

# LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

**JOB ROLE: Yoga Therapy Assistant**

(QUALIFICATION PACK: Ref. Id.HSS/Q4001 V1.0)

**Sector: Health Care**

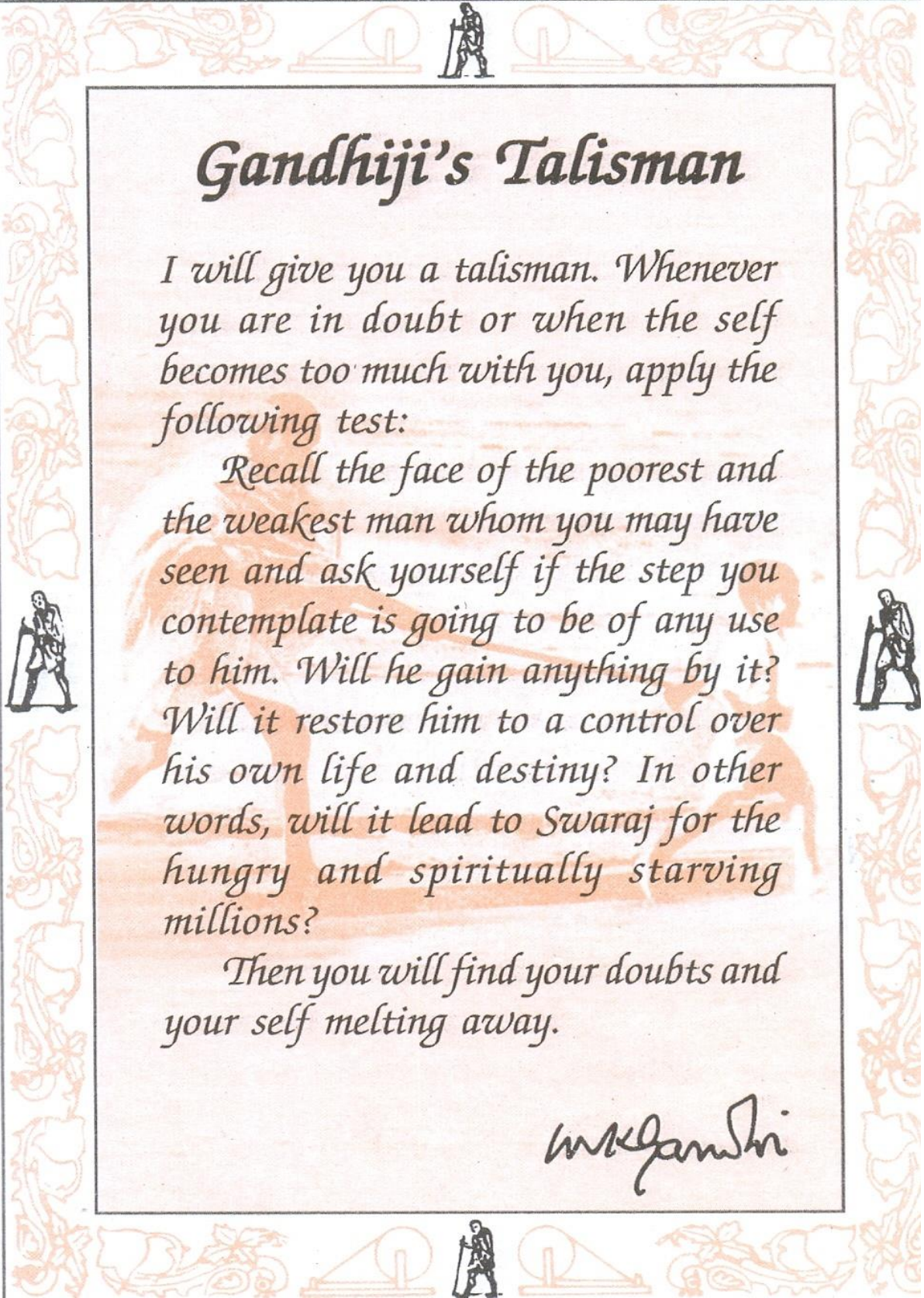
**Classes 11 and 12**



**PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION**

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

**<http://www.psscive.nic.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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CURRICULUM**

**Health Care – Yoga Therapy Assistant  
June, 2023**

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**Published by:**

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## FOREWORD

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The Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE) a constituent of the National Council of Educational Research and Training (NCERT) is spearheading the efforts of developing learning outcome based curricula and courseware aimed at integrating both vocational and general qualifications to open pathways of career progression for students. It is a part of Centrally Sponsored Scheme of Vocationalisation of Secondary and Higher Secondary Education (CSSVSHSE) launched by the Ministry of Human Resource Development, Government of India in 2012. The PSS Central Institute of Vocational Education (PSSCIVE) is developing curricula under the project approved by the Project Approval Board (PAB) of *Rashtriya Madhyamik Shiksha Abhiyan* (RMSA). The main purpose of the learning outcome based curricula is to bring about the improvement in teaching-learning process and working competences through learning outcomes embedded in the vocational subject.

It is a matter of great pleasure to introduce this learning outcome based curriculum as part of the vocational training packages for the job role of **Yoga Therapy Assistant**. 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.

Prof. Dinesh Prasad Saklani

*Director*

*National Council of Education Research and Training*

## PREFACE

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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 Education (MoE) Government of India introduced the revised Centrally Sponsored Scheme of Vocationalisation of Secondary and Higher Secondary Education that aims 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. For spearheading the scheme, the PSS Central Institute of Vocational Education (PSSCIVE) was entrusted the responsibility to develop learning outcome based curricula, 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 need 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 curricula 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 100 job roles in various sectors.

We extend our gratitude to all the contributors for selflessly sharing their precious knowledge, acclaimed expertise, and 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 modular curricula and courseware to the States and other stakeholders under the PAB (Project Approval Board) approved project of *Rashtriya Madhyamik Shiksha Abhiyan* (RMSA) of MHRD.

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 21<sup>st</sup> Century.

