LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

JOB ROLE : GENERAL FITNESS TRAINER

(Qualification Pack Code: SPF/Q1107)

Sector: Physical Education and Sports

Classes XI and XII

विद्यया ऽमृतमश्नुते

एन सी ई आर टी
NCERT

PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION

(A constituent unit of NCERT, under Ministry of Education, Government of India)

Shyamla Hills, Bhopal- 462 002, Madhya Pradesh, India

www.psscive.ac.in

PATRON

Dr Dinesh Prasad Saklani
Director
National Council of Educational Research and Training (NCERT), New Delhi

INSTITUTIONAL HEAD

Dr Deepak Paliwal
Joint Director
PSS Central Institute of Vocational Education, Bhopal

COURSE COORDINATOR

Dr Vinay Swarup Mehrotra
Professor and Head
Curriculum Development and Evaluation Centre (CDEC)
and Centre for International Relationship, PSS Central Institute of Vocational Education, Bhopal

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PREFACE

The PSS Central Institute of Vocational Education (PSSCIVE), Bhopal, was entrusted with the responsibility of developing learning outcome-based curricula, student workbooks, teacher handbooks, and e-learning resources for job roles across various sectors with significant employment potential. We express our sincere gratitude to the Department of School Education and Literacy, Ministry of Education, Government of India, for its financial support and cooperation in achieving the objective of providing quality curricula and courseware to States and other stakeholders under the Project Approval Board (PAB)-approved project.

PSSCIVE firmly believes that the vocationalisation of education in the country must be rooted in strong philosophical, cultural, and sociological traditions while effectively addressing the aspirations of learners and the evolving skill requirements of industry. Accordingly, the curricula have been designed to develop professional, managerial, entrepreneurial, and communication competencies that enable learners to meet the needs of society and the world of work.

In pursuance of its commitment to strengthening skill education in the country, PSSCIVE has undertaken the development of learning outcome-based curricula through the active involvement of its faculty members and distinguished experts from diverse fields. This initiative is being carried out through the collaborative efforts of academicians, industry professionals, policymakers, representatives of partner institutions, vocational education and training experts, and experienced teachers. Through a series of consultations, expert group meetings, workshops, and extensive review of reference materials, comprehensive National Curricula are developed for various job roles in different sectors.

The success of these curricula depends largely on their effective implementation. It is expected that administrators, planners, managers of vocational education and training systems, school leaders, and teachers will make concerted efforts to create appropriate learning facilities, establish meaningful linkages with industry and the world of work, and provide a conducive environment for the successful delivery of the curriculum.

The PSSCIVE remains steadfast in its commitment to bringing about meaningful reforms in skill education through learner-centric curricula, innovative pedagogical resources, and high-quality courseware that equip learners with the knowledge, skills, and competencies required for lifelong learning and gainful employment.

Dr Deepak Paliwal
Joint Director
PSS Central Institute of Vocational Education

30 September 2026

ABOUT THE CURRICULUM

The General Fitness Trainer curriculum for Classes XI and XII is designed to equip learners with the knowledge, skills, attitudes, and competencies required for successful careers in the fitness, health, and wellness industry. Aligned with the National Education Policy (NEP) 2020 and the National Skills Qualifications Framework (NSQF), the curriculum integrates employability skills with vocational competencies to prepare learners for employment, entrepreneurship, and higher education in fitness training, health, wellness, and related disciplines.

In Class XI, learners begin by developing essential employability skills, including communication, self-management, information and communication technology, entrepreneurship, and green skills. They are then introduced to the fundamentals of fitness training through topics such as introduction to fitness, the role and responsibilities of a fitness trainer, starting and managing a fitness centre, practical fitness training skills, and health, hygiene, and first aid. These units establish a strong foundation in fitness practices while promoting discipline, professionalism, safety awareness, teamwork, client care, and ethical practices.

In Class XII, learners advance their knowledge and practical skills through the study of diet and nutrition for fitness trainers, applied kinesiology and physiology, health screening and fitness assessment, exercise science and programme design, and special populations. The curriculum also introduces the use of technology in fitness and provides opportunities for career preparation. Emphasis is placed on developing the ability to assess individual fitness needs, plan safe and effective exercise programmes, understand basic nutritional requirements, monitor client progress, and provide appropriate fitness guidance in accordance with professional and safety standards.

The curriculum adopts an experiential and competency-based approach that combines classroom instruction with practical training sessions, demonstrations, activities, projects, case studies, field visits, and industry exposure. This integrated learning experience enables learners to apply theoretical concepts in practical situations, develop problem-solving and decision-making abilities, and build confidence in working with individuals having diverse fitness needs and abilities. Upon successful completion of the course, learners will be well prepared to pursue careers as General Fitness Trainers, Gym Instructors, Personal Trainers, Fitness Assistants, Wellness Assistants, or Fitness Centre Entrepreneurs, or continue their studies in fitness, physical education, sports, health, wellness, and related fields.

Vinay Swarup Mehrotra
Professor and Head
Curriculum Development and Evaluation Centre

ACKNOWLEDGEMENTS

The PSS Central Institute of Vocational Education (PSSCIVE) expresses its sincere gratitude to the Department of School Education and Literacy (DoSE&L), Ministry of Education, Government of India, for the financial support provided through the project approved by the Project Approval Board (PAB) under the *Samagra Shiksha* for the development of curricula and textbooks aligned with various job roles across diverse sectors. This support has been instrumental in strengthening skill education by enabling the creation of high-quality, industry-relevant learning resources for students.

The PSS Central Institute of Vocational Education sincerely appreciates the Chief Executive Officer and the entire team of the Sports, Physical Education, Fitness, and Leisure Skills Council (SPEFL-SC), New Delhi, for their valuable support, guidance, and technical inputs in the development of the Qualification Pack (QP) for the job role of General Fitness Trainer.

PSSCIVE also extends its sincere appreciation to all the subject experts for their valuable contributions, technical expertise, constructive suggestions, and continued support in the development and refinement of this curriculum.

PSSCIVE further acknowledges with sincere appreciation the dedicated efforts and valuable contributions of Dr. Deepti Kavathekar, Consultant (Contractual), Dr. Pratima Sahu, Consultant (Contractual), Dr. Sourabh Meshram, Consultant (Contractual), Ms. Akansha Dubey, Senior Editor (Contractual), Mr. Jitendra Kumar, Graphic Designer (Contractual), and Mr. Mohit Jain, DTP Operator (Contractual). Their commitment, expertise, and meticulous efforts have contributed significantly to the development, editing, design, and production of this curriculum and to bringing it to its final form.

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1. COURSE OVERVIEW

The General Fitness Trainer performs the task of training the individual physically through the means of exercises, procuring the materials required for starting a fitness center, testing and commissioning the machines, weights and relaxing equipment in the fitness center, training the clients to use machines and weights for exercise and ensuring the development of the client's physical fitness. The General Fitness Trainer also troubleshoot the problems, which occurs while maintaining the fitness centre.

