : Philosophy of Yoga | 32 | 40 |
| | Unit 2 : Conduits Basic Yoga Session – Part 2 | 85 | |
| | Unit 3 : Yoga practices | 24 | |
| | Unit 4 : Yogic Counselling | 24 | |
| | Total | 165 | 40 |
| Part C | Practical Work | | |
| | Practical Examination | 06 | 15 |
| | Written Test | 01 | 10 |
| | Viva Voce | 03 | 10 |
| | Total | 10 | 35 |
| Part D | Project Work/Field Visit | | |
| | Practical File/Student Portfolio | 10 | 10 |
| | Viva Voce | 05 | 05 |
| | Total | 15 | 15 |
| | Grand Total | 300 | 100 |

3. TEACHING/TRAINING ACTIVITIES

The teaching and training activities have to be conducted in classroom, laboratory/ workshops and field visits. Students should be taken to field visits for interaction with experts and to expose them to the various tools, equipment, materials, procedures and operations in the workplace. Special emphasis should be laid on the occupational safety, health and hygiene during the training and field visits.

CLASSROOM ACTIVITIES

Classroom activities are an integral part of this course and interactive lecture sessions, followed by discussions should be conducted by trained vocational teachers. Vocational teachers should make effective use of a variety of instructional or teaching aids, such as

audio-video materials, colour slides, charts, diagrams, models, exhibits, hand-outs, online teaching materials, etc. to transmit knowledge and impart training to the students.

PRACTICAL WORK IN LABORATORY/WORKSHOP

Practical work may include but not limited to hands-on-training, simulated training, role play, case based studies, exercises, etc. Equipment and supplies should be provided to enhance hands-on learning experience of students. Only trained personnel should teach specialized techniques. A training plan that reflects tools, equipment, materials, skills and activities to be performed by the students should be submitted by the vocational teacher to the Head of the Institution.

FIELD VISITS/ EDUCATIONAL TOUR

In field visits, children will go outside the classroom to obtain specific information from experts or to make observations of the activities. A checklist of observations to be made by the students during the field visits should be developed by the Vocational Teachers for systematic collection of information by the students on the various aspects. Principals and Teachers should identify the different opportunities for field visits within a short distance from the school and make necessary arrangements for the visits. At least three field visits should be conducted in a year.

4. ASSESSMENT AND CERTIFICATION

The National Skills Qualifications Framework (NSQF) is based on outcomes referenced to the National Occupation Standards (NOSs), rather than inputs. The NSQF level descriptors, which are the learning outcomes for each level, include the process, professional knowledge, professional skills, core skills and responsibility. The assessment is to be undertaken to verify that individuals have the knowledge and skills needed to perform a particular job and that the learning programme undertaken has delivered education at a given standard. It should be closely linked to certification so that the individual and the employer could come to know the competencies acquired through the vocational subject or course. The assessment should be reliable, valid, flexible, convenient, cost effective and above all it should be fair and transparent. Standardized assessment tools should be used for assessment of knowledge of students. Necessary arrangements should be made for using technology in assessment of students.

KNOWLEDGE ASSESSMENT (THEORY)

Knowledge Assessment should include two components: one comprising of internal assessment and second an external examination, including theory examination to be conducted by the Board. The assessment tools shall contain components for testing the knowledge and application of knowledge. The knowledge test can be objective paper based test or short structured questions based on the content of the curriculum.

WRITTEN TEST

It allows candidates to demonstrate that they have the knowledge and understanding of a given topic. Theory question paper for the vocational subject should be prepared by the subject experts comprising group of experts of academicians, experts from existing

vocational subject experts/teachers, subject experts from university/colleges or industry. The respective Sector Skill Council should be consulted by the Central/State Board for preparing the panel of experts for question paper setting and conducting the examinations.

The blue print for the question paper may be as follows:

Duration: 3 hrs

Maximum Mark: 40

| | Typology of Question | No. of Questions | | | Marks |
|----|--|----------------------------|------------------------|-----------------------|-----------|
| | | Very Short Answer (1 mark) | Short Answer (2 Marks) | Long Answer (3 Marks) | |
| 1. | Remembering – (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, or theories; identify, define or recite, information) | 3 | 2 | 2 | 13 |
| 2. | Understanding – (Comprehension – to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information) | 2 | 3 | 2 | 14 |
| 3. | Application – (Use abstract information in concrete situation, to apply knowledge to new situations: Use given content to interpret a situation, provide an example, or solve a problem) | 0 | 2 | 1 | 07 |
| 4. | High Order Thinking Skills – (Analysis and Synthesis – Classify, compare, contrast, or differentiate between different pieces of information; Organize and/ or integrate unique pieces of information from a variety of sources) | 0 | 2 | 0 | 04 |
| 5. | Evaluation – (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values) | 0 | 1 | 0 | 02 |
| | Total(20 questions) | 5x1=5 | 10x2=20 | 5x3=15 | 40 |

SKILL ASSESSMENT (PRACTICAL)

Assessment of skills by the students should be done by the assessors/examiners on the basis of practical demonstration of skills by the candidate, using a competency checklist. The competency checklist should be developed as per the National Occupation Standards (NOSs) given in the Qualification Pack for the Job Role to bring about necessary consistency in the quality of assessment across different sectors and Institutions. The student has to demonstrate competency against the performance criteria defined in the National Occupation Standards and the assessment will indicate that they are 'competent', or are 'not yet competent'. The assessors assessing the skills of the students should possess a current experience in the industry and should have undergone an effective training in assessment

principles and practices. The Sector Skill Councils should ensure that the assessors are provided with the training on the assessment of competencies.