Dr. Deepak Paliwal  
*Joint Director*  
*PSS Central Institute of Vocational Education*

## **ACKNOWLEDGEMENTS**

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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 *Rashtriya Madhyamik Shiksha Abhiyan* (RMSA) and the officials of the Ministry of Education (MoE), 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 RMSA, MoE, RMSA Cell at the National Council of Educational Research and Training (NCERT), National Skill Development Agency (NSDA), National Skill Development Corporation (NSDC) and Health Care Sector Skill Council (HCSSC) for their academic support and cooperation.

We are grateful to the course coordinator A. Nayak, Professor and Head, Department of Health and Paramedical Sciences and experts for their untiring efforts and contributions in the development of this learning outcome based curriculum. Their names are acknowledged in the list of contributors. This document have been reviewed by Lokesh Chowdhary, Vidhisha, Bhopal is also duly acknowledged.

The contributions made by Vinay Swarup Mehrotra, Professor and Head, Curriculum Development and Evaluation Centre (CDEC), Pinki Khanna, Professor and Head, Programme Planning and Monitoring Cell (PPMC) and Dipak Shudhalwar, Associate Professor, Department of Engineering & Technology, PSSCIVE in the development of the curriculum for employability skills are duly acknowledged.

The assistance provided by Jivan Koli, in typing and composing of the material is duly acknowledged.

**PSSCIVE Team**



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# 1. COURSE OVERVIEW

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## COURSE TITLE: Health Care – Yoga Therapy Assistant

**A** Yoga Therapy Assistant, a service and component important in the Healthcare sector which is going rapidly over the years. India has a shortfall of 6 million health care professionals and India is far behind the global standards in term of availability of health care services. The job role of Yoga Therapy Assistant is one such area where the shortage of this kind of manpower is felt.

**COURSE OUTCOMES:** On completion of the course, student should be able to:

- Communicate effectively with the customers;
- Identify the principal components of a computer system
- Identify and control hazards in the workplace that pose a danger or threat to their safety or health, or that of others.
- Demonstrate techniques to maintain the personal hygiene needs of a patient;
- Demonstrate the ability to perform essential clinical skills for providing basic healthcare services;
- Demonstrate the knowledge of safety, usage of protective devices and precautions while using oxygen;
- Demonstrate professional behaviour, personal qualities and characteristics of a Patient Care Assistant;
- Demonstrate the knowledge of Immunization schedule and National Immunization programme;
- Demonstrate the knowledge of bio-medical waste and its management;
- Demonstrate the knowledge of emergency medical response and other actions in the event of medical emergencies;
- Demonstrate effective communication skills for a Patient Care Assistant;
- Demonstrate the knowledge of role and functions of healthcare professionals and staff in different departments of hospitals;
- Assist healthcare professionals in the development and implementation of Care Plan;
- Perform various activities for prevention and control of Hospital Acquired Infections;
- Assist in administering First Aid and providing Emergency Medical Relief; and
- Assist in developing and maintaining public relations.

**COURSE REQUIREMENTS:** The learner should have the basic knowledge of science.

**COURSE LEVEL:** This is a beginner level course. On completion of this course, a student can take up an Intermediate level course for a job role in Healthcare, such as Yoga Therapy Assistant in Class XI and Class XII.

**COURSE DURATION:** **600 hrs**

Class 11	:	300 hrs
Class 12	:	300 hrs

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<b>Total</b>	<b>:</b>	<b>600 hrs</b>
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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:

<b>CLASS 11</b>			
<b>Units</b>		<b>No. of Hours for Theory and Practical =300 (270 Teaching and Training + 30 Evaluation)</b>	<b>Max. Marks for Theory and Practical = 100 (30 Theory and 70 Practical)</b>
<b>Part A</b>	<b>Employability Skills</b>		
	Unit 1: Communication Skills – III	25	
	Unit 2: Self-management Skills - III	25	
	Unit 3: Information and Communication Technology Skills – III	20	
	Unit 4: Entrepreneurship Development – III	25	
	Unit 5: Green Skills - III	15	
	<b>Total</b>	<b>110</b>	
<b>Part B</b>	<b>Vocational Skills</b>		
	Unit 1: Introduction of Yoga Part - I	30	
	Unit 2: Basic Human Anatomy and Physiology	35	
	Unit 3: Personal hygiene and Safe Healthy Environment	30	
	Unit 4: Safety and First aid	35	
	Unit 5: Yoga and Diet therapy for Diabetics	30	
	<b>Total</b>	<b>160</b>	
<b>Part C</b>	<b>Practical Work</b>		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
		<b>10</b>	<b>35</b>
<b>Part D</b>	<b>Project Work/Field Visit</b>		
	Practical File/Student Portfolio	10	20
	Viva Voce	10	15
	<b>Total</b>	<b>20</b>	<b>35</b>
	<b>Total</b>	<b>300</b>	<b>100</b>

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

<b>CLASS 12</b>			
<b>Units</b>		<b>No. of Hours for Theory and Practical =300 (270 Teaching and Training + 30 Evaluation)</b>	<b>Max. Marks for Theory and Practical = 100 (30 Theory and 70 Practical)</b>
<b>Part A</b>	<b>Employability Skills</b>		
	Unit 1: Communication Skills – IV	25	
	Unit 2: Self-management Skills – IV	25	
	Unit 3: Information and Communication Technology Skills – IV	20	
	Unit 4: Entrepreneurship Development – IV	25	
	Unit 5: Green Skills - IV	15	
	<b>Total</b>	<b>110</b>	<b>10</b>
<b>Part B</b>	<b>Vocational Skills</b>		
	Unit 1: Introduction to Yoga Part - II	30	
	Unit 2: Classification of Yoga	35	
	Unit 3: Yoga Session	40	
	Unit 4: Yoga Therapy and Palliative Care	25	
	Unit 5: Record and Documentation	30	
	<b>Total</b>	<b>160</b>	<b>20</b>
<b>Part C</b>			
		06	15
		01	10
		03	10
		<b>10</b>	<b>35</b>
<b>Part D</b>	<b>Project Work/Field Visit</b>		
	Practical File/Student Portfolio	10	15
	Viva Voce	10	10
	<b>Total</b>	<b>20</b>	<b>35</b>
	<b>Total</b>	<b>300</b>	<b>100</b>

### 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 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

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**U**pon 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.