2. COURSE OUTCOMES

On completion of the course, students should be able to:

- Apply effective oral and written communication skills to interact with people;
- Identify the principal components of a computer system;
- Demonstrate the basic skills of using a computer;
- Demonstrate self-management skills;
- Demonstrate the ability to provide a self-analysis in the context of entrepreneurial skills;
- Demonstrate knowledge of the importance of green skills in meeting the challenges of sustainable development and environmental protection;
- Demonstrate knowledge about components, types, importance and scope of fitness;
- Develop the exercise plan for the client;
- Procure the machines, weights, and materials required for setting up the fitness center;
- Install, test and commission the restroom and nutrition bar in the fitness center;
- Train the clients to enable them to use machines for better outcomes of their exercise;
- Troubleshoot the problems with the machines and weights at the fitness center; and
- Demonstrate knowledge of kinesiology, physiology, anatomy, biomechanics and periodisation in training program and exercise plan designing.

3. COURSE REQUIREMENTS

The learner should have the basic knowledge of science. The learner must have successfully completed Grade X.

4. COURSE DURATION

The course is designed to be delivered over two academic years, providing learners with a balanced blend of theoretical knowledge and practical hands-on experience in General Fitness Trainer competencies, including fitness assessment, exercise techniques, workout planning, nutrition and wellness, safety and first aid, and professional fitness training practices.

Class	Hours
Class 11	300 Hours
Class 12	300 Hours
Total	**600 Hours**

5. TEACHING–LEARNING AND 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.

6. ASSESSMENT AND CERTIFICATION

The National Skills Qualifications Framework (NSQF) is based on outcomes referenced to the National Occupational 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

Knowledge assessment should comprise two components:

- Internal Assessment, conducted by the institution; and
- External Assessment, including the theory examination conducted by the Board.

The assessment instruments should evaluate both conceptual understanding and the application of knowledge. Knowledge assessment may include objective-type, paper-based tests as well as short, structured-response questions aligned with the prescribed 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 Marks: 40**

S. No.	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, private 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	0	2	0	04

	and/ or integrate unique pieces of information from a variety of sources)				
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	**5x1=5**	**10x2=20**	**5x3=15**	**40**

Skill Assessment (Practical)

Practical assessment should focus on evaluating learners' ability to perform tasks and demonstrate competencies through hands-on activities, projects, portfolios, practical examinations, and viva voce. Assessment should be guided by clearly defined performance criteria and competency-based checklists to ensure objective, consistent, and transparent evaluation.

Project and Portfolio Assessment

Learners should maintain a comprehensive portfolio comprising practical exercises, project reports, design documents, animations, videos, and other relevant evidence of learning. Project work should be evaluated based on creativity, technical proficiency, problem-solving skills, and the quality of presentation.

Certification

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.

7. SCHEME OF UNITS AND ASSESSMENT

General Fitness Trainer

Class XI

Part	Units	No. of Hours for Theory and Practical 300	Max. Marks for Theory and Practical 100
Part A Employability Skills	Communication Skills – III	25	10
	Self-management Skills – III	25	
	Information and Communication Technology Skills – III	20	
	Entrepreneurial Skills – III	25	

	Green Skills – III	15	
	Total (Part A)	**110**	**10**
Part B Vocational Skills	Introduction to Fitness	25	40
	Role and Responsibilities of a General Fitness Trainer	30	
	Starting and Managing a Fitness Center	35	
	Practical Fitness Training Skills	50	
	Health, Hygiene, and First Aid	25	
	Total (Part B)	**165**	**40**
Part C Practical Work	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
	Total (Part C)	**10**	**35**
Part D Project Work/Field Visit	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
	Total (Part D)	**15**	**15**
	Grand Total	**300**	**100**

General Fitness Trainer

Class XII

Part	Units	No. of Hours for Theory and Practical 300	Max. Marks for Theory and Practical 100
Part A Employability Skills	Communication Skills – IV	25	10
	Self-management Skills – IV	25	
	Information and Communication Technology Skills – IV	20	
	Entrepreneurial Skills – IV	25	
	Green Skills – IV	15	
	Total (Part A)	**110**	**10**
Part B Vocational Skills	Diet and Nutrition	40	40
	Applied Kinesiology and Physiology	35	
	Health Screening and Fitness Assessment	25	
	Exercise Science and Programme Design	35	

	Special Populations, Technology, and Career Preparation	30	
	Total (Part B)	**165**	**40**
Part C Practical Work	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
	Total (Part C)	**10**	**35**
Part D Project Work/Field Visit	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
	Total (Part D)	**15**	**15**
	Grand Total	**300**	**100**

Note: The distribution of marks between theory and practical components shall be in accordance with the assessment guidelines prescribed by the concerned Examination Board and applicable NCVET (National Council for Vocational Education and Training) norms.

8. SYLLABUS

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 SKILLS–III

S.No.	Learning Outcome	Theory (10 Hrs)	Practical (15 Hrs)	Duration (25 Hrs)
1.	Demonstrate knowledge of effective communication	1. Introduction to communication 2. Importance of communication 3. Elements of communication 4. Perspectives in communication 5. Effective communication	1. Role-play on the communication process 2. Group discussion on factors affecting perspectives in communication 3. Classroom discussion on the 7Cs of effective	03

			communication (i.e. Clear, Concise, Concrete, Correct, Coherent, Courteous and Complete) 4. Chart making on elements of communication	
2.	Demonstrate verbal communication	1. Verbal communication 2. Public speaking	1. Role-play of a phone conversation 2. Group exercise on delivering speech and practicing public speaking	02
3.	Demonstrate non-verbal communication	1. Importance of non-verbal communication 2. Types of non-verbal communication 3. Visual communication	1. Role-play on non-verbal communication 2. Group exercise and discussion on Do's and Don'ts to avoid body language mistakes 3. Group activity on methods of communication	02
4.	Speak using correct pronunciation	1. Pronunciation basics 2. Speaking properly 3. Phonetics 4. Types of sounds	1. Group exercises on pronouncing words	01
5.	Demonstrate the knowledge of assertive communication style	1. Important communication styles 2. Assertive communication 3. Advantages of assertive communication 4. Practicing assertive communication	1. Group discussion on communication styles 2. Group discussion on observing and sharing communication styles	03
6.	Demonstrate the knowledge of saying No	1. Steps for saying 'No' 5. Connecting words (Conjunctions)	1. Group discussion on how to respond 3. Group activity on saying 'No'	02

