

CBSE | DEPARTMENT OF SKILL EDUCATION

CURRICULUM FOR SESSION 2021-2022

PHYSICAL ACTIVITY TRAINER (SUB. CODE-418)

JOB ROLE: EARLY YEARS PHYSICAL ACTIVITY FACILITATOR

CLASS – X

COURSE OVERVIEW

Early Years Physical Activity Facilitator works in play schools, day care centers, apartments and clubs to teach age appropriate physical activities to build fundamental skills and fitness in children up to the age of 8 years. Early Years Physical Activity Facilitator looks after the smooth functioning of the physical activities and sports events of the school, organization, institute, etc. He/ She should possess the knowledge and skills of safety and management of play field, equipment and tools, conduction of sports events, assessment of student's physical activity and report preparation.

COURSE OUTCOMES:

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

1. Apply effective oral and written communication skills to interact with people and customers;
2. Identify the principal components of a computer system;
3. Demonstrate the basic skills of using computer;
4. Demonstrate self-management skills;
5. Demonstrate the ability to provide a self-analysis in context of entrepreneurial skills and abilities;
6. Demonstrate the knowledge of the importance of green skills in meeting the challenges of sustainable development and environment protection;
7. Demonstrate the knowledge of the importance of physical activity in child development;
8. Plan age appropriate physical activity;
9. Execute age appropriate exercise;
10. Demonstrate the knowledge of children health and safety;
11. Assess and evaluate the students;
12. Conduct recreational activities; and
13. Demonstrate the knowledge of maintaining records.

COURSE REQUIREMENTS:

The learner should have the basic knowledge of science.

COURSE DURATION:

Class IX	200 hrs.
Class X	200 hrs.
TOTAL	400 hrs.

SCHEME OF UNITS

CLASS	THEORY	PRACTICAL	TOTAL
Class IX	50 marks	50 marks	100 marks
Class X	50 marks	50 marks	100 marks

This course is a planned sequence of instructions consisting of units meant for developing employability and vocational competencies of students of Class IX opting for skill subject along with other education subjects.

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

PHYSICAL ACTIVITY TRAINER (SUBJECT CODE - 418)

CLASS – X (SESSION 2021-2022)

Total Marks: 100 (Theory-50 + Practical-50)

	TERM	UNITS	NO. OF HOURS for Theory and Practical		MAX. MARKS for Theory and Practical
Part A	Employability Skills				
	TERM I	Unit 1: Communication Skills-II	13		5
		Unit 2: Self-management Skills-II	7		
		Unit 3: Information and Communication Technology Skills-II	13		
	TERM II	Unit 4: Entrepreneurial Skills-II	10		5
		Unit 5: Green Skills-II	7		
		Total	50	10	
Part B	Subject Specific Skills		Theory	Practical	
	TERM I	Unit 1: Roles and Responsibilities of Early Years Physical Activity Facilitator	16	16	20
		Unit 2: Assessment and Evaluation of Students	11	21	
	TERM II	Unit 3: Free-play	15	24	20
		Unit 4: Monitoring and Inventory Management	15	32	
			Total	58	92
Part C	Practical Work				
		Practical Examination			15
		Written Test			10
		Viva Voce			10
		Total			35
Part D	Project Work/Field Visit				
		Practical File/Student Portfolio			10
		Viva Voce			05
		Total			15
		Grand Total	200		100

DETAILED CURRICULUM/TOPICS FOR CLASS X

Part-A: EMPLOYABILITY SKILLS

S. No.	Units	Duration in Hours
1.	Unit 1: Communication Skills-II	13
2.	Unit 2: Self-management Skills-II	7
3.	Unit 3: Information and Communication Technology Skills-II	13
4.	Unit 4: Entrepreneurial Skills-II	10
5.	Unit 5: Green Skills-II	7
TOTAL DURATION		50

NOTE: For Detailed Curriculum/ Topics to be covered under Part A: Employability Skills can be downloaded from CBSE website.

Part-B – SUBJECT SPECIFIC SKILLS

- Unit 1: Role and Functions of Early Years Physical Activity Facilitator
- Unit 2: Assessment and Evaluation of Students
- Unit 3: Free-play
- Unit 4: Monitoring and Inventory Management

UNIT 1: ROLES AND RESPONSIBILITIES OF EARLY YEARS PHYSICAL ACTIVITY FACILITATOR

LEARNING OUTCOME	THEORY	PRACTICAL
1. Identify roles and responsibilities of a physical activity facilitator	<ol style="list-style-type: none">1. Job description of an early years physical activity facilitator2. Qualities of a good teacher	<ol style="list-style-type: none">1. Discussion on the methods of discipline inculcation in students2. Group discussion on pros and cons of mass drill3. Discussion on the importance of talent identification in sports
2. Describe the various activities to be conducted by the physical activity facilitator	<ol style="list-style-type: none">1. Conducting basketball and volleyball skill development sessions2. Altering the programs to meet the participant turn out and skill level.3. Arranging facilities and equipment for performing risk management checks on the facility.4. Dealing with customers and answering questions.	