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**

**Max. Mark: 30**

	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 & 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
	<b>Total</b>	<b>5x1=5</b>	<b>10x2=20</b>	<b>5x3=15</b>	<b>40 (20 questions)</b>

**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.

## 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
	<b>Total</b>	<b>110</b>

Unit 1: Communication Skills–III			
Learning Outcome	Theory (10 Hrs)	Practical (15 Hrs)	Duration (25 Hrs)
1. Demonstrate knowledge of 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 (i.e. Clear, Concise, Concrete, Correct, Coherent, Courteous and Complete) of effective communication 4. Chart making on elements of communication	<b>03</b>
2. Demonstrate verbal	1. Verbal communication	1. Role-play of a phone	



communication	2. Public Speaking	conversation 2. Group exercise on delivering speech and practicing public speaking	<b>02</b>
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	<b>02</b>
4. Speak using correct pronunciation	1. Pronunciation basics 2. Speaking properly 3. Phonetics 4. Types of sounds	1. Group activities on practicing pronunciation	<b>01</b>
5. Apply an 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	<b>03</b>
6. Demonstrate the knowledge of saying no	1. Steps for saying 'No' 2. Connecting words	1. Group discussion on how to respond 2. Group activity on saying 'No'	<b>02</b>
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 activity on identifying parts of speech 2. Writing a paragraph with punctuation marks 3. Group activity on constructing sentences 4. Group activity on identifying parts of speech	<b>03</b>
8. Write correct sentences and paragraphs	1. Parts of a sentence 2. Types of object 3. Types of sentences 4. Paragraph	1. Activity on writing sentences 2. Activity on active and passive voice 3. Assignment on writing different types of sentences	<b>02</b>
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 and group discussion on how to greet different people?	<b>02</b>
10. Introduce yourself to others and write about oneself	1. Talking about self 2. Filling a form	1. Practicing self-introduction and filling up forms 2. Practicing self-introduction to others	<b>01</b>
11. Develop questioning skill	1. Main types of question 2. Forming closed and open-ended questions	1. Practice exercise on forming questions 2. Group activity on framing questions	<b>01</b>

12. Communicate information about family to others	1. Names of relatives 2. Relations	1. Practice talking about family 2. Role-play on talking about family members in a relations	<b>01</b>
13. Describe habits and routines	1. Concept of habits and routines	1. Group discussion on habits and routines 2. Group activity on describing routines	<b>01</b>
14. Ask or give directions to others	1. Asking for directions 2. Using landmarks	1. Role-play on asking and giving directions 2. Identifying symbols used for giving directions	<b>01</b>
<b>Total</b>			<b>25</b>

**Unit 2: Self-Management-III**

<b>Learning Outcome</b>	<b>Theory (10 Hrs)</b>	<b>Practical (15 Hrs)</b>	<b>Duration (25 Hrs)</b>
1. Identify and analyse own strengths and weaknesses	1. Understanding self 2. Techniques for 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	<b>03</b>
2. Demonstrate personal grooming skills	1. Guidelines for dressing and grooming 2. Preparing a personal grooming checklist	1. Role-play on dressing and grooming standards 2. Self-reflection activity on various aspects of personal grooming	<b>04</b>
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	<b>03</b>
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 teamwork	<b>03</b>
5. Develop 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	<b>03</b>
6. Describe the meaning and importance of self-motivation	1. Meaning of self-motivation 2. Types of motivation 3. Steps to building self-motivation	1. Activity on staying motivated 2. Assignment on reasons hindering motivation	<b>03</b>
7. Set goals	1. Meaning of goals and purpose of goal-setting 2. Setting SMART goals	1. Assignment on setting SMART goals 2. Activity on developing long-term and short-term goals using SMART method	<b>03</b>

8. Apply time management strategies and techniques	1. Meaning and importance of time management 2. Steps for effective time management	1. Checklist for making preparation for daily activities 2. Preparing To-do-list	<b>03</b>
<b>Total</b>			<b>25</b>

### Unit 3: Information And Communication technology-III

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 a word processor 3. Work with Libre Office Writer	1. Group activity on demonstration and practice of the following: <ul style="list-style-type: none"> <li>• Creating a new document</li> <li>• Typing text</li> <li>• Saving the text</li> <li>• Opening and saving file on Microsoft word/Libre Office Writer</li> </ul>	<b>02</b>
2. Identify icons on the toolbar	1. Status bar 2. Menu bar 3. Icons on the Menu bar 4. Multiple ways to perform a function	1. Group activity on using basic user interface of LibreOffice writer 2. Group activity on working with Microsoft Word	<b>02</b>
3. Save, close, open and print document	1. Save a word document 2. Close 3. Open an existing document 4. Print	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	<b>02</b>
4. Format text in a word document	1. Change style and size of text 2. Align text 3. Cut, Copy, Paste 4. Find and replace	1. Group activity on formatting text in LibreOffice Writer 2. Group activity on formatting text in Microsoft Word	<b>02</b>
5. Check spelling and grammar in a word document	1. Use of spell checker 2. Autocorrect	1. Group activity on checking spellings and grammar using LibreOffice Writer 2. Group activity on checking spellings and grammar using Microsoft Word	<b>02</b>
6. Insert lists, tables, pictures, and shapes in a word document	1. Insert bullet list 2. Number list 3. Tables 4. Pictures & Shapes	1. Practical exercise of inserting lists and tables using LibreOffice Writer	<b>03</b>
7. Insert header, footer and page number in a word document	1. Insert header 2. Insert footer 3. Insert page number 4. Page count	1. Practical exercise of inserting header, footer and page numbers in LibreOffice Writer 2. Practical exercise of inserting header, footer and page numbers in Microsoft Word	<b>03</b>