7.	Identify and use parts of speech in writing	1. Capitalisation 2. Punctuation 3. Basic parts of speech 4. Supporting parts of speech	1. Group exercises on identifying parts of speech 2. Group exercises on constructing sentences 3. Group exercises on nouns	03
8.	Write sentences and paragraphs	1. Parts of a sentence 2. Types of object 3. Types of sentences 4. Paragraph	1. Exercises on making sentences 2. Activity on active and passive voice 3. Assignment on writing different types of sentences	02
9.	Communicate with people	1. Greetings 2. Introducing self and others	1. Role-play on formal and informal greetings 2. Role-play on introducing someone 3. Practice session and group discussion on greeting different people	02
10.	Introduce self to others and write about oneself	1. Talking about self 2. Filling out a form to write about self	1. Practicing self-introduction to write about self 2. Filling up forms to write about self	01
11.	Ask Questions	1. Types of questions 2. Asking close-ended and open-ended questions	1. Exercise on asking different types of questions 2. Group activity on framing open and close-ended questions	01
12.	Communicate information about family to others	1. Words that show relations in the family	1. Practice talking about family 2. Role-play on relations	01
13.	Describe habits and routines	1. Concept of habits and routines	1. Group discussion on habits and routines 2. Group activity on describing routines	01
14.	Ask or give directions to others	1. Asking for directions to a place 2. Giving directions for	1. Role-play on asking and giving directions to a	01

		a place	place 2. Identifying symbols used for giving directions	
			Total	**25**

UNIT 2: SELF-MANAGEMENT SKILLS–III

S.No.	Learning Outcome	Theory (10 Hrs)	Practical (15 Hrs)	Duration (25 Hrs)
1.	Identify and analyse own strengths and weaknesses	1. Knowing yourself 2. Identifying strengths and weaknesses 3. Difference between interests and abilities	1. Activity on writing aims in life 2. Preparing a worksheet on interests and abilities	03
2.	Demonstrate personal grooming	1. Guidelines for dressing and grooming	1. Role-play on dressing and grooming standards 2. Self-reflection activity on dressing and grooming	04
3.	Maintain personal hygiene	1. Importance of personal hygiene 2. Three steps to personal hygiene 3. Essential steps of hand washing	1. Role-play on personal hygiene 2. Assignment on personal hygiene	03
4.	Demonstrate the knowledge of working in a team and participating in group activities	1. Describe the benefits of teamwork 2. Working in a team	1. Assignment on working in a team 2. Self-reflection on team work	03
5.	Describe the importance of networking skills	1. Benefits of networking skills 2. Steps to build networking skills	1. Group exercise on networking in action 2. Assignment on networking skills	03
6.	Describe the meaning and importance of self-motivation	1. Self-motivation 2. Types of motivation 3. Qualities of Self-motivated people	1. Activity on staying motivated 2. Assignment on reasons hindering motivation	03
7.	Set SMART goals	1. Meaning of goals and purpose of goal-setting	1. Assignment on setting SMART goals 2. Activity in	03

		2. Setting SMART (Specific, measurable, attainable, realistic and timebound) goals	developing long-term and short-term goals using the SMART method	
8.	Apply time management strategies and techniques	1. Time management 2. Steps for effective time management	1. Preparing a checklist of daily activities 2. Preparing to-do-list	03
			Total	**25**

UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS -III

S.No.	Learning Outcome	Theory (08 Hrs)	Practical (12 Hrs)	Duration (20 Hrs)
1.	Create a document on the word processor	1. Introduction to ICT 2. Advantages of using (Information and communication technology) a word processor 3. Work with LibreOffice Writer	1. Group activity on demonstration and practice of the following: i. Creating a new document ii. Typing text iii. Saving the text iv. Opening and saving files on Microsoft Word/Libre Office Writer	02
2.	Identify the basic interface of LibreOffice	1. Standard user interface of LibreOffice writer i. Status bar ii. Menu bar iii. Tool bar iv. Making a text bold	1. Group activity on using the basic user interface of LibreOffice writer 2. Group activity on working with Microsoft Word	02
3.	Save, close, open and print document	1. Saving a word document 2. Closing a word document 3. Open an existing document 4. Print a word document	1. Group activity on performing the functions for saving, closing, and printing documents in LibreOffice Writer 2. Group activity on performing the functions for saving, closing, and printing documents in Microsoft Word	02

4.	Format text in a word document	1. Changing style and size of text 2. Aligning text and 3. Cutting, Copying, Pasting text 4. Finding and replacing	1. Group activity on formatting text in LibreOffice Writer 2. Group activity on formatting text in Microsoft Word	02
5.	Check spelling and grammar in a word document	1. Starting a spell checker 2. Short-cut menu for spell checker 3. Autocorrecting spellings	1. Group activity on checking spelling and grammar using LibreOffice Writer 2. Group activity on checking spelling and grammar using Microsoft Word	02
6.	Insert lists, tables, pictures, and shapes in a word document	1. Insert bullet list 2. Inserting the following in word document i. Number list ii. Tables iii. Pictures iv. Shapes	1. Practical exercise of inserting lists and tables using LibreOffice Writer	03
7.	Insert header, footer and page number in a word document	1. Inserting the following in a word document i. Header ii. Insert footer iii. Insert page number iv. Page count	1. Practical exercises of inserting header, footer and page numbers in LibreOffice Writer and Microsoft Word	03
8.	Demonstrate the use of track change option in a word document	1. Tracking changes in LibreOffice Writer 2. Manage option 3. Comparing documents	1. Group activity on performing changes in track mode in LibreOffice Writer and Microsoft Word	04
			Total	**20**

UNIT 4: ENTREPRENEURIAL SKILLS– III

S.No.	Learning Outcome	Theory (10 Hrs)	Practical (15 Hrs)	Duration (25 Hrs)
1.	Differentiate between different kinds of businesses	1. Introduction to entrepreneurship 2. Types of business activities- manufacturing, trading, and service	1. Role-play on different kinds of businesses around us	03
2.	Describe the significance of entrepreneurial values	1. Values of an Entrepreneur 2. Case study on qualities of an entrepreneur	1. Role-play on qualities of an entrepreneur	03

3.	Describe the attitudinal changes required to become an entrepreneur	1. Difference between the attitude of an entrepreneur and an employee	1. Interviewing employees and entrepreneurs	03
4.	Describe the importance of thinking like an entrepreneur	1. Problems of entrepreneurs 2. Problem-solving 3. Thinking like an entrepreneur to solve problems	1. Group activity on identifying and solving problems	04
5.	Generate business ideas	1. The business cycle 2. Principles of idea creation 3. Generating a business idea 4. Case studies	1. Group activity to create business ideas	04
6.	Describe customer needs and the importance of conducting a customer survey	1. Understanding customer needs 2. Conducting customer survey 3. Knowing competitors for understanding supply	1. Group activity for conducting a customer survey	04
7.	Create a business plan	1. Importance of planning 2. Preparing a business plan 3. Principles to follow for growing a business 4. Case studies	1. Group activity on developing a business plan	04
			Total	**25**