Practical examination allows candidates to demonstrate that they have the knowledge and understanding of performing a task. This will include hands-on practical exam and viva voce. For practical, there should be a team of two evaluators – the subject teacher and the expert from the relevant industry certified by the Board or concerned Sector Skill Council. The same team of examiners will conduct the viva voce.

Project Work (individual or group project) is a great way to assess the practical skills on a certain time period or timeline. Project work should be given on the basis of the capability of the individual to perform the tasks or activities involved in the project. Projects should be discussed in the class and the teacher should periodically monitor the progress of the project and provide feedback for improvement and innovation. Field visits should be organised as part of the project work. Field visits can be followed by a small-group work/project work. When the class returns from the field visit, each group might be asked to use the information that they have gathered to prepare presentations or reports of their observations. Project work should be assessed on the basis of practical file or student portfolio.

Student Portfolio is a compilation of documents that supports the candidate's claim of competence. Documents may include reports, articles, photos of products prepared by students in relation to the unit of competency.

Viva voce allows candidates to demonstrate communication skills and content knowledge. Audio or video recording can be done at the time of viva voce. The number of external examiners would be decided as per the existing norms of the Board and these norms should be suitably adopted/adapted as per the specific requirements of the vocational subject. Viva voce should also be conducted to obtain feedback on the student's experiences and learning during the project work/field visits.

Upon successful completion of the course by the candidate, the Central/ State Examination Board for Secondary Education and the respective Sector Skill Council will certify the competencies.

5. UNIT CONTENTS

CLASS 11

Part A: Employability Skills

| S.No. | Units | Duration (Hrs) |
|--------------|---|----------------|
| 1. | Communication Skills- III | 25 |
| 2. | Self-management Skills – III | 25 |
| 3. | Information and Communication Technology Skills – III | 20 |
| 4. | Entrepreneurial Skills – III | 25 |
| 5. | Green Skills – III | 15 |
| Total | | 110 |

| UNIT 1: COMMUNICATION SKILL – III | | | |
|--|--|---|-------------------|
| Learning Outcome | Theory (10 hrs) | Practical (15 hrs) | Duration (25 Hrs) |
| 1. Demonstrate knowledge of various methods of communication | 1. Methods of Communication (i) Verbal (ii) Non-verbal (iii) Visual | 1. Writing pros and cons of written, verbal and non-verbal communication 2. Listing do's and don'ts for avoiding common body language mistakes | 05 |
| 2. Identify specific communication styles | 1. Communication styles- Assertive, Aggressive, Passive-Aggressive, Submissive, etc. | 1. Observing and sharing communication styles of friends, teachers and family members and adapting the best practices 2. Role plays on communication styles. | 10 |
| 3. Demonstrate basic writing skills | 1. Writing skills to the following: • Sentence • Phrase • Kinds of Sentences • Parts of Sentence • Parts of Speech • Articles • Construction of a Paragraph | 1. Demonstration and practice of writing sentences and paragraphs on topics related to the subject | 10 |
| Total | | | 25 |

| UNIT 2: SELF-MANAGEMENT – III | | | |
|--|--|---|------------------------------|
| Learning Outcome | Theory (10 hrs) | Practical (15 hrs) | Duration (25 Hrs) |
| 1. Demonstrate impressive appearance and grooming | <ol style="list-style-type: none"> 1. Describe the importance of dressing appropriately, looking decent and positive body language 2. Describe the term grooming 3. Prepare a personal grooming checklist 4. Describe the techniques of self-exploration | <ol style="list-style-type: none"> 1. Demonstration of impressive appearance and groomed personality 2. Demonstration of the ability to self- explore | 10 |
| 2. Demonstrate team work skills | <ol style="list-style-type: none"> 1. Describe the important factors that influence in team building 2. Describe factors influencing team work | <ol style="list-style-type: none"> 1. Group discussion on qualities of a good team 2. Group discussion on strategies that are adopted for team building and team work | 10 |
| 3. Apply time management strategies and techniques | <ol style="list-style-type: none"> 1. Meaning and importance of time management – setting and prioritizing goals, creating a schedule, making lists of tasks, balancing work and leisure, using different optimization tools to break large tasks into smaller tasks. | <ol style="list-style-type: none"> 1. Game on time management 2. Checklist preparation 3. To-do-list preparation | 05 |
| Total | | | 25 |

| UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY - III | | | |
|---|--|---|------------------------------|
| Learning Outcome | Theory (08 hrs) | Practical (12 hrs) | Duration (20 Hrs) |
| 1. Create a document on word processor | <ol style="list-style-type: none"> 1. Introduction to word processing. 2. Software packages for word processing. 3. Opening and exiting the word processor. 4. Creating a document | <ol style="list-style-type: none"> 1. Demonstration and practice of the following: <ul style="list-style-type: none"> • Listing the features of word processing • Listing the software packages for word processing | 10 |

| | | | |
|--|--|---|-----------|
| | | <ul style="list-style-type: none"> Opening and exit the word processor Creating a document | |
| 2. Edit, save and print a document in word processor | <ol style="list-style-type: none"> Editing text Wrapping and aligning the text Font size, type and face. Header and Footer Auto correct Numbering and bullet Creating table Find and replace Page numbering. Printing document. Saving a document in various formats. | <ol style="list-style-type: none"> Demonstration and practising the following: <ul style="list-style-type: none"> Editing the text Word wrapping and alignment Changing font type, size and face Inserting header and footer Removing header and footer Using autocorrect option Insert page numbers and bullet Save and print a document | 10 |
| Total | | | 20 |