8. Make changes by using the track change option in a word document	1. Tracking option 2. Manage option 3. Compare documents	1. Group activity on performing track changes in LibreOffice Writer 2. Group activity on performing track changes in Microsoft Word	<b>04</b>
<b>Total</b>			<b>20</b>

**Unit 4: Entrepreneurial skills–III**

<b>Learning Outcome</b>	<b>Theory (10 Hrs)</b>	<b>Practical (15 Hrs)</b>	<b>Duration (25 Hrs)</b>
1. Differentiate between different kinds of businesses	1. Introduction to entrepreneurship 2. Types of business activities	Role-play on different kinds of businesses around us	<b>03</b>
2. Describe the significance of entrepreneurial values	1. Meaning of value 2. Values of an Entrepreneur 3. Case study on qualities of an entrepreneur	Role-play on qualities of an entrepreneur	<b>03</b>
3. Demonstrate the attitudinal changes required to become an entrepreneur	1. Difference between the attitude of entrepreneur and employee	Interviewing employees and entrepreneurs	<b>03</b>
4. Develop thinking skills like an entrepreneur	1. Problems of entrepreneurs 2. Problem-solving 3. Ways to think like an entrepreneur	Group activity on identifying and solving problems	<b>04</b>
5. Generate business ideas	1. The business cycle 2. Principles of idea creation 3. Generating a business idea 4. Case studies	Group activity to create business ideas	<b>04</b>
6. Describe customer needs and the importance of conducting a customer survey	1. Understanding customer needs 2. Conducting a customer survey	Group activity to conduct a customer survey	<b>04</b>
7. Create a business plan	1. Importance of business planning 2. Preparing a business plan 3. Principles to follow for growing a business 4. Case studies	Group activity on developing a business plan	<b>04</b>
<b>Total</b>			<b>25</b>

**Unit 5: Greenskills–III**

<b>Learning Outcome</b>	<b>Theory (07 Hrs)</b>	<b>Practical (08 Hrs)</b>	<b>Duration (15 Hrs)</b>
1. Describe the importance of the main sector of the green economy	1. Meaning of ecosystem, food chain and sustainable development 2. Main sectors of the green economy- E-waste management, green transportation, renewal energy, green construction, and water management	1. Group discussion on sectors of green economy 2. Preparing posters on various sectors for promoting green economy	<b>06</b>

2. Describe the main recommendations of 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 green economy	<b>03</b>
3. Describe the major green sectors/ areas and 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	<b>03</b>
4. Identify 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	<b>03</b>
<b>Total</b>			<b>15</b>

## Part B: Vocational Skills

S. No.	Units	Duration (Hrs)
1.	Unit 1: Introduction of Yoga Part - I	30
2.	Unit 2: Basic Human Anatomy and Physiology	35
3.	Unit 3: Personal Hygiene and Safe Health Environment	30
4.	Unit 4: Safety and First Aid	35
5.	Unit 5: Yoga and Diet Therapy for Diabetics	30
	<b>Total</b>	<b>160</b>

<b>Unit 1: Introduction of Yoga Part - I</b>			
Learning outcome	Theory (12 Hrs)	Practical (18 Hrs)	Duration (30 Hrs)
1. Discuss in brief various yogic texts Patanjali Yogsutra, Hathapradipika, Gheranda, Samhita	<b>1. Introduction of Yoga Therapy and its importance</b> <b>2. Introduction to yogic text</b> Patanjali Yogsutra, Hathapradipika, Gheranda, Samhita	Group discussion on yogic text Patanjali Yogsutra, Gheranda, Samhita	<b>4</b>
2. Describe historical perspective of yoga and yogic philosophy	<b>Introduction of yoga</b> Historical background of yoga in various facts.	Demonstrate various poses of surya namaskar	<b>3</b>
3. Explain about yoga scope and its principles	Scope and its Principles	Enlist the sector of scope yoga therapy assistant	<b>4</b>
4. Discuss the significance of yoga and international yoga day	1. Significance of yoga 2. International yoga day	1. Collect photograph yoga day 2. Demonstrate methods of yoga	<b>4</b>

5	Discus the role of Yoga therapy Assistant	1. Role and function's of yoga therapy assistant	1. Role Play the functions of of yoga therapy assistant	<b>4</b>
6.	Explain terminologies in yoga	1.Terminology use in yoga	1. Prepar poster on usage of the appropriate terminology	<b>5</b>
7.	Describe the roles and responsibilities of yoga therapy assistant	1. Essential role and responsibilities of Yoga Therapy Assistant :- life style management as per yogic needsfor diabetics	1. Visit yoga therapy center 2. Principles and responsibilities 3. Enlist yogic needs for diabetics client	<b>6</b>
<b>Total</b>				<b>30</b>

<b>Unit 2: Basic Human Anatomy and Physiology</b>			
<b>Learning Outcome</b>	<b>Theory (15 Hrs)</b>	<b>Practical (20 Hrs)</b>	<b>Duration (35 Hrs)</b>
1. Describe human organ systems of the human body- their structure	<b>Anatomy and Physiology of the human body -</b> 1. Body cells, tissues, membranes and glands, 2. Muscular skeletal system Medical terminology	1. Human cell diagram 2. Joint in human body 3. Preparing chart, poster on human skeletal system 4. Visit anatomy and physiology lab	<b>5</b>
2. Explain Food digestion and absorption and respiration process in human body	1. Digestive system 2. Respiratory system	Preparing poster on respiratory and digestive system	<b>5</b>
3. Discuss on blood circulation and cardiac cycle	Cardio vascular system	Preparation of Cardio Vascular system Working Model	<b>5</b>
4. Explain renal filtration	The excretory system	Preparation on renal system Working Model	<b>5</b>
5. Discuss the functions of glands and hormones	The endocrine system,	Quiz competition	<b>5</b>
6. Describe Reproductive system	The reproductive system	Group discussion	<b>5</b>
7. Explain sensory organs of human body	The Integumentary system	Preparing poster on skin, Eye and Ear	<b>5</b>
<b>Total</b>			<b>35</b>