UNIT 5: GREEN SKILLS–III

S.No.	Learning Outcome	Theory (07 Hrs)	Practical (08 Hrs)	Duration (15 Hrs)
1.	Describe the importance of the main sectors of the green economy	1. Important sectors of green economy- i. Agriculture ii. Energy resources iii. Construction iv. Fisheries v. Forestry	1. Group discussion on sectors of the green economy 2. Preparing posters on various sectors for promoting the green economy	06

		vi. Tourism vii. Transport viii. Water Management ix. Waste management x. Manufacturing xi. Industry		
2.	Describe policies for the green economy	1. Policies for a green economy	1. Group discussion on initiatives for promoting the green economy 2. Writing an essay or a short note on the important initiatives for promoting a green economy	03
3.	Describe the role of various stakeholders in the green economy	1. Stakeholders in the green economy	1. Group discussion on the role of stakeholders in the green economy 2. Making solar bulbs	03
4.	Describe the role of government and private agencies in the green economy	1. Role of the government in promoting a green economy 2. Role of private agencies in promoting green economy	1. Group discussion on the role of government and private agencies in promoting a green economy 2. Preparing posters on green sectors	03
			Total	**15**

Part B: Vocational Skills

S.No.	Units	Duration (Hrs)
1.	Unit 1: Introduction to Fitness	25
2.	Unit 2: Role and Responsibilities of a General Fitness Trainer	30
3.	Unit 3: Starting and Managing a Fitness Center	35
4.	Unit 4: Practical Fitness Training Skills	50
5.	Unit 5: Health, Hygiene, and First Aid	25
Total		**165**

UNIT 1: INTRODUCTION TO FITNESS

S.No.	Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)
1.	Explain foundation and dimensions of fitness	1. Fitness in daily life 2. Functional ability 3. Health and physical performance 4. Foundations of fitness 5. Dimensions of fitness 6. Skill-related dimensions of fitness 7. Role of fitness in supporting daily activities and work efficiency	1. Identification of fitness components through activity matching 2. Demonstration of different fitness components through circuit activities 3. Analysis of functional fitness through everyday activities	05
2.	Explore the components of physical fitness	1. Health-related components of physical fitness 2. Skill-related components of physical fitness 3. Applying fitness components to client training	1. Analysis of fitness components in everyday activities 2. Design a simple fitness plan	05
3.	Demonstrate the training methods and movement practices.	1. Principles of fitness training 2. Common training methods 3. Basic movement practices 4. Warm-up and cool-down 5. Selecting training methods for clients 6. Safety during training	1. Analysis of training methods based on client fitness goals 2. Demonstration of safe movement techniques and correct body alignment	10
4.	Explain the benefits and behavioural aspects of fitness	1. Benefits of regular physical activity 2. Exercise Behaviour and physical activity 3. Factors affecting exercise behaviour 4. Strategies to encourage regular exercise 5. Role of the general fitness trainer in behaviour change	1. Plan a regular exercise routine based on client needs and motivation 2. Identify benefits of physical activity	05
			Total	**25**

UNIT 2: ROLE AND RESPONSIBILITIES OF A GENERAL FITNESS TRAINER

S.No.	Learning Outcome	Theory (10 hrs)	Practical (20 hrs)	Duration (30 hrs)
1.	Explore professional role and scope.	1. Role of a fitness trainer 2. Scope of work and general fitness trainer 3. Distinction between general fitness trainer and personal trainer roles. 4. Professional conduct and responsibilities of general fitness trainer 5. Limitations of a general fitness trainer's role 6. Professional accountability	1. Match the roles and responsibilities 2. Build a professional general fitness trainer profile	05
2.	Describe trainer-client relationship and interaction.	1. Building effective trainer–client relationships 2. Building effective communication skills 3. Building a professional relationship with clients 4. Understanding client needs 5. Motivating clients 6. Handling client concerns and Needs 7. Communication during exercise sessions 8. Professional communication	1. Demonstration of effective communication skills with clients 2. Demonstration of professional communication during the first client meeting	10
3.	Demonstrate technology awareness and client motivation.	1. Technology awareness in fitness training 2. Responsible use of fitness technology 3. Client motivation 4. Combining technology with motivation 5. Professional role of a general fitness trainer	1. Explore and evaluate a fitness app 2. Create a client motivation plan	10
4.	Explain professional conduct and ethics.	1. Professional conduct 2. Respect and non-discrimination 3. Client privacy and confidentiality 4. Professional boundaries	1. Observation of professional conduct in training	05

		5. Honesty and professional integrity 6. Working within professional competence 7. Safety and duty of care 8. Ethical use of technology and social media 9. Handling ethical situations	2. Understanding of ethical practices in fitness training	
			Total	**30**

UNIT 3: STARTING AND MANAGING A FITNESS CENTER

S.No.	Learning Outcome	Theory (15 hrs)	Practical (15 hrs)	Duration (35 hrs)
1.	Demonstrate planning and establishment	1. Purpose and types of fitness centres 2. Location selection and space planning 3. Legal registration and compliance 4. Resource planning and initial setup 5. Human resources 6. Financial and budget planning	1. Design a fitness centre layout 2. Planning fitness centre resources and allocating a budget	10
2.	Explain the fitness centre zones and facility layout	1. Functional zones in a fitness centre 2. Space allocation and equipment placement 3. Layout planning 4. Managing high-use areas 5. Signage and visual guidance 6. Accessibility and inclusive layout 7. Safety in facility layout	1. Design an efficient fitness centre movement flow 2. Identify and improve fitness centre layout problems	10
3.	Describe management and member engagement	1. Member enrolment and record management 2. Staff roles and coordination 3. Scheduling and session management 4. Managing equipment and facility services 5. Member engagement	1. Preparation of a member enrolment form 2. Planning of a daily fitness centre schedule	10

		6. Service quality and feedback 7. Creating a positive member experience		
4.	Describe operations, technology, and risk management	1. Managing daily operations 2. Equipment maintenance and facility checks 3. Technology in fitness centre operations 4. Responsible use of digital information 5. Identifying and managing risks 6. Emergency preparedness 7. Incident reporting 8. Continuous monitoring and improvement	1. Conduct a fitness centre checks 2. Conduct emergency preparedness check	05
			Total	**35**

UNIT 4: PRACTICAL FITNESS TRAINING SKILLS

S.No.	Learning Outcome	Theory (20 hrs)	Practical (30 hrs)	Duration (50 hrs)
1.	Demonstrate gym equipment knowledge and safety	1. Identification and purpose of gym equipment 2. Safe setup and use of equipment 3. Training accessories 4. Spotting and safety awareness 5. Equipment and facility safety checks 6. Role of the general fitness trainer in equipment safety	1. Selection of a suitable fitness equipment for different goals 2. Identification of gym equipment	10
2.	Describe upper body exercise skills	1. Understanding the importance of upper-body exercises 2. Chest and shoulder exercises 3. Back exercises 4. Arm exercises 5. Safe technique and body position 6. Progression and exercise modification	1. Identification of upper body muscle groups and movement patterns 2. Demonstrate upper body exercise techniques	10