| UNIT 4: ENTREPRENEURIAL SKILLS – III | | | |
|--|--|--|--------------------------|
| Learning Outcome | Theory (10 hrs) | Practical (15 hrs) | Duration (25 Hrs) |
| 1. Describe the significance of entrepreneurial values and attitude | <ol style="list-style-type: none"> Values in general and entrepreneurial values Entrepreneurial value orientation with respect to innovativeness, independence, outstanding performance and respect for work | <ol style="list-style-type: none"> Listing of entrepreneurial values by the students. Group work on identification of entrepreneurial values and their roles after listing or reading 2-3 stories of successful entrepreneur Exhibiting entrepreneurial values in Ice breaking, rapport building, group work and home assignments | 10 |
| 2. Demonstrate the knowledge of attitudinal changes required to become an entrepreneur | <ol style="list-style-type: none"> Attitudes in general and entrepreneurial attitudes Using imagination/ intuition Tendency to take moderate risk Enjoying freedom of | <ol style="list-style-type: none"> Preparing a list of factors that influence attitude in general and entrepreneurial attitude Demonstrating and identifying own entrepreneurial attitudes during the | |

| | | | |
|--------------|---|--|-----------|
| | <p>expression and action</p> <ol style="list-style-type: none"> 5. Looking for economic opportunities 6. Believing that we can change the environment 7. Analyzing situation and planning action 8. Involving in activity | <p>following micro lab activities like thematic appreciation test</p> <ol style="list-style-type: none"> 3. Preparing a short write-up on “who am I” 4. Take up a product and suggest how its features can be improved 5. Group activity for suggesting brand names, names of enterprises, etc. | 15 |
| Total | | | 25 |

| UNIT 5: GREEN SKILLS – III | | | |
|--|---|---|--------------------------|
| Learning Outcome | Theory (07 hrs) | Practical (08 hrs) | Duration (15 Hrs) |
| 1. Describe importance of main sector of green economy | <ol style="list-style-type: none"> 1. Main sectors of green economy- E-waste management, green transportation, renewal energy, green construction, water management 2. Policy initiatives for greening economy in India | <ol style="list-style-type: none"> 1. Preparing a poster on any one of the sectors of green economy 2. Writing a two-page essay on important initiatives taken in India for promoting green economy | 08 |
| 2. Describe the major green Sectors/Areas and the role of various stakeholder in green economy | <ol style="list-style-type: none"> 1. Stakeholders in green economy 2. Role of government and private agencies in greening cities, buildings, tourism, industry, transport, renewable energy, waste management, agriculture, water, forests and fisheries | 1. Preparing posters on green Sectors/Areas: cities, buildings, tourism, industry, transport, renewable energy, waste management, agriculture, water, forests and fisheries | 07 |
| Total | | | 15 |

Part B: Vocational Skills

| S.No. | Units | Duration(Hrs) |
|-------|--|---------------|
| 1. | Introduction to Beauty and Wellness Industry and Preventive – Yoga | 14 |
| 2. | Prepare Work Area, Maintain Health and Safety | 24 |
| 3. | Create a Positive Impression at Work the place | 15 |
| 4. | Human Anatomy and Physiology | 32 |
| 5. | Basic Yoga Session – Part 1 | 80 |
| | Total | 165 |

| UNIT 1: INTRODUCTION TO BEAUTY AND WELLNESS INDUSTRY AND PREVENTIVE-YOGA | | | |
|---|---|--|---------------------------|
| Learning Outcome | Theory (07 hrs) | Practical (07 hrs) | Duration (14 Hrs) |
| 1. Describe scope of beauty and wellness industry | <ol style="list-style-type: none"> 1. Introduction: Beauty and wellness industry 2. Major sub-segments of beauty and wellness sector 3. Preventive-Yoga 4. International yoga Day 5. Career opportunities in yoga services | <ol style="list-style-type: none"> 1. Collect and submit pictures of five alternative therapies of beauty and wellness sector 2. Prepare a chart on career opportunities in yoga services | 04 |
| 2. Describe Yoga, history, definition, and importance | <ol style="list-style-type: none"> 1. Introduction of yoga 2. Historical background and origin of yoga 3. Definitions of yoga in various texts 4. Importance of yoga in human life | <ol style="list-style-type: none"> 1. Prepare a flow chart on origin and history of yoga 2. Write a short note on the following topic- a. Definitions of yoga. b. Importance of Yoga | 10 |
| Total | | | 14 |

| UNIT 2: PREPARE WORK AREA, MAINTAIN HEALTH AND SAFETY | | | |
|--|--|---|--------------------------|
| Learning Outcome | Theory (12 hrs) | Practical (12 hrs) | Duration (24 hrs) |
| 1. Prepare and maintain work area for yoga practice | <ol style="list-style-type: none"> 1. Preparation of work area for yoga practice 2. materials/equipment's used in yoga practices | <ol style="list-style-type: none"> 1. Arrange work area for yoga practice 2. Prepare a check list of the materials/equipment's for appropriate yoga ambience 3. Demonstrate the use of following | 04 |