LEARNING OUTCOME	THEORY	PRACTICAL
	5. Established rules and regulations and etiquette guidelines 6. Ensuring the completion of all administrative paperwork activity plans, and participant feedback. 7. Responding to situations requiring conflict resolution and emergency incidents, including first aid or CPR.	

UNIT 2: ASSESSMENT AND EVALUATION OF STUDENTS

LEARNING OUTCOME	THEORY	PRACTICAL
1. Describe the various types and tools of assessment	1. Meaning of assessment and evaluation 2. Diagnostic assessment 3. Skill assessment 4. Assessment tools and processes	1. Prepare a chart on difference between assessment and evaluation 2. Classroom discussion on which of the assessment is better formative or summative
2. Prepare assessment report and provide feedback	1. Preparation of report <ul style="list-style-type: none"> • Information identification • Analysis of report • Conclusion and recommendation • Revise your report • Providing feedback 2. Steps of documenting feedback <ul style="list-style-type: none"> • Objectives of feedback 	1. Slide presentation on steps of report preparation and feedback

UNIT 3: FREE-PLAY

LEARNING OUTCOME	THEORY	PRACTICAL
1. Describe the importance and purpose of free-play	<ol style="list-style-type: none">1. Free play2. Components of free play3. Importance of free play in student's life4. Factors influencing recreational activities	<ol style="list-style-type: none">1. Write a paragraph on importance of free play students life2. Make a chart of factors influencing free play
2. Organize Free-play activities	<ol style="list-style-type: none">1. Objective of activity2. Selection of suitable free play activity3. Categorization and deviation of groups4. Area selection5. Equipment selection6. Organization of free play activities	<ol style="list-style-type: none">1. Group discussion on importance of categorization and grouping in recreational activities2. Prepare a speech on equipment selection in free play activity
3. Demonstrate the knowledge of rehabilitation through free-play	<ol style="list-style-type: none">1. Role of free-play in rehabilitation2. Heterogeneous to homogeneous group3. Selection of suitable free play activity4. Session timing and time table5. Recording data of each session	<ol style="list-style-type: none">1. Prepare a pie chart on rehabilitation through free play

UNIT 4: MONITORING AND INVENTORY MANAGEMENT

LEARNING OUTCOME	THEORY	PRACTICAL
1. Describe the process of inventory management	<ol style="list-style-type: none">1. Importance of periodic inventory check2. Process of maintaining inventory	<ol style="list-style-type: none">1. Write a paragraph about importance of listing the equipment2. Prepare a flowchart on the steps of Listing the equipment
2. Manage props and equipment	<ol style="list-style-type: none">1. Report of listed equipment2. Estimation of fund for new equipment3. Estimation of money for repairing of equipment4. Monetary report of equipment purchased and repaired	<ol style="list-style-type: none">1. Prepare a report of equipment in school sports store room2. Prepare a report of sports equipment

LIST OF EQUIPMENT AND SUPPORT MATERIAL:

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.

TEACHER'S/TRAINER'S QUALIFICATION AND GUIDELINES:

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

QUALIFICATION	MINIMUM COMPETENCIES	AGE LIMIT
Post-graduation in Physical Education from a recognized Institute /University, with at least 1 year work/ teaching experience	Effective communication skills (oral and written) Basic computing skills.	18-37 years (as on Jan. 01 (year). Age relaxation to be provided as per Govt. rules.

Vocational Teachers/Trainers form the backbone of Vocational Education being imparted as an integral part of *Samagra Shiksha*. 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 PSSCentral 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 organizations 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:
 - a) Prepare session plans and deliver sessions which have a clear and relevant purpose and which engage the students;
 - b) Deliver education and training activities to students, based on the curriculum to achieve the learning outcomes;
 - c) Make effective use of learning aids and ICT tools during the classroom sessions;
 - d) 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;
 - e) Work with the institution's management to organize skill demonstrations, site visits, on- job trainings, and presentations for students in cooperation with industry, enterprises and other workplaces;
 - f) Identify the weaknesses of students and assist them in upgradation of competency;
 - g) Cater to different learning styles and level of ability of students;
 - h) Assess the learning needs and abilities, when working with students with different abilities
 - i) Identify any additional support the student may need and help to make special arrangements for that support;
 - j) Provide placement assistance

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

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

CAREER OPPORTUNITIES

Students who successfully complete their Vocational Training in Physical Education and Sports would be skilled to work as:

- Assistant to a Physical Education Teacher teaching age-appropriate physical activity in school
- Assistant to any coach teaching children age appropriate sports in a sports academy
- Member of a sports management team
- Assistant to venue operation manager in stadiums – groundmen, equipment manager, etc.
- As a referee, umpire at the district level tournaments
- Yoga Instructor, Fitness trainer in gyms by doing a short additional certification course