		7. General fitness trainer's responsibilities for safe exercise		
3.	Demonstrate lower body and core exercise skills	1. Basic lower-body and core exercises 2. Squatting and leg exercises 3. Lunges and single-leg exercises 4. Hip hinge and posterior chain exercises 5. Core exercise skills 6. Progression and modification	1. Practicing the basic movement patterns with proper alignment and control 2. Demonstration of core stability through controlled exercises	15
4.	Demonstrate warm-up, cool-down, and technique refinement	1. Warm-up exercise session 2. Cool-down and session 3. Technique refinement 4. Providing corrective feedback 5. Adapting technique to the client 6. Importance of well managed exercise	1. Planning a complete exercise session 2. Practicing the exercise technique and constructive feedback.	15
			Total	**50**

UNIT 5: HEALTH, HYGIENE, AND FIRST AID

S.No.	Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)
1.	Explain the health and hygiene in gym settings	1. Importance of personal hygiene 2. Equipment and surface hygiene 3. Cleanliness of the fitness environment	1. Identify hygiene issues in a fitness centre 2. Create a simple exercise hygiene routine	05
2.	Describe the injuries and preventive practices	1. Common exercise-related injuries 2. Common causes of injuries 3. Preventive practices 4. Responding to pain or injury	1. Demonstration of appropriate responses to exercise-related discomfort	05
3.	Explain the first aid fundamentals	1. Purpose of first aid 2. Basic first-aid steps 3. First aid for minor injuries 4. First-aid kit and emergency preparedness 5. Role and limits of the general fitness trainer in	1. Identification and uses of first-aid materials 2. Demonstration of basic first-aid response skills	10

		medical assistance		
4.	Explain the emergency procedures and health monitoring	1. Recognising warning signs 2. Basic health monitoring 3. Responding to an emergency 4. Emergency preparedness 5. Health monitoring and professional limits	1. Identify the warning signs 2. Analysis of client responses during exercise	05
			Total	**25**

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

S.No.	Learning Outcome	Theory (10hrs)	Practical (15 hrs)	Duration (25 hrs)
1.	Demonstrate active listening skills	1. Active listening - listening skills and stages of active listening 2. Overcoming barriers to active listening	1. Group discussion on factors affecting active listening 2. Preparing posters of steps for active listening 3. Role-play on negative effects of not listening actively	10
2.	Identify the parts of speech	1. Parts of speech – using capitals, punctuation, and basic parts of speech, supporting parts of speech	1. Group practice on identifying parts of speech 2. Group practice on	10

			constructing sentences	
3.	Write sentences	1. Writing simple sentence 2. Writing complex sentences 3. Types of object 4. Types of sentences i. Active and Passive sentences ii. Statement/ Declarative sentence iii. Question/ Interrogative sentence iv. Emotion/ Reaction or Exclamatory sentence v. Order or Imperative sentence vi. Paragraph writing	1. Group work on writing sentences and paragraphs 2. Group work on practicing writing sentences in active or passive voice 3. Group work on writing different types of sentences (i.e., declarative, exclamatory, interrogative and imperative)	05
	Total			**25**

UNIT 2: SELF-MANAGEMENT SKILLS – IV

S.No.	Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)
1.	Describe the various factors influencing motivation and positive attitude	1. Motivation and positive attitude 2. Intrinsic and extrinsic motivation 3. Positive attitude – ways to maintain positive attitude 4. Stress and stress management – ways to manage stress	1. Role-play on avoiding stressful situations 2. Activity on listing negative situations and ways to turn them to positive	15
2.	Demonstrate the Knowledge of becoming oriented	1. Becoming result-oriented 2. Goal setting – examples of result-oriented goals	1. Group activity on listing aim in life	05

3.	Describe the importance of self-awareness and the basic personality traits, types and disorders	1. Steps towards self-awareness 2. Personality and basic personality traits 3. Common personality disorders- i. Suspicious ii. Emotional and impulsive iii. Anxious 4. Steps to overcome personality disorders	1. Group discussion on self-awareness	05
	Total			**25**

UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS - IV

S.No.	Learning Outcome	Theory (06 hrs)	Practical (14 hrs)	Duration (20 hrs)
1.	Identify the components of a spreadsheet application	1. Getting started with a spreadsheet - types of a spreadsheet 2. Steps to start LibreOffice Calc., 3. Components of a worksheet	1. Group activity on identifying components of spreadsheet in LibreOffice Calc.	02
2.	Perform basic operations in a spreadsheet	1. Opening workbook and entering data – types of data, steps to enter data, editing and deleting data in a cell 2. Selecting multiple cells 3. Saving the spreadsheet in various formats 4. Closing the spreadsheet 5. Opening the spreadsheet 6. Printing the spreadsheet	1. Group activity on working with data on LibreOffice Calc.	03

3.	Demonstrate the knowledge of working with data and formatting text	1. Using spreadsheet for addition – adding value directly, adding by using cell address, using a mouse to select values in a formula, using sum function, copying and moving formula 2. Formatting cell and content 3. Changing text style and font size 4. Aligning text in a cell 5. Highlighting text	1. Group activity on formatting a spreadsheet in LibreOffice Calc 2. Group activity on performing basic calculations in LibreOffice Calc.	02
4.	Demonstrate the knowledge of using advanced features in spreadsheet	1. Advanced features in Spreadsheet i. Sorting data ii. Filtering data iii. Protecting spreadsheet with password	1. Group activity on sorting data in LibreOffice Calc	02
5.	Make Use of software for making slides presentations	1. Steps to start LibreOffice Impress 2. Adding text to a presentation	1. Group practice on working with LibreOffice Impress tools	02
6.	Demonstrate the knowledge of opening, closing and slide presentations	1. Printing a presentation	1. Group activity on closing and saving a presentation in LibreOffice Impress	03
7.	Demonstrate the knowledge of working with slides	1. Working with slides and text in a presentation- adding slides to a presentation, deleting slides, adding and formatting text, highlighting text, aligning text and changing text color	1. Group practice on working with font styles in LibreOffice Impress	03
8.	Demonstrate the	1. Advanced features	1. Group activity on	03

	use of advanced features in a presentation	used in a presentation 2. Inserting shapes in the presentation 3. Inserting clipart and images in a presentation 4. Changing slide layout	changing slide layout on LibreOffice Impress	
	Total			**20**