| | | | |
|--|---|---|-----------|
| | | <p>yoga materials/equipment's for the yoga practice-</p> <ol style="list-style-type: none"> Mat Strap Block | |
| 2. Demonstrate precautions of conducting yoga session | <ol style="list-style-type: none"> Importance of sanitization and cleanliness Precautions: before, during and after yoga session Ethical code of conduct at yoga place | <ol style="list-style-type: none"> Enlist precautions before, during and after yoga session Prepare a chart of ethical code of conduct at yoga place | 04 |
| 3. Maintain record of services, materials/ equipment's | <ol style="list-style-type: none"> Services offered by organization Importance of maintaining record of services Store records of materials and equipment as per organizational policies | <ol style="list-style-type: none"> Prepare a record sheet of available services Describe the importance of maintain record Prepare a sample format for equipment and material records | 06 |
| 4. Identify risks & hazards at work place and document them | <ol style="list-style-type: none"> Identify potential risks and hazards in the workplace and their documentation Reporting to concerned personnel Management of Adverse situations and Emergencies Maintenance of accident reports Correct postures in yoga session (minimize fatigue and risk of injury) First aid kit: maintenance and updating; procedure of utilization | <ol style="list-style-type: none"> Create a caution board for yoga practices session Fill an accident report card Role play- correct yoga postures during yoga session Demonstrate the usage of First aid kit | 06 |
| 5. Demonstrate Sterilization of yoga equipments and disposal of waste material | <ol style="list-style-type: none"> Process of sterilization of yoga equipment per standard Dispose all waste according to the organization's standards Maintain the hygiene and safety as per the standard checklist | <ol style="list-style-type: none"> Demonstrate the process of sterilization of yoga equipments as per standard Demonstrate disposal of waste material Create checklist of hygiene and safety standards | 04 |
| Total | | | 24 |

| UNIT 3 : CREATE A POSITIVE IMPRESSION AT THE WORK PLACE | | | |
|--|--|---|-------------------------------|
| Learning Outcome | Theory (07 hrs) | Practical (08 hrs) | Duration (15 hrs) |
| 1. Construct feedback and assessment plan | <ol style="list-style-type: none"> Record Feedback and assessment of the guest progress Plan appropriate yoga practice as per client goals and priorities | <ol style="list-style-type: none"> Fill up Feedback Form Role play of Client consultation and create yoga practice plan | 05 |
| 2. Demonstrate ideal appearance and behaviour of the Yoga Instructor | <ol style="list-style-type: none"> Appearance of the Yoga Instructor: <ol style="list-style-type: none"> Health and hygiene Uniform and accessories Addiction free Behaviour of Yoga instructor following yogic principals: <ol style="list-style-type: none"> Personal behaviour Polite manners and Courtesy Situation Management Confidentiality Query Resolution Assistance to the clients | <ol style="list-style-type: none"> Group Discussion on the appearance of the Yoga Instructor Prepare a write up on the Ideal Behaviour of Yoga instructor | 05 |
| 3. maintain records | File Maintenance of - <ol style="list-style-type: none"> Call logs and Discussions Occurred Unpleasant behaviours | Role play of Customer call and discussion record. Record unpleasant behaviour at yoga place | 05 |
| Total | | | 15 |

| UNIT 4: HUMAN ANATOMY AND PHYSIOLOGY | | | |
|---|--|---|------------------------------|
| Learning Outcome | Theory (18 hrs) | Practical (14 hrs) | Duration (32 hrs) |
| 1. Demonstrate the human anatomy and physiology | <ol style="list-style-type: none"> Meaning and definition of Anatomy and physiology Introduction to Human body (Cell, Tissues, Organs and Systems) | <ol style="list-style-type: none"> Draw a diagram of human cell | 05 |
| 2. Demonstrate the systems of human body | Overview of Major human body systems: <ol style="list-style-type: none"> Skeletal System Muscular System Nervous System | <ol style="list-style-type: none"> Identify the bones in skeleton system Identify the location of organs in human | 20 |

| | | | |
|---|--|---|-----------|
| | <ul style="list-style-type: none"> 4. Respiratory System 5. Endocrine System 6. Digestive System 7. Renal System 8. Reproductive System 9. Immune System 10. Circulatory System | <ul style="list-style-type: none"> 3. Showing videos on anatomy and physiology of major body systems | |
| 3. Demonstrate various forms of yoga and its effects on human body and mind | <ul style="list-style-type: none"> 1. Forms of yoga (hath, laya, mantra, Raja) 2. Effect of Asana, Pranayama, Meditation and Relaxing techniques on human Body and Mind | Conduct a group discussion on effect of various yoga practices upon body and mind | 07 |
| Total | | | 32 |

| UNIT 5: CONDUCT BASIC YOGA SESSION – PART 1 | | | |
|---|---|--|---------------------------|
| Learning Outcome | Theory (32 hrs) | Practical (48 hrs) | Duration (80 hrs) |
| 1. Demonstrate the client`s preparation for yoga session | <ul style="list-style-type: none"> 1. Client`s preparation for yoga session (Empty stomach, Dress-up, Medical history) 2. Do`s and don`ts of basic yoga session: <ul style="list-style-type: none"> a. General conditions b. Specific conditions | <ul style="list-style-type: none"> 1. Role play:Readiness and preparedness of the client for yoga session 2. List out do`s and don`ts for the basic yoga session | 08 |
| 2. Demonstrate the process of opening and closure of yoga session and Sukshma Vyayama | <ul style="list-style-type: none"> 1. opening and closure of yoga session: <ul style="list-style-type: none"> a. Prayer b. Chanting c. Meditation 2. Breathing awareness 3. Sukshma Vyayama (Jumping, Walking, Jogging, Joints rotations- Neck, shoulder, hands, knee, ankle | <ul style="list-style-type: none"> 1. Demonstrate the opening and closure of yoga session 2. Demonstrate the Sukshma Vyayama | 14 |
| 3. Demonstrate the Surya Namaskara | Surya Namaskara | <ul style="list-style-type: none"> 1. prepare a poster using picture of Surya Namaskara 2. Demonstrate the Surya Namaskara | 10 |
| 4. Demonstrate the yoga postures | <p>Yoga Postures:</p> <p>Standing: Tadasana, Tiryak-Tadasana, Trikon asana, Padhastasana, Ardh-katichakrasana, Vrakshaasana</p> <p>Sitting: Vajrasana, Mandukasana, Ushtrasana Shashnkasana, Janu-Shirasana ,Goumukhasana</p> <p>Prone: Sarpaasana, Ardh-Dhanurasana, Ardh-</p> | <ul style="list-style-type: none"> 1. Demonstrate following yoga postures: <ul style="list-style-type: none"> a. Tadasana b. Trikon asana c. Ushtrasana d. Goumukhasana e. Ardh-Dhanurasana f. Naukasana g. Sarwangan | 48 |