<b>Unit 3: Personal Hygiene and Safe Healthy Environment</b>			
<b>Learning Outcome</b>	<b>Theory (12 Hrs)</b>	<b>Practical (18 Hrs)</b>	<b>Duration (30 Hrs)</b>
1. Discuss the concept of healthy living. And Educate about good hygiene practice	<b>Personal Hygiene:</b> 1. <b>Health</b> – Concept of healthy living Factor that affect health 2. Personal Grooming, importance of personal hygiene. 3. Hand hygiene	1. Practice good personal health and hygiene. 2. Demonstrate methods of hand hygiene. 3. Enlist the hygiene routine to be followed to ensure good health	<b>15</b>
2. Enhance awareness of the responsibilities to maintain health safety and security and environment for yoga therapy practice	<b>Safe Healthy and secure working environment</b> <b>Introduction</b> <ul style="list-style-type: none"> <li>• Promoting a safe working environment,</li> <li>• How to prevent hazards at the workplace,</li> <li>• yoga place environment and safety measure</li> <li>• Preparation of suitable yoga therapy ambience</li> <li>• Yoga place Preparation</li> <li>• Client's and participants</li> <li>• Do's and Dont's</li> <li>• Employee's roles and responsibilities</li> </ul>	1. Prepare chart and poster of safety measures 2. Check all equipments at work place such as electricity, fire safety 3. Demonstrate the importance of pre-procedural 4. Use of equipments yoga mat, light 5. List the resources of yoga session	<b>15</b>
<b>Total</b>			<b>30</b>

<b>Unit 4: Safety and First Aid</b>			
<b>Learning Outcome</b>	<b>Theory (15 Hrs)</b>	<b>Practical (20 Hrs)</b>	<b>Duration (35 Hrs)</b>
1. Discuss human immune power against disease.	<b>1. Immunity</b> – Introduction Definition, types, classification	1. Meaning of immune power system 2. Prepare chart on classification of immunity	<b>4</b>
2. Identify the key components of universal immunization programme (UIP)	1. Immunization 2. importance of immunization 3. Cold chain	1. Visit hospital and vaccination center 2. Prepare immunization schedule	<b>5</b>
3. Discuss about basic First Aid procedure and knowledge about required primary First Aid medicine and articles, equipments	<b>1.Safety and First Aid</b> <ul style="list-style-type: none"> <li>• Purpose of First Aid</li> <li>• Principles of First Aid</li> <li>• First Aid rule</li> <li>• Safety measures to prevent emergency</li> <li>• Natural disaster, accidental injury,</li> <li>• Triage system</li> </ul>	1. Administer first aid for cut and burns in hypothetical situations 2. Dealing with natural disaster ,injury, insect, dog bites 3. Prepare First Aid Box	<b>5</b>

4. Discuss about sign and symptoms of cardiac arrest	Minor elements symptoms to identify cardiac arrest	Perform Preventive choking methods child and adult	<b>5</b>
5. Knowledge of procedure required in emergency First Aid such as cardiac arrest.	Procedure required in emergency First Aid such as CPR.	Demonstrate Giving life support CPR	<b>3</b>
6. Discuss the steps of Heimlich maneuver	Methods of Heimlich maneuver	Demonstrate Giving life support Heimlich maneuver	<b>2</b>
7. Knowledge of Prevent cross infection	<b>Role of yoga therapy assistant</b> 1. Infection control methods 2. Prevent the spread of infection	1. Visit a hospital and how to work color coding system 2. Sources of spread Infection Avoid physical contact during yoga session	<b>4</b>
8. Demonstrate the skills of infection control and use of personal protective equipment (PPE)	Use of personal protective equipment (PPE)	Collect pictures of PPE kit	<b>2</b>
9. Identify hazards and Discuss the different colors of dustbin used in waste disposal.	1. Waste disposal at work place 2. Types and category 3. Methods of Waste disposal	Collect photographs of various colors dustbin container	<b>5</b>
<b>Total</b>			<b>35</b>

<b>Unit 5: Yoga and Diet Therapy for Diabetics</b>			
<b>Learning Outcome</b>	<b>Theory (15 hrs)</b>	<b>Practical (20 Hrs)</b>	<b>Duration (30 Hrs)</b>
1. Discuss the importance and frequency of yoga technique and practice related to diabetes	<b>Yoga therapy for diabetics</b> • Importance of therapeutic yoga practices	Demonstrate different postures used for therapeutic yoga	<b>5</b>
2. Discuss about life style management as per yogic needs for diabetes	Role of yoga therapy assistant:- life style management as per yogic needsfor diabetics	Enlist yogic needs for diabetics client	<b>5</b>
3. Explain do's and don'ts' for patients related to yoga therapyfor diabetics	Do's and Don'ts' for patients related to yoga therapyfor diabetes	Prepare a chart do's and don'ts' for patients related to yoga therapyfor diabetics	<b>5</b>



4. Explain the importance of <i>ahara</i> in diabetes	<b>Diet therapy for Diabetics</b> <ul style="list-style-type: none"> <li>• Introduction: the dietary management of diabetes with yoga</li> <li>• Importance of <i>ahara</i> in diabetes</li> </ul>	1. Prepare a diet plan chart and poster for diabetics patient 2. Demonstrate cooking methods of diabetics food	<b>6</b>
5. Explain properties and classifications of <i>ahara dravya</i>	Properties and classifications of <i>Ahara dravya</i>	Group discussion on properties and classification of <i>ahara dravya</i>	<b>5</b>
6. Describe <i>hita avam ahitra ahara</i> based on <i>doshika prakriti</i>	<i>Hita avam Ahitra ahara</i> based on <i>doshika prakriti</i>	Prepare poster on <i>Hita avam Ahitra ahara</i>	<b>4</b>
<b>Total</b>			<b>30</b>