UNIT 4: ENTREPRENEURIAL SKILLS-IV

S.No.	Learning Outcome	Theory (10hrs)	Practical (15hrs)	Duration (25hrs)
1.	Describe the types and qualities of entrepreneurs	1. Entrepreneurship and entrepreneur 2. Characteristics of entrepreneurship 3. Entrepreneurship-art and science 4. Qualities of a successful entrepreneur 5. Types of entrepreneurs 6. Roles and functions of an entrepreneur 7. What motivates an entrepreneur? 8. Identifying opportunities and risk-taking 9. Startups	1. Group discussion on the topic 'An entrepreneur is not born but created' 2. Conducting a classroom quiz on various aspects of entrepreneurship	10
2.	Identify the barriers to entrepreneurship	1. Barriers to entrepreneurship i. Environmental barriers ii. Faulty business plan iii. Personal barriers	1. Group discussion about "What we fear about entrepreneurship" 2. Activity on taking an interview of an entrepreneur	05

3.	Identify the attitude that makes an entrepreneur successful	1. Entrepreneurial attitude	1. Activities will be decided by the teacher	05
4.	Demonstrate the Knowledge of Entrepreneurial Attitude and Competencies	1. Entrepreneurial competencies i. Decisiveness ii. Initiative iii. Interpersonal skills- positive iv. attitude, stress v. management vi. Perseverance vii. Organizational skills- time management, goal setting, efficiency, managing quality	1. Activity on "My entrepreneurial attitude"	05
	Total			**25**

UNIT 5: GREEN SKILLS-IV

S.No.	Learning Outcome	Theory (05 hrs)	Practical (10 hrs)	Duration (15 hrs)
1.	Identify the benefits of the green jobs	1. Green jobs 2. Benefits of green jobs 3. Green jobs in different sectors: i. Agriculture ii. Transportation iii. Water conservation iv. Solar and wind energy v. Eco-tourism vi. Building and construction vii. Solid waste management viii. Appropriate technology	1. Group discussion on the importance of green job	8
2.	State the importance of green jobs	1. Importance of green jobs in the following	1. Preparing posters on green jobs	7

		i. Limiting greenhouse gas emissions ii. Minimising waste and pollution iii. Protecting and restoring ecosystems iv. Adapting to the effects of climate change	2. Group activity on tree plantation	
	Total			**15**

Part B–Vocational Skills

S.No.	Units	Duration (hrs)
1.	Diet and Nutrition	40
2.	Applied Kinesiology and Physiology	35
3.	Health Screening and Fitness Assessment	25
4.	Exercise Science and Programme Design	35
5.	Special Populations, Technology, and Career Preparation	30
Total		**165**

UNIT 1: DIET AND NUTRITION

S.No.	Learning Outcome	Theory (20 hrs)	Practical (20 hrs)	Duration (40 hrs)
1.	Describe nutrition foundations	1. Nutrients and their role in fitness 2. Water 3. Balanced diet and fitness 4. Relationship of Energy with physical activity 5. Nutrition and fitness goals	1. Create a balanced diet chart 2. Role-play to act as a general fitness trainer	10
2.	Explain nutrition timing around exercise	1. Nutrition timing and exercise 2. Nutrition timing for different activities 3. Common nutrition timing mistakes	1. Demonstrate pre-, during-, and post-exercise nutrition 2. Identify nutrition- timing mistakes	10

3.	Identify hydration and digestion awareness	1. Importance of hydration awareness 2. Role of digestion in fitness training	1. Identify signs of dehydration and prepare a suitable hydration plan for exercise 2. Identify the digestive system and its functions 3. Analysis of the relationship between digestion and exercise	10
4.	Describe supplements, myths, and professional limits	1. Common fitness supplements 2. Evaluating potential risk of supplements 3. Nutrition myths and misconceptions 4. Evidence-based nutrition 5. General fitness trainer responsibility and nutritional issues 6. Scope, limits and referral responsibility	1. Identify common supplements and their uses and risks 2. Evaluate supplement claims 3. Identify common nutrition myths like food allergies, intolerances, etc.	10
			Total	**40**

UNIT 2: APPLIED KINESIOLOGY AND PHYSIOLOGY

S.No.	Learning Outcome	Theory (10 hrs)	Practical (25 hrs)	Duration (35 hrs)
1.	Explain anatomical foundations of movement	1. Anatomical position and directional Terminology 2. Fundamental exercise positions 3. Planes of movement 4. Combined plane movements 5. Axes of movement	1. Identify anatomical positions and directional terms 2. Practice fundamental exercise positions 3. Identify and perform exercises related to planes and axes of movement	05
2.	Describe muscles and movement basics	1. Muscles and types 2. Relevance in fitness practice 3. Skeletal muscle structure	1. Identify muscle types and their functions 2. Identify and compare muscle	10

		4. Classification of muscle fibres 5. Recruitment of muscle fibres 6. Influence of training 7. Neuromuscular coordination 8. Interaction between agonists, antagonists and stabilisers 9. Timing and movement sequencing 10. Role of sensory feedback and proprioception	fibre types and recruitment 3. Practice neuromuscular coordination and movement control	
3.	Explain energy systems and exercise response	1. ATP: The body's immediate energy currency 2. Three major energy systems 3. Exercise intensity and energy demand	1. Identify the three energy systems 2. Relate energy systems to exercise intensity and duration 3. Compare energy systems and their roles during exercise	10
4.	Describe cardiorespiratory response	1. Structure and function of the heart 2. Blood circulation 3. Respiratory system and gas exchange 4. Cardiovascular and respiratory responses to exercise 5. Recovery and cardiorespiratory fitness 6. Heart rate monitoring	1. Trace the blood circulation pathway 2. Observe cardiovascular and respiratory responses to exercise 3. Monitor heart rate and exercise intensity	10
			Total	**35**

UNIT 3: HEALTH SCREENING AND FITNESS ASSESSMENT

S.No.	Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)
1.	Describe the importance of exercise readiness	1. Pre-exercise health screening 2. Factors affecting exercise readiness	1. Assess client readiness for exercise	05

		3. Warning signs and exercise precautions 4. Establishing personal exercise readiness	2. Identify warning signs and exercise precautions 3. Develop a safe and suitable exercise readiness plan	
2.	Explain fitness assessment components	1. Purpose of assessment 2. Principles of fitness assessment 3. Factors affecting fitness assessment results 4. Process of fitness assessment	1. Assess individual fitness levels through basic fitness assessment 2. Identify and test components of physical fitness 3. Practice fitness assessments through a test circuit	05
3.	Describe readiness questionnaires	1. Purpose of Physical Activity Readiness Questionnaire (PAR-Q) 2. Structure of a readiness questionnaire 3. Understanding the questionnaire response 4. Applying a readiness questionnaire 5. Understanding questionnaire responses 6. Identifying contraindications 7. Ensuring safe participation in exercise	1. Practice PAR-Q screening and identify exercise readiness 2. Identify contraindications and appropriate safety actions 3. Apply safe exercise participation and monitor practices	10
4.	Explain body composition awareness	1. Components of body composition 2. Body composition and health 3. Methods of assessing body composition 4. Limitations of body composition measures 5. Healthy body composition awareness 6. Body image and fitness	1. Assess body composition using basic measurements 2. Compare body composition assessment methods 3. Promote healthy body composition through lifestyle	05