| | | | |
|--------------|--|--|-----------|
| | <p>Shalabhasana, Makarasana</p> <p>Supine :Ardh-Halāsana, Naukasana, Ard-Chakrasana</p> <p>Inversion: Sarwāngāsana</p> <p>Relaxing: Shavasana</p> | <p>a</p> <p>2. Prepare a drawing/ collect pictures on following āsanās:</p> <p>a. Halāsana</p> <p>b. Mandukasana</p> <p>c. Ushtrasana</p> <p>d. Vakrasana</p> <p>e. Naukasana</p> <p>f. Goumukhasana</p> | |
| Total | | | 80 |

CLASS 12

Part A: Employability Skills

| S.No. | Units | Duration (Hrs) |
|-------|--|----------------|
| 1. | Communication Skills- IV | 25 |
| 2. | Self-management Skills – IV | 25 |
| 3. | Information and Communication Technology Skills – IV | 20 |
| 4. | Entrepreneurial Skills – IV | 25 |
| 5. | Green Skills – IV | 15 |
| | Total | 110 |

| UNIT 1: COMMUNICATION SKILLS – IV | | | |
|--|---|---|-------------------|
| Learning Outcome | Theory (10 hrs) | Practical (15 hrs) | Duration (25 hrs) |
| 1. Describe the steps to active listening skills | 1. Importance of active listening at workplace 2. Steps to active listening | 1. Demonstration of the key aspects of becoming active listener 2. Preparing posters of steps for active listening | 10 |
| 2. Demonstrate basic writing skills | 2. Writing skills to the following: <ul style="list-style-type: none"> • Sentence • Phrase • Kinds of Sentences • Parts of Sentence • Parts of Speech • Articles • Construction of a Paragraph | 1. Demonstration and practice of writing sentences and paragraphs on topics related to the subject | 15 |
| | | Total | 25 |

| UNIT 2: SELF-MANAGEMENT SKILLS – IV | | | |
|---|---|--|-------------------|
| Learning Outcome | Theory (10 hrs) | Practical (15 hrs) | Duration (25 Hrs) |
| 1. Describe the various factors influencing self-motivation | 1. Finding and listing motives (needs and desires); 2. Finding sources of motivation and inspiration (music, books, activities);expansive thoughts; living fully in the present moment; dreaming big | 1.Group discussion on identifying needs and desire 2. Discussion on sources of motivation and inspiration | 10 |
| 2. Describe the basic personality traits, types | 2. Describe the meaning of personality 3. Describe how personality influence others | 1. Demonstrate the knowledge of different personality types | |

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|---------------|---|--|-----------|
| and disorders | <ol style="list-style-type: none"> 4. Describe basic personality traits 5. Describe common personality disorders- paranoid, antisocial, schizoid, borderline, narcissistic, avoidant, dependent and obsessive | | 15 |
| Total | | | 25 |

UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS - IV

| Learning Outcome | Theory (06 hrs) | Practical (14 hrs) | Duration (20 Hrs) |
|--|--|---|----------------------|
| 1. Perform tabulation using spreadsheet application | <ol style="list-style-type: none"> 1. Introduction to spreadsheet application 2. Spreadsheet applications 3. Creating a new worksheet 4. Opening workbook and entering text 5. Resizing fonts and styles 6. Copying and moving 7. Filter and sorting 8. Formulas and functions 9. Password protection. 10. Printing a spreadsheet. 11. Saving a spreadsheet in various formats. | <p>1. Demonstration and practice on the following:</p> <ul style="list-style-type: none"> • Introduction to the spreadsheet application • Listing the spreadsheet applications • Creating a new worksheet • Opening the workbook and enter text • Resizing fonts and styles • Copying and move the cell data • Sorting and Filter the data • Applying elementary formulas and functions • Protecting the spreadsheet with password • Printing a spreadsheet • Saving the spreadsheet in various formats. | 10 |
| 2. Prepare presentation using presentation application | <ol style="list-style-type: none"> 1. Introduction to presentation 2. Software packages for presentation 3. Creating a new presentation 4. Adding a slide 5. Deleting a slide 6. Entering and editing text 7. Formatting text 8. Inserting clipart and images 9. Slide layout 10. Saving a presentation | <p>1. Demonstration and practice on the following:</p> <ul style="list-style-type: none"> • Listing the software packages for presentation • Explaining the features of presentation • Creating a new presentation • Adding a slide to presentation. • Deleting a slide • Entering and edit text • Formatting text | 10 |

| | | | |
|--------------|---------------------------------------|---|-----------|
| | 11. Printing a presentation document. | <ul style="list-style-type: none"> • Inserting clipart and images • Sliding layout • Saving a presentation • Printing a presentation document | |
| Total | | | 20 |