## 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
	<b>Total</b>	<b>110</b>

Unit 1: Communication Skills-IV			
Learning Outcome	Theory (10 Hrs)	Practical (15 Hrs)	Duration (25 Hrs)
1. Demonstrate active listening skills	1. Active listening -listening skill, 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	<b>10</b>
2. Identify the parts of speech	1. Parts of speech – using capitals, punctuation, basic parts of speech, supporting parts of speech	1. Group practice on identifying parts of speech 2. Group practice on constructing sentences	<b>10</b>
3. Write sentences	1. Writing skills to the following: <ul style="list-style-type: none"> <li>• Simple sentence</li> <li>• Complex sentence</li> <li>• Types of object</li> </ul>	1. Group work on writing sentences and paragraphs 2. Group work on practicing writing sentences in active	<b>05</b>

	2. Types of sentences <ul style="list-style-type: none"> <li>• Active and Passive sentences</li> <li>• Statement/</li> <li>• Declarative sentence</li> <li>• Question/</li> <li>• Interrogative sentence</li> <li>• Emotion/</li> <li>• Reaction or Exclamatory sentence</li> <li>• Order or Imperative sentence</li> </ul> 3. Paragraph writing	or passive voice 3. Group work on writing different types of sentences (i.e., declarative, exclamatory, interrogative and imperative)	
<b>Total</b>			<b>25</b>

### Unit 2: Self-Management Skills – IV

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 it positive	<b>10</b>
2. Describe how to become result oriented	1. How to become result oriented? 2. Goal setting – examples of result-oriented goals	Group activity on listing aim in life	<b>05</b>
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- <ul style="list-style-type: none"> <li>• Suspicious</li> <li>• Emotional and impulsive</li> <li>• Anxious</li> </ul> 4. Steps to overcome personality disorders	Group discussion on self-awareness	<b>10</b>
<b>Total</b>			<b>25</b>

<b>Unit 3: Information and Communication Technology Skills - IV</b>			
<b>Learning Outcome</b>	<b>Theory (06 Hrs)</b>	<b>Practical (14 Hrs)</b>	<b>Duration (20 Hrs)</b>
1. Identify the components of a spreadsheet application	Getting started with spreadsheet - types of a spreadsheet, steps to start LibreOffice Calc., components of a worksheet	Group activity on identifying components of spreadsheet in LibreOffice Calc	<b>02</b>
2. Perform basic operations in a spreadsheet	<ol style="list-style-type: none"> <li>Opening workbook and entering data – types of data, steps to enter data, editing and deleting data in a cell</li> <li>Selecting multiple cells</li> <li>Saving the spreadsheet in various formats</li> <li>Closing the spreadsheet</li> <li>Opening the spreadsheet</li> <li>Printing the spreadsheet</li> </ol>	Group activity on working with data on LibreOffice Calc	<b>03</b>
3. Demonstrate the knowledge of working with data and formatting text	<ol style="list-style-type: none"> <li>Using a 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</li> <li>Need to format cell and content</li> <li>Changing text style and font size</li> <li>Align text in a cell</li> <li>Highlight text</li> </ol>	<ol style="list-style-type: none"> <li>Group activity on formatting a spreadsheet in LibreOffice Calc</li> <li>Group activity on performing basic calculations in LibreOffice Calc</li> </ol>	<b>02</b>
4. Demonstrate the knowledge of using advanced features in spreadsheet	<ol style="list-style-type: none"> <li>Sorting data</li> <li>Filtering data</li> <li>Protecting spreadsheet with password</li> </ol>	Group activity on sorting data in LibreOffice Calc	<b>03</b>
5. Make use of the software used for making slide presentations	<ol style="list-style-type: none"> <li>Presentation software available</li> <li>Steps to start LibreOffice Impress</li> <li>Adding text to a presentation</li> </ol>	Group practice on working with LibreOffice Impress tools	<b>02</b>
6. Demonstrate the knowledge to open, close and save slide presentations	Open, Close, Save and Print a slide presentation	Group activity on saving, closing and opening a presentation in LibreOffice Impress	<b>01</b>
7. Demonstrate the operations related to slides and texts in the	Working with slides and text in a presentation- adding slides to a	Group practice on working with font styles in LibreOffice Impress	<b>04</b>

presentation	presentation, deleting slides, adding and formatting text, highlighting text, aligning text, changing text colour		
8. Demonstrate the use of advanced features in a presentation	<ol style="list-style-type: none"> <li>1. Advanced features used in a presentation</li> <li>2. Inserting shapes in the presentation</li> <li>3. Inserting clipart and images in a presentation</li> <li>4. Changing slide layout</li> </ol>	Group activity on changing slide layout on LibreOffice Impress	<b>03</b>
<b>Total</b>			<b>20</b>

<b>Unit 4: Entrepreneurial Skills-IV</b>			
<b>Learning Outcome</b>	<b>Theory (10 Hrs)</b>	<b>Practical (15 Hrs)</b>	<b>Duration (25 Hrs)</b>
1. Describe the concept of entrepreneurship and the types and roles, and functions of entrepreneur	<ol style="list-style-type: none"> <li>1. Entrepreneurship and entrepreneur</li> <li>2. Characteristics of entrepreneurship</li> <li>3. Entrepreneurship-art and science</li> <li>4. Qualities of a successful entrepreneur</li> <li>5. Types of entrepreneurs</li> <li>6. Roles and functions of an entrepreneur</li> <li>7. What motivates an entrepreneur</li> <li>8. Identifying opportunities and risk-taking.</li> <li>9. Startups</li> </ol>	<ol style="list-style-type: none"> <li>1. Group discussion on the topic "An entrepreneur is not born but created"</li> <li>2. Conducting a classroom quiz on various aspects of entrepreneurship</li> </ol>	<b>10</b>
2. Identify the barriers to entrepreneurship	<ol style="list-style-type: none"> <li>1. Barriers to entrepreneurship</li> <li>2. Environmental barriers</li> <li>3. No or faulty business plan</li> <li>4. Personal barriers</li> </ol>	<ol style="list-style-type: none"> <li>1. Group discussion about "What we fear about entrepreneurship"</li> <li>2. Activity on taking an interview of an entrepreneur</li> </ol>	<b>05</b>
3. Identify the attitude that make an entrepreneur successful	Entrepreneurial attitude	<ol style="list-style-type: none"> <li>1. Group activity on identifying entrepreneurial attitude</li> </ol>	<b>05</b>
4. Demonstrate the knowledge of entrepreneurial attitude and competencies	<ol style="list-style-type: none"> <li>1. Entrepreneurial competencies</li> <li>2. Decisiveness</li> <li>3. Initiative</li> <li>4. Interpersonal skills- positive attitude, stress management</li> <li>5. Perseverance</li> <li>6. Organisational skills- time management, goal setting, efficiency, managing quality.</li> </ol>	<ol style="list-style-type: none"> <li>1. Playing games, such as "Who am I"</li> <li>2. Group discussion on business ideas</li> <li>3. Group practice on "Best out of Waste"</li> <li>4. Group discussion on the topic of "Let's grow together"</li> <li>5. Group activity on listing stress and methods to deal with it like Yoga,</li> </ol>	<b>05</b>