		7. Ethical use of results 8. Using findings for safe training		
			Total	**25**

UNIT 4: EXERCISE SCIENCE AND PROGRAMME DESIGN

S.No.	Learning Outcome	Theory (15 hrs)	Practical (20 hrs)	Duration (35 hrs)
1.	Explain the structure of an exercise programme	1. Components of an exercise session 2. FITT principle 3. Training variables 4. Exercise selection 5. Exercise order 6. Rest and recovery 7. Progression and overload	1. Design an exercise session for specific fitness goals 2. Apply the FITT principle to exercise planning 3. Select, sequence, and progress exercises safely	05
2.	Demonstrate strength and endurance principles	1. Principles of strength training 2. Strength training variables 3. Cardiorespiratory endurance 4. Methods of endurance training 5. Specificity of training	1. Practice strength and muscular endurance circuit 2. Apply different endurance training methods 3. Apply strength training principles for safe progression	10
3.	Demonstrate exercise mechanics	1. Force and resistance 2. Centre of gravity 3. Base of support 4. Stability and balance 5. Levers in the human body 6. Joint position and movement efficiency 7. Mechanical analysis of common exercises 8. Technique efficiency and common technique errors	1. Demonstrate the effects of mechanics on movement 2. Analyse movement mechanics and technique 3. Identify and demonstrate first-, second-, and third-class levers in human body movements	10
4.	Describe goal-oriented programme planning	1. Assessing the starting point 2. SMART fitness goals 3. Matching training to goals 4. Programme variables 5. Programme progression	1. Set SMART fitness goals for clients 2. Match training methods with fitness goals 3. Design and evaluate personalised	10

		6. Monitoring and evaluating progress 7. Individualisation of programmes 8. Safety and programme modification 9. Ethical programme design	fitness programmes	
			Total	**35**

UNIT 5: SPECIAL POPULATIONS, TECHNOLOGY, AND CAREER PREPARATION

S.No.	Learning Outcome	Theory (10 hrs)	Practical (20 hrs)	Duration (30 hrs)
1.	Describe special population training awareness	1. Individualised exercise programming for special populations 2. Principles of inclusive training 3. Communication and behavioural considerations 4. Role of the general fitness trainer	1. Design exercise programmes for special populations 2. Modify exercises for safety and suitability 3. Practice role play on professional communication with special population clients	05
2.	Explain exercise precautions	1. Common exercise-related risks 2. Exercise intensity and monitoring 3. Warm-up and cool-down 4. Environmental and equipment safety 5. Warning signs and emergency response	1. Identify common exercise risks and precautions 2. Develop an exercise safety checklist 3. Role-play to recognise warning signs and respond appropriately	10
3.	Explain fitness technology	1. Types of fitness technology 2. Monitoring fitness and physical activity 3. Using technology for exercise planning 4. Technology and fitness assessment 5. Fitness technology in training 6. Digital health and awareness 7. Fitness apps and communication	1. Demonstrate fitness technology and tracking tools 2. Use fitness apps to plan and monitor exercise 3. Evaluate AI-based fitness recommendations through a role play	10

		8. Ethics and data privacy 9. Artificial intelligence in fitness 10. Emerging trends in fitness technology		
4.	Describe career readiness and professional development	1. Educational and professional pathways 2. Essential employability skills 3. Resume/CV preparation 4. Job search and application skills 5. Interview preparation 6. Professional ethics and workplace behaviour 7. Personal branding and professional development 8. Entrepreneurship and career opportunities	1. Explore fitness and sports career opportunities 2. Prepare a fitness career CV 3. Practice fitness job interviews	05
			Total	**30**

9. ORGANISATION OF FIELD VISITS

In a year, at least 03 field visits/educational tours should be organised for the students to expose them to the fitness center culture and installed in activities in the fitness center. Visit the fitness center with latest machines and equipment. During the visit, students should obtain the following information from the owner or the supervisor of the fitness center:

1. Location of fitness center
2. Different zones of fitness center
3. Locker room facilities
4. Number fitness trainers engaged
5. Maintenance of machines and equipment

10. LIST OF EQUIPMENT AND MATERIALS

The tools, equipment and materials required for training are quite expensive, therefore; only basic tools, equipment and accessories should be procured by the Institution so that the routine tasks can be performed by the students regularly for practice and acquiring adequate practical experience.

A set of weight plates, bars and other weights with one cable machine may be procured for training and regular field visits should be organized to provide opportunities to the students/trainees for observation and hands-on practice.

S. No.	Equipment / Material	Specification / Purpose	Quantity
1.	Exercise/Yoga Mats	Non-slip, cushioned mats for floor exercises, stretching and yoga	20
2.	Dumbbells	Different weights (1–10 kg) for strength training	10 Sets
3.	Adjustable Dumbbells	Adjustable weight system for progressive resistance training	2 Sets
4.	Kettlebells	Different weights (4–16 kg) for functional and strength training	6
5.	Resistance Bands	Light, medium and heavy resistance levels	10 Sets
6.	Resistance Tubes	With handles for upper- and lower-body exercises	5 Sets
7.	Exercise/Swiss Balls	Different sizes for core, balance and stability exercises	5
8.	Medicine Balls	Different weights for functional and power exercises	5
9.	Skipping Ropes	Adjustable ropes for cardiovascular and coordination exercises	10
10.	Agility Ladder	Portable ladder for speed, agility and coordination drills	2
11.	Cones	Training cones for agility, movement and circuit training	20
12.	Hurdles	Adjustable mini hurdles for agility and coordination exercises	6
13.	Step Platform	Adjustable aerobic/step exercise platform	4
14.	Balance Board	For balance, stability and proprioception training	2
15.	Foam Roller	For stretching, recovery and self-myofascial release	5
16.	Gym Bench	Adjustable bench for strength and functional exercises	2
17.	Pull-up Bar	Wall-mounted or free-standing bar for upper-body training	1
18.	Exercise Bands	Loop bands for hip, glute and lower-body exercises	10 Sets
19.	Ankle/Wrist Weights	Adjustable weights for resistance exercises	5 Sets
20.	Abdominal Wheel	Core strengthening and stability exercises	3
21.	Push-up Bars	Supports for push-up and upper-body exercises	5 Pairs
22.	Exercise Ball Pump	Manual/electric pump with compatible valves	2
23.	Digital Weighing Scale	For measuring body weight	1
24.	Measuring Tape	For basic body measurements and fitness assessment	5
25.	Height Measuring Scale	Stadiometer for measuring height	1