UNIT 4: ENTREPRENEURIAL SKILLS – IV

| Learning Outcome | Theory (10 hrs) | Practical (15 hrs) | Duration (25 Hrs) |
|---|---|---|-------------------|
| 1. Identify the general and entrepreneurial behavioural competencies | 1. Barriers to becoming entrepreneur 2. Behavioural and entrepreneurial competencies – adaptability/decisiveness, initiative/perseverance, interpersonal skills, organizational skills, stress management, valuing service and diversity | 1. Administering self-rating questionnaire and score responses on each of the competencies 2. Collect small story/ anecdote of prominent successful entrepreneurs 3. Identify entrepreneurial competencies reflected in each story and connect it to the definition of behavioural competencies 4. Preparation of competencies profile of students | 10 |
| 2. Demonstrate the knowledge of self-assessment of behavioural competencies | 1. Entrepreneurial competencies in particular: self-confidence, initiative, seeing and acting on opportunities, concern for quality, goal setting and risk taking, problem solving and creativity, systematic planning and efficiency, information seeking, persistence, influencing and negotiating, team building | 1. Games and exercises on changing entrepreneurial behaviour and development of competencies for enhancing self-confidence, problem solving, goal setting, information seeking, team building and creativity | 15 |
| Total | | | 25 |

UNIT 5: GREEN SKILLS – IV

| Learning Outcome | Theory (05 hrs) | Practical (10 hrs) | Duration (15 Hrs) |
|--|---|--|-------------------|
| 1. Identify the role and importance of green jobs in different sectors | 1. Role of green jobs in toxin-free homes, 2. Green organic gardening, public transport and energy conservation, | 1. Listing of green jobs and preparation of posters on green job profiles 2. Prepare posters on green jobs. | |

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|--------------|--|--|-----------|
| | <ol style="list-style-type: none"> 3. Green jobs in water conservation 4. Green jobs in solar and wind power, waste reduction, reuse and recycling of wastes, 5. Green jobs in green tourism 6. Green jobs in building and construction 7. Green jobs in appropriate technology 8. Role of green jobs in Improving energy and raw materials use 9. Role of green jobs in limiting greenhouse gas emissions 10. Role of green jobs minimizing waste and pollution 11. Role of green jobs in protecting and restoring ecosystems 12. Role of green jobs in support adaptation to the effects of climate change | | 15 |
| Total | | | 15 |

Part B–Vocational Skills

| S.No. | Units | Duration (hrs) |
|--------------|--------------------------------------|----------------|
| 1. | Philosophy of Yoga | 32 |
| 2. | Conducts Basic Yoga Session – Part 2 | 85 |
| 3. | Yoga practices | 24 |
| 4. | Yogic Counselling | 24 |
| Total | | 165 |

| UNIT 1: PHILOSOPHY OF YOGA | | | |
|---|--|--|----------------------|
| Learning Outcome | Theory (18 hrs) | Practical (14 hrs) | Duration (32 Hrs) |
| 1. Describe the philosophy of yoga in various texts | Introduction to: <ol style="list-style-type: none"> 1. Vedas 2. Upanishads 3. Bhagvad Gita 4. Narad Bhakti Sutra 5. PatanjaliYog Sutra | <ol style="list-style-type: none"> 1. Showing documentary/ppts/p oster related to yoga philosophy (* for teacher) 2. group discussion in a group of 5-10 students on below topics: <ol style="list-style-type: none"> a. Vedas b. Upanishads c. Bhagvad Gita d. Narad Bhakti Sutra e. Patanjali YogSutra | 12 |
| 2. Describe Astanga Yoga | Concept of Astanga Yoga: <ol style="list-style-type: none"> 1.Yama 2. Niyama 3. Asana 4. Pranayama 5. Pratyahara 6. Dharana 7. Dhayana 8.Samadhi | <ol style="list-style-type: none"> 1. Write a note on astanga yoga | 12 |
| 3. Describe Yogic Diet | Meaning and characteristics of Yogic Diet <ul style="list-style-type: none"> • Satvik • Rajsik • Tamsik | <ol style="list-style-type: none"> 1. Prepare a chart of yogic diet 2. Organize a group discussion on yogic diet | 08 |
| Total | | | 32 |

| UNIT 2 : CONDUCT BASIC YOGA SESSION – PART 2 | | | |
|---|--|---|----------------------|
| Learning Outcome | Theory (25 hrs) | Practical (60 hrs) | Duration (85 Hrs) |
| 1. Demonstrate yoga teaching using multi model strategies | Multi model tools in yoga teaching: (Audio visual tools and Kinaesthetic learning tools) | Conduct Micro teaching session using multi model tools | 03 |
| 2. Create Yoga practices plan as per client's need | <ol style="list-style-type: none"> 1. Basic yoga session and its components 2. Modification of the plan as per requirement | Create yoga practices plan for following persons: <ol style="list-style-type: none"> a. Obese b. Senior | 08 |