		deep breathing exercises, etc. 6. Group activity on time management	
<b>Total</b>			<b>25</b>

<b>Unit 5: Green Skills-IV</b>			
<b>Learning Outcome</b>	<b>Theory (05 Hrs)</b>	<b>Practical (10 Hrs)</b>	<b>Duration (15 Hrs)</b>
1. Identify the benefits of the green jobs	1. Green jobs 2. Benefits of green jobs 3. Green jobs in different sectors: • Agriculture • Transportation • Water conservation • Solar and wind energy • Eco-tourism • Building and construction • Solid waste management • Appropriate technology	Group discussion on the importance of green job	<b>08</b>
2. State the importance of green jobs	Importance of green jobs in • Limiting greenhouse gas emissions • Minimizing waste and pollution • Protecting and restoring ecosystems • Adapting to the effects of climate change	1. Preparing posters on green jobs 2. Group activity on tree plantation	<b>07</b>
<b>Total</b>			<b>15</b>

### Part A: Vocational Skills

<b>S.No.</b>	<b>Units</b>	<b>Duration (hrs)</b>
1.	Unit 1: Introduction to Yoga Part - II	30
2.	Unit 2: Classification of Yoga	35
3.	Unit 3: Yoga Session	40
4.	Unit 4: Yoga Therapy and Palliative Care	25
5.	Unit 5: Record and Documentation	30
	<b>Total</b>	<b>160</b>

<b>Unit 1: Introduction to Yoga part - II</b>			
<b>Learning Outcome</b>	<b>Theory (12 Hrs)</b>	<b>Practical (18 Hrs)</b>	<b>Duration (30 Hrs)</b>
1. Discuss in brief various yogic texts Patanjali Yogsutra, Hathapradipika, Gheranda, Samhita	<b>Introduction to yogic text</b> Patanjali Yogsutra, Hathapradipika, Gheranda, Samhita	Group discussion on yogic text Patanjali Yogsutra, Gheranda, Samhita	<b>4</b>
2. Discuss benefits of mantra and dhyana	Define mantra chanting and dhyana	Demonstrate mantra chanting and dhyana	<b>3</b>
3. Explain historical perspective of yoga and yogic philosophy	<b>Yogic paricharya –</b> Ahara, Vihar, Achar-Vichar	Class room discussion yogic paricharya	<b>4</b>
4. Explain the concept of body, mind and soul. Discuss yoga and psychology	Concepts of - • body, mind and soul, • Ayurveda in yoga • mala (waste products) • Yoga and psychology	1. Dimension of health promotion 2. Group Discussion on various concepts	<b>5</b>
5. Describe the concept and benefits of yogic practices (Shuddhi Kriya, Asana, Pranayama, Mudra etc),	Concept and benefits of yogic practices : Shuddhi Kriya, Asana, Pranayama, Mudra etc	Demonstrate in classroom asana, mudra	<b>5</b>
6. Explain indications and contraindications of therapeutic yoga	Indications and contraindications of therapeutic yoga	Prepare poster on contraindications of therapeutic yoga	<b>5</b>
7. Explain the relevance of Sanskrit language and shlokas related to yoga	Importance of Sanskrit language and shlokas related to yoga	Sanskrit Literatures and Shlokas	<b>4</b>
<b>Total</b>			<b>30</b>

<b>Unit 2: Classification of Yoga</b>			
<b>Learning Outcome</b>	<b>Theory (15 Hrs)</b>	<b>Practical (20 Hrs)</b>	<b>Duration (35 Hrs)</b>
1. Discuss the components of therapeutic yoga	<b>Introduction:</b> Yogasutra and Hatha Yoga	Demonstrate the activities of yoga	<b>3</b>
2. Explain classification of therapeutic yoga and benefits of yogic practices	Classification of components yogasutra, • Yama • Niyamas • Āsana • Prāṇāyāma • Pratyāhāra • Dhāraṇā • Dhyāna • Samādhi	1. Group Discussion classification of components 2. Demonstrate Asana, Dhyana, Samadhi, Pranayama, Pratyahara	<b>18</b>
3. Describe six angas of hatha yoga	Classify six angas of Hatha Yoga	1. Benefits and limitations of	

	Methods and Benefits of yogic practices	therapeutic yoga practices 2. Charts and Posters on Asana, Pranayama, Pratyahara	<b>14</b>
<b>Total</b>			<b>35</b>