26.	Stopwatch	Timing workouts, circuits and fitness tests	3
27.	Heart Rate Monitor	Chest strap/wrist-based monitor for monitoring exercise intensity	3
28.	Blood Pressure Monitor	Digital BP monitor for basic fitness screening	1
29.	Pulse Oximeter	For basic monitoring of blood oxygen saturation and pulse rate	2
30.	First Aid Kit	Basic first-aid supplies for minor injuries and emergencies	2
31.	Water Bottles	Reusable bottles for hydration during training	10
32.	Towels	Personal hygiene and equipment cleaning	20
33.	Disinfectant/Sanitizer	For cleaning hands and fitness equipment	As required
34.	Cleaning Cloths	For cleaning and sanitizing equipment	20
35.	Storage Rack	Storage of dumbbells, kettlebells, bands and other equipment	2
36.	Full-Length Mirror	For posture, movement and exercise-form correction	2
37.	Bluetooth Speaker	Audio support for fitness sessions and group activities	1
38.	Exercise/Anatomy Posters	Visual aids for body movements, muscles and exercise techniques	5
39.	Fitness Assessment Forms	Recording fitness tests, measurements and progress	As required
40.	Training/Exercise Charts	Exercise routines, warm-up, cool-down and workout plans	As required

11. VOCATIONAL TEACHER'S/ TRAINER'S QUALIFICATION

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.	Educational Qualification
1.	Bachelor's Degree in Physical Education (B.P.Ed.) / Bachelor's Degree in Sports Science / Physical Education or equivalent from a recognized university/institution OR Diploma in Physical Education / Fitness Training / Sports Coaching or equivalent with minimum 2 years of relevant experience in fitness training.

Note: Age limit relaxation shall be applicable as per the prevailing Government rules and regulations of the respective State/UT.

Desirable Qualifications for Vocational Teacher/Trainer

Area	Desirable Requirement

Professional Certification	Certification as a Fitness Trainer, Personal Trainer, Strength & Conditioning Coach, Yoga Instructor or equivalent from a recognized organization.
Fitness Training Experience	Relevant practical experience in fitness training, physical conditioning, gymnasium operations, sports coaching or wellness programmes.
Specialized Skills	Knowledge of strength training, cardiovascular fitness, flexibility, mobility, functional training and basic exercise programming.
First Aid & CPR	Valid certification in First Aid, CPR and basic emergency response is desirable.
Fitness Assessment	Competency in conducting basic fitness assessments, including BMI, body measurements, flexibility, muscular strength, endurance and cardiovascular fitness tests.
Equipment Handling	Practical knowledge of operating, maintaining and safely using common fitness equipment and accessories.
Nutrition & Wellness	Basic knowledge of nutrition, hydration, healthy lifestyle practices and wellness principles.
Teaching & Training Skills	Ability to demonstrate exercises correctly, explain techniques clearly and conduct individual as well as group training sessions.
ICT Skills	Ability to use computers, smartphones, fitness applications and digital tools for lesson planning, fitness tracking and maintaining trainee records.
Communication Skills	Good verbal and interpersonal communication skills, with the ability to motivate and guide learners effectively.
Industry Exposure	Experience working in gyms, fitness centres, sports academies, wellness centres, schools or community fitness programmes.
Professional Development	Participation in workshops, seminars, refresher courses or continuing professional development programmes related to fitness and physical education.
Safety Awareness	Knowledge of exercise safety, injury prevention, proper equipment use and maintaining a safe and inclusive training environment.

12. ROLES AND RESPONSIBILITIES OF THE VOCATIONAL TEACHER/TRAINER

S. No.	Responsibilities
1.	Prepare lesson plans, session plans and practical training schedules as per the General Fitness Trainer curriculum.
2.	Deliver theoretical and practical training using learner-centred and activity-based teaching methods.
3.	Demonstrate correct techniques for warm-up, stretching, cardiovascular exercises, strength training, flexibility and functional exercises.
4.	Guide learners in the safe and correct use of fitness equipment and training accessories.
5.	Teach learners to conduct basic fitness assessments and maintain accurate assessment records.
6.	Train learners to design basic, safe and age-appropriate fitness and exercise programmes.

7.	Monitor learners during practical activities and provide appropriate guidance and corrective feedback.
8.	Ensure adherence to safety procedures, injury-prevention practices, hygiene and proper use of the training facility.
9.	Provide training on basic First Aid, CPR awareness and emergency-response procedures within the prescribed curriculum.
10.	Conduct formative and summative assessments and maintain records of learners' performance and progress.
11.	Develop learners' communication, teamwork, discipline, professionalism and other employability skills.
12.	Promote healthy lifestyle practices, physical activity, hydration and general wellness among learners.
13.	Ensure proper cleaning, maintenance, storage and safe handling of fitness equipment and materials.
14.	Use ICT tools, digital resources and appropriate fitness applications to support teaching and learning.
15.	Facilitate industry exposure through visits, demonstrations, guest lectures and interaction with fitness professionals, wherever possible.
16.	Guide learners regarding career opportunities, employment, entrepreneurship and further education in the fitness and wellness sector.
17.	Maintain a clean, safe, inclusive and motivating learning environment for all learners.
18.	Keep updated with current developments, industry practices, safety standards and emerging trends in fitness training.
19.	Participate in professional development programmes, workshops, seminars and refresher training.
20.	Maintain all required training, attendance, assessment, equipment and other records as prescribed by the institution.

13. LIST OF CONTRIBUTORS

S.No.	Name	Designation	Organisation/Department	Address
1.	**Prof. Vinay Swarup Mehrotra**	Professor and Head	Department of Agriculture and Animal Husbandry (DAAH) and Curriculum Development and Evaluation Centre (CDEC), PSS Central Institute of Vocational Education (PSSCIVE), NCERT	Shyamla Hills, Bhopal – 462 013, Madhya Pradesh, India
2.	**Mr. Vikram Singh Bhadauria**	Consultant-Physical Education (Contractual)	Curriculum Development and Evaluation Centre (CDEC), PSS Central Institute of Vocational	Shyamla Hills, Bhopal – 462 013, Madhya Pradesh, India

			Education (PSSCIVE), NCERT	
3.	**Mr. Avishek Baisya**	Student Activity and Sports Assistant	National Institute of Technology Patna	Ashok Rajpath, Patna – 800005, Bihar, India
4.	**Mr. Rajarshi Gayen**	Assistant Professor	Belda College	Belda – 721424, West Bengal, India
5.	**Ms. Priya Dwivedi**	Senior Manager – Sports, Physical Education, Fitness & Leisure; American Council on Exercise – Personal Fitness Trainer	Sector Skill Council of India; Federation of Indian Chambers of Commerce and Industry (FICCI)	New Delhi – 110001, India
6.	**Dr. Sambhu Shankar Deep**	Consultant (Contract) in Education	PSS Central Institute of Vocational Education (PSSCIVE), NCERT	Shyamla Hills, Bhopal – 462 013, Madhya Pradesh, India

PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION

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