| | | | |
|---|--|--|-----------|
| | | c. Corporate | |
| 3. Demonstration the of Classical Yoga Postures | Advance Classical asana: Standing: Garudasana, Veerbhadrasana, Konasana Sitting: Padmasana, Siddhasana,Bakasana, Kukuttasana, Pashchimottanasana, Bhunamanasana Prone: Bhujangasana, Mayurasana, Dhanurasana Supine: Setubadhasana, Halasana, Matasyasana, Pawanmuktasana Invert: Shirshasana Relaxing: Balasana, Shavasana | 1. Demonstrate and practice following asana: 1. Bakasana 2. Mayurasana 3. Setubadhasana 4. Shirshasana 2. Assistanting yoga session for postures correction | 71 |
| 4. Describe yoga Nidra | Yoga Nidra (Body Awareness, Breath Awareness, Coming Back) | Demonstrate instructions of Yoga Nidra | 03 |
| Total | | | 85 |

| UNIT 3: YOGA PRACTICES | | | |
|--|--|--|--------------------------|
| Learning Outcome | Theory (12 hrs) | Practical (12 hrs) | Duration (24 hrs) |
| 1. Describe techniques of Shatkarma | 1. Introduction of Shatkarma 2. Types of Shatkarma: 1. Dhauthi 2. Basti 3. Neti 4. Trataka 5. Nauli 6. Kapalbhathi | 1. Prepare a chart on Shatkarma 2. Demonstrate the following Shatkarma: a. Kunjal b. Jal Neti c. Kapalbhathi d. Trataka | 10 |
| 2. Explain Bandha | 1. Definition of Bandha 2. Types of Bandha • Mool • Uddiyana • Jalandhara | Write a note and discuss in the class on following Bandha: 1. Mool 2. Uddiyana 3. Jalandhara | 02 |
| 3. Demonstrate the Pranayama and its types | 1. Introduction of Pranayama 2. Pre-preparation of Pranayama 3. Types of Pranayama 1. NadiShodhan 2. Ujjayi 3. Bhashtrika 4. Sheetli 5. Sitkari 6. Bhramri | Describe and Demonstrate the following Pranayama in the class: 1. NadiShodhan 2. Ujjayi 3. Bhashtrika 4. Sheetli 5. Sitkari 6. Bhramri | 12 |
| Total | | | 24 |

| UNIT 4 : YOGIC COUNSELLING | | | |
|---|--|--|------------------------------|
| Learning Outcome | Theory (13 hrs) | Practical (11 hrs) | Duration (24 Hrs) |
| 1. Demonstrate client centric communication | 1. Client centric communication 2. Factors affecting client centric communication <ul style="list-style-type: none"> • Individual, • familial, • cultural, • social and religious 3. Building harmonious relationship: client's expectations, Priorities, requirements 4. query Resolution | 1. Write a summary of interaction with client 2. Role play : building harmonious relationship | 08 |
| 2. Demonstrate the Client Records maintains | 1. Maintain record of client: <ul style="list-style-type: none"> • Requirements • Personal Details • Client chart (Sattva /Rajas/Tamas) • Medical History • Previous yoga services history 2. customised asana plans | Role play: Make a client record and suggest asana as per need | 02 |
| 3. Describe yogic lifestyle | 1. Introduction to yogic principals for healthier and meaningful life (With Reference to Yama and Niyama) 2. Yogic Lifestyle and its practices -(Ahara, Vihar, Vichar and Vyavhar) | Write a short note on yogic principles for healthier and meaningful life Write a short note on the importance of the yogic lifestyle including Ahara, Vihar, Vichar and Vyavhar | 09 |
| 4. Describe mind-body based healing tools | Mind-body based healing tools and their applications (Prayer, Guided meditation, customised asanas) | Roles play: Client's Problem and their solutions through healing tools | 05 |
| Total | | | 24 |

6. ORGANISATION OF FIELD VISITS

In a year, at least 4 field visits/educational tours should be organized for the students to expose them to the field activities in the yoga camp`s Yoga Centre. Visit the yoga Centre with latest facilities. During the visit, students should obtain the following information from the owner or the instructor of the Yoga Centre:

1. Area selection for Yoga Centre
2. Layout of different sitting arrangements of Yoga Centre
3. Locker room facilities and recent updates
4. Number of yoga trainers engaged
5. Functioning and maintenance of Yoga Centre

6. Total expenditure
7. Any other information

7. LIST OF EQUIPMENT AND MATERIALS

The list given below is suggestive and an exhaustive list should be prepared by the Vocational Teacher Only basic tools, equipments and accessories should be procured by the institution so that the routine task can be performed by the students regularly for practices and acquiring adequate practical experiences.

LIST OF TOOLS:

1. Yoga Mats
2. Straps
3. Blankets
4. Blocks
5. Bolsters
6. Chairs
7. Meditation cushions
8. Eye pillows (tissues or washable cloth to cover them)
9. Mat cleaning wipes
10. Tissue papers
11. Temperature control, fans, portable heaters if needed
12. Lighting system that allows for dimming
13. Candles/ Lamp
14. Projector/ Display Screen
15. Mild soothing fragrance
16. Effective sound system

Essential equipment for yoga learners:

1. Comfortable clothing
2. Yoga Mat
3. Neti Pot
4. Water Jug
5. Small Towel
6. Hand Sanitizer
7. Water Bottle

8. VOCATIONAL TEACHER'S/ TRAINER'S QUALIFICATION AND GUIDELINES

Qualification and other requirements for appointment of vocational teachers/trainers on contractual basis should be decided by the State/UT. The suggestive qualifications and minimum competencies for the vocational teacher should be as follows:

| S.No. | Qualification | Minimum Competencies | Age Limit |
|-------|---|---------------------------|------------------------------------|
| 1. | M.A./M.Sc. in yogic science from UGC recognized Institute /University | • Effective communication | 23-50 years [as on Jan. 01 (year)] |

| | | | |
|--|--|---|--|
| | or P.G .Diploma in yogic science from a recognized Institute /University, with at least 1 year work/ teaching experience | skills (oral and written) • Basic computing skills | Age relaxation to be provided as per Govt. rules |
|--|--|---|--|

Vocational Teachers/Trainers form the backbone of Vocational Education being imparted as an integral part of *Samagra Siksha*. They are directly involved in teaching of vocational subjects and also serve as a link between the industry and the schools for arranging industry visits, On-the-Job Training (OJT) and placement.