<b>Unit 3: Yoga Session</b>			
<b>Learning Outcome</b>	<b>Theory (18 Hrs)</b>	<b>Practical (22 Hrs)</b>	<b>Duration (40 Hrs)</b>
1. Discuss counselling techniques to gather required information from participant for therapeutic yoga	<b>Counselling</b> 1. Counselling techniques for therapeutic yoga participants 2. Counselling techniques for therapeutic yoga participants	1. Methods of counselling 2. Group activity Conduct counselling session	<b>10</b>
2. Organize work and prioritize the activities as per the instructions of the therapist/ doctor	<b>Yoga Session:</b> •Introduction different postures used for therapeutic yoga	Demonstrate asana to the participant as per yogic practices	<b>10</b>
3. Explain various <i>yogasanas</i> , <i>Pranayama</i> and Surya Namaskar for Diabetics client	<b>Yogik Practices :-</b> • Sukshm Yogic Vyayam • Pranayam • Asana – 12 • Surya Namaskar	1. Demonstrate Sukshm Yogic Vyayam, Pranayam, Asana 2. Demonstrate Surya Namaskar postures	<b>10</b>
4. Knowledge about therapeutic yogic techniques for healthy living	<b>Therapeutic yogic techniques</b> • Concentration development • Memory development • Voice culture • Karna Shakti vikasaka • Vak sakti vikasaka • Mukha, dhauti • Nadanusandhana • Padahastasana	1. Demonstrate various therapeutic yogic techniques in school auditorium 2. Development, voice culture 3. Prepare Charts and Posters on Karna Vak sakti vikasaka ,Mukha, dhauti, Padahastasana	<b>10</b>
5. Discuss about various therapeutic yogic techniques and practice	1. Benefits of therapeutic yogic techniques 2. Role and responsibilities of yoga therapy assistant	1. Prepare Charts and Posters on benefits of therapeutic yogic techniques 2. Role play on responsibilities of yoga therapy assistant	
<b>Total</b>			<b>40</b>

<b>Unit 4: Yoga Therapy and Palliative Care</b>			
<b>Learning Outcome</b>	<b>Theory (10 Hrs)</b>	<b>Practical (15 Hrs)</b>	<b>Duration (25 Hrs)</b>
1. Discuss about importance of ahara (diet) for palliative care patients	<b>Nutrition:-Ahara (diet)</b> <ul style="list-style-type: none"> <li>• Introduction: palliative care,</li> <li>• the dietary management related to palliative care patients</li> <li>• Importance of <i>ahara</i> in palliative care</li> </ul>	1. Prepare Charts and Posters on nutritional diet for palliative care patient 2. Demonstrates method of preparing nutritional food for patient	<b>10</b>
2. Discuss do's and don'ts' for palliative care patients	1. Post yoga session review 2. Do's and Don'ts' for palliative care patients with respect to therapeutic yoga	Enlist do's and don'ts' for palliative care patients with respect to therapeutic yoga	<b>10</b>
3. Explain the role of yoga therapy Assistant	Role and functions of the Yoga therapy Assistant for palliative care of the patient	Perform role of yoga therapy Assistant	<b>5</b>
<b>Total</b>			<b>25</b>

<b>Unit 5: Reporting and Documentation</b>			
<b>Learning Outcome</b>	<b>Theory (12 Hrs)</b>	<b>Practical (18 Hrs)</b>	<b>Duration (30 Hrs)</b>
1. Explain importance of maintaining various records.	1. Introduction of record, report and documentation. 2. Health records of participants	Demonstrate essential components of various records and method of documentation	<b>8</b>
2. Explain various types of records to be maintained by yoga therapy assistant	Types of records, purposes and importance of record, principles of record,	Enlist the documents maintained by Yoga therapy assistant	<b>8</b>
3. Explain the relevance and importance of feedback form for therapist/consultant and the participant on the progress during the course of sessions	1. Importance and Benefits of feedback form 2. Record the clients on the progress during the course of sessions.	1. Design progress record book 2.. Fill patient progress report 3. Fill feedback form	<b>8</b>
4. Develop skill in documentation and maintain proper registers related to yoga therapy assistant	Role and Responsibility of the Yoga therapy assistant keeping records safe and confidentially	Designing admission forms, feedback forms, complaint forms and record books for clients	<b>6</b>
<b>Total</b>			<b>30</b>



## 6. Organisation of Field Visits

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In a year, at least 3 field visits/educational tours should be organised for the students to expose them to the activities in the workplace.

Visit a Yoga Center and observe various activities of the Yoga therapy assistant on daily schedule basis. Also observe the following activities at yoga center:

1. Front office activities
2. Reception and registration activities
3. Disinfecting yoga hall and equipments
4. Laundry services
5. Various activities related to client care
6. Demonstration of First Aid
7. Personal hygiene
8. To observe the various safety measures
9. To take first aid knowledge of waste Management
10. Observe the demonstration of clients record keeping
11. Demonstrate various yoga therapy asanas, prnyam,

## 7. List of Equipment and Materials

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The list given below is suggestive and an exhaustive list should be prepared by the vocational teacher. 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.

1. Human Body Skeleton
2. Charts and Posters on body systems
3. AV Aids for understanding Human body structure and function
4. Yoga dress for male and female
5. Yoga mat
6. Sphygmomanometer
7. Thermometer
8. Pulse Oximeter (Finger),
9. Stethoscope
10. Personal protective equipment
11. Hand hygiene measures
12. Face Mirror
13. Manikin
14. First aid kit
15. Splints
16. Bandage,
17. Anti-septic
18. Dust bean
19. Water pot/ Mug/ Glass
20. Wall clock
21. Yoga Diet chart
22. Poster and charts on Yoga asanas, pranayam, mudra
23. Sutra Neti
24. Rubber Neti

25. Jalneti pot
26. Vastra Dhoti
27. Tratak Stand
28. Soap
29. Sample forms and Formats
30. Computer with internet facility

## 8. Vocational Teacher's/ Trainer's Qualification and Guidelines

**Q**ualification 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.	<ul style="list-style-type: none"> <li>• Master's degree in yoga with 1 years of experience</li> <li style="text-align: center;"><b>or</b></li> <li>• B.sc with PG diploma in Yoga</li> <li style="text-align: center;"><b>or</b></li> <li>• Medical Graduates with certificate in yoga with 5 years of experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Effective communication skills (oral and written)</li> <li>• Basic computing skills.</li> <li>• Technical competencies (e.g., Should be able to perform and train the yoga therapy related skills)</li> </ul>	18-37 years (as on Jan. 01 ( <u>year</u> )) 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 Rashtriya Madhyamik Shiksha Abhiyan (RMSA). 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 RMSA 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 upgradation 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 upgradation 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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