These guidelines have been prepared with an aim to help and guide the States in engaging quality Vocational Teachers/Trainers in the schools. Various parameters that need to be looked into while engaging the Vocational Teachers/Trainers are mode and procedure of selection of Vocational Teachers/Trainers, Educational Qualifications, Industry Experience, and Certification/Accreditation.

The State may engage Vocational Teachers/Trainers in schools approved under the component of Vocationalisation of Secondary and Higher Secondary Education under Samagra Shiksha in the following ways:

- (i) directly as per the prescribed qualifications and industry experience suggested by the PSS Central Institute of Vocational Education(PSSCIVE), NCERT or the respective Sector Skill Council(SSC)

OR

- (ii) Through accredited Vocational Training Providers accredited under the National Quality Assurance Framework (NQAF*) approved by the National Skill Qualification Committee on 21.07.2016. If the State is engaging Vocational Teachers/Trainers through the Vocational Training Provider (VTP), it should ensure that VTP should have been accredited at NQAF Level 2 or higher.

* *The National Quality Assurance Framework (NQAF) provides the benchmarks or quality criteria which the different organisations involved in education and training must meet in order to be accredited by competent bodies to provide government-funded education and training/skills activities. This is applicable to all organizations offering NSQF-compliant qualifications.*

The educational qualifications required for being a Vocational Teacher/Trainer for a particular job role are clearly mentioned in the curriculum for the particular NSQF compliant job role. The State should ensure that teachers / trainers deployed in the schools have relevant technical competencies for the NSQF qualification being delivered. The Vocational Teachers/Trainers preferably should be certified by the concerned Sector Skill Council for the particular Qualification Pack/Job role which he will be teaching. Copies of relevant certificates and/or record of experience of the teacher/trainer in the industry should be kept as record.

To ensure the quality of the Vocational Teachers/Trainers, the State should ensure that a standardized procedure for selection of Vocational Teachers/Trainers is followed. The selection procedure should consist of the following:

- (i) Written test for the technical/domain specific knowledge related to the sector;
- (ii) Interview for assessing the knowledge, interests and aptitude of trainer through a panel of experts from the field and state representatives; and
- (iii) Practical test/mock test in classroom/workshop/laboratory.

In case of appointment through VTPs, the selection may be done based on the above procedure by a committee having representatives of both the State Government and the VTP.

The State should ensure that the Vocational Teachers/ Trainers who are recruited should undergo induction training of 20 days for understanding the scheme, NSQF framework and Vocational Pedagogy before being deployed in the schools.

The State should ensure that the existing trainers undergo in-service training of 5 days every year to make them aware of the relevant and new techniques/approaches in their sector and understand the latest trends and policy reforms in vocational education.

The Head Master/Principal of the school where the scheme is being implemented should facilitate and ensure that the Vocational Teachers/Trainers:

- (i) Prepare session plans and deliver sessions which have a clear and relevant purpose and which engage the students;
- (ii) Deliver education and training activities to students, based on the curriculum to achieve the learning outcomes;
- (iii) Make effective use of learning aids and ICT tools during the classroom sessions;
- (iv) Engage students in learning activities, which include a mix of different methodologies, such as project based work, team work, practical and simulation based learning experiences;
- (v) Work with the institution's management to organise skill demonstrations, site visits, on-job trainings, and presentations for students in cooperation with industry, enterprises and other workplaces;
- (vi) Identify the weaknesses of students and assist them in up-gradation of competency;
- (vii) Cater to different learning styles and level of ability of students;
- (viii) Assess the learning needs and abilities, when working with students with different abilities
- (ix) Identify any additional support the student may need and help to make special arrangements for that support;
- (x) Provide placement assistance

Assessment and evaluation of Vocational Teachers/Trainers is very critical for making them aware of their performance and for suggesting corrective actions. The States/UTs should ensure that the performance of the Vocational Teachers/Trainers is appraised annually. Performance based appraisal in relation to certain pre-established criteria and objectives should be done periodically to ensure the quality of the Vocational Teachers/Trainers. Following parameters may be considered during the appraisal process:

1. Participation in guidance and counselling activities conducted at Institutional, District and State level;
2. Adoption of innovative teaching and training methods;
3. Improvement in result of vocational students of Class X or Class XII;
4. Continuous up gradation of knowledge and skills related to the vocational pedagogy, communication skills and vocational subject;
5. Membership of professional society at District, State, Regional, National and International level;
6. Development of teaching-learning materials in the subject area;
7. Efforts made in developing linkages with the Industry/Establishments;
8. Efforts made towards involving the local community in Vocational Education
9. Publication of papers in National and International Journals;
10. Organisation of activities for promotion of vocational subjects;
11. Involvement in placement of students/student support services

9. LIST OF CONTRIBUTORS

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The Working Group Meeting for review and finalization with the expert of Beauty & Wellness Sector Skill Council of this curriculum of curriculum held on 30 January, 2020, following experts are contributed:

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